

TEA Response to Impact of COVID-19 on ECHS Outcomes-Based Measures

The [2020-21 ECHS Blueprint](#) came into effect for the 2020-2021 academic year. Outcomes-based measures (OBM) associated with the new blueprint are in the process of being phased in through the 2021-2022 academic year. All OBM which remain in phase in for the 2021-2022 Designation calculations are shaded in grey to indicate that TEA will not use this data to determine the Provisional or Designated status of the ECHS. TEA is entering year 4 of the 5-year phase in process. As such, all ECHS students in grades 9-12 were included in the 2021-2022 Designation calculations for ECHS that have served students for 4 or more years.

Note: OBM will be used for determining designation status for ECHS in the 2022-2023 academic year. All data provided by TEA for 2021-2022 Designation is for programmatic continuous improvement purposes only.

Access: Minimal impact is anticipated for the Access OMB due to COVID-19. With the disruption that occurred in March 2020, TEA anticipates fewer students recruited into the ECHS program than otherwise. However, the proportion of student groups is likely to be less impacted.

- **TEA has not made changes to designation expectations for Provisional and Designated ECHS.**
- **Distinctions in Access are awarded for Designated ECHS meeting the Distinction criteria in the Access domain.**

Attainment: Minimal impact is anticipated for the Attainment OMB due to COVID-19. Areas of uncertainty include student persistence and the ability to earn college credits. The flexibility in eligibility requirements provided by the State for dual credit courses has served to mitigate the negative impact on dual credit enrollment. In addition, TEA has incorporated Advanced Placement and OnRamps courses, along with dual credit, for OBM data indicators relating to college credits.

- **TEA has not made changes to designation expectations for Provisional and Designated ECHS.**
- **Distinctions in Attainment are awarded for Designated ECHS meeting the Distinction criteria in the Attainment domain.**

Achievement: Significant impact is anticipated for the Achievement OBM due to COVID-19. All college readiness assessments (TSIA, STAAR End-of-Course, and SAT/ACT) have experienced significant disruption since March 2020. TSIA OBM data indicators for both ELAR + Writing and Mathematics are calculated based on TSI assessment data availability from previous years. In addition, TEA has modified the TSIA OBM data indicators to include the opportunity for students to achieve college readiness through TSI exemption by successfully completing the first reading/writing and algebraic-intensive mathematics college level courses. Algebra I and English II OBM data indicators are not calculated. The SAT/ACT data indicator is in phase in and is calculated for informational purposes.

- **All data reported is for informational purposes only.**
- **Distinctions in Achievement are suspended for designation in the 2021-2022 academic year.**

Additional information regarding the reporting of data calculations for designation in the 2021-2022 academic year are presented below for the Access, Attainment and Achievement domains.

Access Outcomes-Based Measures

Data Indicators	Data Sets Used for 2021-2022 Designation	COVID-19 Impact on 2021-2022 Designation	Provisional Campuses	Designated Campuses	Distinctions
ECHS proportionate to or over-represents economically disadvantaged students (grades 9-12)	PEIMS Fall 2020/Submission 1	Possible impact on ability to recruit targeted students as campuses closed in spring 2020.	OBM data reported; campus data reported for informational purposes.	OBM data reported.	Not taken into account for Distinction.
ECHS proportionate to or over-represents at-risk students (incoming 9 th graders)	PEIMS Fall 2020/Submission 1 PEIMS Fall 2019/Submission 1	Possible impact on ability to recruit targeted students as campuses closed in spring 2020.	OBM data reported.	OBM data reported.	Data reported for Designated Campuses; OBM data will be calculated for
ECHS proportionate to or over-represents economically disadvantaged students (incoming 9 th graders)	PEIMS Fall 2020/Submission 1	Possible impact on ability to recruit targeted students as campuses closed in spring 2020.	OBM not taken into account for Provisional designation; OBM data not reported.	OBM not taken into account for ECHS designation; OBM data not reported.	incoming 9 th graders to determine if 80% or greater of campus enrollment represents at risk, economically disadvantaged, English learners, or students with disabilities to determine if
ECHS proportionate to or over-represents English learners (incoming 9 th graders)	PEIMS Fall 2020/Submission 1	Possible impact on ability to recruit targeted students as campuses closed in spring 2020.	OBM not taken into account for Provisional designation; OBM data not reported.	OBM not taken into account for ECHS designation; OBM data not reported.	Distinction in Access has been achieved.
ECHS proportionate to or over-represents students with disabilities (incoming 9 th graders)	PEIMS Fall 2020/Submission 1	Possible impact on ability to recruit targeted students as campuses closed in spring 2020.	OBM not taken into account for Provisional designation; OBM data not reported.	OBM not taken into account for ECHS designation; OBM data not reported.	

Attainment Outcomes-Based Measures

Data Indicators	Data Sets Used for 2021-2022 Designation	COVID-19 Impact on 2021-2022 Designation	Provisional Campuses	Designated Campuses	Distinctions
Persistence of 9th grade students (and transfers in grades 10 or 11) through ECHS program into fall of 12th grade	12th graders in fall of 2020-2021 PEIMS Fall 2020/Submission 1 PEIMS Summer 2020/Submission 3* PEIMS Summer 2018, 2019/Submission 3 PEIMS Fall 2018, 2019, 2020/Submission 1	Potential for limited impact if students opted not to re-enroll.	OBM data reported for Provisional campuses serving students through Grade 12.	OBM data reported.	OBM data reported.
Earning 9 college credits (any) (DC/3+ AP Exam/ OnRamps) by end of 10th grade	<i>Dataset used is lagged:</i> 10 th graders in 2019-2020* PEIMS Summer 2020/Submission 3 PEIMS Extended Year 2020/ Submission 4 PEIMS Summer 2019/Submission 3 PEIMS Extended Year 2019/Submission 4 OnRamps and Advanced Placement Data: 2018-2019, 2019-2020	Potential for impact on dual credit enrollment; mitigation with flexibility in eligibility requirements.	OBM data reported for Provisional campuses serving students through Grade 11.	OBM data reported.	OBM data reported.
Earning 15 college credits (any) by graduation	<i>Data set used is lagged:</i> Class of 2020* PEIMS Fall 2020/Submission 1 PEIMS Summer 2020/Submission 3 PEIMS Summer 2017-2020/Submission 3 PEIMS Extended Collection 2017-2020/Submission 4	OBM still in phase in. Potential for impact on dual credit enrollment; mitigation with flexibility in eligibility requirements.	OBM not applicable at this point of phase in; OBM data not reported.	OBM data reported.	OBM data reported.
Completing Texas Core Curriculum (Core 42) by graduation	<i>Data set used is lagged:</i> Class of 2020* PEIMS Fall 2020/Submission 1 PEIMS Summer 2020/Submission 3 Core 42 Completion Data from THECB: 2019-20	OBM still in phase in. Potential for impact on dual credit enrollment; mitigation with flexibility in eligibility requirements.	OBM not taken into account for Provisional designation; OBM data not reported.	OBM data reported.	OBM data reported.
Earning postsecondary degree and/or credential by high school graduation (Level 1, Level 2, Associate)	<i>Data set is lagged:</i> Class of 2020* PEIMS Fall 2020/Submission 1 PEIMS Summer 2020/Submission 3 Level 1 and Level II data from THECB: 2016-2017, 2017-2018, 2018-2019, 2019-2020	OBM still in phase in. Potential for impact on dual credit enrollment; mitigation with flexibility in eligibility requirements.	OBM not taken into account for Provisional designation; OBM data not reported.	OBM data reported.	OBM data reported.
Graduating high school in 4 years (4-year cohort graduation rate)	<i>Data set used is lagged:</i> Class of 2019 4-year campus-longitudinal graduation rate	OBM still in phase in. No impact is anticipated.	OBM not taken into account for Provisional designation; OBM data not reported.	OBM data reported.	OBM data reported.
Direct-to-college enrollment into a 2-year or 4-year institution	<i>Data set used is lagged:</i> Class of 2019 PEIMS Fall 2019/Submission 1 PEIMS Summer 2019/Submission 3 Enrollment data for Texas public college/universities from THECB: 2019-2020	OBM still in phase in. No impact is anticipated.	OBM not taken into account for Provisional designation; OBM data not reported.	OBM data reported.	OBM data reported.

*Student cohort is based on enrollment in 1st-4th six weeks due to COVID.

Achievement Outcomes-Based Measures

Data Indicators	Data Sets Used for 2021-2022 Designation	COVID-19 Impact on 2021-2022 Designation	Provisional Campuses	Designated Campuses	Distinctions
TSIA College Readiness Standards in English Language Arts & Reading (ELAR) + Writing OR TSI exemption through successful completion of first college reading/writing course (e.g., ENGL 1301/1302) by end of 11th grade	<i>Dataset used is lagged: 11th graders in 2019-2020*</i> PEIMS Summer 2020/Submission 3 TSIA and First College Course Data from THECB: 2015-2016; 2016-2017; 2017-2018; 2018-2019; 2019-2020	Significant Impact: TSIA disruption in spring, summer, and winter 2020. TEA mitigated impact with the inclusion of the first college level reading/writing course.	OBM data reported for Provisional campuses serving students through Grade 12.	OBM data reported.	OBM data reported; Distinctions in Achievement are suspended.
TSIA College Readiness Standards in math OR TSI exemption through successful completion of first college math course (e.g., MATH 1314 or higher) by end of 11th grade	<i>Dataset used is lagged: 11th graders in 2019-2020*</i> PEIMS Summer 2020/Submission 3 TSIA and First College Course Data from THECB: 2015-2016; 2016-2017; 2017-2018; 2018-2019; 2019-2020	Significant Impact: TSIA disruption in spring, summer, and winter 2020. TEA mitigated impact with the inclusion of the first college level math (algebraically intensive) course.	OBM data reported for Provisional campuses serving students through Grade 12.	OBM data reported.	OBM data reported; Distinctions in Achievement are suspended.
College, Career and Military Readiness (CCMR) standards on SAT or ACT by graduation	<i>Data set used is lagged: Class of 2020*</i> PEIMS Fall 2020 /Submission 1 PEIMS Summer 2020/Submission 3 SAT/ACT Data: 2016-2017; 2017-2018; 2018-2019; 2019-2020	OBM still in phase in. Significant Impact: SAT/ACT disruption in spring, summer, and winter 2020. TEA anticipates impact on ability to meet designation standards, particularly for the Class of 2020 & 2021.	OBM not taken into account for Provisional designation; OBM data not reported.	OBM data reported.	OBM data reported; Distinctions in Achievement are suspended.
Algebra I EOC assessment by the end of 9th grade	<i>Data set used is lagged: 9th graders in 2019-2020*</i> PEIMS Summer 2020/Submission 3 STAAR Data: 2018, 2019, 2020 (spring, summer, winter)	Significant Impact: STAAR not administered in spring or summer 2020.	OBM data not reported.	OBM data not reported.	Data not reported; Distinctions in Achievement are suspended.
English II EOC assessment (grades 9-11)	<i>Data set used is lagged: 11th graders in 2019-2020*</i> PEIMS Summer 2020/Submission 3 STAAR Data: 2018, 2019, 2020 (spring, summer, winter)	Significant Impact: STAAR not administered in spring or summer 2020.	OBM data not reported.	OBM data not reported.	Data not reported; Distinctions in Achievement are suspended.

*Student cohort is based on enrollment in 1st-4th six weeks due to COVID.