



Pathways in Technology Early College High Schools (P-TECH) and Early College High Schools (ECHS) are high schools that blend 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. Since its establishment in 2006, the number of ECHSs and P-TECHs in the Dallas ISD has increased to 26 including seven ECHS and 19 P-TECH.

Key Findings

Implementation

- P-TECH and ECHS enrollment numbers have increased by 40 percent over the past seven years from 6,251 in 2018-19 to 8,784 students in 2024-25.
- Of the 8,784 students enrolled in P-TECHs and ECHSs, 27 percent enrolled in ECHSs and 73 percent enrolled in P-TECHs.
- Retention rates (two-, three-, and four-year) were higher for P-TECH and ECHS students than comprehensive high school students.
- The average four-year graduation rate for the 2021-22 P-TECH and ECHS cohort was higher than comprehensive high school graduates (62% vs 58%).

Stakeholder Feedback

Senior Exit Survey

- Most respondents (89%) indicated that they were satisfied with the educational opportunities the Dallas ISD provided.
- Seniors indicated that their high schools prepared them well across all life skill areas from critical thinking and communications to teamwork. However, seniors also indicated they wished for more job-related skill training.

Internship Survey

- Most interns agreed that they understood the internship's purpose and expectations, were adequately prepared by the pre-internship workshops, and received sufficient program information beforehand.
- Almost all interns (98-100%) agreed that they produced valuable work, had opportunities to learn, and received professional support from supervisors. Overall, the internship increased their career awareness and met expectations.

Outcomes

- P-TECH and ECHS seniors and graduates, met overall TSI, TSIA, and SAT benchmarks on ELA and mathematics at a higher rate than comprehensive high school seniors and graduates.
- Comprehensive high school seniors and graduates met ACT benchmarks on ELA and mathematic at a higher rate than P-TECH and ECHS seniors and graduates.
- ECHS seniors and graduates met overall TSI, TSIA, SAT, and ACT benchmarks on ELA and mathematics at a higher rate than P-TECH students and graduates.
- P-TECH and ECHS students completed more than three-quarters of all dual credit courses and dual credit hours earned in the district.
- P-TECH and ECHS students who passed one or more dual credit courses completed on average 14.6 dual credit hours across all grade levels in 2024-25.
- A higher percentage of P-TECH and ECHS students (74%) met the targeted cumulative number of dual credit hours by the end of each grade level in 2024-25 then in in 2023-24 (67%), 2022-23 (63%), 2021-22 (56%) and 2020-21 (50%).
- Overall, 411 P-TECH and ECHS seniors completed 638 educational certificates while enrolled at Dallas College in 2024-25; up from 378 seniors and 456 educational certificates in 2023-24.
- Four hundred ninety-nine P-TECH and ECHS students earned a total of 634 industry-based certifications in 2024-25, including 439 certifications listed in the A-F accountability system; more than the 492 students and 578 industry-based certifications in 2023-24.
- A higher percentage of P-TECH and ECHS graduates earned an associate degree or 60 dual credit hours than in 2023-24 (71% versus 69%).
- Almost all 2024-25 P-TECH and ECHS graduates (99.9%) are predicted to be College, Career, and Military Ready (CCMR).



Recommendations

- **Implement Routine Audits and Standardized Data Entry for P-TECH and ECHS**

To improve data integrity for program monitoring, program staff should continue to partner with campus data controllers and the EdTech Department to standardize the entry of P-TECH and ECHS codes in PowerSchool. While steps have been taken to improve tracking of specialized student groups in PowerSchool, a review of program enrollment files shows that P-TECH and ECHS students are still not consistently or accurately coded, limiting effective program monitoring and evaluation. Staff should conduct routine audits of enrollment files against PowerSchool records to identify and resolve coding inconsistencies, ensuring all participants are accurately documented for program monitoring and future evaluations.

- **Enhance Dual-Credit Tracking and Certification Pathways to Sustain Multi-Year Growth**

To build on the fourth consecutive year of progress—where P-TECH and ECHS dual-credit attainment rose to 74% (up from 50% in 2020-21) - program specialists should consider implementing an early-alert system to identify students at risk of missing grade-level dual credit hour benchmarks. Simultaneously, staff should continue to partner with the Career and Technical Education Department to expand access to credentials, leveraging the recent 40% surge in educational certificates (n = 638) and the 10% recovery in industry-based certifications (n = 678) to ensure students graduate with a competitive market advantage.