



Dual Credit and College and Career Readiness School Models

**TEXAS EDUCATION AGENCY
POSTSECONDARY STATE NETWORK MEETING
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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
<ul style="list-style-type: none">• Community College Campus• High School/Early College Campus• 4-Year University• Virtual/online	<ul style="list-style-type: none">• Traditional High School with dual credit• Early College High School• School within a school• Independently	<ul style="list-style-type: none">• Dual employed high school and college instructors• College-only instructors• College instructors paired with high school facilitators	<ul style="list-style-type: none">• Physical classroom• Online (asynchronous)• Recorded	<ul style="list-style-type: none">• Other dual credit students only• Dual credit and AP students mixed• Mixed with traditional college students

Dual Credit: By the Numbers

2017-2018

- 1,547,045 students grades 9-12
- 161,820 students passing a dual credit course (~10%)
- 273,490 dual credit classes passed

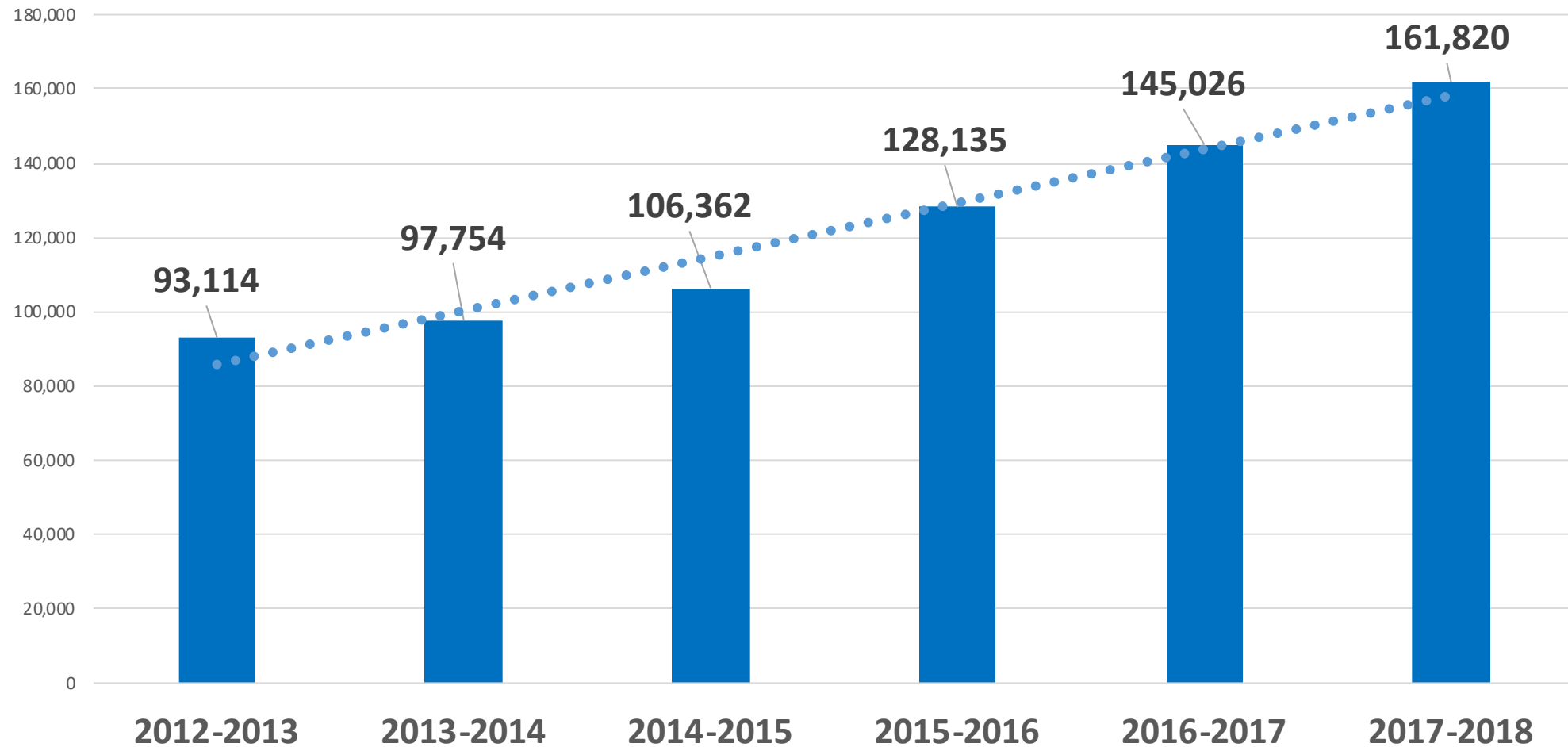
Dual Credit: By the Numbers

Percent of students who passed at least one dual credit course

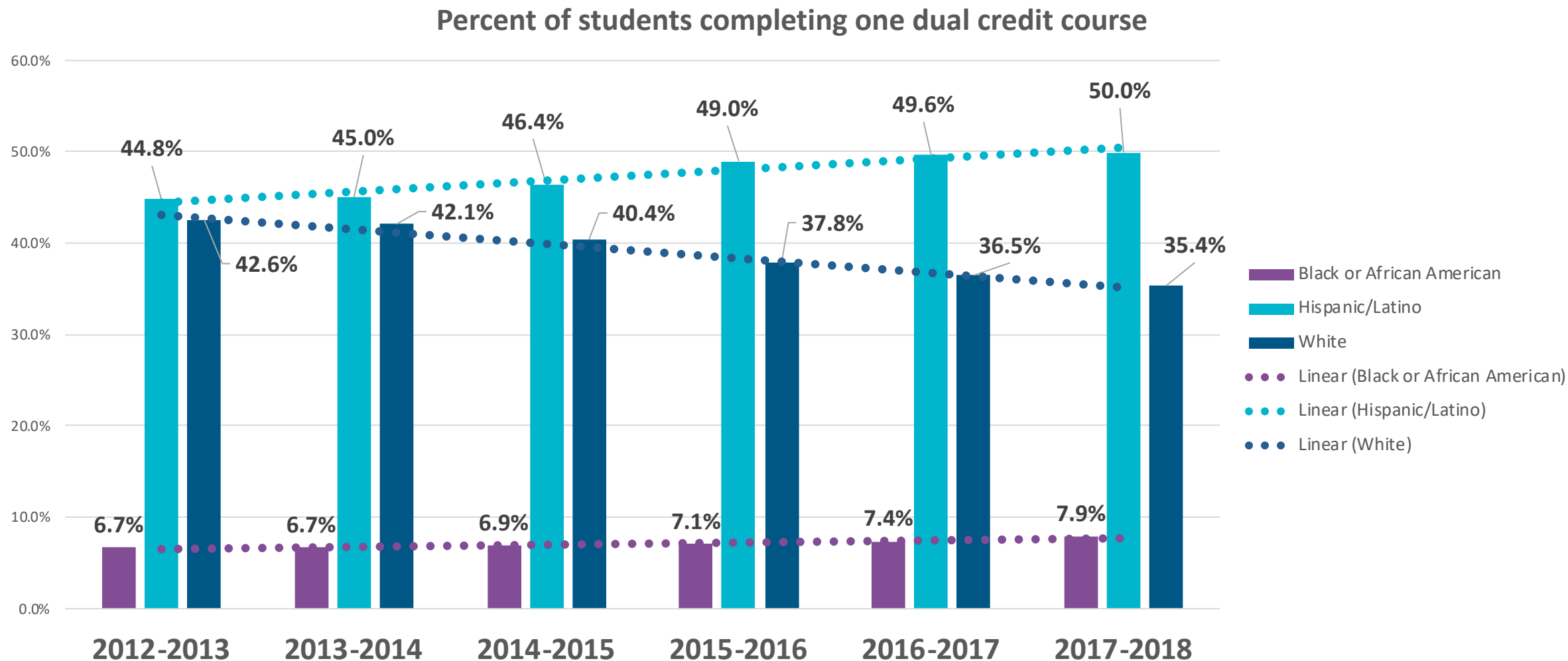
Grade Level	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
9	4.6%	6.0%	6.6%	7.2%	8.4%
10	7.4%	8.2%	10%	11.9%	12.7%
11	35.4%	39%	38.8%	37.5%	37.7%
12	52.6%	46.9%	44.5%	43.4%	41.2%

Ethnicity	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Hispanic/Latino	45.0%	46.4%	49.0%	49.6%	50.0%
White	42.1%	44.4%	37.8%	36.5%	35.4%
African American	6.7%	7.9%	7.1%	7.4%	7.9%
Asian	4.1%	4.3%	4.1%	4.4%	4.6%
Two or more races	1.6%	1.6%	1.7%	1.7%	1.7%
Other	0.5%	0.4%	0.4%	0.4%	0.4%

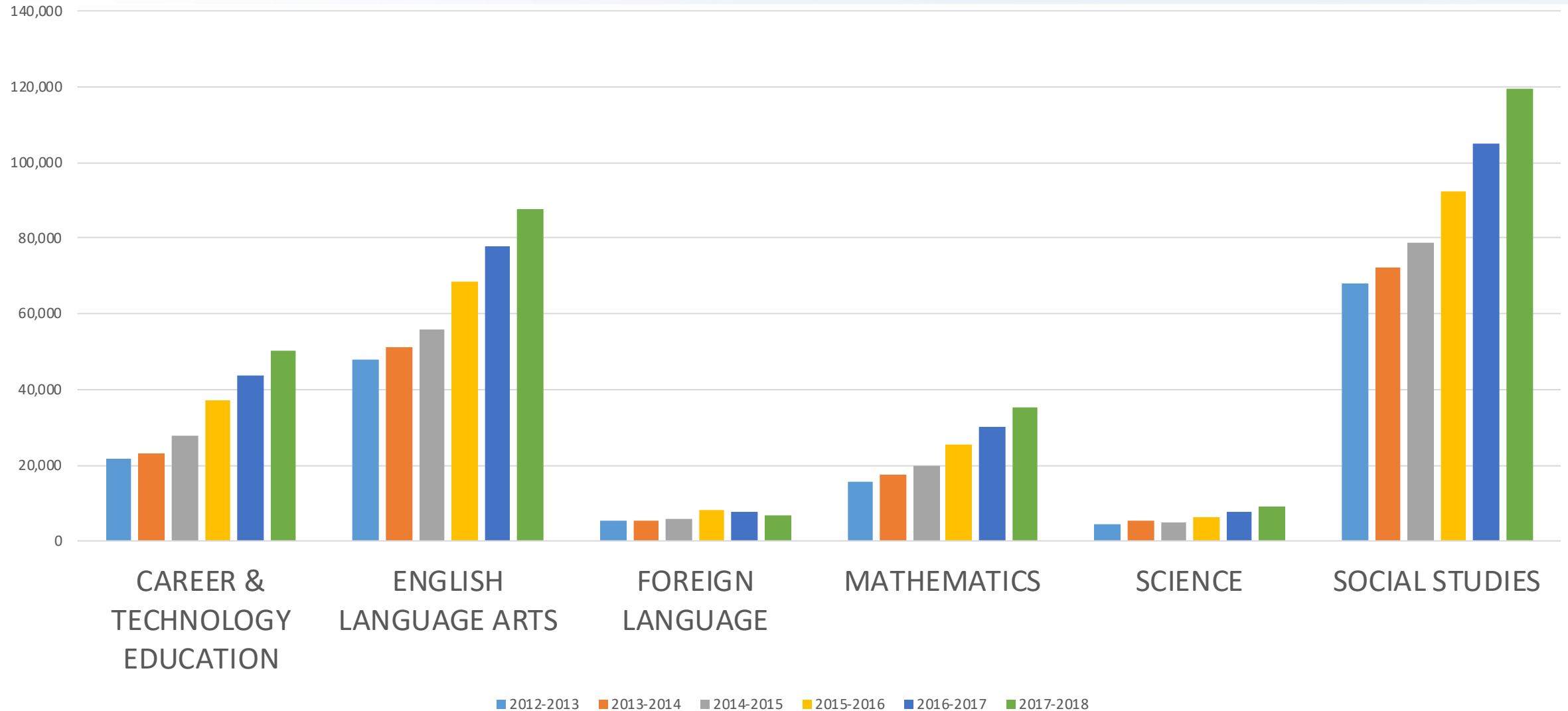
Number of Students Passing One Dual Credit Course by School Year



Percent of Students Passing One Dual Credit Course by Ethnicity



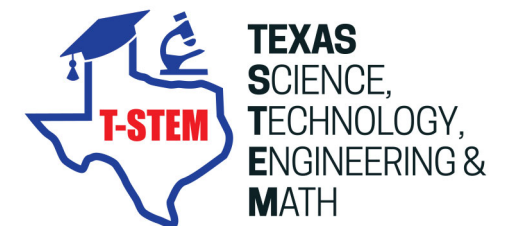
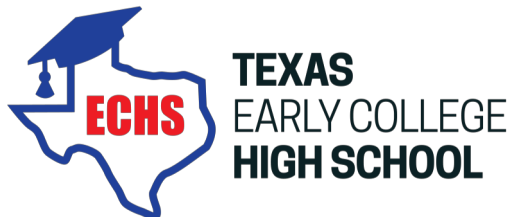
Dual Credit Courses by Subject Area



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)

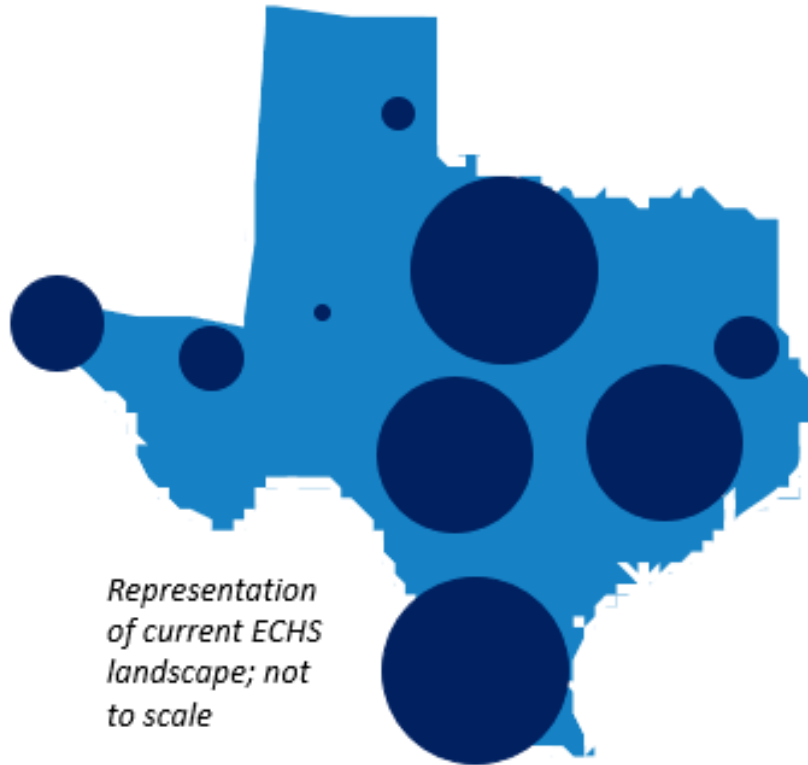


CCRSM, led by TEA, blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn dual college credit, and pursue in-demand career paths.

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



Model	2018-2019 Campuses
ECHS	170 designees implementing in 18-19 29 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 29 Planning designees to open in 19-20

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).

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*

*Implementation in 2019 and beyond



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