

2018-19 Evaluation of Early College High School Programs

Department of Evaluation and Assessment

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



© 2019 Dallas Independent School District (Dallas ISD)

Mail a written request for permission to use or reproduce any part of this document to:

Dallas ISD

Department of Evaluation and Assessment

H. B. Bell School Support Service Center

2909 N. Buckner Blvd.

Box 10

Dallas, TX 75228

2018-19 Evaluation of Early College High School Programs

Approved Report of the Department of Evaluation and Assessment

EA19-612-2

August 2019

Nick Grimberg, M.S.



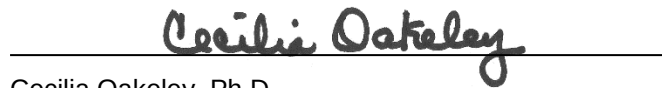
Anduamlak Meharie, Ph.D.

Manager – Program Evaluation



Joan Bush, Ph.D.

Executive Director – Program Evaluation



Cecilia Oakeley, Ph.D.

Assistant Superintendent – Evaluation and Assessment

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



This page is intentionally left blank.

Table of Contents

ABSTRACT	1
PROGRAM DESCRIPTION	2
PURPOSE AND SCOPE OF THE EVALUATION	3
MAJOR EVALUATION QUESTIONS AND RESULTS	3
What were the sources and amounts of funding for Early College High Schools?	3
Methodology	3
Results	3
What was the contextual history of Early College High School programs?	3
Methodology	3
Results	4
What were the Early College High School program components?	6
Methodology	6
Results	6
What were the characteristics of Early College High School students?	8
Methodology	8
Results	8
How many associate degrees and dual credits did Early College High School students earn?	11
Methodology	11
Results	11
How many industry-based certifications did Early College High School students earn in 2018-19?	14
Methodology	14
Results	14
What were the academic performances of Early College High School students on achievement assessments?	15
Methodology	15
Results	16
What were the attendance, retention, and graduation rates of Early College High School students? ..	18
Methodology	18

Results	19
SUMMARY AND RECOMMENDATIONS.....	22
REFERENCES.....	24
APPENDICES	25

List of Tables

Table	Page
1 2018-19 Dallas ISD Early College High Schools and Education Partners.....	5
2 Enrollment of Students in Early College High School Campuses by Grade Level: 2018-19	9
3 Early College High School and District Student Characteristics: 2018-19	11
4 Average Number of Dual Credit Courses Completed by ECHS Students by Grade Level: 2018-19.....	12
5 Dual Credit Enrollment and Passing Rates by Campus and ECHS Status	13
6 Associate Degrees Awarded to Early College High School Students: 2018-19.....	14
7 Associate Degrees Awarded to Early College High School Students by Campus: 2018-19.....	14
8 Student Certification Exams Attempted and Earned: 2018-19	15
9 Number of Early College High School Students Tested and Percentage Passing by <i>TSIA</i> Exam Subject and Campus: 2018-19.....	17
10 Early College High School and Non-Early College High School Students at Approaches+ and Meets+ by <i>STAAR EOC</i> Exam: 2018-19	18
11 Average Attendance of Early College High School and Non-Early College High School Students by Campus: 2018-19	19
12 Two-Year Retention Rates of 2017-18 Grade Nine Early College High School Cohort by Campus	20
13 Three-Year Retention Rates of 2016-17 Grade Nine Early College High School Cohort by Campus	21
14 Dallas ISD Four-Year Graduation Rates of Grade Nine Early College High School Cohorts by Campus.....	21

List of Figures

Figure	Page
1 Student Enrollment in Early College High School Programs: 2011-12 through 2018-19.....	10

List of Appendices

Appendix	Page
A Early College High School Degree Plans/Pathways, Industry Partners, and Higher Education Partners	26
B Early College High School Student Characteristics by Campus: 2018-19.....	29
C Early College High School Student Earned Industry-Based Certifications by Grade Level: 2018-19.....	30
D STAAR EOC Performance by Test and ECHS Status: 2018-19	31

2018-19 Evaluation of Early College High School Programs

Project Evaluator: Nick Grimberg, M.S.

ABSTRACT

Students enrolled in Early College High School (ECHS) programs had the opportunity to earn an associate degree or up to 60 hours of tuition-free college credit by the time of high school graduation.

- There were 6,143 Dallas ISD students enrolled in an ECHS in 2018-19. Enrollment has multiplied since 2015-16 ($n = 1,453$) due to expansion. A higher percentage of ECHS students were economically disadvantaged (83.9%) than Dallas ISD high school students (78.7%).
- ECHS students completed 17,663 dual credit courses in 2018-19 (77.5% of all dual credit courses in the district). ECHS students completed an average of 2.9 dual credit courses per student.
- More graduating grade 12 ECHS students received an associate degree in the fall and spring of 2018-19 ($n = 232$) than ECHS students received in the fall, spring, and summer terms of 2017-18 ($n = 197$) and 2016-17 ($n = 177$).
- ECHS students took 787 industry-based certification exams in 2018-19. Almost every certification exam was passed (99.7%, $n = 785$). Fewer ECHS students received an industry-based certification in 2018-19 than 2017-18 ($n = 966$).
- Seventy-four percent (74.4%) of tested ECHS students passed the *TSIA* Writing exam which was higher than *TSIA* Mathematics (43.9%) and *TSIA* Reading (36.3%).
- A higher percentage of ECHS students were at the Approaches+ and Meets+ standards than non-ECHS students on every *STAAR EOC* exam. Over 80 percent of ECHS students were at the approaches grade level or above standard on every *STAAR EOC*.
- The ECHS two-year 2017-18 grade nine cohort retention rate was 94.3 percent and the three-year 2016-17 grade nine cohort retention rate was 80.7 percent. The four-year graduation rate for student who entered the program in grade nine in 2015-16 was 88.5 percent which was higher than the four-year graduation rate for all district grade nine students (60.4%).
- This evaluation recommends early college high school programs: record the date when applicable grade 12 students are expected to receive associate degrees; check the Postsecondary Success Dual Credit Dashboard data consistently for missing data and inconsistencies with district course files; collect data from students and campus-based staff in future program evaluations.

PROGRAM DESCRIPTION

An Early College High School (ECHS) is a high school that provides traditionally underserved students the opportunity to earn an associate degree or up to 60 hours of tuition-free college credit by the time of high school graduation. Early College High Schools are designated under the authority of Texas Education Code (TEC) §29.908(b)¹ and Texas Administrative Code (TAC) § 102.1091.² Students are accepted into programs as freshmen and matriculate as a cohort as they progress through high school. Every ECHS has a higher education partner and offers one or more pathways leading to an associate degree. Students attend grade nine and grade ten dual credit classes in a dedicated early college wing of their high school campuses while students in grades eleven and twelve attend classes on the campus of a Dallas County Community College District (DCCCD) partner. The Dallas Independent School District (ISD) provides transportation to partner community college campuses at no charge.

In addition to five existing traditional ECHSs (Trinidad Garza, Kathlyn Joy Gilliam Collegiate Academy, Wright L. Lassiter Jr., W.W. Samuell, and H. Grady Spruce),³ 18 campuses have received a Pathway to Technology Early College High School (P-TECH) designation since 2016. P-TECHs are similar to traditional early college high schools but with an industry partner that provides mentoring and workplace skills. The eight high schools that opened P-TECHs in the fall of 2016 were at: David W. Carter, Emmett J. Conrad, James Madison, L.G. Pinkston, Franklin D. Roosevelt, Seagoville, South Oak Cliff, and Thomas Jefferson. The ten high schools that opened P-TECHs in the fall of 2017 were Bryan Adams, Adamson, Hillcrest, Kimball, Lincoln, Molina, North Dallas, Sunset, Wilmer-Hutchins, and W.T. White, bringing the total number of ECHSs to 23. The district plans to open two more ECHSs at Skyline and North Lake Early College High School in August 2019.

ECHSs are designed to serve incoming grade nine students who have the determination to attend college, are first-generation college students, and have been historically underrepresented in higher education. Each ECHS accepts 100 to 125 grade nine students per year. 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 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. Career pathways include: health sciences, business administration and management, information technology, pre-engineering, network administration and support, hospitality management, and law enforcement, among others.

¹ <https://statutes.capitol.texas.gov/SOTWDocs/ED/htm/ED.29.htm#29.908>

² <http://ritter.tea.state.tx.us/rules/tac/chapter102/ch102gg.html>

³ Wright L. Lassiter Jr. Middle College opened in fall 1987 and became a designated Early College High School in fall 2011. Trinidad Garza Early College High School opened in fall 2006. Kathlyn Joy Gilliam Collegiate Academy opened 2009. W.W. Samuell Early College High School opened in fall 2014. H. Grady Spruce Early College High School opened in fall 2015.

PURPOSE AND SCOPE OF THE EVALUATION

This evaluation examined the implementation of the ECHS programs based on outlined program goals and objectives including dual credit, degree, industry-based certification, academic achievement, attendance, retention and graduation outcomes. The following is a list of report objectives:

1. Report the source and amount of funding for ECHS programs.
2. Outline the program context including history, program timeline, staffing, Dallas Country Community College partners, industry partnerships, and school pathways.
3. Outline the program context including history, program timeline, staffing, Dallas Country Community College partners, industry partnerships, and school pathways.
4. Describe the program components of ECHSs including: program timeline, campus staffing practices, enrollment goals, student recruitment, student application process, school pathways, and industry partners.
5. Describe the student demographic characteristics with focus on cohort enrollment trends.
6. Analyze and report the number of industry-based certifications earned.
7. Analyze the extent to which ECHSs are meeting their student outcome goals by examining attendance, dual credit completion, associate degrees awarded, student retention, *State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)*, and post-secondary readiness *Texas Success Initiative Assessment (TSIA)*.

MAJOR EVALUATION QUESTIONS AND RESULTS

What were the sources and amounts of funding for Early College High Schools?

Methodology

The evaluator requested ECHS programs budget information for the 2018-19 academic year from the Budget Services Department. Budget Services staff provided ECHS budget data on August 6, 2019.

Results

The total budget for ECHS campus-level organizations was \$11,871,142 in 2018-19. This was an increase from 2017-18 (\$10,458,764).

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

Methodology

ECHS program staff members provided documents and online resources related to early college education. The evaluator reviewed these materials and conducted a review of relevant literature to provide a context for the ECHS programs. Additional information was provided to the evaluator through correspondence with program staff members.

Results

Review of the literature suggests that that Early College High School programs potentially provide long-term benefits to students. 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 learners (Thompson & Ongaga, 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 (Dessoff, 2011), 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 School and Pathways to Technology Early College High School (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 degree or up to 60 hours of tuition-free⁴ 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 has partnered with a higher education institution to offer pathways leading to an associate degree (Table 1). Appendix A shows the pathways, industry partners, and higher education partners of each ECHS in the Dallas ISD in 2018-19.

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 model.⁵ Prior to 2014-15, Dallas ISD operated three ECHS campuses through a partnership with DCCCD where students took courses on DCCCD campuses from grade nine to grade twelve.⁶ Dallas ISD opened two additional ECHSs at W.W. Samuell High School in the fall of 2014 and at H. Grady Spruce High School in the fall of 2015. 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 degree at a DCCCD campus or transferred for credit toward a bachelor's degree at a four-year college.

Since the fall of 2016, Dallas ISD has expanded ECHS programs by opening 18 P-TECHs. P-TECHs are similar to traditional early college high schools but with an industry partner that provides mentoring and workplace skills.⁷ In addition to the potential to earn an associate degree, students can earn

⁴ Tuition is free to students unless they are repeating a course.

⁵ For more information about the Early College High School model in Texas, see <http://tea.texas.gov/ECHS/>.

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

⁷ Seagoville P-TECH at Eastfield College was the first P-TECH in the state of Texas.

industry certificates in their selected career pathways. Students at P-TECHs have the opportunity to participate in a range of workplace experiences including mentorships, worksite visits, internship opportunities, and other support to prepare them to enter the workforce career-ready. All 18 P-TECHs in the district were officially designated as P-TECHs by TEA⁸ and all five existing traditional ECHSs were designated Early College High Schools by TEA⁹.

Table 1: 2018-19 Dallas ISD Early College High Schools and Education Partners

Early College High Schools	Higher Education Partner
Adams	Eastfield College
Adamson	El Centro College
Carter	Cedar Valley College
Conrad	Richland College
Garza	Mountain View College
Gilliam	Cedar Valley College
Hillcrest	Richland College
Jefferson	Brookhaven College
Kimball	Mountain View College
Lassiter	El Centro College
Lincoln	El Centro College
Madison	El Centro College
Molina	Mountain View College
North Dallas	Brookhaven College
Pinkston	El Centro College
Roosevelt	El Centro College
Samuell	Eastfield College
Seagoville	Eastfield College
South Oak Cliff	Mountain View College
Spruce	Eastfield College
Sunset	Mountain View College
White	Brookhaven College
Wilmer-Hutchins	North Lake College

Source: Early College High School program documents

⁸ <https://tea.texas.gov/PTECH/>

⁹ <https://tea.texas.gov/ECHS/>

What were the components of Early College High School programs?

Methodology

Program documentation was provided by ECHS staff members. Information about program components was also collected 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, *TSIA* practices, and the summer bridge program.

Results

School Design

Three of the 23 ECHSs were designed as “stand alone,” and solely educate ECHS students (Garza, Gilliam, and Lassiter). The remaining 20 schools operated as a “school within a school” environment and were housed on comprehensive high school campuses to provide a sense of cohesiveness for students. ECHS students spent grades nine and ten taking core courses in a dedicated wing while attending classes for fine arts, health, physical education, and foreign languages at the comprehensive high school. ECHS students at the 20 “school within school” campuses spent grades eleven and twelve on their DCCCD partner campuses. Transportation to and from college partner campuses was provided free of charge.

Student Applications

Online applications were accepted from November 3, 2018 through January 31, 2019. Applicants were required to be grade eight students expecting to be freshmen in fall 2019. Applicants were asked to select their top three choices among the district’s ECHSs. Students were required to briefly write about 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 applied participated in an interview. Acceptance letters were sent to applicants in March. The district had a recruitment/enrollment goal of approximately 100 to 125 students per campus per year.

Campus Staffing

Each ECHS campus staffed for one assistant principal to serve as campus administrator, one workplace learning coordinator, one dedicated counselor, and one dedicated clerk.¹⁰ 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

¹⁰ 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.

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 previously noted, 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:

- 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 *TSIA*.¹¹ 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. Students who did not pass the exam after the first two tries on the campus of a higher education partner 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.

¹¹ In addition, students were required to have completed any prerequisite coursework.

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 orient incoming grade nine students to the academic behaviors and skills needed for dual credit achievement and prepare students to meet *TSIA* requirements. The summer bridge program in 2018-19 ran from the week of June 11th through June 15th and June 18th through June 22nd. Attendance was not mandatory. There were 1,983 incoming ECHS students who attended at least one day of the summer bridge program (83.9% of all incoming grade nine students).

What were the characteristics of Early College High School students?

Methodology

ECHS student data were extracted from the district's student database, specifically the fall 2018 Public Education Information Management System (PEIMS) snapshot (October 26, 2018). Frequency and crosstabulation analyses were presented by grade level, race/ethnicity, gender, economically disadvantaged status, and English learner status among other variables.

Results

There were 6,143 Dallas ISD students enrolled in an ECHS in 2018-19. Student enrollment by campus and grade level was disaggregated in Table 2. There were no grade twelve students enrolled in any of the P-TECH campuses as these programs began accepting freshmen students (grade nine) in the fall of 2016. The ECHSs that enrolled the most students were: Garza ($n = 483$), Samuell ($n = 421$), Gilliam ($n = 373$), Conrad ($n = 345$), Seagoville ($n = 333$), and Jefferson ($n = 322$). The ECHSs that enrolled the least number of students were: Madison ($n = 130$), Lincoln ($n = 189$), Wilmer-Hutchins ($n = 195$), North Dallas ($n = 201$), and Carter ($n = 203$).

Table 2: Enrollment of Students in Early College High School Campuses by Grade Level: 2018-19

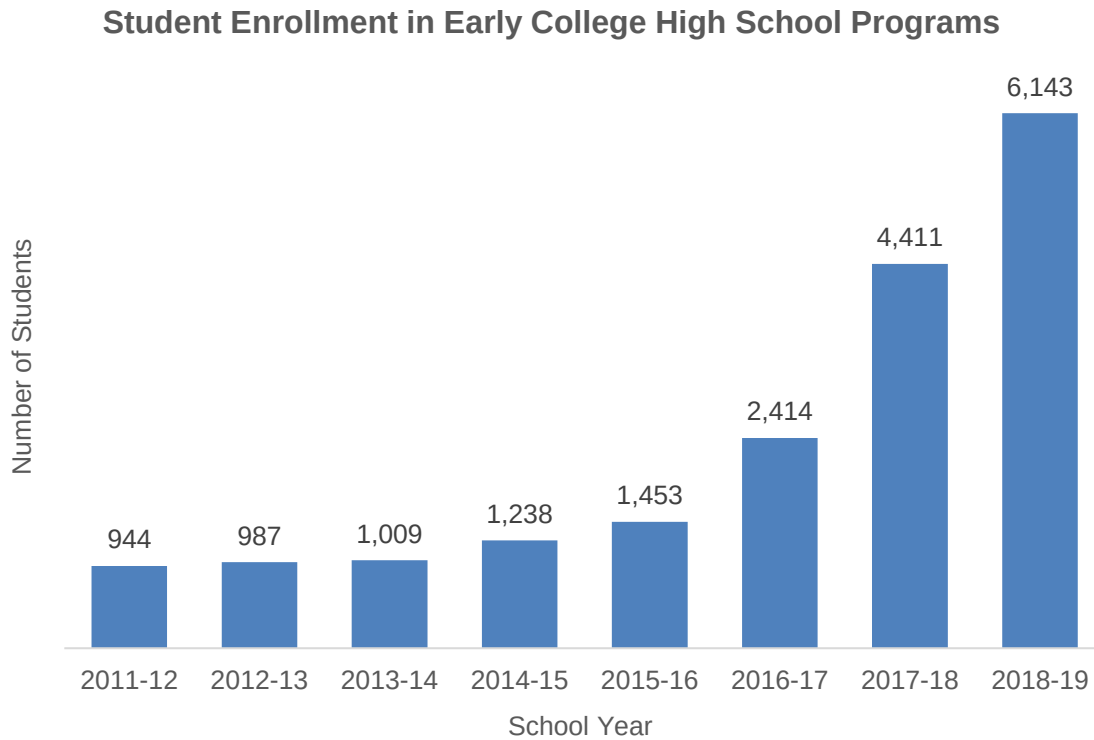
Campus	Grade Level				Total
	9	10	11	12	
Adams	134	100	0	0	234
Adamson	126	117	0	0	243
Carter	13	89	101	0	203
Conrad	130	114	101	0	345
Garza	116	105	110	107	438
Gilliam	106	109	79	79	373
Hillcrest	116	108	0	0	224
Jefferson	107	107	108	0	322
Kimball	122	125	0	0	247
Lassiter	70	68	57	51	246
Lincoln	104	85	0	0	189
Madison	4	61	65	0	130
Molina	142	137	0	0	279
North Dallas	111	90	0	0	201
Pinkston	101	87	100	0	288
Roosevelt	109	67	70	0	246
Samuell	116	115	101	89	421
Seagoville	119	118	96	0	333
South Oak Cliff	101	95	90	0	286
Spruce	64	57	53	50	224
Sunset	128	113	0	0	241
White	117	118	0	0	235
Wilmer-Hutchins	108	87	0	0	195
Total	2,364	2,272	1,131	376	6,143

Source: District Public Education Information Management System (PEIMS) demographic data file: 10/26/2018.

Note: ECHS = Early College High School.

Enrollment in ECHSs has grown significantly over the last four years (Figure 1). Enrollment rose steadily between the 2011-12 and the 2015-16 school years before multiplying with the opening of eight P-TECHs in 2016-17. Enrollment increased from 1,453 to 6,143 students between the 2015-16 and 2018-19 school years.

Figure 1: Student Enrollment in Early College High School Programs: 2011-12 through 2018-19



Source: District Public Education Information Management System (PEIMS) demographic data files: 10/26/2018, 10/30/2017, 10/31/2016, 10/30/2015, 10/31/2014, 10/28/2013, 10/29/2012, and 10/30/2011.

Three quarters (75.5%) of ECHS students were in grade nine (38.5%) or grade ten (37.0%) (Table 3). The racial/ethnic composition of ECHS students was similar to Dallas ISD high school students. Seventy-three percent (72.6%) of ECHS students were Hispanic and 23.2 percent were African American. There were more female ECHS students (55.7%) than male students (44.3%). Thirty-one percent (31.0%) of ECHS students were English learners. A small percentage of ECHS students received special education services ($n = 169$, 2.8%). A higher percentage of ECHS students were economically disadvantaged (83.9%) than Dallas ISD high school students (78.7%). Thirty-eight percent (38.2%) of ECHS students were at risk. Refer to Appendix B for student characteristic data by campus.

Table 3: Early College High School and District Student Characteristics: 2018-19

Variable	ECHS		Dallas ISD High Schools	
	<i>n</i>	%	<i>n</i>	%
Grade				
Grade 9	2,364	38.5	12,192	30.0
Grade 10	2,272	37.0	10,605	26.1
Grade 11	1,131	18.4	9,398	23.1
Grade 12	376	6.1	8,500	20.9
Race/Ethnicity				
Hispanic	4,459	72.6	28,925	71.3
African American	1,425	23.2	8,645	21.3
White	103	1.7	1,902	4.7
Asian	78	1.3	580	1.4
Other	58	0.8	514	1.3
Gender				
Female	3,422	55.7	20,414	50.2
Male	2,721	44.3	20,281	49.8
English Learner				
English Learner	1,903	31.0	13,365	32.8
Special Education				
Special Education	169	2.8	3,494	8.6
Socioeconomic Status				
Econ Dis	5,154	83.9	32,017	78.7
At Risk				
At Risk	2,348	38.2	17,329	42.6

Source: District Public Education Information Management System (PEIMS) demographic data file: 10/26/2018.

Note: ECHS = Early College High School. Econ Dis = economically disadvantaged. Percentages may not equal 100 when added together due to rounding. Totals may differ due to missing data in some variables (e.g., ethnicity).

How many associate degrees and dual credits did Early College High School students earn?

Methodology

ECHS student dual credit enrollment and completion rates were calculated by merging district PEIMS snapshot demographic data file dated October 26, 2018 with district course files dated August 14, 2019. These data files contained dual credit courses attempted and local credits earned by ECHS students in 2018-19. ECHS student dual credit enrollment and completion rates were compared to students enrolled in a comprehensive high school containing Early College High School programs but not participating in such programs. As noted previously, ECHS students had the opportunity to earn associate degrees by the time of high school graduation. Associate degree data for graduating grade twelve ECHS students was provided by the Postsecondary Success Department on July 23, 2019. Associate degree information for 2017-18 and 2016-17 was provided by the PEIMS department on August 4, 2019.

Results

ECHS students completed 17,663 dual credit courses in 2018-19. Despite representing 15.1 percent of all Dallas ISD high school students, ECHS students completed slightly more than three-quarters

(77.5%) of all dual credit courses in the district in 2018-19. ECHS students, across all grades, completed an average of 2.9 dual credit courses (Table 4). ECHS Students in grade 11, on average, completed more dual credit courses (6.0) than students in grade 12 (4.4), grade 10 (2.9), and grade 9 (1.1). The highest average number of dual credit courses were completed at Lassiter (5.3), Garza (4.7), Pinkston (4.0), Spruce (3.9), Conrad (3.7), and Carter (3.5).

Table 4: Average Number of Dual Credit Courses Completed by ECHS Students by Grade Level: 2018-19

Campus	Grade Level				All Grades
	9	10	11	12	
Adams	0.9	3.0	N/A	N/A	1.8
Adamson	0.6	2.6	N/A	N/A	1.6
Carter	0.5	1.6	5.5	N/A	3.5
Conrad	0.6	4.6	6.6	N/A	3.7
Garza	5.4	4.5	6.1	2.7	4.7
Gilliam	1.4	3.0	4.9	4.6	3.3
Hillcrest	0.9	4.0	N/A	N/A	2.4
Jefferson	1.1	3.1	4.5	N/A	2.9
Kimball	0.8	3.3	N/A	N/A	2.1
Lassiter	3.4	6.0	7.4	4.5	5.3
Lincoln	0.2	2.3	N/A	N/A	1.1
Madison	0.8	2.8	4.1	N/A	3.4
Molina	1.0	4.0	N/A	N/A	2.5
North Dallas	0.6	1.3	N/A	N/A	1.0
Pinkston	1.5	3.2	7.2	N/A	4.0
Roosevelt	0.8	2.4	6.6	N/A	2.9
Samuell	0.0	2.1	6.6	5.0	3.2
Seagoville	1.4	1.5	7.6	N/A	3.2
South Oak Cliff	0.6	1.3	4.6	N/A	2.1
Spruce	0.3	2.7	7.1	6.4	3.9
Sunset	0.8	2.5	N/A	N/A	1.6
White	0.3	1.7	N/A	N/A	1.0
Wilmer-Hutchins	1.2	3.2	N/A	N/A	2.1
Total	1.1	2.9	6.0	4.4	2.9

Source: District secondary course file 08/14/2019. District Public Education Information Management System (PEIMS) demographic data file: 10/26/2018.

Note: ECHS = Early College High School. N/A= not applicable; no students were enrolled.

A slightly higher percentage of ECHS students passed a dual credit course (90.8%) than non-ECHS students (87.9%) in 2018-19 (Table 5). The schools with the highest dual credit course passing rates were Wilmer-Hutchins (99.0%) followed by Molina (98.3), Adams (97.3%), Conrad (97.1%), Samuell (96.3%), Pinkston (96.2%), White (95.9%), and Lassiter (95.7%). The schools with the lowest dual credit course passing rates were South Oak Cliff (73.0%), Carter (81.2%), Spruce (83.8%), Kimball (83.8%), Roosevelt (84.5%), and Madison (84.6%).

Table 5: Dual Credit Enrollment and Passing Rates by Campus and ECHS Status: 2018-19

Campus	ECHS Students		Non-ECHS Students		Difference (%)
	N	%	N	%	
Adams	438	97.3	462	86.1	11.2
Adamson	440	85.9	96	89.6	-3.7
Carter	871	81.2	95	82.1	-0.9
Conrad	1,305	97.1	185	94.1	3.0
Garza	2,160	94.9	N/A	N/A	N/A
Gilliam	1,309	93.9	N/A	N/A	N/A
Hillcrest	633	85.0	65	93.8	-8.8
Jefferson	1017	91.4	87	96.6	-5.2
Kimball	619	83.8	97	71.1	12.7
Lassiter	1,355	95.7	N/A	N/A	N/A
Lincoln	238	91.2	56	96.4	-5.2
Madison	521	84.6	85	74.1	10.5
Molina	700	98.3	144	91.0	7.3
North Dallas	220	87.7	239	78.7	9.0
Pinkston	1,196	96.2	17	76.5	19.7
Roosevelt	844	84.5	26	88.5	-4.0
Samuell	1,408	96.3	26	96.2	0.1
Seagoville	1,245	86.7	N/A	N/A	N/A
South Oak Cliff	815	73.0	3	66.7	6.3
Spruce	1,037	83.8	79	81.0	2.8
Sunset	425	89.9	502	93.2	-3.3
White	242	95.9	136	94.1	1.8
Wilmer-Hutchins	410	99.0	4	100.0	-1.0
Total	19,448	90.8	2,404	87.9	2.9

Source: District Public Education Information Management System (PEIMS) demographic data file: 10/26/2018. District secondary course file: 08/14/2019.

Note: ECHS = Early College High School. Non-ECHS = students enrolled in a comprehensive high school containing Early College High School programs but not participating in an ECHS program. N/A= not applicable; no students took a dual credit course.

Associate Degrees Awarded

Graduating ECHS students were awarded 232 associate degrees during the 2018-19 school year (Table 6). There were 19 graduating grade 12 students attending summer courses who might receive an associate degree by the end of summer 2019. As noted previously, students were not required to graduate with an associate degree and had the opportunity to earn up to 60 hours of college credit to transfer to a four-year university. In addition, some associate degree plans require five years of study, one additional year at a DCCCD partner campus after high school graduation. More graduating grade 12 ECHS students received an associate degree in the fall and spring of 2018-19 ($n = 232$) than ECHS students in the fall, spring, and summer terms of 2017-18 ($n = 197$) and 2016-17 ($n = 177$). More associate of science degrees were awarded to ECHS students ($n = 186$, 80.2%) than associate of arts ($n = 26$, 11.2%) or associate of applied science ($n = 20$, 8.6%) degrees.

Table 6: Associate Degrees Awarded to Early College High School Students: 2018-19

Degree Plan	Degree	N	%
Associate of Science	AS	186	80.2
Associate of Arts	AA	26	11.2
Advanced Manufacturing/Mechatronics Technology	AAS	8	3.4
Computer Aided Design and Drafting	AAS	6	2.6
Digital Media Technology	AAS	4	1.7
Air Conditioning and Refrigeration	AAS	2	0.9
All Degrees		232	100.0

Source: Early College High School program degree file: 07/23/2019.

Note: AS = Associate of Science. AAS = Associate of Applied Science. AA = Associate of Arts. Excludes 2019 summer graduates.

Students at Garza received the highest number of associates degrees ($n = 79$, 34.1%) in 2018-19 followed by Samuell ($n = 52$, 22.4%), Gilliam ($n = 41$, 17.7%), Lassiter ($n = 40$, 17.2%), and Spruce ($n = 20$, 8.6%) (Table 7).

Table 7: Associate Degrees Awarded to Early College High School Students by Campus: 2018-19

Campus	N	%
Garza	79	34.1
Samuell	52	22.4
Gilliam	41	17.7
Lassiter	40	17.2
Spruce	20	8.6

Source: Early College High School program degree file: 07/23/2019.

Note: N = total number degrees awarded.

How many industry-based certifications did Early College High School students earn in 2018-19?

Methodology

ECHS students can earn industry-based certificates in their career pathways. Career and Technical Education (CTE) Department staff provided a comprehensive list of all reported 2018-19 school year industry-based certifications attempted and earned in Dallas ISD on July 23, 2019. Certification data were reported to the CTE department by district teachers. The number of certifications attempted, earned and pass rates were compared by school.

Results

Overall, 633 ECHS students earned 785 industry-based certification exams in 2018-19 (Table 8). Fewer ECHS students received an industry-based certification in 2018-19 than 2017-18 ($n = 966$). Almost every certification exam was passed (99.7%). Non-ECHS students at comprehensive P-TECH campuses demonstrated a lower certification pass rate (90.8%), a difference of 8.9 percentage points.

Table 8: Student Certification Exams Attempted and Earned: 2018-19

Campus	ECHS Students			Non-ECHS Students			Difference (%)
	Certs Attempted	Certs Earned	Pass Rate	Certs Attempted	Certs Earned	Pass Rate	
Adams	30	30	100.0	63	46	73.0	27.0
Adamson	70	70	100.0	213	182	85.4	14.6
Carter	N/A	N/A	N/A	44	43	97.7	N/A
Conrad	112	112	100.0	422	365	86.5	13.5
Garza	1	1	100.0	N/A	N/A	N/A	N/A
Gilliam	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hillcrest	60	60	100.0	77	40	51.9	48.1
Jefferson	11	11	100.0	39	39	100.0	0.0
Kimball	51	51	100.0	139	137	98.6	1.4
Lassiter	1	1	100.0	N/A	N/A	N/A	N/A
Lincoln	34	34	100.0	84	83	98.8	1.2
Madison	N/A	N/A	N/A	13	13	100.0	N/A
Molina	64	64	100.0	160	138	86.3	13.7
North Dallas	44	44	100.0	27	27	100.0	0.0
Pinkston	62	60	96.8	146	115	78.8	18.0
Roosevelt	39	39	100.0	41	41	100.0	0.0
Samuell	12	12	100.0	133	133	100.0	0.0
Seagoville	9	9	100.0	98	89	90.8	9.2
South Oak Cliff	39	39	100.0	59	59	100.0	0.0
Spruce	N/A	N/A	N/A	110	110	100.0	N/A
Sunset	74	74	100.0	119	118	99.2	0.8
White	40	40	100.0	184	184	100.0	0.0
Wilmer-Hutchins	34	34	100.0	111	111	100.0	0.0
Total	787	785	99.7	2,282	2,073	90.8	8.9

Source: Certification data provided by Career and Technical Education Department: 07/23/2019. District Public Education Information Management System (PEIMS) demographic data file: 10/26/2018.

Note: ECHS = Early College High School. Non-ECHS = students enrolled in a comprehensive high school containing Early College High School programs but not participating in an ECHS program. N/A = not applicable.

What were the academic performances of Early College High School students on achievement assessments?

Methodology

As mentioned previously, ECHS students were required to demonstrate college readiness by achieving the minimum passing standard on the *TSIA*. The *TSIA* was designed to help colleges determine if students were ready for college-level course work in the areas of reading, writing, and mathematics. Incoming college students in Texas were required to take the *TSIA* unless exempt through prior performance on standardized exams or post-secondary/military experience.¹² The first two attempts at passing the *TSIA* for ECHS students were taken in DCCCD community college campuses. Students who did not pass the exam after two tries were tested in the district. The goal for ECHS students was to meet the minimum standard on the *TSIA* by the end of grade ten. The 2018-19 *TSIA* district data dated July 29, 2019 were merged with district demographic data dated October 26, 2018. Students were able to take each *TSIA*

¹² Exemptions include: meeting minimum college readiness standards on the *SAT*, *ACT*, or *STAAR* English and Algebra I *EOC* exams; previous college-level course completion; previous enrollment of a Level One certificate program; veteran, active duty, or reserve duty for at least three years; and students not seeking a degree.

subject exam separately and multiple times throughout the year. Frequency and crosstab analyses were used to calculate the percentage of tested students who passed a *TSIA* exam by campus.

STAAR EOCs are state-mandated standardized tests that assess student knowledge by subject. Academic performance standards represent the degree to which students have mastered required content. *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 2018-19 *STAAR EOC* district data for first-time testers was merged with district demographic data from October 26, 2018. The number of students tested and percentage of students at Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) standards for the *STAAR Algebra I EOC*, *Biology EOC*, *English I EOC*, *English II EOC* and *US History EOC* were calculated. ECHS student performance was compared to the performance of students enrolled in a comprehensive high school containing Early College High School programs but not participating in such programs.

Results

Texas Success Initiative Assessment (TSIA)

There were 1,451 ECHS students who took the *TSIA* reading exam one or more times¹³ in 2018-19 (Table 9). More ECHS students took the *TSIA* writing exam at least once ($n = 976$) in 2018-19 than the *TSIA* mathematics exam ($n = 795$). Seventy-four percent (74.4%) of tested ECHS students passed the *TSIA* writing exam which was higher than *TSIA* mathematics (43.9%) and *TSIA* reading (36.3%).

¹³ ECHS students were able to take *TSIA* exams multiple times throughout the year and separately for each subject.

Table 9: Number of Early College High School Students Tested and Percentage Passing by *TSIA* Exam Subject and Campus: 2018-19

Campus	Reading		Mathematics		Writing	
	N	%	N	%	N	%
Adams	71	31.0	N/A	N/A	*	*
Adamson	78	44.9	N/A	N/A	*	*
Carter	N/A	N/A	N/A	N/A	N/A	N/A
Conrad	96	29.2	19	42.1	11	27.3
Garza	N/A	N/A	N/A	N/A	N/A	N/A
Gilliam	9	55.6	N/A	N/A	N/A	N/A
Hillcrest	65	36.9	10	0.0	*	*
Jefferson	84	14.3	22	13.6	22	77.3
Kimball	93	48.4	92	77.2	134	70.9
Lassiter Jr.	15	86.7	*	*	*	*
Lincoln	32	12.5	45	17.8	72	38.9
Madison	16	25.0	23	13.0	N/A	N/A
Molina	111	48.6	129	24.0	106	79.2
North Dallas	120	35.8	N/A	N/A	*	*
Pinkston	57	24.6	52	55.8	24	83.3
Roosevelt	78	37.2	40	25.0	*	*
Samuell	N/A	N/A	N/A	N/A	N/A	N/A
Seagoville	59	47.5	54	46.3	72	94.4
South Oak Cliff	118	22.9	125	49.6	139	56.1
Spruce	N/A	N/A	N/A	N/A	N/A	N/A
Sunset	125	47.2	59	45.8	160	84.4
White	116	32.8	112	59.8	110	88.2
Wilmer-Hutchins	108	38.9	9	11.1	102	87.3
Total	1,451	36.3	795	43.9	976	74.4

Source: District *TSIA* data file: 07/29/2019. District Public Education Information Management System (PEIMS) demographic data file: 10/26/2018.

Note: *TSIA* = Texas Success Initiative Assessment. N = Number of individual students tested on a *TSIA* exam one or more times. N/A= not applicable; no students were tested. * = Five or fewer students were tested; data was masked for confidentiality purposes.

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 by campus are provided in Appendix D. A higher percentage of ECHS students were at the Approaches+ and Meets+ standards than non-ECHS students on every *STAAR EOC* exam (Table 10). The largest difference in the percentage of ECHS and non-ECHS students who reached the Approaches+ standard was on *English I EOC* (32.7 percentage points) followed by *English II EOC* (32.3 percentage points) and *Biology EOC* (14.5 percentage points). ECHS students performed at the highest levels of achievement on *U.S. History EOC* (97.9% at Approaches+, 80.5% at Meets+), *Algebra I EOC* (95.0% at Approaches+, 78.3% at Meets+), and *Biology EOC* (95.6% at Approaches+, 74.1% at Meets+).

Table 10: Early College High School and Non-Early College High School Students at Approaches+ and Meets+ by STAAR EOC Exam: 2018-19

Exam	Approaches+					Meets+				
	ECHS Students		Non-ECHS Students		Diff (%)	ECHS Students		Non-ECHS Students		Diff (%)
	N	%	N	%		N	%	N	%	
Algebra I	1,526	95.0	4,473	84.1	10.9	1,526	78.3	4,473	55.8	22.5
English I	2,255	83.0	5,054	50.3	32.7	2,255	68.4	5,054	32.5	35.9
English II	2,185	86.0	4,446	53.7	32.3	2,185	68.3	4,446	32.3	36.0
Biology	2,275	95.6	4,914	81.1	14.5	2,275	74.1	4,914	43.7	30.4
U.S. History	1,576	97.9	5,010	91.7	6.2	1,576	80.5	5,010	66.8	13.7

Source: STAAR EOC data file: 06/04/2019. District Public Education Information Management System (PEIMS) demographic data file: 10/26/2018.

Note: ECHS = Early College High School. Non-ECHS = students enrolled in a comprehensive high school containing Early College High School programs but not participating in such programs. STAAR EOC = State of Texas Assessments of Academic Readiness End-of-Course. Meets+ = Meets Grade Level or Above. Approaches+ = Approaches Grade Level or Above. N = number of students tested. Diff. = difference (calculated by subtracting the non-ECHS rate from the ECHS student rate). Rates only include first time testers for the first and second administrations.

What were the attendance, retention, and graduation rates of Early College High School students?

Methodology

2018-19 school year attendance data were extracted from the Dallas ISD district attendance database (dated June 4, 2019) and merged with the district PEIMS snapshot demographic data file dated October 26, 2018. Attendance rates were calculated by dividing the total number of days attended by the total number of days ECHS and non-ECHS students were enrolled by campus. The evaluator then calculated the difference in attendance rates between ECHS and non-ECHS students by campus. ECHS student performance was compared to the performance of students enrolled in a comprehensive high school containing early college high school programs but not participating in such programs.

The two-year and three-year retention rates for ECHS students were calculated by dividing the number of students remaining in an ECHS program in 2018-19 by the number of students who entered an ECHS program in 2017-18 and 2016-17. Students were considered retained if they remained in an ECHS program but transferred to a different ECHS campus. The evaluator compared ECHS enrollment data from the PEIMS demographic data file dated October 31, 2016 and October 30, 2017 with enrollment data found on the PEIMS demographic data file dated October 26, 2018. ECHS program retention rates were compared to district retention rates of non-ECHS students in comprehensive early college high schools that remained enrolled in Dallas ISD in 2018-19. High school graduation rates for students who entered the program in 2013-14, 2014-15, and 2015-16 were calculated by dividing the number of students who had graduated in Dallas ISD by May 24, 2019, May 25, 2018, and May 26, 2017 by the number of students who had entered an ECHS program in 2013-14, 2014-15, and 2015-16. PEIMS district demographic data files dated October 28, 2013, October 31, 2014, and October 30, 2015 were compared to data from the district graduation data file dated June 25, 2019.

Results

Attendance

The 2018-19 total average attendance rate for ECHS students was higher than non-ECHS students (96.4% ECHS versus 91.4% non-ECHS, Table 11). Attendance rates for ECHS campuses ranged between 93.2 percent at Lincoln and 98.8 percent at Garza. Non-ECHS student attendance rates ranged between 87.4 percent at Roosevelt to 94.6 percent at Adams.

Table 11: Average Attendance of Early College High School and Non-Early College High School Students by Campus: 2018-19

	ECHS		Non-ECHS		Difference (%)
	N	%	N	%	
Adams	165	97.4	158	94.6	2.8
Adamson	165	96.4	155	91.7	4.7
Carter	159	94.4	148	89.7	4.7
Conrad	165	97.2	149	89.4	7.8
Garza	169	98.8	N/A	N/A	N/A
Gilliam	167	98.2	N/A	N/A	N/A
Hillcrest	165	97.3	156	92.4	4.9
Jefferson	163	95.8	153	91.5	4.3
Kimball	162	95.7	152	90.8	4.9
Lassiter	166	97.4	N/A	N/A	N/A
Lincoln	156	93.2	147	88.6	4.6
Madison	162	94.9	154	92.3	2.6
Molina	165	96.8	159	94.2	2.6
North Dallas	162	95.8	152	91.0	4.8
Pinkston	164	96.1	152	91.3	4.8
Roosevelt	158	93.7	145	87.4	6.3
Samuell	164	96.1	150	90.0	6.1
Seagoville	164	96.2	152	90.6	5.6
South Oak Cliff	163	96.3	150	90.1	6.2
Spruce	164	96.4	151	90.5	5.9
Sunset	165	96.7	153	90.6	6.1
White	166	97.0	154	92.1	4.9
Wilmer-Hutchins	160	94.8	148	89.5	5.3
Total	164	96.4	153	91.4	5.0

Source: District student attendance data file: 06/04/2019. District Public Education Information Management System (PEIMS) demographic data file: 10/26/2018.

Note: N = Total number of days attended. ECHS = Early College High School. Non-ECHS = students enrolled in a comprehensive high school containing Early College High School programs but not participating in ECHS programs.

Student Retention and Graduation

Two-year ECHS retention rates for the 2017-18 grade nine cohort are shown in Table 12. Rates of retention ranged from 89.8 percent (Pinkston) to 100.0 percent (Molina and Lassiter). Overall, 94.3 percent of the 2017-18 grade nine cohort remained enrolled in an ECHS program in 2018-19. Program retention rates for ECHS students were higher than the district retention rates of non-ECHS students in the same campuses during the same timeframe (94.3% versus 78.6%, respectively). Compared to non-ECHS

students, ECHS students at Pinkston had the largest retention rate difference (25.6 percentage points) followed by South Oak Cliff (25.5 percentage points) and Lincoln (24.0 percentage points).

Table 12: Two-Year Retention Rates of 2017-18 Grade Nine Early College High School Cohort by Campus

Campus	2017-18 Enrollment		2018-19 Enrollment		Retention Rate (%)		
	ECHS	Non-ECHS	ECHS	Non-ECHS	ECHS	Non-ECHS	Diff
Adams	108	498	103	406	95.4	81.5	13.9
Adamson	123	305	121	266	98.4	87.2	11.2
Carter	104	206	95	142	91.3	68.9	22.4
Conrad	115	290	105	222	91.3	76.6	14.7
Garza	110	N/A	107	N/A	97.3	N/A	N/A
Gilliam	101	N/A	95	N/A	94.1	N/A	N/A
Hillcrest	110	259	107	194	97.3	74.9	22.4
Jefferson	119	410	110	327	92.4	79.8	12.6
Kimball	117	336	110	267	94.0	79.5	14.5
Lassiter	57	N/A	57	N/A	100.0	N/A	N/A
Lincoln	102	128	93	86	91.2	67.2	24.0
Madison	89	82	80	64	89.9	78.0	11.9
Molina	138	455	138	383	100.0	84.2	15.8
North Dallas	105	233	97	175	92.4	75.1	17.3
Pinkston	98	204	88	131	89.8	64.2	25.6
Roosevelt	98	164	89	111	90.8	67.7	23.1
Samuell	108	481	104	386	96.3	80.2	16.1
Seagoville	124	337	121	273	97.6	81.0	16.6
South Oak Cliff	101	256	92	168	91.1	65.6	25.5
Spruce	67	497	63	415	94.0	83.5	10.5
Sunset	129	451	120	390	93.0	86.5	6.5
White	120	525	119	409	99.2	77.9	21.3
Wilmer-Hutchins	123	151	112	110	91.1	72.8	18.3
Total	2,466	6,268	2,326	4,925	94.3	78.6	15.7

Source: District Public Education Information Management System (PEIMS) demographic data files: 10/30/2017 and 10/26/2018.

Note: The retention rates for ECHS are the retention rates for grade nine cohort ECHS students remaining in a program in 2018-19. The retention rates for non-ECHS students are the percentages of non-ECHS students in participating schools that are still enrolled in the district in 2018-19. Diff = Difference. ECHS = Early College High School. Garza, Gilliam, and Lassiter are “stand alone” schools and solely educate ECHS students.

Three-year ECHS retention rates for the 2016-17 grade nine cohort are shown in Table 13.¹⁴ Rates of retention ranged from 63.7 percent (Roosevelt) to 94.6 percent (Garza). Overall, 1,061 of 1,315 or 80.7 percent of the 2016-17 grade nine cohort remained enrolled in an ECHS program in 2018-19. Program retention rates for ECHS students were higher than the district retention rates of non-ECHS students at the same campuses during the same timeframe (80.7% versus 61.0%, respectively). Compared to non-ECHS students, ECHS students at Pinkston had the largest retention rate difference (29.4 percentage points) followed by Carter (29.1 percentage points) and Jefferson (23.1 percentage points).

¹⁴ The 10 ECHS campuses that opened in 2017-18 are not included in this analysis.

Table 13: Three-Year Retention Rates of 2016-17 Grade Nine Early College High School Cohort by Campus

Campus	2016-17 Enrollment		2017-18 Enrollment		2018-19 Enrollment		Retention Rate (%)		
	ECHS	Non-ECHS	ECHS	Non-ECHS	ECHS	Non-ECHS	ECHS	Non-ECHS	Diff
Carter	118	293	104	209	100	163	84.7	55.6	29.1
Conrad	115	380	104	298	93	244	80.9	64.2	16.7
Garza	112	N/A	109	N/A	106	N/A	94.6	N/A	N/A
Gilliam	96	N/A	82	N/A	75	N/A	78.1	N/A	N/A
Jefferson	124	434	115	330	106	271	85.5	62.4	23.1
Lassiter	61	N/A	57	N/A	53	N/A	86.9	N/A	N/A
Madison	95	94	74	61	66	50	69.5	53.2	16.3
Pinkston	113	266	96	178	94	143	83.2	53.8	29.4
Roosevelt	113	141	89	96	72	71	63.7	50.4	13.3
Samuell	94	526	87	418	81	336	86.2	63.9	22.3
Seagoville	115	344	104	262	94	220	81.7	64.0	17.7
SOC	113	305	96	223	83	172	73.5	56.4	17.1
Spruce	46	572	41	430	38	375	82.6	65.6	17.0
Total	1,315	3,355	1,158	2,505	1,061	2,045	80.7	61.0	19.7

Source: District Public Education Information Management System (PEIMS) demographic data files: 10/31/2016, 10/30/2017 and 10/26/2018.

Note: Retention rates for ECHS is the retention rate for grade nine cohort ECHS students remaining in a program in 2018-19. The 3-year retention rates for non-ECHS students is the percentage of non-ECHS students in participating schools that remained in the district in 2018-19. Diff = Difference. ECHS = Early College High School. SOC = South Oak Cliff. Garza, Gilliam, and Lassiter are "stand alone" schools and solely educate ECHS students.

The four-year graduation rates for the 2013-14, 2014-15, and 2015-16 grade nine ECHS cohorts are shown in Table 14. The 2014-15 ECHS cohort had the highest graduation rate (90.0%) followed by the 2015-16 cohort (88.5%) and 2013-14 cohort (88.3%). A significantly higher percentage of grade nine ECHS students graduated from Dallas ISD in four years than all district grade nine students in 2016-17 (27.0 percentage point difference), 2017-18 (29.0 percentage point difference), and 2018-19 (28.1 percentage point difference).

Table 14: Dallas ISD Four-Year Graduation Rates of Grade Nine Early College High School Cohorts by Campus

Campus	2013-14 Cohort	2016-17 Graduation		2014-15 Cohort	2017-18 Graduation		2015-16 Cohort	2018-19 Graduation	
		n	%		n	%		n	%
Garza	103	96	93.2	105	101	96.2	112	108	96.4
Gilliam	100	87	87.0	89	79	88.8	96	87	90.6
Lassiter	61	50	82.0	63	57	90.5	64	60	93.8
Samuell	N/A	N/A	N/A	92	77	83.7	110	89	80.9
Spruce	N/A	N/A	N/A	N/A	N/A	N/A	63	50	79.4
All ECHS	264	233	88.3	349	314	90.0	445	394	88.5
District	11,101	6,801	61.3	11,768	7,174	61.0	12,078	7,301	60.4

Source: District Public Education Information Management System (PEIMS) demographic data file: 10/28/2013, 10/31/2014, and 10/30/2015. District graduation file: 06/25/19.

Note: ECHS = Early College High School. 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 high school that provides traditionally underserved students the opportunity to earn an associate degree or up to 60 hours of tuition-free college credit by the time of high school graduation. ECHSs are designed to serve incoming grade nine students who have the determination to attend college, are first-generation college students, and have been historically underrepresented in higher education. Each ECHS accepts 100 to 125 grade nine students per year that matriculate as a cohort as they progress through high school. A Pathway to Technology Early College High School (P-TECH) is similar to traditional early college high schools but includes an industry partner that provides mentoring and workplace skills. Eighteen campuses have received a P-TECH designation since 2016 bringing the total number of P-TECHs to 23. The district plans to open two more ECHSs at Skyline and North Lake Early College High School in August 2019.

There were 6,143 Dallas ISD students enrolled in an ECHS in 2018-19. Enrollment has increased significantly over the last four years from 1,453 students in 2015-16 to 6,143 in 2018-19 due to expansion. Three quarters (75.5%) of ECHS students were in grade nine (38.5%) and grade ten (37.0%). There were more female ECHS students (55.7%) than male students (44.3%). A slightly lower percentage of ECHS students were English learners (31.0%) than Dallas ISD high school students (32.8%). A higher percentage of ECHS students were economically disadvantaged (83.9%) than Dallas ISD high school students (78.7%).

Despite representing 15.1 percent of all Dallas ISD high school students, ECHS students completed slightly more than three-quarters (77.5%, $n = 17,663$) of all dual credit courses in the district in 2018-19. ECHS students, across all grades, completed an average of 2.9 dual credit courses per student. A slightly higher percentage of ECHS students passed a dual credit course (90.8%) than non-ECHS students (87.9%) in 2018-19. ECHS students were awarded 232 associate degrees in the fall and spring of 2018-19. More graduating grade 12 ECHS students received an associate degree in the fall and spring of 2018-19 ($n = 232$) than ECHS students in the fall, spring, and summer terms of 2017-18 ($n = 197$) and 2016-17 ($n = 177$). More associate of science degrees were awarded to ECHS students ($n = 186$, 80.2%) than associate of arts ($n = 26$, 11.2%) or associate of applied science ($n = 20$, 8.6%) degrees. Students at Garza received the highest number of associates degrees ($n = 79$, 34.1%) in 2018-19 followed by Samuelll ($n = 52$, 22.4%), Gilliam ($n = 41$, 17.7%), Lassiter ($n = 40$, 17.2%), and Spruce ($n = 20$, 8.6%)

ECHS students had the opportunity to earn industry-based certifications in their career pathways. Overall, 633 ECHS students took 787 industry-based certification exams in 2018-19. Almost every certification exam was passed (99.7%) and was higher than the pass rate for non-ECHS students at comprehensive P-TECH campuses (90.8%). ECHS students were required to demonstrate college readiness by achieving the minimum passing standard on the *TSIA* exam in reading, mathematics, and writing. Seventy-four percent (74.4%) of tested ECHS students passed the *TSIA* Writing exam which was

higher than *TSIA* Mathematics (43.9%) and *TSIA* Reading (36.3%). A higher percentage of ECHS students were at the Approaches+ and Meets+ standards than non-ECHS students on every *STAAR EOC* exam.

The 2018-19 average attendance rate for ECHS students was higher than non-ECHS students (96.4% ECHS versus 91.4% non-ECHS). Overall, 80.7 percent of the 2016-17 ECHS grade nine cohort remained enrolled in an ECHS program in 2018-19. Program retention rates for ECHS students were higher than the district retention rates for non-ECHS counterparts at the same campuses during the same timeframe (80.7% versus 61.0%, respectively). About ninety-four percent (94.3%) of the 2017-18 grade nine cohort remained enrolled in an ECHS program in 2018-19. The four-year graduation rate for the 2014-15 grade nine ECHS cohort was 90.0 percent, slightly higher than the 2015-16 cohort (88.5%) and 2013-14 cohort (88.3%). A significantly higher percentage of grade nine ECHS students graduated from Dallas ISD in four years than all district grade nine students in 2016-17 (88.3% ECHS versus 61.3% all DISD), 2017-18 (90.0% ECHS versus 61.0% all DISD), and 2018-19 (88.5% ECHS versus 60.4% all DISD).

Recommendations

- **Record the date when applicable grade 12 students are expected to receive associate degrees.** Students are not required to graduate with an associate degree and have the option to earn up to 60 hours of college credit to transfer to a four-year university. In addition, some associate degree plans required five years of study, one additional year at a DCCCD partner campus after high school graduation. Understanding the educational plans of non-associate degree seeking students and students in four-year and five-year programs would grant a more complete perspective about the expected outcomes of the program.
- **Check the Postsecondary Success Dual Credit Dashboard data consistently for missing data and inconsistencies with district course files.** The Postsecondary Partnerships and Programs Department maintains a dual credit dashboard that contains DCCCD dual credit courses, academic start and end dates, grades, and college credit hours among other variables. This data is invaluable in calculating accumulated college credit and reporting dual credit completion data that is not available in district course files. Unfortunately, this data could not be used in this evaluation due to missing data for some student cohorts. Dashboard data should be consistently checked for accuracy against district student course files to rectify potential issues as needed.
- **Collect data from students and campus-based staff in future program evaluations.** Information collected from focus groups and/or surveys could be used to help district central staff members and DCCCD administrators understand campus-level perceptions of support, communication, and transportation among other topics that cannot be analyzed with existing data sources. This data would help identify areas of strength, weakness, and areas for improvement.

REFERENCES

- Dessoiff, A. (2011). Early college high schools. District Administration. Retrieved from <https://www.districtadministration.com/article/early-college-high-schools>.
- Edmunds, J. A.; Bernstein, L.; Glennie, E.; Willse, J.; Arshavsky, N.; Unlu, F.; Bartz, D.; Silberman, T.; Scales, W.D. & Dallas, A. (2010). Preparing students for college: The implementation and impact of the early college high school model. *Peabody Journal of Education*, 85:3, 348-364.
- Meharie, A. (August 2018). 2017-18 Evaluation of the Early College High Schools. Dallas, TX: Dallas Independent School District.
- Nodine, T.R. (2011). Hidalgo sets sail: A school district supports all students in earning college credits. *American Educator*. Fall 2011, 21-40.
- Thompson, C. & Ongaga, K. (2011). "Flying the plane while we build it:" A case study of an early college high school. *The High School Journal*, 94:2, 43-57.

APPENDICES

Appendix A

Appendix A: Early College High School Degree Plans/Pathways, Industry Partners, and Higher Education Partners

Degree Plans/Pathways	Industry Partners	Higher Education Partner
	Bryan Adams	
▪ Early Childhood Education	▪ Dallas Independent School District	▪ Eastfield College
	W.H. Adamson	
▪ Internet Development Technologies	▪ American Airlines	▪ El Centro College
▪ Personal Computer Support	▪ IBM	
	David W. Carter	
	▪ Bridge Works Partners	
	▪ CISCO	
▪ Business	▪ City of Dallas Police Department	▪ Cedar Valley College
▪ Law Enforcement	▪ Dallas Fire & Rescue	
▪ Network Administration and Support	▪ Dallas ISD Police Department	
	▪ Wells Fargo Bank	
	Emmett J. Conrad	
	▪ Dallas Medical City Children's (Children's Health)	
▪ Gaming	▪ GameStop	
▪ Health Sciences	▪ JPMorgan Chase & Co.	▪ Richland College
▪ Software Programming	▪ Magnin & Associates	
	▪ Metrocare	
	▪ SMU - Guildhall	
	▪ STEMuli Education	
	Trinidad Garza	
▪ Associate of Arts	N/A	▪ Mountain View College
▪ Associate of Science		
	Kathlyn Joy Gilliam	
▪ Associate of Arts	N/A	▪ Cedar Valley College
▪ Associate of Science		
	Hillcrest	
▪ Pre-Engineering	▪ Cummings Electrical	
▪ Electrical Engineering Technology	▪ Jones Lang LaSalle Americas, Inc.	▪ Richland College
	▪ Texas Instruments	
	Thomas Jefferson	
▪ Business Administration Management	▪ CBRE, Inc	
▪ Software Programming	▪ Edmentum	
▪ Visual Communications	▪ NBC5 Universal/Telemundo	▪ Brookhaven College
	▪ Pinnacle Group	
	▪ Versa Printing, INC	
	Justin F. Kimball	
▪ Electronics Technology with Mechatronics Certificate	▪ Haroz TEC	
▪ Pre-Mechanical Engineering	▪ Jones Lang LaSalle Americas, Inc.	▪ Mountain View College
	Dr. Wright L. Lassiter Jr.	
▪ Associate of Arts	N/A	▪ El Centro College
▪ Associate of Science		
	Lincoln	
	▪ FedEx	
▪ Hospitality Management	▪ Hyatt Regency	
▪ Logistics	▪ Omni Hotels & Resorts	▪ El Centro College
	▪ On Target Supplies & Logistics	
	▪ State Fair of Texas	

table continues

Table (continued)

Degree Plans/Pathways	Industry Partners	Higher Education Partner
	James Madison	
▪ Business Administration Management ▪ Computer Information Technology	▪ Amazon Web ▪ City of Dallas IT Department ▪ Dallas ISD IT Department ▪ Dell ▪ State Fair of Texas	▪ El Centro College
	Moisés Molina	
▪ Business Administration - Accounting ▪ Business - Accounting	▪ BB&T - Branch Banking & Trust Company ▪ BKD ▪ Foundation for C.H.O.I.C.E. ▪ NFTE	▪ Mountain View College
	North Dallas	
▪ Software Programming ▪ Health Information Technology	▪ Baylor University Medical Center ▪ Bottle Rocket ▪ Dallas Health 360 ▪ Legend Networking ▪ Metrocare ▪ Southwest Airlines ▪ Thomson Reuters	▪ Brookhaven College
	L.G. Pinkston	
▪ Business Administration Management ▪ Computer Information Technology ▪ Health Sciences	▪ Haynes and Boones, LLP ▪ Parkland ▪ Plains Capital Bank ▪ SMU – Simmons School of Education ▪ Univision	▪ El Centro College
	Franklin D. Roosevelt	
▪ Business Administration Management ▪ Health Sciences ▪ Internet Development Technology	▪ Bank of America ▪ Celanese ▪ Code Stream Studios ▪ UT Southwestern Medical Center	▪ El Centro College
	W.W. Samuel	
▪ Associate of Science	▪ Dallas ISD - Human Capital Management	▪ Eastfield College
	Seagoville	
▪ Business Administration ▪ Personal Computer Support ▪ Software Programmer Developer	▪ Accenture ▪ AT&T ▪ Code Stream Studios ▪ NFTE	▪ Eastfield College
	South Oak Cliff	
▪ Electronics Technology ▪ Computer Information Technology ▪ Manufacturing (CAD)	▪ Eon Reality ▪ Microsoft ▪ PepsiCo/Frito Lay	▪ Mountain View College
	H. Grady Spruce	
▪ Heating Ventilating and Air Conditioning ▪ Digital Media ▪ Computer Aided Design and Drafting ▪ Advanced Manufacturing/ Mechatronics	▪ BOMA ▪ J & M Plastic ▪ Texas Air Systems ▪ The Crowther Group	▪ Eastfield College
	Sunset	
▪ Early Childhood Bilingual Education ▪ Public Health	▪ Baylor Scott & White ▪ Dallas ISD - Human Capital Management ▪ Dallas Medical City Children's (Children's Health)	▪ Mountain View College

table continues

Table (continued)

Degree Plans/Pathways	Industry Partners	Higher Education Partner
	W.T. White	
▪ Business - Accounting ▪ Early Childhood Education	▪ Dallas ISD - Human Capital Management ▪ H&R Block ▪ Moss Adams	▪ Brookhaven College
	Wilmer-Hutchins	
▪ Construction Technology ▪ Sustainable Energy	▪ Fluor ▪ Oncor ▪ Regional Black Contractors Association (RBCA) ▪ Southland Holdings ▪ TEXO, The Construction Association ▪ The Beck Group	▪ North Lake College

Source: Early College High School program documents.

Appendix B

Appendix B: Early College High School Student Characteristics by Campus: 2018-19

Campus	Total N	Race/Ethnicity								Gender				English Learner		Special Education		Econ Dis		At Risk	
		Hispanic		African American		White		Other		Female		Male		n	%	n	%	n	%	n	%
		n	%	n	%	n	%	n	%	n	%	n	%								
Adams	234	200	85.5	16	6.8	14	6.0	4	1.7	147	62.8	87	37.2	63	26.9	5	2.1	207	88.5	96	41.0
Adamson	243	235	96.7	8	3.3	0	0.0	0	0.0	148	60.9	95	39.1	105	43.2	3	1.2	228	93.8	117	48.1
Carter	203	69	34.0	132	65.0	2	1.0	0	0.0	114	56.2	89	43.8	45	22.2	4	2.0	133	65.5	53	26.1
Conrad	345	186	54.4	84	24.6	12	3.5	60	17.5	172	49.9	173	50.1	124	35.9	6	1.7	270	78.3	144	41.7
Garza	438	388	90.0	30	7.0	3	0.7	10	2.3	240	54.8	198	45.2	52	11.9	5	1.1	380	86.8	71	16.2
Gilliam	373	182	49.5	176	47.8	4	1.1	6	1.6	238	63.8	135	36.2	88	23.6	1	0.3	296	79.4	93	24.9
Hillcrest	224	177	79.0	32	14.3	10	4.5	5	2.2	91	40.6	133	59.4	86	38.4	3	1.3	175	78.1	97	43.3
Jefferson	322	303	94.1	15	4.7	1	0.3	3	0.9	177	55.0	145	45.0	109	33.9	4	1.2	263	81.7	147	45.7
Kimball	247	170	68.8	75	30.4	2	0.8	0	0.0	107	43.3	140	56.7	91	36.8	9	3.6	187	75.7	100	40.5
Lassiter	246	208	84.6	30	12.2	4	1.6	4	1.6	152	61.8	94	38.2	29	11.8	1	0.4	183	74.4	50	20.3
Lincoln	189	22	11.6	163	86.2	0	0.0	4	2.1	118	62.4	71	37.6	15	7.9	15	7.9	167	88.4	32	16.9
Madison	130	56	43.1	73	56.2	0	0.0	1	0.8	83	63.8	47	36.2	36	27.7	9	6.9	115	88.5	41	31.5
Molina	279	267	96.4	7	2.5	2	0.7	1	0.4	145	52.0	134	48.0	81	29.0	9	3.2	243	87.1	105	37.6
North Dallas	201	160	79.6	29	14.4	3	1.5	9	4.5	113	56.2	88	43.8	79	39.3	8	4.0	180	89.6	94	46.8
Pinkston	288	240	83.3	44	15.3	2	0.7	2	0.7	159	55.2	129	44.8	104	36.1	7	2.4	275	95.5	119	41.3
Roosevelt	246	157	64.3	82	33.6	3	1.2	2	0.8	146	59.3	100	40.7	89	36.2	7	2.8	225	91.5	101	41.1
Samuell	421	352	83.8	59	14.0	6	1.4	3	0.7	243	57.7	178	42.3	144	34.2	10	2.4	379	90.0	205	48.7
Seagoville	333	242	72.7	61	18.3	21	6.3	9	2.7	177	53.2	156	46.8	110	33.0	16	4.8	271	81.4	128	38.4
SOC	286	109	38.1	170	59.4	1	0.3	6	2.1	150	52.4	136	47.6	54	18.9	10	3.5	266	93.0	78	27.3
Spruce	224	199	88.8	23	10.3	2	0.9	0	0.0	117	52.2	107	47.8	133	59.4	10	4.5	199	88.8	146	65.2
Sunset	241	234	97.1	5	2.1	1	0.4	1	0.4	165	68.5	76	31.5	92	38.2	10	4.1	195	80.9	130	53.9
White	235	203	86.4	21	8.9	8	3.4	3	1.3	118	50.2	117	49.8	108	46.0	7	3.0	173	73.6	125	53.2
Wilmer-Hutchins	195	100	51.3	90	46.2	2	1.0	3	1.5	102	52.3	93	47.7	66	33.8	10	5.1	144	73.8	76	39.0

Source: District Public Education Information Management System (PEIMS) demographic data file: 10/26/2018.

Note: Econ dis = economically disadvantaged. SOC = South Oak Cliff. Percentages may not equal 100 when added together due to rounding. Totals may differ due to missing data in some variables (e.g. race/ethnicity).

Appendix C

Appendix C: Early College High School Student Earned Industry-Based Certifications by Grade Level: 2018-19

Certification	Grade 9	Grade 10	Grade 11	Grade 12	All Grades
Adobe Certified Associate Dreamweaver	2	3	0	0	5
EVERFI Financial Literacy	0	0	0	5	5
EVERFI Vault	0	0	0	2	2
Microsoft Office Expert - Word	0	2	3	0	5
Microsoft Office Specialist (MOS) Excel (Specialist)	12	8	1	0	21
Microsoft Office Specialist (MOS) Outlook (Specialist)	1	0	0	0	1
Microsoft Office Specialist (MOS) PowerPoint (Specialist)	108	113	15	0	236
Microsoft Office Specialist (MOS) Word (Specialist)	247	211	43	0	501
Microsoft Technology Associate (MTA) - HTML5 App Development Fundamentals	0	1	0	0	1
OSHA CareerSafe General Industry Training	0	0	0	2	2
OSHA Fork Lift	0	0	0	2	2
Powered Industrial Trucks (PIT)	0	0	0	1	1
ServSafe Food Handler	0	2	0	0	2
Valvoline Motor Oil Certification	0	0	1	0	1
Total	370	340	63	12	785

Source: Certification data provided by Career and Technical Education Department: 07/23/2019.

Appendix D

Appendix D: STAAR EOC Performance by Test and ECHS Status: 2018-19

Campus	Approaches+					Meets+				
	ECHS		Non-ECHS		Diff	ECHS		Non-ECHS		Diff
	N	%	N	%		N	%	N	%	
Algebra I										
Adams	88	100.0	397	92.9	7.1	88	98.9	397	71.5	27.4
Adamson	79	96.2	288	87.8	8.4	79	86.1	288	52.4	33.7
Carter	8	100.0	219	79.9	20.1	8	50.0	219	43.8	6.2
Conrad	81	96.3	158	81.6	14.7	81	86.4	158	48.7	37.7
Garza	33	100.0	N/A	N/A	N/A	33	100.0	N/A	N/A	N/A
Gilliam	71	94.4	N/A	N/A	N/A	71	78.9	N/A	N/A	N/A
Hillcrest	67	95.5	180	80.0	15.5	67	79.1	180	52.2	26.9
Jefferson	57	98.2	302	91.4	6.8	57	84.2	302	76.2	8.0
Kimball	99	92.9	210	74.3	18.6	99	69.7	210	41.4	28.3
Lassiter	27	96.3	N/A	N/A	N/A	27	96.3	N/A	N/A	N/A
Lincoln	80	86.3	65	76.9	9.4	80	56.3	65	38.5	17.8
Madison	*	*	120	88.3	N/A	*	*	120	51.7	N/A
Molina	101	97.0	367	95.1	1.9	101	88.1	367	76.3	11.8
North Dallas	75	92.0	145	84.8	7.2	75	57.3	145	42.1	15.2
Pinkston	42	97.6	146	71.9	25.7	42	97.6	146	32.2	65.4
Roosevelt	78	87.2	83	67.5	19.7	78	57.7	83	28.9	28.8
Samuell	89	94.4	307	81.8	12.6	89	71.9	307	49.5	22.4
Seagoville	78	93.6	225	84.0	9.6	78	67.9	225	54.7	13.2
SOC	70	95.7	145	87.6	8.1	70	85.7	145	53.1	32.6
Spruce	55	100.0	318	89.3	10.7	55	100.0	318	67.0	33.0
Sunset	94	100.0	355	90.7	9.3	94	94.7	355	72.7	22.0
White	66	97.0	334	69.8	27.2	66	78.8	334	33.8	45.0
Wilmer-Hutchins	86	90.7	108	62.0	28.7	86	50.0	108	37.0	13.0
Total	1,526	95.0	4,472	84.2	10.8	1,526	78.3	4,472	55.8	22.5
English I										
Adams	125	94.4	456	64.0	30.4	125	87.2	456	47.4	39.8
Adamson	124	82.3	335	58.5	23.8	124	63.7	335	35.8	27.9
Carter	11	90.9	244	52.5	38.4	11	54.5	244	37.7	16.8
Conrad	129	82.9	173	32.9	50.0	129	68.2	173	23.1	45.1
Garza	116	100.0	N/A	N/A	N/A	116	98.3	N/A	N/A	N/A
Gilliam	105	94.3	N/A	N/A	N/A	105	83.8	N/A	N/A	N/A
Hillcrest	111	86.5	242	65.3	21.2	111	71.2	242	47.1	24.1
Jefferson	103	91.3	333	44.7	46.6	103	81.6	333	28.5	53.1
Kimball	114	78.9	211	43.1	35.8	114	62.3	211	24.6	37.7
Lassiter	67	100.0	N/A	N/A	N/A	67	98.5	N/A	N/A	N/A
Lincoln	92	62.0	72	36.1	25.9	92	42.4	72	20.8	21.6
Madison	*	*	136	47.8	N/A	*	*	136	30.1	N/A
Molina	138	87.0	442	58.8	28.2	138	65.9	442	38.9	27.0
North Dallas	100	72.0	153	45.8	26.2	100	52.0	153	26.8	25.2
Pinkston	94	92.6	133	31.6	61.0	94	84.0	133	14.3	69.7
Roosevelt	98	62.2	91	30.8	31.4	98	49.0	91	16.5	32.5
Samuell	112	77.7	336	39.3	38.4	112	59.8	336	19.3	40.5
Seagoville	111	77.5	254	52.4	25.1	111	64.0	254	32.7	31.3
SOC	93	78.5	149	28.2	50.3	93	54.8	149	15.4	39.4
Spruce	64	78.1	357	41.5	36.6	64	54.7	357	26.1	28.6
Sunset	127	85.8	406	54.4	31.4	127	74.8	406	36.5	38.3
White	114	80.7	409	61.4	19.3	114	63.2	409	40.1	23.1
Wilmer-Hutchins	104	75.0	122	45.1	29.9	104	55.8	122	30.3	25.5
Total	2,255	83.0	5,054	50.3	32.7	2,255	68.4	5,054	32.5	35.9

table continues

Appendix D: STAAR EOC Performance by Test and ECHS Status: 2018-19 (Continued)

Campus	Approaches+					Meets+				
	ECHS		Non-ECHS		Diff	ECHS		Non-ECHS		Diff
	N	%	N	%		N	%	N	%	
English II										
Adams	100	90.0	385	63.1	26.9	100	71.0	385	43.1	27.9
Adamson	117	89.7	260	58.1	31.6	117	76.1	260	30.0	46.1
Carter	75	90.7	154	61.0	29.7	75	69.3	154	28.6	40.7
Conrad	108	92.6	201	33.8	58.8	108	78.7	201	19.4	59.3
Garza	95	100.0	N/A	N/A	N/A	95	98.9	N/A	N/A	N/A
Gilliam	106	100.0	N/A	N/A	N/A	106	97.2	N/A	N/A	N/A
Hillcrest	105	85.7	195	66.2	19.5	105	58.1	195	46.2	11.9
Jefferson	102	97.1	275	49.1	48.0	102	80.4	275	33.5	46.9
Kimball	118	90.7	206	45.1	45.6	118	72.0	206	21.8	50.2
Lassiter	67	100.0	N/A	N/A	N/A	67	95.5	N/A	N/A	N/A
Lincoln	81	76.5	62	33.9	N/A	81	56.8	62	14.5	42.3
Madison	59	86.4	62	53.2	33.2	59	64.4	62	29.0	35.4
Molina	129	84.5	374	65.8	18.7	129	66.7	374	42.5	24.2
North Dallas	89	77.5	142	44.4	33.1	89	58.4	142	26.1	32.3
Pinkston	84	92.9	101	40.6	52.3	84	69.0	101	20.8	48.2
Roosevelt	68	69.1	87	46.0	23.1	68	50.0	87	25.3	24.7
Samuell	115	79.1	344	44.8	34.3	115	60.0	344	25.6	34.4
Seagoville	118	75.4	244	57.4	18.0	118	55.9	244	36.1	19.8
SOC	92	81.5	138	40.6	40.9	92	59.8	138	19.6	40.2
Spruce	55	83.6	366	48.9	34.7	55	50.9	366	22.7	28.2
Sunset	105	81.9	352	61.4	20.5	105	58.1	352	38.9	19.2
White	113	83.2	366	59.6	23.6	113	69.0	366	42.6	26.4
Wilmer-Hutchins	84	65.5	132	52.3	13.2	84	41.7	132	27.3	14.4
Total	2,185	86.0	4,446	53.7	32.3	2,185	68.3	4,446	32.3	36.0
Biology										
Adams	128	99.2	448	87.5	11.7	128	92.2	448	56.3	35.9
Adamson	124	99.2	327	81.0	18.2	124	78.2	327	37.9	40.3
Carter	9	88.9	249	73.5	15.4	9	66.7	249	36.9	29.8
Conrad	138	97.1	280	84.3	12.8	138	82.6	280	36.4	46.2
Garza	116	100.0	N/A	N/A	N/A	116	98.3	N/A	N/A	N/A
Gilliam	105	99.0	N/A	N/A	N/A	105	87.6	N/A	N/A	N/A
Hillcrest	112	99.1	231	89.2	9.9	112	75.9	231	58.9	17.0
Jefferson	104	97.1	317	87.1	10.0	104	83.7	317	55.2	28.5
Kimball	113	96.5	22	95.5	1.0	113	56.6	22	72.7	-16.1
Lassiter	71	98.6	N/A	N/A	N/A	71	95.8	N/A	N/A	N/A
Lincoln	92	80.4	74	67.6	12.8	92	47.8	74	23.0	24.8
Madison	*	*	138	78.3	N/A	*	*	138	37.0	N/A
Molina	139	97.1	428	85.0	12.1	139	76.3	428	50.0	26.3
North Dallas	102	86.3	139	73.4	12.9	102	52.9	139	33.1	19.8
Pinkston	94	100.0	94	78.7	21.3	94	87.2	94	26.6	60.6
Roosevelt	96	87.5	87	69.0	18.5	96	53.1	87	25.3	27.8
Samuell	110	95.5	335	75.2	20.3	110	70.0	335	41.5	28.5
Seagoville	114	95.6	253	81.0	14.6	114	78.9	253	47.0	31.9
SOC	96	95.8	158	76.6	19.2	96	59.4	158	22.8	36.6
Spruce	64	98.4	367	71.7	26.7	64	59.4	367	33.8	25.6
Sunset	127	98.4	416	84.4	14.0	127	85.8	416	44.2	41.6
White	115	96.5	423	85.1	11.4	115	73.9	423	55.3	18.6
Wilmer-Hutchins	104	87.5	128	74.2	13.3	104	44.2	128	30.5	13.7
Total	2,275	95.6	4,914	81.1	14.5	2,275	74.1	4,914	43.7	30.4

table continues

Appendix D: STAAR EOC Performance by Test and ECHS Status: 2018-19 (Continued)

Campus	Approaches+					Meets+				
	ECHS		Non-ECHS		Diff	ECHS		Non-ECHS		Diff
	N	%	N	%		N	%	N	%	
U.S. History										
Adams	N/A	N/A	468	96.8	N/A	N/A	N/A	468	79.3	N/A
Adamson	117	95.7	324	93.8	1.9	117	66.7	324	73.5	-6.8
Carter	79	100.0	169	89.9	10.1	79	82.3	169	65.1	17.2
Conrad	92	100.0	220	88.2	11.8	92	88.0	220	56.4	31.6
Garza	110	100.0	N/A	N/A	N/A	110	99.1	N/A	N/A	N/A
Gilliam	78	98.7	N/A	N/A	N/A	78	83.3	N/A	N/A	N/A
Hillcrest	106	97.2	237	91.6	5.6	106	80.2	237	75.1	5.1
Jefferson	105	99.0	243	87.2	11.8	105	86.7	243	63.4	23.3
Kimball	114	97.4	291	93.1	4.3	114	83.3	291	63.6	19.7
Lassiter	53	100.0	N/A	N/A	N/A	53	100.0			N/A
Lincoln	N/A	N/A	106	89.6	N/A	N/A	N/A	106	53.8	N/A
Madison	56	92.9	59	88.1	4.8	56	58.9	59	45.8	13.1
Molina	129	100.0	514	89.7	10.3	129	81.4	514	62.6	18.8
North Dallas	N/A	N/A	198	93.9	-93.9	N/A	N/A	198	71.2	
Pinkston	73	100.0	109	95.4	4.6	73	87.7	109	65.1	22.6
Roosevelt	63	96.8	72	83.3	13.5	63	57.1	72	41.7	15.4
Samuell	97	100.0	293	92.2	7.8	97	92.8	293	70.0	22.8
Seagoville	113	95.6	226	93.8	1.8	113	75.2	226	71.7	3.5
SOC	92	93.5	149	88.6	4.9	92	68.5	149	51.0	17.5
Spruce	57	98.2	312	92.0	6.2	57	87.7	312	65.4	22.3
Sunset	N/A	N/A	396	93.9	N/A	N/A	N/A	396	70.2	N/A
White	*	*	475	91.8	N/A	*	*	475	71.6	N/A
Wilmer-Hutchins	40	95.0	150	84.7	10.3	40	50.0	150	50.7	-0.7
Total	1,576	97.9	5,011	91.7	6.2	1,576	80.5	5,011	66.8	13.7

Source: District STAAR EOC file dated June 4, 2019. District Public Education Information Management System (PEIMS) demographic data file dated October 26, 2018.

Note: Rates only include first time testers for the first and second administrations. ECHS = Early College High School. Non-ECHS = students enrolled in a comprehensive high school containing Early College High School programs but not participating in such programs. STAAR EOC = State of Texas Assessments of Academic Readiness End-of-Course. N = Number of students tested. Appr+ rates reflect percentage of students approaching or exceeding the standard. Meets+ rates reflect percentage of students meeting or exceeding the standard. SOC = South Oak Cliff. Diff. = difference (calculated by subtracting the non-ECHS rate from the ECHS student rate). N/A= Not Applicable; no students were tested. * = Five or fewer students were tested; data was masked for confidentiality purposes.