



Building the Pipeline for College Success: SAISD & The Greehey Family Foundation Dual Credit/Dual Enrollment Initiative for Building Scholars

2020-2021

20.6% of Class of 2021 graduates earned 12+ college hours!


17.8% of non-Early College HS students enrolled in one or more dual credit courses in the 2020-2021 school year!

Target by end of 2021-2022: 20%



SAISD MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAISD 5-YEAR GOALS: 2025															
INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS		2019		2020		2021		2022		2023		2024		2025	
1	Increase the District's overall grade under State Accountability	83 - B		NA		83 - B		85 - B		86 - B		88 - B		90 - A	
	Increase the percent of Campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)	33		33		33		40		50		60		70	
ENSURE PROFICIENCY															
2	Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)	60 / 46		52 / 47		67 / 70		70 / 70		72 / 72		73 / 73		75 / 75	
		DISTRICT	STATE	DISTRICT	STATE	DISTRICT	DISTRICT	DISTRICT	DISTRICT	DISTRICT	DISTRICT	DISTRICT	DISTRICT	DISTRICT	
3	Increase the percent of Grade 3 students on grade level in Reading & Math STAAR	31 / 33	45 / 49	NA	NA	31 / 33	35 / 37	39 / 41	43 / 45	Meet/Exceed State					
4	Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)	32	50	NA	NA	32	35	40	45	Meet/Exceed State					
		CLASS OF 2019		CLASS OF 2020*		CLASS OF 2021		CLASS OF 2022		CLASS OF 2023		CLASS OF 2024		CLASS OF 2025	
5	Increase the percent of on-time, 4-year Graduation and decrease Dropout Rates	84 / 10	90 / 6	84 / 10	TBD	84 / 10	85 / 9	86 / 8	88 / 8	>90 / <10					
CULTIVATE HIGH-PERFORMING STUDENTS															
		DISTRICT	STATE	DISTRICT	STATE	DISTRICT	DISTRICT	DISTRICT	DISTRICT	DISTRICT	DISTRICT	DISTRICT	DISTRICT	DISTRICT	
6	Increase the percent of Grade 8 students earning HS credit	34	NA	35	NA	35	38	40	43	45					
7	Increase the percent of HS students earning college credit (AP, IB, DC, etc)	46	45	45	TBD	45	46	47	48	50					
TARGETED FOCUS ON POST-SECONDARY SUCCESS															
		DISTRICT	STATE	DISTRICT	STATE	DISTRICT	DISTRICT	DISTRICT	DISTRICT	DISTRICT	DISTRICT	DISTRICT	DISTRICT	DISTRICT	
		CLASS OF 2019		CLASS OF 2020*		CLASS OF 2021		CLASS OF 2022		CLASS OF 2023		CLASS OF 2024		CLASS OF 2025	
8	Increase the percent meeting TSI/SAT/ACT college-ready	42	44	42	TBD	42	45	47	48	50					
9	Increase the percent College, Career, & Military Ready (CCMR)	73	73	73	TBD	73	75	77	78	80					
10	Increase the percent of graduates attending College	52**	53	52	TBD	53	55	60	65	70					

*Class of 2020 is projected, subject to change. **Includes National Student Clearinghouse and independently verified data through higher education partners of SAISD.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Dual Credit Mission

To create **equitable** and **accessible** dual credit opportunities that allow qualified high school students to enroll in college coursework and **receive both high school and college credit reflected** on both transcripts. The dual credit program engages students in advanced academic instruction that challenges them beyond expected high school outcomes. Students participating in the dual credit program will experience a reduction in cost and time while seeking to **achieve post-secondary success**.

Dual Credit Vision

We believe that providing **equitable opportunities** for students to engage in dual credit coursework, **obtain both high school and college credit**, and **actively participate in the college going culture** will prepare students with the required skill for persistence after high school toward completion of a postsecondary degree, certificate, and/ or industry certification, thereby enabling students to be contributing members of the community.



Building Scholars

As a district that serves close to 50,000 students where 90% come from low-income households born of multigenerational poverty, and where students are most often the first in their families to enter college, dual credit/dual enrollment opportunities play an important role in helping **students develop an image of themselves as college students, and in developing the self-confidence and skills that lead to college enrollment and persistence.** Research demonstrates that students with as few as six hours of college credit earned in high school have significantly higher chances of persisting in completion of a college credential.

During a year of unprecedented challenges, SAISD and its high schools and college partners remained committed to our focus on developing a pipeline of scholars who would be ready for and committed to postsecondary success. High school campuses, colleges and district staff pivoted to ensure that **students had appropriate technology, internet access and reliable connection, and academic support** to meet their needs for success in advanced courses. The outcomes presented in this report are possible because of the generous support of the **Greehey Family Foundation, the SAISD Foundation, College Partners and District Staff** who believe in our students, support our work, and stand with us as we seek to create equity of access and successful completion of early college work.

Our Successes

17% Increase in DC/DE offerings=
equitable access at all HS campuses



17.8% of non-ECHS enrolled in 1+ DC course
Target = 20% by end of grant



Greehey Scholars=20.6%
(C/O '21 with 12+ college hours)



Our Challenges

Virtual Coursework
not as engaging/effective for our students



Student success at "C" or better
dropped 15%



Systems of Support
to counteract challenges of COVID



The Challenges of the Pandemic

While students and families remained engaged and interested in dual credit/dual enrollment opportunities, and campuses and staff maintained a commitment to recruiting and enrolling students in dual credit/dual enrollment courses, the realities of **online testing and learning adversely affected many students.**

The TSIA (the assessment students must take and meet college readiness standards before entering a dual credit course) **became a barrier for many students** when testing session sizes were reduced to no more than 5 students in a virtual environment. Even when testing face-to-face became possible, testing slots were limited due to social distancing protocols. Campuses recruited testing proctors and stretched computer labs to offer as many testing sessions as they could, working to serve as many students as possible.

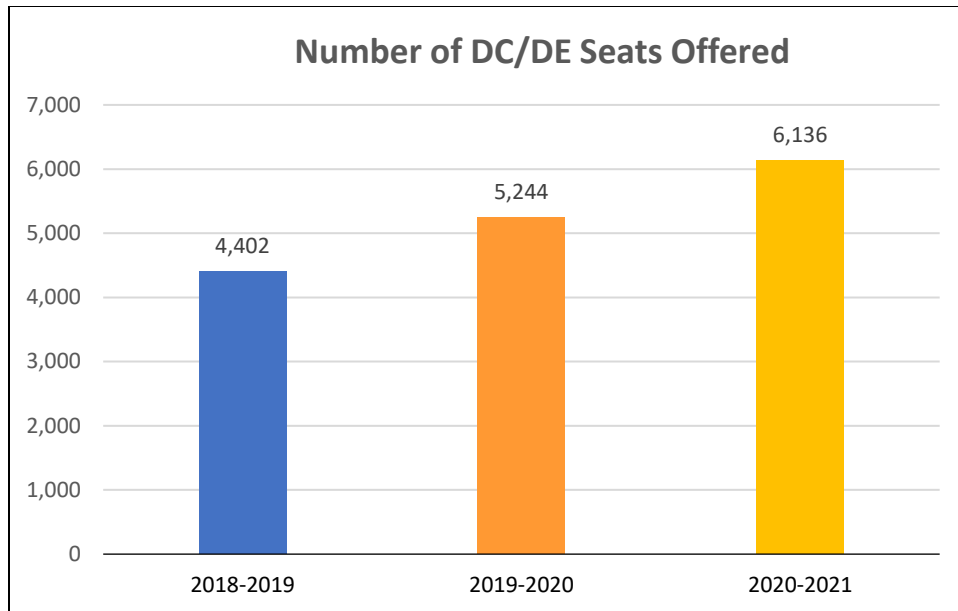
An additional barrier arose when **the assessment changed in January of 2021 with the introduction of the TSIA 2.0.** Feedback after the change reported that students who were retaking the test perceived the new version as much more difficult. While we know that the test items remained the same, students were no longer able to take the English test in two separate sessions and had to meet college readiness criteria on both parts of the assessment or were required to take the whole test again, even if they passed a portion of the test creating high levels of frustration and testing anxiety.

SAISD has long known that the **foundation for successful learning for our students is deeply rooted in relationships with the teacher/instructor with whom they are working.** Virtual learning presented challenges with creating these relationships and often left students feeling lost, unknown and unheard. Students who may have been taking their first dual credit course **missed the connection to an instructor and peers** that frequently plays a key role in their success.

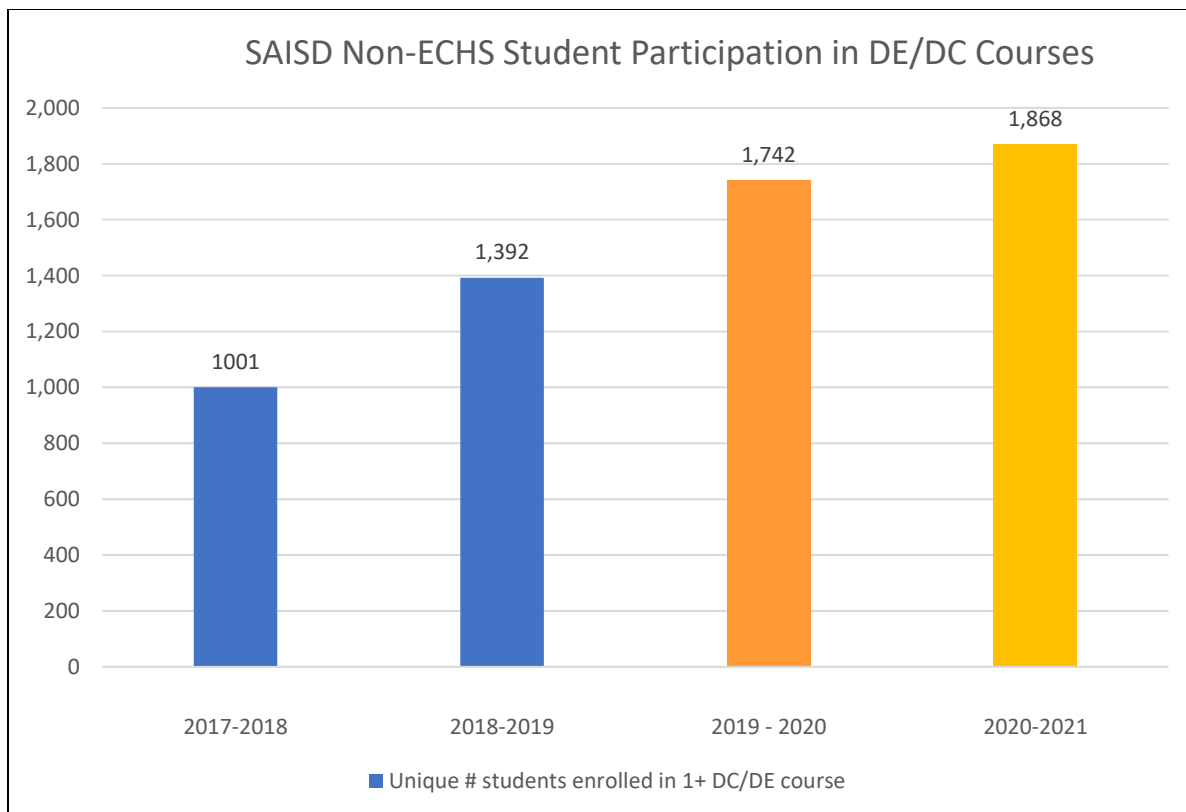
Finally, we know that **many of our high school students also took on additional family responsibilities** including **working to help support their families** who experienced job loss or furloughs and/or **providing child care for younger siblings.** Our participation data through district learning management systems and homework support systems showed that more than half our high school students logged in during the late evening/late night hours. **Students found themselves having to squeeze study time in to fewer hours, later in the day and after completing demanding work schedules.**

In spite of these challenges, we saw an increase in participation in dual credit/dual enrollment courses reaching a total of 17.8% of all non-early college high school students grades 9-12, with a healthy increase in the number of non-early college high school graduates in the Class of 2021 earning 12 plus hours of college credit: 20.6% compared to 12.5% in the Class of 2020.

Our learning from this year has prompted us to focus on increasing our internal systems of support including **designated support teachers** at high school campuses in charge of creating dual credit monitoring systems. These critical support teachers will monitor attendance, assignment completion and grades to provide just-in-time interventions for students in dual credit/dual enrollment courses. In addition, they will work closely with college and high school campus support staff to connect students to **college support resources, communicate with parents** and provide **additional campus support** as needed, **including critical social/emotional interventions** to keep students aspiring and successful in meeting high expectations.



SAISD campuses continue to **expand the dual credit/dual enrollment choices/seats** open to students through robust **college partnerships** that include coursework in specific college majors/career pathways, and through the creation of **PTECH** (Pathways in Technology Early College High Schools) programs.



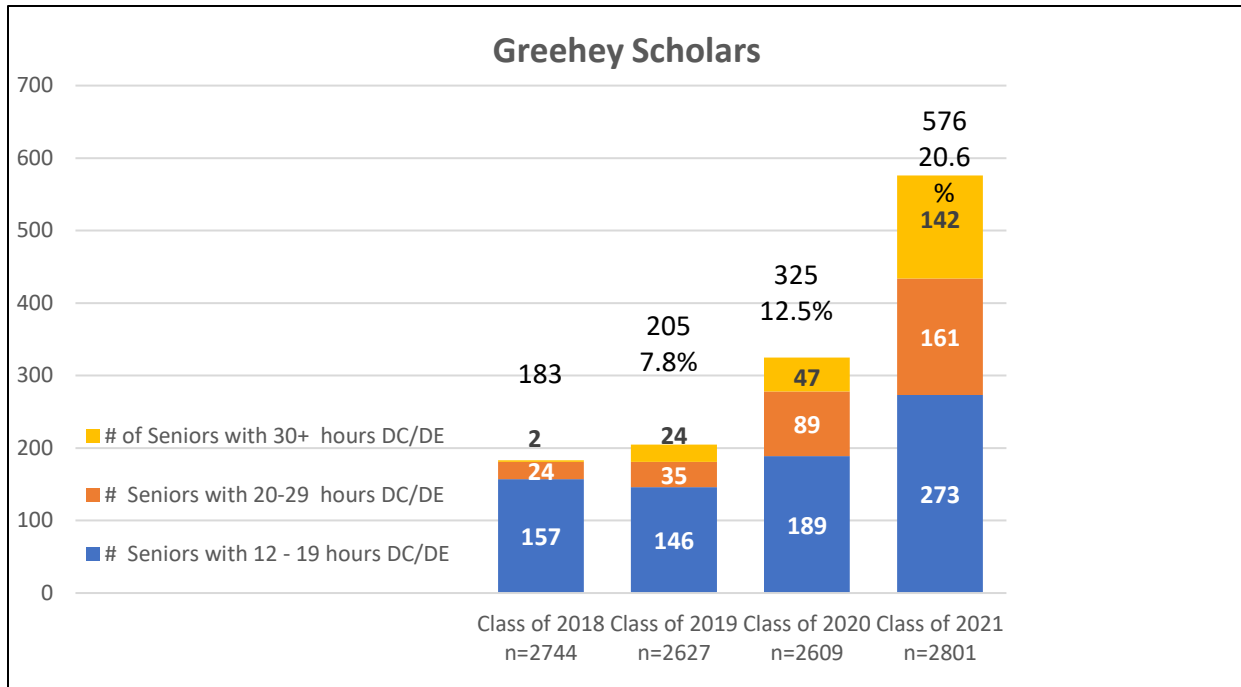
Increase in Dual Credit Participation: Of the 10,523 non-early college high school students, **1,868 students (17.8%) took one or more DC/DE courses.** Participation goal at beginning of the Greehey grant:

20% of 9th -12th grade non-ECHS students will take 1+ DC/DE course.

SAISD will meet the grant goal in school year 2021-2022!

One measure of success for our efforts in providing additional dual credit opportunities for our students lies in the **number of seniors who graduate with 12+ hours of college credit**. For two years, this metric remained relatively flat with just under 7% of the Class of '18 meeting this benchmark.

We have seen a steady rise in the number of students who are accumulating college course credit before graduating from high school and we reached an **all-time high with the Class of 2021 with 576 students or 20.6%+ of the graduating class earning 12+ hours of college credit** through their dual credit classes.




Students who met these benchmarks are recognized with graduation honor cords. This tradition will continue as a way of celebrating these students' accomplishments



Why Dual Credit/Dual Enrollment Opportunities Matter

Data from the National Student Clearinghouse for the Class of 2020 shows the following trends:

 SAISD	Enrolled in College	Enrolled in 2 YR College	Enrolled in 4 YR College	Enrolled in College Fulltime
All Graduates	46%	22%	24%	30%
Students earning 3+ DC/DE hours	60%	18%	43%	47%

Students who took 3 or more hours of dual credit were:

- **One and a half times more likely to enroll in college**
- **Twice as likely to enroll in a four year college**
- **One and a half times more likely to be enrolled in college full time**

The benefit of dual credit for our students makes a huge impact on their postsecondary plans because they develop the vision of themselves as college students, value the headstart they have in completing their degree, and learn the skills needed to be successful in advanced courses.

Thank you to the Greehey Family Foundation for helping SAISD “Build Scholars!”



Moving Forward

Challenges encountered in the 2020 – 2021 school year can all be traced back to the context of the pandemic:

- **Remote coursework**, especially asynchronous offerings presented barriers for our students
- Consistently **reliable internet** connection to access online classes and resources plagued many of our households
- **Life situations** including higher rates of COVID illness and death, family income challenges due to loss of employment or job furloughs caused students to prioritize additional work and domestic responsibilities as well as social/emotional support roles for their families

Strategies for Success for moving forward in 2021-2022:

- **Dual Credit/Dual Enrollment Program Guide** for use by all District staff for consistent and effective program information and implementation
- **“C” or better outcome expectation** for students in all DC/DE courses to be monitored and supported by all campus and district staff, college staff and families
- Hiring **support teachers** who monitor key indicators and intervene quickly to promote student success
- **Frequent touch points** with students and families from a variety of staff including ACCD/UTSA/TAMUSA college advisors, campus facilitators, counselors, and staff, and District dual credit/dual enrollment program staff
- Supporting student success through **AVID and PATH courses**
- **Middle School college readiness strategy** using SchoolLinks curriculum

This report was prepared by:

Liz Ozuna

Executive Director, College Readiness and Postsecondary Initiatives

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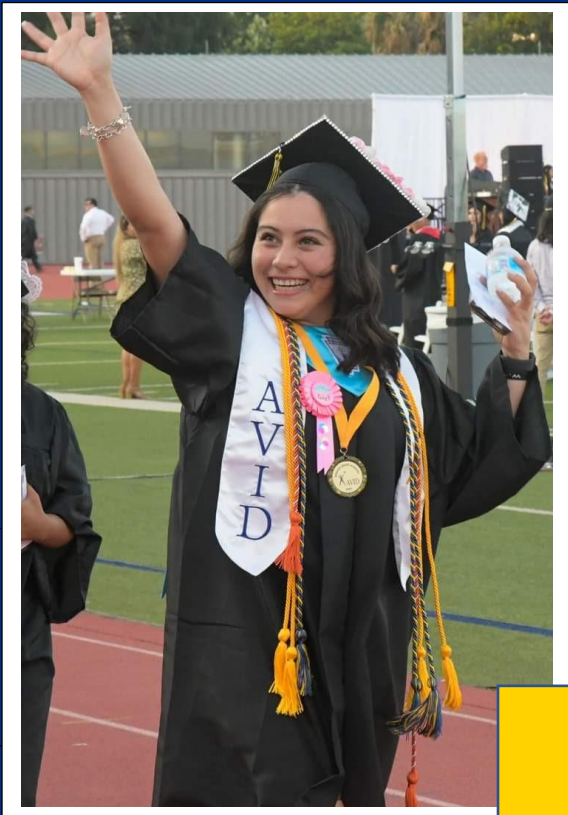
Ashlyn Barrientes

District Coordinator for Dual Credit

with support from the following SAISD Teams:

- **The SAISD Foundation**
- **The Office of Academics**
- **The Office of the Superintendent**
- **Accountability, Research, Evaluation & Testing**
- **College Readiness/Postsecondary**
- **College, Career & Military Readiness**





**Building
Scholars**

