

2017-18 Evaluation of Early College High Schools

Department of Evaluation and Assessment

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Superintendent of Schools*



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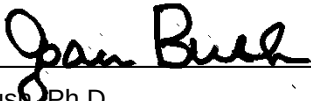
2017-18 Evaluation of Early College High Schools

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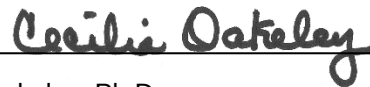
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2017-18 Evaluation of Early College High Schools

Project Evaluator: Anduamlak Meharie, Ph.D.

ABSTRACT

An Early College High School (ECHS) is a school designated by the Texas Education Agency (TEA) that provides students the opportunity to earn dual credit and earn an associate's degree or up to 60 hours of tuition-free college credit by the time of high school graduation. In Dallas Independent School District (ISD), 18 new ECHSs have opened since 2016 bringing the total to 23. All 23 high schools obtained designation from TEA as ECHS in 2017-18 and all are expected to receive their P-TECH designation by 2018-19. In 2017-18, the program was supported by \$16,904,989 in bond and general operating funds. 2018 -19 is slotted as a planning year for the opening of two more ECHSs at Skyline and North Lake.

Each year, each ECHS accepts approximately 100 to 125 ninth-grade students. The 2017-18 the cohort consisted of 2,466 students at 23 campuses, bringing the total number of ECHS students in the district to 4,410. Compared to the district, the program had slightly greater proportions of economically disadvantaged, African American and female students and smaller proportions of special education, at-risk, and ELL students. In fall 2017, 1,122 students attempted dual credit courses with a 95 percent success rate. Eighty percent were enrolled in a single dual credit course and 20 percent attempted two dual credit courses. In spring 2018, 1,289 students attempted dual credit courses for a 99 percent success rate. Seventy three percent were enrolled in a single dual credit course, 24 percent were enrolled in two dual credit courses, and three percent attempted three dual credit courses during the 2018 spring semester.

Attendance rates for ECHS students in 2017-18 exceeded rates for non-ECHS students at all individual campuses and by four percentage points overall. The retention rate for the 2016-17 ninth grade cohort was also higher for ECHS students compared to non-ECHS students. During the 2017-18 school year, a higher percentage of ECHS students met or exceeded the Approaches+ and Meets+ performance standards on all *State of Texas Assessment of Academic Readiness End-of-Course (STAAR EOC)* subjects compared to the district. Overall district passing rates on *Assessment of Course Performance (ACP)* exceeded rates for ECHS students on almost all core content areas tested during 2017-18.

This evaluation recommends that ECHS program staff investigate ways to increase the participation of at-risk and ELL students in the program and to retain more students in the program overall.

PROGRAM DESCRIPTION

An Early College High School (ECHS) is a school designated by the TEA (TAC § 102.1091 and § 4.161) that enables students who might not otherwise go to college the opportunity to earn dual credit and earn an associate's degree or up to 60 hours of tuition-free college credit by the time of high school graduation. Since 2016, Dallas Independent School District (ISD) has expanded these opportunities for its students with a partnership with the Dallas County Community College District (DCCCD). In addition to the five traditional ECHSs that already existed, 18 new ECHSs have opened since 2016. Eight opened in fall 2016 and ten more opened in Fall 2017, bringing the total to 23. The district plans to open two more ECHSs at Skyline and North Lake and 2018 -19 is slotted to be a planning year for these openings.

The five traditional ECHSs are Trinidad Garza, Kathlyn Joy Gilliam Collegiate Academy, Wright L. Lassiter Jr., W.W. Samuell, and H. Grady Spruce. The eight ECHSs which opened in 2016 are David W. Carter, Emmett J. Conrad, James Madison, L.G. Pinkston, Franklin D. Roosevelt, Seagoville, South Oak Cliff, and Thomas Jefferson. In 2017-18, the following 10 new ECHSs opened: Bryan Adams, Adamson, Hillcrest, Kimball, Lincoln, Molina, North Dallas, Sunset, Wilmer-Hutchins, and W.T. White.

All 23 high schools obtained designation from the Texas Education Agency (TEA) as Early College High Schools in 2017-18. Additionally, four of the 18 new ECHS campuses (Seagoville, Pinkston, South Oak Cliff, and Wilmer-Hutchins) have also obtained Pathways to Technology Early College High School (P-TECH) designation while the remaining 14 are expected to receive their P-TECH designation during the 2018-19 school year. In anticipation of P-TECH designation, these ECHSs were designed and operated using the P-TECH model.

ECHSs are designed to serve incoming ninth-grade students who have the determination to attend college, are first-generation college students, and have been historically underrepresented in higher education. Each ECHS accepted 100 to 125 ninth-grade students per year. The ECHS model begins in ninth grade, and students are only accepted into the program as freshmen. They move together as a cohort as they progress through high school. Each ECHS has a higher education partner and offers its own academic pathway leading to an Associate of Applied Science degree.

At P-TECHs, non-traditional 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. Partnership with industry partners provides students with essential mentoring, internship opportunities, and other support to prepare them to enter the workforce career-ready. The career pathways available to students range from health sciences, information technology and cyber security to culinary arts, animal sciences, law enforcement, and others.

Overall, ECHSs enable students to:

- Earn an associate's degree tuition free while in high school.

- Earn as many as 60 hours of tuition-free college credit as a high school student.
- Eliminate thousands of dollars in college tuition costs by earning college credit hours while in high school.
- Start college at a four-year university already having completed two years in high school, thereby earning a four-year degree in less time than their peers.
- Enter the job market with a work-ready skill upon completion of high school.
- Become familiar with the effort required to successfully complete college-level coursework while a high school student.

PURPOSE AND SCOPE OF THE EVALUATION

The scope of this evaluation is to examine the implementation of the ECHS program based on outlined program goals and objectives and to analyze results for short-term outcomes.

This evaluation will:

1. Determine the source and amount of funding for the ECHS program.
2. Outline the program context including history, research, and best practices driving the development of the ECHS program.
3. Describe the program components of ECHS including: program timeline, campus staffing practices, enrollment goals, student recruitment, student application process, school pathways, and industry partners.
4. Describe the student demographic characteristics.
5. Analyze the extent to which the ECHS program is meeting its short-term goals by examining attendance, dual credit completion, student retention, and achievement as measured by *Assessment of Course Performance (ACP)* and *State of Texas Assessments of Academic Readiness End-or-Course (STAAR EOC)*.
6. Provide recommendations with respect to program improvement or continuance.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the 2017-18 Early College High School budget?

Methodology

The evaluator requested ECHS program budget information for the 2017-18 academic year from Strategic Initiatives and External Relations department. The executive director of the ECHS program provided the information.

Results

The 2017-18 ECHS program was supported by \$16,904,989 in bond and general operating funds.

What was the contextual history of the Early College High School program?

Methodology

The evaluation team collected documents and other resources from ECHS program staff including the ECHS Blueprint, P-TECH Playbook, and articles and websites related to early college education. The evaluator reviewed these materials and conducted a review of relevant literature to provide a context for the ECHS program. Additional information was provided to the evaluator through informal interviews with program staff.

Results

Review of the literature suggests that that Early College High School programs potentially provide long-term benefits to students. ECHS programs offer rigorous curricula and opportunities for students to earn college credit 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 ECHSs 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).

ECHS 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 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, ECHS 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).

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

Dallas ISD Early College High Schools offer students the opportunity to earn dual credit, credit for both high school courses and college courses simultaneously. This arrangement provides students with an opportunity to earn an associate's degree or up to 60 hours of tuition-free¹ college credit by the time of high school graduation. The ECHS program aims to accept approximately 100 - 125 grade nine students per year to ascend through the high school grade levels as a cohort. Each ECHS joined with a higher education partner to offer academic pathways leading to an associate of applied science degree. Appendix A shows the academic pathways available at each ECHS in the Dallas ISD in 2017-18.

The Texas Education Agency (TEA) reviews applications from Texas high schools that request to be designated as ECHSs. This designation process ensures that ECHSs and their higher education partners meet the requirements of the ECHS model². 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.³ Furthermore, Dallas ISD opened two additional ECHSs at which students attend grades nine and ten at the high school campus and grades 11 and 12 on the campuses of their higher education partners.⁴ In addition to earning a high school diploma, students who enroll in the ECHS 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-TECHs, non-traditional 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. Partnership with industry partners provides students with essential mentoring, internship opportunities, and other support to prepare them to enter the workforce career-ready.⁵

Table 1 shows all 23 Early College High Schools and their higher education partners. Refer to Appendix A for detailed information on degree plans and pathways available to all campuses. All 23 high schools obtained designation from the TEA as Early College High Schools in 2017-18. Four campuses (Seagoville, Pinkston, South Oak Cliff, and Wilmer-Hutchins) have obtained Pathways to Technology (P-TECH) Early College High School designation. The remaining campuses, excluding the five traditional ECHSs, are expected to receive their P-TECH designation by the 2018-19 school year. Therefore, in anticipation of P-TECH designation, these ECHSs were designed and operated using the P-TECH Early College High School model.

¹ Tuition is free to students unless they are repeating a course.

² For more information about the Early College High School model in Texas, see <http://tea.texas.gov/ECHS/>.

³ 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.

⁴ W.W. Samuell and H. Grady Spruce Early College High School programs, both in partnership with Eastfield College.

⁵ Seagoville P-TECH at Eastfield College is the first P-Tech high school in the state of Texas through its industry and collegiate partnership.

Table 1: 2017-18 Dallas ISD Early College High Schools and Education Partners

Early College High Schools	Higher Education Partner
Trinidad Garza	Mountain View College
Kathlyn Joy Gilliam	Cedar Valley College
Dr. Wright L. Lassiter Jr.	El Centro College
W.W. Samuell	Eastfield College
H. Grady Spruce	Eastfield College
David W. Carter	Cedar Valley College
Emmett J. Conrad	Richland College
Thomas Jefferson	Brookhaven College
Seagoville	Eastfield College
South Oak Cliff	Mountain View College
James Madison	El Centro College
L.G. Pinkston	El Centro College
Franklin D. Roosevelt	El Centro College
Bryan Adams	Eastfield College
W.H. Adamson	El Centro College
Hillcrest	Richland College
Justin F. Kimball	Mountain View College
Lincoln	El Centro College & University of N. Texas-Dallas
Moisés Molina	Mountain View College
North Dallas	Brookhaven College
Sunset	Mountain View College & University of N. Texas-Dallas
Wilmer-Hutchins	North Lake College
W.T. White	Brookhaven College

Source: ECHS program documents

What were the Early College High School program components?

Methodology

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

Results

School Design

Three of the 23 ECHSs are designed as “stand alone”, and solely educate ECHS students (Garza, Gilliam, and Lassiter). The remaining 20 schools are designed as a “school within a school” facility and are housed on comprehensive high school campuses to provide a sense of cohesiveness for students. ECHS students spend ninth and tenth grade taking core courses in a dedicated wing while attending classes for fine arts, health, physical education, and foreign languages at the comprehensive high school. The district provided transportation to and from college partner campuses, as needed. ECHS students from the 20 ‘school within school’ high school campuses will spend 11th and 12th grade on their DCCCD partner campus.

Student Applications

Dallas ISD accepts online applications starting at the beginning of December till the end of January of each school year. Applications are accepted from grade eight students who expect to be promoted to the ninth grade the following school year. Students from across the district can select their top three choices among the district's ECHSs. Students are required to write a brief essay outlining their strengths, what they enjoy learning, and how attending high school at an ECHS would help them to reach their academic goals. All students who apply participate in an interview. Acceptance letters are sent to applicants in March. The district has a recruitment/enrollment goal of approximately 100 to 125 students per campus per year.

Campus Staffing

Dedicated ECHS staff include one assistant principal to serve as campus administrator, one workplace learning coordinator, one dedicated counselor, and one dedicated clerk⁶. Job requirements for assistant principals and workplace learning coordinators are included in the following sections.

Assistant Principal

Each ECHS 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 P-TECH 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.

Pathways and Industry Partners

As noted previously, P-TECH 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:

⁶ While the eight ECHSs that opened in 2016-17 had dedicated program teachers, the program no longer employs teachers assigned to teach ECHS students solely.

- Joining with the ECHS and their collegiate partners to conduct student orientations,
- Assigning one or more staff members to maintain a presence on ECHS 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, ECHS students were required to demonstrate college readiness by achieving the minimum passing standard on The *Texas Success Initiative Assessment (TSIA)*.⁷ Results of the *TSIA* indicate 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 ECHSs 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 ECHS students was to meet the minimum standard on the *TSIA* by the end of grade ten.

Summer Bridge Program

Dallas ISD ECHSs partnered with DCCCD to offer a summer bridge program. The goal of this two-week long 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 2017-18 consisted of four sessions.

What were Collegiate Academy student demographics?

Methodology

The evaluator conducted frequency and crosstab analyses using district demographic data from the October 30, 2017 Public Education Information Management System (PEIMS) snapshot file to determine the demographic characteristics of the 2017-18 ECHS cohort (ninth grade students).

⁷ In addition, students were required to have completed any prerequisite coursework.

Results

Student Demographics

The 2017-18 ninth grade ECHS cohort consisted of 2,466 students enrolled at 23 campuses, bringing the total number of ECHS students in the district to 4,410⁸. Appendix B shows all ECHS students in the district disaggregated by grade level. As shown in Table 2, slightly over two-thirds (71%) of the 2017-18 ninth grade ECHS cohort were Hispanic, which was identical to the proportion of Hispanic students at the district level. There were slightly more ECHS female students (55%) than male (45%). Most students were economically disadvantaged (88%) and at risk (59%). Although ECHS student demographics were generally similar to the Dallas ISD high school students overall, the 2017-18 ECHS students were more likely than district high school students to be African American (26% ECHS; 22% district), more likely to be female (55% ECHS; 49% district), more likely to be economically disadvantaged (88% ECHS; 82% district), less likely to be enrolled in special education (3% ECHS; 9% district), less likely to be at-risk (59% ECHS; 70% district), and less likely to be ELL (34% ECHS; 40% district).

Table 2: 2017-18 Ninth Grade ECHS School and District Student Demographic Characteristics

	ECHS		Dallas ISD High Schools	
	n	%	n	%
Ethnicity				
African American	634	26	2,640	22
Hispanic	1,748	71	8,444	71
White	38	2	506	4
Asian	26	1	172	1
Other	20	1	131	1
Gender				
Female	1,346	55	5,772	49
Male	1,120	45	6,121	52
Socioeconomic Status				
Eco Dis	2,159	88	9,695	82
English Language Learner				
ELL	834	34	4,773	40
Special Education				
SPED	83	3	1,075	9
At Risk				
At Risk	1,463	59	8,272	70

Source: District demographic files dated 10/30/2017

Note: ECHS = Early College High School, Eco dis = economically disadvantaged, ELL = English language learner, SPED = special education. Percentages may not sum to 100 due to rounding.

Appendix C shows demographic characteristics of ninth grade students by campus. Overall, the 23 ECHS averaged 107 students per campus. Molina (N=138), Sunset (N=129), Seagoville (N=124), Wilmer-Hutchins and Adamson (N=123, each). White (N=120) had the most students with over 120 ninth grade

⁸ There were 1,217 ECHS students in the 10th grade, 416 in the 11th grade, and 311 in the 12th grade in 2017-18.

students in 2017-18. Lassiter (N=57), Spruce (N=67), Madison (N=89), Pinkston and Roosevelt (N=98, each) had the fewest number of students joining the ECHS program as ninth grade students in 2017-18.

What were the results of the Early College High School short-term outcomes in 2017-18?

Methodology

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

Dual Credit Courses

The evaluator used district course file data dated July 11, 2018 for the fall 2017 and spring 2018 semesters. These data files contained credits attempted and earned for dual credit courses taken by ECHS students in 2017-18. 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 2017 and spring 2018 *ACP* passing rates for ninth and tenth grade ECHS 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 *ACP* administrations were obtained from district files dated February 1, 2018 (fall 2017) and June 21, 2018 (spring 2018). *ACP* data was then merged with demographic data from October 30, 2017. Scores of 70 or higher are considered passing. The percentage of students passing each exam was calculated for ECHS and non-ECHS students at the same campuses and for grades nine and ten students in the district overall.

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.¹⁰ *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.

The rate of 2017-18 ECHS students meeting or exceeding the Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) *STAAR* performance standards by grade and

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

¹⁰ For more information on *STAAR* performance standards, see <http://tea.texas.gov/student.assessment/staar/performance-standards/>

subject were analyzed. The evaluator used first and second administration district *STAAR EOC* data files dated July 10, 2018 for first time testers and merged test result data for all versions but *Alternate 2* with demographic data from October 30, 2017. The evaluator then ran crosstab and frequency analyses to calculate passing rates for the *STAAR Algebra I EOC*, *Biology EOC*, *English I EOC*, *English II EOC* and *US History EOC* for ECHS and non-ECHS students by campus and for grade nine and ten students in the district overall. 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 combined district attendance data file (dated June 11, 2018) for the fall 2017 and spring 2018 semesters with demographic files dated October 30, 2017. Attendance rate was calculated by dividing the total days attended by the total days enrolled for grade nine ECHS and non-ECHS students by campus and overall. The evaluator then calculated the difference in attendance rates between ECHS and non-ECHS students by campus and overall.

Student Retention

The evaluator calculated the percentage of ECHS students who were in the program in 2016-17 and remained in the program in 2017-18. The evaluator compared ECHS student IDs listed on the PEIMS demographic data file dated October 31, 2016 with those found on the PEIMS demographic data file dated October 30, 2017 and calculated the percentage of retained students by dividing the number of students remaining in 2017-18 by the number of students who were enrolled in 2016-17.

Results

Dual Credit Courses

Table 3 displays the course names, number of attempted and earned credits for the fall 2017 semester. In the fall semester of 2017, 1,122 students attempted 838.5 credits for dual credit courses. Out of 1,122 students, 80 percent (N=902) were enrolled in a single dual credit course while the remaining 20 percent (N=220) attempted two dual credit courses. Overall, ECHS students earned 796 credits out of 838.5 attempted credits for a 95 percent success rate for the 2017 fall semester.

Table 3: Fall 2017 ECHS Attempted and Earned Dual Credits by Course

Course Name	Credits Attempted N	Credits Earned n	Credits Earned %
AC/DC ELECTRONICS 1	11.5	11.5	100
ADV MARKETING TM+	60	60	100
ARCHITECT DES II TM	76	76	100
BUSIMTM TM+	37	27.5	74
COLLEGE TRAN 1	9	9	100
COMM APP SEM	21	21	100
COMP MAINT & LAB 1	115	95.5	83
COMP PROGRAM I 1	23	23	100
GRAPH DES I TM+	63	63	100
HUM RESOURCE MGT SEM	58	56	97
LAWENF I 1	21.5	19	88
LAWENF I 2	20	18	90
PRE-CAL 1	25	25	100
PRIN BMF 1	136	132	97
PRINIT 1	58	57.5	99
PRINIT TM+	82	81	99
STUDIO ART I 1	6	4.5	75
TOUCHSYSDATAE	10	10	100
WEBTECH 1	6.5	6.5	100
Total	838.5	796	95

Source: District course file 07/11/2018.

Note: Each course had potential credits of .5, 1.0, or 2.0. ECHS = Early College High School.

Table 4 displays the course names, number of attempted and earned credits for the spring 2018 semester. In the spring semester of 2018, 1,289 students attempted 1,005.5 credits for dual credit courses. Out of 1,289 students, 73 percent (N=944) were enrolled in a single dual credit course, 24 percent (N=307) were enrolled in two dual credit courses, while the remaining three percent (N=38) attempted three dual credit courses during the 2018 spring semester. Overall, ECHS students earned 990.5 credits out of 1005.5 attempted credits for a 99 percent success rate for the 2018 spring semester.

Table 4: Spring 2018 ECHS Attempted and Earned Dual Credits by Course

Course Name	Credits Attempted N	Credits Earned n	Credits Earned %
AC/DC ELECTRONICS 1	4.5	4	89
AC/DC ELECTRONICS 2	11	11	100
ARCHITECT DES II TM	16	16	100
BLUEPRINT READING MA	22	22	100
BUSIM1 2	9.5	9.5	100
BUSIMTM TM+	61.5	61.5	100
BUSINESSMANAGEMENT	72	71.5	99
COLLEGE TRAN 1	14	14	100
COLLEGE TRAN 2	4.5	4.5	100
COMM APP SEM	18.5	18.5	100
COMP MAINT 1	43	43	100
COMP MAINT 2	43	43	100
COMP MAINT & LAB 2	92	92	100
GRAPH DES I TM+	43	42.5	99
GRAPHDESIGNILL II 2	26.5	26.5	100
HEALTH ED SEM	30.5	30.5	100
HUM RESOURCE MGT SEM	6	6	100
INTRO C# PROG 1	13.5	12	89
INTRO PSYCH SEM	2	1.5	75
INTRO TO CADD 2	9	9	100
MONEY MATTERS TM+	12	11.5	96
MUS APPRECIAT I 2	8	7.5	94
NETWORKING 2	18.5	18.5	100
PRE-CAL 1	7	7	100
PRE-CAL 2	22.5	21.5	96
PRIN BMF 2	40.5	40.5	100
PRIN CON TM+	21.5	15	70
PRINAAVTC 1	7	7	100
PRINIT 1	35.5	34	96
PRINIT 2	117	115.5	99
PRINIT TM+	124.5	124.5	100
TOUCHSYSDATAE	18	18	100
VIRTUAL BUSINESS SEM	31.5	31.5	100
Total	1,005.5	990.5	99

Source: District course file 07/11/2018.

Note: Courses had potential credits of .5, 1.0, or 2.0. ECHS = Early College High School.

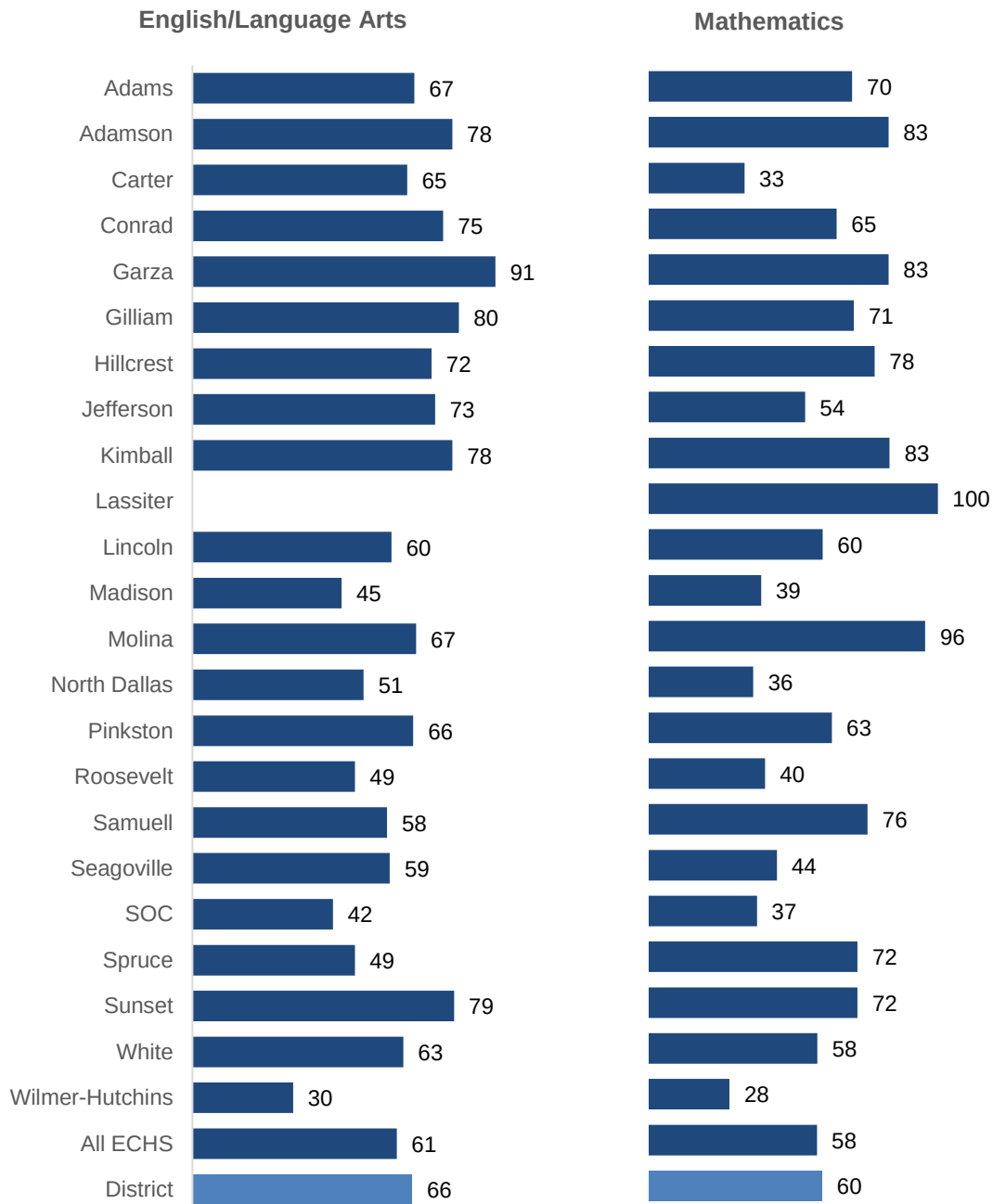
Assessment of Course Performance (ACP)

ACP passing rates for fall 2017 ECHS students by campus along with comparisons to non-ECHS students in the same campuses and the district overall are provided in Appendix D. As shown in Figures 1 and 2, fall 2017 ACP passing rates for ECHS students slightly exceeded district rates for the social studies exam (65% ECHS versus 60% district), but lagged behind the district for English/language arts (61% ECHS versus 66% district), mathematics (58% ECHS versus 60% district), and science (56% ECHS versus 61% district). Out of 15 ECHS campuses with more than 10 students who took the social studies exam, 11 (73%) exceeded the district's passing rates. ECHS students in 10 out of 22 campuses¹¹ (45%) exceeded the

¹¹ ECHS students at Lassiter did not take the English/Language Arts ACP test in fall 2017.

district average in English, ECHS students in 13 out of 23 campuses exceeded the district average (57%) in mathematics, and ECHS students in 12 out of 23 (52%) campuses exceeded the district average in science.

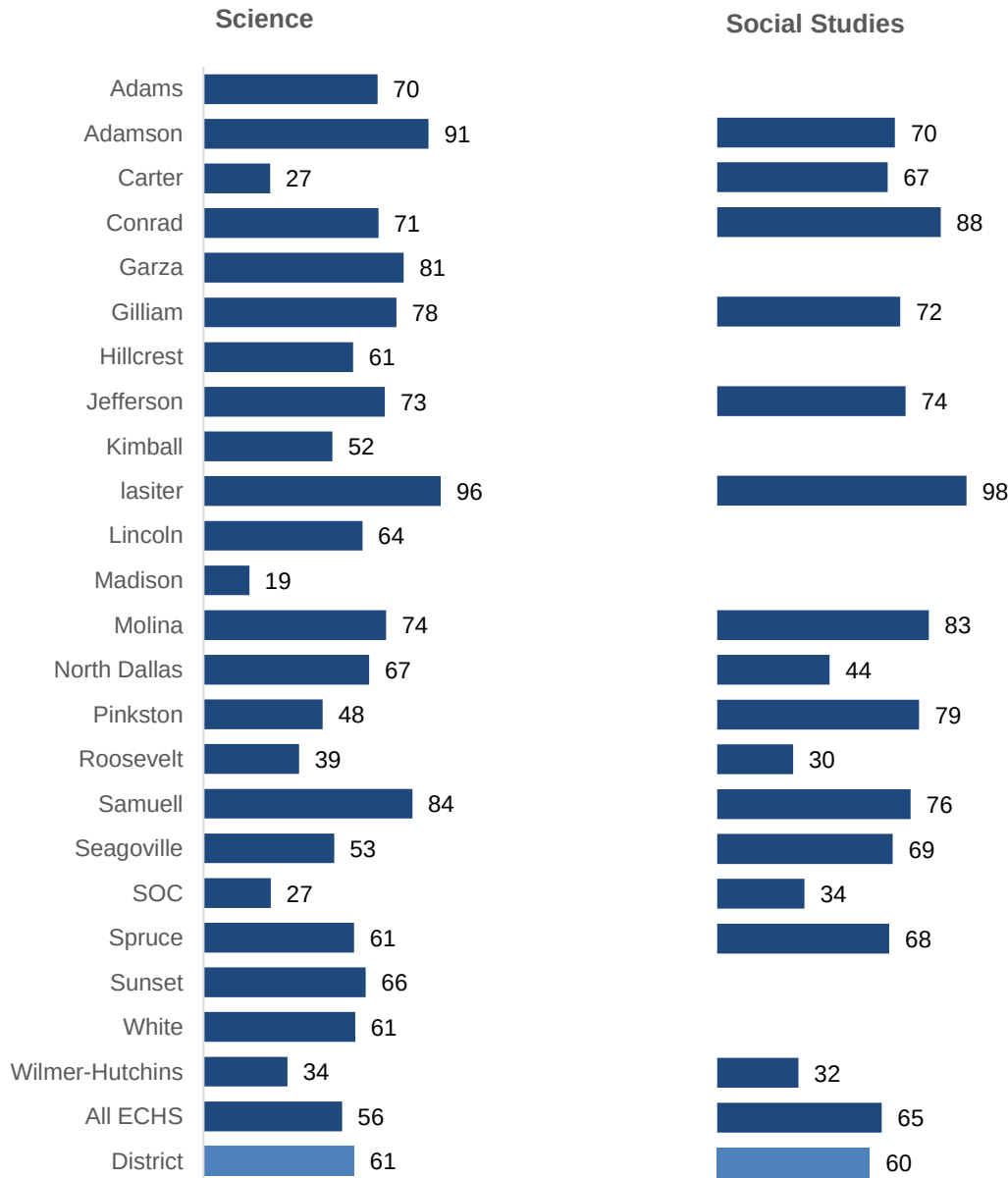
Figure 1: Fall 2017 ECHS Grades Nine and Ten ACP Passing Rates for English/Language Arts and Mathematics by Campus



Source: District ACP data file dated 02/01/2018. District demographic data file dated 10/30/2017

Note: ECHS = Early College High School. SOC = South Oak Cliff. ECHS students at Lassiter did not take the English/Language Arts ACP test in fall 2017.

Figure 2: Fall 2017 ECHS Grades Nine and Ten ACP Passing Rates for Science and Social Science by Campus



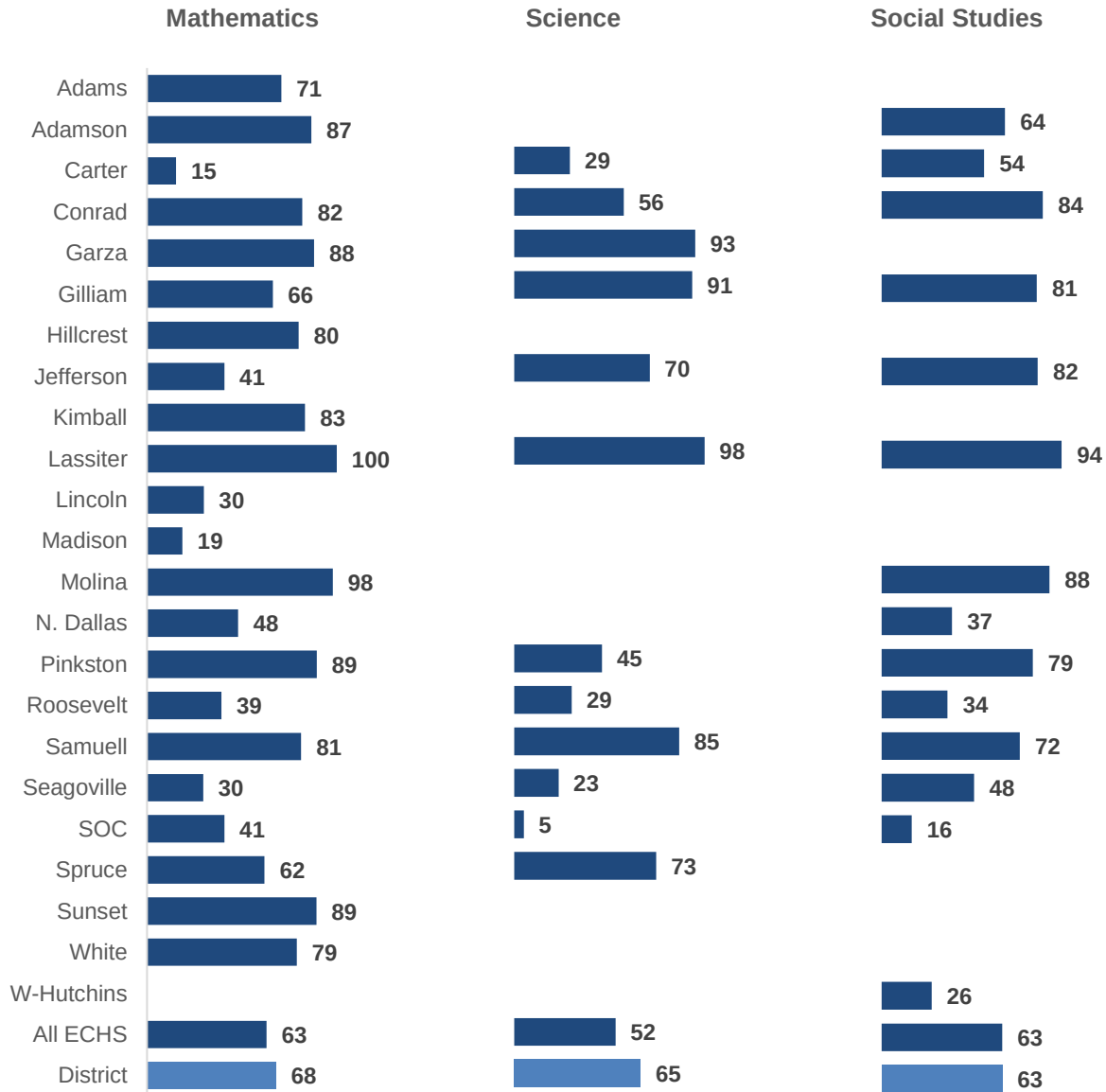
Source: District ACP data file dated 06/12/2018. District demographic data file dated 10/30/2017

Note: ECHS = Early College High School. SOC = South Oak Cliff. Since less than 10 students took the social studies ACP test in fall 2017 at Adams, Kimball, Lincoln, and Madison, their data was therefore masked. ECHS students at Garza, Hillcrest, Sunset, and White did not take the social studies ACP test in fall 2017.

ECHS students did not take English Language Arts ACP exam in spring 2018. As shown in Figure 3, spring 2018 ACP passing rates for ECHS students lagged behind the district on mathematics (63% ECHS versus 68% district) and science (52% ECHS versus 65% district). Passing rate for social studies ACP was identical to that of the district (63%). Out of 22 ECHS campuses with more than 10 students who took the mathematics exam, students in 12 (55%) ECHS campuses exceeded the district's passing rates. ECHS

students in six out of 12 campuses (50%) with more than 10 students who took the science exam exceeded the district average in science. Out of the 14 campuses with more than 10 students who took the social studies exam students in eight (57%) ECHS campuses exceeded the district's passing rates.

Figure 3: Spring 2018 ECHS Grades Nine and Ten ACP Passing Rates for Mathematics, Science and Social Studies by Campus



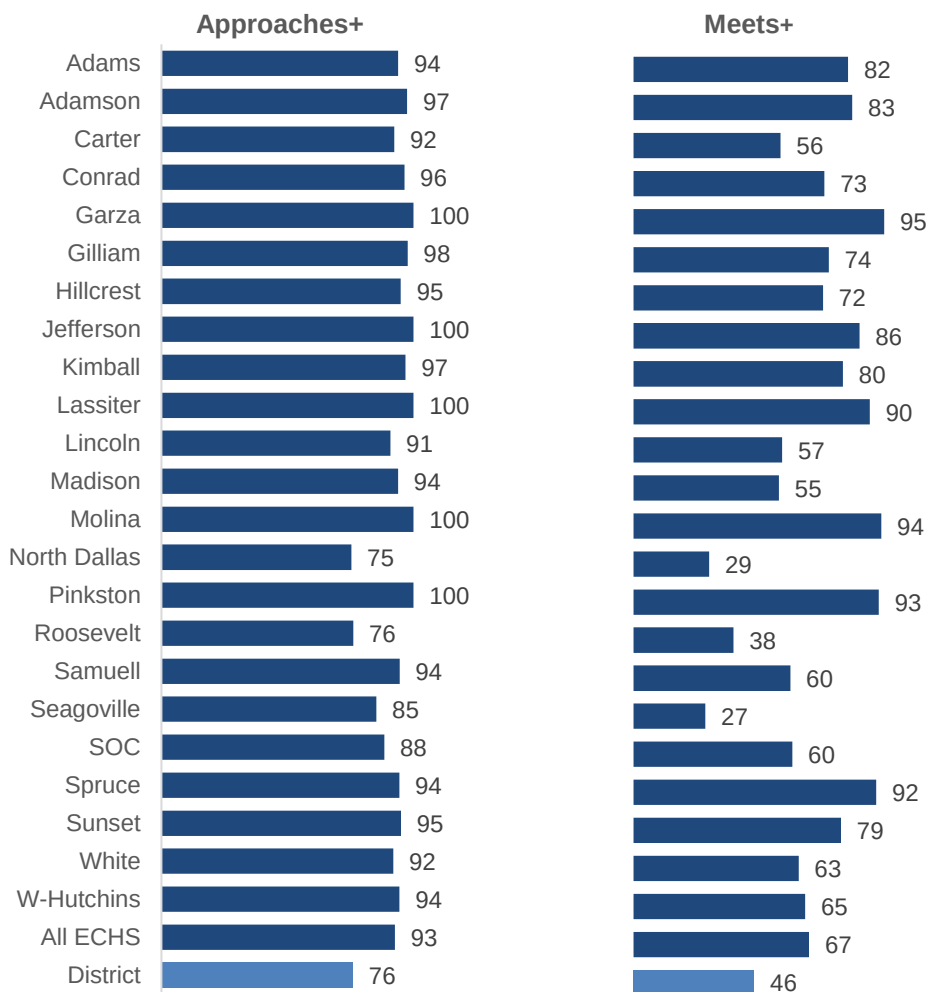
Source: District ACP data file dated 06/21/2018. District demographic data file dated 10/30/2017

Note: ECHS = Early College High School. SOC = South Oak Cliff. W-Hutchins = Wilmer Hutchins. N. Dallas = North Dallas. Less than 10 ECHS students at Wilmer Hutchins took the mathematics ACP exam in Spring 2018; therefore, their data was therefore masked. Less than 10 ECHS students at N. Dallas took the science ACP exam in Spring 2018; therefore, their data was therefore masked. ECHS students at Adams, Adamson, Hillcrest Kimball, Lincoln, Madison, Molina, Sunset, White, and W-Hutchins did not take the science ACP exam in Spring 2018. Less than 10 ECHS students at Adams, Hillcrest, Kimball, Lincoln, Madison, Spruce, and Sunset took the social studies ACP exam in Spring 2018; therefore, their data was masked. ECHS students at Garza and White did not take the social studies ACP exam in Spring 2018.

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

Detailed rates for ECHS and non-ECHS students who met or exceeded the Approaches+ and Meets+ grade level standards are provided in Appendix E. As shown in Figure 4, rates of ECHS students meeting or exceeding the Approaches+ performance standard were greater than the district for *Algebra I EOC* by a large margin (93% versus 76%). ECHS students in 22 out of the 23 campuses (96%) equaled or exceeded the overall district rate for the Approaches+ performance standard. Similarly, rates of ECHS students meeting or exceeding the Meets+ performance standard were higher than the district for *Algebra I EOC* (67% versus 46%). ECHS students in 20 out of the 23 campuses (87%) equaled or exceeded the overall district rate for meeting or exceeding the Meets+ performance standard.

Figure 4: 2017-18 Percentage of ECHS and District Students at Approaches+ and Meets+ Standards on Algebra I STAAR EOC

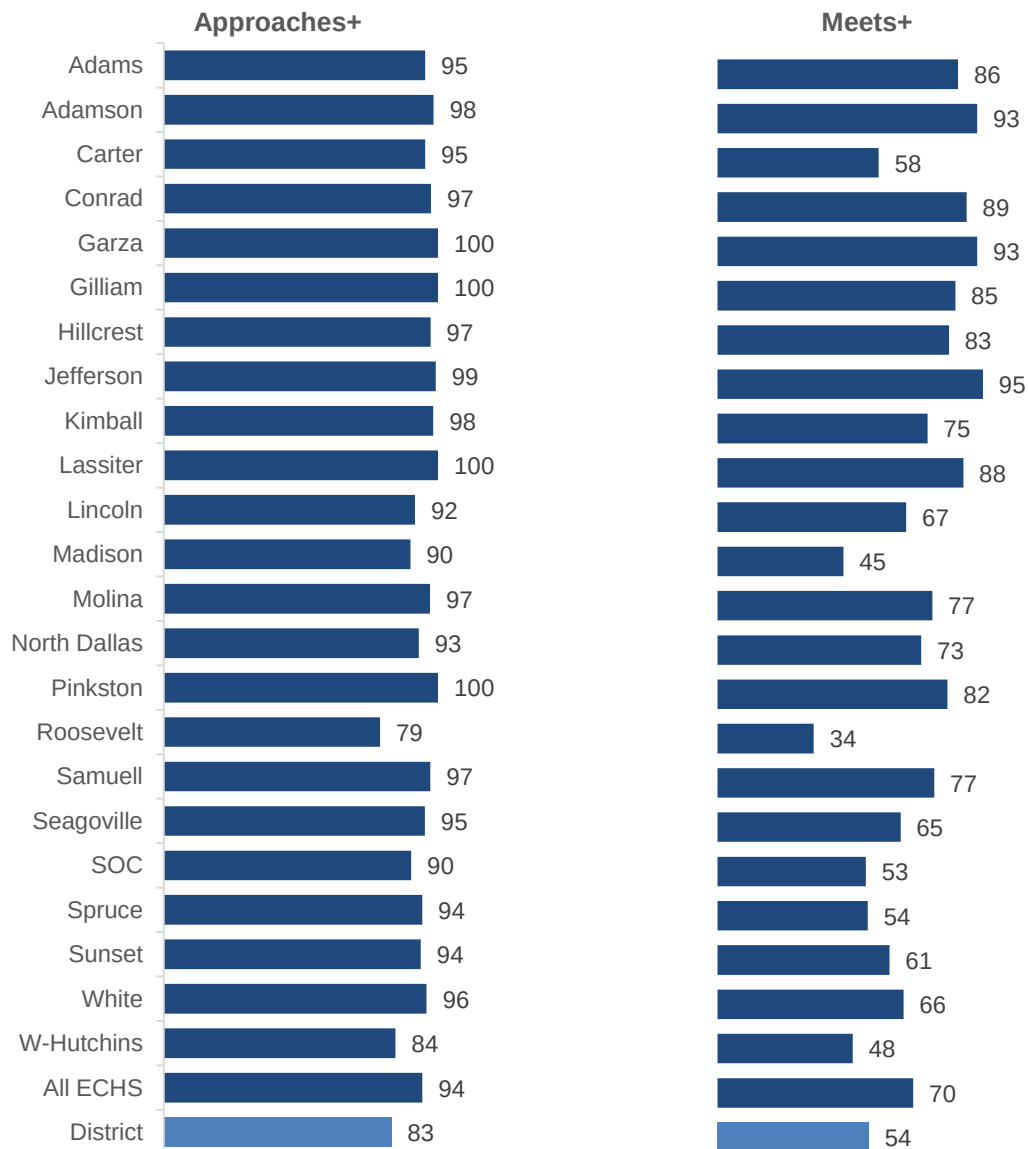


Source: STAAR EOC data file dated 07/10/2018 and demographic file dated 10/30/2017.

Note: ECHS= Early College High School. SOC = South Oak Cliff. Rates are for ninth and tenth grade students enrolled as of 10/30/2017 and only include first time testers for the first and second administrations, excluding *Alternate 2* of STAAR EOC exams. District rates include ECHS students.

As shown below (Figure 5), rates of ECHS students meeting or exceeding the Approaches+ performance standard were greater than those of the district for *Biology I EOC* (94% versus 83%). ECHS students in 22 out of the 23 campuses (96%) equaled or exceeded the overall district rate for the Approaches+ performance standard. Similarly, rates of ECHS students meeting or exceeding the Meets+ performance standard were higher than the district for *Biology EOC* (70% versus 54%). ECHS students in 19 out of the 23 campuses (83%) equaled or exceeded the overall district rate for the Meets+ performance standard.

Figure 5: 2017-18 Percentage of ECHS and District Students at Approaches+ and Meets+ Standards on Biology STAAR EOC

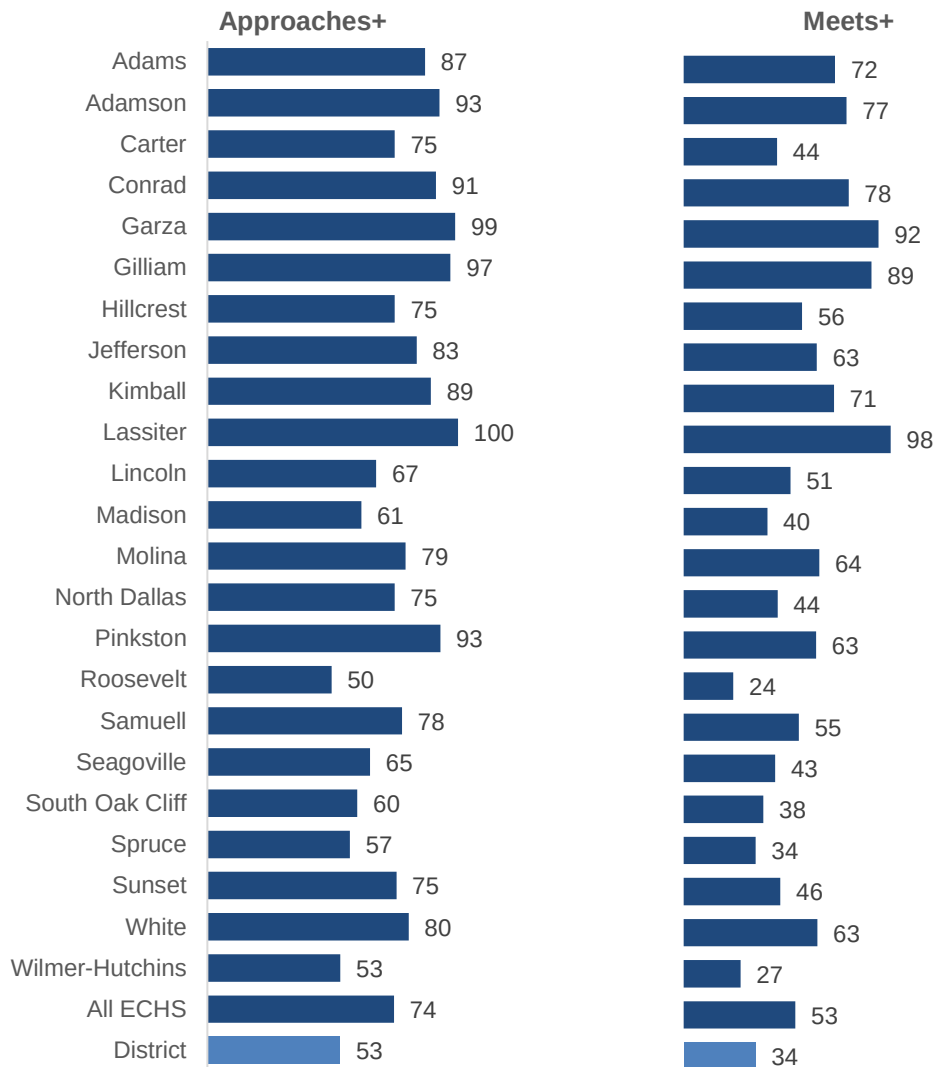


Source: STAAR EOC data file dated 07/10/2018 and demographic file dated 10/30/2017.

Note: ECHS= Early College High School. SOC = South Oak Cliff. Rates are for ninth and tenth grade students enrolled as of 10/30/2017 and only include first time testers for the first and second administrations, excluding Alternate 2 of STAAR EOC exams. District rates include ECHS students.

As shown in Figure 6, rates of ECHS students meeting or exceeding the Approaches+ performance standard was greater than those of the district for *English I EOC* (74% versus 53%). ECHS students in 22 out of the 23 campuses (96%) equaled or exceeded the overall district rate for the Approaches+ performance standard. Rates of ECHS students meeting or exceeding the Meets+ performance standard were also higher than the district for *English I EOC* (53% versus 34%). ECHS students in 21 out of the 23 campuses (91%) equaled or exceeded the overall district rate for the Meets+ performance standard.

Figure 6: 2017-18 Percentage of ECHS and District Students at Approaches+ and Meets+ Standards on English I STAAR EOC

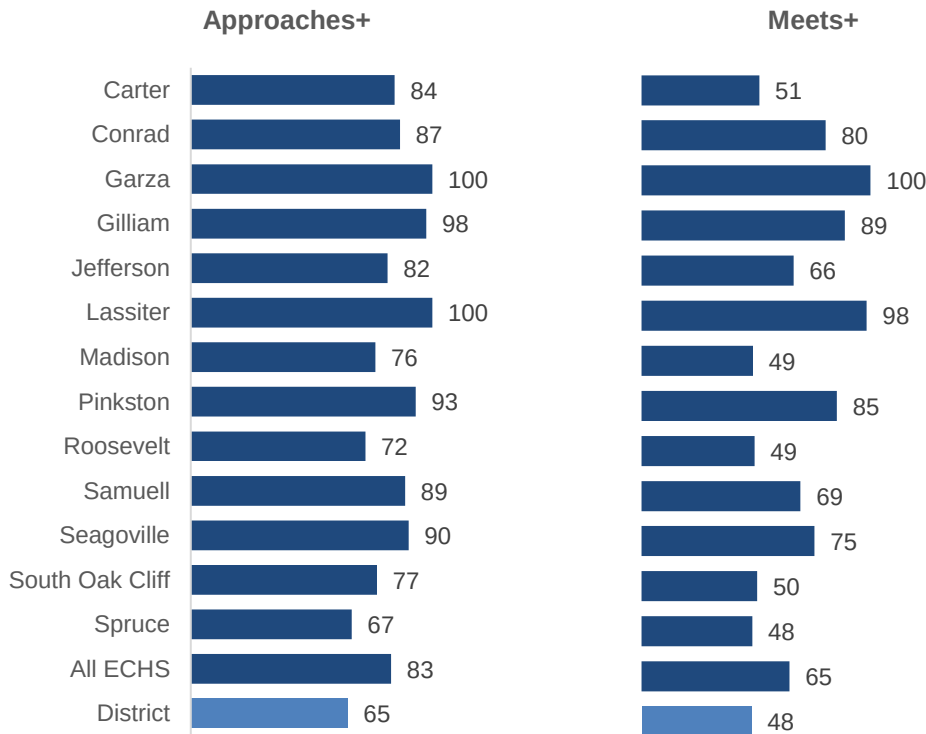


Source: STAAR EOC data file dated 07/10/2018 and demographic file dated 10/30/2017.

Note: ECHS= Early College High School. SOC = South Oak Cliff. Rates are for ninth and tenth grade students enrolled as of 10/30/2017 and only include first time testers for the first and second administrations, excluding *Alternate 2* of STAAR EOC exams. District rates include ECHS students.

As shown in Figure 7, rates of ECHS students meeting or exceeding the Approaches+ performance standard were greater than the district for *English II EOC* by a large margin (83% versus 65%). All 13 ECHS campuses (100%) with more than 10 students who took the *English II EOC* exceeded the overall district rate for the Approaches+ performance standard. Similarly, rates of ECHS students meeting or exceeding the Meets+ performance standard was higher than those of the district for *English II EOC* (65% versus 48%). All 13 ECHS campuses (100%) with more than 10 students who took the *English II EOC* equaled or exceeded the overall district rate for meeting or exceeding the Meets+ performance standard.

Figure 7: 2017-18 Percentage of ECHS and District Students at Approaches+ and Meets+ Standards on English II STAAR EOC



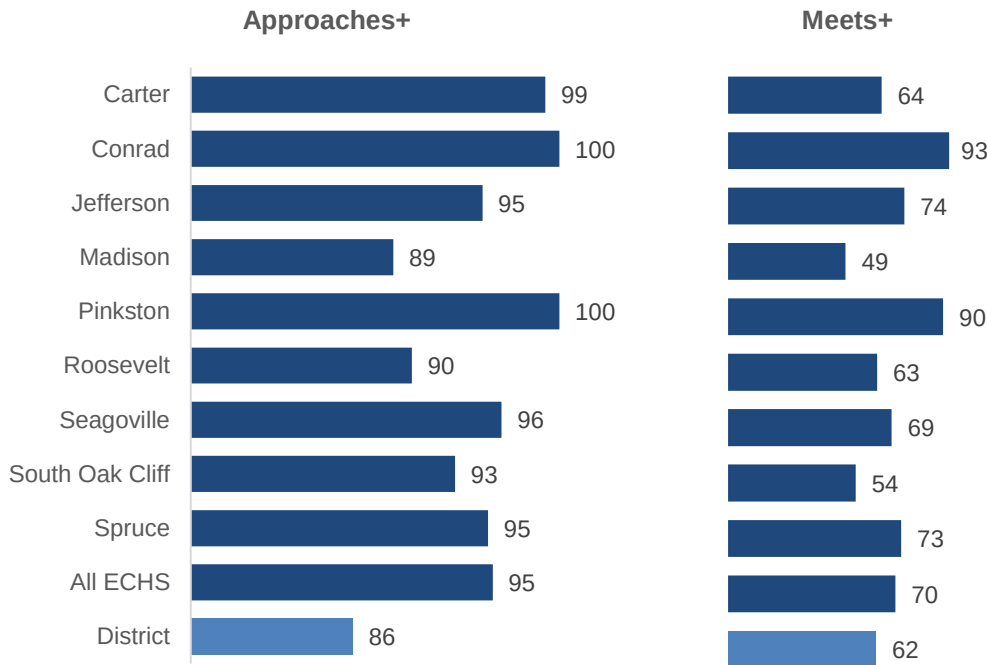
Source: STAAR EOC data file dated 07/10/2018 and demographic file dated 10/30/2017.

Note: ECHS= Early College High School. SOC = South Oak Cliff. Less than 10 ECHS students at Hillcrest, Kimball, Molina and North Dallas took the English II STAAR EOC in 2017-18; therefore, their data was masked. ECHS students at Adams, Adamson, Lincoln, and Wilmer-Hutchins did not take the English II STAAR EOC in 2017-18. Rates are for ninth and tenth grade students enrolled as of 10/30/2017 and only include first time testers for the first and second administrations, excluding Alternate 2 of STAAR EOC exams. District rates include ECHS students.

As shown in Figure 8, rates of ECHS students meeting or exceeding the Approaches+ performance standard were greater than those of the district for *US History EOC* by a large margin (95% versus 86%). All 9 ECHS campuses (100%) with more than 10 students who took the *US History EOC* exceeded the overall district rate the Approaches+ performance standard. Similarly, rates of ECHS students meeting or exceeding the Meets+ performance standard were higher than those of the district for *US History EOC*

(70% versus 62%). Seven out of nine ECHS campuses (78%) with more than 10 students who took *US History EOC* exceeded the overall district rate for the Meets+ performance standard.

Figure 8: 2017-18 Percentage of ECHS and District Students at Approaches+ and Meets+ Standards on US History STAAR EOC



Source: STAAR EOC data file dated 07/10/2018 and demographic file dated 10/30/2017.

Note: ECHS= Early College High School. SOC = South Oak Cliff. Less than 10 ECHS students at Gilliam and Lassiter took the US History STAAR EOC in 2017-18; therefore, their data was masked. ECHS students at Adams, Adamson, Garza, Hillcrest Lincoln, Molina, North Dallas, Samuell, Sunset, White, and Wilmer-Hutchins did not take the English II STAAR EOC in 2017-18. Rates are for ninth and 10th grade students enrolled as of 10/30/2017 and only include first time testers for the first and second administrations, excluding *Alternate 2* of STAAR EOC exams. District rates include ECHS students.

Attendance

Table 5 shows ECHS student attendance information for fall 2017, spring 2018, and for the 2017-18 school year. Overall attendance rates for ECHS students in 2017-18 exceeded attendance rates for non-ECHS students at all individual campuses and overall (96% ECHS versus 92% non-ECHS). Attendance rates for ECHS campuses ranged between 94 percent (Roosevelt and South Oak Cliff) and 99 percent (Garza). Although ECHS students in Roosevelt and South Oak Cliff had the lowest attendance rate compared to ECHS students on other campuses, they also showed a greater attendance rate difference compared to their non-ECHS student counterparts on the same campuses (8 to 9 percentage point difference).

Table 5: 2017-18 Early College High School Ninth Grade Student Attendance Rates by Campus

Campus	% Attendance Fall 2017			% Attendance Spring 2018			Average % of Attendance Rate		
	Non-ECHS	ECHS	Diff.	Non-ECHS	ECHS	Diff.	Non-ECHS	ECHS	Diff.
Adams	96	98	2	94	97	3	95	97	2
Adamson	94	97	3	91	97	6	93	97	4
Carter	91	97	6	87	95	8	89	96	7
Conrad	92	98	6	90	97	7	90	97	7
Garza	N/A	100	N/A	N/A	99	N/A	N/A	99	N/A
Gilliam	N/A	98	N/A	N/A	98	N/A	N/A	98	N/A
Hillcrest	93	99	6	90	97	7	91	98	7
Jefferson	93	98	5	89	96	7	91	97	6
Kimball	93	97	4	91	96	5	92	97	5
Lassiter	N/A	99	N/A	N/A	97	N/A	N/A	98	N/A
Lincoln	91	96	5	86	92	6	88	95	7
Madison	93	96	3	97	99	2	94	97	3
Molina	95	99	4	93	98	5	94	98	4
North Dallas	94	96	2	90	94	4	92	95	3
Pinkston	92	98	6	89	96	7	90	97	7
Roosevelt	90	96	6	81	92	11	85	94	9
Samuell	93	98	5	88	96	8	90	97	7
Seagoville	93	98	5	90	96	6	91	97	6
SOC	88	95	7	83	94	11	86	94	8
Spruce	92	97	5	89	96	7	91	96	5
Sunset	93	98	5	90	96	6	92	97	5
White	94	98	4	91	96	5	93	97	4
W-Hutchins	93	96	3	89	94	5	91	95	4
All ECHS	93	97	4	90	96	6	92	96	4

Source: District demographic file dated 10/30/2017. District attendance files dated 06/11/2018.

Note: ECHS = Early College High School. SOC = South Oak Cliff. W-Hutchins = Wilmer Hutchins. Diff.= difference (calculated by subtracting the attendance rate of non-ECHS students from the attendance rate for ECHS students). Non-ECHS = grade nine students at same high school who were not ECHS students. Designed as "stand alone" schools, Garza, Gilliam, and Lassiter solely educate ECHS students.

Student Retention

Table 6 shows ECHS retention rates for 2016-17 ninth grade cohort.¹² Rates of retention ranged from 77 percent (Madison) to 96 percent (Garza). Overall, 1,158 of 1,315 or 88 percent of the 2016-17 ninth grade cohort remained at an ECHS in 2017-18¹³. Retention rate for ECHS students was higher compared to their non-ECHS counterparts in the same campuses during the same timeframe (88% versus 77%, respectively). Compared to non-ECHS students, ECHS students at Pinkston had the largest retention rate difference (22 percentage points) followed by Jefferson (16 percentage points) and Samuell (15 percentage points).

¹² The ten ECHS campuses that opened in 2017-18 are not included in this analysis.

¹³ Out of the 157 students who were not "retained", 17 transferred to non-ECHS campuses, 33 transferred to other ECHS campuses but no longer participated in the program, 28 remained in the same school but were no longer ECHS students, and 79 were no longer in the district.

Table 6: Retention Rate of 2016-17 Ninth Grade ECHS Cohort by Campus

Campus	# Enrolled 2016-17		# Enrolled 2017-18		Retention Rate		
	ECHS	Non- ECHS	ECHS	Non- ECHS	ECHS	Non- ECHS	Diff.
Carter	118	293	105	230	89	78	11
Conrad	115	380	104	289	90	76	14
Garza	112	N/A	107	N/A	96	N/A	N/A
Gilliam	96	N/A	82	N/A	85	N/A	N/A
Jefferson	124	434	116	338	94	78	16
Lassiter	61	N/A	57	N/A	93	N/A	N/A
Madison	95	94	73	69	77	73	4
Pinkston	113	266	97	169	86	64	22
Roosevelt	113	141	89	111	79	79	0
Samuell	94	526	87	409	93	78	15
Seagoville	115	344	103	291	90	85	5
SOC	113	305	97	240	86	79	7
Spruce	46	572	41	428	89	75	14
All ECHS	1,315	3,355	1,158	2,574	88	77	11

Source: District demographic files dated 10/31/2016 and 10/30/2017

Note: ECHS = Early College High School. SOC = South Oak Cliff. Diff.= difference (calculated by subtracting the attendance rate of non-ECHS students from the attendance rate for ECHS students). Garza, Gilliam, and Lassiter are "stand alone" schools and solely educate ECHS students.

SUMMARY AND RECOMMENDATIONS

Summary

An Early College High School (ECHS) is a school designated by the TEA that enables students who might not otherwise go to college the opportunity to earn dual credit and earn an associate's degree or up to 60 hours of tuition-free college credit by the time of high school graduation. Since 2016, Dallas ISD has expanded these opportunities for its students with a partnership with the Dallas County Community College District (DCCCD). In addition to the five traditional ECHSs that already existed, 18 new ECHSs have opened since 2016 bringing the total to 23. The 2017-18 ECHS program was supported by \$16,904,989 in Bond and general operating funds. The district plans to open two more ECHSs at Skyline and North Lake and 2018 -19 is slotted to be a planning year for these openings.

The five traditional ECHS are Trinidad Garza, Kathlyn Joy Gilliam Collegiate Academy, Wright L. Lassiter Jr., W.W. Samuell, and H. Grady Spruce. The eight ECHSs which opened in 2016 are David W. Carter, Emmett J. Conrad, James Madison, L.G. Pinkston, Franklin D. Roosevelt, Seagoville, South Oak Cliff, and Thomas Jefferson. In 2017-18, the following 10 new ECHSs opened: Bryan Adams, Adamson, Hillcrest, Kimball, Lincoln, Molina, North Dallas, Sunset, Wilmer-Hutchins, and W.T. White.

All 23 high schools obtained designation from the TEA as Early College High Schools in 2017-18. Four of the 18 new ECHS campuses (Seagoville, Pinkston, South Oak Cliff, and Wilmer-Hutchins) also obtained the Pathways to Technology Early College High School (P-TECH) designation while the remaining 14 new ECHSs are expected to receive their P-TECH designation by the 2018-19 school year. At P-TECHs, in addition to the potential to earn an associate's degree, students choose a career pathway and take courses that provide the technical and workplace skills and earn industry certificates in their selected career pathways. Additionally, partnership with industry partners provides P-TECH students with essential mentoring, internship opportunities, and other support to prepare them to enter the workforce career-ready with the possibility of job placement after graduation.

The ECHS model begins in ninth grade and students move together as a cohort as they progress through high school. Each year, each ECHS strives to accept approximately 100 to 125 ninth-grade students. Dedicated ECHS staff include one assistant principal to serve as campus administrator, one workplace learning coordinator, one dedicated counselor, and one dedicated clerk. Three of the ECHSs are designed as "stand alone," and solely educate ECHS students (Garza, Gilliam, and Lassiter), while the remaining 20 schools are designed as a "school within a school" facility and are housed on comprehensive high school campuses.

The 2017-18 ninth grade ECHS cohort consisted of 2,466 students enrolled at 23 campuses, bringing the total number of ECHS students in the district to 4,410. While ECHS student demographics were generally similar to Dallas ISD high school students overall, the ECHS program had slightly greater proportions of economically disadvantaged, African American and female students. On the other hand, the

program had smaller proportions of special education, at-risk, and ELL students compared to overall high school students in the district.

In the fall semester of 2017, 1,122 students attempted 838.5 credits for dual credit courses and earned 796 credits, 95 percent success rate. Out of the 1,122 students, 80 percent (N=902) were enrolled in a single dual credit course while the remaining 20 percent (N=220) attempted two dual credit courses. In the spring semester of 2018, 1,289 students attempted 1005.5 credits for dual credit courses and earned 990.5 credits for a 99 percent success rate. Out of the 1,289 students, 73 percent (N=944) were enrolled in a single dual credit course, 24 percent (N=307) were enrolled in two dual credit courses, while the remaining three percent (N=38) attempted three dual credit courses during the 2018 spring semester.

Overall attendance rates for ECHS students in 2017-18 exceeded rates for non-ECHS students at all individual campuses and overall (96% ECHS versus 92% non-ECHS). Furthermore, the retention rate for the 2016-17 ninth grade ECHS cohort was higher than their non-ECHS counterparts (88 % versus 77%).

Fall 2017 *ACP* passing rates for ECHS students slightly exceeded district rates for the social studies exam (65% ECHS versus 60% district), but lagged behind the district for English/language arts (61% ECHS versus 66% district), mathematics (58% ECHS versus 60% district), and science (56% ECHS versus 61% district). Spring 2018 *ACP* passing rates for ECHS students lagged behind the district on mathematics (63% ECHS versus 68% district) and science (52% ECHS versus 65% district) but were identical to the district (63%) on social studies. ECHS students did not take the English Language Arts *ACP* exam in spring 2018.

The percentage of ECHS students at the Approaches+ and Meets+ performance standards on *STAAR EOC* was greater than those of the district for *Algebra I* by a large margin (93% versus 76% and 67% versus 46% district, respectively). Similarly, a higher percentage of ECHS students met or exceeded the Approaches+ and Meets+ performance standards compared to the district for *Biology I EOC* (94% versus 83% and 70% versus 54%, respectively). The percentage of ECHS students at the Approaches+ and Meets+ performance standards was also higher than those of the district for *English I EOC* (74% versus 53% and 53% versus 34%, respectively). Furthermore, ECHS students met the Approaches+ and Meets+ performance standards at a higher rate than those of the district for *English II EOC* (83% versus 65% and 65% versus 48%). Lastly, rates of ECHS students meeting or exceeding the Approaches+ and Meets+ performance standards were higher than those of the district for *US History EOC* by a large margin (95% versus 86% and 70% versus 62%, respectively).

Recommendations

- **Investigate ways to increase the participation of more at-risk and ELL students in the program.**
While ECHS student demographics were generally similar to overall Dallas ISD high school students, the program had smaller proportions of at-risk (59% ECHS; 70% district) and ELL (34% ECHS; 40% district) students compared to overall high school students in the district.

- **Investigate ways to retain more students in the program.** The retention rate for the 2016-17 ninth grade ECHS cohort was 88%, which is higher than their non-ECHS counterparts and data showed that half of those who were not retained withdrew from the district. However, 40 percent of those 'not retained' were enrolled in participating campuses but no longer remained in the program. Follow up visits with these students may reveal opportunities to increase the retention rate of the program even higher.

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APPENDICES

Appendix A: ECHS Degree Plans, Pathways, Industry and Higher Education Partners

Degree Plans/Pathways	Industry Partners	Higher Education Partner
Garza		
▪ Associate of Arts ▪ Associate of Science	N/A	▪ Mountain View College
Gilliam		
▪ Associate of Arts ▪ Associate of Science	N/A	▪ Cedar Valley College
Lassiter		
▪ Associate of Arts ▪ Associate of Science	N/A	▪ El Centro College
Samuell		
▪ Associate of Arts ▪ Associate of Science	N/A	▪ Eastfield College
Spruce		
▪ Air Conditioning and Refrigeration Technology ▪ Digital Multimedia Technology ▪ Computer Assisted Drafting and Design ▪ Advanced Manufacturing/ Mechatronics Technology	N/A	▪ Eastfield College
Carter		
▪ Business ▪ Computer Graphics ▪ Law Enforcement ▪ Network Administration and Support	▪ City of Dallas Police Department ▪ Wells Fargo Bank ▪ Dallas Fire & Rescue ▪ Dallas ISD Police Department	▪ Cedar Valley College
Conrad		
▪ Allied Health ▪ Gaming ▪ Network Administration and Support ▪ Software Programming ▪ Software Programming	▪ STEMuli Education ▪ SMU — Guildhall ▪ JPMorgan Chase & Co. ▪ Magnin & Associates ▪ HCA Medical City Children's Hospital ▪ GameStop ▪ Cube Games	▪ Richland College
Jefferson		
▪ Business Administration ▪ Software Programming ▪ Visual Communications	▪ Telemundo ▪ NBC 5 ▪ Pinnacle Group ▪ Art Group	▪ Brookhaven College
Seagoville		
▪ Business Administration ▪ Personal Computer Support ▪ Software Programming	▪ AT&T ▪ Accenture ▪ NFTE	▪ Eastfield College
South Oak Cliff		
▪ Electronic Technology ▪ Network Administration and Support ▪ Manufacturing (CAD)	▪ Microsoft ▪ Eon Reality	▪ Mountain View College
Madison		
▪ Management ▪ Personal Computer Support	▪ City of Dallas IT Department ▪ Amazon Web ▪ Dallas ISD IT Department	▪ El Centro College
Pinkston		
▪ Allied Health ▪ Management ▪ Network Administration and Support	▪ Univision ▪ Parkland ▪ Plains Capital Bank ▪ SMU — Simmons	▪ El Centro College

table continues

Table (continued)

Degree Plans/Pathways	Industry Partners	Higher Education Partner
Roosevelt		
▪ Allied Health ▪ Management ▪ Internet Development Technology	▪ UTSW Medical Center ▪ Bank of America	▪ El Centro College
Adams		
▪ Early Childhood Education	▪ Dallas Independent School District	▪ Eastfield College
Adamson		
▪ Internet Development Technologies ▪ Personal Computer Support	▪ American Airlines	▪ El Centro College
Hillcrest		
▪ Pre-Electrical Engineering ▪ Electrical Engineering Technology	▪ Jones Lang LaSalle Americas, Inc. ▪ Texas Instruments ▪ Cummings Electrical	▪ Richland College
Kimball		
▪ Electronics Technology with Advanced Manufacturing Mechatronics ▪ Pre-Mechanical Engineering	▪ Jones Lang LaSalle Americas, Inc.	▪ Mountain View College
Lincoln		
▪ Hospitality Management ▪ Logistics	▪ Omni Hotels & Resorts ▪ FedEx	▪ El Centro College
Molina		
▪ Business Administration ▪ Business	▪ BKD ▪ NFTE ▪ Foundation for C.H.O.I.C.E.	▪ Mountain View College
North Dallas		
▪ Software Programming ▪ Health Information Technology	▪ Southwest Airlines ▪ Thomson Reuters ▪ Bottle Rocket ▪ Legend Networking ▪ MD Medical Group ▪ Baylor University Medical Center	▪ Brookhaven College
Sunset		
▪ Early Childhood Education ▪ Public Health	▪ Children's Health ▪ Dallas ISD ▪ Baylor Scott & White	▪ Mountain View College
Wilmer-Hutchins		
▪ Construction Technology ▪ Energy Management	▪ TEXO, The Construction Association ▪ Oncor ▪ Fluor ▪ Regional Black Contractors Association	▪ North Lake College
White		
▪ Accounting ▪ Early Childhood Education	▪ Dallas Independent School District ▪ Moss Adams	▪ Brookhaven College

Appendix B: 2017-18 ECHS Campuses and Students by Grade Level

Campus	Grade Level				All Grade Levels
	9	10	11	12	
Garza	110	111	114	97	432
Samuell	108	99	112	82	401
Gilliam	101	85	84	77	347
Lassiter	57	58	56	55	226
Spruce	67	60	50	0	177
Roosevelt	98	88	0	0	186
Jefferson	119	117	0	0	236
Conrad	115	110	0	0	225
Seagoville	124	105	0	0	229
Carter	104	105	0	0	209
South Oak Cliff	101	104	0	0	205
Pinkston	98	103	0	0	201
Madison	89	72	0	0	161
North Dallas	105	0	0	0	105
Molina	138	0	0	0	138
Sunset	129	0	0	0	129
Adamson	123	0	0	0	123
Wilmer-Hutchins	123	0	0	0	123
White	120	0	0	0	120
Kimball	117	0	0	0	117
Hillcrest	110	0	0	0	110
Adams	108	0	0	0	108
Lincoln	102	0	0	0	102
Total	2,466	1,217	416	311	4,410

Source: District demographic data file dated 10/30/2017

Note: ECHS = Early College High School.

Appendix C: 2017-18 Early College High School Ninth Grade Student Demographics by Campus

Campus	N*	Afr. Am		Hispanic		Other		Female		Male		Eco Dis		ELL		SPED		At Risk	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Adams	108	7	6	95	88	6	6	69	64	39	36	102	94	34	31	2	2	54	50
Adamson	123	5	4	118	96	0	0	67	54	56	46	114	93	38	31	1	1	58	47
Carter	104	70	67	33	32	1	1	53	51	51	49	79	76	24	23	0	0	55	53
Conrad	115	28	24	63	55	24	21	58	50	57	50	80	70	49	43	2	2	69	60
Garza	110	7	6	101	92	2	2	60	55	50	45	95	86	27	25	5	5	36	33
Gilliam	101	53	52	44	44	4	4	72	71	29	29	82	81	18	18	0	0	34	34
Hillcrest	110	19	17	85	77	6	5	41	37	69	63	90	82	39	35	1	1	57	52
Jefferson	119	8	7	108	91	3	3	68	57	51	43	99	83	39	33	0	0	64	54
Kimball	117	32	27	85	73	0	0	47	40	70	60	90	77	38	32	1	1	77	66
Lassiter	57	6	11	51	89	0	0	42	74	15	26	55	96	16	28	0	0	20	35
Lincoln	102	90	88	12	12	0	0	64	63	38	37	87	85	6	6	7	7	54	53
Madison	89	51	57	37	42	1	1	49	55	40	45	84	94	29	33	7	8	59	66
Molina	138	4	3	133	96	1	1	70	51	68	49	133	96	38	28	4	3	75	54
N. Dallas	105	11	10	87	83	7	7	61	58	44	42	90	86	45	43	7	7	80	76
Pinkston	98	20	20	77	79	1	1	57	58	41	42	92	94	43	44	2	2	62	63
Roosevelt	98	40	41	57	58	1	1	53	54	45	46	86	88	30	31	4	4	65	66
Samuell	108	17	16	90	83	1	1	63	58	45	42	104	96	64	59	1	1	81	75
Seagoville	124	23	19	91	73	10	8	67	54	57	46	115	93	40	32	6	5	79	64
SOC	101	65	64	35	35	1	1	52	51	49	49	96	95	12	12	6	6	56	55
Spruce	67	6	9	61	91	0	0	27	40	40	60	62	93	46	69	5	7	57	85
Sunset	129	4	3	122	95	3	2	83	64	46	36	120	93	64	50	7	5	89	69
White	120	14	12	96	80	10	8	62	52	58	48	101	84	54	45	4	3	87	73
W-Hutchins	123	54	44	67	54	2	2	61	50	62	50	103	84	41	33	11	9	95	77
Total	2,466	634	26	1,748	71	84	3	1,346	55	1,120	45	2,159	88	834	34	83	3	1,463	59

*Excludes 45 withdrawals, *Numbers indicate all students at Gilliam, Garza, and Lassiter

Source: District demographic files dated 10/30/2017

Note: Afr. Am = African American. SOC = South Oak Cliff. W-Hutchins = Wilmer Hutchins. Eco dis = economically disadvantage, ELL = English language learner, SPED = special education. Percentages may not sum to 100 due to rounding.

Appendix D: 2017-18 ACP Passing Rates by Semester, ECHS Status, Campus, and Assessment

Assessment	Fall 2017					Spring 2018				
	ECHS		Non-ECHS			ECHS		Non-ECHS		
	Tested N	% Pass	Tested N	% Pass	Diff.	Tested N	% Pass	Tested N	% Pass	Diff.
Adams										
Language Arts	108	67	980	61	6	--	--	15	60	N/A
Mathematics	108	70	934	50	20	24	71	528	53	18
Science	108	70	933	62	8	--	--	450	58	N/A
Social Studies	*	*	764	66	N/A	*	*	673	59	N/A
Adamson										
Language Arts	123	78	625	66	12	--	--	26	23	N/A
Mathematics	123	83	630	63	20	45	87	356	79	8
Science	123	91	605	60	31	--	--	339	76	N/A
Social Studies	123	70	584	60	10	121	64	544	68	-4
Carter										
Language Arts	203	65	338	50	15	--	--	10	30	N/A
Mathematics	208	33	339	35	-2	118	15	168	24	-9
Science	208	27	335	41	-14	105	29	160	32	-3
Social Studies	206	67	335	57	10	99	54	281	52	2
Conrad										
Language Arts	223	75	474	52	23	--	--	12	33	N/A
Mathematics	206	65	446	59	6	155	82	219	73	9
Science	229	71	405	50	21	112	56	291	43	13
Social Studies	173	88	471	54	34	127	84	408	53	31
Garza										
Language Arts	212	91	--	--	N/A	*	*	--	--	N/A
Mathematics	221	83	--	--	N/A	176	88	--	--	N/A
Science	224	81	--	--	N/A	114	93	--	--	N/A
Gilliam										
Language Arts	178	80	--	--	N/A	--	--	--	--	N/A
Mathematics	243	71	--	--	N/A	187	66	--	--	N/A
Science	184	78	--	--	N/A	82	91	--	--	N/A
Social Studies	181	72	--	--	N/A	180	81	--	--	N/A
Hillcrest										
Language Arts	110	72	463	71	1	--	--	16	56	N/A
Mathematics	110	78	469	65	13	30	80	272	78	2
Science	109	61	433	63	-2	--	--	234	59	N/A
Social Studies	--	--	321	60	N/A	*	*	278	69	N/A
Jefferson										
Language Arts	236	73	643	65	8	--	--	17	18	N/A
Mathematics	218	54	631	52	2	152	41	293	53	-12
Science	236	73	620	55	18	115	70	340	47	23
Social Studies	235	74	378	55	19	114	82	318	68	14
Kimball										
Language Arts	114	78	650	57	21	--	--	21	76	N/A
Mathematics	114	83	626	41	42	18	83	342	53	30
Science	115	52	612	54	-2	--	--	341	54	N/A
Social Studies	*	*	422	51	N/A	*	*	353	47	N/A
Lassiter										
Mathematics	32	100	--	--	N/A	87	100	--	--	N/A
Science	26	96	--	--	N/A	45	98	--	--	N/A
Social Studies	97	98	--	--	N/A	17	94	--	--	N/A

table continues

Table (continued)

Assessment	Fall 2017					Spring 2018				
	ECHS		Non-ECHS			ECHS		Non-ECHS		
	Tested N	% Pass	Tested N	% Pass	Diff.	Tested N	% Pass	Tested N	% Pass	Diff.
Lincoln										
Language Arts	97	60	203	44	16	--	--	6	33	N/A
Mathematics	98	60	200	38	23	20	30	108	24	6
Science	98	64	196	27	38	--	--	108	17	N/A
Social Studies	*	*	183	26	N/A	*	*	139	26	*
Madison										
Language Arts	163	45	138	41	4	--	--	5	20	N/A
Mathematics	162	39	135	33	6	91	19	67	25	-6
Science	162	19	140	16	3	71	0	65	14	-14
Social Studies	*	*	132	45	N/A	*	*	116	55	N/A
Molina										
Language Arts	137	67	919	71	-4	--	--	17	12	N/A
Mathematics	138	96	910	83	13	49	98	542	89	9
Science	138	74	904	53	20	--	--	496	54	N/A
Social Studies	137	83	872	64	19	138	88	797	64	24
North Dallas										
Language Arts	105	51	406	58	-7	--	--	9	22	N/A
Mathematics	105	36	430	50	-14	25	48	221	59	-11
Science	103	67	422	62	5	*	*	219	70	N/A
Social Studies	104	44	355	49	-5	98	37	304	50	-13
Pinkston										
Language Arts	199	66	321	43	23	--	--	20	30	N/A
Mathematics	199	63	313	31	33	133	89	155	53	36
Science	199	48	315	27	21	100	45	149	25	20
Social Studies	199	79	304	54	25	95	79	239	56	23
Roosevelt										
Language Arts	174	49	214	46	3	--	--	10	40	N/A
Mathematics	174	40	205	38	2	102	39	87	18	21
Science	176	39	208	24	15	78	29	88	17	12
Social Studies	124	30	197	27	2	90	34	135	21	13
Samuell										
Language Arts	207	58	810	49	9	--	--	27	37	N/A
Mathematics	243	76	866	51	24	171	81	397	73	8
Science	206	84	825	57	28	98	85	353	58	27
Social Studies	167	76	800	50	26	162	72	648	61	11
Seagoville										
Language Arts	226	59	538	64	-4	--	--	22	55	N/A
Mathematics	203	44	530	44	1	108	30	271	51	-21
Science	227	53	530	60	-8	101	23	234	65	-42
Social Studies	226	69	515	58	11	122	48	428	53	-5
South Oak Cliff										
Language Arts	199	42	388	43	-1	*	*	18	72	N/A
Mathematics	195	37	388	42	-4	98	41	183	38	3
Science	202	27	401	49	-22	102	5	184	49	-44
Social Studies	201	34	303	32	3	83	16	229	28	12
Spruce										
Language Arts	123	49	796	53	-4	--	--	22	27	N/A
Mathematics	126	72	860	50	22	71	62	436	38	-24
Science	128	61	783	60	1	59	73	364	66	7
Social Studies	65	68	698	64	4	*	*	573	64	N/A
Sunset										
Language Arts	126	79	853	66	13	--	--	34	26	N/A
Mathematics	126	72	881	78	-6	28	89	489	90	-1
Science	125	66	849	53	13	--	--	422	62	N/A
Social Studies	--	--	801	61	N/A	*	*	696	73	N/A

table continues

Table (Continued)

Assessment	Fall 2017					Spring 2018				
	ECHS		Non-ECHS			ECHS		Non-ECHS		
	Tested N	% Pass	Tested N	% Pass	Diff.	Tested N	% Pass	Tested N	% Pass	Diff.
White										
Language Arts	120	63	1,028	69	-5	--	--	42	50	N/A
Mathematics	120	58	1,018	47	11	57	79	596	68	11
Science	119	61	969	60	1	--	--	783	61	N/A
Social Studies	--	--	810	66	N/A	--	--	753	64	N/A
Wilmer-Hutchins										
Language Arts	119	30	311	56	-25	--	--	15	53	N/A
Mathematics	118	28	305	26	2	*	*	188	22	N/A
Science	118	34	303	39	-5	--	--	176	52	N/A
Social Studies	94	32	258	59	-27	92	26	209	56	-30
District										
Language Arts	--	--	20,101	66	N/A	--	--	5,440	55	N/A
Mathematics	--	--	20,650	60	N/A	--	--	19,099	68	N/A
Science	--	--	15,378	61	N/A	--	--	35,626	65	N/A
Social Studies	--	--	19,960	60	N/A	--	--	33,090	63	N/A

Source: District ACP data file dated 02/01/2018 (fall) and 06/21/2018 (spring). District demographic data file dated 10/30/17

Note: ECHS = Early College High School. Diff. = difference (calculated by subtracting the non-ECHS passing rate from the ECHS student passing rate). N/A = not applicable. * = Less than 10 students took test in this category; their data was therefore masked for confidentiality purposes. -- = No students took exam in this category. Designed as "stand alone" schools, Garza, Gilliam, and Lassiter solely educate ECHS students. District rates include ECHS students

Appendix E: 2017-18 STAAR EOC Passing Rates by Test and ECHS Status for Grades 9 and 10

Campus	Approaches+					Meets+				
	ECHS		Non-ECHS		Diff.	ECHS		Non-ECHS		Diff.
	Tested N	% Met	Tested N	% Met		Tested N	% Met	Tested N	% Met	
Algebra I										
Adams	82	94	432	81	13	82	82	432	47	35
Adamson	78	97	266	83	14	78	83	266	49	34
Carter	91	92	191	59	33	91	56	191	34	22
Conrad	55	96	242	79	17	55	73	242	49	24
Garza	44	100	N/A	N/A	N/A	44	95	N/A	N/A	N/A
Gilliam	43	98	N/A	N/A	N/A	43	74	N/A	N/A	N/A
Hillcrest	79	95	205	79	16	79	72	205	50	22
Jefferson	79	100	345	77	23	79	86	345	52	34
Kimball	94	97	338	53	44	94	80	338	23	57
Lassiter	10	100	N/A	N/A	N/A	10	90	N/A	N/A	N/A
Lincoln	76	91	104	52	39	76	57	104	19	38
Madison	65	94	83	67	27	65	55	83	30	25
Molina	89	100	359	87	13	89	94	359	61	33
North Dallas	73	75	177	58	17	73	29	177	16	13
Pinkston	61	100	139	68	32	61	93	139	25	68
Roosevelt	71	76	110	64	12	71	38	110	30	8
Samuell	72	94	407	71	23	72	60	404	36	24
Seagoville	95	85	284	67	18	95	27	284	36	-9
SOC	86	88	238	69	19	86	60	238	31	29
Spruce	53	94	387	82	12	53	92	387	57	35
Sunset	100	95	368	88	7	100	79	368	72	7
White	62	92	428	62	30	62	63	428	20	43
W-Hutchins	107	94	139	57	37	107	65	139	26	39
All ECHS	1,568	93	5,339	73	20	1,568	67	5,336	42	25
District	N/A	N/A	8,802	76	N/A	N/A	N/A	8,802	46	N/A
Biology										
Adams	106	95	441	83	12	106	86	441	56	30
Adamson	122	98	285	75	23	122	93	285	29	64
Carter	106	95	185	61	34	106	58	185	20	38
Conrad	117	97	91	86	11	117	89	91	54	35
Garza	109	100	N/A	N/A	N/A	109	93	N/A	N/A	N/A
Gilliam	99	100	N/A	N/A	N/A	99	85	N/A	N/A	N/A
Hillcrest	109	97	200	81	16	109	83	200	45	38
Jefferson	114	99	256	78	22	114	95	256	47	48
Kimball	112	98	302	68	30	112	75	302	28	47
Lassiter	57	100	N/A	N/A	N/A	57	88	N/A	N/A	N/A
Lincoln	95	92	96	56	36	95	67	96	21	46
Madison	89	90	81	58	32	89	45	81	17	28
Molina	137	97	417	81	16	137	77	417	39	38
North Dallas	99	93	210	75	18	99	73	210	34	39
Pinkston	95	100	141	69	31	95	82	141	21	61
Roosevelt	99	79	121	52	27	99	34	121	10	24
Samuell	106	97	416	72	25	106	77	413	40	37
Seagoville	124	95	305	82	13	124	65	305	43	22
SOC	102	90	223	69	21	102	53	223	26	27
Spruce	69	94	430	74	20	69	54	430	33	21
Sunset	127	94	422	82	12	127	61	422	46	15
White	119	96	153	77	19	119	66	153	49	17
W-Hutchins	116	84	144	64	20	116	48	144	22	26
All ECHS	2,163	94	5,184	76	18	2,163	70	5,181	40	30
District	N/A	N/A	10,345	83	N/A	N/A	N/A	10,345	54	N/A

table continues

Table (Continued)

Campus	Approaches+					Meets+				
	ECHS		Non-ECHS		Diff.	ECHS		Non-ECHS		Diff.
	Tested	%	Tested	%		Tested	%	Tested	%	
	N	Met	N	Met		N	Met	N	Met	
English I										
Adams	106	87	556	52	35	106	72	556	32	40
Adamson	122	93	349	48	45	122	77	349	21	56
Carter	111	75	260	36	39	111	44	260	11	33
Conrad	114	91	341	33	58	114	78	341	13	65
Garza	90	99	N/A	N/A	N/A	90	92	N/A	N/A	N/A
Gilliam	99	97	N/A	N/A	N/A	99	89	N/A	N/A	N/A
Hillcrest	107	75	277	55	20	107	56	277	35	21
Jefferson	127	83	443	34	49	127	63	443	17	46
Kimball	111	89	415	33	56	111	71	415	13	58
Lassiter	49	100	N/A	N/A	N/A	49	98	N/A	N/A	N/A
Lincoln	95	67	136	19	48	95	51	136	10	41
Madison	101	61	100	36	25	101	40	100	18	22
Molina	134	79	542	50	29	134	64	542	25	39
North Dallas	99	75	282	36	39	99	44	282	17	27
Pinkston	99	93	198	28	65	99	63	198	12	51
Roosevelt	119	50	168	32	18	119	24	168	10	14
Samuell	121	78	567	36	42	121	55	567	14	41
Seagoville	134	65	394	47	18	134	43	394	23	20
SOC	122	60	307	27	33	122	38	307	9	29
Spruce	88	57	595	35	22	88	34	595	16	18
Sunset	118	75	537	51	24	118	46	537	25	21
White	117	80	598	45	35	117	63	598	26	37
W-Hutchins	115	53	192	33	20	115	27	192	15	12
All ECHS	2,260	74	7,495	42	32	2,260	53	7,495	22	31
District	N/A	N/A	12,852	53	N/A	N/A	N/A	12,852	34	N/A
English II										
Adams	--	--	513	64	--	--	--	513	47	--
Adamson	--	--	354	69	--	--	--	354	49	--
Carter	103	84	204	38	46	103	51	204	18	33
Conrad	112	87	240	38	49	112	80	240	23	57
Garza	119	100	N/A	N/A	N/A	119	100	N/A	N/A	N/A
Gilliam	80	98	N/A	N/A	N/A	80	89	N/A	N/A	N/A
Hillcrest	*	*	262	66	N/A	*	*	262	45	N/A
Jefferson	119	82	298	46	36	119	66	298	24	42
Kimball	*	*	375	54	N/A	*	*	375	33	N/A
Lassiter	59	100	N/A	N/A	N/A	59	98	N/A	N/A	N/A
Lincoln	--	--	130	44	--	--	--	130	28	--
Madison	72	76	70	46	30	72	49	70	23	26
Molina	*	*	534	62	N/A	*	*	534	40	N/A
North Dallas	*	*	227	53	N/A	*	*	227	32	N/A
Pinkston	102	93	149	42	51	102	85	149	23	62
Roosevelt	83	72	101	26	46	83	49	101	15	34
Samuell	98	89	386	45	44	98	69	385	26	43
Seagoville	102	90	273	55	35	102	75	273	35	40
SOC	105	77	200	37	40	105	50	197	15	35
Spruce	60	67	395	47	20	60	48	395	22	26
Sunset	*	*	451	64	N/A	*	*	451	43	N/A
White	*	*	567	57	N/A	*	*	567	39	N/A
W-Hutchins	--	--	193	39	--	--	--	193	22	--
All ECHS	975	83	6,180	55	28	975	65	6,176	36	29
District	N/A	N/A	10,168	65	N/A	N/A	N/A	10,168	48	N/A

table continues

Table (Continued)

Campus	Approaches+					Meets+				
	ECHS		Non-ECHS		Diff.	ECHS		Non-ECHS		Diff.
	Tested N	% Met	Tested N	% Met		Tested N	% Met	Tested N	% Met	
US History										
Adams	--	--	23	83	--	--	--	23	70	--
Adamson	--	--	30	63	--	--	--	30	23	--
Carter	104	99	15	73	26	104	64	15	27	37
Conrad	83	100	17	71	29	83	93	17	53	40
Garza	--	--	N/A	N/A	N/A	--	--	N/A	N/A	N/A
Gilliam	*	*	N/A	N/A	N/A	*	*	N/A	N/A	N/A
Hillcrest	--	--	23	91	--	--	--	23	78	--
Jefferson	115	95	28	57	38	115	74	28	32	42
Kimball	--	--	30	67	--	--	--	30	60	--
Lassiter	*	*	N/A	N/A	N/A	*	*	N/A	N/A	N/A
Lincoln	--	--	11	36	--	--	--	11	9	--
Madison	71	89	*	*	N/A	71	49	*	*	N/A
Molina	--	--	22	64	--	--	--	22	32	--
North Dallas	--	--	15	67	--	--	--	15	27	--
Pinkston	102	100	23	91	9	102	90	23	52	38
Roosevelt	80	90	19	53	37	80	63	19	21	42
Samuell	--	--	35	60	--	--	--	35	26	--
Seagoville	102	96	39	85	11	102	69	39	62	7
SOC	99	93	33	55	38	99	54	33	30	24
Spruce	62	95	41	80	15	62	73	41	39	34
Sunset	--	--	38	74	--	--	--	38	39	--
White	--	--	53	66	--	--	--	53	36	--
W-Hutchins	--	--	37	86	--	--	--	37	65	--
All ECHS	818	95	540	71	24	818	70	540	42	28
District	N/A	N/A	1,791	86	N/A	N/A	N/A	1,791	62	N/A

Source: STAAR EOC data file dated 07/10/2018 and demographic file dated 10/30/2017.

Note: ECHS= Early College High School. SOC = South Oak Cliff. Diff. = difference (calculated by subtracting the non-ECHS rate from the ECHS student rate). N/A= Not Applicable. -- = no students took exam in this category. * = Less than 10 students took test in this category; their data was therefore masked for confidentiality purposes. Rates are for ninth and tenth grade students enrolled in the district at each campus as of 10/30/2017 and only include first time testers for the first and second administrations, excluding Alternate 2 of STAAR EOC exams. District rates include ECHS students.