

Campus List

Please list the names of all campuses in the district and identify which school type and, if applicable, the school group each campus belongs to according to the district LAS Plan.*

** Pending TEA approval, districts may organize selected campuses within a school type into a school group to ensure a better fit of components for those campuses.*

School Name	School Type	School Group*
Richland Collegiate High School	HS	

Domain: Academics	Component A1	Component A2	Component A3
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Grade Distribution (Passing Vs Failing)	Retention
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	HS	HS
Provide the weight assigned to this component within the domain.	Component Weight (%)	50.00%	20.00%
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	Rationale	The relevance of this component lies in the unique qualities of RCHS. We are a fully enrolled dual credit charter school on the campus of the largest community college in the state. All classes are taught by college professors in college classrooms with other college students. The grades earned are legitimately college level and the distribution of grades should be measured as a metric of success. If a grade is not passing, then no high school credit is earned, but the impact on the college GPA is also significant. If grades are passing, then students earn high school credit, but also an associate's degree upon completion. Significant changes in the grade distribution from passing to failing, or vice versa, would indicate a need to invest in intervention strategies and possible RtI documented interventions. The purpose would be to maintain a high level of credits earned in college courses.	Retention is relevant to a charter school one, for sustainability, but more importantly, it is also an indicator of success in college. Our program requires students to complete two full years of college credit. If students leave, they are not completing their core requirements for graduation.
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	Data source will be provided by Richland College for all grades earned for the school year. Baseline data can also be provided by researching previous years.	Data source will be provided by Richland Collegiate High School based on enrollment data from the TxEIS system reports and PEIMS submission Snapshots.
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	Timeline for Data Collection and Analysis	Data collection will take place after the close of the Richland College Summer II semester in Mid August. These grades are reflective of the entire school year and should be included in the final analysis due to either the need to re-take a failing grade or for original credit.	Data collection will take place after the close of the Richland College Summer II semester in Mid August and the close of the Richland Collegiate High School enrollment periods. Data will also be collected at PEIMS snapshots. Retention data will be based on start of Year total enrollment, Semester Total enrollment in January, and then Final Enrollment in May.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	Methodology	The data collected is taken from the master grade submission through DCCCD's eConnect software. The Office of Planning, Research, Effectiveness, and Development for the college will be providing the grades collected based on the credit awarded for the course.	Retention numbers, to ensure reliability, will be based off of PEIMS snapshot data records. When applicable, the enrollment files from the SMS TxEIS will also be used to provide current data not reflected in the snapshots.
Describe the scaling process to be used for this component.	Scaling Process	The scaling process will be based on increasing the percent of passing grades after baseline data is collected.	The scaling process will be based on increasing the percent of passing grades after baseline data is collected.
			Earned degrees are an indicator of success because they are directly related to completion of the RCHS program and high school graduation, but it also indicates a level of actual college readiness upon admittance to a four year institution. It is possible for students to graduate from RCHS without earning a degree. When the associate's degree is conferred, it indicates a high level of success as well as a timely completion of credits without falling behind, or by correcting previous failing grades to passing within a limited amount of time. Both cases speak to the accurate college readiness of the student for future higher education endeavors.
			Data source will be provided by Richland College for all degrees earned for the school year. Baseline data can also be provided by researching previous years.
			Data collection will take place after the close of the Richland College Summer II semester in Mid August. These grades are reflective of the entire school year and should be included in the final analysis due to either the need to re-take a failing grade or for original credit which would ultimately affect the earning of the degree.
			The Office of Planning, Research, Effectiveness, and Development for the college will be providing the total number of earned degrees.