

THE EARLY COLLEGE HIGH SCHOOL

2021-2022 CAMPUS DESIGNATION OUTCOMES-BASED MEASURES CALCULATION PROCESS

Early College High Schools (ECHS) are open-enrollment programs that allow students least likely to attend college an opportunity to earn a high school diploma, an associate degree, or up to 60 college credit hours while participating in rigorous and accelerated instruction.

The Texas Education Agency (TEA) designed the designation process for ECHS under the authority of Texas Education Code (TEC) §29.908(b) (2019) and Title 19 Texas Administrative Code (TAC) §102.1091 (effective 2007).

TEA is currently in the fourth year of a five year phase-in process for the [2020-2021 ECHS Blueprint](#). Outcomes-Based Measures (OBM) will be phased in for all ECHS through 2021-2022. After the phase-in period, OBM will be used to determine campus designation status for 2022-2023, and thereafter. As such, all data provided are for information and planning purposes only.

After the phase-in period, designation status will be determined using OBM. For more information on the [2020-2021 ECHS Blueprint](#) revision and phase-in process, please visit TEA's [Early College High School homepage](#).

Designations are differentiated into 2 categories:

Provisional ECHS

ECHS in the first 5 years of operation (i.e., first 4 years of serving students) must demonstrate implementation of all design elements for each benchmark of the Blueprint and meet the Provisional ECHS outcomes-based measures in the Access, Attainment, and Achievement domains.

Designated ECHS

ECHS 6th+ years of operation (i.e., serving students 5 or more years) must maintain designation by demonstrating implementation of all design elements for each benchmark of the Blueprint and meet the Designated ECHS outcomes-based measures in the Access, Attainment, and Achievement domains.

For the 2021-2022 designation year, all Access, Attainment and Achievement OBM provided to Provisional and Designated ECHS campuses are for formative purposes. ***This information has not been used to determine designation status. Currently, the program designation status is based on the number of years of program operation.***

Access	<i>Do specific student groups have access to the program?</i>	Access OBM are based on the proportion of students at each campus within specific student groups (e.g., at-risk, or economically disadvantaged) compared to district rates.
Attainment	<i>Do students attain college credit, complete rigorous courses, and earn postsecondary degrees or credentials?</i>	Attainment OBM are based on the proportions of students at each campus who persist, earn associate degrees or Level I or Level II certificates, accumulate college-level credits, graduate high school in four years, and transition into higher education compared to pre-determined criteria.
Achievement	<i>Do students in the program achieve successful assessment outcomes?</i>	Achievement OBM are based on the proportions of students at each campus who successfully meet “college ready” standards on achievement assessments (e.g., TSI Assessments, SAT/ACT exams, and State of Texas Assessments of Academic Readiness end-of-course exams) compared to pre-determined criteria.

ECHS OBM are currently on a phase-in schedule (see Table 1 below). Access, Attainment, and Achievement data for students participating in the ECHS program in 2020-2021 will be provided in the *Outcomes-Based Measures (OBM) Summary Report for the 2021-2022 Designation* based on the phase-in schedule and designation status of the campus. Access, Attainment, and Achievement OBM will add a grade level each year during the phase-in period. For example, starting in the initial year of implementation, in 2017-2018, Access data for students in Grade 9 was provided for each specific student group for 2018-2019 designation. During the current designation year, Access OBM for students in Grades 9, 10, 11, and 12 for student groups are typically provided. Access data for special student populations are provided for informational purposes and includes students across all grade levels (as determined by the years of serving students for a particular program). Attainment and Achievement OBM similarly apply to students in Grades 9, 10, 11, and 12. TEA has provided “first look” calculations to Designated ECHS for lagging OBM data indicators (i.e., earning 15+ college credits, completing the Texas Core Curriculum, earning a postsecondary degree and/or credential, on-time graduation, direct-to-college enrollment, and meeting college readiness standards on the SAT/ACT), which are still in the process of being phased in. The ability to determine if the Designated ECHS is on track to meet state standards for designation upon completion of the phase in period will enable campus leaders to make programmatic adjustments as necessary. **Distinctions may be earned by Designated ECHS in the Access and Attainment domains for 2021-2022.** See the [2020-2021 ECHS Blueprint](#) for more information regarding how to earn state Distinctions for the ECHS model.

Table 1
Designation Phase-in Schedule

Designation Year	School Year Data	Phase in
2018-2019	2017-2018	Grade 9
2019-2020	2018-2019	Grades 9, 10
2020-2021	2019-2020	Grades 9, 10, 11
2021-2022	2020-2021 ^a	Grades 9, 10, 11, 12

^a2021-first phase-in graduates.

Provisional ECHS opening after 2017-2018 will follow a similar phase-in schedule based upon their initial year serving students. ***OBM will phase in for opening Provisional ECHS as the entering cohort of 9th graders advance through graduation.*** This means that OBM data indicators will add a grade level each year during the phase-in period. For example, if a campus has only been in operation for three years (i.e., serving students for two years), Access for students in Grades 9 and 10 will be evaluated. ***Upon the completion of the Provisional period, an ECHS must meet the state’s Designation OBM criteria in the Access, Attainment, and Achievement domains.***

The Access, Attainment, and Achievement OBM are operationalized differently for each of the designation categories (i.e., Provisional versus Designated).

Access Outcomes-Based Measures

Access OBM are measured by the proportions of students within specific student groups enrolled at ECHS campuses based on Public Education Information Management System (PEIMS) fall enrollment data for 2020-2021. TEA has made adjustments to the definitions of at-risk and English learners for students participating in the ECHS program to capture the status of these students in the 2020-2021, as well as in the previous 2019-2020 school year.

Data collection sources and timeframes are detailed in Table 2 below. See Table A-1 in Appendix A for additional detail about the PEIMS data elements and codes submitted to TEA through the Texas Student Data System (TSDS) that are used in calculating Access OBM.

Table 2
Access OBM Data Sources

Data of Interest	School Year	Data Collection Timeframe ^a	Source
Student demographic indicators:			
• At-Risk	2019-2020	Fall 2019/Collection 1	PEIMS ^b
	2020-2021	Fall 2020/Collection 1	
• Economically Disadvantaged ^c	2020-2021	Fall 2020/Collection 1	PEIMS ^b
• English Learner ^{c,d}			
• Students with Disabilities ^{c,e}			
• African American ^c			
• Hispanic ^c			
• Male ^c			
Other indicators:			
• ECHS Indicator			
• Grade			

^aSee the [Texas Education Data Standards](#) for more information about the Texas Student Data System data submission timelines and a description of the data submitted in each collection in the 2019-2020 and 2020-2021 school years. ^bPublic Education Information Management System. ^cFor informational purposes, with the exception of the Economically Disadvantaged OBM which is evaluated for Designated campuses, but not for Provisional campuses. ^dIn addition to students currently identified as English learners, this indicator includes students who have been reclassified as English proficient since the prior year but are in the first year of monitoring as required by 19 TAC §89.1220(k), amended to be effective, 2020. ^eThis indicator includes students who are served in special education programs as well as students receiving services under Section 504 of the Rehabilitation Act of 1973.

Access measurement process:

- Step 1** Calculate Access for student groups for the ECHS campus
- Step 2** Calculate Access for student groups in districts for comparison to the ECHS campus rates
- Step 3** Calculate the difference between ECHS campus and comparison district rates¹
- Step 4** Compare calculated rate differences against pre-determined criteria (OBM requirements) for Provisional and Designated ECHS designations

¹ Charter school ECHS campuses are compared to the traditional district within which the charter school campus is geographically located. See [School District Locator | Texas Education Agency](#) for more information.

Step 1: Calculate ECHS campus Access rates

The ECHS campus Access rates are defined as the proportions of students belonging to specific student groups in grade levels determined by the phase-in schedule and years of serving students during the phase-in. The following student groups are included in the campus Access calculations: at-risk (Provisional and Designated ECHS) and economically disadvantaged (Designated ECHS only) students. These campus Access rates will be compared to district rates (see Step 4).

In addition, Access rates are also calculated for historically underrepresented students (e.g., African American, Hispanic, male students, English learners, and students with disabilities) and made available on the campus-level report but are not compared to a district rate and will not be used to determine designation status. **Reminder: OBM are currently being phased in. Calculations for all student groups are for informational purposes ONLY and are not used to determine an ECHS’s designation status.**

Access OBM calculations for 2021-2022 designation for Provisional and Designated ECHS serving students for at least four years include students in Grades 9 through 12, with the exception of at-risk rates which are calculated for Grade 9 only for both designations.

A Provisional ECHS serving students for three or fewer years will be provided Access calculations which only include the grade levels served by the ECHS program in 2020-2021. Access OBM will continue to be monitored in following years by including each additional grade as the cohort of ECHS students advances to Grade 12.

Campus rates are calculated as follows:

ECHS At-Risk Grade 9	=	$\frac{\text{Students who have the ECHS Indicator, are At-Risk in fall of 2020- 2021, and in Grade 9 or were At-Risk in fall of 2019-2020}}{\text{All Grade 9 students who have the ECHS Indicator in fall of 2020-2021}}$
ECHS Economically Disadvantaged Grades 9-12	=	$\frac{\text{Students who have the ECHS Indicator, are Economically Disadvantaged, and in Grades 9 through 12}}{\text{All Grade 9 through 12 students who have the ECHS Indicator in fall of 2020-2021}}$
ECHS English learners Grades 9-12	=	$\frac{\text{Students who have the ECHS Indicator, are English Learners, and in Grades 9 through 12 or is classified as no longer an English Learner and is in First Year of Monitoring}}{\text{All Grade 9 through 12 students who have the ECHS Indicator in fall of 2020-2021}}$
ECHS Students with Disabilities Grades 9-12	=	$\frac{\text{Students who have the ECHS Indicator, are Students with Disabilities or are 504, and in Grades 9 through 12}}{\text{All Grade 9 through 12 students who have the ECHS Indicator in fall of 2020-2021}}$
ECHS African American students Grades 9-12	=	$\frac{\text{Students who have the ECHS Indicator, are African American, and in Grades 9 through 12}}{\text{All Grade 9 through 12 students who have the ECHS Indicator in fall of 2020-2021}}$
ECHS Hispanic students Grades 9-12	=	$\frac{\text{Students who have the ECHS Indicator, are Hispanic, and in Grades 9 through 12}}{\text{All Grade 9 through 12 students who have the ECHS Indicator in fall of 2020-2021}}$
ECHS Male Students Grades 9-12	=	$\frac{\text{Students who have the ECHS Indicator, are Male, and in Grades 9 through 12}}{\text{All Grade 9 through 12 students who have the ECHS Indicator in fall of 2020-2021}}$

Step 2: Calculate comparison district Access rates

The comparison district Access rates are defined as the proportions of students in Grades 9 through Grade 12 in the pre-determined comparison district belonging to specific student groups. Comparison district Access rates for historically underrepresented students (e.g., African American, Hispanic, male students, English learners, and students with disabilities) are not calculated. Charter school ECHS campuses are compared to the traditional district within which the charter school campus is geographically located.

District rates are calculated as follows:

$$\text{District At-Risk Grades 9-12} = \frac{\text{Students who are At-Risk and are in Grades 9 through 12 or were At-Risk in fall of 2019-2020}}{\text{All Grade 9 through 12 students in fall of 2020-2021}}$$

$$\text{District Economically Disadvantaged Grades 9-12}^2 = \frac{\text{Students who are Economically Disadvantaged and in Grades 9 through 12}}{\text{All Grade 9 through 12 students in fall of 2020-2021}}$$

Step 3: Difference between district rate and ECHS rate

Once the rates are calculated for a campus and its comparison district, the difference between the district and campus rates (District Rate – Campus Rate) is calculated. That is, the difference between rates is calculated by subtracting the proportion of students in each respective category at the campus level from the proportion of students in each respective category at the district level.

For example,

$$\text{At-Risk Difference} = \text{District At-Risk Rate} - \text{ECHS At-Risk Rate}$$

This calculation is conducted for at-risk (Provisional and Designated ECHS) and economically disadvantaged students (Designated ECHS only), as listed in Steps 1 and 2.

² For Designated designations only.

Step 4: Compare rate differences to designation standards

Access rate differences, indicating the extent of the difference in access between student groups in the ECHS campus and its comparison district, are compared to threshold criteria for Provisional and Designated ECHS designation categories.

Based on the threshold comparison, a flag of (Yes/No) is created that indicates whether the campus has met Provisional or Designated status for each measure. The criteria for meeting each designation category are in Tables 3 – 5 below:

**Table 3
Provisional Access Criteria**

(District – ECHS) Difference Score	Description	Met Criteria? (%)	
		No if:	Yes if:
At-Risk	Meets Provisional standard for At-risk	> 25.0	≤ 25.0

**Table 4
Designated Access Criteria**

(District – ECHS) Difference Score	Description	Met Criteria? (%)	
		No if:	Yes if:
At-Risk	Meets Designated standard for At-risk	> 25.0	≤ 25.0
Economically Disadvantaged	Meets Designated standard for Economically Disadvantaged	> 10.0	≤ 10.0

Distinctions may be earned by Designated ECHS for the targeted recruitment of potential first-generation students among the cohort of incoming 9th graders in 2020-2021. A Designated ECHS with a 9th grade cohort for which at least 80% or greater of enrollment represents at-risk, economically disadvantaged, English learners, or students with disabilities will receive a Distinction in Access.

Distinction measurement process:

- Step 1** Calculate Access for aggregate 9th grade cohort for the ECHS campus
- Step 2** Compare calculated rate against pre-determined distinction standards

Step 1: Calculate aggregate 9th grade cohort Access rate

The ECHS campus Access Distinction rate is defined as the proportions of 9th grade students belonging to specific student groups. The following student groups are included in the campus Access Distinction calculation: at-risk students (9th grade and in the fall of the previous year), economically disadvantaged students, English learners (9th grade and first year monitored), and students with disabilities.

This rate is made available on the campus-level report for all Designated ECHS. Calculations are not compared to a district rate and will not be used to determine designation status. **Calculations are provided to all Designated ECHS informational purposes ONLY, and have been used to determine if an ECHS is eligible to receive a Distinction in Access.**

Campus rates are calculated as follows:

$$\begin{array}{l}
 \text{ECHS Target} \\
 \text{Population in} \\
 \text{Grade 9}
 \end{array}
 =
 \frac{
 \begin{array}{l}
 \text{Students who have the ECHS Indicator, are Economically Disadvantaged in fall of 2020-2021} \\
 \text{and in Grade 9; or Students with Disabilities or are 504 in fall of 2020-2021 and in Grade 9;} \\
 \text{or are At-Risk in fall of 2020-2021 or in fall of 2019-2020 and in Grade 9;} \\
 \text{or current English Learner in fall of 2020-2021 or in First-Year of Monitoring} \\
 \text{in fall 2020-2021 and in Grade 9}
 \end{array}
 }{
 \begin{array}{l}
 \text{All Grade 9 students who have the ECHS Indicator in fall of 2020-2021}
 \end{array}
 }$$

Step 2: Compare campus rate to designation standards

The Access distinction rate is then compared to the pre-determined criteria of 80% as determined by the [2020-2021 ECHS Blueprint](#).

Based on the threshold comparison, a flag of (Yes/No) is created that indicates whether the campus has met Distinction status for each measure. The criteria for meeting the Distinction category is in Table 5 below:

Table 5
Distinction Access Criteria

ECHS comparison to Distinction rate	Description	Met Criteria? (%)	
		No if:	Yes if:
Target Population in Grade 9	Meets Distinction standard for At-risk, Economically Disadvantaged, English Learner, and Students with Disabilities	≤ 80.0	> 80.0

Attainment Outcomes-Based Measures

The ECHS must provide opportunities for students to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree by expanding dual credit options for students.

Attainment rates are measured by the proportions of students attending ECHS campuses who persist through the program, accumulate college credit hours, complete the Texas Core Curriculum and earn a postsecondary degree and/or credential by graduation, and enroll directly into an institution of higher education upon graduation. Calculations are based on PEIMS and the Texas Higher Education Coordinating Board (THECB) data.

In addition, the [four-year longitudinal graduation rate for the Class of 2019](#) for each campus is compared to the statewide four-year longitudinal graduation rate. Specifically, the campus-level graduation rate with exclusions applied for state accountability is the graduation rate used in this measure. For ECHSs that operate a school-within-a-school model, the graduation rate is the rate for the campus overall, not just for the ECHS students.

Attainment now includes a Persistence OBM data indicator which measures the degree to which ECHS students persist in the program (i.e., Grade 9 students remaining in the ECHS program through Grade 12). Calculations will be provided for students entering their senior year in the fall of 2020. Persistence will be calculated as the percentage of students who enrolled in the fall of the 2020-2021 school year at the ECHS campus or who graduated early from the ECHS campus out of the ECHS students who were enrolled in previous years, including students who were enrolled since Grade 9 or started in the ECHS program in Grades 10 or 11. Data collection sources and timeframes for the Persistence OBM are detailed in Table B-1 in Appendix B.

The Persistence measure is based on PEIMS attendance and leaver data. ECHS students will be held accountable for students who dropped out of school, were removed from the ECHS program and returned to the comprehensive school setting, moved to another school within the district and did not re-enroll in a ECHS program, or received a Texas Certificate of High School Equivalency (TxCHSE) before the fall of 2020. Additionally, campuses will be held accountable for students for whom a leaver record is required to be submitted in PEIMS but is not received. ECHS are not held accountable for students who moved to a different district, or who left the district for reasons other than dropping out of school, such as moving to another educational setting, being withdrawn by the district, dying, or returning to the family's home country. Nor will campuses be held accountable for students that could not be tracked in PEIMS due to ID errors. See Table B-2 Appendix B in for additional detail about PEIMS data elements and codes submitted to TEA through TSDS that are used in calculating the Persistence OBM.

Attainment now includes an Earning 9 College Credits by the End of 10th Grade OBM data indicator. All opportunities for students to gain college credit hours are included in the calculations for this OBM data indicator. Students earning dual credit receive a one-to-one credit for each college credit hour earned. Likewise, students *eligible* to earn college credits through OnRamps courses will receive a one-to-one credit for each college credit hour, regardless of whether they elect to *receive* the college credit. Students earning a 3, 4, or 5 on an Advanced Placement exam will receive 3 college credit hours toward this calculation for each exam that a student successfully passes. See [TSDS C022 code table](#) for a list of

course codes for eligible dual credit courses to be included in this calculation in each data year. See Table C-1 for eligible OnRamps courses. See Table C-2 for eligible Advanced Placement courses.

Attainment now includes a Completing Texas Core Curriculum OBM data indicator. Data is self-reported by Texas public institutions of higher education. TEA receives this data from the Texas Higher Education Coordinating Board. Due to lagging data, this calculation will be provided for the Class of 2020.

Attainment now includes a Direct-to-College Enrollment OBM data indicator. TEA receives this data from the Texas Higher Education Coordinating Board. Due to lagging data, this calculation will be provided for the Class of 2019.

Data collection sources and timeframe are detailed in Table 6 below. See Tables A-2 in Appendix A for additional detail about PEIMS data elements and codes submitted to TEA through TSDS that are used in calculating Attainment OBM.

Table 6
Attainment OBM Data Sources

Data of Interest	School Year	Data Collection Timeframe	Source
Advanced Placement Testing	2016-2017 2017-2018 2018-2019 2019-2020	Provided by the College Board each school year.	College Board
Direct-to-College Enrollment	2019-2020	Provided by THECB ^b each school year.	THECB ^b
Dual Credit Course Completion and College Credit hours	2016-2017 2017-2018 2018-2019 2019-2020	Summer 2017/Collection 3 Extended 2017/Collection 4 Summer 2018/Collection 3 Extended 2018/Collection 4 Summer 2019/Collection 3 Extended 2019/Collection 4 Summer 2020/Collection 3 Extended 2020/Collection 4	PEIMS ^a PEIMS ^a PEIMS ^a PEIMS ^a
OnRamps	2016-2017 2017-2018 2018-2019 2019-2020	Provided by OnRamps each school year.	OnRamps
Postsecondary Certificate Level I and Level II	2016-2017 2017-2018 2018-2019 2019-2020	Provided by THECB ^b each school year.	THECB ^b
Postsecondary Degree	2019-2020	Summer 2020/Collection 3 Fall 2020/Collection 1	PEIMS ^a PEIMS ^a
Texas Core Curriculum Completion	2019-2020	Provided by THECB ^b each school year.	THECB ^b
Other Indicators:			
• Annual Graduation ^c	2019-2020	Fall 2020/Collection 1	PEIMS ^a
• Attendance ^c	2019-2020	Summer 2020/Collection 3	PEIMS ^a
• ECHS Indicator	2019-2020	Summer 2020/Collection 3	PEIMS ^a
• Grade	2019-2020	Summer 2020/Collection 3	PEIMS ^a

^aSee the [Texas Education Data Standards](#) for more information about the Texas Student Data System data submission timelines and a description of the data submitted in each collection during the 2016-2017 through the 2019-2020 school years. ^bSee [The Texas Higher Education Coordinating Board](#) website for more information on data collection timelines. ^cAnnual graduation and Attendance data are both used to create cohorts of students enrolled at an ECHS campus in order to track student attainment. For example, to calculate the Earning 9 College Credits by the End of 10th Grade OBM, students who were enrolled at an ECHS campus for at least one six-week period in Grade 10 are identified in order to measure earning credit hours in any subject. Annual graduation data are used to identify students, for example, who earned college credits while enrolled at an ECHS campus before graduating high school.

Attainment measurement process:

- Step 1** Calculate attainment rates for persistence, 9+ college credit hours, 15+ college credit hours, Texas Core Curriculum, postsecondary degree/credential, four-year graduation rate direct-to-college enrollment
- Step 2** Compare rates against pre-determined criteria (OBM requirements) for Provisional and Designated ECHS designations, as well as pre-determined distinction standards

Step 1: Calculate ECHS campus Attainment rates

Attainment is based on the proportions of ECHS students who persist through the ECHS program, accumulate college credit hours, complete the Texas Core Curriculum, graduate with a postsecondary degree or credential, four-year graduation rate, and enroll into a Texas public institution of higher

education in the fall following graduation. Denominators based on six-weeks attendance in 2019–2020 include only the first four six weeks due to attendance reporting irregularities for the 5th and 6th six weeks associated with the COVID-19 pandemic.

Campus rates are calculated as follows:

ECHS Persistence	=	$\frac{\text{Students who are enrolled with a ECHS Indicator in the fall of 2020-2021 or graduated early from the ECHS campus}}{\text{Students who have ECHS Indicator, in Grade 9 in 2017-2018, or new Grade 10 ECHS students in 2018-2019, or new Grade 11 ECHS students in 2019-2020, and not excluded for approved reasons}}$
ECHS College Credit 9+ Hours by end of Grade 10	=	$\frac{\text{Students who are in the Denominator and Earned } \geq 9 \text{ Hours of College Credit through Completion of Any Combination of Dual Credit Courses, OnRamps Courses, or by Earning 3 or Higher on AP Exams in Any Subject at Any Campus by Grade 10}}{\text{Students who have ECHS Indicator, in Grade 10, Enrolled at Target Campus for } \geq 1 \text{ Six Week Period in 2019-20}}$
ECHS College Credit 15+ Hours by Graduation ³	=	$\frac{\text{Students who are in the Denominator and Earned } \geq 15 \text{ Hours College Credit of Any Combination of Dual Credit Courses, OnRamps Courses, or by Earning 3 or Higher on AP Exams in Any Subject at Any Campus by Graduation}}{\text{Students who have ECHS Indicator, Enrolled at Target Campus for } \geq 1 \text{ Six Week Period and Graduated in 2019-2020}}$
ECHS Completing Texas Core Curriculum by Graduation ³	=	$\frac{\text{Students who are in the Denominator and have completed the Texas Core Curriculum (Core 42)}}{\text{Students who have ECHS Indicator, Enrolled at Target Campus for } \geq 1 \text{ Six Week Period and Graduated in 2019-2020}}$
ECHS Postsecondary Degree or Credential by Graduation ³	=	$\frac{\text{Students who are in the Denominator and Graduated from High School with an Associate Degree, or Level I or Level II certificate}}{\text{Students who have ECHS Indicator, Enrolled at Target Campus for } \geq 1 \text{ Six Week Period, and graduated in 2019-2020}}$
Graduation Rate ³	=	Class of 2019 four-year campus-level longitudinal graduation rate
ECHS Direct-to-College Enrollment into 2-year or 4-year Institution ³	=	$\frac{\text{Students who are in the Denominator and Enrolled in a 2-year or 4-year Institution in the fall of 2019 after High School Graduation}}{\text{Students who have ECHS Indicator, Enrolled at Target Campus for } \geq 1 \text{ Six Week Period, and graduated in 2018-2019}}$

³ For Designated designations only

Step 2: Compare rates to designation standards

Once the rates are calculated, they are compared to pre-established thresholds for Provisional and Designated standards. A flag of (Yes/No) is calculated based on whether the campus rate meets the pre-established standard for each measure according to the criteria defined by the [2020-2021 ECHS Blueprint](#), which is listed in the tables below. Unlike the previous standards for Access, which involve comparing the campus rate to the district rate, these criteria are based on whether each campus met pre-established thresholds, specified as a percentage of students.

In addition, if the campus four-year longitudinal graduation rate is within 5 percentage points of the statewide longitudinal graduation rate (e.g., 90.0 percent for the class of 2019), then the campus is considered to have met the standard for Designated status on the four-year graduation rate.

At this stage of the phase in period for the [2020-2021 ECHS Blueprint](#), Provisional ECHS must meet targets on two specific OBM data indicators for their first incoming cohort of grade 9 students: 1) Persistence, and 2) Earning 9+ College Credit Hours by the End of 10th Grade.

Upon completion of the phase-in period in the spring of 2022, Designated ECHS must meet targets on at least five (5) Attainment OBM data indicators to meet the state standard in the Attainment domain. The criteria for each designation category are in Tables 7 – 9 below. The shaded OBM data indicators indicate the phase-in process currently underway. Calculations reported to Designated ECHS for OBM data indicators still being phased in are for informational purposes only, to promote programmatic improvement. All Designated ECHS have been evaluated against Designation Attainment Criteria to provide a “first look” for ECHS to determine if they are on track to meet state standards upon completion of the phase in period. Designated campuses may earn a Distinction in Attainment by meeting state standards on at least six (6) Attainment OBM data indicators. All Designated ECHS have been evaluated against the Distinction Attainment Criteria to determine if a Distinction in Attainment has been earned.

**Table 7
Provisional Attainment Criteria**

ECHS Rate	Description	Met Criteria? (%)	
		No if:	Yes if:
Persistence	Meets Provisional standard for Persistence into Grade 12	< 70.0	≥ 70.0
College Credit 9+ hours	Meets Provisional standard for College Credit – 9 Hours or More	< 35.0	≥ 35.0
College Credit 15+ hours	Meets Provisional standard for College Credit – 15 Hours or More	NOT APPLICABLE DUE TO DATA LAG ^a	

^a Provisional designation measures for completing 15+ college credits by graduation are only applicable after the fourth year of the phase-in period; therefore, provisional rates will not be calculated. The earning 15+ college credits by graduation OBM data indicator will be calculated once an ECHS shifts from Provisional status to Designated status.

Table 8
Designated Attainment Criteria

ECHS Rate	Description	Met Criteria? (%)	
		No if:	Yes if:
Persistence	Meets Designation standard for Persistence into Grade 12	< 75.0	≥ 75.0
College Credit 9+ hours	Meets Designation standard for College Credit – 9 Hours or More	< 40.0	≥ 40.0
College Credit 15+ hours	Meets Designation standard for College Credit – 15 Hours or More	< 65.0	≥ 65.0
Completing Texas Core Curriculum	Meets Designation standard for Texas Core Curriculum	< 30.0	≥ 30.0
Postsecondary Success	Meets Designation standard for Postsecondary Degree and/or Credential	< 40.0	≥ 40.0
Graduation Rate ^a	Meets Designation standard for Four-Year Longitudinal Graduation Rate	State rate – campus rate >.05	State rate – campus rate ≤.05
Direct-to-College Enrollment	Meets Designation standard for Enrollment into 2-year or 4-year Texas Public Institution	< 45.0	≥ 45.0

^aThe graduation rate used in this comparison is the overall four-year longitudinal campus graduation rate and not the graduation rate of ECHS students only. Additionally, four-year graduation rates are calculated for campuses only if the campus has been in operation for at least five years and if the campus has: (a) served Grade 9 as well as Grade 11 and 12 in the first and fifth years of the graduation cohort, or (b) served Grade 12 in the first and fifth years of the graduation cohort. Campuses that do not meet these criteria will not be evaluated on this measure.

Table 9
Distinction Attainment Criteria

ECHS Rate	Description	Met Criteria? (%)	
		No if:	Yes if:
Persistence	Meets Distinction standard for Persistence into Grade 12	< 85.0	≥ 85.0
College Credit 9+ hours	Meets Distinction standard for College Credit – 9 Hours or More	< 50.0	≥ 50.0
College Credit 15+ hours	Meets Distinction standard for College Credit – 15 Hours or More	< 80.0	≥ 80.0
Completing Texas Core Curriculum	Meets Distinction standard for Texas Core Curriculum	< 40.0	≥ 40.0
Postsecondary Success	Meets Distinction standard for Postsecondary Degree and/or Credential	< 50.0	≥ 50.0
Graduation Rate ^a	Meets Distinction standard for Four-Year Longitudinal Graduation Rate	≤ State rate	> State rate
Direct-to-College Enrollment	Meets Distinction standard for Enrollment into 2-year or 4-year Texas Public Institution	< 50.0	≥ 50.0

^aThe graduation rate used in this comparison is the overall four-year longitudinal campus graduation rate and not the graduation rate of ECHS students only. Additionally, four-year graduation rates are calculated for campuses only if the campus has been in operation for at least five years and if the campus has: (a) served Grade 9 as well as Grade 11 and 12 in the first and fifth years of the graduation cohort, or (b) served Grade 12 in the first and fifth years of the graduation cohort. Campuses that do not meet these criteria will not be evaluated on this measure.

Achievement Outcomes-Based Measures

ECHS must ensure that the students are college ready or are dual credit eligible. One method to determine college readiness is to administer a Texas Success Initiative (TSI) college placement exam (as defined by 19 TAC §4.53, 2019, amended to be effective 2018).

Achievement rates are measured by the proportions of ECHS students who pass student achievement assessments, such as State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) exams (Algebra I EOC by Grade 9 and English II EOC in Grades 9, 10 or 11), meet college, career and military readiness (CCMR) standards as defined in state accountability in both reading and mathematics on either the SAT or the ACT, and the Texas Success Initiative Assessment (English Language Arts & Reading + Writing and mathematics).

Due to COVID-19, STAAR Algebra I and English II EOC OBM data indicator calculations have not been provided to ECHS for 2021-2022 designation. In addition, TEA will not evaluate whether ECHS meet targets for the following: 1) STAAR Algebra I EOC, 2) English II EOC, and 3) SAT/ACT. TEA has suspended Distinction in the Achievement domain at this time.

Due to the unprecedented disruption in testing, additional actions have been taken. TEA has modified the calculations for both OBM data indicators relating to the TSIA. Students may meet the ELAR + Writing TSIA OBM data indicator in one of two ways: 1) meet state standard on the TSIA1 Reading assessment or 2) successful completion of first college-level Reading course AND successful completion of first college-level Writing course. Likewise, students may meet the Math TSIA OBM data indicator in one of two ways: 1) meet state standard on the TSIA 1 Math assessment, 2) successful completion of first college-level Math course (i.e., algebraically intensive math course). Data for successful completion of first college-level math courses are self-reported by Texas public institutions of higher education. TEA receives this data from the Texas Higher Education Coordinating Board. Due to lagging data, this calculation will be provided for 11th graders in the 2019-2020 academic year.

Data collection source and timeframe are detailed in Table 10 below. See Table A-3 in Appendix A for additional detail about the PEIMS data elements and codes submitted to TEA through TSDS that are used in calculating Achievement OBM.

OBM calculation formulas are provided below to showcase several changes that have been incorporated within the [2020-2021 ECHS Blueprint](#). In future years, TEA will include all students in the cohort in each calculation. Test administrations in grade 7 and 8 will be included in the calculation for the Algebra I EOC OBM data indicator.

Table 10
Achievement Data Sources

Data of Interest	School Year	Data Collection Timeframe	Source
ACT Data ^a	2016-2017 2017-2018 2018-2019 2019-2020	Provided by ACT, Inc each school year.	ACT
Algebra I EOC by Grade 9	2017-2018 2018-2019 2019-2020 ^d	Spring 2018 Summer 2018 Winter 2018 ^c Spring 2019 Summer 2019 Winter 2019 ^c Spring 2020 Summer 2020 Winter 2020 ^c	STAAR ^b STAAR ^b STAAR ^b
English II EOC in Grade 9-11 ^e	2017-2018 2018-2019 2019-2020 ^d	Spring 2018 Summer 2018 Winter 2018 ^c Spring 2019 Summer 2019 Winter 2019 ^c Spring 2020 Summer 2020 Winter 2020 ^c	STAAR ^b STAAR ^b STAAR ^b
First College-level Reading Course First College-level Writing Course First College-level Mathematics Course	2015-2016 2016-2017 2017-2018 2018-2019 2019-2020	Provided by THECB ^f each school year.	THECB ^e
SAT Data ^a	2016-2017 2017-2018 2018-2019 2019-2020	Provided by the College Board each school year.	College Board
TSIA Reading ^g TSIA Mathematics ^g	2015-2016 2016-2017 2017-2018 2018-2019 2019-2020	Provided by THECB ^e each school year.	THECB ^e
Other Indicators:			
• Attendance ^h	2019-2020	Summer 2019/Collection 3	PEIMS ⁱ
• ECHS Indicator	2019-2020	Summer 2019/Collection 3	PEIMS ⁱ
• Grade	2019-2020	Summer 2019/Collection 3	PEIMS ⁱ

^aData used to calculate the meeting college readiness benchmark measure using ACT and SAT assessments are based graduates in the class of 2020 who took one or more test administrations in 2016-2017, 2017-2018, 2018-2019 or 2019-2020. See the [TEA website](#) for more information about this data. ^bSee the STAAR testing website for the testing and data reporting calendars for the 2017-2018 through the 2019-2020 school years. ^cWinter administrations of STAAR EOC exams are retest opportunities for the previous school year. For example, exams taken in December of 2019 are retests of the end-of-course (EOC) exam for the 2018-2019 school year. ^dDue to COVID-19 STAAR administrations for the 2019-2020 school year were cancelled and the STAAR EOC OBM data indicators were not calculated. ^eTo be included in the calculation, students must take the English II EOC for the first time in Grades 9,10 or 11. ^fSee [THECB website](#) for more information on data collection timelines. ^gData used to calculate the TSIA Reading and Mathematics measures are based on TSIA test administrations from January 1, 2016 to August 31, 2020. ^hAttendance is used to create a cohort of students enrolled at an ECHS campus in order to track student achievement. For example, to calculate the English II EOC OBM, students who were enrolled at an ECHS campus for at least one six-week period in Grade 11 during the 2019-2020 school year are identified in order to track whether they took the EOC by the end of Grade 11. ⁱSee the [Texas Education Data Standards](#) for more information about the Texas Student Data System data submission timelines and a description of the data submitted in each collection during the 2019-2020 school year.

Achievement measurement process:

- Step 1** Calculate Achievement rates
- Step 2** Compare rates against pre-determined criteria (OBM requirements) for Provisional and Designated ECHS designations, as well as pre-determined distinction standards

Step 1: Calculate ECHS campus Achievement rates

Rates of achievement in college readiness are calculated for the STAAR EOC exams (Algebra 1 EOC in Grades 7,8, or 9, English II EOC in Grades 9, 10, or 11), the TSIA English Language Arts & Reading (ELAR) + Writing, the TSIA Mathematics, and the SAT/ACT. Denominators based on six-weeks attendance in 2019–20 include only the first four six weeks due to attendance reporting irregularities for the 5th and 6th six weeks associated with the COVID-19 pandemic.

The STAAR Algebra I EOC OBM data indicator includes all grade 9 students enrolled in the 2019-2020 school year. Calculations are based on all available assessment data (including retests in summer and winter) for the following school years except as impacted by COVID-19: 2017-2018, 2018-2019, and 2019-2020 for students in grades 7, 8, and 9. Retests in summer and winter taken for students in Grade 10 are also included.

The STAAR English II EOC OBM data indicator includes all grade 11 students enrolled in the 2019-2020 school year. Calculations are based on all available assessment data (including retests in summer and winter) for the following school years except as impacted by COVID-19: 2017-2018, 2018-2019, and 2019-2020 for students in grades 9, 10 and 11. Retests in summer and winter taken for students in Grade 12 are also included.

The TSIA ESAR + Writing OBM data indicator includes all grade 11 students enrolled in the 2019-2020 school year. Calculations are based on students in PEIMS end-of-year attendance data for 2019-2020 and testing data obtained from the [Texas Higher Education Coordinating Board \(THECB\)](#) for the following dates: January 1, 2016 through August 31, 2020 (inclusive). In addition, TSI exemption serves to meet this OBM data indicator through the successful completion of first college-level course work in Reading and Writing. Similarly, course completion data is obtained from the [Texas Higher Education Coordinating Board \(THECB\)](#) for the following academic years: 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020. It is a local decision regarding which courses at the college/university provide exemption status. Course completion data is self-reported by Texas public institutions of higher education. See THECB's [Guidelines for Reporting First College-Level Courses](#) for more information.

The TSIA Mathematics OBM data indicator includes all grade 11 students enrolled in the 2019-2020 school year. Calculations are based on students in PEIMS end-of-year attendance data for 2019-2020 and testing data obtained from the [Texas Higher Education Coordinating Board \(THECB\)](#) for the following dates: January 1, 2016 through August 31, 2020 (inclusive). In addition, TSI exemption serves to meet this OBM data indicator through the successful completion of first algebraically intensive college-level course work in Mathematics. Similarly, course completion data is obtained from the [Texas Higher Education Coordinating Board \(THECB\)](#) for the following academic years: 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020. It is a local decision regarding which courses at the college/university provide exemption status. Course completion data is self-reported by Texas public

institutions of higher education. See THECB’s [Guidelines for Reporting First College-Level Courses](#) for more information.

The SAT/ACT OBM data indicator includes all graduates in the 2019-2020 school year. Calculations are based on PEIMS end-of-year attendance data for 2019-2020 and testing data obtained from the College Board and ACT for the following school years: 2016-2017, 2017-2018, 2018-2019, 2019-2020. Students must achieve College, Career, and Military Readiness (CCMR) standards ready in both reading and mathematics. Meeting college readiness benchmarks on the SAT or ACT in Reading and Math is as defined as meeting the college-ready criteria for [state accountability](#) purposes (see page 18).

Rates are calculated as follows:

$$\text{ECHS STAAR Algebra 1 EOC Approaches Grade Level and above}^4 = \frac{\text{Students who are in the Denominator and Achieved the Approaches Grade Level Standard or above on the STAAR Algebra I EOC Exam while in Grade 7, 8, or 9, or 10 (for the Summer and Winter EOC administrations) at any campus}}{\text{Students who have ECHS Indicator, Enrolled in Grade 9 at Target Campus for } \geq 1 \text{ Six Week Period in 2019-2020}}$$

$$\text{ECHS STAAR English II EOC Approaches Grade Level and above}^5 = \frac{\text{Students who are in the Denominator and Achieved the Approaches Grade Level Standard or above on the STAAR English II EOC Exam while in Grade 9, 10, or 11, or 12 (for the Summer and Winter EOC administrations) at any campus}}{\text{Students who have ECHS Indicator, Enrolled in Grade 11 at Target Campus for } \geq 1 \text{ Six Week Period in 2019-2020}}$$

$$\text{ECHS STAAR Algebra 1 EOC Meets Grade Level and above}^6 = \frac{\text{Students who are in the Denominator and Achieved the Meets Grade Level Standard or above on the STAAR Algebra I EOC Exam while in Grade 7, 8, or 9, or 10 (for the Summer and Winter EOC administrations) at any campus}}{\text{Students who have ECHS Indicator, Enrolled in Grade 9 at Target Campus for } \geq 1 \text{ Six Week Period in 2019-2020}}$$

$$\text{ECHS STAAR English II EOC Meets Grade Level and above}^7 = \frac{\text{Students who are in the Denominator and Achieved the Meets Grade Level Standard on the STAAR English II EOC Exam while in Grade 9, 10, or 11, or 12 (for the Summer and Winter EOC administrations) at any campus}}{\text{Students who have ECHS Indicator, Enrolled in Grade 11 at Target Campus for } \geq 1 \text{ Six Week Period in 2019-2020}}$$

⁴ For Provisional designation only

⁵ For Provisional designation only

⁶ For Designated designation only

⁷ For Designated designation only

<p>ECHS STAAR Algebra 1 EOC Masters Grade Level⁸</p>	=	<p>Students who are in the Denominator and Achieved the Masters Grade Level Standard or above on the STAAR Algebra I EOC Exam while in Grade 7, 8, or 9, or 10 (for the Summer and Winter EOC administrations) at any campus</p> <hr style="width: 50%; margin: 0 auto;"/> <p>Students who have ECHS Indicator, Enrolled in Grade 9 at Target Campus for ≥ 1 Six Week Period in 2019-2020</p>
<p>ECHS STAAR English II EOC Masters Grade Level⁹</p>	=	<p>Students who are in the Denominator and Achieved the Masters Grade Level Standard on the STAAR English II EOC Exam while in Grade 9, 10, or 11, or 12 (for the Summer and Winter EOC administrations) at any campus</p> <hr style="width: 50%; margin: 0 auto;"/> <p>Students who have ECHS Indicator, Enrolled in Grade 11 at Target Campus for ≥ 1 Six Week Period in 2019-2020</p>
<p>ECHS TSIA Reading or First College-Level Course Reading/Writing</p>	=	<p>Students who are in the Denominator and Passed the TSI Reading Assessment (or successfully completed a First College Level Exemption Course in Reading and Writing) by end of August 2020</p> <hr style="width: 50%; margin: 0 auto;"/> <p>Students who have ECHS Indicator, in Grade 11, Enrolled at Target Campus for ≥ 1 Six Week Period in 2019-2020</p>
<p>ECHS TSIA Mathematics or First College-Level Course Mathematics</p>	=	<p>Students who are in the Denominator and Passed the TSI Mathematics Assessment (or successfully completed a First College Level Exemption Course in Mathematics) by end of August 2020</p> <hr style="width: 50%; margin: 0 auto;"/> <p>Students who have ECHS Indicator, in Grade 11, Enrolled at Target Campus for ≥ 1 Six Week Period in 2019-2020</p>
<p>ECHS College Readiness Benchmarks (SAT/ACT) in Reading and Mathematics¹⁰</p>	=	<p>Students who are in the Denominator and met college readiness benchmarks on the SAT or ACT in Reading and Mathematics by graduation</p> <hr style="width: 50%; margin: 0 auto;"/> <p>Students who have ECHS Indicator, Enrolled at Target Campus for ≥ 1 Six Week Period, graduated in 2019-2020</p>

Step 2: Compare rates to designation standards

Once the rates are calculated, they are compared to pre-established criteria for Provisional and Designated standards. A flag of (Yes/No) is calculated based on whether the campus rate meets the pre-established standards for each measure according to the OBM requirements defined by the [2020-2021 ECHS Blueprint](#).

Provisional ECHS must meet targets on at least three (3) achievement OBM data indicators for their first incoming cohort of grade 9 students upon completion of the phase in period.

Designated ECHS must meet targets on at least four (4) achievement OBM data indicators to meet the state standard in the Achievement domain upon completion of the phase in period.

⁸ For Distinction only

⁹ For Distinction only

¹⁰ For Designated designation

Designated campuses may earn a Distinction in Achievement by meeting state standards on at least five (5) Achievement OBM data indicators upon completion of the phase in period.

The criteria for each designation category are in Tables 11 – 13 below. The calculation reported to Designated ECHS for the SAT/ACT OBM data indicator is still being phased in and has been provided for informational purposes only, to promote programmatic improvement. The shaded OBM data indicators below signify the phase in process currently underway, as well as modifications to OBM calculations in response to COVID-19.

**Table 11
Provisional Achievement Criteria**

ECHS rate	Description	Met Criteria? (%)	
		No if:	Yes if:
STAAR Algebra I EOC – Approaches Grade Level Standard	Meets Provisional standard for the STAAR Algebra I EOC Exam Results	NOT CALCULATED DUE TO COVID-19 ^a	
STAAR English II EOC – Approaches Grade Level Standard	Meets Provisional standard for the STAAR English II EOC Exam Results	NOT CALCULATED DUE TO COVID-19 ^a	
TSIA ELAR + Writing	Meets Provisional standard for TSI Reading Assessment Results	< 65.0	≥ 65.0
TSIA Mathematics	Meets Provisional standard for TSI Mathematics Assessment Results	< 50.0	≥ 50.0

^a Provisional rates are not available during this designation year.

**Table 12
Designated Achievement Criteria**

ECHS rate	Description	Met Criteria? (%)	
		No if:	Yes if:
STAAR Algebra I EOC – Meets Grade Level Standard	Meets Designated standard for the STAAR Algebra I EOC Exam Results	NOT CALCULATED DUE TO COVID-19 ^a	
STAAR English II EOC – Meets Grade Level Standard	Meets Designated standard for the STAAR English II EOC Exam Results	NOT CALCULATED DUE TO COVID-19 ^a	
TSIA ELAR + Writing	Meets Designated standard for TSI Reading Assessment Results	< 70.0	≥ 70.0
TSIA Mathematics	Meets Designated standard for TSI Mathematics Assessment Results	< 60.0	≥ 60.0
SAT/ACT	Meets Designated standard for Reading and Mathematics Assessment Results	< 45.0	≥ 45.0

^a Designated rates are not available during this designation year.

Table 13
Distinction Achievement Criteria

ECHS rate	Description	Met Criteria? (%)	
		No if:	Yes if:
STAAR Algebra I EOC – Masters Grade Level Standard	Meets Distinction standard for the STAAR Algebra I EOC Exam Results	NOT CALCULATED DUE TO COVID-19 ^a	
STAAR English II EOC – Masters Grade Level Standard	Meets Distinction standard for the STAAR English II EOC Exam Results	NOT CALCULATED DUE TO COVID-19 ^a	
TSIA ELAR + Writing	Meets Distinction standard for TSI Reading Assessment Results	< 80.0	≥ 80.0
TSIA Mathematics	Meets Distinction standard for TSI Mathematics Assessment Results	< 75.0	≥ 75.0
SAT/ACT	Meets Distinction standard for Reading and Mathematics Assessment Results	< 65.0	≥ 65.0

^a Distinction rates are not available during this designation year.

Appendix A

**Table A-1
Student Demographic and Other Indicators in Access Outcomes-Based Measure Calculations for the
2021-2022 Designation Year**

Data Element	TSDS ^a Source and Criteria
Student demographic indicators	
At-Risk	<p>Data Source. PEIMS^b fall collection (Collection 1) on the 40100-Student Basic Information subcategory in 2019-2020 and 2020-2021</p> <p>Criteria. Student coded as “1” for the At-Risk Indicator Code (E0919).</p>
Economically Disadvantaged	<p>Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory.</p> <p>Criteria. Student coded as “01,” “02,” or “99” for the Economic Disadvantage Code (E0785).</p>
English Learner	<p>Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory.</p> <p>Criteria. Student coded as “1,” or “F” for the LEP^c Indicator Code (E0790).</p>
Students with Disabilities	<p>Data Source. PEIMS fall collection (Collection 1) on the 40110-Enrollment subcategory.</p> <p>Criteria. Student coded as “1” on Special Ed Indicator Code (E0794) or “1” on Section 504 Indicator Code (E1603).</p>
African American	<p>Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory.</p> <p>Criteria. Student coded as “1” for Black African American Code (E1061) and “0” for: American Indian-Alaska Native Code (E0159), Asian Code (E1060), Native Hawaiian Pacific Islander Code (E1062), White Code (E1063) and Hispanic Latino Code (E1064).</p>
Hispanic	<p>Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory.</p> <p>Criteria. Student coded as “1” for Hispanic Latino Code (E1064).</p>
Male	<p>Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory.</p> <p>Criteria. Student coded as “M” for Sex Code (E0004).</p>
Other indicators	
ECHS ^d Indicator	<p>Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory.</p> <p>Criteria. Student coded as “01” for the ECHS Indicator Code (E1560).</p>
Grade	<p>Data Source. PEIMS fall collection (Collection 1) on the 40110-Enrollment subcategory.</p> <p>Criteria. Student coded as “09,” “10,” “11,” or “12” for the Grade Level Code (E0017). See Access OBM^e rate calculations for how the Grade Level Code criteria are used across the calculations.</p>

^aTexas Student Data System. ^bPEIMS Public Education Information System. ^cLimited English Proficiency. ^dEarly College High School. ^eOutcomes-based measures.

**Table A-2
Data Indicators in Attainment Outcomes-Based Measure Calculations for the 2021-2022 Designation Year**

Data Element	TSDS ^a Source and Criteria
Advanced Placement	<p>Data Source. AP data are provided by College Board at the request of TEA in October each year for the prior school year. Records for Grade 10 students in 2018-2019 and 2019-2020 and records for Graduates in 2016-2017, 2017-2018, 2018-2019 and 2019-2020 school year are included.</p> <p>Criteria. Meeting criteria is defined as scoring 3 or higher on any subject area exam. See Table C-2 for a list of exams that were eligible to be included in this calculation. Students may not have taken all of the courses listed in the table.</p>
College Credit Hours	<p>Data Source. For college credit hours earned through dual credit, PEIMS^b summer and extended collection (Collections 3 and 4) on the 43415-Course Completion subcategory. For college credit hours earned through AP, students exam scores are evaluated. For college credit hours earned through OnRamps, students course records are evaluated.</p> <p>Criteria. For college credit hours earned through dual credit Student is coded with the number of college hours earned for the completion of a dual credit course for College Credit Hours (E1081) when the Pass/Fail Credit Indicator Code (E0949) is coded as "01" and the Dual Credit Indicator Code (E1011) is coded as "01" for Course Sequence Codes of "0," "2," "5," "9," "D0," "D2," "D5," and "D9." Hours are summed across semesters for courses that are longer than one semester. For college credit hours earned through AP, students earning a 3, 4, or 5 on an Advanced Placement exam received 3 college credit hours for each exam. For college credit hours earned through OnRamps courses, will receive a one-to-one credit for each college credit hour earned for successful completion of an OnRamps course based on the credit hours available for a course, regardless of whether they elect to receive the college credit.</p>
Dual Credit Course Completion	<p>Data Source. PEIMS summer and extended collection (Collections 3 and 4) on the 43415-Course Completion subcategory. Records for Grade 10 students in 2018-2019 and 2019-2020 and records for Graduates in 2016-2017, 2017-2018, 2018-2019 and 2019-2020 school year are included</p> <p>Criteria. Student is coded as "01" on the Pass/Fail Credit Indicator Code (E0949) and "1" for the Dual Credit Indicator Code (E1011) for Course Sequence Codes of "0," "2," "5," "9," "D0," "D2," "D5," and "D9." Student is coded with Service ID (E0724) codes for courses in all subject areas. See TSDS C022 code table for a list of course codes that were eligible to be included in this calculation in each data year. Students may not have taken all of the courses listed in the table.</p>
Direct-to-college Enrollment	<p>Data Source. College enrollment into a 2-year or 4-year Texas public institution of higher education data provided by THECB^c at the request of TEA in fall each year for the prior school year. Only enrollment in the fall semester directly after college graduation is considered. Public universities and health-related institutions are both considered 4-year institutions for the purposes of this calculation.</p> <p>Criteria. Presence in the dataset indicates whether a student enrolled in an institute of higher education.</p>
OnRamps Courses	<p>Data Source. OnRamps course completion data are provided by OnRamps at the request of TEA in February of each year for the prior school year. Records for Grade 10 students in 2018-2019 and 2019-2020 and records for Graduates in 2016-2017, 2017-2018, 2018-2019 and 2019-2020 school year are included.</p> <p>Criteria. Meeting criteria is defined as completing and earning credit for an OnRamps course in any subject area. See Table C-1 for a list of exams that</p>

Data Element	TSDS ^a Source and Criteria
Postsecondary Certificate Level I and Level II	<p>were eligible to be included in this calculation. Students may not have taken all of the courses listed in the table.</p> <p>Data Source. Postsecondary certificate data provided by THECB^c at the request of TEA in fall each year for the prior school year.</p> <p>Criteria. Indicates whether a student earned a Level I and/or Level II postsecondary certificate from an institute of higher education.</p>
Postsecondary Degree	<p>Data Source. PEIMS fall collection (Collection 1) or PEIMS summer collection (Collection 3) on the 40100-Student Basic Information subcategory.</p> <p>Criteria. Student coded as “1” for the Associate Degree Indicator Code (E1596).</p>
Texas Core Curriculum	<p>Data Source. Data provided by THECB^c at the request of TEA in fall each year for the prior school year.</p> <p>Criteria. Students coded as completing the core curriculum indicates whether a student successfully completed the Texas Core Curriculum.</p>
Other indicators	
Annual Graduation	<p>Data Source. PEIMS fall collection (Collection 1) on the 40203-School Leaver subcategory.</p> <p>Criteria. Student coded as “01” for the Leaver Reason Code (E1001).</p>
Attendance	<p>Data Source. PEIMS summer collection (Collection 3) on the 42400-Basic Attendance subcategory or the 42500-Flexible Attendance subcategory within the 42401-Special Programs Reporting Period Attendance subcategory.</p> <p>Criteria. Student coded as “1,” “2,” “3,” “4,” “5,” or “6” for the Reporting Period Indicator Code.</p>
ECHS ^d Indicator	<p>Data Source. PEIMS summer collection (Collection 3) on 40100-Student Basic subcategory.</p> <p>Criteria. Student coded as “01” for the ECHS Indicator Code (E1560).</p>
Grade	<p>Data Source. PEIMS summer collection (Collection 3) 42400-Basic Attendance subcategory or the 42500-Flexible Attendance subcategory within the 42401-Special Programs Reporting Period Attendance subcategory.</p> <p>Criteria. Student coded as “09,” “10,” “11,” or “12” for the Grade Level Code (E0017). See Attainment OBM^e rate calculations for how the Grade Level Code criteria are used across the calculations.</p>

^aTexas Student Data System. ^bPEIMS Public Education Information System. ^cTexas Higher Education Coordinating Board. ^dEarly College High School. ^eOutcomes-based measures.

Table A-3
Data Indicators in Achievement Outcomes-Based Measure Calculations for the 2020-2021 Designation Year

Data Element	TSDS ^a Source and Criteria
ACT	<p>Data Source. ACT data are provided by ACT, Inc at the request of TEA in October each year for the prior school year. Records for Graduates who had one or more test administrations in the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school year are included.</p> <p>Criteria. Meeting Texas Success Initiative criteria in reading and mathematics Criteria on ACT is as defined in state accountability. See page 18 in TAPR Glossary for 2019-2020 for more information. An examinee's best score across test administrations is used in the calculation.</p>
Algebra I EOC ^b	<p>Data Source. STAAR^c Algebra I EOC records from spring, summer, and winter re-test administration periods for the 2017-2018, 2018-2019, and 2019-2020^d school year for all students enrolled in Grade 9. Grade 10 retest records are included for summer and winter administrations.</p> <p>Criteria. Results from scored (i.e., score code = "S") exams only. If a student has records linked to multiple scored exams (i.e., re-tests), their highest score is retained for the current analysis.</p>
English II EOC	<p>Data Source. STAAR English II EOC records from spring, summer, and winter re-test administration periods for the 2017-2018, 2018-2019, and 2019-2020^d school year for students enrolled in Grade 11. Grade 12 retest records are included for summer and winter administrations.</p> <p>Criteria. Results from scored (i.e., score code = "S") exams only. If a student has records linked to multiple scored exams (i.e., re-tests), their highest score is retained for the current analysis.</p>
First College-level Course Completion	<p>Data Source Course Schedule and the TSI report data provided by THECB^e at the request of TEA in fall each year for the prior school year. Records for Grade 11 in the 2015-2016, 2016-2017, 2017-2018, 2018-2019 and 2019-2020 school year in Reading, Writing and Mathematics are included.</p> <p>Criteria. Students coded as exempt from TSIA and/or had successfully completed the first college-level course in the specified subject area.</p>
TSIA ^e	<p>Data Source. TSIA data provided by THECB^f at the request of TEA in fall each year for the prior school year. Test administrations from both K-12 and institutes of higher education testing centers in 2015-2016, 2016-2017, 2017-2018, 2018-2019 and 2019-2020 are included for Grade 11 students.</p> <p>Criteria. If multiple test records are found (i.e., re-tests), a student's highest score on each of the two tests (i.e., Math, and Reading) is retained for analysis. TSIA college ready standards defined in Title 19 Texas Administrative Code §4.57 are used to determine passing status.</p>
SAT	<p>Data Source. SAT data are provided by the College Board at the request of TEA in October each year for the prior school year. Records for Graduates who had one or more test administrations in the 2016-2017, 2017-2018, 2018-2019, 2019-2020 school year are included.</p> <p>Criteria. Meeting Texas Success Initiative criteria in reading and mathematics Criteria on SAT is as defined in state accountability. See page 18 in TAPR Glossary for 2019-2020 for more information. An examinee's best score across test administrations is used in the calculation.</p>
Other indicators Attendance	<p>Data Source. PEIMS^g summer collection (Collection 3) on the 42400-Basic Attendance subcategory or on the 42500-Flexible Attendance subcategory within the 42401-Special Programs Reporting Period Attendance subcategory.</p>

Data Element	TSDS ^a Source and Criteria
	<p>Criteria. Student coded as “9,” or “10,” “11,” or 12 for the Grade Level Code (E0017) and “1,” “2,” “3,” “4,” “5,” or “6” for the Reporting Period Indicator Code.</p>
ECHS ^b Indicator	<p>Data Source. PEIMS summer collection (Collection 3) on the 40100-Student Basic subcategory.</p> <p>Criteria. Student coded as “01” for the ECHS Indicator Code (E1560).</p>
Grade	<p>Data Source. PEIMS summer collection (Collection 3) 42400-Basic Attendance subcategory or on the 42500-Flexible Attendance subcategory within the 42401-Special Programs Reporting Period Attendance subcategory.</p> <p>Criteria. Student coded as “09,” “10,” “11,” or “12” for the Grade Level Code (E0017). See Achievement OBMⁱ rate calculations for how the Grade Level Code criteria are used across the calculations.</p>

^aTexas Student Data System. ^bEnd-of-course. ^cState of Texas Assessments of Academic Readiness. ^dDue to COVID-19, STAAR administrations for the 2019-2020 school year were cancelled and the STAAR EOC OBM data indicators were not calculated. ^eTexas Success Initiative Assessment. ^fTexas Higher Education Coordinating Board. ^gPublic Education Information Management System. ^hEarly College High School. ⁱOutcomes-based measures.

Appendix B - Persistence

**Table B-1
Persistence OBM Data Sources**

Data of Interest	School Year	Data Collection Timeframe	Source
Leaver Data	2017-2018	Fall 2018/Collection 1	PEIMS ^a
	2018-2019	Fall 2019/Collection 1	PEIMS ^a
	2019-2020	Fall 2020/Collection 1	PEIMS ^a
Other Indicators:			
• Attendance ^b	2017-2018	Summer 2018/Collection 3	PEIMS ^a
	2018-2019	Summer 2019/Collection 3	PEIMS ^a
	2019-2020	Summer 2020/Collection 3	PEIMS ^a
• ECHS Indicator	2017-2018	Summer 2018/Collection 3	PEIMS ^a
	2018-2019	Summer 2019/Collection 3	PEIMS ^a
	2019-2020	Summer 2020/Collection 3	PEIMS ^a
	2020-2021	Fall 2020/Collection 1	PEIMS ^a
• Grade	2017-2018	Summer 2018/Collection 3	PEIMS ^a
	2018-2019	Summer 2019/Collection 3	PEIMS ^a
	2019-2020	Summer 2020/Collection 3	PEIMS ^a
• TEA Processed Data ^c	2017-2018	N/A	PEIMS ^a
	2018-2019	N/A	PEIMS ^a
	2019-2020	N/A	PEIMS ^a

^aSee the [Texas Education Data Standards](#) for more information about the Texas Student Data System data submission timelines and a description of the data submitted in each collection during the 2017-2018 through the 2021-2022 school years. ^bAttendance data are used to create cohorts of students enrolled at an ECHS campus in order to track student attainment. ^cEach school year, attendance and enrollment data are processed by TEA to create a roster of Grade 7-12 students. In the following fall, submitted leaver records, Texas Certificate of High School Equivalency (TxCHSE) records, and enrollment records are attached to the roster to determine the status of students who returned and did not return to school. The roster identifies students who returned, students who were leavers (e.g., graduates, dropouts, other leavers), TxCHSE recipients, students who were movers, students for whom a leaver record was required to be submitted in PEIMS but was not received, and students that could not be tracked in PEIMS due to ID errors. For information about this processing, see the "Creating the Roster of Students" section in the [Secondary School Completion and Dropouts in Texas Public Schools](#) report. These data were used to determine the status of students who did not enroll in Fall of 2020-2021 and were not accounted for through PEIMS Leaver data for the purposes of calculating the Persistence OBM.

Table B-2
Data Indicators in Persistence Outcomes-Based Measure Calculations for the 2021-2022 Designation Year

Data Element	TSDS ^a Source and Criteria
Leaver	<p>Data Source. PEIMS^b fall collection (Collection 1) on the 40203-School Leaver subcategory.</p> <p>Criteria. Student coded as “01,” on the Leaver Reason Code (E1001) is counted as a graduate. Student coded as “03,” “16,” “24,” “60,” “66,” “78,” “81,” “82,” “83,” “85,” “86,” “87,” or “90” on the Leaver Reason Code (E1001) is counted as a student leaving for reasons other than dropping out. Student coded as “08,” “20,” “88,” “89,” or “98” on the Leaver Reason Code (E1001) is counted as a dropout.</p>
Other indicators	
Attendance	<p>Data Source. PEIMS summer collection (Collection 3) on the 42400-Basic Attendance subcategory or the 42500-Flexible Attendance subcategory within the 42401-Special Programs Reporting Period Attendance subcategory.</p> <p>Criteria. Student coded as “1,” “2,” “3,” “4,” “5,” or “6” for the Reporting Period Indicator Code.</p>
ECHS ^c Indicator	<p>Data Source. PEIMS summer collection (Collection 3) on 40100-Student Basic subcategory. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory.</p> <p>Criteria. Student coded as “01” for the ECHS Indicator Code (E1560).</p>
Grade	<p>Data Source. PEIMS summer collection (Collection 3) 42400-Basic Attendance subcategory or the 42500-Flexible Attendance subcategory within the 42401-Special Programs Reporting Period Attendance subcategory.</p> <p>Criteria. Student coded as “09,” “10,” or “11” for the Grade Level Code (E0017). See Persistence OBM^d rate calculations for how the Grade Level Code criteria are used across the calculations.</p>
TEA ^e Processed Data	<p>Data Source. Data processed by TEA to create the roster of students for the submission of leaver records and the calculation of underreported rates.</p> <p>Criteria. Each school year, attendance and enrollment data submitted by districts are processed by TEA to create a roster of Grade 7-12 students. The following fall, district-submitted leaver records and enrollment records, as well as TxCHSE^f records submitted to TEA by High School equivalency assessment centers, are attached to the roster to determine the status of students who returned and did not return to school. The roster identifies students who returned, students who were leavers (e.g., graduates, dropouts, other leavers), TxCHSE recipients, students who were movers, students for whom a leaver record was required to be submitted in PEIMS but was not received, and students that could not be tracked in PEIMS due to ID errors. For information about this processing, see the “Creating the Roster of Students” section in the Secondary School Completion and Dropouts in Texas Public Schools report.</p>

^aTexas Student Data System. ^bPEIMS Public Education Information Management System. ^cEarly College High School. ^dOutcomes-based measures. ^eTexas Education Agency. ^fTexas Certificate of High School Equivalency.

Appendix C – College-Level Courses

Table C-1
Eligible Course Codes for OnRamps Course Completion, by Subject Area, 2016-2017 Through 2019-2020

Subject Area	Course Title	Course Code	2016-2017	2017-2018	2018-2019	2019-2020
Arts & Entertainment Technologies	Arts & Entertainment	AET 304			X	
Arts & Entertainment Technologies	Foundations of Arts & Entertainment Technology	AET 304				X
Chemistry	Principles of Chemistry (Lecture)	CH 301			X	X
Chemistry Lab	Introduction to Chemical Practices (Lab)	CH 104M			X	X
College Algebra	College Algebra	M 301			X	X
Computer Science	Thriving in our Digital World	CS 302	X	X	X	X
Computer Science	Computing & Information	EDIT 2318			X	
English Language Arts	Introduction to Rhetoric: Reading, Writing, and Research	RHE 306	X	X	X	X
English Language Arts	Reading and Writing the Rhetoric of American Identity	RHE 309K	X	X	X	X
Geoscience	Earth, Wind, and Fire: An Introduction to Geoscience	GEO 302E	X	X	X	X
Geoscience	Physical Geography	GEOG 1401			X	
Physics	Electromagnetism, Optics, and Nuclear Physics	PHY 302L		X	X	X
Physics	Mechanics, Heat, and Sound	PHY 302K	X	X	X	X
Physics	Lab for Mechanics, Heat, and Sound	PHY 102M				X
Physics	Mechanics, Heat, and Sound	PHYS 1403		X		
Physics	General Physics I	PHYS 1403			X	
Physics	General Physics II	PHYS 1404			X	
Precalculus	Discovery Precalculus: A Creative and Connected Approach	M 305G	X	X	X	X
Precalculus	Discovery Precalculus	MATH 1550	X	X	X	
Precalculus	Precalculus	MATH 1550				X
Statistics	OnRamps Statistics	SDS 302	X	X	X	X
Statistics	OnRamps Statistics	MATH 2300	X	X	X	
U.S. History	United States: 1492 - 1865	HIS 315K		X	X	X
U.S. History	United States Since 1865	HIS 315L		X	X	X

Table C-2
Eligible Advanced Placement Course Examinations, 2016-2017 Through 2019-2020

AP exam name	2017	2018	2019	2020
AP Capstone Research	X	X	X	X
AP Capstone Seminar	X	X	X	X
Art History	X	X	X	X
Biology	X	X	X	X
Calculus AB	X	X	X	X
Calculus BC	X	X	X	X
Chemistry	X	X	X	X
Chinese Language and Culture	X	X	X	X
Comparative Government and Politics	X	X	X	X
Computer Science A	X	X	X	X
Computer Science Principles	X	X	X	X
English Language and Composition	X	X	X	X
English Literature and Composition	X	X	X	X
Environmental Science	X	X	X	X
European History	X	X	X	X
French Language and Culture	X	X	X	X
German Language and Culture	X	X	X	X
Human Geography	X	X	X	X
Italian Language and Culture	X	X	X	X
Japanese Language and Culture	X	X	X	X
Latin	X	X	X	X
Macroeconomics	X	X	X	X
Microeconomics	X	X	X	X
Music Theory	X	X	X	X
Physics 1	X	X	X	X
Physics 2	X	X	X	X
Physics C: Electricity and Magnetism	X	X	X	X
Physics C: Mechanics	X	X	X	X
Psychology	X	X	X	X
Spanish Language	X	X	X	X
Spanish Literature and Culture	X	X	X	X
Statistics	X	X	X	X
Studio Art: 2-D Design Portfolio	X	X	X	X
Studio Art: 3-D Design Portfolio	X	X	X	X
Studio Art: Drawing Portfolio	X	X	X	X
United States Government and Politics	X	X	X	X
United States History	X	X	X	X
World History	X	X	X	X