

2016-17 Evaluation of the Collegiate Academies

Department of Evaluation and Assessment

*Michael Hinojosa, Ed.D.
Superintendent of Schools*



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Dallas ISD

Department of Evaluation and Assessment

H. B. Bell School Support Service Center

2909 N. Buckner Blvd.

Box 10

Dallas, TX 75228

2016-17 Evaluation of the Collegiate Academies

Approved Report of the Department of Evaluation and Assessment

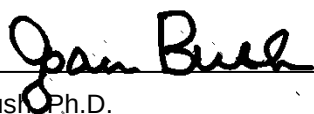
EA17-612-2

August 2017

Dianne K. Palladino, Ph.D.

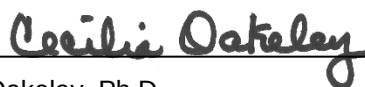
Jin Zhang, Ph.D.

Nora E. Douglas, Ph.D.



Joan Bush, Ph.D.

Director – Program Evaluation



Cecilia Oakeley, Ph.D.

Assistant Superintendent – Evaluation and Assessment

*Michael Hinojosa, Ed.D.
Superintendent of Schools*



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2016-17 EVALUATION OF THE COLLEGIATE ACADEMIES

Project Evaluators: Dianne K. Palladino, Ph.D.
Jin Zhang, Ph.D.
Nora E. Douglas, Ph.D.

ABSTRACT

In an effort to expand opportunities for traditionally underrepresented students determined to be first-generation college students, the Dallas Independent School District opened eight new Collegiate Academies in 2016-17 in partnership with DCCCD. The Collegiate Academy (CA) program was supported by \$14,425,812 in Dallas ISD general operating funds, and provided students with the opportunity to earn up to 60 hours of college credit or an associate's degree tuition-free before graduating from high school. The purpose of this evaluation was to provide a brief overview of CA program implementation and to examine short-term outcomes for cohort I students at the eight new CA campuses. The following are highlights of findings.

- The 906 cohort I CA students were 59 percent Hispanic, 36 percent African American, 58 percent female and 84 percent economically disadvantaged. CA students were more likely than district high school students to be African American, more likely to be female, and less likely to be enrolled in special education. The eight cohort I CAs employed a total of 37 teachers.
- Students earned credit for 99 and 97 percent of attempted dual credit courses in fall and spring, respectively.
- Fall 2016 *Assessment of Course Performance (ACP)* passing rates for CA students slightly exceeded district rates for social studies, but lagged behind the district for English/language arts, mathematics, and science. Spring 2017 CA *ACP* passing rates lagged behind the district in mathematics and social studies.
- 2017 *State of Texas Assessments of Academic Readiness (STAAR)* passing rates for CA students exceeded district rates for the *Algebra I*, *Biology*, and *English I EOCs*.
- Attendance rates for CA students exceeded those for non-CA students at all campuses and overall.
- Overall, 96 percent of CA students enrolled in fall 2016 remained enrolled at the end of the year.
- Students were generally positive about the personal impact of CA participation.
- Most students described the environment at CAs positively, but a small percentage of students described the environment as isolated, excluded, or separated.
- Students most often mentioned they liked that they were on track to earn college credit or an associate's degree and on track to be prepared for college and the future. Students most frequently mentioned that they disliked the uniforms and the amount of work.

PROGRAM DESCRIPTION

In an effort to expand opportunities for traditionally underrepresented students who would be first-generation college students, the Dallas Independent School District (Dallas ISD) opened eight new Collegiate Academies in 2016-17 in partnership with the Dallas County Community College District (DCCCD). Opportunities provided to Collegiate Academy (CA) students included:

- Earning up to 60 hours of tuition-free college credit and/or a tuition-free associate of applied science degree while attending high school,
- Eliminating thousands of dollars from the cost of attending college,
- Reducing the time necessary to earn a four-year degree by graduating from high school with two completed years of college,
- Entering the job market with a career-ready skill upon completion of high school, and
- Gaining familiarity with the effort required for successful completion of college-level coursework.

CAs aimed to accept and enroll approximately 100 grade nine students in 2016-17. Enrollment was limited to students from traditionally underrepresented groups with a strong determination to be first-generation college students. CA students were required to enter the academy in grade nine and move together through high school as a cohort.

Each CA established a higher education partnership with a DCCCD community college and offered academic pathways leading to an associate of applied science degree. A wide variety of career pathways were available to students in 2016-17, with two to four pathways available per campus.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to provide a brief overview of the implementation of the CA program based on outlined program goals and objectives, as well as to analyze some additional short-term outcomes. The evaluation focused on outcomes for the 2016-17 grade nine students at the eight cohort I Collegiate Academy campuses: David J. Carter Collegiate Academy, Dr. Emmett J. Conrad Global Collegiate Academy, James Madison Collegiate Academy, Pinkston Preparatory Collegiate Academy, Franklin D. Roosevelt Academy of Collegiate Studies, Seagoville Pathways to Technology (P-TECH) at Eastfield, South Oak Cliff Collegiate Academy, and Thomas Jefferson Collegiate Academy. The primary questions examined by this evaluation included:

- 1) What was the 2016-17 CA program budget?
- 2) What was the contextual history of the CA program?
- 3) What were the CA program components?
- 4) What were CA student and teacher demographics?
- 5) What were the results of the CA short-term outcomes?
- 6) What were CA student perceptions of the first year of the program?

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the 2016-17 Collegiate Academy budget?

Methodology

The executive director of the CA program provided budget information for the 2016-17 academic year.

Results

The 2016-17 budget for the CAs was supported by \$14,425,812 from Dallas ISD general operating funds.

What was the contextual history of the Collegiate Academy program?

Methodology

The evaluation team collected documents and other resources from CA staff including the Collegiate Academy Blueprint, P-TECH/STEM Playbook, and articles and websites related to early college education. The evaluation team reviewed these materials and conducted a review of relevant literature to provide a context for the CA program.

Results

Review of Literature

Dallas ISD leadership intended its CAs to obtain designation from the Texas Education Agency (TEA) as Early College High Schools by 2017-18.¹ Research provides support that Early College High School programs potentially provide long-term benefits to students.

Early College High School programs offer rigorous curricula and opportunities for students to earn college credit in an effort to better prepare students for college success (Hoffman et al, 2009). These programs typically serve student populations traditionally underrepresented in postsecondary institutions including racial and ethnic minority students, low-income students, first-generation college students, and English language learners (Thompson & Ongaga, 2011). Typical Early College High Schools provide multiple incentives for participation, closely monitor student progress, manage the transition from high school to college, and teach important study skills (Rosenbaum & Becker, 2011).

Early College High School programs provide many benefits to students who participate. By offering more accelerated courses to a wider range of students than the traditional high school, this model builds a college-going culture by setting expectations for students planning to attend college, exposing students to

¹ In April 2017, the Texas Education Agency (TEA) designated seven of the eight cohort I Collegiate Academies as Early College High Schools. The exception was Seagoville P-TECH at Eastfield, a campus that was designated a Pathways to Technology (P-TECH) Early College High School campus prior to the 2016-17 school year. Because most campuses included in this evaluation were Collegiate Academies for most of the year, this report referred to all cohort I campuses as Collegiate Academies for reporting cohesiveness.

college-level courses, and bolstering college awareness (Edmunds et al, 2010). In addition, these programs frequently result in reduced dropout rates, improved academic achievement, and improved graduation rates. Participating students also save time and tuition necessary for completing a college degree (Dessoiff, 2011), and may even improve the chances of completing a degree (Adelman, 2009). In sum, early college high school programs drive student college expectations, improve college readiness, create career pathways, and may provide hands-on experience through student internships with local partnered businesses (Nodine, 2011).

Collegiate Academies, Early College High Schools, and Pathways to Technology (P-TECH) Models

Table 1 shows the 2016-17 cohort I CAs and their higher education partners. These campuses are the focus of this evaluation because the first cohort of students started as freshmen at these eight campuses in 2016-17. Seven of the eight Dallas ISD CAs operated in 2016-17 with the intention of obtaining designation as Early College High Schools from the Texas Education Agency (TEA) for the 2017-18 school year, while one campus (Seagoville PT) previously obtained its Pathways to Technology (P-TECH) Early College High School designation.² Therefore, in anticipation of earning Early College High School designation, all of the cohort I CAs were designed and operated using the Early College High School model.

Table 1: 2016-17 Dallas ISD Cohort I Collegiate Academies

Collegiate Academies	Higher Education Partner
David J. Carter Collegiate Academy (Carter CA)	Cedar Valley College
Dr. Emmett J. Conrad Global Collegiate Academy (Conrad CA)	Richland College
James Madison Collegiate Academy (Madison CA)	El Centro College
Pinkston Preparatory Collegiate Academy (Pinkston CA)	El Centro College
Franklin D. Roosevelt Academy of Collegiate Studies (Roosevelt CA)	El Centro College
Seagoville P-TECH at Eastfield (Seagoville PT)	Eastfield College
South Oak Cliff Collegiate Academy (SOC CA)	Mountain View College
Thomas Jefferson Collegiate Academy (Jefferson CA)	Brookhaven College

Source: District website 11/16/2016.

Note: All higher education partners are part of the Dallas County Community College District.

CAs were high schools that offered students the opportunity to earn dual credit, meaning they earned credit for both high school courses and college courses simultaneously. This arrangement provided students with an opportunity to earn an associate's degree or up to 60 hours of tuition-free³ college credit by the time of high school graduation. The first-year CAs aimed to accept approximately 100 grade nine students per year to ascend through the high school grade levels as a cohort. Each CA joined with a higher education partner to offer academic pathways leading to an associate of applied science degree. Figure 1 shows the academic pathways available at each of the eight CAs in the Dallas ISD in 2016-17.

² Seagoville PT was the first P-TECH campus in the state of Texas.

³ Tuition was free to students unless they were repeating a course.

Figure 1: 2016-17 Collegiate Academy Pathways, Industry Partners, and Higher Education Partners

David W. Carter Collegiate Academy Pathways - Business(beginning 2017) - Computer Graphics - Law Enforcement - Network Administration and Support Industry Partners - City of Dallas Police Department - Wells Fargo Bank - Dallas Fire & Rescue - Dallas ISD Police Department Higher Education Partner - Cedar Valley College	Emmett J. Conrad Global Collegiate Academy Pathways - Allied Health - Gaming - Network Administration and Support - Software Programming Industry Partners - STEMuli Education - SMU — Guildhall - JPMorgan Chase & Co. - Magnin & Associates - HCA Medical City Children's Hospital - GameStop - [X] Cube Games Higher Education Partner - Richland College	Thomas Jefferson Collegiate Academy Pathways - Business Administration - Software Programming - Visual Communications Industry Partners - Telemundo - NBC 5 - Pinnacle Group - Art Group Higher Education Partner - Brookhaven College	Seagoville P.TECH at Eastfield College Pathways - Business Administration - Personal Computer Support - Software Programming Industry Partners - AT&T - Accenture - NFTE Higher Education Partner - Eastfield College
South Oak Cliff Collegiate Academy Pathways - Electronic Technology - Network Administration and Support - Manufacturing (CAD) Industry Partners - Microsoft - Eon Reality Higher Education Partner - Mountain View College	James Madison Collegiate Academy Pathways - Management - Personal Computer Support Industry Partners - City of Dallas IT Department - Amazon Web - Dallas ISD IT Department Higher Education Partner - El Centro College	Pinkston Preparatory Collegiate Academy Pathways - Allied Health - Management - Network Administration and Support Industry Partners - Univision - Parkland - Plains Capital Bank - SMU — Simmons School of Education Higher Education Partner - El Centro College	Franklin D. Roosevelt Academy of Collegiate Studies Pathways - Allied Health - Management - Internet Development Technology Industry Partners - UTSW Medical Center - Bank of America Higher Education Partner - El Centro College

Source: District website January 2017.

The Texas Education Agency (TEA) reviews applications from Texas high schools who request to be designated as Early College High Schools. This designation process ensures that Early College High Schools and their higher education partners meet the requirements of the Early College High School (ECHS) model.⁴ ECHSs enable traditionally underserved students to earn a high school diploma and up to two years of tuition-free⁵ college credit, which can be applied toward an associate's or bachelor's degree. Prior to 2016-17, Dallas ISD opened three ECHS campuses through a partnership with DCCCD where students took courses on DCCCD campuses from grade nine to grade twelve.⁶ In addition, Dallas ISD

⁴ For more information about the Early College High School model in Texas, see <http://tea.texas.gov/ECHS/>.

⁵ Tuition is free to students unless they are repeating a course.

⁶ Kathlyn Joy Gilliam Early College High School, located at Cedar Valley College; Trinidad "Trini" Garza, located at Mountain View College; and J. Wright Lassiter Early College (formerly called Middle College), located at El Centro College.

previously opened two ECHSs at which students attend grades nine and ten at the high school campus and grades eleven and twelve on the campuses of their higher education partners.⁷ In addition to earning a high school diploma, students who enroll in the ECHSs also accumulate up to two years of college credit. This college credit can be applied toward an associate's degree at a DCCCD or transferred for credit toward a bachelor's degree at a four-year college.

At P-TECH ECHSs, students choose a career pathway and take courses that provide the academic, technical, and workplace skills that are attractive to employers. In addition to the potential to earn an associate's degree, students can earn industry certificates in their selected career pathways and gain opportunities potentially leading to paid internships and job placement after graduation. For example, Seagoville PT's partnership with AT&T provides essential mentoring, internships, and other support to prepare students to enter the workforce career-ready.

What were the Collegiate Academy program components?

Methodology

The evaluators collected and reviewed program documentation from CA staff members. The evaluators also collected information about program components through informal interviews with CA staff members. The program documentation and informal interviews focused on program components including school design, student applications, program timeline, campus staffing, pathways, industry partners, *Texas Success Initiative Assessment (TSIA)* practices, and the summer bridge program.

Results

School Design

Each CA was physically designed as a "school within a school" facility to provide a sense of cohesiveness for students. Students took most year one courses in this facility, with the exception of fine arts, health, physical education, and foreign languages, which were attended at the comprehensive high school. The district provided transportation to and from college partner campuses, as needed.

Student Applications

Dallas ISD began accepting applications to cohort I CAs for the 2016-17 school year on December 5, 2015. Grade eight students who would be grade nine students in 2016-17 were eligible to apply using an online application. Students from across the district could select their top three choices among the district's CAs. Students were required to write a brief essay outlining their strengths, the types of learning they enjoyed, and how attending high school at a CA would help them to reach their academic goals. All students who applied participated in an interview. Acceptance decisions were sent to applicants in March 2016. The district strove to attain a recruitment/enrollment goal of approximately 100 students per campus.

⁷ W.W. Samuell and H. Grady Spruce Early College High School programs, both in partnership with Eastfield College

Program Timeline

CA students take increasing numbers of dual credit courses each year. Students take the majority of their classes during grade nine and grade 10 at high school campuses, and then take most classes in grade 11 and grade 12 at college partner campuses.

Campus Staffing

Dedicated CA staff included one assistant principal to serve as campus administrator, one workplace learning coordinator, one dedicated counselor, one dedicated clerk, and dedicated teachers. Teachers were selected to teach in CAs based upon campus-specific criteria. Job requirements for CA assistant principals, workplace learning coordinators, and teachers are included in the following sections.

Assistant Principal

Each CA was assigned a designated assistant principal. Selection for this position required Texas standard principal certification (or equivalent) and three years of experience teaching in the classroom. The assistant principal supported the campus principal to 1) plan, organize, coordinate, and supervise high school instructional programs and activities; 2) develop curriculum; and 3) develop implementation strategies. The assistant principal also assisted campus administration in counseling, instruction, and problem solving. Finally, the assistant principal reviewed, inspected, audited, and evaluated student attendance.

Collegiate Academy Workplace Learning Coordinator

Each CA was assigned one workplace learning coordinator. Selection for this position required five years of experience in management, curriculum development, and professional development. The coordinator supervised the curriculum, workplace visits, mentoring, and internship programs, and worked with teachers and industry partners to develop curriculum and to ensure effective student-mentor communication. The coordinator worked closely with school leadership and staff members in the Teaching and Learning Department to create, coordinate, and present professional development.

Teachers

It was preferred that CA teachers hold a secondary certification for grades nine through twelve, a master's degree, and dual credit certification. Ideal CA teachers were experienced at 1) working with at-risk students, 2) using research-based instructional strategies, 3) collaborating with colleagues in lesson planning and analysis of student data, and 4) providing tutoring and interventions. In 2016-17, no Dallas ISD teachers were certified to teach dual credit courses except for one teacher at Seagoville PT who was certified to teach a one credit hour introduction to keyboarding course (course number: POFT 1127).

Pathways and Industry Partners

As noted previously, CA students selected pathways to guide their progress from grade nine toward a specialized field. To supplement education related to selected pathways, industry partners provided students with related hands-on learning experiences. Additional opportunities provided by industry partners included:

- Joining with the CAs and their collegiate partners to conduct student orientations,
- Assigning one or more staff members to maintain a presence on CA campuses,
- Implementing a workplace learning curriculum,
- Contributing to career exploration experiences and industry exposure,
- Hosting worksite visits and recruiting industry speakers to share experiences with students,
- Developing “Project Days” when students collaborate with industry leaders on projects, and
- Creating mentorship programs and offering paid and unpaid internships.

Texas Success Initiative Assessment (TSIA)

To be eligible for dual credit coursework, CA students were required to demonstrate college readiness by achieving the minimum passing standard on The *Texas Success Initiative Assessment (TSIA)*.⁸ Results of the *TSIA* indicated whether students were ready for college-level course work in the areas of reading, writing, and mathematics. In spring 2017, Dallas ISD successfully negotiated a license for the district to administer *TSIA* tests, and the CAs became designated *TSIA* test centers. In the past, students could take the *TSIA* twice per year, per subject, at no cost through campus higher education partners. With the newly acquired test center license, students who did not pass the exam after two tries in a year could take advantage of additional testing opportunities through the district. The goal for CA students was to meet the minimum standard on the *TSIA* by the end of grade ten.

Summer Bridge Program

Dallas ISD CAs partnered with DCCCD to offer a summer bridge program. The goal of this program was to prepare incoming grade nine students to meet *TSIA* requirements. The summer bridge program focused on four dimensions: 1) contextual skills and awareness; 2) academic behaviors; 3) key content knowledge; and 4) key cognitive strategies. The summer bridge program in 2016 consisted of four sessions. Two sessions were held at the CA campuses from June 13, 2016 to June 16, 2016 and from June 20, 2016 to June 23, 2016. The other two sessions were held at college partner campuses, and they included student orientation and campus tours on June 17, 2016 and *TSIA* administration on June 24, 2016.

What were Collegiate Academy student and teacher demographics?

Methodology

The evaluator ran frequency and crosstab analyses using district demographic data from October 31, 2016 and district personnel data from January 30, 2017 to determine the demographic characteristics of the 2016-17 cohort I CA students and teachers, respectively.

⁸ In addition, students were required to have completed any prerequisite coursework.

Results

Student Demographics

Cohort I was comprised of 906 students enrolled at the eight CAs in 2016-17. Overall, as shown in Table 2, slightly over half of cohort I CA students were Hispanic (59%) and Female (58%), and the majority of students were economically disadvantaged (84%) and at risk (64%). Although CA student demographics were generally similar to the Dallas ISD high school students overall, cohort I CA students were more likely than district high school students to be African American (36% CA; 22% district), more likely to be female (58% CA; 50% district), less likely to be Hispanic (59% CA; 70% district), and less likely to be enrolled in special education (3% CA; 9% district). Table 3 shows demographic characteristics by campus.

Table 2: 2016-17 Collegiate Academy and District Student Demographic Characteristics

	Collegiate Academies		Dallas ISD High Schools	
	N	%	N	%
Ethnicity				
African American	322	36	8,784	22
Hispanic	537	59	27,902	70
White	22	2	1,973	5
Asian	17	2	621	2
Other	8	1	316	1
Gender				
Female	528	58	19,865	50
Male	378	42	19,731	50
Socioeconomic Status				
Eco Dis	763	84	32,733	83
English Language Learner				
ELL	293	32	11,085	28
At Risk				
At Risk	584	64	24,711	62
Special Education				
SPED	26	3	3,367	9

Source: District demographic files dated 10/31/2016.

Note: Eco Dis = economically disadvantaged, ELL = English language learner, SPED = special education. Percentages may not sum to 100 because of rounding.

Table 3: 2016-17 Collegiate Academy Student Demographic Characteristics by Campus

Campus	N	Afr Am		Hispanic		Other		Female		Male		Eco Dis		ELL		At Risk		SPED	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Carter CA	118	76	64	40	34	2	2	71	60	47	40	86	73	25	21	77	65	3	3
Conrad CA	115	34	30	59	51	22	19	64	56	51	44	93	81	33	29	59	51	2	2
Madison CA	95	54	57	40	42	1	1	65	68	30	32	88	93	20	21	70	74	9	9
Pinkston CA	113	19	17	91	81	3	3	64	57	49	43	110	97	37	33	63	56	1	1
Roosevelt CA	113	41	36	70	62	2	2	63	56	50	44	97	86	37	33	85	75	2	2
Seagoville PT	115	28	24	75	65	12	10	59	51	56	49	103	90	24	21	57	50	3	3
SOC CA	113	64	57	46	41	3	3	58	51	55	49	78	69	32	28	75	66	3	3
Jefferson CA	124	6	5	116	94	2	2	84	68	40	32	108	87	85	69	98	79	3	2
All CAs	906	322	36	537	59	47	5	528	58	378	42	763	84	293	32	584	64	26	3

Source: District demographic data file 10/31/2016.

Note: CA = Collegiate Academy, PT = P-TECH, SOC = South Oak Cliff, Afr Am = African American. Eco Dis = economically disadvantaged. ELL = English language learner. SPED = special education. Percentages may not sum to 100 because of rounding.

Teacher Demographics

As shown in Table 4, the eight cohort I CAs employed 37 teachers, with four or five teachers at each campus. Most teachers were female (76%) and either African American (38%) or white (38%). Forty-one percent of teachers held a master's degree, and 21 percent had been employed by the Dallas ISD for six or more years (see Table 5).

Table 4: 2016-17 Number of Teachers at Each Collegiate Academy

Campus	Number of Teachers
Carter CA	4
Conrad CA	5
Madison CA	5
Pinkston CA	5
Roosevelt CA	4
Seagoville PT	5
SOC CA	4
Jefferson CA	5
All CAs	37

Source: District personnel data file dated 01/30/2017.

Note: CA = Collegiate Academy. PT = P-TECH. SOC = South Oak Cliff.

Table 5: 2016-17 Collegiate Academy Teacher Demographics

Ethnicity	n	%	Gender	n	%	District Experience			Highest Degree		
							n	%		n	%
African American	14	38	Female	28	76	< 1 year	12	32	Bachelor's	21	57
Hispanic	3	8	Male	9	24	1-5 years	17	46	Master's	15	41
White	14	38				6-10 years	6	16	Unknown	1	2
Asian	6	16				11-20 years	2	5			
Total	37		Total	37		Average	3		Total	37	

Source: District personnel data file dated 01/30/2017.

Note: Percentages may not sum to 100 because of rounding.

What were the results of the Collegiate Academy short-term outcomes?

Methodology

CA leadership staff members identified program-related short-term goals including 1) college course success (i.e., passing dual credit classes), 2) *ACP* achievement, 3) student attendance rates, 4) student retention, and 5) campus parental activities. In addition, the evaluators examined passing rates for *STAAR EOC* exams.

Dual Credit Courses

The evaluator used district course file data from February 14, 2017 (fall 2016) and June 20, 2017 (spring 2017). These data files contained credits attempted and earned for dual credit courses taken by cohort I students at the eight CAs. The evaluator then calculated the total number of credits attempted and the total number and percentage of credits earned for each dual credit course.

Assessment of Course Performance (ACP)

The evaluator examined fall 2016 and spring 2017 CA *ACP* passing rates for cohort I CA students. *ACPs* are standardized final semester exams developed by the Local Assessment Department in conjunction with the Teaching and Learning Department, and they align with Texas Essential Knowledge and Skills.⁹ Scores for *ACPs* administered at cohort I CAs¹⁰ were obtained from district files from May 8, 2017 (fall 2016) and June 20, 2017 (spring 2017) and merged with demographic data from October 31, 2016. Scores of 70 or higher were considered passing. The percentage of students passing each exam was calculated for cohort I CA students and non-CA students by campus, for the CA and non-CA students at the same campuses overall, and for grade nine students in the district.

State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)

STAAR EOCs are state-mandated standardized tests that assess student knowledge by subject and grade level. Academic performance standards represent the degree to which students have mastered required content as measured by test scores.¹¹ *STAAR* scores are categorized into four levels to describe student performance: 1) did not meet grade level, 2) approaches grade level, 3) meets grade level, and 4) masters grade level. Cut scores divide student scores into these four categories. Passing scores are those that meet or exceed the cut score for the approaches grade level standard.

The evaluator used first and second administration district *STAAR EOC* data files dated June 14, 2017 and merged test result data for all versions but *Alternate 2* with demographic data from October 31, 2016. The evaluator then ran crosstab and frequency analyses to calculate passing rates for the *STAAR Algebra I EOC*, *Biology EOC*, and *English I EOC* for cohort I CA students and non-CA students by campus,

⁹ For more information on *ACPs*, see Williams-Palmer (2017).

¹⁰ In fall 2016, grade nine students took *ACPs* in English/language arts, mathematics, science, and social studies. In spring 2017, grade nine students took *ACPs* in mathematics and social studies. *ACPs* were not administered in spring 2017 when students were required to take a corresponding *STAAR EOC*.

¹¹ For more information on *STAAR* performance standards, see <http://tea.texas.gov/student.assessment/staar/performance-standards/>

for the CA and non-CA students at the same campuses overall, and for grade nine students in the district. Frequencies were calculated for those who met or exceeded the approaches grade level, meets grade level, and masters grade level standards.

Attendance

The evaluator merged district attendance data files dated April 20, 2017 (fall 2016) and June 20, 2017 (spring 2017) with demographic files dated October 31, 2016. Attendance rate was calculated by dividing the total days attended by the total days enrolled by campus for cohort I CA students and grade nine non-CA students at the same campus by campus and overall. The evaluator then calculated the difference in attendance rates between CA and grade nine non-CA students at the same campus by campus and overall.

Student Retention

To calculate the percentage of CA cohort I students who remained in the program from the beginning to the end of the 2016-17 school year, the evaluator used demographic files from October 31, 2016 and April 3, 2017. The evaluator compared the campus at which each student was enrolled at the beginning of the year to the campus at which each was enrolled in the spring and summed the number of students enrolled in the fall who remained enrolled at the same campus in the spring. To evaluate the percentage of retained students, the evaluator divided the number of students remaining enrolled in the spring by the number of students enrolled in the fall.

Campus Parental Activities

Evaluators administered a brief one-question online survey to CA principals from April 18, 2017 to April 24, 2017 to solicit a list of parent activities conducted on their campuses in 2016-17. The evaluators content analyzed response data and compiled a list of the types of activities held for parents of CA students.

Results

Dual Credit Courses

Tables 6 and 7 display the number of attempted and earned credits fall 2016 and spring 2017. CA students completed 99 percent of credits attempted for dual credit courses in fall 2016 and 97 percent of credits attempted for dual credit courses in spring 2017.

Table 6: Fall 2016 Collegiate Academy Attempted and Earned Dual Credits by Course

Course Name	Credits Attempted	Credits Earned	Credits Earned
	N	n	%
Architectural Design 1	12	12	100
Architectural Design 2	12	12	100
Graphic Design and Illustration 1	23	23	100
Graphic Design and Illustration 2	23	23	100
Principles of Arts, Audio/Video Technology and Communications 1	47	47	100
Principles of Arts, Audio/Video Technology and Communications 2	20	20	100
Principles of Information Technology 1	140	138	99
Principles of Information Technology 2	137	136	99
Total	414	411	99

Source: District course file 02/14/2017.

Note: Each course had a credit of 0.5.

Table 7: Spring 2017 Collegiate Academy Attempted and Earned Dual Credits by Course

Course Name	Credits Attempted	Credits Earned	Credits Earned
	N	n	%
Architectural Design 1	31	31	100
Architectural Design 2	31	31	100
Graphic Design and Illustration 1	42	42	100
Graphic Design and Illustration 2	42	42	100
Introduction to Psychology	19	19	100
Principles of Arts, Audio/Video Technology and Communications 1	69	69	100
Principles of Arts, Audio/Video Technology and Communications 2	65	65	100
Principles of Information Technology 1	429	409	95
Principles of Information Technology 2	427	406	95
Studio Art 1	25	25	100
Touch System Data Entry	127	122	96
Touch System Data Entry 1	49	49	100
Touch System Data Entry 2	58	58	100
Total	1,414	1,368	97

Source: District course file 06/20/2017.

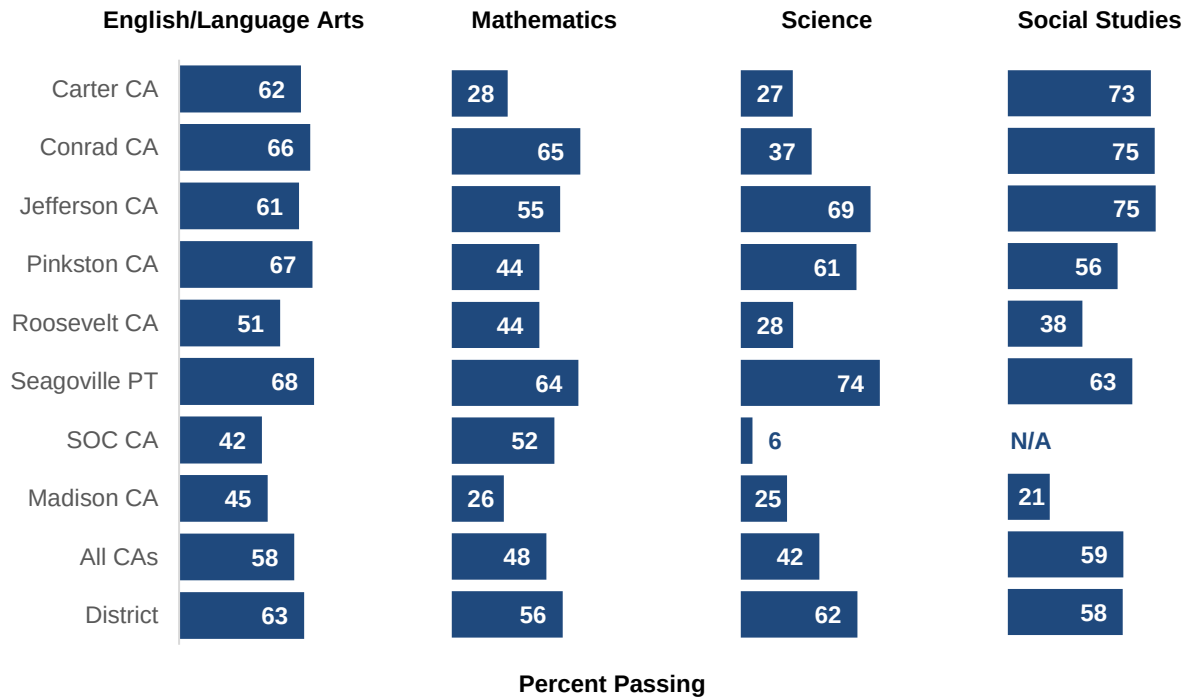
Note: Data included 1,249 courses with a 0.5 credit and 165 courses with 1.0 credit. Four students were not assigned final grades, and one student did not have credit attempted and credit earned information. Data for these five students were not included in totals.

Assessment of Course Performance (ACP)

ACP passing rates for 2016-17 CA students by campus along with comparisons to non-CA students and the district are provided in Appendix A. As shown in Figure 2, fall 2016 ACP passing rates for CA students slightly exceeded district rates for the social studies exam (59% CA versus 58% district), but lagged behind the district for English/language arts (58% CA versus 63% district), mathematics (48% CA versus 56% district), and science (42% CA versus 62% district). Four of the eight CA campuses (50%) beat district passing rates for social studies, three campuses beat district passing rates for English/language arts (38%), and two campuses (25%) beat district passing rates for mathematics and science.

As shown in Figure 3, spring 2017 CA ACP passing rates lagged behind those for the district in mathematics (48% CA versus 72% district) and social studies (53% CA versus 60% district). One of the eight campuses (13%) exceeded district passing rates for mathematics, and three campuses (38%) exceeded district passing rates for social studies.

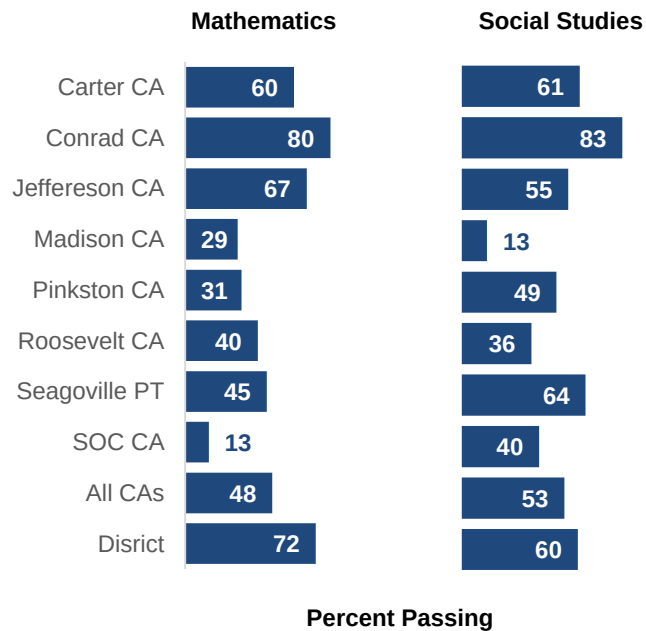
Figure 2: Fall 2016 Collegiate Academy ACP Passing Rates by Campus



Source: District ACP data file dated 5/8/17. District demographic data file dated 10/31/16.

Note: CA = Collegiate Academy. PT = PTECH. SOC = South Oak Cliff. N/A = Not Applicable.

Figure 3: Spring 2017 Collegiate Academy ACP Passing Rates by Campus



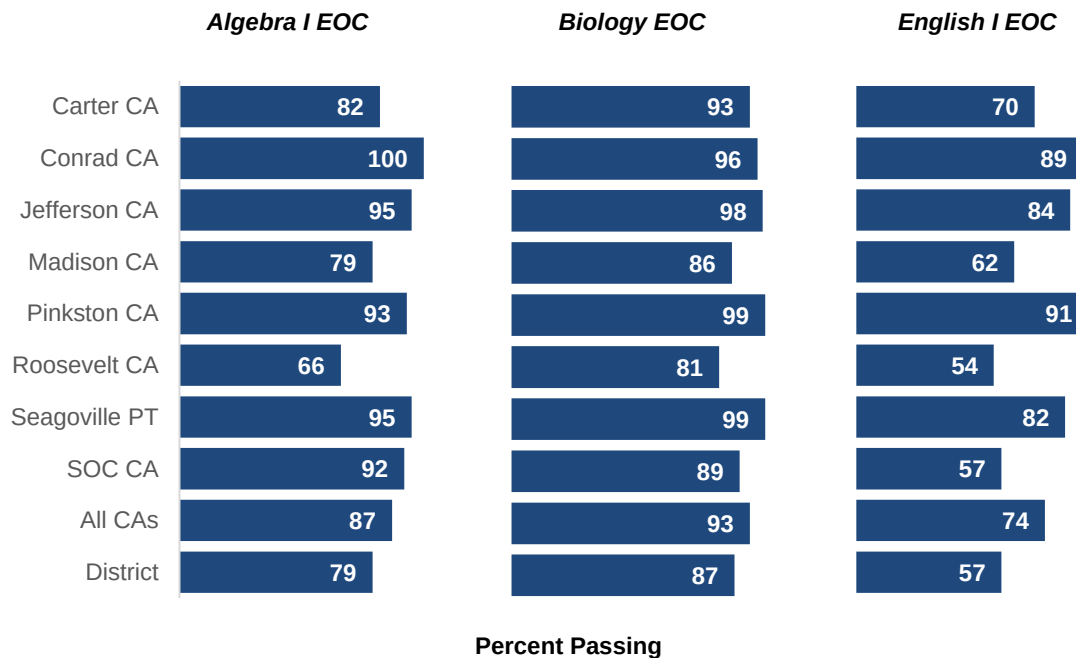
Source: District ACP data file dated 06/20/2017. District demographic data file dated 5/22/2017.

Note: Collegiate Academy students did not take English Language Arts (ELA) and science ACP tests in spring 2017. CA = Collegiate Academy. PT = P-TECH. SOC = South Oak Cliff.

State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)

Detailed rates of CA and non-CA students meeting or exceeding the approaches, meets, and masters grade level standards are provided in Appendix B. As shown in Figure 4, rates of CA students overall exceeded those of the district for the *Algebra I EOC* (87% CA versus 79% district), *Biology EOC* (93% CA versus 87% district), and *English I EOC* (74% CA versus 57% district). Six of the eight CA campuses (75%) exceeded district passing rates for the *Algebra I*, *Biology*, and *English I EOCs*.

Figure 4: 2017 Collegiate Academy STAAR EOC Passing Rates by Campus



Source: STAAR EOC data files 06/14/2017 and demographic file dated 10/31/2016.

Note: Rates are for students enrolled in the district at each campus as of 10/31/2016 for first and second administration of all versions but *Alternate 2* of STAAR EOC exams. Rates represent students who have met or exceeded the approaches grade level standard. CA = Collegiate Academy. PT = P-TECH. SOC = South Oak Cliff.

Attendance

Table 8 shows CA student attendance information for fall 2016, spring 2017, and for the 2016-17 school year. Attendance rates for CA students exceeded attendance rates for non-CA students at all campuses and overall (96% CA versus 92% non-CA).

Table 8: 2016-17 Collegiate Academy Student Attendance Rates by Campus

Campus	% Attendance Fall 2016			% Attendance Spring 2017			% Attendance 2016-17		
	CA	Non-CA	Diff	CA	Non-CA	Diff	CA	Non-CA	Diff
Carter CA	98	94	4	96	92	4	97	93	4
Conrad CA	98	94	4	97	91	6	98	93	5
Jefferson CA	98	93	5	96	92	4	97	92	5
Madison CA	96	92	4	95	90	5	96	91	5
Pinkston CA	98	94	4	97	93	4	98	93	5
Roosevelt CA	96	93	3	94	89	5	95	91	4
Seagoville PT	98	94	4	96	92	4	97	93	4
SOC CA	95	89	6	94	86	8	95	87	8
All CAs	97	93	4	96	91	5	96	92	4

Source: District demographic file dated 10/31/2016. District attendance files dated 04/20/2017 (fall) and 06/20/2017 (spring).

Note: Attendance rate difference was calculated by subtracting the attendance rate for non-Collegiate Academy students from the attendance rate for Collegiate Academy students. Diff.= attendance rate difference. CA = Collegiate Academy. Non-CA = grade nine students at same high school who were not Collegiate Academy students. PT = P-TECH. SOC = South Oak Cliff.

Student Retention

Table 9 shows CA retention rates for 2016-17. Rates of retention ranged from 93 percent (Roosevelt CA) to 98 percent (Conrad CA and Pinkston CA), and 96 percent of CA students enrolled at the beginning of the 2016-17 school year remained at the same CA campus at the end of the year.

Table 9: 2016-17 Collegiate Academy Student Retention Rates by Campus

Campus	# Enrolled BOY 2016	# Retained EOY 2017	% Retention BOY - EOY
Carter CA	118	114	97
Conrad CA	115	113	98
Jefferson CA	124	120	97
Madison CA	95	90	95
Pinkston CA	113	111	98
Roosevelt CA	113	105	93
Seagoville PT	115	112	97
SOC CA	113	107	95
All CAs	906	872	96

Source: District demographic files dated 10/31/16 and 04/03/2017.

Note: BOY = Beginning of Year (as of 10/31/16). EOY = End of Year (as of 4/3/17). CA = Collegiate Academy. PT = P-TECH. SOC = South Oak Cliff. Two students transferred between Collegiate Academy campuses but were not coded as "retained". Of the remaining 32 students not retained, 16 students withdrew from the district and 16 students transferred to non-Collegiate Academy campuses.

Campus Parental Activities

All CA principals (100%) completed the survey. Administrators listed a variety of activities conducted to engage parents of CA students in 2016-17. These activities included 1) cohort signing day, 2) parent orientation, 3) parent meetings/conferences, 4) parent volunteer open house, 5) parent/scholar night, 6) parent classes, 7) parent/teacher association (PTA) nights, and 8) college field trips.

What were Collegiate Academy student perceptions?

Methodology

The evaluators sent CA administrators a link to a brief online survey for CA students. Administrators provided an opportunity for all students to complete the survey during their Methodology for Academic and

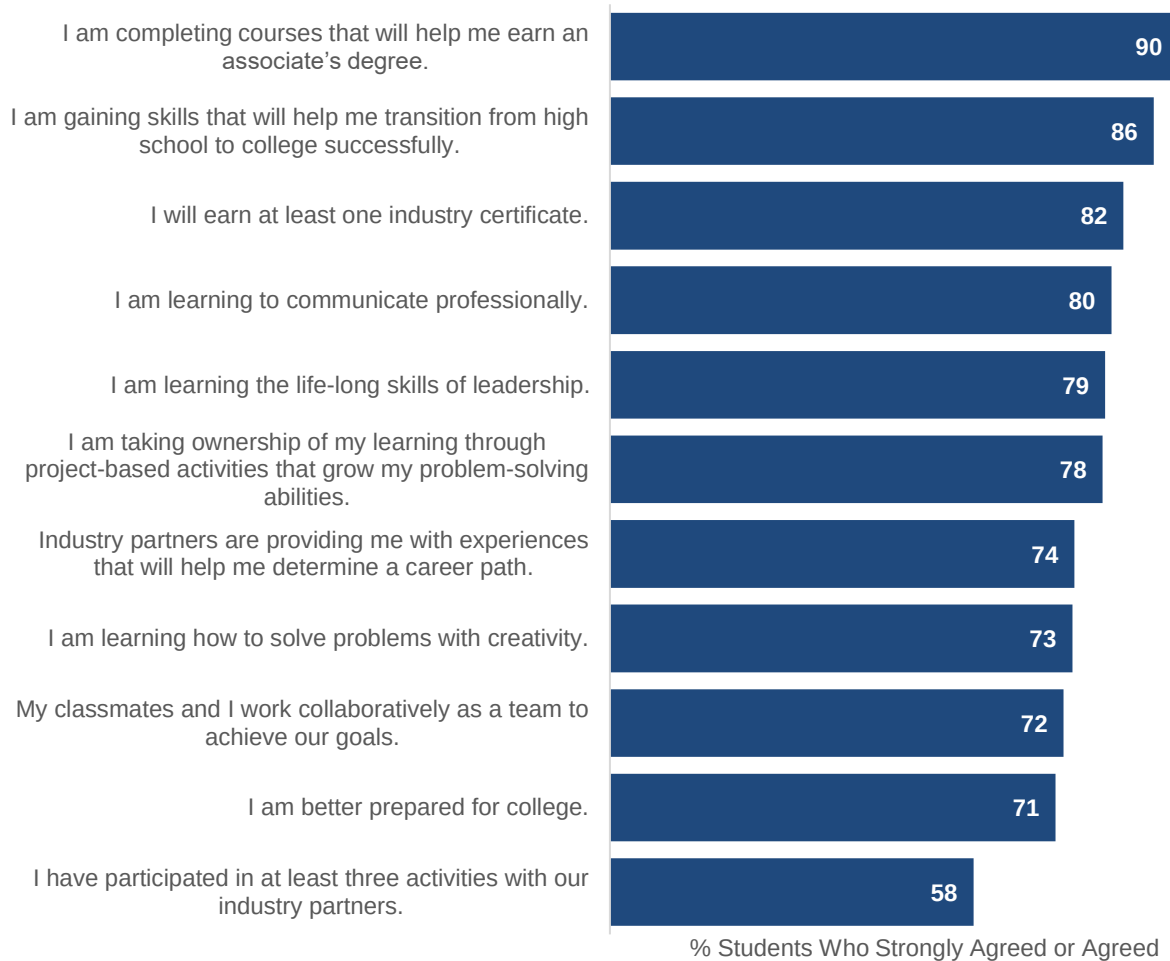
Personal Success (MAPS) course, a course required for all grade nine students, from April 19, 2017 to April 28, 2017. The survey solicited information from students related to CA goals, their participation in industry partner activities, and their perceptions of the CAs. The evaluator conducted frequency analyses on responses to survey items answered on a ratings scale. Responses to open-ended questions were content analyzed to group responses into general themes, and the frequency and percentage of students providing answers related to each theme were tabulated.

Results

Of the 906 students enrolled at the cohort I CAs, 757 completed the survey. However, 35 students completed the survey twice and changed their answers in the second submission. These 35 students were removed from analyses, leaving 722 responses (80% response rate). The number and percentage of respondents from each campus are provided in Appendix C. Jefferson CA students contributed the highest proportion of total responses ($n = 115$; 15.9%), and South Oak Cliff CA students contributed the lowest proportion of total responses ($n = 57$; 7.9%).

Detailed responses to rating scale items are included in Appendix C. As shown in Figure 5, generally, CA students responded favorably regarding the impact of CA participation on their lives. When asked about the impact of their enrollment at a CA, at least 80 percent of students surveyed agreed or strongly agreed that they were 1) completing courses to help earn an Associate's degree (90%), 2) gaining skills to help transition from high school to college successfully (86%), 3) earning at least one industry certificate (82%), and 4) learning to communicate professionally (80%). Students were least likely to strongly agree or agree that they had participated in at least three activities with industry partners (58%).

Figure 5: 2016-17 Student Survey - Impact of Collegiate Academies (N = 722)



Source: District student online survey administered in April 2017.

As shown in Table 10, when asked to indicate their participation in industry partner activities, students most frequently indicated they had participated in technology training (45%) and activities related to selecting a career path/career exploration (44%). Students were least likely to indicate they had participated in activities related to conflict/dispute resolution (8%) and peer mentoring with younger students (7%).

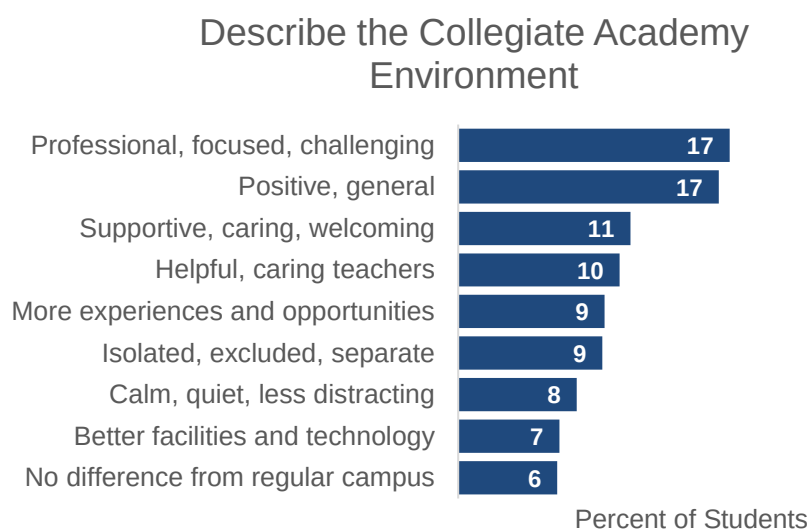
Table 10: 2016-17 Collegiate Academy Student Participation in Industry Partner Activities (N = 722)

Activity	n	%
Technology Training	328	45.4
Selecting a Career Path/Career Exploration	317	43.9
Planning for Future Studies	244	33.8
Communication Skills Training	220	30.5
Resume Writing	145	20.1
Community Involvement	136	18.8
Worksite Visits	122	16.9
Mentoring from Industry Partners	120	16.6
Mock Interviewing	104	14.4
Workshops on Decision Making Skills	102	14.1
Role Playing	67	9.3
Shadowing Professionals	63	8.7
Personal Finance Workshops	61	8.4
Other	57	7.9
Conflict/Dispute Resolution	55	7.6
Peer Mentoring with Younger Students	47	6.5

Note: Students may have participated in more than one activity.

The student survey also included three open-ended questions. The first open-ended question asked students to describe the CA environment. As shown in Figure 6, descriptions offered were mostly positive, with the highest rate of students describing the CA environment as professional, focused, and challenging (17%) and generally positive (17%).¹² A small percentage of students described the CAs as isolated, excluded, or separate (9%). Interestingly, a small percentage of student respondents described the CA environment as no different from a regular campus (6%).

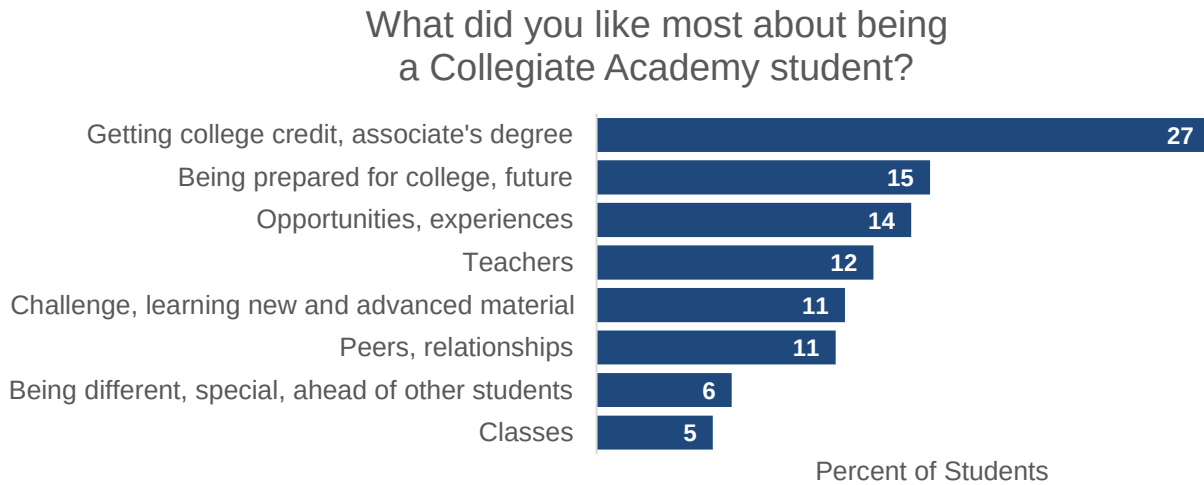
Figure 6: 2016-17 Collegiate Academy Student Survey – Environment Description (N = 722)



¹² Responses were coded as generally positive when students used unspecific positive adjectives to describe the environment, such as good, fine, nice, etc.

In response to the second open-ended question, students indicated a variety of factors they liked the most about being students at CAs. Figure 7 illustrates the factors mentioned by at least five percent of student respondents. As shown, students were most likely to mention they were pleased with the fact that they were on track to earn college credit or an associate's degree (27%) and to be prepared for college and the future (15%).

Figure 7: 2016-17 Collegiate Academy Student Survey – What Students Liked Most (N = 722)

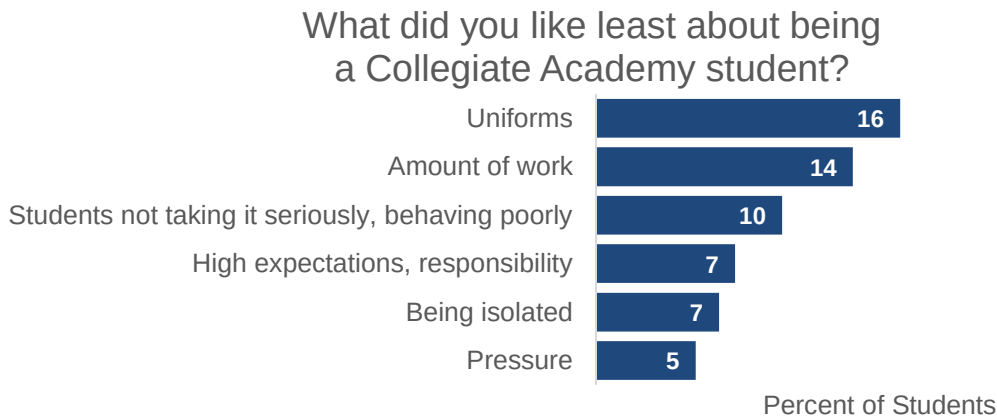


Source: District student online survey administered in April 2017.

Note: Results shown for responses provided by at least five percent of student respondents.

In response to the third open-ended question, students indicated a variety of factors they liked the least about being students at CAs. Figure 8 illustrates the factors mentioned by at least five percent of student respondents. As shown, students were most likely to mention they disliked uniforms (16%) and the amount of work (14%).

Figure 8: 2016-17 Collegiate Academy Student Survey – What Students Liked Least (N = 722)



Source: District student online survey administered in April 2017.

Note: Results shown for responses provided by at least five percent of student respondents.

SUMMARY AND RECOMMENDATIONS

Summary

In an effort to expand opportunities for traditionally underrepresented students determined to be first-generation college students, Dallas ISD opened eight new Collegiate Academies in 2016-17 in partnership with the Dallas County Community College District (DCCCD). The Collegiate Academy (CA) program was supported by \$14,425,812 in Dallas ISD general operating funds, and provided students with the opportunity to earn up to 60 hours of college credit or an associate's degree tuition-free before graduating from high school. Approximately 100 freshmen formed cohort I of students at each of the eight CAs. These students will move together through high school graduation.

Seven of the eight new CAs were formed with the intention of attaining TEA designation as Early College High Schools by the 2017-18 school year, and one had already received official designation prior to opening. Therefore, all CAs were designed around the Early College High School model, earning dual credit for both high school and college courses simultaneously. The purpose of this evaluation was to provide a brief overview of CA program implementation and to examine short-term outcomes for the first year of the eight new cohort I campuses.

Program Components

School Design

Each CA was physically designed as a “school within a school” facility to provide a sense of cohesiveness for students. Most grade nine and grade ten courses were taken in this facility, with the exception of fine arts, health, physical education, and foreign languages, which were attended at the comprehensive high school. The district provided transportation to and from college partner campuses for CA students.

Student Applications

Grade eight students from across the district applied to enroll in CAs through an online application that required selection of up to three desired CAs and an essay. Students also were required to participate in an admissions interview. For fall 2016 admission, applications opened in December 2015, and acceptance decisions were delivered in March 2016.

Program Timeline

CA students take increasing numbers of dual credit courses each year. Students take the majority of classes during grade nine and grade ten at the high school campuses, and then take the majority of classes at college partner campuses during grade eleven and grade twelve.

Campus Staffing

Dedicated CA staff included one assistant principal to serve as campus administrator, one workplace learning coordinator, one dedicated counselor, one dedicated clerk, and dedicated teachers.

Pathways and Industry Partners

CA students selected pathways to guide their progress from grade nine toward a specialized field. Two to four pathways were available at each of the 2016-17 cohort I CAs. To supplement education related to selected pathways, industry partners provided students with a variety of related hands-on learning experiences.

Texas Success Initiative Assessment (TSIA)

To be eligible for dual credit coursework, CA students were required to demonstrate college readiness by meeting the minimum passing standard on the *TSIA*, preferably by the end of grade ten. While students previously could take the *TSIA* twice per year per subject through the higher education partner, the district became a licensed *TSIA* testing center in spring 2017, thereby allowing students who exceeded the threshold of attempts with additional retest opportunities.

Summer Bridge Program

CAs partnered with DCCCD to provide a summer bridge program to prepare incoming grade nine students to meet *TSIA* requirements. The summer bridge program for cohort I students consisted of four sessions in June 2016 that focused on four dimensions: 1) contextual skills and awareness, 2) academic behaviors, 3) key content knowledge, and 4) key cognitive strategies.

Student and Teacher Demographics

Cohort I CA students were comprised of 906 students who were 59 percent Hispanic, 36 percent African American, 58 percent female, 84 percent economically disadvantaged, and 64 percent at risk. Although cohort I student demographics were similar to 2016-17 district high school students overall, CA students were more likely than district high school students to be African American, more likely to be female, less likely to be Hispanic, and less likely to be enrolled in special education.

The eight cohort I CAs employed 37 teachers, with four to five teachers at each campus. Forty-one percent of teachers held a master's degree, and 21 percent had been employed by the Dallas ISD for six or more years.

Short-Term Outcomes

Dual Credit Courses

CA students earned 99 percent of credits attempted for dual credit courses in fall 2016 and 97 percent of credits attempted for dual credit courses in spring 2017.

Assessment of Course Performance (ACP)

Fall 2016 *ACP* passing rates for CA students slightly exceeded district rates for the social studies exam (59% CA versus 58% district), but lagged behind the district for English/language arts (58% CA versus 63% district), mathematics (48% CA versus 56% district), and science (42% CA versus 62% district). Four of the eight CA campuses (50%) beat district passing rates for social studies, three campuses beat

district passing rates for English/language arts (38%), and two campuses (25%) beat district passing rates for mathematics and science.

Spring 2017 CA ACP passing rates lagged behind those for the district in mathematics (48% CA versus 72% district) and social studies (53% CA versus 60% district). One of the eight campuses (13%) exceeded district passing rates for mathematics, and three campuses (38%) exceeded district passing rates for social studies.

State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)

Passing rates of CA students overall exceeded those of the district for the *Algebra I EOC* (87% CA versus 79% district), *Biology EOC* (93% CA versus 87% district), and *English I EOC* (74% CA versus 57% district). Six of the eight CA campuses (75%) beat district passing rates for the *Algebra I*, *Biology*, and *English I EOCs*.

Attendance

Attendance rates for CA students exceeded attendance rates for non-CA students at all campuses and overall (96% CA versus 92% non-CA).

Student Retention

Rates of student retention ranged from 93 percent (Roosevelt CA) to 98 percent (Conrad CA and Pinkston CA). Overall, 96 percent of CA students enrolled at the beginning of the 2016-17 academic year remained enrolled at the same CA campus at the end of the year.

Campus Parent Activities

A brief survey of CA principals revealed a comprehensive list of parent activities held on CA campuses, including 1) cohort signing day, 2) parent orientation, 3) parent meetings/conferences, 4) parent volunteer open house, 5) parent/scholar night, 6) parent classes, 7) parent/teacher association (PTA) nights, and 8) college field trips.

Student Perceptions

Eighty percent of CA students ($n = 722$) responded to an online survey that requested information related to CA goals, participation in industry partner activities, and perceptions of the CAs. Students were generally positive about the impact of CA participation on their lives. At least 80 percent of respondents agreed or strongly agreed that they were 1) completing courses to help earn an associate's degree (90%), 2) gaining skills to help transition to college successfully (86%), 3) earning at least one industry certificate (82%), and 4) learning to communicate professionally (80%). Students were least likely to agree that they had participated in at least three activities with industry partners (58%). When asked about the industry partner activities in which they had participated, students were most likely to indicate they had participated in technology training (45%) and activities related to selecting a career path/career exploration (44%); they were least likely to indicate they had participated in activities related to conflict/dispute resolution (8%) and peer mentoring of younger students (7%).

When asked to describe the CA environment in their own words, students were mostly positive, with the highest rate of students describing the environment as professional, focused, and challenging (17%) and generally positive (17%). A small percentage of students described the CAs as isolated, excluded, or separate (9%), while some described the environment as no different from a regular campus (6%).

Students were most likely to mention what they liked best about being a CA student as being on track to earn college credit or an associate's degree (27%) and on track to be prepared for college and the future (15%). Students most frequently mentioned that they least liked the uniforms (16%) and the amount of work (14%).

Recommendations

- **Find ways to reduce student perceptions of separation and isolation.** Although not a strong consensus, nine percent of student survey respondents described the CA environment as isolated, excluded, or separate. This sentiment may put some students at risk for not completing the program. While there are benefits to the “school within a school” environment for keeping students focused on the rigorous course load, administrators should be careful to identify those students who may be challenged by feeling isolated from their friends and the general campus population. It will be important to find ways to help students feel more socially connected.
- **Increase opportunities for students to interact with industry partners.** As of the time of the student survey, 53 percent of respondents indicated that they had participated in at least three activities with industry partners. Program leadership should ensure that all students are exposed to the wealth of experiences that industry partners can provide to bolster the impact of their depth of path-related knowledge during their time as CA students.
- **Determine the most appropriate and informative outcomes to measure Collegiate Academy success.** Because students who chose to attend CAs were likely to be academically motivated, a certain level of selection bias should be acknowledged when comparing CA student assessment outcomes to those of the general population at the same campus. More successful outcomes for CA students would not be surprising. Therefore, comparisons of these outcomes between these two groups, while convenient, may not provide the most useful actionable information for program evaluation and improvement. Program leadership should examine available outcomes with the 2017-18 evaluator and choose the most appropriate measures and desirable outcomes and goals to frame future evaluations.

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APPENDICES

Appendix A

Appendix A Table 1: 2016-17 ACP Passing Rates by Semester, Collegiate Academy Status, Campus, and Assessment

Assessment	Fall 2016					Spring 2017				
	Collegiate		Non-Collegiate		Diff	Collegiate		Non-Collegiate		Diff
	Tested	Pass	Tested	Pass		Tested	Pass	Tested	Pass	
	N	%	N	%		N	%	N	%	
Carter CA										
ELA	117	62	214	44	18	--	--	--	--	--
Mathematics	117	28	214	37	-9	15	60	19	26	34
Science	117	27	210	51	-24	--	--	--	--	--
Social Studies	117	73	210	44	29	112	61	188	47	14
Other	100	90	228	61	29	95	91	196	64	27
Conrad CA										
ELA	115	66	223	48	18	--	--	--	--	--
Mathematics	114	65	301	43	22	45	80	45	51	29
Science	115	37	257	44	-7	--	--	--	--	--
Social Studies	114	75	251	28	47	113	83	235	45	38
Other	119	87	292	62	25	91	93	298	64	29
Jefferson CA										
ELA	124	61	275	50	11	--	--	--	--	--
Mathematics	124	55	365	48	7	45	67	62	53	14
Science	124	69	345	36	33	--	--	--	--	--
Social Studies	124	75	348	45	30	117	55	344	48	7
Other	82	84	236	57	27	62	76	238	61	15
Madison CA										
ELA	92	45	66	30	15	--	--	--	--	--
Mathematics	95	26	72	10	16	28	29	16	6	23
Science	94	25	72	51	-26	--	--	--	--	--
Social Studies	94	21	70	37	-16	85	13	60	32	-19
Other	164	74	48	35	39	64	61	42	50	11
Pinkston CA										
ELA	113	67	203	40	27	--	--	--	--	--
Mathematics	113	44	210	37	7	55	31	21	43	-12
Science	113	61	207	43	18	--	--	--	--	--
Social Studies	113	56	206	41	15	112	49	190	55	-6
Other	115	77	205	68	9	102	92	174	71	21

tables continues

Table (continued)

Assessment	Fall 2016					Spring 2017				
	Collegiate		Non-Collegiate		Diff	Collegiate		Non-Collegiate		Diff
	Tested N	Pass %	Tested N	Pass %		Tested N	Pass %	Tested N	Pass %	
Roosevelt CA										
ELA	104	51	108	46	5	--	--	--	--	--
Mathematics	106	44	110	33	11	35	40	20	40	0
Science	105	28	110	21	7	--	--	--	--	--
Social Studies	103	38	105	27	11	101	36	102	25	11
Other	119	60	146	51	9	96	69	145	61	8
Seagoville PT										
ELA	113	68	258	52	16	--	--	--	--	--
Mathematics	114	64	277	27	37	53	45	64	53	-8
Science	113	74	277	61	13	---	--	--	--	--
Social Studies	114	63	265	46	17	113	64	230	44	20
Other	86	71	215	67	4	86	70	206	71	-1
South Oak Cliff CA										
ELA	110	42	229	38	4	--	--	--	--	--
Mathematics	112	52	241	34	18	16	13	26	19	-6
Science	113	6	245	21	-15	--	--	--	--	--
Social Studies	N/A	--	229	37	--	5	40	215	35	5
Other	124	47	193	39	8	95	62	165	55	7
All Collegiate Academies										
ELA	888	58	1,576	45	13	--	--	--	--	--
Mathematics	895	48	1,790	37	11	292	48	273	43	5
Science	894	42	1,723	41	1	--	--	--	--	--
Social Studies	779	59	1,684	40	19	758	53	1,564	44	9
Other	909	73	1,563	58	15	691	78	1,464	64	14
District ^a										
ELA	--	--	10,022	63	N/A	--	--	18	44	N/A
Mathematics	--	--	10,640	56	N/A	--	--	3,089	72	N/A
Science	--	--	10,556	62	N/A	--	--	1,558	50	N/A
Social Studies	--	--	9,078	58	N/A	--	--	8,241	60	N/A
Other	--	--	10,045	72	N/A	--	--	9,032	75	N/A

Source: District ACP files dated 05/08/2017 and 06/20/2017. District demographic files dated 10/31/2016 and 05/22/2017.

Notes: CA = Collegiate Academy. PT = P-TECH. ELA = English/language arts. Diff.= difference (calculated by subtracting the non-Collegiate Academy passing rate from the Collegiate Academy passing rate). N/A = not applicable. -- = No students took exam in this category. ^aFor ease of comparison, district passing rates were placed under the 'non-collegiate' header, but they include rates for all district students taking the associated ACP s. District rates include Collegiate Academy students.

Appendix A Table 2: 2016-17 ACP Passing Rates by Semester, Collegiate Academy Status, Assessment, and Campus

Campus	Fall 2016					Spring 2017				
	Collegiate		Non-Collegiate		Diff	Collegiate		Non-Collegiate		Diff
	Tested	Pass	Tested	Pass		Tested	Pass	Tested	Pass	
	N	%	N	%		N	%	N	%	
English Language Arts										
Carter CA	117	62	214	44	18	--	--	--	--	--
Conrad CA	115	66	223	48	18	--	--	--	--	--
Jefferson CA	124	61	275	50	11	--	--	--	--	--
Madison CA	92	45	66	30	15	--	--	--	--	--
Pinkston CA	113	67	203	40	27	--	--	--	--	--
Roosevelt CA	104	51	108	46	5	--	--	--	--	--
Seagoville PT	113	68	258	52	16	--	--	--	--	--
SOC CA	110	42	229	38	4	--	--	--	--	--
All CAs	888	58	1,576	45	13	--	--	--	--	--
District ^a	N/A	N/A	10,022	63	N/A	--	--	--	--	--
Mathematics										
Carter CA	117	28	214	37	-9	15	60	19	26	34
Conrad CA	114	65	301	43	22	45	80	45	51	29
Jefferson CA	124	55	365	48	7	45	67	62	53	14
Madison CA	95	26	72	10	16	28	29	16	6	23
Pinkston CA	113	44	210	37	7	55	31	21	43	-12
Roosevelt CA	106	44	110	33	11	35	40	20	40	0
Seagoville PT	114	64	277	27	37	53	45	64	53	-8
SOC CA	112	52	241	34	18	16	13	26	19	-6
All CAs	895	48	1,790	37	11	292	48	273	43	5
District ^a	N/A	N/A	10,640	56	N/A	N/A	N/A	3,089	72	N/A
Science										
Carter CA	117	27	210	51	-24	--	--	--	--	--
Conrad CA	115	37	257	44	-7	--	--	--	--	--
Jefferson CA	124	69	345	36	33	--	--	--	--	--
Madison CA	94	25	72	51	-26	--	--	--	--	--
Pinkston CA	113	61	207	43	18	--	--	--	--	--
Roosevelt CA	105	28	110	21	7	--	--	--	--	--
Seagoville PT	113	74	277	61	13	--	--	--	--	--
SOC CA	113	6	245	21	-15	--	--	--	--	--
All CAs	894	42	1,723	41	1	--	--	--	--	--
District ^a	N/A	N/A	10,556	62	N/A	--	--	--	--	--

table continues

Table (continued)

Campus	Fall 2016					Spring 2017				
	Collegiate		Non-Collegiate		Diff	Collegiate		Non-Collegiate		
	Tested N	Pass %	Tested N	Pass %		Tested N	Pass %	Tested N	Pass %	
Social Studies										
Carter CA	117	73	210	44	29	112	61	188	47	14
Conrad CA	114	75	251	28	47	113	83	235	45	38
Jefferson CA	124	75	348	45	30	117	55	344	48	7
Madison CA	94	21	70	37	-16	85	13	60	32	-19
Pinkston CA	113	56	206	41	15	112	49	190	55	-6
Roosevelt CA	103	38	105	27	11	101	36	102	25	11
Seagoville PT	114	63	265	46	17	113	64	230	44	20
SOC CA	--	--	229	37	N/A	5	40	215	35	5
All CAs	779	59	1,684	40	19	758	53	1,564	44	9
District ^a	N/A	N/A	9,078	58	N/A	N/A	N/A	8,241	60	N/A
Other										
Carter CA	100	90	228	61	29	95	91	196	64	27
Conrad CA	119	87	292	62	25	91	93	298	64	29
Jefferson CA	82	84	236	57	27	62	76	238	61	15
Madison CA	164	74	48	35	39	64	61	42	50	11
Pinkston CA	115	77	205	68	9	102	92	174	71	21
Roosevelt CA	119	60	146	51	9	96	69	145	61	8
Seagoville PT	86	71	215	67	4	86	70	206	71	-1
SOC CA	124	47	193	39	8	95	62	165	55	7
All CAs	909	73	1,563	58	15	691	78	1,464	64	14
District ^a	N/A	N/A	10,045	72	N/A	N/A	N/A	9,032	75	N/A

Source: District ACP files dated 05/08/2017 and 06/20/2017. District demographic files dated 10/31/2016 and 05/22/2017.

Notes: CA = Collegiate Academy. PT = P-TECH. ELA = English/language arts. Diff.= difference (calculated by subtracting the non-Collegiate Academy passing rate from the Collegiate Academy passing rate). N/A = not applicable. -- = No students took exam in this category. ^aFor ease of comparison, district passing rates were placed under the 'non-collegiate' header, but they include rates for all district students taking the associated ACPs. District rates include Collegiate Academy students.

Appendix B

Appendix B: 2016-17 STAAR EOC Passing Rates by Test and Collegiate Academy Status of Grade Nine

Campus	Approaches Grade Level					Meets Grade Level					Masters Grade Level				
	Collegiate		Non-Collegiate		Diff.	Collegiate		Non-Collegiate		Diff.	Collegiate		Non-Collegiate		Diff.
	Tested N	Met %	Tested N	Met %		Tested N	Met %	Tested N	Met %		Tested N	Met %	Tested N	Met %	
Algebra I															
Carter CA	101	82	211	61	21	101	26	211	15	11	101	4	211	4	0
Conrad CA	69	100	275	79	21	69	71	275	28	43	69	20	275	8	12
Jefferson CA	78	95	300	74	21	78	53	300	26	27	78	18	300	8	10
Madison CA	65	79	68	38	41	65	52	68	12	40	65	25	68	4	21
Pinkston CA	56	93	182	71	22	56	61	182	26	35	56	23	182	7	16
Roosevelt CA	74	66	84	70	-4	74	24	84	12	12	74	5	84	2	3
Seagoville PT	59	95	230	61	34	59	36	230	16	20	59	9	230	6	3
SOC CA	90	92	197	60	32	90	38	197	12	26	90	11	197	3	8
All CAs	592	87	1,547	67	20	592	43	1,547	20	23	592	14	1,547	6	8
District ^a	N/A	N/A	7,695	79	N/A	N/A	N/A	7,695	37	N/A	N/A	N/A	7,695	14	N/A
Biology															
Carter CA	116	93	204	72	21	116	53	204	20	33	116	6	204	3	3
Conrad CA	112	96	87	87	9	112	72	87	36	36	112	21	87	8	13
Jefferson CA	120	98	48	71	27	120	77	48	29	48	120	18	48	6	12
Madison CA	90	86	65	62	24	90	37	65	11	26	90	4	65	0	4
Pinkston CA	113	99	147	74	25	113	86	147	29	57	113	17	147	1	16
Roosevelt CA	107	81	78	50	31	107	49	78	10	39	107	6	78	1	5
Seagoville PT	112	99	267	74	25	112	75	267	38	37	112	18	267	3	15
SOC CA	108	89	201	62	27	108	38	201	17	21	108	1	201	3	-2
All CAs	878	93	1,097	70	23	878	62	1,097	25	37	878	12	1,097	3	9
District ^a	N/A	N/A	8,849	87	N/A	N/A	N/A	8,849	55	N/A	N/A	N/A	8,849	16	N/A
English I															
Carter CA	109	70	232	27	43	109	45	232	14	31	109	2	232	0	2
Conrad CA	112	89	278	30	59	112	73	278	12	61	112	12	278	0	12
Jefferson CA	121	84	337	39	45	121	64	337	20	44	121	5	337	2	3
Madison CA	92	62	74	19	43	92	40	74	5	35	92	0	74	0	0
Pinkston CA	113	91	203	29	62	113	74	203	13	61	113	4	203	0	4
Roosevelt CA	107	54	100	16	38	107	40	100	6	34	107	1	100	0	1
Seagoville PT	113	82	283	36	46	113	58	283	16	42	113	3	283	0	3
SOC CA	108	57	232	27	30	108	35	232	11	24	108	3	232	0	3
All CAs	875	74	1,739	31	43	875	54	1,739	14	40	875	4	1,739	1	3
District ^a	N/A	N/A	10,452	57	N/A	N/A	N/A	10,452	39	N/A	N/A	N/A	10,452	6	N/A

Source: District STAAR EOC file dated 06/14/2017 and demographic file dated 10/31/2016.

Notes: Results shown are for first and second STAAR EOC administrations for all versions but Alternate-2. CA = Collegiate Academy. PT = P-TECH. SOC = South Oak Cliff. N/A = not applicable. Diff. = Difference. Difference was calculated by subtracting the non-Collegiate Academy passing rate from the Collegiate Academy passing rate. Five Carter Collegiate Academy students and one Conrad student took English II STAAR EOC, and they were not included, but results are not shown because of small numbers.^a For ease of comparison, district results were placed under the 'non-collegiate' header, but they include rates for all district students taking the associated STAAR EOCs. District rates include Collegiate Academy students.

Appendix C

Appendix C: Collegiate Academy Student Survey Respondents by Campus (N = 722)

Campus	n	%
Carter CA	101	14.0
Conrad CA	100	13.9
Jefferson CA	115	15.9
Madison CA	71	9.8
Pinkston CA	78	10.8
Roosevelt CA	92	12.7
Seagoville PT	108	15.0
SOC CA	57	7.9

Note: CA = Collegiate Academy. PT = P-TECH. SOC = South Oak Cliff.

Appendix C: Collegiate Academy Student Survey Results (N = 722)

Question	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I am better prepared for college.	134	18.7	372	52.0	186	26.0	16	2.2	7	1.0
I am gaining skills that will help me transition from high school to college successfully.	248	34.7	369	51.6	87	12.2	8	1.1	3	0.4
I will earn at least one industry certificate.	264	37.0	318	44.5	117	16.4	12	1.7	3	0.4
I am completing courses that will help me earn an Associate's Degree.	388	54.3	257	35.9	62	8.7	6	0.8	2	0.3
I am learning the life-long skills of leadership.	259	36.2	303	42.4	137	19.2	12	1.7	4	0.6
I am learning to communicate professionally.	259	36.3	309	43.3	129	18.1	14	2.0	3	0.4
I am taking ownership of my learning through project-based activities that grow my problem-solving abilities.	204	28.5	355	49.7	140	19.6	12	1.7	4	0.6
My classmates and I work collaboratively as a team to achieve our goals.	195	27.3	319	44.7	168	23.5	27	3.8	5	0.7
I am learning how to solve problems with creativity.	196	27.5	328	45.9	151	21.1	30	4.2	9	1.3
I have participated in at least 3 activities with our industry partners.	156	21.8	257	35.9	210	29.4	66	9.2	26	3.6
Industry partners are providing me with experiences that will help me determine a career path.	225	31.5	302	42.2	143	20.0	36	5.0	9	1.3

Note: Percentages may not sum to 100 because of rounding. Results are limited to students who responded to each item.