

2022-23

Evaluation of Early College High School Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.
Superintendent of Schools



2022-23

Evaluation of Early College High School Programs

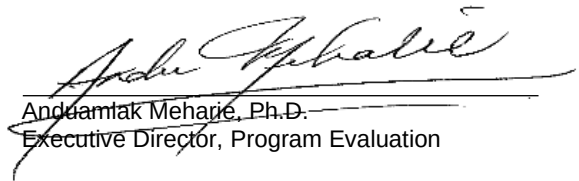
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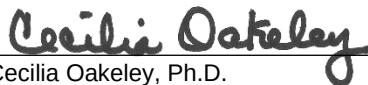
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TABLE OF CONTENTS

KEY FINDINGS AND RECOMMENDATIONS	5
Key Findings.....	5
Recommendations	6
PROGRAM BACKGROUND.....	7
PROGRAM DESCRIPTION.....	7
Program Components	8
TEA Requirements	8
Dallas ISD ECHS Structure	8
ESSER.....	10
Program Staff	11
Budget	12
Program Goals	12
EVALUATION QUESTIONS AND RESULTS.....	13
EQ1: How was the ECHS program implemented in 2022-23?	13
Enrollment Characteristics of 2022 Summer Programs	13
Demographic and Enrollment Characteristics of Students.....	14
EQ2: What were stakeholders' perceptions of ECHS?	20
EQ3: How did ECHS students perform in 2022-23?	32
Post-Secondary Readiness Assessments.....	32
Dual Credit.....	38
Credentials.....	44
Associate Degrees/60 College Credit Hours	46
College Enrollment	49
REFERENCES.....	50
APPENDICES.....	51
List of Appendices	52

LIST OF TABLES

Table 1: 2022-23 Dallas ISD Early College High Schools	9
Table 2: 2022-23 Early College High School and District Student Characteristics	15
Table 3: 2022-23 Enrollment of Students in Early College High School Campuses by Grade Level	17
Table 4: 2022-23 Attendance Rate for Students Enrolled in Campuses Offering the ECHS Program..	18
Table 5: 2022-23 Retention Rates for Students Enrolled in Campuses Offering the ECHS Program by Cohort.....	19
Table 6: 2022-23 Dallas ISD Four-Year Graduation Rates by Cohort	20
Table 8: 2022-23 Percentage of High School Students Meeting <i>STAAR EOC</i> Approaches Grade Level or Above	33
Table 9: 2022-23 Percentage of Early College High School Students in Grades 11 and 12 Meeting TSI SAT College Readiness Benchmarks	34
Table 10: 2022-23 Percentage of Students in Grades 11 and 12 Enrolled in Campuses Offering the ECHS Program Who Met TSI SAT College Readiness Benchmarks.....	35
Table 11: 2022-23 Percentage of Grade 12 Students Enrolled in Campuses Offering the ECHS Program Who Met TSI ACT College Readiness Benchmarks.....	36
Table 12: 2022-23 Percentage of Early College and Non-Early High School Graduates Meeting TSIA+ Benchmarks	37
Table 13: 2022-23 Dallas ISD Dual Credit Results	38
Table 14: 2022-23 Dual Credit Results for Students Enrolled in Campuses Offering the ECHS Program	39
Table 15: 2022-23 Average Number of Dual Credit Hours Earned by ECHS Students Who Passed One or More Dual Credit Courses.	40
Table 16: 2022-23 Average Number of Dual Credit Hours Earned by ECHS Students Enrolled in Dual Credit Courses from 2018-22.	41
Table 17: Targeted Dual Credit Hours by Grade Level	42
Table 18: 2022-23 Percentage of Early College High School Students Meeting Targeted Number of Dual Credit Hours at Each Grade Level (Cumulative Hours for 2019-23 School Years)	43
Table 19: 2022-23 Number of Level I and Level II Educational Certificates Awarded by Grade 12 ECHS Students	44
Table 20: 2022-23 Number of Industry-Based Certifications Attempted and Earned by Students Enrolled in Campuses Offering the ECHS Program	45
Table 21: 2022-23 Number and Percentage of ECHS Graduates Who Met ECHS Graduation Goal ...	47
Table 22: 2020-21 to 2022-23 Number of Associate Degrees Awarded to ECHS Students by Campus	48
Table 23: 2022-23 Associate Degrees Awarded to ECHS Students by Degree Plan	49

Table 24: 2021-22 Percentages of Students Enrolled in College within One Year of Graduating High School	49
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LIST OF FIGURES

Figure 1: 2017-18 to 2022-23 Student Enrollment in Early College High School Programs	16
Figure 2: 2022-23 ECHS Student Perceptions of Post High School Preparedness	22
Figure 3: 2022-23 ECHS Student Perceptions Regarding their Academic Skills and Abilities	23
Figure 4: 2022-23 ECHS Student Perceptions Regarding Quality of Instruction	24
Figure 5: 2022-23 ECHS Student Perceptions Regarding How Well High School Helped in Skill Development	25
Figure 6: 2022-23 ECHS Student Knowledge of Post-Secondary Options	26
Figure 7: 2022-23 ECHS Student Suggestions for Additional Assistance	26
Figure 8: 2022-23 ECHS Student Perceptions of Academic Staff	27
Figure 9: 2022-23 ECHS Student Perceptions of Counseling Staff	28
Figure 10: 2022-23 ECHS Student Perceptions of High School Campus Staff	28
Figure 11: 2022-23 ECHS Student Perceptions of Who Helped or Encouraged Them the Most	30

2022-23

Evaluation of Early College High School Programs

KEY FINDINGS AND RECOMMENDATIONS

The purpose of this evaluation was to examine (a) program implementation, (b) stakeholders' perception, and (c) program outcomes.

Key Findings

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. During the 2022-23 school year, a total of 7,691 students were enrolled in 25 ECHSs, including seven traditional ECHS and 18 Pathways in Technology Early College High Schools (P-TECH). ECHS campuses were supported by \$13,252,568 in Dallas ISD general operating funds. This was an increase of 2.7 percent compared to 2021-22 (\$12,904,762). Key findings include the following:



With the opening of additional ECHSs and higher enrollment numbers at existing schools, enrollment numbers have grown significantly over the past five years (page 15).



Retention rates were higher for ECHS students than comprehensive high school students enrolled in campuses offering the ECHS program (page 18).



The average four-year graduation rate for the 2019-20 ECHS cohort was similar to that of all Dallas ISD comprehensive high school students (page 19).



ECHS seniors indicated that they were satisfied with the educational opportunities Dallas ISD provided (page 21). P-TECH students participating in the internship opportunity indicated that they felt well prepared and had a positive experience overall. Employers also noted that P-TECH interns met their expectations and were satisfied with the Dallas ISD internship program overall (page 31).



Grade 11 and 12 ECHS students continue to outperform non-ECHS students enrolled in comprehensive high schools offering ECHS programs on post-secondary readiness assessments including the SAT (page 35). Similarly, ECHS graduates met TSIA benchmarks or qualified for an exemption at a higher rate than non-ECHS students (page 37). Traditional ECHS students outperformed P-TECH students across all post-secondary readiness assessments.

-  ECHS students completed more than three-quarters of all dual credit course hours in the district.
-  P-TECH students accounted for the majority of ECHS dual credit students and dual credit hours earned (page 39). A higher percentage of ECHS students met the targeted cumulative number of dual credit hours by the end of each grade level in 2022-23 than in the prior two years (page 43).
-  Overall, ECHS students earned more educational certificates (page 45) and industry-based certifications (page 45) in 2022-23 than in the prior school year. P-TECH students accounted for the majority of earned credentials.
-  A higher percentage of ECHS graduates earned an associate degree or 60 dual credit hours than in 2021-22 (page 46).
-  According to 2022-23 NSC data, a higher number of 2021-22 ECHS graduates enrolled in college within one year of graduation than non-ECHS graduates (page 49).

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. Although steps were taken to more accurately track specialized student groups in PowerSchool¹, review of program provided enrollment data indicated that traditional ECHS and P-TECH students are not accurately identified in PowerSchool, thus impacting the evaluation. ECHS program staff should continue to work with campus data controllers to accurately track program participation via PowerSchool to increase the accuracy of future data analyses.

Continue to support ECHS campuses in monitoring dual-credit course completions. Overall, 63 percent of ECHS students met the targeted cumulative number of dual credit hours by the end of each grade level. While this is the second year of continued increase in the percentage of students meeting their targeted dual credit hours (2020-21, 50%; 2021-22, 56%; 2022-23, 63%), 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. Completion of educational certificates ($n=449$) and industry-based certifications ($n=1,008$) increased for a second year. However, the number of students earning certificates are still below prior heights². 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.

¹ Starting in 2022-23, more than one student group (e.g. ECHS, P-TECH, CTE, NAF, etc.) can be tracked in PowerSchool via the Student Group variable.

² 554 students earned education certificates in 2019-20, and 966 students earned industry-based certifications in 2017-18.

Evaluation of Early College High School Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM BACKGROUND

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. Additionally, only 14 percent of college instructors believed that public high schools adequately prepare students for college (Hart Research Associates, 2015). Due to these and other similar findings, ECHSs are increasingly viewed as an effective way to improve high school students' outcomes (Hoffman & Webb, 2010), and increase participation in 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 25 including seven 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)³ and Texas Administrative Code (TAC) §102.1091.⁴ A school is considered a Collegiate Academy (CA) until it receives its designation from the Texas Education Agency (TEA) as an ECHS. P-TECHs are similar to traditional early college high schools but with an industry partner that provides mentoring and workplace skills. Students choose a career pathway and take courses that provide the academic, technical, and workplace skills to prepare them to enter the workforce career ready.

In addition to the potential to earn an associate degree or up to 60 credit hours towards a baccalaureate degree, students can earn industry certifications and attain educational certificates in their selected career pathways that are attractive to employers.

PROGRAM DESCRIPTION

The sections below include the ECHS Program components, people, budget, and program goals. For all methodology, see Appendix B.

³ <https://statutes.capitol.texas.gov/SOTWDocs/ED/htm/ED.29.htm#29.908>

⁴ <http://ritter.tea.state.tx.us/rules/tac/chapter102/ch102gg.html>

Program Components

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.⁵ Overall, ECHSs are to serve students who are historically underserved or at-risk of dropping out of school and to provide opportunities for students to earn an associate degree or up to 60 credit hours towards a baccalaureate degree. Furthermore, students are not required to pay for tuition, fees, or required textbooks. Traditional ECHSs are measured against the design elements of six benchmarks outlined in the ECHS Blueprint, including:

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

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

1. School Design;
2. Target Population;
3. Strategic Alliances between the school district, IHEs, and business and industry partners;
4. Curriculum, Instruction, and Assessment;
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 2022-23.

Dallas ISD ECHS Structure

At Dallas ISD, students are accepted into ECHS programs as freshmen and matriculate as a cohort as they progress through high school. Overall, four of the 25 ECHSs were “stand alone” campuses and

⁵ Blueprints can be accessed at <https://tea.texas.gov/echs> and <https://tea.texas.gov/ptech>

solely educate ECHS students (i.e., Garza, Gilliam, Lassiter, and North Lake Collegiate Academy). The remaining 21 schools operate as a “school within a school” to provide a sense of cohesiveness for students within the comprehensive high school. Students attending grades nine and 10 at “schools within schools” took core courses in a dedicated classroom while attended classes for fine arts, health, physical education, and foreign languages at the comprehensive high school. Students in grades 11 and 12 attended classes on a partner campus of Dallas College, formerly known as Dallas County Community College District. The Dallas ISD provided transportation to partner community college campuses at no charge. Of the 25 ECHSs seven were traditional ECHS and 18 were P-TECHs (Table 1).

Table 1: 2022-23 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
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 06/02/23.

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

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 2022-23, ECHS campuses accepted between 54 and 129 grade nine students.

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*.⁶ 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*.⁷

Pathways and Industry Partners. A total of 30 career pathways were offered by P-TECHs in 2022-23, 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,
- 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 2022-23, and 280 students participated in internships across 37 internship providers. Eighty-seven percent of internships were in-person internships. Overall, internship participation by P-TECH students increased by 28 percent over 2021-22 ($N=219$ students). A list of degree plans and data on pathways, industry partners, and higher education partners by campus can be found in Appendix C.

ESSER

Elementary and Secondary School Emergency Relief (ESSER) funds supported seven P-TECH/ECHS Program Specialist positions for the 2022-23 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 2022-23 specialists primarily focused on grade 12 students to:

⁶ In addition, students are required to have completed any prerequisite coursework.

⁷ 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>.

- Maintain the proportion of Dallas ISD graduates earning an Associate degree and/or 60+ credit hours at 10 percent.
- Increase the percentage of ECHS and P-TECH juniors and seniors with *TS/A* met criteria via assessment in both ELA and Mathematics by five-10 percentage points above the 2020-21 baseline data by the end of the 2022-23 academic year,
- Develop a systematic method to electronically track student progress towards degree completion and implement effectively across P-TECH/ECHS programs by 2023.
- Increase the percent of students successfully completing dual credit courses by five percentage points above the corresponding semester during the previous school year by the end of the academic year,

Review of program information and academic achievement indicated that out of the 8,588 Dallas ISD graduates, 951 students (11.1%) earned an associate degree and/or 60+ credit hours. The program reported that based on their TSI data, the department was able to increase the percentage of juniors and seniors meeting TSI criteria by at least five percentage points (Reading and Writing, +16% points; Math, +15% points). To better assist in the monitoring of dual-credit coursework, the department facilitated the creation of a dual-credit progress monitoring platform. Finally, the program reported that dual-credit success rates (A-C) increased from 73 percent (August 2022) to 78 percent (August 2023), thereby meeting this ESSER goal.

ESSER funds also supported the P-TECH Summer Hub program to support students in their learning recovery and acceleration over the summer semesters. This initiative had two goals:

- By August 2023, the number of students successfully completing dual credit courses through Summer HUB will increase by two percentage points from Summer HUB 2022.
- By the end of Summer 2023, the percentage of on-track rising seniors (according to credit hours earned) will increase by two percentage points.

Program staff indicated that both goals were met. Students' success rate in summer dual credit courses increased by five percentage points from 79 percent (Summer 2022) to 84 percent (Summer 2023). Moreover, an additional 126 rising seniors (12.7%) gained on-track status because of coursework taken during Summer Hub.

Program Staff

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 an executive director, director, six instructional specialists, and six coordinators.

Budget

In 2022-23, ECHS campuses were supported by \$13,252,568 in Dallas ISD general operating funds.⁸ This was an increase of 2.7 percent compared to 2021-22 (\$12,904,762).

Program Goals

The ECHS Department aimed to reach five primary goals for 2022-23:

1. Sixty percent of P-TECH/ECHS graduates will earn passing scores for Texas State Initiative (TSI) subtests (reading and math) or qualify for dual credit waivers/exemptions. (*Goal met; see page 36 for more detail*)
2. Sixty-one percent of P-TECH/ECHS graduates will earn an associate degree or 60 college credit hours. (*Goal met; see page 47 for more detail*)
3. Eighty-five percent of eligible students will earn a passing grade for Accelerated Geometry or Physics. (*Goal met; see page 13 for more detail*)
4. Ninety percent of the P-TECH/ECHS graduates will earn a CCMR point. (*Goal met*⁹)
5. Ninety percent of P-TECH/ECHS schools will have a TEA designation. (*Goal met; see page eight for more detail*)

⁸ 2021-22 and 2022-23 Adopted Budgets (Fund 199).

⁹ Analysis of 2022-23 OnDataSuite information merged with ECHS student identification, graduation, associate degree, and Level I&II information indicated that 1,459 out of 1,460 2022-23 ECHS graduates earned a CCMR point (99.9%).

EVALUATION QUESTIONS AND RESULTS¹⁰

EQ1: How was the ECHS program implemented in 2022-23?

Enrollment Characteristics of 2022 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 2022 Summer Bridge program ran for five days from June 6 through June 10, 2022. Attendance was not mandatory. Attendance data shared with the evaluator showed that out of the 2,274 grade nine students enrolled in the 2022 Summer Bridge program, 1,721 students attended at least one day. Daily attendance ranged between 70 and 76 percent. Overall, 70 percent of incoming grade nine ECHS students participated in the 2022 Summer Bridge program, which was a lower than the participation in 2021 (74%) and higher than in 2020 (64%).

Summer Hub program. Additional support was provided to grade nine to 12 students who took dual credit courses at Dallas College during the Summer I (June 6 – July 8, 2022) and Summer II (July 11 – August 11, 2022) 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, 1,536 students enrolled in 2,118 courses during the Summer I semester. Of these, 1,528 students (99%) completed 2,093 courses (99%). Additionally, 1,324 out of 1,536 students (86%) passed¹¹ 1,746 courses (82%), earning 5,332 credit hours. Program staff also reported that 598 students enrolled in 747 courses¹² in Summer II semester. Of these, 551 students (92%) completed 672 courses (90%), and 455 students (76%) passed 529 courses (71%), earning 1,694 credit hours.

Acceleration in Physics and Geometry Program was held June 6 to June 27, 2022. 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. Program staff reported that 827 of the 866 students (95%) who enrolled across 20 high schools completed the program (Geometry, $n=536$; Physics, $n=291$). Of the students who completed the program 99.8 percent passed Geometry and 100 percent passed Physics¹³.

¹⁰ For all methodology, see Appendix B.

¹¹ Completed includes Grades A-F; Passing grades included grades A-C (based on grading sheet provided by program staff).

¹² Courses that were cancelled or dropped before 1st class were not included.

¹³ Participation and passing rates could not be independently verified.

Demographic and Enrollment Characteristics of Students

This section includes the characteristics of students served by the ECHS and P-TECH program.

Key findings from this section:



Enrollment numbers have grown significantly over the past five years from 4,400 in 2017-18 to 7,691 students in 2022-23 (75%).



Compared to Dallas ISD high school students, ECHS students had a higher percentage of female students (50% vs 57%) and a higher percentage of Talented and Gifted (TAG) eligible students (18% vs 26%), but also were more economically disadvantaged (80% vs 85%).



A lower percentage of ECHS students were at risk than all district students (62% vs 67%) and fewer received special education services (3% vs 10%).



The average attendance rate for district ECHS students was seven 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 nine percentage points (85% versus 76%), the three-year retention rate difference was eight percentage points (67% versus 59%), and the four-year retention rate difference was three percentage points (53% versus 50%). Traditional ECHS students had a higher retention rate than P-TECH students for all cohorts. The retention rate difference for the 2021-22 cohort was five percentage points (12% points for 2020-21, and 24% points for 2019-20).,



The four-year graduation rates for ECHS students for the 2019-20 cohort was similar to that of Dallas ISD comprehensive high school (53% each). Traditional ECHS students graduated at a higher rate than P-TECH students based on cohort (70% vs 47%) while both groups were similar based on retained status (99% vs. 100%, respectively).

Demographic Characteristics

During the 2022-23 school year, a total of 7,691 students were enrolled in an ECHS. The ethnic composition of district ECHS students was similar (percentages were within five percentage points) to Dallas ISD high school students. In contrast, a slightly higher percentage of ECHS students were economically disadvantaged (85%) than the district overall (80%). There were more female ECHS students (57%) than male ECHS students (43%) than the district (50% male and female). A smaller percentage of ECHS students received special education services (3%) compared to all district high school students (10%). More ECHS students (26%) were Talented and Gifted (TAG) eligible than district high school students (18%). Finally, 62 percent of ECHS students were at risk, lower than for all district high school students (67%).

Traditional ECHS students were comparable to P-TECH students except in five aspects: (a) a higher percentage of Hispanic students enrolled in traditional ECHSs than P-TECHs (83% vs 76%),

(b) a higher percentage of African American students enrolled in P-TECHs than traditional ECHSs (20% vs 15%), (c) a higher percentage of White students enrolled in P-TECHs than traditional ECHSs (2% vs 1%), (d) a higher percentage of traditional ECHS students were TAG eligible (34% vs 24%), and (e) a smaller percentage of traditional ECHS students were at-risk of dropping out of school (54% vs 64%). Student characteristic data by campus can be found in Appendix D.

Table 2: 2022-23 Early College High School and District Student Characteristics

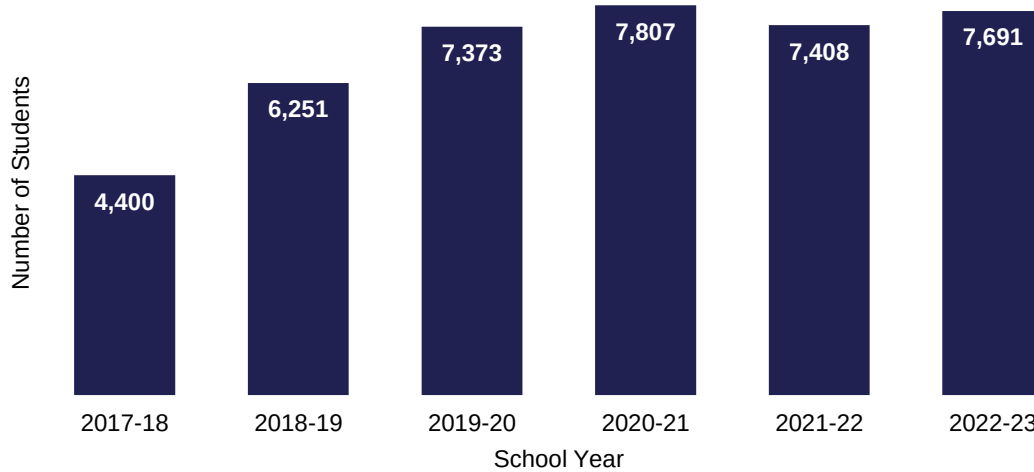
	Traditional ECHSs (N = 2,171)		P-TECHs (N = 5,520)		District All ECHSs (N = 7,691)		Dallas ISD High Schools (N = 39,594)	
	n	%	n	%	N	%	N	%
Grade								
Grade 9	627	28.9	1,819	33.0	2,446	31.8	12,038	30.4
Grade 10	573	26.4	1,526	27.6	2,099	27.3	10,803	27.3
Grade 11	495	22.8	1,188	21.5	1,683	21.9	7,794	19.7
Grade 12	476	21.9	987	17.9	1,463	19.0	8,959	22.6
Gender								
Female	1,276	58.8	3,082	55.8	4,358	56.7	19,588	49.5
Male	895	41.2	2,438	44.2	3,333	43.3	20,006	50.5
Race / Ethnicity								
Asian	12	0.6	80	1.4	92	1.2	476	1.2
African American	315	14.5	1,112	20.1	1,427	18.6	7,597	19.2
Hispanic	1,800	82.9	4,169	75.5	5,969	77.6	28,965	73.2
White	20	0.9	94	1.7	114	1.5	1,856	4.7
Other	24	1.1	65	1.2	89	1.2	700	1.8
Student Characteristics								
At Risk Status	1,175	54.1	3,555	64.4	4,730	61.5	26,407	66.7
EcoDis Status	1,788	82.4	4,816	87.2	6,604	85.9	31,743	80.2
English Learner	931	42.9	2,619	47.4	3,550	46.2	18,143	45.8
Special Education	49	2.3	211	3.8	260	3.4	3,793	9.6
TAG Eligible	736	33.9	1,296	23.5	2,032	26.4	7,213	18.2

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23.

Note: EcoDis = Economically disadvantaged. Column percentages may not sum to 100 due to rounding. Dallas ISD High School students includes those enrolled at school students who were enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services at the time of the end-of-year snapshot. Campus level information is presented in Appendix C.

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 7,691 students in 2022-23 (Figure 1).

Figure 1: 2017-18 to 2022-23 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), 05/12/23 (2022-23), and ECHS identification file 10/12/23 (2022-23).

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 7,691 students enrolled in ECHSs, 2,171 (28.2%) students enrolled in traditional ECHSs and 5,520 (71.8%) students enrolled in P-TECHs (Table 3). Thirty-two percent of students ($n=2,446$) were enrolled in grade nine, 27 percent in grade 10 ($n=2,099$), 22 percent in grade 11 ($n=1,683$), and 19 percent in grade 12 ($n=1,463$). Enrollment by school ranged from 99 students (Madison P-TECH) to 461 students (Molina P-TECH). Among the top five ECHSs with the highest enrollment numbers, one was a traditional ECHS (Garza, $n=435$) and four were P-TECHs (Molina, $n=461$; Conrad, $n=444$; Adamson, $n=383$; White, $n=381$).

Table 3: 2022-23 Enrollment of Students in Early College High School Campuses by Grade Level

Campus	Grade Level				Total N
	9 n	10 n	11 n	12 n	
Traditional ECHS					
Garza	125	102	101	107	435
Gilliam	85	95	73	79	332
Lassiter	76	66	66	49	257
North Lake	62	67	51	64	244
Samuell	117	92	82	49	340
Skyline	108	93	79	91	371
Spruce	54	58	43	37	192
P-TECH					
Adams	123	82	84	70	359
Adamson	89	111	106	77	383
Carter	86	72	39	41	238
Conrad	130	124	99	91	444
Hillcrest	103	94	59	72	328
Jefferson	113	93	71	89	366
Kimball	107	80	31	33	251
Lincoln	86	61	32	22	201
Madison	36	29	23	11	99
Molina	129	124	107	101	461
North Dallas	118	91	64	45	318
Pinkston	86	72	56	34	248
Roosevelt	70	43	23	22	158
Seagoville	117	98	52	65	332
South Oak Cliff	109	78	64	28	279
Sunset	118	120	126	64	428
White	126	87	94	74	381
Wilmer-Hutchins	73	67	58	48	246
Overall					
Traditional ECHS Total	627	573	495	476	2,171
P-TECH Total	1,819	1,526	1,188	987	5,520
ECHS Total	2,446	2,099	1,683	1,463	7,691

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23.

Note: - = no students were enrolled in that grade level. CA= Collegiate Academy.

Attendance Rates

The average attendance rate for district ECHS students was seven 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 continued to decrease for the second year in a row¹⁴ and reached close to pre-pandemic levels¹⁵.

In 2022-23, attendance rates for ECHS campuses ranged between 87.7 percent (Lincoln) and 97.9 percent (Garza). Non-ECHS student attendance rates ranged between 83.6 percent (Lincoln) and 91.5 percent (Adams). Students enrolled in traditional ECHSs had an average attendance rate of 95.2 percent, while students at P-TECHs had an average attendance rate of 94.2 percent.

¹⁴ 2020-21, 10.6 percentage points; 2021-22, 8.0 percentage points; 2022-23, 7.2 percentage points.

¹⁵ 2019-20, 6.5 percentage points.

Table 4: 2022-23 Attendance Rate for Students Enrolled in Campuses Offering the ECHS Program

Campus	ECHS		Non-ECHS		Difference
	N	%	N	%	%
Traditional ECHS					
Garza	435	97.9	-	-	-
Gilliam	332	96.5	-	-	-
Lassiter	257	96.6	-	-	-
North Lake CA	243	94.3	-	-	-
Samuell	340	96.4	1,445	86.1	10.3
Skyline CA	371	89.7	3,515	83.8	5.9
Spruce	192	94.5	1,294	85.0	9.5
P-TECH					
Adams, B	359	94.2	1,804	91.7	2.5
Adamson	383	95.1	1,057	89.1	6.0
Carter	238	94.2	797	86.9	7.3
Conrad	444	96.2	769	87.1	9.1
Hillcrest	328	95.2	1,276	91.1	4.1
Jefferson	366	93.1	987	89.7	3.4
Kimball	251	93.1	915	87.4	5.8
Lincoln	201	87.7	462	83.6	4.1
Madison	99	94.5	257	89.4	5.1
Molina	461	94.6	1,569	84.6	10.0
North Dallas	318	95.8	868	90.5	5.3
Pinkston	248	94.6	872	90.1	4.5
Roosevelt	158	91.7	533	85.1	6.6
Seagoville	332	92.9	1,411	87.7	5.2
South Oak Cliff	279	95.2	1,184	89.0	6.1
Sunset	428	93.6	1,691	84.8	8.8
White	381	96.7	1,693	90.6	6.2
Wilmer-Hutchins	246	92.9	744	85.4	7.5
Overall					
Traditional ECHS Total ¹	2,170	95.2	6,254	84.6	10.6
P-TECH Total	5,520	94.2	18,889	88.2	6.0
ECHS Total¹	7,690	94.5	25,143	87.3	7.2

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. Dallas ISD student attendance file, 06/28/23.

Note: - = no students were enrolled or the absence of a comparison group. ¹One Traditional ECHS student from North Lake participated in an exchange program and no attendance was recorded.

Student Retention Rates

Please note that methodology for analyzing retention and graduation rates have changed¹⁶, therefore results should be reviewed with caution. The two-year retention rate for the 2021-22 cohort of ECHS students ranged from 58 percent (Roosevelt) to 96 percent (Adamson, Table 5). The average retention rate for ECHS students was 85 percent; nine percentage points higher than non-ECHS students. Overall, ECHS students had an equal or higher two-year retention rate than non-ECHS students on 15 of the 21 campuses offering the ECHS program. With 39 percent, Jefferson had the highest retention rate

¹⁶ A) Prior to the 2022-23 evaluation, retention and graduation rates were calculated using October PEIMS snapshot data. Starting with the 2022-23 evaluation, EOY enrollment data was used. B) Prior to 2021-22 evaluation, EOY PowerSchool data was utilized while starting with the 2021-22 evaluation EOY, PowerSchool data was cross checked with ECHS provided enrollment data to gain more accurate enrollment snapshots. However, this could potentially impact the three- and four-year retention and graduation calculation.

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 2020-21 cohort of ECHS students ranged from 37 percent (Madison) to 90 percent (Garza), while the four-year retention rate for 2019-20 cohort ECHS students ranged from 11 percent (Madison) to 86 percent (North Lake). Overall, traditional ECHSs had a higher retention rate than P-TECHs for all cohorts. The retention rate difference for the 2021-22 cohort was five percentage points, for the 2020-21 cohort 12 percentage points, and for the 2019-20 cohort 24 percentage points. Additional retention information can be found in Appendix E.

Table 5: 2022-23 Retention Rates for Students Enrolled in Campuses Offering the ECHS Program by Cohort

Campus	Two-Year Retention Rates (2021-22 Cohort)			Three-Year Retention Rates (2020-21 Cohort)			Four-Year Retention Rates (2019-20 Cohort)		
	ECHS %	Non-ECHS %	Diff %	ECHS %	Non-ECHS %	Diff %	ECHS %	Non-ECHS %	Diff %
Traditional ECHS									
Garza	93.3	-	-	90.0	-	-	85.5	-	-
Gilliam	94.8	-	-	78.6	-	-	72.9	-	-
Lassiter	94.1	-	-	78.7	-	-	66.7	-	-
North Lake CA	88.0	-	-	78.1	-	-	86.1	-	-
Samuell	85.9	76.7	9.2	69.6	55.2	14.4	50.0	50.1	-0.1
Skyline CA	77.4	76.2	1.2	66.9	62.3	4.6	70.1	60.1	10.0
P-TECH									
Adams, B	76.5	81.1	-4.6	66.7	68.1	-1.4	57.4	52.3	5.1
Adamson	95.6	81.6	14.0	84.7	76.3	8.4	66.1	55.8	10.2
Carter	78.6	64.8	13.8	50.8	48.8	2.0	47.5	43.7	3.8
Conrad	92.0	64.0	28.0	65.4	48.1	17.2	67.2	39.2	28.0
Hillcrest	90.3	78.8	11.5	56.9	62.6	-5.7	60.5	61.9	-1.4
Jefferson	89.5	59.4	30.1	67.6	47.1	20.5	66.9	30.1	36.9
Kimball	83.7	69.8	13.9	45.0	47.4	-2.4	36.8	40.4	-3.6
Lincoln	81.4	67.8	13.6	59.1	65.0	-5.9	20.8	45.8	-25.0
Madison	74.4	62.3	12.1	37.1	38.5	-1.4	11.6	25.8	-14.2
Molina	92.9	77.7	15.2	80.5	72.5	8.0	73.4	63.5	9.9
North Dallas	87.5	71.8	15.7	68.6	52.9	15.6	39.1	45.3	-6.1
Pinkston	76.6	85.0	-8.4	65.3	53.8	11.5	33.3	40.6	-7.3
Roosevelt	58.6	60.8	-2.2	40.3	51.0	-10.7	21.7	33.6	-11.8
Seagoville	80.7	77.5	3.2	71.2	61.7	9.5	67.4	53.6	13.7
South Oak Cliff	78.9	71.8	7.1	62.2	52.4	9.8	24.2	37.9	-13.7
Sunset	89.1	85.9	3.3	77.3	62.9	14.4	43.4	64.4	-21.0
White	78.2	78.3	-0.2	65.5	55.3	10.1	39.7	49.3	-9.5
Wilmer-Hutchins	72.1	71.5	0.6	46.1	48.7	-2.6	31.2	46.4	-15.2
Overall									
Traditional ECHS Total	88.7	76.2	12.5	76.1	58.9	17.2	70.8	54.1	16.8
P-TECH Total	83.3	74.7	8.6	64.1	58.2	5.9	46.6	48.5	-1.9
ECHS Total	84.8	75.9	8.9	67.3	59.3	8.0	52.8	50.4	2.4

Source: EOY demographic files dated 05/29/20 (2019-20), 06/07/21 (2020-21), 06/06/22 (2021-22), 05/12/23 (2022-23).

Note: Diff = Difference. - = no students were enrolled or that no comparison group was available. Student retention numbers are presented in Appendix E. Please note that methodology for analyzing retention and graduation rates have changed, therefore results should be reviewed with caution.

Graduation Rates

The average four-year graduation rate for the 2019-20 ECHS cohort was 53 percent; similar to Dallas ISD comprehensive high school students (Table 6). For this cohort, the graduation rate of traditional

ECHS students was 23 percentage points higher than that of P-TECH students (70% versus 47%). Overall, the graduation rate for continuously enrolled students differed by seven percentage points between ECHS students (100%) and comprehensive high school students (93%).

Table 6: 2022-23 Dallas ISD Four-Year Graduation Rates by Cohort

2019-20 Cohort (2022-23 Graduation)					
Campus	Cohort <i>N</i>	Retained <i>n</i>	Graduated		
			<i>n</i>	% Cohort	% Retained
Traditional ECHS					
Garza	124	106	106	85.5	100.0
Gilliam	107	78	77	72.0	98.7
Lassiter	69	46	46	66.7	100.0
North Lake CA	72	62	62	86.1	100.0
Samuell	92	46	46	50.0	100.0
Skyline CA	127	89	87	68.5	97.8
Spruce	64	37	37	57.8	100.0
P-TECH					
Adams, B	115	66	66	57.4	100.0
Adamson	115	76	76	66.1	100.0
Carter	80	38	38	47.5	100.0
Conrad	122	82	82	67.2	100.0
Hillcrest	114	69	69	60.5	100.0
Jefferson	127	85	85	66.9	100.0
Kimball	87	32	32	36.8	100.0
Lincoln	106	22	22	20.8	100.0
Madison	69	8	8	11.6	100.0
Molina	128	94	94	73.4	100.0
North Dallas	115	45	45	39.1	100.0
Pinkston	96	32	32	33.3	100.0
Roosevelt	92	20	20	21.7	100.0
Seagoville	95	64	64	67.4	100.0
South Oak Cliff	99	24	24	24.2	100.0
Sunset	129	56	55	42.6	98.2
White	156	62	62	39.7	100.0
Wilmer-Hutchins	93	29	29	31.2	100.0
Overall					
Traditional ECHS Total	655	464	461	70.4	99.4
P-TECH Total	1,938	904	903	46.6	99.9
ECHS Total	2,593	1,368	1,364	52.6	99.7
District (Not ECHS)	9,612	5,406	5,047	52.5	93.4
Former ECHS Students		792	752		94.9
District Overall	12,205	7,566	7,163	58.7	94.7

Source: EOY demographic files dated 05/29/20 (2019-20), 06/07/21 (2020-21), 06/06/22 (2021-22), 05/12/23 (2022-23). Graduation files dated 10/26/23.

Note: - = no students were enrolled or the absence of a comparison group. Please note that methodology for analyzing retention and graduation rates have changed, therefore results should be reviewed with caution.

EQ2: What were stakeholders' perceptions of ECHS?

This section provides perceptual data from Seniors Exit Survey regarding the implementation of district ECHS program, and student and employer perceptions of the P-TECH internship program.

ECHS Program

Key findings from this section:



Overall, 93 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.

An online survey invitation was emailed to 1,604 ECHS grade 12 students to collect their perceptions on the ECHS program. Overall, 1,009 students started the survey, and 953 students completed the survey. Of the 953 students, 22 noted that they were not graduating from an ECHS school¹⁷ in 2022-23, bringing the final response rate to 58 percent ($n=931$; Table 7). Response rates by school ranged between two and 95 percent ($n=1$ and $n=93$, respectively). Of the 25 schools that enrolled grade 12 ECHS students, 23 had a response rate of 20 percent or more.

Table 7: 2022-23 ECHS Exit Survey Response Rate by Campus

Campus	Students Enrolled	Completed Responses	Response Rate
	<i>N</i>	<i>n</i>	%
White	74	70	94.6
Molina	104	93	89.4
Samuell	49	43	87.8
Conrad	91	69	75.8
Hillcrest	71	53	74.6
North Lake EC	65	47	72.3
Seagoville HS	65	47	72.3
Kimball	34	24	70.6
Skyline	93	63	67.7
Jefferson	91	58	63.7
Sunset	79	50	63.3
Spruce	38	24	63.2
Lassiter	49	30	61.2
Gilliam	79	47	59.5
Garza	107	63	58.9
Madison	12	6	50.0
Wilmer-Hutchins HS	48	24	50.0
Adamson	83	35	42.2
Pinkston	40	14	35.0
Adams, B	88	27	30.7
North Dallas	62	18	29.0
Roosevelt	42	11	26.2
Carter	42	10	23.8
South Oak Cliff	52	4	7.7
Lincoln	46	1	2.2
Total	1,604	931	58.0

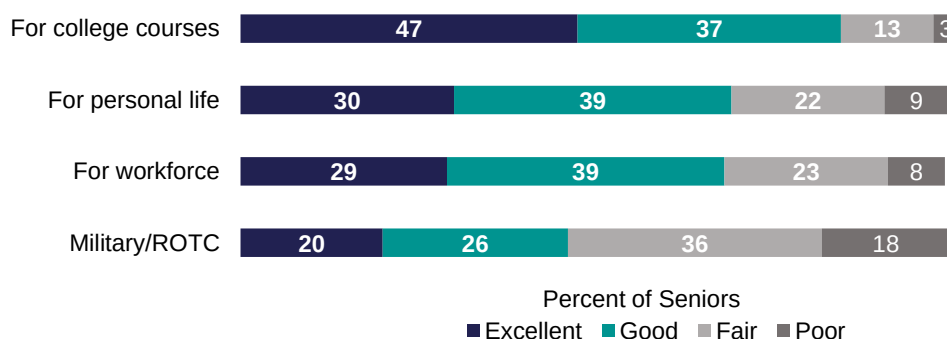
Source: ECHS Exit Survey file, 5/01/23.

¹⁷ Sixteen students noted that they did not complete all high school graduation requirements, four students noted that they were either dismissed or not enrolled in an ECHS or P-TECH, and two students did not provide an explanation.

At the time of the survey (from April 10 to May 1, 2023), most students (94%) indicated that they will graduate from the ECHS in which they originally enrolled. Eighty-five percent indicated they will graduate with an associate degree. Eighty-eight percent¹⁸ of seniors ($n=756$) indicated that high schools created an environment safe from intimidation and harassment.

Overall, 93 percent of seniors ($n=814$) 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 (84%), personal life (69%), and for employment (68%; Figure 2). Three hundred thirty-nine seniors (36%) 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, 46 percent indicated that they were prepared well for the military/ROTC by their high school.

Figure 2: 2022-23 ECHS Student Perceptions of Post High School Preparedness



Source: ECHS Exit Survey file, 05/01/23.

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

Most seniors (88%, $n=816$) indicated that they planned to attend college directly after graduating from the Dallas ISD, followed by joining the workforce (7%, $n=67$). Thirty-eight seniors (4%) indicated they were planning to start training at a vocational school or start an Internship or Apprenticeship. Although 45 percent ($n=418$) of seniors indicated they planned to obtain a bachelor's degree, 45 percent of seniors ($n=421$) indicated they plan to obtain a master's (35%) or doctoral degree (11%). Nine hundred fifteen seniors (98%) indicated they had completed and submitted a FAFSA or TASFA application to a college or university.

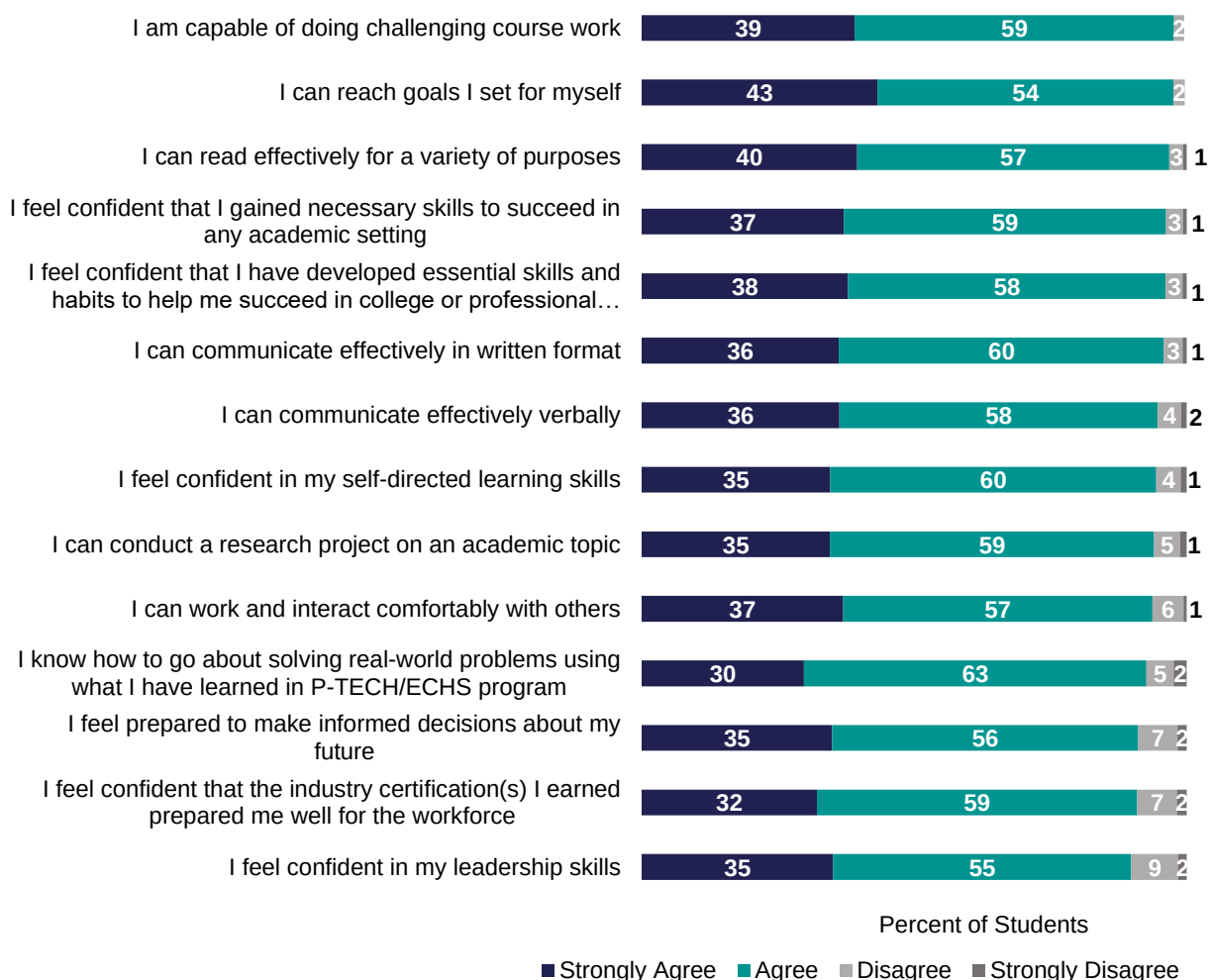
During their senior year, 91 percent of seniors ($n=850$) indicated they studied at least one hour per week. Fifty percent ($n=465$) studied between one and five hours a week, 25 percent ($n=234$) studied six to 10 hours per week, eight percent ($n=78$) studied 11 to 15 hours per week, and eight percent ($n=73$) studied 16 hours or more per week. Although 48 percent ($n=451$) of respondents indicated they were not working for income during their senior year, 37 percent ($n=340$) indicated they were working 11 or more hours

¹⁸ All percentages have been adjusted and exclude students who selected 'No Opinion' or 'Not Applicable' response options.

per week. One hundred thirty students (14%) reported they completed an internship as part of the ECHS program. The reported internship participation percentage dropped by eight percentage points compared to 2021-22 (22%).

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 90 percent (e.g., “I feel confident in my leadership skills”) to 98 percent (e.g., “I am capable of doing challenging course work”).

Figure 3: 2022-23 ECHS Student Perceptions Regarding their Academic Skills and Abilities



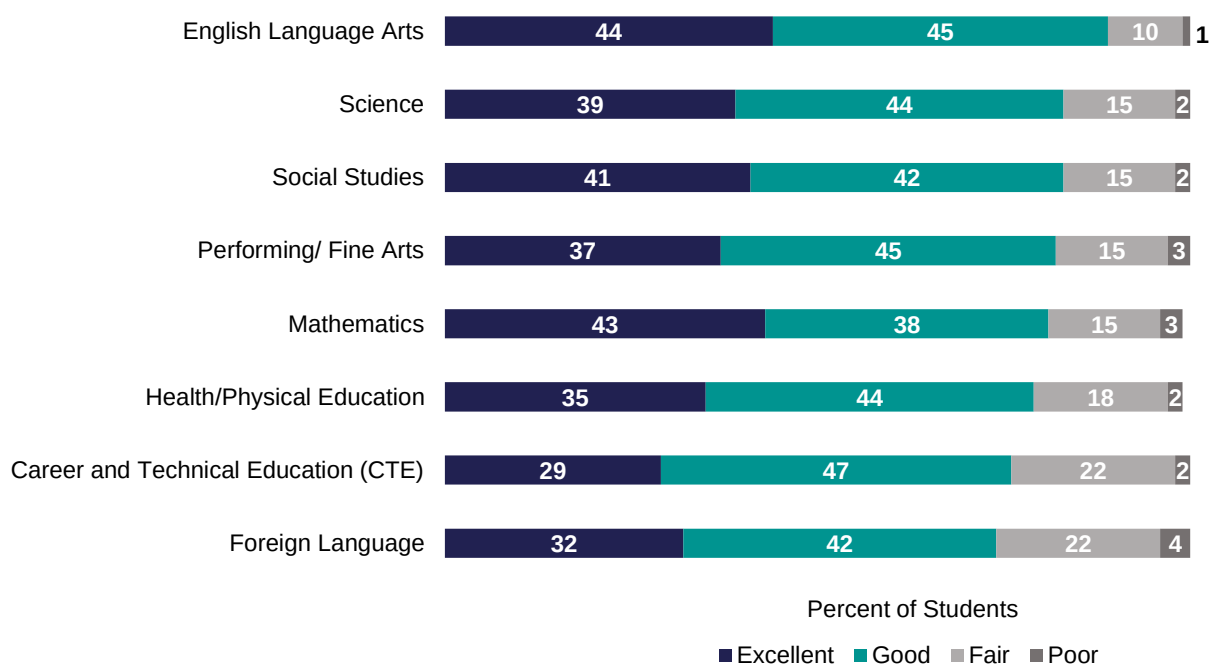
Source: ECHS Exit Survey file, 05/01/23.

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 73 percent (Foreign Language, $n=589$) to 89 percent (English Language Arts, $n=816$).

Figure 4: 2022-23 ECHS Student Perceptions Regarding Quality of Instruction

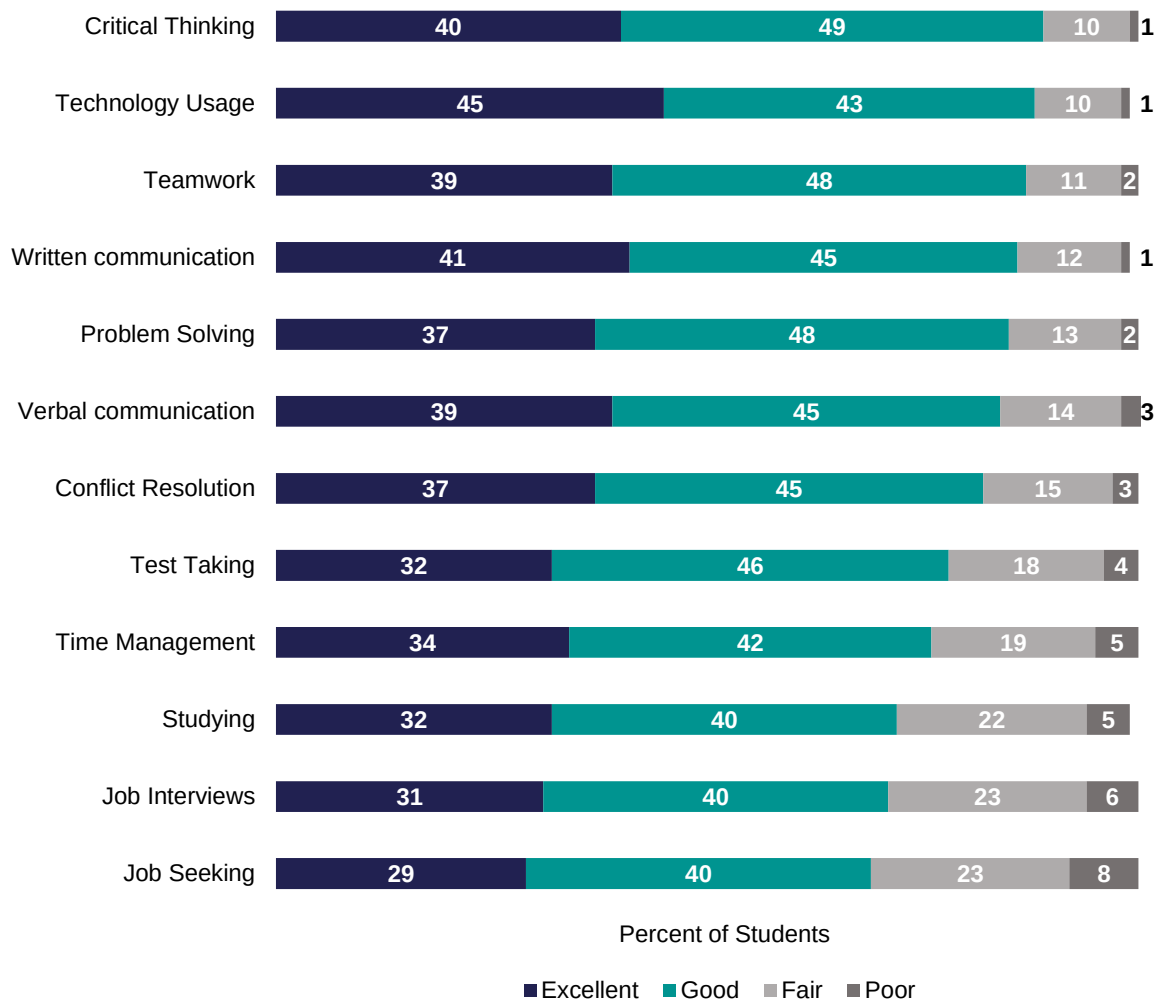


Source: ECHS Exit Survey file, 05/01/23.

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 critical thinking (89%), technology usage (88%), teamwork (87%), written communication (86%), and problem solving (85%; Figure 5). Similar to the last two years, the lowest rated skill development areas were for the job seeking (69%) and interview process (71%).

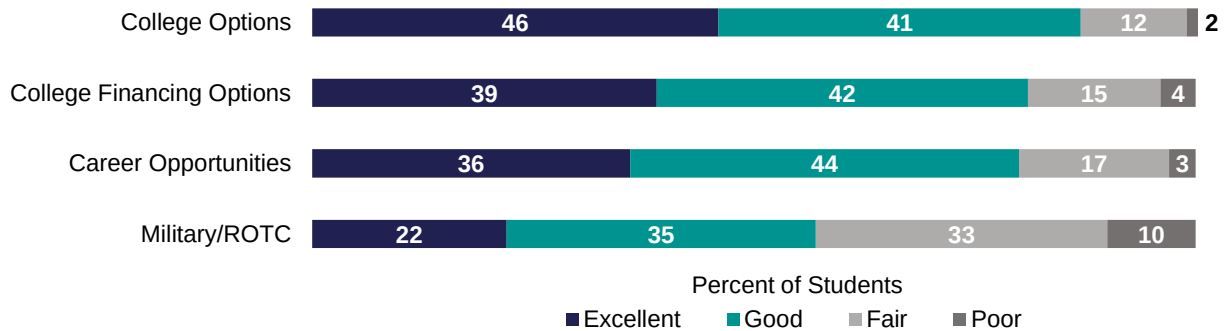
Figure 5: 2022-23 ECHS Student Perceptions Regarding How Well High School Helped in Skill Development



Source: ECHS Exit Survey file, 05/01/23.

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

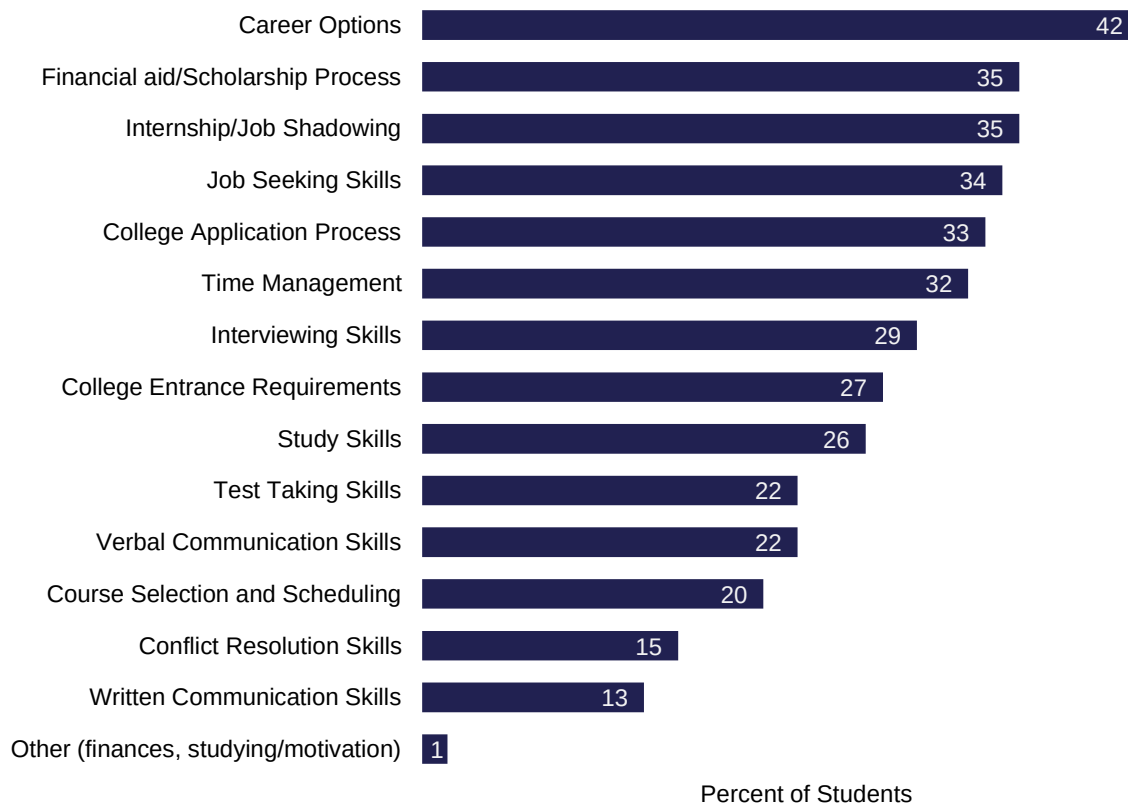
Seniors further indicated that high school staff did a good or excellent job in helping them understand their post-secondary options, including understanding college options (86%, $n=796$), college finance options (81%, $n=744$), and career opportunities (80%, $n=735$; Figure 6). Two hundred sixty-three seniors (28%) indicated that the question whether high school staff helped them understand military/ROTC opportunities was not applicable. Of the remaining 668 seniors, 380 seniors (57%) indicated that staff prepared them well (i.e., good or excellent) regarding military/ROTC opportunities.

Figure 6: 2022-23 ECHS Student Knowledge of Post-Secondary Options

Source: ECHS Exit Survey file, 05/01/23.

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

Overall, 715 seniors (77%) suggested they would have liked more assistance from their high school in one or more areas (Figure 7). Of these seniors, 42 percent indicated they would have liked more assistance in exploring career options. Job related skill training was among the top four requests for additional assistance.

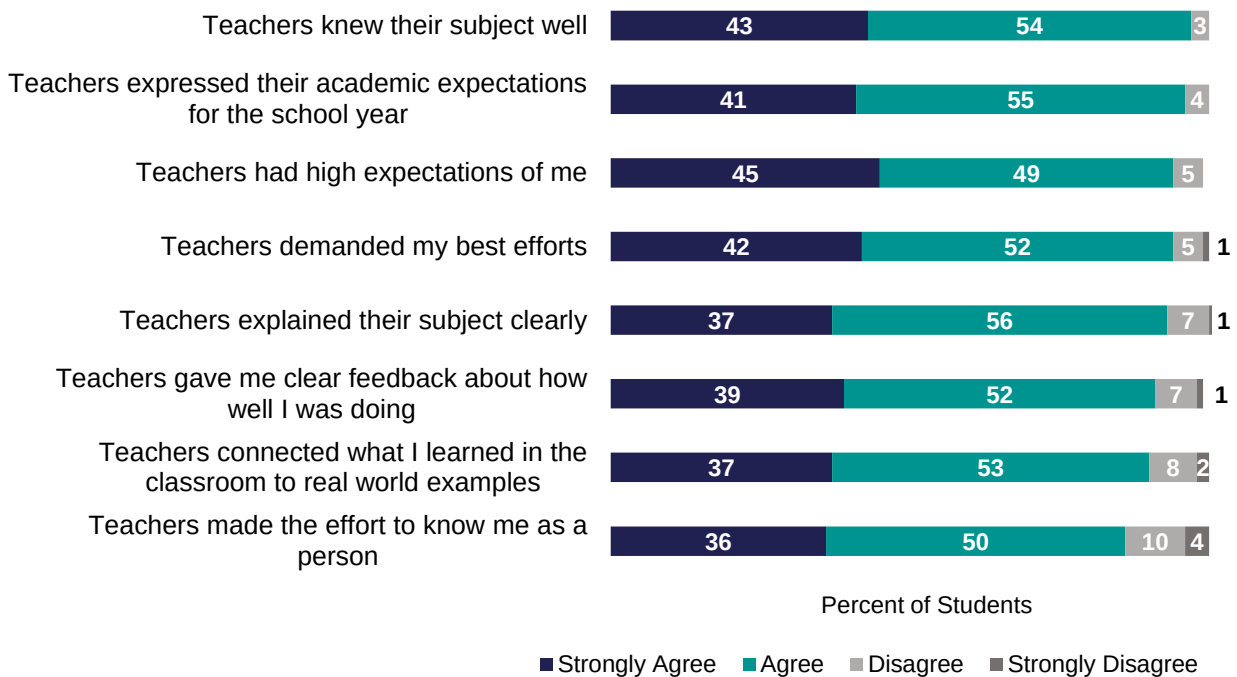
Figure 7: 2022-23 ECHS Student Suggestions for Additional Assistance

Source: ECHS Exit Survey file, 05/01/23.

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 86 percent to 97 percent. Responses to the top three survey items indicated that teachers knew their subject well (97%), expressed their academic expectations well (96%), and had high expectations of students (95%).

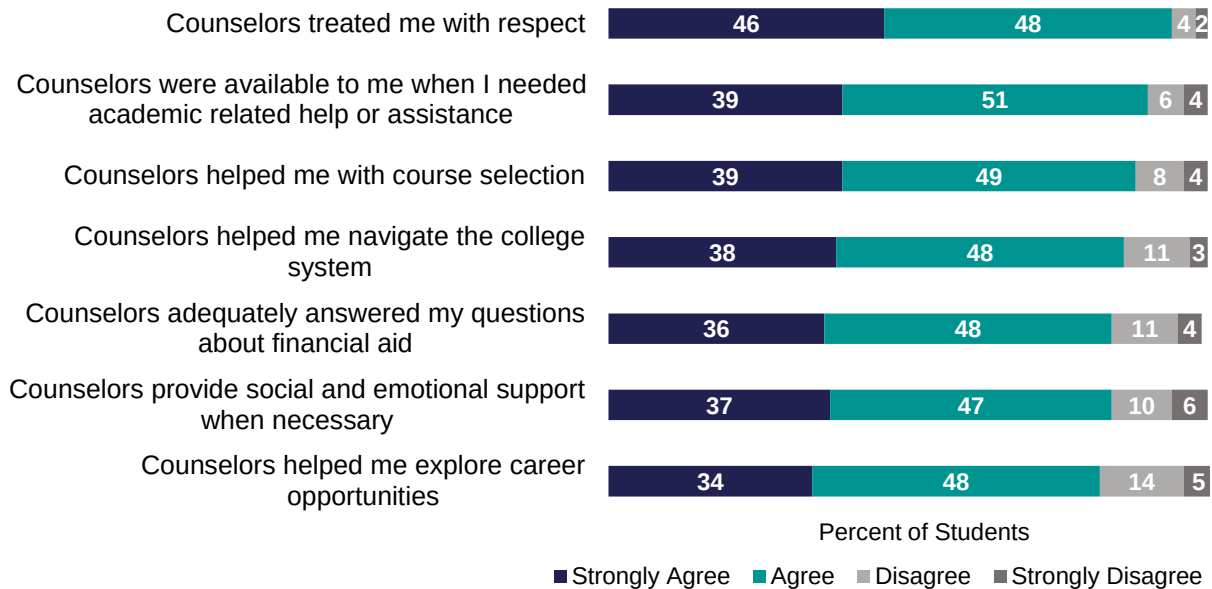
Figure 8: 2022-23 ECHS Student Perceptions of Academic Staff



Source: ECHS Exit Survey file, 05/01/23.

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

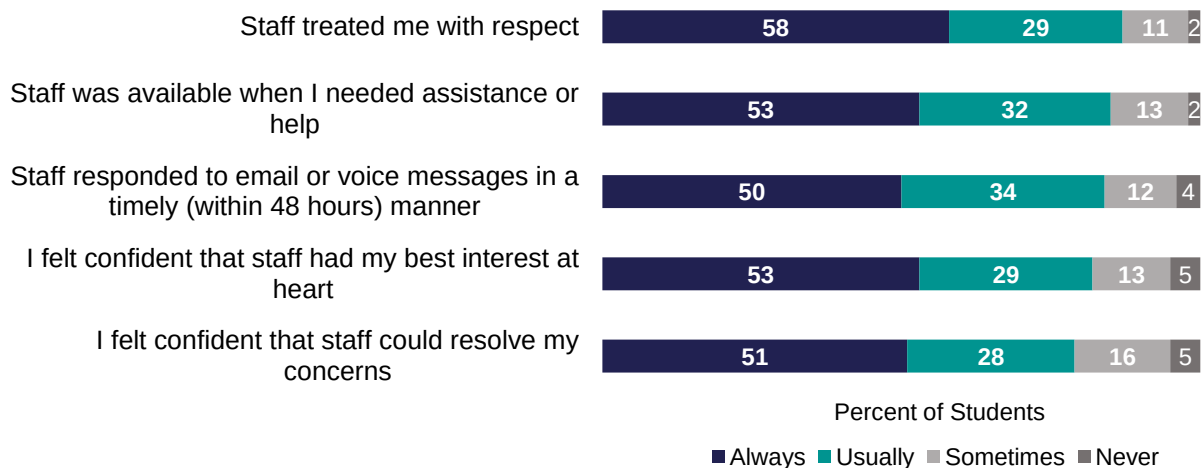
Senior feedback about their counselors was also favorable. The percentage of seniors who agreed or strongly agreed to each statement ranged from 81 percent to 94 percent. The three most favorable statements indicated that counselors treated students with respect (94%) and were especially helpful with academic related issues (89%) and course selection (88%).

Figure 9: 2022-23 ECHS Student Perceptions of Counseling Staff

Source: ECHS Exit Survey file, 05/01/23.

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

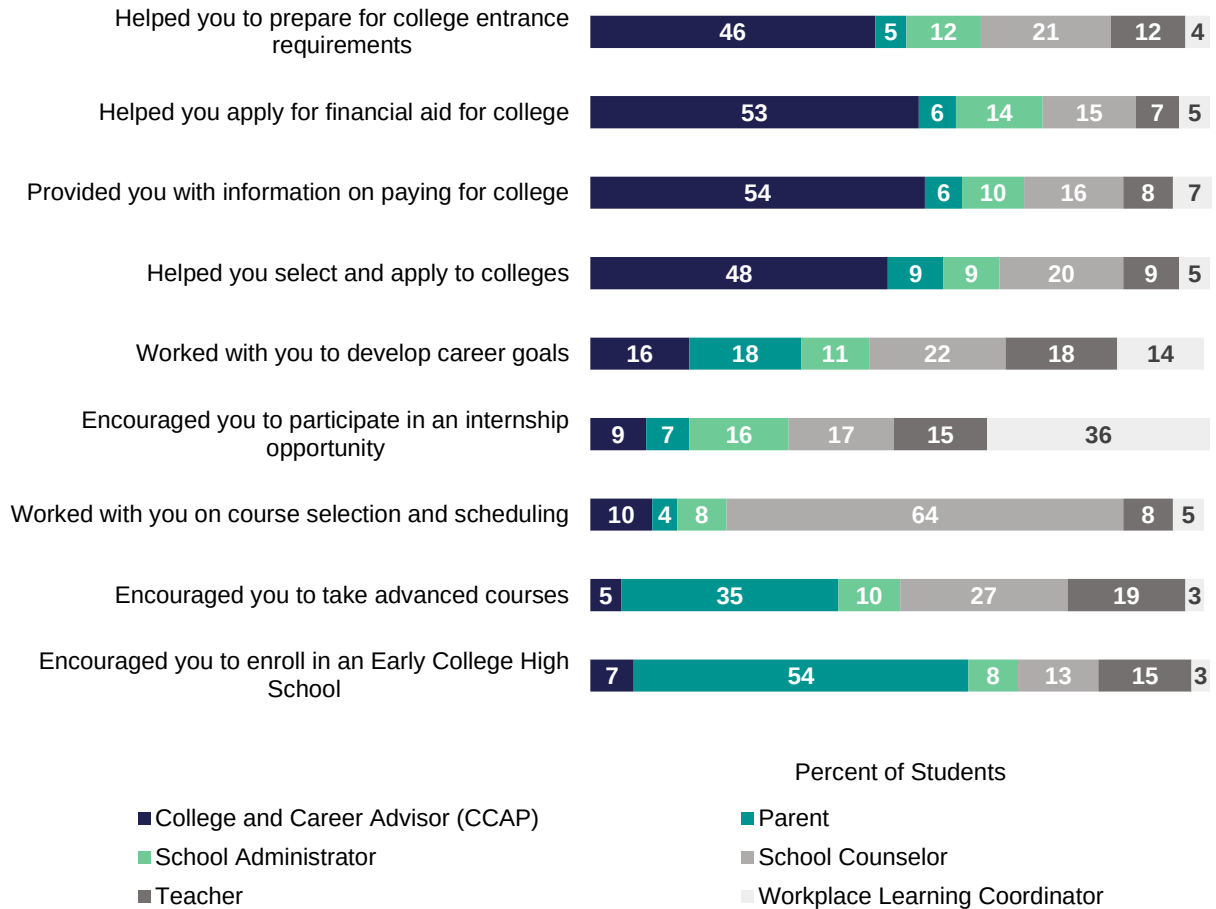
Lastly, seniors provided feedback about the quality of support they received from high school campus staff across five categories. Overall, campus staff received favorable feedback (i.e., usually or always), ranging from 79 percent (i.e., “*I felt confident that staff could resolve my concerns*”) to 87 percent (i.e., “*Staff treated me with respect*”) positive.

Figure 10: 2022-23 ECHS Student Perceptions of High School Campus Staff

Source: ECHS Exit Survey file, 05/01/23.

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

Seniors were asked to indicate the person or group who helped them or encouraged them the most across several areas ranging from enrolling in ECHS to preparing them for college (Figure 11). Seniors noted that school counselors had a significant impact on students across many categories ranging from 13 percent ($n=110$, enroll in Early College High School) to 64 percent ($n=540$, course selection). Fifty-four percent of seniors ($n=410$) acknowledged their parent's encouragement led to their enrollment in ECHS, followed by teachers ($n=115$, 15%). Thirty-five percent of seniors ($n=262$) indicated that their parents encouraged them the most to enroll in advanced courses, followed by school counselor ($n=203$, 27%). School counselors were also named the most helpful group when it came to course selection and scheduling ($n=540$, 64%), and the development of career goals ($n=166$, 22%). Seniors indicated that CCAP advisors followed by school counselors were the most helpful in regard to college preparation, including paying for college ($n=412$, 54% versus $n=152$, 16%), applying for financial aid ($n=422$, 53% versus $n=118$, 15%), college selection and application ($n=373$, 48% versus $n=152$, 20%), and preparing students to meet college entrance requirements ($n=354$, 46% versus $n=152$, 21%). Asked to indicate who encouraged them the most to participate in an internship opportunity, 36 percent of seniors ($n=217$) selected the workplace learning coordinator response option.

Figure 11: 2022-23 ECHS Student Perceptions of Who Helped or Encouraged Them the Most

Source: ECHS Exit Survey file, 05/01/23.

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

P-TECH Internship Opportunities

Key findings from this section:



Overall, all P-TECH interns indicated that they were satisfied or very satisfied with the Internship program and 94 percent of respondents agreed or strongly agreed that they were well prepared for the internship.



All employers noted that they were either satisfied or very satisfied with the Dallas ISD internship program and would participate in the internship program again. Employers also agreed or strongly agreed that the P-TECH interns met their expectations (100%).

Online survey invitations were emailed to internship participants (i.e., P-TECH students), employers, and supervisors to collect feedback about their respective internship experiences.

Student Survey

An online survey invitation was emailed to 254 P-TECH internship participants¹⁹. A total of 67 students (26%) provided feedback on their overall internship experience and on topics such as internship administration, communication, preparation, and quality of supervisor.²⁰

- Overall, all interns were satisfied or very satisfied with the CTE Internship program while 94 percent of respondents noted that their internship experience met their expectations.
- All respondents (100%) noted that their supervisor behaved in a professional manner and answered questions during the internship.
- Most respondents (99%) noted that they were satisfied or very satisfied with the administration of the internship and agreed or strongly agreed that they were well prepared for the internship (94%).
- Overall, students were satisfied or very satisfied with the communication received from the department and teachers (99%).
- Ninety-five percent of respondents (95%) indicated that they were satisfied or very satisfied with the use of the Oppti platform²¹.

Employer Surveys

Employers ($n=16$) were asked to provide feedback about their experience with the internship program and to evaluate the Dallas ISD P-TECH interns based a several categories. Ten employers (63%) provided feedback on the internship program while five (31%) provided feedback on their interns.

Overall, all employers noted that they were either satisfied or very satisfied with the Dallas ISD internship program and would participate in the internship program again. Moreover, all employers noted that they were either satisfied or very satisfied across all survey questions, including:

- Internship selection process,
- Communication received about the internship program,
- Students' preparation for the internship program,
- Utilization of software programs to administer the internship, and
- Internship fair.

Evaluating their interns, all employers ($n=5$) agreed or strongly agreed that the P-TECH interns met their expectations. Employers rated interns on relevant workplace-related traits. All employers highlighted the professional appearance and professional behaviors of their interns. The two categories ranked lower (80%) by the respondents included the ability of interns to manage time and take initiative(s). Individual employer questions are presented in Appendix F Table 2 and Table 3.

¹⁹ The number differs from the 280 P-TECH internship participants due to missing or incorrect student email addresses.

²⁰ Individual questions by category are presented in Appendix F, Table 1.

²¹ Oppti is a career exploration and management platform that allows districts to facilitate work-based learning opportunities such as internships.

EQ3: How did ECHS students perform in 2022-23?

This section includes summaries of academic outcomes for ECHS students in 2022-23. This evaluation includes: (a) post-secondary readiness assessments; (b) dual credit course completions; (c) number of credentials earned; (d) number of students who earned an associate degree or 60 college credit hours; and (e) college enrollment rates of ECHS graduates.

Post-Secondary Readiness Assessments

Key findings from this section:



Overall, 77 percent of ECHS high school students ($N=7,691$) took one or more *STAAR EOC* exams in 2022-23. Most students met the Approaches+ benchmark for U.S. History (97%), followed by Biology (95%) and English II (87%). Overall, a higher percentage of traditional ECHS students met Approaches+ benchmarks across all subjects than P-TECH students.



Of the 3,146 2022-23 grade 11 and 12 ECHS students, 45 percent met the TSI SAT benchmark on ERW (480), and 17 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 25 percentage points for ERW).



Overall, ECHS students outperformed comprehensive high school students enrolled in campuses offering the ECHS program on meeting TSI SAT benchmarks (29 percentage points on ERW and 12 percentage points on mathematics).



Of the 1,460 2022-23 ECHS graduates, 79 percent met TSIA benchmarks or qualified for an exemption for ELAR, and 81 percent met TSIA benchmarks or qualified for an exemption for mathematics. ECHS graduates outperformed comprehensive high school students enrolled in campuses offering the ECHS program by 57 (ELAR) and 67 (Mathematics) percentage points.

STAAR EOC Results

Overall, 5,954 out of the 7,691 ECHS high school students took one or more *STAAR EOC* exams in 2022-23 (77%). The subject test with the highest participation count was English I ($n=2,764$), followed by Biology ($n=2,562$). Most ECHS students met the Approaches+ benchmark for U.S. History (97%), followed by Biology (95%) and English II (87%). Similarly, the greatest number of students met the Meets+ benchmark in U.S. History (71%), followed by English II (69%) and Biology (65%). Overall, a higher percentage of traditional ECHS students met Approaches+ and Meets+ benchmarks across all subjects than P-TECH students.

Table 8: 2022-23 Percentage of High School Students Meeting STAAR EOC Approaches Grade Level or Above

Subject Test	Approaches+			Meets+		
	Tested N	Met Benchmark		Tested N	Met Benchmark	
		n	%		n	%
Traditional ECHS						
Algebra I	269	240	89.2	269	116	43.1
Biology	641	623	97.2	641	479	74.7
English I	675	588	87.1	675	496	73.5
English II	621	563	90.7	621	480	77.3
U.S. History	528	519	98.3	528	453	85.8
P-TECH						
Algebra I	1,084	865	79.8	1,083	412	38.0
Biology	1,921	1,798	93.6	1,920	1,170	60.9
English I	2,089	1,719	82.3	2,088	1,245	59.6
English II	1,776	1,519	85.5	1,776	1,161	65.4
U.S. History	1,485	1,431	96.4	1,485	968	65.2
Overall						
Algebra I	1,353	1,105	81.7	1,352	528	39.1
Biology	2,562	2,421	94.5	2,561	1,649	64.4
English I	2,764	2,307	83.5	2,763	1,741	63.0
English II	2,397	2,082	86.9	2,397	1,641	68.5
U.S. History	2,013	1,950	96.9	2,013	1,421	70.6

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. STAAR EOC file, 08/12/23.

Note: STAAR EOC = State of Texas Assessments of Academic Readiness End-of-Course. Exams without a valid score were excluded from the analysis. Approaches+ = Approaches Grade Level or Above, Meets+ = Meets Grade Level or Above. Number of tested students may differ in Meets+ from Approaches+ due to missing data.

SAT

Overall, of the 3,146 ECHS students in grade 11 (2020-21 cohort) and grade 12 (2019-20 cohort), 45 percent met the TSI SAT benchmark on ERW, and 17 percent met the TSI SAT benchmark on mathematics (Table 9). Passing rates by campus ranged from 11 percent (Lincoln) to 85 percent (Lassiter) for ERW, and zero percent (Lincoln) to 52 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 25 percentage points for ERW).

Table 9: 2022-23 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	101	84.2	48.5	107	83.2	48.6	208	83.7	48.6
Gilliam	73	74.0	32.9	79	60.8	16.5	152	67.1	24.3
Lassiter	66	87.9	48.5	49	81.6	57.1	115	85.2	52.2
North Lake CA	51	62.7	31.4	64	68.8	35.9	115	66.1	33.9
Samuell	82	42.7	18.3	49	49.0	22.4	131	45.0	19.8
Skyline CA	79	36.7	13.9	91	44.0	19.8	170	40.6	17.1
Spruce	43	32.6	18.6	37	37.8	8.1	80	35.0	13.8
P-TECH									
Adams, B	84	40.5	11.9	70	45.7	14.3	154	42.9	13.0
Adamson	106	39.6	10.4	77	31.2	5.2	183	36.1	8.2
Carter	39	30.8	5.1	41	36.6	7.3	80	33.8	6.3
Conrad	99	29.3	8.1	91	46.2	16.5	190	37.4	12.1
Hillcrest	59	55.9	25.4	72	51.4	9.7	131	53.4	16.8
Jefferson	71	26.8	8.5	89	41.6	14.6	160	35.0	11.9
Kimball	31	51.6	6.5	33	42.4	0.0	64	46.9	3.1
Lincoln	32	9.4	0.0	22	13.6	0.0	54	11.1	0.0
Madison	23	26.1	4.3	11	36.4	0.0	34	29.4	2.9
Molina	107	29.0	16.8	101	42.6	9.9	208	35.6	13.5
North Dallas	64	34.4	17.2	45	51.1	15.6	109	41.3	16.5
Pinkston	56	42.9	10.7	34	58.8	17.6	90	48.9	13.3
Roosevelt	23	13.0	8.7	22	18.2	0.0	45	15.6	4.4
Seagoville	52	28.8	11.5	65	46.2	10.8	117	38.5	11.1
South Oak Cliff	64	23.4	3.1	28	17.9	3.6	92	21.7	3.3
Sunset	126	39.7	11.9	64	32.8	10.9	190	37.4	11.6
White	94	51.1	20.2	74	51.4	13.5	168	51.2	17.3
Wilmer-Hutchins	58	17.2	6.9	48	20.8	4.2	106	18.9	5.7
Overall									
Traditional ECHS Total	495	62.0	31.3	476	62.8	31.1	971	62.4	31.2
P-TECH Total	1,188	34.7	11.6	987	40.7	10.3	2,175	37.4	11.0
ECHS Total	1,683	42.7	17.4	1,463	47.9	17.1	3,146	45.1	17.3

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. SAT file, 06/29/23.

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 five percent met the TSI benchmark for mathematics, notably lower than for ECHS and P-TECH students (Table 10). Detailed rates for ECHS and non-ECHS students who met or exceeded TSI SAT benchmarks by subject, grade, and campus are provided in Appendix G.

Table 10: 2022-23 Percentage of Students in Grades 11 and 12 Enrolled in Campuses Offering the ECHS Program Who Met TSI SAT College Readiness Benchmarks

Campus	ECHS Students			Non-ECHS Students			Differences	
	Enrolled <i>N</i>	ERW %	Math %	Enrolled <i>N</i>	ERW %	Math %	ERW %	Math %
Traditional ECHS								
Garza	208	83.7	48.6	-	-	-	-	-
Gilliam	152	67.1	24.3	-	-	-	-	-
Lassiter	115	85.2	52.2	-	-	-	-	-
North Lake CA	115	66.1	33.9	-	-	-	-	-
Samuell	131	45.0	19.8	564	8.7	2.5	36.4	17.4
Skyline CA*	170	40.6	17.1	1,461	30.3	11.0	10.3	6.0
Spruce	80	35.0	13.8	475	9.7	2.3	25.3	11.4
P-TECH								
Adams, B	154	42.9	13.0	803	24.9	7.3	18.0	5.6
Adamson	183	36.1	8.2	495	17.8	5.3	18.3	2.9
Carter	80	33.8	6.3	373	6.2	1.3	27.6	4.9
Conrad	190	37.4	12.1	329	6.4	1.2	31.0	10.9
Hillcrest	131	53.4	16.8	561	28.9	13.4	24.6	3.4
Jefferson	160	35.0	11.9	362	6.4	1.7	28.6	10.2
Kimball	64	46.9	3.1	387	9.8	0.5	37.1	2.6
Lincoln	54	11.1	0.0	224	5.8	1.3	5.3	-1.3
Madison	34	29.4	2.9	125	15.2	2.4	14.2	0.5
Molina	208	35.6	13.5	723	14.1	3.0	21.5	10.4
North Dallas	109	41.3	16.5	362	16.9	4.1	24.4	12.4
Pinkston	90	48.9	13.3	332	11.7	3.3	37.1	10.0
Roosevelt	45	15.6	4.4	228	7.0	1.8	8.5	2.7
Seagoville	117	38.5	11.1	557	9.9	2.0	28.6	9.1
South Oak Cliff	92	21.7	3.3	479	7.5	1.7	14.2	1.6
Sunset	190	37.4	11.6	718	15.9	6.1	21.5	5.5
White	168	51.2	17.3	663	18.7	5.3	32.5	12.0
Wilmer-Hutchins	106	18.9	5.7	297	8.8	0.7	10.1	5.0
Overall								
Traditional ECHS Total	971	62.4	31.2	2,500	21.6	7.4	40.8	23.8
P-TECH Total	2,175	37.4	11.0	8,018	14.5	4.2	23.0	6.9
ECHS Total	3,146	45.1	17.3	10,518	16.2	5.0	29.0	12.3

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. SAT file, 06/29/23.

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.

ACT

In 2022-23, Dallas ISD did not offer school day ACT testing which directly impacted the percentage of students who took the ACT, and the overall number of students who met TSI ACT benchmarks. Overall, of the 1,463 ECHS students in grade 12 (2019-20 cohort), one percent met the TSI ACT benchmark on Mathematics and English (Table 11), down from six and seven percent in 2021-22, respectively. Similarly, only a few comprehensive high school students enrolled in campuses offering the ECHS program met the TSI ACT benchmark on Mathematics and English (0%), down from one and two percent in the prior year. Among campuses, students of Lassiter (traditional ECHS campus) stood out as 10 percent met the TSI ACT benchmark on English and 12 percent met the benchmark on Mathematics.

Table 11: 2022-23 Percentage of Grade 12 Students Enrolled in Campuses Offering the ECHS Program Who Met TSI ACT College Readiness Benchmarks

Campus	ECHS Students			Non-ECHS Students			Differences	
	Enrolled <i>N</i>	English %	Math %	Enrolled <i>N</i>	English %	Math %	English %	Math %
Traditional ECHS								
Garza	107	0.0	0.0	-	-	-	-	-
Gilliam	79	0.0	0.0	-	-	-	-	-
Lassiter	49	10.2	12.2	-	-	-	-	-
North Lake CA	64	1.6	0.0	-	-	-	-	-
Samuell	49	0.0	0.0	327	0.0	0.0	0.0	0.0
Skyline CA	91	0.0	0.0	794	0.0	0.0	0.0	0.0
Spruce	37	0.0	0.0	284	0.0	0.0	0.0	0.0
P-TECH								
Adams, B	70	0.0	0.0	390	0.5	0.5	-0.5	-0.5
Adamson	77	1.3	1.3	289	0.0	0.0	1.3	1.3
Carter	41	0.0	0.0	186	0.0	0.0	0.0	0.0
Conrad	91	0.0	0.0	202	0.0	0.0	0.0	0.0
Hillcrest	72	0.0	0.0	302	4.6	4.3	-4.6	-4.3
Jefferson	89	0.0	0.0	227	0.0	0.0	0.0	0.0
Kimball	33	0.0	0.0	230	0.4	0.4	-0.4	-0.4
Lincoln	22	0.0	0.0	132	0.0	0.0	0.0	0.0
Madison	11	0.0	0.0	65	0.0	0.0	0.0	0.0
Molina	101	0.0	0.0	420	0.0	0.0	0.0	0.0
North Dallas	45	0.0	0.0	226	0.4	0.4	-0.4	-0.4
Pinkston	34	0.0	0.0	167	1.2	0.6	-1.2	-0.6
Roosevelt	22	0.0	0.0	120	0.0	0.0	0.0	0.0
Seagoville	65	0.0	0.0	323	0.0	0.0	0.0	0.0
South Oak Cliff	28	0.0	0.0	263	0.0	0.0	0.0	0.0
Sunset	64	0.0	0.0	445	0.0	0.0	0.0	0.0
White	74	0.0	0.0	377	0.5	0.5	-0.5	-0.5
Wilmer-Hutchins	48	0.0	0.0	172	0.0	0.0	0.0	0.0
Overall								
Traditional ECHS Total	476	1.3	1.3	1,405	0.0	0.0	1.3	1.3
P-TECH Total	987	0.1	0.1	4,536	0.5	0.4	-0.4	-0.3
ECHS Total	1,463	0.5	0.5	5,941	0.4	0.3	0.1	0.1

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. ACT file, 06/29/23.

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 1,460 ECHS 2022-23 graduates, 79 percent met *TSIA* benchmarks or qualified for an exemption for ELAR, and 81 percent met *TSIA* benchmarks for mathematics (Table 12). In comparison, 22 percent of comprehensive high school graduates enrolled in campuses offering the ECHS program met *TSIA* benchmarks for ELAR, and 14 percent for mathematics (Table 12). Overall, ECHS graduates outperformed comprehensive high school graduates enrolled in campuses offering the ECHS program by 57 (ELAR) to 67 (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 H.

Table 12: 2022-23 Percentage of Early College and Non-Early High School Graduates 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	107	93.5	88.8	-	-	-	-	-
Gilliam	78	89.7	80.8	-	-	-	-	-
Lassiter	49	91.8	100.0	-	-	-	-	-
North Lake EC	64	85.9	96.9	-	-	-	-	-
Samuell	49	85.7	98.0	279	13.3	7.2	72.5	90.8
Skyline	90	66.7	83.3	747	34.9	20.2	31.7	63.1
Spruce	37	56.8	81.1	269	18.6	5.9	38.2	75.1
PEIMS								
Adams, B	70	84.3	67.1	370	31.9	16.5	52.4	50.7
Adamson	77	59.7	42.9	278	25.9	15.5	33.8	27.4
Carter	41	82.9	100.0	158	13.9	6.3	69.0	93.7
Conrad	91	81.3	98.9	188	12.2	8.0	69.1	90.9
Hillcrest	72	79.2	84.7	287	33.1	22.3	46.1	62.4
Jefferson	89	67.4	65.2	202	10.4	4.0	57.0	61.2
Kimball	33	63.6	100.0	217	10.6	16.6	53.0	83.4
Lincoln	22	50.0	68.2	116	9.5	12.1	40.5	56.1
Madison	11	63.6	100.0	65	21.5	73.8	42.1	26.2
Molina	101	82.2	81.2	401	20.7	11.2	61.5	70.0
North Dallas	45	77.8	75.6	226	22.6	13.7	55.2	61.8
Pinkston	34	79.4	73.5	161	19.3	16.1	60.2	57.4
Roosevelt	22	77.3	27.3	105	14.3	3.8	63.0	23.5
Seagoville HS	65	90.8	76.9	308	15.6	7.1	75.2	69.8
South Oak Cliff	28	67.9	46.4	249	13.3	11.2	54.6	35.2
Sunset	63	81.0	85.7	424	23.8	20.8	57.1	65.0
White	74	83.8	100.0	366	23.0	15.0	60.8	85.0
Wilmer-Hutchins HS	48	85.4	79.2	163	14.1	5.5	71.3	73.6
Overall								
Traditional ECHS Total	474	82.9	89.0	1,295	26.9	14.4	56.0	74.6
P-TECH Total	986	77.4	77.6	4,284	20.3	14.2	57.1	63.4
ECHS Total	1,460	79.2	81.3	5,579	21.8	14.2	57.4	67.1

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. Graduation file, 10/26/23. TSIA exam file, 02/28/21. TSIA2 exam file, 10/11/23. TSIA status file, 10/11/23. Combined 2019-23 SAT file, 6/29/23. Combined 2019-23 ACT file, 6/29/23.

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. 2022-23 STAAR EOC was not utilized to ascertain exemption status. - = no students were enrolled or the absence of a comparison group.

Dual Credit

Key findings from this section:



Of the 7,691 ECHS students enrolled in 2022-23, 90 percent took dual credit courses through Dallas College. P-TECH students accounted for the majority of ECHS dual credit students (71%) and dual credit hours earned (66%). ECHS students who passed one or more dual credit course completed on average 13.0 dual credit hours across all grade levels in 2022-23. Traditional ECHS students on average completed slightly more dual credit hours per person (14.5 hours) than P-TECH students (12.1 hours).



Overall, 63 percent ($n=4,863$) of ECHS students earned the expected cumulative number of dual credit hours at each grade level.

In 2022-23, 90 percent of ECHS students ($N=7,691$) enrolled in dual credit courses through Dallas College. Of the 6,947 ECHS students who enrolled in dual credit courses, 6,564 ECHS students (94.5%) passed one or more courses for a total of 27,150 courses passed (89.8%). Course enrollment for ECHS students ranged between one and 15 courses with an average of 4.4 courses per student (Table 13). Like past years, ECHS students completed more than three-quarters (87%) of all dual credit course hours in the district.

Table 13: 2022-23 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	6,947	30,242	2,070	4,685	9,017	34,927
Incomplete	29	29	*	*	30	30
Failed	1,917	3,063	477	691	2,394	3,754
Passed	6,564	27,150	1,824	3,993	8,388	31,143
Credit Hours Earned	6,564	84,085	1,824	12,057	8,388	96,142

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. Combined 2022-23 (including Summer) Dual Credit Files, 10/11/23.

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.

Dual Credit Courses

Seventy-one percent of all ECHS students who enrolled in dual credit courses in 2022-23 were P-TECH students ($n=4,906$), while 29 percent were traditional ECHS students ($n=2,041$). P-TECH students also accounted for 66 percent ($n=55,502$) of all ECHS dual credit hours earned. Of the ten campuses that had a 90 percent or above passing rate, five (50%) were traditional ECHSs and five (50%) were P-TECH. Overall, passing rates by campus ranged between 53 percent (Roosevelt) and 98 percent (White). The ECHS campuses with the highest number of students enrolled in dual credit courses were the P-TECHs at Conrad ($n=429$) and Molina ($n=421$); followed by traditional ECHS campus at Garza ($n=415$). ECHS students at Garza attempted ($n=2,240$) and passed ($n=2,133$) the highest number of dual credit courses of all ECHS campuses (Table 14).

Table 14: 2022-23 Dual Credit Results for Students Enrolled in Campuses Offering the ECHS Program

Campus	ECHS Students				Non-ECHS Students			
	Students Enrolled ¹ <i>N</i>	Courses Enrolled <i>N</i>	Courses Passed <i>n</i>	Credit Hours Earned <i>N</i>	Students Enrolled <i>N</i>	Courses Enrolled <i>N</i>	Courses Passed <i>n</i>	Credit Hours Earned <i>N</i>
Traditional ECHS								
Garza	415	2,240	2,133	6,517	-	-	-	-
Gilliam	320	1,492	1,317	4,002	-	-	-	-
Lassiter	257	1,312	1,247	4,054	-	-	-	-
North Lake CA	244	1,285	1,236	3,827	-	-	-	-
Samuell	270	1,460	1,383	4,403	16	33	20	62
Skyline CA	348	1,234	1,080	3,312	354	864	769	2,444
Spruce	187	810	748	2,468	83	216	205	676
P-TECH								
Adams	306	1,278	1,117	3,384	20	64	14	41
Adamson	372	1,510	1,393	4,425	10	25	5	13
Carter	204	711	519	1,577	17	77	23	67
Conrad	429	2,146	1,994	6,301	23	88	17	53
Hillcrest	313	1,299	1,205	3,544	83	432	144	412
Jefferson	341	1,477	1,286	4,008	38	288	90	274
Kimball	218	665	576	1,753	16	88	28	81
Lincoln	105	328	222	672	27	88	21	70
Madison	90	302	221	676	16	64	14	44
Molina	421	2,015	1,856	5,482	88	836	271	816
North Dallas	282	1,050	921	3,143	20	125	35	120
Pinkston	243	925	765	2,361	44	294	78	240
Roosevelt	101	241	127	407	43	136	25	76
Seagoville	311	1,227	1,098	3,448	29	228	62	194
South Oak Cliff	263	647	508	1,874	36	0	20	64
Sunset	381	1,767	1,580	4,696	27	147	46	126
White	312	1,792	1,763	5,146	21	148	53	141
Wilmer-Hutchins	214	1,029	855	2,605	14	114	33	101
Traditional ECHS Total	2,041	9,833	9,144	28,583	453	1,113	994	3,182
P-TECH Total	4,906	20,409	18,006	55,502	572	1,384	979	2,933
ECHS Total	6,947	30,242	27,150	84,085	1,025	2,497	1,973	6,115
District Total²	6,947	30,242	27,150	84,085	2,070	4,685	3,993	12,057

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. Combined 2022-23 (including Summer) Dual Credit Files, 10/11/23.

Note:¹Students who dropped, withdrew after census date, or failed a class due to no attendance were not included in count. ²District Total for non-ECHS students includes 1,045 students enrolled in New TECH, Obama, Rangel, Townview, Washington, Wilson, and Alternative Education Programs who passed 2,020 out of 2,188 dual credit courses and earned 5,942 credit hours. - = no students were enrolled.

Dual Credit Hours

ECHS students who passed at least one dual credit course in 2022-23 ($N=6,564$) 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 (14.5 hours) than P-TECH students (12.1 hours). The average dual credit hours completed by campus ranged from 8.0 hours (multiple campuses) to 16.8 hours (White). 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 15).

Table 15: 2022-23 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	12.2	15.7	26.3	9.0	15.9
Gilliam	5.0	7.6	19.2	21.8	12.8
Lassiter	11.0	13.3	22.5	17.4	15.8
North Lake CA	7.2	16.4	22.5	18.0	15.8
Samuell	4.3	4.6	30.9	26.5	16.6
Skyline CA	6.6	4.8	16.5	19.6	10.8
Spruce	3.2	10.2	21.7	22.2	13.5
P-TECH					
Adams	3.0	9.1	19.2	22.3	11.9
Adamson	3.7	3.9	22.0	21.2	12.3
Carter	2.8	5.0	14.7	19.6	8.6
Conrad	3.8	12.0	27.1	18.8	14.8
Hillcrest	3.7	10.2	20.5	17.9	11.7
Jefferson	3.1	11.7	21.4	16.2	12.1
Kimball	4.8	6.9	19.5	16.1	9.0
Lincoln	4.8	5.3	8.7	15.9	8.0
Madison	3.0	6.8	13.5	17.7	9.0
Molina	2.8	14.2	22.1	16.4	13.3
North Dallas	5.6	7.5	18.1	24.8	11.6
Pinkston	4.9	6.6	19.8	21.4	11.0
Roosevelt	3.0	4.9	11.0	13.8	8.0
Seagoville	3.3	9.7	23.0	19.8	11.5
South Oak Cliff	4.0	7.4	13.5	11.5	8.0
Sunset	3.8	7.5	21.6	27.1	13.1
White	3.3	8.4	24.6	26.5	16.8
Wilmer-Hutchins	4.9	11.8	20.1	20.5	13.1
Overall					
Traditional ECHS Total	7.7	10.4	23.5	18.4	14.5
P-TECH Total	3.8	8.8	20.7	20.0	12.1
ECHS Total	4.9	9.3	21.6	19.4	12.8

Source: ECHS identification file, 10/12/2023. End-of-year demographic file, 05/12/23. Combined 2022-23 (including Summer) Dual Credit Files, 10/11/23.

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

Dual Credit Targets

Of the 7,691 ECHS students enrolled in grades nine to twelve, 7,078 ECHS students (92%) completed at least one dual credit course between 2019 to 2023. Of these students, 2,013 students in grade nine earned an average of 4.2 credit hours, 1,945 students in grade 10 earned an average of 11.8 credit hours, 1,657 students in grade 11 earned an average of 31.7 credit hours, and 1,463 students in grade 12 earned an average of 51.8 credit hours (Table 16). Overall, traditional ECHS students earned on average more dual credit hours than P-TECH students.

Table 16: 2022-23 Average Number of Dual Credit Hours Earned by ECHS Students Enrolled in Dual Credit Courses from 2018-22.

Campus	Grade Level			
	9 $\bar{x}$	10 $\bar{x}$	11 $\bar{x}$	12 $\bar{x}$
Traditional ECHS				
Garza	12.0	27.5	49.6	56.0
Gilliam	4.8	11.9	30.0	53.1
Lassiter	11.1	23.5	47.4	66.0
North Lake CA	7.0	23.0	42.2	63.9
Samuell	2.9	5.1	40.5	62.4
Skyline CA	6.3	10.2	20.0	42.6
Spruce	3.0	12.5	33.5	57.0
P-TECH				
Adams	2.8	8.5	24.3	46.8
Adamson	3.5	6.6	27.5	48.3
Carter	2.2	6.9	19.7	42.1
Conrad	3.4	14.6	39.6	65.2
Hillcrest	3.6	12.4	33.8	55.4
Jefferson	2.9	13.2	33.5	46.7
Kimball	4.2	8.0	28.6	39.1
Lincoln	2.6	7.1	12.1	31.7
Madison	2.3	5.4	19.6	43.9
Molina	2.7	15.1	35.9	49.2
North Dallas	4.8	9.4	22.5	48.7
Pinkston	4.7	8.1	28.1	45.9
Roosevelt	1.2	2.9	8.1	35.3
Seagoville	3.0	11.6	34.5	51.8
South Oak Cliff	3.4	9.1	23.0	26.8
Sunset	3.3	9.2	26.4	55.2
White	1.6	10.4	37.2	62.5
Wilmer-Hutchins	4.2	12.1	28.0	45.9
Overall				
Traditional ECHS Total	7.0	16.1	38.0	55.8
P-TECH Total	3.2	10.2	29.0	49.9
ECHS Total	4.2	11.8	31.7	51.8

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. Cumulative dual credit hours from 2019-2023, 10/11/23.

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

Overall, 4,863 out of 7,691 ECHS students (63%) earned the expected number of dual credit hours (Tables 17 & 18). A higher percentage of ECHS students met the targeted cumulative number of dual credit hours by the end of the school year in 2022-23 (63%) than in 2021-22 (56%) and 2020-21 (50%, Lorenz 2023). By grade level, traditional ECHS students earned the expected number of dual credit hours in grades nine and 11, while P-TECH students earn the expected number of dual credit hours in grade nine. At the campus level, 72 percent of grade nine campuses, 28 percent of grade 10 campuses, 40 percent of grade 11 campuses, and 32 percent of grade 12 campuses earned the expected number of dual credit hours.

Table 17: Targeted Dual Credit Hours by Grade Level

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

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

Table 18: 2022-23 Percentage of Early College High School Students Meeting Targeted Number of Dual Credit Hours at Each Grade Level (Cumulative Hours for 2019-23 School Years)

Campus ¹	Grade 9 (3 Credit Hours)			Grade 10 (12 Credit Hours)			Grade 11 (30 Credit Hours)			Grade 12 (60 Credit Hours)		
	Enrolled	Earned		Enrolled	Earned		Enrolled	Earned		Enrolled	Earned	
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%
Traditional ECHS												
Garza	125	123	98.4	102	100	98.0	101	101	100.0	107	47	43.9
Gilliam	85	82	96.5	95	54	56.8	73	45	61.6	79	52	65.8
Lassiter	76	76	100.0	66	65	98.5	66	66	100.0	49	47	95.9
North Lake CA	62	60	96.8	67	67	100.0	51	51	100.0	64	62	96.9
Samuell	117	81	69.2	92	6	6.5	82	74	90.2	49	47	95.9
Skyline CA	108	102	94.4	93	17	18.3	79	27	34.2	91	41	45.1
Spruce	54	50	92.6	58	36	62.1	43	31	72.1	37	27	73.0
P-TECH												
Adams, B	123	104	84.6	82	20	24.4	84	42	50.0	70	39	55.7
Adamson	89	82	92.1	111		0.0	106	67	63.2	77	42	54.5
Carter	86	44	51.2	72	6	8.3	39	14	35.9	41	16	39.0
Conrad	130	84	64.6	124	89	71.8	99	85	85.9	91	89	97.8
Hillcrest	103	93	90.3	94	39	41.5	59	41	69.5	72	51	70.8
Jefferson	113	96	85.0	93	74	79.6	71	51	71.8	89	32	36.0
Kimball	107	82	76.6	80	11	13.8	31	19	61.3	33	10	30.3
Lincoln	86	35	40.7	61	5	8.2	32	4	12.5	22	7	31.8
Madison	36	25	69.4	29	8	27.6	23	5	21.7	11	2	18.2
Molina	129	95	73.6	124	94	75.8	107	77	72.0	101	38	37.6
North Dallas	118	96	81.4	91	37	40.7	64	25	39.1	45	17	37.8
Pinkston	86	74	86.0	72	22	30.6	56	34	60.7	34	16	47.1
Roosevelt	70	17	24.3	43	1	2.3	23	3	13.0	22	4	18.2
Seagoville	117	104	88.9	98	73	74.5	52	39	75.0	65	42	64.6
South Oak Cliff	109	93	85.3	78	27	34.6	64	18	28.1	28	1	3.6
Sunset	118	83	70.3	120	44	36.7	126	67	53.2	64	46	71.9
White	126	55	43.7	87	49	56.3	94	92	97.9	74	73	98.6
Wilmer-Hutchins	73	62	84.9	67	36	53.7	58	35	60.3	48	24	50.0
Overall												
Traditional ECHS Total	627	574	91.5	573	345	60.2	495	395	79.8	476	323	67.9
P-TECH Total	1,819	1,324	72.8	1,526	635	41.6	1,188	718	60.4	987	549	55.6
ECHS Total	2,446	1,898	77.6	2,099	980	46.7	1,683	1,113	66.1	1,463	872	59.6

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. Cumulative dual credit hours from 2019-2023, 10/11/23.

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.

Credentials

Key findings from this section:



Overall, 289 ECHS students completed 449 educational certificates while enrolled at Dallas College, and 749 ECHS students earned a total of 1,008 industry certifications. P-TECH students accounted for 90 percent of ECHS students who completed an educational certificate and 94 percent of ECHS students who passed an industry certification.

Overall, 289 grade 12 ECHS students completed 449 educational certificates while enrolled at Dallas College (Table 19). Students completed between one and four certificates with an average of 1.6 certificates per student. P-TECH students accounted for 90 percent of ECHS students who completed a certificate and 89 percent of the 449 completed certificates. Overall, ECHS students completed 11 percent more certificates than grade 12 students ($n=288$) in the 2021-22 school year ($n=406$).

Table 19: 2022-23 Number of Level I and Level II Educational Certificates Awarded by 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	30	37	12	49
P-TECH				
Adams, B	11	11	-	11
Adamson	42	42	-	42
Carter	6	6	-	6
Conrad	17	47	-	47
Jefferson	46	70	-	70
Kimball	3	3	-	3
Madison	9	12	-	12
Molina	16	16	-	16
North Dallas	31	41	-	41
Pinkston	11	27	-	27
Roosevelt	2	5	-	5
Seagoville HS	45	80	18	98
South Oak Cliff	6	8	-	8
Sunset	3	3	-	3
Wilmer-Hutchins HS	11	11	-	11
Overall				
Traditional ECHS Total	30	37	12	49
P-TECH Total	259	382	18	400
ECHS Total	289	419	30	449

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. Educational Certificate data, 10/12/23.

Note: ¹ Grade 12 students completed one or more educational certificates during their time at Dallas College. In addition, to the above ECHS students 20 comprehensive high school students earned 21 Level I certificates. – = No certificates were earned.

Overall, 749 out of the 959 ECHS students (78%) who tested for an industry-based certification were successful in 2022-23. A total of 1,008 certifications were earned in 2022-23 by ECHS students, including 804 certifications listed in the A-F accountability system (Table 20). Although the number of

students attaining industry-based certifications²² has increased by 58 percent year over year, the percentage of students who passed any industry-based certification has dropped by six percentage points since 2021-22 (84%). Overall, 94 percent of students who attempted and passed industry-based certifications in 2022-23 were P-TECH students.

Table 20: 2022-23 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	12	9	75.0	878	538	61.3	13.7
Skyline CA	72	50	69.4	2,988	1,730	57.9	11.5
Spruce	6	3	50.0	1,093	512	46.8	3.2
P-TECH							
Adams, B	126	54	42.9	1,464	691	47.2	-4.3
Adamson	329	197	59.9	1,027	688	67.0	-7.1
Carter	25	14	56.0	495	335	67.7	-11.7
Conrad	61	60	98.4	965	784	81.2	17.2
Hillcrest	8	6	75.0	643	417	64.9	10.1
Jefferson	17	11	64.7	580	404	69.7	-5.0
Kimball	21	16	76.2	588	470	79.9	-3.7
Lincoln	18	13	72.2	217	133	61.3	10.9
Madison	37	34	91.9	266	202	75.9	16.0
Molina	198	198	100.0	1,137	1,003	88.2	11.8
North Dallas	95	62	65.3	721	443	61.4	3.9
Pinkston	23	20	87.0	352	292	83.0	4.0
Roosevelt	13	10	76.9	173	123	71.1	5.8
Seagoville	4	3	75.0	648	543	83.8	-8.8
South Oak Cliff	57	37	64.9	666	611	91.7	-26.8
Sunset	136	94	69.1	1,098	938	85.4	-16.3
White	52	35	67.3	1,124	625	55.6	11.7
Wilmer-Hutchins	152	82	53.9	817	356	43.6	10.3
Overall							
Traditional ECHS Total	90	62	68.9	4,959	2,780	56.1	12.8
P-TECH Total	1,372	946	69.0	12,981	9,058	69.8	-0.8
ECHS Total	1,462	1,008	68.9	17,940	11,838	66.0	2.9
District Total ¹	1,462	1,008	68.9	19,745	12,912	65.4	3.5

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. Industry-based certification data, 11/01/23.

Note: Table includes only high school students grades nine through 12. ¹District Total for non-ECHS students includes 1,227 students enrolled in CityLab, Innovation, Design and Entrepreneurship Academy, New Tech, Rangel, Townview, Wilson, and Alternative Education Programs who earned 1,074 out of 1,805 industry-based certifications including 897 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.

²² Number of students who earned industry-based certifications: $n=633$ (2018-19), $n=419$ (2019-20), and $n=259$ (2020-21), $n=475$ (2021-22).

Associate Degrees/60 College Credit Hours

Key findings from this section:



Sixty-five percent of 2022-23 ECHS graduates ($n=951$) earned an associate degree or 60 dual credit hours, up from 61 percent in 2021-22.

Of the 1,460 ECHS students who graduated in 2022-23, 951 students (65%) earned an associate degree or 60 dual credit hours (Table 21). Of the 1,460 ECHS students, 61 percent ($n=897$) earned an associate degree while four percent ($n=54$) earned 60 or more dual credit hours. Of the ECHS students who met the goal, 94 percent ($n=897$) earned an associate degree while six percent ($n=54$) earned 60 or more dual credit hours. In addition, 61 percent ($n=580$) of the students who met the goal were P-TECH students, while 39 percent ($n=371$) were traditional ECHS students. Overall, 78 percent ($n=371$) of traditional ECHS graduates and 59 percent ($n=580$) of P-TECH graduates earned an associate degree or 60 dual credit hours.

Of the 897 students who earned associate degrees in 2022-23, 61 percent ($n=544$) were awarded to P-TECH students and 39 percent ($n=353$) to traditional ECHS students (Table 22). However, 74 percent of all traditional ECHS graduates were awarded an associate degree versus 55 percent of P-TECH students. Garza was awarded the largest number of associate degrees ($n=91$) and Conrad had the highest percentage of graduates who were awarded an associate degree (97%).

Table 21: 2022-23 Number and Percentage of ECHS Graduates Who Met ECHS Graduation Goal

Campus	Grade 12 Students			Associate Degrees	Dual Credits*	Met Goal	
	Enrolled	Graduated		Fall 22 – Summer 23	60 + Credits	Overall	
	N	N	%	n	n	n	%
Traditional ECHS							
Garza	107	107	100.0	91	4	95	88.8
Gilliam	79	78	98.7	46	6	52	66.7
Lassiter	49	49	100.0	46	1	47	95.9
North Lake EC	64	64	100.0	61	1	62	96.9
Samuell	49	49	100.0	47	-	47	95.9
Skyline	91	90	98.9	40	1	41	45.6
Spruce	37	37	100.0	22	5	27	73.0
P-TECH							
Adams, B	70	70	100.0	36	3	39	55.7
Adamson	77	77	100.0	36	6	42	54.5
Carter	41	41	100.0	13	3	16	39.0
Conrad	91	91	100.0	88	1	89	97.8
Hillcrest	72	72	100.0	47	4	51	70.8
Jefferson	89	89	100.0	30	2	32	36.0
Kimball	33	33	100.0	8	2	10	30.3
Lincoln	22	22	100.0	7	-	7	31.8
Madison	11	11	100.0	2	-	2	18.2
Molina	101	101	100.0	68	1	69	68.3
North Dallas	45	45	100.0	14	3	17	37.8
Pinkston	34	34	100.0	16	-	16	47.1
Roosevelt	22	22	100.0	4	-	4	18.2
Seagoville HS	65	65	100.0	40	2	42	64.6
South Oak Cliff	28	28	100.0	1	-	1	3.6
Sunset	64	63	98.4	42	4	46	73.0
White	74	74	100.0	68	5	73	98.6
Wilmer-Hutchins HS	48	48	100.0	24	-	24	50.0
Overall							
Traditional ECHS Total	476	474	99.6	353	18	371	78.3
P-TECH Total	987	986	99.9	544	36	580	58.8
ECHS Total	1,463	1,460	99.8	897	54	951	65.1

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. Graduation file, 10/26/23. Associate Degree files, 10/11/23. Cumulative dual credit hours from 2019-2023, 10/12/23 were provided by program staff.

Note: *Only students who did not earn an associate degree were listed. – = No students qualified.

The number of associate degrees awarded decreased from 909 associate degrees in 2020-21 to 897 associate degrees in 2022-23 (Table 22). At the same time, the percentage of graduates who were awarded an associate degree decreased by three percentage points from 2020-21 (64%) to 2022-23 (61%).

Table 22: 2020-21 to 2022-23 Number of Associate Degrees Awarded to ECHS Students by Campus

Campus	2020-21			2021-22			2022-23		
	Graduated	Awarded		Graduated	Awarded		Graduated	Awarded	
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%
Traditional ECHS									
Garza	98	81	82.7	109	99	90.8	107	91	85.0
Gilliam	92	56	60.9	82	49	59.8	78	46	59.0
Lassiter	63	63	100.0	60	55	91.7	49	46	93.9
North Lake CA	-	-	-	-	-	-	64	61	95.3
Samuell	59	49	83.1	52	45	86.5	49	47	95.9
Skyline CA	-	-	-	-	-	-	90	40	44.4
Spruce	38	28	73.7	29	14	48.3	37	22	59.5
P-TECH									
Adams, B	51	35	68.6	87	59	67.8	70	36	51.4
Adamson	83	34	41.0	72	19	26.4	77	36	46.8
Carter	30	15	50.0	51	11	21.6	41	13	31.7
Conrad	99	92	92.9	92	81	88.0	91	88	96.7
Hillcrest	69	41	59.4	89	54	60.7	72	47	65.3
Jefferson	84	36	42.9	83	35	42.2	89	30	33.7
Kimball	77	12	15.6	57	13	22.8	33	8	24.2
Lincoln	54	43	79.6	43	14	32.6	22	7	31.8
Madison	41	10	24.4	20	1	5.0	11	2	18.2
Molina	88	67	76.1	94	65	69.1	101	68	67.3
North Dallas	32	18	56.3	57	14	24.6	45	14	31.1
Pinkston	63	26	41.3	49	11	22.4	34	16	47.1
Roosevelt	28	14	50.0	17	8	47.1	22	4	18.2
Seagoville	62	45	72.6	66	30	45.5	65	40	61.5
South Oak Cliff	31	13	41.9	48	6	12.5	28	1	3.6
Sunset	73	51	69.9	78	53	67.9	63	42	66.7
White	56	40	71.4	54	54	100.0	74	68	91.9
Wilmer-Hutchins	53	40	75.5	45	30	66.7	48	24	50.0
Overall									
Traditional ECHS Total	350	277	79.1	332	262	78.9	474	353	74.5
P-TECH Total	1,074	632	58.8	1,103 ¹	559 ¹	50.7	986	544	55.2
ECHS Total	1,424	909	63.8	1,435¹	821¹	57.2	1,460	897	61.4

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. Graduation file, 10/26/23. Associate Degree files, 10/11/23. Associate degree data for 2019-22 data were taken Lorenz (2023).

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 2022-23, more Associate of Science degrees were awarded to ECHS students (*n*=457, 51%) than Associate of Arts (*n*=247, 28%), Associate of Applied Science (*n*=153, 17%), or Associates of Arts in Teaching (*n*=40, 5%) degrees (Table 23). P-TECH students earned a larger number of degrees across all fields but the Associate of Science.

Table 23: 2022-23 Associate Degrees Awarded to ECHS Students by Degree Plan

Degree	Traditional ECHS		P-TECH		Overall	
	N	%	N	%	N	%
Associate of Science	239	67.7	218	40.1	457	50.9
Associate of Arts	85	24.1	162	29.8	247	27.5
Associate of Applied Science	22	6.2	131	24.1	153	17.1
Associates of Arts in Teaching	7	2.0	33	6.1	40	4.5
Grand Total	353	100.0	544	100.0	897	100.0

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. Associate Degree files, 10/11/23.

College Enrollment

Key findings from this section:



According to the 2022-23 NSC data file, 60 percent of 2021-22 ECHS graduates and 44 percent of non-ECHS graduates enrolled in college within one year of graduation. More ECHS students (49%) enrolled in a four-year university than non-ECHS students (25%). Similarly, a significantly lower percentage of ECHS students (10%) enrolled in a two-year college or trade school than non-ECHS students (18%).

Overall, 8,375 seniors graduated from a Dallas ISD high school in 2021-22 (including summer graduation). Of these, 1,435 students (17%) graduated from an ECHS and 6,940 students (83%) from a non-ECHS comprehensive high school. According to the 2022-23 National Student Clearinghouse (NSC) data file, 60 percent of ECHS graduates and 44 percent of non-ECHS graduates enrolled in college within one year of graduation. Forty-nine percent ($n=702$) of ECHS students enrolled in a four-year university, and 11 percent in a two-year college ($n=156$). In contrast, 25 percent ($n=1,757$) of non-ECHS students enrolled in a four-year university versus a two-year college or trade school ($n=1,280$, 18%). Due to a change in methodology, year-over-year enrollment comparison was not feasible.²³

Table 24: 2021-22 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		156	10.9		1,280	18.4
Four-Year College		702	48.9		1,757	25.3
Overall	1,435	858	59.8	6,940	3,037	43.8

Source: Dallas ISD graduation file, 08/22/22. Demographic file, 06/06/22 (2021-22). NSC file, 09/28/23.

²³ Two changes impacted the methodology: (a) End-of-year demographic data files were crosschecked against graduation information and those that graduated were changed from tea=997 to the tea they graduated from, (b) NSC file was crosschecked to verify that college enrollment included a start date. If a start date was not given, enrollment was not counted.

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APPENDICES



List of Appendices

A	Acronym and Abbreviation List	53
B	Methodology.....	54
C	2022-23 Early College High School Degree Plans/Pathways, Industry Partners, and Higher Education Partners.....	56
D	2022-23 Early College High School Student Characteristics by Campus	59
E	Retention Rates for Students Enrolled in Campuses Offering the ECHS Program.....	61
F	2022-23 Perceptions of the P-TECH Internship Program.....	64
G	2022-23 Percentage of Early College High School Students and Non-Early College High School Students Meeting or Exceeding TSI SAT College Readiness Benchmarks by Grade Level, Campus, and Subject	68
H	2022-23 Percentage of Early College High School Students Meeting TSIA Benchmarks by Subject, Campus, and Grade Level	70

Appendix A

Appendix A: Acronym and Abbreviation List

Approaches+	Approaches grade level or above
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
Meets+	Meets grade level or above
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>

Appendix B: Methodology

Appendix B: 2022-23 Data Sources and Methodology

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
	Program Components and People	Early College program staff, website, data and research warehouses	05/23	None	None
	Budget	Budget Services Department	10/06/23	None	None
	Program Goals	Assistant Superintendent of College Readiness, Executive Director for Early College	05/22/23	None	None
1	Student Enrollment	Student Information System, ECHS department	05/12/23 10/12/23	Rate of student enrollment and completion in 2022 Summer Programs. Rate of students in the following categories: Sex, ethnicity, at risk, economically disadvantaged, special education, and TAG eligible status.	Grade, campus, program, district
1	Student Attendance	ECHS department, Student Information System	06/28/23	Rate of daily attendance.	Grade, campus, program, district
1	Student Retention	ECHS department, Student Information System	05/29/20 (2019-20) 06/07/21 (2020-21) 06/06/22 (2021-22) 05/12/23 (2022-23)	Two-, three-, and four-year retention rates.	Campus, program, district
1	Graduation	ECHS department, Student Information System	05/29/20 (2019-20) 06/07/21 (2020-21) 06/06/22 (2021-22) 05/12/23 (2022-23) 10/26/23	Four-year graduation rate.	Campus, program, district
2	Student Perception	Dallas ISD E&A Department	04/10/23 to 05/01/23	Rate of positive responses on survey items. Exploratory analyses of qualitative responses.	None

table continues

Appendix B: 2022-23 Data Sources and Methodology (continued)

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
3	<i>TSIA / TSIA2</i> ELAR & Mathematics	Dallas College, Dallas ISD OIR Department	02/28/21 10/11/23	Rate of students achieving performance standard. Rate of students meeting either performance standard or exemptions.	Subject, grade, campus, program, district
3	<i>STAAR</i> EOC Algebra I, English I, English II	TEA	08/12/23	Rate of students achieving each performance standard (Approaches+, Meets+).	Subject, grade, campus, program, district
3	SAT ERW, Mathematics	SAT, Dallas ISD OIR Department	06/29/23	Rate of students achieving performance standard.	Subject, grade, campus, program, district
3	ACT English, Mathematics	ACT, Dallas ISD OIR Department	06/29/23	Rate of students achieving performance standard.	Subject, grade, campus, program, district
3	Dual Credit Courses & Hours	Dallas College	10/11/23	Rate of students achieving performance standard.	Campus, program, district
3	Cumulative Dual Credit Hours	Dallas College	10/11/23	Rate of students achieving grade level performance standards.	Campus, program, district
3	Credentials	Dallas College CTE Department	10/12/23 11/01/23	Number of educational certificates (Level I & II) earned. Rate of students earning industry-based certifications.	Campus, program, district
3	Associate Degree OR 60+ Dual Credit Hours	Dallas College, Student Information System	10/11/23	Rate of graduates earning either an Associate Degree or 60+ dual credit hours (Goal: 61%).	Campus, program, district
3	College Enrollment	NSC	09/28/23	Rate of 2022 graduates enrolled in either 2- or 4-year program.	Campus, program, district

Note: TEA - Texas Education Agency. *TSIA* - Texas Success Initiative Assessment. ELAR - English Language Arts and Reading. *STAAR* - State of Texas Assessments of Academic Readiness. ERW - Evidence-Based Reading and Writing. CTE= Career Technical Education. ECHS – Early College High School including traditional and Pathway to Technology High Schools. NSC – National Student Clearing House.

Appendix C

Appendix C: 2022-23 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
C# Software Developer Networking Associate	Adamson P-TECH American Airlines IBM Foundation for C.H.O.I.C.E.	Dallas College El Centro Campus
Financial Services Professional Criminal Justice Network Administration and Support	Carter P-TECH Bridge Works Partners CISCO Systems City of Dallas Police Department Dallas ISD Police Department United MegaCare	Dallas College Cedar Valley Campus
Pre-Med/Dental Game Technology Network Administration and Support Software Programming	Conrad Global H-TECH Dallas Medical City (Children's Health) Digital Realty Metrocare Magnin & Associates Signify Health SMU-Guildhall Texas Health Resources	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
Engineering Electronics Technology	Hillcrest E-TECH Cummings Electrical Jones Lang LaSalle Americas, Inc. Texas Instruments Mentorply	Dallas College Richland Campus
Business Operations Software Programming Digital Art & Design	Thomas Jefferson P-TECH CBRE, Inc. Edmentum HCL America Pinnacle Group TracyLocke Versa Printing	Dallas College Brookhaven Campus
Advanced Manufacturing Technology	Kimball E-TECH Mentorply Jones Lang LaSalle Americas, Inc. Redhouse Texas Instruments KeHE	Dallas College Mountain View Campus

table continues

Appendix C (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	
Education Hospitality	Big Brothers Big Sisters Greater Dallas Mentorply Hyatt Regency On-Target Supplies and Logistics State Fair of Texas	Dallas College El Centro Campus University of North Texas at Dallas
	Madison P-TECH	
Business Operations Personal Computer Support Sports Management	City of Dallas - IT Department Dallas ISD - IT Department Dallas ISD - Athletics Dell Hawkeye PricewaterhouseCoopers State Fair of Texas	Dallas College El Centro Campus
	Molina B-TECH	
Accounting Business Operations Business Financial Services Professional	BKD Capital One Foundation for C.H.O.I.C.E. Network for Teaching Truist Bank Weaver United MegaCare	Dallas College Mountain View Campus
	North Dallas P-TECH	
EMT Program Software Programming	Baylor University Medical Center Capital One Dallas Fire-Rescue Dallas Health360 Bottle Rocket Foundation for C.H.O.I.C.E Legend Networking Metrocare Services Southwest Airlines	Dallas College Brookhaven Campus
	North Lake ECHS	
Associate of Arts Associate of Science	- -	Dallas College North Lake Campus
	Pinkston H-TECH	
Medical Assisting Business Operations Networking	Haynes and Boone, LLP Parkland Hospital Plains Capital Bank SMU - Simmons Univision Youth Revive, Inc.	Dallas College El Centro Campus
	Roosevelt H-TECH	
Nursing Financial Services Professional Internet Development Technology	Bank of America Celanese Dallas Zoo UT Southwestern Medical Center Youth Revive, Inc.	Dallas College El Centro Campus

table continues

Appendix C (continued)

Degree Plans/Pathways	Industry Partners	Higher Education Partner
Samuell ECHS		
Associate of Arts	-	Dallas College Eastfield Campus
Associate of Science	-	
Seagoville P-TECH		
Business Operations	Accenture	Dallas College Eastfield Campus
Personal Computer Support	AT&T	
	NFTE	
	STEMuli Education	
Skyline ECHS		
Fine Arts	-	Dallas College Cedar Valley Campus
Music Production	-	
South Oak Cliff P-TECH		
Electronic Technology	Microsoft	Dallas College Mountain View Campus
Personal Computer Support	Pepsi Co/Frito-Lay	
	Redhouse	
Spruce ECHS		
Electro-Mechanical Technology	BOMA	Dallas College Eastfield Campus
Air Conditioning and Refrigeration Technology	The Crowther Group	
Computer Assisted Drafting and Design	Texas Instruments	
Digital Arts Design	Texas Air Systems	
Sunset P-TECH		
Education	Baylor Scott & White	Mountain View College University of North Texas at Dallas
Public Health	Children's Health	
Criminal Justice	Dallas Health & Human Services	
	Dallas ISD - Early Learning	
	Dallas ISD - HCM	
	Dallas Police Department	
W.T. White B-TECH		
Business	Dallas ISD Human Capital Management	Dallas College Brookhaven Campus
Early Childhood Education	H&R Block	
	Weaver	
Wilmer-Hutchins E-TECH		
Business Operations	Assist 4 Life Foundation	Dallas College North Lake Campus
Construction Technology	HC Beck, Ltd.	
	Oncor	
	Regional Black Contractors Association	
	Southland Holdings	
	TEXO Association	

Source: ECHS program documents and ECHS website accessed 10/11/23.

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

Appendix D

Appendix D, Table 1: 2022-23 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	435	0	0.0	21	4.8	409	94.0	4	0.9	1	0.2	241	55.4	194	44.6
Gilliam	332	4	1.2	138	41.6	184	55.4	0	0.0	6	1.8	197	59.3	135	40.7
Lassiter	257	1	0.4	23	8.9	228	88.7	4	1.6	1	0.4	160	62.3	97	37.7
North Lake	244	5	2.0	21	8.6	206	84.4	5	2.0	7	2.9	145	59.4	99	40.6
Samuell	340	1	0.3	24	7.1	309	90.9	4	1.2	2	0.6	217	63.8	123	36.2
Skyline	371	0	0.0	72	19.4	290	78.2	3	0.8	6	1.6	224	60.4	147	39.6
Spruce	192	1	0.5	16	8.3	174	90.6	0	0.0	1	0.5	92	47.9	100	52.1
P-TECH															
Adams, B	359	0	0.0	37	10.3	307	85.5	13	3.6	2	0.6	217	60.4	142	39.6
Adamson	383	3	0.8	6	1.6	372	97.1	2	0.5	0	0.0	174	45.4	209	54.6
Carter	238	0	0.0	153	64.3	77	32.4	3	1.3	5	2.1	122	51.3	116	48.7
Conrad	444	39	8.8	86	19.4	293	66.0	10	2.3	16	3.6	229	51.6	215	48.4
Hillcrest	328	6	1.8	38	11.6	265	80.8	12	3.7	7	2.1	182	55.5	146	44.5
Jefferson	366	0	0.0	4	1.1	357	97.5	4	1.1	1	0.3	193	52.7	173	47.3
Kimball	251	0	0.0	70	27.9	177	70.5	2	0.8	2	0.8	131	52.2	120	47.8
Lincoln	201	0	0.0	149	74.1	46	22.9	1	0.5	5	2.5	98	48.8	103	51.2
Madison	99	0	0.0	67	67.7	30	30.3	0	0.0	2	2.0	50	50.5	49	49.5
Molina	461	1	0.2	8	1.7	447	97.0	4	0.9	1	0.2	286	62.0	175	38.0
North Dallas	318	8	2.5	25	7.9	276	86.8	5	1.6	4	1.3	158	49.7	160	50.3
Pinkston	248	3	1.2	51	20.6	192	77.4	0	0.0	2	0.8	149	60.1	99	39.9
Roosevelt	158	1	0.6	57	36.1	96	60.8	3	1.9	1	0.6	98	62.0	60	38.0
Seagoville	332	0	0.0	37	11.1	278	83.7	9	2.7	8	2.4	190	57.2	142	42.8
South Oak Cliff	279	11	3.9	184	65.9	80	28.7	2	0.7	2	0.7	135	48.4	144	51.6
Sunset	428	1	0.2	5	1.2	417	97.4	5	1.2	0	0.0	291	68.0	137	32.0
White	381	6	1.6	29	7.6	325	85.3	16	4.2	5	1.3	245	64.3	136	35.7
Wilmer-Hutchins	246	1	0.4	106	43.1	134	54.5	3	1.2	2	0.8	134	54.5	112	45.5
Overall															
Traditional ECHS Total	2,171	12	0.6	315	14.5	1,800	82.9	20	0.9	24	1.1	1,276	58.8	895	41.2
P-TECH Total	5,520	80	1.4	1,112	20.1	4,169	75.5	94	1.7	65	1.2	3,082	55.8	2,438	44.2
ECHS Total	7,691	92	1.2	1,427	18.6	5,969	77.6	114	1.5	89	1.2	4,358	56.7	3,333	43.3

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23.

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

Appendix D, Table 2: 2022-23 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	435	186	42.8	384	88.3	163	37.5	2	0.5	190	43.7
Gilliam	332	153	46.1	232	69.9	104	31.3	9	2.7	107	32.2
Lassiter	257	111	43.2	206	80.2	94	36.6	2	0.8	105	40.9
North Lake	244	117	48.0	214	87.7	92	37.7	4	1.6	81	33.2
Samuell	340	230	67.6	315	92.6	196	57.6	9	2.6	108	31.8
Skyline	371	227	61.2	256	69.0	161	43.4	8	2.2	104	28.0
Spruce	192	151	78.6	181	94.3	121	63.0	15	7.8	41	21.4
P-TECH											
Adams, B	359	235	65.5	316	88.0	191	53.2	13	3.6	84	23.4
Adamson	383	269	70.2	349	91.1	238	62.1	7	1.8	81	21.1
Carter	238	114	47.9	179	75.2	47	19.7	10	4.2	44	18.5
Conrad	444	296	66.7	430	96.8	260	58.6	13	2.9	91	20.5
Hillcrest	328	187	57.0	265	80.8	153	46.6	12	3.7	89	27.1
Jefferson	366	283	77.3	363	99.2	263	71.9	11	3.0	104	28.4
Kimball	251	180	71.7	206	82.1	120	47.8	7	2.8	48	19.1
Lincoln	201	122	60.7	181	90.0	36	17.9	15	7.5	31	15.4
Madison	99	52	52.5	94	94.9	24	24.2	4	4.0	12	12.1
Molina	461	306	66.4	410	88.9	247	53.6	9	2.0	99	21.5
North Dallas	318	188	59.1	247	77.7	146	45.9	12	3.8	123	38.7
Pinkston	248	161	64.9	213	85.9	105	42.3	14	5.6	60	24.2
Roosevelt	158	130	82.3	154	97.5	75	47.5	15	9.5	27	17.1
Seagoville	332	223	67.2	272	81.9	159	47.9	13	3.9	81	24.4
South Oak Cliff	279	164	58.8	254	91.0	64	22.9	12	4.3	67	24.0
Sunset	428	259	60.5	367	85.7	209	48.8	16	3.7	103	24.1
White	381	218	57.2	288	75.6	185	48.6	15	3.9	105	27.6
Wilmer-Hutchins	246	168	68.3	228	92.7	97	39.4	13	5.3	47	19.1
Overall											
Traditional ECHS Total	2,171	1,175	54.1	1,788	82.4	931	42.9	49	2.3	736	33.9
P-TECH Total	5,520	3,555	64.4	4,816	87.2	2,619	47.4	211	3.8	1,296	23.5
ECHS Total	7,691	4,730	61.5	6,604	85.9	3,550	46.2	260	3.4	2,032	26.4

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23.

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

Appendix E

Appendix E, Table 1: Two-Year Retention Rates for Students Enrolled in Campuses Offering the ECHS Program (2021-22 Cohort)

Campus	2021-22 Enrollment		2022-23 Enrollment		Retention		
	ECHS N	Non-ECHS N	ECHS N	Non-ECHS N	ECHS %	Non-ECHS %	Diff %
Traditional ECHS							
Garza	104	-	97	-	93.3	-	-
Gilliam	97	-	92	-	94.8	-	-
Lassiter	68	-	64	-	94.1	-	-
North Lake	75	-	66	-	88.0	-	-
Samuell	99	515	85	395	85.9	76.7	9.2
Skyline	124	1,259	96	959	77.4	76.2	1.2
Spruce	61	503	57	382	93.4	75.9	17.5
P-TECH							
Adams, B	102	518	78	420	76.5	81.1	-4.6
Adamson	113	331	108	270	95.6	81.6	14.0
Carter	84	244	66	158	78.6	64.8	13.8
Conrad	112	275	103	176	92.0	64.0	28.0
Hillcrest	103	410	93	323	90.3	78.8	11.5
Jefferson	105	399	94	237	89.5	59.4	30.1
Kimball	92	291	77	203	83.7	69.8	13.9
Lincoln	70	143	57	97	81.4	67.8	13.6
Madison	43	69	32	43	74.4	62.3	12.1
Molina	113	480	105	373	92.9	77.7	15.2
North Dallas	104	277	91	199	87.5	71.8	15.7
Pinkston	94	247	72	210	76.6	85.0	-8.4
Roosevelt	70	199	41	121	58.6	60.8	-2.2
Seagoville	119	497	96	385	80.7	77.5	3.2
South Oak Cliff	90	394	71	283	78.9	71.8	7.1
Sunset	129	489	115	420	89.1	85.9	3.3
White	110	545	86	427	78.2	78.3	-0.2
Wilmer-Hutchins	68	228	49	163	72.1	71.5	0.6
Overall							
Traditional ECHS Total	628	2,277	557	1,736	88.7	76.2	12.5
P-TECH Total	1,721	6,036	1,434	4,508	83.3	74.7	8.6
ECHS Total	2,349	8,313	1,991	6,308*	84.8	75.9	8.9

Source: EOY demographic files dated 06/06/22 (2021-22), and 05/12/23 (2022-23).

Note: Diff= Difference. * Sum includes 64 non-ECHS students who transferred to other schools within Dallas ISD.

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

Appendix E, Table 2: Three-Year Retention Rates for Students Enrolled in Campuses Offering the ECHS Program (2020-21 Cohort)

Campus	2020-21 Enrollment		2022-23 Enrollment		Retention		
	ECHS N	Non-ECHS N	ECHS N	Non-ECHS N	ECHS %	Non-ECHS %	Diff %
Traditional ECHS							
Garza	110	-	99	-	90.0	-	-
Gilliam	98	-	77	-	78.6	-	-
Lassiter	75	-	59	-	78.7	-	-
North Lake CA	64	-	50	-	78.1	-	-
Samuell	102	473	71	261	69.6	55.2	14.4
Skyline CA	127	1,045	85	651	66.9	62.3	4.6
Spruce	61	467	44	258	72.1	55.2	16.9
P-TECH							
Adams, B	126	511	84	348	66.7	68.1	-1.4
Adamson	124	257	105	196	84.7	76.3	8.4
Carter	63	244	32	119	50.8	48.8	2.0
Conrad	127	216	83	104	65.4	48.1	17.2
Hillcrest	102	337	58	211	56.9	62.6	-5.7
Jefferson	105	308	71	145	67.6	47.1	20.5
Kimball	80	333	36	158	45.0	47.4	-2.4
Lincoln	66	120	39	78	59.1	65.0	-5.9
Madison	62	78	23	30	37.1	38.5	-1.4
Molina	128	400	103	290	80.5	72.5	8.0
North Dallas	105	187	72	99	68.6	52.9	15.6
Pinkston	98	234	64	126	65.3	53.8	11.5
Roosevelt	62	147	25	75	40.3	51.0	-10.7
Seagoville	73	397	52	245	71.2	61.7	9.5
South Oak Cliff	90	311	56	163	62.2	52.4	9.8
Sunset	119	431	92	271	77.3	62.9	14.4
White	110	477	72	264	65.5	55.3	10.1
Wilmer-Hutchins	89	189	41	92	46.1	48.7	-2.6
Overall							
Traditional ECHS Total	637	1,985	485	1,170	76.1	58.9	17.2
P-TECH Total	1,729	5,177	1,108	3,014	64.1	58.2	5.9
ECHS Total	2,366	7,162	1,593	4,248	67.3	59.3	8.0

Source: EOY demographic files dated 06/07/21 (2020-21), 06/06/22 (2021-22), and 05/12/23 (2022-23).

Note: Diff= Difference. * Sum includes 64 non-ECHS students who transferred to other schools within Dallas ISD.
 - = no students were enrolled or that no comparison group was available. Please note that methodology for analyzing retention rates have changed, therefore results should be reviewed with caution.

Appendix E, Table 3: Four-Year Retention Rates for Students Enrolled in Campuses Offering the ECHS Program (2019-20 Cohort)

Campus	2019-20 Enrollment		2022-23 Enrollment		Retention		
	ECHS N	Non-ECHS N	ECHS N	Non-ECHS N	ECHS %	Non-ECHS %	Diff %
Traditional ECHS							
Garza	124	-	106	-	85.5	-	-
Gilliam	107	-	78	-	72.9	-	-
Lassiter	69	-	46	-	66.7	-	-
North Lake CA	72	-	62	-	86.1	-	-
Samuell	92	485	46	243	50.0	50.1	-0.1
Skyline CA	127	1,105	89	664	70.1	60.1	10.0
Spruce	64	487	37	216	57.8	44.4	13.5
P-TECH							
Adams, B	115	516	66	270	57.4	52.3	5.1
Adamson	115	394	76	220	66.1	55.8	10.2
Carter	80	231	38	101	47.5	43.7	3.8
Conrad	122	288	82	113	67.2	39.2	28.0
Hillcrest	114	323	69	200	60.5	61.9	-1.4
Jefferson	127	532	85	160	66.9	30.1	36.9
Kimball	87	349	32	141	36.8	40.4	-3.6
Lincoln	106	107	22	49	20.8	45.8	-25.0
Madison	69	62	8	16	11.6	25.8	-14.2
Molina	128	502	94	319	73.4	63.5	9.9
North Dallas	115	285	45	129	39.1	45.3	-6.1
Pinkston	96	202	32	82	33.3	40.6	-7.3
Roosevelt	92	146	20	49	21.7	33.6	-11.8
Seagoville	95	386	64	207	67.4	53.6	13.7
South Oak Cliff	99	311	24	118	24.2	37.9	-13.7
Sunset	129	475	56	306	43.4	64.4	-21.0
White	156	473	62	233	39.7	49.3	-9.5
Wilmer-Hutchins	93	209	29	97	31.2	46.4	-15.2
Overall							
Traditional ECHS Total	655	2,077	464	1,123	70.8	54.1	16.8
P-TECH Total	1,938	5,791	904	2,810	46.6	48.5	-1.9
ECHS Total	2,593	7,868	1,368	3,965*	52.8	50.4	2.4

Source: EOY demographic files dated 05/29/20 (2019-20), 06/07/21 (2020-21), 06/06/22 (2021-22), and 05/12/23 (2022-23).

Note: Diff= Difference. * Sum includes 32 non-ECHS students who transferred to other schools within Dallas ISD. - = no students were enrolled or that no comparison group was available. Please note that methodology for analyzing retention rates have changed, therefore results should be reviewed with caution.

Appendix G

Appendix F, Table 1: 2022-23 Student Perceptions of the P-TECH Internship Program

Survey Question	Grand Total <i>N</i>	Very Dissatisfied <i>n</i>	Dissatisfied <i>n</i>	Satisfied <i>n</i>	Very Satisfied <i>n</i>	Satisfied or Very Satisfied %
Communication						
Please rate the level of communication that you received from Dallas ISD, related to the Internship Program.	67	0	0	29	38	100.0
Please rate the level of communication that you received from your teacher(s) related to the Dallas ISD Internship Program.	67	0	1	23	43	98.5
Internship Administration						
Please rate your experience with the Dallas ISD online internship application process.	67	0	1	27	39	98.5
Please rate your experience with the internship selection process.	67	0	0	27	40	100.0
Please rate your experience with the internship placement process.	67	0	1	23	43	98.5
Technology- Oppti Platform						
Please rate your satisfaction with the internship' preparation training modules in Oppti.	67	0	3	31	33	95.5
Please rate your satisfaction with the Oppti platform.	67	1	3	37	26	94.0
Overall						
Please rate your satisfaction with the Dallas ISD Internship Program.	67	0	0	22	45	100.0

table continues

Appendix F, Table 1: (continued)

Survey Question	Grand Total <i>N</i>	Strongly Disagree <i>n</i>	Disagree <i>n</i>	Agree <i>n</i>	Strongly Agree <i>n</i>	Agree or Strongly Agree %
Internship Preparation						
Prior to starting your internship, did you understand the purpose and expectations of the internship?	67	1	3	29	34	94.0
Did the pre internship training workshops prepare you for the start of your internship?	64	1	3	28	32	93.8
Internship Experiences						
During your internship, did you feel that you produced valuable work that further the company's goal?	67	0	3	23	41	95.5
Did the internship help build your awareness of the variety of careers offered at the company?	67	0	0	17	50	100.0
Supervisor Feedback						
Did your supervisor conduct himself/herself in a professional manner?	67	0	0	15	52	100.0
Did your supervisor answer your questions during the internship?	67	0	0	14	53	100.0
Did your supervisor seem to benefit from the overall experience?	67	0	0	20	47	100.0
Overall						
Did your internship experience meet your expectations?	67	0	4	23	40	94.0

Source: 2022-23 Internship Student Survey, 09/18/23.

Note: Presented survey questions reflect a sample of questions asked to CTE internship students.

Appendix F, Table 2: 2022-23 Employer Perceptions of the P-TECH Internship Program

Survey Question	Grand Total <i>N</i>	Very Dissatisfied <i>n</i>	Dissatisfied <i>n</i>	Satisfied <i>n</i>	Very Satisfied <i>n</i>	Satisfied or Very Satisfied %
Please rate your overall satisfaction with the Dallas ISD Internship Program.	10	0	0	1	9	100.0
Please rate your satisfaction with the internship selection process.	10	0	0	2	8	100.0
Please rate the level of communication that you received from Dallas ISD, related to the Internship Program.	9	0	0	2	7	100.0
Please rate your satisfaction with the level of students' preparation for the Internship Program.	9	0	0	2	7	100.0
Please rate your satisfaction with the Oppti platform.	2	0	0	1	1	100.0
Please rate your satisfaction with the Premier Virtual platform.	3	0	0	1	2	100.0
Please rate your satisfaction with the Internship Fair.	3	0	0	1	2	100.0

Source: 2022-23 Internship Student Survey, 09/26/23

Note: Presented survey questions reflect a sample of questions asked to P-TECH internship employers.

Appendix F, Table 3: 2022-23 Employer Perceptions of the P-TECH Students

Survey Question	Grand Total <i>N</i>	Strongly Disagree <i>n</i>	Disagree <i>n</i>	Agree <i>n</i>	Strongly Agree <i>n</i>	Agree or Strongly Agree %
Did the intern apply critical thinking to solve problems?	5			4	1	100.0
Did the intern manage time appropriately?	5		1	3	1	80.0
Was the intern able to discern priorities?	5			4	1	100.0
Was the intern able to communicate effectively in the workplace?	5			4	1	100.0
Did the intern demonstrate a professional appearance during the internship?	5			3	2	100.0
Did the intern demonstrate professional behaviors?	5			3	2	100.0
Did the intern demonstrate attention to detail?	5			4	1	100.0
Did the intern take initiative(s)?	5		1	3	1	80.0
Did the intern contribute to the team?	5			4	1	100.0
At the end of the internships, did the intern meet your expectations?	5			4	1	100.0

Source: 2022-23 Internship Student Survey,10/30/23

Note: Presented survey questions reflect a sample of questions asked to P-TECH internship employers.

Appendix G

Appendix G, Table 1: 2022-23 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 <i>N</i>	ERW %	Math %	Enrolled <i>N</i>	ERW %	Math %	ERW %	Math %
Traditional ECHS								
Garza	101	84.2	48.5	-	-	-	-	-
Gilliam	73	74.0	32.9	-	-	-	-	-
Lassiter	66	87.9	48.5	-	-	-	-	-
North Lake CA	51	62.7	31.4	-	-	-	-	-
Samuell	82	42.7	18.3	237	8.9	2.1	33.8	16.2
Skyline CA	79	36.7	13.9	667	33.6	12.0	3.1	1.9
Spruce	43	32.6	18.6	191	9.7	3.1	22.9	15.5
P-TECH								
Adams, B	84	40.5	11.9	413	28.1	9.0	12.4	2.9
Adamson	106	39.6	10.4	206	18.4	4.4	21.2	6.0
Carter	39	30.8	5.1	187	8.0	2.7	22.7	2.5
Conrad	99	29.3	8.1	127	5.5	2.4	23.8	5.7
Hillcrest	59	55.9	25.4	259	30.5	13.9	25.4	11.5
Jefferson	71	26.8	8.5	135	7.4	3.0	19.4	5.5
Kimball	31	51.6	6.5	157	15.3	0.0	36.3	6.5
Lincoln	32	9.4	0.0	92	6.5	2.2	2.9	-2.2
Madison	23	26.1	4.3	60	13.3	1.7	12.8	2.7
Molina	107	29.0	16.8	303	16.2	3.6	12.8	13.2
North Dallas	64	34.4	17.2	136	14.0	4.4	20.4	12.8
Pinkston	56	42.9	10.7	165	10.3	1.8	32.6	8.9
Roosevelt	23	13.0	8.7	108	7.4	0.9	5.6	7.8
Seagoville	52	28.8	11.5	234	10.7	2.1	18.2	9.4
South Oak Cliff	64	23.4	3.1	216	7.4	1.9	16.0	1.3
Sunset	126	39.7	11.9	273	17.2	5.9	22.5	6.0
White	94	51.1	20.2	286	21.3	4.2	29.7	16.0
Wilmer-Hutchins	58	17.2	6.9	125	11.2	0.8	6.0	6.1
Overall								
Traditional ECHS Total	495	62.0	31.3	1,095	24.9	8.3	37.1	23.0
P-TECH Total	1,188	34.7	11.6	3,482	16.1	4.5	18.6	7.1
ECHS Total	1,683	42.7	17.4	4,577	18.2	5.4	24.5	12.0

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. SAT file, 06/29/23.

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 G, Table 2: 2022-23 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	107	83.2	48.6	-	-	-	-	-
Gilliam	79	60.8	16.5	-	-	-	-	-
Lassiter	49	81.6	57.1	-	-	-	-	-
North Lake CA	64	68.8	35.9	-	-	-	-	-
Samuell	49	49.0	22.4	327	8.6	2.8	40.4	19.7
Skyline CA	91	44.0	19.8	794	27.5	10.2	16.5	9.6
Spruce	37	37.8	8.1	284	9.7	1.8	28.2	6.3
P-TECH								
Adams, B	70	45.7	14.3	390	21.5	5.6	24.2	8.6
Adamson	77	31.2	5.2	289	17.3	5.9	13.9	-0.7
Carter	41	36.6	7.3	186	4.3	0.0	32.3	7.3
Conrad	91	46.2	16.5	202	6.9	0.5	39.2	16.0
Hillcrest	72	51.4	9.7	302	27.5	12.9	23.9	-3.2
Jefferson	89	41.6	14.6	227	5.7	0.9	35.8	13.7
Kimball	33	42.4	0.0	230	6.1	0.9	36.3	-0.9
Lincoln	22	13.6	0.0	132	5.3	0.8	8.3	-0.8
Madison	11	36.4	0.0	65	16.9	3.1	19.4	-3.1
Molina	101	42.6	9.9	420	12.6	2.6	30.0	7.3
North Dallas	45	51.1	15.6	226	18.6	4.0	32.5	11.6
Pinkston	34	58.8	17.6	167	13.2	4.8	45.6	12.9
Roosevelt	22	18.2	0.0	120	6.7	2.5	11.5	-2.5
Seagoville	65	46.2	10.8	323	9.3	1.9	36.9	8.9
South Oak Cliff	28	17.9	3.6	263	7.6	1.5	10.3	2.1
Sunset	64	32.8	10.9	445	15.1	6.3	17.8	4.6
White	74	51.4	13.5	377	16.7	6.1	34.6	7.4
Wilmer-Hutchins	48	20.8	4.2	172	7.0	0.6	13.9	3.6
Overall								
Traditional ECHS Total	476	62.8	31.1	1,405	19.0	6.8	43.8	24.3
P-TECH Total	987	40.7	10.3	4,536	13.2	3.9	27.5	6.4
ECHS Total	1,463	47.9	17.1	5,941	14.6	4.6	33.3	12.5

Source: ECHS identification file, 10/12/2023. End-of-year demographic file, 05/12/23. SAT file, 06/29/23.

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 H

Appendix H, 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	125	38.4	38.4	102	55.9	55.9	101	61.4	96.0	107	86.0	93.5	435	59.5	69.4
Gilliam	85	24.7	24.7	95	40.0	42.1	73	68.5	83.6	79	79.7	89.9	332	51.8	58.1
Lassiter	76	23.7	23.7	66	42.4	42.4	66	48.5	100.0	49	79.6	91.8	257	45.5	61.1
North Lake EC	62	6.5	6.5	67	25.4	25.4	51	2.0	94.1	64	57.8	85.9	244	24.2	50.8
Samuell	117	15.4	15.4	92	23.9	23.9	82	36.6	79.3	49	24.5	85.7	340	24.1	43.2
Skyline	108	22.2	22.2	93	18.3	18.3	79	11.4	53.2	91	51.6	67.0	371	26.1	38.8
Spruce	54	1.9	1.9	58	8.6	8.6	43	14.0	44.2	37	43.2	56.8	192	14.6	24.0
P-TECH															
Adams, B	123	10.6	10.6	82	17.1	17.1	84	28.6	65.5	70	20.0	84.3	359	18.1	39.3
Adamson	89	20.2	20.2	111	27.9	27.9	106	18.9	49.1	77	49.4	59.7	383	27.9	38.4
Carter	86	5.8	5.8	72	30.6	30.6	39	35.9	56.4	41	78.0	82.9	238	30.7	34.9
Conrad	130	13.8	13.8	124	24.2	24.2	99	34.3	70.7	91	61.5	81.3	444	31.1	43.2
Hillcrest	103	16.5	16.5	94	31.9	31.9	59	28.8	83.1	72	9.7	79.2	328	21.6	46.6
Jefferson	113	4.4	4.4	93	11.8	11.8	71	25.4	83.1	89	31.5	67.4	366	16.9	36.9
Kimball	107	2.8	2.8	80	7.5	7.5	31	22.6	51.6	33	48.5	63.6	251	12.7	18.3
Lincoln	86	0.0	0.0	61	4.9	4.9	32	0.0	34.4	22	9.1	50.0	201	2.5	12.4
Madison	36	0.0	0.0	29	3.4	3.4	23	8.7	34.8	11	9.1	63.6	99	4.0	16.2
Molina	129	10.9	10.9	124	12.1	12.1	107	14.0	40.2	101	49.5	82.2	461	20.4	33.6
North Dallas	118	5.9	6.8	91	11.0	14.3	64	15.6	67.2	45	62.2	77.8	318	17.3	31.1
Pinkston	86	11.6	11.6	72	15.3	15.3	56	32.1	64.3	34	26.5	79.4	248	19.4	33.9
Roosevelt	70	0.0	0.0	43	7.0	7.0	23	0.0	21.7	22	50.0	77.3	158	8.9	15.8
Seagoville HS	117	19.7	19.7	98	25.5	25.5	52	53.8	69.2	65	66.2	90.8	332	35.8	43.1
South Oak Cliff	109	0.0	0.0	78	25.6	25.6	64	9.4	32.8	28	39.3	67.9	279	13.3	21.5
Sunset	118	16.9	16.9	120	20.8	21.7	126	23.8	74.6	64	37.5	81.3	428	23.1	44.9
White	126	13.5	13.5	87	31.0	37.9	94	20.2	84.0	74	37.8	83.8	381	23.9	50.1
Wilmer-Hutchins HS	73	26.0	26.0	67	58.2	58.2	58	48.3	62.1	48	52.1	85.4	246	45.1	54.9
Overall															
Traditional ECHS Total	627	21.4	21.4	573	32.1	32.5	495	38.4	80.4	476	64.3	83.0	2,171	37.5	51.3
P-TECH Total	1,819	10.4	10.4	1,526	21.2	21.8	1,188	24.4	61.9	987	42.9	77.4	5,520	22.2	36.6
ECHS Total	2,446	13.2	13.2	2,099	24.2	24.7	1,683	28.5	67.3	1,463	49.8	79.2	7,691	26.5	40.8

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. TSIA exam file, 02/28/21. TSIA2 exam file, 10/11/23. TSIA status file, 10/11/23. Combined 2019-23 SAT file, 6/29/23. Combined 2019-23 ACT file, 6/29/23.

Note: TSIA+ refers to meeting TSIA criteria based on TSIA assessment results and exemptions. Includes TSIA Reading & Writing and TSIA2 ELAR. 2022-23 STAAR EOC was not utilized to ascertain exemption status. - = no students were enrolled or the absence of a comparison group.

Appendix H, Table 2: 2022-23 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	125	4.8	4.8	102	81.4	81.4	101	96.0	96.0	107	80.4	88.8	435	62.5	64.6
Gilliam	85	4.7	4.7	95	34.7	34.7	73	75.3	76.7	79	75.9	79.7	332	45.8	47.0
Lassiter	76	1.3	1.3	66	66.7	66.7	66	87.9	89.4	49	83.7	100.0	257	56.0	59.5
North Lake EC	62	9.7	9.7	67	17.9	17.9	51	66.7	74.5	64	21.9	96.9	244	27.0	48.4
Samuell	117	16.2	16.2	92	28.3	28.3	82	91.5	92.7	49	93.9	98.0	340	48.8	49.7
Skyline	108	19.4	19.4	93	30.1	30.1	79	39.2	43.0	91	44.0	82.4	371	32.3	42.6
Spruce	54	1.9	1.9	58	1.7	1.7	43	25.6	32.6	37	45.9	81.1	192	15.6	24.0
P-TECH															
Adams, B	123	0.0	0.0	82	7.3	7.3	84	33.3	34.5	70	28.6	67.1	359	15.0	22.8
Adamson	89	0.0	0.0	111	16.2	16.2	106	30.2	33.0	77	39.0	42.9	383	20.9	22.5
Carter	86	3.5	3.5	72	86.1	86.1	39	97.4	97.4	41	97.6	100.0	238	60.1	60.5
Conrad	130	6.9	6.9	124	9.7	9.7	99	31.3	37.4	91	61.5	98.9	444	24.3	33.3
Hillcrest	103	8.7	8.7	94	25.5	25.5	59	45.8	49.2	72	44.4	84.7	328	28.0	37.5
Jefferson	113	2.7	2.7	93	14.0	14.0	71	78.9	78.9	89	49.4	65.2	366	31.7	35.5
Kimball	107	1.9	1.9	80	83.8	83.8	31	100.0	100.0	33	100.0	100.0	251	53.0	53.0
Lincoln	86	0.0	0.0	61	0.0	0.0	32	18.8	18.8	22	36.4	68.2	201	7.0	10.4
Madison	36	11.1	11.1	29	82.8	82.8	23	100.0	100.0	11	100.0	100.0	99	62.6	62.6
Molina	129	3.1	3.1	124	30.6	30.6	107	42.1	47.7	101	61.4	81.2	461	32.3	38.0
North Dallas	118	5.1	5.1	91	2.2	2.2	64	32.8	43.8	45	33.3	75.6	318	13.8	22.0
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Roosevelt	70	1.4	1.4	43	2.3	2.3	23	0.0	8.7	22	13.6	27.3	158	3.2	6.3
Seagoville HS	117	5.1	5.1	98	12.2	12.2	52	28.8	30.8	65	75.4	76.9	332	24.7	25.3
South Oak Cliff	109	0.0	0.0	78	12.8	12.8	64	3.1	4.7	28	14.3	46.4	279	5.7	9.3
Sunset	118	14.4	14.4	120	34.2	34.2	126	45.2	48.4	64	42.2	84.4	428	33.2	40.4
White	126	0.0	0.0	87	37.9	37.9	94	96.8	96.8	74	32.4	100.0	381	38.8	52.0
Wilmer-Hutchins HS	73	1.4	1.4	67	68.7	68.7	58	81.0	86.2	48	70.8	79.2	246	52.0	54.9
Overall															
Traditional ECHS Total	627	9.3	9.3	573	39.6	39.6	495	72.9	75.6	476	63.9	88.7	2,171	43.8	49.8
P-TECH Total	1,819	3.8	3.8	1,526	27.7	27.7	1,188	49.0	52.2	987	50.7	77.5	5,520	28.5	34.0
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Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. TSIA exam file, 02/28/21. TSIA2 exam file, 10/11/23. TSIA status file, 10/11/23. Combined 2019-23 SAT file, 6/29/23. Combined 2019-23 ACT file, 6/29/23.

Note: TSIA+ refers to meeting TSIA criteria based on TSIA assessment results and exemptions. Includes TSIA Reading & Writing and TSIA2 ELAR. 2022-23 STAAR EOC was not utilized to ascertain exemption status. - = no students were enrolled or the absence of a comparison group.