



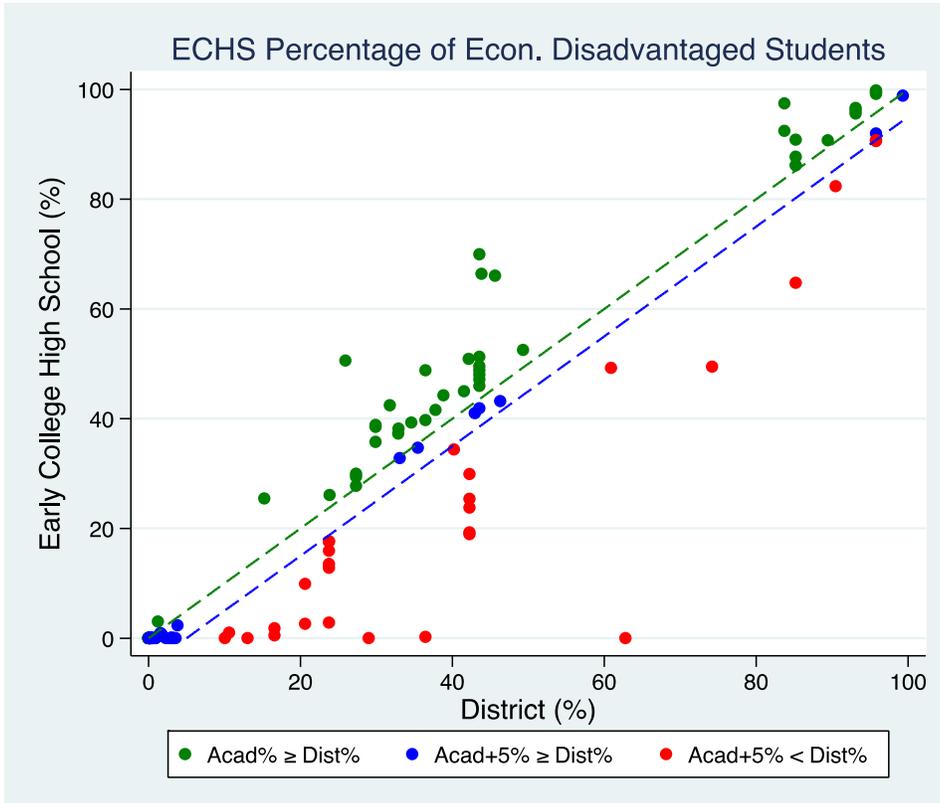
DATA USED TO DETERMINE OUTCOMES-BASED MEASURES (OBMs) TARGETS

ACCESS OUTCOMES-BASED MEASURES

The extent to which the demographics of an ECHS proportionately reflects its local district enrollment is an indicator of the school's accessibility and the effectiveness of its efforts to reach and serve the target population. ECHS enrollment should be approximately representative of its district, and schools exceeding proportional representation of certain target populations merit distinction.

The charts below (pages 2 – 8) illustrate how proportional representation of student groups will be used to assess a school's success in meeting access targets. These charts are based on JFF's analysis of data provided by TEA on the student demographics of ECHS ("academies") compared to their home districts, using fall 2016-17 PEIMS data. Each chart denotes three groupings of ECHSs; those above a designated cut-point, those in the middle, and those below a cut-point. Those cut-points were used to determine targets for Provisional Early College, Early College, and Distinguished Early College categories.

A. ECONOMICALLY DISADVANTAGED

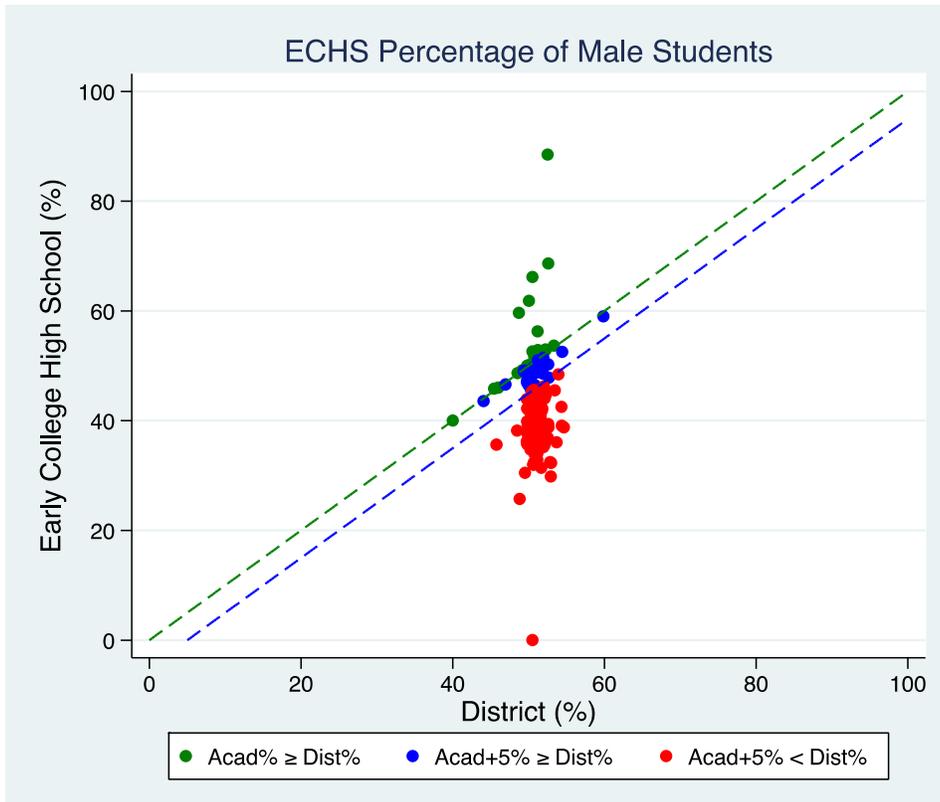


Green points represent ECHSs in which the percentage of economically disadvantaged students is equal to or greater than the percentage of economically disadvantaged students enrolled in the ECHS's local district overall. These points fall on or above the green dashed line, which delineates proportional representation. **48%** of schools are in this group.

The region between the green and blue dashed lines captures ECHSs in which the enrollment rates of economically disadvantaged students are no greater than 5% points lower than the percentage of economically disadvantaged students enrolled in the local district overall. **33%** of schools are in this group.

Red points represent schools in which enrollment rates of economically disadvantaged students are 5% or more percentage points lower than the percentage of economically disadvantaged students enrolled in the local district overall. **19%** of schools are in this group.

B. MALE

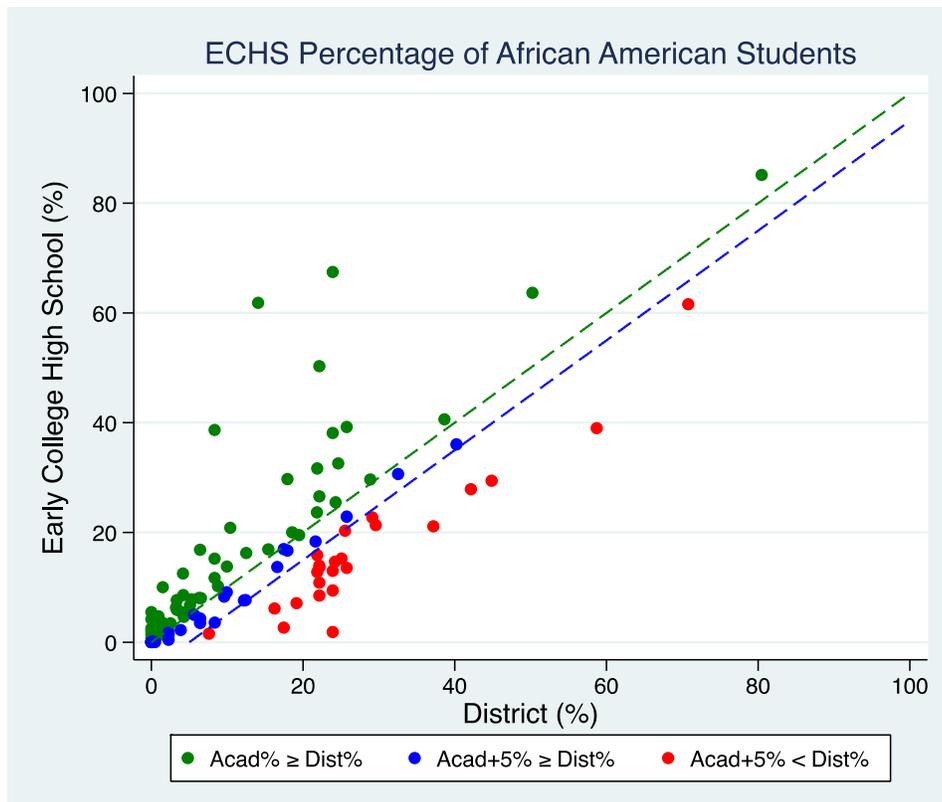


Green points represent ECHSs in which the percentage of male students is equal to or greater than the percentage of male students enrolled in the ECHS's local district overall. These points fall on or above the green dashed line, which delineates proportional representation. **15%** of schools are in this group.

The region between the green and blue dashed lines captures ECHSs in which the enrollment rates of male students are no greater than 5% points lower than the percentage of male students enrolled in the local district overall. **18%** of schools are in this group.

Red points represent schools in which enrollment rates of male students are 5% or more percentage points lower than the percentage of male students enrolled in the local district overall. **67%** of schools are in this group.

C. AFRICAN AMERICAN

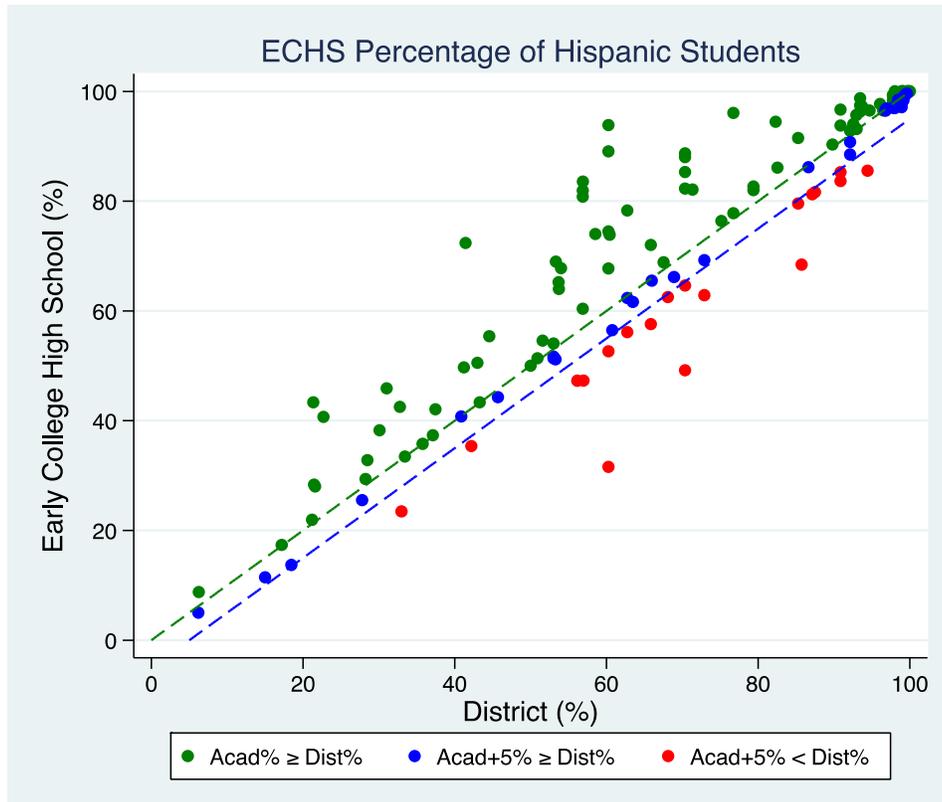


Green points represent ECHSs in which the percentage of African American students is equal to or greater than the percentage of African American students enrolled in the ECHS's local district overall. These points fall on or above the green dashed line, which delineates proportional representation. **63%** of schools are in this group.

The region between the green and blue dashed lines captures ECHSs in which the enrollment rates of African American students are no greater than 5 percentage points lower than the percentage of African American students enrolled in the local district overall. **21%** of schools are in this group.

Red points represent schools in which enrollment rates of African American students are 5 percentage points or more lower than the percentage of African American students enrolled in the local district overall. **16%** of schools are in this group.

D. HISPANIC

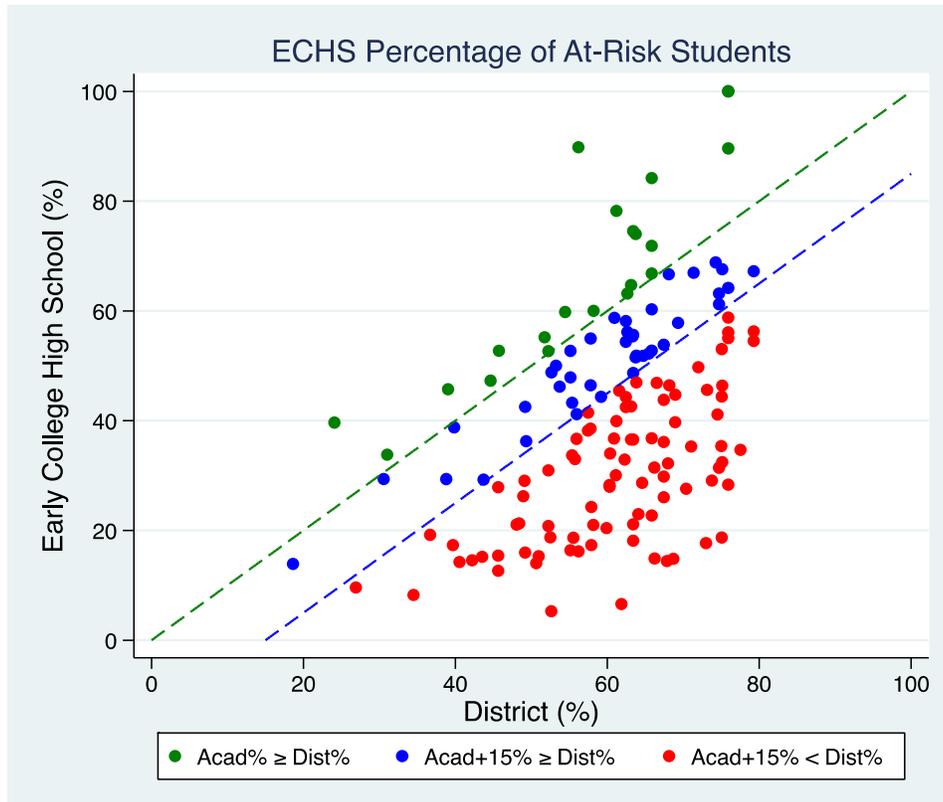


Green points represent ECHSs in which the percentage of Hispanic students is equal to or greater than the percentage of Hispanic students enrolled in the ECHS's local district overall. These points fall on or above the green dashed line, which delineates proportional representation. **63%** of schools are in this group.

The region between the green and blue dashed lines captures ECHSs in which the enrollment rates of Hispanic students are no greater than 5% points lower than the percentage of Hispanic students enrolled in the local district overall. **24%** of schools are in this group.

Red points represent schools in which enrollment rates of Hispanic students are 5% or more percentage points lower than the percentage of Hispanic students enrolled in the local district overall. **13%** of schools are in this group.

E. AT-RISK

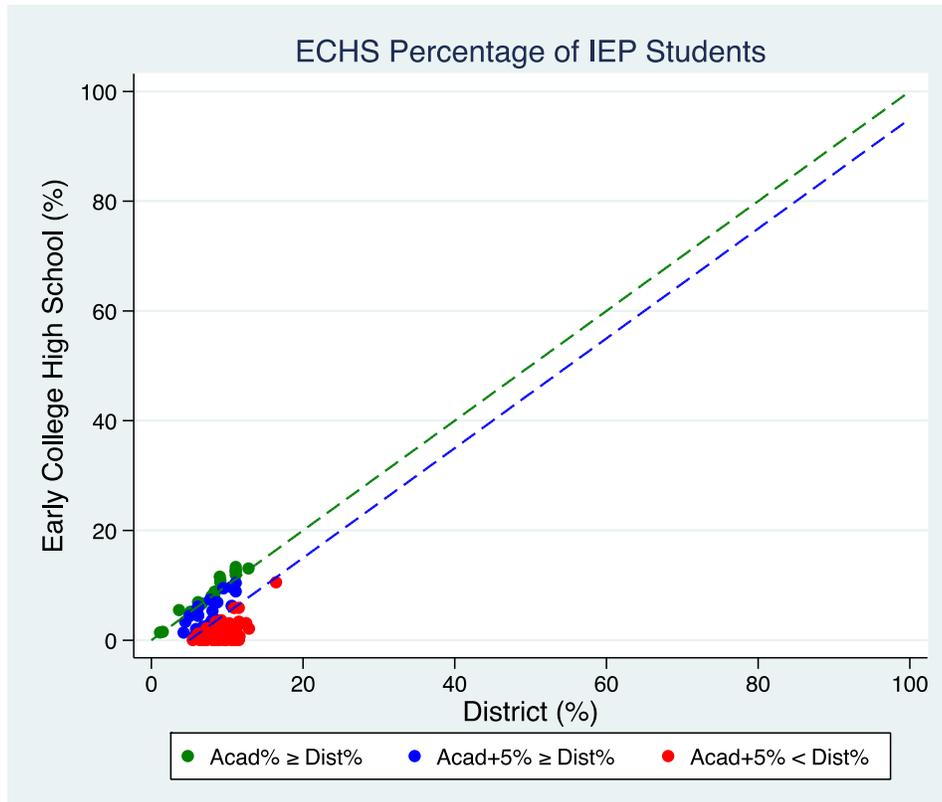


Green points represent ECHSs in which the percentage of at-risk students is equal to or greater than the percentage of at-risk students enrolled in the ECHS's local district overall. These points fall on or above the green dashed line, which delineates proportional representation. **14%** of schools are in this group.

The region between the green and blue dashed lines captures ECHSs in which the enrollment rates of at-risk students are no greater than 15% points lower than the percentage of at-risk students enrolled in the local district overall. **27%** of schools are in this group.

Red points represent schools in which enrollment rates of at-risk students are 15% or more percentage points lower than the percentage of at-risk students enrolled in the local district overall. **59%** of schools are in this group.

F. INDIVIDUALIZED EDUCATION PROGRAM (IEP)

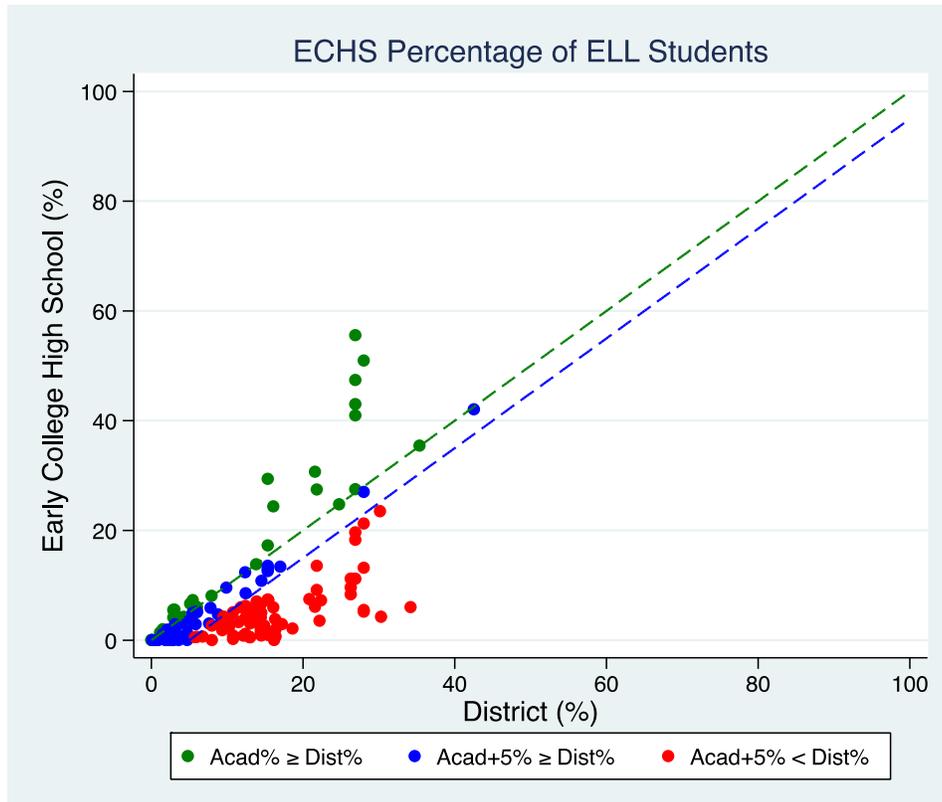


Green points represent ECHSs in which the percentage of students on IEPs is equal to or greater than the percentage of students on IEPs enrolled in the ECHS’s local district overall. These points fall on or above the green dashed line, which delineates proportional representation. **13%** of schools are in this group.

The region between the green and blue dashed lines captures ECHSs in which the enrollment rates of students on IEPs are no greater than 5% points lower than the percentage of students on IEPs enrolled in the local district overall. **17%** of schools are in this group.

Red points represent schools in which enrollment rates of students on IEPs are 5% or more percentage points lower than the percentage of students on IEPs enrolled in the local district overall. **70%** of schools are in this group.

G. ENGLISH LANGUAGE LEARNERS (ELL)



Green points represent ECHSs in which the percentage of ELL students is equal to or greater than the percentage of ELL students enrolled in the ECHS's local district overall. These points fall on or above the green dashed line, which delineates proportional representation. **20%** of schools are in this group.

The region between the green and blue dashed lines captures ECHSs in which the enrollment rates of ELL students are no greater than 5% points lower than the percentage of ELL students enrolled in the local district overall. **30%** of schools are in this group.

Red points represent schools in which enrollment rates of ELL students are 5% or more percentage points lower than the percentage of ELL students enrolled in the local district overall. **50%** of schools are in this group.

ACHIEVEMENT OUTCOMES BASED-MEASURES

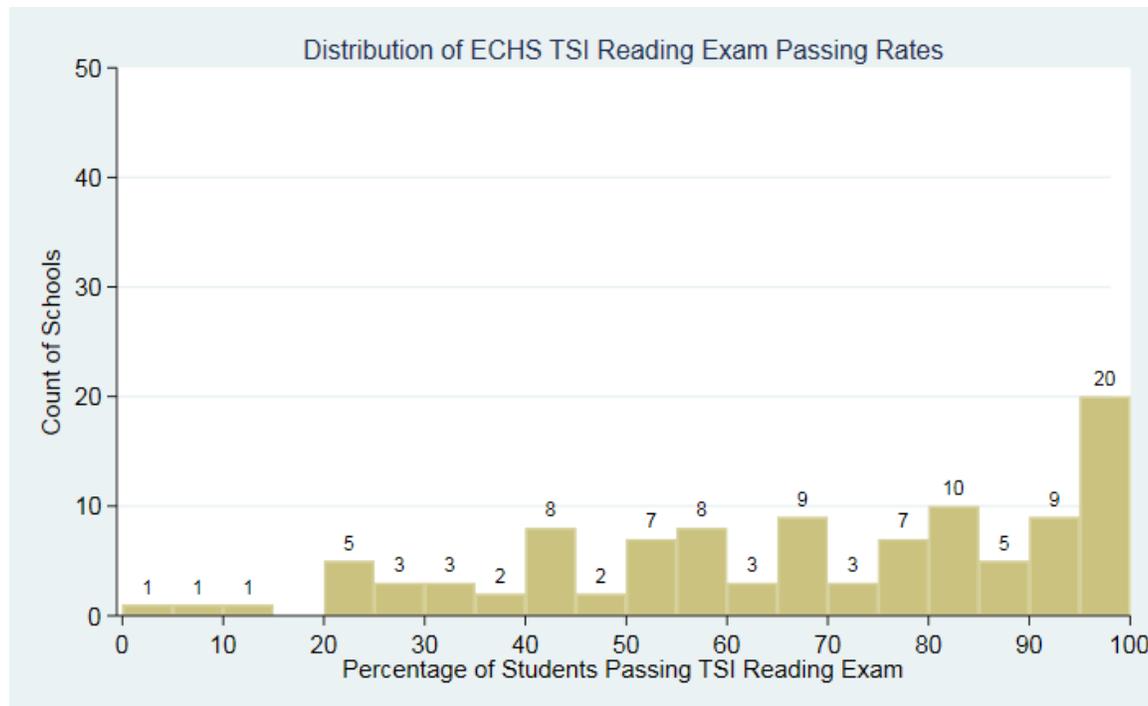
Similar to the access measures, JFF recommended ambitious and realistic targets based on how existing ECHSs currently perform on the TSI College Readiness Standards in reading, writing, and math, as well as end-of-course assessments in Algebra I and English II (pages 9 – 16).

A. TSI

TSI Reading

Of the 107 schools in the analytical sample for TSI reading:

- 44 have passing rates at or above 80%.
- 10 have passing rates at or above 70% and below 80%.
- 12 have passing rates at or above 60% and below 70%.
- 63.5% have passing rates of 60% or higher.



Median school pass rate: **70%**

(What is the school pass rate for the school in the middle of the distribution?)

Simple average of school pass rates (all schools): **67.8%**

(What is the average school pass rate?)

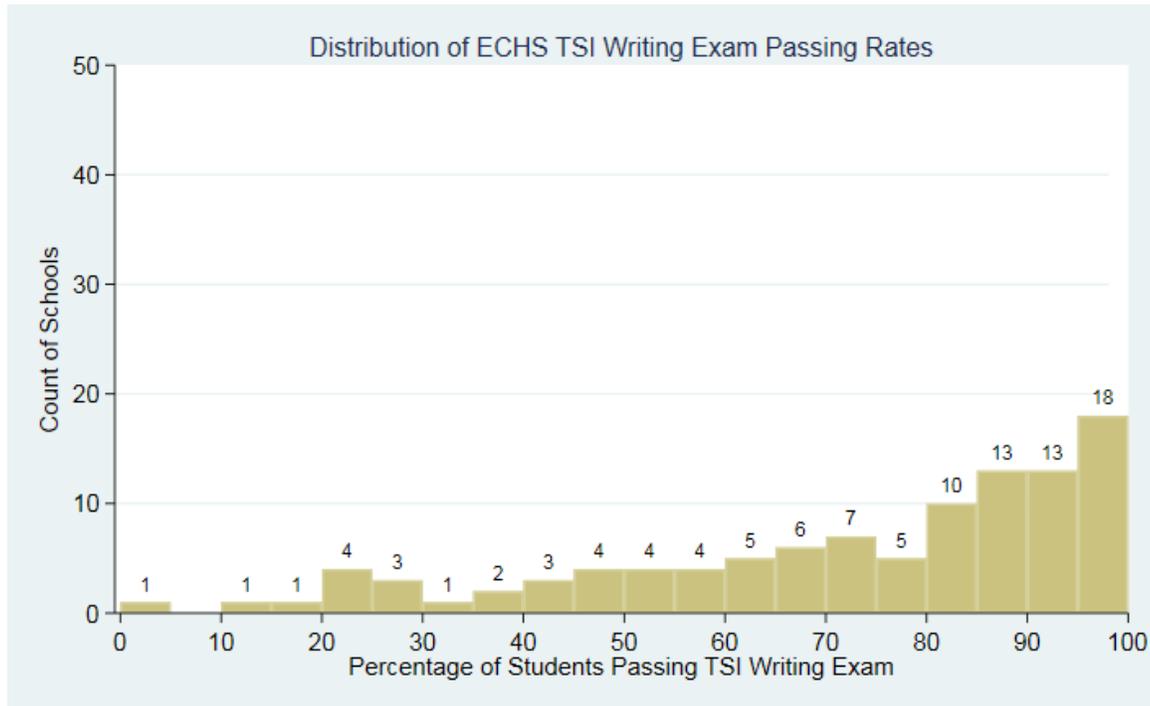
School cohort size-weighted average of school pass rates (sample schools): **57.4%**

(What is the pass rate across all students in Early College High Schools in the sample?)

TSI Writing

Of the 105 schools in the analytical sample for TSI writing:

- 54 have passing rates at or above 80%.
- 12 have passing rates at or above 70% and below 80%.
- 11 have passing rates at or above 60% and below 70%.
- 73.3% have passing rates of 60% or higher.



Median school pass rate: **80%**

(What is the school pass rate for the school in the middle of the distribution?)

Simple average of school pass rates (all schools): **72.2%**

(What is the average school pass rate?)

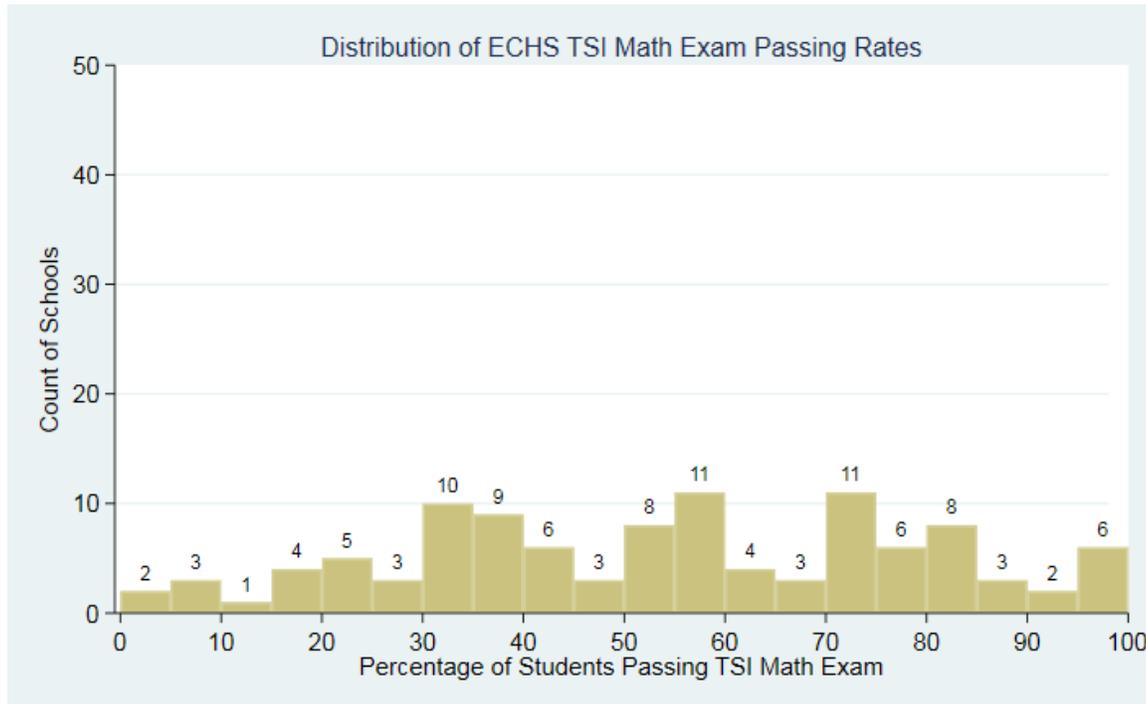
School cohort size-weighted average of school pass rates (sample schools): **62.1%**

(What is the pass rate across all students in Early College High Schools in the sample?)

TSI Math

Of the 108 schools in the analytical sample for TSI math:

- 19 have passing rates at or above 80%.
- 17 have passing rates at or above 70% and below 80%.
- 7 have passing rates at or above 60% and below 70%.
- 39.8% have passing rates of 60% or higher.



Median school pass rate: **54.4%**

(What is the school pass rate for the school in the middle of the distribution?)

Simple average of school pass rates (all schools): **53.7%**

(What is the average school pass rate?)

School cohort size-weighted average of school pass rates (sample schools): **50.2%**

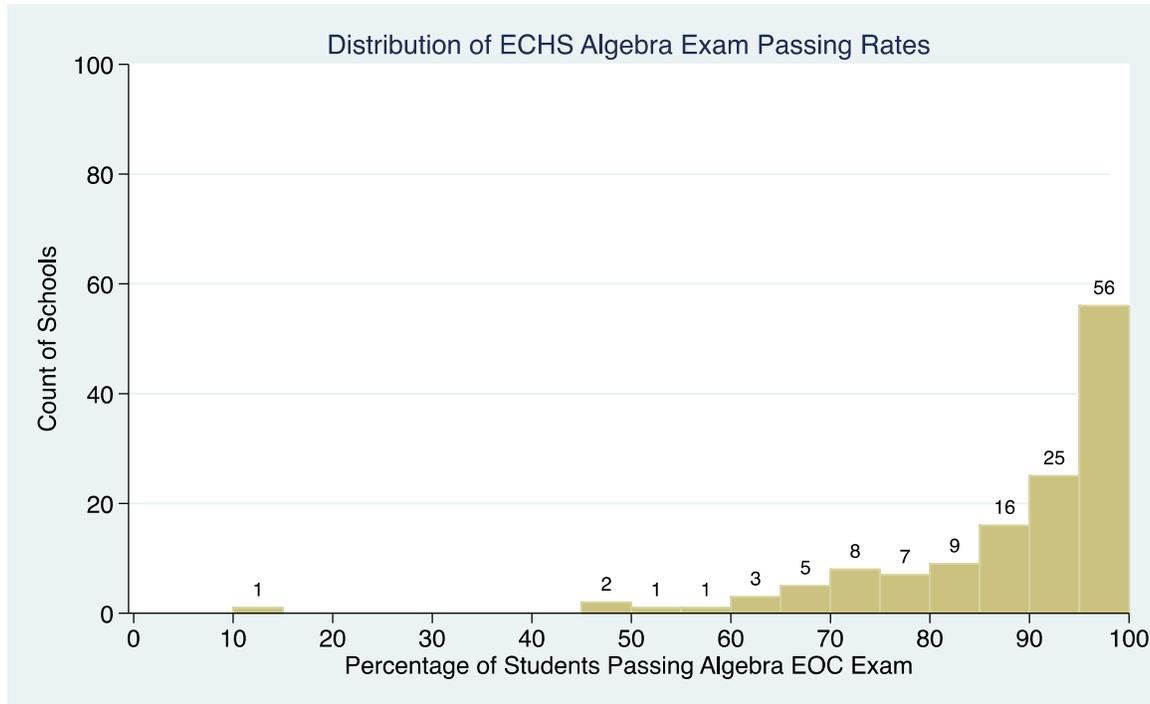
(What is the pass rate across all students in Early College High Schools in the sample?)

B. END OF COURSE ASSESSMENT

Algebra EOC Exam Passing rates, Grade 9

Of the 134 schools in the analytical sample:

- 56 have algebra passing rates at or above 95%.
- 25 have algebra passing rates at or above 90% and below 95%.
- 16 have algebra passing rates at or above 85% and below 90%.
- 72.3% have passing rates of 85% or higher.



Median school pass rate: **92.4%**

(What is the school pass rate for the school in the middle of the distribution?)

Simple average of school pass rates (all schools): **88.4%**

(What is the average school pass rate?)

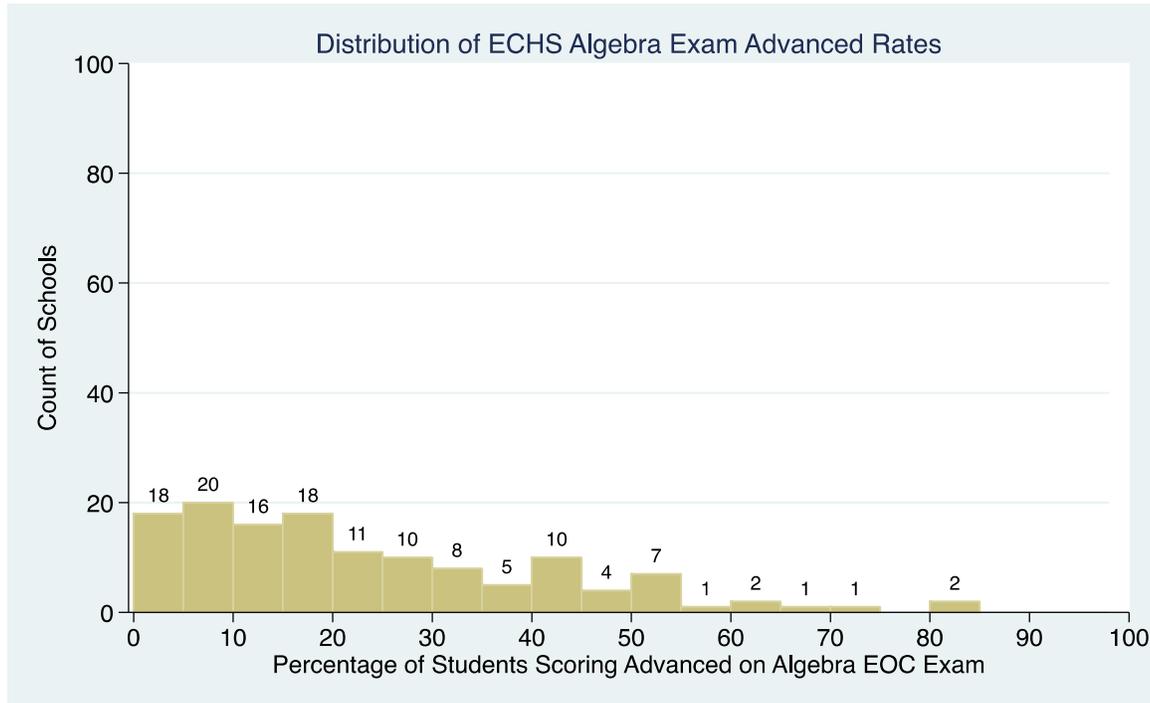
School cohort size-weighted average of school pass rates (sample schools): **86.1%**

(What is the pass rate across all students in Early College High Schools in the sample?)

Algebra EOC Exam Advanced rates, Grade 9

Of the 134 schools in the analytical sample:

- 14 have algebra advanced rates at or above 50%.
- 14 have algebra advanced rates at or above 40% and below 50%.
- 13 have algebra advanced rates at or above 30% and below 40%.



Median school advanced rate: **18.3%**

(What is the school advanced rate for the school in the middle of the distribution?)

Simple average of school advanced rates (all schools): **23.1%**

(What is the average school advanced rate?)

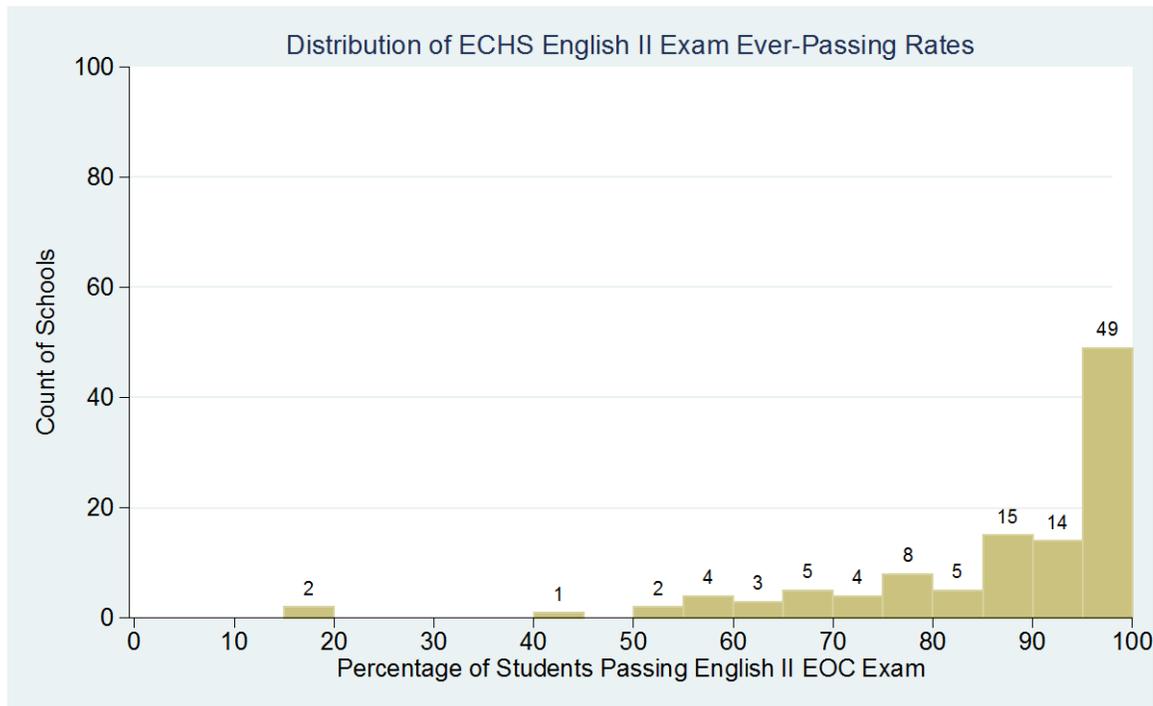
School cohort size-weighted average of school advanced rates (sample schools): **21.5%**

(What is the advanced rate across all students in Early College High Schools in the sample?)

English II EOC Exam Ever-Passing rates

Of the 112 schools in the analytical sample:

- 49 have English passing rates at or above 95%.
- 14 have English passing rates at or above 90% and below 95%.
- 15 have English passing rates at or above 85% and below 90%.
- 70% have English passing rates at or above 85%.



Median school pass rate: **91.6%**

(What is the school pass rate for the school in the middle of the distribution?)

Simple average of school pass rates (all schools): **86.4%**

(What is the average school pass rate?)

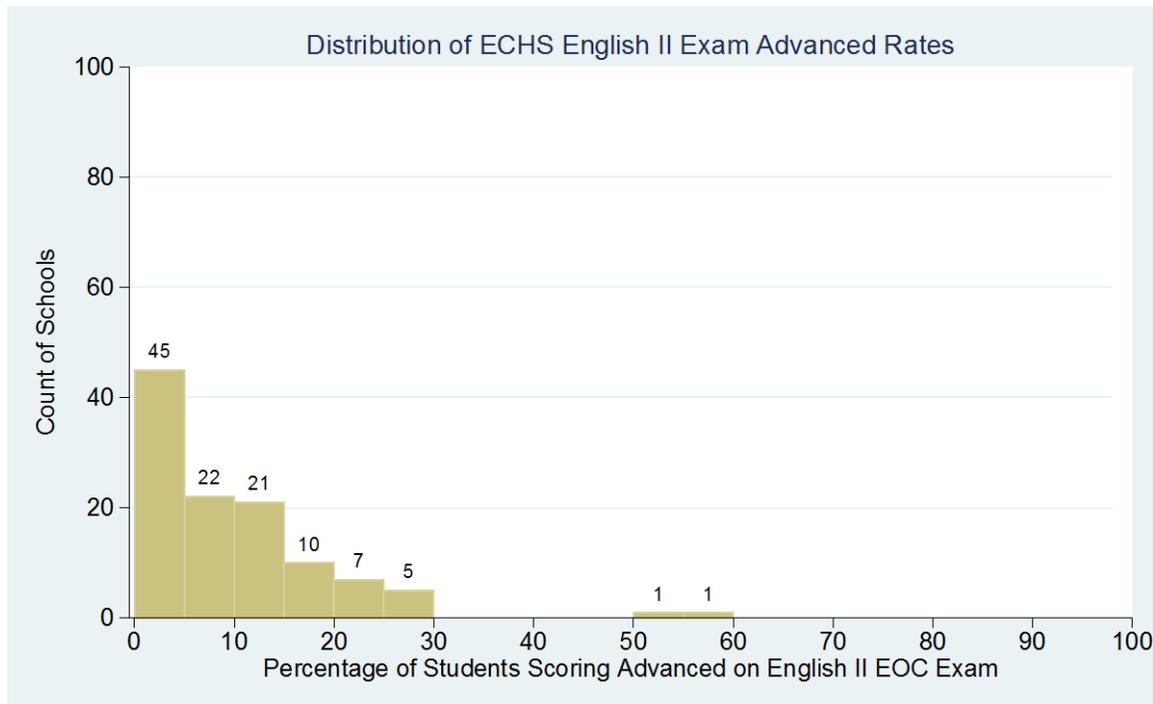
School cohort size-weighted average of school pass rates (sample schools): **79.7%**

(What is the pass rate across all students in Early College High Schools in the sample?)

English II EOC Exam Ever-Advanced rates

Of the 112 schools in the analytical sample:

- 2 have English advanced rates at or above 50%.
- 0 have English advanced rates at or above 30% and below 50%.
- 12 have English advanced rates at or above 20% and below 30%.
- 10 have English advanced rates at or above 15% and below 20%



Median school advanced rate: **6.7%**

(What is the school advanced rate for the school in the middle of the distribution?)

Simple average of school advanced rates (all schools): **9.6%**

(What is the average school advanced rate?)

School cohort size-weighted average of school advanced rates (sample schools): **8.1%**

(What is the advanced rate across all students in Early College High Schools in the sample?)

ATTAINMENT OUTCOMES-BASED MEASURES

The most recent national data, based on outcomes for thousands of students who attended about 100 representative early college high schools, shows that roughly 30 percent of students earn an associate degree or other credential along with their high school diploma in early college modelsⁱ. By using the 30 percent mark as the target, JFF mapped targets backwards for 30 college credits, 15 college credits, and earning credit in one English and one math college course.

The available college credit accumulation data was analyzed to determine the current landscape of how many ECHS students in Texas accumulate at least 12 college credits (page 18).

ⁱ Jobs for the Future (March 2014), "Early College Expansion – Propelling Students to Postsecondary Success, at a School Near You." http://www.jff.org/sites/default/files/publications/materials/Early-College-Expansion_031714.pdf

A. STUDENTS EARNING 12+ COLLEGE CREDITS HOURS

The figure below sorts the 59 schools from the analysis from lowest to highest proportions of graduates earning 12+ college credit hours. We find that 37 of the 59 schools have 50% or more of their graduates earning 12+ credits.

