

2021-22

Evaluation of Early College High School Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



2021-22

Evaluation of Early College High School Programs

Approved Report of the Department of Evaluation and Assessment

EA22-612-2
January 2023

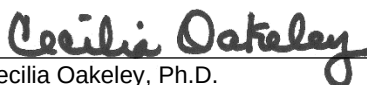
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ACRONYMS AND ABBREVIATIONS

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
ESSER	Elementary and Secondary School Emergency Relief
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 Aptitude 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 26 ECHSs (Table E1). In 2021-22, ECHS campuses were supported by \$12,343,417 in Dallas ISD general operating funds. This was a decrease of 5.9 percent compared to 2020-21 (\$13,121,904) and a 13.6 percent decrease over 2019-20 (\$14,292,375).

Table E1: 2021-22 Dallas ISD Early College High Schools

Early College High Schools	Dallas College Campus
Traditional Early College High Schools (ECHS)	
Garza ECHS	Mountain View Campus
Gilliam ECHS	Cedar Valley Campus
Lassiter ECHS	El Centro Campus
North Lake ECHS	North Lake Campus
Samuell ECHS	Eastfield Campus
Skyline CA	Cedar Valley Campus
Spruce ECHS	Eastfield Campus
Sunset Collegiate Academy	Mountain View Campus
Pathways in Technology Early College High Schools (P-TECH)	
Adams P-TECH	Eastfield Campus
Adamson P-TECH	El Centro Campus
Carter P-TECH	Cedar Valley Campus
Conrad H-TECH	Richland Campus
Hillcrest E-TECH	Richland Campus
Jefferson P-TECH	Brookhaven Campus
Kimball E-TECH	Mountain View Campus
Lincoln B-TECH	El Centro Campus
Madison P-TECH	El Centro Campus
Molina B-TECH	Mountain View Campus
North Dallas P-TECH	Brookhaven Campus
Pinkston H-TECH	El Centro Campus
Roosevelt H-TECH	El Centro Campus
Seagoville P-TECH	Eastfield Campus
South Oak Cliff P-TECH	Mountain View Campus
Sunset P-TECH	Mountain View Campus
White B-TECH	Brookhaven Campus
Wilmer-Hutchins E-TECH	North Lake Campus

Source: ECHS program documents and ECHS website accessed 05/03/22.

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

The 26 ECHSs include eight traditional ECHSs and 18 Pathways in Technology Early College High Schools (P-TECH). The ECHS program at the Dallas ISD is coordinated by the Early College Programs division within the Postsecondary Partnerships and Programs department.

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 26 ECHSs are “stand alone” campuses and solely educate ECHS students (Garza, Gilliam, Lassiter, and North Lake Collegiate Academy).
- The remaining 22 schools operate as a “school within a school” to provide a sense of cohesiveness for students within the comprehensive high school.
- Students are accepted into ECHS programs as freshmen and matriculate as a cohort as they progress through high school.
- Students 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. The Dallas ISD provided transportation to partner community college campuses at no charge.

Pathways and Industry Partners

- P-TECH students select a pathway in grade nine to guide them towards a specialized field.
- Overall, 48 industry partners provided students with related learning experiences in 2021-22, and 219 students participated in internships.

Student Applications

- Online applications are accepted from interested eighth grade students (incoming freshman) from November through the end of January every school year.
- All students who apply are invited for an interview.
- Acceptance letters are sent to applicants in February.
- In 2021-22, ECHS campuses accepted between 42 to 124 grade nine students.

Summer Programs

- The **Summer Bridge program** is a one-week long program for incoming grade nine students to prepare them for higher education and to meet TSIA requirements. The program is not mandatory.
- Overall, 1,946 incoming ECHS students attended at least one day of the Summer Bridge Program between June 28 and July 2, 2021 (74% of all incoming grade nine ECHS students).
- **Summer Hub program** provided additional support to grade nine to 12 students who took dual credit courses at Dallas College during the May (May 14 – June 2, 2021), Summer I (June 3 – July 1, 2021) and Summer II (July 6 – August 5, 2021) semesters. Program staff noted that this extra support was crucial in helping students complete their college courses.
- During the May semester, 290 students enrolled in 291 dual credit courses. Of these, 261 students (90%) completed 250 courses (86%).
- During the Summer I semester, 1,602 students enrolled in 1,924 courses. Of these, 1,363 students (85%) completed 1,457 courses (76%).
- During the Summer II semester, 827 students enrolled in 1,036 courses but no grading information was shared.
- **Acceleration in Physics and Geometry Program** was held July 12 to July 30, 2021. Of the 1,106 students that enrolled, 828 students attended one or more days in the program. No grading information was shared.

What were the demographic characteristics of ECHS students?

During the 2021-22 school year, a total of 7,408 students were enrolled in an ECHS.

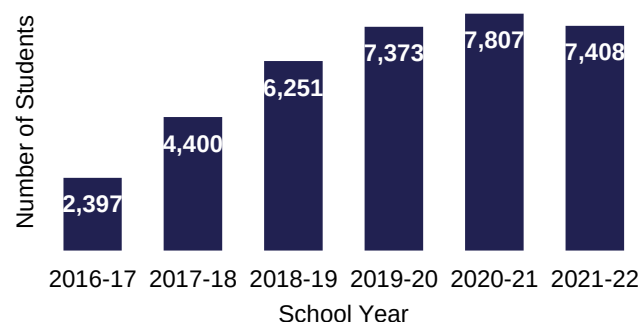
- The ethnic composition of ECHS students was similar (percentages were within four percentage points) to Dallas ISD high school students.
- There were more female ECHS students (58%) than male ECHS students (42%) than the district (50% male and female).
- A slightly higher percentage of ECHS students were economically disadvantaged (85%) than for Dallas ISD high school students overall (81%).
- There were 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 four aspects:
 - First, a higher percentage of Hispanic students enrolled in traditional ECHSs than P-TECHs (82% vs 75%).

- Second, a higher percentage of African American students enrolled in P-TECHs than traditional ECHSs (21% vs 15%).
- Third, a higher percentage of traditional ECHS students were TAG eligible (32% vs 23%).
- Fourth, a smaller percentage of traditional ECHS students were at-risk of dropping out of school (54% vs 67%).

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 4,400 in 2017-18 to 7,408 students in 2021-22 (Figure E1).

Figure E1: 2016-17 to 2021-22 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), 06/07/21 (2020-21), and 06/06/22 (2021-22), and ECHS identification file 08/31/22 (2021-22).

Note: Methodology for identifying ECHS students changed with the 2021-22 school year. Therefore, enrollment changes between years should be viewed with caution.

Thirty-two percent of students (n=2,349) were enrolled in grade nine, 26 percent in grade 10 (n=1,928), 23 percent in grade 11 (n=1,690), and 20 percent in grade 12 (n=1,441).

Attendance Rates

- The average attendance rate for district ECHS students was eight percentage points higher than non-ECHS students (94.0% versus 86%).
- Students enrolled in traditional ECHSs had an average attendance rate of 94.4 percent, while students at P-TECHs had an average attendance rate of 93.2 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 two percentage points (78% versus 76%).
- The three-year retention rate difference was eight percentage points (71% versus 63%).
- The four-year retention rate difference was six percentage points (57% versus 51%).
- Traditional ECHS students had a higher retention rate than P-TECH students for all cohorts. The retention rate difference for the 2020-21 cohort was eight percentage points, for the 2019-20 cohort 10 percentage points, and for the 2018-19 cohort 12 percentage points.

Graduation Rates

- The average four-year graduation rate for the 2018-19 ECHS cohort was 56 percent; five percentage points higher than Dallas ISD comprehensive high school students.
- The graduation rate of traditional ECHS students was 14 percentage points higher than that of P-TECH students (67% versus 53%).
- Traditional ECHS students who were enrolled in the program for four consecutive years had a slightly higher graduation rate than similarly enrolled P-TECH students (100% vs 97%).
- Overall, the graduation rate for continuously enrolled students differed by 12 percentage points between ECHS students (98%) and comprehensive high school students (86%).
- Graduation rates across all Dallas ISD students slightly increased by one percentage points between the 2017-18 and 2018-19 cohorts (56% vs 57%), while the graduation rate of continuously enrolled students increased from 86 percent to 89 percent.

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

SAT

Overall, 3,131 ECHS students enrolled in grade 11 (2019-20 cohort) and grade 12 (2018-19 cohort).

- Thirty-nine percent of grades 11 and 12 met the TSI SAT benchmark on ERW (480).
- Sixteen 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 20 percentage points for mathematics to 27 percentage points for ERW).
- In comparison, 16 percent of non-ECHS students enrolled in comprehensive high schools offering ECHS program met the TSI benchmark for ERW, and six percent met the TSI benchmark for mathematics.

ACT

Overall, 1,441 ECHS students enrolled in grade 12 (2018-19 cohort).

- Six percent met the TSI ACT benchmark for Mathematics.
- Seven percent met the benchmark on English.
- Traditional ECHS students met TSI ACT benchmarks at a higher rate than P-TECH students (difference of 12 percentage points for mathematics and 13 percentage points for English).
- In comparison, of the 4,796 comprehensive high school students enrolled in campuses offering the ECHS program, one percent met the TSI ACT benchmark for Mathematics and two percent met the benchmark for English.

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 1,441 grade 12 ECHS students enrolled in 2021-22, 81 percent met TSIA benchmarks or qualified for an exemption for ELAR, and 76 percent met TSIA benchmarks for mathematics.
- Overall, ECHS students outperformed comprehensive high school students enrolled in campuses offering the ECHS program by 65 (ELAR) to 68 (mathematics) percentage points.

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

- Of the 7,408 ECHS students enrolled in 2021-22, 89 percent took dual credit courses through Dallas College.
- A total of 6,008 ECHS students (90.9%) passed one or more courses for a total of 25,470 courses passed (86.4%).
- P-TECH students accounted for the majority of ECHS dual credit students (70%) and dual credit hours earned (66%).
- ECHS students who passed one or more dual credit courses completed on average 13.0 dual credit hours across all grade levels in 2021-22.
- Traditional ECHS students on average completed slightly more dual credit hours per person (14.1 hours) than P-TECH students (12.5 hours).

Did ECHS students earn the targeted number of dual credit hours for each grade level?

Although, all ECHS goals were suspended for 2021-22 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, 4,136 out of 7,408 ECHS students (56%) earned the expected number of dual credit hours.

How many credentials were earned by ECHS students?

- Overall, 296 grade 11 and grade 12 ECHS students completed 414 **educational certificates** while enrolled at Dallas College.
- Students completed between one and four certificates with an average of 1.4 certificates per student.
- P-TECH students accounted for 89 percent of ECHS students who completed a certificate and 92 percent of the 414 completed certificates.
- In addition, 475 ECHS students earned a total of 525 **industry-based certifications** in 2021-22, including 415 certifications listed in the A-F accountability system.
- Overall, 85 percent of students who earned industry-based certifications in 2021-22 were P-TECH students.

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

Of the 1,435 ECHS students who graduated in 2021-22, 870 students (61%) earned an associate degree or 60 dual credit hours

- Of the ECHS students who met the goal, 94 percent ($n=821$) earned an associate degree while six percent ($n=49$) earned 60 or more dual credit hours.¹
- Sixty-nine percent ($n=598$) of students who met the goal were P-Tech students, while 31 percent ($n=272$) were traditional ECHS students.

What were the college enrollment rates for ECHS graduates?

- According to the 2021-22 NSC data file, 55 percent of 2020-21 ECHS graduates and 40 percent of non-ECHS graduates enrolled in college within one year of graduation.
- More ECHS students (90%) enrolled in a four-year university than non-ECHS students (85%). Similarly, a significantly lower percentage of ECHS students (10%) enrolled in a two-year college or trade school than non-ECHS students (15%).

What were student perceptions of the ECHS programs?

- Forty-one percent of ECHS seniors responded to the ECHS Senior Exit Survey.
- Overall, 94 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 they wished for more job-related skill training.
- Most seniors (82%) indicated that they planned to attend college directly after graduating from the Dallas ISD, followed by joining the workforce (11%).

RECOMMENDATIONS

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

Continue to work with the IT Department on accurately tracking ECHS participation.

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

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

Continue to promote career readiness.

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

¹ In addition, three comprehensive high school students earned an associate degree who were later identified as P-TECH students.

2021-22

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. While Symonds et al. (2011) argued that an increasing number of jobs would require postsecondary education, Chen (2016) found that roughly 56 percent of high school graduates were highly qualified for postsecondary institutions. ACT's College and Career Readiness (2019) report gave evidence of continuing achievement gaps between African American, Hispanic, and White students. Compounding by the fact that only 14 percent of college instructors believed that public high schools adequately prepare students for college (Hart Research Associates, 2015), ECHSs have been viewed as an effective way to improve high school students' outcomes (Hoffman & Webb, 2010), and increase postsecondary studies by removing academic and financial hurdles (Berger et al., 2013).

The Dallas ISD was among the first school districts in Texas to establish an ECHS in 2006. Since then, the number of ECHSs in the Dallas ISD has increased to 26 including eight traditional Early College High Schools (Traditional ECHS) and 18 Pathways in Technology Early College High Schools (P-TECH). Early College High Schools are designated under the authority of Texas Education Code (TEC) §29.908(b)² and Texas Administrative Code (TAC) §102.1091.³ 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.

At Dallas ISD, students are accepted into ECHS programs as freshmen and matriculate as a cohort as they progress through high school. 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, formerly known as Dallas County Community College District. The Dallas ISD provided transportation to partner community college campuses at no charge. 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.

² <https://statutes.capitol.texas.gov/SOTWDocs/ED/htm/ED.29.htm#29.908>

³ <http://ritter.tea.state.tx.us/rules/tac/chapter102/ch102gg.html>

The ECHS program at the Dallas ISD is coordinated by the Early College Programs division within the Postsecondary Partnerships and Programs department. For the 2021-22 school year, the following goals were set by program staff:

- 90 percent of early college high schools will have a TEA designation,
- 65 percent of ECHS graduates will earn an associate degree or 60 college credit hours,
- 70 percent of grade 12 P-TECH/ECHS students will earn a passing score on the Texas State Initiative Assessment (TSIA) subtests or qualify for an exemption,
- 80 percent of students eligible to receive credit in Accelerated Geometry or Physics will earn a passing grade in the course.

Table 1 displays the Dallas ISD traditional ECHSs and P-TECHs that operated during 2021-22.

Table 1: 2021-22 Dallas ISD Early College High Schools

Early College High Schools	Dallas College Campus	Year Opened
Traditional Early College High Schools (ECHS)		
Garza ECHS	Mountain View Campus	2006
Gilliam ECHS	Cedar Valley Campus	2008
Lassiter ECHS	El Centro Campus	2010
North Lake ECHS	North Lake Campus	2019
Samuell ECHS	Eastfield Campus	2012
Skyline CA	Cedar Valley Campus	2019
Spruce ECHS	Eastfield Campus	2015
Sunset Collegiate Academy	Mountain View Campus	2021
Pathways in Technology Early College High Schools (P-TECH)		
Adams P-TECH	Eastfield Campus	2017
Adamson P-TECH	El Centro Campus	2017
Carter P-TECH	Cedar Valley Campus	2016
Conrad H-TECH	Richland Campus	2016
Hillcrest E-TECH	Richland Campus	2017
Jefferson P-TECH	Brookhaven Campus	2016
Kimball E-TECH	Mountain View Campus	2017
Lincoln B-TECH	El Centro Campus	2017
Madison P-TECH	El Centro Campus	2016
Molina B-TECH	Mountain View Campus	2017
North Dallas P-TECH	Brookhaven Campus	2017
Pinkston H-TECH	El Centro Campus	2016
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
White B-TECH	Brookhaven Campus	2017
Wilmer-Hutchins E-TECH	North Lake Campus	2017

Source: ECHS program documents and ECHS website accessed 05/03/22.

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.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020, and implemented at home learning districtwide for the first four weeks and modified the school calendar from a six-week schedule to a nine-week schedule. To help district students and families access the internet during at-home learning, the district provided 23,000 hotspots to families by October 2020 and announced that parents could choose in-person or virtual learning for the rest of the school year. Both options included both synchronous and asynchronous learning activities. In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district was able to offer virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports⁴. Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

This report addressed the following questions:

- What were the sources and amount of funding for the ECHS program?
- What were the components of the ECHS program?
- What were the demographic characteristics of ECHS students?
- What were the enrollment characteristics of ECHS students?
- What were the academic performances of ECHS students on post-secondary readiness assessments?
- How many Dual Credit Courses and Dual Credit Hours did ECHS students complete?
- Did ECHS students earn the targeted number of dual credit hours for each grade level?
- How many credentials were earned by ECHS students?
- How many ECHS graduates earned an associate degree or 60 college credit hours?
- What were the college enrollment rates for ECHS graduates?
- What were student perceptions of the ECHS program?

⁴ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

EVALUATION QUESTIONS AND RESULTS⁵

EQ1: What were the sources and amount of funding for the ECHS program?

Results

In 2021-22, ECHS campuses were supported by \$12,343,417 in Dallas ISD general operating funds. This was a decrease of 5.9 percent compared to 2020-21 (\$13,121,904) and a 13.6 percent decrease over 2019-20 (\$14,292,375).

EQ2: What were the components of the ECHS program?

Results

TEA Requirements

For schools to be designated by TEA as early college high schools, they must meet the criteria articulated in the ECHS and P-TECH Blueprints.⁶ 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;

⁵ Methodology information for all evaluation questions can be found in Appendix A.

⁶ Blueprints can be accessed at <https://tea.texas.gov/echhs> and <https://tea.texas.gov/ptech>

4. Curriculum, Instruction, and Assessment;
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 2021-22.

Dallas ISD ECHS Structure

Four of the 26 ECHSs are “stand alone” campuses and solely educate ECHS students (i.e., Garza, Gilliam, Lassiter, and North Lake Collegiate Academy). The remaining 22 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. Students attended grades nine and 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, formerly known as Dallas County Community College District. The Dallas ISD provided transportation to partner community college campuses at no charge.

Texas Success Initiative Assessment (TSIA). To be eligible for dual credit coursework, ECHS students are required to demonstrate college readiness by achieving the minimum passing standard on the *TSIA*.⁷ The *TSIA* indicates 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*.⁸

Pathways and Industry Partners. A total of 32 career pathways were offered by P-TECHs in 2021-22, such as health sciences, business administration and management, information technology, engineering, network administration and support, hospitality management, and law enforcement. Each P-TECH offered between two to five pathways. Students select a pathway in grade nine to guide them towards a specialized field. By partnering with a P-TECH, industry partners agree to:

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

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

⁸ 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>.

- 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.

To supplement education related to selected pathways, 48 industry partners provided students with related learning experiences in 2021-22, and 219 students participated in internships. A list of degree plans and data on pathways, industry partners, and higher education partners by campus can be found in Appendix B.

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 (a) their strengths, (b) what they enjoy learning, and (c) 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 2021-22, ECHS campuses accepted between 42 to 124 grade nine students.

Summer Programs

Summer Bridge program. Dallas ISD ECHSs partnered with Dallas College to offer a summer bridge program. The goal of this one-week long program was to orient incoming grade nine students to academic behaviors and skills needed for dual credit achievement and to prepare students to meet *TS/A* requirements. The 2021 Summer Bridge program ran for five days from June 28 through July 2, 2021⁹. Attendance was not mandatory. Attendance data shared with the evaluator showed that out of the 2,455 grade nine students enrolled, 509 students either did not attend ($n=407$) or withdrew ($n=102$). The remaining 1,946 students (74% of all incoming grade nine ECHS students) attended on average 4.2 days of the Summer Bridge program. Student enrollment in the 2021 Summer Bridge program was higher than in 2020 with 1,517 students (64% of all incoming grade nine ECHS students).

Summer Hub program. Additional support was provided to grade nine to 12 students who took dual credit courses at Dallas College during the May (May 14 – June 2, 2021), Summer I (June 3 – July 1, 2021) and Summer II (July 6 – August 5, 2021) semesters via the Summer Hub program. Program staff noted that this extra support was crucial in helping students complete their college courses. Based on data received from program staff, 290 students enrolled in 291 dual credit courses during the May semester. Of these, 261 students (90%) completed¹⁰ 250 courses (86%). During the Summer I semester, 1,602 students enrolled in 1,924 courses. Of these, 1,363 students (85%) completed 1,457 courses (76%). Program staff

⁹ Twenty-three ECHSs and PTECHs offered five days of Summer Bridge program while Lassiter offered only a four day program (June 28-July 1, 2021).

¹⁰ Received a grade A, B, C, or D.

also reported that 827 students enrolled in 1,036 courses in Summer II semester but no grading information was shared.

Acceleration in **Physics and Geometry Program** was held July 12 to July 30, 2021. The program was open to all P-TECH and ECHS students who over 15 days were able to complete two semesters of Physics or Geometry. Although the program was held virtually, ACP testing was conducted on campus. Of the 1,106 students that enrolled, 828 students attended one or more days ($\bar{x}$ =14.3 days) in the program.

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 helped each campus principal to 1) plan, organize, coordinate, and supervise high school instructional programs and activities; 2) develop curriculum; and 3) develop implementation strategies. The assistant principal also assisted campus administration in counseling, instruction, and problem solving. Finally, the assistant principal reviewed and evaluated student attendance.
- The workforce learning coordinator position required five years of experience in management, curriculum development, and professional development. The coordinator supervised the curriculum, workplace visits, mentoring, and internship programs, and worked with teachers and industry partners to develop curriculum and to ensure effective student-mentor communication. The coordinator worked closely with school leadership and staff members in the Teaching and Learning Department to create, coordinate, and present professional development.

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

Professional Development Opportunities. ECHS department staff noted that PD sessions were held during the 2021-22 school year, but they were not able to provide participation data.

ESSER

Elementary and Secondary School Emergency Relief (ESSER) funds supported seven P-TECH/ECHS Program Specialist positions for the 2021-22 school year. Specialists were to work directly with ECHS students grades nine through 12 to increase student achievement while also supporting school administration. Program leadership reported that in 2021-22 specialists primarily focused on grade 12 students to:

- Maintain the proportion of Dallas ISD students earning an Associate degree at 10 percent for the Class of 2022 who graduate by August 31, 2022.
- By the end of the 2021-22 academic year, increase the percentage of students graduating with *TSIA* met criteria via assessment in both ELA and Mathematics by five percentage points.

- By the end of 2021-22 academic year, develop a systematic method to electronically track student progress towards degree completion.
- By the end of 2021-22 academic year, increase the percent of students successfully completing dual credit courses by five percentage points above the corresponding semester during the previous school year.

Review of program information and academic achievement indicated that out of the 8,689 seniors enrolled, 821 students (9.4%)¹¹ earned an associate degree. The program reported that based on preliminary TSI data the department was able to increase the percentage of seniors meeting TSI Math by five percentage points (ESSER goal) year-over year but failed to do so in ELAR. To better assist in the monitoring of dual-credit coursework, the department noted that it facilitated the creation of a dual-credit progress monitoring platform. Finally, the department reported that dual-credit success rates (A-C) increased from 65 percent (20-21) to 72 percent (21-22), thereby meeting this ESSER goal.

EQ3: What were the demographic characteristics of ECHS students?

Results

During the 2021-22 school year, a total of 7,408 students were enrolled in an ECHS. The ethnic composition of district ECHS students was similar (percentages were within four percentage points) to Dallas ISD high school students. In contrast, a slightly higher percentage of ECHS students were economically disadvantaged (85%) than overall for Dallas ISD high school students (81%). 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 (25%) were Talented and Gifted (TAG) eligible than district high school students (17%). Sixty-three percent of ECHS students were at risk, lower than for all district high school students (69%).

Traditional ECHS students were comparable to P-TECH students except in four aspects. First, a higher percentage of Hispanic students enrolled in traditional ECHSs than P-TECHs (82% vs 75%). Second, a higher percentage of African American students enrolled in P-TECHs than traditional ECHSs (21% vs 15%). Third, a higher percentage of traditional ECHS students were TAG eligible (32% vs 23%). Fourth, a smaller percentage of traditional ECHS students were at-risk of dropping out of school (54% vs 67%). Student characteristic data by campus can be found in Appendix C.

¹¹ Does not include three comprehensive high school students who earned an associate degree who were later identified as P-TECH students.

Table 2: 2021-22 Early College High School and District Student Characteristics

	Traditional ECHSs (N=2,092)		P-TECHs (N=5,316)		District All ECHSs (N=7,408)		Dallas ISD High Schools (N=39,158)	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%	<i>N</i>	%
Grade								
Grade 9	670	32.0	1,679	31.6	2,349	31.7	12,536	32.0
Grade 10	581	27.8	1,347	25.3	1,928	26.0	9,579	24.5
Grade 11	508	24.3	1,182	22.2	1,690	22.8	8,355	21.3
Grade 12	333	15.9	1,108	20.8	1,441	19.5	8,688	22.2
Gender								
Female	1,250	59.8	3,035	57.1	4,285	57.8	19,529	49.9
Male	842	40.2	2,281	42.9	3,123	42.2	19,629	50.1
Race / Ethnicity								
Asian	12	0.6	61	1.1	73	1.0	486	1.2
African American	311	14.9	1,113	20.9	1,424	19.2	7,560	19.3
Hispanic	1,711	81.8	3,967	74.6	5,678	76.6	28,499	72.8
White	30	1.4	92	1.7	122	1.6	1,881	4.8
Other	28	1.3	83	1.6	111	1.5	732	1.9
Student Characteristics								
At Risk Status	1,132	54.1	3,559	66.9	4,691	63.3	26,880	68.6
EcoDis Status	1,728	82.6	4,597	86.5	6,325	85.4	31,621	80.8
English Learner	789	37.7	2,316	43.6	3,105	41.9	16,664	42.6
Special Education	47	2.2	170	3.2	217	2.9	3,586	9.2
TAG Eligible	675	32.3	1,198	22.5	1,873	25.3	6,783	17.3

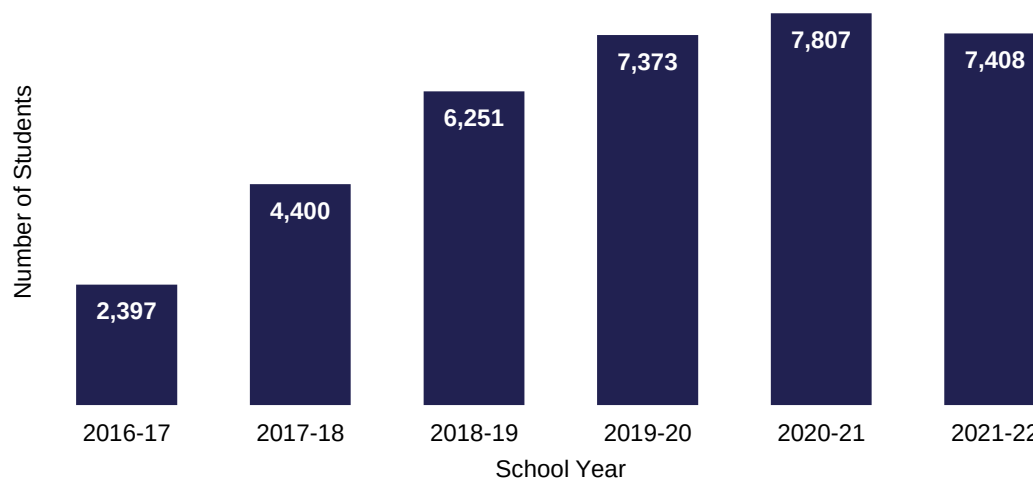
Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22.

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

EQ4: What were the enrollment characteristics of ECHS students?

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 4,400 in 2017-18 to 7,408 students in 2021-22 (Figure 1).

Figure 1: 2016-17 to 2021-22 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), 06/07/21 (2020-21), 06/06/22 (2021-22), and ECHS identification file 08/31/22 (2021-22).

Note: Methodology for identifying ECHS students changed with the 2021-22 school year. Therefore, enrollment changes between years should be viewed with caution.

Of the 7,408 students enrolled in ECHSs, 2,092 (28.2%) students enrolled in traditional ECHSs and 5,316 (71.8%) students enrolled in P-TECHs (Table 3). Campuses that started to accept students in 2020-21 (ECHSs) did not have students enrolled in all grade levels because enrollment in ECHSs started with grade nine students. Thirty-two percent of students ($n=2,349$) were enrolled in grade nine, 26 percent in grade 10 ($n=1,928$), 23 percent in grade 11 ($n=1,690$), and 20 percent in grade 12 ($n=1,441$). Enrollment by school ranged from 90 students (North Lake ECHS) to 425 students (Garza ECHS). Among the top five ECHSs with the highest enrollment numbers, one was a traditional ECHS (Garza, $n=425$) and four were P-TECHs (Molina, $n=419$; Conrad, $n=408$; Adams, $n=384$; Adamson, $n=422$).

Table 3: 2021-22 Enrollment of Students in Early College High School Campuses by Grade Level

Campus	Grade Level				Total N
	9 n	10 n	11 n	12 n	
Traditional ECHS					
Garza	104	105	107	109	425
Gilliam	97	83	81	82	343
Lassiter	68	70	50	60	248
North Lake	75	56	64	-	195
Samuell	99	87	50	52	288
Skyline	124	96	101	-	321
Spruce	61	46	45	30	182
Sunset CA	42	38	10	-	90
P-TECH					
Adams	102	101	93	88	384
Adamson	113	111	88	72	384
Carter	84	37	41	51	213
Conrad	112	112	92	92	408
Hillcrest	103	67	70	89	329
Jefferson	105	80	92	83	360
Kimball	92	45	41	57	235
Lincoln	70	54	55	43	222
Madison	43	28	21	20	112
Molina	113	108	104	94	419
North Dallas	104	73	62	57	296
Pinkston	94	81	57	52	284
Roosevelt	70	41	49	17	177
Seagoville	119	54	68	66	307
South Oak Cliff	90	71	56	48	265
Sunset	87	122	75	79	363
White	110	97	76	54	337
Wilmer-Hutchins	68	65	42	46	221
Overall					
Traditional ECHS Total	670	581	508	333	2,092
P-TECH Total	1,679	1,347	1,182	1,108	5,316
ECHS Total	2,349	1,928	1,690	1,441	7,408

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22.

Note: ECHSs that opened in 2019-20 and thereafter do not have enrollment in all grade levels. - = no students were enrolled in that grade level. CA= Collegiate Academy.

Attendance Rates

The average attendance rate for district ECHS students was eight 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 decreased by 2.6 percentage points from 2020-21 (10.6 percentage points) to 2021-22 (8.0 percentage points). In 2020-21, attendance rates for ECHS campuses ranged between 85.7 percent (Seagoville) and 96.4 percent (Garza). Non-ECHS student attendance rates ranged between 80.4 percent (multiple campuses) and 91.5 percent (Adams). Students enrolled in traditional ECHSs had an average attendance rate of 94.4 percent, while students at P-TECHs had an average attendance rate of 93.2 percent.

Table 4: 2021-22 Attendance Rate for Students Enrolled in Campuses Offering the ECHS Program

Campus	ECHS		Non-ECHS		Difference
	N	%	N	%	%
Traditional ECHS					
Garza	425	96.4	-	-	-
Gilliam	343	95.8	-	-	-
Lassiter	248	95.7	-	-	-
North Lake CA	195	94.8	-	-	-
Samuell	288	95.8	1,453	84.8	11.1
Skyline CA	321	88.7	3,654	85.9	2.8
Spruce	182	94.0	1,318	85.3	8.7
Sunset CA*	90	91.5	1,617	82.6	8.9
P-TECH					
Adams, B	384	93.2	1,764	91.5	1.8
Adamson	384	93.8	1,068	87.3	6.5
Carter	213	93.6	839	80.4	13.1
Conrad	408	96.0	871	82.6	13.4
Hillcrest	329	95.1	1,304	88.8	6.3
Jefferson	360	92.5	1,022	84.5	8.0
Kimball	235	92.1	927	79.5	12.6
Lincoln	222	87.4	420	80.4	7.0
Madison	112	91.9	271	86.9	5.0
Molina	419	95.6	1,657	83.4	12.3
North Dallas	296	95.3	817	89.7	5.6
Pinkston	284	91.5	679	89.8	1.6
Roosevelt	177	85.7	602	80.4	5.2
Seagoville	307	91.9	1,326	82.2	9.6
South Oak Cliff	265	92.6	1,060	86.4	6.2
Sunset	363	92.6	1,617	82.6	10.0
White	337	95.9	1,644	90.2	5.8
Wilmer-Hutchins	221	92.3	735	86.4	5.9
Overall					
Traditional ECHS Total	2,092	94.4	6,425	85.5	8.9
P-TECH Total	5,316	93.2	18,623	85.6	7.6
ECHS Total	7,408	93.5	25,048	85.6	8.0

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Dallas ISD student attendance file, 06/29/22.

Note: - = no students were enrolled or the absence of a comparison group. * NON-ECHS group for Sunset has been presented for traditional ECHS and PTECH groups but was only counted in the PTECH comparison total for a correct overall attendance rate.

Student Retention Rates

The two-year retention rate for the 2020-21 cohort of ECHS students ranged from 64 percent (Madison) to 94 percent (Adamson, Table 5). The average retention rate for ECHS students was 78 percent; two percentage points higher than non-ECHS students. Overall, ECHS students had an equal or higher two-year retention rate than non-ECHS students on 13 of the 21 campuses offering the ECHS program. With 25 percent, Pinkston 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 2019-20 cohort of ECHS students ranged from 46 percent (South Oak Cliff) to 90 percent (Molina), while the four-year retention rate for 2018-19 cohort ECHS students ranged from 15 percent (Roosevelt) to 93 percent (Garza). Overall, traditional ECHSs had

a higher retention rate than P-TECHs for all cohorts. The retention rate difference for the 2020-21 cohort was eight percentage points, for the 2019-20 cohort 10 percentage points, and for the 2018-19 cohort 12 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. Overall, retention rate differences between ECHS and non-ECHS groups have decreased over the past three years for all cohorts. The four-year retention rate difference for all ECHS students dropped from 21 percentage points (2016-17 Cohort) to six percentage points (2018-19 Cohort), the three-year retention rate difference dropped from 10 percentage points (2017-18 Cohort) to nine percentage points (2019-20 Cohort), and the two-year retention rate difference dropped from 8 percentage points (2018-19 Cohort) to two percentage points (2020-21 Cohort). Additional retention information can be found in Appendix D.

Table 5: 2021-22 Retention Rates for Students Enrolled in Campuses Offering the ECHS Program by Cohort

Campus	Two-Year Retention Rates (2020-21 Cohort)			Three-Year Retention Rates (2019-20 Cohort)			Four-Year Retention Rates (2018-19 Cohort)		
	ECHS %	Non-ECHS %	Diff %	ECHS %	Non-ECHS %	Diff %	ECHS %	Non-ECHS %	Diff %
Traditional ECHS									
Garza	92.9	-	-	86.4	-	-	93.1	-	-
Gilliam	85.1	-	-	78.0	-	-	74.5	-	-
Lassiter	90.7	-	-	79.7	-	-	77.1	-	-
North Lake CA	86.6	-	-	86.5	-	-	-	-	-
Samuell	75.9	74.1	1.8	56.4	62.4	-6.0	37.1	51.4	-14.3
Skyline CA	78.9	81.7	-2.8	88.5	72.5	16.0	-	-	-
Spruce	82.8	71.6	11.2	72.3	60.0	12.3	53.1	46.1	7.0
P-TECH									
Adams, B	80.5	76.3	4.3	79.7	65.1	14.5	68.7	54.9	13.8
Adamson	93.7	85.5	8.2	80.5	65.1	15.4	56.3	54.7	1.6
Carter	76.2	72.2	3.9	69.2	56.0	13.2	66.7	38.5	28.1
Conrad	81.1	65.0	16.1	74.6	53.9	20.6	61.5	48.2	13.3
Hillcrest	74.5	80.5	-6.0	81.1	66.6	14.5	78.4	59.7	18.7
Jefferson	78.3	62.6	15.7	75.9	41.9	34.0	68.2	41.2	27.0
Kimball	49.5	68.7	-19.2	56.8	61.7	-4.9	44.3	46.0	-1.7
Lincoln	72.2	74.4	-2.2	60.5	56.6	3.9	38.5	37.2	1.3
Madison	63.6	57.1	6.5	61.3	52.8	8.5	50.0	41.8	8.2
Molina	91.3	85.2	6.1	89.9	72.5	17.5	66.2	64.6	1.6
North Dallas	84.5	60.4	24.1	70.1	58.2	11.9	61.3	42.7	18.6
Pinkston	89.2	64.3	24.9	76.8	50.4	26.4	56.4	32.1	24.4
Roosevelt	71.0	72.4	-1.4	53.1	59.4	-6.3	14.7	35.7	-21.0
Seagoville	66.0	76.6	-10.7	73.2	62.0	11.2	53.8	55.1	-1.4
South Oak Cliff	66.7	66.1	0.5	46.2	55.5	-9.3	46.5	44.4	2.1
Sunset	85.6	79.4	6.2	70.9	76.1	-5.3	57.8	66.3	-8.5
White	63.9	80.7	-16.9	51.9	54.6	-2.7	45.3	48.9	-3.6
Wilmer-Hutchins	58.3	75.6	-17.4	53.6	53.3	0.3	42.6	47.3	-4.7
Overall									
Traditional ECHS Total	84.2	77.6	6.6	79.1	67.2	12.0	67.4	48.6	18.8
P-TECH Total	75.5	74.0	1.5	68.7	60.0	8.7	54.9	50.7	4.2
ECHS Total	77.7	76.0	1.7	71.4	62.5	8.8	57.2	51.2	6.0

Source: PEIMS demographic files dated 10/26/18 (2018-19), 10/28/19 (2019-20), 10/30/20 (2020-21), and 11/01/2021 (2021-22).

Note: Diff = Difference. - = 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 2018-19 ECHS cohort was 56 percent; five percentage points higher than Dallas ISD comprehensive high school students (Table 6). For this cohort, the graduation rate of traditional ECHS students was 14 percentage points higher than that of P-TECH students (67% versus 53%). Moreover, traditional ECHS students who were enrolled in the program for four consecutive years had a slightly higher graduation rate than similarly enrolled P-TECH students (100% vs 97%). Overall, the graduation rate for continuously enrolled students differed by 12 percentage points between ECHS students (98%) and comprehensive high school students (86%). Graduation rates across all Dallas ISD students slightly increased by one percentage points between the 2017-18 and 2018-19 cohorts (56% vs 57%), while the graduation rate of continuously enrolled students increased from 86 percent to 89 percent.

Table 6: 2020-21 and 2021-22 Dallas ISD Four-Year Graduation Rates by Cohort

Campus	2017-18 Cohort (2020-21 Graduation)					2018-19 Cohort (2021-22 Graduation)				
	Cohort <i>N</i>	Retained <i>n</i>	Graduated			Cohort <i>N</i>	Retained <i>n</i>	Graduated		
			<i>n</i>	% Cohort	% Retained			<i>n</i>	% Cohort	% Retained
Traditional ECHS										
Garza	110	99	98	89.1	99.0	116	108	108	93.1	100.0
Gilliam	101	78	77	76.2	98.7	106	79	79	74.5	100.0
Lassiter	57	51	51	89.5	100.0	70	54	54	77.1	100.0
North Lake CA	-	-	-	-	-	-	-	-	-	-
Samuell	108	53	51	47.2	96.2	116	43	43	37.1	100.0
Skyline CA	-	-	-	-	-	-	-	-	-	-
Spruce	67	50	40	59.7	80.0	64	34	33	51.6	97.1
P-TECH										
Adams, B	108	65	61	56.5	93.8	134	92	88	65.7	95.7
Adamson	123	103	99	80.5	96.1	126	71	71	56.3	100.0
Carter	104	57	56	53.8	98.2	99	66	64	64.6	97.0
Conrad	115	84	84	73.0	100.0	130	80	80	61.5	100.0
Hillcrest	110	63	63	57.3	100.0	116	91	89	76.7	97.8
Jefferson	119	84	83	69.7	98.8	107	73	68	63.6	93.2
Kimball	117	82	79	67.5	96.3	122	54	54	44.3	100.0
Lincoln	102	54	54	52.9	100.0	104	40	39	37.5	97.5
Madison	89	39	39	43.8	100.0	58	29	28	48.3	96.6
Molina	138	88	88	63.8	100.0	142	94	89	62.7	94.7
North Dallas	105	57	51	48.6	89.5	111	68	66	59.5	97.1
Pinkston	98	67	63	64.3	94.0	101	57	47	46.5	82.5
Roosevelt	98	37	34	34.7	91.9	109	16	16	14.7	100.0
Seagoville	124	69	68	54.8	98.6	119	64	63	52.9	98.4
South Oak Cliff	101	48	48	47.5	100.0	101	47	46	45.5	97.9
Sunset	129	72	72	55.8	100.0	128	74	73	57.0	98.6
White	120	60	56	46.7	93.3	117	53	53	45.3	100.0
Wilmer-Hutchins	123	63	60	48.8	95.2	108	46	46	42.6	100.0
Overall										
Traditional ECHS Total	443	331	317	71.6	95.8	472	318	317	67.2	99.7
P-TECH Total	2,023	1,192	1,158	57.2	97.1	2,032	1,115	1,080	53.1	96.9
ECHS Total	2,466	1,523	1,475	59.8	96.8	2,504	1,433	1,397	55.8	97.5
District (Not ECHS)	9,472	5,660	4,735	50.0	83.7	9,688	5,704	4,920	50.8	86.3
Former ECHS Students		621	511		82.3		688	608		88.4
District Overall	11,938	7,804	6,721	56.3	86.1	12,192	7,825	6,925	56.8	88.5

Source: PEIMS demographic file dated 10/30/17 (2017-18), 10/26/18 (2018-19), 10/28/19 (2019-20), 10/30/20 (2020-21), and 11/01/2021 (2021-22). Graduation files dated 08/23/22.

Note: - = no students were enrolled or the absence of a comparison group.

EQ5: What were the academic performances of ECHS students on post-secondary readiness assessments?

Results

SAT

Overall, of the 3,131 ECHS students in grade 11 (2019-20 cohort) and grade 12 (2018-19 cohort), 39 percent met the TSI SAT benchmark on ERW, and 16 percent met the TSI SAT benchmark on mathematics (Table 7). Passing rates by campus ranged from 10 percent (Sunset CA) to 82 percent (Lassiter) for ERW, and zero percent (Sunset CA) to 61 percent (Lassiter) for mathematics. Traditional ECHS students met TSI SAT benchmarks at a higher rate than P-TECH students (difference of 20 percentage points for mathematics to 27 percentage points for ERW).

Table 7: 2021-22 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	107	81.3	45.8	109	81.7	43.1	216	81.5	44.4
Gilliam	81	56.8	16.0	82	37.8	17.1	163	47.2	16.6
Lassiter	50	80.0	56.0	60	83.3	65.0	110	81.8	60.9
North Lake CA	64	68.8	35.9	-	-	-	64	68.8	35.9
Samuell	50	48.0	22.0	52	44.2	19.2	102	46.1	20.6
Skyline CA	101	39.6	16.8	-	-	-	101	39.6	16.8
Spruce	45	31.1	6.7	30	16.7	13.3	75	25.3	9.3
Sunset CA	10	10.0	0.0	-	-	-	10	10.0	0.0
P-TECH									
Adams, B	93	38.7	12.9	88	43.2	17.0	181	40.9	14.9
Adamson	88	29.5	4.5	72	29.2	6.9	160	29.4	5.6
Carter	41	29.3	7.3	51	31.4	7.8	92	30.4	7.6
Conrad	92	44.6	16.3	92	43.5	21.7	184	44.0	19.0
Hillcrest	70	50.0	10.0	89	34.8	20.2	159	41.5	15.7
Jefferson	92	39.1	13.0	83	34.9	14.5	175	37.1	13.7
Kimball	41	29.3	0.0	57	15.8	7.0	98	21.4	4.1
Lincoln	55	12.7	0.0	43	18.6	9.3	98	15.3	4.1
Madison	21	19.0	0.0	20	10.0	5.0	41	14.6	2.4
Molina	104	39.4	9.6	94	18.1	11.7	198	29.3	10.6
North Dallas	62	41.9	11.3	57	36.8	5.3	119	39.5	8.4
Pinkston	57	36.8	14.0	52	42.3	19.2	109	39.4	16.5
Roosevelt	49	10.2	0.0	17	11.8	5.9	66	10.6	1.5
Seagoville	68	44.1	10.3	66	36.4	13.6	134	40.3	11.9
South Oak Cliff	56	14.3	1.8	48	14.6	8.3	104	14.4	4.8
Sunset	75	32.0	12.0	79	13.9	5.1	154	22.7	8.4
White	76	48.7	11.8	54	55.6	35.2	130	51.5	21.5
Wilmer-Hutchins	42	19.0	4.8	46	4.3	2.2	88	11.4	3.4
Overall									
Traditional ECHS Total	508	58.3	28.3	333	59.5	34.2	841	58.7	30.7
P-TECH Total	1,182	34.6	9.0	1,108	29.8	13.1	2,290	32.3	11.0
ECHS Total	1,690	41.7	14.8	1,441	36.6	18.0	3,131	39.4	16.3

Source: ECHS Identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Combined 2018-22 SAT file, 10/05/22.

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

In comparison, 16 percent of non-ECHS students enrolled in comprehensive high schools offering ECHS program met the TSI benchmark for ERW, and six 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 E.

Table 8: 2021-22 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 N	ERW %	Math %	Enrolled N	ERW %	Math %	ERW %	Math %
Traditional ECHS								
Garza	216	81.5	44.4	-	-	-	-	-
Gilliam	163	47.2	16.6	-	-	-	-	-
Lassiter	110	81.8	60.9	-	-	-	-	-
North Lake CA	64	68.8	35.9	-	-	-	-	-
Samuell	102	46.1	20.6	589	6.5	2.0	39.6	18.6
Skyline CA*	101	39.6	16.8	746	28.7	10.7	10.9	6.1
Spruce	75	25.3	9.3	477	6.9	3.1	18.4	6.2
Sunset CA*	10	10.0	0.0	760	10.4	4.1	-0.4	-4.1
P-TECH								
Adams, B	181	40.9	14.9	789	20.2	7.9	20.7	7.1
Adamson	160	29.4	5.6	496	18.1	6.3	11.2	-0.6
Carter	92	30.4	7.6	366	4.9	0.5	25.5	7.1
Conrad	184	44.0	19.0	408	5.4	0.7	38.6	18.3
Hillcrest	159	41.5	15.7	567	27.2	11.8	14.3	3.9
Jefferson	175	37.1	13.7	410	5.1	1.5	32.0	12.3
Kimball	98	21.4	4.1	385	5.7	0.8	15.7	3.3
Lincoln	98	15.3	4.1	163	4.9	1.2	10.4	2.9
Madison	41	14.6	2.4	128	14.1	2.3	0.6	0.1
Molina	198	29.3	10.6	793	9.7	1.8	19.6	8.8
North Dallas	119	39.5	8.4	381	11.8	3.7	27.7	4.7
Pinkston	109	39.4	16.5	259	13.9	5.8	25.5	10.7
Roosevelt	66	10.6	1.5	245	3.7	1.6	6.9	-0.1
Seagoville	134	40.3	11.9	521	9.6	2.7	30.7	9.3
South Oak Cliff	104	14.4	4.8	420	5.7	1.2	8.7	3.6
Sunset	154	22.7	8.4	760	10.4	4.1	12.3	4.4
White	130	51.5	21.5	714	17.6	5.9	33.9	15.7
Wilmer-Hutchins	88	11.4	3.4	325	8.3	1.5	3.1	1.9
Overall								
Traditional ECHS Total	841	58.7	30.7	1,812	15.7	5.9	43.0	24.8
P-TECH Total	2,290	32.3	11.0	8,130	12.1	4.0	20.2	7.0
ECHS Total	3,131	39.4	16.3	9,942	12.8	4.3	26.6	11.9

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Combined 2018-22 SAT file, 10/05/22

Note: SAT TSI benchmarks for Evidence-Based Reading and Writing (480) and mathematics (530). - = no students were enrolled or the absence of a comparison group. * Non-ECHS group for grade 12 at Skyline was excluded as no ECHS students were enrolled in that grade, Non-ECHS student group for Sunset has been presented for traditional ECHS and PTECH groups but was only counted in the PTECH comparison total.

ACT

Overall, of the 1,441 ECHS students in grade 12 (2018-19 cohort), six percent met the TSI ACT benchmark on Mathematics and seven percent met the benchmark on English (Table 9). Passing rates by campus ranged from zero percent (five campuses) to 27 percent (Lassiter) for Mathematics, and zero percent (five campuses) to 28 percent (Lassiter) for English. Traditional ECHS students met TSI ACT benchmarks at a higher rate than P-TECH students (difference of 12 percentage points for mathematics and 13 percentage points for English). In comparison, of the 4,796 comprehensive high school students enrolled in campuses offering the ECHS program, one percent met the TSI ACT benchmark on Mathematics and two percent met the benchmark on English.

Table 9: 2021-22 Percentage of Grade 12 Students Enrolled in Campuses Offering the ECHS Program Who Met TSI ACT College Readiness Benchmarks

Campus	ECHS Students			Non-ECHS Students			Differences	
	Enrolled N	English %	Math %	Enrolled N	English %	Math %	English %	Math %
Traditional ECHS								
Garza	109	25.7	22.9	-	-	-	-	-
Gilliam	82	11.0	9.8	-	-	-	-	-
Lassiter	60	28.3	26.7	-	-	-	-	-
North Lake CA	-	-	-	-	-	-	-	-
Samuell	52	1.9	1.9	289	0.0	0.0	1.9	1.9
Skyline CA	-	-	-	-	-	-	-	-
Spruce	30	3.3	3.3	270	1.1	1.1	2.2	2.2
Sunset CA	-	-	-	-	-	-	-	-
P-TECH								
Adams, B	88	4.5	2.3	410	2.7	2.4	1.9	-0.2
Adamson	72	0.0	0.0	282	1.1	1.1	-1.1	-1.1
Carter	51	3.9	3.9	200	0.0	0.0	3.9	3.9
Conrad	92	4.3	4.3	229	1.3	1.3	3.0	3.0
Hillcrest	89	10.1	10.1	273	10.3	9.2	-0.1	1.0
Jefferson	83	3.6	1.2	216	0.9	0.5	2.7	0.7
Kimball	57	1.8	1.8	195	0.0	0.0	1.8	1.8
Lincoln	43	0.0	0.0	91	0.0	0.0	0.0	0.0
Madison	20	0.0	0.0	77	0.0	0.0	0.0	0.0
Molina	94	1.1	1.1	398	0.5	0.3	0.6	0.8
North Dallas	57	3.5	3.5	175	0.0	0.0	3.5	3.5
Pinkston	52	1.9	1.9	111	0.9	0.9	1.0	1.0
Roosevelt	17	0.0	0.0	144	0.7	0.7	-0.7	-0.7
Seagoville	66	4.5	4.5	284	1.1	0.7	3.5	3.8
South Oak Cliff	48	2.1	2.1	204	0.5	0.5	1.6	1.6
Sunset	79	3.8	2.5	414	1.2	1.2	2.6	1.3
White	54	13.0	14.8	374	3.7	2.9	9.2	11.9
Wilmer-Hutchins	46	0.0	0.0	160	0.6	0.6	-0.6	-0.6
Overall								
Traditional ECHS Total	333	16.8	15.3	559	0.5	0.5	16.3	14.8
P-TECH Total	1,108	3.7	3.3	4,237	1.8	1.5	1.9	1.8
ECHS Total	1,441	6.7	6.1	4,796	1.6	1.4	5.1	4.7

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Combined 2018-22 ACT file, 10/05/22.

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

TSIA

Of the 1,441 grade 12 ECHS students enrolled in 2021-22, 81 percent met *TSIA* benchmarks or qualified for an exemption for ELAR, and 76 percent met *TSIA* benchmarks for mathematics (Table 10). In comparison, 16 percent of grade 12 comprehensive high school students enrolled in campuses offering the ECHS program met *TSIA* benchmarks for ELAR, and seven percent for mathematics (Table 10). Overall, ECHS students outperformed comprehensive high school students enrolled in campuses offering the ECHS program by 65 (ELAR) to 68 (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 F.

Table 10: 2021-22 Percentage of Grade 12 Early College and Non-Early High School Students Meeting TSIA+ Benchmarks

Campus	ECHS			Non-ECHS			Differences	
	Enrolled <i>N</i>	ELAR ¹ %	Mathematics ² %	Enrolled <i>N</i>	ELAR ¹ %	Mathematics ² %	ELAR ¹ %	Mathematics ² %
ECHS								
Garza	109	99.1	97.2	-	-	-	-	-
Gilliam	82	89.0	79.3	-	-	-	-	-
Lassiter	60	100.0	96.7	-	-	-	-	-
North Lake EC	-	-	-	-	-	-	-	-
Samuell	52	92.3	82.7	289	9.7	4.5	82.6	78.2
Skyline	-	-	-	767	24.1	11.1	-	-
Spruce	30	46.7	70.0	270	8.1	9.6	38.6	60.4
Sunset CA	-	-	-	-	-	-	-	-
PEIMS								
Adams, B	88	75.0	75.0	410	21.5	10.7	53.5	64.3
Adamson	72	55.6	59.7	282	18.8	6.0	36.8	53.7
Carter	51	80.4	84.3	200	11.0	7.0	69.4	77.3
Conrad	92	72.8	97.8	229	9.6	3.1	63.2	94.7
Hillcrest	89	78.7	85.4	273	30.0	15.0	48.7	70.4
Jefferson	83	72.3	61.4	216	5.1	2.3	67.2	59.1
Kimball	57	73.7	77.2	195	9.7	6.2	64.0	71.0
Lincoln	43	95.3	65.1	91	9.9	2.2	85.4	62.9
Madison	20	60.0	20.0	77	14.3	1.3	45.7	18.7
Molina	94	88.3	81.9	398	13.3	1.8	75.0	80.1
North Dallas	57	66.7	54.4	175	10.9	13.7	55.8	40.7
Pinkston	52	76.9	71.2	111	18.9	10.8	58.0	60.4
Roosevelt	17	88.2	94.1	144	13.9	12.5	74.3	81.6
Seagoville HS	66	90.9	66.7	284	12.7	2.8	78.2	63.9
South Oak Cliff	48	50.0	56.3	204	6.4	2.0	43.6	54.3
Sunset	79	81.0	77.2	414	11.6	4.3	69.4	72.9
White	54	90.7	90.7	374	23.8	12.0	66.9	78.7
Wilmer-Hutchins HS	46	97.8	19.6	160	16.9	2.5	80.9	17.1
Overall								
Traditional ECHS Total	333	91.0	88.0	1,326	17.7	9.4	73.3	78.6
P-TECH Total	1,108	77.3	71.8	4,237	15.2	6.7	62.1	65.1
ECHS Total	1,441	80.5	75.6	5,563	15.8	7.3	64.7	68.3

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. TSIA exam file, 02/28/21. TSIA2 exam file, 11/28/22. TSIA status file, 11/30/22. Combined 2018-22 SAT file, 10/05/22. Combined 2018-22 ACT file, 10/05/22.

Note: TSIA+ refers to meeting TSIA criteria based on TSIA assessment results and exemptions. ¹Includes TSIA Reading & Writing and TSIA2 ELAR. ²Includes TSIA and TSIA2 Mathematics. 2021-22 STAAR EOC was not utilized to ascertain exemption status. - = no students were enrolled or the absence of a comparison group.

EQ6: How many Dual Credit Courses and Dual Credit Hours did ECHS students complete?

Results

In 2021-22, 89 percent of ECHS students ($N=7,408$) enrolled in dual credit courses through Dallas College. Of the 6,612 ECHS students who enrolled in dual credit courses, 6,008 ECHS students (90.9%) passed one or more courses for a total of 25,470 courses passed (86.4%). Course enrollment for ECHS students ranged between one and 15 courses with an average of 3.9 courses per student (Table 11). Similar to past years, ECHS students completed more than three-quarters (89%) of all dual credit course hours in the district.

Table 11: 2021-22 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	6,612	29,472	1,930	4,151	8,542	33,623
Incomplete	40	41	*	*	44	45
Failed	2,375	3,961	572	849	2,947	4,810
Passed	6,008	25,470	1,637	3,298	7,645	28,768
Credit Hours Earned	6,008	78,045	1,637	10,033	7,645	88,078

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Combined 2021-22 (including Summer) Dual Credit Files, 10/03/22.

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-one percent of all ECHS students who enrolled in dual credit courses in 2020-21 were P-TECH students ($n=4,690$), while 29 percent were traditional ECHS students ($n=1,922$). P-TECH students also accounted for 66 percent ($n=51,672$) of all ECHS dual credit hours earned. However, of the nine campuses that had a 90 percent or above passing rate, six (67%) were traditional ECHSs. Overall, passing rates by campus ranged between 51 percent (Roosevelt) and 96 percent (North Lake EC & Samuell). The ECHS campuses with the highest number of students enrolled in dual credit courses were the traditional ECHS at Trinidad Garza ($n=403$) and the P-TECH at Conrad; followed by the P-TECH campus at Adamson ($n=373$). ECHS students at Molina attempted ($n=2,235$) the highest number of dual credit courses of all ECHS campuses while students at Garza passed the highest number of dual credit courses ($n=2,050$, Table 12).

Table 12: 2021-22 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	403	2,189	2,050	6,178	-	-	-	-
Gilliam	333	1,720	1,556	4,587	-	-	-	-
Lassiter	247	1,320	1,204	3,952	-	-	-	-
North Lake CA	195	1,038	993	2,919				
Samuell	191	1,165	1,112	3,524	24	68	53	168
Skyline CA	311	1,241	890	2,687	247	704	597	1,964
Spruce	165	705	643	2,131	59	181	155	526
Sunset CA*	77	192	149	395	35	70	48	156
P-TECH								
Adams	341	1,498	1,221	3,747	22	62	38	119
Adamson	373	1,498	1,272	3,517	35	58	34	92
Carter	200	756	607	1,788	25	65	50	149
Conrad	403	2,058	1,912	6,080	43	74	56	158
Hillcrest	306	1,338	1,206	3,537	98	161	117	338
Jefferson	349	1,555	1,378	4,267	27	63	38	112
Kimball	197	636	490	1,495	16	23	4	12
Lincoln	168	397	261	658	26	29	24	74
Madison	95	300	192	625	24	52	20	70
Molina	393	2,235	1,994	6,303	133	417	313	987
North Dallas	274	972	717	2,365	54	92	56	177
Pinkston	176	800	671	2,098	16	39	22	71
Roosevelt	105	436	218	686	15	50	20	63
Seagoville	296	1,309	1,097	3,465	5	8	4	12
South Oak Cliff	235	590	419	1,573	16	28	11	34
Sunset	269	997	882	2,503	35	70	48	156
White	302	1,552	1,524	4,559	28	71	46	135
Wilmer-Hutchins	208	975	812	2,406	66	211	105	280
Traditional ECHS Total	1,922	9,570	8,597	26,373	330	953	805	2,658
P-TECH Total	4,690	19,902	16,873	51,672	684	1,573	1,006	3,039
ECHS Total	6,612	29,472	25,470	78,045	1,014	2,526	1,811	5,697
District Total²	6,612	29,472	25,470	78,045	1,930	4,151	3,298	10,033

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Combined 2021-22 (including Summer) Dual Credit Files, 10/03/22.

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 916 students enrolled in Innovation, Design and Entrepreneurship Academy, New TECH, Obama, Rangel, Townview, Washington, and Wilson high schools who passed 1,487 out of 1,625 dual credit courses and earned 4,336 credit hours. *Non-ECHS student group for Sunset has been presented for traditional ECHS and PTECH groups but was only counted in the PTECH comparison total. - = no students were enrolled.

ECHS students who passed at least one dual credit course in 2021-22 ($N=6,008$) earned on average 13.0 dual credit hours across all grade levels. Of these, traditional ECHS students on average completed more dual credit hours per person (14.1 hours) than P-TECH students (12.5 hours). The average dual credit hours completed by campus ranged from 5.3 hours (Lincoln) to 18.5 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: 2021-22 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	12.0	18.6	21.6	7.9	15.4
Gilliam	5.5	9.4	20.4	24.1	14.4
Lassiter	10.1	14.6	22.1	19.7	16.1
North Lake CA	6.6	12.4	27.0	-	15.0
Samuell	5.3	9.1	30.6	23.2	18.5
Skyline CA	6.0	7.2	15.0	-	9.2
Spruce	4.0	10.6	22.7	19.5	13.7
Sunset CA	1.0	7.9	12.6	-	5.9
P-TECH					
Adams	3.0	6.4	18.5	26.0	14.8
Adamson	3.2	3.8	20.2	19.4	10.1
Carter	3.6	6.3	16.2	16.6	10.0
Conrad	3.4	10.9	28.5	21.2	15.6
Hillcrest	3.3	12.9	19.6	14.9	11.9
Jefferson	3.1	10.1	22.4	16.3	13.0
Kimball	4.1	9.5	14.4	18.4	10.2
Lincoln	3.4	6.3	8.0	5.1	5.3
Madison	3.5	7.2	16.5	9.9	9.5
Molina	2.5	14.6	25.6	21.9	16.5
North Dallas	4.2	5.6	15.5	19.9	11.0
Pinkston	9.7	10.1	17.5	19.3	14.3
Roosevelt	1.0	6.2	14.6	17.1	12.9
Seagoville	3.8	9.9	22.6	19.2	13.2
South Oak Cliff	4.0	8.6	10.8	11.5	7.9
Sunset	3.2	8.5	21.1	7.3	9.7
White	3.1	10.6	24.7	26.7	15.2
Wilmer-Hutchins	2.2	8.4	21.7	23.4	12.5
Overall					
Traditional ECHS Total	7.3	11.7	21.8	17.9	14.1
P-TECH Total	3.4	9.2	20.6	19.1	12.5
ECHS Total	4.6	10.0	21.0	18.8	13.0

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Combined 2021-22 (including Summer) Dual Credit Files, 10/03/22.

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. - = no students were enrolled in that grade level.

EQ7: Did ECHS students earn the targeted number of dual credit hours for each grade level?

Results

Of the 7,408 ECHS students enrolled in grades nine to twelve, 6,913 ECHS students (93%) participated in at least one dual credit courses between 2018 to 2022. Of these students, 1,901 students in grade nine earned an average of 4.6 credit hours, 1,897 students in grade 10 earned an average of 12.0 credit hours, 1,677 students in grade 11 earned an average of 31.7 credit hours, and 1,438 students in grade 12 earned an average of 49.3 credit hours (Table 15). Overall, traditional ECHS students earned on average more dual credit hours than P-TECH students.

Table 15: 2021-22 Average Number of Dual Credit Hours Earned by ECHS Students Enrolled in Dual Credit Courses from 2018-22.

Campus	Grade Level			
	9 x̄	10 x̄	11 x̄	12 x̄
Traditional ECHS				
Garza	12.0	22.4	48.7	58.6
Gilliam	5.5	10.9	32.1	54.0
Lassiter	10.1	23.9	47.3	70.0
North Lake CA	6.6	19.4	46.1	-
Samuell	5.3	9.7	35.7	61.4
Skyline CA	5.9	9.0	25.7	-
Spruce	4.0	12.1	32.1	48.9
Sunset CA	1.0	8.5	23.8	-
P-TECH				
Adams	3.0	7.9	24.8	48.2
Adamson	3.2	6.2	27.1	41.7
Carter	3.6	7.9	26.1	42.6
Conrad	3.4	12.1	45.9	63.8
Hillcrest	3.3	14.4	38.7	48.3
Jefferson	3.1	13.2	31.0	44.4
Kimball	4.1	9.6	24.3	33.8
Lincoln	3.4	5.3	12.1	28.4
Madison	3.5	7.6	19.0	30.8
Molina	2.5	15.4	33.7	55.4
North Dallas	4.2	7.7	20.8	42.2
Pinkston	9.7	11.1	22.1	41.8
Roosevelt	1.0	6.4	15.8	46.3
Seagoville	3.8	12.7	34.3	53.1
South Oak Cliff	4.0	10.7	13.0	34.0
Sunset	3.2	10.3	28.8	35.3
White	3.1	12.5	35.6	62.8
Wilmer-Hutchins	2.3	11.1	34.0	53.5
Overall				
Traditional ECHS Total	7.3	14.9	37.9	59.1
P-TECH Total	3.4	10.7	29.0	46.4
ECHS Total	4.6	12.0	31.7	49.3

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Cumulative dual credit hours from 2018-2022, 10/03/22 were taken from Dual Credit Dashboard.

Note: x̄ = 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. - = no students were enrolled in that grade level.

Overall, 4,136 out of 7,408 ECHS students (56%) earned the expected number of dual credit hours (Table 16). By grade level, traditional ECHS students earned the expected number of dual credit hours in grades nine, 11, and 12, while P-TECH students did not earn the expected number of dual credit hours at any grade level. On a per campus level, 42 percent of grade nine campuses, 27 percent of grade 10 campuses, 38 percent of grade 11 campuses, and 17 percent of grade 12 campuses earned the expected number of dual credit hours.

Table 16: 2021-22 Percentage of Early College High School Students Meeting Targeted Number of Dual Credit Hours at Each Grade Level (Cumulative Hours for 2018-22 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	
	N	n	%	N	n	%	N	n	%	N	n	%
Traditional ECHS												
Garza	104	103	99.0	105	99	94.3	107	102	95.3	109	63	57.8
Gilliam	97	87	89.7	83	32	38.6	81	62	76.5	82	52	63.4
Lassiter	68	67	98.5	70	67	95.7	50	45	90.0	60	58	96.7
North Lake CA	75	73	97.3	56	54	96.4	64	63	98.4	-	-	-
Samuell	99	3	3.0	87	32	36.8	50	45	90.0	52	47	90.4
Skyline CA	124	113	91.1	96	24	25.0	101	47	46.5	-	-	-
Spruce	61	42	68.9	46	26	56.5	45	26	57.8	30	14	46.7
Sunset CA	42	0	0.0	38	8	21.1	10	4	40.0	-	-	-
P-TECH												
Adams, B	102	34	33.3	101	17	16.8	93	40	43.0	88	59	67.0
Adamson	113	75	66.4	111		0.0	88	48	54.5	72	23	31.9
Carter	84	46	54.8	37	9	24.3	41	18	43.9	51	15	29.4
Conrad	112	60	53.6	112	64	57.1	92	91	98.9	92	83	90.2
Hillcrest	103	81	78.6	67	44	65.7	70	55	78.6	89	55	61.8
Jefferson	105	88	83.8	80	61	76.3	92	45	48.9	83	38	45.8
Kimball	92	52	56.5	45		0.0	41	13	31.7	57	13	22.8
Lincoln	70	49	70.0	54	6	11.1	55	7	12.7	43	0	0.0
Madison	43	11	25.6	28	4	14.3	21	6	28.6	20	1	5.0
Molina	113	66	58.4	108	95	88.0	104	64	61.5	94	56	59.6
North Dallas	104	55	52.9	73	14	19.2	62	15	24.2	57	20	35.1
Pinkston	94	6	6.4	81	37	45.7	57	20	35.1	52	19	36.5
Roosevelt	70	0	0.0	41	3	7.3	49	8	16.3	17	8	47.1
Seagoville	119	84	70.6	54	46	85.2	68	51	75.0	66	35	53.0
South Oak Cliff	90	70	77.8	71	34	47.9	56	4	7.1	48	6	12.5
Sunset	87	73	83.9	122	54	44.3	75	42	56.0	79	1	1.3
White	110	75	68.2	97	78	80.4	76	71	93.4	54	54	100.0
Wilmer-Hutchins	68	20	29.4	65	22	33.8	42	30	71.4	46	31	67.4
Overall												
Traditional ECHS Total	670	488	72.8	581	342	58.9	508	394	77.6	333	234	70.3
P-TECH Total	1,679	945	56.3	1,347	588	43.7	1,182	628	53.1	1,108	517	46.7
ECHS Total	2,349	1,433	61.0	1,928	930	48.2	1,690	1,022	60.5	1,441	751	52.1

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Cumulative dual credit hours from 2018-2022, 10/03/22 were taken from Dual Credit Dashboard.

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

EQ8: How many credentials were earned by ECHS students?

Results

Overall, 296 grade 11 and grade 12 ECHS students completed 414 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 89 percent of ECHS students who completed a certificate and 92 percent of the 414 completed certificates. Overall, ECHS students completed 13 percent more certificates than grade 11 and grade 12 students ($n=270$) in the 2020-21 school year ($n=367$).

Table 17: 2021-22 Number of Level I and Level II Educational Certificates Awarded by Grade 11 and Grade 12 ECHS Students

Campus	Students ¹ <i>N</i>	Level I Certificates <i>n</i>	Level II Certificates <i>n</i>	Total Certificates <i>N</i>
Traditional ECHS				
Spruce	33	28	7	35
P-TECH				
Adams, B	19	19	0	19
Adamson	35	56	0	56
Carter	10	11	0	11
Conrad	5	7	0	7
Jefferson	40	59	0	59
Madison	5	7	0	7
Molina	14	14	0	14
North Dallas	15	30	0	30
Pinkston	19	32	0	32
Roosevelt	2	6	0	6
Seagoville HS	47	71	5	76
South Oak Cliff	24	34	0	34
Wilmer-Hutchins HS	28	28	0	28
Overall				
Traditional ECHS Total	33	28	7	35
P-TECH Total	263	374	5	379
ECHS Total	296	402	12	414

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Educational Certificate data, 11/07/22.

Note: ¹ Grade 11 and grade 12 students completed one or more educational certificates during their time at Dallas College. In addition, to the above ECHS students 26 comprehensive high school students earned 26 Level I certificates.

Overall, 475 out of the 564 ECHS students (84%) who tested for an industry-based certification were successful in 2021-22. A total of 525 certifications were earned in 2021-22 by ECHS students, including 415 certifications listed in the A-F accountability system (Table 18). Following three years of declining numbers of ECHS students attaining industry-based certifications¹², 2021-22 saw an increase. Overall, 85 percent of students who attempted and passed industry-based certifications in 2021-22 were P-TECH students.

¹² Number of students who earned industry-based certifications: $n=633$ (2018-19), $n=419$ (2019-20), and $n=259$ (2020-21).

Table 18: 2021-22 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	7	6	85.7	261	194	74.3	11.4
Skyline CA	101	70	69.3	1,385	992	71.6	-2.3
Spruce				910	604	66.4	-
P-TECH							
Adams, B	145	103	71.0	1,076	717	66.6	4.4
Adamson	56	41	73.2	331	164	49.5	23.7
Carter	6	4	66.7	190	124	65.3	1.4
Conrad				457	356	77.9	-
Hillcrest	17	14	82.4	720	491	68.2	14.2
Jefferson	7	7	100.0	349	305	87.4	12.6
Kimball	7	7	100.0	270	262	97.0	3.0
Lincoln	15	0	0.0	226	105	46.5	-46.5
Madison	29	26	89.7	111	98	88.3	1.4
Molina				367	299	81.5	-
North Dallas	59	57	96.6	286	183	64.0	32.6
Pinkston	34	33	97.1	154	148	96.1	1.0
Roosevelt				109	101	92.7	-
Seagoville				278	191	68.7	-
South Oak Cliff	116	113	97.4	763	685	89.8	7.6
Sunset	4	1	25.0	390	325	83.3	-58.3
White	4	3	75.0	989	660	66.7	8.3
Wilmer-Hutchins	43	40	93.0	364	281	77.2	15.8
Overall							
Traditional ECHS Total	108	76	70.4	2,556	1,790	70.0	0.4
P-TECH Total	542	449	82.8	7,430	5,495	74.0	8.8
ECHS Total	650	525	80.8	9,986	7,285	73.0	7.8
District Total ¹	650	525	80.8	12,433	9,148	73.6	7.2

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Industry-based certification data, 11/30/22.

Note: ¹District Total for non-ECHS students includes 1,767 students enrolled in CityLab, Innovation, Design and Entrepreneurship Academy, New Tech, Rangel, Townview, and Wilson high schools who earned 1,863 out of 2,447 industry-based certifications including 1,424 A-F certifications. An empty box indicates that no student tested for an industry-based certification. - = no students were enrolled or the absence of a comparison group.

EQ9: How many ECHS graduates earned an associate degree or 60 college credit hours?

Results

Of the 1,435 ECHS students who graduated in 2021-22, 870 students (61%) earned an associate degree or 60 dual credit hours (Table 19). Of the 1,435 ECHS students, 57 percent ($n=821$) earned an associate degree while three percent ($n=49$) earned 60 or more dual credit hours. Of the ECHS student who met the goal, 94 percent ($n=821$) earned an associate degree while six percent ($n=49$) earned 60 or more dual credit hours. In addition, 69 percent ($n=598$) of the students who met the goal were P-TECH

students, while 31 percent ($n=272$) were traditional ECHS students. Overall, 82 percent ($n=272$) of traditional ECHS graduates and 54 percent ($n=598$) of P-TECH graduates earned an associate degree or 60 dual credit hours.

Of the 821 students who earned associate degrees in 2021-22, 68 percent ($n=559$) were awarded to P-TECH students and 32 percent ($n=262$) to traditional ECHS students (Table 19). However, 79 percent of all traditional ECHS graduates were awarded an associate degree versus 51 percent of P-TECH students. Garza was awarded the largest number of associate degrees ($n=99$) and White had the highest percentage of graduates who were awarded an associate degree (100%).

Table 19: 2021-22 Number and Percentage of ECHS Graduates Who Met ECHS Graduation Goal

Campus	Grade 12 Students			Associate Degrees	Dual Credits*	Met Goal	
	Enrolled	Graduated		Fall 21 – Summer 22	60 + Credits	Overall	
	<i>N</i>	<i>N</i>	%	<i>n</i>	<i>n</i>	<i>n</i>	%
Traditional ECHS							
Garza	109	109	100.0	99	1	100	91.7
Gilliam	82	82	100.0	49	3	52	63.4
Lassiter	60	60	100.0	55	4	59	98.3
Samuell	52	52	100.0	45	2	47	90.4
Spruce	30	29	96.7	14		14	48.3
P-TECH							
Adams, B	88	87	98.9	59	2	61	70.1
Adamson	72	72	100.0	19	4	23	31.9
Carter	51	51	100.0	11	4	15	29.4
Conrad	92	92	100.0	81	2	83	90.2
Hillcrest	89	89	100.0	54	1	55	61.8
Jefferson	83	83	100.0	35	3	38	45.8
Kimball	57	57	100.0	13		13	22.8
Lincoln	43	43	100.0	14		14	32.6
Madison	20	20	100.0	1		1	5.0
Molina	94	94	100.0	65	2	67	71.3
North Dallas	57	57	100.0	14	6	20	35.1
Pinkston	52	49	94.2	11	8	19	38.8
Roosevelt	17	17	100.0	8		8	47.1
Seagoville HS	66	66	100.0	30	5	35	53.0
South Oak Cliff	48	48	100.0	6	1	7	14.6
Sunset	79	78	98.7	53		53	67.9
White	54	54	100.0	54		54	100.0
Wilmer-Hutchins HS	46	45	97.8	30	1	31	68.9
Overall							
Traditional ECHS Total	333	332	99.7	262	10	272	81.9
P-TECH Total	1,109 ¹	1,103 ¹	99.5 ¹	559 ¹	39	598 ¹	54.2 ¹
ECHS Total	1,442¹	1,435¹	99.5¹	821¹	49	870¹	60.6¹

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Graduation file, 08/23/22. Associate Degree files, 11/07//22. Cumulative dual credit hours from 2018-2022, 10/03/22 were taken from Dual Credit Dashboard.

Note: *Only students who did not earn an associate degree were listed. ¹= Includes one P-TECH student who graduated in November 2021 and therefore was not included in the end-of-year file. In addition, three comprehensive high school students earned an associate degree who were later identified as P-TECH students. Data does not include students that graduated from Dallas ISD prior to the 2021-22 school year ($n=13$).

The number of associate degrees awarded increased from 623 associate degrees in 2019-20 to 821 associate degrees in 2021-22 (Table 20). At the same time, the percentage of graduates who were awarded an associate degree decreased by 15 percentage points from 2019-20 (72%) to 2021-22 (57%).

Table 20: 2019-20 to 2021-22 Number of Associate Degrees Awarded to ECHS Students by Campus

Campus	2019-20			2020-21			2021-22		
	Graduated	Awarded		Graduated	Awarded		Graduated	Awarded	
	N	n	%	N	n	%	N	n	%
Traditional ECHS									
Garza	108	97	89.8	98	81	82.7	109	99	90.8
Gilliam	69	34	49.3	92	56	60.9	82	49	59.8
Lassiter	51	51	100.0	63	63	100.0	60	55	91.7
North Lake CA	-	-	-	-	-	-	-	-	-
Samuell	67	61	91.0	59	49	83.1	52	45	86.5
Skyline CA	-	-	-	-	-	-	-	-	-
Spruce	45	32	71.1	38	28	73.7	29	14	48.3
P-TECH									
Adams, B	-	-	-	51	35	68.6	87	59	67.8
Adamson	-	-	-	83	34	41.0	72	19	26.4
Carter	56	32	57.1	30	15	50.0	51	11	21.6
Conrad	88	81	92.0	99	92	92.9	92	81	88.0
Hillcrest	-	-	-	69	41	59.4	89	54	60.7
Jefferson	61	19	31.1	84	36	42.9	83	35	42.2
Kimball	-	-	-	77	12	15.6	57	13	22.8
Lincoln	-	-	-	54	43	79.6	43	14	32.6
Madison	33	25	75.8	41	10	24.4	20	1	5.0
Molina	-	-	-	88	67	76.1	94	65	69.1
North Dallas	-	-	-	32	18	56.3	57	14	24.6
Pinkston	86	63	73.3	63	26	41.3	49	11	22.4
Roosevelt	52	39	75.0	28	14	50.0	17	8	47.1
Seagoville	72	53	73.6	62	45	72.6	66	30	45.5
South Oak Cliff	81	36	44.4	31	13	41.9	48	6	12.5
Sunset	-	-	-	73	51	69.9	78	53	67.9
White	-	-	-	56	40	71.4	54	54	100.0
Wilmer-Hutchins	-	-	-	53	40	75.5	45	30	66.7
Overall									
Traditional ECHS Total	340	275	80.9	350	277	79.1	332	262	78.9
P-TECH Total	529	348	65.8	1,074	632	58.8	1,103 ¹	559 ¹	50.7
ECHS Total	869	623	71.7	1,424	909	63.8	1,435¹	821¹	57.2

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Graduation file, 08/23/22. Associate Degree files, 11/07/22. Associate degree data for 2018-21 data were taken Lorenz (2021).

Note: - = no students were enrolled. In addition, three comprehensive high school students earned an associate degree. ¹= Includes one P-TECH student who graduated in November 2021 and therefore was not included in the end-of-year file. Data does not include students that were misidentified as comprehensive school students (n=3) or that graduated from Dallas ISD prior to the 2021-22 school year (n=13).

In 2021-22, more Associate of Science degrees were awarded to ECHS students (n=465, 57%) than Associate of Applied Science (n=167, 20%), Associate of Arts (n=137, 17%), or Associates of Arts in Teaching (n=51, 6%) degrees (Table 21).

Table 21: 2021-22 Associate Degrees Awarded to ECHS Students by Degree Plan

Degree	N	%
Associate of Science	466	56.8
Associate of Applied Science	167	20.3
Associate of Arts	137	16.7
Associates of Arts in Teaching	51	6.2
All Degrees	821	100.0

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Associate Degree files, 11/07/22.

EQ10: What were the college enrollment rates for ECHS graduates?

Results

Overall, 7,787 seniors graduated from a Dallas ISD high school in 2020-21 (including summer graduation). Of these, 1,424 students (18%) graduated from an ECHS and 6,363 students (82%) from a non-ECHS comprehensive high school. According to the 2021-22 National Student Clearinghouse (NSC) data file, 55 percent of ECHS graduates and 40 percent of non-ECHS graduates enrolled in college within one year of graduation. Ninety percent ($n=701$) of ECHS students who enrolled in college joined a four-year university, and 10 percent in a two-year college ($n=80$). In contrast, 85 percent ($n=2,151$) of non-ECHS students enrolled in a four-year university versus a two-year college or trade school ($n=387$, 15%). College enrollment within one year of graduation rates has remained stable for ECHS graduates from 2019-20 to 2020-21 and increased by 10 percentage points for non-ECHS graduates during the same timeframe.

Table 22: 2020-21 Percentages of Students Enrolled in College within One Year of Graduating High School

Graduation Year	ECHS Graduates			Non-ECHS Graduates		
	Graduated <i>N</i>	Enrolled <i>n</i> %		Graduated <i>N</i>	Enrolled <i>n</i> %	
Two-Year College		80	10.2		387	15.2
Four-Year College		701	89.8		2,151	84.8
Overall	1,424	781	54.8	6,363	2,538	39.9

Source: Dallas ISD graduation file, 08/23/22. Demographic file, 06/07/21 (2020-21). NSC file, 08/09/22.

EQ11: What were student perceptions of the ECHS program?

Results

An online survey invitation was emailed to 1,422 ECHS grade 12 students to collect their perceptions on the ECHS program. Overall, 634 students started the survey, and 580 students completed the survey for a 41 percent response rate (Table 23). Response rates by school ranged between two and 100 percent ($n=1$ and $n=74$). Of the 24 schools that enrolled grade 12 ECHS students, 21 achieved a response rate of 10 percent or more.

Table 23: 2021-22 ECHS Exit Survey Response Rate by Campus

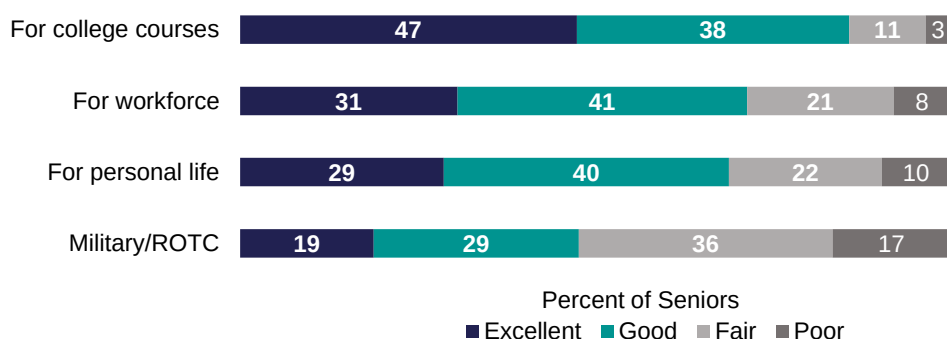
Campus	Students Enrolled	Completed Responses	Response Rate
	<i>N</i>	<i>n</i>	%
North Lake EC	1	1	100.0
White	54	52	96.3
Samuell	52	46	88.5
Kimball	56	45	80.4
Sunset	75	54	72.0
Adams, B	68	39	57.4
Lassiter	60	33	55.0
Pinkston	41	22	53.7
Seagoville HS	53	28	52.8
Spruce	26	12	46.2
Hillcrest	89	39	43.8
Jefferson	86	36	41.9
Molina	94	38	40.4
North Dallas	70	23	32.9
Adamson	72	22	30.6
Lincoln	43	13	30.2
Wilmer-Hutchins	46	13	28.3
Garza	109	30	27.5
Gilliam	80	16	20.0
Roosevelt	18	3	16.7
South Oak Cliff	48	5	10.4
Madison	37	3	8.1
Conrad	91	6	6.6
Carter	53	1	1.9
Overall	1,422	580	40.8

Source: ECHS Exit Survey file, 5/13/22.

At the time of the survey (from April 13 to May 6, 2022), all 580 respondents (100%) indicated that they were scheduled to graduate from a Dallas ISD ECHS in 2022. Most students (94%) indicated that they will graduate from the ECHS in which they originally enrolled. Eighty-five percent of respondents indicated they will graduate with an associate degree. Eighty-eight percent¹³ of seniors ($n=484$) indicated that high schools created an environment safe from intimidation and harassment.

Overall, 94 percent of seniors ($n=516$) 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 (85%), for employment (72%) and personal life (69%; Figure 2). Two hundred thirteen seniors (37%) indicated that the question whether high school prepared them for military/Reserve Officers' Training Corps (ROTC) was not applicable to them. Of the remaining seniors, 48 percent indicated that they were prepared well for the military/ROTC by their high school.

¹³ All percentages have been adjusted and exclude students who selected 'No Opinion' or 'Not Applicable' response options.

Figure 2: 2021-22 ECHS Student Perceptions of Post High School Preparedness

Source: ECHS Exit Survey file, 05/13/22.

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

Most seniors (82%, $n=478$) indicated that they planned to attend college directly after graduating from the Dallas ISD, followed by joining the workforce (11%, $n=62$). Thirty-two seniors indicated they were planning to start training at a vocational school or start an Internship or Apprenticeship (7%). Although 44 percent ($n=255$) of seniors indicated they planned to obtain a bachelor's degree, 43 percent of seniors ($n=254$) indicated they plan to obtain a master's (33%) or doctoral degree (10%). Five hundred sixty-two seniors (97%) indicated they had completed and submitted a FAFSA or TASFA application to a college or university.

During their senior year, 92 percent of seniors ($n=535$) indicated they studied at least one hour per week. Forty-four percent ($n=259$) studied between one and five hours a week, 27 percent ($n=156$) studied six to 10 hours per week, 15 percent ($n=87$) studied 11 to 15 hours per week, and 6 percent ($n=33$) studied 16 hours or more per week. Although 45 percent ($n=263$) of respondents indicated they were not working for income during their senior year, 39 percent ($n=232$) indicated they were working 11 or more hours per week. One hundred thirty students (22%) reported they completed an internship as part of the ECHS program.

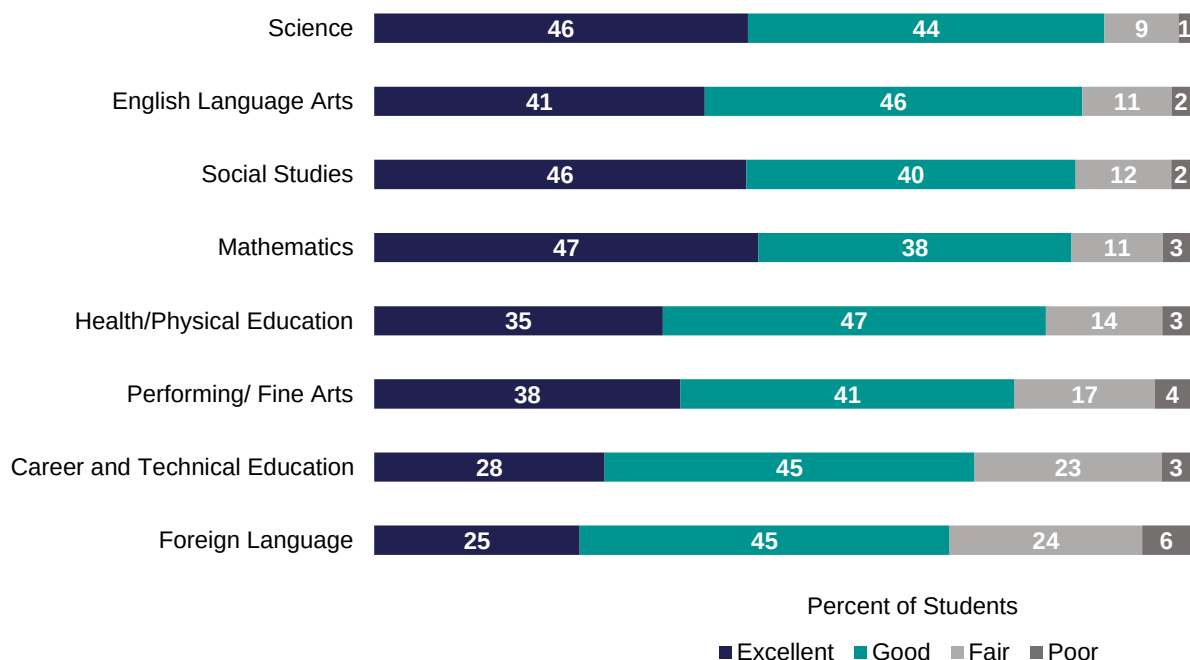
Overall, survey responses indicated that seniors were confident in their academic skills and abilities (Figure 3). The percentage of seniors who agreed or strongly agreed to each statement about their academic skills and abilities ranged between 88 percent (e.g., *"I feel confident in my leadership skills"*) to 98 percent (e.g., *"I can reach goals I set for myself"*).

Figure 3: 2021-22 ECHS Student Perceptions Regarding their Academic Skills and Abilities

Source: ECHS Exit Survey file, 05/13/22.

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 71 percent (Foreign Language, $n=361$) to 90 percent (Science, $n=512$).

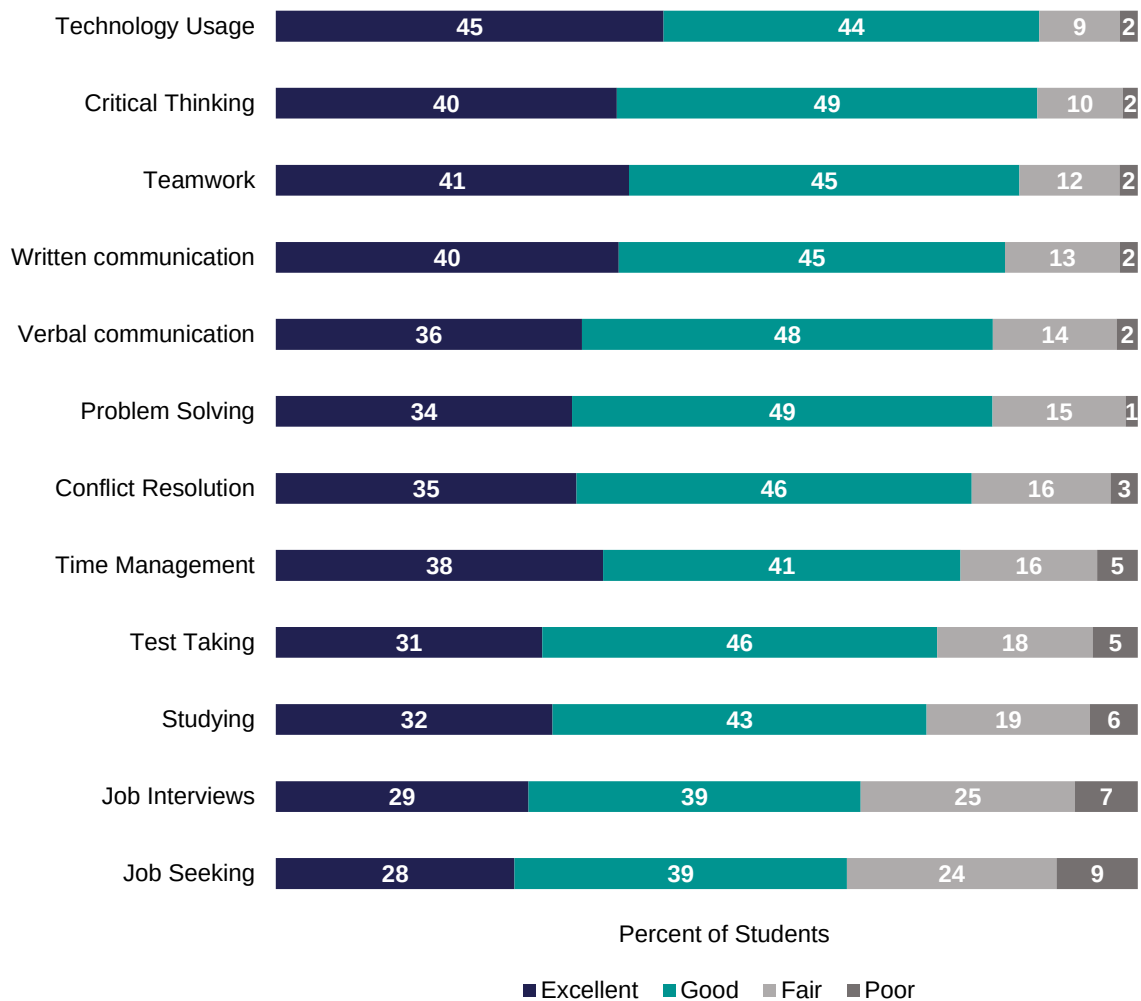
Figure 4: 2021-22 ECHS Student Perceptions Regarding Quality of Instruction

Source: ECHS Exit Survey file, 05/13/22.

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 multiple skill development areas, such as technology usage and critical thinking (both 89%), teamwork (86%), written and verbal communication (85% and 84%, respectively), and conflict resolution (83%; Figure 5). While the lowest rated skill development areas were for the job seeking (67%) and interview process (68%), over two-thirds of respondents still indicated that their high schools prepared them well.

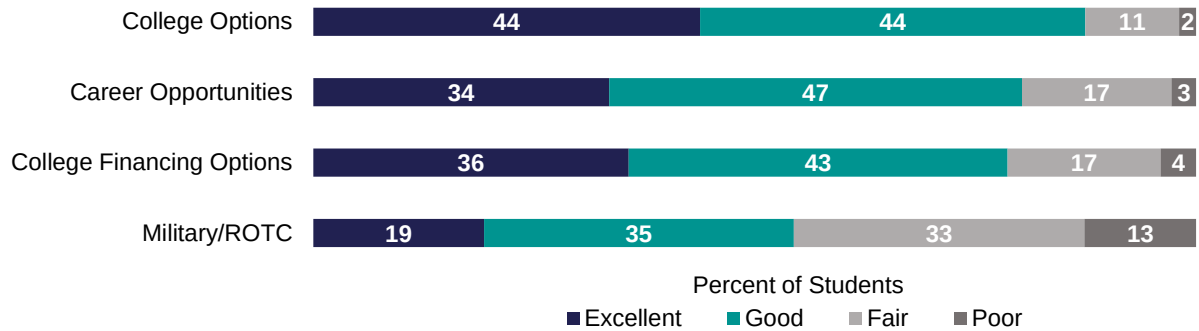
Figure 5: 2021-22 ECHS Student Perceptions Regarding How Well High School Helped in Skill Development



Source: ECHS Exit Survey file, 05/13/22.

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

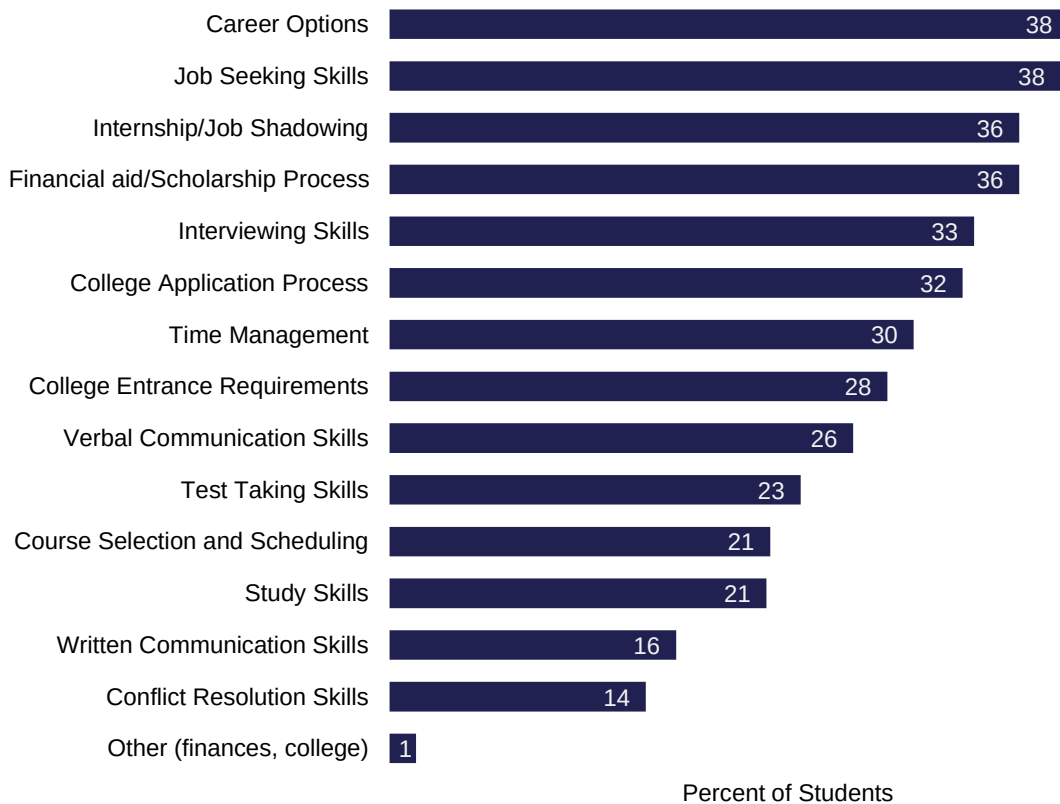
Seniors further indicated that high school staff did a good or excellent job in helping them understand their post-secondary options, including understanding college options (88%, $n=501$), career opportunities (81%, $n=460$), and college finance options (79%, $n=449$; Figure 6). One hundred sixty-one seniors (28%) indicated that the question whether high school staff helped them understand military/ROTC opportunities was not applicable. Of the remaining 419 seniors, 228 seniors (54%) indicated that staff prepared them well (i.e., good or excellent) regarding military/ROTC opportunities.

Figure 6: 2021-22 ECHS Student Knowledge of Post-Secondary Options

Source: ECHS Exit Survey file, 05/13/22.

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

Overall, 470 seniors (81%) suggested they would have liked more assistance from their high school in one or more areas (Figure 7). Of these seniors, 38 percent indicated they would have liked more assistance in developing career options and job seeking skills. Job related skill training was among the top three requests for additional assistance.

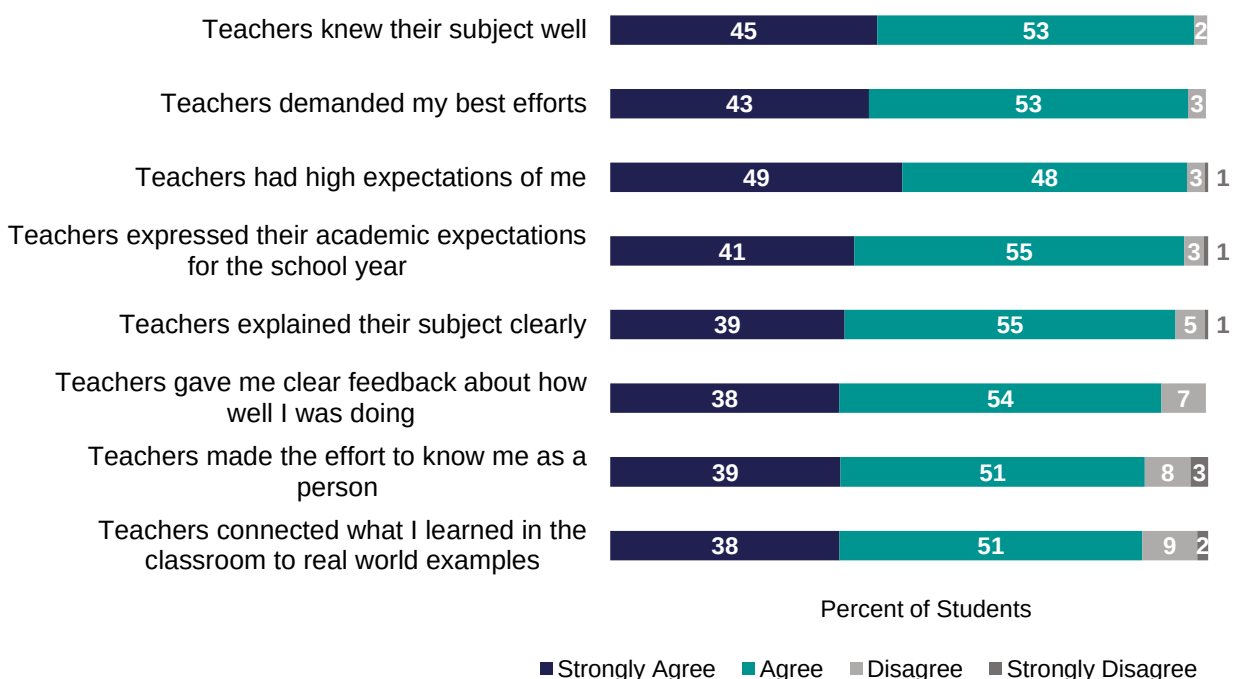
Figure 7: 2021-22 ECHS Student Suggestions for Additional Assistance

Source: ECHS Exit Survey file, 05/13/22.

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 89 percent to 98 percent. Responses to the top five survey items indicated that teachers knew their subject well (98%), had high expectations of students (97%), demanded from students to put their best effort forward (96%), expressed their academic expectations well, and had high expectations of students (96%, each).

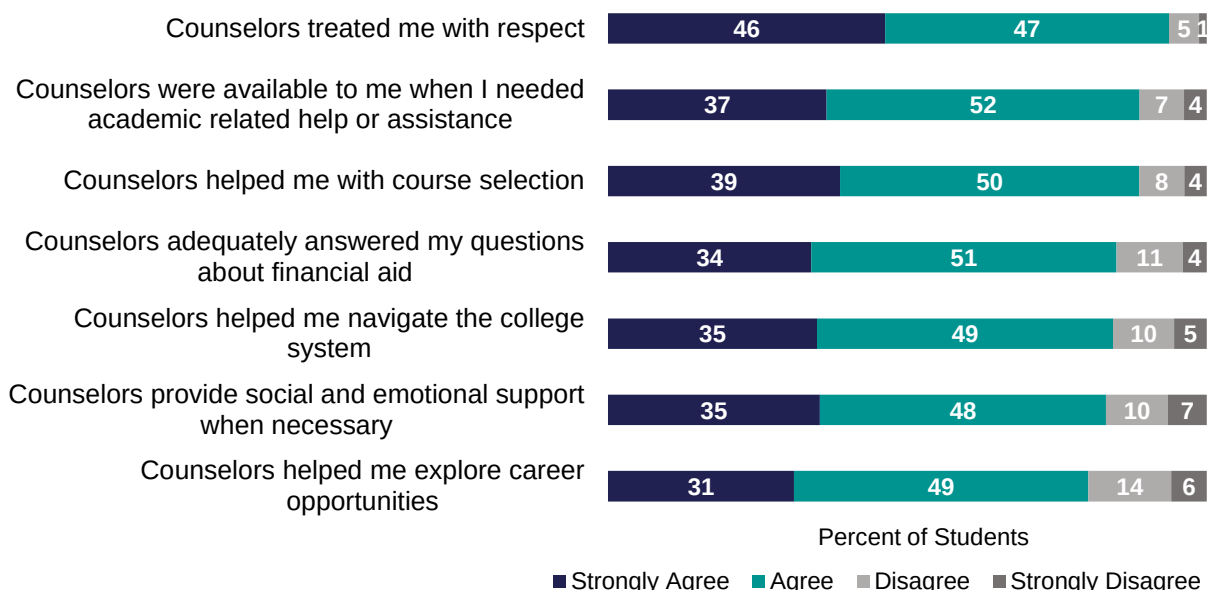
Figure 8: 2021-22 ECHS Student Perceptions of Academic Staff



Source: ECHS Exit Survey file, 05/13/22.

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

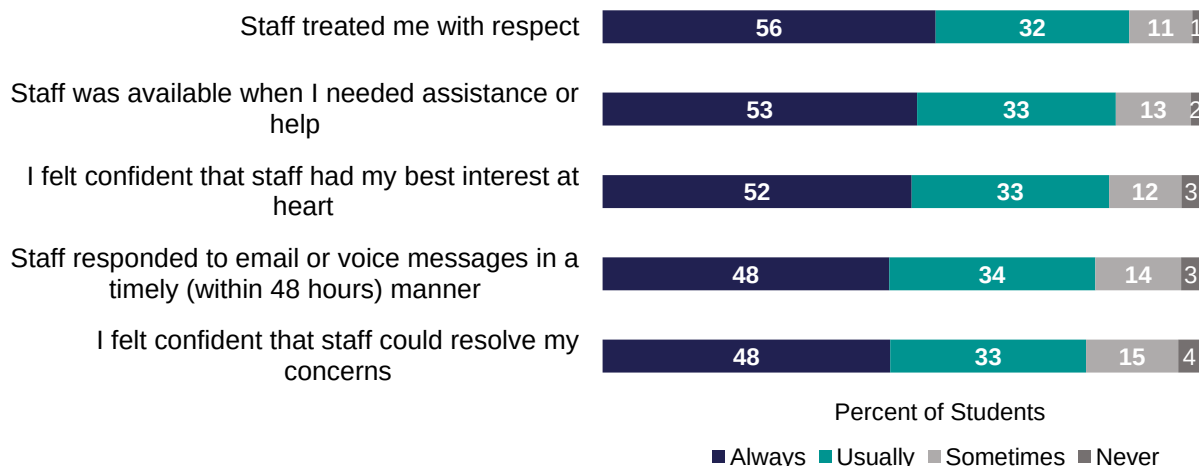
Senior feedback about their counselors was also favorable. The percentage of seniors who agreed or strongly agreed to each statement ranged from 80 percent to 94 percent. The three most favorable statements indicated that counselors treated students with respect (93%) and were especially helpful with their course selection and other academic related issues (each 89%).

Figure 9: 2021-22 ECHS Student Perceptions of Counseling Staff

Source: ECHS Exit Survey file, 05/13/22.

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

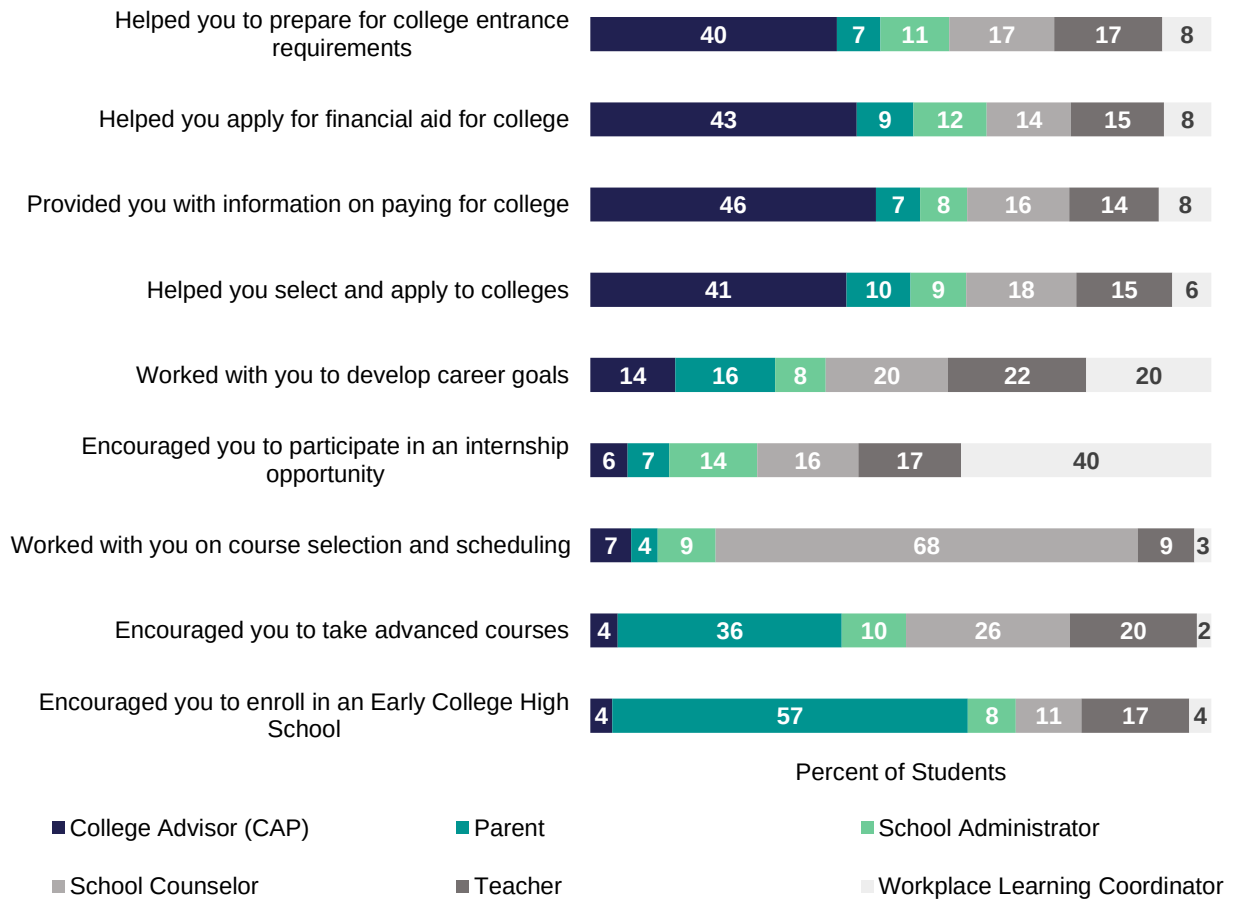
Lastly, seniors also provided feedback about the quality of support they received from high school campus staff across five categories. Overall, campus staff received favorable feedback (i.e., usually or always), ranging from 81 percent (i.e., "I felt confident that staff could resolve my concerns") to 88 percent (i.e., "Staff treated me with respect") positive.

Figure 10: 2021-22 ECHS Student Perceptions of High School Campus Staff

Source: ECHS Exit Survey file, 05/13/22.

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 11 percent ($n=48$, enroll in Early College High School) to 68 percent ($n=350$, course selection). Fifty-seven percent of seniors ($n=260$) acknowledged their parent's encouragement led to their enrollment in ECHS, followed by teachers ($n=79$, 17%). Thirty-six percent of seniors ($n=171$) indicated that their parents encouraged them the most to enroll in advanced courses, followed by school counselor ($n=125$, 26%). School counselors were also named the most helpful group when it came to course selection and scheduling ($n=350$, 68%). Seniors indicated that CAP advisors followed by school counselors were the most helpful in regard to college preparation, including paying for college ($n=213$, 46% versus $n=76$, 16%), applying for financial aid ($n=203$, 43% versus $n=64$, 14%), college selection and application ($n=184$, 41% versus $n=79$, 18%), and preparing students to meet college entrance requirements ($n=176$, 40% versus $n=75$, 17%). Asked to indicate who encouraged them the most to participate in an internship opportunity, 40 percent of seniors ($n=168$) selected the workplace learning coordinator response option, followed by a teacher ($n=69$, 17%). Twenty-two percent of seniors ($n=104$) indicated a teacher helped them the most to develop career goals, followed by school counselors and workplace learning coordinators each with 20 percent ($n=92$ and $n=94$, respectively).

Figure 11: 2021-22 ECHS Student Perceptions of Who Helped or Encouraged Them the Most

Source: ECHS Exit Survey file, 05/13/22.

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 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 26. In 2021-22, each ECHS accepted 42 to 124 incoming grade nine students. ECHS campus-level organizations were supported by \$12,343,417 in Dallas ISD general operating funds. This was a decrease of 5.9 percent compared to 2020-21 (\$13,121,904) and 13.6 percent decrease over 2019-20 (\$14,292,375).

Key findings included:

- With the opening of additional ECHSs and higher enrollment numbers at existing schools, enrollment numbers have grown significantly over the past five years from 4,400 in 2017-18 to 7,408 students in 2021-22.
- The ethnic composition of ECHS students was similar (percentages were within four percentage points) to Dallas ISD high school students.
- A slightly higher percentage of ECHS students were economically disadvantaged (85%) than for Dallas ISD high school students overall (81%).
- 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 four aspects. First, a higher percentage of Hispanic students enrolled in traditional ECHSs than P-TECHs (82% vs 75%). Second, a higher percentage of African American students enrolled in P-TECHs than traditional ECHSs (21% vs 15%). Third, a higher percentage of traditional ECHS students were TAG eligible (32% vs 23%). Fourth, a smaller percentage of traditional ECHS students were at-risk of dropping out of school (54% vs 67%).
- The average attendance rate for district ECHS students was eight 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 two percentage points (78% versus 76%), the three-year retention rate difference was eight percentage points (71% versus 63%), and the four-year retention rate difference was six percentage points (57% versus 51%). Traditional ECHS students had a higher retention rate than P-TECH students for all cohorts. The retention rate difference for the 2020-21 cohort was eight percentage points, for the 2019-20 cohort seven percentage points, and for the 2018-19 cohort 12 percentage points.

- The four-year graduation rates for ECHS students for the 2018-19 cohort exceeded that of Dallas ISD comprehensive high school students by five percentage points (56% versus 51%, respectively). Traditional ECHS students graduated at a higher rate (67%) than P-TECH students (53%) based on cohort (67% vs 53%) and retained status (100% vs 97%, respectively). Graduation rates across all Dallas ISD students slightly increased by one percentage points between the 2017-18 and 2018-19 cohorts (56% vs 57%), while the graduation rate of continuously enrolled students increased from 86 percent to 89 percent.
- Of the 3,131 2021-22 grade 11 and 12 ECHS students, 39 percent met the TSI SAT benchmark on ERW (480), and 16 percent met the TSI SAT benchmark on mathematics (530).
- Of the 1,441 grade 12 ECHS students, six percent met the TSI ACT benchmarks on Mathematics and seven 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 20 percentage points (mathematics) to 27 percentage points (ERW), whereas the differences for ACT were 13 percentage points (English) to 12 percentage points (mathematics).
- Overall, ECHS students outperformed comprehensive high school students enrolled in campuses offering the ECHS program on meeting TSI SAT (27 percentage points on ERW and 12 percentage points on mathematics) and ACT (five percentage points for both English and mathematics) benchmarks.
- Of the 1,441 grade 12 ECHS students enrolled in 2020-21, 81 percent met TSIA benchmarks or qualified for an exemption for ELAR, and 76 percent met TSIA benchmarks or qualified for an exemption for mathematics.
- Of the 7,408 ECHS students enrolled in 2021-22, 89 percent took dual credit courses through Dallas College. P-TECH students accounted for the majority of ECHS dual credit students (70%) and dual credit hours earned (66%). ECHS students who passed one or more dual credit courses completed on average 13.0 dual credit hours across all grade levels in 2021-22. Traditional ECHS students on average completed slightly more dual credit hours per person (14.1 hours) than P-TECH students (12.5 hours).
- Overall, 56 percent ($n=4,136$) of ECHS students earned the expected cumulative number of dual credit hours at each grade level.
- Overall, 296 ECHS students (grades 11 and 12) completed 414 educational certificates while enrolled at Dallas College. P-TECH students accounted for 89 percent of ECHS students who completed a certificate and 92 percent of the 414 completed certificates.
- In 2021-22, 475 ECHS students earned a total of 525 industry-based certifications, including 415 certifications listed in the A-F accountability system. P-TECH students again accounted for 85 percent of students who earned an industry-based certification and for 86 percent of all received

certifications. More ECHS students attained industry-based certifications in 2021-22 than in 2020-21 ($n=259$) and 2019-20 ($n=434$).

- In 2021-22, 821 out of the 1,435 grade 12 ECHS graduates (57%) earned an associate degree. Sixty-eight percent of associate degrees were awarded to P-TECH students and 32 percent were awarded to traditional ECHS students. The number of awarded associate degrees has increased over the past five years from 197 (2017-18) to 821 (2021-22) but dipped from 2020-21's total of 909.
- Overall, 61 percent of 2021-22 ECHS graduates ($n=870$) earned an associate degree or 60 dual credit hours, down from 71 percent in 2020-21.
- According to the 2021-22 NSC data file, 55 percent of 2020-21 ECHS graduates and 40 percent of non-ECHS graduates enrolled in college within one year of graduation. Of these students, more ECHS students (90%) enrolled in a four-year university than non-ECHS students (85%). Similarly, a significantly lower percentage of ECHS students (10%) enrolled in a two-year college or trade school than non-ECHS students (15%).
- Forty-one percent of ECHS seniors responded to the ECHS Senior Exit Survey. Overall, 94 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 they wished for more job-related skill training. Most seniors (82%) indicated that they planned to attend college directly after graduating from the Dallas ISD, followed by joining the workforce (11%).
- Overall, of the four articulated goals, three could be evaluated. Of these, the ECHS program staff met and surpassed their goals on having a TEA designation for 90 percent of early college high schools (100%) and 70 percent of grade 12 P-TECH/ECHS earning a passing score on the Texas State Initiative Assessment (*TSIA*) subtests or qualify for an exemption (ELAR: 81%; Mathematics 77%). With 61 percent of ECHS graduates earning an associate degree or 60 college credit hours (61% vs Goal: 65%).

Recommendations

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

Continue to work with the IT Department on accurately tracking ECHS participation. Review of PowerSchool and program provided enrollment data indicated that traditional ECHS and P-TECH students are not accurately identified as such, thus impacting the evaluation. Tracking student enrollment via a dedicated PowerSchool variable may provide a streamlined solution that benefits the program and increases the accuracy of future data analysis.

Continue to support ECHS campuses in monitoring dual-credit course completions. Overall, 56 percent of ECHS students met the targeted cumulative number of dual credit hours by the end of each

grade level. While this is an increase of six percentage points over 2020-21 (50%), ECHS department staff and P-TECH/ECHS Program Specialist (ESSER funded) 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 414 educational certificates while taking dual credit classes at Dallas College. In addition, ECHS students earned 525 industry-based certifications during the 2021-22 school year. Although 2021-22 seemed to have stopped a three-year long downtrend, the number of students who earned education certificates and industry-based certifications are still below 2018-19 levels. 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, monitor student participation.

Continue to promote career readiness. Thirty-one percent of seniors who responded to the exit survey noted that they would like to have more assistance in developing career options and job seeking skills. Overall, job related skill training was among the top three requests for additional assistance for the past three years. Given the importance placed on career readiness by the Dallas ISD, consider allocating additional resources to these areas of the program.

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.

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APPENDICES

Appendix A: Methodology for Evaluation Questions

EQ1: What were the sources and amount of funding for the ECHS program?

Methodology

Budget information for the 2021-22 school year was provided by the Dallas ISD Budget Services Department on September 13, 2022. Budget information did not include expenditures from the ECHS department because these expenditures are embedded in the overall district Post-Secondary Programs and Partnerships Department budget and not specified as ECHS-related expenditures.

EQ2: 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, *Texas Success Initiative Assessment (TSIA)*, and the Summer Bridge, Summer Hub, and Acceleration in Physics/Geometry Programs.

EQ3: What were the demographic characteristics of ECHS students?

Methodology

ECHS student enrollment data were provided by ECHS staff on August 31, 2022, and merged with the end-of-year demographic file dated June 6, 2022. Crosstab analyses were conducted to report student characteristics overall (ECHS and district) and by ECHS type (traditional and P-TECH). Please note that the methodology for identifying ECHS students changed with the 2021-22 school year. Therefore, enrollment changes between years should be viewed with caution.

EQ4: What were the enrollment characteristics of ECHS students?

Methodology

ECHS student enrollment data were provided by ECHS staff on August 31, 2022, and merged with the end-of-year demographic file dated June 6, 2022. Frequency analyses were conducted to report student enrollment by campus and grade level (Table 3). Prior year participation data were retrieved from Lorenz (2021). Attendance data were extracted from the Dallas ISD district attendance datafile dated June 29, 2022 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 26, 2018 (2018-19), October 29, 2019 (2019-20), October 30, 2020 (2020-21), and November 1, 2021 (2021-22). 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 2017-18 (2020-21 grade 12 students) and 2018-19 (2021-22 grade 12 students) and were continuously enrolled for four years was calculated using the graduation data files dated August 23, 2022. Please note that the methodology for identifying ECHS students changed with the 2021-22 school year. Therefore, enrollment changes between years should be viewed with caution.

EQ5: 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 2018-19 through 2021-22. 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.¹⁴ 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 2018-19 through 2021-22.

ECHS student enrollment file was merged with the district demographic data file dated June 6, 2022, was merged with the 2018-22 *ACT* and *SAT* files dated October 5, 2022, and three cumulative *TSIA* files dated February 28, 2021 (*TSIA*), November 28, 2022 (*TSIA2*), and November 30, 2022 (*TSIA* status). 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*.

EQ6: 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 ECHS enrollment file and the end-of-year demographic file dated June 6, 2022, with the dual credit dashboard files dated October 3, 2022. Frequency analyses were conducted to report the number and percentage of students who enrolled and completed dual credit courses in 2021-22 by campus. Dual credit

¹⁴ <https://tea.texas.gov/academics/college-career-and-military-prep/the-tsia-texas-success-initiative-assessment>

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 2021-22 by students enrolled in the ECHS program is provided by campus and grade level.

EQ7: Did ECHS 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 ECHS enrollment file with the end-of-year demographic files dated June 6, 2022, and the dual credit enrollment files for 2021-22. Dual credit enrollment files for the 2018-2022 school years were provided by the Post-Secondary Partnerships & Programs department on October 03, 2022. Although, ECHS program staff did not set as goal for students to reach a certain number of dual credit hours for 2021-22, 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 2018-2022 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.

EQ8: How many credentials 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 November 7, 2022, Postsecondary Success department staff members provided a cumulative record of educational Level I or Level II certificates attained by 2021-22 grade 11 and 12 ECHS students. In addition, Career and Technical Education (CTE) department staff members provided a comprehensive list of industry-based certifications earned during the 2021-22 school year on November 30, 2022. 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.

EQ9: 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 (November 11, 2022) and cumulative number of dual credit hours (October 3, 2022) for graduating grade 12 ECHS students. These files were merged with the June 6, 2022, end-of-year demographic file and the 2021-22 graduation file (August 23, 2022). 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.

EQ10: What were the college enrollment rates for ECHS graduates?

Methodology

To determine the percentage of 2020-21 Dallas ISD seniors who enrolled in college within one year of graduating high school, the end-of-year demographic file dated June 7, 2021 (2020-21) was merged with the 2021-22 National Student Clearinghouse (NSC) college enrollment file dated August 9, 2022.

EQ11: What were student perceptions of the ECHS program?

Methodology

The evaluator designed and administered an online survey for grade 12 ECHS students in 2021-22. 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 13 to May 6, 2022, 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.

Appendix B

Appendix B: 2021-22 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
Internet Development Technologies Personal Computer Support	Adamson P-TECH American Airlines IBM	Dallas College El Centro Campus
Business Criminal Justice Network Administration and 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 Cedar Valley Campus
Allied Health Game Technology Network Administration and Support Personal Computer Support Software Programming	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 Richland Campus
Associate of Arts Associate of Science	Garza ECHS - -	Dallas College Mountain View Campus
Associate of Arts Associate of Science	Gilliam Collegiate Academy (ECHS) - -	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 B (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 B (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		
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 05/24/22.

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

Appendix C

Appendix C, Table 1: 2021-22 Early College High School Student Characteristics by Campus

Campus	Total N	Race/Ethnicity										Gender			
		Asian		African American		Hispanic		White		Other		Female		Male	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Traditional ECHS															
Garza	425	1	0.2	17	4.0	396	93.2	8	1.9	3	0.7	235	55.3	190	44.7
Gilliam	343	4	1.2	144	42.0	183	53.4	2	0.6	10	2.9	204	59.5	139	40.5
Lassiter	248	2	0.8	27	10.9	212	85.5	4	1.6	3	1.2	159	64.1	89	35.9
North Lake	195	3	1.5	17	8.7	165	84.6	5	2.6	5	2.6	113	57.9	82	42.1
Samuell	288	1	0.3	21	7.3	263	91.3	2	0.7	1	0.3	189	65.6	99	34.4
Skyline	321	0	0.0	71	22.1	241	75.1	4	1.2	5	1.6	198	61.7	123	38.3
Spruce	182	1	0.5	13	7.1	166	91.2	1	0.5	1	0.5	92	50.5	90	49.5
Sunset CA	90	0	0.0	1	1.1	85	94.4	4	4.4	0	0.0	60	66.7	30	33.3
P-TECH															
Adams, B	384	0	0.0	35	9.1	332	86.5	12	3.1	5	1.3	246	64.1	138	35.9
Adamson	384	3	0.8	3	0.8	372	96.9	4	1.0	2	0.5	194	50.5	190	49.5
Carter	213	0	0.0	139	65.3	66	31.0	4	1.9	4	1.9	117	54.9	96	45.1
Conrad	408	26	6.4	82	20.1	262	64.2	8	2.0	30	7.4	215	52.7	193	47.3
Hillcrest	329	4	1.2	40	12.2	264	80.2	16	4.9	5	1.5	165	50.2	164	49.8
Jefferson	360	0	0.0	4	1.1	351	97.5	4	1.1	1	0.3	192	53.3	168	46.7
Kimball	235	0	0.0	57	24.3	174	74.0	0	0.0	4	1.7	118	50.2	117	49.8
Lincoln	222	0	0.0	176	79.3	42	18.9	1	0.5	3	1.4	118	53.2	104	46.8
Madison	112	0	0.0	76	67.9	34	30.4	0	0.0	2	1.8	61	54.5	51	45.5
Molina	419	0	0.0	5	1.2	409	97.6	4	1.0	1	0.2	264	63.0	155	37.0
North Dallas	296	6	2.0	29	9.8	255	86.1	4	1.4	2	0.7	143	48.3	153	51.7
Pinkston	284	2	0.7	50	17.6	231	81.3	0	0.0	1	0.4	166	58.5	118	41.5
Roosevelt	177	0	0.0	62	35.0	109	61.6	3	1.7	3	1.7	113	63.8	64	36.2
Seagoville	307	0	0.0	41	13.4	252	82.1	7	2.3	7	2.3	168	54.7	139	45.3
South Oak Cliff	265	12	4.5	177	66.8	73	27.5	1	0.4	2	0.8	147	55.5	118	44.5
Sunset	363	1	0.3	11	3.0	343	94.5	6	1.7	2	0.6	258	71.1	105	28.9
White	337	6	1.8	28	8.3	280	83.1	16	4.7	7	2.1	221	65.6	116	34.4
Wilmer-Hutchins	221	1	0.5	98	44.3	118	53.4	2	0.9	2	0.9	129	58.4	92	41.6
Overall															
Traditional ECHS Total	2,092	12	0.6	311	14.9	1,711	81.8	30	1.4	28	1.3	1,250	59.8	842	40.2
P-TECH Total	5,316	61	1.1	1,113	20.9	3,967	74.6	92	1.7	83	1.6	3,035	57.1	2,281	42.9
ECHS Total	7,408	73	1.0	1,424	19.2	5,678	76.6	122	1.6	111	1.5	4,285	57.8	3,123	42.2

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22.

Note: Row percentages may not sum to 100 due to rounding. - = no students were enrolled.

Appendix C, Table 2: 2021-22 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	425	175	41.2	375	88.2	129	30.4	2	0.5	186	43.8
Gilliam	343	164	47.8	240	70.0	99	28.9	5	1.5	106	30.9
Lassiter	248	104	41.9	198	79.8	77	31.0	4	1.6	92	37.1
North Lake	195	99	50.8	172	88.2	71	36.4	5	2.6	60	30.8
Samuell	288	179	62.2	264	91.7	140	48.6	5	1.7	100	34.7
Skyline	321	204	63.6	232	72.3	121	37.7	10	3.1	73	22.7
Spruce	182	146	80.2	173	95.1	111	61.0	10	5.5	38	20.9
Sunset CA	90	61	67.8	74	82.2	41	45.6	6	6.7	20	22.2
P-TECH											
Adams, B	384	238	62.0	302	78.6	176	45.8	10	2.6	87	22.7
Adamson	384	292	76.0	357	93.0	233	60.7	5	1.3	77	20.1
Carter	213	130	61.0	171	80.3	45	21.1	9	4.2	42	19.7
Conrad	408	275	67.4	374	91.7	234	57.4	8	2.0	79	19.4
Hillcrest	329	196	59.6	255	77.5	145	44.1	14	4.3	80	24.3
Jefferson	360	266	73.9	339	94.2	230	63.9	9	2.5	109	30.3
Kimball	235	174	74.0	209	88.9	117	49.8	9	3.8	50	21.3
Lincoln	222	148	66.7	189	85.1	28	12.6	14	6.3	40	18.0
Madison	112	74	66.1	108	96.4	28	25.0	5	4.5	12	10.7
Molina	419	266	63.5	375	89.5	188	44.9	7	1.7	84	20.0
North Dallas	296	177	59.8	242	81.8	117	39.5	9	3.0	103	34.8
Pinkston	284	205	72.2	253	89.1	117	41.2	15	5.3	59	20.8
Roosevelt	177	146	82.5	163	92.1	80	45.2	10	5.6	34	19.2
Seagoville	307	214	69.7	259	84.4	148	48.2	11	3.6	67	21.8
South Oak Cliff	265	166	62.6	252	95.1	56	21.1	9	3.4	58	21.9
Sunset	363	237	65.3	287	79.1	140	38.6	10	2.8	84	23.1
White	337	197	58.5	246	73.0	151	44.8	8	2.4	89	26.4
Wilmer-Hutchins	221	158	71.5	216	97.7	83	37.6	8	3.6	44	19.9
Overall											
Traditional ECHS Total	2,092	1,132	54.1	1,728	82.6	789	37.7	47	2.2	675	32.3
P-TECH Total	5,316	3,559	66.9	4,597	86.5	2,316	43.6	170	3.2	1,198	22.5
ECHS Total	7,408	4,691	63.3	6,325	85.4	3,105	41.9	217	2.9	1,873	25.3

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22.

Note: Row percentages may not sum to 100 due to rounding. - = no students were enrolled.

Appendix D

Appendix D, Table 1: Two-Year Retention Rates for Students Enrolled in Campuses Offering the ECHS Program (2020-21 Cohort)

Campus	2020-21 Enrollment		2021-22 Enrollment		Retention		
	ECHS N	Non-ECHS N	ECHS N	Non-ECHS N	ECHS %	Non-ECHS %	Diff %
Traditional ECHS							
Garza	112	-	104	-	92.9	-	-
Gilliam	101	-	86	-	85.1	-	-
Lassiter	75	-	68	-	90.7	-	-
North Lake	67	-	58	-	86.6	-	-
Samuell	112	482	85	357	75.9	74.1	1.8
Skyline	133	1,073	105	877	78.9	81.7	-2.8
Spruce	64	468	53	335	82.8	71.6	11.2
P-TECH							
Adams, B	113	527	91	402	80.5	76.3	4.3
Adamson	127	256	119	219	93.7	85.5	8.2
Carter	84	227	64	164	76.2	72.2	3.9
Conrad	122	220	99	143	81.1	65.0	16.1
Hillcrest	106	333	79	268	74.5	80.5	-6.0
Jefferson	106	305	83	191	78.3	62.6	15.7
Kimball	99	348	49	239	49.5	68.7	-19.2
Lincoln	72	125	52	93	72.2	74.4	-2.2
Madison	66	77	42	44	63.6	57.1	6.5
Molina	126	399	115	340	91.3	85.2	6.1
North Dallas	110	230	93	139	84.5	60.4	24.1
Pinkston	102	224	91	144	89.2	64.3	24.9
Roosevelt	62	134	44	97	71.0	72.4	-1.4
Seagoville	97	394	64	302	66.0	76.6	-10.7
South Oak Cliff	99	322	66	213	66.7	66.1	0.5
Sunset	153	388	131	308	85.6	79.4	6.2
White	166	410	106	331	63.9	80.7	-16.9
Wilmer-Hutchins	127	160	74	121	58.3	75.6	-17.4
Overall							
Traditional ECHS Total	664	2,023	559	1,569	84.2	77.6	6.6
P-TECH Total	1,937	5,079	1,462	3,758	75.5	74.0	1.5
ECHS Total	2,601	7,102	2,021	5,399*	77.7	76.0	1.7

Source: PEIMS demographic files dated 10/30/20 (2019-20), and 11/01/21 (2021-22).

Note: Diff= Difference. * Sum includes 72 non-ECHS students who transferred to other schools within Dallas ISD.

- = no students were enrolled or that no comparison group was available.

Appendix D, Table 2: Three-Year Retention Rates for Students Enrolled in Campuses Offering the ECHS Program (2019-20 Cohort)

Campus	2019-20 Enrollment		2021-22 Enrollment		Retention		
	ECHS N	Non-ECHS N	ECHS N	Non-ECHS N	ECHS %	Non-ECHS %	Diff %
Traditional ECHS							
Garza	125	-	108	-	86.4	-	-
Gilliam	109	-	85	-	78.0	-	-
Lassiter	69	-	55	-	79.7	-	-
North Lake CA	74	-	64	-	86.5	-	-
Samuell	94	508	53	317	56.4	62.4	-6.0
Skyline CA	130	1,169	115	847	88.5	72.5	16.0
Spruce	65	527	47	316	72.3	60.0	12.3
P-TECH							
Adams, B	118	536	94	349	79.7	65.1	14.5
Adamson	118	407	95	265	80.5	65.1	15.4
Carter	91	232	63	130	69.2	56.0	13.2
Conrad	122	304	91	164	74.6	53.9	20.6
Hillcrest	111	332	90	221	81.1	66.6	14.5
Jefferson	133	594	101	249	75.9	41.9	34.0
Kimball	88	358	50	221	56.8	61.7	-4.9
Lincoln	114	113	69	64	60.5	56.6	3.9
Madison	75	53	46	28	61.3	52.8	8.5
Molina	129	541	116	392	89.9	72.5	17.5
North Dallas	117	304	82	177	70.1	58.2	11.9
Pinkston	99	244	76	123	76.8	50.4	26.4
Roosevelt	98	133	52	79	53.1	59.4	-6.3
Seagoville	97	450	71	279	73.2	62.0	11.2
South Oak Cliff	106	301	49	167	46.2	55.5	-9.3
Sunset	127	482	90	367	70.9	76.1	-5.3
White	133	537	69	293	51.9	54.6	-2.7
Wilmer-Hutchins	97	212	52	113	53.6	53.3	0.3
Overall							
Traditional ECHS Total	666	2,204	527	1,480	79.1	67.2	12.0
P-TECH Total	1,973	6,133	1,356	3,681	68.7	60.0	8.7
ECHS Total	2,639	8,337	1,883	5,214*	71.4	62.5	8.8

Source: PEIMS demographic files dated 10/28/19 (2019-20), 10/30/20 (2020-21), and 11/01/21 (2021-22).

Note: Diff= Difference. * Sum includes 53 non-ECHS students who transferred to other schools within Dallas ISD.

- = no students were enrolled or that no comparison group was available.

Appendix D, Table 3: Four-Year Retention Rates for Students Enrolled in Campuses Offering the ECHS Program (2018-19 Cohort)

Campus	2018-19 Enrollment		2010-22 Enrollment		Retention		
	ECHS N	Non-ECHS N	ECHS N	Non-ECHS N	ECHS %	Non-ECHS %	Diff %
Traditional ECHS							
Garza	116	-	108	-	93	-	-
Gilliam	106	-	79	-	75	-	-
Lassiter	70	-	54	-	77	-	-
North Lake CA	-	-	-	-	-	-	-
Samuell	116	434	43	223	37	51.4	-14.3
Skyline CA	-	-	-	-	-	-	-
Spruce	64	501	34	231	53	46.1	7.0
P-TECH							
Adams, B	134	554	92	304	69	54.9	13.8
Adamson	126	393	71	215	56.3	54.7	1.6
Carter	99	262	66	101	66.7	38.5	28.1
Conrad	130	249	80	120	61.5	48.2	13.3
Hillcrest	116	278	91	166	78.4	59.7	18.7
Jefferson	107	454	73	187	68.2	41.2	27.0
Kimball	122	313	54	144	44.3	46.0	-1.7
Lincoln	104	121	40	45	38.5	37.2	1.3
Madison	58	110	29	46	50.0	41.8	8.2
Molina	142	511	94	330	66.2	64.6	1.6
North Dallas	111	232	68	99	61.3	42.7	18.6
Pinkston	101	184	57	59	56.4	32.1	24.4
Roosevelt	109	154	16	55	14.7	35.7	-21.0
Seagoville	119	321	64	177	53.8	55.1	-1.4
South Oak Cliff	101	223	47	99	46.5	44.4	2.1
Sunset	128	490	74	325	57.8	66.3	-8.5
White	117	511	53	250	45.3	48.9	-3.6
Wilmer-Hutchins	108	167	46	79	42.6	47.3	-4.7
Overall							
Traditional ECHS Total	472	935	318	454	67.4	48.6	18.8
P-TECH Total	2,032	5,527	1,115	2,801	54.9	50.7	4.2
ECHS Total	2,504	6,462	1,433	3,308*	57.2	51.2	6.0

Source: PEIMS demographic files dated 10/26/18 (2018-19), 10/28/19 (2019-20), 10/30/20 (2020-21), 11/01/21 (2021-22).

Note: Diff= Difference. * Sum includes 53 non-ECHS students who transferred to other schools within Dallas ISD.
 - = no students were enrolled or that no comparison group was available.

Appendix E

Appendix E, Table 1: 2021-22 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	107	81.3	45.8	-	-	-	-	-
Gilliam	81	56.8	16.0	-	-	-	-	-
Lassiter	50	80.0	56.0	-	-	-	-	-
North Lake CA	64	68.8	35.9	-	-	-	-	-
Samuell	50	48.0	22.0	300	8.0	2.7	40.0	19.3
Skyline CA	101	39.6	16.8	746	28.7	10.7	10.9	6.1
Spruce	45	31.1	6.7	207	9.7	2.9	21.4	3.8
Sunset CA*	10	10.0	0.0	346	16.2	6.4	-6.2	-6.4
P-TECH								
Adams, B	93	38.7	12.9	379	20.1	5.5	18.7	7.4
Adamson	88	29.5	4.5	214	22.4	7.9	7.1	-3.4
Carter	41	29.3	7.3	166	5.4	0.0	23.8	7.3
Conrad	92	44.6	16.3	179	7.8	0.0	36.7	16.3
Hillcrest	70	50.0	10.0	294	28.6	11.9	21.4	-1.9
Jefferson	92	39.1	13.0	194	6.7	0.5	32.4	12.5
Kimball	41	29.3	0.0	190	6.8	1.1	22.4	-1.1
Lincoln	55	12.7	0.0	72	4.2	1.4	8.6	-1.4
Madison	21	19.0	0.0	51	19.6	3.9	-0.6	-3.9
Molina	104	39.4	9.6	395	13.7	2.3	25.8	7.3
North Dallas	62	41.9	11.3	206	14.6	4.4	27.4	6.9
Pinkston	57	36.8	14.0	148	13.5	4.1	23.3	10.0
Roosevelt	49	10.2	0.0	101	5.9	2.0	4.3	-2.0
Seagoville	68	44.1	10.3	237	13.1	3.4	31.0	6.9
South Oak Cliff	56	14.3	1.8	216	8.3	1.4	6.0	0.4
Sunset	75	32.0	12.0	346	16.2	6.4	15.8	5.6
White	76	48.7	11.8	340	17.9	5.9	30.7	6.0
Wilmer-Hutchins	42	19.0	4.8	165	10.3	0.6	8.7	4.2
Overall								
Traditional ECHS Total	508	58.3	28.3	1,253	20.6	7.5	37.7	20.8
P-TECH Total	1,182	34.6	9.0	3,893	14.5	4.1	20.1	4.9
ECHS Total	1,690	41.7	14.8	5,146	16.0	4.9	25.8	9.9

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Combined 2018-22 SAT file, 06/04/22

Note: SAT TSI benchmarks for Evidence-Based Reading and Writing (480) and mathematics (530). - = no students were enrolled or the absence of a comparison group. * Non-ECHS group for Sunset has been presented for traditional ECHS and PTECH groups but was only counted in the PTECH comparison total.

Appendix E, Table 2: 2021-22 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	109	81.7	43.1	-	-	-	-	-
Gilliam	82	37.8	17.1	-	-	-	-	-
Lassiter	60	83.3	65.0	-	-	-	-	-
North Lake CA	-	-	-	-	-	-	-	-
Samuell	52	44.2	19.2	289	4.8	1.4	39.4	17.8
Skyline CA	-	-	-	-	-	-	-	-
Spruce	30	16.7	13.3	270	4.8	3.3	11.9	10.0
Sunset CA	-	-	-	-	-	-	-	-
P-TECH								
Adams, B	88	43.2	17.0	410	20.2	10.0	22.9	7.0
Adamson	72	29.2	6.9	282	14.9	5.0	14.3	2.0
Carter	51	31.4	7.8	200	4.5	1.0	26.9	6.8
Conrad	92	43.5	21.7	229	3.5	1.3	40.0	20.4
Hillcrest	89	34.8	20.2	273	25.6	11.7	9.2	8.5
Jefferson	83	34.9	14.5	216	3.7	2.3	31.2	12.1
Kimball	57	15.8	7.0	195	4.6	0.5	11.2	6.5
Lincoln	43	18.6	9.3	91	5.5	1.1	13.1	8.2
Madison	20	10.0	5.0	77	10.4	1.3	-0.4	3.7
Molina	94	18.1	11.7	398	5.8	1.3	12.3	10.4
North Dallas	57	36.8	5.3	175	8.6	2.9	28.3	2.4
Pinkston	52	42.3	19.2	111	14.4	8.1	27.9	11.1
Roosevelt	17	11.8	5.9	144	2.1	1.4	9.7	4.5
Seagoville	66	36.4	13.6	284	6.7	2.1	29.7	11.5
South Oak Cliff	48	14.6	8.3	204	2.9	1.0	11.6	7.4
Sunset	79	13.9	5.1	414	5.6	2.2	8.4	2.9
White	54	55.6	35.2	374	17.4	5.9	38.2	29.3
Wilmer-Hutchins	46	4.3	2.2	160	6.3	2.5	-1.9	-0.3
Overall								
Traditional ECHS Total	333	59.5	34.2	559	4.8	2.3	54.6	31.9
P-TECH Total	1,108	29.8	13.1	4,237	10.0	3.9	19.8	9.2
ECHS Total	1,441	36.6	18.0	4,796	9.4	3.7	27.3	14.3

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Combined 2018-22 SAT file, 06/04/22

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

Appendix F

Appendix F, Table 1: 2021-22 Percentage of Early College High School Students Meeting TSIA 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	104	0.0	0.0	105	0.0	16.2	107	86.0	93.5	109	97.2	99.1	425	46.6	52.9
Gilliam	97	5.2	5.2	83	33.7	36.1	81	76.5	87.7	82	85.4	89.0	343	48.1	52.2
Lassiter	68	23.5	23.5	70	4.3	90.0	50	80.0	92.0	60	95.0	100.0	248	46.8	74.6
North Lake EC	75	0.0	0.0	56	1.8	83.9	64	57.8	85.9	-	-	-	195	19.5	52.3
Samuell	99	0.0	0.0	87	0.0	36.8	50	22.0	84.0	52	88.5	92.3	288	19.8	42.4
Skyline	124	0.0	0.8	96	3.1	32.3	101	49.5	62.4	-	-	-	321	16.5	29.6
Spruce	61	0.0	0.0	46	0.0	19.6	45	40.0	51.1	30	36.7	46.7	182	15.9	25.3
Sunset CA	42	0.0	0.0	38	0.0	21.1	10	60.0	80.0	-	-	-	90	6.7	17.8
P-TECH															
Adams, B	102	0.0	0.0	101	17.8	38.6	93	7.5	69.9	88	68.2	75.0	384	22.1	44.3
Adamson	113	0.0	0.0	111	0.9	2.7	88	50.0	59.1	72	44.4	55.6	384	20.1	24.7
Carter	84	0.0	0.0	37	16.2	18.9	41	73.2	78.0	51	76.5	80.4	213	35.2	37.6
Conrad	112	0.0	0.0	112	18.8	48.2	92	55.4	77.2	92	68.5	72.8	408	33.1	47.1
Hillcrest	103	0.0	0.0	67	0.0	35.8	70	4.3	78.6	89	69.7	78.7	329	19.8	45.3
Jefferson	105	0.0	0.0	80	0.0	65.0	92	31.5	67.4	83	55.4	72.3	360	20.8	48.3
Kimball	92	0.0	0.0	45	11.1	11.1	41	41.5	51.2	57	73.7	73.7	235	27.2	28.9
Lincoln	70	0.0	0.0	54	0.0	14.8	55	7.3	30.9	43	30.2	95.3	222	7.7	29.7
Madison	43	0.0	0.0	28	0.0	0.0	21	0.0	33.3	20	0.0	60.0	112	0.0	17.0
Molina	113	0.0	0.0	108	2.8	20.4	104	38.5	75.0	94	83.0	88.3	419	28.9	43.7
North Dallas	104	0.0	2.9	73	12.3	54.8	62	51.6	64.5	57	35.1	66.7	296	20.6	40.9
Pinkston	94	0.0	0.0	81	0.0	24.7	57	14.0	52.6	52	46.2	76.9	284	11.3	31.7
Roosevelt	70	0.0	0.0	41	0.0	4.9	49	20.4	34.7	17	76.5	88.2	177	13.0	19.2
Seagoville HS	119	0.0	0.0	54	0.0	18.5	68	58.8	82.4	66	77.3	90.9	307	29.6	41.0
South Oak Cliff	90	0.0	0.0	71	2.8	9.9	56	21.4	42.9	48	37.5	50.0	265	12.1	20.8
Sunset	87	0.0	1.1	122	10.7	47.5	75	28.0	70.7	79	77.2	81.0	363	26.2	48.5
White	110	0.0	6.4	97	1.0	58.8	76	31.6	82.9	54	85.2	90.7	337	21.1	52.2
Wilmer-Hutchins HS	68	0.0	0.0	65	13.8	26.2	42	47.6	85.7	46	67.4	97.8	221	27.1	44.3
Overall															
Traditional ECHS Total	670	3.1	3.3	581	6.0	40.8	508	62.2	80.3	333	87.1	91.0	2,092	31.6	46.4
P-TECH Total	1,679	0.0	0.7	1,347	6.5	31.6	1,182	33.2	65.9	1,108	63.1	77.3	5,316	22.2	39.0
ECHS Total	2,349	0.9	1.4	1,928	6.4	34.3	1,690	41.9	70.2	1,441	68.6	80.5	7,408	24.9	41.1

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. TSIA exam file, 02/28/21. TSIA2 exam file, 11/28/22. TSIA status file, 11/30//22. Combined 2018-22 SAT file, 10/05/22. Combined 2018-22 ACT file, 10/05/22.

Note: TSIA+ refers to meeting TSIA criteria based on TSIA assessment results and exemptions. Includes TSIA Reading & Writing and TSIA2 ELAR. 2021-22 STAAR EOC was not utilized to ascertain exemption status. - = no students were enrolled or the absence of a comparison group.

Appendix F, Table 2: 2021-22 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	104	0.0	0.0	105	0.0	0.0	107	40.2	72.9	109	61.5	97.2	425	25.9	43.3
Gilliam	97	0.0	0.0	83	0.0	0.0	81	3.7	35.8	82	4.9	79.3	343	2.0	27.4
Lassiter	68	0.0	0.0	70	0.0	5.7	50	2.0	76.0	60	26.7	96.7	248	6.9	40.3
North Lake EC	75	0.0	0.0	56	0.0	1.8	64	6.3	93.8	-	-	-	195	2.1	31.3
Samuell	99	0.0	0.0	87	0.0	9.2	50	32.0	84.0	52	51.9	82.7	288	14.9	32.3
Skyline	124	0.0	0.0	96	0.0	3.1	101	25.7	65.3	-	-	-	321	8.1	21.5
Spruce	61	0.0	0.0	46	0.0	0.0	45	6.7	46.7	30	46.7	70.0	182	9.3	23.1
Sunset CA	42	0.0	0.0	38	0.0	0.0	10	10.0	30.0	-	-	-	90	1.1	3.3
P-TECH															
Adams, B	102	0.0	0.0	101	0.0	1.0	93	0.0	44.1	88	0.0	75.0	384	0.0	28.1
Adamson	113	0.0	0.0	111	0.0	0.0	88	0.0	8.0	72	1.4	59.7	384	0.3	13.0
Carter	84	0.0	0.0	37	21.6	21.6	41	82.9	95.1	51	45.1	84.3	213	30.5	42.3
Conrad	112	0.0	0.9	112	0.0	6.3	92	5.4	87.0	92	25.0	97.8	408	6.9	43.6
Hillcrest	103	0.0	0.0	67	0.0	0.0	70	11.4	77.1	89	0.0	85.4	329	2.4	39.5
Jefferson	105	0.0	0.0	80	0.0	0.0	92	1.1	44.6	83	1.2	61.4	360	0.6	25.6
Kimball	92	1.1	1.1	45	26.7	26.7	41	63.4	65.9	57	71.9	77.2	235	34.0	35.7
Lincoln	70	0.0	0.0	54	0.0	0.0	55	0.0	16.4	43	0.0	65.1	222	0.0	16.7
Madison	43	0.0	0.0	28	0.0	0.0	21	0.0	0.0	20	0.0	20.0	112	0.0	3.6
Molina	113	0.0	0.0	108	0.0	1.9	104	13.5	52.9	94	3.2	81.9	419	4.1	32.0
North Dallas	104	0.0	0.0	73	0.0	1.4	62	6.5	45.2	57	5.3	54.4	296	2.4	20.3
Pinkston	94	0.0	0.0	81	0.0	1.2	57	3.5	38.6	52	0.0	71.2	284	0.7	21.1
Roosevelt	70	0.0	0.0	41	0.0	0.0	49	0.0	10.2	17	0.0	94.1	177	0.0	11.9
Seagoville HS	119	0.0	0.0	54	0.0	0.0	68	11.8	20.6	66	1.5	66.7	307	2.9	18.9
South Oak Cliff	90	0.0	0.0	71	0.0	0.0	56	5.4	21.4	48	4.2	56.3	265	1.9	14.7
Sunset	87	0.0	0.0	122	2.5	7.4	75	21.3	68.0	79	30.4	77.2	363	11.8	33.3
White	110	0.0	0.0	97	0.0	0.0	76	0.0	93.4	54	79.6	90.7	337	12.8	35.6
Wilmer-Hutchins HS	68	0.0	0.0	65	0.0	13.8	42	4.8	57.1	46	0.0	19.6	221	0.9	19.0
Overall															
Traditional ECHS Total	670	0.0	0.0	581	0.0	2.8	508	19.1	66.3	333	38.4	88.0	2,092	10.8	30.9
P-TECH Total	1,679	0.1	0.1	1,347	1.7	3.7	1,182	10.4	49.1	1,108	14.9	71.8	5,316	5.9	26.9
ECHS Total	2,349	0.0	0.1	1,928	1.2	3.4	1,690	13.0	54.3	1,441	20.3	75.6	7,408	7.2	28.0

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. TSIA exam file, 02/28/21. TSIA2 exam file, 11/28/22. TSIA status file, 11/30/22. Combined 2018-22 SAT file, 10/05/22. Combined 2018-22 ACT file, 10/05/22.

Note: TSIA+ refers to meeting TSIA criteria based on TSIA assessment results and exemptions. Includes TSIA and TSIA2 Mathematics. 2021-22 STAAR EOC was not utilized to ascertain exemption status. - = no students were enrolled or the absence of a comparison group.

Appendix F, Table 3: 2021-22 Percentage of Grade 12 Early College and Non-Early High School Students Meeting *TSIA* and *TSIA+* Benchmarks

Campus	ECHS					Non-ECHS					Differences			
	Enrolled N	ELAR		Mathematics		Enrolled N	ELAR		Mathematics		ELAR		Mathematics	
		Met	Met	Met	Met		Met	Met	Met	Met	Met	Met		
		TSIA %	TSIA+ %	TSIA %	TSIA+ %		TSIA %	TSIA+ %	TSIA %pts	TSIA+ %pts	TSIA %pts	TSIA+ %pts		
Traditional ECHS														
Garza	109	97.2	99.1	61.5	97.2	-	-	-	-	-	-	-	-	-
Gilliam	82	85.4	89.0	4.9	79.3	-	-	-	-	-	-	-	-	-
Lassiter	60	95.0	100.0	26.7	96.7	-	-	-	-	-	-	-	-	-
North Lake EC	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Samuell	52	88.5	92.3	51.9	82.7	289	6.2	9.7	2.1	4.5	82.3	82.6	49.8	78.2
Skyline	-	-	-	-	-	767	1.4	24.1	0.0	11.1	-	-	-	-
Spruce	30	36.7	46.7	46.7	70.0	270	1.1	8.1	1.5	9.6	35.6	38.6	45.2	60.4
Sunset CA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
P-TECH														
Adams, B	88	68.2	75.0	0.0	75.0	410	3.7	21.5	0.0	10.7	64.5	53.5	0.0	64.3
Adamson	72	44.4	55.6	1.4	59.7	282	5.3	18.8	0.4	6.0	39.1	36.8	1.0	53.7
Carter	51	76.5	80.4	45.1	84.3	200	6.5	11.0	5.0	7.0	70.0	69.4	40.1	77.3
Conrad	92	68.5	72.8	25.0	97.8	229	5.7	9.6	0.0	3.1	62.8	63.2	25.0	94.7
Hillcrest	89	69.7	78.7	0.0	85.4	273	10.3	30.0	0.0	15.0	59.4	48.7	0.0	70.4
Jefferson	83	55.4	72.3	1.2	61.4	216	1.4	5.1	0.0	2.3	54.0	67.2	1.2	59.1
Kimball	57	73.7	73.7	71.9	77.2	195	6.7	9.7	5.6	6.2	67.0	64.0	66.3	71.0
Lincoln	43	30.2	95.3	0.0	65.1	91	5.5	9.9	0.0	2.2	24.7	85.4	0.0	62.9
Madison	20	0.0	60.0	0.0	20.0	77	1.3	14.3	0.0	1.3	-1.3	45.7	0.0	18.7
Molina	94	83.0	88.3	3.2	81.9	398	3.8	13.3	0.0	1.8	79.2	75.0	3.2	80.1
North Dallas	57	35.1	66.7	5.3	54.4	175	3.4	10.9	0.0	13.7	31.7	55.8	5.3	40.7
Pinkston	52	46.2	76.9	0.0	71.2	111	9.9	18.9	0.0	10.8	36.3	58.0	0.0	60.4
Roosevelt	17	76.5	88.2	0.0	94.1	144	9.7	13.9	0.0	12.5	66.8	74.3	0.0	81.6
Seagoville HS	66	77.3	90.9	1.5	66.7	284	6.7	12.7	0.4	2.8	70.6	78.2	1.1	63.9
South Oak Cliff	48	37.5	50.0	4.2	56.3	204	2.9	6.4	0.0	2.0	34.6	43.6	4.2	54.3
Sunset	79	77.2	81.0	30.4	77.2	414	5.6	11.6	1.2	4.3	71.6	69.4	29.2	72.9
White	54	85.2	90.7	79.6	90.7	374	7.5	23.8	5.9	12.0	77.7	66.9	73.7	78.7
Wilmer-Hutchins HS	46	67.4	97.8	0.0	19.6	160	13.1	16.9	0.6	2.5	54.3	80.9	-0.6	17.1
Overall														
Traditional ECHS Total	333	87.1	91.0	38.4	88.0	1,326	2.4	17.7	0.8	9.4	84.7	73.3	37.6	78.6
P-TECH Total	1,108	63.1	77.3	14.9	71.8	4,237	5.9	15.2	1.2	6.7	57.2	62.1	13.7	65.1
ECHS Total	1,441	68.6	80.5	20.3	75.6	5,563	5.1	15.8	1.1	7.3	63.5	64.7	19.2	68.3

Source: ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. *TSIA* exam file, 02/28/21. *TSIA2* exam file, 11/28/22. *TSIA* status file, 11/30/22. Combined 2018-22 SAT file, 10/05/22. Combined 2018-22 ACT file, 10/05/22.

Note: *TSIA+* refers to meeting *TSIA* criteria based on *TSIA* assessment results and exemptions. ¹Includes *TSIA* Reading & Writing and *TSIA2* ELAR. ²Includes *TSIA* and *TSIA2* Mathematics. 2021-22 STAAR EOC was not utilized to ascertain exemption status. - = no students were enrolled or the absence of a comparison group.