

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of November 10, 2011

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 2010 (2010–2011) and the 2011 (2011–2012) fall semesters, available to date. Enrollment and completion data are provided for the 2010 fall semester and enrollment data are provided for the 2011 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

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 2010 to fall 2011, there was a slight decrease from 6,161 enrollments in the fall of 2010 to 5,831 enrollments in the fall of 2011. 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 2010 fall semester were highest for females (56.7 percent), Hispanic students (58.1 percent), and those who were economically disadvantaged (69.2 percent). Similarly, 2011 fall semester enrollments were highest for females (57.9 percent), Hispanic students (65.1 percent), and economically disadvantaged (73.1 percent).
- Of the 6,161 total enrollments in dual credit courses for the 2010 fall semester, 5,308 or 86.2 percent were completed to earn college credit. Regarding racial/ethnic groups, percentages for course completion ranged from 97.8 percent for Asian American students to 35.4 percent for Native Hawaiian/Pacific Island students. The completion rate for females (87.2 percent) slightly exceeded that for males (84.8 percent). The percentage of economically disadvantaged students completing dual credit courses was 88.8 percent.
- A total of 4,462 students enrolled in at least one dual credit course during the 2010 fall semester (2010–2011 school year), with enrollment levels in at least one dual credit course decreasing to 4,000 students for the 2011 fall semester (2011–2012 school year) (**Figure 1**). Hispanic students represented the predominant racial/ethnic group with 57 percent and 64 percent (fall 2010 and fall 2011 semesters, respectively). The percentage of economically disadvantaged students increased

slightly from 69 percent for the fall 2010 semester to 71 percent for the 2011 fall semester.

- The campus offering the highest level of enrollment in dual credit courses for the 2010 fall semester and the 2011 fall semester was East Early College High School with 770 and 963 enrollments, 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 2010 to the fall of 2011, while 14 campuses showed a decrease in dual credit enrollment, for all campuses with data for both years. The largest increase was found at East Early College High School, who increased by 193 total enrollments in dual credit courses from the fall of 2010 to the fall of 2011.

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 it results in a more accurate reflection of the percentage of true enrollers who also completed a dual credit course. For 2011, several campuses did not enter a first cycle grade but are reporting grades on the college grading cycle. For those campuses, students were counted as enrollers who were currently enrolled in the dual credit course at the time of the present report. 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.

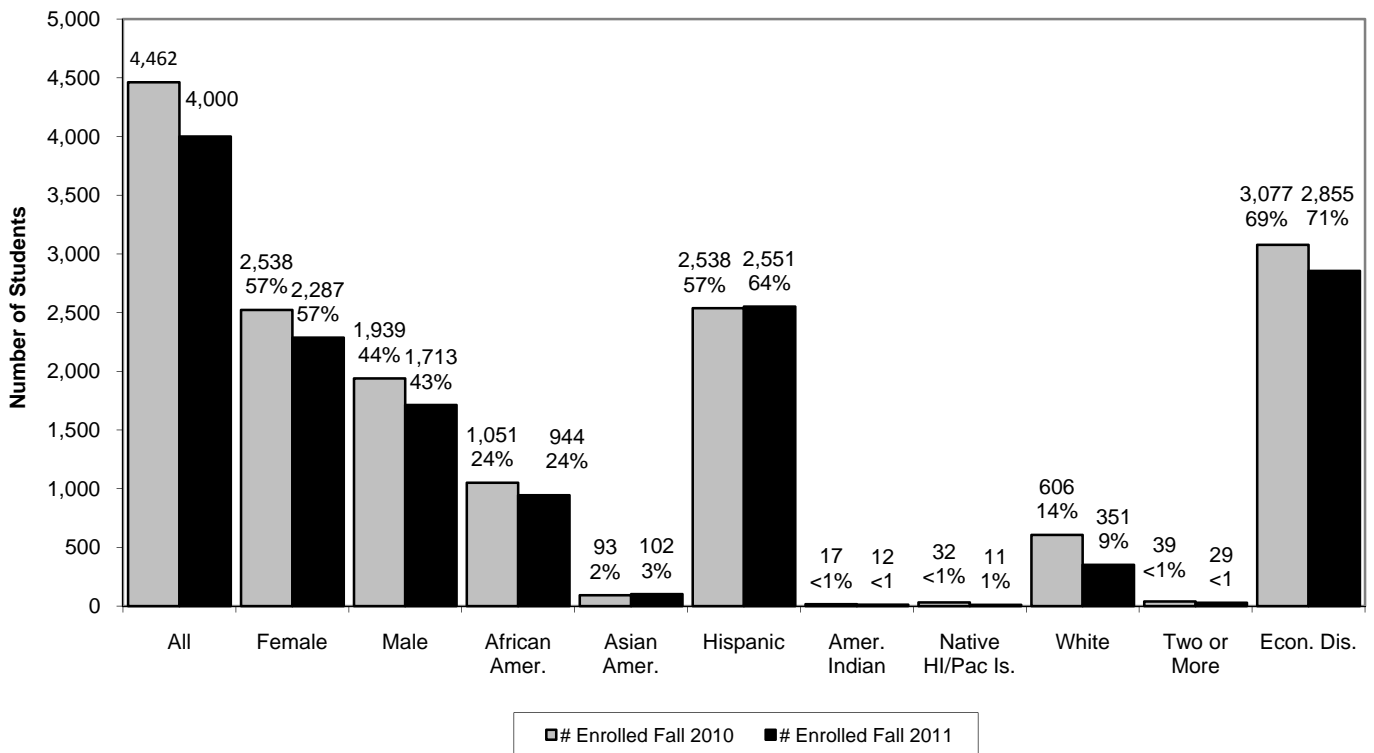
In planning for the 2011-2012 school year, HCC did not allow schools to add more dual credit courses due to the HCC budget. They could not pay additional teachers. Therefore, schools could not offer more dual credit courses than were offered in the spring of 2011. Additionally, HCC increased the number 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 passed the Compass by the 12th day using HCC's calendar.

Table 1: Fall 2010 Enrollment and Completion and Fall 2011 Enrollment for Dual Credit Courses by Student Demographics (Duplicated Count)

Group	2010 Fall Semester, 2010–2011				Fall Semester 2011	
	Enrolling		Completing		Enrolling	
	Number	Percent	Number	Percent	Number	Percent
All Students	6,161	100	5,308	86.2	5,831	100.0
Female	3,495	56.7	3,047	87.2	3,374	57.9
Male	2,666	43.3	2,261	84.8	2,457	42.1
African American	1,401	22.7	1,237	88.3	1,351	23.2
Asian	134	2.2	131	97.8	144	2.5
Hispanic	3,579	58.1	3,189	89.1	3,797	65.1
American Indian	21	0.3	21	100.0	14	0.2
Native HI/Pac. Is.	48	0.8	17	35.4	15	0.3
White	799	13.0	589	73.7	469	8.0
Two or More	52	0.8	45	86.5	41	0.7
Econ. Disadv.	4,262	69.2	3,785	88.8	4,261	73.1

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, Fall 2010 and Fall 2011 (Unduplicated Count)



Source: Chancery 2010–2011 and 2011–2012

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

School Name	Fall Semester 2010, 2010–2011			Fall Semester 2011, 2011–2012
	# Enrolled	# Completed	% Completed	#Enrolled
Stephen F. Austin High School	342	311	90.9	277
Bellaire High School	454	433	95.4	479
Challenge Early High School	579	540	93.3	609
Cesar Chavez High School	151	137	90.7	69
CLC	**			27
Jefferson Davis High School	102	91	89.2	44
East Early College High School	770	746	96.9	963
Eastwood Academy for Academic Achievement	88	84	95.5	72
Empowerment College Preparatory High School	**			84
Energized for E-STEM	54	54	100.0	60
Energized for E-STEM - West	**			*
High School for Law Enforcement and Criminal Justice	62	58	93.5	68
Sam Houston Math, Science, and Technology Center	156	141	90.4	197
Houston Academy for International Studies	458	407	88.9	594
Jesse H. Jones High School	49	47	95.9	21
Barbara Jordan High School	54	48	88.9	60
Kashmere High School	**			*
Mirabeau B. Lamar High School	636	160	25.2***	105
Lee High School	27	24	88.9	87
James Madison High School	160	160	100.0	132
Charles Milby High School	315	299	94.9	180
Mt. Carmel	32	32	100.0	35
North Houston Early College	537	462	86.0	702
John Reagan High School	209	202	96.7	141
George C. Scarborough High School	39	36	92.3	47
Sharpstown High School	56	49	87.5	74
Ross S. Sterling High School	93	91	97.8	140
Stephen P. Waltrip High School	182	174	95.6	166
Booker T. Washington High School	67	62	92.5	104
Westbury High School	95	93	97.9	89
Westside High School	151	147	97.4	94
Phillis Wheatley High School	19	16	84.2	**
Evan E. Worthing High School	50	50	100.0	21
Jack Yates High School	174	154	88.5	86
HISD	6,161	5,308	86.2	5,831

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.

