

College and Career Readiness: Early College High Schools 2015-16

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At-a-Glance

The early college high schools enable traditionally underserved students to earn a high school diploma and up to two years of college credit, which can be applied toward an associate's or bachelor's degree. Dallas Independent School District opened three campuses through a partnership with the Dallas County Community College District (DCCCD). Those three early college high schools are all located on DCCCD campuses:

- Kathryn Joy Gilliam Early College High School, located at Cedar Valley College
- Trinidad "Trini" Garza, located at Mountain View College
- J. Wright Lassiter Early College (formerly called Middle College), located at El Centro College

In addition, the district opened the W.W. Samuell Early College High School program in partnership with Eastfield College in the fall of 2014. H. Grady Spruce High School opened an early college high school program in partnership with Eastfield College partnership in the fall of 2015. In those two schools, students spend their 9th and 10th grades years at the high school and spend their 11th and 12th grades years at Eastfield College.

Students who enroll in the early college high schools have the opportunity not only to earn a high school diploma, but also accumulate up to two years of college credit, which can be applied toward an associate's degree at a Dallas County Community College or transferred for credit toward a bachelor's degree at a four-year college. Students are not charged tuition for the college courses they take while attending an early college high school.

Results

Demographics

A total of 1,453 students were enrolled in Dallas ISD's early college high schools in 2015-16 which included 1,052 from the three early college high schools (Gilliam, Garza, and Lassiter) and 401 from the early college programs at Samuell and Spruce high schools. As shown in Table 1, the early college high schools enrolled higher proportions of Hispanic students and students identified as talented and gifted, compared to district high schools overall. Female students outnumbered male students by about 58 percent to 42 percent. The early college high schools also had lower proportions of at-risk students than the district overall. Table 1 shows student demographics of the five early college high schools.

Table 1: Demographic Characteristics of Early College High School Students

Characteristics	All Early College HS		Dallas ISD High Schools	
	N	%	N	%
Ethnicity				
African American	345	23.7	8,877	22.6
Hispanic	1,065	73.3	27,457	69.9
White	23	1.6	1,948	5.0
Asian	10	0.7	649	1.7
Other	10	0.7	343	0.8
Gender				
Female	838	57.7	19,749	50.3
Male	615	42.3	19,525	49.7
Socioeconomic Status				
Not Econ. Disadv.	290	14.4	6,750	17.2
Econ. Disadv.	1,244	85.6	32,524	82.8
Gifted and Talented (GT)				
GT	407	28.0	6,425	16.4
Not GT	1,046	72.0	32,849	83.6
ELL				
ELL	167	11.5	9,815	25.0
Not ELL	1,286	88.5	29,459	75.0
At Risk.				
At Risk	493	34.0	24,404	62.1
Not at Risk	960	66.0	14,870	37.9
Special Ed.				
Special Ed.	8	0.6	3,270	8.3
Not Special Ed.	1,445	99.4	36,004	91.7

Table 2 displays early college high school enrollment from 2012 through 2016.

Table 2: Early College High School Enrollment by Campus, 2012-2016

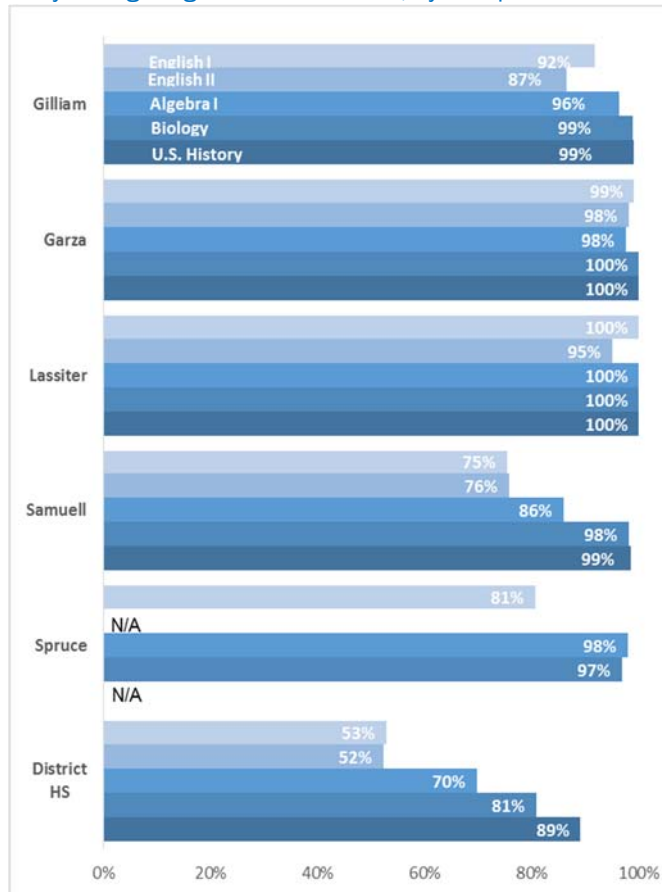
	2011-12	2012-13	2013-14	2014-15	2015-16
Grade	N	N	N	N	N
Gilliam					
9th	99	110	100	89	96
10th	92	84	107	105	95
11th	83	87	77	87	105
12th	66	80	80	75	85
Total	340	361	364	356	381
Garza					
9th	109	115	103	105	112
10th	99	105	113	105	109
11th	96	97	105	106	101
12th	87	90	94	101	104
Total	391	407	415	417	426
Lassiter					
9th	59	62	61	63	64
10th	56	57	66	66	65
11th	54	53	54	62	60
12th	44	47	49	50	56
Total	213	219	230	241	245
Samuell					
9th				96	110
10th				62	99
11th				66	63
12th					66
Total				224	338
Spruce					
9th					63
Total					63

STAAR EOC Results

High school students take the State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC) exams in English I, English II, Algebra I, Biology, and U.S. History. Data included the percentages of students who met the 2015-16 level II standard for satisfactory performance.

Students in all five early college high schools passed the STAAR EOC exams at higher rates than students in other Dallas ISD high schools, as shown in Figure 1. The lowest passing rates were for English II.

Figure 1: 2016 STAAR EOC Level II Met Satisfactory for Early College High School Students, by Campus



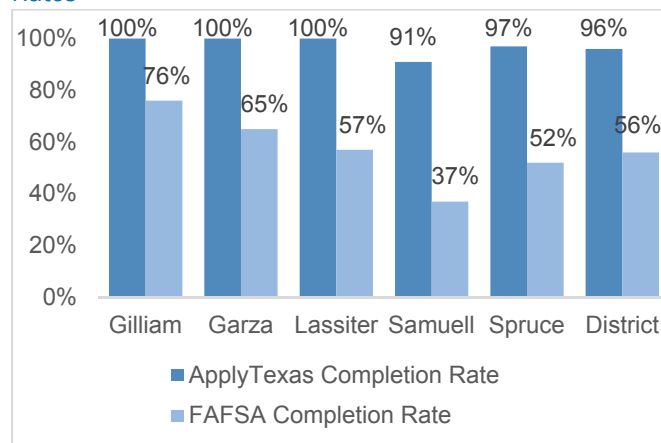
Note. 1) Data reported as of July 12, 2016. Updates received after July 12, 2016 are not reflected in this report. 2) No early college students from Spruce high school took the English II or U.S. History STAAR EOC exams.

College Access Data

The campus-level Free Application for Federal Student Aid (FAFSA) and college application completion rates can be a useful indicator of a school's college-going culture. As shown in Figure 2, students in the three early college high schools completed ApplyTexas applications for college admission and the FAFSA for financial assistance at higher rates than the district overall. Data for students at Spruce and Samuell are also shown, but students in the early college program could not be identified specifically. The ApplyTexas completion rates exceeded the district target of 80

percent at all five early college high schools, ranging from 91 percent to 100 percent. FAFSA completion rates in four early college high schools exceeded the district target of 50 percent.

Figure 2: 2015-16 ApplyTexas and FAFSA Completion Rates



Note. It was not possible to pull FAFSA and ApplyTexas data for only Early College program participants at Samuell and Spruce; thus, the data in this chart are for all students on those campuses.

College Enrollment and Persistence

Data from the National Student Clearinghouse (NSC), which tracks student college and persistence information, shows the percentage of high school students who enrolled in a two- or four- year postsecondary institution in the fall immediately following graduation, during the first year after high school, and during the first two years after high school. The NSC data also shows the percentage of students enrolled in college the first year after high school who returned for a second year (persistence) (Table 3).

Table 3: Number of High School Graduates and Percentage of College Enrollment and Persistence of ECHS and District, 2012-2015

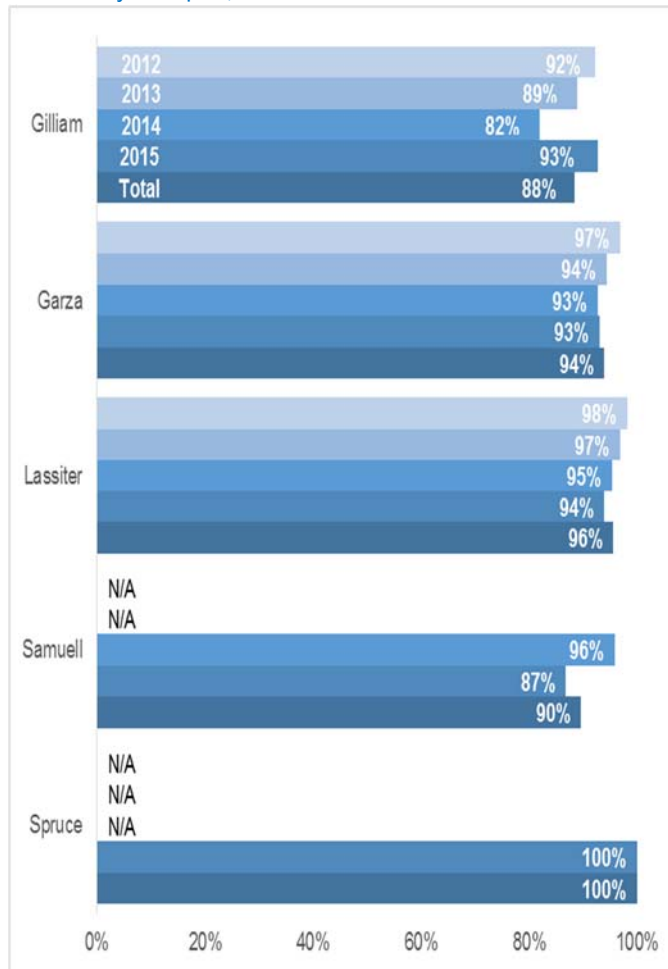
Year of HS Grad	# of HS Grad	Enrolled in Fall	1st year Enrolled	2nd year Enrolled	2nd-year Persistence
Gilliam					
2012	63	73%	76%	76%	81%
2013	82	67%	71%	82%	66%
2014	79	71%	77%	80%	87%
2015	75	68%	75%	75%	
Garza					
2012	87	78%	84%	91%	77%
2013	90	69%	78%	80%	76%
2014	95	72%	74%	81%	86%
2015	101	71%	74%	74%	
Lassiter					
2012	43	86%	86%	91%	84%
2013	48	60%	67%	71%	88%
2014	49	73%	76%	84%	89%
2015	49	78%	78%	78%	
District					
2012	7,210	51%	58%	64%	76%
2013	7,695	49%	56%	61%	73%
2014	7,351	48%	54%	60%	77%
2015	7,420	53%	58%	58%	

Note. No students graduated from Samuell or Spruce during this time period.

Dual Credits Earned

Students in the early college program attempted and earned credits in dual credit classes each semester. Figure 3 displays the percentage of credits earned at each campus over the course of each school year. Percentage of credits earned was calculated by dividing number of credits a student earned in a course by the potential credits available for the course.

Figure 3: Percentage of Credits Earned in Dual Credit Classes by Campus, 2012-2015



Note. The early college program at Samuel began in the 2014 school year. The early college program at Spruce began in the 2015 school year. No students were enrolled in dual credit courses at Spruce during the first semester of 2015-16, due to the addition of an exploratory course explaining the four CTE degree programs.

Methodology

Data for this report was extracted from the following data sources: *State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)* results (extracted on August 25, 2016), college admission and financial aid application rates (extracted on August 19, 2016), college enrollment after high school (extracted from NSC on August 15, 2016), and attempted and earned dual credits (extracted on August 26, 2016).

For more information, please contact Program Evaluation at 972-925-6457.