

2019-20

Evaluation of Early College High School Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools*



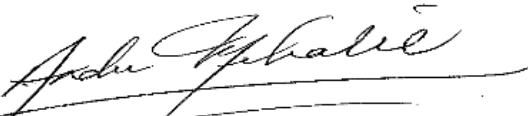
2019-20

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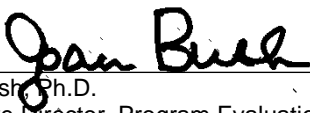
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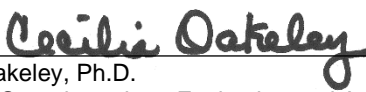
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ACRONYMS AND ABBREVIATIONS

CA	Collegiate Academy
CCMR	College, Career, and Military Readiness
CTE	Career and Technical Education
ECHS	Early College High School
EOC	<i>End-of-Course</i>
ERW	Evidence-Based Reading and Writing
IHE	Institutions of Higher Learning
ISD	Independent School District
NSC	National Student Clearinghouse
PD	Professional development
PEIMS	Public Education Information Management System
P-Tech	Pathways to Technology
SAT	<i>Scholastic Assessment Test</i>
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
TAG	Talented and Gifted
TEA	Texas Education Agency
TSI	Texas Success Initiative
TSIA	<i>Texas Success Initiative Assessment</i>

Evaluation of Early College High School Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

An Early College High School (ECHS) is a high school that blends high school and college level coursework to provide traditionally underserved students the opportunity to earn an associate degree or up to 60 hours of tuition-free college credit by the time of high school graduation. The Dallas Independent School District (Dallas ISD) was among the first Texas school districts to establish an ECHS in 2006 and has grown to 25 ECHSs (Table E1).

Table E1: 2019-20 Dallas ISD Early College High Schools

Early College High Schools	Dallas College Campus
Traditional Early College High Schools (ECHS)	
Trinidad Garza	Mountain View Campus
Kathlyn Joe Gilliam	Cedar Valley Campus
Dr. Wright L. Lassiter Jr.	El Centro Campus
North Lake	North Lake Campus
W.W. Samuell	Eastfield Campus
Skyline	Cedar Valley Campus
H. Grady Spruce	Eastfield Campus
Pathways in Technology Early College High Schools (P-TECH)	
Bryan Adams	Eastfield Campus
W. H. Adamson	El Centro Campus
David W. Carter	Cedar Valley Campus
Dr. Emmett J. Conrad	Richland Campus
Hillcrest	Richland Campus
Thomas Jefferson	Brookhaven Campus
Justin F. Kimball	Mountain View Campus
Lincoln	El Centro Campus
James Madison	El Centro Campus
Moisés E. Molina	Mountain View Campus
North Dallas	Brookhaven Campus
L.G. Pinkston	El Centro Campus
Franklin D. Roosevelt	El Centro Campus
Seagoville	Eastfield Campus
South Oak Cliff	Mountain View Campus
Sunset	Mountain View Campus
W.T. White	Brookhaven Campus
Wilmer-Hutchins	North Lake Campus
2019-20 Planning Year	
W.T. White Fine Arts CA	Brookhaven Campus
Wilmer-Hutchins Fine Arts CA	Cedar Valley Campus

Source: ECHS program documents and ECHS website accessed 01/08/20.

The 25 ECHSs include seven traditional Early College High Schools (ECHS) and 18 Pathways in Technology Early College High Schools (P-TECH). Two additional Fine Arts ECHS are in their planning year. The ECHS program at the Dallas ISD is coordinated by the Early College Programs division within the Postsecondary Partnerships and Programs department. In 2019-20, ECHS campuses were supported by \$14,292,375 in Dallas ISD general operating funds. This was an increase of 20 percent over 2018-19 (\$11,871,142) and 37 percent over 2017-18 (\$10,458,764).

PURPOSE OF THE EVALUATION/Limitations

The purpose of this evaluation was to examine the implementation of the ECHS programs based on outlined program goals. On Friday, March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following Spring Break (March 16 – 20) until the end of the school year. Additionally, the Governor used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019-20 school year cancelling remaining planned administrations of *STAAR EOCs*. Furthermore, national administration of college readiness assessments, such as the *ACT* and *SAT*, were canceled. Due to these COVID-19 pandemic related changes, the scope of the evaluation was limited to available data.

EVALUATION QUESTIONS/OUTCOMES

What were the components of the ECHS program?

TEA Requirements. For schools to be designated by TEA as early college high schools, they must meet the criteria articulated in the ECHS and P-TECH Blueprints.

Dallas ISD ECHS Structure. Four of the 25 ECHSs are “stand alone” campuses and solely educate ECHS students (Garza, Gilliam, Lassiter, and North Lake Collegiate Academy). The remaining 21 schools operate as a “school within a school” to provide a sense of cohesiveness for students within the comprehensive high school. Students

are accepted into ECHS programs as freshmen and matriculate as a cohort as they progress through high school. Students attend grade nine and grade 10 dual credit classes at their high school campuses while students in grades 11 and 12 attend classes on a partner campus of the Dallas College, formally known as Dallas County Community College District. The Dallas ISD provides transportation to partner community college campuses at no charge.

Student Applications. Online applications are accepted from interested eighth grade students (incoming freshman) from November through the end of January every school year. Applicants are asked to select their top three choices among the district's ECHSs. Students are required to write briefly 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 apply are invited for an interview. Acceptance letters are sent to applicants in February. The district has a recruitment and enrollment goal of approximately 60 to 125 students per campus per year. In 2019-20, ECHS campuses accepted between 65 to 133 grade nine students.

Summer Bridge Program. The goal of this two-week long program is to orient incoming grade nine students to academic behaviors and skills needed for dual credit achievement and to prepare students to meet *TSIA* requirements. The summer bridge program for the 2019-20 cohort ran for 10 days from June 5 through June 20, 2019. Attendance was not mandatory. There were 2,287 incoming ECHS students who attended at least one day of the Summer Bridge Program (87% of all incoming grade nine ECHS students).

Pathways and Industry Partners. P-TECH students select a pathway in grade nine to guide them towards a specialized field. Industry partners offer students essential mentoring and internship opportunities to gain relevant hands on learning experiences in their chosen field to prepare them to enter the workforce career ready.

What were the demographic characteristics of ECHS students?

During the 2019-20 school year, a total of 7,692 students were enrolled in an ECHS. The ethnic composition of district ECHS students was similar to Dallas ISD high school students; 73 percent of ECHS students were Hispanic, and 24 percent were African American (72% and 21%, respectively, for all district high school students). In contrast, a higher percentage of ECHS students were economically disadvantaged (83%) than overall Dallas ISD high school students (77%). There were more female ECHS students (57%) than male ECHS students (43%), unlike the district (50% male and 50% female). A smaller percentage

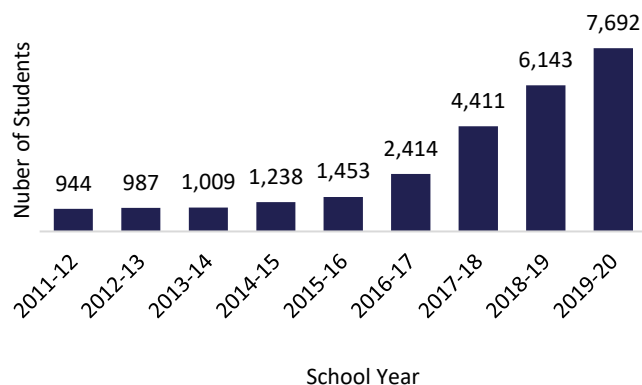
of ECHS students received special education services (3%) compared to all district high school students (9%). More ECHS students (22%) were Talented and Gifted (TAG) eligible than district high school students (16%). Fifty-six percent of ECHS students were considered at risk, slightly lower than all high school students (60%).

Traditional ECHS students were comparable to P-TECH students except in three aspects. First, a higher percentage of Hispanic students enrolled in traditional ECHSs than P-TECHs (79% vs 71%). Second, a higher percentage of traditional ECHS students was TAG eligible (30% vs 20%). Third, a smaller percentage of traditional ECHS students was considered at risk of dropping out of school (47% vs 58%).

What were the student enrollment characteristics?

With the opening of additional ECHSs and higher enrollment numbers at existing schools, enrollment numbers have grown significantly over the past five years from 1,453 in 2015-16 to 7,692 students in 2019-20 (Figure E1).

Figure E1: 2011-12 to 2019-20 Student Enrollment in Early College High School Programs



Source: PEIMS demographic files dated 10/30/11 (2011-12), 10/29/12 (2012-13), 10/28/13 (2013-14), 10/31/14 (2014-15), 10/30/15 (2015-16), 10/31/16 (2016-17), 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Thirty-four percent of students ($n=2,639$) were enrolled in grade nine, 29 percent in grade 10 ($n=2,212$), 25 percent in grade 11 ($n=1,907$), and 12 percent in grade 12 ($n=934$).

Attendance Rates. The average attendance rate for district ECHS students was 6.5 percentage points higher than non-ECHS students (96.3% versus 89.8%). Students enrolled in traditional ECHSs had an average attendance rate of 97.5 percent, while students at P-TECHs had an average attendance rate of 95.9 percent. The attendance rate difference between ECHS and non-ECHS students increased by 1.5 percentage points from 2018-19 (5 percentage points) to 2019-20 (6.5 percentage points).

Student Retention Rates. Overall, retention rates were higher for ECHS students than comprehensive high school students enrolled in campuses offering the ECHS program. The two-year retention rate difference was eight percentage points (84% versus 76%), the three-year retention rate difference was nine percentage points (73% versus 64%), and the four-year retention rate difference was 21 percentage points (66% versus 45%). Traditional ECHS students had a higher retention rate than P-TECH students for all cohorts. The retention rate difference for the 2018-19 cohort was five percentage points, for the 2017-18 cohort seven percentage points, and for the 2016-17 cohort 15 percentage points.

Graduation Rates. The average four-year graduation rate for the 2016-17 ECHS cohort was 65 percent; 13 percentage points higher than Dallas ISD comprehensive high school students. For this cohort, the graduation rate of traditional ECHS students was 14 percentage points higher than that of P-Tech students (75% versus 61%). However, there was no difference between traditional ECHS and P-Tech students in the graduation rate of students who were enrolled in the program for four consecutive years. Overall, the graduation rate for continuously enrolled students differed by 10 percentage points between ECHS students (99%) and comprehensive high school students (89%). The graduation rate for the 2016-17 cohort was lower than that of the 2015-16 cohort across all student groups. The graduation rate of continuously enrolled students remained stable between both groups.

What were the academic performances of ECHS students on post-secondary readiness assessments?

SAT. Of the 2,841 ECHS students enrolled in grade 11 (2017-18 cohort) and grade 12 (2016-17 cohort), 41 percent met the TSI SAT benchmark on ERW (480), and 21 percent met the TSI SAT benchmark on mathematics (530). Traditional ECHS students met TSI SAT benchmarks at a higher rate than P-TECH students (difference of 29 to 32 percentage points). In comparison, 19 percent of non-ECHS students enrolled in comprehensive high schools containing the ECHS program met the TSI SAT benchmark for ERW, and eight percent did so for mathematics.

ACT. Overall, of the 934 ECHS students in grade 12 (2016-17 cohort), 11 percent met the TSI ACT benchmarks on English and Mathematics. Traditional ECHS students met TSI ACT benchmarks at a higher rate than P-TECH students (difference of 15 percentage points for mathematics and English each). In comparison, three percent of non-ECHS students enrolled in comprehensive high schools containing ECHS programs met the TSI ACT benchmark for English and mathematics each.

TSIA. Meeting TSIA benchmarks, or qualifying for an exemption, indicates that students are ready for college-level course work in the areas of reading, writing, and mathematics. Of the 934 grade 12 ECHS students enrolled in 2019-20, 98 percent met TSIA benchmarks or qualified for an exemption for reading and writing, and 95 percent met TSIA benchmarks for mathematics, thereby exceeding the program goal of 70 percent for each subtest. Overall, ECHS students outperformed non-ECHS students by 70 (writing and reading) to 74 (mathematics) percentage points.

Did Early College High School students earn the targeted number of dual credit hours for each grade level?

One of the program goals was that 70 percent of ECHS students will have earned three credit hours by the end of grade nine, 12 credit hours by the end of grade 10, 30 credit hours by the end of grade 11, and 60 credit hours by the end of grade 12. However, enrollment files did not provide data on cumulative dual credit hours earned by students. Therefore, this evaluation report provides the number and percentage of students who met the expected number of dual credit hours at each grade level in 2019-20. Overall, 55 percent ($n=4,226$) earned the expected number of dual credit hours at each grade level.

How many industry-based certifications or educational certificates were earned by ECHS students?

Overall, 554 ECHS students (grades 11 and 12) completed 841 educational certificates while enrolled at Dallas College. Students completed between one to four certificates with an average of 1.5 certificates per student. P-Tech students accounted for 88 percent of ECHS students who completed a certificate and 92 percent of the 841 completed certificates.

In addition, 419 ECHS students earned a total of 434 industry-based certifications in 2019-20, including 382 certifications listed in the A-F accountability system. All but two students who attempted and passed industry-based certifications in 2019-20 were P-Tech students. Fewer ECHS students attained industry-based certifications in 2019-20 than in past years (2017-18, $n=966$, 2018-19, $n=633$) even though ECHS enrollment numbers increased from previous years.

How many ECHS graduates earned an associate degree or 60 college credit hours?

Of the 869 ECHS students who graduated in 2019-20, 684 students (79%) earned an associate degree or 60 dual credit hours, exceeding the ECHS program goal of 70

percent. Of the ECHS students who met the goal, 91 percent ($n=623$) met the goal by earning an associate degree while nine percent ($n=61$) met the goal by earning 60 or more dual credit hours. Fifty-eight percent ($n=397$) of students who met the goal were P-Tech students, while 42 percent ($n=287$) were traditional ECHS students. In 2019-20, more Associate of Applied Science degrees were awarded to ECHS students ($n=341$, 55%) than Associate of Science ($n=239$, 38%) or Associate of Arts ($n=43$, 7%) degrees. This differs from 2018-19 where nine percent ($n=22$) of ECHS graduates were awarded an Associate of Applied Science. Although 2019-20 was the first time the number and percentages of ECHS graduates who earned an associate degree or 60 dual credit hours were reported, the number of associate degrees awarded increased by 216 percent from 197 associate degrees in 2017-18 to 623 associate degrees in 2019-20. At the same time, the percentage of graduates who were awarded an associate degree increased from 64 percent to 72 percent.

What were the college enrollment rates for ECHS students?

According to the 2019-20 National Student Clearinghouse (NSC) data file, 67 percent of 2018-19 ECHS graduates and 52 percent of non-ECHS graduates enrolled in college within one year of graduation (Table E2). Of these students, more ECHS students (93%) enrolled in a four-year university than non-ECHS students (46%). Similarly, fewer ECHS students (7%) enrolled in a two-year college than non-ECHS students (54%).

Table E2: 2018-19 Percentages for Students Enrolled in College within One Year of Graduating High School

Grad Yr	ECHS Graduates			Non-ECHS Graduates		
	Graduated <i>N</i>	Enrolled <i>n</i> %		Graduated <i>N</i>	Enrolled <i>N</i> %	
2018-19	372	248	67	7,346	3,848	52
Two Yr		17	7		2,065	54
Four-Yr		231	93		1,783	46

Source: Dallas ISD graduation file, 09/25/19. Demographic file, 05/20/19 (2018-19). NSC file, 05/01/20.

Note: Grad Yr = graduation year.

What were student perceptions of the ECHS programs?

The graduation of the first P-TECH Cohort (2016-17) in 2019-20 marked an important milestone for the ECHS program at the Dallas ISD. An online survey invitation was emailed to 925 ECHS grade 12 students to collect their perceptions on the ECHS program. Overall, 60 students responded to the survey request. From those, 49 students completed the survey for a five percent response rate. Due to the low response rate, survey results were not

representative and thus not generalizable. Therefore, survey results are not included in this report.

RECOMMENDATIONS

Based on the key findings, the following recommendations are offered for stakeholders.

Continue to raise ECHS departmental goals for TSIA.

Continue to examine successful implementations of the ECHS model.

Continue to support ECHS campuses in monitoring dual-credit course completions.

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

Work with program evaluators to increase ECHS student participation in the annual student exit survey.

2019-20

Evaluation of Early College High School Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

An Early College High School (ECHS) is a high school that blends high school and college coursework to provide traditionally underserved students the opportunity to earn an associate degree or up to 60 hours of tuition-free college credit by the time of high school graduation. Students are accepted into programs as freshmen and matriculate as a cohort as they progress through high school. ECHS students attend grade nine and grade 10 dual credit classes at their high school campuses while students in grades 11 and 12 attend classes on a partner campus of the Dallas College, formally known as Dallas County Community College District. The Dallas Independent School District (ISD) provides transportation to partner community college campuses at no charge.

The Dallas ISD was among the first school districts in Texas to establish an ECHS in 2006. Since then, Dallas ISD has grown the number of ECHSs to 25 including seven traditional Early College High Schools (Traditional ECHS) and 18 Pathways in Technology Early College High Schools (P-TECH). Two additional Fine Arts Collegiate Academies were in their planning year in 2019-20 (Table 1). Approximately 25 students attended these Fine Arts Academies during the planning year.

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 A school is considered a Collegiate Academy (CA) until it receives its designation from the Texas Education Agency (TEA) as an ECHS. P-TECHs are similar to traditional early college high schools but with an industry partner that provides mentoring and workplace skills. Students choose a career pathway and take courses that provide the academic, technical, and workplace skills to prepare them to enter the workforce career ready. In addition to the potential to earn an associate degree or up to 60 credit hours towards a baccalaureate degree, students can earn industry certifications and attain educational certificates in their selected career pathways that are attractive to employers.

The ECHS program at the Dallas ISD is coordinated by the Early College Programs division within the Postsecondary Partnerships and Programs department. For the 2019-20 school year, the following goals were set by program staff:

- 90 percent of early college high schools will have a TEA designation,
- 70 percent of ECHS graduates will earn an associate degree or 60 college credit hours,

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>

- 70 percent of ECHS students will have earned three credit hours by the end of grade nine, 12 credit hours by the end of grade 10, 30 credit hours by the end of grade 11, and 60 credit hours by the end of grade 12,
- 70 percent of Grade 12 ECHS students will earn a passing score on the *Texas State Initiative Assessment (TSIA)* subtests or qualify for an exemption,
- ECHS student achievement on the *State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOCs)* exams will meet or exceed state metrics, and
- 60 percent of ECHS administrators will attend at least one professional development (PD) session.

Table 1 displays the Dallas ISD traditional ECHSs and P-TECHs that operated during 2019-20 as well as the planning for the two new fine arts academics. ECHS implementation and goals were impacted by the novel coronavirus COVID-19 pandemic. These impacts will be discussed in the report as applicable.

Table 1: 2019-20 Dallas ISD Early College High Schools

Early College High Schools	Dallas College Campus	Year Opened
Traditional Early College High Schools (ECHS)		
Trinidad Garza ECHS	Mountain View Campus	2006
Kathlyn Joe Gilliam	Cedar Valley Campus	2008
Dr. Wright L. Lassiter Jr. ECHS	El Centro Campus	2010
North Lake CA	North Lake Campus	2019
W.W. Samuel ECHS	Eastfield Campus	2012
Skyline CA	Cedar Valley Campus	2019
H. Grady Spruce ECHS	Eastfield Campus	2015
Pathways in Technology Early College High Schools (P-TECH)		
Bryan Adams P-TECH	Eastfield Campus	2017
W. H. Adamson P-TECH	El Centro Campus	2017
David W. Carter P-TECH	Cedar Valley Campus	2016
Dr. Emmett J. Conrad Global H-TECH	Richland Campus	2016
Hillcrest E-TECH	Richland Campus	2017
Thomas Jefferson P-TECH	Brookhaven Campus	2016
Justin F. Kimball E-TECH	Mountain View Campus	2017
Lincoln B-TECH	El Centro Campus	2017
James Madison P-TECH	El Centro Campus	2016
Moisés E. Molina B-TECH	Mountain View Campus	2017
North Dallas P-TECH	Brookhaven Campus	2017
L.G. Pinkston H-TECH	El Centro Campus	2016
Franklin D. Roosevelt H-TECH	El Centro Campus	2016
Seagoville P-TECH	Eastfield Campus	2016
South Oak Cliff P-TECH	Mountain View Campus	2016
Sunset P-TECH	Mountain View Campus	2017
W.T. White B-TECH	Brookhaven Campus	2017
Wilmer-Hutchins E-TECH	North Lake Campus	2017
2019-20 Planning Year		
W.T. White Fine Arts CA	Brookhaven Campus	Planning Year
Wilmer-Hutchins Fine Arts CA	Cedar Valley Campus	Planning Year

Source: ECHS program documents and ECHS website accessed 01/08/20.

Note: B-TECH, E-TECH and H-TECH are P-TECH schools focusing on business, electronic technology and engineering, and health-sciences, respectively.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to examine the implementation of the ECHS program based on outlined program goals. On Friday, March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following Spring Break (March 16 – 20) until the end of the school year. Additionally, the Governor used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019-20 school year cancelling remaining planned administrations of *STAAR EOCs*. Furthermore, national administration of college readiness assessments, such as the *ACT* and *SAT*, were canceled. Due to these COVID-19 pandemic related changes, the scope of the evaluation was limited to available data. This report addressed the following questions:

- What were the sources and amount of funding for the program?
- What were the components of the ECHS program?
- What were the demographic characteristics of ECHS students?
- What were the student enrollment characteristics?
- What were the academic performances of ECHS students on post-secondary readiness assessments?
- How many industry-based certifications and educational certificates were earned by ECHS students?
- How many associate degrees were awarded?
- What were the college enrollment rates for ECHS students?

EVALUATION QUESTIONS AND RESULTS

What were the sources and amount of funding for the ECHS program?

Methodology

Budget information for the 2019-20 school year was provided by the Dallas ISD Budget Services Department on July 29, 2020. Budget information does not include expenditures of the ECHS department as these expenditures are embedded in the overall district Post-Secondary Programs and Partnerships Department budget and not specified as ECHS related expenditures.

Results

In 2019-20, ECHS campus were supported by \$14,292,375 in Dallas ISD general operating funds. This was an increase of 20 percent over 2018-19 (\$11,871,142) and 37 percent over 2017-18 (\$10,458,764).

What were the components of the ECHS program?

Methodology

Program documentation was provided by ECHS staff members. Information about program components was also collected through informal interviews with ECHS staff members. Examination of program documents and informal interviews focused on program components including TEA requirements and school design, student applications, campus staffing, career pathways, industry partners, *TSIA*, and the Summer Bridge Program.

Results

TEA Requirements

For schools to be designated by TEA as early college high schools, they must meet the criteria articulated in the ECHS and P-TECH Blueprints.³ Overall, ECHSs are to serve students who are historically underserved or at-risk of dropping out of school and to provide opportunities for students to earn an associate degree or up to 60 credit hours towards a baccalaureate degree. Furthermore, students are not required to pay for tuition, fees, or required textbooks. Traditional ECHSs are measured against the design elements of six benchmarks outlined in the ECHS Blueprint, including:

1. *Target Population*: verified through Access Outcomes-Based Measures,
2. *Partnership Agreement*: between the school district and institutions of higher learning (IHE),
3. *P-16 Leadership Initiatives*: between the school district and IHE,
4. *Curriculum and Support*: verified through Attainment Outcomes-Based Measures,
5. *Academic Rigor and Readiness*: ECHS shall provide *TSIA* to accepted students, verified through Achievement Outcomes-Based Measures, and
6. *School Design*: provide full-day program at an autonomous high school with highly qualified staff.

Districts interested in opening a new ECHS campus apply for a planning year. After planning year requirements are met, schools then apply to become a Provisional Early College during the second year. Over the next four years ECHS staff enrolls additional grade nine cohorts, improves programming, and builds stronger partnerships. After the first graduating cohort, the district can apply for a school to become an ECHS. The P-TECH Blueprint also includes six benchmarks and mostly mirrors that of the ECHS Blueprint. However, some ECHS benchmarks were reorganized in order to allow for work-based learning experiences. The P-TECH benchmarks include:

1. School Design;
2. Target Population;
3. Strategic Alliances between the school district, IHEs, and business and industry partners;
4. Curriculum, Instruction, and Assessment;

³ Blueprints can be accessed at <https://tea.texas.gov/echs> and <https://tea.texas.gov/ptech>

5. Work-Based Learning; and
6. Student Support.

P-TECHs are assessed by TEA Outcome Based Measures for Access, Attainment, and Achievement. According to ECHS program staff, all ECHS campuses had a TEA designation in 2019-20.

Dallas ISD ECHS Structure

Four of the 25 ECHSs are “stand alone” campuses and solely educate ECHS students (Garza, Gilliam, Lassiter, and North Lake Collegiate Academy). The remaining 21 schools operate as a “school within a school” to provide a sense of cohesiveness for students within the comprehensive high school. ECHS students spend grades nine and 10 taking core courses in a dedicated classroom while attending classes for fine arts, health, physical education, and foreign languages at the comprehensive high school. ECHS students spend grades 11 and 12 on their Dallas College partner campuses. Transportation to and from college partner campuses is provided free of charge.

Texas Success Initiative Assessment (TSIA). To be eligible for dual credit coursework, ECHS students are required to demonstrate college readiness by achieving the minimum passing standard on the *TSIA*.⁴ Results of the *TSIA* indicate whether students are 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 do not pass the exam after the first two tries at the campus of a higher education partner can take advantage of additional testing opportunities through the district. Students who meet certain standards on assessments such as the *STAAR EOCs*, *SAT*, or *ACT* are exempt from taking the *TSIA*.⁵ The program goal related to *TSIA* set for ECHS students is that 70 percent of Grade 12 students will earn a passing score on the *Texas State Initiative Assessment (TSIA)* subtests or qualify for an exemption.

Pathways and Industry Partners. A total of 36 career pathways were offered by P-TECHs in 2019-20. Career pathways included, among others, health sciences, business administration and management, information technology, engineering, network administration and support, hospitality management, and law enforcement. Each P-TECH offered between two to five pathways. Students select a pathway in grade nine to guide them towards a specialized field. By partnering with a P-TECH, industry partners agree to:

- Join with the P-TECH and their collegiate partners to conduct student orientations,
- Assign one or more staff members to maintain a presence on P-TECH campuses,
- Implement a workplace learning curriculum,
- Contribute to career exploration experiences and industry exposure,
- Host worksite visits and recruit industry speakers to share experiences with students,

⁴ In addition, students are required to have completed any prerequisite coursework.

⁵ 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 I certificate program; veteran, active duty, or reserve duty for at least three years; and students not seeking a degree. A full list of exemptions and waivers for the *TSIA* can be found at <https://www.dcccd.edu/apply-reg/testing/pages/default.aspx>.

- Develop “Project Days” when students collaborate with industry leaders on projects, and
- Create mentorship programs and offer paid and unpaid internships.

To supplement education related to selected pathways, 61 industry partners provided students with related hands-on learning experiences in 2019-20. A list of degree plans and data on pathways, industry partners, and higher education partners by campus can be found in Appendix A.

Student Applications

Online applications are accepted from interested eighth-grade students (incoming freshman) from November through the end of January every school year. Applicants are asked to select their top three choices among the district’s ECHSs. Students are required to write briefly about their strengths, what they enjoy learning, and how attending high school at an ECHS would help them reach their academic goals. All students who apply are invited for an interview. Acceptance letters are sent to applicants in February. The district has a recruitment and enrollment goal of approximately 60 to 125 students per campus per year. In 2019-20, ECHS campuses accepted between 65 to 133 grade nine students.

Summer Bridge Program. Dallas ISD ECHSs partnered with Dallas College to offer a summer bridge program. The goal of this two-week long program was to orient incoming grade nine students to academic behaviors and skills needed for dual credit achievement and to prepare students to meet *TS/A* requirements. The summer bridge program for the 2019-20 cohort ran for 10 days from June 5 through June 20, 2019. Attendance was not mandatory. There were 2,287 incoming ECHS students who attended at least one day of the Summer Bridge Program (87% of all incoming grade nine ECHS students).

Staffing

Campus Staffing. Staffing at each ECHS included one assistant principal to serve as campus program administrator, one workplace learning coordinator, one dedicated counselor, and one dedicated clerk. Responsibilities for assistant principals and workplace learning coordinators are listed below:

- The assistant principal supported each 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 and evaluated student attendance.
- The workforce learning coordinator 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.

Central Office Staffing. The ECHS program was coordinated and supported by the Early College Programs division within the Dallas ISD Postsecondary Partnerships and Programs department. Led by an Executive Director, the division consisted of a director, four coordinators, and an administrative assistant.

Professional Development Opportunities. ECHS program staff indicated that 40 PD sessions were held during the 2019-20 school year. Following the Dallas ISD transition to at-home student learning on March 23, 2020, PD sessions (n sessions=23) were held virtually. Attendance⁶ at PD sessions ranged from 10 to 163 participants with an average attendance rate of 29 participants per session. PD sessions primarily targeted ECHS administrators (Assistant Principals), while beginning of year professional development sessions were also open to teachers, coordinators and counselors. Attendance records indicated that all 32 ECHS administrators attended at least one PD session; therefore, the ECHS program met its stated goal of providing professional development sessions to at least 60 percent of ECHS administrators.

What were the demographic characteristics of ECHS students?

Methodology

ECHS student data were extracted from the Public Education Information Management System (PEIMS) snapshot file dated October 28, 2019. Crosstab analyses were conducted to report student characteristics overall (ECHS and district) and by ECHS type (traditional and P-TECH).

Results

During the 2019-20 school year, a total of 7,692 students were enrolled in an ECHS. The ethnic composition of district ECHS students was similar to Dallas ISD high school students; 73 percent of ECHS students were Hispanic and 24 percent were African American (72% and 21%, respectively, for all district high school students). In contrast, a higher percentage of ECHS students were economically disadvantaged (83%) than overall for Dallas ISD high school students (77%). There were more female ECHS students (57%) than male ECHS students (43%) unlike the district (50% male and 50% female). A smaller percentage of ECHS students received special education services (3%) compared to all district high school students (9%). More ECHS students (22%) were Talented and Gifted (TAG) eligible than district high school students (16%). Fifty-six percent of ECHS students were at risk, slightly lower than for all district high school students (60%). Although demographic characteristics were similar to 2018-19 school year, the percentage of at-risk students increased from 38 percent (2018-19) to 56 percent (2019-20).

Traditional ECHS students were comparable to P-TECH students except in three aspects. First, a higher percentage of Hispanic students enrolled in traditional ECHSs than P-TECHs (79% vs 71%). Second, a higher percentage of traditional ECHS students were TAG eligible (30% vs 20%). Third, a smaller percentage of traditional ECHS students were at-risk of dropping out of school (47% vs 58%). Student characteristic data by campus can be found in Appendix B.

⁶ Attendance numbers included ECHS central staff.

Table 2: 2019-20 Early College High School and District Student Characteristics

	Traditional ECHSs (N=1,851)		P-TECHs (N=5,841)		District All ECHSs (N=7,692)		Dallas ISD High Schools (N=40,903)	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%	<i>N</i>	%
Grade								
Grade 9	666	36.0	1,973	33.8	2,639	34.3	12,747	31.2
Grade 10	442	23.9	1,770	30.3	2,212	28.8	10,624	26.0
Grade 11	395	21.3	1,512	25.9	1,907	24.8	9,221	22.5
Grade 12	348	18.8	586	10.0	934	12.1	8,311	20.3
Gender								
Female	1,077	58.2	3,290	56.3	4,367	56.8	20,375	49.8
Male	774	41.8	2,551	43.7	3,325	43.2	20,528	50.2
Race / Ethnicity								
Asian	8	0.4	89	1.5	97	1.3	528	1.3
African American	339	18.3	1,467	25.1	1,806	23.5	8,421	20.6
Hispanic	1,461	78.9	4,130	70.7	5,591	72.7	29,441	72.0
White	18	1.0	94	1.6	112	1.5	1,871	4.6
Other	25	1.4	61	1.0	86	1.1	642	1.6
Student Characteristics								
At Risk Status	875	47.3	3,400	58.2	4,275	55.6	24,497	59.9
EcoDis Status	1,510	81.6	4,867	83.3	6,377	82.9	31,309	76.5
English Learner	535	28.9	1,963	33.6	2,498	32.5	14,709	36.0
Special Education	28	1.5	174	3.0	202	2.6	3,486	8.5
TAG Eligible	551	29.8	1,148	19.7	1,699	22.1	6,461	15.8

Source: PEIMS demographic file, 10/28/19.

Note: EcoDis = Economically disadvantaged. Column percentages may not sum to 100 due to rounding. Campus level information is presented in Appendix B.

What were the student enrollment characteristics?

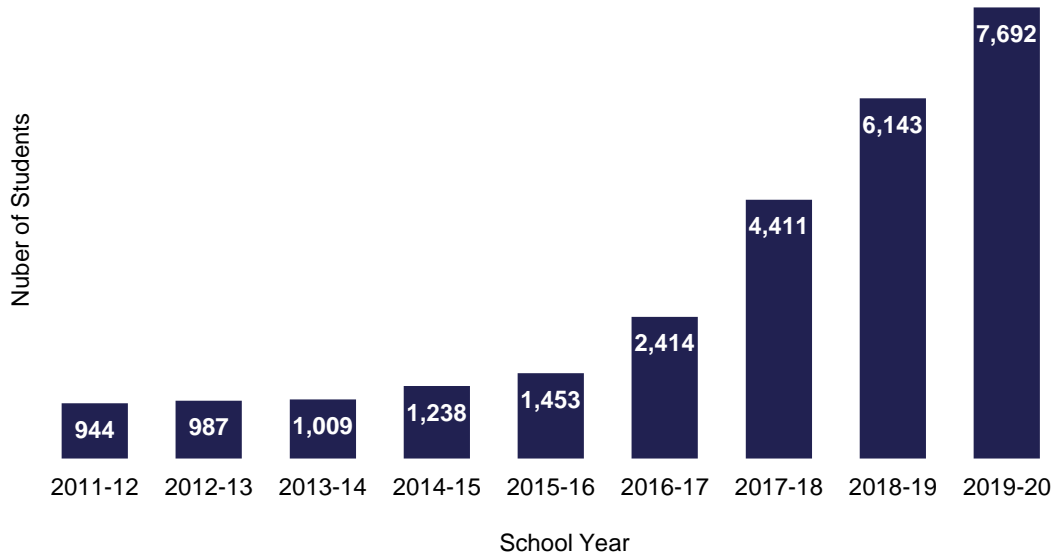
Methodology

ECHS student data were extracted from the from the PEIMS snapshot file dated October 28, 2019. Frequency analyses were conducted to report student enrollment by campus and grade level (Table 3). Prior year participation data were retrieved from Grimberg (2019). Attendance data were extracted from the Dallas ISD district attendance datafile dated May 1, 2020 and merged with the PEIMS file. Due to the COVID-19 pandemic and the shift to at-home learning, daily attendance was only recorded until Spring Break (March 13, 2020, SW4 attendance file). Attendance rates of district ECHS students were compared to non-ECHS students, and traditional ECHS students were compared to P-TECH students. The two-, three-, and four-year retention rates were calculated using PEIMS snapshot files from 10/31/16 (2016-17), 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20). Students were considered retained if they remained in an ECHS program but transferred to a different ECHS campus. ECHS program retention rates were compared to retention rates of non-ECHS students enrolled in comprehensive high schools offering the ECHS program. The high school graduation rate for students who entered the program in 2015-16 (2018-19 grade 12 students) and 2016-17 (2019-20 grade 12 students) and were continuously enrolled for four years was calculated using the graduation data files dated June 18, 2020 and August 11, 2020.

Results

With the opening of additional ECHSs and higher enrollment numbers at existing schools, enrollment numbers have grown significantly over the past five years from 1,453 in 2015-16 to 7,692 students in 2019-20 (Figure 1).

Figure 1: 2011-12 to 2019-20 Student Enrollment in Early College High School Programs



Source: PEIMS demographic files dated 10/30/11 (2011-12), 10/29/12 (2012-13), 10/28/13 (2013-14), 10/31/14 (2014-15), 10/30/15 (2015-16), 10/31/16 (2016-17), 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Of the 7,692 students enrolled in ECHSs, 1,851 students enrolled in traditional ECHSs and 5,841 students enrolled in P-TECHs (Table 3). Campuses that started to accept students in 2016-17 (P-TECHs) and 2019-20 (ECHSs) did not have students enrolled in all grade levels because enrollment in ECHSs started with grade nine students. Thirty-four percent of students ($n=2,639$) were enrolled in grade nine, 29 percent in grade 10 ($n=2,212$), 25 percent in grade 11 ($n=1,907$), and 12 percent in grade 12 ($n=934$). Enrollment by school ranged from 74 students (North Lake CA) to 450 students (Garza ECHS). Among the top five ECHSs with the highest enrollment numbers, two were traditional ECHSs (Garza, $n=450$; Gilliam, $n=373$) and three were P-TECHs (Conrad, $n=445$; Jefferson, $n=415$; Molina, $n=374$).

Table 3: 2019-20 Enrollment of Students in Early College High School Campuses by Grade Level

Campus	Grade Level				Total N
	9 n	10 n	11 n	12 n	
Traditional ECHS					
Garza	125	116	101	108	450
Gilliam	109	97	98	69	373
Lassiter	69	68	64	51	252
North Lake CA	74				74
Samuell	94	107	76	68	345
Skyline CA	130				130
Spruce	65	54	56	52	227
P-TECH					
Adams	118	123	83		324
Adamson	118	114	110		342
Carter	91	89	76	97	353
Conrad	122	122	111	90	445
Hillcrest	111	107	99		317
Jefferson	133	117	96	69	415
Kimball	88	96	94		278
Lincoln	114	84	73		271
Madison	75	57	49	35	216
Molina	129	130	115		374
North Dallas	117	89	72		278
Pinkston	99	90	74	86	349
Roosevelt	98	75	51	55	279
Seagoville	97	97	87	75	356
South Oak Cliff	106	84	76	79	345
Sunset	127	111	97		335
White	133	106	83		322
Wilmer-Hutchins	97	79	66		242
Traditional ECHS Total	666	442	395	348	1,851
P-TECH Total	1,973	1,770	1,512	586	5,841
ECHS Total	2,639	2,212	1,907	934	7,692

Source: PEIMS demographic file, 10/28/19.

Note: For Cohort I P-TECHs that opened in 2016-17, 2019-20 was the first year with a graduating class. P-TECHs that opened in 2017-18 and ECHSs that opened in 2019-20 do not have enrollment in all grade levels. A grey box indicates that no students were enrolled in that grade level.

Attendance Rates

The average attendance rate for district ECHS students was 6.5 percentage points higher than non-ECHS students enrolled in comprehensive high schools offering the ECHS program (Table 4). The attendance rate difference between ECHS and non-ECHS students increased by 1.5 percentage points from 2018-19 (5 percentage points) to 2019-20 (6.5 percentage points). In 2019-20, attendance rates for ECHS campuses ranged between 92.0 percent (Lincoln) and 98.8 percent (Garza). Non-ECHS student attendance rates ranged between 86.2 percent (Roosevelt) and 93.8 percent (Adams). Students enrolled in traditional ECHSs had an average attendance rate of 97.5 percent, while students at P-TECHs had an average attendance rate of 95.9 percent.

Table 4: 2019-20 Attendance Rate for Students Enrolled in Campuses Offering the ECHS Program

Campus	ECHS		Non-ECHS		Difference
	N	%	N	%	%
Traditional ECHS					
Garza	450	98.8			
Gilliam	373	97.6			
Lassiter	252	97.4			
North Lake CA	74	97.5			
Samuell	345	97.2	1,591	88.5	8.7
Skyline CA	130	95.4	4,025	90.2	5.2
Spruce	227	96.6	1,596	88.9	7.7
P-TECH					
Adams, B	324	96.6	1,842	93.8	2.8
Adamson	342	96.3	1,274	91.6	4.7
Carter	353	94.2	762	88.7	5.5
Conrad	445	97.7	907	87.3	10.4
Hillcrest	317	97.6	1,058	91.0	6.6
Jefferson	415	95.6	1,457	87.1	8.5
Kimball	278	95.8	1,140	86.3	9.5
Lincoln	271	92.0	408	87.3	4.7
Madison	216	95.1	275	89.3	5.8
Molina	374	97.0	1,886	92.3	4.7
North Dallas	278	96.4	861	88.8	7.6
Pinkston	349	95.0	653	88.8	6.2
Roosevelt	279	93.6	426	86.2	7.4
Seagoville	356	97.2	1,272	88.7	8.5
South Oak Cliff	345	94.9	901	88.8	6.1
Sunset	335	96.6	1,690	90.6	6.0
White	322	97.3	1,775	90.9	6.4
Wilmer-Hutchins	242	94.9	731	89.0	5.9
Traditional ECHS Total	1,851	97.5	7,212	89.5	8.0
P-TECH Total	5,841	95.9	19,318	89.8	6.1
ECHS Total	7,692	96.3	26,530	89.8	6.5

Source: PEIMS demographic file, 10/28/19. Dallas ISD student attendance file, 05/01/20.

Note: A grey box indicates that no students were enrolled or the absence of a comparison group.

Student Retention Rates

The two-year retention rate for the 2018-19 cohort of ECHS students ranged from 69 percent (Madison) to 99 percent (Garza, Table 5). The average retention rate for ECHS students was 84 percent; eight percentage points higher than non-ECHS students. Overall, ECHS students had an equal or higher two-year retention rate than non-ECHS students on 18 of the 20 campuses offering the ECHS program. With 20 percent, White High Schools had the highest retention rate difference between both groups. Similarly, the three- and four-year retention rates were higher for ECHS students than non-ECHS students. The three-year retention rate for the 2017-18 cohort of ECHS students ranged from 52 percent (Roosevelt) to 93 percent (Garza), while the four-year retention rate for 2016-17 cohort ECHS students ranged from 37 percent (Madison) to 94 percent (Garza). Overall, traditional ECHSs had a higher retention rate than P-TECHs for all cohorts. The retention rate difference for the 2018-19 cohort was five percentage points, for the 2017-18 cohort seven percentage points, and for the 2016-17 cohort

15 percentage points. The ECHS with the highest retention rate for all cohorts was Trinidad Garza Early College High School located on the Mountain View campus of Dallas College.

Table 5: Retention Rates for Students Enrolled in Campuses Offering the ECHS Program

Campus	Two-Year Retention Rates (2018-19 Cohort)			Three-Year Retention Rates (2017-18 Cohort)			Four-Year Retention Rates (2016-17 Cohort)		
	ECHS %	Non-ECHS %	Diff %	ECHS %	Non-ECHS %	Diff %	ECHS %	Non-ECHS %	Diff %
Traditional ECHS									
Garza	99.1			92.7			93.8		
Gilliam	90.6			81.2			68.8		
Lassiter	90.0			91.2			78.7		
North Lake CA									
Samuell	75.0	76.0	-1.0	58.3	62.4	-4.1	57.4	45.4	12.0
Skyline CA									
Spruce	84.4	74.7	9.7	77.6	65.6	12.0	78.3	46.7	31.6
P-TECH									
Adams, B	91.0	74.4	16.7	76.9	66.1	10.8			
Adamson	90.5	77.4	13.1	88.6	77.0	11.6			
Carter	85.9	67.2	18.7	59.6	49.0	10.6	78.0	32.4	45.5
Conrad	87.7	71.5	16.2	80.0	56.9	23.1	73.0	44.2	28.8
Hillcrest	89.7	80.6	9.1	85.5	67.2	18.3			
Jefferson	87.9	72.7	15.2	81.5	63.9	17.6	51.6	43.8	7.8
Kimball	78.7	70.6	8.1	76.1	56.0	20.1			
Lincoln	76.0	57.9	18.1	69.6	43.8	25.9			
Madison	69.0	56.4	12.6	52.8	64.6	-11.8	36.8	31.9	4.9
Molina	86.6	81.6	5.0	83.3	76.9	6.4			
North Dallas	76.6	69.0	7.6	67.6	51.1	16.5			
Pinkston	85.1	70.1	15.0	73.5	47.5	25.9	71.7	34.2	37.5
Roosevelt	70.6	59.1	11.6	52.0	48.2	3.9	47.8	31.9	15.9
Seagoville	81.5	81.6	-0.1	69.4	66.2	3.2	65.2	49.4	15.8
South Oak Cliff	79.2	87.0	-7.8	70.3	44.1	26.2	62.8	35.7	27.1
Sunset	87.5	84.9	2.6	73.6	73.8	-0.2			
White	92.3	72.6	19.7	67.5	60.2	7.3			
Wilmer-Hutchins	72.2	70.1	2.2	53.7	61.6	-7.9			
Traditional ECHS Total	87.9	75.3	12.6	79.2	64.0	15.2	75.6	46.1	29.5
P-TECH Total	83.4	74.8	8.6	71.8	62.1	9.7	61.4	39.8	21.6
ECHS Total	84.2	76.0	8.2	73.1	63.6	9.5	65.8	45.2	20.6

Source: PEIMS demographic files dated 10/31/16 (2016-17), 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Note: Diff = Difference. A grey box indicates that no students were enrolled or that no comparison group was available. Student retention numbers are presented in Appendix C.

Graduation Rates

The average four-year graduation rate for the 2016-17 ECHS cohort was 65 percent; 13 percentage points higher than Dallas ISD comprehensive high school students (Table 6). For this cohort, the graduation rate of traditional ECHS students was 14 percentage points higher than that of P-Tech students (75% versus 61%). However, there was no difference between traditional ECHS and P-Tech students in the graduation rate of students (students who were enrolled in the program for four consecutive years). Overall, the graduation rate for continuously enrolled students differed by 10 percentage points between ECHS students (99%) and comprehensive high school students (89%). Graduation rates across all Dallas ISD students and student groups were lower for the 2016-17 cohort than for the 2015-16 cohort. The graduation rate of continuously enrolled students remained stable between both groups.

Table 6: Dallas ISD Four-Year Graduation Rates of the 2018-19 and 2019-20 Cohorts

Campus	2015-16 Cohort (2018-19 Graduation)					2016-17 Cohort (2019-20 Graduation)				
	Cohort N	Retained n	Graduated			Cohort N	Retained n	Graduated		
			n	% Cohort	% Retained			n	% Cohort	% Retained
Traditional ECHS										
Garza	112	105	105	93.8	100.0	112	105	105	93.8	100.0
Gilliam	96	75	75	78.1	100.0	96	66	66	68.8	100.0
Lassiter	64	48	48	75.0	100.0	61	48	48	78.7	100.0
North Lake CA										
Samuell	110	79	77	70.0	97.5	94	54	53	56.4	98.1
Skyline CA										
Spruce	63	47	45	71.4	95.7	46	36	33	71.7	91.7
P-TECH										
Adams, B										
Adamson										
Carter						118	92	87	73.7	94.6
Conrad						115	84	84	73.0	100.0
Hillcrest										
Jefferson						124	64	64	51.6	100.0
Kimball										
Lincoln										
Madison						95	35	34	35.8	97.1
Molina										
North Dallas										
Pinkston						113	81	81	71.7	100.0
Roosevelt						113	54	54	47.8	100.0
Seagoville						115	75	75	65.2	100.0
South Oak Cliff						113	71	71	62.8	100.0
Sunset										
White										
Wilmer-Hutchins										
Traditional ECHS Total	445	354	350	78.7	98.9	409	309	305	74.6	98.7
P-TECH Total						906	556	550	60.7	98.9
ECHS Total	445	356*	351*	78.9	98.6	1,315	865	855	65.0	98.8
District (Not ECHS)	11,633	7,363	6,587	56.6	89.5	10,871	6,435	5,694	52.4	88.5
Former ECHS Students		66	62		93.9		294	260		88.4
District Overall	12,078	7,785	7,000	58.0	89.9	12,186	7,594	6,809	55.9	89.7

Source: PEIMS demographic file dated 10/30/15 (2015-16), 10/31/16 (2016-17), 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20). Graduation files dated 06/18/20 and 08/11/20.

Note: * Count included two students who were enrolled in P-TECHs. A grey box indicates that no students were enrolled or the absence of a comparison group.

What were the academic performances of ECHS students on post-secondary readiness assessments?

Methodology

The *SAT* and *ACT* are standardized tests used for college admissions. Since 2014, the Dallas ISD administered the *SAT* (11th grade) and *ACT* (12th grade) during a school day free of charge. These tests could also be taken outside of the district's school-day administration. *SAT* and *ACT* outcome data used in this report included all test administrations from 2016-17 through 2019-20. Passing rates for *SAT* were calculated using Texas Success Initiative (TSI) benchmarks for Evidence-Based Reading and Writing (ERW, 480) and mathematics (530); for *ACT*, TSI benchmarks for English and mathematics were 19 for each subject and a composite score of 23.

TSIA benchmarks for reading were 351 and for mathematics 350. Students met the *TSIA* benchmark for writing with 1) a score of 4 on the essay section and a score of 340 on the multiple-choice section or 2) a score of 5 on the essay section alone.⁷ Students were able to take each *TSIA* subject exam separately and multiple times throughout the year. *TSIA* outcome data used in this report included all test administrations from 2016-17 through 2019-20.

The district demographic data file dated October 28, 2019 was merged with the 2016-20 *ACT* and *SAT* files dated August 4, 2020 and October 14, 2020 respectively, the 2019-20 *TSIA* district data file dated July 22, 2020, and the *TSIA* status file dated July 30, 2020. Frequency analyses were used to calculate the percentage of enrolled students who passed each content area on the *SAT*, *ACT*, and *TSIA* by campus. Moreover, frequency analyses were used to calculate the percentage of enrolled students who were exempt from taking the *TSIA*.

Due to the novel coronavirus COVID-19, the Governor of Texas used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019-20 school year, thereby cancelling remaining planned administrations of *STAAR*. Therefore, no *STAAR EOC* results are reported in this report. Data for previous years can be found in the 2018-19 report (Grimberg 2019, page 18).

Results

SAT

Overall, of the 2,841 ECHS students in grade 11 (2017-18 cohort) and grade 12 (2016-17 cohort), 41 percent met the TSI *SAT* benchmark on ERW, and 21 percent met the TSI *SAT* benchmark on mathematics (Table 7). Passing rates by campus ranged from zero percent (Sunset⁸) to 92 percent (Lassiter) for ERW, and zero percent (Sunset⁸) to 79 percent (Lassiter) for mathematics. Traditional ECHS students met TSI *SAT* benchmarks at a higher rate than P-TECH students (difference of 29 percentage points for mathematics to 32 percentage points for ERW).

⁷ <https://tea.texas.gov/academics/college-career-and-military-prep/the-tsia-texas-success-initiative-assessment>

⁸ Thirteen grade 11 students took the *SAT* test at Sunset but did not meet TSI *SAT* benchmarks on ERW or mathematics.

Table 7: 2019-20 Percentage of Early College High School Students in Grades 11 and 12 Meeting TSI SAT College Readiness Benchmarks

Campus	Grade 11			Grade 12			Combined Grades		
	Enrolled N	ERW %	Math %	Enrolled N	ERW %	Math %	Enrolled N	ERW %	Math %
Traditional ECHS									
Garza	101	75.2	41.6	108	92.6	63.9	209	84.2	53.1
Gilliam	98	61.2	29.6	69	62.3	31.9	167	61.7	30.5
Lassiter	64	87.5	71.9	51	98.0	88.2	115	92.2	79.1
North Lake CA									
Samuell	76	42.1	19.7	68	45.6	35.3	144	43.8	27.1
Skyline CA									
Spruce	56	19.6	19.6	52	32.7	23.1	108	25.9	21.3
P-TECH									
Adams, B	83	39.8	16.9				83	39.8	16.9
Adamson	110	32.7	13.6				110	32.7	13.6
Carter	76	28.9	5.3	97	42.3	6.2	173	36.4	5.8
Conrad	111	47.7	28.8	90	70.0	42.2	201	57.7	34.8
Hillcrest	99	40.4	22.2				99	40.4	22.2
Jefferson	96	30.2	8.3	69	42.0	21.7	165	35.2	13.9
Kimball	94	26.6	4.3				94	26.6	4.3
Lincoln	73	21.9	5.5				73	21.9	5.5
Madison	49	34.7	2.0	35	20.0	5.7	84	28.6	3.6
Molina	115	20.0	14.8				115	20.0	14.8
North Dallas	72	23.6	5.6				72	23.6	5.6
Pinkston	74	29.7	10.8	86	55.8	24.4	160	43.8	18.1
Roosevelt	51	19.6	5.9	55	36.4	14.5	106	28.3	10.4
Seagoville	87	29.9	11.5	75	37.3	10.7	162	33.3	11.1
South Oak Cliff	76	13.2	5.3	79	25.3	15.2	155	19.4	10.3
Sunset	97	0.0*	0.0*				97	0.0*	0.0*
White	83	45.8	19.3				83	45.8	19.3
Wilmer-Hutchins	66	12.1	4.5				66	12.1	4.5
Traditional ECHS Total	395	59.5	36.2	348	69.3	49.4	743	64.1	42.4
P-TECH Total	1,512	28.1	11.2	586	43.7	18.8	2,098	32.5	13.3
ECHS Total	1,907	34.6	16.4	934	53.2	30.2	2,841	40.7	20.9

Source: PEIMS demographic file, 10/28/19 (2019-20). Combined 2016-20 SAT file, 10/14/20.

Note: SAT TSI benchmarks for Evidence-Based Reading and Writing (480) and mathematics (530). *Thirteen students took the SAT test at Sunset but did not meet TSI SAT benchmarks. A grey box indicates that no students were enrolled in that grade level.

In comparison, 19 percent of non-ECHS students enrolled in comprehensive high schools offering ECHS program met the TSI benchmark for ERW, and eight percent met the TSI benchmark for mathematics, notably lower than for ECHS and P-Tech students (Table 8). Detailed rates for ECHS and non-ECHS students who met or exceeded TSI SAT benchmarks by subject, grade, and campus are provided in Appendix D.

Table 8: 2019-20 Percentage of Students in Grades 11 and 12 Enrolled in Campuses Offering the ECHS Program Who Met TSI SAT College Readiness Benchmarks

Campus	ECHS Students			Non-ECHS Students			Differences	
	Enrolled <i>N</i>	ERW %	Math %	Enrolled <i>N</i>	ERW %	Math %	ERW %	Math %
Traditional ECHS								
Garza	209	84.2	53.1					
Gilliam	167	61.7	30.5					
Lassiter	115	92.2	79.1					
North Lake CA								
Samuell	144	43.8	27.1	668	9.9	4.9	33.9	22.2
Skyline CA				1,853	28.7	13.4		
Spruce	108	25.9	21.3	667	10.6	5.1	15.3	16.2
P-TECH								
Adams, B	83	39.8	16.9	849	28.3	13.4	11.5	3.5
Adamson	110	32.7	13.6	547	21.9	8.8	10.8	4.8
Carter	173	36.4	5.8	314	5.4	1.9	31.0	3.9
Conrad	201	57.7	34.8	405	7.7	4.7	50.0	30.1
Hillcrest	99	40.4	22.2	444	26.4	14.9	14.0	7.3
Jefferson	165	35.2	13.9	526	14.1	4.2	21.1	9.7
Kimball	94	26.6	4.3	527	21.3	4.7	5.3	-0.4
Lincoln	73	21.9	5.5	195	12.8	1.0	9.1	4.5
Madison	84	28.6	3.6	145	9.0	2.1	19.6	1.5
Molina	115	20.0	14.8	898	18.9	7.6	1.1	7.2
North Dallas	72	23.6	5.6	355	16.3	5.1	7.3	0.5
Pinkston	160	43.8	18.1	268	13.1	5.2	30.7	12.9
Roosevelt	106	28.3	10.4	178	7.3	1.1	21.0	9.3
Seagoville	162	33.3	11.1	510	14.5	3.3	18.8	7.8
South Oak Cliff	155	19.4	10.3	351	6.8	2.8	12.6	7.5
Sunset	97	0.0*	0.0*	770	21.8	9.2	-21.8	-9.2
White	83	45.8	19.3	805	29.6	12.4	16.2	6.9
Wilmer-Hutchins	66	12.1	4.5	357	9.0	2.2	3.1	2.3
Traditional ECHS Total	743	64.1	42.4	3,188	21.0	9.9	43.1	32.5
P-TECH Total	2,098	32.5	13.3	8,444	18.5	7.3	14.0	6.0
ECHS Total	2,841	40.7	20.9	11,632	19.2	8.0	21.5	12.9

Source: PEIMS demographic file, 10/28/19 (2019-20). Combined 2016-20 SAT file, 10/14/20.

Note: SAT TSI benchmarks for Evidence-Based Reading and Writing (480) and mathematics (530). *Thirteen students took the SAT test at Sunset but did not meet TSI SAT benchmarks A grey box indicates that no students were enrolled or the absence of a comparison group.

ACT

Overall, of the 934 ECHS students in grade 12 (2016-17 cohort), 11 percent met the *TSI ACT* benchmarks on English and Mathematics (Table 9). Passing rates by campus ranged from zero percent (Madison⁹) to 61 percent (Lassiter) for English, and zero percent (Madison) to 59 percent (Lassiter) for mathematics. Traditional ECHS students met *TSI ACT* benchmarks at a higher rate than P-TECH students (difference of 15 percentage points for mathematics and English). In comparison, of the 5,954 comprehensive high school students enrolled in campuses offering the ECHS program, three percent met the *TSI ACT* benchmark for English and mathematics each.

⁹ Thirty-three grade 12 students took the *ACT* test at Madison but did not meet *TSI ACT* benchmarks on English or mathematics.

Table 9: 2019-20 Percentage of Grade 12 Students Enrolled in Campuses Offering the ECHS Program Who Met TSI ACT College Readiness Benchmarks

Campus	ECHS Students			Non-ECHS Students			Differences	
	Enrolled N	English %	Math %	Enrolled N	English %	Math %	English %	Math %
Traditional ECHS								
Garza	108	26.9	25.9					
Gilliam	69	10.1	10.1					
Lassiter	51	60.8	58.8					
North Lake CA								
Samuell	68	2.9	2.9	315	1.0	1.0	1.9	1.9
Skyline CA				921	4.2	4.0		
Spruce	52	5.8	5.8	303	1.3	1.3	4.5	4.5
P-TECH								
Adams, B				446	6.3	5.2		
Adamson				299	2.7	2.3		
Carter	97	3.1	2.1	167	0.0	0.0	3.1	2.1
Conrad	90	18.9	18.9	224	1.8	1.8	17.1	17.1
Hillcrest				221	6.8	6.8		
Jefferson	69	1.4	1.4	249	1.6	1.2	-0.2	0.2
Kimball				282	1.8	1.8		
Lincoln				107	0.0	0.0		
Madison	35	0.0*	0.0*	74	0.0	0.0	0	0
Molina				494	1.6	1.6		
North Dallas				202	3.5	3.0		
Pinkston	86	5.8	5.8	142	2.1	2.1	3.7	3.7
Roosevelt	55	5.5	3.6	79	1.3	1.3	4.2	2.3
Seagoville	75	1.3	1.3	249	0.8	0.8	0.5	0.5
South Oak Cliff	79	2.5	2.5	178	0.6	0.6	1.9	1.9
Sunset				384	2.1	1.8		
White				434	4.8	4.8		
Wilmer-Hutchins				184	0.5	0.5		
Traditional ECHS Total	348	20.7	20.1	1,539	3.0	2.9	17.7	17.2
P-TECH Total	586	5.5	5.1	4,415	2.6	2.4	2.9	2.7
ECHS Total	934	11.1	10.7	5,954	2.7	2.5	8.4	8.2

Source: PEIMS demographic file, 10/28/19 (2019-20). Combined 2016-20 ACT file, 08/04/20.

Note: ACT TSI benchmarks for English and mathematics were 19 on each subject exam and a composite score of 23. *Thirty-three students took the ACT test at Madison but did not meet TSI ACT benchmarks. A grey box indicates that no students were enrolled or the absence of a comparison group.

TSIA

Of the 934 grade 12 ECHS students enrolled in 2019-20, 98 percent met *TSIA* benchmarks or qualified for an exemption for reading and writing, and 85 percent met *TSIA* benchmarks for mathematics (Table 10), thereby exceeding the program goal for this component (70 percent of grade 12 students will earn a passing score on the *TSIA* subtests or qualify for an exemption). The percentage of students meeting *TSIA* criteria by campus ranged from 89 percent (Spruce) to 100 percent (eight campuses) for reading, 96 percent (four campuses) to 100 percent (five campuses) for writing, and 56 percent (Roosevelt) to 98 percent (two campuses) for mathematics. In comparison, 28 percent of grade 12 comprehensive high school students enrolled in campuses offering the ECHS program met *TSIA* benchmarks for reading, 29 percent for writing, and 11 percent for mathematics (Table 10). Overall, ECHS students outperformed comprehensive high school students enrolled in campuses offering the ECHS program by 70 (writing and reading) to 74 (mathematics) percentage points. This difference is even more pronounced when comparing

ECHS and non-ECHS students enrolled in the ten campuses offering ECHS programs. Percentage point differences ranged from (increases between 3 and 9 percentage points) 77 (mathematics) to 79 percentage points (reading, Table 11). Detailed rates for ECHS students who met *TS/A* benchmarks, or qualified for an exemption, by subject, grade, and campus are provided in Appendix E.

Table 10: 2019-20 Percentage of Grade 12 Early College and Non-Early High School Students Meeting *TSIA*+ Benchmarks

Campus	ECHS				Non-ECHS				Differences		
	Enrolled <i>N</i>	Reading %	Writing %	Mathematics %	Enrolled <i>N</i>	Reading %	Writing %	Mathematics %	Reading %	Writing %	Mathematics %
Traditional ECHS											
Garza	108	100.0	100.0	98.1							
Gilliam	69	97.1	98.6	69.6							
Lassiter	51	100.0	100.0	96.1							
North Lake EC											
Samuell	68	100.0	98.5	92.6	315	14.6	14.3	7.0	85.4	84.2	85.7
Skyline					921	36.7	36.6	16.1			
Spruce	52	88.5	96.2	67.3	303	15.8	15.8	9.9	72.6	80.3	57.4
P-TECH											
Adams, B					446	43.3	43.3	15.9			
Adamson					299	31.4	31.8	14.7			
Carter	97	95.9	95.9	82.5	167	11.4	13.8	4.2	84.5	82.1	78.3
Conrad	90	100.0	100.0	97.8	224	17.4	15.6	8.5	82.6	84.4	89.3
Hillcrest					221	38.5	38.0	17.2			
Jefferson	69	97.1	98.6	68.1	249	24.5	29.7	8.8	72.6	68.8	59.3
Kimball					282	32.6	33.0	7.4			
Lincoln					107	19.6	19.6	0.9			
Madison	35	100.0	100.0	97.1	74	17.6	32.4	4.1	82.4	67.6	93.1
Molina					494	25.1	28.9	10.7			
North Dallas					202	23.8	23.8	18.8			
Pinkston	86	100.0	100.0	90.7	142	21.1	21.8	11.3	78.9	78.2	79.4
Roosevelt	55	100.0	96.4	56.4	79	20.3	22.8	2.5	79.7	73.6	53.8
Seagoville HS	75	100.0	97.3	97.3	249	26.9	28.1	5.2	73.1	69.2	92.1
South Oak Cliff	79	92.4	96.2	83.5	178	12.4	12.9	7.3	80.0	83.3	76.2
Sunset					384	31.5	30.5	10.9			
White					434	37.6	37.8	15.7			
Wilmer-Hutchins HS					184	9.2	9.2	2.7			
Traditional ECHS Total	348	97.7	98.9	86.5	1,539	28.1	27.9	13.0	69.6	70.9	73.5
P-TECH Total	586	98.0	98.0	84.8	4,415	27.7	28.8	10.8	70.2	69.1	74.0
ECHS Total	934	97.9	98.3	85.4	5,954	27.8	28.6	11.4	70.0	69.7	74.1

Source: PEIMS demographic file, 10/28/19. *TSIA* exam file, 06/15/20. *TSIA* status file, 07/30/20. Combined 2016-20 SAT file, 08/04/20. Combined 2016-20 ACT file, 08/04/20.

Note: *TSIA*+ refers to meeting *TSIA* criteria based on *TSIA* assessment results and exemptions. 2019-20 STAAR EOC was not utilized to ascertain exemption status. A grey box indicates that no students were enrolled or the absence of a comparison group.

Table 11: 2019-20 Percentage of Grade 12 Early College and Non-Early High School Students Meeting TSIA+ Benchmarks for Schools Enrolling Both Groups

Campus*	ECHS				Non-ECHS				Differences		
	Enrolled N	Reading %	Writing %	Mathematics %	Enrolled N	Reading %	Writing %	Mathematics %	Reading %	Writing %	Mathematics %
Traditional ECHS Total	120	95.0	97.5	81.7	618	15.2	15.0	8.4	79.8	82.5	73.3
P-TECH Total	586	98.0	98.0	84.8	1,362	19.6	21.9	7.0	78.3	76.1	77.8
ECHS Total	706	97.5	97.9	84.3	1,980	18.2	19.7	7.4	79.2	78.1	76.9

Source: PEIMS demographic file, 10/28/19. TSIA exam file, 06/15/20. TSIA status file, 07/30/20. Combined 2016-20 SAT file, 08/04/20. Combined 2016-20 ACT file, 08/04/20.

Note: * Traditional ECHS campuses (n=2), P-Tech campuses (n=8), ECHS campuses (n=10). TSIA+ refers to meeting TSIA criteria based on TSIA assessment results and exemptions. 2019-20 STAAR EOC was not utilized to ascertain exemption status. A grey box indicates that no students were enrolled, or the absence of a comparison group.

How many Dual Credit Courses and Dual Credit Hours did ECHS students complete?

Methodology

Dual credit enrollment and completion rates for ECHS students were calculated by merging the PEIMS demographic file dated October 28, 2019 with the dual credit dashboard files dated August 27, 2020 (Fall and Spring semesters) and September 18, 2020 (Summer semester). Frequency analyses were conducted to report the number and percentage of students who met the previously mentioned targeted number of dual credit hours by grade level and campus. In addition, dual credit enrollment and passing rates were compared for ECHS and non-ECHS students by campus.

Results

In 2019-20, 87 percent of ECHS students (N=7,692) enrolled in dual credit courses through Dallas College. Of the 6,664 ECHS students who enrolled in dual credit courses, 6,329 ECHS students (95%) passed one or more courses for a total of 26,999 courses (87%). Course enrollment for ECHS students ranged between one and 15 courses with an average of 4.7 courses (Table 12). Similar to past years, ECHS students completed more than three-quarters (88%) of all dual credit course hours in the district.

Table 12: 2019-20 Dallas ISD Dual Credit Results

Results	ECHS Students		Non-ECHS Students		All Dual Credit Students	
	Students <i>N</i>	Courses <i>n</i>	Students <i>n</i>	Courses <i>n</i>	Students <i>N</i>	Courses <i>N</i>
Enrolled ¹	6,664	30,992	1,818	4,056	8,482	35,048
Incomplete	114	116	*	*	117	119
Not Reported	11	12	*	*	12	13
Failed	2,164	3,865	231	280	2,395	4,145
Passed	6,329	26,999	1,722	3,762	8,051	30,761
Credit Hours Earned	6,329	84,039	1,722	11,446	8,051	95,485

Source: PEIMS demographic file, 10/28/19 (2019-20). Combined 2019-20 (including Summer) Dual Credit Files, 09/18/20.

Note: ¹Students who dropped, withdrew after census date, or failed a class due to no attendance were not included in count.

* Data was masked as five or fewer students belonged to these categories.

Seventy-five percent of all ECHS students who enrolled in dual credit courses in 2019-20 were P-TECH students ($n=5,017$), while 25 percent were traditional ECHS students ($n=1,647$). P-TECH students also accounted for 73 percent ($n=60,941$) of all ECHS dual credit hours earned. However, of the 11 campuses that had a 90 percent or above passing rate, six (55%) were traditional ECHSs. Overall, passing rates by campus ranged between 72 percent (Adamson) and 100 percent (North Lake). The ECHS campus with the highest number of students enrolled in dual credit courses ($n=439$) was the traditional ECHS at Trinidad Garza followed by the P-Tech campus at Conrad ($n=430$). ECHS students at Conrad also attempted ($n=2,518$) and passed ($n=2,330$) the highest number of dual credit courses of all ECHS campuses (Table 13).

Table 13: 2019-20 Dual Credit Results for Students Enrolled in Campuses Offering the ECHS Program

Campus	ECHS Students				Non-ECHS Students			
	Students Enrolled ¹ N	Courses Enrolled N	Courses Passed N	Credit Hours Earned N	Students Enrolled N	Courses Enrolled N	Courses Passed N	Credit Hours Earned N
Traditional ECHS								
Garza	439	2,275	2,166	6,638				
Gilliam	350	1,481	1,389	4,358				
Lassiter	252	1,456	1,382	4,479				
North Lake CA	72	110	110	330				
Samuell	217	1,356	1,279	4,132	14	31	29	87
Skyline CA	109	118	114	328	168	491	470	1,502
Spruce	208	968	856	2,833	18	32	25	76
P-TECH								
Adams	230	958	867	2,655	52	96	85	255
Adamson	331	1,377	986	3,290	8	13	7	23
Carter	275	1,193	885	2,681	6	18	11	28
Conrad	430	2,518	2,330	7,339	95	166	157	417
Hillcrest	305	1,783	1,527	4,490	77	100	86	258
Jefferson	390	1,543	1,304	4,041	15	27	26	79
Kimball	244	920	694	2,292	*	*	*	*
Lincoln	206	1,010	904	2,445	17	22	20	67
Madison	122	733	650	2,075	*	*	*	*
Molina	313	1,563	1,395	4,035	77	196	175	525
North Dallas	231	665	568	1,885	54	119	112	380
Pinkston	308	1,701	1,442	4,530	*	*	*	*
Roosevelt	176	1,007	827	2,594	*	*	*	*
Seagoville	337	1,754	1,530	4,823	45	99	70	224
South Oak Cliff	287	1,165	870	3,158	15	60	45	163
Sunset	312	1,361	1,058	3,122	78	176	149	465
White	285	1,089	1,045	3,130	53	123	104	308
Wilmer-Hutchins	235	888	821	2,356	*	*	*	*
Traditional ECHS Total	1,647	7,764	7,296	23,098	200	554	524	1,665
P-TECH Total	5,017	23,228	19,703	60,941	609	1,265	1,087	3,309
ECHS Total	6,664	30,992	26,999	84,039	809	1,819	1,611	4,974
District Total ²	6,664	30,992	26,999	84,039	1,818	4,056	3,762	11,446

Source: PEIMS demographic file, 10/28/19 (2019-20). Combined 2019-20 (including Summer) Dual Credit Files, 09/18/20.

Note:¹Students who dropped, withdrew after census date, or failed a class due to no attendance were not included in count. ²District Total for non-ECHS students includes 987 students enrolled in Innovation, Design and Entrepreneurship Academy, New TECH, Obama, Wilson, Townview, and Rangel high schools who passed 2,151 out of 2,237 dual credit courses and earned 6,472 credit hours. * Data was masked as five or fewer students took dual credit courses. A grey box indicates that no students were enrolled.

ECHS students on average completed 13.3 dual credit hours across all grade levels in 2019-20. Traditional ECHS students on average completed slightly more dual credit hours per person (14.3 hours) than P-TECH students (12.9 hours). The average dual credit hours completed by campus ranged from 3.1 hours (Skyline) to 19.0 hours (Samuell). Traditional ECHS students on average completed more dual credit hours grades nine through 11, while P-TECH students on average completed more dual credit hours in grade 12 (Table 14).

Table 14: 2019-20 Average Number of Dual Credit Hours Completed by Students Enrolled in Campuses Offering the ECHS Program

Campus	Grade Level				All Grades x̄
	9 x̄	10 x̄	11 x̄	12 x̄	
Traditional ECHS					
Garza	11.4	19.2	20.5	10.2	15.2
Gilliam	5.5	7.4	20.1	19.2	12.8
Lassiter	9.2	16.1	28.1	19.4	18.0
North Lake CA	4.6				4.6
Samuell	4.0	7.7	28.0	21.3	19.0
Skyline CA	3.1				3.1
Spruce	4.4	8.0	22.3	24.2	15.0
P-TECH					
Adams	3.0	7.4	21.7		11.9
Adamson	3.8	8.0	20.5		11.3
Carter	4.1	6.7	14.7	20.5	11.8
Conrad	4.7	13.4	24.4	28.6	17.5
Hillcrest	7.0	15.0	23.1		15.0
Jefferson	3.4	8.8	18.7	17.7	11.1
Kimball	6.1	11.9	10.9		9.9
Lincoln	3.2	6.3	27.4		12.9
Madison	3.4	9.7	19.3	24.9	17.4
Molina	4.1	8.9	24.7		13.5
North Dallas	3.5	6.4	17.5		8.5
Pinkston	3.1	9.5	18.7	26.2	15.5
Roosevelt	1.8	9.3	16.5	24.7	16.2
Seagoville	3.4	10.7	22.3	23.0	14.7
South Oak Cliff	4.7	7.9	14.1	21.6	12.2
Sunset	5.0	7.7	22.1		11.4
White	3.5	9.6	24.0		11.1
Wilmer-Hutchins	3.8	8.2	21.1		10.1
Traditional ECHS Total	6.7	12.5	23.4	17.6	14.3
P-TECH Total	4.2	9.4	20.6	23.6	12.9
ECHS Total	4.9	10.0	21.2	21.3	13.3

Source: PEIMS demographic file, 10/28/19 (2019-20). Combined 2019-20 (including Summer) Dual Credit Files, 09/18/20.

Note: x̄ = average number. For Cohort I P-TECHs that opened in 2016-17, 2019-20 was the first year with graduating class. P-TECHs that opened in 2017-18 and ECHSs that opened in 2019-20 do not have enrollment in all grade levels. A grey box indicates that no students were enrolled in that grade level.

Did Early College High School students earn the targeted number of dual credit hours for each grade level?

Methodology

Dual credit enrollment and completion rates for ECHS students were calculated by merging the PEIMS demographic files dated October 28, 2019 with dual credit enrollment files for 2019-20. Dual credit enrollment files were accessed via the dual credit dashboard on August 27, 2020 (Fall and Spring semesters) and September 18, 2020 (Summer semester). To recall, one of the program goals was that 70 percent of ECHS students will have earned three credit hours by the end of grade nine, 12 credit hours by the end of grade 10, 30 credit hours by the end of grade 11, and 60 credit hours by the end of grade 12. However, enrollment files did not provide data on the cumulative dual credit hours earned by students. Therefore, this evaluation report provides the number and percentage of students who met the expected number of dual credit hours at each grade level in 2019-20. In other words, if under the cumulative accounting method students would need to earn a total of 12 credit hours by the end of grade 10 because they were expected to earn three credit hours at the end of grade nine and nine credit hours at the end of grade 10 (for a cumulative credit hours of 12 at end of grade 10), this report only examines the number and percentage of students who earned the number of earned credit hours they were expected to earn at the end of each grade level (Table 15).

Table 15: ECHS Program Goals for Dual Credit Hours Earned

Goal	Accounting	Grade			
		9	10	11	12
ECH Department	Cumulative	3	12	30	60
Evaluator Change	Grade level*	3	9	18	30

Source: ECHS staff email dated 01/06/20.

Note: *Fall 2019, Spring 2020, and Summer 2020 semesters.

Results

Based on expected number of dual credit hours earned at the end of each grade level, 4,226 out of 7,692 ECHS students (55%) earned the expected number of dual credit hours (Table 16). By grade level, traditional ECHS students earned expected number of dual credit hours in grades nine and 11, while P-TECH students did not earn the expected number of dual credit hours at any grade level. On a per campus level, 52 percent of grade nine campuses, 24 percent of grade 10 campuses, 52 percent of grade 11 campuses, and no grade 12 campuses earned the expected number of dual credit hours.

Table 16: 2019-20 Percentage of Early College High School Students Meeting Targeted Number of Dual Credit Hours at Each Grade Level (Earned in 2019-20 School Year)

Campus ¹	Grade 9 (3 Credit Hours)			Grade 10 (9 Credit Hours)			Grade 11 (18 Credit Hours)			Grade 12 (30 Credit Hours)		
	Enrolled	Earned		Enrolled	Earned		Enrolled	Earned		Enrolled	Earned	
	N	n	%	N	n	%	N	n	%	N	n	%
Traditional ECHS												
Garza	125	124	99.2	116	113	97.4	101	83	82.2	108	0	0.0
Gilliam	109	89	81.7	97	33	34.0	98	68	69.4	69	5	7.2
Lassiter	69	67	97.1	68	60	88.2	64	62	96.9	51	2	3.9
North Lake CA	74	72	97.3									
Samuell	94	3	3.2	107	37	34.6	76	70	92.1	68	2	2.9
Skyline CA	130	107	82.3									
Spruce	65	42	64.6	54	23	42.6	56	38	67.9	52	14	26.9
P-TECH												
Adams, B	118	30	25.4	123	69	56.1	83	61	73.5			
Adamson	118	89	75.4	114	36	31.6	110	78	70.9			
Carter	91	41	45.1	89	21	23.6	76	21	27.6	97	9	9.3
Conrad	122	83	68.0	122	93	76.2	111	95	85.6	90	50	55.6
Hillcrest	111	97	87.4	107	76	71.0	99	69	69.7			
Jefferson	133	112	84.2	117	51	43.6	96	49	51.0	69	5	7.2
Kimball	88	65	73.9	96	59	61.5	94	14	14.9			
Lincoln	114	43	37.7	84	18	21.4	73	62	84.9			
Madison	75	5	6.7	57	25	43.9	49	30	61.2	35	7	20.0
Molina	129	69	53.5	130	70	53.8	115	81	70.4			
North Dallas	117	84	71.8	89	10	11.2	72	31	43.1			
Pinkston	99	44	44.4	90	56	62.2	74	48	64.9	86	30	34.9
Roosevelt	98	3	3.1	75	31	41.3	51	22	43.1	55	20	36.4
Seagoville	97	77	79.4	97	71	73.2	87	63	72.4	75	12	16.0
South Oak Cliff	106	61	57.5	84	17	20.2	76	18	23.7	79	19	24.1
Sunset	127	86	67.7	111	49	44.1	97	58	59.8			
White	133	111	83.5	106	75	70.8	83	62	74.7			
Wilmer-Hutchins	97	76	78.4	79	44	55.7	66	51	77.3			
Traditional ECHS Total	666	504	75.7	442	266	60.2	395	321	81.3	348	23	6.6
P-TECH Total	1,973	1,176	59.6	1,770	871	49.2	1,512	913	60.4	586	152	25.9
ECHS Total	2,639	1,680	63.7	2,212	1,137	51.4	1,907	1,234	64.7	934	175	18.7

Source: PEIMS demographic file, 10/28/19 (2019-20). Combined 2019-20 (including Summer) Dual Credit Files, 08/27/20.

Note: ¹Students who dropped, withdrew after census date, or failed a class due to no attendance were not included in count. A grey box indicates that no students were enrolled in that grade level.

How many industry-based certifications or educational certificates were earned by ECHS students?

Methodology

ECHS students had the opportunity to earn credentials in the form of educational certificates (primarily awarded by institutions of higher learning for the satisfactory completion of a workforce education program) by and industry-based certifications (granted by an organization, such as a trade association, validating that an individual possesses certain skills) in their career pathways. On October 7, 2020 Postsecondary Success department staff provided a cumulative record of educational Level I or Level II certificates attained by 2019-20 grade 11 and 12 ECHS students. In addition, Career and Technical Education (CTE) department staff provided a comprehensive list of industry-based certifications earned during the 2019-20 school year on September 9, 2020. Industry-based certifications were reported to the CTE department by district teachers while Level I and Level II certificates were reported by the Dallas College. The number of certifications earned were compared overall and by school.

Results

Overall, 554 grade 11 and grade 12 ECHS students completed 841 educational certificates while enrolled at Dallas College (Table 17). Students completed between one and four certificates with an average of 1.5 certificates per student. P-Tech students accounted for 88 percent of ECHS students who completed a certificate and 92 percent of the 841 completed certificates.

Table 17: 2019-20 Number of Level I and Level II Educational Certificates Awarded by Grade 11 and Grade 12 ECHS Students

Campus	Students¹ N	Level I Certificates n	Level II Certificates n	Total Certificates N
Traditional ECHS				
Spruce	64	50	14	64
P-Tech				
Carter	18	21	0	21
Conrad	48	48	0	48
Jefferson	33	41	0	41
Kimball	1	1	0	1
Madison	60	107	16	123
North Dallas	18	18	0	18
Pinkston	107	191	0	191
Roosevelt	58	95	21	116
Seagoville	93	125	14	139
South Oak Cliff	54	79	0	79
Traditional ECHS Total	64	50	14	64
P-TECH Total	490	726	51	777
ECHS Total	554	776	65	841

Source: PEIMS demographic file, 10/28/19 (2019-20). Educational Certificate data, 10/7/20.

Note: ¹Grade 11 and grade 12 students completed one or more educational certificates during their time at Dallas College.

Overall, 419 ECHS students earned a total of 434 industry-based certifications in 2019-20, including 382 certifications listed in the A-F accountability system (Table 18). Overall, all but two students who attempted and passed industry-based certifications in 2019-20 were P-Tech students. Grimberg (2019) noted that 966 ECHS students earned earning industry-based certifications in 2017-18 and 633 ECHS students earned industry-based certifications in 2018-19. Therefore, 2019-20 was the third year in which the number of ECHS students attaining industry-based certifications was lower than previous years even though ECHS enrollment numbers were increasing.

Table 18: 2019-20 Number of Industry-Based Certifications Attempted and Earned by Students Enrolled in Campuses Offering the ECHS Program

Campus	ECHS Students			Non-ECHS Students			Difference %
	Attempted	Earned		Attempted	Earned		
	N	n	%	N	N	%	
Traditional ECHS							
Garza							
Gilliam							
Lassiter	*	*	100.0				
North Lake CA	*	*	100.0				
Samuell				37	37	100.0	
Skyline CA				1,235	1022	82.8	
Spruce				59	54	91.5	
P-TECH							
Adams, B	18	18	100.0	123	107	87.0	13.0
Adamson	*	*	100.0	71	66	93.0	7.0
Carter	12	10	83.3	26	21	80.8	2.6
Conrad	20	20	100.0	217	172	79.3	20.7
Hillcrest	23	23	100.0	67	67	100.0	0.0
Jefferson	32	32	100.0	88	81	92.0	8.0
Kimball	12	12	100.0	253	227	89.7	10.3
Lincoln	13	13	100.0	55	48	87.3	12.7
Madison	*	*	100.0	15	15	100.0	0.0
Molina	63	63	100.0	50	50	100.0	0.0
North Dallas	11	6	54.5	88	63	71.6	-17.0
Pinkston	32	32	100.0	20	16	80.0	20.0
Roosevelt	15	15	100.0	14	13	92.9	7.1
Seagoville	63	63	100.0	72	71	98.6	1.4
South Oak Cliff	34	16	47.1	86	73	84.9	-37.8
Sunset	10	7	70.0	241	206	85.5	-15.5
White				39	39	100.0	
Wilmer-Hutchins	95	95	100.0	77	53	68.8	31.2
Traditional ECHS Total	*	*	100.0	1,331	1,113	83.6	16.4
P-TECH Total	459	431	93.9	1,602	1,388	86.6	7.3
ECHS Total	462	434	93.9	2,933	2,501	85.3	8.7
District Total ¹	462	434	93.9	3,663	3,145	85.9	8.1

Source: PEIMS demographic file, 10/28/19 (2019-20). Industry-based certification data, 09/09/20.

Note: * Data was masked as five or fewer students attempted industry-based certifications. ¹District Total for non-ECHS students includes 458 students enrolled in Innovation, Design and Entrepreneurship Academy, New TECH, Obama, Wilson, Townview, and Rangel high schools who earned 644 out of 730 industry-based certifications including 239 A-F certifications. An empty box indicates that no student tested for an industry-based certification. A grey box indicates that no students were enrolled or the absence of a comparison group.

How many ECHS graduates earned an associate degree or 60 college credit hours?

Methodology

ECHS students had the opportunity to earn an associate degree by the time of their high school graduation. The Postsecondary Success department provided associate degree data (October 7, 2020) and cumulative number of dual credit hours (October 27, 2020) for graduating grade 12 ECHS students. These files were merged with the May 29, 2020 end of year demographic file and the 2019-20 graduation file (October 14, 2020). Frequency analyses were conducted to report the percentage of graduates who earned an associate degree or 60 and more dual credit hours by campus and by associate degree plan. Prior year data were updated and therefore differ from the information presented in the 2018-19 ECHS evaluation report.

Results

Of the 869 ECHS students who graduated in 2019-20, 684 students (79%) earned an associate degree or 60 dual credit hours, which exceeds the ECHS program goal of 70 percent (Table 19). Of the ECHS students who met the goal, 91 percent ($n=623$) met the goal by earning an associate degree while nine percent ($n=61$) met the goal by earning 60 or more dual credit hours. Fifty-eight percent ($n=397$) of the students who met the goal were P-Tech students, while 42 percent ($n=287$) were traditional ECHS students. Overall, 84 percent ($n=287$) of traditional ECHS graduates and 75 percent ($n=397$) of P-TECH graduates earned an associate degree or 60 dual credit hours.

Table 19: 2019-20 Number and Percentage of ECHS Graduates Who Met ECHS Graduation Goal

Campus	Grade 12 Students			Associate Degrees	Dual Credits*	Met Goal	
	Enrolled <i>N</i>	Graduated		Fall 19 – Summer 20	60 + Credits	Overall	
		<i>n</i>	%	<i>n</i>	<i>n</i>	<i>n</i>	%
Traditional ECHS							
Garza	108	108	100.0	97	2	99	91.7
Gilliam	69	69	100.0	34	8	42	60.9
Lassiter	51	51	100.0	51		51	100.0
Samuell	67	67	100.0	61	1	62	92.5
Spruce	49	45	91.8	32	1	33	73.3
P-TECH							
Carter	56	56	100.0	32	7	39	69.6
Conrad	88	88	100.0	81	4	85	96.6
Jefferson	61	61	100.0	19	13	32	52.5
Madison	34	33	97.1	25	5	30	90.9
Pinkston	88	86	97.7	63	9	72	83.7
Roosevelt	52	52	100.0	39	7	46	88.5
Seagoville HS	72	72	100.0	53	2	55	76.4
South Oak Cliff	81	81	100.0	36	2	38	46.9
Traditional ECHS Total	344	340	98.8	275	12	287	84.4
P-TECH Total	532	529	99.4	348	49	397	75.0
ECHS Total	876	869	99.2	623	61	684	78.7

Source: End of Year demographic file, 05/29/20. Graduation file, 10/14/20. Associate Degree data, 10/7/20 and cumulative dual credit hour, 10/19/20 were provided by the Postsecondary Success department.

Note: *Only students who did not earn an associate degree were listed.

Of the 623 students who earned associate degrees in 2019-20, 56 percent ($n=348$) were awarded to P-Tech students and 44 percent ($n=275$) to traditional ECHS students (Table 20). However, 81 percent of all traditional ECHS graduates were awarded an associate degree versus 66 percent of P-TECH students. Garza was awarded the largest number of associate degrees ($n=97$) and Lassiter had the highest percentage of graduates who were awarded an associate degree (100%).

Table 20: 2019-20 Number of Associate Degrees Awarded

Campus	Grade 12 Students			Associate Degrees Awarded					
	Enrolled <i>N</i>	Graduated		Fall & Spring		Summer		Overall	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Traditional ECHS									
Garza	108	108	100.0	95	88.0	2	1.9	97	89.8
Gilliam	69	69	100.0	30	43.5	4	5.8	34	49.3
Lassiter	51	51	100.0	51	100.0	0	0.0	51	100.0
Samuell	67	67	100.0	58	86.6	3	4.5	61	91.0
Spruce	49	45	91.8	26	57.8	6	13.3	32	71.1
P-TECH									
Carter	56	56	100.0	24	42.9	8	14.3	32	57.1
Conrad	88	88	100.0	65	73.9	16	18.2	81	92.0
Jefferson	61	61	100.0	14	23.0	5	8.2	19	31.1
Madison	34	33	97.1	20	60.6	5	15.2	25	75.8
Pinkston	88	86	97.7	57	66.3	6	7.0	63	73.3
Roosevelt	52	52	100.0	29	55.8	10	19.2	39	75.0
Seagoville HS	72	72	100.0	48	66.7	5	6.9	53	73.6
South Oak Cliff	81	81	100.0	33	40.7	3	3.7	36	44.4
Traditional ECHS Total	344	340	98.8	260	76.5	15	4.4	275	80.9
P-TECH Total	532	529	99.4	290	54.8	58	11.0	348	65.8
ECHS Total	876	869	99.2	550	63.3	73	8.4	623	71.7

Source: End of Year demographic file, 05/29/20. Graduation file, 10/14/20. Associate Degree data, 10/7/20 and cumulative dual credit hour, 10/19/20 were provided by the Postsecondary Success department.

With the graduation of the first P-TECH cohort (2016-17), the 2019-20 school year marked an important milestone for the ECHS program at the Dallas ISD. The number of associate degrees awarded increased from 197 associate degrees in 2017-18 to 623 associate degrees in 2019-20 (Table 21). At the same time, the percentage of graduates who were awarded an associate degree increased from 64 percent to 72 percent. The number of associate degrees awarded to traditional ECHS students increased by 17 percentage points from 2017-18 (64%) to 2019-20 (81%). The number of associate degrees earned by graduates of the summer semester increased from 14 ECHS students in 2018-19 to 73 ECHS students in 2019-20.

Table 21: Number of Associate Degrees Awarded by Campus: 2017-18 to 2019-20

Campus	2017-18*			2018-19			2019-20		
	Graduated	Awarded		Graduated	Awarded		Graduated	Awarded	
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%
Traditional ECHS									
Garza	100	67	67.0	107	78	72.9	108	97	89.8
Gilliam	77	30	39.0	79	47	59.5	69	34	49.3
Lassiter	55	47	85.5	51	47	92.2	51	51	100.0
North Lake CA									
Samuell	77	53	68.8	62	52	83.9	67	61	91.0
Skyline CA									
Spruce				48	22	45.8	45	32	71.1
P-TECH									
Adams, B									
Adamson									
Carter							56	32	57.1
Conrad							88	81	92.0
Hillcrest									
Jefferson							61	19	31.1
Kimball									
Lincoln									
Madison							33	25	75.8
Molina									
North Dallas									
Pinkston							86	63	73.3
Roosevelt							52	39	75.0
Seagoville							72	53	73.6
South Oak Cliff							81	36	44.4
Sunset									
White									
Wilmer-Hutchins									
Traditional ECHS Total	309	197	63.8	347	246	70.9	340	275	80.9
P-TECH Total							529	348	65.8
ECHS Total	309	197	63.8	347	246	70.9	869	623	71.7

Source: End of Year demographic files dated 05/28/19 (2018-19) and 05/29/20 (2019-20). Graduation file, 10/14/20. Associate Degree files, 07/30/20 (2018-19) and 10/7/20 (2019-20). Associate degree data for 2017-18 data was taken from internal Evaluation and Assessment document, 11/02/18.

Note: *Does not include Summer graduates. A grey box indicates that no students were enrolled.

In 2019-20, more Associate of Applied Science degrees were awarded to ECHS students ($n=341$, 55%) than Associate of Science ($n=239$, 38%) or Associate of Arts ($n=43$, 7%) degrees (Table 22). This differs from 2018-19 where nine percent ($n=22$) of associate degree recipients were awarded an Associate of Applied Science.

Table 22: 2019-20 Associate Degrees Awarded by Degree Plan

Degree	N	%
Associate of Applied Science	341	54.7
Associate of Arts	43	6.9
Associate of Science	239	38.4
All Degrees	623	100.0

Source: ECHS program degree file, 10/7/20.

What were the college enrollment rates for ECHS students?

Methodology

To determine the percentage of 2018-19 Dallas ISD seniors who enrolled in college within one year of graduating high school, the PEIMS demographic file dated October 26, 2018 (2018-19) was merged with the 2019-20 National Student Clearinghouse (NSC) college enrollment file dated May 1, 2020.

Results

Overall, 7,718 seniors graduated from a Dallas ISD high school in 2018-19 (including Summer graduation). Of these, 372 students (5%) graduated from an ECHS and 7,346 students (95%) from a non-ECHS comprehensive high school. Because P-TECHSs did not have a graduating class in 2018-19, all ECHS graduates were from traditional ECHSs (Table 23). According to the 2019-20 NSC data file, 67 percent of ECHS graduates and 52 percent of non-ECHS graduates enrolled in college within one year of graduation. Ninety-three percent ($n=231$) of ECHS students who enrolled in college joined a four-year university, and seven percent who enrolled went to a two-year college ($n=17$). In contrast, 46 percent ($n=1,783$) of non-ECHS students enrolled in a four-year university versus a two-year college or less ($n=2,065$, 54%).

Table 23: 2018-19 Percentages of Students Enrolled in College within One Year of Graduating High School

Graduation Year	ECHS Graduates			Non-ECHS Graduates		
	Graduated <i>N</i>	Enrolled <i>n</i> %		Graduated <i>N</i>	Enrolled <i>n</i> %	
2018-19	372	248	66.7	7,346	3,848	52.4
Two-Year College		17	6.9		2,065	53.7
Four-Year College		231	93.1		1,783	46.3

Source: Dallas ISD graduation file, 09/25/19. Demographic file, 05/20/19 (2018-19). NSC file, 05/01/20.

What were student perceptions of the ECHS program?

Methodology

The evaluator designed and administered an online survey for grade 12 ECHS students in 2019-20. Survey requests were sent to students' Dallas College and Dallas ISD email accounts, and email reminders were sent to students who did not complete the survey. In addition, ECHS Assistant Principals were asked to inform seniors about the survey using Remind, a text messaging application. The survey was available from May 14 to May 30, 2020.

Results

The graduation of the first P-TECH Cohort (2016-17) in 2019-20 marked an important milestone for the ECHS program at the Dallas ISD. An online survey invitation was emailed to 925 ECHS grade 12 students to collect their perceptions on the ECHS program. Overall, 60 students responded to the survey

request. From those, 49 students completed the survey for a five percent response rate (Table 24). Due to the low response rate, survey results were not representative and thus not generalizable. Therefore, survey results are not included in this report.

Table 24: 2019-20 ECHS Exit Survey Response Rate by Campus

Campus	Students Enrolled <i>N</i>	Completed Responses <i>N</i>	Response Rate %
Samuell	68	13	19.1
Seagoville	75	8	10.7
Conrad	90	6	6.7
South Oak Cliff	79	5	6.3
Gilliam	69	4	5.8
Carter	97	4	4.1
Spruce	52	2	3.8
Garza	108	3	2.8
Pinkston	86	2	2.3
Lassiter	51	1	2.0
Jefferson	69	1	1.4
Roosevelt	55	0	0.0
Madison	35	0	0.0
Overall	934	49	5.2

Source: ECHS Exit Survey file, 6/9/20 (2019-20). PEIMS demographic file, 10/28/19 (2019-20).

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

An Early College High School (ECHS) is a high school that blends high school and college level coursework to provide traditionally underserved students the opportunity to earn an associate degree, or up to 60 hours of tuition-free college credit by the time of high school graduation. Students are accepted into programs as freshmen and matriculate as a cohort as they progress through high school. The Dallas ISD was among the first Texas school districts to establish an ECHS in 2006 and has grown the number of ECHSs to 25. In 2019-20, each ECHS accepted 65 to 133 incoming grade nine students. ECHS campus-level organizations were supported by \$14,292,375 in Dallas ISD general operating funds during 2019-20, an increase of 20 percent over 2018-19 (\$11,871,142) and 37 percent over 2017-18 (\$10,458,764). Key findings included:

- With the opening of additional ECHSs and higher enrollment numbers at existing schools, ECHS enrollment numbers have grown significantly over the past five years from 1,453 in 2015-16 to 7,692 students in 2019-20.
- The ethnic composition of ECHS students was similar to Dallas ISD high school students; 73 percent of ECHS students were Hispanic, and 24 percent were African American (72% and 21%, respectively, for all district high school students). A higher percentage of ECHS students were economically disadvantaged (83%) than for Dallas ISD high school students (77%). Likewise, there were more female than male ECHS students (57% versus 43%) than the district (50% male vs 50% female) and fewer special education students at ECHSs (3%) than the district (9%).
- Demographic characteristics of traditional ECHS students were comparable to P-TECH students except in three aspects. First, a higher percentage of Hispanics enrolled in traditional ECHSs than P-TECHs (79% vs 71%). Second, a higher percentage of traditional ECHS students were TAG eligible (30% vs 20%). Third, a smaller percentage of traditional ECHS students were considered at-risk of dropping out of school (47% vs 58%).
- The average attendance rate for district ECHS students (96.3%) was 6.5 percentage points higher than for non-ECHS students (89.8%).
- Overall, retention rates were higher for ECHS students than comprehensive high school students enrolled in campuses offering the ECHS program. The two-year retention rate difference was eight percentage points (84% versus 76%), the three-year retention rate difference was nine percentage points (73% versus 64%), and the four-year retention rate difference was 21 percentage points (66% versus 45%). Traditional ECHS students had a higher retention rate than P-TECH students for all cohorts. The retention rate difference for the 2018-19 cohort was five percentage points, for the 2017-18 cohort seven percentage points, and for the 2016-17 cohort 14 percentage points.
- The four-year graduation rates for ECHS students for the 2016-17 cohort exceeded that of Dallas ISD comprehensive high school students by 13 percentage points (65% versus 52%, respectively).

Although, traditional ECHS students graduated at a higher rate (75%) than P-TECH students (61%), there was no difference in the graduation rate of retained students (99% respectively). The graduation rate for the 2016-17 cohort was lower than the 2015-16 cohort across all student groups.

- Of the 2,841 2019-20 grade 11 and 12 ECHS students, 41 percent met the TSI SAT benchmark on ERW (480), and 21 percent met the TSI SAT benchmark on mathematics (530).
- Of the 934 grade 12 ECHS students, 11 percent met the TSI ACT benchmarks on English and Mathematics.
- Traditional ECHS students met TSI criteria for SAT and ACT benchmarks at a higher rate than P-TECH students. For SAT, the differences were 29 percentage points (mathematics) to 32 percentage points (ERW), whereas the differences for ACT were 15 percentage points for mathematics and English.
- Overall, ECHS students outperformed comprehensive high school students enrolled in campuses offering the ECHS program on meeting TSI SAT (22 percentage points on ERW and 13 percentage points on mathematics) and ACT (eight percentage points for both English and mathematics) benchmarks.
- Of the 934 grade 12 ECHS students enrolled in 2019-20, 98 percent met TSI/A benchmarks or qualified for an exemption for reading and writing, and 85 percent qualified for an exemption for mathematics. This exceeded the program goal of 70 percent for each subtest.
- Of the 7,692 ECHS students enrolled in 2019-20, 87 percent took dual credit courses through Dallas College. P-TECH students accounted for the majority of ECHS dual credit students (75%) and dual credit hours earned (73%). ECHS students on average completed 13.3 dual credit hours across all grade levels in 2019-20. Traditional ECHS students on average completed slightly more dual credit hours per person (14.3 hours) than P-TECH students (12.9 hours).
- Overall, 55 percent ($n=4,226$) earned the expected number of dual credit hours at each grade level.
- Overall, 554 ECHS students (grades 11 and 12) completed 841 educational certificates while enrolled at Dallas College. P-TECH students accounted for 88 percent of ECHS students who completed a certificate and 92 percent of the 841 completed certificates.
- In 2019-20, 419 ECHS students earned a total of 434 industry-based certifications, including 382 certifications listed in the A-F accountability system. P-TECH students again accounted for 99 percent of students who earned an industry-based certification and for 99 percent of all received certifications. Fewer ECHS students attained industry-based certifications in 2019-20 than in past years (2017-18, $n=966$, 2018-19, $n=633$) despite increasing ECHS enrollment at the same time.
- In 2019-20, 623 out of the 869 grade 12 ECHS graduates (72%) earned an associate degree. Fifty-six percent of associate degrees were awarded to P-TECH students and 44 percent were awarded to traditional ECHS students. The number of awarded associate degrees has increased over the past three years from 197 (2017-18) to 623 (2019-20).

- Overall, 79 percent of 2019-20 ECHS graduates ($n=684$) earned an associate degree or 60 dual credit hours. Therefore, the program met the ECHS program goal of 70 percent.
- According to the 2019-20 NSC data file, 67 percent of 2018-19 ECHS graduates and 52 percent of non-ECHS graduates enrolled in college within one year of graduation. Of these students, more ECHS students (93%) enrolled in a four-year university than non-ECHS students (46%). Similarly, a significantly lower percentage of ECHS students (7%) enrolled in a two-year or less college than non-ECHS students (54%).
- Due to a low response rate (5%), survey results on students' perception of the ECHS program were not representative, not generalizable, and not included in this report.

Recommendations

Based on the key findings, the following recommendations are offered for stakeholders.

Continue to raise ECHS departmental goals for *TSIA*. For 2019-20, ECHS program staff set a *TSIA* goal of 70 percent of Grade 12 ECHS students earning a passing score on the *TSIA* subtests or qualifying for an exemption. This goal was surpassed with 98 percent of Grade 12 ECHS students meeting *TSIA* criteria for reading and writing, and 85 percent meeting *TSIA* criteria for mathematics. Given the importance of the *TSIA* for determining whether students are ready for college-level course work after grade 10, ECHS program staff should consider setting achievable goals at lower grade-levels.

Continue to examine successful implementations of the ECHS model. Lassiter ECHS ranked first among ECHSs in the percentage of students who met *SAT* and *ACT* benchmarks. Consider studying success stories to better understand how this was achieved, and if there are steps to replicate with other ECHSs.

Continue to support ECHS campuses in monitoring dual-credit course completions. Overall, 55 percent of ECHS students met the targeted number of dual credit hours by the end of each grade level. Although, traditional ECHS students met the goal for grades nine and 11, P-TECH students did not meet the goal for any grade level. ECHS department staff should continue to help campuses identify students who may not meet the targeted dual credit hours by the end of the school year.

Continue to promote ECHS students' completion of educational certificates or industry-based certifications. ECHS students (grade 11 and 12) earned 841 educational certificates while taking dual credit classes at Dallas College. In addition, ECHS students earned 434 industry-based certifications during the 2019-20 school year. However, the number of ECHS students who earned industry-based certifications has dropped over the past three years from 966 students in 2017-18 to 434 students in 2019-20. Given that industry-based certifications can provide students with an advantage in finding employment, ECHS staff should, in cooperation with the Career and Technical Education Department, review causes for this trend.

Work with program evaluators to increase ECHS student participation in the annual student exit survey. Exit surveys provide unique insight into the ECHS program from students' perspective that is not

otherwise available through other data sources. Feedback could help with future program development to ensure the ECHS program addresses student needs.

REFERENCE

Grimberg, N. (2019). 2018-19 Evaluation of Early College High School Programs. Dallas, TX. Dallas Independent School District.



APPENDICES



Appendix A

Appendix A: 2019-20 Early College High School Degree Plans/Pathways, Industry Partners, and Higher Education Partners

Degree Plans/Pathways	Industry Partners	Higher Education Partner
	Bryan Adams P-TECH	
Criminal Justice Early Childhood Education	Dallas ISD-HCM Dallas Zoo Istation	Eastfield College
	W.H. Adamson P-TECH	
Internet Development Technologies Personal Computer Support	American Airlines IBM	El Centro College
	David W. Carter P-TECH	
Business Criminal Justice Network Administration and Support	Bridge Works Partners CISCO City of Dallas Police Department Wells Fargo Bank Dallas Fire & Rescue Dallas ISD Police Department	Cedar Valley College
	Dr. Emmett J. Conrad Global H-TECH	
Allied Health Game Technology Network Administration and Support Personal Computer Support Software Programming	Dallas Medical City (Children's Health) Metrocare GameStop JPMorgan Chase & Co. Magnin & Associates SMU-Guildhall STEMuli Education	Richland College
	Trinidad "Trini" Garza ECHS	
Associate of Arts Associate of Science		Mountain View College
	Kathlyn Joy Gilliam Collegiate Academy (ECHS)	
Associate of Arts Associate of Science		Cedar Valley College
	Hillcrest E-TECH	
Pre-Electrical Engineering Electrical Engineering	Cummings Electrical Jones Lang LaSalle Americas, Inc. Texas Instruments- Advisory Board Only	Richland College
	Thomas Jefferson P-TECH	
Business Administration Software Programming Visual Communications	CBRE, Inc. Edmentum NBC5 Universal/Telemundo Pinnacle Group TracyLocke Versa Printing	Brookhaven College
	Justin F. Kimball E-TECH	
Electronics Technology with Advanced Manufacturing Mechatronics Pre-Mechanical Engineering Electronics Technology with Advanced Manufacturing Mechatronics	Haroz TEC Jones Lang LaSalle Americas, Inc.	Mountain View College

table continues

Appendix A (continued)

Degree Plans/Pathways	Industry Partners	Higher Education Partner
	Dr. Wright L. Lassiter Jr ECHS	
Associate of Arts Associate of Science		El Centro College
	Lincoln B-TECH	
Hospitality Management Logistics	FedEx HarozTec Hyatt Regency Omni Hotels & Resorts On-Target Supplies and Logistics State Fair of Texas	El Centro College University of North Texas at Dallas
	James Madison P-TECH	
Management Personal Computer Support	Amazon Web City of Dallas - IT Department Dallas ISD - IT Department Dell PricewaterhouseCoopers State Fair of Texas	El Centro College
	Moisés E. Molina B-TECH	
Business Administration Business	BBT – Branch Banking & Trust Company BKD Foundations Foundation for C.H.O.I.C.E. NFTE United MegaCare	Mountain View College
	North Dallas P-TECH	
Health Information Technology Software Programming	Baylor University Medical Center Bottle Rocket Dallas Health 360 Legend Networking Metrocare Southwest Airlines Thomson Reuters	Brookhaven College
	North Lake Collegiate Academy (ECHS)	
Business and Finance Criminal Justice Public Service		North Lake College
	L.G. Pinkston H-TECH	
Allied Health Management Network Administration and Support	Haynes and Boone, LLP Parkland Hospital Plains Capital Bank Univision Youth Revive, Inc.	El Centro College
	Franklin D. Roosevelt H-TECH	
Allied Health Business Management Internet Development Technology	Bank of America Celanese Code Stream Studios Dallas Zoo UT Southwestern Medical Center Youth Revive, Inc.	El Centro College

table continues

Appendix A (continued)

Degree Plans/Pathways	Industry Partners	Higher Education Partner
	W.W. Samuel ECHS	
Associate of Arts Associate of Science	Dallas ISD Human Capital Management TEXO (Supporting Partner)	Eastfield College
	Seagoville P-TECH	
Business Administration Personal Computer Support	Accenture AT&T Code Stream Studios NFTE STEMuli Education	Eastfield College
	Skyline Collegiate Academy (ECHS)	
Fine Arts Music Production		Cedar Valley College
	South Oak Cliff P-TECH	
Electronic Technology Manufacturing Network Administration and Support	Eon Reality Frito Lay/Pepsico Microsoft	Mountain View College
	H. Grady Spruce ECHS	
Advanced Manufacturing / Mechatronics Technology Air Conditioning and Refrigeration Technology Computer Assisted Drafting and Design Digital Multimedia Technology	BOMA J&M Plastic Texas Air Systems The Crowther Group	Eastfield College
	Sunset P-Tech	
Early Childhood Education Public Health	Baylor Scott & White Dallas County Health & Human Services Dallas ISD Human Capital Management Dallas Medical City Children's (Children's Health)	Mountain View College University of North Texas at Dallas
	W.T. White B-TECH	
Business/Accounting Early Childhood Education	Dallas ISD Human Capital Management H&R Block Moss Adams	Brookhaven College
	W.T. White Fine Arts Collegiate Academy (ECHS, Planning Year)	
Dance Education Music Education		Brookhaven College
	Wilmer-Hutchins E-TECH	
Construction Technology Energy Management	The Beck Group Fluor Oncor Regional Black Contractors Association Southland Holdings TEXO, The Construction Association	North Lake College
	Wilmer-Hutchins Fine Arts Collegiate Academy (ECHS, Planning Year)	
Dance Education		Cedar Valley College

Source: ECHS program documents and ECHS website accessed 01/08/20.

Note: STEM = Science, Technology, Engineering, and Mathematics. Grey box indicates campus did not have an industry partner.

Appendix B

Appendix B: 2019-20 Early College High School Student Characteristics by Campus

Campus	Total N	Race/Ethnicity										Gender				Student Characteristics									
		Asian		African American		Hispanic		White		Other		Female		Male		At Risk		EcoDis		English Learner		Special Education		TAG Eligible	
		n	%	n	%	n	%	N	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Adams, B P-TECH	324	3	1	21	7	281	87	16	5	3	1	209	65	115	36	187	58	256	79	107	33	7	2	73	23
Adamson P-TECH	342	1	0	9	3	328	96	3	1	1	0	194	57	148	43	201	59	324	95	168	49	7	2	63	18
David W. Carter P-TECH	353			241	68	105	30	4	1	3	1	204	58	149	42	169	48	274	78	69	20	8	2	47	13
Conrad Global H-TECH	445	66	15	106	24	248	56	16	4	9	2	234	53	211	47	234	53	413	93	184	41	11	3	95	21
Trinidad Garza ECHS	450	4	1	33	7	404	90	4	1	5	1	249	55	201	45	135	30	384	85	76	17	5	1	180	40
Gilliam CA (ECHS)	373			174	47	189	51	3	1	7	2	227	61	146	39	155	42	294	79	110	30	2	1	106	28
Hillcrest E-TECH	317	4	1	41	13	255	80	10	3	7	2	146	46	171	54	179	57	234	74	126	40	9	3	66	21
Jefferson P-TECH	415			11	3	399	96	1	0	4	1	229	55	186	45	258	62	284	68	169	41	4	1	132	32
Kimball E-TECH	278	1	0	69	25	207	75			1	0	123	44	155	56	164	59	255	92	112	40	10	4	41	15
Lassiter ECHS	252	2	1	29	12	211	84	4	2	6	2	152	60	100	40	77	31	217	86	47	19	2	1	92	37
Lincoln B-TECH	271			228	84	38	14			5	2	161	59	110	41	167	62	240	89	26	10	22	8	47	17
Madison P-TECH	216			133	62	81	38			2	1	129	60	87	40	126	58	206	95	52	24	9	4	26	12
Molina B-TECH	374			9	2	362	97	2	1	1	0	223	60	151	40	216	58	317	85	107	29	11	3	57	15
North Dallas P-TECH	278	4	1	27	10	234	84	6	2	7	2	144	52	134	48	166	60	240	86	108	39	11	4	74	27
North Lake CA (ECHS)	74	2	3	6	8	63	85	2	3	1	1	38	51	36	49	36	49	65	88	22	30	1	1	26	35
Pinkston H-TECH	349	1	0	65	19	278	80	4	1	1	0	202	58	147	42	171	49	296	85	123	35	12	3	77	22
Roosevelt H-TECH	279			97	35	179	64	2	1	1	0	167	60	112	40	192	69	273	98	90	32	9	3	48	17
Samuell ECHS	345			37	11	303	88	2	1	3	1	206	60	139	40	229	66	296	86	106	31	4	1	78	23
Seagoville P-TECH	356			63	18	273	77	14	4	6	2	196	55	160	45	202	57	283	79	121	34	11	3	76	21
Skyline CA (ECHS)	130			36	28	90	69	1	1	3	2	86	66	44	34	73	56	81	62	39	30	5	4	27	21
South Oak Cliff P-TECH	345	5	1	200	58	133	39			7	2	186	54	159	46	185	54	322	93	71	21	8	2	52	15
Spruce ECHS	227			24	11	201	89	2	1	0	0	119	52	108	48	170	75	173	76	135	59	9	4	42	19
Sunset P-Tech	335	1	0	9	3	323	96	2	1	0	0	238	71	97	29	212	63	261	78	89	27	11	3	60	18
White B-TECH	322	3	1	27	8	278	86	11	3	3	1	169	53	153	48	207	64	199	62	154	48	10	3	72	22
Wilmer-Hutchins E-TECH	242			111	46	128	53	3	1			136	56	106	44	164	68	190	79	87	36	4	2	42	17

Source: PEIMS demographic file, 10/28/19 (2019-20).

Note: Row percentages may not sum to 100 due to rounding. A grey box indicates that no students were enrolled.

Appendix C

Appendix C, Table 1: Two-Year Retention Rates for Students Enrolled in Campuses Offering the ECHS Program (2018-19 Cohort)

Campus	2018-19 Enrollment		2019-20 Enrollment		Retention		
	ECHS	Non-ECHS	ECHS	Non-ECHS	ECHS	Non-ECHS	Diff
	N	N	N	N	%	%	%
Traditional ECHS							
Garza	116		115		99.1		
Gilliam	106		96		90.6		
Lassiter	70		63		90.0		
North Lake CA							
Samuell	116	434	87	330	75.0	76.0	-1.0
Skyline CA							
Spruce	64	501	54	374	84.4	74.7	9.7
P-TECH							
Adams, B	134	554	122	412	91.0	74.4	16.7
Adamson	126	393	114	304	90.5	77.4	13.1
Carter	99	262	85	176	85.9	67.2	18.7
Conrad	130	249	114	178	87.7	71.5	16.2
Hillcrest	116	278	104	224	89.7	80.6	9.1
Jefferson	107	454	94	330	87.9	72.7	15.2
Kimball	122	313	96	221	78.7	70.6	8.1
Lincoln	104	121	79	70	76.0	57.9	18.1
Madison	58	110	40	62	69.0	56.4	12.6
Molina	142	511	123	417	86.6	81.6	5.0
North Dallas	111	232	85	160	76.6	69.0	7.6
Pinkston	101	184	86	129	85.1	70.1	15.0
Roosevelt	109	154	77	91	70.6	59.1	11.6
Seagoville	119	321	97	262	81.5	81.6	-0.1
South Oak Cliff	101	223	80	194	79.2	87.0	-7.8
Sunset	128	490	112	416	87.5	84.9	2.6
White	117	511	108	371	92.3	72.6	19.7
Wilmer-Hutchins	108	167	78	117	72.2	70.1	2.2
Traditional ECHS Total	472	935	415	704	87.9	75.3	12.6
P-TECH Total	2,032	5,527	1,694	4,134	83.4	74.8	8.6
ECHS Total	2,504	6,462	2,109	4,913*	84.2	76.0	8.2

Source: PEIMS demographic files dated 10/26/18 (2018-19), and 10/28/19 (2019-20).

Note: Diff= Difference. * Sum includes 75 non-ECHS students who transferred to other schools within Dallas ISD. A grey box indicates that no students were enrolled or that no comparison group was available.

Appendix C, Table 2: Three-Year Retention Rates for Students Enrolled in Campuses Offering the ECHS Program (2017-18 Cohort)

Campus	2017-18 Enrollment		2019-20 Enrollment		Retention		
	ECHS N	Non-ECHS N	ECHS N	Non-ECHS N	ECHS %	Non-ECHS %	Diff %
Traditional ECHS							
Garza	110		102		92.7		
Gilliam	101		82		81.2		
Lassiter	57		52		91.2		
North Lake CA							
Samuell	108	481	63	300	58.3	62.4	-4.0
Skyline CA							
Spruce	67	497	52	326	77.6	65.6	12.0
P-TECH							
Adams, B	108	498	83	329	76.9	66.1	10.8
Adamson	123	305	109	235	88.6	77.0	11.6
Carter	104	206	62	101	59.6	49.0	10.6
Conrad	115	290	92	165	80.0	56.9	23.1
Hillcrest	110	259	94	174	85.5	67.2	18.3
Jefferson	119	410	97	262	81.5	63.9	17.6
Kimball	117	336	89	188	76.1	56.0	20.1
Lincoln	102	128	71	56	69.6	43.8	25.9
Madison	89	82	47	53	52.8	64.6	-11.8
Molina	138	455	115	350	83.3	76.9	6.4
North Dallas	105	233	71	119	67.6	51.1	16.5
Pinkston	98	204	72	97	73.5	47.5	25.9
Roosevelt	98	164	51	79	52.0	48.2	3.9
Seagoville	124	337	86	223	69.4	66.2	3.2
South Oak Cliff	101	256	71	113	70.3	44.1	26.2
Sunset	129	451	95	333	73.6	73.8	-0.2
White	120	525	81	316	67.5	60.2	7.3
Wilmer-Hutchins	123	151	66	93	53.7	61.6	-7.9
Traditional ECHS Total	443	978	351	626	79.2	64.0	15.2
P-TECH Total	2,023	5,290	1,452	3,286	71.8	62.1	9.7
ECHS Total	2,466	6,268	1,803	3,989*	73.1	63.6	9.5

Source: PEIMS demographic files dated 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Note: Diff= Difference. * Sum includes 77 non-ECHS students who transferred to other schools within Dallas ISD. A grey box indicates that no students were enrolled or that no comparison group was available.

Appendix C, Table 3: Four-Year Retention Rates for Students Enrolled in Campuses Offering the ECHS Program (2016-17 Cohort)

Campus	2016-17 Enrollment		2019-20 Enrollment		Retention		
	ECHS N	Non-ECHS N	ECHS N	Non-ECHS N	ECHS %	Non-ECHS %	Diff %
Traditional ECHS							
Garza	112		105		93.8		
Gilliam	96		66		68.8		
Lassiter	61		48		78.7		
North Lake CA							
Samuell	94	526	54	239	57.4	45.4	12.0
Skyline CA							
Spruce	46	572	36	267	78.3	46.7	31.6
P-TECH							
Adams, B							
Adamson							
Carter	118	293	92	95	78.0	32.4	45.5
Conrad	115	380	84	168	73.0	44.2	28.8
Hillcrest							
Jefferson	124	434	64	190	51.6	43.8	7.8
Kimball							
Lincoln							
Madison	95	94	35	30	36.8	31.9	4.9
Molina							
North Dallas							
Pinkston	113	266	81	91	71.7	34.2	37.5
Roosevelt	113	141	54	45	47.8	31.9	15.9
Seagoville	115	344	75	170	65.2	49.4	15.8
South Oak Cliff	113	305	71	109	62.8	35.7	27.1
Sunset							
White							
Wilmer-Hutchins							
Traditional ECHS Total	409	1,098	309	506	75.6	46.1	29.5
P-TECH Total	906	2,257	556	898	61.4	39.8	21.6
ECHS Total	1,315	3,355	865	1,515*	65.8	45.2	20.6

Source: PEIMS demographic files dated 10/31/16 (2016-17), 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Note: Diff= Difference. * Sum includes 111 non-ECHS students who transferred to other schools within Dallas ISD. A grey box indicates that no students were enrolled or that no comparison group was available.

Appendix D

Appendix D, Table 1: 2019-20 Percentage of Grade 11 Early College High School Students and Non-Early College High School Students Meeting TSI SAT College Readiness Benchmarks

Campus	ECHS Students			Non-ECHS Students			Difference	
	Enrolled N	ERW %	Math %	Enrolled N	ERW %	Math %	ERW %	Math %
Traditional ECHS								
Garza	101	75.2	41.6					
Gilliam	98	61.2	29.6					
Lassiter	64	87.5	71.9					
North Lake CA								
Samuell	76	42.1	19.7	353	8.8	3.7	33.3	16.1
Skyline CA				932	23.7	11.7		
Spruce	56	19.6	19.6	364	6.9	4.1	12.8	15.5
P-TECH								
Adams, B	83	39.8	16.9	403	20.6	10.9	19.2	5.9
Adamson	110	32.7	13.6	248	10.9	2.8	21.8	10.8
Carter	76	28.9	5.3	147	3.4	0.7	25.5	4.6
Conrad	111	47.7	28.8	181	5.0	3.3	42.8	25.5
Hillcrest	99	40.4	22.2	223	19.3	13.0	21.1	9.2
Jefferson	96	30.2	8.3	277	10.5	1.1	19.7	7.3
Kimball	94	26.6	4.3	245	8.6	3.3	18.0	1.0
Lincoln	73	21.9	5.5	88	5.7	1.1	16.2	4.3
Madison	49	34.7	2.0	71	8.5	1.4	26.2	0.6
Molina	115	20.0	14.8	404	14.6	4.2	5.4	10.6
North Dallas	72	23.6	5.6	153	8.5	0.0	15.1	5.6
Pinkston	74	29.7	10.8	126	7.9	2.4	21.8	8.4
Roosevelt	51	19.6	5.9	99	3.0	2.0	16.6	3.9
Seagoville	87	29.9	11.5	261	11.5	3.8	18.4	7.7
South Oak Cliff	76	13.2	5.3	173	3.5	1.2	9.7	4.1
Sunset	97	0.0	0.0	386	15.8	8.0	-15.8	-8.0
White	83	45.8	19.3	371	22.4	9.4	23.4	9.8
Wilmer-Hutchins	66	12.1	4.5	173	10.4	1.7	1.7	2.8
Traditional ECHS Total	395	59.5	36.2	1,649	16.8	8.3	42.7	27.9
P-TECH Total	1,512	28.1	11.2	4,029	12.7	5.0	15.4	6.1
ECHS Total	1,907	34.6	16.4	5,678	13.9	6.0	20.7	10.4

Source: PEIMS demographic file, 10/28/19 (2019-20). Combined 2016-20 SAT file, 08/04/20.

Note: SAT TSI benchmarks for Evidence-Based Reading and Writing (480) and mathematics (530). A grey box indicates that no students were enrolled or the absence of a comparison group.

Appendix D, Table 2: 2019-20 Percentage of Grade 12 Early College High School Students and Non-Early College High School Students Meeting TSI SAT College Readiness Benchmarks

Campus	ECHS Students			Non-ECHS Students			Differences	
	Enrolled N	ERW %	Math %	Enrolled N	ERW %	Math %	ERW %	Math %
Traditional ECHS								
Garza	108	92.6	63.9					
Gilliam	69	62.3	31.9					
Lassiter	51	98.0	88.2					
North Lake CA								
Samuell	68	45.6	35.3	315	11.1	6.3	34.5	28.9
Skyline CA				921	33.7	15.1		
Spruce	52	32.7	23.1	303	15.2	6.3	17.5	16.8
P-TECH								
Adams, B				446	35.2	15.7		
Adamson				299	31.1	13.7		
Carter	97	42.3	6.2	167	7.2	3.0	35.1	3.2
Conrad	90	70.0	42.2	224	9.8	5.8	60.2	36.4
Hillcrest				221	33.5	16.7		
Jefferson	69	42.0	21.7	249	18.1	7.6	24.0	14.1
Kimball				282	32.3	6.0		
Lincoln				107	18.7	0.9		
Madison	35	20.0	5.7	74	9.5	2.7	10.5	3.0
Molina				494	22.5	10.3		
North Dallas				202	22.3	8.9		
Pinkston	86	55.8	24.4	142	17.6	7.7	38.2	16.7
Roosevelt	55	36.4	14.5	79	12.7	0.0	23.7	14.5
Seagoville	75	37.3	10.7	249	17.7	2.8	19.7	7.9
South Oak Cliff	79	25.3	15.2	178	10.1	4.5	15.2	10.7
Sunset				384	27.9	10.4		
White				434	35.7	15.0		
Wilmer-Hutchins				184	7.6	2.7		
Traditional ECHS Total	348	69.3	49.4	1,539	25.4	11.6	43.8	37.9
P-TECH Total	586	43.7	18.8	4,415	23.8	9.3	19.9	9.5
ECHS Total	934	53.2	30.2	5,954	24.2	9.9	29.0	20.3

Source: PEIMS demographic file, 10/28/19 (2019-20). Combined 2016-20 SAT file, 08/04/20.

Note: SAT TSI benchmarks for Evidence-Based Reading and Writing (480) and mathematics (530). A grey box indicates that no students were enrolled or the absence of a comparison group.

Appendix E

Appendix E, Table 1: 2019-20 Percentage of Early College High School Students Meeting *TSIA* Reading Benchmark by Campus and Grade Level

Campus	Grade 9			Grade 10			Grade 11			Grade 12			Grades 9-12		
	Enrolled N	Met <i>TSIA</i> %	Met <i>TSIA+</i> %	Enrolled N	Met <i>TSIA</i> %	Met <i>TSIA+</i> %	Enrolled N	Met <i>TSIA</i> %	Met <i>TSIA+</i> %	Enrolled N	Met <i>TSIA</i> %	Met <i>TSIA+</i> %	Enrolled N	Met <i>TSIA</i> %	Met <i>TSIA+</i> %
Traditional ECHS															
Garza	125	94	96	116	98	98	101	100	100	108	100	100	450	98	98
Gilliam	109	61	61	97	88	88	98	88	98	69	91	97	373	81	84
Lassiter	69	86	88	68	100	100	64	94	98	51	100	100	252	94	96
North Lake EC	74	65	65										74	65	65
Samuell	94	3	3	107	33	33	76	89	100	68	90	100	345	48	53
Skyline	130	44	44										130	44	44
Spruce	65	25	28	54	28	28	56	27	82	52	62	88	227	34	55
P-TECH															
Adams, B	118	39	39	123	72	81	83	83	96				324	63	70
Adamson	118	40	40	114	46	59	110	83	95				342	56	64
Carter	91	20	20	89	62	63	76	87	88	97	87	96	353	63	66
Conrad	122	50	57	122	66	84	111	87	99	90	97	100	445	73	84
Hillcrest	111	38	38	107	72	80	99	78	92				317	62	69
Jefferson	133	45	45	117	60	68	96	65	94	69	74	97	415	59	72
Kimball	88	20	20	96	58	59	94	86	94				278	56	59
Lincoln	114	12	12	84	24	24	73	58	93				271	28	38
Madison	75	1	1	57	7	9	49	29	67	35	54	100	216	18	34
Molina	129	45	45	130	75	80	115	90	99				374	69	74
North Dallas	117	54	54	89	57	70	72	74	86				278	60	67
Pinkston	99	26	26	90	60	62	74	70	96	86	93	100	349	61	68
Roosevelt	98	8	8	75	48	49	51	45	94	55	71	100	279	38	53
Seagoville HS	97	32	32	97	80	87	87	78	94	75	81	100	356	67	76
South Oak Cliff	106	26	26	84	30	35	76	53	71	79	73	92	345	44	53
Sunset	127	48	48	111	80	90	97	87	95				335	70	76
White	133	54	54	106	72	81	83	88	98				322	69	74
Wilmer-Hutchins HS	97	41	41	79	73	82	66	79	94				242	62	69
Traditional ECHS Total	666	55	56	442	72	72	395	84	97	348	91	98	1,851	72	76
P-TECH Total	1,973	35	36	1,770	60	68	1,512	76	92	586	82	98	5,841	58	66
ECHS Total	2,639	40	41	2,212	63	68	1,907	77	93	934	85	98	7,692	61	69

Source: PEIMS demographic file, 10/28/19. *TSIA* exam file, 06/15/20. *TSIA* status file, 07/30/20. Combined 2016-20 SAT file, 08/04/20. Combined 2016-20 ACT file, 08/04/20.

Note: *TSIA+* refers to meeting *TSIA* criteria based on *TSIA* assessment results and exemptions. 2019-20 STAAR EOC was not utilized to ascertain exemption status. A grey box indicates that no students were enrolled or the absence of a comparison group.

Appendix E, Table 2: 2019-20 Percentage of Early College High School Students Meeting TSIA Writing Benchmark by Campus and Grade Level

Campus	Grade 9			Grade 10			Grade 11			Grade 12			Grades 9-12		
	Enrolled N	Met TSIA %	Met TSIA+ %	Enrolled N	Met TSIA %	Met TSIA+ %	Enrolled N	Met TSIA %	Met TSIA+ %	Enrolled N	Met TSIA %	Met TSIA+ %	Enrolled N	Met TSIA %	Met TSIA+ %
Traditional ECHS															
Garza	125	94	94	116	98	98	101	98	100	108	99	100	450	97	98
Gilliam	109	84	84	97	84	85	98	99	100	69	99	99	373	91	91
Lassiter	69	93	93	68	97	97	64	98	100	51	98	100	252	96	97
North Lake EC	74	76	76										74	76	76
Samuell	94	0	0	107	32	32	76	96	100	68	96	99	345	50	51
Skyline	130	77	77										130	77	77
Spruce	65	77	78	54	89	89	56	88	95	52	96	96	227	87	89
P-TECH															
Adams, B	118	0	0	123	94	94	83	88	95				324	58	60
Adamson	118	74	74	114	82	87	110	95	98				342	83	86
Carter	91	36	36	89	71	71	76	86	91	97	87	96	353	69	73
Conrad	122	79	81	122	90	93	111	91	95	90	100	100	445	89	91
Hillcrest	111	0	14	107	86	89	99	93	95				317	58	64
Jefferson	133	59	59	117	70	73	96	93	98	69	99	99	415	76	78
Kimball	88	76	76	96	79	79	94	86	91				278	81	82
Lincoln	114	11	11	84	50	50	73	93	97				271	45	46
Madison	75	0	0	57	0	2	49	24	63	35	91	100	216	20	31
Molina	129	50	50	130	70	70	115	96	98				374	71	72
North Dallas	117	52	52	89	44	51	72	85	89				278	58	61
Pinkston	99	1	1	90	53	59	74	95	99	86	100	100	349	59	61
Roosevelt	98	3	3	75	72	72	51	82	92	55	84	96	279	52	56
Seagoville HS	97	37	37	97	75	86	87	95	97	75	96	97	356	74	78
South Oak Cliff	106	25	25	84	52	54	76	72	79	79	95	96	345	58	60
Sunset	127	2	2	111	86	89	97	94	94				335	56	57
White	133	56	56	106	97	98	83	99	99				322	81	81
Wilmer-Hutchins HS	97	15	15	79	63	72	66	94	98				242	52	57
Traditional ECHS Total	666	72	72	442	78	78	395	96	99	348	98	99	1,851	83	84
P-TECH Total	1,973	33	34	1,770	72	75	1,512	89	94	586	94	98	5,841	65	68
ECHS Total	2,639	43	44	2,212	73	75	1,907	90	95	934	96	98	7,692	70	72

Source: PEIMS demographic file, 10/28/19. TSIA exam file, 06/15/20. TSIA status file, 07/30/20. Combined 2016-20 SAT file, 08/04/20. Combined 2016-20 ACT file, 08/04/20.

Note: TSIA+ refers to meeting TSIA criteria based on TSIA assessment results and exemptions. 2019-20 STAAR EOC was not utilized to ascertain exemption status. A grey box indicates that no students were enrolled or the absence of a comparison group.

Appendix E, Table 3: 2019-20 Percentage of Early College High School Students Meeting TSIA Mathematics Benchmark by Campus and Grade Level

Campus	Grade 9			Grade 10			Grade 11			Grade 12			Grades 9-12		
	Enrolled N	Met TSIA %	Met TSIA+ %	Enrolled N	Met TSIA %	Met TSIA+ %	Enrolled N	Met TSIA %	Met TSIA+ %	Enrolled N	Met TSIA %	Met TSIA+ %	Enrolled N	Met TSIA %	Met TSIA+ %
Traditional ECHS															
Garza	125	38	38	116	60	60	101	66	87	108	86	98	450	62	69
Gilliam	109	0	0	97	0	0	98	5	34	69	49	70	373	10	22
Lassiter	69	1	1	68	28	31	64	88	94	51	82	96	252	47	52
North Lake EC	74	5	5										74	5	5
Samuell	94	0	0	107	7	8	76	37	42	68	87	93	345	28	30
Skyline	130	0	0										130	0	0
Spruce	65	0	0	54	33	33	56	0	70	52	40	67	227	17	41
P-TECH															
Adams, B	118	0	0	123	0	0	83	0	55				324	0	14
Adamson	118	0	0	114	1	1	110	21	87				342	7	28
Carter	91	0	0	89	33	33	76	20	24	97	56	82	353	28	36
Conrad	122	0	0	122	18	27	111	25	91	90	86	98	445	29	50
Hillcrest	111	0	0	107	0	71	99	15	69				317	5	45
Jefferson	133	1	1	117	1	17	96	10	42	69	49	68	415	11	26
Kimball	88	2	2	96	27	28	94	91	91				278	41	41
Lincoln	114	0	0	84	0	0	73	15	79				271	4	21
Madison	75	0	0	57	0	0	49	2	31	35	40	97	216	7	23
Molina	129	1	1	130	1	1	115	30	74				374	10	23
North Dallas	117	5	5	89	3	3	72	19	32				278	8	12
Pinkston	99	0	0	90	1	1	74	15	73	86	49	91	349	15	38
Roosevelt	98	0	0	75	0	0	51	0	33	55	51	56	279	10	17
Seagoville HS	97	0	0	97	1	1	87	44	51	75	88	97	356	29	33
South Oak Cliff	106	4	4	84	2	6	76	41	49	79	80	84	345	29	32
Sunset	127	1	1	111	28	28	97	66	72				335	29	30
White	133	1	1	106	67	67	83	71	80				322	41	43
Wilmer-Hutchins HS	97	0	0	79	0	0	66	18	21				242	5	6
Traditional ECHS Total	666	8	8	442	26	27	395	39	64	348	72	86	1,851	31	39
P-TECH Total	1,973	1	1	1,770	11	17	1,512	30	62	586	65	85	5,841	18	30
ECHS Total	2,639	3	3	2,212	14	19	1,907	32	62	934	67	85	7,692	21	32

Source: PEIMS demographic file, 10/28/19. TSIA exam file, 06/15/20. TSIA status file, 07/30/20. Combined 2016-20 SAT file, 08/04/20. Combined 2016-20 ACT file, 08/04/20.

Note: TSIA+ refers to meeting TSIA criteria based on TSIA assessment results and exemptions. 2019-20 STAAR EOC was not utilized to ascertain exemption status. A grey box indicates that no students were enrolled or the absence of a comparison group.