

TMECHS faculty and staff monitor student progress by assessing individual student data including state tests, district-wide benchmarks, TSI, and dual-credit course assignments, exams and projects. Dual credit instructors provide progress reports every three weeks to students, counselors and administration in an effort to ensure collaboration among all stakeholders with intervention processes. Communication between the ECHS and the dual credit provider, El Paso Community College (EPCC) is an ongoing process that is maintained throughout the academic career of each student. Each semester, ECHS counselors send out notices/announcements for students to contact the ECHS counselor if they are having difficulty maintaining grades or course work in dual credit or EPCC classes. If any student contacts the ECHS counselor, the intervention process begins. ECHS counselors and EPCC counselors collaborate to start the process with ECHS/EPCC instructors. A Student Progress Form is submitted by the EPCC counselor to EPCC instructors. EPCC and ECHS counselors use respective instructors' feedback to inform decisions regarding next steps, which typically include a variety of tutoring resources at either the ECHS and/or EPCC. The goal of interventions is to ensure successful student learning outcomes. Tutoring resources may include: one- to-one tutoring, access to online programs for remediation, and the use of EPCC's Writing and Math Labs. When possible, and with the EPCC Dean's approval, ECHS counselors may reach out to EPCC instructors to receive guidance or suggestions in facilitating student success interventions. This effort is maintained through a strong partnership and open communication between the ECHS and EPCC, and has led to multiple positive outcomes for the students we share. ECHS and EPCC counselors continue the monitoring of each student throughout the semester. If a student fails to meet with success after all interventions have been exhausted, at that time, the ECHS counselor may initiate a student withdrawal from the EPCC course. A revision of the student's degree plan may occur (i.e., from Associate of Science to Associate of Arts); therefore, an adjustment to the student's schedule may be necessary. Students who fall into this situation often have the period during which they took the EPCC course, replaced with an elective course on the ECHS campus. Prior to the EPCC course withdrawal, the measures are discussed fully with each student and his/her parent. ECHS counselors maintain a live data base that contains projected graduation dates, type of Associate degree pursued, missing or pending credits/courses, TSI scores earned and pending, academic status of student, and relevant notes of student's academic performance. This data base is shared with the EPCC counselor to assist with advising, collaboration, monitoring and placement of students within the EPCC courses. These processes have taken years to refine, and have required both ECHS and EPCC counselors to work together closely. Transmountain ECHS has great confidence in the processes in place to ensure student success, as evidenced by approximately 90% of our students earning the full EPCC Associates degrees by June of their respective senior year, and a 100% high school graduation rate.