

MEMORANDUM

May 24, 2023

TO: Millard L. House II, Superintendent

FROM: Allison E. Matney, Ed.D.
Executive Officer, Research and Accountability

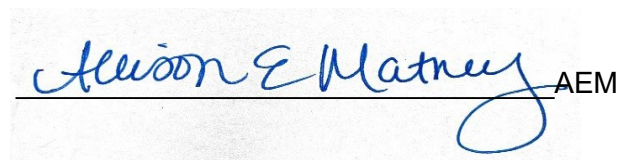
SUBJECT: **DUAL ENROLLMENT, 2021-2022**

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 1,004 dual enrollment courses were taken in 2021-22 by a total of 420 students across the district.
- Six campuses offered at least one dual enrollment course in 2021-22 and a total of 14 different courses were offered among them.
- Forty-one percent of students participating in dual enrollment were qualified for college credit in at least one course, with 48.5% of courses being qualified for college credit.
- Three hundred twenty-one courses, or 32%, were accepted by the student, resulting in college credit on a UT transcript.
- The total cost to HISD to provide dual enrollment courses was \$89,566 in 2021-2022, which breaks out to a cost of \$183.91 per course that was eligible for credit.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.



Attachment

cc: Millard L. House II
Superintendent's Direct Reports
Geovanny Ponce, Ed. D.
High School Support Officers
David Johnston



RESEARCH

Educational Program Report

**DUAL ENROLLMENT REPORT
2021-2022**



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Hattie Mae White Educational Support Center
4400 West 18th Street Houston, Texas 77092-8501

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DUAL ENROLLMENT, 2021-2022

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 1,004 dual enrollment courses were taken in 2021-22 by a total of 420 students across the district.
- Six campuses offered at least one dual enrollment course in 2021-22 and a total of 14 different courses were offered among them.
- Forty-one percent of students participating in dual enrollment qualified for college credit in at least one course, with 48.5% of courses being qualified for college credit.
- Three hundred twenty-one courses, or 32%, were accepted by the student, resulting in college credit on a UT transcript.
- The total cost to HISD to provide dual enrollment courses was \$89,566 in 2021-2022, which breaks out to a cost of \$183.91 per course that qualified 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 degree¹.

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 2021-22. Moreover, the OnRamps program has grown in the number of partner campuses, rising to over 400 across the state of Texas in 2022-23¹.

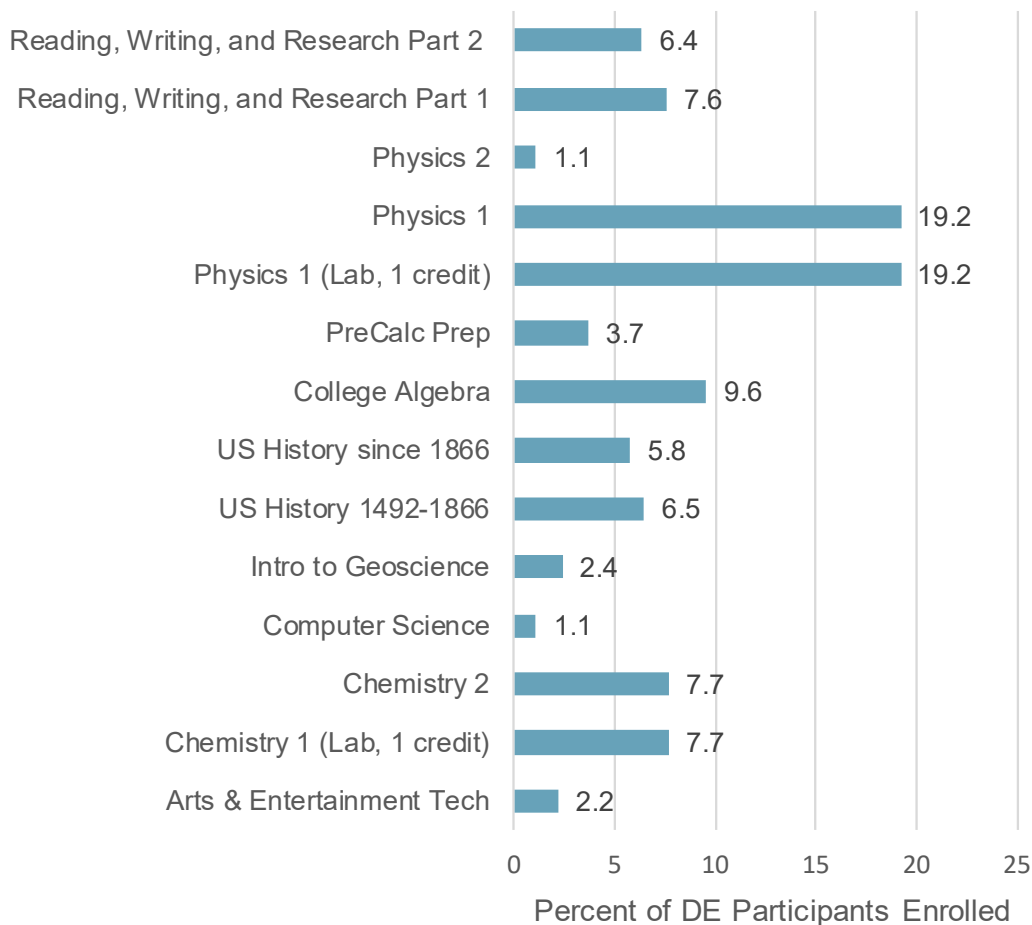
Course Offerings

All courses are a full year long, with the exception of single semester English and History courses. When students enroll in US History or Reading, Writing, and Research, 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’s course.

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

OnRamps in HISD has been growing over the last several years with Sharpstown HS leading the way. Fourteen OnRamps courses are currently offered in HISD. There were 420 individual students enrolled in 1,004 dual enrollment courses in the 2021-22 school year. Nineteen percent of DE participants enrolled in Physics 1, both the course and the lab. Only 1.1% of students participating in dual enrollment took Computer Science or Physics 2. **Figure 1** (pg. 3) reports participation rates for each course offered in HISD in 2021-22.

¹ <https://onramps.utexas.edu/about/>

Figure 1: Course Selection of Dual Enrollment (OnRamps) Students, 2021-22, n=1,004

Source: OnRamps data files, 2021-22

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 course. 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 2021-22 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. English/History courses require fees for both portions (semesters), thus doubling the per student costs to align with the doubled eligible credit (see **Table 1**).

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).

Table 1. Program Costs, Dual Enrollment, 2021-2022			
	Number	Per Cost	Total
Student Enrollment			
Standard Rate	143	\$ 249.00	\$ 35,607.00
Free/Reduced Rate	591	\$ 199.00	\$ 117,609.00
Lab section enrollment	276	\$0.00	\$0.00
OnRamps Subsidy	734	\$ (64.76)	\$ (47,533.84)
TEA Subsidy	734	\$ (35.24)	\$ (25,866.16)
		Subtotal	\$79,816.00
Teacher Training			
New Teacher	5	\$ 850.00	\$ 4,250.00
Returning Teacher	10	\$ 550.00	\$ 5,500.00
		Subtotal	9,750.00
		TOTAL	\$ 89,566.00

Sources: Invoices #2320 & #2088 sent via email from Scott Godley, 4/18/23

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 different rules about accepting transfer credits from another institution and how that will factor into college GPA. But because the OnRamps courses are offered through UT Austin, any student who enrolls at UT Austin will bring the credits earned and the grades earned to their college GPA. In case students do not want the GPA impact, all students are offered the opportunity to accept or decline college credit.

Results

What courses are offered and at which campuses?

According to Table 1, Sharpstown HS offers the most courses (11 including lab sections). The most common course offered is Physics at four campuses (Austin, Northside, Heights, and Sharpstown). The course with the highest passing rate is Computer Science at 100%, followed by US History 1492-1865 at 66%. The course with the highest number of students who qualified to earn credit for the course is Physics 1, with 95 students total qualifying for credit district wide.

			HISD Total	AUSTIN H S	NORTHSIDE H S	HEIGHTS H S	WESTBURY H S	SHARPSTOWN H S	WESTSIDE H S
	All Courses	# Enrolled	1004	33	68	184	24	634	45
		# Earned Credit	487	2	24	100	12	316	33
		% Earned Credit	49	6	35	54	50	50	73
AET 304	Arts & Entertainment Tech	# Enrolled	22		22				
		# Earned Credit	9		9				
		% Earned Credit	41		41				
CH 301	Chemistry 1	# Enrolled	77					76	
		# Earned Credit	43					43	
		% Earned Credit	56					57	
CH 104M	Chemistry 1 (Lab, 1 credit)	# Enrolled	77					76	
		# Earned Credit	49					49	
		% Earned Credit	64					64	
CS 302	Computer Science	# Enrolled	11						11
		# Earned Credit	11						11
		% Earned Credit	100						100
GEO 302E	Intro to Geoscience	# Enrolled	24				24		
		# Earned Credit	12				12		
		% Earned Credit	50				50		
HIS 315K	US History 1492-1865	# Enrolled	65					64	
		# Earned Credit	43					43	
		% Earned Credit	66					67	
HIS 315L	US History since 1865	# Enrolled	58					58	
		# Earned Credit	38					38	
		% Earned Credit	66					66	
M 301	College Algebra	# Enrolled	96					62	34
		# Earned Credit	49					27	22
		% Earned Credit	51					44	65
M 305G	PreCalc Prep	# Enrolled	37					36	
		# Earned Credit	9					9	
		% Earned Credit	24					25	
PHY 302K	Physics 1	# Enrolled	193	3	23	92		70	
		# Earned Credit	95	*	7	43		45	
		% Earned Credit	49	*	30	47		64	
PHY 102M	Physics 1 (Lab, 1 credit)	# Enrolled	193	3	23	92		70	
		# Earned Credit	81	*	8	57		16	
		% Earned Credit	42	*	35	62		23	
PHY 302L	Physics 2	# Enrolled	11					10	
		# Earned Credit	6					6	
		% Earned Credit	55					60	
RHE 306	Reading, Writing, and Research Part 1	# Enrolled	76	15				61	
		# Earned Credit	24	1				23	
		% Earned Credit	32	7				38	
RHE 309K	Reading, Writing, and Research Part 2	# Enrolled	64	12				51	
		# Earned Credit	18	1				17	
		% Earned Credit	28	8				33	

Source: OnRamps data files, 2021-22

Notes: * masked to protect student privacy <10 students

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

Given the small number of students who participate in dual enrollment, conclusions around demographic group participation are difficult to determine. However, when examining groups that qualify to earn credit for dual enrollment courses, a higher percentage of Asian students who participate in DE qualify to earn credit than any other race/ethnicity group (88% of group); yet, of all students who qualify to earn DE credit, only 9% are Asian. Hispanic students comprise 66% of total students who qualify to earn credit for a dual enrollment course, which is the largest race/ethnicity group represented. In addition, 60% of Emergent

Bilingual (EB) students who participate in DE qualify to earn credit, and EB students comprise 46% of total students qualified to earn DE credit.

	Total 9-12 Enrollment	Total DE Enrollment	Credit Earned		
			Count	Percent of Group	Percent of Total
HISD	58,328	420	248	59%	--
Female	29,159	222	125	56%	50%
Male	29,169	198	123	62%	50%
Asian	2,324	25	22	88%	9%
Black or African American	13,300	64	38	59%	15%
Hispanic/Latino	35,965	290	164	57%	66%
Two or More Races	793	4	*	*	*
White	5,763	37	23	62%	9%
Non-GT	49,758	295	167	57%	67%
GT	8,570	125	81	65%	33%
Non-EcoDis	13,351	169	92	54%	37%
EcoDis	44,977	251	156	62%	63%
Non-EB	41,239	230	134	58%	54%
EB	17,089	190	114	60%	46%
Non-SPED	54,646	413	244	59%	98%
SPED	3,682	7	*	*	*

Sources: OnRamps data files, 2021-22; PEIMS Student data, Summer Resubmission, 2022

Notes: * masked to protect student privacy <10 students

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

Across HISD, 1,004 dual enrollment courses were taken by 420 individual students. This represents a participation of 0.7% of the high school population in the district. Forty-one percent of participants go on to qualify for earned credit in at least one dual credit course.

Sharpstown HS has the highest participation rate of any campus in HISD, with 22.7% of the student body participating in at least one dual enrollment course, of which, 36% end up qualifying to earn credit for at least one course. This equates to 8% of their total student body qualified to earn credit for a dual enrollment course during the 2021-22 school year (see **Table 4, pg. 7**). Westside and Heights HS have lower participation rates, but higher credit qualification percentages than Sharpstown at 73% and 64%, respectively. Detailed campus information can be found in **Appendix B**.

	Total 9-12 Enrollment	Dual Enrollment Courses Taken	N Students Enrolled in DE	% Enrolled in DE	Credit Earned	N Students 1+ Credits Earned	% Earned Credit	% Earned Credit Total
HISD	58,328	1,004	420	0.7%	487	172	41%	0.3%
AUSTIN H S	1,627	33	18	1.1%	2	1	6%	0%
HEIGHTS H S	2,502	184	92	3.7%	100	59	64%	2%
NORTHSIDE H S	1,394	68	44	3.2%	24	17	39%	1%
SHARPSTOWN H S	868	634	197	22.7%	316	71	36%	8%
WESTBURY H S	2,648	24	24	0.9%	12	12	50%	0%
WESTSIDE H S	3,166	45	45	1.4%	33	33	73%	1%

Sources: OnRamps data files, 2021-22; PEIMS Student data, Summer Resubmission, 2022

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

Figure 2 (below) indicates that of 1,004 total dual enrollment courses taken in HISD in 2021-22, 487 courses qualified for credit, or 48.5%.

Figure 2. Courses Earned for College Credit

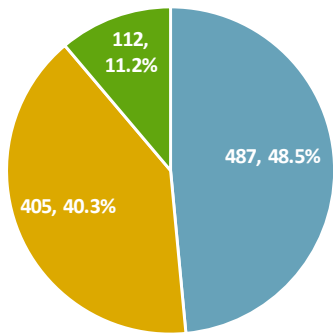
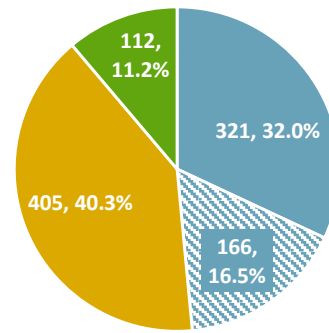


Figure 3: Courses Earned for Credit and Accepted



■ Accepted Credit ▨ Qualified, but did not accept ■ Did Not Qualify ■ Withdrew

Source: OnRamps data files, 2021-22

Figure 3 (above) shows how students chose to utilize their qualifying credit, with 166 qualified course credits declined. This represents 34% of courses that qualified for credit, and 17% of total dual enrollment course participation.

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 DE courses qualified to earn credit (48.5%) representing 41% of participants, however, very few students have enrolled in DE across the district (less than 1% participate). Eleven courses offered in HISD currently have a passing rate of 40% or better.

UT OnRamps offers a low barrier to entry (no 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 to students who are looking for post-secondary success.

Appendix A: Methods

Data Limitations

HISD receives data from UT OnRamps upon conclusion of the school year. PEIMS summer 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 summer 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 DE courses, they will not have the opportunity to earn credit. These transfers were excluded from campus data listings.

Appendix B: Campus Data

Austin HS

Courses Offered	Enrolled	Earned Credit	% Earned	Accepted Credit	% Accepted
Physics 1 (Lab, 1 credit)	3	*	*	*	*
Physics 1	3	*	*	*	*
Reading, Writing, and Research - Part 1	15	1	7%	1	7%
Reading, Writing, and Research - Part 2	12	1	8%	1	8%
TOTAL	33	2	6%	2	6%

Heights HS

Courses Offered	Enrolled	Earned Credit	% Earned	Accepted Credit	% Accepted
Physics 1 (Lab, 1 credit)	92	57	62%	28	30%
Physics 1	92	43	47%	15	16%
TOTAL	184	100	54%	43	23%

Northside HS

Courses Offered	Enrolled	Earned Credit	% Earned	Accepted Credit	% Accepted
Arts & Entertainment Tech	22	9	41%	9	41%
Physics 1 (Lab, 1 credit)	23	8	35%	4	17%
Physics 1	23	7	30%	3	13%
TOTAL	68	24	35%	16	24%

Sharpstown HS

Courses Offered	Enrolled	Earned Credit	% Earned	Accepted Credit	% Accepted
Chemistry 1 (Lab, 1 credit)	76	49	64%	39	51%
Chemistry 1	76	43	57%	21	28%
US History 1492-1865	64	43	67%	29	45%
US History since 1865	58	38	66%	29	50%
College Algebra	62	27	44%	20	32%
PreCalc Prep	36	9	25%	3	8%
Physics 1 (Lab, 1 credit)	70	16	23%	7	10%
Physics 1	70	45	64%	43	61%
Physics 2	10	6	60%	4	40%
Reading, Writing, and Research - Part 1	61	23	38%	15	25%
Reading, Writing, and Research - Part 2	51	17	33%	13	25%
TOTAL	634	316	50%	223	35%

Appendix B: Campus Data (continued)

Westside HS

Courses Offered	Enrolled	Earned Credit	% Earned	Accepted Credit	% Accepted
Computer Science	11	11	100%	11	100%
College Algebra	34	22	65%	15	44%
TOTAL	45	33	73%	26	58%

Westbury HS

Courses Offered	Enrolled	Earned Credit	% Earned	Accepted Credit	% Accepted
Intro to Geoscience	24	12	50%	11	46%
TOTAL	24	12	50%	11	46%

Source: OnRamps data files, 2021-22

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