

THE EARLY COLLEGE HIGH SCHOOL

2020-2021 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 ECHSs under the authority of Texas Education Code (TEC) §29.908(b) (2020) and Title 19 Texas Administrative Code (TAC) §102.1091 (effective 2007).

TEA is currently in a phase-in process for the new ECHS Blueprint. All data are for information and planning purposes only. This information will not be used to determine designation status. Currently, the program designation status is based on the number of years of program operation.

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

Designations are differentiated into 3 categories:

Provisional	Designated	Distinguished
<i>ECHS in the first 4 years of operation must demonstrate implementation of all design elements for each benchmark of the Blueprint and meet the Provisional ECHS outcomes-based measures.</i>	<i>ECHS in 5th+ years of operation must maintain designation by demonstrating implementation of all design elements for each benchmark of the Blueprint and meet the Designated ECHS outcomes-based measures.</i>	<i>ECHS in 5th+ years of operation must demonstrate implementation of all design elements for each benchmark of the Blueprint and meet the Distinguished ECHS outcomes-based measures.</i>

For the 2020-2021 designation year, Access, Attainment and Achievement OBM are provided to Provisional, Designated, and ECHS campuses that requested Distinguished status for formative purposes.

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 take rigorous courses of study, earn associate degrees or Level I or Level II certificates, earn college-level credits, and graduate high school in four years 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 pass achievement assessments (e.g., TSI Assessment 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 2019-2020 will be provided in the *Summary Report for the 2020-2021 Designation Year* 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 for students in Grade 9 was evaluated for each specific student group to determine designation status for 2018-2019. During the current designation year, Access OBM for students in Grades 9, 10, and 11 for these student groups are typically provided. Access OBM for specific student groups will continue to be monitored in following years by including each additional grade as the cohort of ECHS students advances to Grade 12. Similarly, OBM for Attainment and Achievement measures apply to Grades 9, 10, and 11 students in the current designation year. Next year, Grade 12 will be considered for all OBM measures.

**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.

New ECHS campuses opening after 2017-18 will follow a similar Designation phase-in schedule based upon their initial year serving students. OBM will add a grade level each year during the phase-in period. For example, if a campus has only been in operation for two years, Access for students in Grades 9 and 10 will be evaluated.

The Access, Attainment, and Achievement OBM are operationalized differently for each of the designation categories.

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 2019-2020.

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: <ul style="list-style-type: none">• At-Risk• Economically disadvantaged• English Learner^c• Students with Disabilities^c• African American^d• Hispanic^d• Male^d Other indicators: <ul style="list-style-type: none">• ECHS Indicator• Grade	2019-2020	Fall 2019/Collection 1	PEIMS ^b

^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 school year. ^bPublic Education Information Management System. ^cFor Distinguished designation only. ^dFor informational purposes only.

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 for Provisional, Designated, and Distinguished Early College designations

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 operation during the phase-in. The following student groups are included in the campus Access calculations: at-risk and economically disadvantaged students. ECHS seeking Distinguished designation status will also receive rates for English learners and students with disabilities. These campus Access rates will be compared to district rates (see Step 4).

¹ Charter school ECHS campuses are compared to the traditional district within which the charter school campus is geographically located.

Additionally, Access rates are also calculated for historically underrepresented students (e.g., African American, Hispanic, and male students) 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.**

Unless a campus has been in operation for only one or two years of the phase-in, rates for Provisional and Designated OBM for 2020-2021 designation include students in Grades 9, 10, and 11. Rates for campuses requesting Distinguished designation include students in Grades 9 through 12, with the exception of at-risk rates which are calculated for Grade 9 only for all three designations.

Campus rates are calculated as follows:

ECHS At-Risk Grade 9	=	$\frac{\text{Students who have the ECHS Indicator, are At-Risk, and in Grade 9}}{\text{All Grade 9 students who have the ECHS Indicator}}$
ECHS Economically Disadvantaged Grades 9-11	=	$\frac{\text{Students who have the ECHS Indicator, are Economically Disadvantaged, and in Grades 9 through 11}}{\text{All Grade 9 through 11 students who have the ECHS Indicator}}$
ECHS Economically Disadvantaged Grades 9-12 ²	=	$\frac{\text{Students who have the ECHS Indicator, are Economically Disadvantaged, and in Grades 9 through 12}}{\text{All Grade 9 through 12 students who have the ECHS Indicator}}$
ECHS English learners Grades 9-12 ²	=	$\frac{\text{Students who have the ECHS Indicator, are English Learners, and in Grades 9 through 12}}{\text{All Grade 9 through 12 students who have the ECHS Indicator}}$
ECHS Students with Disabilities Grades 9-12 ²	=	$\frac{\text{Students who have the ECHS Indicator, are Students with Disabilities, and in Grades 9 through 12}}{\text{All Grade 9 through 12 students who have the ECHS Indicator}}$
ECHS African American students Grades 9-11	=	$\frac{\text{Students who have the ECHS Indicator, are African American, and in Grades 9 through 11}}{\text{All Grade 9 through 11 students who have the ECHS Indicator}}$
ECHS African American students Grades 9-12 ²	=	$\frac{\text{Students who have the ECHS Indicator, are African American, and in Grades 9 through 12}}{\text{All Grade 9 through 12 students who have the ECHS Indicator}}$
ECHS Hispanic students Grades 9-11	=	$\frac{\text{Students who have the ECHS Indicator, are Hispanic, and in Grades 9 through 11}}{\text{All Grade 9 through 11 students who have the ECHS Indicator}}$
ECHS Hispanic students Grades 9-12 ²	=	$\frac{\text{Students who have the ECHS Indicator, are Hispanic, and in Grades 9 through 12}}{\text{All Grade 9 through 12 students who have the ECHS Indicator}}$

² For Distinguished designation only

$$\begin{array}{l} \text{ECHS Male} \\ \text{students} \\ \text{Grades 9-11} \end{array} = \frac{\text{Students who have the ECHS Indicator, are Male, and in Grades 9 through 11}}{\text{All Grade 9 through 11 students who have the ECHS Indicator}}$$

$$\begin{array}{l} \text{ECHS Male} \\ \text{Students} \\ \text{Grades 9-12}^3 \end{array} = \frac{\text{Students who have the ECHS Indicator, are Male, and in Grades 9 through 12}}{\text{All Grade 9 through 12 students who have the ECHS Indicator}}$$

Step 2: Calculate comparison district Access rates

The comparison district Access rates are defined as the proportions of Kindergarten through Grade 12 students in the pre-determined comparison district belonging to specific student groups, with the exception of the at-risk students comparison district rate which is calculated for Grades 9 through 12. District Access rates for traditionally underrepresented students (African American and Hispanic) and male students 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:

$$\begin{array}{l} \text{District At-Risk Grades} \\ \text{9-12} \end{array} = \frac{\text{Students who are At-Risk and are in Grades 9 through 12}}{\text{All Grade 9 through 12 students}}$$

$$\begin{array}{l} \text{District Economically} \\ \text{Disadvantaged K-12} \end{array} = \frac{\text{Students who are Economically Disadvantaged and in Grades K through 12}}{\text{All Grade K through 12 students}}$$

$$\begin{array}{l} \text{District English} \\ \text{Learners K-12}^3 \end{array} = \frac{\text{Students who are English Learners and in Grades K through 12}}{\text{All Grade K through 12 students}}$$

$$\begin{array}{l} \text{District Students with} \\ \text{Disabilities K-12}^3 \end{array} = \frac{\text{Students who are in Students with Disabilities and in Grades K through 12}}{\text{All Grade K through 12 students}}$$

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 repeated for all rates listed in Steps 1 and 2.

³ For Distinguished designation 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, Designated, and Distinguished ECHS designation categories.

Provisional and Designated categories feature student Access measures for at-risk and economically disadvantaged students. In addition to these student groups, the Distinguished designation category also includes English learners and students with disabilities. During this designation year, ECHS campuses that requested to be considered for Distinguished designation will receive OBM for these additional student groups.

Based on the threshold comparison, a flag of (Yes/No) is created that indicates whether the campus has met Provisional, Designated, or Distinguished 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	> 20.0	≤ 20.0
Economically Disadvantaged	Meets Provisional standard for Economically Disadvantaged	> 10.0	≤ 10.0

**Table 4
Designated Access Criteria**

(District – ECHS) Difference Score	Description	Met Criteria? (%)	
		No if:	Yes if:
At-Risk	Meets Designated standard for At-risk	> 15.0	≤ 15.0
Economically Disadvantaged	Meets Designated standard for Economically Disadvantaged	> 5.0	≤ 5.0

Table 5
Distinguished Access Criteria

(District – ECHS) Difference Score	Description	Met Criteria? ^a (%)	
		No if:	Yes if:
At-Risk	Meets Distinguished standard for At-risk	> 10.0	≤ 10.0
Economically Disadvantaged	Meets Distinguished standard for Economically Disadvantaged	> 0.0	≤ 0.0
English Learner	Meets Distinguished standard for English Learner	> 5.0	≤ 5.0
Students with Disabilities	Meets Distinguished standard for Students with Disabilities	> 5.0	≤ 5.0

^aA value of '0' means no difference.

Attainment outcomes-based measures

ECHSs 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 complete dual credit courses in English and Math, obtain college credit hours, and earn a postsecondary degree and/or credential based on PEIMS and the Texas Higher Education Coordinating Board (THECB) data.

In addition, the [four-year longitudinal graduation rate for the class of 2018](#) 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.

Next designation year, Attainment will also include a Persistence OBM which will measure the degree to which ECHS students persist in the program (i.e., Grade 9 students remaining in the ECHS program into Grade 12). The Persistence measure is based on PEIMS attendance and leaver data and will take into account students who dropped out of school, were removed from the ECHS program, moved to another school within the district and did not re-enroll in a ECHS program, received a Texas Certificate of High School Equivalency (TxCHSE), or who left the district, but no leaver record was submitted. See Appendix B for more information on the Persistence OBM.

Data collection sources and timeframe are detailed in Table 6 below. See Tables A-2 and A-3 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
Dual Credit course completion and College Credit hours	2015-2016	Summer 2016/Collection 3 Extended 2016/Collection 4	PEIMS ^a
	2016-2017	Summer 2017/Collection 3 Extended 2017/Collection 4	PEIMS ^a
	2017-2018	Summer 2018/Collection 3 Extended 2018/Collection 4	PEIMS ^a
	2018-2019	Summer 2019/Collection 3 Extended 2019/Collection 4	PEIMS ^a
Postsecondary certificate Level I and Level II	2015-2016	Provided by THECB ^b each school year.	THECB ^b
	2016-2017		
	2017-2018		
	2018-2019		
Postsecondary degree	2018-2019	Summer 2019/Collection 3	PEIMS ^a
		Fall 2019/Collection 1	PEIMS ^a
Other Indicators:			
• Annual Graduation ^c	2018-2019	Fall 2019/Collection 1	PEIMS ^a
• Attendance ^c	2018-2019	Summer 2019/Collection 3	PEIMS ^a
• ECHS Indicator	2018-2019	Summer 2019/Collection 3	PEIMS ^a
• Grade	2018-2019	Summer 2019/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 2015-2016 through the 2018-2019 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 dual credit rates, students who were enrolled at an ECHS campus for at least one six-week period in Grade 11 are identified in order to measure dual credit course completion in English and Mathematics. Annual graduation data are used to identify students who earned college credits while enrolled at an ECHS campus before graduating high school.

Attainment measurement process:

Step 1 Calculate attainment rates for dual credit, college credit hours, and postsecondary degree

Step 2 Compare rates against pre-determined designation standards for Provisional, Designated, and Distinguished Early College designations

Step 1: Calculate ECHS campus Attainment rates

Attainment is based on the proportions of ECHS students who earn dual credit, complete college credit hours, and graduate with a postsecondary degree or credential.

Campus rates are calculated as follows:

$$\text{ECHS Dual Credit English} = \frac{\text{Students who are in the Denominator and Ever Completed} \geq 1 \text{ Dual Credit English Course at Any Campus}}{\text{Students who have ECHS Indicator, in 11th Grade, and Enrolled at Target Campus for} \geq 1 \text{ Six Week Period in 2018-2019}}$$

$$\text{ECHS Dual Credit Math} = \frac{\text{Students who are in the Denominator and Ever Completed} \geq 1 \text{ Dual Credit Math Course at Any Campus}}{\text{Students who have ECHS Indicator, in 11th Grade, and Enrolled at Target Campus for} \geq 1 \text{ Six Week Period in 2018-2019}}$$

ECHS College Credit 15+ hours	=	$\frac{\text{Students who are in the Denominator and Earned } \geq 15 \text{ Hours College Credit at Any Campus}}{\text{Students who have ECHS Indicator, Enrolled at Target Campus for } \geq 1 \text{ Six Week Period and graduated in 2018-2019}}$
ECHS College Credit 30+ hours	=	$\frac{\text{Students who are in the Denominator and Earned } \geq 30 \text{ Hours College Credit at Any Campus}}{\text{Students who have ECHS Indicator, Enrolled at Target Campus for } \geq 1 \text{ Six Week Period and graduated in 2018-2019}}$
ECHS Postsecondary degree or credential	=	$\frac{\text{Students who are in the Denominator and Graduated from High School with an Associate Degree or Level I or Level II certificate}}{\text{Students who have ECHS Indicator, Enrolled at Target Campus for } \geq 1 \text{ Six Week Period, and graduated in 2018-2019}}$
Graduation Rate	=	Class of 2018 four-year campus-level longitudinal graduation rate

Step 2: Compare rates to designation standards

Once the rates are calculated, they are compared to pre-established thresholds for Provisional, Designated, and Distinguished standards. Due to the phase-in schedule (see Table 1), Provisional and Designated designations do not include rates for any Attainment OBM until the start of the fourth year of the phase-in period. Campuses seeking a Distinguished designation receive rates for earning 15 college credits or more, earning 30 college credits or more, earning a postsecondary degree or credential, and four-year longitudinal graduation rate.⁴

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 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 a pre-established standard, specified as a percentage of students.

In addition, if the campus four-year longitudinal graduation rate either meets or is higher than the statewide longitudinal graduation rate (e.g., 90.0 percent for the class of 2018), then the campus is considered to have met the standard for Designated status on the four-year graduation rate. To meet the standard for Distinguished, the campus graduation rate must exceed the statewide graduation rate. The criteria for each designation category are in Tables 7 – 9 below:

⁴ Provisional and most Designated Attainment measures will be calculated once a campus begins serving Grade 12 students in the fourth year of the phase-in period. For example, Provisional Attainment measures for completing dual credit English and Mathematics courses will be calculated after the fourth year of the phase-in period, when course completion data are available for Grade 11 students, while the Provisional Attainment measure – earning 15 college credits or more – and all Designated Attainment measures will be calculated once a campus has a graduating cohort in the phase-in period. Therefore, Provisional and Designated Attainment measures are not applicable during the current designation year.

Table 7
Provisional Attainment Criteria

ECHS Rate	Description	Met Criteria? (%)	
		No if:	Yes if:
Dual Credit English	Meets Provisional standard for Dual Credit English	NOT APPLICABLE AT THIS TIME ^a	
Dual Credit Math	Meets Provisional standard for Dual Credit Mathematics		
College Credit 15+ hours	Meets Provisional standard for College Credit – 15 Hours or More		

^a Provisional designation measures for Attainment are only applicable after the fourth year of the phase-in period; therefore, provisional rates are not available during this designation year.

**Table 8
Designated Attainment Criteria**

ECHS Rate	Description	Met Criteria? (%)	
		No if:	Yes if:
Dual Credit English	Meets Designated standard for Dual Credit English	NOT APPLICABLE AT THIS TIME ^a	
Dual Credit Math	Meets Designated standard for Dual Credit Mathematics		
College Credit 15+ hours	Meets Designated standard for College Credit – 15 Hours or More		
College Credit 30+ hours	Meets Designated standard for College Credit – 30 Hours or More		
Postsecondary degree or credential	Meets Designated standard for Postsecondary Degree		
Graduation rate ^b	Meets Designated standard for Four-Year Longitudinal Graduation Rate		

^a Designated measures for Attainment are only applicable after Grades 9 through 12 are phased-in and the campus has a graduating cohort; therefore, designated rates are not available during this designation year. ^bThe 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 (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
Distinguished Attainment Criteria**

ECHS Rate	Description	Met Criteria? (%)	
		No if:	Yes if:
Dual Credit English	Meets Distinguished standard for Dual Credit English	< 100.0	100.0
Dual Credit Math	Meets Distinguished standard for Dual Credit Mathematics	< 100.0	100.0
College Credit 15+ hours	Meets Distinguished standard for College Credit – 15 Hours or More	< 95.0	≥ 95.0
College Credit 30+ hours	Meets Distinguished standard for College Credit – 30 Hours or More	< 65.0	≥ 65.0
Postsecondary degree	Meets Distinguished standard for Postsecondary Degree	< 40.0	≥ 40.0
Graduation rate ^a	Meets Distinguished standard for Four-Year Longitudinal Graduation Rate	≤ State rate	> State rate

^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 (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 in Grade 9, English II EOC in Grades 9, 10 or 11) and the Texas Success Initiative Assessment (TSIA Reading, TSIA Writing, and TSIA Mathematics subject areas).

Data collection source and timeframe are detailed in Table 10 below. See Table A-4 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.

Table 10
Achievement Data Sources

Data of Interest	School Year	Data Collection Timeframe	Source
Algebra I EOC in Grade 9	2018-2019	Spring 2019 Summer 2019 Winter 2019 ^b	STAAR ^a
English II EOC in Grade 9-11 ^c	2016-2017	Spring 2017 Summer 2017 Winter 2017 ^b	STAAR ^a
	2017-2018	Spring 2018 Summer 2018 Winter 2018 ^b	STAAR ^a
	2018-2019	Spring 2019 Summer 2019 Winter 2019 ^b	STAAR ^a
TSIA Reading ^d	2014-2015	Provided by THECB ^e each school year.	THECB ^e
TSIA Writing ^d	2015-2016		
TSIA Mathematics ^d	2016-2017		
	2017-2018		
2018-2019			
Other Indicators:			
• Attendance ^f	2018-2019	Summer 2019/Collection 3	PEIMS ^g
• ECHS Indicator	2018-2019	Summer 2019/Collection 3	PEIMS ^g
• Grade	2018-2019	Summer 2019/Collection 3	PEIMS ^g

^aSee the [STAAR](#) testing website for the testing and data reporting calendars for the 2016-2017 through the 2018-2019 school years. ^bWinter 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. ^cTo be included in the calculation, students must take the English II EOC for the first time in Grades 9,10 or 11. ^dData used to calculate the TSIA Reading, Writing, and Mathematics measures are based on TSIA test administrations from January 1, 2015 to August 31, 2019. ^eSee [THECB](#) website for more information on data collection timelines. ^fAttendance 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 2018-2019 school year are identified in order to track whether they took the EOC by the end of Grade 11. ^gSee 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 2018-2019 school year.

Achievement measurement process:

- Step 1** Calculate Achievement rates
- Step 2** Compare rates against pre-determined designation standards for Provisional, Designated, and Distinguished Early College designations

Step 1: Calculate ECHS campus Achievement rates

Rates of achievement are calculated for the STAAR EOC exams (Algebra 1 EOC in Grade 9, English II EOC in Grades 9, 10, or 11) and the TSIA (TSIA Reading, TSIA Writing, and TSIA Mathematics).

STAAR Algebra I EOC calculations are based on all available STAAR EOC assessment data for the 2019 STAAR administration, including retests in the summer and fall of 2019. Only first-time testers in the 2019 administration year and their associated retests are considered. For English II EOC-related measures, calculations are based on available assessment data for the following school years: 2016-2017, 2017-2018, and 2018-2019. For TSIA Reading, Writing, and Mathematics-related measures, calculations are based on students in PEIMS end-of-year attendance data for 2018-2019 and testing data obtained from the [Texas Higher Education Coordinating Board \(THECB\)](#) for the following dates: January 1, 2015 through August 31, 2019 (inclusive).

According to 19 TAC §4.57, between January 1, 2015 to August 31, 2019, students who score at or above 351 on TSIA Reading or 350 on TSIA Mathematics are considered passing. The TSIA Writing standards changed over time as follows:

- From January 1, 2015 to August 30, 2015, students must have a) achieved an essay score of at least 5; or b) an essay score of 4 and also met the multiple-choice writing standard of 363 or above to be considered passing.
- From August 31, 2015 to August 30, 2017, students must have a) a placement score of at least 350 and an essay score of at least 5; or b) a placement score of at least 363 and an essay score of 4; or c) a placement score of less than 350 and an Adult Basic Education (ABE) Diagnostic level of at least 4 as well as an essay score of at least 5 to be considered passing.
- To be considered passing on TSIA Writing from August 31, 2017 to present, students must have a) a placement score of at least 340, and an essay score of at least 4; or b) a placement score of less than 340 and an ABE Diagnostic level of at least 4 and an essay score of at least 5.

Rates are calculated as follows:

$$\text{STAAR Algebra 1 EOC Approaches Grade Level and above}^5 = \frac{\text{Students who are in the Denominator and Achieved the Approaches Grade Level Standard or above on the STAAR Algebra I EOC Exam while in Grade 9 at any campus}}{\text{Students who have ECHS Indicator, Enrolled in Grade 9 at Target Campus for } \geq 1 \text{ Six Week Period in 2018-2019 and took the STAAR Algebra 1 EOC Exam while in Grade 9 in the 2019 exam administration period}}$$

⁵ For Designated designation only

STAAR English II EOC Approaches Grade Level and above ⁵	=	$\frac{\text{Students who are in the Denominator and Achieved the Approaches Grade Level Standard or above on the STAAR English II EOC Exam while in Grade 9, 10, or 11 at any campus}}{\text{Students who have ECHS Indicator, Enrolled in Grade 11 at Target Campus for } \geq 1 \text{ Six Week Period in 2018-2019 and took the STAAR English II EOC Exam while in Grade 9, 10, or 11 at any campus}}$
STAAR Algebra 1 EOC Masters Grade Level ⁶	=	$\frac{\text{Students who are in the Denominator and Achieved the Masters Grade Level Standard on the STAAR Algebra I EOC Exam while in Grade 9 at any campus}}{\text{Students who have ECHS Indicator, Enrolled in Grade 9 at Target Campus for } \geq 1 \text{ Six Week Period in 2018-2019 and took the STAAR Algebra 1 EOC Exam while in Grade 9 in the 2019 exam administration period}}$
STAAR English II EOC Masters Grade Level ⁶	=	$\frac{\text{Students who are in the Denominator and Achieved the Masters Grade Level Standard on the STAAR English II EOC Exam while in Grade 9, 10, or 11 at any campus}}{\text{Students who have ECHS Indicator, Enrolled in Grade 11 at Target Campus for } \geq 1 \text{ Six Week Period in 2018-2019 and took the STAAR English II EOC Exam while in Grade 9, 10, or 11 at any campus}}$
TSIA Reading	=	$\frac{\text{Students who are in the Denominator and Passed the TSI Reading assessment by end of August 2019}}{\text{Students who have ECHS Indicator, in Grade 11, Enrolled at Target Campus for } \geq 1 \text{ Six Week Period in 2018-2019, and took the TSI Reading Assessment at least once by end of August 2019}}$
TSIA Writing	=	$\frac{\text{Students who are in the Denominator and Passed the TSI Writing Assessment by end of August 2019}}{\text{Students who have ECHS Indicator, in Grade 11, Enrolled at Target Campus for } \geq 1 \text{ Six Week Period in 2018-2019 and took the TSI Writing Assessment at least once by end of August 2019}}$
TSIA Mathematics	=	$\frac{\text{Students who are in the Denominator and Passed the TSI Mathematics Assessment by end of August 2019}}{\text{Students who have ECHS Indicator, in Grade 11, Enrolled at Target Campus for } \geq 1 \text{ Six Week Period in 2018-2019 and took the TSI Mathematics Assessment at least once by end of August 2019}}$
TSIA Multiple	=	$\frac{\text{Students who are in the Denominator and Passed All Three TSI Assessments by end of August 2019}}{\text{Students who have ECHS Indicator, in Grade 11, Enrolled at Target Campus for } \geq 1 \text{ Six Week Period in 2018-2019 and took All Three TSI Assessments at least once by end of August 2019}}$

⁵For Designated designation only

⁶For Distinguished designation only

Step 2: Compare rates to designation standards

Once the rates are calculated, pre-established standards are used to determine if ECHS campuses met designation standards. Provisional designations do not include rates for any Achievement OBM until the start of the fourth year of the phase-in. Designated criteria include standards for passing the Algebra I EOC assessment (Approaches Grade Level standard and above), and Distinguished criteria include passing and meeting the advanced standard (Masters Grade Level standard) for Algebra I and English II EOC assessments and meeting the college readiness standard on the TSIA. A flag of (Yes/No) is calculated based on whether the campus rate meets the pre-established standards listed in Tables 11 – 13 below.

**Table 11
Provisional Achievement Criteria**

ECHS rate	Description	Met Criteria? (%)	
		No if:	Yes if:
TSIA Reading	Meets Provisional standard for TSI Reading Assessment Results	NOT APPLICABLE AT THIS TIME ^a	
TSIA Writing	Meets Provisional standard for TSI Writing Assessment Results		
TSIA Mathematics	Meets Provisional standard for TSI Mathematics Assessment Results		
TSIA Multiple	Meets Provisional standard for All Three TSI Assessment Results		

^a Provisional designation measures for Achievement are only applicable at the start of the fourth year of the phase-in period; therefore, 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 – Approaches Grade Level Standard or above	Meets Designated standard for the STAAR Algebra I EOC Exam Results	< 85.0	≥ 85.0
STAAR English II EOC – Approaches Grade Level Standard or above	Meets Designated standard for the STAAR English II EOC Exam Results	NOT APPLICABLE AT THIS TIME ^a	
TSIA Reading	Meets Designated standard for TSI Reading Assessment Results		
TSIA Writing	Meets Designated standard for TSI Writing Assessment Results		
TSIA Mathematics	Meets Designated standard for TSI Mathematics Assessment Results		
TSIA Multiple	Meets Designated standard for All Three TSI Assessment Results		

^a Designated Achievement measures only include Algebra I EOC performance due to the phase-in schedule; therefore, English II EOC and TSIA measures are not available during this designation year.

Table 13
Distinguished Achievement Criteria

ECHS rate	Description	Met Criteria? (%)	
		No if:	Yes if:
STAAR Algebra I EOC – Masters Grade Level Standard	Meets Distinguished standard for the STAAR Algebra I EOC Exam Results	< 45.0	≥ 45.0
STAAR English II EOC – Masters Grade Level Standard	Meets Distinguished standard for the STAAR English II EOC Exam Results	< 25.0	≥ 25.0
TSIA Reading	Meets Distinguished standard for TSI Reading Assessment Results	< 75.0	≥ 75.0
TSIA Writing	Meets Distinguished standard for TSI Writing Assessment Results	< 85.0	≥ 85.0
TSIA Mathematics	Meets Distinguished standard for TSI Mathematics Assessment Results	< 75.0	≥ 75.0
TSIA Multiple	Meets Distinguished standard for All Three TSI Assessment Results	< 50.0	≥ 50.0

Appendix A

**Table A-1
Student Demographic and Other Indicators in Access Outcomes-Based Measure Calculations for the
2020-2021 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.</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,” 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).</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 2020-2021 Designation Year

Data Element	TSDS ^a Source and Criteria
College credit hours	<p>Data Source. PEIMS^b summer and extended collection (Collections 3 and 4) on the 415-Course Completion Data record for 2014-2015 and 2015-2016 and the 43415-Course Completion subcategory for 2016-2017 and 2017-2018.</p> <p>Criteria. 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," and "9." Hours are summed across semesters for courses that are longer than one semester.</p>
Dual credit course completion	<p>Data Source. PEIMS summer and extended collection (Collections 3 and 4) on the 415-Course Completion Data record for 2014-2015 and 2015-2016 and 43415-Course Completion subcategory for 2016-2017 and 2017-2018.</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," and "9." Student is coded with Service ID (E0724) codes for courses in the subject areas of English and Mathematics. See Table A-3 for a list of course codes that were eligible to be included in this calculation based on the subject area of the course. Students may not have taken all of the courses listed in the table.</p>
Postsecondary certificate Level I and Level II	<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>
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**Eligible Course Codes for Dual Credit Course Completion Outcomes-Based Measure, by Subject Area**

School Year	Subject Area	Service ID Code	Course Name
2015-2016	English Language Arts	I3220300	IB ENGLISH III (IBENG 3)
		I3220400	IB ENGLISH IV (IBENG 4)
		N1280042	NEWCMER ENG LANG DEVELOPMNT A
		N1280043	NEWCMER ENG LANG DEVELOPMNT B
		N1280040	FND OF INTNSV LANG ACQU/SUPRT
		N1280010	CONTENT-BASED ESOL FOR SCIENCE
		A3220100	AP ENGLISH LANGUAGE AND COMP
		A3220200	AP ENGLISH LITERATURE AND COMP
		CP110100	COLGE PREP CRSE ENGL LANG ARTS
		03241401	CONTEMPORY MEDIA
		03270100	COLLEGE READINESS & STDY SKILS
		03270700	READING I (READ1)
		03270800	READING II (READ2)
		03270900	READING III (READ3)
		03230100	JOURNALISM (JRNLSM)
		LD11000A	LOCALLY DVLPD ENGL LANG ARTS A
		03230110	ADV JOURNALISM: YEARBOOK I
		03230120	ADV JOURNALISM: YEARBOOK II
		03230130	ADV JOURNALISM: YEARBOOK III
		03230140	ADV JOURNALISM: NEWSPAPER I
		03230150	ADV JOURNALISM: NEWSPAPER II
		03230160	ADV JOURNALISM: NEWSPAPER III
		03230170	ADV JOURNALISM: LIT MAGAZINE I
		03230180	ADV JOURNALISM: LIT MAG II
		03230190	ADV JOURNALISM: LIT MAG III
		03230800	PHOTOJOURNALISM (PHOTJOUR)
		03231000	INDEP STUDY/JOURNALISM (1ST)
		03231011	INDEP STUDY/JOURNALISM (2ND)
		03231022	INDEP STUDY/JOURNALISM (3RD)
		03231900	ADV BROADCAST JOURNALISM I
		03231901	ADV BROADCAST JOURNALISM II
		03231902	ADV BROADCAST JOURNALISM III
		2015-2016	English Language Arts
03240300	ORAL INTERPRETATION II		
03240400	ORAL INTERPRETATION III		
03240600	DEBATE I (DEBATE 1)		
03240700	DEBATE II (DEBATE 2)		
03240800	DEBATE III (DEBATE 3)		

continues

Table A-3 (Continued)**Eligible Course Codes for Dual Credit Course Completion Outcomes-Based Measure, by Subject Area**

School Year	Subject Area	Service ID Code	Course Name
2015-16	English Language Arts	03240900	PUBLIC SPEAKING I (PUBSPKG1)
		03241000	PUBLIC SPEAKING II (PUBSPKG2)
		03241100	PUBLIC SPEAKING III (PUBSPKG3)
		03241200	INDEP STUDY/SPEECH (1ST TIME)
		03241210	INDEP STUDY/SPEECH (2ND TIME)
		03241220	INDEP STUDY/SPEECH (3RD TIME)
		03221850	IND STD IN ENG: HBR SCR & NTST
		03241400	COMMUNICATION APPLICATIONS
		LD11000B	LOCALLY DVLPD ENGL LANG ARTS B
		03200600	ENGLISH I FOR SOL (ENG1 SOL)
		03200700	ENGLISH II FOR SOL (ENG2 SOL)
		03220100	ENGLISH I (ENG 1)
		03220200	ENGLISH II (ENG 2)
		03220300	ENGLISH III (ENG 3)
		03220400	ENGLISH IV (ENG 4)
		03221100	RESEARCH/TECHNICAL WRITING
		03221200	CREATIVE WRITING
		03221300	PRACTICAL WRITING SKILLS
		03221500	LITERARY GENRES (LIT GENR)
		03221600	HUMANITIES (FIRST TIME TAKEN)
		03221700	VISUAL MEDIA ANALYSIS AND PROD
		03221800	INDEP STUDY/ENGLISH (1ST TIME)
		03221810	INDEP STUDY/ENGLISH (2ND TIME)
		03221820	INDEP STUDY/ENGLISH (3RD TIME)
		84000XXX	LCC-ENG LANG ARTS, GRD 9-12
		03221610	HUMANITIES (SECOND TIME TAKEN)
		03220105	ENGLISH I
		03220107	ENGLISH I
		03220205	ENGLISH II
		03220207	ENGLISH II
		03220305	ENGLISH III
		03220307	ENGLISH III
		03200605	ENGL I FOR SPEAKRS OF OTH LANG
		03200607	ENGL I FOR SPEAKRS OF OTH LANG
		03200705	ENG II FOR SPEAKRS OF OTH LANG
		03200707	ENG II FOR SPEAKRS OF OTH LANG
		LD11000C	LOCALLY DVLPD ENGL LANG ARTS C
		LD11000D	LOCALLY DVLPD ENGL LANG ARTS D

continues

Table A-3 (Continued)**Eligible Course Codes for Dual Credit Course Completion Outcomes-Based Measure, by Subject Area**

School Year	Subject Area	Service ID Code	Course Name
2015-2016	Mathematics	N1110018	MULTIVARIABLE CALCULUS
		N1110019	MODERN GEOMETRY
		N1110021	LINEAR ALGEBRA
		N1110024	CONTEMPORARY MATH TOPICS
		N1110025	NUMBER THEORY
		N1110026	LINEAR PROGRAMMING
		N1110030	STRATEGIC LEARN F/HS MATH
		N1120041	MODERN PHYSICS
		CP111200	COLGE PREP COURSE MATHEMATICS
		A3100101	AP CALCULUS AB
		A3100102	AP CALCULUS BC
		A3100200	AP STATISTICS (APSTATS)
		I3100100	IB MATHEMATICAL STUDIES STAN.
		I3100200	IB MATHEMATICS STANDARD LEVEL
		I3100300	IB MATHEMATICS HIGHER LEVEL
		I3100400	IB FURTHER MTHEMATICS HIGH LVL
		11101000	INTEGRATED MATHEMATICS I*ECTOR
		11102000	INTEG. MATHEMATICS II *ECTOR
		11103000	INTEG. MATHEMATICS III *ECTOR
		11104000	INTEG. MATHEMATICS IV *ECTOR
		03102502	INDEPND STUDY MATH
		03100500	ALGEBRA I (ALG 1)
		03100600	ALGEBRA II (ALG2)
		03100700	GEOMETRY (GEOM)
		03101100	PRECALCULUS (PRE CALC)
		03102400	MATHEMATICAL MODELS W/APPLCTN
		03102500	INDEP STUDY IN MATH (1ST TIME)
		03102501	INDEP STUDY IN MATH (2ND TIME)
		03102520	DISCRETE MATH FOR PRBLM SOLVNG
		LD11110A	LOCALLY DVELOPED MATHEMATICS A
		84100XXX	LCC-MATHEMATICS- GRD 9-12
		03102510	ADVANCED QUANT REASONING
		03100505	ALGEBRA I
		03100507	ALGEBRA I
		03100605	ALGEBRA II
		03100607	ALGEBRA II
		03100705	GEOMETRY
		03100707	GEOMETRY

continues

Table A-3 (Continued)**Eligible Course Codes for Dual Credit Course Completion Outcomes-Based Measure, by Subject Area**

School Year	Subject Area	Service ID Code	Course Name
2015-2016	Mathematics	IHE11100	MATH-INST OF HIGHER EDU ENDRSD
		LD11110B	LOCALLY DVELOPED MATHEMATICS B
		LD11110C	LOCALLY DVELOPED MATHEMATICS C
		LD11110D	LOCALLY DVELOPED MATHEMATICS D
		03102530	STATISTICS
		03102540	ALGEBRAIC REASONING
2016-2017	English Language Arts	I3220300	IB ENGLISH III (IBENG 3)
		I3220400	IB ENGLISH IV (IBENG 4)
		N1280042	NEWCMER ENG LANG DEVELOPMNT A
		N1280043	NEWCMER ENG LANG DEVELOPMNT B
		N1280040	FND OF INTNSV LANG ACQU/SUPRT
		N1280010	CONTENT-BASED ESOL FOR SCIENCE
		A3220100	AP ENGLISH LANGUAGE AND COMP
		A3220200	AP ENGLISH LITERATURE AND COMP
		03241401	CONTEMPORY MEDIA
		03270100	COLLEGE READINESS & STDY SKILS
		03270700	READING I (READ1)
		03270800	READING II (READ2)
		03270900	READING III (READ3)
		03230100	JOURNALISM (JRNLISM)
		LD11000A	LOCALLY DVLDPD ENGL LANG ARTS A
		03230110	ADV JOURNALISM: YEARBOOK I
		03230120	ADV JOURNALISM: YEARBOOK II
		03230130	ADV JOURNALISM: YEARBOOK III
		03230140	ADV JOURNALISM: NEWSPAPER I
		03230150	ADV JOURNALISM: NEWSPAPER II
		03230160	ADV JOURNALISM: NEWSPAPER III
		03230170	ADV JOURNALISM: LIT MAGAZINE I
		03230180	ADV JOURNALISM: LIT MAG II
03230190	ADV JOURNALISM: LIT MAG III		
03230800	PHOTOJOURNALISM (PHOTJOUR)		
03231000	INDEP STUDY/JOURNALISM (1ST)		
03231011	INDEP STUDY/JOURNALISM (2ND)		
03231022	INDEP STUDY/JOURNALISM (3RD)		
03231900	ADV BROADCAST JOURNALISM I		
03231901	ADV BROADCAST JOURNALISM II		
03231902	ADV BROADCAST JOURNALISM III		
03240200	ORAL INTERPRETATION I		

continues

Table A-3 (Continued)**Eligible Course Codes for Dual Credit Course Completion Outcomes-Based Measure, by Subject Area**

School Year	Subject Area	Service ID Code	Course Name
2016-2017	English Language Arts	03240300	ORAL INTERPRETATION II
		03240400	ORAL INTERPRETATION III
		03240600	DEBATE I (DEBATE 1)
		03240700	DEBATE II (DEBATE 2)
		03240800	DEBATE III (DEBATE 3)
		03240900	PUBLIC SPEAKING I (PUBSPKG1)
		03241000	PUBLIC SPEAKING II (PUBSPKG2)
		03241100	PUBLIC SPEAKING III (PUBSPKG3)
		03241200	INDEP STUDY/SPEECH (1ST TIME)
		03241210	INDEP STUDY/SPEECH (2ND TIME)
		03241220	INDEP STUDY/SPEECH (3RD TIME)
		03221850	IND STD IN ENG: HBR SCR & NTST
		03241400	COMMUNICATION APPLICATIONS
		LD11000B	LOCALLY DVLPD ENGL LANG ARTS B
		03200600	ENGLISH I FOR SOL (ENG1 SOL)
		03200700	ENGLISH II FOR SOL (ENG2 SOL)
		03220100	ENGLISH I (ENG 1)
		03220200	ENGLISH II (ENG 2)
		03220300	ENGLISH III (ENG 3)
		03220400	ENGLISH IV (ENG 4)
		03221100	RESEARCH/TECHNICAL WRITING
		03221200	CREATIVE WRITING
		03221300	PRACTICAL WRITING SKILLS
		03221500	LITERARY GENRES (LIT GENR)
		03221600	HUMANITIES (FIRST TIME TAKEN)
		03221700	VISUAL MEDIA ANALYSIS AND PROD
		03221800	INDEP STUDY/ENGLISH (1ST TIME)
		03221810	INDEP STUDY/ENGLISH (2ND TIME)
		03221820	INDEP STUDY/ENGLISH (3RD TIME)
		84000XXX	LCC-ENG LANG ARTS, GRD 9-12
		CP110100	COLGE PREP CRSE ENGL LANG ARTS
		03221610	HUMANITIES (SECOND TIME TAKEN)
		03220107	ENGLISH I
		03220207	ENGLISH II
		03200607	ENGL I FOR SPEAKRS OF OTH LANG
		03200707	ENG II FOR SPEAKRS OF OTH LANG
		LD11000C	LOCALLY DVLPD ENGL LANG ARTS C
		LD11000D	LOCALLY DVLPD ENGL LANG ARTS D

continues

Table A-3 (Continued)**Eligible Course Codes for Dual Credit Course Completion Outcomes-Based Measure, by Subject Area**

School Year	Subject Area	Service ID Code	Course Name
2016-2017	Mathematics	N1110018	MULTIVARIABLE CALCULUS
		N1110019	MODERN GEOMETRY
		N1110021	LINEAR ALGEBRA
		N1110024	CONTEMPORARY MATH TOPICS
		N1110025	NUMBER THEORY
		N1110026	LINEAR PROGRAMMING
		N1110030	STRATEGIC LEARN F/HS MATH
		N1120041	MODERN PHYSICS
		A3100101	AP CALCULUS AB
		A3100102	AP CALCULUS BC
		A3100200	AP STATISTICS (APSTATS)
		I3100100	IB MATHEMATICAL STUDIES STAN.
		I3100200	IB MATHEMATICS STANDARD LEVEL
		I3100300	IB MATHEMATICS HIGHER LEVEL
		I3100400	IB FURTHER MTHEMATICS HIGH LVL
		11101000	INTEGRATED MATHEMATICS I*ECTOR
		11102000	INTEG. MATHEMATICS II *ECTOR
		11103000	INTEG. MATHEMATICS III *ECTOR
		11104000	INTEG. MATHEMATICS IV *ECTOR
		03102502	INDEPEND STUDY MATH
		03100500	ALGEBRA I (ALG 1)
		03100600	ALGEBRA II (ALG2)
		03100700	GEOMETRY (GEOM)
		03101100	PRECALCULUS (PRE CALC)
		03102400	MATHEMATICAL MODELS W/APPLCTN
		03102500	INDEP STUDY IN MATH (1ST TIME)
		03102501	INDEP STUDY IN MATH (2ND TIME)
		03102520	DISCRETE MATH FOR PRBLM SOLVNG
		LD11110A	LOCALLY DVELOPED MATHEMATICS A
		84100XXX	LCC-MATHEMATICS- GRD 9-12
		03102510	ADVANCED QUANT REASONING
		CP111200	COLGE PREP COURSE MATHEMATICS
		03100507	ALGEBRA I
		IHE11100	MATH-INST OF HIGHER EDU ENDRSD
		LD11110B	LOCALLY DVELOPED MATHEMATICS B
		LD11110C	LOCALLY DVELOPED MATHEMATICS C
		LD11110D	LOCALLY DVELOPED MATHEMATICS D
		03102530	STATISTICS

continues

Table A-3 (Continued)**Eligible Course Codes for Dual Credit Course Completion Outcomes-Based Measure, by Subject Area**

School Year	Subject Area	Service ID Code	Course Name
2016-2017	Mathematics	03102540	ALGEBRAIC REASONING
2017-2018	English Language Arts	A3220100	AP ENGLISH LANGUAGE AND COMP
		A3220200	AP ENGLISH LITERATURE AND COMP
		I3220400	IB LANGUAGE STUDIES A1 HL
		I3220300	IB LANGUAGE STUDIES A1 SL
		84000XXX	LCC-ENG LANG ARTS, GRD 9-12
		N1280040	FND OF INTNSV LANG ACQU/SUPRT
		N1280010	CONTENT-BASED ESOL FOR SCIENCE
		03200600	ENGLISH I FOR SOL (ENG1 SOL)
		03200700	ENGLISH II FOR SOL (ENG2 SOL)
		03220100	ENGLISH I (ENG 1)
		03220200	ENGLISH II (ENG 2)
		03220300	ENGLISH III (ENG 3)
		03220400	ENGLISH IV (ENG 4)
		03221100	RESEARCH/TECHNICAL WRITING
		03221200	CREATIVE WRITING
		03221300	PRACTICAL WRITING SKILLS
		03221500	LITERARY GENRES (LIT GENR)
		03221600	HUMANITIES (FIRST TIME TAKEN)
		03221700	VISUAL MEDIA ANALYSIS AND PROD
		03221800	INDEP STUDY/ENGLISH (1ST TIME)
		03221810	INDEP STUDY/ENGLISH (2ND TIME)
		03221820	INDEP STUDY/ENGLISH (3RD TIME)
		03230100	JOURNALISM (JRNLSM)
		03230110	ADV JOURNALISM: YEARBOOK I
		03230120	ADV JOURNALISM: YEARBOOK II
		03230130	ADV JOURNALISM: YEARBOOK III
		03230140	ADV JOURNALISM: NEWSPAPER I
		03230150	ADV JOURNALISM: NEWSPAPER II
		03230160	ADV JOURNALISM: NEWSPAPER III
		03230170	ADV JOURNALISM: LIT MAGAZINE I
		03230180	ADV JOURNALISM: LIT MAG II
		03230190	ADV JOURNALISM: LIT MAG III
		03230800	PHOTOJOURNALISM (PHOTJOUR)
		03231000	INDEP STUDY/JOURNALISM (1ST)
		03231011	INDEP STUDY/JOURNALISM (2ND)
		03231022	INDEP STUDY/JOURNALISM (3RD)
		03231900	ADV BROADCAST JOURNALISM I

continues

Table A-3 (Continued)**Eligible Course Codes for Dual Credit Course Completion Outcomes-Based Measure, by Subject Area**

School Year	Subject Area	Service ID Code	Course Name
2017-2018	English Language Arts	03231901	ADV BROADCAST JOURNALISM II
		03231902	ADV BROADCAST JOURNALISM III
		03240200	ORAL INTERPRETATION I
		03240300	ORAL INTERPRETATION II
		03240400	ORAL INTERPRETATION III
		03240600	DEBATE I (DEBATE 1)
		03240700	DEBATE II (DEBATE 2)
		03240800	DEBATE III (DEBATE 3)
		03240900	PUBLIC SPEAKING I (PUBSPKG1)
		03241000	PUBLIC SPEAKING II (PUBSPKG2)
		03241100	PUBLIC SPEAKING III (PUBSPKG3)
		03241200	INDEP STUDY/SPEECH (1ST TIME)
		03241210	INDEP STUDY/SPEECH (2ND TIME)
		03241220	INDEP STUDY/SPEECH (3RD TIME)
		03221610	HUMANITIES (SECOND TIME TAKEN)
		03241400	COMMUNICATION APPLICATIONS
		03241401	CONTEMPORARY MEDIA
		03270100	COLLEGE READINESS & STDY SKILLS
		03270700	READING I (READ1)
		03270800	READING II (READ2)
		03270900	READING III (READ3)
		03221850	IND STD IN ENG: HBR SCR & NTST
		03220107	ENGLISH I
		03220207	ENGLISH II
		N1280042	NEWCMER ENG LANG DEVELOPMNT A
		N1280043	NEWCMER ENG LANG DEVELOPMNT B
		03200607	ENGL I FOR SPEAKRS OF OTH LANG
		03200707	ENG II FOR SPEAKRS OF OTH LANG
		LD11000A	LOCALLY DVLPD ENGL LANG ARTS A
		LD11000B	LOCALLY DVLPD ENGL LANG ARTS B
		LD11000C	LOCALLY DVLPD ENGL LANG ARTS C
		LD11000D	LOCALLY DVLPD ENGL LANG ARTS D
		CP110100	COLGE PREP CRSE ENGL LANG ARTS
2017-2018	Mathematics	A3100101	AP CALCULUS AB
		A3100102	AP CALCULUS BC
		A3100200	AP STATISTICS (APSTATS)
		I3100400	IB FURTHER MTHEMATICS HIGH LVL
		I3100300	IB MATHEMATICS HIGHER LEVEL

continues

Table A-3 (Continued)**Eligible Course Codes for Dual Credit Course Completion Outcomes-Based Measure, by Subject Area**

School Year	Subject Area	Service ID Code	Course Name		
2017-2018	Mathematics	I3100200	IB MATHEMATICS STANDARD LEVEL		
		I3100100	IB MATHEMATICAL STUDIES STAN.		
		84100XXX	LCC-MATHEMATICS- GRD 9-12		
		03100507	ALGEBRA I		
		03100500	ALGEBRA I (ALG 1)		
		03100600	ALGEBRA II (ALG2)		
		11101000	INTEGRATED MATHEMATICS I*ECTOR		
		11102000	INTEG. MATHEMATICS II *ECTOR		
		11103000	INTEG. MATHEMATICS III *ECTOR		
		11104000	INTEG. MATHEMATICS IV *ECTOR		
		03102510	ADVANCED QUANT REASONING		
		03100700	GEOMETRY (GEOM)		
		03101100	PRECALCULUS (PRE CALC)		
		03102400	MATHEMATICAL MODELS W/APPLCTN		
		03102500	INDEP STUDY IN MATH (1ST TIME)		
		03102501	INDEP STUDY IN MATH (2ND TIME)		
		03102520	DISCRETE MATH FOR PRBLM SOLVNG		
		N1110021	LINEAR ALGEBRA		
		N1110025	NUMBER THEORY		
		N1120041	MODERN PHYSICS		
		N1110024	CONTEMPORARY MATH TOPICS		
		N1110026	LINEAR PROGRAMMING		
		03102502	INDEPEND STUDY MATH		
		N1110030	STRATEGIC LEARN F/HS MATH		
		N1110018	MULTIVARIABLE CALCULUS		
		N1110019	MODERN GEOMETRY		
		IHE11100	MATH-INST OF HIGHER EDU ENDRSD		
		LD11110A	LOCALLY DVELOPED MATHEMATICS A		
		LD11110B	LOCALLY DVELOPED MATHEMATICS B		
		LD11110C	LOCALLY DVELOPED MATHEMATICS C		
		LD11110D	LOCALLY DVELOPED MATHEMATICS D		
		03102530	STATISTICS		
		03102540	ALGEBRAIC REASONING		
		CP111200	COLGE PREP COURSE MATHEMATICS		
		12701410	APPLIED MATH FOR TECH PROFNALS		
		2018-2019	English Language Arts	I3220500	IB LNG A: LANG & LIT STD LEVEL
				N1280042	NEWCMER ENG LANG DEVELOPMNT A
				N1280043	NEWCMER ENG LANG DEVELOPMNT B

continues

Table A-3 (Continued)**Eligible Course Codes for Dual Credit Course Completion Outcomes-Based Measure, by Subject Area**

School Year	Subject Area	Service ID Code	Course Name
2018-2019	English Language Arts	N1280040	FND OF INTNSV LANG ACQU/SUPRT
		I3366020	IB PHILOSOPHY HIGHER LEVEL
		I3220600	IB LNG A: LANG & LIT HIGH LEVL
		A3220100	AP ENGLISH LANGUAGE AND COMP
		A3220200	AP ENGLISH LITERATURE AND COMP
		03241401	CONTEMPORY MEDIA
		03243610	SPEECH ELECTIVE, GRADE 6
		03243620	SPEECH ELECTIVE GRADE 7
		03243630	SPEECH ELECTIVE GRADE 8
		03270100	COLLEGE READINESS & STDY SKILS
		03270700	READING I (READ1)
		03270800	READING II (READ2)
		03270900	READING III (READ3)
		03273410	READING ELECTIVE, GRADE 6
		03273420	READING ELECTIVE, GRADE 7
		03273430	READING ELECTIVE GRADE 8
		03273440	READING GRADE 7
		03273450	READING GRADE 8
		03230100	JOURNALISM (JRNLSM)
		LD11000A	LOCALLY DVLPD ENGL LANG ARTS A
		03230110	ADV JOURNALISM: YEARBOOK I
		03230120	ADV JOURNALISM: YEARBOOK II
		03230130	ADV JOURNALISM: YEARBOOK III
		03230140	ADV JOURNALISM: NEWSPAPER I
		03230150	ADV JOURNALISM: NEWSPAPER II
		03230160	ADV JOURNALISM: NEWSPAPER III
		03230170	ADV JOURNALISM: LIT MAGAZINE I
		03230180	ADV JOURNALISM: LIT MAG II
		03230190	ADV JOURNALISM: LIT MAG III
		03230800	PHOTOJOURNALISM (PHOTJOUR)
		03231000	INDEP STUDY/JOURNALISM (1ST)
		03231011	INDEP STUDY/JOURNALISM (2ND)
		03231022	INDEP STUDY/JOURNALISM (3RD)
		03231900	ADV BROADCAST JOURNALISM I
		03231901	ADV BROADCAST JOURNALISM II
		03231902	ADV BROADCAST JOURNALISM III
		03240200	ORAL INTERPRETATION I
		03240300	ORAL INTERPRETATION II

continues

Table A-3 (Continued)**Eligible Course Codes for Dual Credit Course Completion Outcomes-Based Measure, by Subject Area**

School Year	Subject Area	Service ID Code	Course Name
2018-2019	English Language Arts	03240400	ORAL INTERPRETATION III
		03240600	DEBATE I (DEBATE 1)
		03240700	DEBATE II (DEBATE 2)
		03240800	DEBATE III (DEBATE 3)
		03240900	PUBLIC SPEAKING I (PUBSPKG1)
		03241000	PUBLIC SPEAKING II (PUBSPKG2)
		03241100	PUBLIC SPEAKING III (PUBSPKG3)
		03241200	INDEP STUDY/SPEECH (1ST TIME)
		03241210	INDEP STUDY/SPEECH (2ND TIME)
		03241220	INDEP STUDY/SPEECH (3RD TIME)
		03221850	IND STD IN ENG: HBR SCR & NTST
		03241400	COMMUNICATION APPLICATIONS
		02560005	ENGLISH AS SECOND LANG GRADE K
		02560010	ENGLISH AS SECOND LANG, GR 1
		02560020	ENGLISH AS SECOND LANG, GR 2
		02560030	ENGLISH AS SECOND LANG, GR 3
		02560040	ENGLISH AS SECOND LANG, GR 4
		02560050	ENGLISH AS SECOND LANG, GR 5
		02630001	ENGLISH LANGUAGE ARTS GRADE K
		02630010	ENGLISH LANGUAGE ARTS, GRADE 1
		02630020	ENGLISH LANGUAGE ARTS, GRADE 2
		02630030	ENGLISH LANGUAGE ARTS, GRADE 3
		02630040	ENGLISH LANGUAGE ARTS, GRADE 4
		02630050	ENGLISH LANGUAGE ARTS, GRADE 5
		02800000	ENGLISH LANG ARTS, GRADE 6
		02810000	READING, GRADE 6
		02940000	ENGLISH AS 2ND LANG, DEPT GR 6
		LD11000B	LOCALLY DVLPD ENGL LANG ARTS B
		02620001	READING GRADE K
		02620010	READING, GRADE 1
		02620020	READING, GRADE 2
		02620030	READING, GRADE 3
		02620040	READING, GRADE 4
		02620050	READING, GRADE 5
		03200400	ENGLISH AS A 2ND LANG, GRADE 7
		03200500	ENGLISH AS A 2ND LANG, GRADE 8
		03200510	ENG LANG ARTS/READING, GRADE 6
		03200520	ENG LANG ARTS/READING, GRADE 7

continues

Table A-3 (Continued)**Eligible Course Codes for Dual Credit Course Completion Outcomes-Based Measure, by Subject Area**

School Year	Subject Area	Service ID Code	Course Name
2018-2019	English Language Arts	03200530	ENG LANG ARTS/READING, GRADE 8
		03200540	ENG LANG ARTS GRADE 7
		03200550	ENG LANG ARTS GRADE 8
		03200600	ENGLISH I FOR SOL (ENG1 SOL)
		03200700	ENGLISH II FOR SOL (ENG2 SOL)
		03210530	ESL, GRADE 6
		03220100	ENGLISH I (ENG 1)
		03220200	ENGLISH II (ENG 2)
		03220300	ENGLISH III (ENG 3)
		03220400	ENGLISH IV (ENG 4)
		03221100	RESEARCH/TECHNICAL WRITING
		03221200	CREATIVE WRITING
		03221300	PRACTICAL WRITING SKILLS
		03221500	LITERARY GENRES (LIT GENR)
		03221600	HUMANITIES (FIRST TIME TAKEN)
		03221700	VISUAL MEDIA ANALYSIS AND PROD
		03221800	INDEP STUDY/ENGLISH (1ST TIME)
		03221810	INDEP STUDY/ENGLISH (2ND TIME)
		03221820	INDEP STUDY/ENGLISH (3RD TIME)
		I3220700	IB LNG A: LITERATURE STD LEVEL
		82000XXX	LCC-ENG LANG ARTS - DEPT GRD6
		84000XXX	LCC-ENG LANG ARTS, GRD 9-12
		CP110100	COLGE PREP CRSE ENGL LANG ARTS
		03221610	HUMANITIES (SECOND TIME TAKEN)
		03220107	ENGLISH I
		I3220800	IB LNG A: LITERATURE HIGH LEVEL
		I3220900	IB LITERATURE & PERF STD LEVEL
		03220207	ENGLISH II
		03200607	ENGL I FOR SPEAKRS OF OTH LANG
		03200707	ENG II FOR SPEAKRS OF OTH LANG
		82910XXX	LCL CRDT CRSE ENG LNG ARTS GD7
		LD11000C	LOCALLY DVLPD ENGL LANG ARTS C
		LD11000D	LOCALLY DVLPD ENGL LANG ARTS D
		83000XXX	LCL CRDT CRSE ENG LNG ARTS GD8
2018-2019	Mathematics	N1110018	MULTIVARIABLE CALCULUS
		N1110019	MODERN GEOMETRY
		N1110021	LINEAR ALGEBRA
		N1110025	NUMBER THEORY

continues

Table A-3 (Continued)**Eligible Course Codes for Dual Credit Course Completion Outcomes-Based Measure, by Subject Area**

School Year	Subject Area	Service ID Code	Course Name
2018-2019	Mathematics	N1110030	STRATEGIC LEARN F/HS MATH
		N1120041	MODERN PHYSICS
		A3100101	AP CALCULUS AB
		A3100102	AP CALCULUS BC
		A3100200	AP STATISTICS (APSTATS)
		I3100100	IB MATHEMATICAL STUDIES STAN.
		I3100200	IB MATHEMATICS STANDARD LEVEL
		I3100300	IB MATHEMATICS HIGHER LEVEL
		I3100400	IB FURTHER MTHEMATICS HIGH LVL
		11101000	INTEGRATED MATHEMATICS I*ECTOR
		11102000	INTEG. MATHEMATICS II *ECTOR
		11103000	INTEG. MATHEMATICS III *ECTOR
		11104000	INTEG. MATHEMATICS IV *ECTOR
		02640005	MATHEMATICS GRADE K
		02640010	MATHEMATICS, GRADE 1
		02640020	MATHEMATICS, GRADE 2
		02640030	MATHEMATICS, GRADE 3
		02640040	MATHEMATICS, GRADE 4
		02640050	MATHEMATICS, GRADE 5
		02640060	MATHEMATICS GRADE 6
		02820000	MATHEMATICS, DEPARTLZD GRADE 6
		03102502	INDEPEND STUDY MATH
		03100500	ALGEBRA I (ALG 1)
		03100600	ALGEBRA II (ALG2)
		03100700	GEOMETRY (GEOM)
		03101100	PRECALCULUS (PRE CALC)
		03102400	MATH MODELS WITH APPLICATIONS
		03102500	INDEP STUDY IN MATH (1ST TIME)
		03102501	INDEP STUDY IN MATH (2ND TIME)
		03103000	MATHEMATICS, GRADE 7
		03103100	MATHEMATICS, GRADE 8
		03102520	DISCRETE MATH FOR PRBLM SOLVNG
		LD11110A	LOCALLY DVELOPED MATHEMATICS A
		82100XXX	LCC-MATHEMATICS - DEPT GRD6
		84100XXX	LCC-MATHEMATICS- GRD 9-12
		03102510	ADVANCED QUANT REASONING
		CP111200	COLGE PREP COURSE MATHEMATICS
		03100507	ALGEBRA I

continues

Table A-3 (Continued)**Eligible Course Codes for Dual Credit Course Completion Outcomes-Based Measure, by Subject Area**

School Year	Subject Area	Service ID Code	Course Name
2018-2019	Mathematics	82920XXX	LOCAL CREDIT CRSE, MATH GRADE7
		IHE11100	MATH-INST OF HIGHER EDU ENDRSD
		LD11110B	LOCALLY DVELOPED MATHEMATICS B
		LD11110C	LOCALLY DVELOPED MATHEMATICS C
		LD11110D	LOCALLY DVELOPED MATHEMATICS D
		83100XXX	LOCAL CREDIT CRSE, MATH GRADE8
		03102530	STATISTICS
		03102540	ALGEBRAIC REASONING
		12701410	APPLIED MATH FOR TECH PROFNALS

Table A-4
Data Indicators in Achievement Outcomes-Based Measure Calculations for the 2020-2021 Designation Year

Data Element	TSDS ^a Source and Criteria
Algebra I EOC ^b	<p>Data Source. STAAR^c Algebra I EOC records from spring, summer, and fall re-test administration periods, for students enrolled in Grade 9 at the time of the test.</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 fall re-test administration periods, for students enrolled in Grade 9, 10, or 11 at the time of the test.</p> <p>Criteria. Results from scored (i.e., score code = "S") exams only for STAAR and STAAR A test versions. If a student has records linked to multiple scored exams (i.e., re-tests), their highest score is retained for the current analysis.</p>
TSIA ^d	<p>Data Source. TSIA data provided by THECB^e 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 are included.</p> <p>Criteria. If multiple test records are found (i.e., re-tests), a student's highest score on each of the three tests (Math, Reading, Writing) is retained for analysis. TSIA college ready standards defined in Title 19 Texas Administrative Code §4.57 are used to determine passing status.</p>
Other indicators	
Attendance	<p>Data Source. PEIMS^f 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> <p>Criteria. Student coded as "9," "10," or "11" for the Grade Level Code (E0017) and "1," "2," "3," "4," "5," or "6" for the Reporting Period Indicator Code.</p>
ECHS ^g 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 OBM^h 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. ^dTexas Success Initiative Assessment. ^eTexas Higher Education Coordinating Board. ^fPublic Education Information Management System ^gEarly College High School. ^hOutcomes-based measures.

Appendix B

In the upcoming designation cycle for 2021-2022, Attainment will be measured, in part, by the degree to which ECHS students persist in the program (i.e., Grade 9 students remaining in the ECHS program through Grade 12) for Designated and Distinguished ECHSs.

Data collection sources and timeframes for the Persistence OBM are detailed in Table B-1 below.

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

Data of Interest	School Year	Data Collection Timeframe	Source
Leaver Data	2016-2017	Fall 2017/Collection 1	PEIMS ^a
	2017-2018	Fall 2018/Collection 1	PEIMS ^a
	2018-2019	Fall 2019/Collection 1	PEIMS ^a
Other Indicators:			
• Attendance ^b	2016-2017	Summer 2017/Collection 3	PEIMS ^a
	2017-2018	Summer 2018/Collection 3	PEIMS ^a
	2018-2019	Summer 2019/Collection 3	PEIMS ^a
• ECHS Indicator	2016-2017	Summer 2017/Collection 3	PEIMS ^a
	2017-2018	Summer 2018/Collection 3	PEIMS ^a
	2018-2019	Summer 2019/Collection 3	PEIMS ^a
	2019-2020	Fall 2019/Collection 1	PEIMS ^a
• Grade	2016-2017	Summer 2017/Collection 3	PEIMS ^a
	2017-2018	Summer 2018/Collection 3	PEIMS ^a
	2018-2019	Summer 2019/Collection 3	PEIMS ^a
• TEA Processed Data ^c	2016-2017	N/A	PEIMS ^a
	2017-2018	N/A	PEIMS ^a
	2018-2019	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 2016-2017 through the 2020-2021 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. 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 2019-2020 and were not accounted for through PEIMS Leaver data for the purposes of calculating the Persistence OBM.

Persistence measurement process:

Step 1 Calculate Persistence rates

Step 2 Compare rates against pre-determined designation standard for Designated ECHSs.

Step 1: Calculate ECHS Campus Persistence rates

Persistence will be calculated as the percentage of students who are enrolled in the Fall 2019-2020 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. Campuses will not be held accountable for students who move to a different district, or who leave 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. However, campuses will be held accountable for students who dropped out, moved to another school within the same district and did not re-enroll in a ECHS program, remained at the ECHS campus but returned to the comprehensive school setting (i.e., no longer an ECHS student at the campus), or received a Texas Certificate of High School Equivalency (TxCHSE) before the fall of 2019-2020. Additionally, campuses will be held accountable for students for whom a leaver record is required to be submitted in PEIMS but is not received.

Campus rates are calculated as follows:

$$\text{ECHS Persistence} = \frac{\text{Students who are enrolled with an ECHS Indicator in the fall of 2019-2020 or graduated early from the ECHS campus}}{\text{Students who have the ECHS Indicator, in Grade 9 in 2016-2017, or new Grade 10 ECHS students in 2017-2018, or new Grade 11 ECHS students in 2018-2019 and not excluded for approved reasons}}$$

Step 2: Compare rates to designation standards

Once the rates are calculated, they are compared to pre-established thresholds for 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 in the tables below. Standards for meeting criteria for Persistence are yet to be determined.

See Table B-2 for additional detail about PEIMS data elements and codes submitted to TEA through TSDS that are used in 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 “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.</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.