

MEMORANDUM

January 9, 2015

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

CONTACT: Carla Stevens, 713-556-6700

SUBJECT: **EMERGE-HISD PROGRAM, 2013–2014**

EMERGE-HISD was established in 2013 to support high achieving, traditionally underserved students in attaining admission to highly selective institutions of higher education as well as financial aid to support their studies. This report serves as a baseline description of the 362 students enrolled in EMERGE-HISD during 2013–2014, its first full year of implementation, and the success of the EMERGE-HISD seniors in gaining admission and financial aid from top-ranked institutions of higher education.

Some of the highlights are as follows:

- Students enrolled in EMERGE-HISD differed significantly from the population of all HISD high school students. They had a higher representation of economically disadvantaged students, higher scores on tests for college-bound students, higher grade point averages, and a higher average number of rigorous courses taken.
- Sixty-one (61) seniors who were in good standing with EMERGE-HISD at the end of the year documented the results of their college applications. Fifty-six (92 percent) of the students applied to at least one of *U.S. News and World Report's* list of the top 100 research institutions of higher education and 34 (56 percent) applied to at least one of the top liberal arts institutions of higher education. All 61 were accepted to all of the institutions to which they applied.
- Forty-five (45) of the seniors documented financial aid packages which averaged \$47,312 for the first year of study.
- Of the 362 students enrolled in EMERGE-HISD, 279 (77 percent) were both economically disadvantaged and from a traditionally underserved population. In HISD, there were an additional 2,266 economically disadvantaged students from a traditionally underserved population who either met a College Board benchmark for college readiness or had a grade point average of 4.0 or higher, indicating a large group of additional students who might benefit from services provided by EMERGE-HISD.

Should you have any further questions, please contact Carla Stevens in Research and Accountability at 713-556-6700.


_____ TBG

Attachment

cc: Superintendent's Direct Reports
Harrison Peters

High School Support Officers
Rick Cruz



RESEARCH

Educational Program Report

EMERGE-HISD PROGRAM
2013 - 2014



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EMERGE-HISD Program, 2013–2014

Executive Summary

Evaluation Description

EMERGE-HISD was established in 2013 to support high achieving, traditionally underserved students in attaining admission to highly selective institutions of higher education as well as financial aid to support their studies. This report serves as a baseline description of the 362 students enrolled in EMERGE-HISD during 2013–2014, its first full year of implementation, and the success of the EMERGE-HISD seniors in gaining admission and financial aid from top-ranked institutions of higher education.

Highlights

- The group of 362 EMERGE-HISD enrollees differed significantly from the population of HISD high school students in having a higher representation of economically disadvantaged students, higher scores on tests for college-bound students, higher grade point averages, and a higher average number of rigorous courses taken.
- Sixty-one (61) of 64 seniors in good standing in the program at the end of the year documented the results of their college applications. Of 306 applications which resulted in acceptances, 160 were to 42 of *U.S. News and World Report's* list of the top 100 research institutions of higher education and 74 applications were submitted to 38 of *U.S. News and World Report's* list of the top 100 liberal arts institutions of higher education.
- By the end of July 2014, 45 seniors had documented a total of 102 financial aid packages, which averaged \$47,312 for an academic year and totaled \$4,825,812. Forty-seven of the packages were offered by top ranked research institutions of higher education, with an average value of \$48,160, and 37 packages were offered by top ranked liberal arts institutions, with an average value of \$51,824.
- Of the 362 students enrolled in EMERGE-HISD, 279 were both economically disadvantaged and from a traditionally underserved population. In HISD, there were an additional 2,266 economically disadvantaged students from a traditionally underserved population who either met a College Board benchmark for college readiness or had a grade point average of 4.0 or higher, offering a large group of additional students who could potentially benefit from the services provided by EMERGE-HISD.

Recommendations

- EMERGE-HISD was highly effective at supporting participating students in achieving their goals for preparing for and making strong applications for admission to highly selective institutions of higher education. To expand the program's impact, it is recommended that it supplement its current student identification procedures by establishing a process for extending personalized encouragement to participate to students in the district who have high ability and/or achievement and are in populations sought by highly selective institutions of higher education.

- It is recommended that EMERGE-HISD evaluate its school meeting sites to be available to as many strong candidates for the program as possible.

Administrative Response

- Over 900 new students applied to join the EMERGE program in 2014-2015. This, along with the report's findings, highlight that there are many more students in the district who are interested in and would benefit from the program.
- The EMERGE program has expanded to include students from a total of 30 high schools in 2014-2015. In addition, the demographics of the students in the program are even more representative of the district as a whole in gender, ethnicity and free/reduced lunch status.
- University outreach and engagement has proven to be extremely beneficial; the EMERGE team plans to develop additional university partnerships and strengthen existing ones.
- Additional training and support is being provided by the EMERGE team to ensure that school-based college counselors are prepared to help all their students successfully navigate the college application and financial aid processes.
- Students who participated in the summer SAT program often saw significant increases in their scores that made them stronger applicants. This underscores the need for and benefit of high quality SAT preparation.
- New systems have been put in place to ensure that more student acceptances and financial aid letters are collected. The 2013-2014 acceptance and financial aid results are believed to be underestimates since not all financial aid and acceptance letters were collected.

Introduction

The EMERGE-HISD program, which began its first full year of implementation in 2013–2014, is designed to support high achieving, traditionally underserved students in attaining admission and financial aid allowing them to attend highly selective institutions of higher education. Students were identified for the program through self-nomination on an application form, teacher-nomination through a referral form, and/or through program staff-nomination based on standardized test scores including the Scholastic Aptitude Test (SAT), the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), and/or tests of academic achievement. After students were nominated for the program, they completed a rigorous process to gain admission, including providing indicators of ability to succeed in college and commitment to working hard to achieve their goals. Students accepted into the program received access to several services including: after-school programming at designated school sites every two weeks; college preparation programs such as SAT preparation classes and the Future Scholars Institute; individualized, school-based college application support and counseling; and summer tours of selective colleges. The program was differentiated based on students' grade level. After-school programming was held at 14 designated school sites and was open to all high school students who could attend the classes at the specified sites. All 11th graders in the district were eligible for services and EMERGE-HISD staff members were assigned to visit participating students at their home schools for individualized support during the spring semester. Eligible 12th graders also received individualized meetings at their schools during the fall semester. The progress of students who received services was monitored at the end of each semester. Students were expected to take rigorous courses, improve their GPAs (or maintain high GPAs), and show a commitment to using the EMERGE-HISD services to enhance their preparation for higher education at an elite institution.

Interest in the choices that high-achieving low income students make for college has surged over the last decade as researchers have identified patterns in applications that lead to low percentages of low income students at highly selective colleges (Kahlenberg, 2004; Bowen, et al, 2005; and Hoxby and Avery, 2012). In early 2004, Harvard University announced additional support for students from low income families in the form of all expenses paid for families with incomes under \$40,000 and a reduced expectation of support from families with incomes between \$40,000 and \$60,000 (Harvard Gazette Archives, 2004). Other highly selective institutions quickly created similar programs to attract and retain high-achieving, low income students. Summer institutes, mentoring, and financial support were made available at a variety of elite institutions. The College Board also instituted programs to provide more access for low income students, particularly those in rural areas. Hoxby and Turner (2013) found that a “semi-customized” packet of materials that the College Board sent to low income students who achieved SAT scores in the top ten percent of scores nationwide (an intervention that cost about \$6 per student) resulted in high-achieving, low income students having similar patterns of making applications to college that more affluent candidates had (Hass, 2013).

This report is designed to serve as a baseline description of the students selected to participate in the EMERGE-HISD program and their success in achieving admission to highly selective institutions of higher education as well as financial resources that the institutions have available for low income students. Information is provided on demographics, academic achievement, college admissions, and financial aid packages and, when possible, is compared with similar information for students in all HISD high schools. Further, a search was conducted to identify other students who might benefit from the program as EMERGE-HISD expands its influence in the district.

Methods

Data Collection and Analysis

- Data on EMERGE-HISD student enrollment, participation, retention, college acceptances, and financial aid packages were obtained from the EMERGE-HISD program. Year of enrollment in the program was based on a beginning of the school year to beginning of the school year academic year, so, for example, students who began the program in the summer and continued into the following school year were counted as being enrolled in two academic years. Demographic data were confirmed with the fall 2013 PEIMS resubmission data and were supplemented with information in the 2013–2014 Chancery files through Cognos.
- Data for HISD comparisons of demographics were from the fall 2013 PEIMS resubmission for all students in grades nine through 12 with an ADA other than 0. EMERGE-HISD students were those enrolled in the program at any time during the year. Traditionally underserved populations included African Americans, Hispanics, and students with two or more race/ethnicity designations.
- Spring SAT and Fall PSAT/NMSQT score comparisons came from College Board files for tests administered in HISD in 2013–2014 during the school day.
- Course enrollments and grade point averages were generated from Chancery for students listed in the fall 2013 PEIMS resubmission. Rigorous courses were those identified as PreAP, AP, PreIB, or IB in Chancery using Cognos.
- Lists of the top 100 research institutions and the top 100 liberal arts institutions of higher education were taken from *U.S. News and World Report* rankings on August 12, 2014.

Data Limitations

EMERGE-HISD data files were working files that required input from a number of people, making them subject to human error. Reports of college acceptances and financial aid packages may be underreported as the files included only those that had been documented by copies of letters from colleges and universities.

Data on college applications made by seniors were limited to applications that resulted in students being accepted.

Available SAT and PSAT/NMSQT results were limited to tests administered in HISD during the school day as results of later tests had not been submitted to the district at the time this report was produced. Students may have taken the tests, potentially earning higher scores, at later times during the year.

Demographic information was limited to HISD high school students enrolled during the 2013 Fall PEIMS resubmission. All EMERGE-HISD students were included in the 2013 Fall PEIMS resubmission, with the exception of one, whose data was added based on the Chancery file.

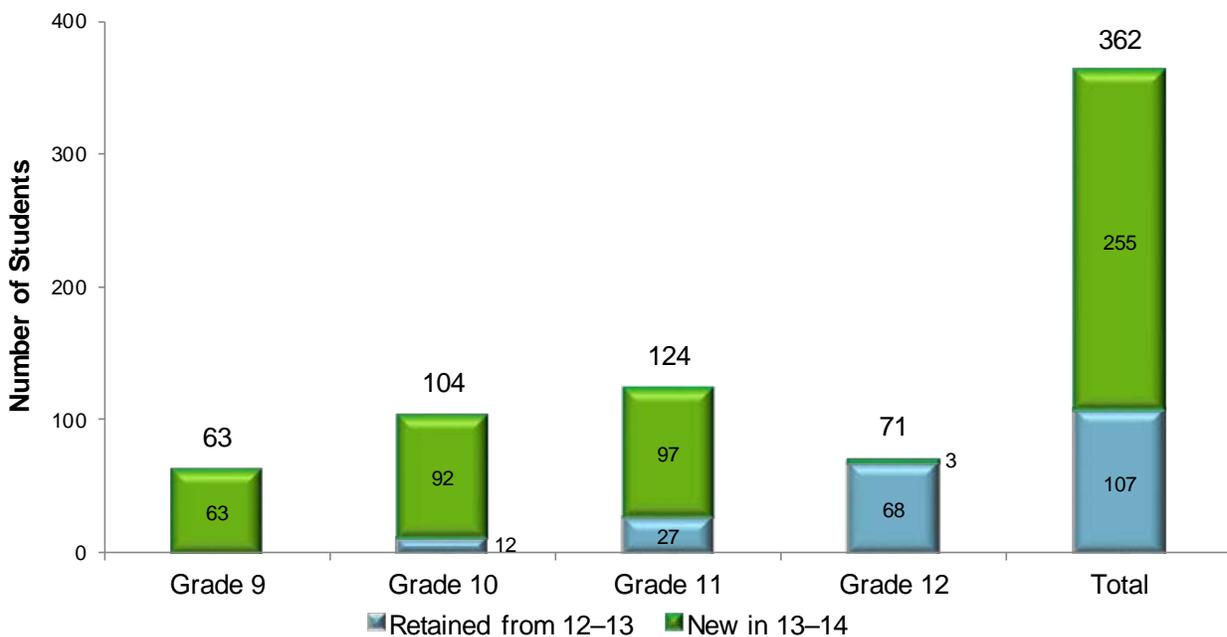
Attendance at zoned schools included only students whose home addresses were available as geo-codes, therefore, 2,190 of 49,442 high school students (four percent) could not be included in the analysis. Three hundred sixty-two (362) of the high school students were EMERGE-HISD students; 11 of them (three percent) were not included in the analysis of attendance at zoned schools for the same reason.

Results

How many HISD students were enrolled in the 2013–2014 EMERGE-HISD program, how actively were they engaged, and how many were in good standing at the end of the year?

- A total of 362 HISD students were enrolled in the 2013–2014 EMERGE-HISD program. As shown in **Figure 1**, all of the ninth-grade students were new to the program while only three of 71 twelfth graders, four percent, were newly enrolled.

Figure 1. Enrollment of HISD students in EMERGE-HISD, by grade level, 2013–2014

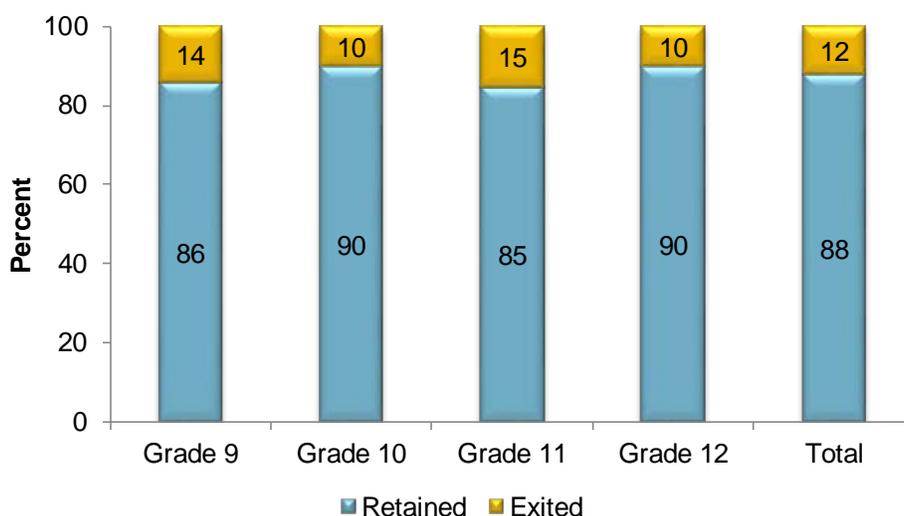


Source: EMERGE-HISD enrollment records

- During 2013–2014, along with a number of group and individual meetings, two college awareness events were scheduled, one called the Tufts event and the other, the Yale event. Ninety-four (94) EMERGE-HISD students attended the Tufts event, including 86 sophomores (83 percent of the sophomores enrolled). All 91 of the attendees at the Yale event were juniors (73 percent of the juniors enrolled in the program).

- As shown in **Figure 2**, by grade level, retention rates during 2013–2014 for EMERGE-HISD participants ranged from a high of 90 percent for sophomores and seniors to a low of 85 percent for juniors. Overall, 12 percent of participating students were exited from the program during the year. Typical reasons that a student might be exited included not meeting attendance guidelines, including participating in summer programming; not submitting EMERGE assignments in a timely manner; and exiting voluntarily due to competing time priorities. All students who attended either the Tufts or the Yale event were retained, with the exception of one sophomore student. At the end of the year, 317 students were in good standing in EMERGE-HISD, 54 freshmen, 94 sophomores, 105 juniors, and 64 seniors. More detail about enrollment, participation, and retention in 2013–2014 EMERGE-HISD can be found in **Table 1** (page 19).

Figure 2. Percentage of EMERGE-HISD students retained and exited from the program, 2013–2014



Source: EMERGE-HISD enrollment records

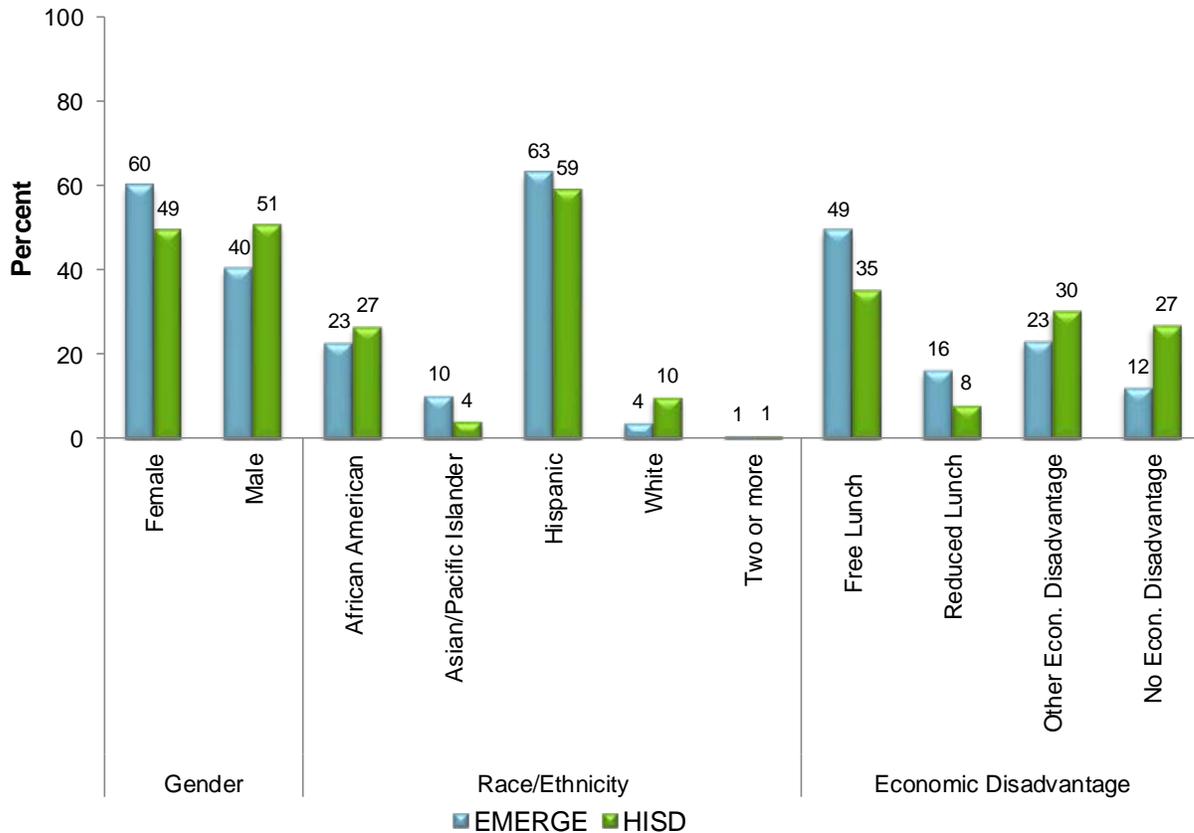
- Freshman and sophomore students enrolled in EMERGE-HISD were associated with the schools designated as EMERGE-HISD meeting sites. Junior and senior students were from a wider variety of schools. EMERGE-HISD enrollment by school association and grade level is shown in **Table 2** (page 20).

How did HISD students who participated in the 2013–2014 EMERGE-HISD program compare demographically with all 2013–2014 HISD high school students in the same grade levels?

- Shown in **Figure 3** (page 7) and detailed in **Table 3** (page 21), a higher percentage of females than males and a corresponding lower percentage of males than females were enrolled in EMERGE-HISD than in all HISD high schools. Categorized by race/ethnicity, compared with all HISD high school students, a higher percentage of EMERGE-HISD students were Asian/Pacific Islander (10 percent in EMERGE-HISD compared with four percent in HISD high schools) and Hispanic (63 percent compared with 59 percent), while a lower percentage were African American (23 percent compared with 27 percent) and white (four percent compared with 10 percent). Eighty-eight (88) percent of EMERGE-

HISD students were economically disadvantaged while 73 percent of all HISD high school students were.

Figure 3. Percentage of EMERGE-HISD and all HISD high school students by gender, race/ethnicity, and economic disadvantage, 2013–2014

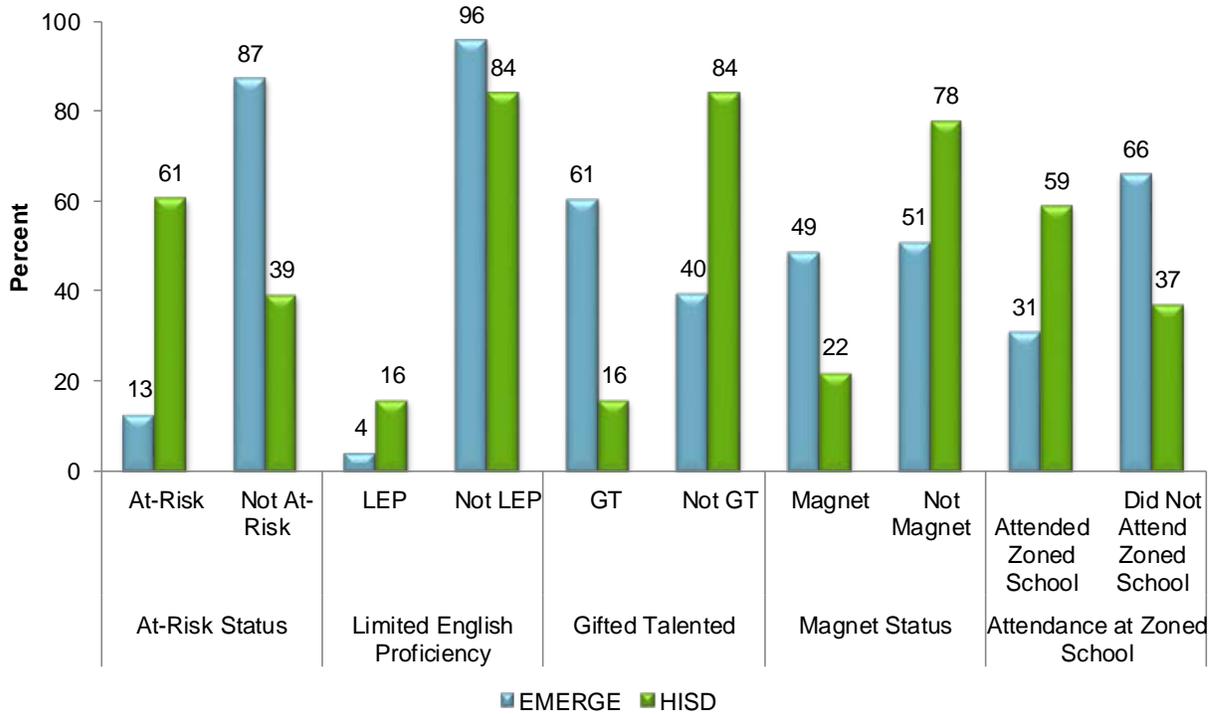


Note: Percentages may not total 100 due to rounding.

Source: PEIMS Fall 2013 Resubmission

- Compared with all HISD high school students, a lower percentage of EMERGE-HISD students were at-risk (13 percent of EMERGE-HISD students compared with 61 percent of all HISD high school students), had limited English proficiency (four percent compared with 16 percent), and attended their zoned schools (31 percent compared with 59 percent of all HISD high school students). A higher percentage of EMERGE-HISD students were identified as Gifted Talented (61 percent of EMERGE-HISD students compared with 16 percent of all HISD high school students) and were magnet students (49 percent compared with 22 percent of all HISD high school students). These relationships are illustrated in **Figure 4** (page 8) and detailed in **Table 3** (page 21).

Figure 4. Percentage of EMERGE-HISD and all HISD high school students by at-risk status, limited English proficiency (LEP), gifted talented status (GT), magnet status, and attendance at the school to which they were zoned, 2013–2014.



Note: Percentages for attendance at zoned schools do not total 100 because the status was not designated for three percent of EMERGE students and four percent of HISD students; other percentages may not total 100 due to rounding.

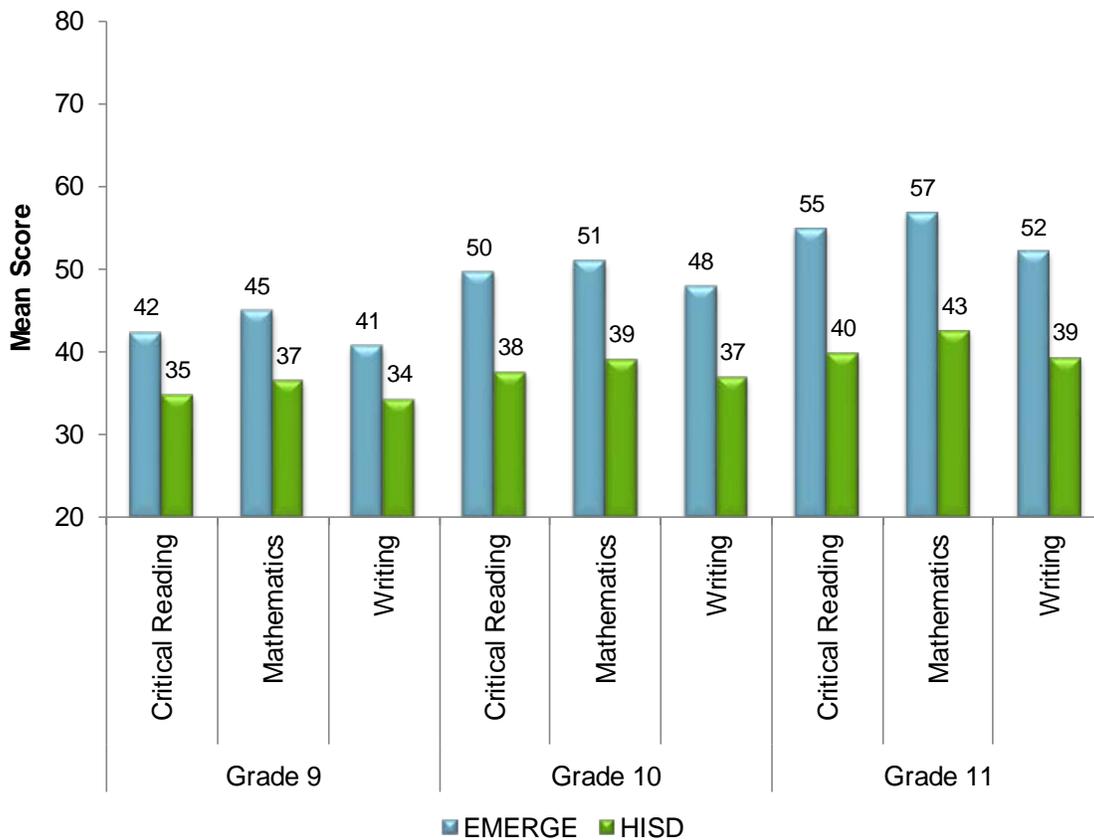
Source: PEIMS Fall 2013 Resubmission; Chancery attendance at zoned school file

- Students who enrolled in EMERGE-HISD differed demographically from the population of all HISD high school students. As shown in **Table 4** (page 22), the differences were statistically significant ($p < .001$) for each descriptive category illustrated, though effect sizes (the magnitude of the differences) were small.

How did HISD students who participated in the 2013–2014 EMERGE-HISD program compare in academic performance with all 2013–2014 HISD high school students in the same grade levels?

- Seventy-nine (79) percent of the 2013–2014 EMERGE-HISD participants, 286 of the 362 participants, took the PSAT/NMSQT in the Fall of 2013. As shown in **Figure 5**, 2013–2014 EMERGE-HISD participants attained a higher mean score than all HISD students in all grades and on all subjects of the exam. The differences between EMERGE-HISD and all HISD high school students increased as grade level increased. PSAT/NMSQT scores are designed to have a standard deviation of approximately 10 points, so the mean score for EMERGE-HISD students in grades 10 and 11 was at least one standard deviation higher than the mean score for all HISD students in each subject.

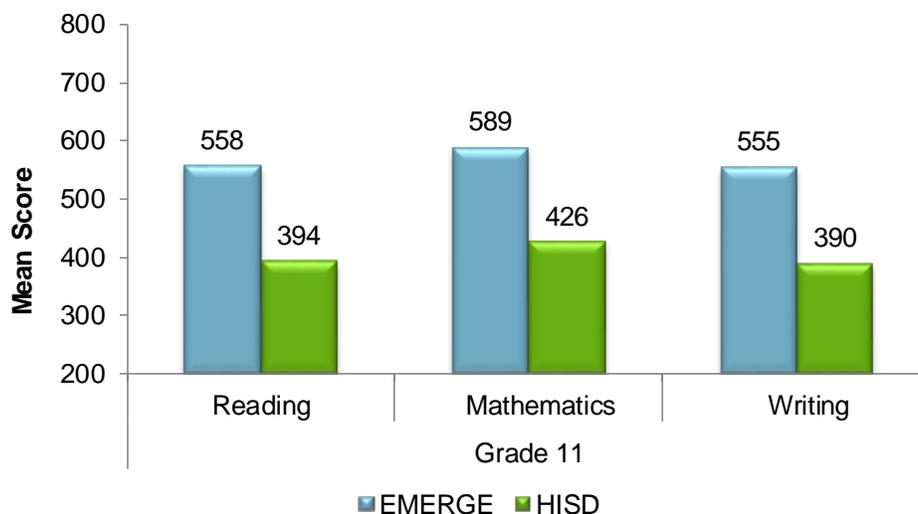
Figure 5. Mean PSAT/NMSQT score for EMERGE-HISD students and all HISD students, by grade level and subject, Fall 2013.



Source: College Board PSAT/NMSQT files.

- Of the 362 EMERGE-HISD participants, one tenth grader and 123 eleventh graders took the SAT administered in the district on February 26, 2014. Results for eleventh graders, compared with those of all HISD eleventh graders who took the exam, are shown in **Figure 6**. SAT scores are created to have a standard deviation of approximately 100, so the mean score for eleventh-grade EMERGE-HISD students was more than one standard deviation higher than the mean score for all HISD eleventh graders in every subject.

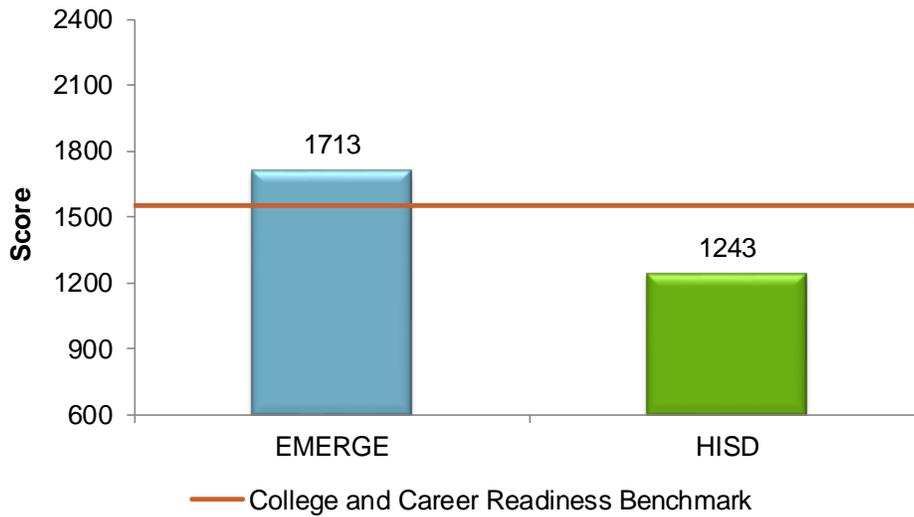
Figure 6. Mean school day SAT score for EMERGE-HISD students and for all HISD students, by subject, Spring 2014



Source: College Board school day SAT file

- The College Board computes a composite score, the sum of the reading, mathematics and writing test scores, which is used to provide an indicator of preparation for college. A composite score of 1550 or higher satisfies the SAT College and Career Readiness Benchmark. **Figure 7** (page 11) shows the average composite score for EMERGE-HISD and HISD eleventh graders compared with the benchmark. Ninety-three (93) of 123 EMERGE-HISD eleventh graders (76 percent) who took the school day SAT in 2013–2014 met or exceeded the College Board’s SAT benchmark for college and career readiness. Within HISD, an additional 1,267 students met or exceeded the standard, for a total of 1,360 students, 16 percent of the HISD students who took the school day SAT.

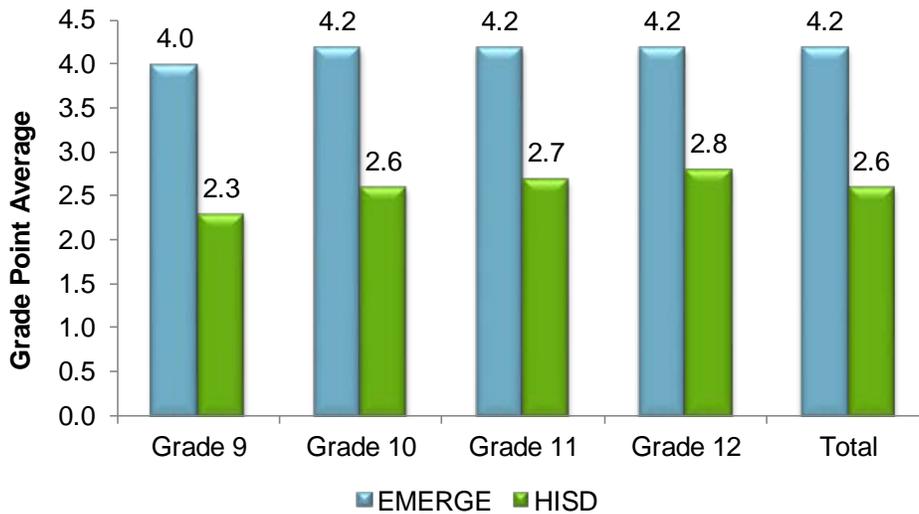
Figure 7. Mean composite SAT score for EMERGE-HISD and all HISD eleventh graders on the school day SAT, 2014.



Source: College Board school day SAT file

- Shown in **Figure 8**, the average grade point average for EMERGE-HISD students was 4.0 or above across grade levels, while the average for all HISD high school students was below 3.0.

Figure 8. Grade point averages for EMERGE-HISD students and for all HISD high school students, by grade level, 2013–2014

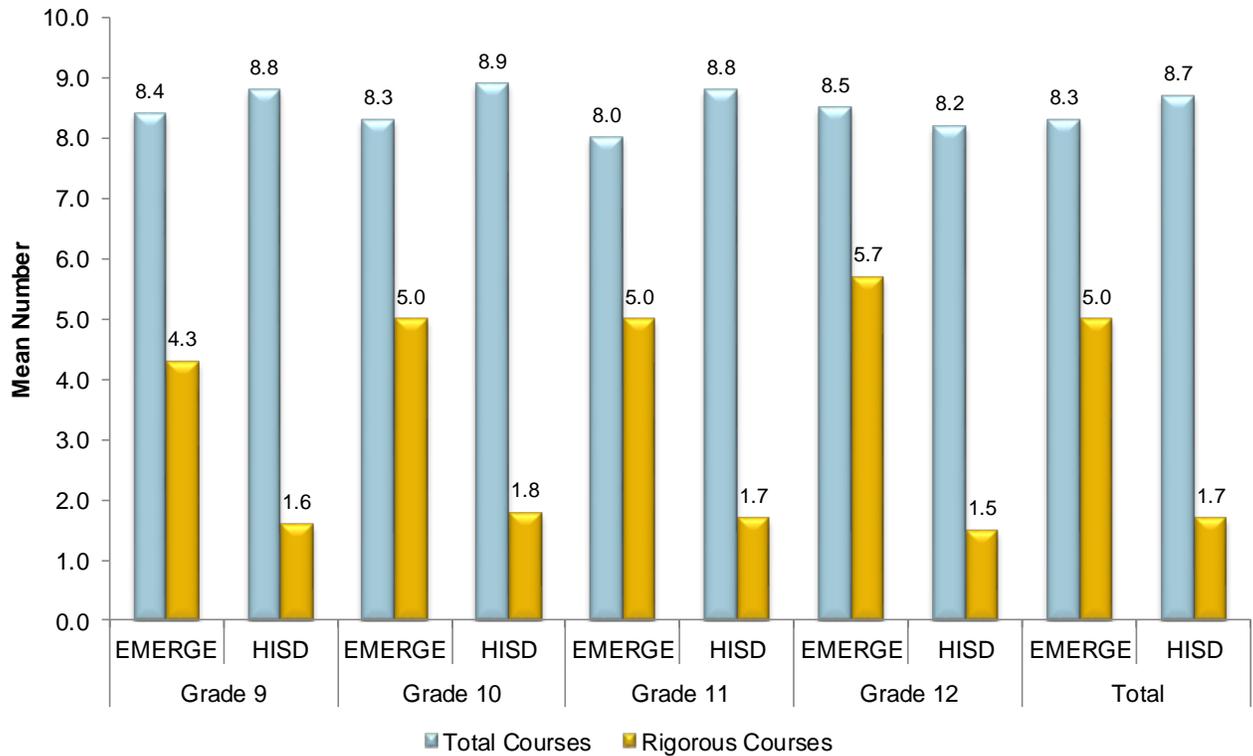


Source: Chancery

- On average, about 20 percent of all HISD high school students' courses were rigorous (PreAP, AP, PrelB, or IB) across grade levels, while about 60 percent of EMERGE-HISD students' courses were

rigorous. About half of the classes that EMERGE-HISD freshman took and 67 percent of EMERGE-HISD seniors' classes were categorized as rigorous (**Figure 9**).

Figure 9. Mean number of high school classes and rigorous high school classes taken by students enrolled in EMERGE-HISD and by all HISD high school students, 2013–2014



Source: Chancery

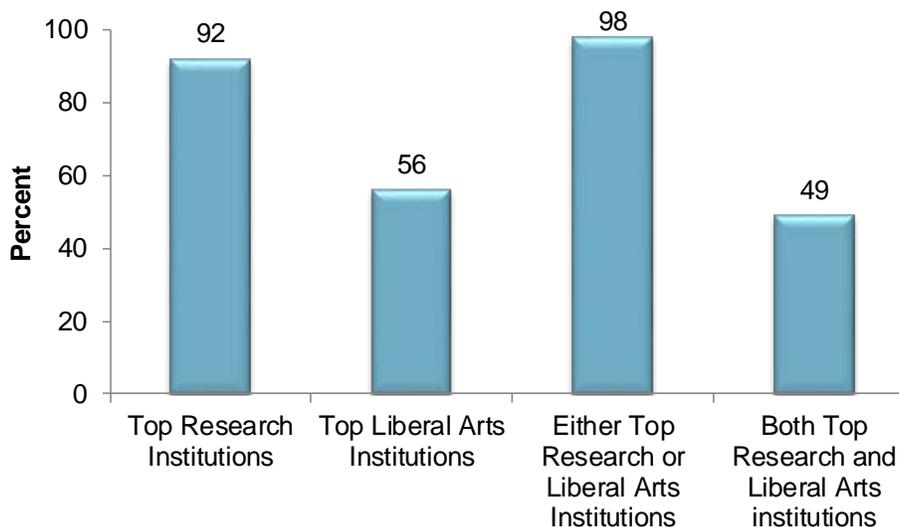
- Detail on EMERGE-HISD student academic performance compared with that of all HISD students can be found in **Table 5** (page 22). EMERGE-HISD students had significantly higher achievement on every measure than did the group of all other HISD high school students. Results of tests of significance can be seen in **Tables 6 through 9** (page 23). Effect sizes for all the results were very large.

How many and what percentage of actively engaged 2013–2014 EMERGE-HISD seniors were admitted to the top 100 four-year research institutions and the top 100 four-year liberal arts institutions of higher education as rated by *U.S. News and World Report*?

- EMERGE-HISD’s file on college acceptances included results for 61 seniors, 95 percent of the seniors in good standing in the program at the end of the academic year. The remaining three seniors did not provide the requested documentation by the end of July, but were all also expected to go to college, one at a top research university, one at a top liberal arts institution, and one at another university, with financial aid packages.

- Each of the 61 seniors who documented the college application process was accepted to a range of one to 12 colleges, with a mean of five acceptances each and a total of 306 successful applications submitted.
- Of the 306 successful applications, 160 were made to 42 of *U.S. News and World Report's* list of the top 100 research institutions of higher education and 74 applications were made to 38 of *U.S. News and World Report's* list of the top 100 liberal arts institutions of higher education.
- Shown in **Figure 10**, 56 of the 61 seniors (92 percent) were accepted to a range of from one to 12 of the top research institutions of higher education. Though all of the applicants to the top research institutions were accepted, five of these were accepted conditionally.
- Thirty-four (34) of the 61 seniors (56 percent) were accepted at a range of from one to six of the top 100 liberal arts institutions of higher education and all of the applicants were accepted unconditionally.
- Sixty (60) of the 61 seniors (98 percent) were accepted at either a top 100 research institution or a top 100 liberal arts institution of higher education. Thirty (30), 49 percent, were accepted at both, at least one top 100 research institution and at least one top 100 liberal arts institution of higher education.

Figure 10. Percentage of the 61 reporting EMERGE-HISD seniors who were admitted to the *U.S. News and World Report's* top ranked institutions of higher education, 2013–2014



Source: EMERGE-HISD files

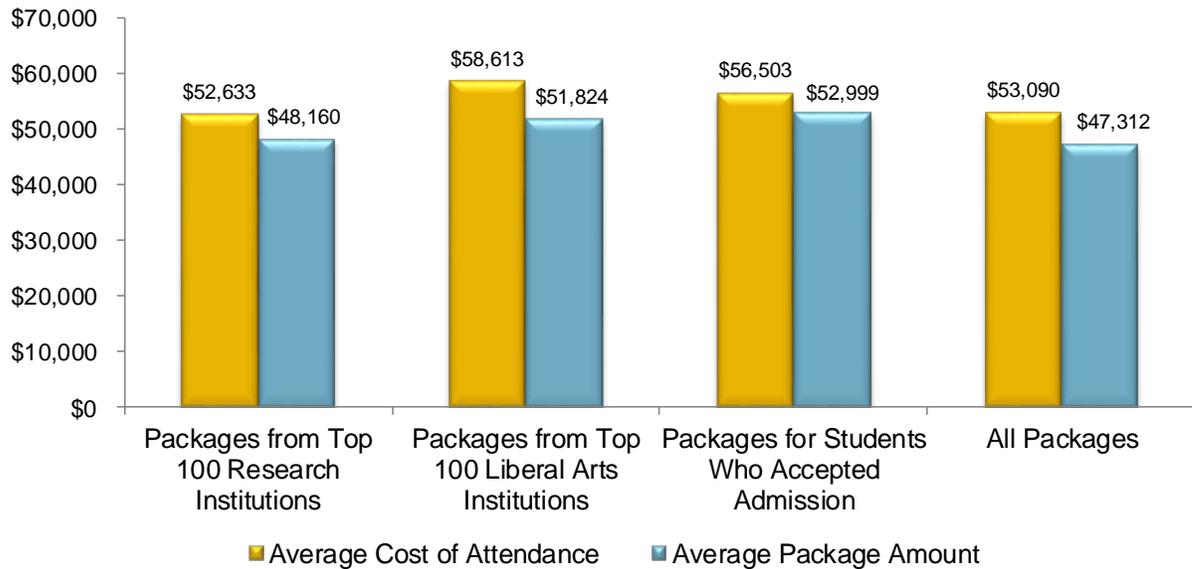
- Of the 61 seniors accepted to at least one college, 53 (87 percent) indicated the schools with offers they had accepted by the end of July 2014. Thirty-six (36) accepted admission to top research institutions (**Table 10**, page 24), 13 accepted admission to top liberal arts institutions (**Table 11**, page 25) and four accepted admission to other institutions (**Table 12**, page 26). All seven students who were accepted for an early decision, a process designed to allow students to apply to a single college, their first choice of institution, plan to attend. The institutions they selected included Johns Hopkins

University, Pitzer College, Rice University, Trinity College, Tufts University (two students), and the University of Virginia. More detail on the schools and numbers of EMERGE-HISD students' acceptances can be found in **Table 10** (page 24) for *U.S. News and World Report's* list of the top 100 research institutions of higher education, **Table 11** (page 25) for *U.S. News and World Report's* list of the top 100 liberal arts institutions of higher education, and **Table 12** (page 26) for other institutions of higher education.

What were the average and aggregate values of financial aid packages offered to 2013–2014 EMERGE-HISD seniors who were accepted to a top four-year research or liberal arts institution of higher education?

- Results of the 306 college acceptances offered to 61 seniors in EMERGE-HISD included documentation of 102 financial aid packages, which included grants, work-study earnings, parental contributions, student contributions, and loans to support one academic year of study. Forty-five (45) students documented from one to eight packages each. Financial aid awards totaled \$4,825,812, and the average was \$47,312 per package.
- Forty-seven (47) financial aid packages were offered to EMERGE-HISD students from the top 100 research institutions, as ranked by *U.S. News and World Report*, totaling \$2,263,527 and averaging \$48,160 per award. An additional 37 packages were offered by *U.S. News and World Report's* top 100 liberal arts institutions of higher education, totaling \$1,917,478 and averaging \$51,824.
- Thirty-one students documented financial aid packages from the top 100 research institutions and 25 students documented packages from the top 100 liberal arts institutions of higher education. Twelve (12) students, 27 percent of those documenting financial aid packages, were offered packages from at least one top research and at least one top liberal arts institution, for a total of 44 students, 98 percent of those reporting, documenting financial aid packages from at least one of the *U.S. News and World Report's* top ranked institutions of higher education.
- Financial aid packages from institutions that students committed to attend provided an estimate of the actual costs of higher education the students incurred. Fifty-three EMERGE-HISD students indicated the institutions they chose to attend; of those, 33 documented financial aid packages from those institutions. The average cost of attendance among the 33 students was \$56,503 and the average financial aid package totaled \$52,999. Eight of the 33 students (24 percent) received packages that covered or more than covered the estimated costs of attendance (three students received packages that completely covered the costs and five received packages that exceeded the estimated costs by from \$350 to \$5,646), leaving an average remaining cost of \$3,504 and a range of from \$81 to \$14,234. Comparisons of cost of attendance with average financial aid package for groups of institutions are shown in **Figure 11** (page 15), and further information about financial aid packages documented by EMERGE-HISD seniors can be found in **Table 13** (page 27).

Figure 11. Average cost of attendance and average financial aid package offered to 45 EMERGE-HISD students, by group of institution, 2013–2014



Source: EMERGE-HISD files

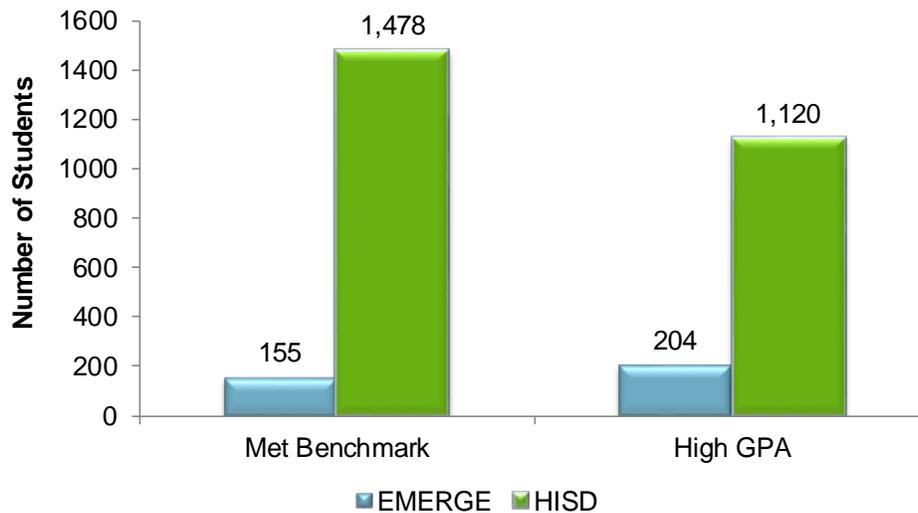
How many other students in HISD might benefit from an expansion of EMERGE-HISD services?

- One way to identify students who might benefit from EMERGE-HISD services could be based on student performance on exams for college-bound students that are administered during the school day in the district. In HISD, 12,446 students who were economically disadvantaged and from a traditionally underserved population (African American, Hispanic, or two or more race/ethnicity designations) took the PSAT or SAT school day tests offered in the district and 1,633 of them (13.1 percent) met or exceeded the College Board’s benchmark for college and career readiness. Of EMERGE-HISD students who took the same test/s, 225 were economically disadvantaged and from an underserved population, and 155 of them (69 percent) met the College Board’s benchmark. The 1,478 students who were not enrolled in EMERGE-HISD but who were economically disadvantaged and in an underserved population, and who met the College Board’s benchmark are identified by school and grade level in **Table 14** (page 28).
- Some students, particularly ninth graders, for whom the College Board has not established a benchmark for college and career readiness, may benefit from EMERGE-HISD services but may not be identified by the tests for college-bound students. Another option would be to identify potential candidates by grade point average (GPA). In HISD, 1,324 students who were economically disadvantaged and in an underserved population earned a GPA of 4.0 or higher (a stringent measure, particularly for ninth-grade students who typically have less access to rigorous courses associated with higher grade point averages). Of these, 204 were enrolled in EMERGE-HISD (73 percent of the 279 economically disadvantaged students in underserved populations enrolled in EMERGE-HISD). The remaining 1,120 students who were not enrolled in EMERGE-HISD but who were economically

disadvantaged, in an underserved population, and earned a GPA of 4.0 or higher are listed in **Table 15** (page 29) by grade level and school.

- Of the 1,478 students shown in **Figure 12** for their college-bound test scores and the 1,120 students shown for their high GPAs, 332 were represented in both groups, yielding a total of 2,266 high school students in the district who might also be excellent candidates for EMERGE-HISD services.

Figure 12. Number of economically disadvantaged students from traditionally underserved populations who met either the College Board’s College and Career Readiness Benchmark on the SAT or the college readiness indicator on the PSAT, or who had a GPA of 4.0 or higher, by enrollment in EMERGE-HISD, 2013–2014



Sources: College Board school day SAT and PSAT files, PEIMS, Chancery

Discussion

Students enrolled in the 2013–2014 EMERGE-HISD program differed significantly from the larger population of HISD high school students. The group had a higher percentage of students receiving free and reduced lunch, a higher percentage of Hispanic students (a traditionally underserved population), higher PSAT and SAT test scores, a higher average GPA, and a higher average number of rigorous courses completed than the larger population had. The demographic features and achievement indicators associated with students enrolled in EMERGE-HISD signify that the program selected a group of students likely to benefit from the opportunities available to them at highly selective institutions of higher education.

EMERGE-HISD was exceptionally successful at supporting students in securing admission and financial resources to attend highly selective institutions of higher education. Of the 64 seniors who were retained in the program in 2013–2014, 61 provided documentation of their acceptances to colleges. All but one of the 61 reporting seniors were accepted to at least one of *U.S. News and World Report's* top 100 research institutions or top 100 liberal arts institutions of higher education and 53 were accepted to multiple top ranked, highly selective colleges and universities.

The services beginning to be offered in the district through EMERGE-HISD have proven very effective and there are many more HISD students who are already high achieving and positioned to submit strong applications to highly selective institutions of higher education. Specifically, 228 of the 362 students enrolled in EMERGE-HISD in 2013–2014 were economically disadvantaged and from an underserved population and also met the College Board’s college readiness benchmark on the SAT or PSAT or had a GPA of 4.0 or higher, while 2,266 additional students in HISD met the same criteria. In addition, EMERGE-HISD is establishing a record, even early in its implementation, that can inspire additional students, especially underachieving students, to focus on academics and set new goals for themselves.

Resources are limited and the need is great. With enough communication about the program, encouraging students to self-nominate and teachers to make recommendations for enrollments should allow effective identification of under-motivated, traditionally underserved students who can use the program to push their achievement to levels attractive to highly selective colleges and universities. For currently high-achieving but traditionally under-resourced students, research has shown that customized information provided to high achieving economically deprived students resulted in the students submitting more applications to highly selective institutions (Hoxby and Turner, 2013). EMERGE-HISD may be able to impact more high achieving students from underserved populations by providing information about EMERGE-HISD’s results directly and personally to students who have already established records that would capture the attention of college admissions offices.

Further, the listings of numbers of students in **Tables 14 and 15** (pages 28–29) show some schools that have large concentrations of potential EMERGE-HISD candidates that are not at designated meeting sites. At the same time, some of the meeting sites have much smaller numbers of students who have already positioned themselves to be strong candidates for admission to and success in highly selective colleges. The program may be able to expand its influence by changing some meeting sites to be more accessible to a larger number of readily eligible candidates.

EMERGE-HISD is establishing a strong record in motivating students to be attractive candidates to highly selective colleges and universities through supporting them communicating their strengths in college applications, and in teaching them how to acquire academic skills and financial resources to allow them to earn degrees from the top ranked institutions of higher education in the country. It has the potential to expand its influence throughout the district quickly by providing personal encouragement to students who have already shown academic success and by locating its services to impact the largest numbers of promising, eligible students.

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Table 1. EMERGE-HISD Enrollment, Participation, and Retention Rates, 2013–2014

	Grade 9		Grade 10		Grade 11		Grade 12		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Enrollment										
2013–2014 Registrations	63	100.0	104	100.0	124	100.0	71	100.0	362	100.0
Re-registered from 2012–2013	0	0.0	12	11.5	27	21.8	68	95.8	107	29.6
Participation Rates										
Attended Tufts Event	1	1.6	86	82.7	7	5.6	0	0.0	94	26.0
Attended Yale Event	0	0.0	0	0.0	91	73.4	0	0.0	91	25.1
Retention Rates										
Retained in program	54	85.7	94	90.4	105	84.7	64	90.1	317	87.6
Exited from program	9	14.3	10	9.6	19	15.3	7	9.9	45	12.4

Notes: Typical reasons that a student might not be retained in the program include not meeting attendance guidelines, not submitting EMERGE assignments in a timely manner, and exiting voluntarily due to competing time priorities.

Percentages may not total 100 due to rounding.

Source: EMERGE-HISD enrollment records

Table 2. Number and Percentage of Students Enrolled in EMERGE-HISD, by School and Grade Level, 2013–2014

School Site	Grade 9		Grade 10		Grade 11		Grade 12		Total N
	N	%	N	%	N	%	N	%	
Bellaire HS*	1	3.2	18	58.1	8	25.8	4	12.9	31*
Carnegie Vanguard HS					6	46.2	7	53.8	13
Challenge Early College HS					7	87.5	1	12.5	8
Chavez HS*	9	20.0	8	17.8	19	42.2	9	20.0	45*
Davis HS*	7	38.9	7	38.9	4	22.2			18*
DeBakey HSHP*			6	27.3	10	45.5	6	27.3	22*
East Early College HS					3	60.0	2	40.0	5
Eastwood Academy*	4	8.5	12	25.5	12	25.5	19	40.4	47*
Energized for STEM Academy*	7	50.0	5	35.7	2	14.3			14*
Furr HS*	5	38.5	6	46.2			2	15.4	13*
Houston Academy for International Studies					4	100.0			4
Houston Math/Science/Technology Center					2	66.7	1	33.3	3
Jordan HS					1	100.0			1
Lamar HS*	5	15.6	12	37.5	10	31.3	5	15.6	32*
Law Enforcement and Criminal Justice HS					2	66.7	1	33.3	3
Lee HS					1	50.0	1	50.0	2
Madison HS*	5	55.6	4	44.4					9*
Performing and Visual Arts HS					1	33.3	2	66.7	3
Reagan HS*	2	14.3	8	57.1	3	21.4	1	7.1	14*
Sharpstown HS*	3	10.0	11	36.7	15	50.0	1	3.3	30*
Sharpstown International School							1	100.0	1
Waltrip HS					2	40.0	3	60.0	5
Washington HS*	4	50.0	1	12.5	2	25.0	1	12.5	8*
Westside HS					5	55.6	4	44.4	9
Young Men's College Prep Academy*	7	58.3	4	33.3	1	8.3			12*
Young Women's College Prep Academy*	4	40.0	2	20.0	4	40.0			10*
Total	63	17.4	104	28.7	124	34.3	71	19.6	362

Notes: * indicates a designated EMERGE-HISD school meeting site.

Percentages may not equal 100 due to rounding.

Source: EMERGE-HISD student roster

Table 3. EMERGE-HISD Demographic Characteristics Compared to Demographics of All HISD High School Students, by Grade Level, 2013–2014

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	EMERGE %	HISD %								
Gender										
Female	54.0	47.6	61.5	49.7	66.1	51.0	52.1	49.7	59.9	49.4
Male	46.0	52.4	38.5	50.3	33.9	49.0	47.9	50.3	40.1	50.6
Race/Ethnicity										
African American	22.2	27.2	28.8	26.4	21.8	26.4	15.5	25.8	22.7	26.5
American Indian	0.0	0.2	0.0	0.4	0.0	0.3	0.0	0.3	0.0	0.3
Asian/Pacific Islander	6.3	3.2	14.4	3.7	9.7	4.6	8.5	4.3	10.2	3.9
Hispanic	68.3	60.1	53.8	57.8	63.7	58.1	70.4	59.3	63.0	58.9
White	3.2	8.5	1.9	10.8	4.0	9.9	5.6	9.8	3.6	9.7
Two or more	0.0	0.7	1.0	0.9	0.8	0.7	0.0	0.6	0.6	0.7
Economic Disadvantage										
Free Lunch	55.6	34.8	49.0	34.1	46.0	35.7	49.3	36.1	49.2	35.1
Reduced Lunch	7.9	7.2	15.4	7.5	16.9	8.4	22.5	9.2	16.0	8.0
Other Econ. Disadvantage	27.0	34.6	22.1	30.6	26.6	28.4	14.1	25.1	22.9	30.1
No Econ. Disadvantage	9.5	23.4	13.5	27.8	10.5	27.5	14.1	29.5	11.9	26.7
At-Risk Status										
At-Risk	25.4	63.8	8.7	61.5	12.1	70.3	8.5	44.9	12.7	60.7
Not At-Risk	74.6	36.2	91.3	38.5	87.9	29.7	91.5	55.1	87.3	39.3
Limited English Proficiency (LEP)										
LEP	15.9	21.0	1.0	14.7	3.2	11.8	0.0	13.9	4.1	15.8
Not LEP	84.1	79.0	99.0	85.3	96.8	88.2	100.0	86.1	95.9	84.2
Gifted Talented (GT) Status										
GT	50.8	15.2	54.8	15.5	58.9	16.7	80.3	16.1	60.5	15.8
Not GT	49.2	84.8	45.2	84.5	41.1	83.3	19.7	83.9	39.5	84.2
Magnet Status										
Magnet	41.3	19.3	48.1	21.3	51.6	24.6	52.1	22.0	48.9	21.6
Not Magnet	58.7	80.7	51.9	78.7	48.4	75.4	47.9	78.0	51.1	78.4
Attendance at Zoned School										
Attended Zoned School	38.1	60.8	31.7	58.7	30.9	57.1	22.2	56.6	30.7	58.5
Did Not Attend Zoned School	57.1	34.4	63.5	35.5	68.3	38.8	75.0	40.6	66.3	37.1
Not Designated	4.8	4.8	4.8	5.7	0.8	4.1	2.8	2.8	3.0	4.4

Note: Percentages may not total 100 due to rounding.

Sources: EMERGE-HISD enrollment records; PEIMS; and Chancery magnet student and zoned school records

Table 4. Results for Chi-Square Tests of the Differences in Demographics between Students Enrolled in EMERGE-HISD and All Other HISD High School Students, 2013–2014

Characteristic	Chi-Square	p	Cramer's V
Gender	$X^2(1, N=49,451) = 16.4$	<.001	.02
Race/Ethnicity	$X^2(5, N=49,451) = 55.9$	<.001	.03
Economic Disadvantage	$X^2(3, N=49,451) = 86.3$	<.001	.04
At-Risk Status	$X^2(1, N=49,451) = 352.9$	<.001	.08
Limited English Proficiency Status	$X^2(1, N=49,451) = 37.3$	<.001	.03
Gifted Talented Status	$X^2(1, N=49,451) = 548.5$	<.001	.11
Magnet Student Status	$X^2(1, N=49,442) = 160.8$	<.001	.06
Attendance at Zoned School	$X^2(1, N=47,252) = 130.5$	<.001	.05

Note: Effect size conventions for Cramer's V are: .10 indicates a small effect, .30 indicates a medium effect, and .50 indicates a large effect.

Table 5. EMERGE-HISD Academic Performance Compared to Academic Performance of All HISD High School Students, by Grade Level, 2013–2014

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	EMERGE Mean	HISD Mean								
PSAT/NMSQT Score										
Critical Reading	42.4	34.9	49.6	37.6	54.9	39.9	*	33.3	50.2	37.1
Mathematics	45.0	36.6	51.1	39.2	56.9	42.4	*	34.8	52.2	39.1
Writing	40.8	34.4	48.0	37.0	52.1	39.4	*	32.2	48.1	36.6
Composite	128.1	106.0	148.8	113.9	163.9	122.0	*	100.6	150.6	113.0
School Day SAT Score										
Reading	*	307.5	*	354.8	558.5	394.2	*	329.1	557.2	392.6
Mathematics	*	360.0	*	371.0	589.3	426.5	*	340.9	588.3	424.3
Writing	*	307.5	*	340.0	554.9	389.9	*	295.5	553.2	387.9
Composite	*	975.0	*	1069.2	1716.6	1250.6	*	965.5	1712.5	1243.2
Grade Point Average										
End of Year	4.0	2.3	4.2	2.6	4.2	2.7	4.2	2.8	4.2	2.6
Rigorous Courses (PreAP, AP, PreIB, and IB) Taken										
Total Courses	8.4	8.8	8.3	8.9	8.0	8.8	8.5	8.2	8.3	8.7
Rigorous Courses	4.3	1.6	5.0	1.8	5.0	1.7	5.7	1.5	5.0	1.7

Note: * Results for fewer than five students are not reported.

Sources: College Board Fall 2013 PSAT/NMSQT and Spring 2014 school day SAT files, Chancery

Table 6. Independent Sample *t* Test of the PSAT/NMSQT Scores of EMERGE-HISD Students and of All Other HISD High School Students, 2013–2014

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
EMERGE-HISD Students	286	150.6	27.1			
All Other HISD Students	31,647	112.7	26.3			
Total	31,933	113.0	26.6	<i>t</i> (31931) = 24.2	< .001	1.4

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 7. Independent Sample *t* Test of the SAT Scores of EMERGE-HISD Students and of All Other HISD High School Students, 2013–2014

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
EMERGE-HISD Students	123	1712.5	246.4			
All Other HISD Students	8,372	1236.3	309.8			
Total	8,495	1243.2	314.1	<i>t</i> (127.7) = 21.2	< .001	1.9

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 8. Independent Sample *t* Test of the Grade Point Averages of EMERGE-HISD Students and of All Other HISD High School Students, 2013–2014

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
EMERGE-HISD Students	362	4.19	0.39			
All Other HISD Students	47,189	2.56	0.97			
Total	47,551	2.57	0.98	<i>t</i> (397.0) = 78.9	< .001	4.2

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 9. Independent Sample *t* Test of the Number of Rigorous Courses Taken by EMERGE-HISD Students and by All Other HISD High School Students, 2013–2014

Groups	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>	<i>d</i>
EMERGE-HISD Students	360	5.0	1.4			
All Other HISD Students	46,854	1.6	2.0			
Total	47,214	1.7	2.0	<i>t</i> (369.8) = 44.7	< .001	2.4

Note: Effect size conventions for *d* are: .2 is small, .5 is medium, and .8 is large.

Table 10. Number of 2014 Acceptances of EMERGE-HISD Students to the Top 100 Research Institutions of Higher Education, as ranked by *U.S. News and World Report* (USNWP), and the Number of EMEGE-HISD Students Reporting Plans to Attend, as of July 29, 2014

Institution	N of Applications Resulting in Admission, Unconditional/ Conditional (if needed)	N of Students Accepting Admission (as of the end of July 2014)
American University	1	
Baylor University	8/1	1
Boston College	0/1	
Brandeis University	3	1
Brown University	4	
Carnegie Mellon University	4	1
Case Western Reserve University	1	
Clark University	17	1
Columbia University	2	
Cornell University	1	
Duke University	2	
Emory University	3	
Fordham University	1	
Georgetown University	2	1
Harvard College	2	1
Johns Hopkins University	3	2
New York University	2	
Northeastern University	5	
Northwestern University	2	
Pepperdine University	1	1
Princeton University	1	
Purdue University	1	
Rice University	3	1
Stanford University	4	3
Syracuse University	1	
Texas A&M University-College Station	17	7
Texas Christian University	1	
Tufts University	5	3
University of California-Irvine	1	
University of California-Los Angeles	2	1
University of Chicago	1	
University of North Carolina-Chapel Hill	2	1
University of Notre Dame	3	
University of Pennsylvania	3	1
University of Pittsburgh	1	
University of Rochester	3/1	2
University of Southern California	1	
University of Texas-Austin	30/2	1
University of Virginia	3	2
Wake Forest University	1	1
Washington University in St. Louis	2	1
Yale University	5	3
TOTAL	160	36

Source: EMERGE-HISD records

Table 11. Number of 2014 Acceptances of EMERGE-HISD Students to the top 100 Liberal Arts Institutions of Higher Education, as ranked by *U.S. News and World Report* (USNWP), and the Number of EMEGE-HISD Students Reporting Plans to Attend, as of July 29, 2014

Institution	N of Applications Resulting in Admission, Unconditional/ Conditional (if needed)	N of Students Accepting Admission (as of the end of July 2014)
Agnes Scott College	2	
Allegheny College	2	
Amherst College	5	2
Austin College	7	1
Beloit College	2	
Bryn Mawr College	1	
Carleton College	1	1
Colgate University	1	
College of the Holy Cross	2	
DePauw University	3	
Grinnell College	2	
Hamilton College	1	
Hendrix College	2	
Knox College	2	
Lawrence University	1	
Lewis & Clark College	2	
Middlebury College	2	1
Millsaps College	1	
Muhlenberg College	1	
Oberlin College	1	
Occidental College	4	1
Ohio Wesleyan University	1	
Pitzer College	3	1
Pomona College	1	
Rhodes College	1	1
Smith College	4	2
Southwestern University	1	
St. Lawrence University	1	
St. Olaf College	1	
Swarthmore College	2	1
Trinity College	1	1
University of Richmond	2	
Ursinus College	3	
Wellesley College	1	
Wesleyan University	1	
Willamette University	4	
Williams College	1	1
Wofford College	1	
TOTAL	74	13

Source: EMERGE-HISD records

Table 12. Number of 2014 Acceptances of EMERGE-HISD Students to Institutions Other than Those in the Top 100 Research or Liberal Arts Institutions, as ranked by *U.S. News and World Reports (USNW)*, and the Number of EMEGE-HISD Students Reporting Plans to Attend, as of July 29, 2014

Institution	N of Applications Resulting in Admission, Unconditional/ Conditional (if needed)	N of Students Accepting Admission (as of the end of July 2014)
Abilene Christian University	1	
Albright College	1	
Arizona State University	1	
Carroll College (Montana)	2	
Carroll University (Wisconsin)	6	
Gordon College	1	
Houston Baptist University	3	
Houston Community College System	1	
Lamar University	1	
Louisiana State University (Honors Coll.)	1	
Loyola University New Orleans	1	
Manhattan College	1	
Maryland Institute College of Art	1	
Rhode Island School of Design	1	
Rochester Institute of Technology	1	
Saint Mary's University of Minnesota	1	
Sam Houston State University	1	
School of the Art Institute of Chicago	1	
School of the Museum of Fine Arts	1	
St. Edward's University	1	1
Stonehill College	2	1
Texas A&M University, Commerce	1	
Texas A&M University, Corpus Christi	1	
Texas State University	2	
Texas Tech University	4	
The Catholic University of America	1	
Trinity University	2	
University of Houston	17	2
University of Mary Hardin-Baylor	1	
University of North Texas	1	
University of Oklahoma	1	
University of Texas, Dallas	4	
University of Texas, Pan American	3	
University of Texas, San Antonio	3	
Virginia Commonwealth University	1	
TOTAL	72	4

Source: EMERGE-HISD records

Table 13. Total and Average Financial Aid Packages Awarded to 61 EMERGE-HISD Seniors Who Reported College Acceptance Results, 2013–2014

Financial Aid Packages	Students		Number of Packages	Aggregate Value of All Packages	Average Package Amount	Average Cost of Attendance
	N	%				
Packages from Top 100 Research Institutions	31	50.8	47	\$2,263,527	\$48,160	\$52,633
Packages from Top 100 Liberal Arts Institutions	25	41.0	37	\$1,917,478	\$51,824	\$58,613
Packages for Students Who Accepted Admission	33	54.1	33	\$1,748,959	\$52,999	\$56,503
Total	45	73.8	102	\$4,825,812	\$47,312	\$53,090

Source: EMERGE-HISD records

Table 14. Number (Unduplicated) of HISD Students Who Took Either the School Day SAT or PSAT/NMSQT, Met or Exceeded the College Board's College Readiness Standard, Were Economically Disadvantaged, Were from an Underserved Population, and Did Not Enroll in the EMERGE Program, by School and Grade Level, 2013–2014.

School	Grade 9 N	Grade 10 N	Grade 11 N	Total N
Austin HS		19	7	26
Bellaire HS*		78	61	139*
Carnegie Vanguard HS		21	16	37
Challenge Early College HS		35	39	74
Chavez HS*		46	35	81*
Davis HS*		10	21	31*
DeBakey HSHP*		59	44	103*
East Early College HS		42	41	83
Eastwood Academy*		24	18	42*
Energized for STEM Academy*		8	1	9*
Furr HS*		9	8	17*
Houston Academy for International Studies		26	13	39
Houston Math/Science/Technology Center		13	14	27
Jones HS		2	3	5
Jordan HS		19	14	33
Kashmere HS		4	1	5
Lamar HS*		54	66	120*
Law Enforcement and Criminal Justice HS		10	13	23
Lee HS		14	6	20
Long MS		5		5
Madison HS*		11	12	23*
Milby HS		25	21	46
Mount Carmel Academy		11	7	18
North Forest HS		2	3	5
North Houston Early College HS		19	27	46
Performing and Visual Arts HS		16	22	38
Reagan HS*	1	44	30	75*
Scarborough HS		4	7	11
Sharpstown HS*		15	3	18*
Sharpstown International School		11	5	16
South Early College HS		3	7	10
Sterling HS		6	2	8
Waltrip HS	1	30	18	49
Washington HS*		10	11	21*
Westbury HS		17	6	23
Westside HS		70	50	120
Wheatley HS		2	2	4
Worthing HS		2	4	6
Yates HS		5	1	6
Young Men's College Prep Academy*			2	2*
Young Women's College Prep Academy*		9	5	14*
Total	2	810	666	1,478

Notes: Few ninth-grade students were identified because the College Board had not established a benchmark for college and career readiness at the time this report was produced.

* indicates a 2013–2014 EMERGE school site

Source: College Board SAT files, PEIMS

Table 15. Number of HISD Students Who Earned a GPA of 4.0 or Higher, Were Economically Disadvantaged, Were from an Underserved Population and Did Not Enroll in the EMERGE-HISD Program, by School and Grade Level, 2013–2014.

School	Grade 9 N	Grade 10 N	Grade 11 N	Grade 12 N	Total N
Austin HS	16	7	2	4	29
AVA/Twilight Schools				1	1
Bellaire HS*	15	13	8	10	46*
Carnegie Vanguard HS	5	7	2	2	16
Challenge Early College HS	22	21	14	3	60
Chavez HS*	30	19	13	7	69*
Community Services	1				1
Davis HS*	10	5	28	19	62*
DeBaKey HSHP*	5	1	2		8*
East Early College HS	26	15	8	3	52
Eastwood Academy*	17	11	7	2	37*
Energized for STEM Academy High School*	10	7	4	2	23*
Energized for STEM SE HS		3	1	1	5
Energy Institute HS	7				7
Furr HS*	3	2	6	5	16*
Houston Academy for International Studies	5	7		6	18
Houston Math/Science/Technology Center	17	12	7	5	41
Jones HS	3		1	2	6
Jordan HS	4	12	14	8	38
Kashmere HS	1	4		1	6
Lamar HS*	22	13	24	15	74*
Law Enforcement and Criminal Justice HS	10	10	2	8	30
Lee HS	3	12	8	2	25
Liberty HS				2	2
Long MS	2	3			5
Madison HS*	1	1	4	8	14*
Milby HS	20	24	9	16	69
Mount Carmel Academy	9	8	3	1	21
North Forest HS	1	2	5		8
North Houston Early College HS	7		5	2	14
Performing and Visual Arts HS		5		2	7
Reach HS			1		1
Reagan HS*	23	27	19	21	90*
Scarborough HS		1	1	1	3
Sharpstown HS*	3	3	3	3	12*
Sharpstown International School	7	11		4	22
South Early College HS	1	1	2		4
Sterling HS	5	1	1		7
Texas Connections Academy at Houston	1	2		1	4
Waltrip HS	8	6	5	4	23
Washington HS*	4	1		2	7*
Westbury HS	10	11	9	8	38
Westside HS	28	20	7	10	65
Wheatley HS	3	1	2	3	9
Yates HS		5		2	7
Young Men's College Prep Academy*			2		2*
Young Women's College Prep Academy*	5	5	6		16*
Total	370	319	236	195	1,120

Note: * indicates a 2013–2014 EMERGE-HISD school site

Source: Chancery, PEIMS Fall 2013 Resubmission