

**THE TEXAS SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS
2020-2021 CAMPUS DESIGNATION OUTCOMES-BASED MEASURES CALCULATION PROCESS**

Texas Science, Technology, Engineering and Mathematics (T-STEM) Academies are open-enrollment secondary programs that focus on improving instruction and academic performance in science and mathematics-related subjects and increasing the number of students who study and enter STEM careers.

The Texas Education Agency (TEA) designed the designation process for T-STEMs under the authority of Texas Education Code (TEC) §39.407 and 39.416 (2020) and Texas Administrative Code (TAC) §102.1093 (effective 2011).

TEA is currently in a phase-in process for the new T-STEM 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 T-STEM Blueprint revision and phase-in process, please visit TEA's [T-STEM homepage](#).

Designations are differentiated into 2 categories:

Provisional

T-STEMs in the first 4 years of operation must demonstrate implementation of all design elements for each benchmark of the Blueprint and meet the Provisional T-STEM outcomes-based measures.

Designated

T-STEMs in their 5th+ year of operation must maintain designation by demonstrating implementation of all design elements for each benchmark of the Blueprint and meet the Designated T-STEM outcomes-based measures.

For the 2020-2021 designation year, Access and Achievement OBM data are provided to Provisional and Designated T-STEM campuses for formative purposes.

Access	<i>Do specific student groups have access to the program?</i>	Access OBM are based on the proportions of students at each campus within specific student groups (e.g., at-risk or economically disadvantaged) compared to district rates.
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 Assessment and State of Texas Assessments of Academic Readiness end-of-course exams, SAT/ACT exams) compared to pre-determined criteria.

T-STEM OBM are currently on a phase-in schedule (see Table 1 below). Access and Achievement data for students participating in the T-STEM 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 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 2018-2019, Access for students in Grade 9 was

evaluated for each specific student group for 2019-2020 designation. During the current designation year, Access OBM for students in Grades 9 and 10 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 T-STEM students advances to Grade 12. The first Achievement OBM of Algebra I STAAR End-of-Course exam will be included in this designation period, with other Achievement and Attainment OBM being phased-in in upcoming years as students advance.

Additionally, next designation year, Attainment will also include a Persistence OBM which will measure the degree to which T-STEM students persist in the program (i.e., Grade 9 students remaining in the T-STEM 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 T-STEM program, moved to another school within the district and did not re-enroll in a T-STEM 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.

**Table 1
Designation Phase-in Schedule**

Designation Year	School Year Data	Phase in
2019-2020	2018-2019	Grade 9
2020-2021	2019-2020	Grades 9, 10
2021-2022	2020-2021	Grades 9, 10, 11
2022-2023	2021-2022 ^a	Grades 9, 10, 11, 12

^a2022-first phase-in graduates.

New T-STEM campuses opening *after* 2018-19 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 one year, Access for students in Grade 9 will be evaluated.

The Access and Achievement OBM are operationalized differently for each designation category.

Access outcomes-based measures

Access OBM are measured by the proportion of students within specific student groups enrolled at T-STEM campuses based on Public Education Information Management System (PEIMS) fall enrollment data for 2019-2020.

Data collection sources and timeframe 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 • African American^c • Hispanic^c • Female^c Other indicators: <ul style="list-style-type: none"> • T-STEM 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 for the 2019-2020 school year. ^bPublic Education Information Management System. ^cFor informational purposes only.

Access measurement process:

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

Step 1: Calculate T-STEM campus Access rates

The T-STEM 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. These campus Access rates will be compared to district rates (see Step 4).

Additionally, Access rates are also calculated for historically underrepresented students in STEM fields (e.g., African American, Hispanic, and female 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:**

¹ Charter school T-STEM campuses are compared to the district within which the charter school campus is geographically located.

OBM are currently being phased-in. Calculations for all student groups are for informational purposes ONLY and are not used to determine a T-STEM’s designation status.

Unless a campus has been in operation for only one year of the phase-in, rates for Provisional and Designated OBM for 2020-2021 designation include students in Grades 9 and 10, with the exception of at-risk rates which are calculated for Grade 9 only.

Campus rates are calculated as follows:

$$\begin{array}{l} \text{T-STEM At-Risk} \\ \text{Grade 9} \end{array} = \frac{\text{Students who have the T-STEM Indicator, are At-Risk, and in Grade 9}}{\text{All Grade 9 students who have the T-STEM Indicator}}$$

$$\begin{array}{l} \text{T-STEM} \\ \text{Economically} \\ \text{Disadvantaged} \\ \text{Grades 9-10} \end{array} = \frac{\text{Students who have the T-STEM Indicator, are Economically Disadvantaged, and in Grades 9 and 10}}{\text{All Grade 9 and 10 students who have the T-STEM Indicator}}$$

$$\begin{array}{l} \text{T-STEM African} \\ \text{American} \\ \text{students} \\ \text{Grades 9-10} \end{array} = \frac{\text{Students who have the T-STEM Indicator, are African American, and in Grades 9 and 10}}{\text{All Grade 9 and 10 students who have the T-STEM Indicator}}$$

$$\begin{array}{l} \text{T-STEM} \\ \text{Hispanic} \\ \text{students} \\ \text{Grades 9-10} \end{array} = \frac{\text{Students who have the T-STEM Indicator, are Hispanic, and in Grades 9 and 10}}{\text{All Grade 9 and 10 students who have the T-STEM Indicator}}$$

$$\begin{array}{l} \text{T-STEM} \\ \text{Female} \\ \text{students} \\ \text{Grades 9-10} \end{array} = \frac{\text{Students who have the T-STEM Indicator, are Female, and in Grades 9 and 10}}{\text{All Grade 9 and 10 students who have the T-STEM Indicator}}$$

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 female students are not calculated. Charter school T-STEM campuses are compared to the traditional district within which the charter school campus is geographically located.

District rates are calculated as follows:

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

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

Step 3: Difference between district rate and T-STEM 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,

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

This calculation is repeated for all rates listed in Steps 1 and 2.

Step 4: Compare rate differences to designation standards

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

Provisional and Designated categories feature student Access measures for at-risk and economically disadvantaged students.

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 and 4 below:

**Table 3
Provisional Access Criteria**

(District – T-STEM) 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 – T-STEM) 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

Achievement outcomes-based measures

T-STEM must ensure that the students are college- and career- ready and academically prepared for success in college-level coursework. 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 T-STEM students who pass student achievement assessments, such as the Algebra I EOC State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) exam in Grade 9 and the Texas Success Initiative Assessment (TSIA Reading, TSIA Writing, and TSIA Mathematics subject areas) and meeting college-ready benchmarks, as defined in state accountability, on the SAT or ACT in reading and mathematics. T-STEM Achievement OBM are currently on a phase-in schedule and will add a grade level each year during the phase-in period. Achievement OBM are calculated based on the grade levels served in the phase-in. During the initial year of implementation, no T-STEM Achievement OBM were calculated because campuses had not fully served Grade 9 students in the phase-in. During the current designation year, however, the STAAR Algebra I EOC OBM can be calculated.

Data collection sources and timeframes are detailed in Table 5 below. See Table A-2 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 5
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
Other Indicators:			
• Attendance ^c	2018-2019	Summer 2019/Collection 3	PEIMS ^d
• T-STEM Indicator	2018-2019	Summer 2019/Collection 3	PEIMS ^d
• Grade	2018-2019	Summer 2019/Collection 3	PEIMS ^d

^aSee the [STAAR](#) testing website for the testing and data reporting calendars for the 2018-2019 school year. ^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. ^cAttendance is used to create a cohort of students enrolled at a T-STEM campus in order to track student achievement. For example, in order to calculate the Algebra I EOC OBM, students who were enrolled at a T-STEM campus for at least one six-week period in Grade 9 during the 2018-2019 school year are identified in order to track whether they took the Algebra I EOC in Grade 9. ^dSee 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 and Designated T-STEM designations

Step 1: Calculate T-STEM campus Achievement rates

Rates of achievement are calculated for the Algebra I STAAR EOC exam in Grade 9.

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.

Rates are calculated as follows:

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

Step 2: Compare rates to designation standards

Once the rates are calculated, pre-established standards are used to determine if T-STEM campuses meet designation standards. Algebra I EOC performance is not taken into account for Provisional designations. Designated criteria include standards for passing the Algebra I EOC assessment (Approaches Grade Level standard and above). A flag of (Yes/No) is calculated based on whether the campus rate meets the pre-established standards listed in Table 6 below.

**Table 6
Designated Achievement Criteria**

T-STEM rate	Description	Met Criteria? (%)	
		No if:	Yes if:
STAAR Algebra I EOC – Approaches Grade Level Standard or above ^a	Meets Designated standard for the STAAR Algebra I EOC Exam Results	< 85.0	≥ 85.0

^aDesignated Achievement measures only include Algebra I EOC performance due to the phase-in schedule; therefore, other OBM 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
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>
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>
Female	<p>Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory.</p> <p>Criteria. Student coded as “F” for Sex Code (E0004).</p>
Other indicators	
T-STEM ^c 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 T-STEM Indicator Code (E1559).</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^d 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 Science Technology Engineering and Mathematics. ^dOutcomes-based measures.

Table A-2
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>
Other indicators	
Attendance	<p>Data Source. PEIMS^d 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>
T-STEM ^e Indicator	<p>Data Source. PEIMS summer collection (Collection 3) on the 40100-Student Basic subcategory.</p> <p>Criteria. Student coded as "01" for the T-STEM Indicator Code (E1559).</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^f 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. ^dPEIMS Public Education Information System. ^eTexas Science Technology Engineering and Mathematics. ^fOutcomes-based measures.

Appendix B

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

Data collection sources and timeframe 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
• T-STEM 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 a T-STEM 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 T-STEMs

Step 1: Calculate T-STEM campus Persistence rates

Persistence will be calculated as the percentage of students who are enrolled in the Fall 2019-2020 at the T-STEM campus or who graduated early from the T-STEM campus out of the T-STEM students who were enrolled in previous years, including students who were enrolled since Grade 9 or started in the T-STEM 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 T-STEM program, remained at the T-STEM campus but returned to the comprehensive school setting (i.e., no longer a T-STEM 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:

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

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>
T-STEM ^c Indicator	<p>Data Source. PEIMS summer collection (Collection 3) on 40100-Student Basic subcategory.</p> <p>Criteria. Student coded as “01” for the T-STEM Indicator Code (E1559).</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. ^cTexas Science Technology Engineering and Mathematics.

^dOutcomes-based measures. ^eTexas Education Agency. ^fTexas Certificate of High School Equivalency.