HOW TO READ YOUR OUTCOMES-BASED MEASURES SUMMARY REPORT FOR THE 2021-2022 DESIGNATION YEAR
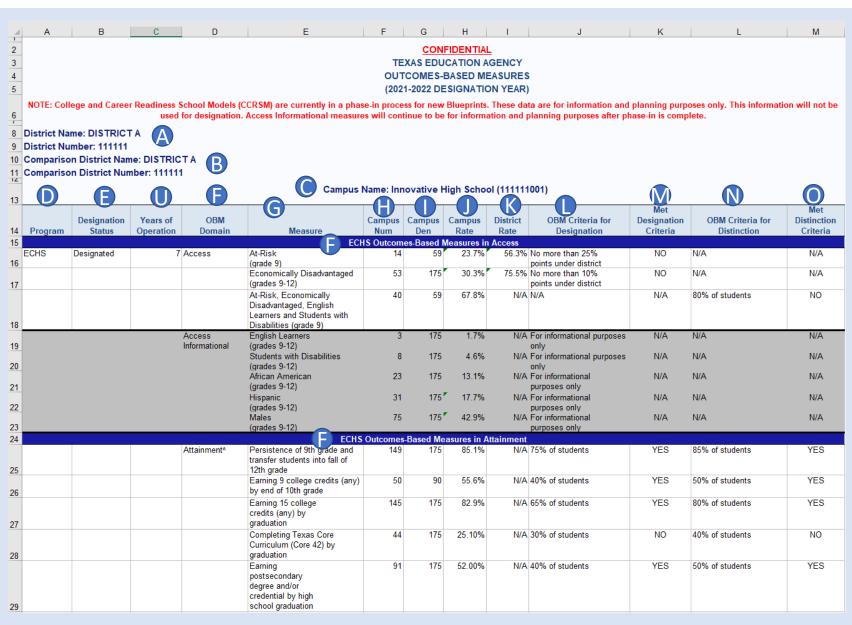
Report Guide

A. Header provides the DISTRICT NAME and DISTRICT NUMBER for the searched district.

B. Header provides and COMPARISON DISTRICT NAME and COMPARISON DISTRICT NUMBER that the College and Career Readiness School Model (CCRSM) programs will be compared to for Access measures.

C. Campus section header provides CAMPUS NAME and CAMPUS NUMBER. All Outcome-Based Measures (OBM) data on any particular tab relate to the district indicated by the header (A).

D. PROGRAM lists each CCRSM program(s) implemented at each campus, including Early College High School (ECHS), Texas Science, Technology, Engineering and Mathematics Initiative (T-STEM), and Pathways in Technology Early College High School (P-TECH).

E. DESIGNATION STATUS shows the designation (Provisional or Designated) for which the campus program was measured against.

F. OBM DOMAIN shows the categories of OBM calculated for the program including Access, Attainment, and Achievement. This allows for grouping of measures based on the model's blueprint.

G. MEASURE shows the individual OBM data indicator within the OBM DOMAIN.

H. CAMPUS NUMERATOR shows the student counts that are in the numerator of the campus rate for a particular measure.

I. CAMPUS DENOMINATOR shows the student counts that are in the denominator of the campus rate for a particular measure.

J. CAMPUS RATE shows the campus rate that is the CAMPUS NUMERATOR divided by the CAMPUS DENOMINATOR.

K. DISTRICT RATE shows the comparison district rate that is the district numerator (not shown) divided by the district denominator (not shown). DISTRICT RATE only applies to Access OBM for key populations.

L. OBM CRITERIA FOR DESIGNATION shows the standards that campuses must meet for each program's DESIGNATION STATUS.

M. MET DESIGNATION CRITERIA shows whether or not the PROGRAM met criteria for a particular measure or OBM DOMAIN.

N. OBM CRITERIA FOR DISTINCTION shows the standards that campuses must meet for ECHS to achieve DISTINCTION. N/A indicates that distinctions are not relevant for a particular measure.

O. MET DISTINCTION CRITERIA shows whether a campus met (Yes) or did not meet (No) the OMB CRITERIA FOR DISTINCTION for a particular measure. N/A indicates that distinctions are not relevant for a particular measure.

CONFIDENTIAL
TEXAS EDUCATION AGENCY
OUTCOMES-BASED MEASURES
(2021-2022 DESIGNATION YEAR)

NOTE: College and Career Readiness School Models (CCRSM) are currently in a phase-in process for new Blueprints. These data are for information and planning purposes only. This information will not be used for designation. Access Informational measures will continue to be for information and planning purposes after phase-in is complete.

District Name: DISTRICT A
District Number: 111111
Comparison District Name: DISTRICT A
Comparison District Number: 111111

Campus Name: Innovative High School (111111001)

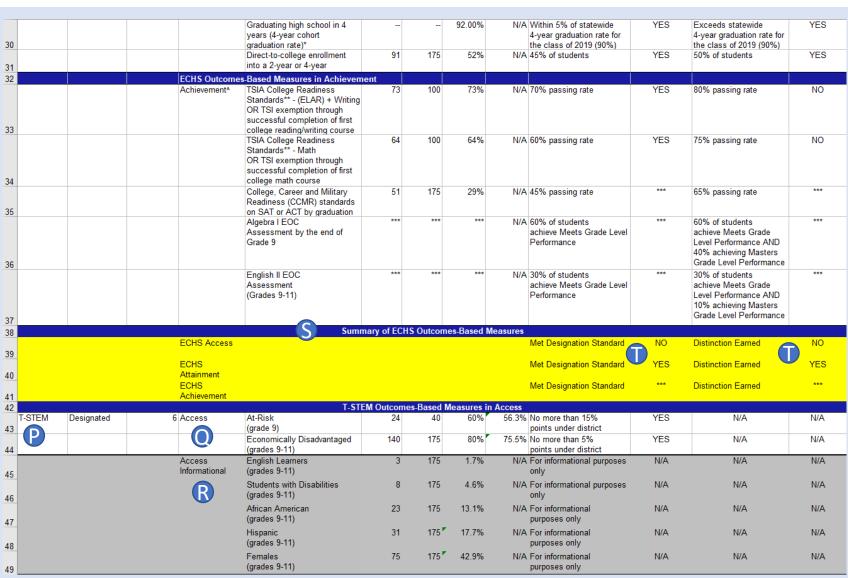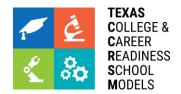| Program	Designation Status	Years of Operation	OBM Domain	Measure	Campus Num	Campus Den	Campus Rate	District Rate	OBM Criteria for Designation	Met Designation Criteria	OBM Criteria for Distinction	Met Distinction Criteria
				ECHS Outcomes-Based Measures in Access								
ECHS	Designated	7	Access	At-Risk (grade 9)	14	59	23.7%	56.3%	No more than 25% points under district	NO	N/A	N/A
				Economically Disadvantaged (grades 9-12)	53	175	30.3%	75.5%	No more than 10% points under district	NO	N/A	N/A
				At-Risk, Economically Disadvantaged, English Learners and Students with Disabilities (grade 9)	40	59	67.8%	N/A	N/A	N/A	80% of students	NO
			Access Informational	English Learners (grades 9-12)	3	175	1.7%	N/A	For informational purposes only	N/A	N/A	N/A
				Students with Disabilities (grades 9-12)	8	175	4.6%	N/A	For informational purposes only	N/A	N/A	N/A
				African American (grades 9-12)	23	175	13.1%	N/A	For informational purposes only	N/A	N/A	N/A
				Hispanic (grades 9-12)	31	175	17.7%	N/A	For informational purposes only	N/A	N/A	N/A
				Males (grades 9-12)	75	175	42.9%	N/A	For informational purposes only	N/A	N/A	N/A
				ECHS Outcomes-Based Measures in Attainment								
			Attainment^	Persistence of 9th grade and transfer students into fall of 12th grade	149	175	85.1%	N/A	75% of students	YES	85% of students	YES
				Earning 9 college credits (any) by end of 10th grade	50	90	55.6%	N/A	40% of students	YES	50% of students	YES
				Earning 15 college credits (any) by graduation	145	175	82.9%	N/A	65% of students	YES	80% of students	YES
				Completing Texas Core Curriculum (Core 42) by graduation	44	175	25.10%	N/A	30% of students	NO	40% of students	NO
				Earning postsecondary degree and/or credential by high school graduation	91	175	52.00%	N/A	40% of students	YES	50% of students	YES

Report Guide (continued)

P. If a campus has multiple CCRSM programs, reports for each program will be displayed sequentially.

Q. All Provisional and Designated CCRSM programs will receive Access OBM for students enrolled in the program during the fall of the 2020-2021 academic year. OBM data indicators and grade levels are dependent on years of operation and DESIGNATION STATUS.

R. ACCESS INFORMATIONAL shows Access OBM data indicators for historically underrepresented student groups. Provisional campuses also receive data for economically disadvantaged students in this section while the model is in phase in. This data is informational and for planning purposes only. It has not been used for designation purposes. ACCESS INFORMATIONAL measures will continue to be for informational and planning purposes after the phase-in is complete. District rates for Access Informational measures have not been calculated. Therefore, the DISTRICT RATE is not applicable for these report sections.

S. SUMMARY OF ECHS OUTCOMES-BASED MEASURES provides a report regarding whether designated ECHS have met state standards the Access, Attainment, and Achievement domains. This section also provides a report regarding whether designated ECHS have met state standards to earn Distinctions in the Access, Attainment, or Achievement domains.

T. Designated ECHS campuses will receive a YES or NO regarding whether the campus has met the state's Designation standards in each of the three domains. Campuses will also receive a YES or NO regarding whether the campus has achieved Distinctions in any of the domains. At this time, TEA is only awarding Distinctions in Access and Achievement.

#				Measure	n	d	Rate	District	Standard	Met	Distinction Standard	Earned
30				Graduating high school in 4 years (4-year cohort graduation rate)*	--	--	92.00%	N/A	Within 5% of statewide 4-year graduation rate for the class of 2019 (90%)	YES	Exceeds statewide 4-year graduation rate for the class of 2019 (90%)	YES
31				Direct-to-college enrollment into a 2-year or 4-year	91	175	52%	N/A	45% of students	YES	50% of students	YES
32				**ECHS Outcomes-Based Measures in Achievement**								
33			Achievement^	TSIA College Readiness Standards** - (ELAR) + Writing OR TSI exemption through successful completion of first college reading/writing course	73	100	73%	N/A	70% passing rate	YES	80% passing rate	NO
34				TSIA College Readiness Standards** - Math OR TSI exemption through successful completion of first college math course	64	100	64%	N/A	60% passing rate	YES	75% passing rate	NO
35				College, Career and Military Readiness (CCMR) standards on SAT or ACT by graduation	51	175	29%	N/A	45% passing rate	***	65% passing rate	***
36				Algebra I EOC Assessment by the end of Grade 9	***	***	***	N/A	60% of students achieve Meets Grade Level Performance	***	60% of students achieve Meets Grade Level Performance AND 40% achieving Masters Grade Level Performance	***
37				English II EOC Assessment (Grades 9-11)	***	***	***	N/A	30% of students achieve Meets Grade Level Performance	***	30% of students achieve Meets Grade Level Performance AND 10% achieving Masters Grade Level Performance	***
38				**Summary of ECHS Outcomes-Based Measures**								
39			ECHS Access						Met Designation Standard	NO	Distinction Earned	NO
40			ECHS Attainment						Met Designation Standard	YES	Distinction Earned	YES
41			ECHS Achievement						Met Designation Standard	***	Distinction Earned	***
42				**T-STEM Outcomes-Based Measures in Access**								
43	T-STEM	Designated	6 Access	At-Risk (grade 9)	24	40	60%	56.3%	No more than 15% points under district	YES	N/A	N/A
44				Economically Disadvantaged (grades 9-11)	140	175	80%	75.5%	No more than 5% points under district	YES	N/A	N/A
45			Access Informational	English Learners (grades 9-11)	3	175	1.7%	N/A	For informational purposes only	N/A	N/A	N/A
46				Students with Disabilities (grades 9-11)	8	175	4.6%	N/A	For informational purposes only	N/A	N/A	N/A
47				African American (grades 9-11)	23	175	13.1%	N/A	For informational purposes only	N/A	N/A	N/A
48				Hispanic (grades 9-11)	31	175	17.7%	N/A	For informational purposes only	N/A	N/A	N/A
49				Females (grades 9-11)	75	175	42.9%	N/A	For informational purposes only	N/A	N/A	N/A

Report Guide (continued)

U. Denotes the number of years a campus has been in operation, up to and including 2021-2022. The Access OBM will add a grade level each year during the phase-in period. For campuses that opened after the phase-in period began for the program, the Access OBM will be based on the years of operation excluding the planning year. For example, Access OBM for a campus in its third-year of operation will be based on students in Grades 9 and 10. For Attainment and Achievement OBM, the years of operation determines when each OBM data indicator will be able to be calculated for a campus.

V. Certain sections of the reporting template are not applicable to all models or all OBM data indicators, as indicated by "N/A". For example, comparison district rates are not used to determine if a campus met the state criteria for Attainment or Achievement OBM. Therefore, the DISTRICT RATE is "N/A". Further, DISTINCTIONS are "N/A" for the T-STEM and P-TECH programs.

W. Missing data may occur due to PEIMS data reporting errors. Program leaders must ensure that each student served by the program is reported with the appropriate PEIMS indicator so that they are included in calculations.

X. Due to COVID-19, PEIMS attendance data used in the OBM calculation will only include the first four 6-weeks of 2019-2020. This change impacts most of the Attainment and Achievement OBM data indicators.

Y. Four-year high school graduation rate is a measure of Attainment. The campus-level numerator and denominator for graduation rate are not provided in this report; more information on graduation rates can be found underlined here. A double-dash (--) will appear in the CAMPUS NUMERATOR and CAMPUS DENOMINATOR cells for the graduation rate OBM data indicator.

Z. Due to COVID-19, TSIA OBM data indicators have been modified to include the student's successful completion of the first college-level course in that content area for Designation in 2021-2022. This change has been made to all CCRSM programs and will continue in future years.

AA. Due to COVID-19, TEA has not calculated STAAR OBM data indicators. While data has been provided for the SAT/ACT OBM data indicator for Designated ECHS, TEA has not evaluated whether they meet state standard; This data has been calculated for informational purposes only. As a result, TEA has suspended evaluation of the Achievement Domain as well as the determination of Distinction in Achievement.

BB. For districts with multiple CCRSM campuses, each campus appears on a separate tab of the district report. Tabs are labeled with the PEIMS campus number to enable districts to easily share campus-level reports and to compare programmatic data across their district. Campuses that are in their planning year, as well as campus that are switching to a new CCRSM model or have left the network in the 2021-2022 Designation Year will not receive a report this designation year. A district may also be missing a campus-level report in cases where PEIMS data reporting errors have occurred, or the campus is not serving students in the grade-level included in the calculation.

T-STEM Outcomes-Based Measures in Achievement

		Achievement	Algebra I EOC Assessment in Grade 9	***	***	***	N/A	85% of students achieve Approaches Grade Level Performance	***	45% of students passing and achieving Masters Grade Level Performance	***

P-TECH Outcomes-Based Measures in Access

P-TECH	Provisional	4	Access	At-Risk (grade 9)	15	50	30%	56.3%	No more than 20% points under district	NO	N/A	N/A
			Access Informational	Economically Disadvantaged (grades 9-11)	88	175	50%	N/A	For informational purposes only	N/A	N/A	N/A
				English Learners (grades 9-11)	3	175	1.7%	N/A	For informational purposes only	N/A	N/A	N/A
				Students with Disabilities (grades 9-11)	8	175	4.6%	N/A	For informational purposes only	N/A	N/A	N/A
				African American (grades 9-11)	23	175	13.1%	N/A	For informational purposes only	N/A	N/A	N/A
				Hispanic (grades 9-11)	31	175	17.7%	N/A	For informational purposes only	N/A	N/A	N/A

Years of Operation' includes the upcoming school year. See How to Read Your Outcomes-Based Measures Summary Report documentation for how it is used in the calculation of the OBMs.

N/A denotes 'Not Applicable.' See How to Read Your Outcome-Based Measures Summary Report documentation for more information.

. denotes missing values.

If shown (^) indicates that all Attainment and Achievement OBM data indicators except Direct to College Enrollment were calculated using modified 2019-2020 PEIMS attendance data through the end of the 4th six-weeks reporting period due to COVID-19. Direct to college enrollment is based on 2018-2019 data and considered all 6 six-weeks of attendance reporting.

If shown, (*) indicates campus-level 4-year graduation rate numerator and denominators are not provided on this report. A double dash (--) will appear in the Campus Numerator and Campus Denominator cells for the graduation rate measure.

** Due to the delay in launching the TSIA2 assessments, TEA's calculations for the TSIA OBM data indicators maintain the use of the TSIA1 and now include TSI exemption data for the successful completion of the first college course in that content area for Designation in 2021-2022.

*** Due to COVID and its impact on test administrations, TEA postponed the calculation of individual STAAR EOC OBM data indicators and did not evaluate if state targets were met for EOC and SAT/ACT data indicators for Designated campuses. In addition, the overall campus evaluation of meeting the Achievement Domain will not be calculated for ECHS Designated CCRSM campuses.

Division of College, Career, and Military Preparation - June 15, 2021

Tabs: **111111001** | 111111002 | 111111003 | 111111004 | 111111005 | 111111006 | 111111007