



**TEXAS
EARLY COLLEGE
HIGH SCHOOL**

2026 - 2027

ECHS Campus Designation Outcomes-Based Measures (OBMs) Calculation Process

Overview of Early College High School Model

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

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

Purpose of OBM Calculation Process Document

The purpose of this document is to provide Outcomes-Based Measures (OBMs) definitions, data indicator-specific guidance, such as coding, calculations, and source of information for the Outcomes-Based Measures Summary TEAL Report for 2026-2027 Designation.

Outcomes-Based Measures (OBMs)

- ✓ **Access** - Student representation in the ECHS program
- ✓ **Achievement** - Student achievement through high school-based opportunities
- ✓ **Attainment** - Student attainment of postsecondary opportunities, such as dual credit, up to 60 college credit hours, or an associate degree

ECHS students earn a high school diploma in addition to up to 60 college credit hours or an associate degree.

Key Terms

PEIMS:

Public Education
Information
Management System

TEAL:

Texas Education Agency
Login

STAAR EOC:

State of Texas
Assessments of
Academic Readiness -
End of Course

TSIA:

Texas Success Initiative
Assessment

PAC:

Program Application
Cycle

ECHS Campus Designation Outcomes-Based Measures (OBMs) Calculation Process

Designation Process	1
Path to Designation	2
PEIMS Coding for Campuses	3
How to Read the OBMs Indicator Pages	4
Access Outcomes-Based Measures (OBMs)	5
At-Risk Students	6
Economically Disadvantaged Students	8
Access Distinctions	12
<i>Distinction Indicator: Emergent Bilingual Students</i>	13
<i>Distinction Indicator: Students with Disabilities</i>	15
Achievement Outcomes-Based Measures (OBMs)	17
Algebra I EOC	18
English II EOC	21
TSIA and STAAR EOC Criteria in Mathematics	23
TSIA and STAAR EOC Criteria in ELA/Reading	25
High School Graduation Rate	27
College Readiness in Mathematics and ELA/Reading	29
Attainment Outcomes-Based Measures (OBMs)	34
Earn 9 College Credit Hours	25
Earn at least 3 College Credit Hours in ELA or Mathematics	39
Earn 15 College Credit Hours	43
Example 20 Students	48
Example 300 Students	49
Core Completion	50
Earn an associate degree	52
Persistence	54
Example 100 Students	55
Example 20 Students	56

Early College High School Designation Process

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



Designation is the process by which the TEA determines whether a school can fully implement the design elements of each benchmark and meet the OBMs.



Designation, through the Program Application Cycle (PAC), is an annual requirement for ECHS programs.

Designation Expectations

A Designated Early College High School (ECHS) must satisfy Access, Achievement and Attainment criteria annually.

- **Access:** Must meet targets on “At-Risk Students” and “Economically Disadvantaged Students” data indicators
- **Achievement:** Must meet targets on at least three achievement designated data indicators
- **Attainment:** Must meet targets on at least three attainment designated data indicators

Early College High School Campus Statuses

Campus Statuses are differentiated into 5 categories:

Planning ECHS

ECHS during a planning year will not serve students, work with our Technical Assistance partner, and recruit the first cohort of students. Must build out components of all design elements for each benchmark of the Blueprint and plan for success in Access, Attainment, and Achievement domains to meet future designation goals.

Provisional ECHS

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

Designated ECHS

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

Designated ECHS with Distinctions

Designated ECHS 7+ years of operation meeting all designated outcomes-based measures and distinction outcomes-based measures criteria in the Access, Achievement, or Attainment domains.

Needs Improvement

Campuses that do not meet access, achievement, and attainment Designated OBMs are considered Needs Improvement.



Year 0

Planning Year

- Engage in 12-18 months of ECHS planning.
- Recruit the first 9th grade ECHS cohort.



Years 1-5

Provisional

- Grow cohorts, improve programming, and build strong partnerships.
- Implement all benchmark design elements.
- Receive OBM data for informational purposes only.



Year 5

Apply for Designation

Designated (Year 6)

Campuses that meet access, achievement, and attainment Designated OBMs and implement all design elements receive Designated status.

Needs Improvement (Year 6)

Campuses that do not meet access, achievement, and attainment Designated OBMs are considered Needs Improvement.



Year 7+

Designated

Meet Designated OBMs and implement all design elements.

Campuses must continue to meet Designated OBMs yearly to maintain Designated status.



Year 7+

Designated with Distinctions

A campus is eligible for Designated with Distinction status if the campus is Designated and meets Distinction OBMs.



Years 6-8

Receive targeted technical assistance to improve OBMs. Campuses will receive Designated status if OBMs are met by Year 9.



Year 9

Receive Designated status if Designated OBMs met.

Removed from network if Designated OBMs not met.

PEIMS Coding for Campuses

CCRSM campuses (ECHS and P-TECH) that are serving students are required to code students using the appropriate PEIMS indicator. All provisionally designated and designated CCRSM campuses must ensure that the required PEIMS Indicator Codes are included as a data element for Submissions 1, 3, and 4.

CCRSM PEIMS Student Characteristics ([Table ID C344](#))

The following student characteristic descriptors ([Data Element - E3063](#)) capture important characteristics of the student's environment or situation in a CCRSM program:

- **ECHS (06)**: indicates whether a student is enrolled in an Early College High School as defined in Texas Administrative Code (TAC) §102.1091.
- **P-TECH (07)**: indicates whether a student is enrolled in a Pathways in Technology Early College High School as defined in Texas Administrative Code (TAC) §102.1095.

Student Characteristic Descriptor Coding

All CCRSM campuses must code ALL students being served in a CCRSM program with the correct student descriptor {ECHS (06), P-TECH (07)}. Students may not be served by multiple CCRSM programs in any given year. Student cohorts are mutually exclusive among the multiple CCRSM programs offered at a campus.

PEIMS Rules for CCRSM Coding

Fatal Rules

1. **Rule 40100-0149**: On the PEIMS Fall snapshot date, or on the submission date for PEIMS Submission 3 or PEIMS Submission 4, if a Student Characteristic of ECHS ("06") is reported, then Entry Grade Level must be "09"-"12". A student enrolled in an Early College High School must be in grade level "09"-"12".
2. **Rule 40100-0170**: On the PEIMS Fall snapshot date, if a Student Characteristic of ECHS ("06") is reported, then School Id from the Student School Association must be a campus approved as an ECHS campus. A student enrolled as an ECHS participant must have a School Id that is an approved Early College High School (ECHS) campus. A list of approved Early College High Schools is available as a link with the latest release of the Texas Education Data Standards.
3. **Rule 40100-0181**: On the PEIMS Fall snapshot date, for each student, only one of the following Student Characteristics may be reported: "06" (ECHS) or "07" (P-TECH). A student may be enrolled in either Early College High School (ECHS) or Pathways in Technology (P-TECH).
4. **Rule 40100-0183**: On the submission date for PEIMS Submission 3 (Summer), if a Student Characteristic of ECHS ("06") is reported, then the student must be reported with at least some Basic Reporting Period Attendance or Flexible Regular Program Reporting Period Attendance in a School Id that is approved as an ECHS campus. A student reported as an ECHS participant must have Attendance or Flexible Attendance in a School Id that is an approved Early College High School (ECHS) campus.

Special Warnings

1. **Rule 10020-0049**: For each campus registered with TEA as an approved Early College High School (ECHS) campus, there should be at least one student with a Student Characteristic of ECHS ("06"), or else a warning will display for verification. Each campus approved as an Early College High School (ECHS) campus should report at least one student as enrolled in the program. A list of approved Early College High Schools is available as a link with the latest release of the Texas Education Data Standards.

Name of Data Indicator

On every data indicator page, there will be an excerpt from the ECHS Blueprints to provide a connection to the benchmarks and design elements as they relate to the respective Outcomes-Based Measures (OBM) data indicator.

Data Indicator	Designated	Designated with Distinction
Name of Data Indicator	Criteria for meeting a Designated data indicator	Criteria for meeting a Distinction data indicator

Calculations relevant to each data indicator

$$\text{Rate or Calculation} = \frac{\text{students who are in the denominator and meet the conditions that are measured in the data indicator}}{\text{grade level of students related to data indicator during a specific time of year}}$$

Calculations relevant to Access OBMs

Access Data Indicators have 3 steps to complete to determine whether the Designated or Distinction criteria has been met.

Step 1: Calculate the comparison district rate

Step 2: Calculate the ECHS campus rate

Step 3: Calculate the difference between the district rate and the ECHS campus rate

Calculation Example

Sample Designated ECHS Cohort Size: 100



Each **green** icon represents 10 students that met the criteria



Each **gray** icon represents 10 students that have not met the criteria



Sample Designated ECHS Campus has met the data indicator criteria.

Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
Relevant Indicator (i.e., At-Risk)	Collection # Data Source. PEIMS collection (Collection #) on the Information subcategory. Criteria. Student coded as "06" for the ECHS Indicator Code.	PEIMS or relevant source

Access Outcomes-Based Measures

Student representation in the ECHS program.

Data Indicators	Requirements	
	Designated	Designated with Distinction
	<i>Must meet targets on “At-Risk Students” and “Economically Disadvantaged Students” designated data indicators</i>	<i>Must meet all designated access data indicators and two access distinction data indicators</i>
At-Risk Students	No more than 25% under district (grade 9)	No more than 20% under district (grade 9)
Economically Disadvantaged Students	No more than 10% under district (grades 9-12)	No more than 5% under district (grades 9-12)
Emergent Bilingual Students	Not considered for designation	No more than 10% under district
Students with Disabilities	Not considered for designation	No more than 10% under district

At-Risk Students

The ECHS shall be open enrollment for all students and shall identify, recruit, and enroll students from subpopulations that are historically underrepresented in college courses.

Data Indicator	Designated	Designated with Distinction
At-Risk Students	No more than 25% under district (grade 9)	No more than 20% under district (grade 9)

Step 1: Calculate the comparison district At-Risk rate

$$\text{District At-Risk Grades 9-12} = \frac{\text{students who are in the denominator and are at-risk in fall of 2025-2026 or in fall of 2024-2025}}{\text{all Grade 9 through 12 students in fall of 2025-2026}}$$

Step 2: Calculate the ECHS campus At-Risk rate

$$\text{ECHS campus At-Risk Grade 9} = \frac{\text{students who are in the denominator and are at-risk in fall of 2025-2026 or in fall of 2024-2025}}{\text{all Grade 9 students who have the ECHS indicator in fall of 2025-2026}}$$

Step 3: Calculate the difference between the district At-Risk rate and the ECHS campus At-Risk rate

$$\text{At-Risk Data Indicator Difference} = \text{District At-Risk rate} - \text{ECHS campus At-Risk rate}$$

Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
At-Risk	Collection 1	PEIMS
	Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory. Criteria. Student coded as “1” for the At-Risk Indicator Code (E0919).	
ECHS Indicator	Collection 1	PEIMS
	Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory. Criteria. Student coded as “06” for the ECHS Indicator Code.	
Grade	Collection 1	PEIMS
	Data Source. PEIMS fall collection (Collection 1) on the 40110-Enrollment subcategory. Criteria. Student coded as “09”, “10”, “11”, or “12” for the Grade Level Code (E0017).	

At-Risk Students Calculation Example

Data Indicator	Designated	Designated with Distinction
At-Risk Students	No more than 25% under district (grade 9)	No more than 20% under district (grades 9)

Step 1: Calculate the comparison district At-Risk rate

$$\text{District At-Risk Grades 9-12} = \frac{\text{students who are in the denominator and are at-risk in fall of 2025-2026 or in fall of 2024-2025}}{\text{all Grade 9 through 12 students in fall of 2025-2026}}$$

The District At-Risk Grades 9-12 calculation will be provided on each OBMs Report in TEAL. This information can also be found through the [Texas Academic Performance Reports](#) found on the Texas Education Agency website for each district.

For the purposes of this example, the comparison district At-Risk rate is 53.5%, the state average for 2024-2025.

Step 2: Calculate the ECHS campus At-Risk rate

Sample Designated ECHS Campus Data:

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Grade Levels Served	ECHS Students	At-Risk Indicator
Previous Year Status (Grade 8)	-	10
Grade 9	100	20
	100	30

$$\text{ECHS campus At-Risk Grade 9} = \frac{\text{students who are in the denominator and are at-risk in fall of 2025-2026 or in fall of 2024-2025}}{\text{all Grade 9 students who have the ECHS indicator in fall of 2025-2026}}$$

$$\text{ECHS campus At-Risk rate} = \frac{30}{100}$$

ECHS campus At-Risk rate 30%

Step 3: Calculate the difference between district At-Risk rate and ECHS campus At-Risk rate

$$\text{At-Risk Data Indicator Difference} = 53.5\% - 30\%$$

Data Indicator Difference is 23.5%

$$23.5\% \leq 25\% \text{ under district rate}$$

Sample Designated ECHS Campus has met the required At-Risk Data Indicator criteria for Designation.

Economically Disadvantaged Students

The ECHS shall be open enrollment for all students and shall identify, recruit, and enroll subpopulations that are historically underrepresented in college courses.

Data Indicator	Designated	Designated with Distinction
Economically Disadvantaged Students	No more than 10% under district (grades 9-12)	No more than 5% under district (grades 9-12)

Step 1: Calculate the comparison district Economically Disadvantaged rate

$$\text{District Economically Disadvantaged Students} = \frac{\text{students who are economically disadvantaged and in grades 9 through 12}}{\text{all Grade 9 through 12 students in the fall of 2025-2026}}$$

Step 2: Calculate the ECHS campus Economically Disadvantaged rate

$$\text{ECHS Economically Disadvantaged Grades 9-12} = \frac{\text{students who are in the denominator and are economically disadvantaged}}{\text{all Grade 9 through 12 students who have the ECHS indicator in fall of 2025-2026}}$$

Step 3: Calculate the difference between district Economically Disadvantaged rate and ECHS campus Economically Disadvantaged rate

$$\text{Economically Disadvantaged Students Data Indicator Difference} = \text{District Economically Disadvantaged rate} - \text{ECHS Economically Disadvantaged rate}$$

Economically Disadvantaged Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
Economically Disadvantaged	Collection 1	PEIMS
	Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory. Criteria. Student coded as "01," "02," or "99" for the Economic Disadvantage Code (E0785).	
ECHS Indicator	Collection 1	PEIMS
	Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory. Criteria. Student coded as "06" for the ECHS Indicator Code.	
Grade	Collection 1	PEIMS
	Data Source. PEIMS fall collection (Collection 1) on the 40110-Enrollment subcategory. Criteria. Student coded as "09", "10", "11", or "12" for the Grade Level Code (E0017).	

Economically Disadvantaged Students Calculation Example

Designated Year 6 campuses and beyond will receive the student data for Grades 9-12 students.

Data Indicator	Designated	Designated with Distinction
Economically Disadvantaged Students	No more than 10% under district (grades 9-12)	No more than 5% under district (grades 9-12)

Step 1: Calculate comparison district Economically Disadvantaged rate

$$\text{District Economically Disadvantaged Students} = \frac{\text{students who are economically disadvantaged and in grades 9 through 12}}{\text{all Grade 9 through 12 students in the fall of 2025-2026}}$$

The District Economically Disadvantaged Grades 9-12 calculation will be provided on each OBMs Report in TEAL. This information can also be found through the [Texas Academic Performance Reports](#) found on the Texas Education Agency website for each district.

For the purposes of this example, the comparison district Economically Disadvantaged rate is 60.4%, the state average for 2024-2025.

Step 2: Calculate ECHS campus Economically Disadvantaged rate

Sample Designated ECHS Campus Data:

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Grade Levels Served	ECHS Students	Economically Disadvantaged Indicator
Grade 9	100	70
Grade 10	100	60
Grade 11	100	50
Grade 12	100	40
	400	220

$$\text{ECHS Economically Disadvantaged Grades 9-12} = \frac{\text{students who are in the denominator and are economically disadvantaged}}{\text{all Grade 9 through 12 students who have the ECHS indicator in fall of 2025-2026}}$$

$$\text{ECHS Economically Disadvantaged Grades 9-12} = \frac{220}{400} \quad \text{ECHS Economically Disadvantaged Campus Rate 55\%}$$

Step 3: Difference between district Economically Disadvantaged rate and ECHS campus Economically Disadvantaged rate

$$\text{Economically Disadvantaged Students Data Indicator Difference} = 60.4\% - 55\% \quad \text{Data Indicator Difference is 5.4\%}$$

5.4% ≤ 10% under district rate

Sample Designated ECHS Campus has met the required Economically Disadvantaged Indicator criteria for Designation.

Economically Disadvantaged Students

The ECHS shall be open enrollment for all students and shall identify, recruit, and enroll students from subpopulations that are historically underrepresented in college courses.

Data Indicator	Designated	Designated with Distinction
Economically Disadvantaged Students	No more than 10% under district (grades 9-12)	No more than 5% under district (grades 9-12)

Calculate the ECHS campus Economically Disadvantaged rate

$$\text{ECHS Economically Disadvantaged Grades 9-12} = \frac{\text{students who are in the denominator and are economically disadvantaged}}{\text{all Grade 9 through 12 students who have the ECHS indicator in fall of 2025-2026}}$$

Provisional Campuses Student Data

- Provisional Year 2 campuses will receive the student data for Grade 9 students.
- Provisional Year 3 campuses will receive the student data for Grades 9-10 students.
- Provisional Year 4 campuses will receive the student data for Grades 9-11 students.
- Provisional Year 5 campuses will receive the student data for Grades 9-12 students.

Provisional Years 2-5 campus rates

Provisional Year 2 campus rate

$$\text{ECHS Economically Disadvantaged Grade 9} = \frac{\text{students who are in the denominator and are economically disadvantaged}}{\text{all Grade 9 students who have the ECHS indicator in fall of 2025-2026}}$$

Provisional Year 3 campus rate

$$\text{ECHS Economically Disadvantaged Grades 9-10} = \frac{\text{students who are in the denominator and are economically disadvantaged}}{\text{all Grade 9 through 10 students who have the ECHS indicator in fall of 2025-2026}}$$

Provisional Year 4 campus rate

$$\text{ECHS Economically Disadvantaged Grades 9-11} = \frac{\text{students who are in the denominator and are economically disadvantaged}}{\text{all Grade 9 through 11 students who have the ECHS indicator in fall of 2025-2026}}$$

Provisional Year 5 campus rate

$$\text{ECHS Economically Disadvantaged Grades 9-12} = \frac{\text{students who are in the denominator and are economically disadvantaged}}{\text{all Grade 9 through 12 students who have the ECHS indicator in fall of 2025-2026}}$$

Economically Disadvantaged Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
Economically Disadvantaged	Collection 1 Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory. Criteria. Student coded as “01,” “02,” or “99” for the Economic Disadvantage Code (E0785).	PEIMS
ECHS Indicator	Collection 1 Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory. Criteria. Student coded as “06” for the ECHS Indicator Code.	PEIMS
Grade	Collection 1 Data Source. PEIMS fall collection (Collection 1) on the 40110-Enrollment subcategory. Criteria. Student coded as “09,” “10,” “11,” or “12” for the Grade Level Code (E0017).	PEIMS

Access Distinctions

Access Distinction Calculations

Must meet all designated access data indicators and **two** access distinction data indicators.

1) Designation Expectations for Access:

- Must meet targets on “At-Risk Students” and “Economically Disadvantaged Students” data indicators

Data Indicator	Designated
At-Risk Students	No more than 25% under district (grade 9)

Data Indicator	Designated
Economically Disadvantaged Students	No more than 10% under district (grades 9-12)

2) Qualifying for an Access Distinction:

- In order to qualify for Access Distinction, the campus must also meet two of the following four access distinction data indicators

Data Indicator	Designated
At-Risk Students	No more than 20% under district (grade 9)

Data Indicator	Designated
Economically Disadvantaged Students	No more than 5% under district (grades 9-12)

Data Indicator	Designated
Emergent Bilingual Students	No more than 10% under district

Data Indicator	Designated
Students with Disabilities	No more than 10% under district

Emergent Bilingual Students

The ECHS shall be open enrollment for all students and shall identify, recruit, and enroll students from subpopulations that are historically underrepresented in college courses.

Data Indicator	Designated with Distinction
Emergent Bilingual Students	No more than 10% under district

Step 1: Calculate the comparison district Emergent Bilingual rate

$$\frac{\text{District Emergent Bilingual Students/ English Learners Grades 9-12}}{=} \frac{\text{students who are in the denominator and are Emergent Bilingual students/English Learners or in first year of monitoring}}{\text{all Grade 9 through 12 students in fall of 2025-2026}}$$

Step 2: Calculate the ECHS campus Emergent Bilingual rate

$$\frac{\text{ECHS Emergent Bilingual Students/ English Learners Grades 9-12}}{=} \frac{\text{students who are in the denominator and are Emergent Bilingual students/English Learners or in first year of monitoring}}{\text{all Grade 9 through 12 students who have the ECHS indicator in fall of 2025-2026}}$$

Step 3: Calculate the Difference between district Emergent Bilingual rate and ECHS campus Emergent Bilingual rate

$$\frac{\text{Emergent Bilingual Students/ English Learners Data Indicator Difference}}{=} \text{District Emergent Bilingual rate – ECHS Emergent Bilingual rate}$$

Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
Emergent Bilingual	Collection 1 Data Source. PEIMS fall collection (Collection 1) on the 40100/49010 Student Extension. Criteria. Student coded as "01," or "F" for the Emergent Bilingual Indicator (E0790).	PEIMS
ECHS Indicator	Collection 1 Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information. Subcategory. Criteria. Student coded as "06" for the ECHS Indicator Code.	PEIMS
Grade	Collection 1 Data Source. PEIMS fall collection (Collection 1) on the 40110-Enrollment subcategory. Criteria. Student coded as "09", "10", "11", or "12" for the Grade Level Code (E0017).	PEIMS

Students with Disabilities

The ECHS shall be open enrollment for all students and shall identify, recruit, and enroll students from subpopulations that are historically underrepresented in college courses.

Data Indicator	Designated with Distinction
Students with Disabilities	No more than 10% under district

Step 1: Calculate the comparison district Student with Disabilities rate

$$\text{District Student with Disabilities Grades 9-12} = \frac{\text{students who are in the denominator and are students with disabilities or are receiving 504 services}}{\text{all Grade 9 through 12 students in fall of 2025-2026}}$$

Step 2: Calculate the ECHS campus Student with Disabilities rate

$$\text{ECHS Student with Disabilities Grades 9-12} = \frac{\text{students who are in the denominator and are students with disabilities or are receiving 504 services}}{\text{all Grade 9 through 12 students who have the ECHS indicator in fall of 2025-2026}}$$

Step 3: Calculate the difference between district Student with Disabilities rate and ECHS campus Student with Disabilities rate

$$\text{Student with Disabilities Data Indicator Difference} = \text{District Student with Disabilities rate} - \text{ECHS Student with Disabilities rate}$$

Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
Students with Disabilities	Collection 1 Data Source. PEIMS fall collection (Collection 1) on the 40100 Student Extension. Criteria. Student coded as “1” on Special Ed Indicator Code (E0794) or “1” on Section 504 Indicator Code (E1603).	PEIMS
ECHS Indicator	Collection 1 Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory. Criteria. Student coded as “06” for the ECHS Indicator Code.	PEIMS
Grade	Collection 1 Data Source. PEIMS fall collection (Collection 1) on the 40110-Enrollment subcategory. Criteria. Student coded as “09”, “10”, “11”, or “12” for the Grade Level Code (E0017).	PEIMS

Achievement Outcomes-Based Measures

Student achievement through high school-based opportunities.

Data Indicators	Requirements	
	Designated	Designated with Distinction
	<i>Must meet targets on at least three achievement designated data indicators</i>	<i>Must meet targets on at least three achievement distinction data indicators</i>
Algebra I EOC Assessment	70% of students achieve "Approaches Grade Level Performance" or higher by the end of 9th grade	80% of students achieve "Approaches Grade Level Performance" or higher by the end of 9th grade
English II EOC Assessment	70% of students achieve "Approaches Grade Level Performance" or higher by the end of 11th grade	80% of students achieve "Approaches Grade Level Performance" or higher by the end of 11th grade
TSIA and STAAR EOC Criteria in Mathematics	60% of students meet TSIA score or STAAR EOC criteria in mathematics by the end of 11 th grade	70% of students meet TSIA score or STAAR EOC criteria in mathematics by the end of 11 th grade
TSIA and STAAR EOC Criteria in ELA/Reading	70% of students meet TSIA score or STAAR EOC criteria in ELA/Reading by the end of 11 th grade	80% of students meet TSIA score or STAAR EOC criteria in ELA/Reading by the end of 11 th grade
High School Graduation Rate	Campus is within 5% of statewide 4-year graduation rate	Campus exceeds the statewide 4-year graduation rate
College Readiness in Mathematics and ELA/Reading	40% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation	50% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation

Algebra I EOC Assessment

The ECHS shall implement a plan for End-of-Course (EOC) assessment success, including academic preparation classes for accepted students and academic interventions for students who do not pass EOC assessments.

Data Indicator	Designated	Designated with Distinction
Algebra I EOC Assessment	70% of students achieve “ Approaches Grade Level Performance ” or higher by the end of 9th grade	80% of students achieve “ Approaches Grade Level Performance ” or higher by the end of 9th grade

Data Calculation

ECHS STAAR Algebra I EOC Approaches Grade Level or Above by End of Grade 9

$$= \frac{\text{students who are in the denominator and achieved the Approaches Grade Level standard or above on the STAAR Algebra I EOC exam while in Grade 7, 8, or 9 (or Grade 10 for the 2025 summer or winter EOC administrations) at any campus}}{\text{students who have the ECHS indicator and enrolled in Grade 9 at target campus for } \geq 1 \text{ six week period in 2024-2025}}$$

Algebra I EOC Student Data

- Students who achieved the Approaches Grade Level standard or above on the STAAR Algebra I EOC exam while in Grade 7, 8, or 9 (or Grade 10 for the 2025 summer or winter EOC administrations) at any campus

Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
Algebra I EOC	Data Source. STAAR Algebra I EOC records from spring, summer, and winter re-test administration periods for all students enrolled in Grade 9. Grade 10 retest records are included for summer and winter administrations. 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.	STAAR

Algebra I EOC Assessment

The ECHS shall implement a plan for End-of-Course (EOC) assessment success, including academic preparation classes for accepted students and academic interventions for students who do not pass EOC assessments.

Data Collection Continued

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
ECHS Indicator	Collection 3 Data Source. PEIMS summer collection (Collection 3) on the 40100-Student Basic subcategory. Criteria. Student coded as “06” for the ECHS Indicator Code.	PEIMS
Attendance	Collection 3 Data Source. PEIMS 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. Criteria. Student coded as “9,” or “10,” “11,” or 12 for the Grade Level Code (E0017) and “1,” “2,” “3,” “4,” “5,” or “6” for the Reporting Period Indicator Code.	PEIMS
Grade Level	Collection 3 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. Criteria. Student coded as “09,” “10,” “11,” or “12” for the Grade Level Code (E0017).	PEIMS

Algebra I EOC Assessment Calculation Example

The ECHS shall implement a plan for End-of-Course (EOC) assessment success, including academic preparation classes for accepted students and academic interventions for students who do not pass EOC assessments.

Data Indicator	Designated	Designated with Distinction
Algebra I EOC Assessment	70% of students achieve “ Approaches Grade Level Performance ” or higher by the end of 9th grade	80% of students achieve “ Approaches Grade Level Performance ” or higher by the end of 9th grade

Data Calculation

$$\text{ECHS STAAR Algebra I EOC Approaches Grade Level or Above by End of Grade 9} = \frac{\text{students who are in the denominator and achieved the Approaches Grade Level standard or above on the STAAR Algebra I EOC exam while in Grade 7, 8, or 9 (or Grade 10 for the 2025 summer or winter EOC administrations) at any campus}}{\text{students who have the ECHS indicator and enrolled in Grade 9 at target campus for } \geq 1 \text{ six week period in 2024-2025}}$$

Calculating the campus Algebra I EOC Assessment rate

Sample Designated ECHS Campus Data:

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Grade Levels	Students who achieved the Approaches Grade Level standard or above on the STAAR Algebra I EOC exam
Grade 7	5
Grade 8	30
Grade 9	40
Grade 10 for the summer or winter EOC	5
	80

Sample Designated ECHS Grade 9 Cohort Size: 100

Data Indicator Calculation

$$\text{ECHS STAAR Algebra I EOC Approaches Grade Level or Above by End of Grade 9} = \frac{80}{100}$$

ECHS Algebra I EOC Assessment Rate 80%

$$80\% \geq 70\%$$



Sample Designated ECHS Campus has met the Algebra I EOC Assessment data indicator.

English II EOC Assessment

The ECHS shall implement a plan for End-of-Course (EOC) assessment success, including academic preparation classes for accepted students and academic interventions for students who do not pass EOC assessments.

Data Indicator	Designated	Designated with Distinction
English II EOC Assessment	70% of students achieve “ Approaches Grade Level Performance ” or higher by the end of 11th grade	80% of students achieve “ Approaches Grade Level Performance ” or higher by the end of 11th grade

Data Calculation

ECHS STAAR English II EOC Approaches Grade Level or Above by End of Grade 11

$$= \frac{\text{students who are in the denominator and achieved the Approaches Grade Level standard or above on the STAAR English II EOC exam while in Grade 9, 10, or 11 (or Grade 12 for the 2025 summer or winter EOC administrations) at any campus}}{\text{students who have the ECHS indicator and enrolled in Grade 11 at target campus for } \geq 1 \text{ six week period in 2024-2025}}$$

English II EOC Student Data

- Students who achieved the Approaches Grade Level standard or above on the STAAR English II EOC exam while in Grade 9,10, or 11 (or Grade 12 for the 2025 summer or winter EOC administrations) at any campus.

Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
English II EOC	Data Source. STAAR English II EOC records from spring, summer, and winter re-test administration periods for students enrolled in Grade 11. Grade 12 retest records are included for summer and winter administrations. 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.	STAAR

English II EOC Assessment

The ECHS shall implement a plan for End-of-Course (EOC) assessment success, including academic preparation classes for accepted students and academic interventions for students who do not pass EOC assessments.

Data Collection Continued

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
ECHS Indicator	Collection 3 Data Source. PEIMS summer collection (Collection 3) on the 40100-Student Basic subcategory. Criteria. Student coded as “06” for the ECHS Indicator Code.	PEIMS
Attendance	Collection 3 Data Source. PEIMS 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. Criteria. Student coded as “9,” or “10,” “11,” or 12 for the Grade Level Code (E0017) and “1,” “2,” “3,” “4,” “5,” or “6” for the Reporting Period Indicator Code.	PEIMS
Grade Level	Collection 3 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. Criteria. Student coded as “09,” “10,” “11,” or “12” for the Grade Level Code (E0017).	PEIMS

TSIA and STAAR EOC Criteria in Mathematics

The ECHS shall implement a plan for TSIA success, including academic preparation classes for accepted students and shall provide academic interventions for students who do not pass the TSIA before retesting.

Data Indicator	Designated	Designated with Distinction
TSIA and STAAR EOC Criteria in Mathematics	60% of students meet TSIA score or STAAR EOC criteria in mathematics by the end of 11th grade	70% of students meet TSIA score or STAAR EOC criteria in mathematics by the end of 11th grade

Data Calculation

ECHS TSIA Mathematics College Readiness Standards or First College-Level Course in Mathematics by End of Grade 11

students who are in the denominator and passed the TSI mathematics assessment (or successfully completed a first college-level exemption course in mathematics) by end of August 2025

students who have the ECHS indicator and enrolled in Grade 11 at target campus for ≥ 1 six week period in 2024-2025

Additional Criteria for TSIA

- **ACT** - Meeting Texas Success Initiative criteria in reading and mathematics criteria on ACT is as defined in state accountability manual. An examinee's best score across test administrations is used in the calculation.
- **SAT** - Meeting Texas Success Initiative criteria in reading and mathematics criteria on SAT is as defined in state accountability manual. An examinee's best score across test administrations is used in the calculation.

Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
Texas Success Initiative Assessment (TSIA2)	Data Source. TSIA data provided by THECB 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 for Grade 11 students. Criteria. If multiple test records are found (i.e., re-tests), a student's highest score on each of the two tests (i.e., Math, and Reading) is retained for analysis. TSIA college ready standards defined in Title 19 Texas Administrative Code §4.57 are used to determine passing status.	THECB

TSIA and STAAR EOC Criteria in Mathematics

The ECHS shall implement a plan for TSIA success, including academic preparation classes for accepted students and shall provide academic interventions for students who do not pass the TSIA before retesting.

Data Collection Continued

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
ECHS Indicator	Collection 3 Data Source. PEIMS summer collection (Collection 3) on the 40100-Student Basic subcategory. Criteria. Student coded as “06” for the ECHS Indicator Code.	PEIMS
Attendance	Collection 3 Data Source. PEIMS 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. Criteria. Student coded as “9,” or “10,” “11,” or 12 for the Grade Level Code (E0017) and “1,” “2,” “3,” “4,” “5,” or “6” for the Reporting Period Indicator Code.	PEIMS
Grade Level	Collection 3 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. Criteria. Student coded as “09,” “10,” “11,” or “12” for the Grade Level Code (E0017).	PEIMS

TSIA and STAAR EOC Criteria in ELA/Reading

The ECHS shall implement a plan for TSIA success, including academic preparation classes for accepted students and shall provide academic interventions for students who do not pass the TSIA before retesting.

Data Indicator	Designated	Designated with Distinction
TSIA and STAAR EOC Criteria in ELA/Reading	70% of students meet TSIA score or STAAR EOC criteria in mathematics by the end of 11 th grade	80% of students meet TSIA score or STAAR EOC criteria in mathematics by the end of 11 th grade

Data Calculation

$$\begin{array}{l}
 \text{ECHS TSIA ELAR College} \\
 \text{Readiness Standards or} \\
 \text{First College-Level Course} \\
 \text{in Reading/Writing by End} \\
 \text{of Grade 11}
 \end{array}
 =
 \frac{
 \begin{array}{l}
 \text{students who are in the denominator and passed the TSI ELAR assessment} \\
 \text{(or successfully completed a first college-level exemption course in} \\
 \text{reading and writing) by end of August 2025}
 \end{array}
 }{
 \begin{array}{l}
 \text{students who have the ECHS indicator and enrolled in Grade 11 at target campus} \\
 \text{for } \geq 1 \text{ six week period in 2024-2025}
 \end{array}
 }$$

Additional Criteria for TSIA

- **ACT** - Meeting Texas Success Initiative criteria in reading and mathematics Criteria on ACT is as defined in state accountability manual. An examinee's best score across test administrations is used in the calculation.
- **SAT** - Meeting Texas Success Initiative criteria in reading and mathematics criteria on SAT is as defined in state accountability. An examinee's best score across test administrations is used in the calculation.

Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
Texas Success Initiative Assessment (TSIA2)	Data Source. TSIA data provided by THECB 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 for Grade 11 students. Criteria. If multiple test records are found (i.e., re-tests), a student's highest score on each of the two tests (i.e., Math, and Reading) is retained for analysis. TSIA college ready standards defined in 19 Texas Administrative Code §4.57 are used to determine passing status.	THECB

TSIA and STAAR EOC Criteria in ELA/Reading

The ECHS shall implement a plan for TSIA success, including academic preparation classes for accepted students and shall provide academic interventions for students who do not pass the TSIA before retesting.

Data Collection Continued

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
ECHS Indicator	Collection 3 Data Source. PEIMS summer collection (Collection 3) on the 40100-Student Basic subcategory. Criteria. Student coded as “06” for the ECHS Indicator Code.	PEIMS
Attendance	Collection 3 Data Source. PEIMS 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. Criteria. Student coded as “9,” or “10,” “11,” or 12 for the Grade Level Code (E0017) and “1,” “2,” “3,” “4,” “5,” or “6” for the Reporting Period Indicator Code.	PEIMS
Grade Level	Collection 3 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. Criteria. Student coded as “09,” “10,” “11,” or “12” for the Grade Level Code (E0017).	PEIMS

High School Graduation Rate

The ECHS shall develop a plan to support direct-to-college student enrollment following high school graduation and a strategy to foster long-term workforce readiness.

Data Indicator	Designated	Designated with Distinction
High School Graduation Rate	Campus is within 5% of statewide 4-year graduation rate	Campus exceeds the statewide 4-year graduation rate

Data Calculation

Step 1: Determine ECHS Class of 2025 longitudinal graduation rate

Class of 2025 four-year CCRSM program-level longitudinal graduation rate is provided in the TEAL OBMs report.

The graduation rate used in this comparison is the overall four-year longitudinal campus graduation rate for ECHS students only.

Step 2: Compare Grade 9 Four-Year Longitudinal Graduation Rate, Texas Public Schools, Class of 2025

Example: Grade 9 Four-Year Longitudinal Graduation Rate, Texas Public Schools, Class of 2025 = 91.2%.

State rate – Campus/Program rate $\leq$ 5%

A four-year longitudinal graduation rate is the percentage of students from a class of beginning ninth graders who graduate by their anticipated graduation date, or within four years of beginning ninth grade. More information on Four-Year Graduation and Dropout Data can be found at the [Texas Education Agency website](https://tea.texas.gov/data/data-reports-and-publications/four-year-graduation-and-dropout-data).

Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
Annual Graduation	Collection 1 Data Source. PEIMS fall collection (Collection 1) on the 40203-School Leaver subcategory. Criteria. Student coded as “01” for the Leaver Reason Code (E1001).	PEIMS

High School Graduation Rate

The ECHS shall develop a plan to support direct-to-college student enrollment following high school graduation and a strategy to foster long-term workforce readiness.

Data Collection Continued

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
ECHS Indicator	Collection 3 Data Source. PEIMS summer collection (Collection 3) on the 40100-Student Basic subcategory. Criteria. Student coded as “06” for the ECHS Indicator Code.	PEIMS
Attendance	Collection 3 Data Source. PEIMS 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. Criteria. Student coded as “9,” or “10,” “11,” or 12 for the Grade Level Code (E0017) and “1,” “2,” “3,” “4,” “5,” or “6” for the Reporting Period Indicator Code.	PEIMS
Grade Level	Collection 3 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. Criteria. Student coded as “09”, “10”, “11”, or “12” for the Grade Level Code (E0017).	PEIMS

College Readiness in Mathematics and ELA/Reading

The ECHS shall implement a plan for TSIA success, including academic preparation classes for accepted students and shall provide academic interventions for students who do not pass the TSIA before retesting.

Data Indicator	Designated ECHS	Designated with Distinction
College Readiness in Mathematics and ELA/Reading	40% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation	50% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation

Data Calculation

$$\text{ECHS TSIA College Readiness Benchmarks in Mathematics and ELA/Reading by Graduation} = \frac{\text{students who are in the denominator and met college readiness benchmarks in reading and mathematics (or completed a college prep course) by graduation}}{\text{students who have the ECHS indicator and enrolled at target campus for } \geq 1 \text{ six week period, and graduated in 2024-2025}}$$

CCMR Accountability

This indicator is aligned to the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain.

Meet Texas Success Initiative (TSI) Criteria in ELA and Mathematics

A graduate meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics.

A graduate must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics.

- **TSIA1** - Texas Success Initiative 1.
- **TSIA2** - Texas Success Initiative 2.
- **ACT** - Meeting Texas Success Initiative criteria in reading and mathematics criteria on ACT is as defined in state accountability. An examinee's best score across test administrations is used in the calculation.
- **SAT** - Meeting Texas Success Initiative criteria in reading and mathematics criteria on SAT is as defined in state accountability. An examinee's best score across test administrations is used in the calculation.
- **College Preparatory Course** - Earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics.

College Readiness in Mathematics and ELA/Reading

The ECHS shall implement a plan for TSIA success, including academic preparation classes for accepted students and shall provide academic interventions for students who do not pass the TSIA before retesting.

Data Collection Continued

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
Texas Success Initiative Assessment (TSIA2)	Data Source. TSIA data provided by THECB 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. Criteria. If multiple test records are found (i.e., re-tests), a student's highest score on each of the two tests (i.e., Math, and Reading) is retained for analysis. TSIA college ready standards defined in Title 19 Texas Administrative Code §4.57 are used to determine passing status.	THECB
ACT	Data Source. ACT data provided by THECB at the request of TEA in fall each year for the prior school year. Criteria. - Meeting Texas Success Initiative criteria in reading and mathematics Criteria on ACT as defined in state accountability. An examinee's best score across test administrations is used in the calculation.	ACT
SAT	Data Source. SAT data provided by THECB at the request of TEA in fall each year for the prior school year. Criteria. - Meeting Texas Success Initiative criteria in reading and mathematics Criteria on ACT as defined in state accountability. An examinee's best score across test administrations is used in the calculation.	SAT
College Preparatory Courses	Collections 3 and 4 SERVICE-ID (C022, E0724) Value = CP110100 (RLA) or CP111200 (Math) COURSE-SEQUENCE-CODE (C135, E0948) Value = 0, 2, 5, 9, D0, D2, D5, or D9 PASS/FAIL-CREDIT-INDICATOR-CODE (C136, E0949) Value = 01 or 08	PEIMS

College Readiness in Mathematics and ELA/Reading

The ECHS shall implement a plan for TSIA success, including academic preparation classes for accepted students and shall provide academic interventions for students who do not pass the TSIA before retesting.

Data Collection Continued

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
ECHS Indicator	Collection 3 Data Source. PEIMS summer collection (Collection 3) on the 40100-Student Basic subcategory. Criteria. Student coded as "06" for the ECHS Indicator Code.	PEIMS
Attendance	Collection 3 Data Source. PEIMS 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. Criteria. Student coded as "9," or "10," "11," or 12 for the Grade Level Code (E0017) and "1," "2," "3," "4," "5," or "6" for the Reporting Period Indicator Code.	PEIMS
Grade Level	Collection 3 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. Criteria. Student coded as "09", "10", "11", or "12" for the Grade Level Code (E0017).	PEIMS

College Readiness in Mathematics and ELA/Reading Calculation Examples

The ECHS shall implement a plan for TSIA success, including academic preparation classes for accepted students and shall provide academic interventions for students who do not pass the TSIA before retesting.

Data Indicator	Designated ECHS	Designated with Distinction
College Readiness in Mathematics and ELA/Reading	40% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation	50% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation

Meet Texas Success Initiative (TSI) Criteria in ELA and Mathematics

A graduate meeting the TSI college readiness standards in both ELA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both ELA and mathematics.

A graduate must meet the [TSIA requirement](#) for both ELA and mathematics but does not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSIA criteria for college readiness in ELA on the SAT and complete and earn credit for a college prep course in mathematics.

Examples of College Readiness Assessment Combinations

	TSIA		SAT		ACT		College Preparatory Courses		Met CCRSM Designation
	Met TSIA Math	Met TSIA ELAR	Met SAT Math	Met SAT EBRW	Met ACT Composite + English	Met ACT Composite + Math	Met College Prep English	Met College Prep Math	
Student 1	X			X					Yes
Student 2		X				X			
Student 3					X			X	
Student 4			X			X			No
Student 5		X					X		

College Readiness in Mathematics and ELA/Reading Calculation Example

The ECHS shall implement a plan for TSIA success, including academic preparation classes for accepted students and shall provide academic interventions for students who do not pass the TSIA before retesting.

Data Indicator	Designated ECHS	Designated with Distinction
College Readiness in Mathematics and ELA/Reading	40% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation	50% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation

Calculating the campus College Readiness in Mathematics and ELA/Reading rate

Sample Designated ECHS Campus Data:

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Grade Levels Served	Students who achieved the minimum score or above in College Readiness in Math and ELA/Reading Indicator by graduation
Grade 12	40

Sample Designated ECHS Grade 12 Cohort Size = 100

Data Indicator Calculation

$$\text{ECHS College Readiness Benchmarks in Mathematics and ELA/Reading by Graduation} = \frac{40}{100}$$

ECHS Campus College Readiness in Math and ELAR Rate = 40%

$$40\% \geq 40\%$$



Sample Designated ECHS Campus has met the College Readiness in Math and ELA/Reading indicator.

Attainment Outcomes-Based Measures

Student attainment of postsecondary opportunities such as Dual Credit, up to 60 college credit hours, or an Associate Degree.

Data Indicators	Requirements	
	Designated ECHS	Designated with Distinction
	<i>Must meet targets on at least three attainment designation data indicators</i>	<i>Must meet targets on at least three attainment distinction data indicators</i>
Earn 9 College Credit Hours	30% of students earn 9 college credit hours (any) by the end of 10 th grade	40% of students earn 9 college credit hours (any) by the end of 10 th grade
Earn at least 3 College Credit Hours in ELA or Mathematics	40% of students earn an ENGL or MATH college credit by the end of 11 th grade	50% of students earn an ENGL or MATH college credit by the end of 11 th grade
Earn 15 College Credit Hours	50% of students earn 15 college credit hours (any) by graduation	60% of students earn 15 college credit hours (any) by graduation
Core Completion	50% of students achieve core completion by graduation	60% of students achieve core completion by graduation
Earn an Associate Degree	50% of students earn an associate degree by graduation	60% of students earn an associate degree by graduation
Persistence	75% of students enrolled remain in the ECHS program through graduation	85% of students enrolled remain in the ECHS program through graduation

Earn 9 College Credit Hours

The ECHS shall provide a variety of opportunities for students to earn college credit (e.g., a portfolio approach may include dual credit, Advanced Placement (AP), International Baccalaureate (IB), OnRamps, and local IHE articulation agreements) with applicability of college credit hours in mind.

Data Indicator	Designated ECHS	De signated with Distinction
Earn 9 College Credit Hours	30% of students earn 9 college credit hours (any) by the end of 10 th grade	40% of students earn 9 college credit hours (any) by the end of 10 th grade

Data Calculation

$$\text{ECHS College Credit 9+ Hours (any) by End of Grade 10} = \frac{\text{students who are in the denominator and earned } \geq 9 \text{ hours of college credit through completion of any combination of dual credit courses, OnRamps courses, or by earning a score of 3 or higher on AP or 4 or higher on IB exams in any subject, at any campus, by Grade 10}}{\text{students who have the ECHS indicator and enrolled in Grade 10 at target campus for } \geq 1 \text{ six week period in 2024-2025}}$$

CCMR Accountability

This indicator is aligned to the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain.

- *Earn Dual Course Credit Hours.* A graduate completing and earning credit for at least three credit hours in RLA or mathematics or at least nine credit hours in any subject.

Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
Advanced Placement (AP)	Data Source. AP data are provided by College Board at the request of TEA in October each year for the prior school year. Criteria. Meeting criteria is defined as scoring 3 or higher on any subject area exam.	College Board
OnRamps Courses	Data Source. OnRamps course completion data are provided by OnRamps at the request of TEA in February of each year for the prior school year. Criteria. Meeting criteria is defined as completing and earning credit for an OnRamps course in any subject area.	OnRamps
International Baccalaureate (IB)	Data Source. IB data are provided at the request of TEA each year for the prior school year. Criteria. Meeting criteria is defined as scoring 4 or higher on any subject area exam.	IB

Earn 9 College Credit Hours – Data Collection Continued

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
College Credit Hours	Collections 3 and 4 Data Source. For college credit hours earned through dual credit, PEIMS summer and extended collection (Collections 3 and 4) on the 43415-Course Completion subcategory. For college credit hours earned through AP, students exam scores are evaluated. For college credit hours earned through OnRamps, students course records are evaluated. Criteria. For college credit hours earned through dual credit student is coded with the number of college hours earned for the completion of a dual credit course for College Credit Hours (E1081) when the Pass/Fail Credit Indicator Code (E0949) is coded as "01" and the Dual Credit Indicator Code (E1011) is coded as "01" for Course Sequence Codes of "0," "2," "5," "9," "D0," "D2," "D5," and "D9." Hours are summed across semesters for courses that are longer than one semester.	PEIMS
Dual Credit Course Completion	Collections 3 and 4 Data Source. PEIMS summer and extended collection (Collections 3 and 4) on the 43415-Course Completion subcategory. Criteria. Student is coded as "01" on the Pass/Fail Credit Indicator Code (E0949) and "1" for the Dual Credit Indicator Code (E1011) for Course Sequence Codes of "0," "2," "5," "9," "D0," "D2," "D5," and "D9." Student is coded with Service ID (E0724) codes for courses in all subject areas. See TSDS C022 code table for a list of course codes that were eligible to be included in this calculation in each data year. Students may not have taken all of the courses listed in the table.	PEIMS

Earn 9 College Credit Hours – Data Collection Continued

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
ECHS Indicator	Collection 3 Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory. Criteria. Student coded as “06” for the ECHS Indicator Code.	PEIMS
Attendance	Collection 3 Data Source. PEIMS 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. Criteria. Student coded as “9,” or “10,” “11,” or 12 for the Grade Level Code (E0017) and “1,” “2,” “3,” “4,” “5,” or “6” for the Reporting Period Indicator Code.	PEIMS
Grade Level	Collection 3 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. Criteria. Student coded as “09,” “10,” “11,” or “12” for the Grade Level Code (E0017).	PEIMS

Earn 9 College Credit Hours

The ECHS shall provide a variety of opportunities for students to earn college credit (e.g., a portfolio approach may include dual credit, Advanced Placement (AP), International Baccalaureate (IB), OnRamps, and local IHE articulation agreements) with applicability of college credit hours in mind.

Data Indicator	Designated ECHS	Designated with Distinction
Earn 9 College Credit Hours	30% of students earn 9 college credit hours (any) by the end of 10 th grade	40% of students earn 9 college credit hours (any) by the end of 10 th grade

Student Examples of 9 College Credit Hours Earned

	EDUC 1300	SPCH 1315	ARTS 1301	SOCI 1301	Met CCRSM Designation
Student 1	X	X	X		Yes
Student 2		X	X	X	
Student 3				X	No
Student 4	X				

Calculating the Campus 9 College Credit Hours (any) Earned

Sample Designated ECHS Campus Data:

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Grade Levels Served	Students who earned 9 college credit hours (any) by the end of 10 th grade
Grade 9	10
Grade 10	30

Sample Designated ECHS Grades 9-10 Cohort Size = 100

Data Indicator Calculation

$$\text{ECHS College Credit 9+ Hours (any) by End of Grade 10} = \frac{40}{100}$$

ECHS Campus Earned 9 College Credit Hours (any) by 10th grade Rate = 40%

$$40\% \geq 30\%$$



Sample Designated ECHS Campus has met the 9 College Credit Hours Earned data indicator

Earn at least 3 College Credit Hours in ELA or Mathematics

The ECHS shall provide a variety of opportunities for students to earn college credit (e.g., a portfolio approach may include dual credit, Advanced Placement (AP), International Baccalaureate (IB), OnRamps, CLEP assessments, and local IHE articulation agreements) with applicability of college credit hours in mind.

Data Indicator	Designated	Designated with Distinction
Earn at least 3 College Credit Hours in ELA or Mathematics	40% of students earn an ENGL or MATH college credit hours by the end of 11 th grade	50% of students earn an ENGL or MATH college credit hours by the end of 11 th grade

Data Calculation

$$\text{ECHS College Credits 3+ Hours in ELA or Mathematics by End of Grade 11} = \frac{\text{students who are in the denominator and earned } \geq 3 \text{ hours of college credit through completion of any combination of dual credit courses, OnRamps courses, or by earning a score of 3 or higher on AP, or 4 or higher on IB exams in ELA or Mathematics, at any campus, by Grade 11}}{\text{students who have the ECHS indicator and enrolled in Grade 11 at target campus for } \geq 1 \text{ six week period in 2024-2025}}$$

CCMR Accountability

This indicator is aligned to the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain.

- *Earn Dual Course Credit Hours.* A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject.

Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
Advanced Placement (AP)	Data Source. AP data are provided by College Board at the request of TEA in October each year for the prior school year. Criteria. Meeting criteria is defined as scoring 3 or higher on any subject area exam.	College Board
OnRamps Courses	Data Source. OnRamps course completion data are provided by OnRamps at the request of TEA in February of each year for the prior school year. Criteria. Meeting criteria is defined as completing and earning credit for an OnRamps course in any subject area.	OnRamps
International Baccalaureate (IB)	Data Source. IB data are provided at the request of TEA each year for the prior school year. Criteria. Meeting criteria is defined as scoring 4 or higher on any subject area exam.	IB

Earn at least 3 College Credit Hours in ELA or Mathematics – Data Collection Continued

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
College Credit Hours	Collections 3 and 4 Data Source. For college credit hours earned through dual credit, PEIMS summer and extended collection (Collections 3 and 4) on the 43415-Course Completion subcategory. For college credit hours earned through AP, students exam scores are evaluated. For college credit hours earned through OnRamps, students course records are evaluated. Criteria. For college credit hours earned through dual credit student is coded with the number of college hours earned for the completion of a dual credit course for College Credit Hours (E1081) when the Pass/Fail Credit Indicator Code (E0949) is coded as "01" and the Dual Credit Indicator Code (E1011) is coded as "01" for Course Sequence Codes of "0," "2," "5," "9," "D0," "D2," "D5," and "D9." Hours are summed across semesters for courses that are longer than one semester.	PEIMS
Dual Credit Course Completion	Collections 3 and 4 Data Source. PEIMS summer and extended collection (Collections 3 and 4) on the 43415-Course Completion subcategory. Criteria. Student is coded as "01" on the Pass/Fail Credit Indicator Code (E0949) and "1" for the Dual Credit Indicator Code (E1011) for Course Sequence Codes of "0," "2," "5," "9," "D0," "D2," "D5," and "D9." Student is coded with Service ID (E0724) codes for courses in all subject areas. See TSDS C022 code table for a list of course codes that were eligible to be included in this calculation in each data year. Students may not have taken all of the courses listed in the table.	PEIMS

Earn at least 3 College Credit Hours in ELA or Mathematics – Data Collection Continued

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
ECHS Indicator	Collection 3 Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory. Criteria. Student coded as “06” for the ECHS Indicator Code.	PEIMS
Attendance	Collection 3 Data Source. PEIMS 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. Criteria. Student coded as “9,” or “10,” “11,” or 12 for the Grade Level Code (E0017) and “1,” “2,” “3,” “4,” “5,” or “6” for the Reporting Period Indicator Code.	PEIMS
Grade Level	Collection 3 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. Criteria. Student coded as “09,” “10,” “11,” or “12” for the Grade Level Code (E0017).	PEIMS

Earn at least 3 College Credit Hours in ELA or Mathematics Calculation

Examples

The ECHS shall provide a variety of opportunities for students to earn college credit (e.g., a portfolio approach may include dual credit, Advanced Placement (AP), International Baccalaureate (IB), OnRamps, CLEP assessments, and local IHE articulation agreements) with applicability of college credit hours in mind.

Data Indicator	Designated	Designated with Distinction
Earn at least 3 College Credit Hours in ELA or Mathematics	40% of students earn an ENGL or MATH college credit hours by the end of 11 th grade	50% of students earn an ENGL or MATH college credit hours by the end of 11 th grade

3 College Credit Hours Earned in ELA or Mathematics Course Examples

Dual Credit Courses	AP Exams	OnRamps Courses
MATH 1414 - College Algebra	AP Calculus AB	Precalculus
ENGL 1301 - Composition	AP English Language and Composition	Rhetoric

Calculating the Campus 3 College Credit Hours Earned in ELA or Mathematics

Sample Designated ECHS Campus Data:

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Grade Levels Served	Students who earned 3 college credit hours in ELA or Math by the end of 11 th grade
Grade 11	40

Sample Designated ECHS Grades 11 Cohort Size = 100

Data Indicator Calculation

$$\text{ECHS College Credits 3+ Hours in ELA or Mathematics by End of Grade 11} = \frac{40}{100}$$

ECHS Campus Earned 3 College Credit Hours in ELA or Math Grad Rate = 40%

$$40\% \geq 40\%$$



Sample Designated ECHS Campus has met the 3 College Credit Hours in ELA or Math Earned data indicator

Earn 15 College Credit Hours

The ECHS shall provide a variety of opportunities for students to earn college credit (e.g., a portfolio approach may include dual credit, Advanced Placement (AP), International Baccalaureate (IB), OnRamps, CLEP assessments, and local IHE articulation agreements) with applicability of college credit hours in mind.

Data Indicator	Designated	Designated with Distinction
Earn 15 College Credit Hours	50% of students earn 15 college credit hours (any) by graduation	60% of students earn 15 college credit hours (any) by graduation

Data Calculation

$$\text{ECHS College Credit 15+ Hours (any) by Graduation} = \frac{\text{students who are in the denominator and earned } \geq 15 \text{ hours of college credit through completion of any combination of dual credit courses, OnRamps courses, or by earning a score of 3 or higher on AP or 4 or higher on IB exams in any subject, at any campus by graduation}}{\text{students who have the ECHS indicator, enrolled at target campus for } \geq 1 \text{ six week period, and graduated in 2024-2025}}$$

CCMR Accountability

This indicator is aligned to the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain.

- *Earn Dual Course Credit Hours.* A graduate completing and earning credit for at least three credit hours in RLA or mathematics or at least nine credit hours in any subject.

Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
Advanced Placement (AP)	Data Source. AP data are provided by College Board at the request of TEA in October each year for the prior school year. Criteria. Meeting criteria is defined as scoring 3 or higher on any subject area exam.	College Board
OnRamps Courses	Data Source. OnRamps course completion data are provided by OnRamps at the request of TEA in February of each year for the prior school year. Criteria. Meeting criteria is defined as completing and earning credit for an OnRamps course in any subject area.	OnRamps
International Baccalaureate (IB)	Data Source. IB data are provided at the request of TEA each year for the prior school year. Criteria. Meeting criteria is defined as scoring 4 or higher on any subject area exam.	IB

Earn 15 College Credit Hours – Data Collection Continued

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
College Credit Hours	Collections 3 and 4 Data Source. For college credit hours earned through dual credit, PEIMS summer and extended collection (Collections 3 and 4) on the 43415-Course Completion subcategory. For college credit hours earned through AP, students exam scores are evaluated. For college credit hours earned through OnRamps, students course records are evaluated. Criteria. For college credit hours earned through dual credit student is coded with the number of college hours earned for the completion of a dual credit course for College Credit Hours (E1081) when the Pass/Fail Credit Indicator Code (E0949) is coded as “01” and the Dual Credit Indicator Code (E1011) is coded as “01” for Course Sequence Codes of “0,” “2,” “5,” “9,” “D0,” “D2,” “D5,” and “D9.” Hours are summed across semesters for courses that are longer than one semester.	PEIMS
Dual Credit Course Completion	Collections 3 and 4 Data Source. PEIMS summer and extended collection (Collections 3 and 4) on the 43415-Course Completion subcategory. Criteria. Student is coded as “01” on the Pass/Fail Credit Indicator Code (E0949) and “1” for the Dual Credit Indicator Code (E1011) for Course Sequence Codes of “0,” “2,” “5,” “9,” “D0,” “D2,” “D5,” and “D9.” Student is coded with Service ID (E0724) codes for courses in all subject areas. See TSDS C022 code table for a list of course codes that were eligible to be included in this calculation in each data year. Students may not have taken all of the courses listed in the table.	PEIMS

Earn 15 College Credit Hours – Data Collection Continued

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
ECHS Indicator	Collection 3 Data Source. PEIMS fall collection (Collection 1) on the 40100-Student Basic Information subcategory. Criteria. Student coded as “06” for the ECHS Indicator Code.	PEIMS
Attendance	Collection 3 Data Source. PEIMS 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. Criteria. Student coded as “9,” or “10,” “11,” or 12 for the Grade Level Code (E0017) and “1,” “2,” “3,” “4,” “5,” or “6” for the Reporting Period Indicator Code.	PEIMS
Grade Level	Collection 3 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. Criteria. Student coded as “09,” “10,” “11,” or “12” for the Grade Level Code (E0017).	PEIMS

Earn 15 College Credit Hours Calculation Example

The ECHS shall provide a variety of opportunities for students to earn college credit (e.g., a portfolio approach may include dual credit, Advanced Placement (AP), International Baccalaureate (IB), OnRamps, CLEP assessments, and local IHE articulation agreements) with applicability of college credit hours in mind.

Data Indicator	Designated	Designated with Distinction
Earn 15 College Credit Hours	50% of students earn 15 college credit hours (any) by graduation	60% of students earn 15 college credit hours (any) by graduation

Examples of 15 College Credit Hours Earned *all course options not listed

	EDUC 1300	SPCH 1315	ARTS 1301	AP Computer Science	ENGL 1301	Math 1414	U.S. Government	Met CCRSM Designation
Student 1	X	X			X	X	X	Yes
Student 2		X	X	X	X		X	
Student 3				X	X	X		No
Student 4	X	X	X					

Calculating the Campus 15 College Credit Hours (any) Earned

Sample Designated ECHS Campus Data:

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Grade Levels Served	Students who earned 15 college credit hours (any) by Graduation
Grade 10	10
Grade 11	35
Grade 12	15

Sample Designated ECHS Grade 12 Cohort Size = 100

Data Indicator Calculation

$$\text{ECHS College Credit 15+ Hours (any) by Graduation} = \frac{60}{100}$$

ECHS Campus Earned 15 College Credit Hours (any) by Graduation = 60%

$$60\% \geq 50\%$$



Sample Designated ECHS Campus has met the 15 College Credit Hours data indicator

Earn 15 College Credit Hours Calculation Examples

The ECHS shall provide a variety of opportunities for students to earn college credit (e.g., a portfolio approach may include dual credit, Advanced Placement (AP), International Baccalaureate (IB), OnRamps, CLEP assessments, and local IHE articulation agreements) with applicability of college credit hours in mind.

Data Indicator	Designated	Designated with Distinction
Earn 15 College Credit Hours	50% of students earn 15 college credit hours (any) by graduation	60% of students earn 15 college credit hours (any) by graduation

Data Calculation

$$\text{ECHS College Credit 15+ Hours (any) by Graduation} = \frac{\text{students who are in the denominator and earned } \geq 15 \text{ hours of college credit through completion of any combination of dual credit courses, OnRamps courses, or by earning a score of 3 or higher on AP or 4 or higher on IB exams in any subject, at any campus by graduation}}{\text{students who have the ECHS indicator, enrolled at target campus for } \geq 1 \text{ six week period, and graduated in 2024-2025}}$$

CCMR Accountability

This indicator is aligned to the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain.

- Earn Dual Course Credit Hours.* A graduate completing and earning credit for at least three credit hours in RLA or mathematics or at least nine credit hours in any subject.

Examples of 15 College Credit Hours Earned *all course options not listed

	SPCH 1315	ARTS 1301	ENGL 1301	ENGL 1302	HIST 1301	HIST 1302	MATH 1414	U.S. Government	Met CCRSM Designation
Student 5	X	X	X	X	X	X		X	Yes
Student 6			X	X	X	X		X	Yes
Student 7			X	X	X	X	X		Yes
Student 8	X		X	X			X	X	Yes
Student 9	X	X						X	No
Student 10			X	X	X	X			No

Calculating the Campus 15 College Credit Hours (any) Earned: 20 Students

Data Indicator	Designated	Designated with Distinction
Earn 15 College Credit Hours	50% of students earn 15 college credit hours (any) by graduation	60% of students earn 15 college credit hours (any) by graduation

Data Calculation

$$\text{ECHS College Credit 15+ Hours (any) by Graduation} = \frac{\text{students who are in the denominator and earned } \geq 15 \text{ hours of college credit through completion of any combination of dual credit courses, OnRamps courses, or by earning a score of 3 or higher on AP or 4 or higher on IB exams in any subject, at any campus by graduation}}{\text{students who have the ECHS indicator, enrolled at target campus for } \geq 1 \text{ six week period, and graduated in 2024-2025}}$$

CCMR Accountability

This indicator is aligned to the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain.

- Earn Dual Course Credit Hours.* A graduate completing and earning credit for at least three credit hours in RLA or mathematics or at least nine credit hours in any subject.

Sample Designated ECHS Campus Data:

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Grade Levels Served	Students who earned 15 college credit hours (any) by Graduation
Grade 10	0
Grade 11	5
Grade 12	5

Sample Designated ECHS Grade 12 Cohort Size = 20

Data Indicator Calculation

$$\text{ECHS College Credit 15+ Hours (any) by Graduation} = \frac{10}{20}$$

ECHS Campus Earned 15 College Credit Hours (any) by Graduation Rate = 50%

$50\% \geq 50\%$



Sample Designated ECHS Campus has met the 15 College Credit Hours data indicator

Calculating the Campus 15 College Credit Hours (any) Earned: 300 Students

Data Indicator	Designated	Designated with Distinction
Earn 15 College Credit Hours	50% of students earn 15 college credit hours (any) by graduation	60% of students earn 15 college credit hours (any) by graduation

Data Calculation

$$\text{ECHS College Credit 15+ Hours (any) by Graduation} = \frac{\text{students who are in the denominator and earned } \geq 15 \text{ hours of college credit through completion of any combination of dual credit courses, OnRamps courses, or by earning a score of 3 or higher on AP or 4 or higher on IB exams in any subject, at any campus by graduation}}{\text{students who have the ECHS indicator, enrolled at target campus for } \geq 1 \text{ six week period, and graduated in 2024-2025}}$$

Sample Designated ECHS Campus Data:

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Grade Levels Served	Students who earned 15 college credit hours (any) by Graduation
Grade 10	10
Grade 11	60
Grade 12	80

Sample Designated ECHS Grade 12 Cohort Size = 150

Data Indicator Calculation

$$\text{ECHS College Credit 15+ Hours (any) by Graduation} = \frac{150}{300}$$

ECHS Campus Earned 15 College Credit Hours (any) by Graduation Rate = 50%

$$50\% \geq 50\%$$



Sample Designated ECHS Campus has met the 15 College Credit Hours data indicator

Core Completion

The ECHS program must provide a rigorous course of study that allows students the opportunity to combine high school courses and college-level courses with the goal of earning an associate degree or up to 60 semester credit hours toward a baccalaureate degree.

Data Indicator	Designated	Designated with Distinction
Core Completion	50% of students achieve core completion by graduation	60% of students achieve core completion by graduation

Data Calculation

$$\text{ECHS Completing Core 42 by Graduation} = \frac{\text{students who are in the denominator and have completed the Texas Core Curriculum, (Core 42) or received an associate of arts, associate of science, or associate of arts and teaching degree}}{\text{students who have the ECHS indicator, enrolled at target campus for } \geq 1 \text{ six week period, and graduated in 2024-2025}}$$

Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
Texas Core Curriculum	Data Source. Data provided by THECB at the request of TEA in fall each year for the prior school year. Criteria. Students coded as completing the core curriculum indicates whether a student successfully completed the Texas Core Curriculum.	THECB
Postsecondary Degree	Data Source. PEIMS fall collection (Collection 1) or PEIMS summer collection (Collection 3) on the 40100-Student Basic Information subcategory. Criteria. Student coded as “1” for the associate degree Indicator Code (E1596).	PEIMS

Core Completion

The ECHS program must provide a rigorous course of study that allows students the opportunity to combine high school courses and college-level courses with the goal of earning an associate degree or up to 60 semester credit hours toward a baccalaureate degree.

Data Collection Continued

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
ECHS Indicator	Collection 3 Data Source. PEIMS summer collection (Collection 3) on the 40100-Student Basic subcategory. Criteria. Student coded as “06” for the ECHS Indicator Code.	PEIMS
Attendance	Collection 3 Data Source. PEIMS 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. Criteria. Student coded as “9,” or “10,” “11,” or 12 for the Grade Level Code (E0017) and “1,” “2,” “3,” “4,” “5,” or “6” for the Reporting Period Indicator Code.	PEIMS
Grade Level	Collection 3 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. Criteria. Student coded as “09,” “10,” “11,” or “12” for the Grade Level Code (E0017).	PEIMS
Annual Graduation	Collection 1 Data Source. PEIMS fall collection (Collection 1) on the 40203-School Leaver subcategory. Criteria. Student coded as “01” for the Leaver Reason Code (E1001).	PEIMS

Earn an Associate Degree

The ECHS program must provide a rigorous course of study that allows students the opportunity to combine high school courses and college-level courses with the goal of earning an associate degree or up to 60 semester credit hours toward a baccalaureate degree.

Data Indicator	Designated	Designated with Distinction
Associate Degree	50% of students achieve associate degree by graduation	60% of students achieve associate degree by graduation

Data Calculation

$$\text{ECHS Postsecondary Degree by Graduation} = \frac{\text{students who are in the denominator and graduated from high school with an associate degree}}{\text{students who have the ECHS indicator, enrolled at target campus for } \geq 1 \text{ six week period, and graduated in 2024-2025}}$$

CCMR Accountability

This indicator is aligned to the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain.

Associate Degree Programs

- Associate of Arts (AA)
- Associate of Applied Arts (AAA)
- Associate of Applied Science (AAS)
- Associate of Arts in Teaching (AAT)
- Associate of Science (AS)

Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
Postsecondary Degree	Data Source. PEIMS fall collection (Collection 1) or PEIMS summer collection (Collection 3) on the 40100-Student Basic Information subcategory. Criteria. Student coded as “1” for the associate degree Indicator Code (E1596).	PEIMS

Earn an Associate Degree

The ECHS program must provide a rigorous course of study that allows students the opportunity to combine high school courses and college-level courses with the goal of earning an associate degree or up to 60 semester credit hours toward a baccalaureate degree.

Data Collection Continued

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
ECHS Indicator	Collection 3 Data Source. PEIMS summer collection (Collection 3) on the 40100-Student Basic subcategory. Criteria. Student coded as “06” for the ECHS Indicator Code.	PEIMS
Attendance	Collection 3 Data Source. PEIMS 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. Criteria. Student coded as “9,” or “10,” “11,” or 12 for the Grade Level Code (E0017) and “1,” “2,” “3,” “4,” “5,” or “6” for the Reporting Period Indicator Code.	PEIMS
Grade Level	Collection 3 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. Criteria. Student coded as “09,” “10,” “11,” or “12” for the Grade Level Code (E0017).	PEIMS
Annual Graduation	Collection 1 Data Source. PEIMS fall collection (Collection 1) on the 40203-School Leaver subcategory. Criteria. Student coded as “01” for the Leaver Reason Code (E1001).	PEIMS

Persistence

The ECHS shall create a plan for students who are off-track for success in the ECHS program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS program and promote program completion.

Data Indicator	Designated ECHS	Designated with Distinction
Persistence	75% of students enrolled remain in the ECHS program through graduation	85% of students enrolled remain in the ECHS program through graduation

Data Calculation

$$\text{ECHS Persistence} = \frac{\text{students in the denominator who are enrolled with an ECHS indicator in the fall of 2025-2026 or graduated early from the ECHS campus}}{\text{students who have the ECHS indicator in Grade 9 in 2022-2023, or new Grade 10 ECHS students in 2023-2024, or new Grade 11 ECHS students in 2024-2025}}$$

Data Collection

The CCRSM campus administrator must ensure that the student is correctly coded at every Submission.

Data of Interest	Data Collection Timeframe, Source and Criteria	Source
ECHS Indicator	Collection 3 Data Source. PEIMS summer collection (Collection 3) on the 40100-Student Basic subcategory. Criteria. Student coded as "06" for the ECHS Indicator Code.	PEIMS
Attendance	Collection 3 Data Source. PEIMS 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. Criteria. Student coded as "9," or "10," "11," or 12 for the Grade Level Code (E0017) and "1," "2," "3," "4," "5," or "6" for the Reporting Period Indicator Code.	PEIMS
Grade Level	Collection 3 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. Criteria. Student coded as "09," "10," "11," or "12" for the Grade Level Code (E0017).	PEIMS
Annual Graduation	Collection 1 Data Source. PEIMS fall collection (Collection 1) on the 40203-School Leaver subcategory. Criteria. Student coded as "01" for the Leaver Reason Code (E1001).	PEIMS

Persistence Calculation Example: 100 Students

The ECHS shall create a plan for students who are off-track for success in the ECHS program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS program and promote program completion.

Data Indicator	Designated ECHS	Designated with Distinction
Persistence	75% of students enrolled remain in the ECHS program through graduation	85% of students enrolled remain in the ECHS program through graduation

Campus A Example

100 Total Students Recruited in 9th Grade

Grade Levels Served	ECHS Students	Students Added or Dropped during SY
Grade 9	100	Dropped 7
Grade 10	93	Added 2
Grade 11	95	Dropped 11
Grade 12	84	Dropped 4
80 Total Students Graduated		

$$\text{ECHS Persistence} = \frac{80}{102} \quad \text{ECHS Campus A Persistence Rate} = 80\%$$

$$78.4\% \geq 75\%$$

Sample Designated ECHS Campus A has met the Persistence indicator

Campus B Example

100 Total Students Recruited in 9th Grade

Grade Levels Served	ECHS Students	Students Added or Dropped during SY
Grade 9	100	Dropped 12
Grade 10	88	Dropped 15
Grade 11	73	Dropped 10
Grade 12	63	Dropped 3
60 Total Students Graduated		

$$\text{ECHS Persistence} = \frac{60}{100} \quad \text{ECHS Campus B Persistence Rate} = 60\%$$

$$60\% \leq 75\%$$

Sample Designated ECHS Campus B has not met the Persistence indicator

Persistence Calculation Examples: 20 Students

The ECHS shall create a plan for students who are off-track for success in the ECHS program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS program and promote program completion.

Data Indicator	Designated ECHS	Designated with Distinction
Persistence	75% of students enrolled remain in the ECHS program through graduation	85% of students enrolled remain in the ECHS program through graduation

Data Calculation

$$\text{ECHS Persistence} = \frac{\text{students in the denominator who are enrolled with an ECHS indicator in the fall of 2025-2026 or graduated early from the ECHS campus}}{\text{students who have the ECHS indicator in Grade 9 in 2022-2023, or new Grade 10 ECHS students in 2023-2024, or new Grade 11 ECHS students in 2024-2025}}$$

Campus C Example

20 Total Students Recruited in 9th Grade

Grade Levels Served	ECHS Students	Students Added or Dropped during SY
Grade 9	20	Dropped 3
Grade 10	17	Added 1
Grade 11	18	Dropped 1
Grade 12	17	Dropped 1
16 Total Students Graduated		

$$\text{ECHS Persistence} = \frac{16}{21}$$

ECHS Campus C Persistence Rate = 80%

$$76.1\% \geq 75\%$$

Sample Designated ECHS Campus C has met the Persistence indicator