U.S. Department of Education

2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [X] Choice

Name of Principal Ms. Dianne M Jones
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Transmountain Early College High School
(As it should appear in the official records)

School Mailing Address 9570 Gateway N Boulevard--EC
(If address is P.O. Box, also include street address.)

City El Paso State TX Zip Code+4 (9 digits total) 79924-6800

County EL PASO State School Code Number* 071902015

Telephone 915-832-4270 Fax 915-751-2011

Web site/URL http://tmechs.episd.org E-mail dmjones1@episd.org

Twitter Handle N/A Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date
(Principal's Signature)

Name of Superintendent*Mr. Juan Cabrera E-mail: superintendent@episd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name El Paso ISD Tel. 915-230-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Dee Margo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
   59 Elementary schools (includes K-8)
   17 Middle/Junior high schools
   16 High schools
   1 K-12 schools

   93 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. 6 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	42	69	111
10	37	63	100
11	38	49	87
12	41	50	91
Total Students	158	231	389

5. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
1 % Asian
4 % Black or African American
84 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
10 % White
1 % Two or more races
100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 5%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred ***to*** the school after October 1, 2012 until the end of the school year	2
(2) Number of students who transferred ***from*** the school after October 1, 2012 until the end of the 2012-2013 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1	395
(5) Total transferred students in row (3) divided by total students in row (4)	0.051
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 0 %
1 Total number ELL

Number of non-English languages represented: 1
Specify non-English languages: Spanish

8. Students eligible for free/reduced-priced meals: 62 %

Total number students who qualify: 241

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 1 %
2 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1 Autism	0 Orthopedic Impairment
0 Deafness	0 Other Health Impaired
0 Deaf-Blindness	1 Specific Learning Disability
0 Emotional Disturbance	0 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	98%	97%	98%	97%	97%
High school graduation rate	100%	100%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	86
Enrolled in a 4-year college or university	77%
Enrolled in a community college	9%
Enrolled in career/technical training program	1%
Found employment	6%
Joined the military or other public service	1%
Other	6%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Transmountain Early College High School (TMECHS) is located in one of the largest urban border cities along the Texas-Mexico border; El Paso, Texas. The community encompasses a diverse population that comes from Texas, New Mexico, Mexico, and Fort Bliss. The region has approximately an 82% Hispanic population with high rates of unemployment and poverty, and low rates of post-secondary education and job skills. While Fort Bliss brings world travelers to the city's epicenter, many native El Paso residents have limited or non-existent travel experiences outside the city limits. With a "grow our own" philosophy, the community has been addressing these inequities by establishing Early College High School programs and Science, Technology, Engineering, and Mathematics (STEM) academies in the area within the last eight years.

The El Paso Independent School District (EPISD) opened TMECHS in August 2008 with the mission of providing "a select population of EPISD students a unique educational opportunity to attend both high school and college in a special campus that will challenge students to excel in their academic and personal endeavors. Students will have the opportunity to earn a high school diploma and a two year Associate's Degree upon graduation." TMECHS was the third early college high school established in El Paso, and the first campus to develop a STEM focused program of study. Students submit an application to attend the school and are selected for admission through a lottery process; with low socio-economic status, under-served populations, first generation college goers, and at-risk students being the target of the recruitment process.

Since the school's inception, there has been a focus on STEM research and completing an Associate's Degree while in high school. Through collaborative grants with the El Paso Community College (EPCC) and University of Texas at El Paso (UTEP), students have been engaged in scientific and engineering research internships and have traveled to showcase their work throughout the United States. Students have presented at the Texas-STEM Best Practices Conference and at several Universities-both within and outside of El Paso. In addition, they have attended national conferences and workshops at high level institutions; such as the National Institute for Health in Washington, DC. Students have developed projects that have flown into space on the Space Shuttle Endeavor, have video-conferenced with and sent scientific projects to the International Space Station, and have conducted cancer research and assisted with the design of prosthetic limbs with UTEP professors. The traditions of providing opportunities to travel outside of El Paso, mentoring with professionals, and showcasing self-developed work products have enabled our students to investigate and witness first-hand the opportunities available to them. After graduation from TMECHS, most of our students have continued their educational aspirations (87%) and/or sought immediate employment in a STEM related field (6%).

Transmountain ECHS earned full accreditation status from the Southern Association of Colleges and Schools (SACS) during its second year of operation. That same year, TMECHS was identified as a "higher performing school" by the National Center for Educational Achievement (NCEA). TMECHS has received the highest accountability ratings recognized within the state of Texas and under the Adequately Yearly Progress federal system-"Exemplary" and "Met Standard" respectfully; establishing a tradition of setting high expectations and providing interventions that ensure student success.

TMECHS has been the host to several independent school districts and higher education institutions that were establishing early college high schools of their own, or adding a STEM component within a school that was already operational. It has also hosted visits by potential grant providers, government officials, Gates Foundation representatives, and the U.S. Secretary of Education-Mr. Arne Duncan. The tradition of sharing lessons learned continues to provide opportunities for growth within our own school.

TMECHS has many strong points that benefit our students, the strongest of which is the collaboration with our neighboring partners of higher education EPCC and UTEP. With the help of stipends, scholarships, tuition waivers, and mentors, TMECHS students are exceeding educational expectations and pursuing their STEM goals at an unanticipated rate. To date, 151students have completed their Associate's Degrees, 81

students have completed their Associate' Degree during their junior year of high school and started taking upper-level Bachelor's Degree courses at UTEP during their senior year of high school, and 100 percent of our graduates have received the highest diploma offered in Texas, the Distinguished Achievement Program diploma. Through the support of a highly educated faculty, of whom 91 percent have Master's Degrees, TMECHS will continue to share lessons learned, provide opportunities to open doors for students both within and outside the El Paso community, and strive for reaching new heights in the educational realm. The dedication of both our students and staff in making the noted accomplishments possible for a population of at-risk students is what makes TMECHS worthy of the National Blue Ribbon status.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

1(a). Texas assigns annual ratings to each public school. From 2008-2009 through 2010-2011, the ratings were based on the results of the Texas Assessment of Knowledge of Skills (TAKS) exam. The ratings included "Academically Unacceptable," "Academically Acceptable," "Recognized," and "Exemplary." During the 2011-2012 school year, Texas transitioned to a new accountability system based on the results of the new State of Texas Assessments of Academic Readiness (STAAR) exam. During this transition year, new ratings were not assigned. In 2012-2013, campuses were rated by the new system of "Met Standard," "Improvement Required," or "Not Rated." Even though ratings of "Academically Acceptable" on TAKS and "Met Standard" on STAAR are considered proficient/acceptable, TMECHS staff has always striven to reach the highest level of performance, "Exemplary" and "Met Standard," respectively.

Both TAKS and STAAR exams are driven by the state's student expectations identified for each grade and subject area. For TAKS, science and social studies were tested in grades 10 and 11 only, while Reading/ELA and mathematics were tested in all high school grade levels according to the grade level at which the student was assigned. For STAAR, Reading/ELA, mathematics, science, and social studies are all tested as end-of-course exams in high school courses for students registered in the respective course, regardless of classification.

Student performance is determined by proficiency standards established by panels of educators. For TAKS, students had ratings of "Met Standard," "Did Not Meet Standard," or "Commended Performance." For STAAR, the ratings are: "Level I-Unsatisfactory Performance," "Level II-Satisfactory Performance" and "Level III-Advanced Performance." Proficiency standards for the exams are "Met Standard" on TAKS and "Level II-Satisfactory Performance" on STAAR; with students performing at the highest level being awarded ratings of "Commended Performance" and "Level III-Advanced Performance."

1(b). TMECHS has demonstrated excellent achievement in all subjects and student groups as measured by the state assessments. During the TAKS era from 2008 through 2011, we are proud that TMECHS received the highest rating of "Exemplary" each year. New ratings were not assigned during the 2011-2012 transition year to STAAR. In 2012-2013, the first year ratings were assigned under the STAAR system, TMECHS earned a "Met Standard" rating by exceeding the targeted score on each index evaluated (Student Achievement, Student Progress, Closing Performance Gaps, and Post-secondary Readiness).

When TMECHS opened its doors in August 2008, scores were only reported for the grades in operation at the time. For 2008-2009, TMECHS had only a 9th grade; 2009-2010, only 9th/10th grades; 2010-2011, 9th/10th/11th; and 2011-2012 and beyond, 9th/10th/11th/12th.

Over the past five years, TMECHS has demonstrated a strong performance by maintaining percentages in the range of 97% to 100% in Reading/ELA and 89% to 100% in Math for all students on TAKS exams and 87% to 98% for all students on Reading/ELA and 96% to 98% on Math STAAR end-of-course exams. Performance of the qualifying subgroups of Hispanic and White mirrors the overall school performance, with the exception of the White subgroup on the 2012-2013 Algebra I end-of-course. Eighty percent of the White students achieved "Level II-Met Standard" on this exam; while 90% school-wide achieved "Level II-Met Standard." The five students within this subgroup have been assigned to our Math Coach for one-on-one supports with mathematical concepts and monitoring, are included in mandatory tutorials, and work with a peer tutor in the classroom. With 62% of the student population qualifying for free or reduced meals, there is no significant difference in student achievement based on economic status.

During the same five years, students in the "Commended Performance" and "Level III-Advanced Academic Performance" ranges have maintained consistency in or increased their performance. During the three years of reported TAKS data, students achieved scores in the "Commended Performance" level on ELA/Reading from a low of 22% in 10th grade to a high of 59% in 9th grade. In Math, the same trend is reflected by a low of 24% in 10th grade to a high of 48% in 11th grade. During the second year of reported STAAR data,

the "Level III-Advanced Performance" Reading level is at 14% in grade 9 and 43% in grade 10; while the mathematical levels range from 3% in Algebra I to 55% in Algebra II.

Significant gains in student performance can be attributed directly to the faculty. All ELA/Reading teachers and two Math teachers have Master's Degrees in their respective content areas. In addition to the work the teachers do in the classroom on a daily basis, instructors are always willing to provide additional support to students before school, during lunch, and after school. Teachers in other content areas also help to positively influence the high expectations by providing reading and writing assignments in their content, maintaining up-to-date word walls in the classroom, conducting peer observations, and collaborating with one another on assignments. Another noteworthy factor that contributes to our success is the relationships that develop between the teachers and students. The mutual trust that focuses on the commitment to academic success is evident when a teacher implements an intervention and the students immediately respond to the help being offered.

The greatest factor that has contributed to performance losses has been the delay in the release of new assessment performance and proficiency standards. Even with the delay, TMECHS staff remains committed to the process of continuous improvement and will continue to work with students in achieving that goal.

2. Using Assessment Results:

TMECHS is a data-driven campus and recognizes that data-informed decisions are an integral part of the instructional process. Administrators, teachers, and students create success by working collaboratively to use data to drive instruction. The data used comes from multiple sources such as: state assessment results, attendance reports, grade reports which include student report cards, teacher grade distributions, campus-wide failures, Dual Credit course completion rates, the Texas Success Initiative (TSI) college placement test mastery outcomes, surveys, common assessments, national norm-referenced assessments, and feedback from external coaches and central administration.

Both school level and individual student level decisions are made based on the various data sources. The Campus Improvement Team (CIT) uses school-wide aggregated data to develop our annual campus improvement plan and to determine course offerings, budgetary/facility needs, and scheduling parameters. The committee meets monthly to review reports, hear feedback from department heads, and evaluate the effectiveness of programs, curricula, and lesson delivery occurring on the campus. All school stakeholders are represented on the team: students, teachers, administrators, parents, community.

Teachers meet during weekly departmental professional learning communities to review test results and classroom grades, vertical alignment, student work products, lesson delivery, and feedback from peer observations. Interventions needed to address students who are not performing at the expected level are a routine agenda item. Randomly scheduled student, teacher, parent, administrator conferences are conducted to communicate and support the identified interventions through the development of an individualized plan.

Student feedback collected through continuous formative assessments is the most common use of data in the classroom. Learning is assessed during immediate input collected through the use of clickers, electronic devices, show of hands, and quizzes. The information is then used to determine what further teaching and learning needs to be pursued. TMECHS students are owners of their academic progress through the maintenance of a log to monitor student expectations and mastery of the state curriculum through the use of the Texas Essential Knowledge and Skills (TEKS). These logs are monitored by the classroom teacher to assess items that may need to be retaught.

Administrators hold teachers accountable for student success through lesson plan reviews, classroom walkthroughs, one-on-one conferences, and intervention implementation documentation such as tutorial sign-in sheets. Staff development activities are recommended to a teacher who may need additional supports.

Counselors support the delivery of assessment results by distributing state/national assessment results to all stakeholders, by conducting individualized student conferences, and by participating in student/teacher conferences. Methods of supporting the social and emotional needs of the student are also shared.

Students' academic achievements are shared with students, parents, and the community through a systemic method of communication. These methods include: a yearly Open House "State of TMECHS" address, student presentations and recognitions at TMECHS Parent-Teacher-Student Association meetings, mailed quarterly parent newsletters, an annual awards ceremony, daily public address announcements, nominations for leadership programs offered by outside organizations, and announcements at monthly principal meetings.

3. Sharing Lessons Learned:

TMECHS has shared successful strategies with other schools both within and outside the district and at state and national associations from the time when the school was established. For example, a comprehensive high school in our district wanted to apply to become an Early College High School for 2014-2015. TMECHS staff shared the application process, Memorandum of Understanding (MOU) development, and curriculum cross-walk (high school course alignment with EPCC courses) with the leadership of the school.

TMECHS has also hosted approximately 12 on-site visits from schools across the country. An overview of successful strategies for ECHS and STEM program implementation in a border city with a high poverty rate and a low post-secondary education rate was presented, financial resources acquisition discussed, information panels shared, a campus tour with classroom visits provided, and a question and answer session conducted. Visitors included ISD campus leaders, central administrators; IHE central administrators, liaisons, deans; teachers; and professional teams from Educate Texas, Gates Foundation, U.S. Department of Education, and University of Chicago CEMSE3 program.

Prior to TMECHS's opening, six TMECHS students and staff members conducted a staff development training for the faculty at EPCC to bridge the admission of 9th grade students into a college classroom. A mutual sharing of expectations of a college-going culture occurred. TMECHS students also shared teaching strategies previously incorporated in their classrooms that they found useful in meeting academic success.

TMECHS teachers embed project-based learning projects within their daily lessons. Four teachers showcased their work at a PBL symposium held in El Paso in May 2013. They presented how project-based learning projects can be implemented in all content areas. The audience consisted of teachers and administrators from El Paso county.

TMECHS students and staff have presented at the Texas STEM Best Practices conference in 2012 and 2013. The audience consisted of administrators, teachers, and students from various STEM campuses across the state of Texas. TMECHS students also presented their work at three University Research Seminars, sharing how their scientific projects led to the addition of Scientific Research and Design and Engineering Design and Problem-solving courses in the TMECHS curriculum. The audience was predominantly IHE faculty and post-doctoral students.

Teachers in the TMECHS English, mathematics and science departments regularly help write the district's curriculum, serve on Advanced Placement review committees, and participate on IHE grant writing committees.

4. Engaging Families and Community:

TMECHS employs a part-time Parent Engagement Leader (PEL) to assist in bridging the school with family and community members. The PEL works closely with the campus administration in developing and coordinating monthly community informational meetings and Parent-Teacher-Student-Association meetings. The focus of these meetings has been items such as: sharing student work in robotics and rocketry designs, scientific research projects, project-based learning activities, power-point and prezi

presentations; providing college readiness information regarding financial aid, application processes, degree plan completion; creating awareness of cyber-safety and anti-bullying associated with internet safety and parent rights to access; distributing school data information; and explaining interventions and supports available.

On-going communication with TMECHS stakeholders is provided through phone messages, access to the district parent portal, flyers, presentations at feeder schools, email, phone calls, face-to-face conferences, teacher websites, and mail-outs. Due to serving a US-Mexico border community, many parents need information presented in Spanish. Therefore, our parent meetings and mail-outs are always translated into Spanish by our Languages Other Than English department chair.

Another method of engaging our school community and parents is through a wellness program. Monthly campus walks and exercise classes are hosted by our Health and PE department for students, staff, parents, and community members. An established on-site wellness decision making committee includes representation from students to parents and staff.

TMECHS also engages its community through clubs. The Community Service Club has sponsored events such as a float in the Northeaster Parade, donations to the Child Crisis Center, adopt a highway activities, and collection of toiletries for the Battered Women's Shelter. In addition, the History Honor Club provides an opportunity for students to become aware of and appreciate the history of El Paso. In 2011-2012, students participated in the "Re-Encuentro: Seeing El Paso Through New Eyes" a student program at the El Paso Museum of History.

The active engagement of families and community benefits TMECHS because it provides avenues for additional support for student success. Through awareness of curricular endeavors, TMECHS has acquired tutors, speakers, chaperones, and monetary resources for the classroom. Providing college readiness information has enabled parents to monitor diploma and degree completion; utilize online, in class, and community resources; and assist with the financial planning of post-secondary education. Programs such as cyber-safety, bullying, and wellness assist all stakeholders in ensuring the social and emotional needs of our students are met, limiting the effect these barriers have on learning.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

TMECHS follows EPISD's Standards Based Curriculum; which is aligned with the Texas Essential Knowledge and Skills. All of our students work toward the completion of the Distinguished Achievement graduation plan, which requires four years of science, mathematics, language arts, social studies; three years of the same foreign language, four advanced measures, and 26 overall credits. The curriculum is rigorous, challenging, and develops career and college readiness skills. Since TMECHS offers Dual Credit in all core subjects, our staff works with the El Paso Community College to ensure the curriculum is also aligned with the college standards required by the Higher Education Coordinating Board. As an early college high school with a science, technology, engineering and mathematics focus, the state blueprints in these areas are incorporated in our school's daily practices.

TMECHS' teaching strategies, techniques, and methodologies provide depth and complexity through the incorporation of the Gifted and Talented protocols in higher-order questioning and product development in all classes. Classroom learning experiences include project-based learning activities, in-depth laboratory experiments, research experiences, collaborative discussions and debates, technology-based presentations, and involvement in workshops, seminars, and competitions at the local, state, and national levels. Teachers integrate technology, Cornell note-taking, and Socratic seminars to further engage their students in the learning process. Students are also able to apply their learning through involvement in extra-curricular activities: Robotics, Rocketry, summer research programs, University Interscholastic League competition teams, Science Bowl, and community presentations.

Since TMECHS students must be "college ready" as they enter the ninth grade, transitioning and college readiness needs are addressed at the onset. A two-week Summer Bridge Program is offered before the year begins and addresses the Reading, Writing, and Mathematics skills required for the TSI college placement exam. TMECHS teachers prepare the curriculum and tutor the students in test-taking skills. The curriculum's reading and writing resources include mathematics, science and social studies expository materials. Once the year begins, all freshmen students take an innovative course entitled College Transition which is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners in a college setting. The course curriculum includes time management, note-taking, critical thinking, and test-taking.

Research shows that core content learning and retention is strongly supported through musical and visual means. Through engagement in the TMECHS Fine Arts programs, students are able to take courses in Piano, Orchestra, Band, Guitar, Acting, Art, and Dance. The skills learned in these programs transfer to student work products in all other classes; for example, relating music to history, society and culture. Through creative performance, students apply the expressive practical skills and critical thinking in the content to evaluate multiple forms of problem solving and develop criteria for making critical judgments and informed choices.

TMECHS is located in a US-Mexico border city, where Spanish is one of the predominant languages spoken. To support not only the spoken language of our students, but also the written language; TMECHS offers both native and non-native courses in Spanish at all levels. Students who are fluent in the language are able to test out of a course by taking Credit-by-Exam. Dual Credit Spanish III is also available for students who pursue Associate's degrees requiring a foreign language. As a part of the Spanish curriculum, students are expected to learn formal Spanish, apply the language in real-world settings, and use the vernacular in culturally appropriate ways. French is the other language taught at TMECHS.

Technology is integrated across the TMECHS campus' curriculum; enabling students to research, develop, and present outcomes in a 21st century means. Students are issued a laptop, classrooms are equipped with SmartBoards, Ipads, projectors, and labs are upgraded as resources allow. Parent and community presentations are conducted using technological devices.

Physical fitness and good health is as important as mental fitness when advancing student learning. TMECHS, therefore, offers courses in Physical Education, Health, and Advanced Health. Core subject content, as well as Sociology, Psychology, and current World Events, are incorporated in the content to develop well-rounded individuals that can understand the current domestic and international issues of mental health, customs and traditions, and climatic changes.

2. Reading/English:

Transmountain Early College High School's English Language Arts department offers a challenging, rigorous, yet fun educational experience suited for students of all learning styles and ability levels. The curriculum not only includes Pre-AP English I, Pre-AP English II, Dual Credit English III, and English IV, but also provides electives in Practical Writing, Creative Writing, Literary Genre, and Analysis of Visual Media to support reading and writing skills. Teachers utilize the district-developed curriculum.

One of the initiatives the department is most proud of is its purchase and implementation of the TMECHS On-Line Library. The online library provides free access to books on any electronic device at any time. Parents and community members may also access this resource through the school's log-in. The ELA teachers have also coordinated with the El Paso Community College to expand their reading resources of above grade level novels in multiple content areas. On-line reading programs and common assessments are also used to assess student reading levels, provide intervention resources, and identify growth or regression in skill levels. If the data show a student is reading below grade level, the student is included in tutorials, participates in software driven interventions, is monitored for growth, and, if needed, referred for special programs. If the data show a student is reading above grade level, he is provided a broader choice in reading assignments and is recommended for acceleration of college coursework.

As an early college high school, TMECHS teachers utilize a common instructional framework in delivering instruction. The framework includes literacy groups, collaborative groups, and using reading and writing across the curriculum. A daily review of key vocabulary words, from within the readings and SAT/ACT/TSI preparation, is also included. In addition; student-led novel readings, role-playing, power-point and prezi presentations are commonly found in ELA classrooms. TMECHS students use electronic devices on a regular basis to share their learning.

In order for TMECHS students to begin taking college credit producing courses in 9th grade, students must meet the college readiness level on the TSI college placement reading exam as soon as possible. To maximize mastery on the exam, the ELA teachers prepare materials for the Summer Bridge transitioning program, hold Saturday seminars, utilize online resources, train other content area teachers on methods of incorporating reading in daily lessons, sponsor a Book Club, and conduct interdisciplinary activities.

3. Mathematics:

TMECHS students are required to take an intense mathematics course sequence that integrates problem solving and technology skills. Offerings include Pre-AP Algebra I, Pre-AP Geometry, Pre-AP Algebra II, Dual Credit Pre-Calculus, and Dual Credit Calculus. Each of these courses is taught using hands-on learning activities, technology integration, and word problems that require application of learning. Student issued laptops; along with Ipads, TI-Inspire calculators, and clickers; provide visual access to the concepts stressed. Providing technology and using it to enhance learning helps our students to be competitive when applying for college admission, scholarships, and jobs. Collaborative project-based learning activities provide the students opportunities to learn to work in teams, to apply the concepts learned to the real world, and to present their work to others. With Ft. Bliss and White Sands Missile Range serving as key employers in the El Paso area, graduating students with strong math and 21st century skills increases their probability of finding immediate employment in STEM fields within the local area.

Individualizing the learning plans of our students ensures students do not lag behind in the critical area of mathematics. Students performing below standards are required to attend tutorials. To prevent transportation from being a barrier, an advisory tutorial is provided as part of the instructional day. EPCC,

our higher education partner, also provides college student tutors to work in our math classrooms. Word walls are posted in all classrooms, focusing on key mathematical terminology. TMECHS utilizes a Math Coach to model instructional strategies for all mathematics teachers, to conduct pull-outs with students, to identify resources that support learning, to assist with performance analysis and monitoring, to coordinate peer observations, and to facilitate parent, teacher, student conferences arranged to address student learning plans.

Acceleration of learning has been a focal point of mathematics education at TMECHS. Students who are performing above grade level are provided summer classes that accelerate the mathematics curriculum framework. This provides our students the opportunity to begin working on post-secondary math curriculum at the University of Texas at El Paso while still attending TMECHS. The accelerated student is also inducted into the Mu Alpha Theta Mathematics Honors Club.

Other mathematics based courses available to students on the TMECHS campus include Accounting to support foundational math skill, Computer Science to support logic, high order thinking and technology, and Engineering Design to provide hands-on mathematical application.

4. Additional Curriculum Area:

4(a). TMECHS' school mission includes the words "...will challenge students to excel in their academic and personal endeavors. Students will have the opportunity to earn a high school diploma and a two year Associate's Degree upon graduation." In order for our mission to be accomplished, teaching and learning must be consistent across the campus, address the varied needs of the student population, and include a variety of course offerings.

With the expectation that all TMECHS students "excel in their academic...endeavors," all of our students graduate under Texas' highest graduation plan, the Distinguished Achievement Plan (DAP). One component of the plan is completing advanced measures, in which scientific research projects can be included. Since TMECHS is a T-STEM Academy, science is a continual focal point in the school's curriculum. The four year required science course offerings include Pre-AP and Dual Credit Biology, Pre-AP and Dual Credit Chemistry, Physics, and Anatomy and Physiology. However, to support DAP advanced measure completion, TMECHS has included two hands-on research courses in its offerings-Scientific Research and Design (SRD) and Engineering Design and Problem-solving (EDP). Embedded in both of these courses is a research project. In SRD, student projects include research focused on making advancements in the El Paso community such as testing water samples from the Rio Grande river and examining its effects on the drinking water. TMECHS has also collaborated and paired with EPCC in grant programs that provided funding for students to participate in summer research internships with instructors from EPCC and professors from UTEP. Through these grants Minority Science and Engineering Improvement Program (MSEIP), Department of Homeland Security (DHS), National Institute for Health (NIH Build Scholars), students have participated in state and national workshops, seminars, and competitions, winning scholarships and awards for their work. These grants have also enabled our students to have their research flown on the Space Shuttle Endeavor, conducted on the International Space Station, presented at national conferences and universities, and used as a basis for further research. The students use Scanning Electronic Microscopes, TI-Inspire calculators, and other forms of technology in conducting their experiments. They also present their work in front of a team of professionals in the respective project field. In EDP, students collaborate with our Partners-in-Education on using software, accessing resources, designing project outcomes, and conducting formative assessments of their products as they prepare to compete in events in robotics and rocketry. In these classes, the teacher serves as a facilitator and the students explore and experiment with the content.

Since the TMECHS student takes college courses, an innovative College Transition course is offered. This course is aligned with EPCC's Mastering Academic Excellence course, which is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners in a college-going culture. The skills learned in the class are transferable to all curricular subjects offered. Students examine numerous research-based learning strategies that are proven to lead to academic success, such as goal

setting, effective time management, note-taking, active reading, test-taking strategies, and conducting research. The College Transition course provides the means and trainings for students to research financial scholarships and grants, complete applications, and explore post-secondary options. The course curriculum includes investigation of career opportunities and salaries, which assists students in identifying their own skill set, interests, and individual goals. With STEM fields being in the national and local forefront and with TMECHS being a Texas STEM academy, careers in these fields have a high presence in the career investigation curriculum framework. The College Transition course aids the students in developing critical thinking competencies and enhances their use of computer technology, offering the basis of lifelong learning and making education personally meaningful.

TMECHS offers additional courses to enhance the students overall high school experience. Inclusion of Physical Education and Health classes in the curriculum helps address the "personal endeavors" of the school mission. Like all campus curricula, the Health and Physical Education instructors use state standards to guide and measure student learning. The students complete a "FitnessGram" assessment each year and learn to comprehend practices that impact daily performance, physical activity, and health. The basic purpose of the curriculum is to motivate the students to strive for lifetime personal fitness with an emphasis on health-related components. The instructors incorporate core subjects into their lesson plans. They use Mathematics to calculate Body Mass Index (BMI) and analyze FitnessGram data, Biology and Anatomy & Physiology to learn about body systems and how they affect organs and muscle groups, and Chemistry to focus on nutrition and safety. Both Reading and Writing are utilized when keeping journal entries about current world issues and researching topics such as bulimia and anorexia. The teachers also assist the students with developing positive self-management and social skills needed to work independently and with others.

5. Instructional Methods:

TMECHS students come from all areas of the El Paso community, creating a diverse student population both economically and culturally. With a goal of ensuring that every student who starts the TMECHS program completes it successfully, instruction is differentiated and includes multiple teaching styles and methods that address the various needs of all our students.

TMECHS offers students the opportunity to take a wide range of courses, including Pre-AP, Dual Credit, and college classes taught on-site on the EPCC campus. Each of these classes has progressive levels of difficulty to challenge higher learning.

TMECHS teachers create lessons designed to meet the learning styles of our students; whether the style needed is auditory, visual, kinesthetic, or a combination of these attributes. Student choice is adopted in all subjects, allowing for demonstration of mastery at the student's current level of learning. For special sub-populations, accommodations and modifications are followed according to Individual Educational Plans/504 recommendations. Creating low-distraction work areas, "chunking" assignments, cuing to stay on task, providing typed, easy-to-read materials, and allowing the student to move from time to time are some of the more common accommodations implemented. English Language Learners are often paired with a native speaker that can help them understand and master the concept being taught.

TMECHS teachers are provided training on differentiation methods through yearly Gifted and Talented trainings. This enables teachers to provide students the option of completing an assignment through a power-point presentation, a research paper, a video, skit, or model format. Teachers are also trained in strategies for using Project-Based Learning strategies to make the teaching student centered. These hands-on projects allow students to work together and to provide peer support in the learning process. Student comprehension is also ensured through scaffolding and incorporating the understanding of how to question for understanding during the class period.

Technology is an integral part of TMECHS instructional delivery. One-to-one technology allows students to access research information, review information multiple times, and learn at their own pace. Instructional videos, virtual labs, webquests, and teacher webpages act as a supplement in lesson delivery. Ipads, Elmos,

Smartboards, laptops, projectors, and clickers can be seen in use across the campus regardless of subject area observed.

Flexible instruction is a key element to meeting student needs. At TMECHS, the administration encourages instructional experimentation with new strategies by sending positive signals about new classroom strategies when observed.

6. Professional Development:

Transmountain Early College High School staff believes professional development is a crucial component of successful school change and advancement. Therefore, all personnel participate in district "Job Alike" sessions which address required academic standards and program delivery techniques.

The professional development plan for TMECHS is collaboratively developed by the Campus Improvement Team and school leadership. The plan includes trainings provided by EPISD, EPCC, Educate Texas, Early College High School network, and STEM resources. Since all classes at TMECHS are either Pre-AP or Dual Credit, Gifted and Talented trainings are always included.

The majority of campus training includes methods to support at-risk students in completing a DAP high school graduation plan and a college Associate's Degree within four years. By incorporating lessons designed around the academic standards within EPISD's Standards Based Curriculum; teaching and learning, instruction differentiation, and intervention implementation are stressed. The support has enabled 81 students to complete both diplomas within three years and begin taking courses at UTEP prior to graduating from high school. To date, 100 percent of TMECHS graduates have earned the DAP diploma.

Trainings also include strategies for incorporating project-based learning within all contents. PBLs are shared with cross-curricular staff through faculty meeting presentations, professional learning communities, and peer classroom observations.

Staff development also includes the access to and analysis of various data sources through a district online program. Grades, test scores, project performance, intervention effectiveness are some of the data shared. Colleagues teach new teachers the analysis programs used within our district and serve as on-going mentors. Released time is provided for the teacher and mentor to meet, conduct peer observations, and attend district-led mentoring trainings. Data sharing allows teachers and administrators to learn from one another, identify areas needing to be further addressed, and ensure college readiness standards are met by our students.

Travel is always budgeted to enable TMECHS staff to attend state and national conferences that focus on the ECHS and STEM design blueprints. This allows the professional staff to stay current with college readiness, state and national learning standards, methods of incorporating STEM within curricula, and to identify ways to enhance offerings on the campus.

Professional development monies are also budgeted to enable support staff to attend a local workshop/seminar once each year as well, in addition to campus and district training opportunities.

7. School Leadership

TMECHS leadership is characterized by a shared vision, high expectations, and leadership development among campus stakeholders. The leadership team is comprised of a principal, assistant principal, and two counselors who ensure the school's vision, core values, and campus goals are always at the forefront of any school decision. The role of the leadership team is to provide a progressive vision and climate that enables the teachers to experiment, explore, and deliver instruction that promotes higher learning and student achievement.

Administrators ensure common planning time is built in the master schedule for departments to meet on a weekly basis. The planning time focus is college readiness and STEM preparedness. Peer feedback,

through the implementation of the Rounds peer observation process, is also supported by campus leaders. Strategies learned are encouraged by both the principal and assistant principal to be duplicated in other classrooms. Administrators, through their role as instructional leaders, include program and strategy sharing during monthly faculty meetings, CIT meetings, and presentations at local, state, and national workshops.

The assistant principal and counselors are responsible for developing a hybrid block schedule designed to provide daily advisory time that focuses on interventions. The principal ensures budget allocations support the interventions and labs required for college level coursework. She also ensures technology equipment is provided in all classrooms and for all students.

School leaders are also responsible for collaborating with parents. Parent nights, FASFA nights, flyers, announcements, college literature, and testing data are shared through on-going communication with TMECHS parents. This communication provides opportunities for the administration to keep parents informed of TMECHS goals and policies and for the counselors to ensure parents participate in the educational planning of their child(ren).

Students also have a major role in campus leadership. Student volunteers have served as Ambassadors for TMECHS on a yearly basis. Sixty-five students assisted with hosting a site visit by the U.S. Secretary of Education in September 2013. Students have also designed and presented a campus landscape plan to the leadership at EPCC. Transmountain administrators also recommend students to leadership roles within the El Paso community through nominations for Junior Leadership El Paso, Mayor's Top 100 Students, and Rotary Youth Leadership Awards (RYLA) leadership camps.

The TMECHS leadership team has developed a philosophy that all stakeholders shall be included in all school aspects and given the resources to create an atmosphere of ownership and dedication to the campus mission.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TAKS (Texas Assessment of Academic Skills) Math

All Students Tested/Grade: 10

Edition/Publication Year: 2010

Publisher: Pearson as contracted by the Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Apr	Apr	Apr	Jan
SCHOOL SCORES*					
% Met Standard plus % Commended Performance		98	95	92	
% Commended Performance		38	27	24	
Number of students tested		96	96	101	
Percent of total students tested		100	100	100	
Number of students tested with alternative assessment		0	0	0	
% of students tested with alternative assessment		0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended Performance		97	94	89	
% Commended Performance		41	22	16	
Number of students tested		70	65	56	
2. Students receiving Special Education					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
3. English Language Learner Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard plus % Commended Performance		98	95	91	
% Commended Performance		41	26	22	
Number of students tested		82	74	79	
5. African- American Students					
% Met Standard plus % Commended Performance					

% Commended Performance					
Number of students tested					
6. Asian Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
9. White Students					
% Met Standard plus % Commended Performance		100	100	94	
% Commended Performance		25	45	38	
Number of students tested		8	11	16	
10. Two or More Races identified Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
11. Other 1: Other 1					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					

NOTES: 1. Transmountain ECHS opened in August 2008, with only a 9th grade class. Therefore, there are no reportable scores in 2008-2009 for our 10th grade class.
2. The publication year on the TAKS exam changed each year. Therefore, the publication years reflected on the enclosed data table are as follows: 2009-2010 (publication year 2010), 2010-2011 (publication year 2011), and 2011-2012 (publication year 2012).
3. Texas changed our state assessment from the TAKS exam (a grade level test) to the STAAR exam (an

End-of-Course test) within the five years requested in the data table. So for the 10th grade scores, you will see one year of no reportable data (2008-2009), three years of TAKS data (2009-2010, 2010-2011, 2011-2012) and one year of STAAR data (2012-2013). This table reflects the one year of no reportable data and three years of TAKS data. The STAAR data is reflected in a separate table.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: STAAR (State of Texas Assessment of Academic Readiness) Geometry EOC/Algebra II EOC

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher: Pearson as contracted by the Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Level II Satisfactory Performance plus % Level III Advanced Academic Performance	96				
% Level III Advanced Academic Performance	19				
Number of students tested	91				
Percent of total students tested	100				
Number of students tested with alternative assessment	0				
% of students tested with alternative assessment	0				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Level II Satisfactory Performance plus % Level III Advanced Academic Performance	98				
% Level III Advanced Academic Performance	18				
Number of students tested	62				
2. Students receiving Special Education					
% Level II Satisfactory Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
% Level II Satisfactory Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					

4. Hispanic or Latino Students					
% Level II Satisfactory Performance plus % Level III Advanced Academic Performance	95				
% Level III Advanced Academic Performance	15				
Number of students tested	74				
5. African- American Students					
% Level II Satisfactory Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
6. Asian Students					
% Level II Satisfactory Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level II Satisfactory Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level II Satisfactory Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
9. White Students					
% Level II Satisfactory Performance plus % Level III Advanced Academic Performance	100				
% Level III Advanced Academic Performance	30				
Number of students tested	10				
10. Two or More Races					

identified Students					
% Level II Satisfactory Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
% Level II Satisfactory Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
% Level II Satisfactory Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
% Level II Satisfactory Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					

NOTES: 1. Transmountain ECHS opened in August 2008, with only a 9th grade class. Therefore, there are no reportable data in 2008-2009 for our 10th grade class.
2. Texas changed our state assessment from the TAKS exam (a grade level test) to the STAAR exam (an End-of-Course test) within the five years requested in the data table. So for the 10th grade scores, you will see one year of no reportable data (2008-2009), three years of TAKS data (2009-2010, 2010-2011, 2011-2012), and one year of STAAR data (2012-2013). This table reflects the one year of STAAR data. The TAKS data is reflected on a separate table.
3. The 10th grade students took either the STAAR Geometry of STAAR Algebra II End-of-Course exam (dependent upon in which class they were enrolled). In the data table, the scores reflect the percentages and totals for both exams combined.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TAKS (Texas Assessment of Knowledge and Skills) Math

All Students Tested/Grade: 11

Edition/Publication Year: 2011

Publisher: Pearson as contracted by the Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
% Met Standard plus % Commended Performance	99	97	100		
% Commended Performance	48	46	43		
Number of students tested	93	88	98		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	0	0	0		
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended Performance	99	96	100		
% Commended Performance	49	39	40		
Number of students tested	67	57	52		
2. Students receiving Special Education					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
3. English Language Learner Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard plus % Commended Performance	99	96	100		
% Commended Performance	49	45	43		
Number of students tested	79	71	75		
5. African- American Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					

6. Asian Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
9. White Students					
% Met Standard plus % Commended Performance	100	100	100		
% Commended Performance	63	71	60		
Number of students tested	8	7	15		
10. Two or More Races identified Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
11. Other 1: Other 1					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					

NOTES: 1. Transmountain ECHS opened in August 2008, with only a 9th grade class. A 10th grade class was added in 2009. The 11th grade was not added until 2010. Therefore, there are no reportable data in 2008-2009 nor 2010-2011 for the 11th grade.
2. The publication year on the TAKS exam changed each year. Therefore, the publication years reflected on the enclosed table are as follows: 2010-2011 (publication year 2011), 2011-2012 (publication year 2012) and 2012-2013 (publication year 2013).

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TAKS (Texas Assessment of Knowledge and Skills) Math

All Students Tested/Grade: 9

Edition/Publication Year: 2009

Publisher: Pearson as contracted by the Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard plus % Commended Performance			91	93	89
% Commended Performance			39	31	37
Number of students tested			112	113	115
Percent of total students tested			100	100	100
Number of students tested with alternative assessment			0	0	0
% of students tested with alternative assessment			0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended Performance			90	96	86
% Commended Performance			37	28	34
Number of students tested			80	74	71
2. Students receiving Special Education					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
3. English Language Learner Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard plus % Commended Performance			90	94	87
% Commended Performance			37	31	37
Number of students tested			93	77	87
5. African- American Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					

6. Asian Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
9. White Students					
% Met Standard plus % Commended Performance			100	100	95
% Commended Performance			56	33	48
Number of students tested			10	18	21
10. Two or More Races identified Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
11. Other 1: Other 1					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					

NOTES: 1. The publication year on the TAKS test changed each year. Therefore, the publication years reflected on the enclosed table are as follows: 2008-2009 (publication year 2009), 2009-2010 (publication year 2010), and 2010-2011 (publication year 2011).
2. Texas changed our state assessment from the TAKS exam (a grade level test) to the STAAR exam (an End-of-Course test) within the five years requested in the data table. So for 9th grade scores, you will see three years of TAKS data (2008-2009, 2009-2010, 2010-2011) and two years of STAAR data (2011-2012, 2012-2013). This table reflects the three years of TAKS data. The STAAR data is reflected on a separate table.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: STAAR (State of Texas Assessment of Academic Readiness) Algebra I EOC/Geometry EOC

All Students Tested/Grade: 9

Edition/Publication Year: 2012

Publisher: Pearson as contracted by the Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Jan	Jan	Jan
SCHOOL SCORES*					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance	96	98			
% Level III Advanced Academic Performance	8	28			
Number of students tested	112	99			
Percent of total students tested	100	100			
Number of students tested with alternative assessment	0	0			
% of students tested with alternative assessment	0	0			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance	94	100			
% Level III Advanced Academic Performance	16	22			
Number of students tested	62	67			
2. Students receiving Special Education					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					

4. Hispanic or Latino Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance	96	98			
% Level III Advanced Academic Performance	10	25			
Number of students tested	91	83			
5. African- American Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
6. Asian Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
9. White Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance	95	89			
% Level III Advanced Academic Performance	10	56			
Number of students tested	19	9			
10. Two or More Races					

identified Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					

NOTES: 1. The publication year on the STAAR exam changed each year. Therefore, the publication years reflected on the enclosed table are as follows: 2011-2012 (publication year 2012) and 2012-2013 (publication year 2013).
2. Texas changed our state assessment from the TAKS exam (a grade level test) to the STAAR exam (an End-of-Course test) within the five years requested on the data table. So for the 9th grade scores, you will see three years of TAKS data (2008-2009, 2009-2010, 2010-2011) and two years of STAAR data (2011-2012, 2012-2013). This table reflects the two years of STAAR data. The TAKS data is reflected on a separate table.
3. The 9th grade students took either the STAAR Algebra I or STAAR Geometry End-of-Course exam (dependent upon in which class they were enrolled). In the data table, the scores reflect the percentages and totals for both exams combined.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: (TAKS) Texas Assessment of Knowledge and Skills ELA

All Students Tested/Grade: 10

Edition/Publication Year: 2010

Publisher: Pearson as contracted by the Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Apr	Apr	Apr	Jan
SCHOOL SCORES*					
% Met Standard plus % Commended Performance		100	100	98	
% Commended Performance		40	22	26	
Number of students tested		96	96	101	
Percent of total students tested		100	100	100	
Number of students tested with alternative assessment		0	0	0	
% of students tested with alternative assessment		0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended Performance		100	100	96	
% Commended Performance		39	22	20	
Number of students tested		70	65	56	
2. Students receiving Special Education					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
3. English Language Learner Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard plus % Commended Performance		100	100	97	
% Commended Performance		38	20	27	
Number of students tested		82	74	79	
5. African- American Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					

6. Asian Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
9. White Students					
% Met Standard plus % Commended Performance		100	100	100	
% Commended Performance		63	18	19	
Number of students tested		8	11	16	
10. Two or More Races identified Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
11. Other 1: Other 1					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					

NOTES: 1. Transmountain ECHS opened in August 2008, with only a 9th grade class. Therefore, there are no reportable scores in 2008-2009 for our 10th grade class.
2. The publication year on the STAAR exam changed each year. Therefore, the publication years reflected on the enclosed table are as follows: 2009-2010 (publication year 2010), 2010-2011 (publication year 2011), and 2011-2012 (publication year 2012).
3. Texas changed our state assessment from the TAKS exam (a grade level test) to the STAAR exam (an End-of-Course test) within the five years requested in the data table. So for the 10th grade scores, you will see one year of no reportable data (2008-2009), three years of TAKS data (2009-2010, 2010-2011, 2011-

2012) and one year of STAAR data (2012-2013). This table reflects the one year of no reportable data and the three years of TAKS data. The STAAR data is reflected on a separate table.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: STAAR (State of Texas Assessment of Academic Readiness) English II Reading EOC

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher: Pearson as contracted by the Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance	98				
% Advanced Academic Performance	43				
Number of students tested	90				
Percent of total students tested	100				
Number of students tested with alternative assessment	0				
% of students tested with alternative assessment	0				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance	97				
% Advanced Academic Performance	37				
Number of students tested	62				
2. Students receiving Special Education					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Advanced Academic Performance					
Number of students tested					

4. Hispanic or Latino Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance	97				
% Advanced Academic Performance	38				
Number of students tested	74				
5. African- American Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Advanced Academic Performance					
Number of students tested					
6. Asian Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Advanced Academic Performance					
Number of students tested					
9. White Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance	100				
% Advanced Academic Performance	80				
Number of students tested	10				
10. Two or More Races					

identified Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Advanced Academic Performance					
Number of students tested					

NOTES: 1. Transmountain ECHS opened in August 2008, with only a 9th grade class. Therefore, there are no reportable data in 2008-2009 for our 10th grade class.
2. Texas changed our state assessment from the TAKS exam (a grade level test) to the STAAR exam (an End-of-Course test) within the five years requested in the data table. So for the 10th grade scores, you will see one year of no reportable data (2008-2009), three years of TAKS data (2009-2010, 2010-2011, 2011-2012), and one year of STAAR data (2012-2013). This table reflects the one year of STAAR data. The TAKS data is reflected on a separate table.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: TAKS (Texas Assessment of Knowledge and Skills) ELA

All Students Tested/Grade: 11

Edition/Publication Year: 2011

Publisher: Pearson as contracted by the Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
% Met Standard plus % Commended Performance	100	100	100		
% Commended Performance	45	44	32		
Number of students tested	93	88	98		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	0	0	0		
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended Performance	100	100	100		
% Commended Performance	43	35	27		
Number of students tested	67	57	52		
2. Students receiving Special Education					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
3. English Language Learner Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard plus % Commended Performance	100	100	100		
% Commended Performance	43	37	35		
Number of students tested	79	71	75		
5. African- American Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					

6. Asian Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
9. White Students					
% Met Standard plus % Commended Performance	100	100	100		
% Commended Performance	63	88	20		
Number of students tested	8	8	15		
10. Two or More Races identified Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
11. Other 1: Other 1					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					

NOTES: 1. Transmountain ECHS opened in August 2008, with only a 9th grade test. A 10th grade class was added in 2009. The 11th grade was not added until 2010. Therefore, there are no reportable data in 2008-2009 and 2009-2010 for the 11th grade.
2. The publication year on the TAKS exam changed each year. Therefore, the publication years reflected on the enclosed tables are as follows: 2010-2011 (publication year 2011), 2011-2012 (publication year 2012) and 2012-2013 (publication year 2013).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: TAKS (Texas Assessment of Knowledge and Skills) Reading

All Students Tested/Grade: 9

Edition/Publication Year: 2009

Publisher: Pearson as contracted by the Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard plus % Commended Performance			100	100	97
% Commended Performance			59	38	33
Number of students tested			112	113	115
Percent of total students tested			100	100	100
Number of students tested with alternative assessment			0	0	0
% of students tested with alternative assessment			0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended Performance			100	100	97
% Commended Performance			60	34	30
Number of students tested			80	74	71
2. Students receiving Special Education					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
3. English Language Learner Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard plus % Commended Performance			100	100	98
% Commended Performance			54	42	31
Number of students tested			93	77	87
5. African- American Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					

6. Asian Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
9. White Students					
% Met Standard plus % Commended Performance			100	100	100
% Commended Performance			90	33	48
Number of students tested			10	18	21
10. Two or More Races identified Students					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
11. Other 1: Other 1					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended Performance					
% Commended Performance					
Number of students tested					

NOTES: 1. The publication year on the TAKS exam changed each year. Therefore, the publication years reflected on the enclosed table are as follows: 2008-2009 (publication year 2009), 2009-2010 (publication year 2010), and 2010-2011 (publication year 2011).
2. Texas changed our state assessment from the TAKS exam (a grade level test) to the STAAR exam (an end-of-course test) within the fjve years requested on the data table. So for 9th grade scores, you will see three years of TAKS data (2008-2009, 2009-2010, 2010-2011) and two years of STAAR data (2011-2012, 2012-2013). This table reflects the three years of TAKS data. The STAAR data is reflected on a separate table.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: STAAR (State of Texas Assessment of Academic Readiness) English I Reading EOC

All Students Tested/Grade: 9

Edition/Publication Year: 2012

Publisher: Pearson as contracted by the Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES*					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance	91	87			
% Level III Advanced Academic Performance	14	8			
Number of students tested	115	102			
Percent of total students tested	100	100			
Number of students tested with alternative assessment	0	0			
% of students tested with alternative assessment	0	0			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance	89	85			
% Level III Advanced Academic Performance	11	7			
Number of students tested	70	68			
2. Students receiving Special Education					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					

4. Hispanic or Latino Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance	92	86			
% Level III Advanced Academic Performance	15	6			
Number of students tested	98	84			
5. African- American Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
6. Asian Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
9. White Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance	92	100			
% Level III Advanced Academic Performance	8	18			
Number of students tested	13	11			
10. Two or More Races					

identified Students					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
% Level II Satisfactory Academic Performance plus % Level III Advanced Academic Performance					
% Level III Advanced Academic Performance					
Number of students tested					

NOTES: 1. The publication year for the STAAR exam changed each year. Therefore, the publication years reflected on the enclosed table are as follows: 2011-2012 (publication year 2012) an 2012-2013 (publication year 2013).
2. Texas changed our state assessment from the TAKS exam (a grade level test) to the STAAR exam (an End-of-Course test) within the five years requested in the data table. So for 9th grade scores, you will see three years of TAKS data (2008-2009, 2009-2010, 2010-2011) and two year of STAAR data (2011-2012, 2012-2013). This table reflects the two years of STAAR data. The TAKS data is reflected on a separate table.