

# REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools  
Board of Education Meeting of November 8, 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 of Education 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 *“the 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 economically disadvantaged status.”*

The attached report provides the information requested for the 2011 (2011–2012) and the 2012 (2012–2013) fall semesters, available to date. Enrollment and completion data are provided for the 2011 fall semester and enrollment data are provided for the 2012 fall 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

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### EXECUTIVE SUMMARY

#### 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 fall 2011 to fall 2012, there was a slight decrease from 5,831 enrollments in the fall of 2011 to 5,478 enrollments in the fall 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 fall 2011 semester were highest for females (57.9 percent), Hispanic students (65.1 percent), and those who were economically disadvantaged (73.1 percent). Similarly, 2012 fall semester enrollments were highest for females (57.3 percent), Hispanic students (68.5 percent), and economically disadvantaged (71.7 percent).
- Of the 5,831 total enrollments in dual credit courses for the fall 2011 semester, 5,257 (90.2 percent) were completed to earn college credit. Regarding racial/ethnic groups, percentages for course completion ranged from 40.0 percent for Native Hawaiian/Pacific Island students to 92.9 percent for American Indian students. The completion rate for females (91.4 percent) slightly exceeded that for males (88.4 percent). The percentage of economically disadvantaged students completing dual credit courses was 90.2 percent.
- A total of 4,000 students enrolled in at least one dual credit course during the fall 2011 semester (2011–2012 school year), with enrollment levels in at least one dual credit course decreasing to 3,851 students for the fall 2012 semester (2012–2013 school year) (**Figure 1**). Hispanic students represented the predominant racial/ethnic group with 64 percent and 66 percent (fall 2011 and fall 2012 semesters, respectively). The percentage of economically disadvantaged students remained constant at 71 percent for the fall 2011 and fall 2012 semesters.

- The campus offering the highest level of enrollment in dual credit courses for the fall 2011 and fall 2012 semesters was East Early College High School with 963 and 973 enrollments, respectively (**Table 2**). Numbers in this table represent duplicated counts because students may take more than one course.
- Thirteen campuses showed an increase in dual credit enrollment from the fall of 2011 to the fall of 2012, while 14 campuses showed a decrease in dual credit enrollment, for all campuses with data for both years. The largest increase was found at Barbara Jordan High School, which increased by 251 total enrollments in dual credit courses from the fall of 2011 to the fall of 2012.

### ***Administrative Response***

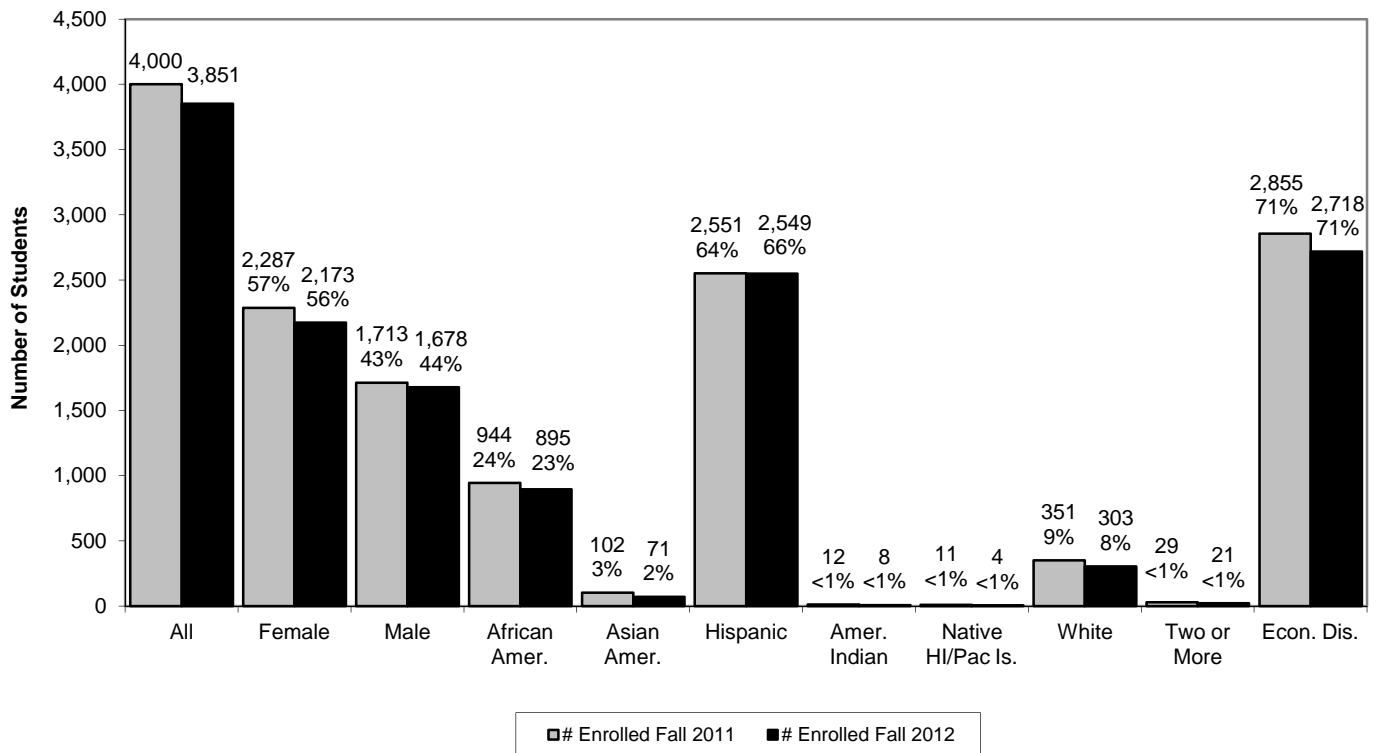
- Houston Community College (HCC) could not allow schools to add more dual credit courses due to budget constraints and multiple instructor vacancies. As a result schools did not offer any additional dual credit courses other than those that were offered in the spring of 2012 and in some cases had to offer fewer.
- Additionally, the requirement of having 20 students with qualifying scores on the Compass exam by the 12th day of enrollment for HCC prevented some courses from being offered.

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

Group	2011 Fall Semester, 2011–2012				Fall Semester 2012	
	Enrolling		Completing		Enrolling	
	Number	Percent	Number	Percent	Number	Percent
<b>All Students</b>	5,831	100.0	5,257	90.2	5,478	100.0
<b>Female</b>	3,374	57.9	3,085	91.4	3,139	57.3
<b>Male</b>	2,457	42.1	2,172	88.4	2,339	42.7
<b>African American</b>	1,351	23.2	1,194	88.4	1,196	21.8
<b>Asian</b>	144	2.5	133	92.4	102	1.9
<b>Hispanic</b>	3,797	65.1	3,453	90.9	3,751	68.5
<b>American Indian</b>	14	0.2	13	92.9	12	0.2
<b>Native HI/Pac. Is.</b>	15	0.3	6	40.0	9	0.2
<b>White</b>	469	8.0	419	89.3	380	6.9
<b>Two or More</b>	41	0.7			28	0.5
<b>Econ. Disadv.</b>	4,261	73.1	3,845	90.2	3,926	71.7

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 2011–2012 and 2012–2013. 2011 and 2012 data reflect new enrollment methodology.

**Figure 1: The Number of Students Enrolled in at Least One Dual Credit Course by Student Demographics, Fall 2011 and Fall 2012 (Unduplicated Count)**



Source: Chancery 2011–2012 and 2012–2013

**Table 2: Dual Credit Course Enrollment and Completion by Campus, Fall 2011 and Fall 2012**

School Name	# Enrolled	Fall Semester 2011, 2011-2012		Fall Semester 2012, 2012-2013
		# Completed	% Completed	#Enrolled
Stephen F. Austin High School	277	256	92.4	305
Bellaire High School	479	452	94.4	378
Challenge Early High School	609	594	97.5	455
Cesar Chavez High School	69	49	71.0	74
CLC	27	20	74.1	**
Jefferson Davis High School	44	40	90.9	56
East Early College High School	963	886	92.0	973
Eastwood Academy for Academic Achievement	72	68	94.4	170
Empowerment College Preparatory High School	84	76	90.5	90
Energized for E-STEM	60	35	58.3	**
Energized for E-STEM - West	*	*	*	**
Furr High School	**	**	**	6
High School for Law Enforcement and Criminal Justice	68	67	98.5	70
Sam Houston Math, Science, and Technology Center	197	172	87.3	190
Houston Academy for International Studies	594	549	92.4	578
Jesse H. Jones High School	21	14	66.7	25
Barbara Jordan High School	60	55	91.7	311
Kashmere High School	*	*	*	**
Mirabeau B. Lamar High School	105	0	0.0	88
Lee High School	87	66	75.9	43
James Madison High School	132	116	87.9	129
Charles Milby High School	180	167	92.8	222
Mt. Carmel Academy	35	33	94.3	101
North Houston Early College	702	658	93.7	406
John Reagan High School	141	135	95.7	104
George C. Scarborough High School	47	39	83.0	**
Sharpstown High School	74	69	93.2	132
Ross S. Sterling High School	140	118	84.3	123
Stephen P. Waltrip High School	166	158	95.2	124
Booker T. Washington High School	104	92	88.5	51
Westbury High School	89	84	94.4	24
Westside High School	94	86	91.5	90
Phillis Wheatley High School	**	**	**	51
Evan E. Worthing High School	21	19	90.5	**
Jack Yates High School	86	81	94.2	109
<b>HISD</b>	<b>5,831</b>	<b>5,257</b>	<b>90.2</b>	<b>5,478</b>

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.