

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of May 13, 2010

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

At the meeting of March 8, 2007, the Board of Education approved upon first reading a revised Board Monitoring System in order to efficiently maintain and measure Houston Independent School District's (HISD) goals and 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 AF(LOCAL) requires that *"the administration shall report to the Board of Education on each goal and core value using the specific method and timing set out."* In reference to the district's **Goal 1: Increase Student Achievement**, the attached report provides information regarding **Section LH: Dual Credit**. The policy states that *"the administration will report to the Board on the status of dual credit. 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 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 2009 (2008–2009) and the 2010 (2009–2010) spring semesters, available to date. Enrollment and completion data are provided for the 2009 spring semester, and enrollment data are provided for the 2010 spring semester.



Board Monitoring System: Indicator HL

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 HL).

Findings

Number of Students Taking and Completing Dual-Credit Courses

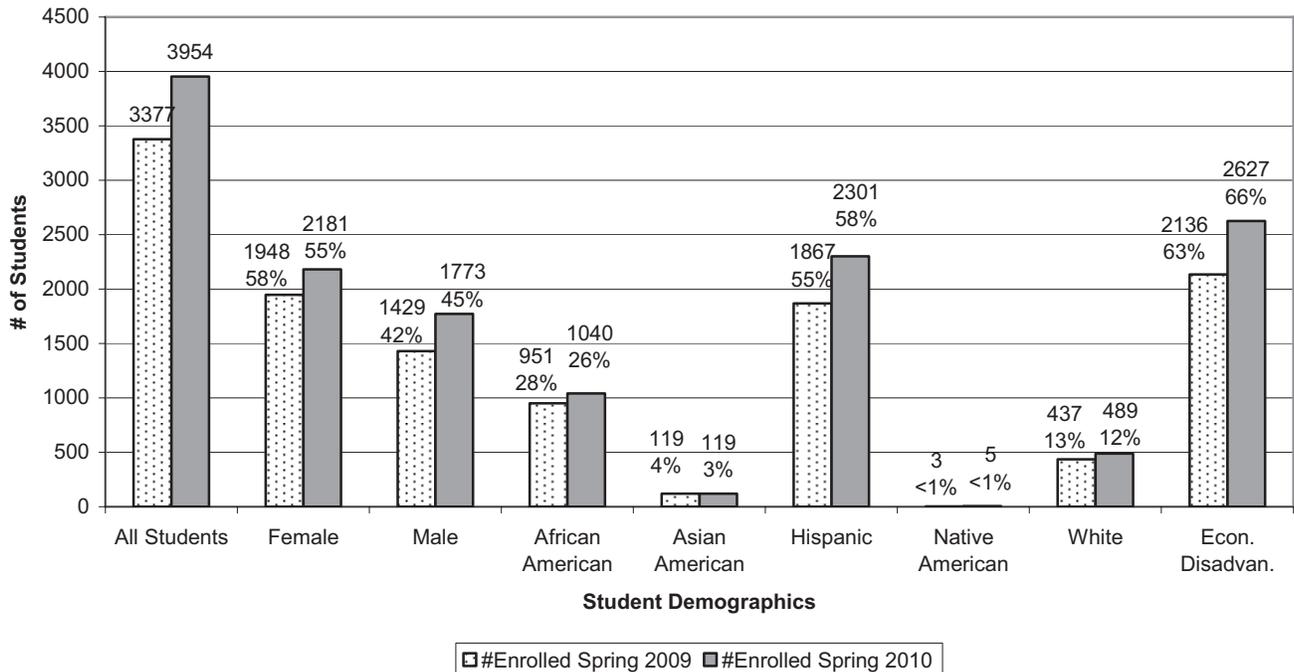
- When comparing the level of student enrollment in dual-credit courses from spring 2009 to spring 2010, there was an increase from 4,754 to 5,925. Students who enrolled in multiple courses were counted for each course they took, resulting in a duplicated count (Table 1).
- Dual-credit course enrollment levels for the 2009 spring semester were highest for females (58.7 percent), Hispanic students (54.6 percent), and students who were economically disadvantaged (64.0 percent). Similarly, 2010 spring-semester enrollments were highest for females (55.8 percent), Hispanic students (60.3 percent), and economically disadvantaged students (67.6 percent).
- Of the 4,754 students enrolled in dual-credit courses for the 2009 spring semester, 4,057 or 85.3 percent completed the course(s) to earn college credit. Regarding racial/ethnic groups, percentages for course completion ranged from 82.4 percent for African American students to 100.0 percent for Native American students. The completion rate for females (86.3) exceeded that of males (84.0 percent). The percentage of economically disadvantaged students completing dual-credit courses in 2010 was 84.9 percent.
- A total of 3,377 students enrolled in at least one dual-credit course during the 2009 spring semester (2008–2009 school year), with enrollment levels in at least one dual-credit course increasing to 3,954 students for the 2010 spring semester (2009–2010 school year) (Figure 1). Hispanic students represented the predominant racial/ethnic group with 55 percent and 58 percent (spring 2009 and spring 2010 semesters, respectively). All student groups except for Asian Americans who remained constant experienced increased numbers participating in the dual-credit program for spring 2010.
- The campus offering the highest level of enrollment in dual-credit courses for the 2010 spring semester was East Early College High School with 918, followed by Mirabeau B. Lamar High School, with 659. These represent duplicated counts, since students may take more than one course.
- From the 2008–2009 to the 2009–2010 school year, 17 out of 29 campuses open and offering dual credit courses in both school years showed an increase in dual-credit enrollments.

Table 1: Spring 2009 Enrollment and Completion and Spring 2010 Enrollment for Dual-Credit Courses by Student Demographics, (Duplicated Count)

Group	2009 Spring Semester, 2008–2009				Spring 2010	
	Enrolling		Completing		Enrolling	
	Number	Percent	Number	Percent	Number	Percent
All Students	4,754	100.0	4,057	85.3	5,925	100.0
Female	2,790	58.7	2,408	86.3	3,307	55.8
Male	1,964	41.3	1,649	84.0	2,618	44.2
African American	1,335	28.1	1,100	82.4	1,445	24.4
Asian	190	4.0	172	90.5	196	3.3
Hispanic	2,596	54.6	2,201	84.8	3,570	60.3
Native American	9	0.2	9	100.0	8	0.1
White	624	13.1	575	92.1	706	11.9
Econ. Disadv.	3,043	64.0	2,585	84.9	4,004	67.6

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 three hours of college credit for completing a semester course. Enrollment data for dual credit courses may be underrepresented due to course coding practices.
Source: Chancery 2008–2009 and 2009–2010.

Figure 1: The Number of Students Enrolled in at Least One Dual Credit Course by Student Demographics, Spring 2009 and Spring 2010 (Unduplicated Count)



Source: Chancery 2008–2009 and 2009–2010
Note: The 2008–2009 PEIMS enrollment: 19,594, and the 2009–2010 PEIMS enrollment: 21,175 (eleventh and twelfth grade districtwide, PEIMS fall snapshot).

Dual Credit Course Enrollment and Completion by Campus, Spring 2009 and 2010

School Name	Spring Semester 2009		Spring Semester 2010	
	# Enrolled	# Completed	% Completed	# Enrolled
Stephen F. Austin High School	415	371	89.4	225
Bellaire High School	380	358	94.2	570
Challenge Early High School	452	354	78.3	470
Cesar Chávez High School	152	129	84.9	179
Jefferson Davis High School	17	15	88.2	65
East Early College High School	439	358	81.5	918
Eastwood Academy for Academic Achievement	242	233	96.3	214
Empowerment College Preparatory High School	104	97	93.3	50
Ebbert Furr High School	88	78	88.6	89
High School for Law Enforcement and Criminal Justice	82	77	93.9	62
Houston Academy for International Studies	127	74	58.3	493
Houston Math/Science/Technology Center	98	92	93.9	143
Jesse H. Jones High School	128	118	92.2	100
International HS at Sharpstown	*	*	*	14
Barbara Jordan High School	257	138	53.7	48
Kashmere Senior High School	27	20	74.1	***
Mirabeau B. Lamar High School	668	617	92.4	659
Leader's Academy	8	8	100.0	11
Robert E. Lee High School	***	***	***	52
James Madison High School	180	167	92.8	190
Charles Milby High School	112	85	75.9	367
Mount Carmel Academy	*	*	*	85
North Houston Early College High School	210	200	95.2	331
John Reagan High School	71	67	94.4	49
George C. Scarborough High School	8	8	100.0	***
Sharpstown High School	35	30	85.7	69
Ross S. Sterling High School	65	38	58.5	88
Stephen P. Waltrip High School	47	43	91.5	38
Booker T. Washington High School	54	43	79.6	54
Westbury High School	34	21	61.8	66
Westside High School	56	51	91.1	57
Phillis Wheatley High School	69	49	71.0	43
Evan E. Worthing High School	41	39	95.1	84
Jack Yates High School	88	79	89.8	42

* Indicates new campus.

*** No dual credit courses offered during the year indicated.

Office of Superintendent of Schools
Board of Education Meeting of May 13, 2010

Office of Board Services
Greg Meyers, Board President

**SUBJECT: ACCEPTANCE OF PROPOSED REVISIONS TO BOARD POLICY
BE(LOCAL), *BOARD MEETINGS*—FIRST READING**

It is proposed that board policy BE(LOCAL), *Board Meetings*, be modified to more specifically address the timing of agenda items for presentation to the board.

The proposed revision stipulates that items requested by the board president and at least three other board members will be presented for approval at the first regular meeting that is at least seven calendar days after the request is received or is presented for action at a special or emergency meeting if the board president determines that the item requires immediate consideration.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports HISD Goal 4:
Increase Management Effectiveness and
Efficiency.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM MODIFIES BOARD POLICY.

RECOMMENDED: That the Board of Education accept the proposed revisions to Board Policy BE(LOCAL), *Board Meetings*, on first reading.