

2020-21

Evaluation of Early College High School Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

Michael Hinojosa, Ed. D.
Superintendent of Schools



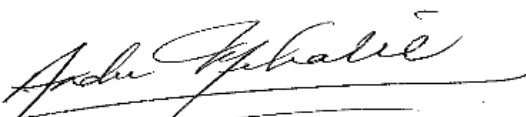
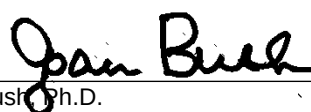
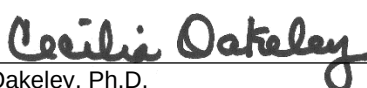
2020-21

Evaluation of Early College High School Programs

Approved Report of the Department of Evaluation and Assessment

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This report (as well as the executive summary) is available for download at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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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). In 2020-21, ECHS campuses were supported by \$13,121,904 in Dallas ISD general operating funds. This was a decrease of 8.2 percent compared to 2019-20 (\$14,292,375) and 10.5 percent increase over 2018-19 (\$11,871,142).

Table E1: 2020-21 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
2020-21 Second Planning Year	
Sunset Collegiate Academy	Mountain View Campus

Source: ECHS program documents and ECHS website accessed 07/01/21.

The 25 ECHSs include seven traditional ECHSs and 18 Pathways in Technology Early College High Schools (P-TECH). Pathways offered by White and Wilmer-Hutchins Fine Arts Collegiate Academies in 2019-20 (planning year) were rolled into their respective P-TECH programs. An addition Criminal Justice Collegiate Academy with 69 students was in their planning year in 2020-21. The ECHS program at the Dallas ISD is coordinated by the Early College Programs division within the Postsecondary Partnerships and Programs department.

PURPOSE OF THE EVALUATION/LIMITATIONS

The purpose of this evaluation was to examine the implementation of the ECHS program. Historical program data presented in this report may differ from past reports as ECHS information was based on end-of-year (May or June) student enrollment rather than Public Education Information Management System (October) enrollment to better reflect year-long ECHS student enrollment and graduation data.

In 2020-21, Dallas ISD modified the district school calendar and changed from a six-week schedule to a nine-week schedule. Additionally, at-home learning was implemented districtwide for the first four weeks, which began on September 8, 2020. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could then choose for their children to participate in either in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to follow and implement the Center for Disease Control (CDC) as well as state and local COVID-19 safety protocols. ECHS students were further impacted by the closure of all Dallas College campuses and the move to asynchronous online learning. Texas Success Initiative Assessment (TSIA) testing at Dallas College was suspended and TSI requirements were waived through the Spring 2021 semester. As a result of these impacts, ECHS staff did not set any program goals for 2020-21. Due to these COVID-19 pandemic related changes, the scope of the evaluation was limited to available data. Some of the data trends displayed below could have been negatively impacted by COVID.

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. In past years, students attended grade nine and grade 10 dual credit classes at their high school campuses while students in grades 11 and 12 attended classes on a partner campus of the Dallas College, formally known as Dallas County Community College District. The Dallas ISD provided transportation to partner community college campuses at no charge. In 2020-21 Dallas College closed all campuses and moved to asynchronous online learning due to COVID-19.

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 2020-21, ECHS campuses accepted between 61 to 128 grade nine students.

Summer Bridge and Summer Hub Programs. 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. According to program information and summary data provided by program staff, the Summer Bridge program for the 2020-21 cohort ran for 11 days from June 3 through June 18, 2020. Attendance was not mandatory. There were 1,517 incoming ECHS students who attended at least one day of the Summer Bridge Program (64% of all incoming grade nine ECHS students). Additional support was provided to students who took Summer I and II dual credit courses at Dallas College via the Summer Hub program. Summer Hub I ran from June 4 to July 1, 2020 while Summer Hub II ran from July 6 to August 6, 2020. Seventy-one percent of the 2,221 students

who took classes during Summer Hub I participated in Summer Hub I. Similarly, 751 out of the 809 students (93%) who enrolled in Dallas College during Summer Hub II took participated in the program.

Pathways and Industry Partners. P-TECH students select a pathway in grade nine to guide them towards a specialized field. Industry partners offer students mentoring and internship opportunities to gain relevant hands-on learning experiences in their chosen field to prepare them to enter the workforce career ready. According to program staff, 416 students participated in mostly virtual internships.

What were the demographic characteristics of ECHS students?

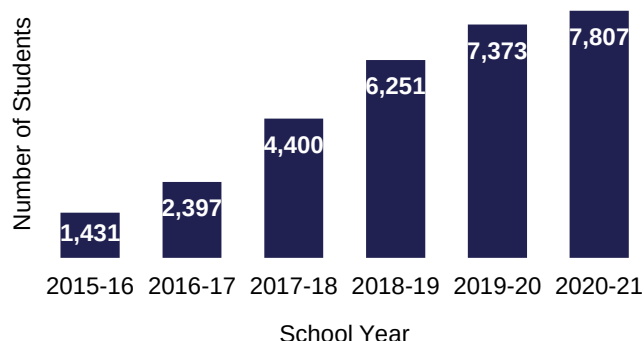
During the 2020-21 school year, a total of 7,807 students were enrolled in an ECHS. The ethnic composition of district ECHS students was similar (percentages were within three percentage points) to Dallas ISD high school students. In contrast, a slightly higher percentage of ECHS students were economically disadvantaged (86%) than for overall Dallas ISD high school students (82%). There were more female ECHS students (58%) than male ECHS students (42%) unlike the district (50% male and female). A smaller percentage of ECHS students received special education services (3%) compared to all district high school students (9%). More ECHS students (24%) were Talented and Gifted (TAG) eligible than district high school students (17%). Fifty-four percent of ECHS students were at risk, lower than for all district high school students (63%).

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 (80% vs 74%). Second, a higher percentage of traditional ECHS students were TAG eligible (31% vs 21%). Third, a smaller percentage of traditional ECHS students were at-risk of dropping out of school (45% vs 57%).

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 2,397 in 2016-17 to 7,807 students in 2020-21 (Figure E1).

Figure E1: 2015-16 to 2020-21 Student Enrollment in Early College High School Programs



Source: End-of-year demographic files dated 06/05/17 (2016-17), 06/04/18 (2017-18), 05/28/19 (2018-19), 05/29/20 (2019-20), and 06/07/21 (2020-21).

Thirty percent of students ($n=2,366$) were enrolled in grade nine, 29 percent in grade 10 ($n=2,281$), 22 percent in grade 11 ($n=1,720$), and 18 percent in grade 12 ($n=1,440$).

Attendance Rates. The average attendance rate for district ECHS students was 11 percentage points higher than non-ECHS students (94.0% versus 83%). Students enrolled in traditional ECHSs had an average attendance rate of 96.5 percent, while students at P-TECHs had an average attendance rate of 93.1 percent.

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 11 percentage points (90% versus 79%), the three-year retention rate difference was eight percentage points (72% versus 64%), and the four-year retention rate difference was nine percentage points (62% versus 53%). Traditional ECHS students had a higher retention rate than P-TECH students for all cohorts. The retention rate difference for the 2019-20 cohort was six percentage points, for the 2018-19 cohort five percentage points, and for the 2017-18 cohort 16 percentage points.

Graduation Rates. The average four-year graduation rate for the 2017-18 ECHS cohort was 60 percent; 10 percentage points higher than Dallas ISD comprehensive high school students. For this cohort, the graduation rate of traditional ECHS students was 15 percentage points higher than that of P-Tech students (72% versus 57%). However, P-Tech students who were enrolled in the program for four consecutive years had a slightly higher graduation rate than those of traditional ECHS students (97% vs 96%). Overall, the graduation rate for continuously enrolled students differed by 13 percentage points between ECHS students (97%) and comprehensive high school students (84%).

Graduation rates across all Dallas ISD students remained stable between the 2016-17 and 2017-18 cohorts (56% respectively), while the graduation rate of continuously enrolled students decreased from 90 percent to 86 percent.

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

SAT. Of the 3,160 ECHS students enrolled in grade 11 (2018-19 cohort) and grade 12 (2017-18 cohort), 37 percent met the TSI SAT benchmark on ERW (480), and 18 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 30 to 23 percentage points). In comparison, 12 percent of non-ECHS students enrolled in comprehensive high schools containing the ECHS program met the TSI SAT benchmark for ERW, and five percent did so for mathematics.

ACT. Overall, of the 1,440 ECHS students in grade 12 (2017-18 cohort), seven percent met the TSI ACT benchmark on Mathematics and eight percent met the benchmark on English. Traditional ECHS students met TSI ACT benchmarks at a higher rate than P-TECH students (difference of 13 percentage points for mathematics and English each). In comparison, one 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 1,440 grade 12 ECHS students enrolled in 2020-21, 98 percent met TSIA benchmarks or qualified for an exemption for reading and writing, and 87 percent met TSIA benchmarks for mathematics. Overall, ECHS students outperformed non-ECHS students by 74 (writing and reading) to 77 (mathematics) percentage points.

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

Although, all ECHS goals were suspended for 2020-21 by ECHS staff, the percentage of students who met 2019-20 goals were tracked to provide comprehensive achievement data to program staff. To recall, one of the 2019-20 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. Overall, 3,917 out of 7,807 ECHS students (50%) earned the expected number of dual credit hours.

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

Overall, 270 ECHS students (grades 11 and 12) completed 367 educational certificates while enrolled at Dallas College. Students completed between one to four certificates with an average of 1.4 certificates per student. P-Tech students accounted for 84 percent of ECHS students who completed a certificate and 87 percent of the 367 completed certificates.

In addition, 259 ECHS students earned a total of 342 industry-based certifications in 2020-21, including 152 certifications listed in the A-F accountability system. All but five students who attempted and passed industry-based certifications in 2020-21 were P-Tech students.

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

Of the 1,424 ECHS students who graduated in 2020-21, 1,013 students (71%) earned an associate degree or 60 dual credit hours. Of the ECHS students who met the goal, 90 percent ($n=909$) met the goal by earning an associate degree while 10 percent ($n=104$) met the goal by earning 60 or more dual credit hours. Seventy-one percent ($n=720$) of students who met the goal were P-Tech students, while 29 percent ($n=293$) were traditional ECHS students. In 2020-21, more Associate of Science degrees were awarded to ECHS students ($n=463$, 51%) than Associate of Applied Science ($n=292$, 32%), Associate of Arts ($n=109$, 12%), or Associates of Arts in Teaching ($n=45$, 5%) degrees.

What were the college enrollment rates for ECHS students?

According to the 2020-21 NSC data file, 55 percent of 2019-20 ECHS graduates and 30 percent of non-ECHS graduates enrolled in college within one year of graduation. Of these students, more ECHS students (94%) enrolled in a four-year university than non-ECHS students (71%). Similarly, a significantly lower percentage of ECHS students (6%) enrolled in a two-year or less college than non-ECHS students (29%).

Table E2: 2019-20 Percentages for Students Enrolled in College within One Year of Graduating High School

Grad Yr	ECHS Graduates			Non-ECHS Graduates		
	Graduated	Enrolled		Graduated	Enrolled	
	N	n	%	N	N	%
2019-20	869	476	55	7,164	2,170	30
Two Yr		40	6		625	29
Four-Yr		446	94		1,545	71

Source: Dallas ISD graduation file, 10/14/20. Demographic file, 05/29/20 (2019-20). NSC file, 06/15/21.

Note: Grad Yr = graduation year.

What were student perceptions of the ECHS programs?

An online survey invitation was emailed to 1,453 ECHS grade 12 students to collect their perceptions on the ECHS program. Overall, 446 students responded to the survey request. From those, 393 students completed the survey for a 27 percent response rate. Although the number of responses exceeded the minimum required sample size to analyze the survey, it did not provide opportunity to analyze individual schools. Overall, 95 percent of seniors indicated that they were satisfied or very satisfied with the educational opportunities the Dallas ISD provided. Seniors indicated that their high schools prepared them well (i.e. good or excellent) across all life skill areas from critical thinking, communications, and teamwork to conflict resolution. However, seniors also indicated that high schools could better prepared them for the job seeking and interviewing process. Most seniors (77%) indicated that they planned to attend college directly after graduating from the Dallas ISD, followed by joining the workforce (13%).

RECOMMENDATIONS

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

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.

2020-21

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. In past years, students attended grade nine and grade 10 dual credit classes at their high school campuses while students in grades 11 and 12 attended classes on a partner campus of the Dallas College, formally known as Dallas County Community College District. The Dallas ISD provided transportation to partner community college campuses at no charge. In 2020-21 Dallas College closed all campuses and moved to asynchronous online learning due to COVID-19.

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). Pathways offered by White and Wilmer-Hutchins Fine Arts Collegiate Academies in 2019-20 (planning year) were rolled into their respective P-TECH programs. An addition Criminal Justice Collegiate Academy with 69 students was in their planning year in 2020-21 (Table 1).

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. ECHS implementation in 2020-21 continued to be impacted by the novel coronavirus COVID-19 pandemic. As a result of these impacts, ECHS did not set any program goals for 2020-21. Impacts will be discussed in the report as applicable. Table 1 displays the

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>

Dallas ISD traditional ECHSs and P-TECHs that operated during 2020-21 as well as the planning for two new fine arts academics.

Table 1: 2020-21 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 ECHS	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
2020-21 Second Planning Year		
Sunset Collegiate Academy	Mountain View Campus	Planning Year

Source: ECHS program documents and ECHS website accessed 07/01/21.

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. Historic program data may differ from past reports as ECHS information was based on end-of-year (May or June) student enrollment rather than Public Education Information Management System (October) enrollment to better reflect year-long ECHS student enrollment and graduation data. 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 2019-20 school year. In 2020-21, Dallas ISD modified the district school calendar and changed from a six-week schedule to a nine-week schedule. Additionally, at-home learning was implemented districtwide for the first four weeks, which began

on September 8, 2020. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose for their children to participate in either in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to follow and implement the Center for Disease Control (CDC) as well as state and local COVID-19 safety protocols. ECHS students were further impacted by the closure of all Dallas College campuses and the move to asynchronous online learning. As a result, *Texas Success Initiative Assessment (TSIA)* testing at Dallas College was suspended and TSI requirements were waived through the Spring 2021 semester. 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 2020-21 school year was provided by the Dallas ISD Budget Services Department on July 28, 2021. 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 2020-21, ECHS campuses were supported by \$13,121,904 in Dallas ISD general operating funds. This was a decrease of 8.2 percent compared to 2019-20 (\$14,292,375) and 10.5 percent increase over 2018-19 (\$11,871,142).

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 and Summer Hub Programs.

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. In past years, students attended grade nine and grade 10 dual credit classes at their high school campuses while students in grades 11 and 12 attended classes on a partner campus of the Dallas College, formally known as Dallas County Community College District. The Dallas ISD provided transportation to partner community college campuses at no charge. In 2020-21 Dallas College closed all campuses and moved to asynchronous online learning due to COVID-19.

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. For *TSIA* exams taken prior to January 11, 2021 *TSIA* benchmarks were applied while *TSIA2* benchmarks were applied thereafter. Students who meet certain standards on assessments such as the *STAAR EOCs*, *SAT*, or *ACT* are exempt from taking the *TSIA*.⁵ Given the closure of Dallas College Campuses due to COVID-19, *TSIA* testing at Dallas College was suspended and TSI requirements were waived through the Spring 2021 semester. Therefore, ECHS program staff removed any program goals related to *TSIA* for the 2020-21 school year and any *TSIA* data presented in this report only serves to provide a comprehensive analysis of ECHS students’ achievements.

Pathways and Industry Partners. A total of 36 career pathways were offered by P-TECHs in 2020-21. 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:

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>.

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

According to summary data received from program staff, to supplement education related to selected pathways, 82 industry partners provided students with related learning experiences in 2020-21 and 416 students participated in mostly virtual internships. 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 2020-21, ECHS campuses accepted between 61 to 128 grade nine students.

Summer Bridge and Summer Hub Programs. 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 *TSIA* requirements. The Summer Bridge program for the 2020-21 cohort ran for 11 days from June 3 through June 18, 2020. Attendance was not mandatory. There were 1,517 incoming ECHS students who attended at least one day of the Summer Bridge program (64% of all incoming grade nine ECHS students). Student enrollment in the 2020 Summer Bridge program was lower than in 2019 with 2,287 students (87% of all incoming grade nine ECHS students).

Additional support was provided to students who took Summer I and II dual credit courses at Dallas College via the Summer Hub program. Program staff noted that this extra support was crucial in helping students complete their college courses. Summer Hub I was offered from June 4 to July 1, 2020 while Summer Hub II ran from July 6 to August 6, 2020. Based on summary data received from program staff, a total of 2,492 students enrolled in Dallas College during Summer Hub I, of which on average, 2,221 students (89%) were actively taking classes. Of the students who took classes, 71 percent participated in Summer Hub I. Similarly, 751 out of the 809 students (93%) who enrolled in Dallas College during Summer Hub II took classes. Of those students, 78 percent participated in Summer Hub II.

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. For ECHS campus staff to track student progress due to COVID-19 impacts, ECHS staff elected to forego any professional development sessions for the 2020-21 school year.

What were the demographic characteristics of ECHS students?

Methodology

ECHS student data were extracted from the end-of-year demographic file dated June 7, 2021. Crosstab analyses were conducted to report student characteristics overall (ECHS and district) and by ECHS type (traditional and P-TECH).

Results

During the 2020-21 school year, a total of 7,807 students were enrolled in an ECHS. The ethnic composition of district ECHS students was similar (percentages were within three percentage points) to Dallas ISD high school students. In contrast, a slightly higher percentage of ECHS students were economically disadvantaged (86%) than overall for Dallas ISD high school students (82%). There were more female ECHS students (58%) than male ECHS students (42%) unlike the district (50% male and female). A smaller percentage of ECHS students received special education services (3%) compared to all district high school students (9%). More ECHS students (24%) were Talented and Gifted (TAG) eligible than district high school students (17%). Fifty-four percent of ECHS students were at risk, lower than for all

district high school students (63%). Overall, demographic characteristics were similar to the 2019-20 school year.

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 (80% vs 74%). Second, a higher percentage of traditional ECHS students were TAG eligible (31% vs 21%). Third, a smaller percentage of traditional ECHS students were at-risk of dropping out of school (45% vs 57%). Student characteristic data by campus can be found in Appendix B.

Table 2: 2020-21 Early College High School and District Student Characteristics

	Traditional ECHSs (N=1,972)		P-TECHs (N=5,835)		District All ECHSs (N=7,807)		Dallas ISD High Schools (N=40,016)	
	n	%	n	%	N	%	N	%
Grade								
Grade 9	637	32.3	1,729	29.6	2,366	30.3	11,262	28.1
Grade 10	614	31.1	1,667	28.6	2,281	29.2	10,839	27.1
Grade 11	365	18.5	1,355	23.2	1,720	22.0	9,156	22.9
Grade 12	356	18.1	1,084	18.6	1,440	18.4	8,761	21.9
Gender								
Female	1,176	59.6	3,324	57.0	4,500	57.6	20,187	50.4
Male	796	40.4	2,511	43.0	3,307	42.4	19,829	49.6
Race / Ethnicity								
Asian	10	0.5	44	0.8	54	0.7	399	1.0
African American	350	17.7	1,297	22.2	1,647	21.1	8,139	20.3
Hispanic	1,573	79.8	4,301	73.7	5,874	75.2	28,803	72.0
White	12	0.6	83	1.4	95	1.2	1,802	4.5
Other	27	1.4	110	1.9	137	1.8	873	2.2
Student Characteristics								
At Risk Status	879	44.6	3,313	56.8	4,192	53.7	25,142	62.8
EcoDis Status	1,615	81.9	5,089	87.2	6,704	85.9	32,595	81.5
English Learner	649	32.9	2,231	38.2	2,880	36.9	15,374	38.4
Special Education	38	1.9	161	2.8	199	2.5	3,579	8.9
TAG Eligible	613	31.1	1,221	20.9	1,834	23.5	6,586	16.5

Source: End-of-year demographic file, 06/07/21.

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

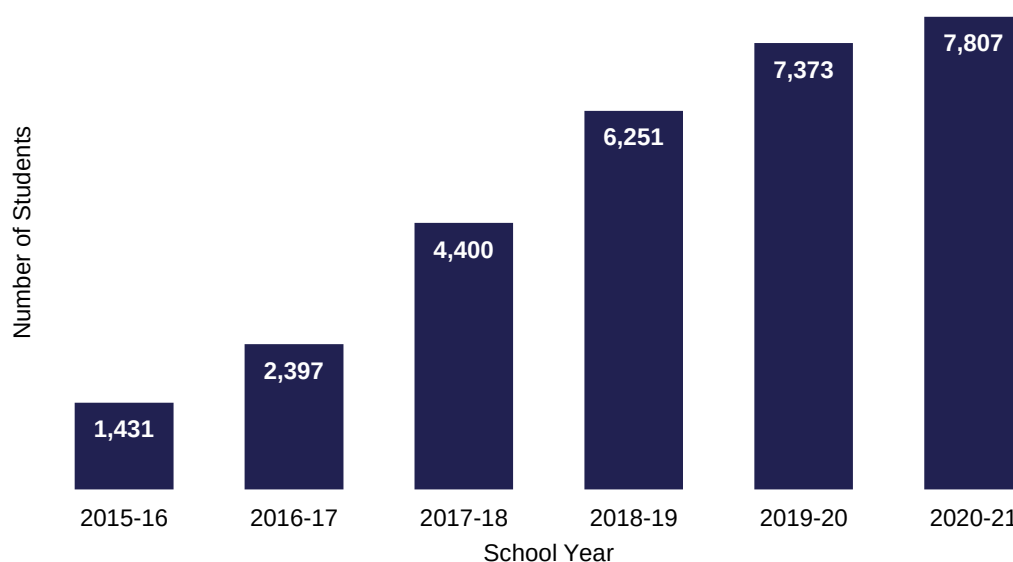
ECHS student data were extracted from the from the end-of-year demographic file dated June 7, 2021. Frequency analyses were conducted to report student enrollment by campus and grade level (Table 3). Prior year participation data were retrieved from Lorenz (2020). Attendance data were extracted from the Dallas ISD district attendance datafile dated June 29, 2021 and merged with the end-of-year 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 demographic files from October 30, 2017 (2017-18), October 26, 2018 (2018-19), October 29, 2019 (2019-20), and October 30, 2020 (2020-21). 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 2016-17 (2019-20 grade 12 students) and 2017-18 (2020-21 grade 12 students) and were continuously enrolled for four years was calculated using the graduation data files dated August 26, 2021.

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 2,397 in 2016-17 to 7,807 students in 2020-21 (Figure 1).

Figure 1: 2015-16 to 2020-21 Student Enrollment in Early College High School Programs



Source: End-of-year demographic files dated 06/05/17 (2016-17), 06/04/18 (2017-18), 05/28/19 (2018-19), 05/29/20 (2019-20), and 06/07/21 (2020-21).

Of the 7,807 students enrolled in ECHSs, 1,972 (25.3%) students enrolled in traditional ECHSs and 5,835 (74.7%) students enrolled in P-TECHs (Table 3). Campuses that started to accept students in 2019-20 (ECHSs) did not have students enrolled in all grade levels because enrollment in ECHSs started with grade nine students. Thirty percent of students ($n=2,366$) were enrolled in grade nine, 29 percent in grade 10 ($n=2,281$), 22 percent in grade 11 ($n=1,720$), and 18 percent in grade 12 ($n=1,440$). Enrollment by school ranged from 133 students (North Lake ECHS) to 439 students (Garza ECHS). Among the top

five ECHSs with the highest enrollment numbers, one was a traditional ECHS (Garza, $n=439$) and four were P-TECHs (Molina, $n=436$; Conrad, $n=426$; Adamson, $n=422$; Jefferson, $n=411$).

Table 3: 2020-21 Enrollment of Students in Early College High School Campuses by Grade Level

Grade Level					
Campus	9 <i>n</i>	10 <i>n</i>	11 <i>n</i>	12 <i>n</i>	Total <i>N</i>
Traditional ECHS					
Garza	110	118	113	98	439
Gilliam	98	103	89	92	382
Lassiter	75	66	63	63	267
North Lake	64	69			133
Samuell	102	74	60	60	296
Skyline	127	123			250
Spruce	61	61	40	43	205
P-TECH					
Adams	126	110	103	51	390
Adamson	124	111	103	84	422
Carter	63	53	64	30	210
Conrad	127	108	92	99	426
Hillcrest	102	104	98	69	373
Jefferson	105	121	101	84	411
Kimball	80	80	83	80	323
Lincoln	66	80	48	54	248
Madison	62	66	42	41	211
Molina	128	121	99	88	436
North Dallas	105	102	79	34	320
Pinkston	98	82	84	64	328
Roosevelt	62	78	28	28	196
Seagoville	73	80	69	62	284
South Oak Cliff	90	87	51	31	259
Sunset	119	116	87	74	396
White	110	101	70	58	339
Wilmer-Hutchins	89	67	54	53	263
Traditional ECHS Total	637	614	365	356	1,972
P-TECH Total	1,729	1,667	1,355	1,084	5,835
ECHS Total	2,366	2,281	1,720	1,440	7,807

Source: End-of-year demographic file, 06/07/21.

Note: 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 10.6 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 4.1 percentage points from 2019-20 (6.5 percentage points) to 2020-21 (10.6 percentage points). In 2020-21, attendance rates for ECHS campuses ranged between 86.4 percent (Madison) and 99.1 percent (Garza). Non-ECHS student attendance rates ranged between 71.8 percent (Roosevelt) and 90.7 percent (Wilmer-Hutchins). Students enrolled in traditional ECHSs had an average attendance rate of 96.5 percent, while students at P-TECHs had an average attendance rate of 93.1 percent.

Table 4: 2020-21 Attendance Rate for Students Enrolled in Campuses Offering the ECHS Program

Campus	ECHS		Non-ECHS		Difference
	N	%	N	%	%
Traditional ECHS					
Garza	439	99.1			
Gilliam	382	97.3			
Lassiter	267	97.8			
North Lake CA	133	98.6			
Samuell	296	96.3	1,588	79.6	16.7
Skyline CA	250	92.0	3,749	84.3	7.7
Spruce	205	92.3	1,553	78.9	13.4
P-TECH					
Adams, B	390	94.5	1,766	89.6	4.9
Adamson	422	93.2	1,061	85.1	8.1
Carter	210	93.8	869	79.3	14.5
Conrad	426	94.7	835	75.8	18.8
Hillcrest	373	93.0	1,123	85.5	7.6
Jefferson	411	90.8	1,142	82.4	8.4
Kimball	323	87.8	1,078	76.2	11.6
Lincoln	248	95.3	421	85.9	9.4
Madison	211	86.4	284	77.9	8.5
Molina	436	96.6	1,703	86.0	10.7
North Dallas	320	93.7	739	84.5	9.2
Pinkston	328	89.2	630	79.4	9.8
Roosevelt	196	87.4	508	71.8	15.7
Seagoville	284	97.4	1,334	86.3	11.1
South Oak Cliff	259	93.1	1,013	87.6	5.5
Sunset	396	91.6	1,686	79.5	12.1
White	339	97.0	1,690	86.1	11.0
Wilmer-Hutchins	263	95.9	720	90.7	5.1
Traditional ECHS Total	1,972	96.5	6,890	82.2	14.3
P-TECH Total	5,835	93.1	18,602	83.8	9.3
ECHS Total	7,807	94.0	25,492	83.3	10.6

Source: End-of-year demographic file, 06/07/21. Dallas ISD student attendance file, 08/24/21.

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 2019-20 cohort of ECHS students ranged from 74 percent (Lincoln) to 98 percent (Garza, Table 5). The average retention rate for ECHS students was 90 percent; 11 percentage points higher than non-ECHS students. Overall, ECHS students had an equal or higher two-year retention rate than non-ECHS students on 20 of the 21 campuses offering the ECHS program. With 31 percent, Jefferson High Schools had the highest retention rate difference between the two 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 2018-19 cohort of ECHS students ranged from 39 percent (Roosevelt) to 97 percent (Garza), while the four-year retention rate for 2017-18 cohort ECHS students ranged from 38 percent (Roosevelt) to 90 percent (Garza). Overall, traditional ECHSs had a higher retention rate than P-TECHs for all cohorts. The retention rate difference for the 2019-20 cohort was six percentage points, for the 2018-19 cohort five percentage points, and for the 2017-18 cohort

16 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: 2020-21 Retention Rates for Students Enrolled in Campuses Offering the ECHS Program

Campus	Two-Year Retention Rates (2019-20 Cohort)			Three-Year Retention Rates (2018-19 Cohort)			Four-Year Retention Rates (2017-18 Cohort)		
	ECHS %	Non-ECHS %	Diff %	ECHS %	Non-ECHS %	Diff %	ECHS %	Non-ECHS %	Diff %
Traditional ECHS									
Garza	97.6			97.4			90.0		
Gilliam	92.7			82.1			77.2		
Lassiter	92.8			81.4			89.5		
North Lake CA	91.9								
Samuell	91.5	80.5	11.0	46.6	65.0	-18.4	49.1	50.5	-1.4
Skyline CA	97.7	85.4	12.3						
Spruce	96.9	80.3	16.7	73.4	61.9	11.6	74.6	59.0	15.7
P-TECH									
Adams, B	88.1	80.8	7.4	73.9	66.1	7.8	60.2	57.0	3.2
Adamson	92.4	81.1	11.3	85.7	67.7	18.0	83.7	63.0	20.8
Carter	82.4	78.0	4.4	76.8	56.1	20.7	54.8	39.3	15.5
Conrad	90.2	73.7	16.5	76.9	59.4	17.5	73.0	47.2	25.8
Hillcrest	92.8	79.5	13.3	83.6	66.2	17.4	57.3	54.4	2.8
Jefferson	92.5	61.4	31.1	75.7	54.6	21.1	70.6	52.2	18.4
Kimball	92.0	82.1	9.9	73.8	58.5	15.3	70.1	46.7	23.4
Lincoln	73.7	74.3	-0.7	41.3	46.3	-4.9	52.9	32.0	20.9
Madison	84.0	83.0	1.0	58.6	47.3	11.3	43.8	52.4	-8.6
Molina	93.8	83.4	10.4	79.6	71.4	8.1	63.8	68.6	-4.8
North Dallas	90.6	82.2	8.4	73.0	56.5	16.5	54.3	39.1	15.2
Pinkston	90.9	66.4	24.5	82.2	46.7	35.4	68.4	36.8	31.6
Roosevelt	81.6	69.9	11.7	38.5	40.3	-1.7	37.8	32.9	4.8
Seagoville	92.8	79.1	13.7	70.6	67.9	2.7	55.6	54.3	1.3
South Oak Cliff	78.3	78.1	0.2	71.3	73.5	-2.3	47.5	37.9	9.6
Sunset	91.3	87.6	3.8	72.7	77.6	-4.9	55.8	64.7	-8.9
White	94.0	72.1	21.9	67.5	62.0	5.5	50.0	51.2	-1.2
Wilmer-Hutchins	82.5	70.8	11.7	58.3	55.1	3.2	51.2	49.0	2.2
Traditional ECHS Total	94.7	83.0	11.7	75.8	63.3	12.5	74.7	54.8	19.9
P-TECH Total	88.3	77.0	11.3	70.8	62.7	8.1	58.9	51.7	7.2
ECHS Total	90.0	79.0	10.9	71.7	63.5	8.2	61.8	53.1	8.6

Source: PEIMS demographic files dated 10/30/17 (2017-18), 10/26/18 (2018-19), 10/28/19 (2019-20), and 10/30/20 (2020-21).

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 2017-18 ECHS cohort was 60 percent; 10 percentage points higher than Dallas ISD comprehensive high school students (Table 6). For this cohort, the graduation rate of traditional ECHS students was 15 percentage points higher than that of P-Tech students (72% versus 57%). However, P-Tech students who were enrolled in the program for four consecutive years had a slightly higher graduation rate than those of traditional ECHS students (97% vs 96%). Overall, the graduation rate for continuously enrolled students differed by 13 percentage points between ECHS students (97%) and comprehensive high school students (84%). Graduation rates across all Dallas ISD students remained stable between the 2016-17 and 2017-18 cohorts (56% respectively), while the graduation rate of continuously enrolled students decreased from 90 percent to 86 percent.

Table 6: 2019-20 and 2020-21 Dallas ISD Four-Year Graduation Rates

Campus	2016-17 Cohort (2019-20 Graduation)					2017-18 Cohort (2020-21 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	110	99	98	89.1	99.0
Gilliam	96	66	66	68.8	100.0	101	78	77	76.2	98.7
Lassiter	61	48	48	78.7	100.0	57	51	51	89.5	100.0
North Lake CA										
Samuell	94	54	53	56.4	98.1	108	53	51	47.2	96.2
Skyline CA										
Spruce	46	36	33	71.7	91.7	67	50	40	59.7	80.0
P-TECH										
Adams, B						108	65	61	56.5	93.8
Adamson						123	103	99	80.5	96.1
Carter	118	92	87	73.7	94.6	104	57	56	53.8	98.2
Conrad	115	84	84	73.0	100.0	115	84	84	73.0	100.0
Hillcrest						110	63	63	57.3	100.0
Jefferson	124	64	64	51.6	100.0	119	84	83	69.7	98.8
Kimball						117	82	79	67.5	96.3
Lincoln						102	54	54	52.9	100.0
Madison	95	35	34	35.8	97.1	89	39	39	43.8	100.0
Molina						138	88	88	63.8	100.0
North Dallas						105	57	51	48.6	89.5
Pinkston	113	81	81	71.7	100.0	98	67	63	64.3	94.0
Roosevelt	113	54	54	47.8	100.0	98	37	34	34.7	91.9
Seagoville	115	75	75	65.2	100.0	124	69	68	54.8	98.6
South Oak Cliff	113	71	71	62.8	100.0	101	48	48	47.5	100.0
Sunset						129	72	72	55.8	100.0
White						120	60	56	46.7	93.3
Wilmer-Hutchins						123	63	60	48.8	95.2
Traditional ECHS Total	409	309	305	74.6	98.7	443	331	317	71.6	95.8
P-TECH Total	906	556	550	60.7	98.9	2,023	1,192	1,158	57.2	97.1
ECHS Total	1,315	865	855	65.0	98.8	2,466	1,523	1,475	59.8	96.8
District (Not ECHS)	10,871	6,435	5,694	52.4	88.5	9,472	5,660	4,735	50.0	83.7
Former ECHS Students		294	260		88.4		621	511		82.3
District Overall	12,186	7,594	6,809	55.9	89.7	11,938	7,804	6,721	56.3	86.1

Source: PEIMS demographic file dated 10/31/16 (2016-17), 10/30/17 (2017-18), 10/26/18 (2018-19), 10/28/19 (2019-20), and 10/30/20 (2020-21). Graduation files dated 08/26/21.

Note: 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 2017-18 through 2020-21. 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.⁶ 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 2017-18 through 2020-21. Given the closure of Dallas College Campuses due to COVID-19, *TSIA* testing at Dallas College was suspended and TSI requirements were waived through the Spring 2021 semester. Therefore, ECHS program staff removed any program goals related to *TSIA* for the 2020-21 school year and any *TSIA* data presented in this report serves to provide a comprehensive analysis of ECHS students' achievements.

The district demographic data file dated June 7, 2021 was merged with the 2017-21 *ACT* and *SAT* files dated September 17, 2021, the cumulative 2020-21 *TSIA* district data file dated February 28, 2021, *TSIA2* file dated September 10, 2021, and the *TSIA* status file dated September 15, 2021. 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*.

Results

SAT

Overall, of the 3,160 ECHS students in grade 11 (2018-19 cohort) and grade 12 (2017-18 cohort), 37 percent met the TSI *SAT* benchmark on ERW, and 18 percent met the TSI *SAT* benchmark on mathematics (Table 7). Passing rates by campus ranged from eight percent (Sunset) to 86 percent (Lassiter) for ERW, and three percent (Sunset) to 68 percent (Lassiter) for mathematics. Traditional ECHS students met TSI *SAT* benchmarks at a higher rate than P-TECH students (difference of 30 percentage points for mathematics to 23 percentage points for ERW).

⁶ <https://tea.texas.gov/academics/college-career-and-military-prep/the-tsia-texas-success-initiative-assessment>

Table 7: 2020-21 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 <i>N</i>	ERW %	Math %	Enrolled <i>N</i>	ERW %	Math %	Enrolled <i>N</i>	ERW %	Math %
Traditional ECHS									
Garza	113	78.8	40.7	98	76.5	41.8	211	77.7	41.2
Gilliam	89	37.1	15.7	92	62.0	28.3	181	49.7	22.1
Lassiter	63	84.1	61.9	63	87.3	73.0	126	85.7	67.5
North Lake CA									
Samuell	60	45.0	18.3	60	48.3	23.3	120	46.7	20.8
Skyline CA									
Spruce	40	12.5	10.0	43	20.9	25.6	83	16.9	18.1
P-TECH									
Adams, B	103	36.9	16.5	51	45.1	23.5	154	39.6	18.8
Adamson	103	23.3	5.8	84	35.7	15.5	187	28.9	10.2
Carter	64	26.6	6.3	30	40.0	3.3	94	30.9	5.3
Conrad	92	42.4	20.7	99	56.6	31.3	191	49.7	26.2
Hillcrest	98	33.7	19.4	69	47.8	27.5	167	39.5	22.8
Jefferson	101	26.7	9.9	84	35.7	10.7	185	30.8	10.3
Kimball	83	12.0	4.8	80	28.8	5.0	163	20.2	4.9
Lincoln	48	16.7	6.3	54	29.6	7.4	102	23.5	6.9
Madison	42	11.9	4.8	41	41.5	2.4	83	26.5	3.6
Molina	99	17.2	11.1	88	25.0	19.3	187	20.9	15.0
North Dallas	79	31.6	3.8	34	35.3	14.7	113	32.7	7.1
Pinkston	84	38.1	14.3	64	28.1	9.4	148	33.8	12.2
Roosevelt	28	7.1	3.6	28	35.7	10.7	56	21.4	7.1
Seagoville	69	36.2	11.6	62	37.1	16.1	131	36.6	13.7
South Oak Cliff	51	13.7	7.8	31	25.8	6.5	82	18.3	7.3
Sunset	87	11.5	5.7	74	2.7	0.0	161	7.5	3.1
White	70	48.6	31.4	58	51.7	20.7	128	50.0	26.6
Wilmer-Hutchins	54	7.4	1.9	53	15.1	5.7	107	11.2	3.7
Traditional ECHS Total	365	56.7	31.2	356	63.2	38.8	721	59.9	35.0
P-TECH Total	1,355	26.3	11.1	1,084	34.4	14.0	2,439	29.9	12.4
ECHS Total	1,720	32.8	15.4	1,440	41.5	20.1	3,160	36.8	17.6

Source: End-of-year demographic file, 06/07/21. Combined 2017-21 SAT file, 09/17/21.

Note: SAT TSI benchmarks for Evidence-Based Reading and Writing (480) and mathematics (530). A grey box indicates that no students were enrolled in that grade level.

In comparison, 12 percent of non-ECHS students enrolled in comprehensive high schools offering ECHS program met the TSI benchmark for ERW, and five 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: 2020-21 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	211	77.7	41.2					
Gilliam	181	49.7	22.1					
Lassiter	126	85.7	67.5					
North Lake CA								
Samuell	120	46.7	20.8	698	6.2	2.7	40.5	18.1
Skyline CA				1,674	23.2	11.1		
Spruce	83	16.9	18.1	678	5.5	3.4	11.4	14.7
P-TECH								
Adams, B	154	39.6	18.8	796	21.1	10.9	18.5	7.9
Adamson	187	28.9	10.2	514	13.2	3.9	15.6	6.3
Carter	94	30.9	5.3	384	6.0	1.6	24.9	3.8
Conrad	191	49.7	26.2	380	4.7	2.6	45.0	23.5
Hillcrest	167	39.5	22.8	479	24.2	12.9	15.3	9.8
Jefferson	185	30.8	10.3	485	7.8	1.6	23.0	8.6
Kimball	163	20.2	4.9	459	7.6	1.5	12.6	3.4
Lincoln	102	23.5	6.9	188	4.8	1.6	18.7	5.3
Madison	83	26.5	3.6	156	7.1	0.6	19.5	3.0
Molina	187	20.9	15.0	851	9.0	2.1	11.8	12.9
North Dallas	113	32.7	7.1	323	8.0	1.9	24.7	5.2
Pinkston	148	33.8	12.2	232	8.6	3.4	25.2	8.7
Roosevelt	56	21.4	7.1	248	3.2	2.0	18.2	5.1
Seagoville	131	36.6	13.7	582	8.6	2.4	28.1	11.3
South Oak Cliff	82	18.3	7.3	438	3.0	1.6	15.3	5.7
Sunset	161	7.5	3.1	784	9.9	4.5	-2.5	-1.4
White	128	50.0	26.6	772	19.2	7.1	30.8	19.4
Wilmer-Hutchins	107	11.2	3.7	331	7.9	1.5	3.4	2.2
Traditional ECHS Total	721	59.9	35.0	3,050	15.4	7.4	44.5	27.5
P-TECH Total	2,439	29.9	12.4	8,402	11.1	4.2	18.8	8.2
ECHS Total	3,160	36.8	17.6	11,452	12.2	5.1	24.5	12.5

Source: End-of-year demographic file, 06/07/21. Combined 2017-21 SAT file, 09/17/21.

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.

ACT

Overall, of the 1,440 ECHS students in grade 12 (2017-18 cohort), seven percent met the TSI ACT benchmark on Mathematics and eight percent met the benchmark on English (Table 9). Passing rates by campus ranged from zero percent (five campuses) to 32 percent (Lassiter) for Mathematics, and zero percent (five campuses) to 32 percent (Lassiter) for English. Traditional ECHS students met TSI ACT benchmarks at a higher rate than P-TECH students (difference of 13 percentage points for mathematics and English). In comparison, of the 5,747 comprehensive high school students enrolled in campuses offering the ECHS program, one percent met the TSI ACT benchmark for English and mathematics each.

Table 9: 2020-21 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 <i>N</i>	English %	Math %	Enrolled <i>N</i>	English %	Math %	English %	Math %
Traditional ECHS								
Garza	98	21.4	21.4					
Gilliam	92	17.4	16.3					
Lassiter	63	31.7	31.7					
North Lake CA								
Samuell	60	6.7	6.7	362	0.3	0.3	6.4	6.4
Skyline CA				836	3.0	2.9		
Spruce	43	2.3	2.3	353	0.3	0.6	2.0	1.8
P-TECH								
Adams, B	51	0.0	0.0	373	2.7	2.9	-2.7	-2.9
Adamson	84	1.2	1.2	253	1.2	1.2	0.0	0.0
Carter	30	0.0	0.0	193	0.0	0.0	0.0	0.0
Conrad	99	19.2	18.2	192	0.5	0.0	18.7	18.2
Hillcrest	69	10.1	10.1	226	6.6	6.2	3.5	4.0
Jefferson	84	0.0	0.0	256	0.0	0.0	0.0	0.0
Kimball	80	1.3	1.3	236	0.0	0.0	1.3	1.3
Lincoln	54	0.0	0.0	97	0.0	0.0	0.0	0.0
Madison	41	2.4	2.4	73	0.0	0.0	2.4	2.4
Molina	88	8.0	8.0	425	0.7	0.5	7.2	7.5
North Dallas	34	5.9	2.9	162	0.6	0.6	5.3	2.3
Pinkston	64	0.0	0.0	118	0.0	0.0	0.0	0.0
Roosevelt	28	3.6	3.6	127	0.8	0.8	2.8	2.8
Seagoville	62	6.5	6.5	296	0.7	0.3	5.8	6.1
South Oak Cliff	31	3.2	3.2	230	0.0	0.0	3.2	3.2
Sunset	74	1.4	0.0	389	1.3	1.3	0.1	-1.3
White	58	6.9	6.9	379	4.0	4.0	2.9	2.9
Wilmer-Hutchins	53	0.0	0.0	171	0.0	0.0	0.0	0.0
Traditional ECHS Total	356	17.4	17.1	1,551	1.7	1.7	15.7	15.4
P-TECH Total	1,084	4.5	4.2	4,196	1.3	1.3	3.2	3.0
ECHS Total	1,440	7.7	7.4	5,747	1.4	1.4	6.3	6.0

Source: End-of-year demographic file, 06/07/21. Combined 2017-21 ACT file, 09/17/21.

Note: ACT TSI benchmarks for English and mathematics were 19 on each subject exam and a composite score of 23. A grey box indicates that no students were enrolled or the absence of a comparison group.

TSIA

Of the 1,440 grade 12 ECHS students enrolled in 2020-21, 98 percent met *TSIA* benchmarks or qualified for an exemption for reading and writing, and 87 percent met *TSIA* benchmarks for mathematics (Table 10). In comparison, 23 percent of grade 12 comprehensive high school students enrolled in campuses offering the ECHS program met *TSIA* benchmarks for reading, 24 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 74 (writing and reading) to 77 (mathematics) percentage points. Detailed rates for ECHS students who met *TSIA* benchmarks, or qualified for an exemption, by subject, grade, and campus are provided in Appendix E.

Table 10: 2020-21 Percentage of Grade 12 Early College and Non-Early High School Students Meeting TSIA+ Benchmarks

Campus	ECHS				Non-ECHS				Differences		
	Enrolled N	Reading ¹ %	Writing ² %	Mathematics ³ %	Enrolled N	Reading ¹ %	Writing ² %	Mathematics ³ %	Reading ¹ %	Writing ² %	Mathematics ³ %
Traditional ECHS											
Garza	98	100.0	100.0	93.9							
Gilliam	92	100.0	100.0	78.3							
Lassiter	63	98.4	100.0	96.8							
North Lake EC											
Samuell	60	100.0	100.0	93.3	362	16.3	17.1	6.6	83.7	82.9	86.7
Skyline					836	31.2	31.1	17.7			
Spruce	43	93.0	95.3	86.0	353	11.3	12.2	6.8	81.7	83.2	79.2
P-TECH											
Adams, B	51	100.0	98.0	98.0	373	30.6	30.3	20.1	69.4	67.7	77.9
Adamson	84	100.0	100.0	96.4	253	21.3	21.7	10.7	78.7	78.3	85.8
Carter	30	96.7	100.0	76.7	193	30.6	31.1	15.5	66.1	68.9	61.1
Conrad	99	100.0	94.9	100.0	192	12.5	11.5	5.2	87.5	83.5	94.8
Hillcrest	69	98.6	95.7	89.9	226	35.0	36.7	19.0	63.6	58.9	70.8
Jefferson	84	95.2	98.8	58.3	256	14.8	15.6	5.1	80.4	83.2	53.3
Kimball	80	95.0	93.8	91.3	236	16.1	17.4	6.8	78.9	76.4	84.5
Lincoln	54	100.0	100.0	100.0	97	18.6	24.7	5.2	81.4	75.3	94.8
Madison	41	80.5	80.5	70.7	73	8.2	8.2	2.7	72.3	72.3	68.0
Molina	88	100.0	100.0	97.7	425	24.0	23.8	6.6	76.0	76.2	91.1
North Dallas	34	91.2	91.2	70.6	162	27.8	28.4	4.3	63.4	62.8	66.3
Pinkston	64	96.9	100.0	87.5	118	14.4	14.4	6.8	82.5	85.6	80.7
Roosevelt	28	96.4	100.0	75.0	127	25.2	22.8	5.5	71.2	77.2	69.5
Seagoville HS	62	96.8	98.4	96.8	296	20.6	22.6	6.4	76.2	75.8	90.4
South Oak Cliff	31	90.3	96.8	83.9	230	17.0	21.7	9.1	73.4	75.0	74.7
Sunset	74	98.6	98.6	85.1	389	26.7	26.2	12.1	71.9	72.4	73.1
White	58	100.0	100.0	94.8	379	31.4	33.8	16.4	68.6	66.2	78.5
Wilmer-Hutchins HS	53	100.0	100.0	64.2	171	17.5	22.8	3.5	82.5	77.2	60.6
Traditional ECHS Total	356	98.9	99.4	89.3	1,551	23.2	23.5	12.6	75.7	75.9	76.7
P-TECH Total	1,084	97.2	97.3	87.2	4,196	23.3	24.4	10.2	73.9	72.9	77.0
ECHS Total	1,440	97.6	97.8	87.7	5,747	23.3	24.2	10.8	74.3	73.7	76.9

Source: End-of-year demographic file, 06/07/21. TSIA exam file, 02/28/21. TSIA2 exam file, 09/10/21. TSIA status file, 09/15/21. Combined 2017-21 SAT file, 09/17/21. Combined 2017-21 ACT file, 09/17/21.

Note: TSIA+ refers to meeting TSIA criteria based on TSIA assessment results and exemptions. ¹Includes TSIA Reading and TSIA2 ELAR. ²Includes TSIA Writing. ³Includes TSIA and TSIA2 Mathematics. 2020-21 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 end-of-year demographic file dated June 7, 2021 with the dual credit dashboard files dated October 29, 2021. Frequency analyses were conducted to report the number and percentage of students who enrolled and completed dual credit courses in 2020-21 by campus. Dual credit enrollment and passing rates were compared for ECHS and non-ECHS students by campus. In addition, the average number of dual credit hours earned in 2020-21 by students enrolled in the ECHS program is provided by campus and grade level.

Results

In 2020-21, 85 percent of ECHS students ($N=7,807$) enrolled in dual credit courses through Dallas College. Of the 6,664 ECHS students who enrolled in dual credit courses, 5,568 ECHS students (83%) passed one or more courses for a total of 23,838 courses passed (78%). Course enrollment for ECHS students ranged between one and 14 courses with an average of 4.6 courses per student (Table 11). Similar to past years, ECHS students completed more than three-quarters (87%) of all dual credit course hours in the district.

Table 11: 2020-21 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	30,156	2,231	4,834	8,895	34,990
Incomplete	*	*	*	*	*	*
Not Reported	*	*	*	*	*	*
Failed	3,119	6,316	650	1,021	3,769	7,337
Passed	5,568	23,838	1,862	3,807	7,430	27,645
Credit Hours Earned	5,568	74,066	1,862	11,498	7,430	85,564

Source: End-of-year demographic file, 06/07/21 (2020-21). Combined 2020-21 (including Summer) Dual Credit Files, 10/07/21.

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

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

Seventy-five percent of all ECHS students who enrolled in dual credit courses in 2020-21 were P-TECH students ($n=4,965$), while 25 percent were traditional ECHS students ($n=1,699$). P-TECH students also accounted for 71 percent ($n=52,528$) of all ECHS dual credit hours earned. However, of the five campuses that had a 90 percent or above passing rate, three (60%) were traditional ECHSs. Overall, passing rates by campus ranged between 42 percent (Madison) and 93 percent (White). The ECHS campus with the highest number of students enrolled in dual credit courses ($n=415$) was the traditional ECHS at Trinidad Garza followed by the P-Tech campus at Adamson ($n=405$). ECHS students at Conrad attempted ($n=2,114$) and passed ($n=1,918$) the highest number of dual credit courses of all ECHS campuses (Table 12).

Table 12: 2020-21 Dual Credit Results for Students Enrolled in Campuses Offering the ECHS Program

Campus	ECHS Students				Non-ECHS Students			
	Students Enrolled ¹ <i>N</i>	Courses Enrolled <i>N</i>	Courses Passed <i>n</i>	Credit Hours Earned <i>N</i>	Students Enrolled <i>N</i>	Courses Enrolled <i>N</i>	Courses Passed <i>n</i>	Credit Hours Earned <i>N</i>
Traditional ECHS								
Garza	415	1,882	1,716	5,376				
Gilliam	322	1,621	1,401	4,268				
Lassiter	266	1,452	1,312	4,242				
North Lake CA	133	604	558	1,441				
Samuell	209	1,165	1,034	3,341	26	75	31	98
Skyline CA	193	495	385	1,055	143	324	295	914
Spruce	161	631	531	1,815	16	38	20	66
P-TECH								
Adams	343	1,510	1,263	3,885	15	38	18	56
Adamson	405	1,631	1,076	3,359	17	60	14	31
Carter	198	996	715	2,177	17	35	9	25
Conrad	384	2,114	1,918	6,060	49	100	38	107
Hillcrest	340	1,423	1,151	3,669	115	160	134	401
Jefferson	352	1,368	1,020	3,206	21	40	21	63
Kimball	190	724	455	1,546	6	11	5	14
Lincoln	225	1,126	780	2,305	12	16	13	41
Madison	140	634	264	809	6	12	7	25
Molina	352	1,869	1,530	4,517	104	318	243	741
North Dallas	283	1,167	689	2,199	12	39	36	115
Pinkston	251	1,141	684	2,160	5	16	7	20
Roosevelt	161	608	427	1,326	23	88	34	107
Seagoville	254	1,376	1,174	3,711	49	106	40	123
South Oak Cliff	196	576	422	1,490	48	130	49	177
Sunset	355	1,642	1,308	3,924	104	210	113	270
White	279	1,225	1,133	3,466	91	173	141	341
Wilmer-Hutchins	257	1,176	892	2,719	41	125	79	214
Traditional ECHS Total	1,699	7,850	6,937	21,538	185	437	346	1,078
P-TECH Total	4,965	22,306	16,901	52,528	735	1,677	1,001	2,871
ECHS Total	6,664	30,156	23,838	74,066	920	2,114	1,347	3,949
District Total ²	6,664	30,156	23,838	74,066	2,231	4,834	3,807	11,498

Source: End-of-year demographic file, 06/07/21 (2020-21). Combined 2020-21 (including Summer) Dual Credit Files, 10/29/21.

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 1,311 students enrolled in Innovation, Design and Entrepreneurship Academy, New TECH, Obama, Rangel, Townview, Washington, and Wilson high schools who passed 2,460 out of 2,720 dual credit courses and earned 7,549 credit hours. A grey box indicates that no students were enrolled.

ECHS students who passed at least one dual credit course in 2020-21 ($N=5,568$) earned on average 13.3 dual credit hours across all grade levels. Of these, traditional ECHS students on average completed slightly more dual credit hours per person (13.8 hours) than P-TECH students (13.1 hours). The average dual credit hours completed by campus ranged from 6.7 hours (Skyline) to 17.5 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 13).

Table 13: 2020-21 Average Number of Dual Credit Hours Earned by ECHS Students Who Passed One or More Dual Credit Courses.

Campus	Grade Level				All Grades x̄
	9 x̄	10 x̄	11 x̄	12 x̄	
Traditional ECHS					
Garza	4.6	15.7	21.3	9.8	13.5
Gilliam	3.0	7.5	19.3	22.6	14.6
Lassiter	9.9	15.2	24.5	17.5	16.5
North Lake CA	6.8	14.8			10.9
Samuell	3.0	5.4	27.6	22.6	17.5
Skyline CA	3.0	9.1			6.7
Spruce	3.6	7.8	15.4	23.0	14.0
P-TECH					
Adams	3.0	8.5	21.3	24.7	14.0
Adamson	3.0	5.2	16.6	19.5	10.6
Carter	3.4	7.0	18.4	24.6	13.8
Conrad	2.1	13.4	25.7	22.1	16.4
Hillcrest	2.4	11.2	19.1	16.4	12.9
Jefferson	4.6	8.9	16.5	16.5	12.1
Kimball		11.6	11.1	12.9	11.9
Lincoln	1.8	5.9	18.2	24.2	14.3
Madison	3.9	5.2	6.8	13.9	9.0
Molina	2.1	5.6	22.8	20.8	14.3
North Dallas	5.2	6.2	13.6	28.5	12.7
Pinkston	3.0	6.6	13.4	19.2	12.3
Roosevelt	3.0	6.6	12.8	22.2	10.9
Seagoville	3.2	9.7	20.0	23.8	14.7
South Oak Cliff	4.0	4.7	12.6	20.6	9.5
Sunset	3.0	7.3	22.3	25.3	13.7
White	3.0	6.9	20.7	23.3	13.3
Wilmer-Hutchins	5.2	7.6	17.7	21.3	12.8
Traditional ECHS Total	5.4	11.3	21.8	18.3	13.8
P-TECH Total	3.2	8.1	18.4	20.9	13.1
ECHS Total	3.9	9.1	19.2	20.2	13.3

Source: End-of-year demographic file, 06/07/21 (2020-21). Combined 2020-21 (including Summer) Dual Credit Files, 10/29/21.

Note: $\bar{x}$ = average number. Students who dropped, withdrew after census date, or failed a class due to no attendance were not included in count. 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 end-of-year demographic files dated June 7, 2021 with dual credit enrollment files for 2020-21. Dual credit enrollment files for the 2017-2021 school years were provided by the Post-Secondary Partnerships & Programs department on October 29, 2021. Although, all ECHS goals were suspended for 2020-21 by ECHS staff, the percentage of students who met 2019-20 goals were presented to provide comprehensive achievement data to program staff. To recall, one of the 2019-20 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 (Table 14). Therefore, frequency analyses were conducted to report the average cumulative number of dual credit hours a student earned from 2017-2021 and the number and percentage of students who met the previously mentioned targeted number of dual credit hours by grade level and campus.

Table 14: Targeted Dual Credit Hours by Grade Level

Goal	Accounting	Grade			
		9	10	11	12
ECH Department	Cumulative	3	12	30	60

Source: ECHS staff email detailing 2019-20 goals dated 01/06/20.

Results

Of the 7,807 ECHS students enrolled in grades nine to 12, 6,885 ECHS students (88%) participated in at least one dual credit courses between 2017 to 2021. Of these students, 1,590 students in grade nine earned an average of 2.9 credit hours, 2,154 students in grade 10 earned an average of 10.8 credit hours, 1,706 students in grade 11 earned an average of 30.8 credit hours, and 1,435 students in grade 12 earned an average of 57.1 credit hours (Table 15). Overall, traditional ECHS students earned on average more dual credit hours than P-TECH students.

Table 15: 2020-21 Average Number of Dual Credit Hours Earned by ECHS Students Enrolled in Dual Credit Courses from 2017-21.

Campus	Grade Level			
	9 $\bar{x}$	10 $\bar{x}$	11 $\bar{x}$	12 $\bar{x}$
Traditional ECHS				
Garza	4.3	26.2	52.2	56.0
Gilliam	2.6	11.3	30.8	56.7
Lassiter	9.5	23.3	49.5	72.5
North Lake CA	6.8	19.1		
Samuell	2.2	4.7	36.3	61.2
Skyline CA	2.4	10.2		
Spruce	2.2	8.9	26.4	57.2
P-TECH				
Adams	1.9	7.9	26.4	59.5
Adamson	2.5	6.6	20.0	56.1
Carter	1.6	9.5	26.7	50.8
Conrad	1.8	17.7	42.8	65.3
Hillcrest	1.6	15.7	35.2	61.4
Jefferson	3.4	7.8	26.0	46.0
Kimball	0.0	12.9	20.5	36.8
Lincoln	1.1	5.2	25.8	62.4
Madison	1.3	3.3	16.3	45.8
Molina	1.5	7.7	33.8	63.0
North Dallas	1.8	5.9	18.9	61.0
Pinkston	1.7	5.2	22.6	52.9
Roosevelt	1.4	6.0	26.9	56.0
Seagoville	3.2	12.7	33.8	60.2
South Oak Cliff	3.4	6.1	24.4	52.5
Sunset	2.2	8.9	32.5	54.1
White	2.6	9.5	32.6	60.8
Wilmer-Hutchins	3.1	11.0	29.6	61.3
Traditional ECHS Total	4.7	15.4	41.1	60.1
P-TECH Total	2.2	9.0	28.0	56.1
ECHS Total	2.9	10.8	30.8	57.1

Source: End-of-year demographic file, 06/07/21 (2020-21). Combined 2017-21 (including Summer) Dual Credit Files, 10/29/21.

Note: $\bar{x}$ = average number. Students who dropped, withdrew after census date, or failed a class due to no attendance were not included in count. 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.

Overall, 3,917 out of 7,807 ECHS students (50%) 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 11 and 12 (rounded), while P-TECH students did not earn the expected number of dual credit hours at any grade level. On a per campus level, 16 percent of grade nine campuses, 20 percent of grade 10 campuses, 24 percent of grade 11 campuses, and 52 percent of grade 12 campuses earned the expected number of dual credit hours.

Table 16: 2020-21 Percentage of Early College High School Students Meeting Targeted Number of Dual Credit Hours at Each Grade Level (Cumulative Hours for 2017-21 School Years)

Campus ¹	Grade 9 (3 Credit Hours)			Grade 10 (12 Credit Hours)			Grade 11 (30 Credit Hours)			Grade 12 (60 Credit Hours)		
	Enrolled	Earned		Enrolled	Earned		Enrolled	Earned		Enrolled	Earned	
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%
Traditional ECHS												
Garza	110	87	79.1	118	109	92.4	113	112	99.1	98	38	38.8
Gilliam	98	40	40.8	103	64	62.1	89	56	62.9	92	65	70.7
Lassiter	75	71	94.7	66	60	90.9	63	62	98.4	63	63	100.0
North Lake CA	64	61	95.3	69	63	91.3						
Samuell	102	21	20.6	74	2	2.7	60	51	85.0	60	52	86.7
Skyline CA	127	63	49.6	123	49	39.8						
Spruce	61	19	31.1	61	27	44.3	40	16	40.0	43	30	69.8
P-TECH												
Adams, B	126	66	52.4	110	27	24.5	103	62	60.2	51	43	84.3
Adamson	124	95	76.6	111	17	15.3	103	37	35.9	84	47	56.0
Carter	63	16	25.4	53	16	30.2	64	27	42.2	30	18	60.0
Conrad	127	43	33.9	108	86	79.6	92	84	91.3	99	95	96.0
Hillcrest	102	41	40.2	104	59	56.7	98	62	63.3	69	47	68.1
Jefferson	105	58	55.2	121	36	29.8	101	44	43.6	84	37	44.0
Kimball	80	0	0.0	80	37	46.3	83	15	18.1	80	16	20.0
Lincoln	66	8	12.1	80	10	12.5	48	22	45.8	54	46	85.2
Madison	62	11	17.7	66	2	3.0	42	1	2.4	41	15	36.6
Molina	128	20	15.6	121	15	12.4	99	60	60.6	88	70	79.5
North Dallas	105	28	26.7	102	11	10.8	79	21	26.6	34	30	88.2
Pinkston	98	25	25.5	82	18	22.0	84	28	33.3	64	35	54.7
Roosevelt	62	18	29.0	78	14	17.9	28	11	39.3	28	16	57.1
Seagoville	73	46	63.0	80	59	73.8	69	50	72.5	62	46	74.2
South Oak Cliff	90	48	53.3	87	6	6.9	51	16	31.4	31	15	48.4
Sunset	119	73	61.3	116	49	42.2	87	57	65.5	74	52	70.3
White	110	50	45.5	101	45	44.6	70	49	70.0	58	47	81.0
Wilmer-Hutchins	89	50	56.2	67	32	47.8	54	35	64.8	53	45	84.9
Traditional ECHS Total	637	362	56.8	614	374	60.9	365	297	81.4	356	248	69.7
P-TECH Total	1,729	696	40.3	1,667	539	32.3	1,355	681	50.3	1,084	720	66.4
ECHS Total	2,366	1,058	44.7	2,281	913	40.0	1,720	978	56.9	1,440	968	67.2

Source: End-of-year demographic file, 06/07/21 (2020-21). Combined 2017-21 (including Summer) Dual Credit Files, 10/29/21.

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 educational certificates or industry-based certifications 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) 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 25, 2021 Postsecondary Success department staff provided a cumulative record of educational Level I or Level II certificates attained by 2020-21 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 2020-21 school year on September 20, 2021. 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, 270 grade 11 and grade 12 ECHS students completed 367 educational certificates while enrolled at Dallas College (Table 17). Students completed between one and four certificates with an average of 1.4 certificates per student. P-Tech students accounted for 84 percent of ECHS students who completed a certificate and 87 percent of the 367 completed certificates. Overall, ECHS students completed 56 percent less certificates than grade 11 and grade 12 students ($n=554$) in the 2019-20 school year ($n=841$).

Table 17: 2020-21 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	44	27	20	47
P-Tech				
Adamson	13	20		20
Carter	2	3		3
Conrad	6	6		6
Hillcrest	2	2		2
Jefferson	20	20		20
Kimball	3	3		3
Madison	15	25	3	28
Molina	31	32		32
North Dallas	2	2		2
Pinkston	34	55		55
Roosevelt	15	27		27
Seagoville HS	51	82	3	85
South Oak Cliff	11	15	1	16
Wilmer-Hutchins HS	21	21		21
Traditional ECHS Total	44	27	20	47
P-TECH Total	226	313	7	320
ECHS Total	270	340	27	367

Source: End-of-year demographic file, 06/07/21. Educational Certificate data, 10/25/21.

Note: ¹Grade 11 and grade 12 students completed one or more educational certificates during their time at Dallas College. In addition, to the above ECHS students 70 comprehensive high school students from earned 101 Level I certificates.

Overall, 259 out of the 636 ECHS students (41%) who tested for an industry-based certification were successful in 2020-21. A total of 342 certifications were earned in 2010-21 by ECHS students, including 152 certifications listed in the A-F accountability system (Table 18). Overall, all but five students who attempted and passed industry-based certifications in 2020-21 were P-Tech students. Fewer ECHS students attained industry-based certifications in 2020-21 than in past years (2017-18, $n=966$, 2018-19, $n=633$, 2019-20, $n=419$) even though ECHS enrollment numbers increased from previous years.

Table 18: 2020-21 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							
North Lake CA							
Samuell				30	30	100.0	
Skyline CA	6	5	83.3	1,358	935	68.9	14.5
Spruce				110	85	77.3	
P-TECH							
Adams, B	50	21	42.0	305	199	65.2	-23.2
Adamson	108	45	41.7	94	66	70.2	-28.5
Carter	1	1	100.0	29	28	96.6	3.4
Conrad	111	29	26.1	420	363	86.4	-60.3
Hillcrest	64	31	48.4	142	110	77.5	-29.0
Jefferson	11	9	81.8	152	136	89.5	-7.7
Kimball	61	56	91.8	252	202	80.2	11.6
Lincoln	24	10	41.7	29	24	82.8	-41.1
Madison	46	11	23.9	67	67	100.0	-76.1
Molina				282	198	70.2	
North Dallas	124	24	19.4	128	91	71.1	-51.7
Pinkston	7	0	0.0	44	40	90.9	-90.9
Roosevelt	20	5	25.0	34	24	70.6	-45.6
Seagoville	8	3	37.5	166	118	71.1	-33.6
South Oak Cliff	24	6	25.0	96	69	71.9	-46.9
Sunset	25	4	16.0	188	138	73.4	-57.4
White	176	29	16.5	393	211	53.7	-37.2
Wilmer-Hutchins	58	53	91.4	174	86	49.4	42.0
Traditional ECHS Total	6	5	83.3	1,498	1,050	70.1	13.2
P-TECH Total	918	337	36.7	2,995	2,995	2,995	-35.7
ECHS Total	924	342	37.0	4,493	3,220	71.7	-34.7
District Total ¹	924	342	37.0	5,956	4,231	71.0	-34.0

Source: End-of-year demographic file, 06/07/21. Industry-based certification data, 10/20/21.

Note: * Data were masked as five or fewer students attempted industry-based certifications. ¹District Total for non-ECHS students includes 1,040 students enrolled in CityLab, Innovation, Design and Entrepreneurship Academy, Rangel, Townview, and Wilson high schools who earned 1,011 out of 1,463 industry-based certifications including 606 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 25, 2021) and cumulative number of dual credit hours (October 29, 2021) for graduating grade 12 ECHS students. These files were merged with the June 7, 2021 end-of-year demographic file and the 2020-21 graduation file (August 26, 2021). 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.

Results

Of the 1,424 ECHS students who graduated in 2020-21, 1,013 students (71%) earned an associate degree or 60 dual credit hours (Table 19). Of the ECHS students who met the goal, 90 percent ($n=909$) met the goal by earning an associate degree while 10 percent ($n=104$) met the goal by earning 60 or more dual credit hours. Seventy-one percent ($n=720$) of the students who met the goal were P-Tech students, while 29 percent ($n=293$) were traditional ECHS students. Overall, 84 percent ($n=293$) of traditional ECHS graduates and 67 percent ($n=720$) of P-TECH graduates earned an associate degree or 60 dual credit hours.

Of the 909 students who earned associate degrees in 2020-21, 70 percent ($n=632$) were awarded to P-Tech students and 30 percent ($n=277$) to traditional ECHS students (Table 19). However, 79 percent of all traditional ECHS graduates were awarded an associate degree versus 59 percent of P-TECH students. Garza was awarded the largest number of associate degrees ($n=81$) and Lassiter had the highest percentage of graduates who were awarded an associate degree (100%).

Table 19: 2020-21 Number and Percentage of ECHS Graduates Who Met ECHS Graduation Goal

Campus	Grade 12 Students			Associate Degrees	Dual Credits*	Met Goal	
	Enrolled	Graduated		Fall 20 – Summer 21	60 + Credits	Overall	
	<i>N</i>	<i>n</i>	%	<i>n</i>	<i>n</i>	<i>n</i>	%
Traditional ECHS							
Garza	98	98	100.0	81	1	82	83.7
Gilliam	92	92	100.0	56	10	66	71.7
Lassiter	63	63	100.0	63		63	100.0
Samuell Spruce	60	59	98.3	49	3	52	88.1
P-TECH							
Adams, B	51	51	100.0	35	8	43	84.3
Adamson	84	83	98.8	34	13	47	56.6
Carter	30	30	100.0	15	3	18	60.0
Conrad	99	99	100.0	92	3	95	96.0
Hillcrest	69	69	100.0	41	6	47	68.1
Jefferson	84	84	100.0	36	1	37	44.0
Kimball	80	77	96.3	12	4	16	20.8
Lincoln	54	54	100.0	43	3	46	85.2
Madison	41	41	100.0	10	5	15	36.6
Molina	88	88	100.0	67	3	70	79.5
North Dallas	34	32	94.1	18	12	30	93.8
Pinkston	64	63	98.4	26	9	35	55.6
Roosevelt	28	28	100.0	14	2	16	57.1
Seagoville HS	62	62	100.0	45	1	46	74.2
South Oak Cliff	31	31	100.0	13	2	15	48.4
Sunset	74	73	98.6	51	1	52	71.2
White	58	56	96.6	40	7	47	83.9
Wilmer-Hutchins HS	53	53	100.0	40	5	45	84.9
Traditional ECHS Total	356	350	98.3	277	16	293	83.7
P-TECH Total	1,084	1,074	99.1	632	88	720	67.0
ECHS Total	1,440	1,424	98.9	909	104	1,013	71.1

Source: End-of-year demographic file 06/07/21. Graduation file, 08/26/21. Associate Degree files, 10/25/21. Cumulative dual credit hours from 2017-2021, 10/29/21 were taken from Dual Credit Dashboard.

Note: *Only students who did not earn an associate degree were listed. In addition, three comprehensive high school students either earned an associate degree ($n=2$) or earned 60+ dual credit hours ($n=1$).

The number of associate degrees awarded increased from 246 associate degrees in 2018-19 to 909 associate degrees in 2020-21 (Table 20). At the same time, the percentage of graduates who were awarded an associate degree decreased from 71 percent to 64 percent. The number of associate degrees awarded to traditional ECHS students increased by 8 percentage points from 2018-19 (71%) to 2020-21 (79%).

Table 20: 2018-19 to 2020-21 Number of Associate Degrees Awarded to ECHS Students by Campus

Campus	2018-19			2019-20			2020-21		
	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	107	78	72.9	108	97	89.8	98	81	82.7
Gilliam	79	47	59.5	69	34	49.3	92	56	60.9
Lassiter	51	47	92.2	51	51	100.0	63	63	100.0
North Lake CA									
Samuell	62	52	83.9	67	61	91.0	59	49	83.1
Skyline CA									
Spruce	48	22	45.8	45	32	71.1	38	28	73.7
P-TECH									
Adams, B							51	35	68.6
Adamson							83	34	41.0
Carter				56	32	57.1	30	15	50.0
Conrad				88	81	92.0	99	92	92.9
Hillcrest							69	41	59.4
Jefferson				61	19	31.1	84	36	42.9
Kimball							77	12	15.6
Lincoln							54	43	79.6
Madison				33	25	75.8	41	10	24.4
Molina							88	67	76.1
North Dallas							32	18	56.3
Pinkston				86	63	73.3	63	26	41.3
Roosevelt				52	39	75.0	28	14	50.0
Seagoville				72	53	73.6	62	45	72.6
South Oak Cliff				81	36	44.4	31	13	41.9
Sunset							73	51	69.9
White							56	40	71.4
Wilmer-Hutchins							53	40	75.5
Traditional ECHS Total	347	246	70.9	340	275	80.9	350	277	79.1
P-TECH Total				529	348	65.8	1,074	632	58.8
ECHS Total	347	246	70.9	869	623	71.7	1,424	909	63.8

Source: End-of-year demographic files dated 06/07/21. Graduation file, 08/26/21. Associate Degree files, 10/25//21. Associate degree data for 2018-20 data were taken Lorenz (2020).

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

In 2020-21, more Associate of Science degrees were awarded to ECHS students ($n=463$, 51%) than Associate of Applied Science ($n=292$, 32%), Associate of Arts ($n=109$, 12%), or Associates of Arts in Teaching ($n=45$, 5%) degrees (Table 21).

Table 21: 2020-21 Associate Degrees Awarded to ECHS Students by Degree Plan

Degree	N	%
Associate of Science	463	50.9
Associate of Applied Science	292	32.1
Associate of Arts	109	12.0
Associates of Arts in Teaching	45	5.0
All Degrees	909	100.0

Source: ECHS program degree file, 10/25/21.

What were the college enrollment rates for ECHS students?

Methodology

To determine the percentage of 2019-20 Dallas ISD seniors who enrolled in college within one year of graduating high school, the end-of-year demographic file dated May 29, 2020 (2019-20) was merged with the 2020-21 National Student Clearinghouse (NSC) college enrollment file dated June 15, 2021.

Results

Overall, 8,033 seniors graduated from a Dallas ISD high school in 2019-20 (including Summer graduation). Of these, 869 students (11%) graduated from an ECHS and 7,164 students (89%) from a non-ECHS comprehensive high school. According to the 2020-21 NSC data file, 55 percent of ECHS graduates and 30 percent of non-ECHS graduates enrolled in college within one year of graduation. Ninety-four percent ($n=446$) of ECHS students who enrolled in college joined a four-year university, and six percent who enrolled went to a two-year college ($n=40$). In contrast, 71 percent ($n=1,545$) of non-ECHS students enrolled in a four-year university versus a two-year college or less ($n=625$, 29%). Compared to the 2018-19 graduates, college enrollment within one year of graduation rates have dropped by 12 percentage points for 2019-20 ECHS graduates and 22.1 percent for 2019-20 non-ECHS graduates.

Table 22: 2019-20 Percentages of Students Enrolled in College within One Year of Graduating High School

Graduation Year	ECHS Graduates			Non-ECHS Graduates		
	Graduated	Enrolled		Graduated	Enrolled	
	N	n	%	N	n	%
2019-20	869	476	54.8	7,164	2,170	30.3
Two-Year College		40	6.3		625	28.8
Four-Year College		446	93.7		1,545	71.2

Source: Dallas ISD graduation file, 10/14/20. Demographic file, 05/29/20 (2019-20). NSC file, 06/15/21.

What were student perceptions of the ECHS program?

Methodology

The evaluator designed and administered an online survey for grade 12 ECHS students in 2020-21. 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 April 19 to May 14, 2020 and included a total of 34 questions. Seniors provided feedback on services provided, provider knowledge, quality of service, and their overall post high school preparedness. Frequency analyses were conducted to report the percentage (positive) responses on close ended experience and perception survey items, while open ended questions were coded to identify patterns.

Results

An online survey invitation was emailed to 1,453 ECHS grade 12 students to collect their perceptions on the ECHS program. Overall, 446 students responded to the survey request. From those, 393 students completed the survey for a 27 percent response rate (Table 23). Response rates by school ranged between two and 88 percent ($n=1$ and $n=74$, respectively), with one school registering no participation. Of the 23 schools that enrolled grade 12 ECHS students, 16 achieved a response rate of 10 percent or more.

Although survey response numbers for the district exceeded the minimum required sample size to analyze the survey, only one of the schools met their threshold. Therefore, the analysis is limited to program wide feedback and does not provide opportunity to analyze individual schools. Please note that feedback presented represents 27 percent of ECHS seniors. However, comparison rates have increased from the first administration of this survey (2019-20) where a five percent response rate did not allow for generalizability and therefore was not included in the 2019-20 final evaluation report.

Table 23: 2020-21 ECHS Exit Survey Response Rate by Campus

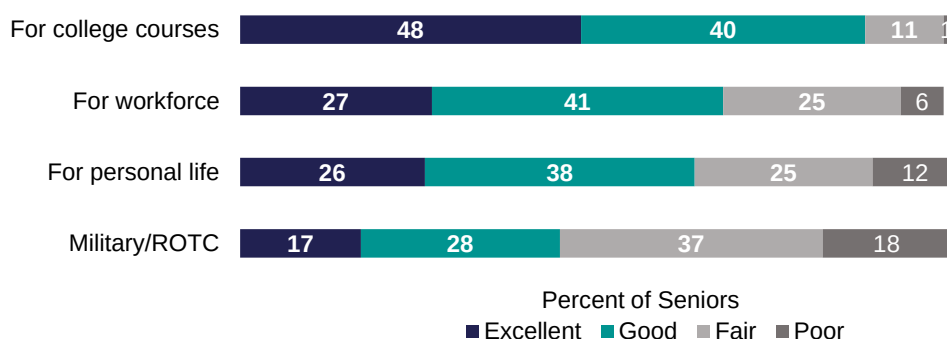
Campus	Students Enrolled	Completed Responses	Response Rate
	<i>N</i>	<i>n</i>	%
Jefferson	84	74	88.1
Spruce	43	23	53.5
Adams	51	26	51.0
Madison	41	20	48.8
North Dallas	34	16	47.1
Seagoville HS	62	29	46.8
Hillcrest	69	30	43.5
Lassiter	63	25	39.7
Conrad	97	38	39.2
Molina	88	27	30.7
Garza	98	25	25.5
Samuell	60	11	18.3
Roosevelt	29	4	13.8
Carter	30	4	13.3
Kimball	81	10	12.3
Gilliam	92	10	10.9
South Oak Cliff	37	3	8.1
Adamson	84	6	7.1
White	58	4	6.9
Pinkston	65	4	6.2
Sunset	74	3	4.1
Wilmer-Hutchins	59	1	1.7
Lincoln	54		0.0
Overall	1,453	393	27.0

Source: ECHS Exit Survey file, 5/19/21, demographic file, 4/18/21.

Three hundred ninety one out of 393 (99.5%) indicated that they are scheduled to graduate from a Dallas ISD ECHS in 2021 and were included in the survey. Most students (95.4%) indicated that they will graduate from the ECHS they originally enrolled in. Eighty-seven percent of respondents indicated they will graduate with an associate degree. Ninety-two percent⁷ of seniors ($n=337$) indicated that high schools created an environment safe from intimidation and harassment.

Overall, 95 percent of seniors ($n=355$) indicated that they were satisfied or very satisfied with the educational opportunities the Dallas ISD provided. Seniors especially noted that their high school prepared them well (i.e. good or excellent) for further college courses (88%) followed by employment and personal life (68% and 63% respectively, Figure 2). One hundred seventy-eight seniors (46%) indicated that the question whether high school prepared them for military/ROTC was not applicable to them. Of the remaining seniors, 45 percent indicated that they were prepared well for the military/ROTC by their high school.

⁷ All percentages have been adjusted and exclude students who selected 'No Opinion' or 'Not Applicable' response options.

Figure 2: 2020-21 ECHS Student Perceptions of Post High School Preparedness

Source: ECHS Exit Survey file, 05/19/21.

Note: Did not include students who selected 'No Opinion' or 'Not Applicable' response options. Percentages may not total 100 due to rounding.

Most seniors (77%, $n=304$) indicated that they planned to attend college directly after graduating from the Dallas ISD, followed by joining the workforce (13%, $n=52$). Twenty-one seniors indicated they were planning to start an Internship or Apprenticeship (5%). Although, 47 percent ($n=183$) of seniors indicated they planned to obtain a bachelor's degree, 40 percent of seniors ($n=156$) indicated they plan to obtain a master's or doctoral degree (26% and 14%, respectively). Three hundred fifty-nine seniors (92%) indicated they had completed and submitted a FAFSA or TASFA application to a college or university.

During senior year, ninety-three percent of seniors ($n=362$) indicated they studied at least one hour per week, with 44 percent ($n=171$) studied between one and five hours a week, 24 percent ($n=95$) studied six to 10 hours per week, 15 percent ($n=57$) studied 11 to 15 hours per week, and 10 percent ($n=39$) studied 16 hours or more per week. Although 48 percent ($n=187$) of respondents indicated they were not working for income during their senior year, 39 percent ($n=151$) of indicated they were working 11 or more hours per week. Sixty-five students (17%) reported they completed an internship as part of the ECHS program.

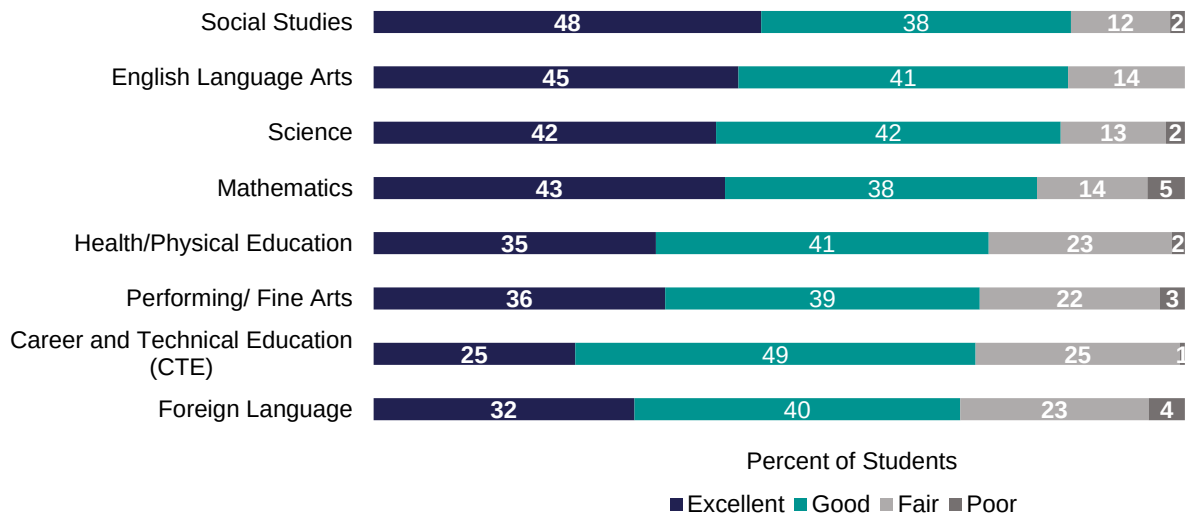
Seniors indicated they were confident (agreed or strongly agreed) in their academic skills and abilities (Figure 3). The percentage of seniors who agreed or strongly agreed to each statement ranged between 85 percent (leadership skills, $n=321$) to 97 percent (mastering challenging coursework, $n=368$).

Figure 3: 2020-21 ECHS Student Perceptions Regarding their Academic Skills and Abilities

Source: ECHS Exit Survey file, 05/19/21.

Note: Did not include students who selected 'No Opinion' or 'Not Applicable' response options. Percentages may not total 100 due to rounding.

Similarly, seniors rated the quality of instruction they received while in the P-TECH / ECHS program as mostly good or excellent (Figure 4). The percentage of students who agreed that instructions were good or excellent for each individual field of study ranged between 74 percent (CTE, $n= 236$) to 86 percent (Social Studies, $n= 331$ and English Language Arts, $n= 333$).

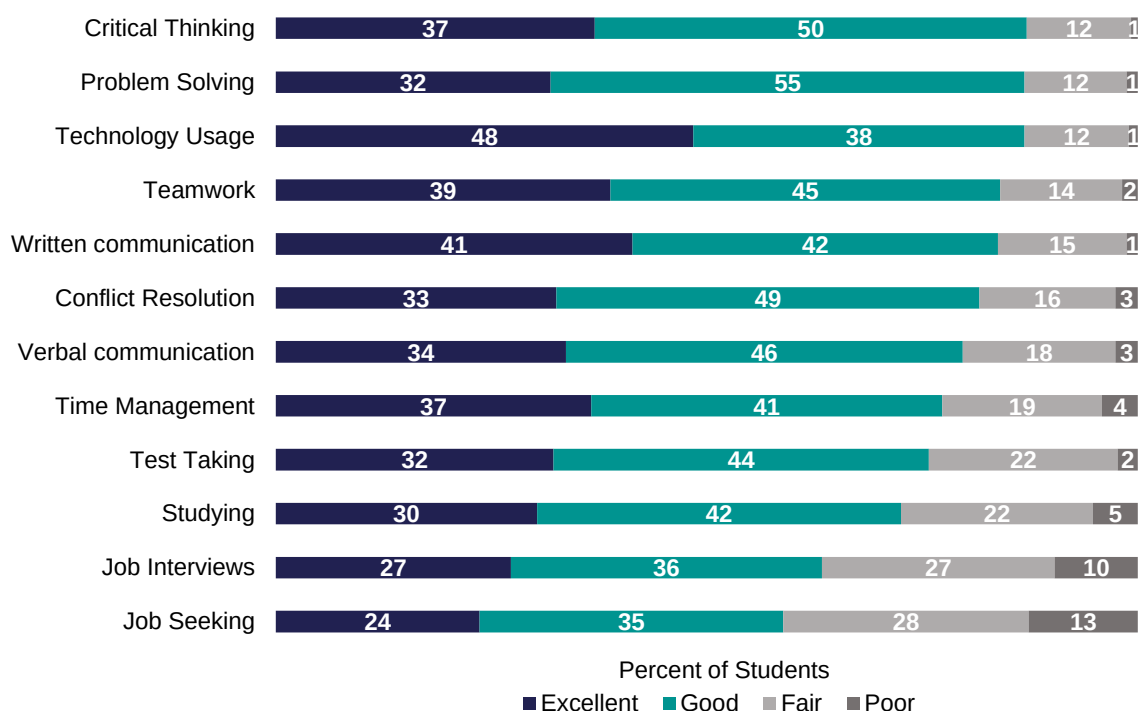
Figure 4: 2020-21 ECHS Student Perceptions Regarding Quality of Instruction

Source: ECHS Exit Survey file, 05/19/21.

Note: Did not include students who selected 'No Opinion' or 'Not Applicable' response options. Percentages may not total 100 due to rounding.

Overall, seniors indicated that their high schools prepared them well (i.e. good or excellent) across all life skill areas from critical thinking, communications, and teamwork to conflict resolution. (Figure 5). However, seniors also indicated that high schools could better prepared them for the job seeking and interviewing process. The percentage of students who agreed that high school provided good or excellent preparation for each individual area ranged between 59 percent (job seeking, $n=219$) to 87 percent (problem solving ($n=338$) and critical thinking ($n=339$)).

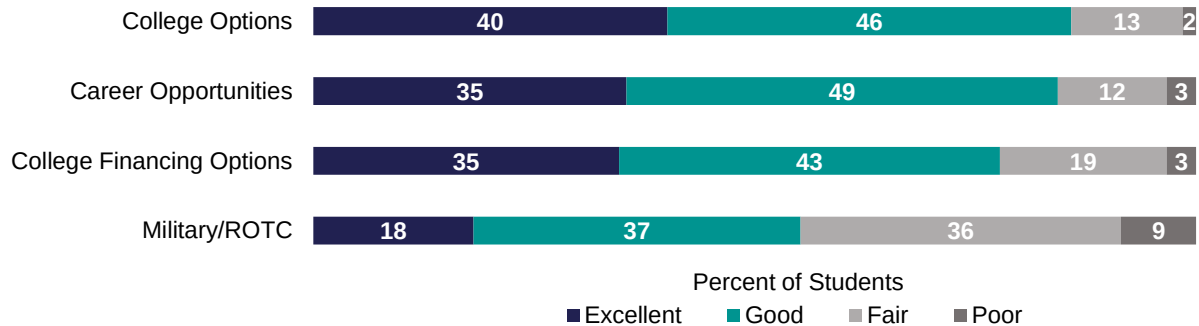
Figure 5: 2020-21 ECHS Student Perceptions Regarding How Well High School Helped in Skill Development



Source: ECHS Exit Survey file, 05/19/21.

Note: Did not include students who selected 'No Opinion' or 'Not Applicable' response options. Percentages may not total 100 due to rounding.

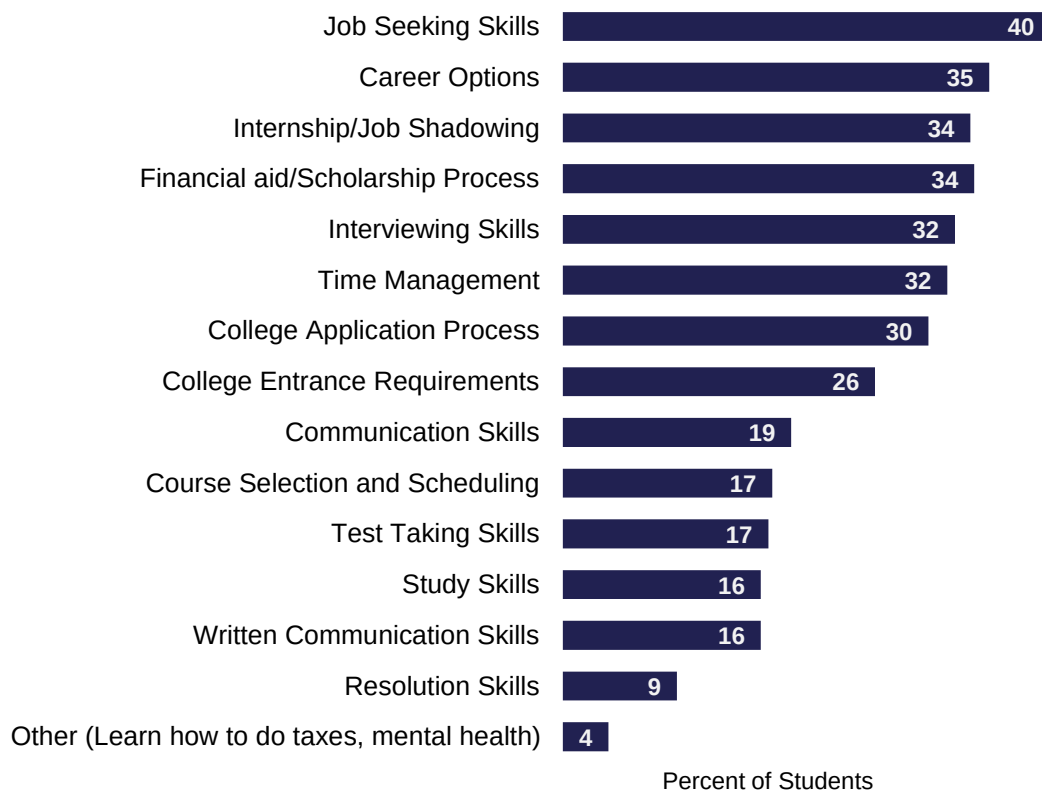
Seniors further indicated that high school staff did a good or excellent job in helping them understand their post-secondary options, including understanding college options (86%, $n=334$), career opportunities (84%, $n=328$), and college finance options (78%, $n=301$, Figure 6). As seen in the previous survey item regarding military/ROTC preparedness, 121 seniors (31%) indicated that the question whether high school staff helped them understand military/ROTC opportunities was not applicable. Of the remaining 279 seniors, 149 seniors (55%) indicated that staff prepared them well (i.e. good or excellent) regarding military/ROTC opportunities.

Figure 6: 2020-21 ECHS Student Knowledge of Post-Secondary Options

Source: ECHS Exit Survey file, 05/19/21.

Note: Did not include students who selected 'No Opinion' or 'Not Applicable' response options. Percentages may not total 100 due to rounding.

Overall, 314 seniors (81%) suggested they would have liked more assistance from their high school in one or more areas (Figure 7). Of these seniors, 40 percent indicated they would have liked more assistance in developing job seeking skills. *Job related skill training was among the top three requests for additional assistance.*

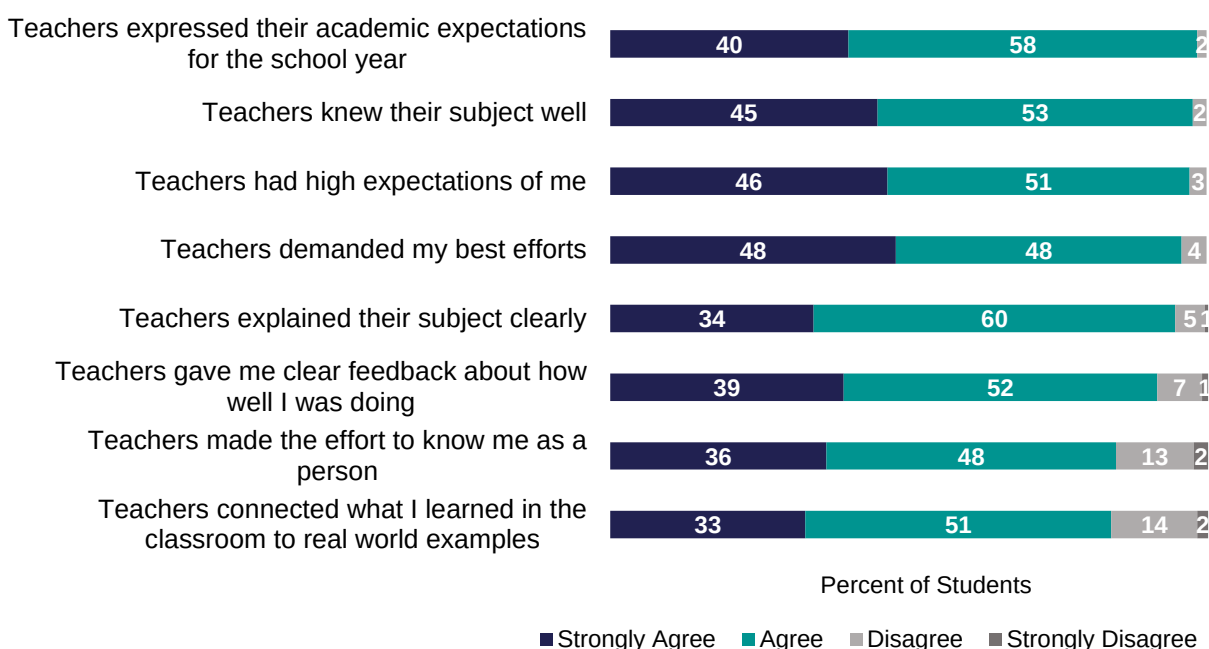
Figure 7: 2020-21 ECHS Student Suggestions for Additional Assistance

Source: ECHS Exit Survey file, 05/19/21.

Note: Did not include students who selected 'No Opinion' or 'Not Applicable' response options.

Seniors also provided feedback about the quality of support they received from campus academic and counseling staff (Figures 8 and 9, respectively). Overall, students provided very favorable feedback about their teachers. The percentage of seniors who agreed or strongly agreed to each statement ranged from 84 percent to 98 percent. Responses to the top three survey items indicated that teachers expressed their academic expectations well (98%), knew their subject well and had high expectations of students (97% each).

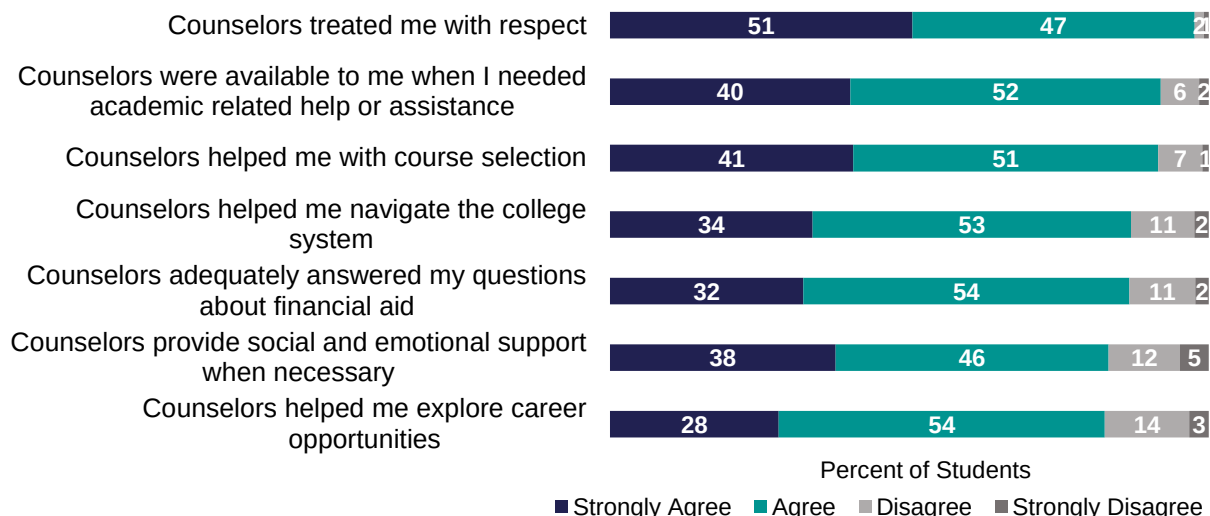
Figure 8: 2020-21 ECHS Student Perceptions of Academic Staff



Source: ECHS Exit Survey file, 05/19/21.

Note: Did not include students who selected 'No Opinion' or 'Not Applicable' response options. Percentages may not total 100 due to rounding.

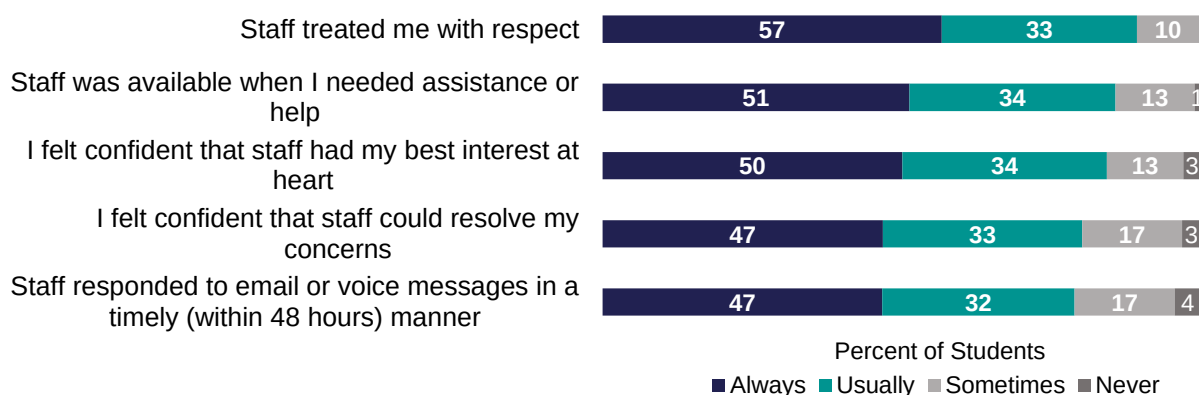
Senior feedback about their counselors was also favorable. The percentage of seniors who agreed or strongly agreed to each statement ranged from 83 percent to 98 percent. The three most favorable statements indicated that counselors treated students with respect (98%) and were especially helpful with their course selection and other academic related issues (each 92%).

Figure 9: 2020-21 ECHS Student Perceptions of Counseling Staff

Source: ECHS Exit Survey file, 05/19/21.

Note: Did not include students who selected 'No Opinion' or 'Not Applicable' response options. Percentages may not total 100 due to rounding.

Lastly, seniors also provided feedback about the quality of support they received from high school campus staff across five categories. Overall, campus staff received favorable feedback ranging between 79 and 89 percent positive (usually and always).

Figure 10: 2020-21 ECHS Student Perceptions of High School Campus Staff

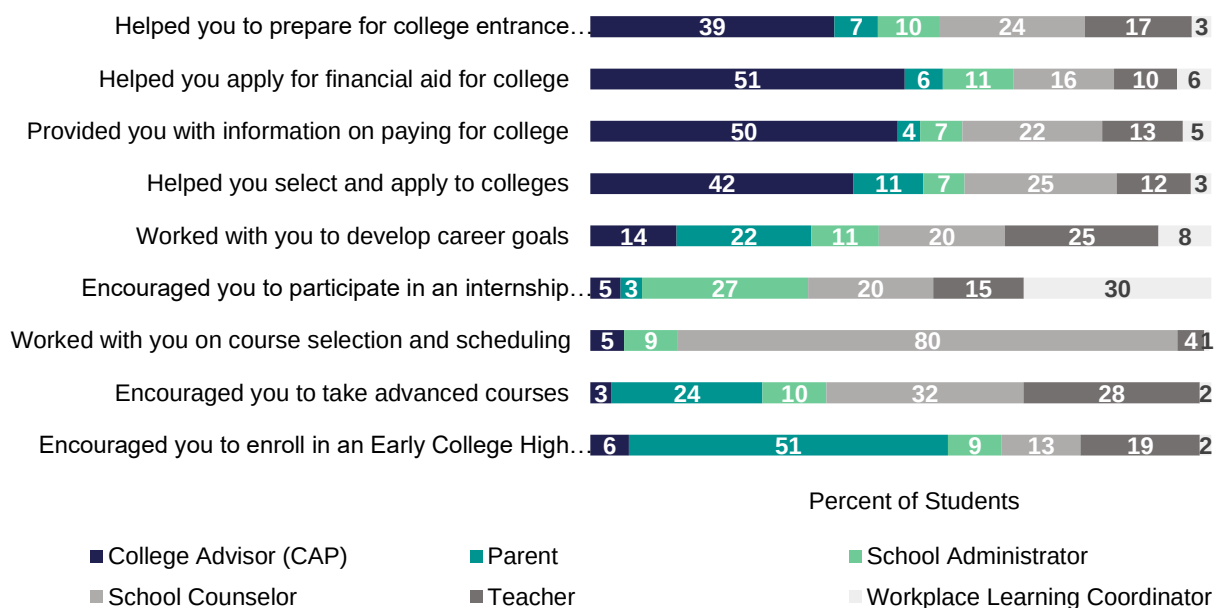
Source: ECHS Exit Survey file, 05/19/21.

Note: Did not include students who selected 'No Opinion' or 'Not Applicable' response options.

Seniors were asked to indicate the person or group who helped them or encouraged them the most across several areas ranging from enrolling in ECHS to preparing them for college (Figure 11). Seniors noted that school counselors had a significant impact on students across many categories ranging from 13 percent ($n=41$, enroll in Early College High School) to 80 percent ($n=280$, course selection). Fifty-one

percent of seniors ($n=166$) acknowledged their parent's encouragement led to their enrollment in ECHS, followed by teachers ($n=62$, 19%). Thirty-two percent of seniors ($n=102$) indicated a school counselor encouraged them the most to enroll in advanced courses, followed by teachers ($n=91$, 28%). School counselors were also named the most helpful group when it came to course selection and scheduling ($n=280$, 80%). Seniors indicated that CAP advisors followed by school counselors were the most helpful in regard to college preparation, including preparing students to meet college entrance requirements ($n=112$, 39% versus $n=67$, 24%), college selection and application ($n=128$, 42% versus $n=74$, 25%), paying for college ($n=152$, 50%, versus $n=69$, 22%), and applying for financial aid ($n=165$, 51% versus $n=53$, 16%). Asked to indicate who encouraged them the most to participate in an internship opportunity, 30 percent of seniors ($n=87$) selected the workplace learning coordinator response option, followed by the school administrator ($n=77$, 27%). Twenty-five percent of seniors ($n=73$) indicated a teacher helped them the most to develop career goals, followed by parents ($n=64$, 22%).

Figure 11: 2020-21 ECHS Student Perceptions of Who Helped or Encouraged Them the Most



Source: ECHS Exit Survey file, 05/19/21.

Note: Did not include students who selected "Other", "No Opinion" or "Not Applicable" response options. Percentages may not total 100 due to rounding.

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 2020-21, each ECHS accepted 61 to 127 incoming grade nine students. ECHS campus-level organizations were supported by \$13,121,904 in Dallas ISD general operating funds during 2020-21, a decrease of 8.2 percent compared to 2019-20 (\$14,292,375) and 10.5 percent increase over 2018-19 (\$11,871,142). Some of the data trends displayed below could have been negatively impacted by COVID. 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 six years from 1,453 in 2015-16 to 7,807 students in 2020-21.
- The ethnic composition of ECHS students was similar (percentages were within three percentage points) to Dallas ISD high school students.
- A slightly higher percentage of ECHS students were economically disadvantaged (86%) than for overall Dallas ISD high school students (82%).
- There were more female ECHS students (58%) than male ECHS students (42%) than the district (50% male and 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 Hispanic students enrolled in traditional ECHSs than P-TECHs (80% vs 74%). Second, a higher percentage of traditional ECHS students were TAG eligible (31% vs 21%). Third, a smaller percentage of traditional ECHS students were at-risk of dropping out of school (45% vs 57%).
- The average attendance rate for district ECHS students was 10.6 percentage points higher than non-ECHS students enrolled in comprehensive high schools offering the ECHS program.
- 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 11 percentage points (90% versus 79%), the three-year retention rate difference was eight percentage points (72% versus 64%), and the four-year retention rate difference was nine percentage points (62% versus 53%). Traditional ECHS students had a higher retention rate than P-TECH students for all cohorts. The retention rate difference for the 2019-20 cohort was six percentage points, for the 2018-19 cohort five percentage points, and for the 2017-18 cohort 16 percentage points.

- The four-year graduation rates for ECHS students for the 2017-18 cohort exceeded that of Dallas ISD comprehensive high school students by 10 percentage points (60% versus 50%, respectively). Although, traditional ECHS students graduated at a higher rate (72%) than P-TECH students (57%), the graduation rate of retained students was slightly higher for P-TECH students (97%) than ECHS students (96%). Graduation rates across all Dallas ISD students remained stable between the 2016-17 and 2017-18 cohorts (56% respectively).
- Of the 3,160 2020-21 grade 11 and 12 ECHS students, 37 percent met the TSI SAT benchmark on ERW (480), and 18 percent met the TSI SAT benchmark on mathematics (530).
- Of the 1,440 grade 12 ECHS students, seven percent met the TSI ACT benchmarks on Mathematics and eight percent met the benchmark on English.
- Traditional ECHS students met TSI criteria for SAT and ACT benchmarks at a higher rate than P-TECH students. For SAT, the differences were 23 percentage points (mathematics) to 30 percentage points (ERW), whereas the differences for ACT were 12 percentage points (English) to 13 percentage points (mathematics).
- Overall, ECHS students outperformed comprehensive high school students enrolled in campuses offering the ECHS program on meeting TSI SAT (25 percentage points on ERW and 13 percentage points on mathematics) and ACT (six percentage points for both English and mathematics) benchmarks.
- Of the 1,440 grade 12 ECHS students enrolled in 2020-21, 98 percent met TSI/A benchmarks or qualified for an exemption for reading and writing, and 87 percent qualified for an exemption for mathematics.
- Of the 7,807 ECHS students enrolled in 2020-21, 85 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 (71%). ECHS students who passed one or more dual credit courses completed on average 13.3 dual credit hours across all grade levels in 2020-21. Traditional ECHS students on average completed slightly more dual credit hours per person (13.8 hours) than P-TECH students (13.1 hours).
- Overall, 50 percent ($n=3,917$) of ECHS students earned the expected cumulative number of dual credit hours at each grade level.
- Overall, 270 ECHS students (grades 11 and 12) completed 367 educational certificates while enrolled at Dallas College. P-TECH students accounted for 84 percent of ECHS students who completed a certificate and 87 percent of the 367 completed certificates. Fewer ECHS students attained educational certificates in 2020-21 than in 2019-20 ($n=554$).
- In 2020-21, 259 ECHS students earned a total of 342 industry-based certifications, including 152 certifications listed in the A-F accountability system. P-TECH students again accounted for 98 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 2020-21 than in 2019-20 ($n=434$).

- In 2020-21, 909 out of the 1,424 grade 12 ECHS graduates (64%) earned an associate degree. Seventy percent of associate degrees were awarded to P-TECH students and 30 percent were awarded to traditional ECHS students. The number of awarded associate degrees has increased over the past four years from 197 (2017-18) to 909 (2020-21).
- Overall, 71 percent of 2020-21 ECHS graduates ($n=1,013$) earned an associate degree or 60 dual credit hours.
- According to the 2020-21 NSC data file, 55 percent of 2019-20 ECHS graduates and 30 percent of non-ECHS graduates enrolled in college within one year of graduation. Of these students, more ECHS students (94%) enrolled in a four-year university than non-ECHS students (71%). Similarly, a significantly lower percentage of ECHS students (6%) enrolled in a two-year or less college than non-ECHS students (29%).
- Twenty-seven percent of ECHS seniors responded to the ECHS Senior Exit Survey. Although the number of responses exceeded the minimum required sample size to analyze the survey, it did not provide opportunity to analyze individual schools. Overall, 95 percent of seniors indicated that they were satisfied or very satisfied with the educational opportunities the Dallas ISD provided. Seniors indicated that their high schools prepared them well (i.e. good or excellent) across all life skill areas from critical thinking, communications, and teamwork to conflict resolution. However, seniors also indicated that high schools could better prepare them for the job seeking and interviewing process. Most seniors (77%) indicated that they planned to attend college directly after graduating from the Dallas ISD, followed by joining the workforce (13%).

Recommendations

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

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, 50 percent of ECHS students met the targeted cumulative number of dual credit hours by the end of each grade level. ECHS department staff should continue to help campuses identify students early who may not meet the targeted dual credit hours by the end of the school year and provide necessary support.

Continue to promote ECHS students' completion of educational certificates or industry-based certifications. ECHS students (grade 11 and 12) earned 367 educational certificates while taking dual credit classes at Dallas College. In addition, ECHS students earned 342 industry-based certifications during the 2020-21 school year. However, the number of ECHS students who earned education certificates and

industry-based certifications has dropped over the past year by 51 percent and 40 percent, respectively. 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

Lorenz, A. (2020). 2019-20 Evaluation of Early College High School Programs. Dallas, TX. Dallas Independent School District.

APPENDICES



Appendix A

Appendix A: 2020-21 Early College High School Degree Plans/Pathways, Industry Partners, and Higher Education Partners

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

table continues

Appendix A (continued)

Degree Plans/Pathways	Industry Partners	Higher Education Partner
	Lassiter ECHS	
Associate of Arts Associate of Science		Dallas College El Centro Campus
	Lincoln B-TECH	
Early Childhood Education Hospitality Management Logistics	Big Brothers Big Sisters Greater Dallas FedEx HarozTec Hyatt Regency Omni Hotels & Resorts On-Target Supplies and Logistics State Fair of Texas	Dallas College El Centro Campus University of North Texas at Dallas
	Madison P-TECH	
Management Personal Computer Support	Amazon Web City of Dallas - IT Department Dallas ISD - IT Department Dell Hawkeye PwC State Fair of Texas	Dallas College El Centro Campus
	Molina B-TECH	
Business Administration Business	BBT – Branch Banking & Trust Company BKD Foundations Foundation for C.H.O.I.C.E. NFTE United MegaCare	Dallas College Mountain View Campus
	North Dallas P-TECH	
EMT Program Software Programming	Baylor University Medical Center Dallas Health 360 Legend Networking Metrocare Southwest Airlines Thomson Reuters	Dallas College Brookhaven Campus
	North Lake ECHS	
Associate of Arts Associate of Science		Dallas College North Lake Campus
	Pinkston H-TECH	
Allied Health Management Network Administration and Support	Haynes and Boone, LLP Parkland Hospital Plains Capital Bank SMU - Simmons Univision Youth Revive, Inc.	Dallas College El Centro Campus
	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.	Dallas College El Centro Campus

table continues

Appendix A (continued)

Degree Plans/Pathways	Industry Partners	Higher Education Partner
	Samuell ECHS	
Associate of Arts Associate of Science	Dallas ISD Human Capital Management TEXO (Supporting Partner)	Dallas College Eastfield Campus
	Seagoville P-TECH	
Business Administration Personal Computer Support	Accenture AT&T NFTE	Dallas College Eastfield Campus
	Skyline ECHS	
Fine Arts Music Production		Dallas College Cedar Valley Campus
	South Oak Cliff P-TECH	
Electronic Technology Manufacturing Network Administration and Support	Eon Reality Frito Lay/Pepsico Microsoft	Dallas College Mountain View Campus
	Spruce ECHS	
Advanced Manufacturing / Mechatronics Technology Air Conditioning and Refrigeration Technology Computer Assisted Drafting and Design Digital Multimedia Technology	BOMA J&M Plastic The Crowther Group	Dallas College Eastfield Campus
	Sunset Collegiate Academy (Planning Year)	
Criminal Justice		Dallas College Mountain View Campus
	Sunset P-Tech	
Early Childhood Education Public Health	Baylor Scott & White Dallas County Health & Human Services Dallas ISD Early Learning 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 Dance Education Early Childhood Education	Dallas ISD Human Capital Management H&R Block Moss Adams	Dallas College Brookhaven Campus
	Wilmer-Hutchins E-TECH	
Business management Construction Technology Dance Education Energy Management Music Education	The Beck Group Fluor Oncor Regional Black Contractors Association Southland Holdings TEXO, The Construction Association	Dallas College North Lake Campus

Source: ECHS program documents and ECHS website accessed 07/01/21.

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

Appendix B

Appendix B, Table 1: 2020-21 Early College High School Student Characteristics by Campus

Appendix B, Table 2: 2020-21 Early College High School Student Characteristics by Campus															
Campus	Total <i>N</i>	Race/Ethnicity										Gender			
		Asian		African American		Hispanic		White		Other		Female		Male	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Traditional ECHS															
Garza	439	2	0.5	20	4.6	413	94.1	1	0.2	3	0.7	243	55.4	196	44.6
Gilliam	382	2	0.5	181	47.4	188	49.2	1	0.3	10	2.6	231	60.5	151	39.5
Lassiter	267	1	0.4	28	10.5	230	86.1	2	0.7	6	2.2	170	63.7	97	36.3
North Lake	133	5	3.8	9	6.8	115	86.5	2	1.5	2	1.5	74	55.6	59	44.4
Samuell	296			20	6.8	271	91.6	2	0.7	3	1.0	191	64.5	105	35.5
Skyline	250			69	27.6	175	70.0	3	1.2	3	1.2	161	64.4	89	35.6
Spruce	205			23	11.2	181	88.3	1	0.5	0	0.0	106	51.7	99	48.3
P-TECH															
Adams, B	390	3	0.8	43	11.0	326	83.6	12	3.1	6	1.5	261	66.9	129	33.1
Adamson	422	2	0.5	7	1.7	407	96.4	2	0.5	4	0.9	234	55.5	188	44.5
Carter	210	0	0.0	140	66.7	62	29.5	3	1.4	5	2.4	120	57.1	90	42.9
Conrad	426	13	3.1	91	21.4	261	61.3	10	2.3	51	12.0	230	54.0	196	46.0
Hillcrest	373	6	1.6	48	12.9	300	80.4	11	2.9	8	2.1	178	47.7	195	52.3
Jefferson	411			7	1.7	400	97.3	3	0.7	1	0.2	213	51.8	198	48.2
Kimball	323	1	0.3	81	25.1	239	74.0	1	0.3	1	0.3	160	49.5	163	50.5
Lincoln	248			199	80.2	44	17.7	0	0.0	5	2.0	148	59.7	100	40.3
Madison	211			135	64.0	72	34.1	1	0.5	3	1.4	115	54.5	96	45.5
Molina	436			7	1.6	424	97.2	3	0.7	2	0.5	266	61.0	170	39.0
North Dallas	320	6	1.9	32	10.0	268	83.8	9	2.8	5	1.6	168	52.5	152	47.5
Pinkston	328	2	0.6	63	19.2	260	79.3	1	0.3	2	0.6	190	57.9	138	42.1
Roosevelt	196			72	36.7	119	60.7	1	0.5	4	2.0	125	63.8	71	36.2
Seagoville	284			41	14.4	227	79.9	10	3.5	6	2.1	159	56.0	125	44.0
South Oak Cliff	259	4	1.5	172	66.4	79	30.5			4	1.5	152	58.7	107	41.3
Sunset	396	2	0.5	15	3.8	377	95.2	1	0.3	1	0.3	281	71.0	115	29.0
White	339	4	1.2	26	7.7	292	86.1	15	4.4	2	0.6	180	53.1	159	46.9
Wilmer-Hutchins	263	1	0.4	118	44.9	144	54.8	0	0.0			144	54.8	119	45.2
Traditional ECHS Total	1,972	10	0.5	350	17.7	1,573	79.8	12	0.6	27	1.4	1,176	59.6	796	40.4
P-TECH Total	5,835	44	0.8	1,297	22.2	4,301	73.7	83	1.4	110	1.9	3,324	57.0	2,511	43.0
ECHS Total	7,807	54	0.7	1,647	21.1	5,874	75.2	95	1.2	137	1.8	4,500	57.6	3,307	42.4

Source: End-of-year demographic file, 06/07/21.

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

Appendix B, Table 2: 2020-21 Early College High School Student Characteristics by Campus

Campus	Total <i>N</i>	Student Characteristics									
		At Risk		EcoDis		English Learner		Special Education		TAG Eligible	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Traditional ECHS											
Garza	439	139	31.7	388	88.4	113	25.7	5	1.1	180	41.0
Gilliam	382	138	36.1	281	73.6	91	23.8	3	0.8	120	31.4
Lassiter	267	86	32.2	212	79.4	66	24.7	2	0.7	96	36.0
North Lake	133	62	46.6	115	86.5	45	33.8	2	1.5	38	28.6
Samuell	296	149	50.3	261	88.2	122	41.2	6	2.0	90	30.4
Skyline	250	144	57.6	167	66.8	91	36.4	11	4.4	48	19.2
Spruce	205	161	78.5	191	93.2	121	59.0	9	4.4	41	20.0
P-TECH											
Adams, B	390	180	46.2	330	84.6	135	34.6	6	1.5	95	24.4
Adamson	422	298	70.6	398	94.3	230	54.5	7	1.7	80	19.0
Carter	210	89	42.4	136	64.8	43	20.5	5	2.4	38	18.1
Conrad	426	278	65.3	425	99.8	228	53.5	10	2.3	84	19.7
Hillcrest	373	200	53.6	312	83.6	155	41.6	11	2.9	72	19.3
Jefferson	411	267	65.0	352	85.6	224	54.5	6	1.5	129	31.4
Kimball	323	208	64.4	301	93.2	135	41.8	10	3.1	52	16.1
Lincoln	248	125	50.4	217	87.5	30	12.1	11	4.4	47	19.0
Madison	211	121	57.3	197	93.4	52	24.6	10	4.7	21	10.0
Molina	436	218	50.0	384	88.1	155	35.6	8	1.8	76	17.4
North Dallas	320	171	53.4	256	80.0	120	37.5	16	5.0	91	28.4
Pinkston	328	192	58.5	297	90.5	118	36.0	16	4.9	68	20.7
Roosevelt	196	131	66.8	177	90.3	74	37.8	13	6.6	37	18.9
Seagoville	284	155	54.6	241	84.9	111	39.1	4	1.4	66	23.2
South Oak Cliff	259	127	49.0	237	91.5	48	18.5	6	2.3	46	17.8
Sunset	396	205	51.8	312	78.8	121	30.6	11	2.8	78	19.7
White	339	185	54.6	265	78.2	153	45.1	7	2.1	97	28.6
Wilmer-Hutchins	263	163	62.0	252	95.8	99	37.6	4	1.5	44	16.7
Traditional ECHS Total	1,972	879	44.6	1,615	81.9	649	32.9	38	1.9	613	31.1
P-TECH Total	5,835	3,313	56.8	5,089	87.2	2,231	38.2	161	2.8	1,221	20.9
ECHS Total	7,807	4,192	53.7	6,704	85.9	2,880	36.9	199	2.5	1,834	23.5

Source: End-of-year demographic file, 06/07/21.

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 (2019-20 Cohort)

Campus	2019-20 Enrollment		2020-21 Enrollment		Retention		
	ECHS <i>N</i>	Non-ECHS <i>N</i>	ECHS <i>N</i>	Non-ECHS <i>N</i>	ECHS %	Non-ECHS %	Diff %
Traditional ECHS							
Garza	125		122		97.6		
Gilliam	109		101		92.7		
Lassiter	69		64		92.8		
North Lake	74		68		91.9		
Samuell	94	508	86	409	91.5	80.5	11.0
Skyline	130	1,169	127	998	97.7	85.4	12.3
Spruce	65	527	63	423	96.9	80.3	16.7
P-TECH							
Adams, B	118	536	104	433	88.1	80.8	7.4
Adamson	118	407	109	330	92.4	81.1	11.3
Carter	91	232	75	181	82.4	78.0	4.4
Conrad	122	304	110	224	90.2	73.7	16.5
Hillcrest	111	332	103	264	92.8	79.5	13.3
Jefferson	133	594	123	365	92.5	61.4	31.1
Kimball	88	358	81	294	92.0	82.1	9.9
Lincoln	114	113	84	84	73.7	74.3	-0.7
Madison	75	53	63	44	84.0	83.0	1.0
Molina	129	541	121	451	93.8	83.4	10.4
North Dallas	117	304	106	250	90.6	82.2	8.4
Pinkston	99	244	90	162	90.9	66.4	24.5
Roosevelt	98	133	80	93	81.6	69.9	11.7
Seagoville	97	450	90	356	92.8	79.1	13.7
South Oak Cliff	106	301	83	235	78.3	78.1	0.2
Sunset	127	482	116	422	91.3	87.6	3.8
White	133	537	125	387	94.0	72.1	21.9
Wilmer-Hutchins	97	212	80	150	82.5	70.8	11.7
Traditional ECHS Total	666	2,204	631	1,830	94.7	83.0	11.7
P-TECH Total	1,973	6,133	1,743	4,725	88.3	77.0	11.3
ECHS Total	2,639	8,337	2,374	6,588*	90.0	79.0	10.9

Source: PEIMS demographic files dated 10/28/19 (2019-20), and 10/30/20 (2020-21).

Note: Diff= Difference. * Sum includes 26 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 (2018-19 Cohort)

Campus	2018-19 Enrollment		2020-21 Enrollment		Retention		
	ECHS N	Non-ECHS N	ECHS N	Non-ECHS N	ECHS %	Non-ECHS %	Diff %
Traditional ECHS							
Garza	116		113		97.4		
Gilliam	106		87		82.1		
Lassiter	70		57		81.4		
North Lake CA							
Samuell	116	434	54	282	46.6	65.0	-18.4
Skyline CA							
Spruce	64	501	47	310	73.4	61.9	11.6
P-TECH							
Adams, B	134	554	99	366	73.9	66.1	7.8
Adamson	126	393	108	266	85.7	67.7	18.0
Carter	99	262	76	147	76.8	56.1	20.7
Conrad	130	249	100	148	76.9	59.4	17.5
Hillcrest	116	278	97	184	83.6	66.2	17.4
Jefferson	107	454	81	248	75.7	54.6	21.1
Kimball	122	313	90	183	73.8	58.5	15.3
Lincoln	104	121	43	56	41.3	46.3	-4.9
Madison	58	110	34	52	58.6	47.3	11.3
Molina	142	511	113	365	79.6	71.4	8.1
North Dallas	111	232	81	131	73.0	56.5	16.5
Pinkston	101	184	83	86	82.2	46.7	35.4
Roosevelt	109	154	42	62	38.5	40.3	-1.7
Seagoville	119	321	84	218	70.6	67.9	2.7
South Oak Cliff	101	223	72	164	71.3	73.5	-2.3
Sunset	128	490	93	380	72.7	77.6	-4.9
White	117	511	79	317	67.5	62.0	5.5
Wilmer-Hutchins	108	167	63	92	58.3	55.1	3.2
Traditional ECHS Total	472	935	358	592	75.8	63.3	12.5
P-TECH Total	2,032	5,527	1,438	3,465	70.8	62.7	8.1
ECHS Total	2,504	6,462	1,796	4,105*	71.7	63.5	8.2

Source: PEIMS demographic files dated 10/26/18 (2018-19), 10/28/19 (2019-20), and 10/30/20 (2020-21).

Note: Diff= Difference. * Sum includes 16non-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 (2017-18 Cohort)

Campus	2017-18 Enrollment		2020-21 Enrollment		Retention		
	ECHS N	Non-ECHS N	ECHS N	Non-ECHS N	ECHS %	Non-ECHS %	Diff %
Traditional ECHS							
Garza	110		99		90.0		
Gilliam	101		78		77.2		
Lassiter	57		51		89.5		
North Lake CA							
Samuell	108	481	53	243	49.1	50.5	-1.4
Skyline CA							
Spruce	67	497	50	293	74.6	59.0	15.7
P-TECH							
Adams, B	108	498	65	284	60.2	57.0	3.2
Adamson	123	305	103	192	83.7	63.0	20.8
Carter	104	206	57	81	54.8	39.3	15.5
Conrad	115	290	84	137	73.0	47.2	25.8
Hillcrest	110	259	63	141	57.3	54.4	2.8
Jefferson	119	410	84	214	70.6	52.2	18.4
Kimball	117	336	82	157	70.1	46.7	23.4
Lincoln	102	128	54	41	52.9	32.0	20.9
Madison	89	82	39	43	43.8	52.4	-8.6
Molina	138	455	88	312	63.8	68.6	-4.8
North Dallas	105	233	57	91	54.3	39.1	15.2
Pinkston	98	204	67	75	68.4	36.8	31.6
Roosevelt	98	164	37	54	37.8	32.9	4.8
Seagoville	124	337	69	183	55.6	54.3	1.3
South Oak Cliff	101	256	48	97	47.5	37.9	9.6
Sunset	129	451	72	292	55.8	64.7	-8.9
White	120	525	60	269	50.0	51.2	-1.2
Wilmer-Hutchins	123	151	63	74	51.2	49.0	2.2
Traditional ECHS Total	443	978	331	536	74.7	54.8	19.9
P-TECH Total	2,023	5,290	1,192	2,737	58.9	51.7	7.2
ECHS Total	2,466	6,268	1,523	3,330*	61.8	53.1	8.6

Source: PEIMS demographic files dated 10/30/17 (2017-18), 10/26/18 (2018-19), 10/28/19 (2019-20), and 10/30/20 (2020-21).

Note: Diff= Difference. * Sum includes 21 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: 2020-21 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	113	78.8	40.7					
Gilliam	89	37.1	15.7					
Lassiter	63	84.1	61.9					
North Lake CA								
Samuell	60	45.0	18.3	336	3.3	1.2	41.7	17.1
Skyline CA				838	20.4	8.9		
Spruce	40	12.5	10.0	325	3.4	2.5	9.1	7.5
P-TECH								
Adams, B	103	36.9	16.5	423	18.9	9.5	18.0	7.0
Adamson	103	23.3	5.8	261	14.6	4.6	8.7	1.2
Carter	64	26.6	6.3	191	3.7	1.0	22.9	5.2
Conrad	92	42.4	20.7	188	4.3	1.6	38.1	19.1
Hillcrest	98	33.7	19.4	253	25.3	11.9	8.4	7.5
Jefferson	101	26.7	9.9	229	3.1	1.3	23.7	8.6
Kimball	83	12.0	4.8	223	3.6	0.4	8.5	4.4
Lincoln	48	16.7	6.3	91	4.4	2.2	12.3	4.1
Madison	42	11.9	4.8	83	8.4	0.0	3.5	4.8
Molina	99	17.2	11.1	426	4.9	0.7	12.2	10.4
North Dallas	79	31.6	3.8	161	5.6	3.1	26.1	0.7
Pinkston	84	38.1	14.3	114	7.9	2.6	30.2	11.7
Roosevelt	28	7.1	3.6	121	1.7	0.8	5.5	2.7
Seagoville	69	36.2	11.6	286	5.9	1.4	30.3	10.2
South Oak Cliff	51	13.7	7.8	208	2.4	1.4	11.3	6.4
Sunset	87	11.5	5.7	395	4.1	1.5	7.4	4.2
White	70	48.6	31.4	393	15.5	3.8	33.0	27.6
Wilmer-Hutchins	54	7.4	1.9	160	5.0	1.3	2.4	0.6
Traditional ECHS Total	365	56.7	31.2	1,499	12.9	5.8	43.8	25.4
P-TECH Total	1,355	26.3	11.1	4,206	8.8	3.2	17.5	7.9
ECHS Total	1,720	32.8	15.4	5,705	9.9	3.9	22.9	11.5

Source: End-of-year demographic file, 06/07/21. Combined 2017-21 SAT file, 09/17/21.

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 <i>N</i>	ERW %	Math %	Enrolled <i>N</i>	ERW %	Math %	ERW %	Math %
Traditional ECHS								
Garza	98	76.5	41.8					
Gilliam	92	62.0	28.3					
Lassiter	63	87.3	73.0					
North Lake CA								
Samuell	60	48.3	23.3	362	8.8	4.1	39.5	19.2
Skyline CA				836	26.1	13.2		
Spruce	43	20.9	25.6	353	7.4	4.2	13.6	21.3
P-TECH								
Adams, B	51	45.1	23.5	373	23.6	12.6	21.5	10.9
Adamson	84	35.7	15.5	253	11.9	3.2	23.9	12.3
Carter	30	40.0	3.3	193	8.3	2.1	31.7	1.3
Conrad	99	56.6	31.3	192	5.2	3.6	51.4	27.7
Hillcrest	69	47.8	27.5	226	23.0	14.2	24.8	13.4
Jefferson	84	35.7	10.7	256	12.1	2.0	23.6	8.8
Kimball	80	28.8	5.0	236	11.4	2.5	17.3	2.5
Lincoln	54	29.6	7.4	97	5.2	1.0	24.5	6.4
Madison	41	41.5	2.4	73	5.5	1.4	36.0	1.1
Molina	88	25.0	19.3	425	13.2	3.5	11.8	15.8
North Dallas	34	35.3	14.7	162	10.5	0.6	24.8	14.1
Pinkston	64	28.1	9.4	118	9.3	4.2	18.8	5.1
Roosevelt	28	35.7	10.7	127	4.7	3.1	31.0	7.6
Seagoville	62	37.1	16.1	296	11.1	3.4	25.9	12.8
South Oak Cliff	31	25.8	6.5	230	3.5	1.7	22.3	4.7
Sunset	74	2.7	0.0	389	15.9	7.5	-13.2	-7.5
White	58	51.7	20.7	379	23.0	10.6	28.8	10.1
Wilmer-Hutchins	53	15.1	5.7	171	10.5	1.8	4.6	3.9
Traditional ECHS Total	356	63.2	38.8	1,551	17.8	9.0	45.4	29.7
P-TECH Total	1,084	34.4	14.0	4,196	13.4	5.3	21.0	8.7
ECHS Total	1,440	41.5	20.1	5,747	14.6	6.3	27.0	13.8

Source: End-of-year demographic file, 06/07/21. Combined 2017-21 SAT file, 09/17/21.

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: 2020-21 Percentage of Early College High School Students *Meeting TSIA* Reading or ELAR Benchmarks 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	110	0.0	38.2	118	92.4	97.5	113	98.2	100.0	98	100.0	100.0	439	72.4	83.8
Gilliam	98	30.6	30.6	103	76.7	84.5	89	95.5	98.9	92	88.0	100.0	382	72.0	77.7
Lassiter	75	0.0	46.7	66	86.4	97.0	63	98.4	100.0	63	95.2	98.4	267	67.0	83.9
North Lake EC	64	0.0	26.6	69	65.2	95.7							133	33.8	62.4
Samuell	102	0.0	0.0	74	44.6	51.4	60	88.3	100.0	60	88.3	100.0	296	47.0	53.4
Skyline	127	0.8	0.8	123	48.8	67.5							250	24.4	33.6
Spruce	61	0.0	0.0	61	32.8	36.1	40	35.0	50.0	43	27.9	93.0	205	22.4	40.0
P-TECH															
Adams, B	126	18.3	18.3	110	50.0	68.2	103	70.9	93.2	51	92.2	100.0	390	50.8	62.8
Adamson	124	0.0	0.0	111	52.3	79.3	103	45.6	71.8	84	84.5	100.0	422	41.7	58.3
Carter	63	23.8	23.8	53	92.5	92.5	64	92.2	93.8	30	96.7	96.7	210	72.4	72.9
Conrad	127	18.1	18.1	108	54.6	87.0	92	71.7	98.9	99	89.9	100.0	426	55.6	72.1
Hillcrest	102	0.0	0.0	104	49.0	69.2	98	73.5	89.8	69	84.1	98.6	373	48.5	61.1
Jefferson	105	0.0	6.7	121	44.6	48.8	101	64.4	81.2	84	66.7	95.2	411	42.6	55.5
Kimball	80	10.0	10.0	80	35.0	36.3	83	77.1	79.5	80	87.5	95.0	323	52.6	55.4
Lincoln	66	0.0	0.0	80	12.5	20.0	48	27.1	95.8	54	63.0	100.0	248	23.0	46.8
Madison	62	0.0	0.0	66	6.1	6.1	42	11.9	38.1	41	34.1	80.5	211	10.9	25.1
Molina	128	2.3	2.3	121	47.1	47.1	99	87.9	94.9	88	95.5	100.0	436	53.0	55.5
North Dallas	105	8.6	8.6	102	56.9	59.8	79	57.0	77.2	34	82.4	91.2	320	43.8	50.6
Pinkston	98	0.0	0.0	82	30.5	35.4	84	61.9	81.0	64	71.9	96.9	328	37.5	48.5
Roosevelt	62	0.0	0.0	78	25.6	33.3	28	67.9	85.7	28	42.9	96.4	196	26.0	39.3
Seagoville HS	73	0.0	0.0	80	61.3	61.3	69	87.0	95.7	62	85.5	96.8	284	57.0	61.6
South Oak Cliff	90	4.4	4.4	87	26.4	26.4	51	43.1	66.7	31	64.5	90.3	259	26.6	34.4
Sunset	119	12.6	12.6	116	57.8	75.0	87	86.2	98.9	74	90.5	98.6	396	56.6	65.9
White	110	0.0	0.0	101	60.4	66.3	70	82.9	100.0	58	91.4	100.0	339	50.7	57.5
Wilmer-Hutchins HS	89	13.5	13.5	67	43.3	56.7	54	74.1	100.0	53	81.1	100.0	263	47.1	59.7
Traditional ECHS Total	637	4.9	19.6	614	65.6	77.4	365	89.0	94.2	356	85.4	98.9	1,972	53.9	65.7
P-TECH Total	1,729	6.5	6.9	1,667	45.4	55.4	1,355	68.0	86.8	1,084	80.6	97.2	5,835	45.7	56.1
ECHS Total	2,366	6.0	10.3	2,281	50.9	61.3	1,720	72.5	88.4	1,440	81.8	97.6	7,807	47.8	58.5

Source: End-of-year demographic file, 06/07/21. *TSIA* exam file, 02/28/21. *TSIA2* exam file, 09/10/21. *TSIA* status file, 09/15/21. Combined 2017-21 *SAT* file, 09/17/21. Combined 2017-21 *ACT* file, 09/17/21.

Note: *TSIA+* refers to meeting *TSIA* criteria based on *TSIA* assessment results and exemptions. 2020-21 *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: 2020-21 Percentage of Early College High School Students Meeting TSIA Writing or ELAR Benchmarks 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	110	0.9	0.9	118	93.2	93.2	113	98.2	100.0	98	98.0	100.0	439	72.4	73.3
Gilliam	98	30.6	30.6	103	86.4	88.3	89	86.5	91.0	92	98.9	100.0	382	75.1	77.0
Lassiter	75	0.0	34.7	66	93.9	97.0	63	96.8	100.0	63	98.4	100.0	267	69.3	80.9
North Lake EC	64	0.0	26.6	69	78.3	88.4							133	40.6	58.6
Samuell	102	0.0	0.0	74	27.0	36.5	60	98.3	100.0	60	96.7	100.0	296	46.3	49.7
Skyline	127	0.8	0.8	123	86.2	91.1							250	42.8	45.2
Spruce	61	1.6	1.6	61	80.3	82.0	40	92.5	92.5	43	88.4	95.3	205	61.0	62.9
P-TECH															
Adams, B	126	18.3	18.3	110	5.5	37.3	103	98.1	100.0	51	96.1	98.0	390	45.9	55.6
Adamson	124	0.0	0.0	111	87.4	87.4	103	83.5	88.3	84	95.2	100.0	422	62.3	64.5
Carter	63	23.8	23.8	53	92.5	94.3	64	78.1	87.5	30	93.3	100.0	210	67.6	71.9
Conrad	127	42.5	42.5	108	82.4	89.8	92	92.4	95.7	99	90.9	94.9	426	74.6	78.2
Hillcrest	102	0.0	0.0	104	8.7	55.8	98	86.7	93.9	69	94.2	95.7	373	42.6	57.9
Jefferson	105	0.0	6.7	121	58.7	66.9	101	72.3	83.2	84	95.2	98.8	411	54.5	62.0
Kimball	80	10.0	10.0	80	80.0	81.3	83	91.6	91.6	80	87.5	93.8	323	67.5	69.3
Lincoln	66	0.0	0.0	80	12.5	20.0	48	54.2	100.0	54	96.3	100.0	248	35.5	47.6
Madison	62	0.0	0.0	66	0.0	0.0	42	0.0	35.7	41	34.1	80.5	211	6.6	22.7
Molina	128	2.3	2.3	121	52.1	52.1	99	87.9	89.9	88	98.9	100.0	436	55.0	55.7
North Dallas	105	8.6	8.6	102	54.9	55.9	79	46.8	70.9	34	85.3	91.2	320	40.9	47.8
Pinkston	98	0.0	0.0	82	11.0	18.3	84	54.8	79.8	64	96.9	100.0	328	35.7	44.5
Roosevelt	62	0.0	0.0	78	19.2	23.1	28	71.4	89.3	28	85.7	100.0	196	30.1	36.2
Seagoville HS	73	0.0	0.0	80	72.5	72.5	69	85.5	97.1	62	96.8	98.4	284	62.3	65.5
South Oak Cliff	90	22.2	22.2	87	35.6	35.6	51	62.7	66.7	31	80.6	96.8	259	41.7	44.4
Sunset	119	55.5	55.5	116	26.7	47.4	87	89.7	96.6	74	98.6	98.6	396	62.6	70.2
White	110	0.0	0.0	101	57.4	61.4	70	98.6	100.0	58	100.0	100.0	339	54.6	56.0
Wilmer-Hutchins HS	89	14.6	14.6	67	43.3	58.2	54	72.2	96.3	53	94.3	100.0	263	49.8	59.7
Traditional ECHS Total	637	5.2	11.9	614	79.8	83.9	365	94.5	97.0	356	96.9	99.4	1,972	61.5	65.9
P-TECH Total	1,729	12.2	12.6	1,667	44.7	54.2	1,355	77.4	88.3	1,084	91.9	97.3	5,835	51.4	57.8
ECHS Total	2,366	10.3	12.4	2,281	54.1	62.2	1,720	81.0	90.2	1,440	93.1	97.8	7,807	54.0	59.8

Source: End-of-year demographic file, 06/07/21. TSIA exam file, 02/28/21. TSIA2 exam file, 09/10/21. TSIA status file, 09/15/21. Combined 2017-21 SAT file, 09/17/21. Combined 2017-21 ACT file, 09/17/21.

Note: TSIA+ refers to meeting TSIA criteria based on TSIA assessment results and exemptions. 2020-21 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: 2020-21 Percentage of Early College High School Students Meeting TSIA Mathematics Benchmarks 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	110	0.0	0.0	118	39.8	39.8	113	61.1	94.7	98	68.4	93.9	439	41.7	56.0
Gilliam	98	1.0	1.0	103	2.9	2.9	89	4.5	20.2	92	27.2	78.3	382	8.6	24.6
Lassiter	75	0.0	0.0	66	1.5	25.8	63	28.6	92.1	63	88.9	96.8	267	28.1	50.9
North Lake EC	64	0.0	0.0	69	5.8	7.2							133	3.0	3.8
Samuell	102	0.0	0.0	74	21.6	21.6	60	40.0	46.7	60	45.0	93.3	296	22.6	33.8
Skyline	127	0.0	0.0	123	20.3	20.3							250	10.0	10.0
Spruce	61	0.0	0.0	61	6.6	6.6	40	42.5	60.0	43	0.0	86.0	205	10.2	31.7
P-TECH															
Adams, B	126	0.0	0.0	110	0.0	0.0	103	0.0	59.2	51	0.0	98.0	390	0.0	28.5
Adamson	124	0.0	0.0	111	0.0	0.0	103	1.0	40.8	84	25.0	96.4	422	5.2	29.1
Carter	63	17.5	17.5	53	83.0	83.0	64	46.9	75.0	30	20.0	76.7	210	43.3	60.0
Conrad	127	0.0	0.0	108	5.6	7.4	92	23.9	87.0	99	25.3	100.0	426	12.4	43.9
Hillcrest	102	0.0	0.0	104	8.7	27.9	98	0.0	78.6	69	18.8	89.9	373	5.9	45.0
Jefferson	105	0.0	0.0	121	0.8	0.8	101	1.0	37.6	84	13.1	58.3	411	3.2	21.4
Kimball	80	15.0	15.0	80	51.3	51.3	83	65.1	68.7	80	91.3	91.3	323	55.7	56.7
Lincoln	66	0.0	0.0	80	0.0	0.0	48	0.0	58.3	54	18.5	100.0	248	4.0	33.1
Madison	62	0.0	0.0	66	0.0	0.0	42	0.0	11.9	41	19.5	70.7	211	3.8	16.1
Molina	128	0.0	0.0	121	11.6	14.9	99	3.0	74.7	88	34.1	97.7	436	10.8	40.8
North Dallas	105	0.0	0.0	102	6.9	6.9	79	3.8	25.3	34	35.3	70.6	320	6.9	15.9
Pinkston	98	0.0	0.0	82	2.4	2.4	84	1.2	48.8	64	14.1	87.5	328	3.7	30.2
Roosevelt	62	0.0	0.0	78	0.0	0.0	28	0.0	85.7	28	3.6	75.0	196	0.5	23.0
Seagoville HS	73	0.0	0.0	80	10.0	10.0	69	1.4	47.8	62	64.5	96.8	284	17.3	35.6
South Oak Cliff	90	0.0	0.0	87	3.4	3.4	51	3.9	51.0	31	61.3	83.9	259	9.3	21.2
Sunset	119	2.5	2.5	116	17.2	18.1	87	31.0	73.6	74	75.7	85.1	396	26.8	38.1
White	110	0.0	0.0	101	0.0	0.0	70	80.0	82.9	58	79.3	94.8	339	30.1	33.3
Wilmer-Hutchins HS	89	0.0	0.0	67	0.0	0.0	54	0.0	1.9	53	32.1	64.2	263	6.5	13.3
Traditional ECHS Total	637	0.2	0.2	614	16.3	19.1	365	36.2	64.4	356	49.2	89.3	1,972	20.7	34.0
P-TECH Total	1,729	1.5	1.5	1,667	9.3	10.9	1,355	14.8	57.3	1,084	36.6	87.2	5,835	13.4	33.1
ECHS Total	2,366	1.1	1.1	2,281	11.2	13.1	1,720	19.4	58.8	1,440	39.7	87.7	7,807	15.2	33.3

Source: End-of-year demographic file, 06/07/21. TSIA exam file, 02/28/21. TSIA2 exam file, 09/10/21. TSIA status file, 09/15/21. Combined 2017-21 SAT file, 09/17/21. Combined 2017-21 ACT file, 09/17/21.

Note: TSIA+ refers to meeting TSIA criteria based on TSIA assessment results and exemptions. 2020-21 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.