



## Board Monitoring System: Indicator L

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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 L).

#### Findings

##### *Number of Students Taking and Completing Dual-Credit Courses*

- When comparing the level of student enrollment in dual-credit courses from fall 2008 to fall 2009, there was an increase from 4,602 to 6,567. 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 2008 fall semester were highest for females (59.4 percent), Hispanic students (52.2 percent), and those who were economically disadvantaged (61.5 percent). Similarly, 2009 fall semester enrollments were highest for females (53.9 percent), Hispanic students (59.5 percent), and economically disadvantaged (68.1 percent).
- Of the 4,602 students enrolled in dual-credit courses for the 2008 fall semester, 4,440 or 96.5 percent completed the course(s) to earn college credit. Regarding racial/ethnic groups, percentages for course completion ranged from 96.1 percent for Hispanic students to 100 percent for Native American students. Completion rates for females (97.2) slightly exceeded those for males (95.4 percent). The percentage of economically disadvantaged students completing dual-credit courses was 97 percent.
- A total of 3,115 students enrolled in at least one dual-credit course during the 2008 fall semester (2008–2009 school year), with enrollment levels in at least one dual-credit course increasing to 4,400 students for the 2009 fall semester (2009–2010 school year) (Figure 1). Hispanic students represented the predominant racial/ethnic group with 53.2 percent and 57.2 percent (fall 2008 and fall 2009 semesters, respectively). Native American and Asian students reflected the lowest levels of participation in the dual-credit program for both semesters. The percentage of economically disadvantaged students increased from 61.4 percent for the fall 2008 semester to 67.1 percent for the 2009 fall semester. These represent unduplicated counts.

- The campus offering the highest level of enrollment in dual-credit courses for the 2008 fall semester and the 2009 fall semester was Mirabeau B. Lamar High School with 693 and 579 students, respectively. These represent duplicated counts, since students may take more than one course.
- Sixteen campuses showed an increase in dual-credit enrollment, while 13 campuses showed a decrease in dual-credit enrollment. The largest increase was at Charles Milby High School with a 453 percent increase in the number of dual-credit courses taken, followed by Jefferson Davis High School with a 413 percent increase in the number of dual-credit courses taken from fall 2008 to fall 2009. The largest decrease was at Barbara Jordan High School, where the number of dual-credit courses taken decreased by 81 percent, followed by Kashmere High School with a 68 percent decrease.

### **Administrative Response**

Legislation passed in 2006 (House Bill 1) included provisions that required all school districts to implement a program by the fall of 2008 in which students would be able to earn a minimum of 12 hours of college credit while in high school. These requirements could be met by offering dual credit for college courses, advanced technical courses, Advanced Placement courses, and/or International Baccalaureate courses.

Through deliberate and proactive planning, HISD has worked collaboratively with the Houston Community College System (HCC) to build upon the dual-credit program that already existed. High-school principals were informed of the process for identifying students for dual credit and the process for requesting new or existing dual-credit courses for their campuses, which is included in the dual-credit handbook. As a result, 4,602 HISD students participated in the dual-credit program in fall 2008, increasing to 6,567 students in fall 2009.

Principals, understanding the financial and academic benefits of dual-credit opportunities for students, have worked diligently over the past few years to increase the offerings on their campus. Many schools invite capable students to enroll into dual-credit courses rather than wait for students to request enrollment. Administration will continue to set goals for high schools to:

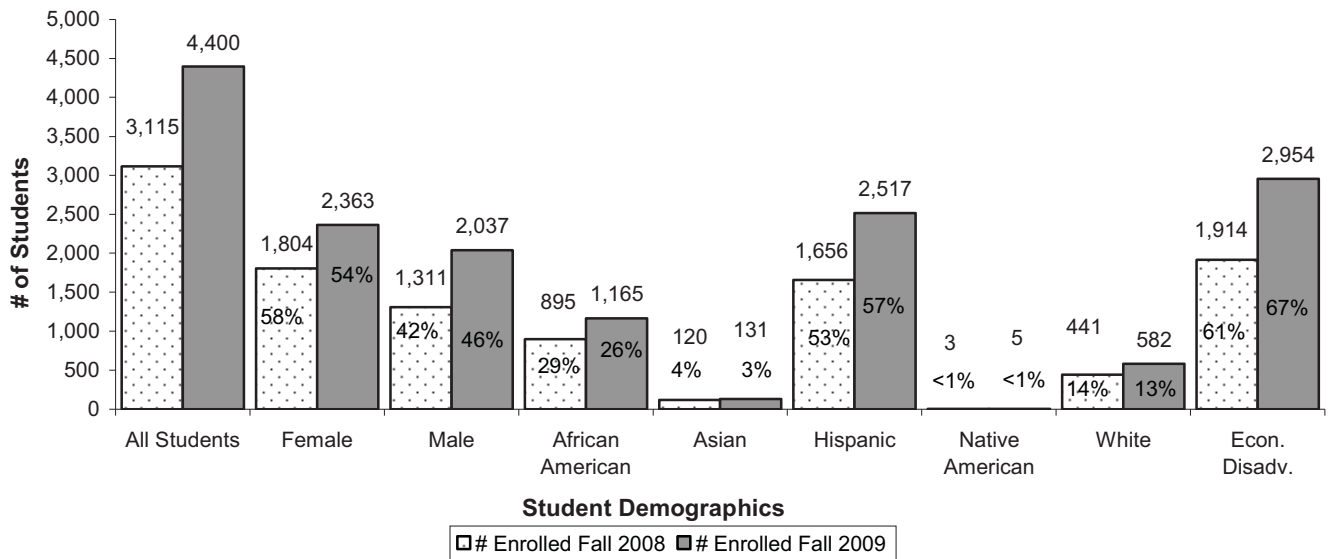
- increase and expand the number of dual-credit course offerings
- increase the number of students enrolled in dual-credit courses
- increase the percentage of students who successfully complete dual-credit courses
- initiate dual-credit course offerings in charter and specialty schools that currently do not have any dual-credit courses

**Table 1: Fall 2008 Enrollment and Completion and Fall 2009 Enrollment for Dual Credit Courses by Student Demographics (Duplicated Count)**

Group	2008 Fall Semester, 2008–2009				Fall Semester 2009	
	Enrolling		Completing		Enrolling	
	Number	Percent	Number	Percent	Number	Percent
All Students	4,602		4,440	96.5	6,567	
Female	2,735	59.4	2,659	97.2	3,541	53.9
Male	1,867	40.6	1,781	95.4	3,026	46.1
African American	1,318	28.6	1,269	96.3	1,638	24.9
Asian	191	4.1	189	99.0	206	3.1
Hispanic	2,403	52.2	2,310	96.1	3,907	59.5
Native American	9	0.2	9	100.0	7	0.1
White	681	14.8	663	97.4	809	12.3
Econ. Disadv.	2,831	61.5	2,722	96.1	4,473	68.1

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. Enrollment data for dual credit courses may be under represented 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, Fall 2008 and Fall 2009 (Unduplicated Count)**



Source: Chancery 2008–2009 and 2009–2010

## Dual-Credit Course Enrollment and Completion by Campus, Fall 2008 and Fall 2

School Name	Fall Semester 2008, 2008-2009			Fall Semester 2 2009-2010
	# Enrolled	# Completed	% Completed	#Enrolled
Stephen F. Austin High School	458	453	98.9	391
Bellaire High School	380	369	97.1	610
Challenge Early High School	458	423	92.4	524
César Chávez High School	128	108	84.4	135
Jefferson Davis High School	16	16	100.0	82
East Early College High School	391	381	97.4	799
Eastwood Academy for Academic Achievement	263	258	98.1	196
Empowerment College Preparatory High School	108	103	95.4	54
Ebbert Furr High School	66	62	93.9	171
High School for Law Enforcement and Criminal Justice	45	44	97.8	72
Sam Houston Math, Science, and Technology Center	49	48	98.0	72
Houston Academy for International Studies	143	119	83.2	475
Jesse H. Jones High School	164	159	97.0	104
Barbara Jordan High School	264	244	92.4	49
Kashmere High School	34	33	97.1	11
Mirabeau B. Lamar High School	693	690	99.6	579
Lee High School	-	-	-	70
James Madison High School	212	208	98.1	259
Charles Milby High School	116	116	100.0	641
North Houston Early College	-	-	-	291
John Reagan High School	74	73	98.6	61
George C. Scarborough High School	9	9	100.0	5
Sharpstown High School	45	45	100.0	91
Ross S. Sterling High School	98	93	94.9	132
Stephen P. Waltrip High School	57	57	100.0	51
Booker T. Washington High School	46	46	100.0	44
Westbury High School	27	27	100.0	86
Westside High School	111	110	99.1	225
Phillis Wheatley High School	77	77	100.0	73
Evan E. Worthing High School	28	27	96.4	83
Jack Yates High School	39	39	100.0	36

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