

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of May 12, 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 (2009–2010) and the 2011 (2010–2011) spring semesters, available to date. Enrollment and completion data are provided for the 2010 spring semester and enrollment data are provided for the 2011 spring 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

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). This goal aligns with 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.

Findings

Number of Students Taking and Completing Dual-Credit Courses

- When comparing the level of student enrollment in dual-credit courses from spring 2010 to spring 2011, there was an increase from 5,925 to 6,182. 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 2010 spring semester were highest for females (55.8 percent), Hispanic students (60.3 percent), and students who were economically disadvantaged (67.6 percent). Similarly, 2011 spring-semester enrollments were highest for females (56.7 percent), Hispanic students (65.5 percent), and economically disadvantaged students (72.2 percent).
- Of the 5,925 students enrolled in dual-credit courses for the 2010 spring semester, 5,051 or 85.2 percent completed the course(s) to earn college credit. Regarding racial/ethnic groups, percentages for course completion ranged from 83.2 percent for Asian American students to 90.4 percent for White students. The completion rate for females (85.6 percent) exceeded that of males (84.8 percent). The percentage of economically disadvantaged students completing dual-credit courses in 2010 was 84.1 percent.
- A total of 3,954 students enrolled in at least one dual-credit course during the 2010 spring semester (2009–2010 school year), with enrollment levels in at least one dual-credit course increasing to 4,289 students for the 2011 spring semester (2010–2011 school year) (Figure 1). Hispanic students represented the predominant racial/ethnic group with 58 percent and 63 percent (spring 2010 and spring 2011 semesters,

respectively). All student groups except for Asian American and White students experienced increased numbers participating in the dual-credit program for spring 2011.

- The campus offering the highest level of enrollment in dual-credit courses for the 2011 spring semester was East Early College High School with 945 followed by Challenge Early High School with 664. These represent duplicated counts since students may take more than one course (Table 2).
- From the 2009–2010 to the 2010–2011 school year, 14 out of 30 campuses open and offering dual credit courses in both school years showed an increase in dual-credit enrollments.

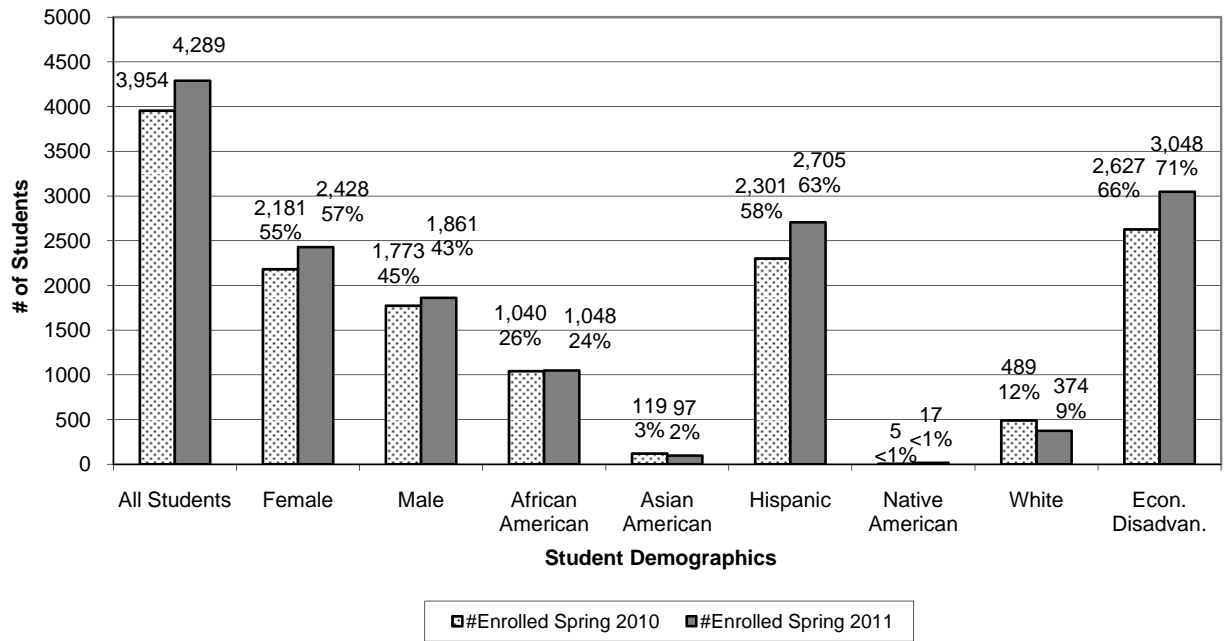
Table 1: Spring 2010 Enrollment and Completion and Spring 2011 Enrollment for Dual Credit Courses by Student Demographics, (Duplicated Count)

Group	2010 Spring Semester, 2009–2010				Spring 2011	
	Enrolling		Completing		Enrolling	
	Number	Percent	Number	Percent	Number	Percent
All Students	5,925	100.0	5,051	85.2	6,182	100.0
Female	3,307	55.8	2,832	85.6	3,505	56.7
Male	2,618	44.2	2,219	84.8	2,677	43.3
African American	1,445	24.4	1,255	86.9	1,425	23.0
Asian	196	3.3	163	83.2	136	2.2
Hispanic	3,570	60.3	2,988	83.7	4,049	65.5
Native American	8	0.1	7	87.5	21	0.3
White	706	11.9	638	90.4	487	7.9
Econ. Disadv.	4,004	67.6	3,369	84.1	4,461	72.2

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 2009–2010 and 2010–2011.

Figure 1: The Number of Students Enrolled in at Least One Dual Credit Course by Student Demographics, Spring 2010 and Spring 2011 (Unduplicated Count)



Source: Chancery 2009–2010 and 2010–2011

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

School Name	Spring 2010, (2009–2010)			Spring 2011, (2010–2011)
	# Enrolled	# Completed	% Completed	#Enrolled
Stephen F. Austin High School	225	185	82.2	336
Bellaire High School	570	521	91.4	463
Challenge Early High School	470	375	79.8	664
Cesar Chávez High School	179	137	76.5	162
Jefferson Davis High School	65	58	89.2	99
East Early College High School	918	714	77.8	945
Eastwood Academy for Academic Achievement	214	197	92.1	91
Empowerment College Preparatory High School	50	50	100.0	20
Energized for E-STEM	*	*	*	44
Ebbert Furr High School	89	72	80.9	***
High School for Law Enforce. and Criminal Justice	62	57	91.9	50
Houston Academy for International Studies	493	372	75.5	525
Houston Math/Science/Technology Center	143	124	86.7	192
Jesse H. Jones High School	100	97	97.0	56
International HS at Sharpstown	14	**	**	***
Barbara Jordan High School	48	46	95.8	47
Mirabeau B. Lamar High School	659	608	92.3	167
Leader's Academy	11	8	72.7	13
Robert E. Lee High School	52	44	84.6	30
James Madison High School	190	169	88.9	162
Charles Milby High School	367	333	90.7	365
Mount Carmel Academy	85	44	51.8	54
North Houston Early College High School	331	317	95.8	640
John Reagan High School	49	45	91.8	232
George C. Scarborough High School	***	***	***	45
Sharpstown High School	69	67	97.1	46
South Early College	*	*	*	24
Ross S. Sterling High School	88	56	63.6	56
Stephen P. Waltrip High School	38	35	92.1	133
Booker T. Washington High School	54	50	92.6	67
Westbury High School	66	59	89.4	97
Westside High School	57	55	96.5	100
Phillis Wheatley High School	43	36	83.7	19
Evan E. Worthing High School	84	83	98.8	55
Jack Yates High School	42	36	85.7	183

* Indicates new campus.

**Fewer than 5 students.

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