



Pathways in Technology Early College High Schools (P-TECH) and Early College High Schools (ECHS) are high schools that blend high school and college coursework to provide traditionally underserved students the opportunity to earn an associate degree or up to 60 hours of tuition-free college credit by the time of high school graduation. Since its establishment in 2006, the number of ECHSs and P-TECHs in the Dallas ISD has increased to 25 including seven ECHS and 18 P-TECH.

Key Findings

Implementation

- P-TECH and ECHS enrollment numbers have increased by 84 percent over the past seven years from 4,400 in 2017-18 to 8,079 students in 2023-24.
- Of the 8,084 students enrolled in P-TECHs and ECHSs, 28 percent enrolled in ECHSs and 72 percent enrolled in P-TECHs.
- Retention rates were the same (four-year) or higher (two- and three-year) for P-TECH and ECHS students than comprehensive high school students.
- The average four-year graduation rate for the 2020-21 P-TECH and ECHS cohort was slightly higher than comprehensive high school graduates (57% vs 54%).

Stakeholder Feedback

Senior Exit Survey

- Most respondents (90%) indicated that they were satisfied with the educational opportunities the Dallas ISD provided.
- Seniors indicated that their high schools prepared them well across all life skill areas from critical thinking, communications, and teamwork to conflict resolution. However, seniors also indicated they wished for more job-related skill training.

Internship Survey

- Most interns agreed that they understood the internship's purpose and expectations, were adequately prepared by the pre-internship workshops, and received sufficient program information beforehand.
- Almost all interns (97-99%) agreed that they produced valuable work, had opportunities to learn, and received professional support from supervisors. Overall, the internship increased their career awareness and met expectations.

Outcomes

- P-TECH and ECHS seniors and graduates, met overall TSI, TSIA, and SAT benchmarks on ELA and mathematics at a higher rate than comprehensive high school seniors and graduates.
- Comprehensive high school seniors and graduates met ACT benchmarks on ELA and mathematics at a higher rate than P-TECH and ECHS seniors and graduates.
- ECHS seniors and graduates met overall TSI, TSIA, SAT, and ACT benchmarks on ELA and mathematics at a higher rate than P-TECH students and graduates.
- P-TECH and ECHS students completed more than three-quarters of all dual credit courses and dual credit hours earned in the district.
- P-TECH and ECHS students who passed one or more dual credit courses completed on average 12.9 dual credit hours across all grade levels in 2023-24.
- A higher percentage of P-TECH and ECHS students (67%) met the targeted cumulative number of dual credit hours by the end of each grade level in 2023-24 than in 2022-23 (63%), 2021-22 (56%) and 2020-21 (50%).
- Overall, 378 P-TECH and ECHS seniors completed 456 educational certificates while enrolled at Dallas College in 2023-24; up from 289 seniors and 449 educational certificates in 2022-23.
- Four hundred ninety-two P-TECH and ECHS students earned a total of 578 industry-based certifications in 2023-24, including 496 certifications listed in the A-F accountability system; less than the 749 students and 1,008 industry-based certifications in 2022-23.
- A higher percentage of P-TECH and ECHS graduates earned an associate degree or 60 dual credit hours than in 2022-23 (69% versus 65%).
- According to 2023-24 NSC data, a higher percentage of 2022-23 P-TECH and ECHS graduates enrolled in college within one year of graduation than comprehensive graduates (66% versus 43%).
- Almost all 2023-24 P-TECH and ECHS graduates (99.9%) are predicted to be College, Career, and Military Ready (CCMR).



Recommendations

- **Continue to work with the IT Department on accurately tracking P-TECH and ECHS participation**

Although steps were taken to more accurately track specialized student groups in PowerSchool, review of program-provided enrollment data indicated that P-TECH and ECHS students are still not accurately identified in PowerSchool, thus impacting program monitoring and evaluation. Program staff should continue to work with campus data controllers to accurately track program participation via PowerSchool to increase the accuracy of program documentation and future data analyses.

- **Continue to support P-TECH and ECHS campuses in identifying and supporting students who are at-risk of not meeting targeted number of dual-credit course hours at each grade level.**

Overall, 67 percent of P-TECH and ECHS students met the targeted cumulative number of dual credit hours by the end of each grade level. While this is the third year of continued increase in the percentage of students meeting their targeted dual credit hours (2020-21, 50%; 2021-22, 56%; 2022-23, 63%), department staff and P-TECH/ECHS Program Specialists should continue to help campuses identify students early who are not on-track to meet the targeted dual credit hours by the end of the school year and provide necessary support.

- **Continue to promote ECHS students' completion of educational certificates or industry-based certifications.**

Completion of educational certificates (n=456) increased for a third year, while industry-based certifications decreased by 43 percent from 1,008 (2022-23) to 570 (2023-24) certifications. Given that industry-based certifications can provide students with a competitive advantage in finding employment, program staff should, in cooperation with the Career and Technical Education Department, seek to increase student participation.