Dual Credit

TEXAS EDUCATION AGENCY

JOINT SENATE EDUCATION AND HIGHER EDUCATION COMMITTEES

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Dual Credit

Dual credit allows a student to earn high school credit and college credit for successfully completing a college course that provides academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course. The "dual credit" earned is both college credit and high school credit for one course.

Variations of dual credit programs:

Location	Model	Instructor	Delivery	Classmates
• Community College Campus • High School/Early College Campus • 4-Year University • Virtual/online	• Traditional High School with dual credit • Early College High School • School within a school • Independently	• Dual employed high school and college instructors • College-only instructors • College instructors paired with high school facilitators	• Physical classroom • Online (asynchronous) • Recorded	• Other dual credit students only • Dual credit and AP students mixed • Mixed with traditional college students

Dual Credit: By the Numbers

Research shows a correlation between first year persistence in higher education and those students who complete three hours of credit in ELA/mathematics.

2016-2017
- 1,520,365 students grades 9-12
- 145,026 students passing a dual credit course (~10%)
- 240,667 dual credit classes passed
- ECHS- 61,276 students served
- T-STEM-54,585 students served
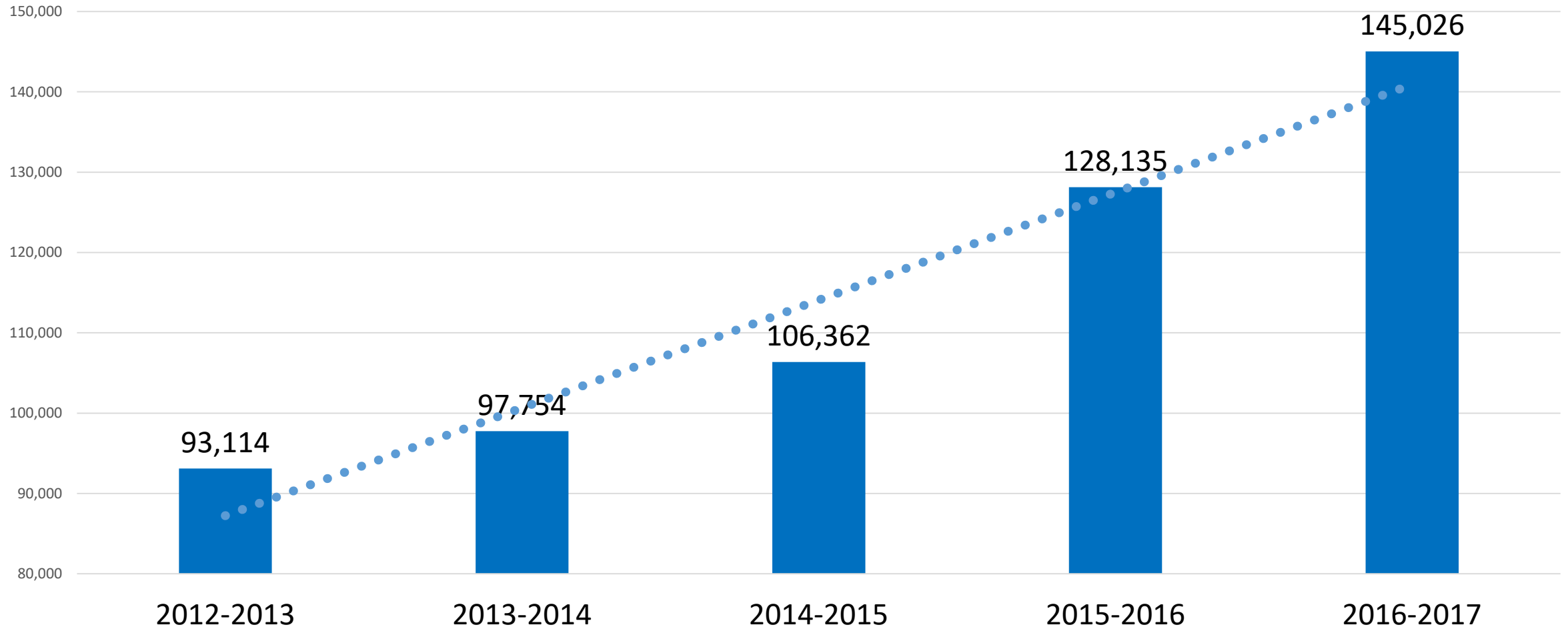
Dual Credit: By the Numbers

Percent of students who passed at least one dual credit course

Grade Level	2013-2014	2014-2015	2015-2016	2016-2017
9	4.6%	6.0%	6.6%	7.2%
10	7.4%	8.2%	10%	11.9%
11	35.4%	39%	38.8%	37.5%
12	52.6%	46.9%	44.5%	43.4%

Ethnicity	2013-2014	2014-2015	2015-2016	2016-2017
Hispanic/Latino	45.0%	46.4%	49.0%	49.6%
White	42.1%	44.4%	37.8%	36.5%
African American	6.7%	7.9%	7.1%	7.4%
Asian	4.1%	4.3%	4.1%	4.4%
Two or more races	1.6%	1.6%	1.7%	1.7%
Other	0.5%	0.4%	0.4%	0.4%

Number of Students Completing One Dual Credit Course by School Year

School Year	Number of Students
2012-2013	93,114
2013-2014	97,754
2014-2015	106,362
2015-2016	128,135
2016-2017	145,026

HB 505 – Dual Credit Impact

Number of students by grade level passing a dual credit course

Chart: Number of students (y-axis) by Grade Level (x-axis: 9, 10, 11, 12)

Grade Level	2013-2014	2014-2015	2015-2016	2016-2017
9	4,487	6,366	8,476	10,407
10	7,235	8,673	12,849	17,286
11	34,532	41,457	49,713	54,323
12	51,430	49,867	57,070	62,985

College and Career Readiness School Models
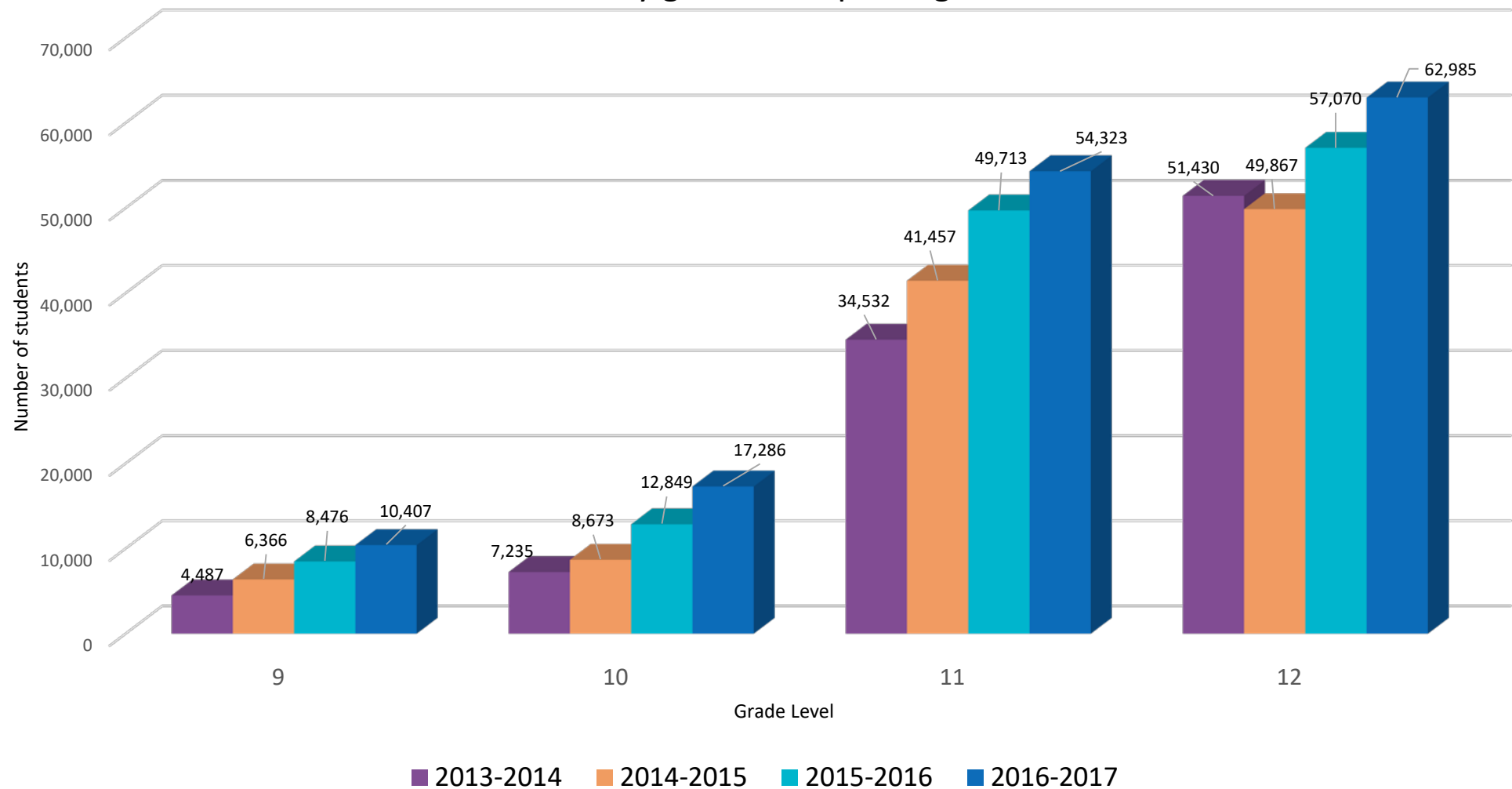
College and Career Readiness School Models

The Texas **College and Career Readiness School Models (CCRSM)** is a network of:

- **Early College High Schools (ECHS)**
- **Texas Science, Technology, Engineering and Math (T-STEM) Academies**
- **Industry Cluster Innovative Academies (ICIA) and**
- **Pathways in Technology Early College High Schools (P-TECH)**

CCRSM: Overview
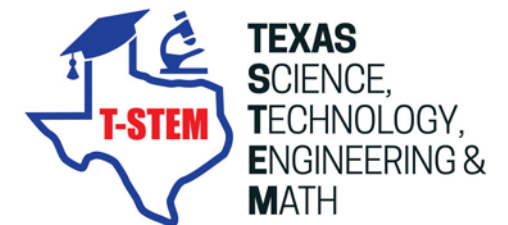
CCRSM, led by TEA, blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn dual college credit, and pursue in-demand career paths.
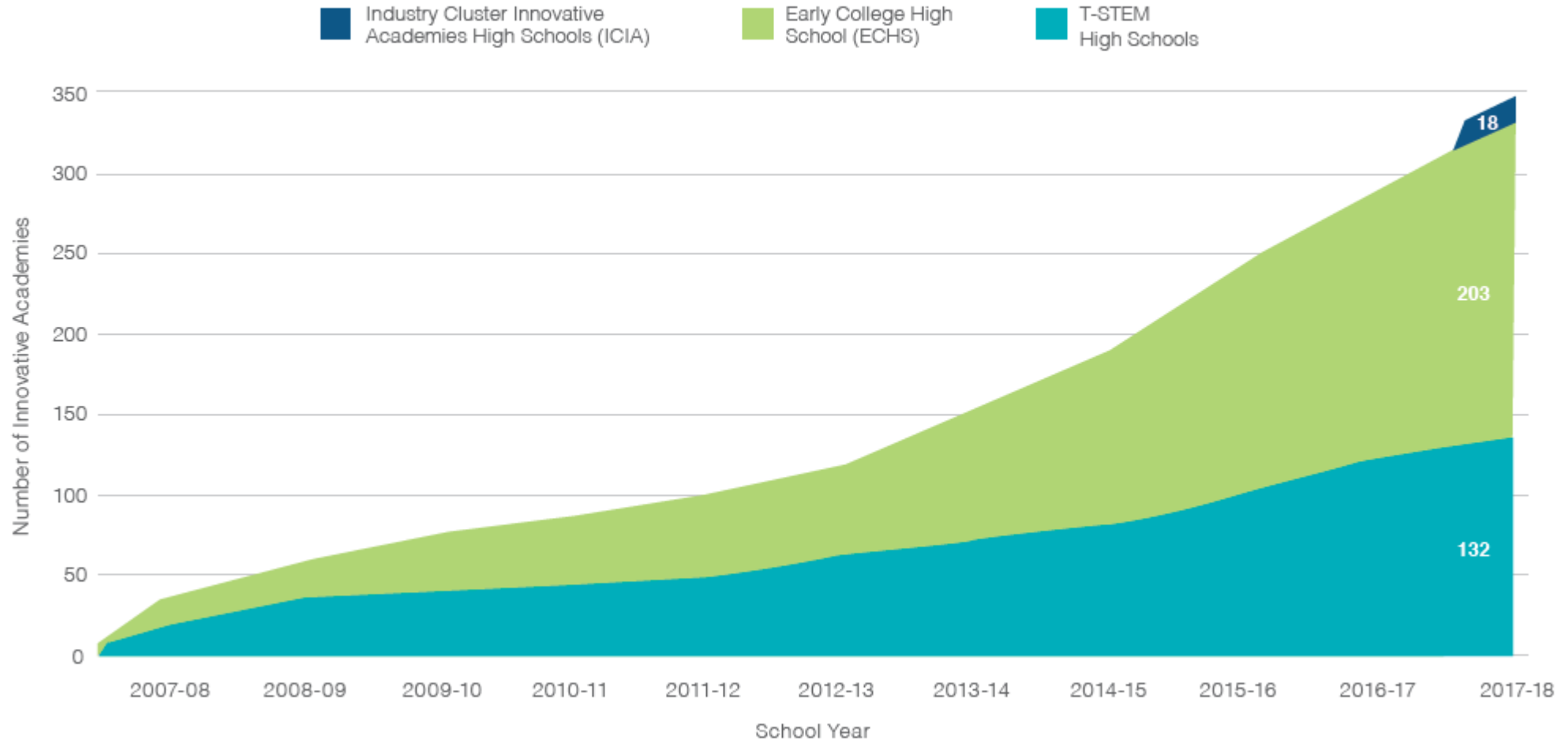
These school models:

➢ Provide dual credit at no cost to students

➢ Offer rigorous instruction and accelerated courses

➢ Provide academic and social support services to help students succeed

➢ Increase college readiness

➢ Reduce barriers to college access

➢ Align to regional workforce needs for ICIA, P-TECH, and T-STEM models

CCRSM: Geographic Reach and Scale

Representation of current ECHS landscape; not to scale
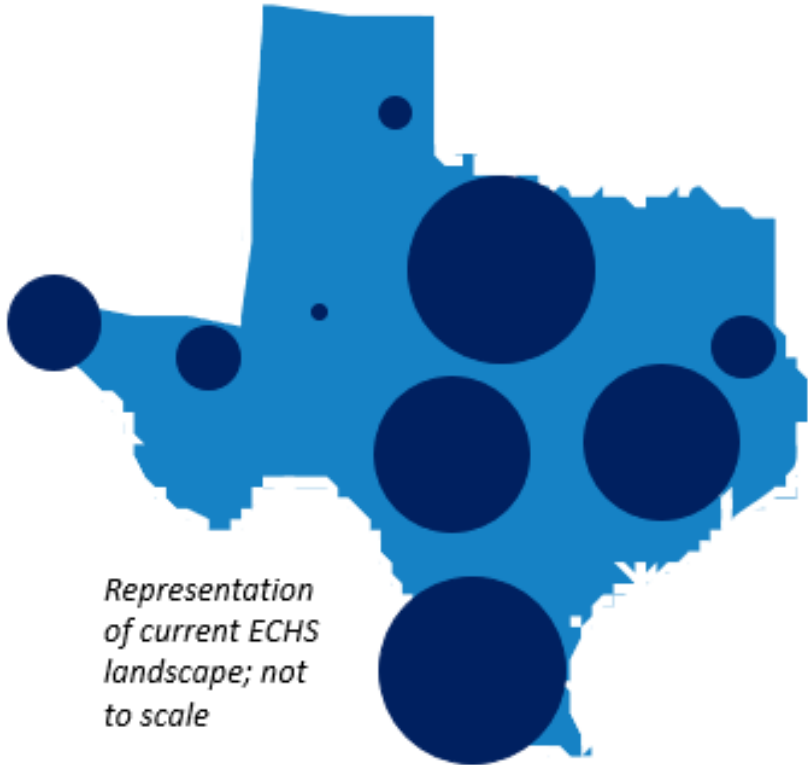
Model	2018-2019 Campuses
ECHS	167 designees implementing in 18-19 31 planning year designees to open in 19-20
T-STEM	94 designees implementing in 18-19 9 planning year designees to open in 19-20
P-TECH	34 Designees 18-19 30 Planning designees to open in 19-20

INCREASE IN TEXAS INNOVATIVE ACADEMIES

Legend:
- Industry Cluster Innovative Academies High Schools (ICIA)
- Early College High School (ECHS)
- T-STEM High Schools

Chart — Number of Innovative Academies vs. School Year (2007-08 through 2017-18):
- ICIA: 18
- ECHS: 203
- T-STEM: 132

CCRSMs **have very strong outcomes,** particularly for African-American, Latino and low-income students.

Example: Alief Early College High School(76% African-American or Latino students):

- **Over 99%** of students graduate college ready
- **99% of African-American students** and **92% of Latino students** graduate with dual credit

CCRSM Blueprints: Outcomes-Based Measures

Access Outcomes-Based Measures

Data Indicators	Provisional Early College	Early College	Distinguished Early College
Requirements	Must meet at-risk students for incoming 9th graders and at least three additional target population data indicators	Must meet at-risk students for incoming 9th graders and at least three additional target population data indicators	Must meet at-risk students for incoming 9th graders and at least four additional target population data indicators
ECHS proportionate to or over-represents at-risk students for incoming 9th graders	No more than 20% points under district	No more than 15% points under district	No more than 10% points under district
ECHS proportionate to or over-represents African American students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents Hispanic students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents economically disadvantaged students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents males	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents ELL and SWDs	Not taken into account for designation	Not taken into account for designation	No more than 5% points under

- All blueprints include outcomes-based measures (OBMs).

- TEA will use district data to determine qualification for designation categories.

- OBMs allow for targeted support and technical assistance to increase success of models and Return on Investment (ROI).

Challenges

Dual Credit Costs

Dual credit costs are challenging to determine. Costs vary across the state due to variations in tuition and fees arrangements. Costs include:

- Tuitions/fees (including instructor costs)
- Textbooks
- Transportation
- TSI Assessment

Applicability of Credits

- TEA isn't able to track the core curriculum (42 lower-division semester credit hours) that are transferable (TAC §4.28) as the core curriculum varies among dual credit providers.

- Core curriculum are guaranteed to transfer, however they may not transfer to the specific degree plan for the student depending on the institution they transfer into.

A-F Accountability System – College, Career & Military Readiness

College, Career, and Military Readiness (CCMR)

- The CCMR component is evaluated in all three domains and the postsecondary readiness distinction designation for high schools, K–12s, and districts in the new A-F system.

- One point is given for each annual graduate who accomplishes any one of the CCMR indicators, except for CTE coherent sequence graduates.

- One-half point is given for each CTE coherent sequence graduate who completes coursework aligned to the approved list of industry-based certifications.*

*This is for graduates who meet no other CCMR indicator.

CCMR Indicators for HS, K–12s, and Districts

College Ready

- Meet criteria of 3 on AP or 4 on IB examinations
- Meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics
- **Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR or mathematics)**
- Earn an associate's degree
- Complete an OnRamps course*
- Meet standards on a composite of indicators indicating college readiness*

Career Ready

- **Earn industry-based certification**
- **CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications** (one-half point credit)
- Graduate with completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)
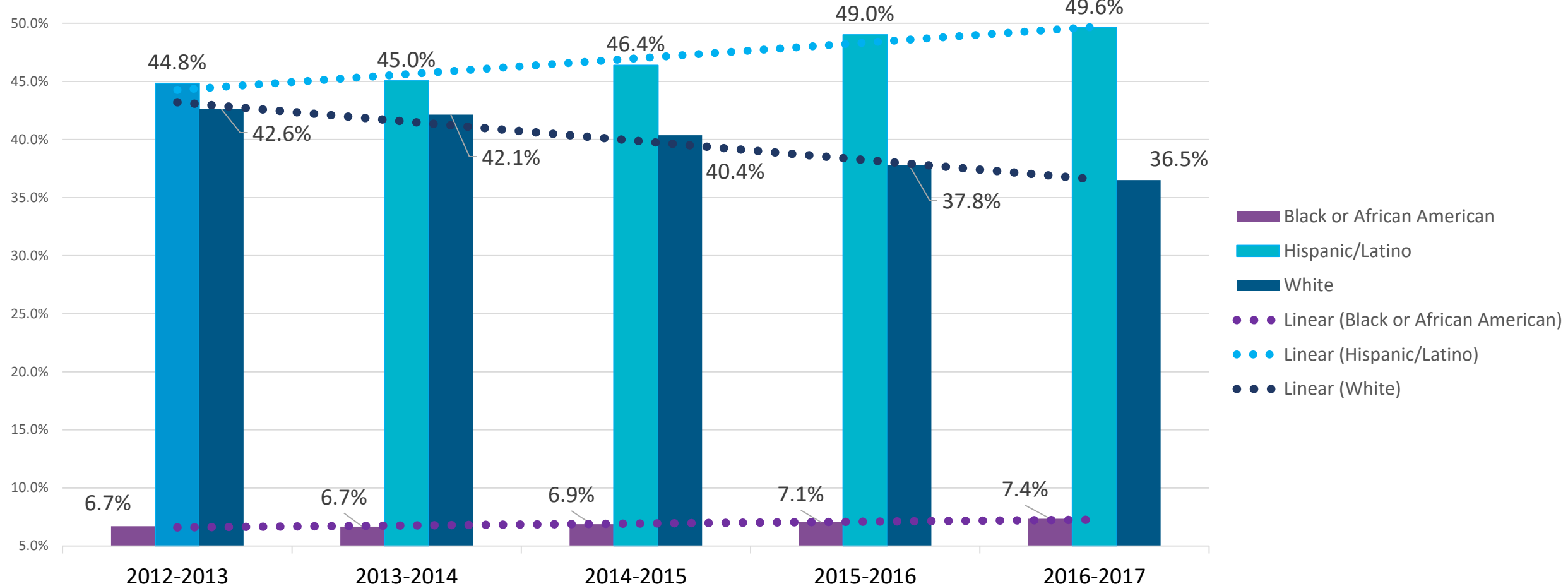- Be admitted to postsecondary industry certification program*

Military Ready

Enlist in the United States Armed Forces

*Implementation in 2019 and beyond

Appendix

Percent of Students Completing One Dual Credit Course by Ethnicity

Dual Credit Courses by Subject Area