MEMORANDUM August 10, 2023

TO: F. Mike Miles
Superintendent of Schools

FROM: Allison E. Matney, Ed.D.
Executive Director, Assessment, Accountability, and Compliance

SUBJECT: **DUAL ENROLLMENT, 2022-2023**

Dual enrollment is an advanced academic course currently offered at six campuses in Houston ISD through a partnership with the University of Texas at Austin OnRamps program. Dual enrollment courses allow students to complete college level course work concurrently with high school curriculum, earning a grade for both levels, with the potential to earn college credit on a University of Texas (UT) transcript.

Key findings include:

- A total of 2,074 dual enrollment courses were taken in 2022–23 by a total of 950 students across the district. This is approximately double the enrollment (1,004) and student count (420) in 2021–22.
- Fifteen campuses offered at least one dual enrollment course in 2022-23 and a total of 16 different courses were offered among them. This includes 10 additional campuses from 2021–22.
- Forty-three percent of students participating in dual enrollment qualified for college credit in at least one course, with 44 percent of courses being qualified for college credit.
- Six hundred forty-one courses, or 31 percent, were accepted by the student, resulting in college credit on a UT transcript.
- The total cost to Houston ISD to provide dual enrollment courses was $189,710 in 2022–2023, which breaks out to a cost of $209.85 per course that qualified for credit.
- Only 1.9 percent of economically disadvantaged high school students in Houston participate in dual enrollment, compared to 6.1 percent of non-economically disadvantaged students.
- Despite similar participation rates, achievement gaps exist between various demographic groups. For example, 83 percent of Asian students who participate in dual enrollment qualify for credit for at least one course, whereas only 39 percent of Hispanic students who participate qualify for credit.

Should you have any further questions, please contact Allison Matney in Assessment, Accountability, and Compliance at (713) 556-6700.

Allison E Matney
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Attachment

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

DUAL ENROLLMENT REPORT 2022–2023

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

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DUAL ENROLLMENT, 2022–2023

Executive Summary

Program Description

Dual enrollment is an advanced academic course currently offered at six campuses in Houston ISD through a partnership with the University of Texas at Austin OnRamps program. Dual enrollment (DE) courses allow students to complete college level course work concurrently with high school curriculum, earning a grade for both levels, with the potential to earn college credit on a University of Texas (UT) transcript.

Highlights

- A total of 2,074 dual enrollment courses were taken in 2022–23 by a total of 950 students across the district. This is approximately double the enrollment (1,004) and student count (420) in 2021–22.
- Fifteen campuses offered at least one dual enrollment course in 2022-23 and a total of 16 different courses were offered among them. This includes 10 additional campuses from 2021–22.
- Forty-three percent of students participating in dual enrollment qualified for college credit in at least one course, with 44 percent of courses being qualified for college credit.
- Six hundred forty-one courses, or 31 percent, were accepted by the student, resulting in college credit on a UT transcript.
- The total cost to Houston ISD to provide dual enrollment courses was $189,710 in 2022–2023, which breaks out to a cost of $209.85 per course that qualified for credit.
- Only 1.9 percent of economically disadvantaged high school students in Houston participate in dual enrollment, compared to 6.1 percent of non-economically disadvantaged students.
- Despite similar participation rates, achievement gaps exist between various demographic groups. For example, 83 percent of Asian students who participate in dual enrollment qualify for credit for at least one course, whereas only 39 percent of Hispanic students who participate qualify for credit.

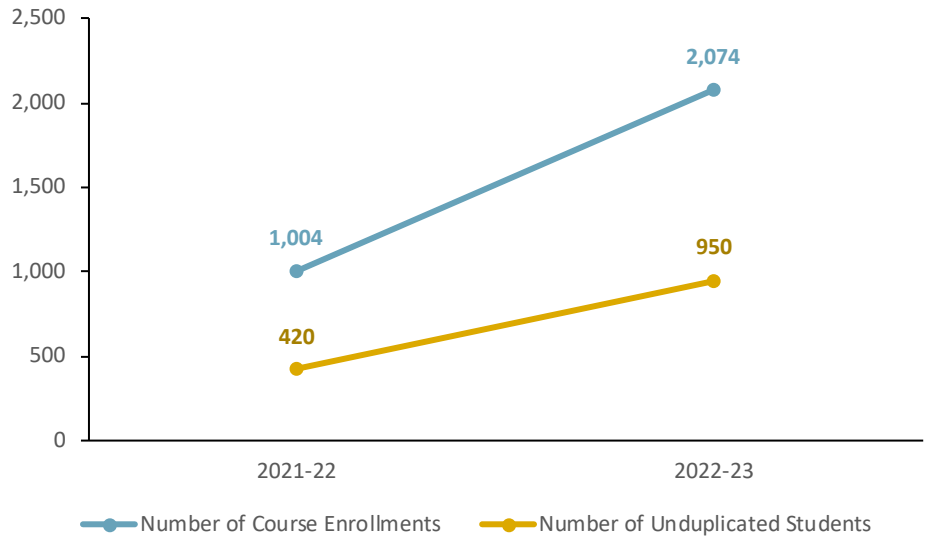
Introduction

The University of Texas established OnRamps in 2011 to "provide advanced academic opportunities and robust professional development to teachers across the state"[1]. One of the goals of the initiative is to allow high school students to participate in college level coursework in a familiar high school setting. Another goal was to expand the number of credentialed teachers in high schools to reduce the historic barriers that prevented campuses from expanding college level courses in high school. Additionally, research done by Jobs for the Future in 2012 indicated that students who participated in dual enrollment coursework were more likely to earn a bachelor's degree[1].

Since its inception over a decade ago, OnRamps has continued to expand the number and types of courses offered, with 17 different subject courses offered in 2022–23. Moreover, the OnRamps program has grown in the number of partner campuses, rising to over 400 across the state of Texas in 2022–23[1].

OnRamps in HISD has been growing over the last several years. Sixteen OnRamps courses are currently offered in HISD. There were 950 students enrolled in 2,074 dual enrollment courses in the 2022–23 school year. This year's enrollment doubles both the number of course enrollments and more than doubles the number of individual students participating, as seen in **Figure 1** below.

Figure 1: Longitudinal Enrollment in OnRamps, 2021–2023



Source: OnRamps data files, 2021–23

Course Offerings

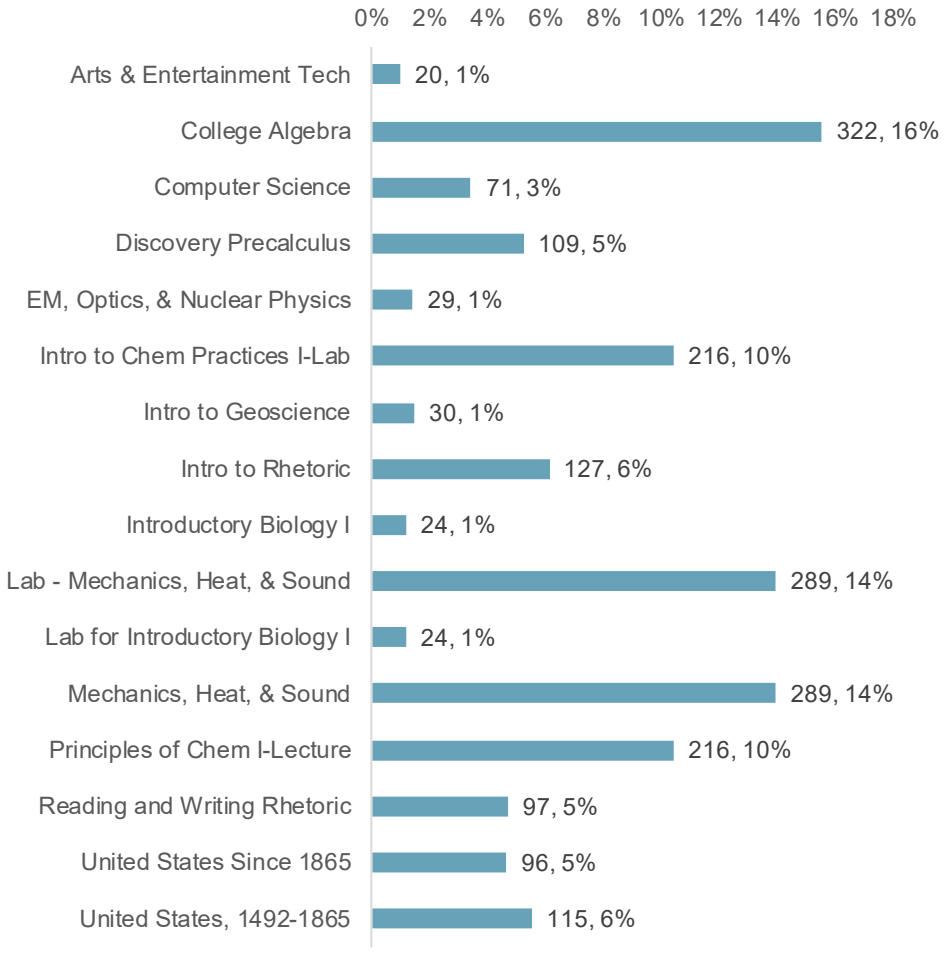
All courses are a full year long, with the exception of single semester Rhetoric (English) and History courses. When students enroll in Rhetoric or US History, they can earn three credits per semester for a total of six credits for a full year of work. In addition, science courses must be enrolled in two portions – both the lecture and the lab. Each course is a full year, but the lecture portion is worth three credits and the lab is worth one, giving the student an opportunity to earn four credits for a year-long course.

[1] https://onramps.utexas.edu/about/

Different from traditional dual credit courses, students do not have to meet any college readiness requirements such as Texas Success Initiative (TSI) Readiness prior to enrolling in OnRamps courses.

Sixteen percent of Houston ISD dual enrollment courses were College Algebra in the 2022–23 school year, as seen in **Figure 2** below. Fourteen percent of Houston ISD OnRamps courses were Mechanics, Heat, and Sound, and the fewest number of course enrollments was in Arts & Entertainment Tech, making up one percent of Houston ISD enrollments.

Figure 2: Course Selection of Dual Enrollment (OnRamps) Students, 2022–23, N=2,074



Source: OnRamps data files, 2022–23

OnRamps Teachers

Teachers of OnRamps courses must meet requirements put forth by UT, which include holding a certificate to teach the subject area and having at least one year of experience teaching the corresponding course offered for traditional high school credit. In addition, teachers must attend summer training every summer prior to teaching the course. The initial teacher summer training requires 60 hours of study and participation, while returning teacher training requires only 18 hours.

Program Costs and Funding Sources

The cost of enrollment in an OnRamps course was funded using ESSER dollars in the 2022–23 school year. Costs are $149 per course per student ($99 if the student is economically disadvantaged) and reflects a combined $100 subsidy from both TEA and OnRamps. Without the subsidy, each course would cost $249. Science courses with a lecture and lab component enroll as two separate courses, but do not incur additional fees. Rhetoric/History courses require fees for both portions (semesters), thus doubling the per student costs to align with the doubled eligible credit (see **Table 1 below**).

Additionally, there are costs associated with teacher training and support. Teachers are provided mandatory training in the summer prior to the school year, as well as two full days of professional development across the school year. Teachers have access to UT OnRamps staff and are often assigned a mentor from another district or school that is teaching the same course materials. The cost to support a new teacher is $850 and a returning teacher is $550. Currently, HISD is funding these costs through ESSER as well (see Table 1). In future years, House Bill 8 passed during the 2023 legislative session will provide additional funds towards OnRamps enrollment.

Table 1. Program Costs, Dual Enrollment, 2022–2023

	Number	Per Cost	Total
Student Enrollment			
Standard Rate	251	$ 249.00	$ 35,607.00
Free/Reduced Rate	1289	$ 199.00	$ 117,609.00
OnRamps Subsidy	1540	$ (70.51)	$ (108,585.40)
TEA Subsidy	1540	$ (29.49)	$ (45,414.60)
		Subtotal	$ 165,010.00
Teacher Training			
New Teacher	20	$ 850.00	$ 17,000.00
Returning Teacher	14	$ 550.00	$ 7,700.00
		Subtotal	$ 24,700.00
		TOTAL	**$ 189,710.00**

Sources: Invoices #2550 & #2974 sent via email from Scott Godley, 5/26/23

College Credit

Students who are enrolled in OnRamps courses are graded by two instructors; the high school instructor provides feedback and grades for the student's high school transcript, and UT faculty provide feedback and grades that ultimately determine eligibility for college credit. This allows for a relatively low-risk enrollment for high school students, as it is possible to not meet expectations at the college level but still earn high school credit; thus, keeping students on track for graduation while experiencing college-level rigor.

Each university has its own set of rules regarding the acceptance of transfer credits from other institutions and how they affect the student's college grade point average (GPA). However, since the OnRamps courses are provided through UT Austin, any student who enrolls at UT Austin will have the credits and grades earned in these courses included in their college GPA. If students wish to avoid the impact on their GPA, they are given the option to accept or decline the college credit.

Results

Does participation in dual enrollment vary among different student demographic groups?

Table 2 presents information about the demographics of students participating in OnRamps courses. When compared to overall district enrollment trends, it becomes evident that there are equity disparities in both access to OnRamps courses and successful student outcomes.

Table 2. Course Participation & Credit Earned by Demographic and Student Programs

	Total 9-12 Enrollment	Total DE Enrollment	Qualified for Credit		
			Count	Percent of Group	Percent of Total
HISD	**53,816**	**950**	**404**	**43%**	**100%**
Female	26,968	507	225	44%	56%
Male	26,848	443	179	40%	44%
Asian	2,328	52	43	83%	11%
Black or African American	11,631	153	32	21%	8%
Hispanic/Latino	33,528	671	260	39%	64%
Native American	117	3	*	*	*
Two or More Races	812	21	9	43%	2%
White	5,346	50	28	56%	7%
Non-GT	42,419	618	229	37%	57%
GT	11,397	332	175	53%	43%
Non-EcoDis	12,457	769	96	12%	24%
EcoDis	41,359	781	308	39%	76%
Non-EB	30,804	417	190	46%	47%
EB	23,012	533	214	40%	53%
Non-SPED	48,820	927	398	43%	99%
SPED	4,996	23	6	26%	1%
Non-At-Risk	16,312	496	266	54%	66%
At-Risk	37,504	454	138	30%	34%

Sources: OnRamps data files, 2022–23; PEIMS Student data, Fall Submission, 2022

Notes: * masked to protect student privacy <5 students

Equity in access to OnRamps courses can be examined by comparing overall district enrollment to participation in OnRamps, disaggregated by race/ethnicity. As seen in **Figure 3** (pg. 7), Hispanic students make up 62.3 percent of high school students in Houston ISD, but they enroll in OnRamps at disproportional rates of 70.6 percent of the students participating in OnRamps. Additionally, White students make up 9.9 percent of the district's high school student population, but they only comprise 5.3 percent of students participating in OnRamps.

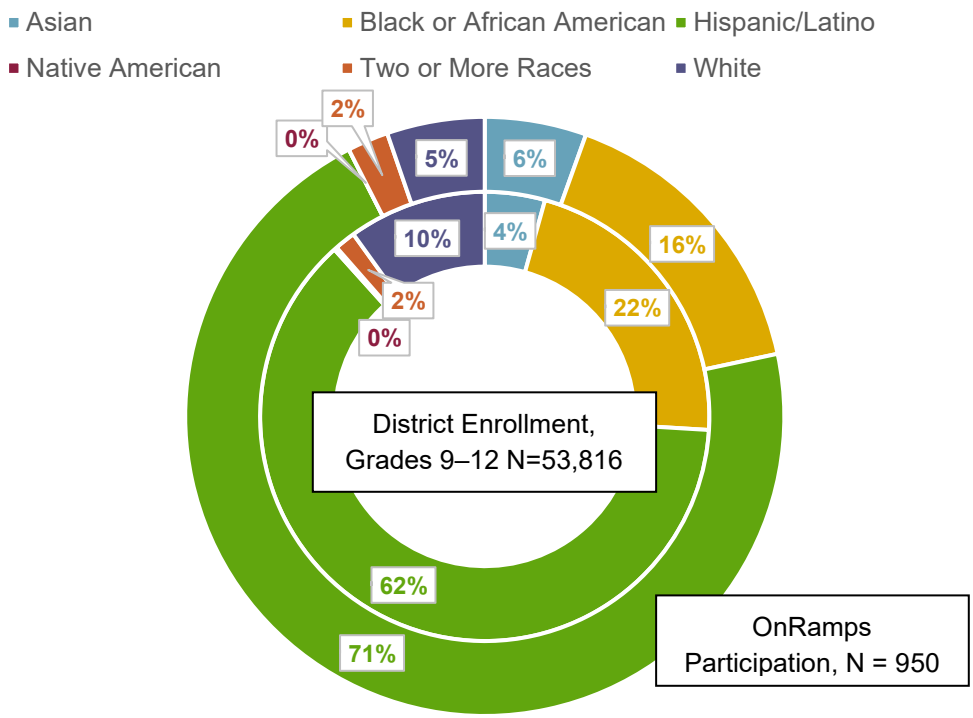
In addition, there is a persistent participation gap between students who are economically disadvantaged and those who are not. Despite similar numbers of courses in each group, only 1.9 percent of economically disadvantaged high school students participate in DE, compared to 6.1 percent of non-economically disadvantaged students. These comparisons compel the district to continue to expand access across the

district, providing opportunities to all students to participate in college level work. A map of locations where OnRamps courses are offered and the number of students participating at each campus can be found in **Appendix B** (pgs. 15–16).

Disparities can also be seen when comparing student outcomes across race/ethnicities. a higher percentage of Asian students who participate in OnRamps qualify to earn credit than any other race/ethnicity group (83% of group); yet, of all students who qualify to earn college credit, only 11 percent are Asian. Upon further investigation, the participation rates for these two demographic groups are similar; 2.2 percent of Asian and 2.0 percent of Hispanic students in grades 9–12 participate in OnRamps. However, based on percentage of students qualified for credit, there is an achievement gap between Asian students and Hispanic students in HISD. Eighty-three percent of Asian students who participate in dual enrollment qualify for credit for at least once course, whereas only 39 percent of Hispanic students who participate qualify for credit.

The root cause of such disparate performance rates in OnRamps courses should be evaluated carefully as the program continues to expand in both offerings and enrollment. It is essential to expand the opportunity to participate in college level courses, such as OnRamps, as these courses provide a necessary experience for students who are transitioning from high school and looking to be successful in college.

Figure 3. Overall District Enrollment, Grades 9–12, 2022–23, and OnRamps Participation, 2022–23



Sources: OnRamps data files, 2022–23; PEIMS Student data, Fall Submission, 2022

What courses are offered and at which campuses?

According to **Table 3** (pgs. 8–9), Sharpstown HS offers the most courses (11 including lab sections). The most common course offered is *Mechanics, Heat & Sound* (*Physics I)* at eight campuses and 289 students enrolled. The course with the highest passing rate is *Introductory Biology I* at 96 percent (course) and 92 percent (lab). The course with the highest number of students who qualified to earn credit for the course is *Principles of Chem I – Lecture*, with 136 students total qualifying for credit district wide.

Of the four schools with the largest number of course enrollments, three of them have large Hispanic student populations. In 2022–23, 80 percent of students attending Sharpstown HS were Hispanic/Latino, 86 percent at Northside, and 94 percent at Energized for STEM[2]. The demographic makeup of campuses that offer OnRamps is a contributing factor to the inflated overall district percent participation Hispanic students and must be considered as course offerings are expanded to additional campuses in future years.

[2] Abdoli, M., Chang, C-Y., & Hovey, I. (2023). Student Profiles 2018–19 to 2022–23. Houston ISD: Department of Research and Accountability. Published: Feb 28, 2023. Updated: May 23, 2023.

Table 3. Course Offerings and Enrollments by Campus & Credit Earned

		HISD Totals	Austin HS	Chavez HS	DeBakey HS	Energized for STEM Academy HS	Heights HS	HS for Law and Justice	Jones Futures Academy	Madison HS	Middle College HS at HCC Gulf	Northside HS	Sharpstown HS	Sterling HS	Waltrip HS	Westbury HS	Westside HS
All Courses	**# Enrolled**	**2074**	**103**	**47**	**38**	**189**	**116**	**31**	**56**	**237**	**46**	**183**	**786**	**40**	**59**	**27**	**81**
	# Qualified for Credit	**904**	**4**	**6**	**38**	**74**	**58**	**6**	**9**	**110**	**0**	**127**	**362**	**2**	**29**	**19**	**60**
	% Qualified for Credit	**44%**	**4%**	**13%**	**100%**	**39%**	**50%**	**19%**	**16%**	**46%**	**0%**	**69%**	**46%**	**5%**	**49%**	**70%**	**74%**
Arts & Entertainment Tech	**# Enrolled**	**20**		11								9					
	# Qualified for Credit	**2**		0								2					
	% Qualified for Credit	**10%**		0%								22%					
College Algebra	**# Enrolled**	**322**				63		31	20			38	86	20			57
	# Qualified for Credit	**100**				12		6	0			26	20	1			35
	% Qualified for Credit	**31%**				19%		19%	0%			68%	23%	5%			61%
Computer Science	**# Enrolled**	**71**									46						24
	# Qualified for Credit	**25**									0						24
	% Qualified for Credit	**35%**									0%						100%
Discovery Precalculus	**# Enrolled**	**109**	47										61				
	# Qualified for Credit	**14**	0										14				
	% Qualified for Credit	**13%**	0%										23%				
EM, Optics, & Nuclear Physics	**# Enrolled**	**29**											29				
	# Qualified for Credit	**25**											25				
	% Qualified for Credit	**86%**											86%				
Principles of Chem I-Lecture	**# Enrolled**	**216**			19	63				39			91				
	# Qualified for Credit	**136**			19	52				22			41				
	% Qualified for Credit	**63%**			100%	83%				56%			45%				
Intro to Chem Practices I-Lab	**# Enrolled**	**216**			19	63				39			91				
	# Qualified for Credit	**114**			19	10				19			63				
	% Qualified for Credit	**53%**			100%	16%				49%			69%				
Intro to Geoscience	**# Enrolled**	**30**														27	
	# Qualified for Credit	**19**														18	
	% Qualified for Credit	**63%**														67%	
Intro to Rhetoric	**# Enrolled**	**127**								61			66				
	# Qualified for Credit	**40**								13			27				
	% Qualified for Credit	**31%**								21%			41%				

Table 3 (continued). Course Offerings and Enrollments by Campus & Credit Earned

		HISD Totals	Austin HS	Chavez HS	DeBakey HS	Energized for STEM Academy HS	Heights HS	HS for Law and Justice	Jones Futures Academy	Madison HS	Middle College HS at HCC Gulf	Northside HS	Sharpstown HS	Sterling HS	Waltrip HS	Westbury HS	Westside HS
All Courses	**# Enrolled**	**2074**	**103**	**47**	**38**	**189**	**116**	**31**	**56**	**237**	**46**	**183**	**786**	**40**	**59**	**27**	**81**
	# Qualified for Credit	**904**	**4**	**6**	**38**	**74**	**58**	**6**	**9**	**110**	**0**	**127**	**362**	**2**	**29**	**19**	**60**
	% Qualified for Credit	**44%**	**4%**	**13%**	**100%**	**39%**	**50%**	**19%**	**16%**	**46%**	**0%**	**69%**	**46%**	**5%**	**49%**	**70%**	**74%**
Introductory Biology I - Lecture	**# Enrolled**	**24**										24					
	# Qualified for Credit	**23**										23					
	% Qualified for Credit	**96%**										96%					
Introductory Biology I - Lab	**# Enrolled**	**24**										24					
	# Qualified for Credit	**22**										22					
	% Qualified for Credit	**92%**										92%					
Mechanics, Heat, & Sound - Lecture	**# Enrolled**	**289**	28	18			58		18	28		44	80		9		
	# Qualified for Credit	**103**	4	2			34		5	20		27	57		4		
	% Qualified for Credit	**36%**	14%	11%			59%		28%	71%		61%	71%		44%		
Mechanics, Heat, & Sound - Lab	**# Enrolled**	**289**	28	18			58		18	28		44	80		9		
	# Qualified for Credit	**103**	0	4			24		4	19		27	24		1		
	% Qualified for Credit	**36%**	0%	22%			41%		22%	68%		61%	30%		11%		
Reading and Writing Rhetoric	**# Enrolled**	**97**								42			55				
	# Qualified for Credit	**42**								17			25				
	% Qualified for Credit	**43%**								40%			45%				
United States Since 1865	**# Enrolled**	**96**											66	9	20		
	# Qualified for Credit	**37**											27	0	10		
	% Qualified for Credit	**39%**											41%	0%	50%		
United States, 1492-1865	**# Enrolled**	**115**											81	11	21		
	# Qualified for Credit	**46**											34	1	11		
	% Qualified for Credit	**40%**											42%	9%	52%		

Source: OnRamps data files, 2022-23

What are the student outcomes associated with participation in dual enrollment, and how are HISD students performing?

Across Houston ISD, 2,074 dual enrollment courses were taken by 950 students. This represents a participation of two percent of the high school population in the district. Forty-three percent of participants go on to qualify for earned credit in at least one dual credit course.

DeBakey HS had the highest percentage of students qualified for earned credit at 100 percent, which equates to two percent of their total student body qualified to earn credit for a dual enrollment course during the 2022-23 school year (see **Table 4 below**). Sharpstown HS had the highest overall percentage of the student body earning credit at seven percent, which represented 48 percent of all students enrolled in OnRamps courses at Sharpstown. Detailed campus information can be found in **Appendix C** (p. 17–20).

Table 4. Participation and Credit Earned by Campus

	Total 9-12 Enrollment	Dual Enrollment Courses Taken	N Students Enrolled in DE	% Enrolled in DE	Courses Qualified for Credit	N Students 1+ Credits Earned	% Earned Credit	% Earned Credit Total
HISD	**53,816**	**2,074**	**950**	**2%**	**904**	**404**	**43%**	**1%**
Austin HS	1,448	103	62	4%	4	1	2%	0%
Chavez HS	2,272	47	29	1%	6	3	10%	0%
DeBakey HS	916	38	19	2%	38	19	100%	2%
Energized for STEM Academy	583	189	63	11%	74	26	41%	4%
Heights HS	2,486	116	58	2%	58	24	41%	1%
HS for Law and Justice	436	31	31	7%	6	6	19%	1%
Jones Futures Academy	321	56	37	12%	9	4	11%	1%
Madison HS	1,924	237	88	5%	110	43	49%	2%
Middle College HS at Gulfton	123	46	46	37%	0	0	0%	0%
Northside HS	1,168	183	88	8%	127	60	68%	5%
Sharpstown HS	1,855	803	252	14%	362	122	48%	7%
Sterling HS	1,421	41	30	2%	2	2	7%	0%
Waltrip HS	1,597	69	32	2%	29	15	47%	1%
Westbury HS	2,243	30	30	1%	19	19	63%	1%
Westside HS	2,882	85	85	3%	60	60	71%	2%

Sources: OnRamps data files, 2022–23; PEIMS Student data, Fall Submission, 2022

Note: Some campuses excluded if data indicated transfer students only (lack of supported DE program).

Figure 4 (p. 10) indicates that of 2,074 total dual enrollment courses taken in Houston ISD in 2022–23, 904 courses qualified for credit, or 43.5 percent. Of those 904 courses, 641 (31%) were accepted for credit.

Figure 5 (p. 10) illustrates that of 950 individual students participating, a total of 404 students qualified for credit in at least one course. Of those 404 students, 305 (32%) accepted the credit.

Figure 4. Courses Qualified College Credit, 2022–23; N=2,074 Courses

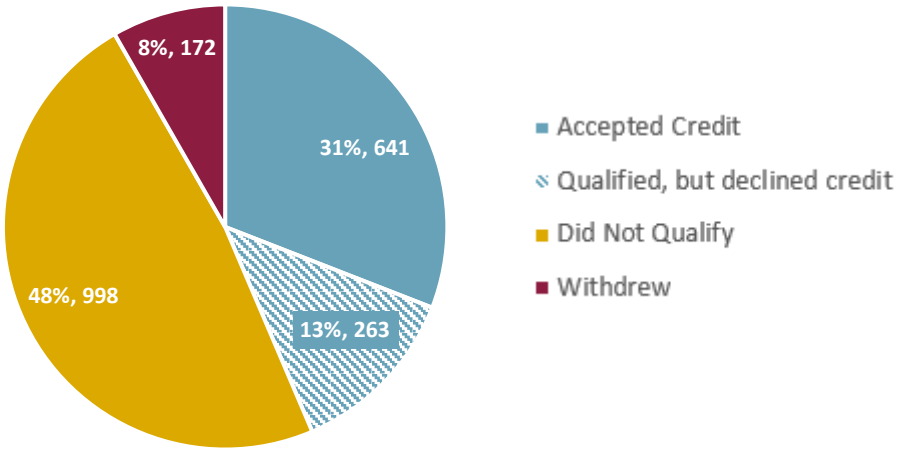
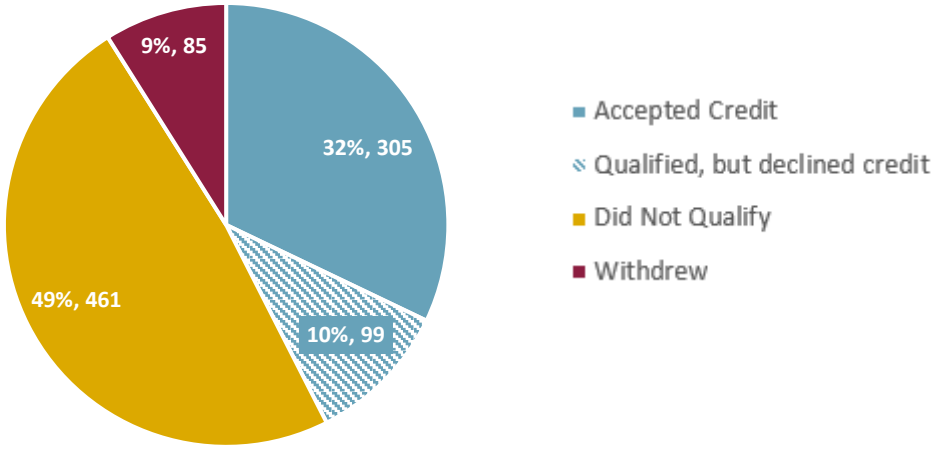


Figure 5: Unduplicated Student Qualified Credit, 2022–23; N= 950 Students



Source: OnRamps data files, 2022–23

What information can grades provide as a predictor of student success in OnRamps?

One advantage of enrollment in an OnRamps course is that the student has the opportunity to earn high school and college credit separately. A student can experience the rigor of college level work without the risk of losing credits necessary for graduation. This report summarizes data related to qualification for college credit, which is related to the college level grading. If a student is ineligible for credit or fails the

course grade given by UT faculty, they remain in the course to complete the requirements for high school credit.

Students enrolled in OnRamps courses are evaluated at the completion of the first semester to determine eligibility for credit. A student who has a failing grade average at the conclusion of the first semester is rated ***ineligible for credit***. If a student would like to continue the course, he/she must demonstrate Texas Success Initiative (TSI) readiness through an alternate way. Students who have earned a D or higher at the end of the first semester are given the opportunity to continue with the course and ultimately earn credit, depending on the final grade average for the course. **Table 5** (below) provides specific comparisons of grades at the conclusion of semester one to the final grade earned. The rows indicate the grade the student earned at the end of semester one, and the columns indicate the final grade earned.

Table 5. Course Grades Earned from UT Faculty, 2022–23

Eligibility Grades (end of semester 1)	Number of Courses	FINAL Grades (end of year)						
		A	B	C	D	F	No Final Grade: Withdrew	No Final Grade: Ineligible
A		100	34	6	0	0	0	
B		14	136	48	4	2	1	
C		0	16	265	63	17	4	
D		0	0	40	172	91	5	
F		0	0	0	6*	24*	35^	864
No Eligibility Grade: Withdrew							127	

Source: OnRamps data files, 2022–23

Notes: * student must demonstrate TSI readiness through alternate metric

^ may include students who earned an F at conclusion of one semester course and withdrew

According to Table 5, 864 students were ineligible for a final grade from the University of Texas due to earning an F in the first semester of the course. Many of these students remained in the course and were eligible to earn high school credit regardless of the F grade at the college level. Additionally, this data reveals some mismatch in the college course grade at the end of semester one and the final grade average earned. For instance, six students earned a B in semester one but ended the course with a D or F in the course. Additional information about grades earned for specific courses with enrollment greater than 70 students can be found in **Appendix D** (p. 21–23). An understanding of course specific breakdowns of grades may allow for additional supports to be provided to both instructors and students, leading to more successful outcomes at the end of the full year.

Conclusion

The purpose of this report was to examine the participation and performance of HISD students in dual enrollment courses (UT OnRamps). The results from this report indicate that nearly half of all dual enrollment courses qualified to earn credit (44%) representing 43 percent of participants, however, very few students have enrolled in UT OnRamps across the district, with only 2 percent of students in grades 9–12 districtwide participating in 2022-23. Eight courses offered in Houston ISD currently have a passing rate of 40 percent or better.

Gaps in participation and performance persist across demographic and programmatic groups. When compared to district enrollment, Hispanic and Asian students participated at rates that exceed that of district enrollment, largely due to the demographics of the campuses offering OnRamps. These two groups both report 2 percent of overall race/ethnicity group participating district wide, however Asian students qualify for credit at a rate of 83 percent and only 39 percent of Hispanic students qualified for credit. These gaps must be investigated as OnRamps continues to expand within Houston ISD.

UT OnRamps offers a low barrier to entry (no Texas Success Initiative (TSI) readiness required) and a relatively low-risk grading policy, where students can earn high school credit separately from college credit. Expanding OnRamps courses to additional campuses and to additional courses could potentially offer more opportunities for students to experience college level rigor and expand access to post-secondary opportunities.

Appendix A: Methods

Data Limitations

HISD receives data from UT OnRamps upon conclusion of the school year. PEIMS fall resubmission data was used to provide demographic information race/ethnicity, gender, grade, economic status, at-risk status, special education status, gifted and talented status, and emergent bilingual (EB) status of students participating in dual enrollment. PEIMS fall resubmission files were used to ensure that all students who participated across the year were captured. Campus is reported as the campus of record at the end of the year, as reported in the UT OnRamps file.

Not all high school campuses offer dual enrollment courses, so when a student transfers from a campus that offers the course to a campus that does not offer dual enrollment courses, they will not have the opportunity to earn credit. These transfers were excluded from campus data listings.

Appendix B: Map of OnRamps Enrollment, 2022-23

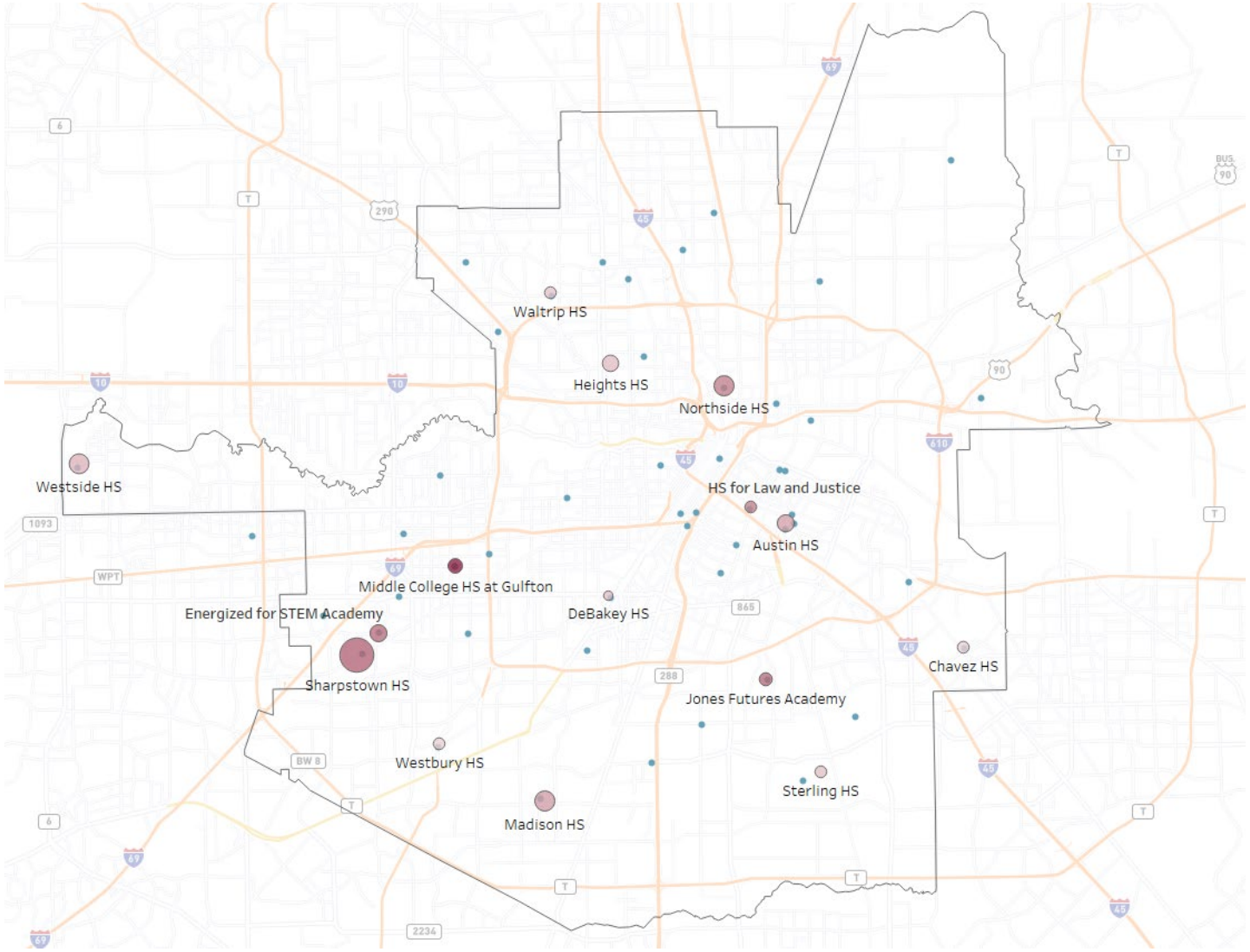
The map below illustrates locations offering OnRamps in the 2022-23 school year, indicated by a maroon-colored dot and labeled school name. Other campuses offering high school courses in the district, but not participating in OnRamps, are indicated by a blue dot and are not labeled. The relative size of the maroon dot indicates the number of unduplicated students enrolled in OnRamps at the campus. The colored shading represents the percentage of students at that campus participating in OnRamps – the darker the maroon color, the higher the percentage. A data table listing specific figures can be found in **Table B1** below.

Table B1. OnRamps Enrollment, 2022–23

School Name	Number of Unduplicated Students Participating	Percent of School Participating
Austin HS	62	4.3%
Chavez HS	29	1.3%
DeBakey HS	19	2.1%
Energized for STEM Academy	63	10.8%
Heights HS	58	2.3%
HS for Law and Justice	31	7.1%
Jones Futures Academy	37	11.5%
Madison HS	88	4.6%
Middle College HS at Gulfton	46	37.4%
Northside HS	88	7.5%
Sharpstown HS	252	13.6%
Sterling HS	30	2.1%
Waltrip HS	32	2.0%
Westbury HS	30	1.3%
Westside HS	85	2.9%

Source: OnRamps data files, 2022–23

Appendix B: Map of OnRamps Enrollment, 2022-23 (continued)



Source: OnRamps data files, 2022–23

Appendix C: Campus Data

Austin HS

Courses Offered	Enrolled	Qualified for Credit	% Qualified	Accepted Credit	% Accepted
Discovery Precalculus	47	0	0%	0	0%
Lab - Mechanics, Heat, & Sound	28	0	0%	0	0%
Mechanics, Heat, & Sound	28	4	14%	0	0%
Total	**103**	**4**	**4%**	**0**	**0%**

Chavez HS

Courses Offered	Enrolled	Qualified for Credit	% Qualified	Accepted Credit	% Accepted
Arts & Entertainment Tech	11	0	0%	0	0%
Lab - Mechanics, Heat, & Sound	18	4	22%	3	17%
Mechanics, Heat, & Sound	18	2	11%	1	6%
Total	**47**	**6**	**13%**	**4**	**9%**

DeBakey HS

Courses Offered	Enrolled	Qualified for Credit	% Qualified	Accepted Credit	% Accepted
Intro to Chem Practices I-Lab	19	19	100%	19	100%
Principles of Chem I-Lecture	19	19	100%	19	100%
Total	**38**	**38**	**100%**	**38**	**100%**

Energized for STEM Academy HS

Courses Offered	Enrolled	Qualified for Credit	% Qualified	Accepted Credit	% Accepted
College Algebra	63	12	19%	4	6%
Intro to Chem Practices I-Lab	63	10	16%	5	8%
Principles of Chem I-Lecture	63	52	83%	37	59%
Total	**189**	**74**	**39%**	**46**	**24%**

Heights HS

Courses Offered	Enrolled	Qualified for Credit	% Qualified	Accepted Credit	% Accepted
Lab - Mechanics, Heat, & Sound	58	24	41%	10	17%
Mechanics, Heat, & Sound	58	24	41%	22	38%
Total	**116**	**48**	**41%**	**32**	**28%**

Appendix C: Campus Data (continued)

HS for Law and Justice

Courses Offered	Enrolled	Qualified for Credit	% Qualified	Accepted Credit	% Accepted
College Algebra	31	6	19%	6	19%
Total	**31**	**6**	**19%**	**6**	**19%**

Jones Futures Academy

Courses Offered	Enrolled	Qualified for Credit	% Qualified	Accepted Credit	% Accepted
College Algebra	20	0	0%	0	0%
Lab - Mechanics, Heat, & Sound	18	4	22%	4	22%
Mechanics, Heat, & Sound	18	5	28%	5	28%
Total	**56**	**9**	**16%**	**9**	**16%**

Madison HS

Courses Offered	Enrolled	Qualified for Credit	% Qualified	Accepted Credit	% Accepted
Intro to Chem Practices I-Lab	39	19	49%	14	36%
Intro to Rhetoric	61	13	21%	10	16%
Lab - Mechanics, Heat, & Sound	28	19	68%	13	46%
Mechanics, Heat, & Sound	28	15	54%	15	54%
Principles of Chem I-Lecture	39	22	56%	15	38%
Reading and Writing Rhetoric	42	17	40%	12	29%
Total	**237**	**105**	**44%**	**79**	**33%**

Middle College HS at Gulfton

Courses Offered	Enrolled	Qualified for Credit	% Qualified	Accepted Credit	% Accepted
Computer Science	46	0	0%	0	0%
Total	**46**	**0**	**0%**	**0**	**0%**

Appendix C: Campus Data (continued)

Northside HS

Courses Offered	Enrolled	Qualified for Credit	% Qualified	Accepted Credit	% Accepted
Arts & Entertainment Tech	9	2	22%	2	22%
College Algebra	38	26	68%	21	55%
Introductory Biology I	24	23	96%	21	88%
Lab - Mechanics, Heat, & Sound	44	27	61%	17	39%
Lab for Introductory Biology I	24	22	92%	21	88%
Mechanics, Heat, & Sound	44	27	61%	12	27%
Total	**183**	**127**	**69%**	**94**	**51%**

Sharpstown HS

Courses Offered	Enrolled	Qualified for Credit	% Qualified	Accepted Credit	% Accepted
College Algebra	86	20	23%	10	12%
Discovery Precalculus	62	14	23%	5	8%
EM, Optics, & Nuclear Physics	29	25	86%	23	79%
Intro to Chem Practices I-Lab	95	63	66%	53	56%
Intro to Rhetoric	66	27	41%	18	27%
Lab - Mechanics, Heat, & Sound	81	24	30%	7	9%
Mechanics, Heat, & Sound	81	57	70%	46	57%
Principles of Chem I-Lecture	95	43	45%	21	22%
Reading and Writing Rhetoric	55	25	45%	22	40%
United States Since 1865	67	27	40%	17	25%
United States, 1492-1865	83	34	41%	22	27%
Total	**800**	**359**	**45%**	**244**	**31%**

Sterling HS

Courses Offered	Enrolled	Qualified for Credit	% Qualified	Accepted Credit	% Accepted
College Algebra	20	1	5%	0	0%
United States Since 1865	9	0	0%	0	0%
United States, 1492-1865	11	1	9%	1	9%
Total	**41**	**2**	**5%**	**1**	**2%**

Appendix C: Campus Data (continued)

Waltrip HS

Courses Offered	Enrolled	Qualified for Credit	% Qualified	Accepted Credit	% Accepted
Lab - Mechanics, Heat, & Sound	14	1	7%	1	7%
Mechanics, Heat, & Sound	14	7	50%	2	14%
United States Since 1865	20	10	50%	4	20%
United States, 1492-1865	21	11	52%	4	19%
Total	**69**	**29**	**42%**	**11**	**16%**

Westbury HS

Courses Offered	Enrolled	Qualified for Credit	% Qualified	Accepted Credit	% Accepted
Intro to Geoscience	30	19	63%	13	43%
Total	**30**	**19**	**63%**	**13**	**43%**

Westside HS

Courses Offered	Enrolled	Qualified for Credit	% Qualified	Accepted Credit	% Accepted
College Algebra	60	35	58%	27	45%
Computer Science	25	25	100%	25	100%
Total	**85**	**60**	**71%**	**52**	**61%**

Source: OnRamps data files, 2022–23

Note: Some campuses excluded if data indicated transfer students only (lack of supported DE program).

Appendix D: Grades Data for Selected Courses

The following tables present specific comparisons of grades at the conclusion of semester one to the final grade earned. The gold cells (and horizontal rows) indicate the grade the student earned at the end of semester one, and the blue cells (and vertical columns) indicate the final grade earned.

Only selected courses with more than 70 students enrolled are presented in this appendix.

Table D1. Course Grades Earned, 2022–23, College Algebra

Eligibility Grades (end of semester 1)	Number of Courses	FINAL Grades (end of year)						
		A	B	C	D	F	No Final Grade: Withdrew	No Final Grade: Ineligible
A	13	6						
B	4	14	3					
C		4	18	6				
D			7	23	5			
F				2*	4*	14	164	
No Eligibility Grade: Withdrew						35		

Table D2. Course Grades Earned, 2022–23, Computer Science

Eligibility Grades (end of semester 1)	Number of Courses	FINAL Grades (end of year)						
		A	B	C	D	F	No Final Grade: Withdrew	No Final Grade: Ineligible
A	24							
B	1							
C								
D							1	
F							7*	38
No Eligibility Grade: Withdrew								

Table D3. Course Grades Earned, 2022–23, Discovery Precalculus

Eligibility Grades (end of semester 1)	Number of Courses	FINAL Grades (end of year)						
		A	B	C	D	F	No Final Grade: Withdrew	No Final Grade: Ineligible
A								
B		1						
C			4	2	1			
D				7	13			
F					7		72	
No Eligibility Grade: Withdrew						2		

Table D4. Course Grades Earned, 2022–23, Mechanics, Heat & Sound - Lecture

Eligibility Grades (end of semester 1)	Number of Courses	FINAL Grades (end of year)						
		A	B	C	D	F	No Final Grade: Withdrew	No Final Grade: Ineligible
A	13	10	3					
B	3	25	19	4				
C		3	20	22	6			
D			6	28	36	2		
F					3*		72	
No Eligibility Grade: Withdrew						14		

Table D5. Course Grades Earned, 2022–23, Mechanics, Heat & Sound - Lab

Eligibility Grades (end of semester 1)	Number of Courses	FINAL Grades (end of year)						
		A	B	C	D	F	No Final Grade: Withdrew	No Final Grade: Ineligible
A								
B		6	8					
C			17	13		1		
D			16	39	16	2		
F				4*	10*		144	
No Eligibility Grade: Withdrew						13		

Table D6. Course Grades Earned, 2022–23, Principles of Chem - Lecture

Eligibility Grades (end of semester 1)	Number of Courses	FINAL Grades (end of year)						
		A	B	C	D	F	No Final Grade: Withdrew	No Final Grade: Ineligible
A	4	2	1					
B	1	13	9					
C		3	79	9	4	1		
D			4	11	13			
F						7^	45	
No Eligibility Grade: Withdrew						10		

Table D7. Course Grades Earned, 2022–23, Intro to Chem Practices 1- Lab

Eligibility Grades (end of semester 1)	Number of Courses	FINAL Grades (end of year)						
		A	B	C	D	F	No Final Grade: Withdrew	No Final Grade: Ineligible
	A	22	12	2				
	B		24	5		2	1	
	C		3	32	6	5	2	
	D			5	3	4		
	F						5*	73
	No Eligibility Grade: Withdrew						10	

Source: OnRamps data files, 2022-23

Notes: * student must demonstrate TSI readiness through alternate metric

^ students earned an F at conclusion of one semester course and withdrew