

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of May 10, 2012

SUBJECT: BOARD MONITORING SYSTEM—GOAL 1, SECTION H: INCREASE THE NUMBER OF STUDENTS TAKING DUAL CREDIT COURSES AND RECEIVING COLLEGE CREDIT

At the February 11, 2010, meeting, the Board of Education implemented a revised Board Monitoring System in order to efficiently maintain and measure achievement of Houston Independent School District (HISD) goals and adherence to its core values. The monitoring system was designed to give district administrators clear direction on how to meet the board's expectations in these crucial areas.

Board Policy AE(LOCAL) states “[T]he administration shall report to the Board on each goal and core value using the specific method and timing set out below, . . .”

In reference to the district's **Goal 1: Increase Student Achievement**, the attached report provides information regarding **Section H: Dual Credit**. The policy states that “[T]he administration will report to the Board on the status of dual credit courses. The number of students enrolled in dual credit courses and the number of students receiving college credit by campus will be provided. Also, the demographic characteristics of HISD students enrolled in dual credit courses will include Districtwide enrollment by gender, ethnicity, and economic status.”

The attached report provides the information requested for the 2011 (2010–2011) and the 2012 (2011–2012) spring semesters, available to date. Enrollment and completion data are provided for the 2011 spring semester and enrollment data are provided for the 2012 spring semester. The dual credit program directly supports HISD's Strategic Direction for Core Initiative 3: Rigorous Instructional Standards and Supports. Dual credit courses provide high school students the opportunity to take college-level courses and earn college credit.



Board Monitoring System: Indicator H

Purpose

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. In fulfilling this goal, HISD's Board of Education has designed a program to systematically monitor the district's goals and core values. The Board Monitoring System will report on each goal and core value on a routine basis. The goal currently under review is to increase the number of students taking dual credit courses and receiving college credit (Goal 1, Section H). The dual credit program directly supports HISD's Strategic Direction core value of Rigorous Instructional Standards and Supports. Dual credit courses provide high school students the opportunity to take college-level courses and earn college credit.

Findings

Number of Students Taking and Completing Dual Credit Courses

- When comparing the level of student enrollment in dual credit courses from spring 2011 to spring 2012, there was a slight decrease from 5,819 enrollments in the spring of 2011 to 5,260 enrollments in the spring of 2012. Students that enrolled in multiple courses were counted for each course they took resulting in a duplicated count (**Table 1**).
- Dual credit course enrollment rates for the 2011 spring semester were highest for females (57.3 percent), Hispanic students (65.4 percent), and those who were economically disadvantaged students (72.1 percent). Similarly, 2012 spring semester enrollments were highest for females (59.2 percent), Hispanic students (67.6 percent), and economically disadvantaged students (74.1 percent).
- Of the 5,819 total enrollments in dual credit courses for the 2011 spring semester, 5,167 or 88.8 percent were completed to earn college credit. Regarding racial/ethnic groups, percentages for course completion ranged from 96.1 percent for Asian American students to 78.9 percent for Native Hawaiian/Pacific Island students. The completion rate for females (89.7 percent) slightly exceeded that for males (87.6 percent). The percentage of economically disadvantaged students completing dual credit courses was 88.7 percent.
- A total of 4,144 students enrolled in at least one dual credit course during the 2011 spring semester (2010–2011 school year), with enrollment levels in at least one dual credit course decreasing to 3,675 students for the 2012 spring semester (2011–2012 school year) (**Figure 1**). Hispanic students represented the predominant racial/ethnic group with 63.2 percent and 65.5 percent (spring 2011 and spring 2012 semesters, respectively). The percentage of economically disadvantaged students increased

slightly from 71.1 percent for the spring 2011 semester to 73.1 percent for the 2012 spring semester.

- The campus offering the highest level of enrollment in dual credit courses for the 2011 spring semester and the 2012 spring semester was East Early College High School with 831 and 951 enrollments, respectively (**Table 2**). These represent duplicated counts, since students may take more than one course. Twelve campuses showed an increase in dual credit enrollment from the spring of 2011 to the spring of 2012.
- Two campuses, Barbara Jordan and Mount Carmel, had 100 percent completion of dual credit enrollments in the spring of 2011, and 16 additional campuses reported at least 90 percent of enrollments resulting in course completions.

Administrative Response

It should be noted that a different methodology was put into place for the present report to more accurately represent the enrollment and completion percentages for the district and campuses than did the previous methodology. For dual credit reporting in previous years, students were counted as enrollers if a dual credit course appeared in their schedule. The methodology artificially inflated counts of enrollers. By requiring students to have a first six weeks' grade, the count of enrollers more accurately reflects the number of students actually taking dual credit courses, and also results in a more accurate reflection of the percentage of true enrollers who also completed a dual credit course. For 2012, several campuses did not enter a first cycle grade, so for all campuses, students were counted as enrollers who were currently enrolled in the dual credit course as of the date ending the first grading cycle. Completers are those students who earned a final semester average of 70 or higher. Data for 2011–2012 were run using the new methodology, and data from 2010–2011 were rerun using the new methodology for comparison purposes. Comparisons between the present report and previously published reports cannot be made.

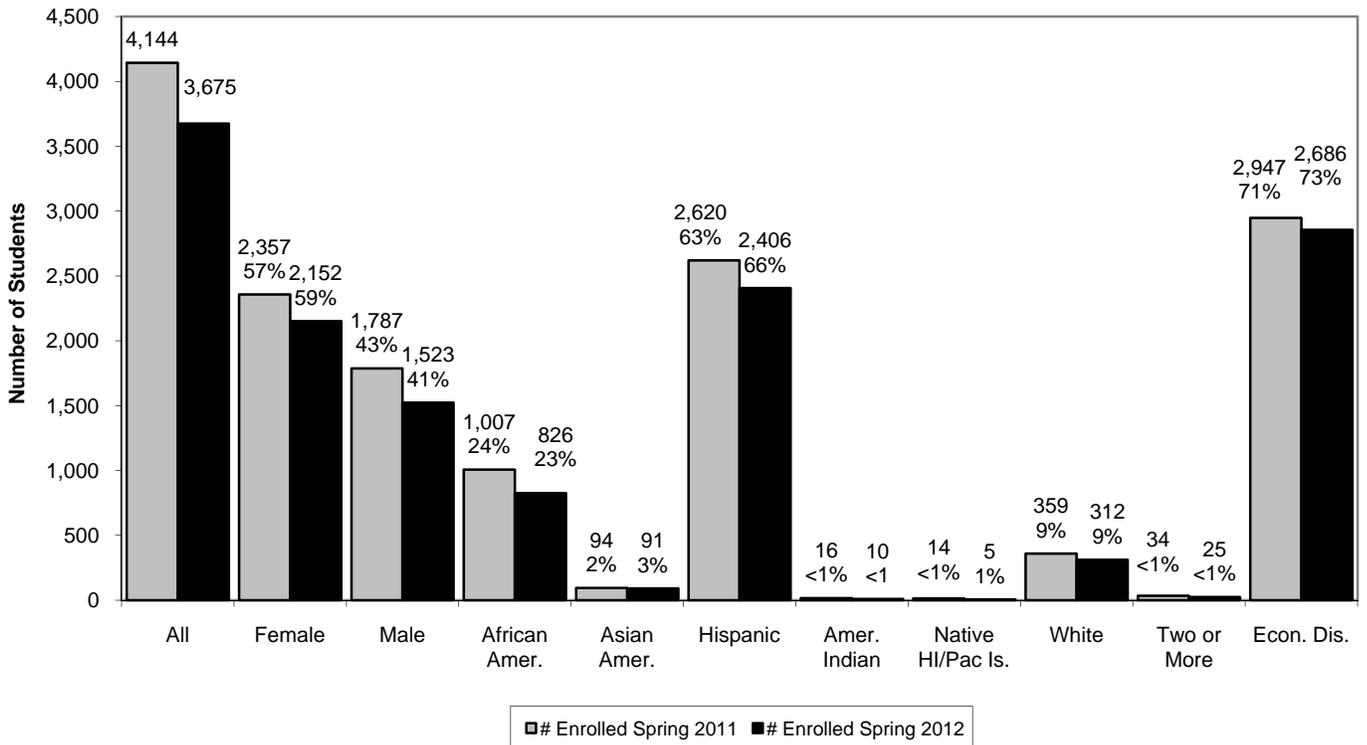
In planning for the 2011–2012 school year, Houston Community College (HCC) did not allow schools to add more dual credit courses due to the HCC budget. They could not pay additional teachers. Therefore, schools could not offer more dual credit courses than were offered in the spring of 2011. Additionally, HCC increased the number of students needed to offer the class. In the past a class needed to have 15 students, but this year a class needed 20 students. Some courses may have been dropped if the high school could not provide 20 or more students that met the admission requirements by the 12th day using HCC's calendar. Additionally, with the district's emphasis on Advanced Placement courses and the opportunity to take exams at the district's expense, more students may be opting to take AP courses rather than dual credit courses.

Table 1: Spring 2011 Enrollment and Completion and Spring 2012 Enrollment for Dual Credit Courses by Student Demographics (Duplicated Count)

Group	2011 Spring Semester, 2010–2011				Spring Semester 2012	
	Enrolling		Completing		Enrolling	
	Number	Percent	Number	Percent	Number	Percent
All Students	5,819	100.0	5,167	88.8	5,260	100.0
Female	3,333	57.3	2,989	89.7	3,116	59.2
Male	2,486	42.7	2,178	87.6	2,144	40.8
African American	1,346	23.1	1,173	88.8	1,112	21.1
Asian	128	2.2	123	96.1	130	2.5
Hispanic	3,804	65.4	3,379	88.8	3,554	67.6
American Indian	19	0.3	16	84.2	13	0.2
Native HI/Pac. Is.	19	0.3	15	78.9	8	0.2
White	459	7.9	420	91.5	407	7.7
Two or More	44	0.8	41	93.2	36	0.7
Econ. Disadv.	4,195	72.1	3,721	88.7	3,899	74.1

Note: Table 1 reflects enrollment and completion data by course. Since students may take more than one dual credit course, these counts are duplicated. Pending university or college requirements, students successfully completing dual credit courses receive college credit. Typically, students will earn 3 hours of college credit for completing a semester course. Source: Chancery 2010–2011 and 2011–2012. 2010 and 2011 data reflect new enrollment methodology.

Figure 1: The Number of Students Enrolled in at Least One Dual Credit Course by Student Demographics, Spring 2010 and Spring 2011 (Unduplicated Count)



Source: Chancery 2010–2011 and 2011–2012

Table 2: Dual Credit Course Enrollment and Completion by Campus, Spring 2010 and Spring 2011

School Name	Spring 2011 (2010–2011)			Spring 2012 (2011–2012)
	# Enrolled	# Completed	% Completed	#Enrolled
Stephen F. Austin High School	328	268	81.7	268
Bellaire High School	452	424	93.8	456
Challenge Early High School	607	560	92.3	624
Cesar Chavez High School	148	131	88.5	84
Contemporary Learning Center	**			6
Jefferson Davis High School	98	81	82.7	42
East Early College High School	831	769	92.5	951
Eastwood Academy for Academic Achievement	87	85	97.7	73
Empowerment College Preparatory High School	17	15	88.2	76
Energized for E-STEM (Central)	43	39	90.7	29
High School for Law Enforcement and Criminal Justice	48	45	93.8	85
Sam Houston Math, Science, and Technology Center	164	152	92.7	239
Houston Academy for International Studies	489	383	78.3	599
Jesse H. Jones High School	51	34	66.7	21
Barbara Jordan High School	47	47	100.0	53
Mirabeau B. Lamar High School	153	119	77.8	**
Leaders Academy	8	0	0.0	**
Lee High School	31	29	93.5	43
James Madison High School	155	140	90.3	103
Charles Milby High School	351	307	87.5	177
Mount Carmel Academy	47	47	100.0	44
North Houston Early College	646	592	91.6	472
John Reagan High School	224	202	90.2	136
George C. Scarborough High School	45	37	82.2	45
Sharpstown High School	38	32	84.2	30
Ross S. Sterling High School	55	51	92.7	92
South Early College High School	24	13	54.2	**
Stephen P. Waltrip High School	131	117	89.3	162
Booker T. Washington High School	62	56	90.3	96
Westbury High School	92	86	93.5	80
Westside High School	97	89	91.8	66
Phillis Wheatley High School	18	14	77.8	**
Evan E. Worthing High School	55	50	90.9	21
Jack Yates High School	177	153	86.4	87
HISD	5,819	5,167	88.8	5,260

Note: Earlier versions of this Board Monitoring System Dual Credit Indicator Report utilized a different methodology, and the data may differ.

*Fewer than 5 students.

**Did not offer dual credit courses.

***Campus scheduling irregularity.