



Board Monitoring System: Indicator H

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 2009 to fall 2010, there was an increase from 6,567 to 7,334. 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 2009 fall semester were highest for females (53.9 percent), Hispanic students (59.5 percent), and those who were economically disadvantaged (68.1 percent). Similarly, 2010 fall semester enrollments were highest for females (56.3 percent), Hispanic students (61.8 percent), and economically disadvantaged (67.3 percent).
- Of the 6,567 students enrolled in dual credit courses for the 2009 fall semester, 5,148 or 78.4 percent completed the course(s) to earn college credit. Regarding racial/ethnic groups, percentages for course completion ranged from 76.8 percent for African American students to 85.7 percent for Native American students. Completion rates for females (79.4) slightly exceeded those for males (77.2 percent). The percentage of economically disadvantaged students completing dual credit courses was 78.0 percent.
- A total of 4,400 students enrolled in at least one dual credit course during the 2009 fall semester (2009–2010 school year), with enrollment levels in at least one dual credit course increasing to 5,137 students for the 2010 fall semester (2010–2011 school year) (**Figure 1**). Hispanic students represented the predominant racial/ethnic group with 57 percent and 60 percent (fall 2009 and fall 2010 semesters, respectively). The percentage of economically disadvantaged students remained

relatively stable at 67 percent for the fall 2009 semester and 66 percent for the 2010 fall semester. Note that for the 2010–2011 academic year, the Texas Education Agency and HISD fully implemented the new demographic categories including Native Hawaiian-Pacific Islander and other.

- The campus offering the highest level of enrollment in dual credit courses for the 2009 fall semester and the 2010 fall semester was East Early College High School with 799 and 988 students, respectively (**Table 2**). These represent duplicated counts, since students may take more than one course.
- Fifteen campuses showed an increase in dual credit enrollment from the fall of 2009 to the fall of 2010, while 15 campuses showed a decrease in dual credit enrollment, for all campuses with data for both years. The largest increase was found at North Early College High School, who went from 291 total dual credit enrollments in the fall of 2009 to 555 total enrollments in the fall of 2010.

Administrative Response

With the goal to increase the number of students taking dual credit courses and receiving college credit, we have met the challenge of getting more students to enroll in the courses. That means that more students are meeting college eligibility by displaying college readiness via TAKS scores, PSAT scores, and/or the COMPASS or ACCUPLACER tests used by the local colleges and universities. However, more needs to be done to increase completion rates and expand the dual credit program to include more males, and racial/ethnic groups.

Major Strategies

To increase the number of students taking dual credit courses and receiving college credit the district will focus on the following four strategies:

1. **Instructional Practices:**

Frequent communication between college / university staff and district staff to improve the curriculum and delivery of instruction based on best practices research to meet the needs of our diverse student populations. (Instruction needs to be differentiated, engaging, relevant, cooperative, direct, and accelerated)

2. **Marketing Campaign to Advertise Options for Students:**

Create a brochure of options for students who have been identified as college-ready. (Brochure will include information concerning middle / early colleges, academic dual credit course offerings, workforce dual credit course offerings)

3. **Student Support Services:**

Implement specific programs to address the affective, social and emotional needs of high school students participating in college courses. Programs will include mentoring, and utilizing college-based resources such as the Student

Support Services Office. College Access Coordinators will be used at all comprehensive high schools, and early college high schools.

4. Effective Recruitment:

Institutionalize a recruitment process that targets male students, and other under-represented student populations for dual credit course enrollment and completion.

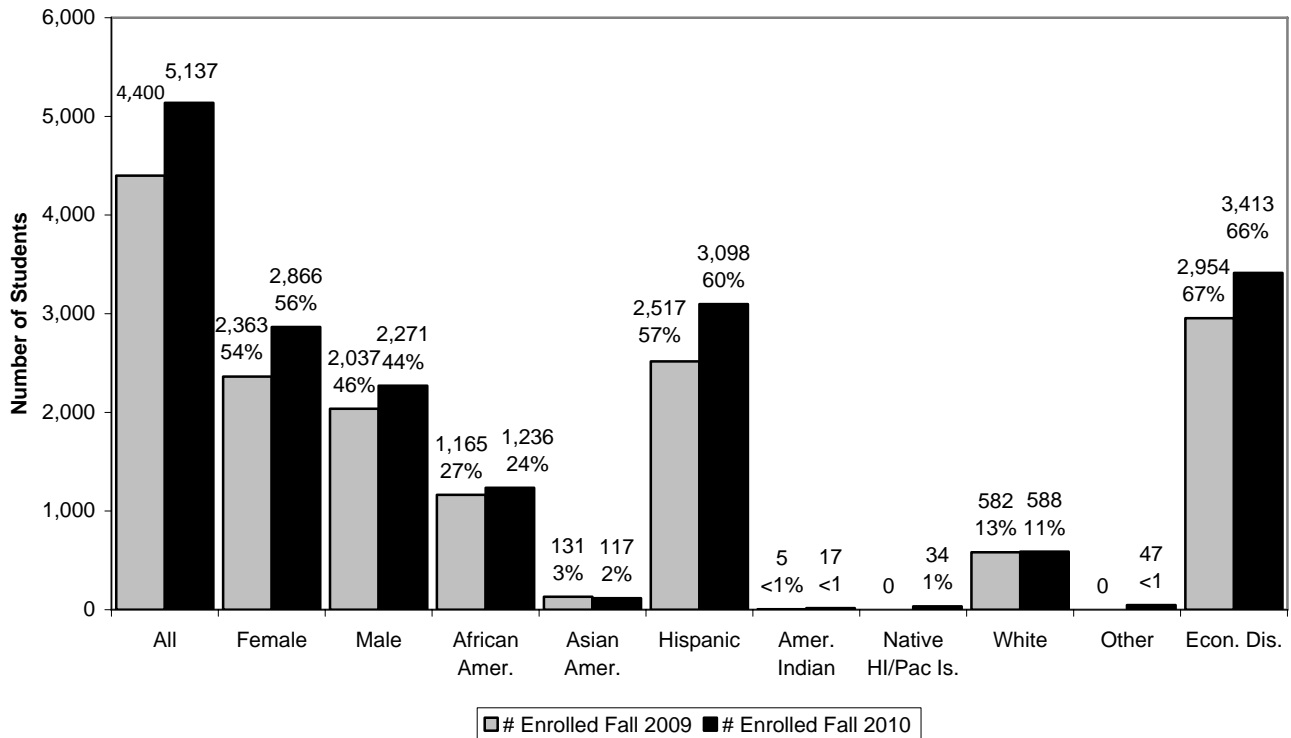
Table 1: Fall 2009 Enrollment and Completion and Fall 2010 Enrollment for Dual Credit Courses by Student Demographics (Duplicated Count)

Group	2009 Fall Semester, 2009–2010				Fall Semester 2009	
	Enrolling		Completing		Enrolling	
	Number	Percent	Number	Percent	Number	Percent
All Students	6,567		5,148	78.4	7,334	
Female	3,541	53.9	2,811	79.4	4,132	56.3
Male	3,026	46.1	2,337	77.2	3,202	43.7
African American	1,638	24.9	1,258	76.8	1,688	23.0
Asian	206	3.1	171	83.0	172	2.3
Hispanic	3,907	59.5	3,044	77.9	4,533	61.8
Native American	7	0.1	6	85.7	22	0.3
Native HI/Pac. Is.*					52	0.7
White	809	12.3	669	82.7	802	10.9
Other*					65	0.9
Econ. Disadv.	4,473	68.1	3,489	78.0	4,938	67.3

*New demographic category recognized by TEA in 2010–2011.

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 2009–2010 and 2010–2011.

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



Source: Chancery 2009–2010 and 2010–2011

Table 2: Dual Credit Course Enrollment and Completion by Campus, Fall 2009 and Fall 2010

School Name	Fall Semester 2009, 2009–2010			Fall Semester 2010, 2010–2011
	# Enrolled	# Completed	% Completed	#Enrolled
Stephen F. Austin High School	391	302	77.2	382
Bellaire High School	610	514	84.3	555
Challenge Early High School	524	454	86.6	654
Cesar Chavez High School	135	66	48.9	125
Jefferson Davis High School	82	58	70.7	111
East Early College High School	799	696	87.1	988
Eastwood Academy for Academic Achievement	196	169	86.2	120
Empowerment College Preparatory High School	54	52	96.3	20
E-STEM	**	**	**	54
Ebbert Furr High School	171	69	40.4	*
High School for Law Enforcement and Criminal Justice	72	65	90.3	62
Sam Houston Math, Science, and Technology Center	72	52	72.2	235
Houston Academy for International Studies	475	354	74.5	496
Jesse H. Jones High School	104	82	78.8	74
Barbara Jordan High School	49	49	100.0	59
Kashmere High School	11	5	45.5	*
Mirabeau B. Lamar High School	579	536	92.6	703
Lee High School	70	61	87.1	59
James Madison High School	259	170	65.6	213
Charles Milby High School	641	448	69.9	390
Mt. Carmel	95	58	61.1	64
North Houston Early College	291	253	86.9	555
John Reagan High School	61	52	85.2	239
George C. Scarborough High School	5	*	*	50
Sharpstown High School	91	68	74.7	95
Ross S. Sterling High School	132	101	76.5	118
Stephen P. Waltrip High School	51	38	74.5	239
Booker T. Washington High School	44	33	75.0	85
Westbury High School	86	65	75.6	116
Westside High School	225	120	53.3	186
Phillis Wheatley High School	73	58	79.5	31
Evan E. Worthing High School	83	75	90.4	60
Jack Yates High School	36	25	69.4	196

Note: The data presented reflects the most updated information available. Earlier versions of this Board Monitoring System-Dual Credit Indicator Report may differ due to the date information was extracted.

* Fewer than 5 students.

**Did not offer dual credit courses.