

MEMORANDUM

May 11, 2011

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

CONTACT: Carla Stevens, 713-556-6700

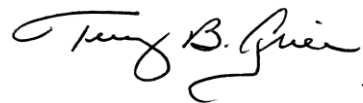
SUBJECT: **APEX CREDIT RECOVERY INITIATIVE REPORT, 2009–2010**

Attached is the APEX Credit Recovery Initiative Report, 2009–2010. The APEX Credit Recovery Initiative method provides a specific digital plan for academic instruction. This initiative provided students at 46 HISD high school campuses with an online digital alternative to complete credits required for graduation. This report focuses on those activities that occurred from January 2010 through August 2010. It addresses the district's strategic plan of reducing the dropout rate and improving the graduation rate.

Some of the highlights are as follows:

- The first semester of the APEX Credit Recovery Initiative targeted twelfth graders needing additional credits to meet graduation requirements. As a result, 34.4 percent of those participating in the APEX Credit Recovery Initiative were twelfth graders. Eleventh graders represented the second largest student group (26.8 percent). A total of 1,374 students took 2,032 APEX credit recovery courses identified in Chancery.
- For the 2010 spring and summer semesters, 80.5 percent of all twelfth graders participated in the APEX Credit Recovery Initiative graduated. Other online credit recovery options had an 81.8 percent twelfth grade graduation rate.
- Twelfth grade students participating in the APEX Credit Recovery Initiative had a lower course grade average, 79.6, than twelfth grade students taking other online courses (80.0). The nature of the APEX Credit Recovery Initiative focused on courses specifically needed for credit recovery and promoting on-time graduation, with a primary focus on twelfth grade students.

Should you have any further questions, please contact my office or Carla Stevens in Research and Accountability at 713-556-6700.



TBG

Attachment

cc: Superintendent's Direct Reports
Chief School Officers
School Improvement Officers
Principals

RESEARCH

Educational Program Report



**APEX Credit Recovery Initiative,
2009–2010
January–August, 2010**

**Department of Research and Accountability
Houston Independent School District**



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EXECUTIVE SUMMARY
APEX CREDIT RECOVERY INITIATIVE, 2009–2010
JANUARY–AUGUST, 2010

Program Description

Dropout and graduation rates are critical issues for every school district in the nation. According to Glass and Ross (2008), students who drop out of school are much more likely than their peers who graduate to be unemployed, living in poverty, receive public assistance, imprisoned, and unhealthy. While there are many reasons for students to drop out of high school, school districts are discovering innovative methods to retain students. Innovative programs in high schools are focused on non-traditional methods for retaining at-risk students and attracting those who dropped out of school. Digital curriculums, like APEX Learning, are one of many ways utilized to make alternative instruction available to students. HISD's APEX Credit Recovery Initiative uses the APEX Learning software in high schools. This initiative offers a digital curriculum with individualized instruction to address students' specific learning needs. Direct instruction is provided through images, audio, video, animations, and interactive aspects of instructional programming utilized to address different student learning styles. Moreover, APEX Learning software contains unit-level diagnostics for assessing student progress. The HISD APEX Credit Recovery Initiative allows students to recover specific courses that they need in order to graduate on time.

The APEX Credit Recovery Initiative method provides a specific digital plan for academic instruction. This initiative serves as an alternative method for students who need to complete their credit requirements for graduation. Currently in HISD, the APEX Credit Recovery Initiative is a districtwide initiative that began in January 2010. This initiative placed computer labs with special APEX Learning software at 46 HISD high school campuses as well as graduation coaches at 27 of these campuses. The first semester of the APEX Credit Recovery Initiative focused on senior high school students who required credit recovery courses in order to meet graduation requirements. HISD will continue to expand the APEX Learning curriculum over time to include more credit recovery opportunities for students as well as provide primary credit opportunities for other types of students. This report focuses on activities that occurred from January 2010 through August 2010. It addresses the district's strategic plan of reducing the drop out rate and improving the graduation rate.

Key Findings

1. What were the participation rates in the APEX Credit Recovery Initiative?

The first semester of the APEX Credit Recovery Initiative targeted twelfth graders needing additional credits to meet graduation requirements. As a result, 34.4 percent of those participating in the APEX Credit Recovery Initiative were twelfth graders. Eleventh graders represented the second largest student group (26.8 percent). A total of 1,374 students took 2,032 APEX credit recovery courses identified in Chancery.

2. What was the impact of the APEX Credit Recovery Initiative on graduation rates?

For the 2010 spring and summer semesters, 80.5 percent of all twelfth graders participating in the APEX Credit Recovery Initiative graduated. Other online credit recovery options had an 81.8 percent twelfth grade graduation rate.

3. What were the course grades of students participating in the APEX Credit Recovery Initiative?

- Among all courses offered through the APEX Credit Recovery Initiative during the 2009–2010 school year, 30.4 percent were English/Language Arts (618), 18.8 percent were science (383), 24.0 percent were social studies (487), and 17.1 percent were mathematics (348 total).
- Twelfth grade students participating in the APEX Credit Recovery Initiative had a lower course grade average, 79.6, than twelfth grade students taking other online courses (80.0). The nature of the APEX Credit Recovery Initiative focused on courses specifically needed for credit recovery and promoting on-time graduation, with a primary focus on twelfth grade students.

Recommendations

1. Expanding the APEX Credit Recovery Initiative to students in all HISD schools will provide HISD students with additional course options. These expanded options might increase graduation rates for HISD students who are at-risk for dropping out of school.
2. Offering additional courses to students in 9th, 10th, and 11th grades could improve graduation rates for students prior to their 12th grade year.

APEX Credit Recovery Initiative, 2009–2010 January–August, 2010

Program Description

Dropout and graduation rates are critical issues for every school district in the nation. According to Glass and Ross (2008), students who drop out of school are much more likely than their peers who graduate to be unemployed, living in poverty, receive public assistance, imprisoned, and unhealthy. While there are many reasons for students to drop out of high school, school districts are discovering innovative methods to retain students. Innovative programs in high schools are focused on non-traditional methods for retaining at-risk students and attracting those who dropped out of school. Digital curriculums, like APEX Learning, are one of many ways utilized to make alternative instruction available to students. HISD's APEX Credit Recovery Initiative uses the APEX Learning software in high schools. This initiative offers a digital curriculum with individualized instruction to address students' specific learning needs. Direct instruction is provided through images, audio, video, animations, and interactive aspects of instructional programming utilized to address different student learning styles. Moreover, APEX Learning software contains unit-level diagnostics for assessing student progress. The HISD APEX Credit Recovery Initiative allows students to recover specific courses that they need in order to graduate on time.

The APEX Credit Recovery Initiative method provides a specific digital plan for academic instruction. This initiative serves as an alternative method for students who need to complete their credit requirements for graduation. Currently in HISD, the APEX Credit Recovery Initiative is a districtwide initiative that began in January 2010. This initiative placed computer labs with special APEX Learning software at 46 HISD high school campuses as well as graduation coaches at 27 of these campuses. The first semester of the APEX Credit Recovery Initiative focused on senior high school students who required credit recovery courses in order to meet graduation requirements. HISD will continue to expand the APEX Learning curriculum over time to include more credit recovery opportunities for students as well as provide primary credit opportunities for other types of students. This report focuses on activities that occurred from January 2010 through August 2010. It addresses the district's strategic plan of reducing the drop out rate and improving the graduation rate.

Purpose of the Evaluation Report

The purpose of this report is to describe and evaluate the implementation of the APEX Credit Recovery Initiative that uses APEX Learning software. The following research questions were addressed:

1. What were the participation rates in the APEX Credit Recovery Initiative?
2. What was the impact of the APEX Credit Recovery Initiative on graduation rates?
3. What were the course grades of students participating in the APEX Credit Recovery Initiative?

Review of Literature

Technology is often linked to educational options and today, new technologies are changing the delivery and experience of education at all levels of education. Online educational options are available from the elementary to college level. Online learning can be defined as "education where instruction and content are delivered primarily via the Internet" (Watson, Winograd, and Kalmon 2004). Different types of internet-based, online, and virtual high schools now exist, including statewide virtual high schools, university-based high schools, regionally-based virtual schools, local education agency-based virtual schools, charter school options, private virtual schools, and vendors of online curricula, content, tools and infrastructure (Cavanaugh, Barbour, and Clark 2009). Internet-based education is expanding and reaching more students in more locations and providing more options for learning. New information technologies influence traditional campus-based instruction. As these new options for learning emerge, the move to

computer-based learning raises issues for addressing student success and achievement (Watson, Winograd, and Kalmon 2004). In the United States, digital education for elementary and secondary students can be a solution to educational problems, including crowded schools, a shortage of secondary courses, a lack of access to qualified teachers, and accommodating students who need to learn at a difference pace or in a place different from a school classroom (Cavanaugh, Barbour, and Clark 2009). Because of digital solutions to these issues, K-12 distance and digital education programs are developing rapidly. K-12 online course enrollments have exceeded other educational formats in recent years (Setzer & Lewis, 2005).

New methods of conceptualizing the relationship between student and school allow non-traditional teaching methods to influence student learning and provide new opportunities for high school success and completion. The current shift in pedagogical approaches promotes new theoretical frameworks to expanding learning options for students. This framework brings available, current technology to students via online learning, digital curriculum, virtual schools, and internet-based learning. Understanding new alternative instructional options makes it possible to individualize instruction to meet specific student needs and thus improve educational outcomes. HISD sits on the cutting edge of education by making digital curriculum, like APEX Learning, available to students via the APEX Credit Recovery Initiative. This new approach could increase graduation rates and allow more HISD students to achieve academic success. Although K-12 online learning programs have evolved and grown over the past decade, there is a limited amount of published research and evaluations focusing on virtual schooling practices (Barbour & Reeves, 2009). Evaluating program outcomes allows administrators, teachers, and parents to make the best decisions for educating students within the district.

Methods

Data Collection and Analysis

Student data were obtained using a variety of sources. The Public Education Information and Management System (PEIMS) database is the statewide data collection and reporting system operated by the Texas Education Agency, which includes extensive information on students. It serves as the information database for many statewide reports on public education, such as the Academic Excellence Indicator System. Student identification numbers were verified in PEIMS. APEX course participation and completion data were recorded and extracted from Chancery. Chancery Student Management System is a web-based student information system schools used to input student attendance, courses completed, courses failed, courses recovered, and other online courses taken from other vendors. The Student Information Systems (SIS)/Chancery Department provided the data set used for this report on January 27, 2011.

Data Limitations

By relying on the SIS database for the APEX Online Credit Recovery Initiative, it is possible that students served after the data were extracted on February 3, 2011 were not captured in this report. Where information was not available, notes were inserted (**Appendix A**). There were 46 campuses in the HISD during 2009–2010 school year that participated in the APEX Online Credit Recovery Initiative. Data on students who participated in the program at REACH, International at Sharpstown, and Empowerment high schools were also included. All labs were made available January, 2010.

Results

What were the participation rates in the APEX Credit Recovery Initiative?

Since implementation of the APEX Credit Recovery Initiative began in January 2010, data from the spring and summer sessions are available for the evaluation. **Table 1** provides a summary of unique courses offered and the total courses taken from the data extracted from Chancery. At the point of data extraction, 29 unique APEX Credit Recovery Initiative courses were made available to high school

students. This comprised 12.1 percent of the 240 total unique online courses available in HISD. During the 2009–2010 school year, the total online course participation was 9,538, with 2,032 (21.3 percent) courses offered through the APEX Credit Recovery Initiative (Table 1). **Figure 1** shows the percentage of total courses taken through other online providers exceeds that of those taken through the APEX Credit Recovery Initiative.

Table 1: Courses provided by HISD Online Course Providers, 2009–2010

Provider	Unique Courses*	Percentage	Total Courses	Percentage
APEX Credit Recovery Initiative	29	12.1	2,032	21.3
Others	211	87.9	7,506	78.7
Totals	240	100.0	9,538	100.0

* Based on state course numbers

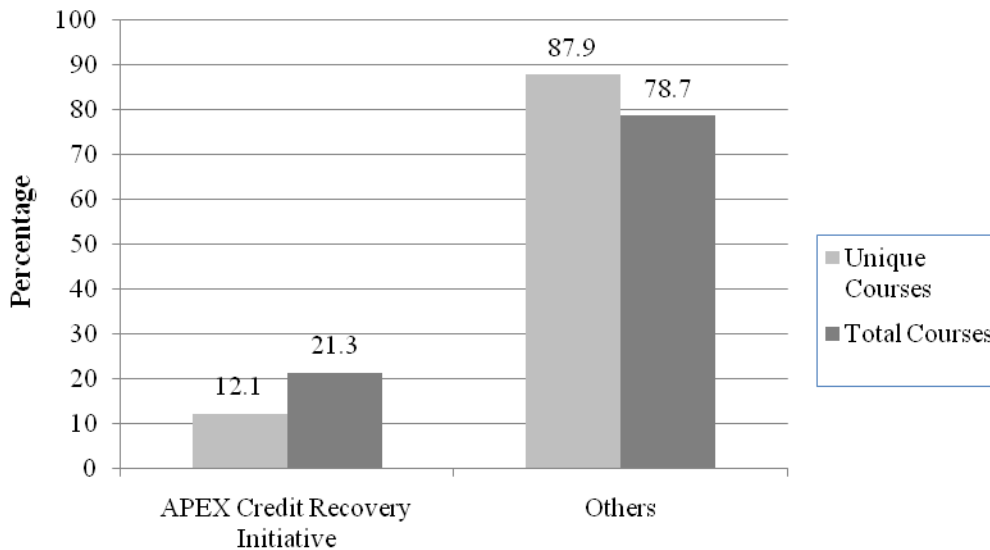


Figure 1: Percent of HISD courses provided by online course providers, 2009–2010.

Table 2 compares APEX student participation with other online providers during the first semester of the APEX Credit Recovery Initiative. APEX targeted twelfth graders needing additional credits to meet graduation requirements. As a result, 34.4 percent of students participating in the APEX Credit Recovery Initiative were twelfth graders. The APEX Credit Recovery Initiative had a higher percentage of twelfth graders enrolled in courses than other HISD online course options. Twelfth-grade students taking courses offered by other HISD online providers totaled 23.0 percent. Other HISD online providers tended to have a higher percentage of ninth graders enrolled than APEX Credit Recovery Initiative courses (20.3 percent and 18.6 percent, respectively) (Table 2). This pattern was also present at tenth (23.6 percent versus 20.3 percent) and eleventh (31.8 percent versus 26.8 percent) grades.

Table 2: HISD Student Participation in Online Courses by Grade Level, 2009–2010

Grade	APEX Credit Recovery Initiative		Other Providers		Overall	
	N	Percentage	N	Percentage	N*	Percentage
8			39	1.3	39	0.9
9	255	18.6	615	20.3	839	20.3
10	279	20.3	714	23.6	942	22.8
11	368	26.8	962	31.8	1,233	29.8
12	472	34.4	696	23.0	1,079	26.1
Total	1,374	100.0	3,026	100.0	4,132	100.0

* Unduplicated count

What was the impact of the APEX Credit Recovery Initiative on graduation rates?

Table 3 reports the graduates who participated in the APEX Credit Recovery Initiative and other online credit recovery options during the 2010 HISD graduation cycle. Specifically, students were able to graduate during the spring 2010 or summer 2010 semesters. Both student groups are considered 2010 graduates. When spring and summer semesters are combined, 80.5 percent of APEX Credit Recovery Initiative participants graduated. This was slightly lower than the spring and summer graduates of other online credit recovery options (81.8 percent).

Table 3: HISD Graduation Rate of Twelfth Grade Students Completing Online Courses: 2009–2010

Grade Cycle	APEX Credit Recovery			Other Providers			All Graduates	
	N	% Based on APEX Only	% Based on All Grads	N	% Base on Other Providers	% Base on All Grads	N	%
Spring	318	67.4	3.5	480	69.0	5.3	8,419	92.4
Summer	62	13.1	0.7	89	12.8	1.0	399	4.4
Fall				4	0.6	0.0	295	3.2
Non-Graduate*	92	19.5	1.0	123	17.7	1.3		0.0
Total	472	100.0	5.2	696	100.0	7.6	9,113	100.0

* Students classified as twelfth grade, but did not graduate.

What were the course grades of students participating in the APEX Credit Recovery Initiative?

The APEX Credit Recovery Initiative added substantial course options by subject to HISD students during the spring and summer of 2010 (**Table 4**). During the 2009–2010 school year, 2,032 courses (21.5 percent) were offered in the APEX Credit Recovery Initiative and 30.4 percent were English/language

arts courses (618 total courses). Further, 18.8 percent of the courses were in science (383 total courses), 24.0 percent of the courses were social studies (487 total courses), and 17.1 percent were mathematics courses (348 total courses).

Table 4: HISD Online Courses Taken by Subject Area, 2009–2010

Subject Area	APEX Credit Recovery		Other Providers		All Online	
	N	%	N	%	N	%
Art			86	1.1	86	0.9
Career & Technology						
Education	6	0.3	201	2.7	207	2.2
English/Language Arts	618	30.4	1,783	23.8	2,401	25.2
Foreign Languages	185	9.1	725	9.7	910	9.5
Health/Physical Education	3	0.1	336	4.5	339	3.6
IB Electives			74	1.0	74	0.8
Local Credit	2	0.1	13	0.2	15	0.2
Mathematics	348	17.1	1,397	18.6	1,745	18.3
Military Science			5	0.1	5	0.1
Music			34	0.5	34	0.4
Other			30	0.4	30	0.3
Science	383	18.8	1,033	13.8	1,416	14.8
Social Studies	487	24.0	1,682	22.4	2,169	22.7
Special Education			47	0.6	47	0.5
Technology Applications			47	0.6	47	0.5
Theatre Arts			13	0.2	13	0.1
Totals	2,032	99.9	7,506	100.2	9,538	100.1

Note: Percentage do not total 100% due to rounding.

While the APEX Credit Recovery Initiative focused on high school seniors, some students in lower level grades were able to participate in APEX Credit Recovery Initiative courses. Additionally, most eighth, ninth, and tenth-grade students participated in other digital course options during the 2009–2010 school year.

For the 2009–2010 school year, more students participated in online courses offered by other providers (7,506) compared to APEX Credit Recovery courses (2,032) (**Table 5**). This comprised 21.3 percent of all courses offered through HISD this school year. **Figure 2** shows that students participating in the APEX Credit Recovery Initiative took an average of 1.4–1.5 courses in grades 9–12. Since more courses were offered through other credit options, more students participated in other digital credit options than APEX Credit Recovery Initiative courses. Twelfth grade students participating in the APEX Credit recovery Initiative had a lower course grade average, 79.6, than twelfth grade students taking other online courses (80.0). The nature of the APEX Credit Recovery Initiative focused on courses specifically needed for credit recovery and promoting on-time graduation, with a primary focus on twelfth grade students. Other HISD credit courses provided students with credit recovery options in addition to obtaining primary credit through a digital curriculum. The APEX Credit Recovery Initiative provided only courses needed for credit recovery and not primary credit. Specific courses by grade level are listed in **Appendix A**.

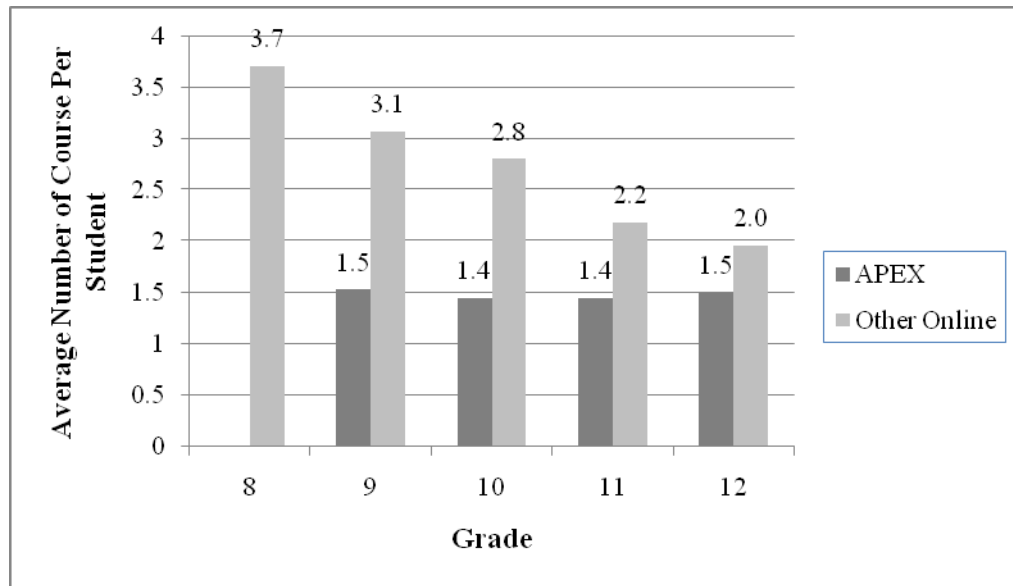


Figure 2: HISD average number of courses by online providers, 2009–2010.

Table 5: HISD Average Course Grades by Online Providers, 2009–2010

Grade	APEX Credit Recovery Initiative Courses				Other Providers			
	Students	Courses	Average Courses Per Student	Average Course Grade	Students	Courses	Average Courses Per Student	Average Course Grade
8					39	145	3.7	89.5
9	255	390	1.5	80.4	615	1,896	3.1	80.7
10	279	404	1.4	79.2	714	2,005	2.8	80.4
11	368	532	1.4	78.7	962	2,098	2.2	82.0
12	472	706	1.5	79.6	696	1,362	2.0	80.0
Totals	1,374	2,032	1.5	79.4	3,026	7,506	2.5	81.0

Discussion

Created to improve the overall graduation rate, the APEX Credit Recovery Initiative provided opportunities for 1,374 students in 29 unique courses, which was 12.1 percent of all online course offerings. The primary target population was twelfth grade students. The initiative was beneficial for the participating twelfth grade students. There 380 twelfth grade students who participated in the graduation labs that successfully completed their requirements and graduated. When comparing APEX Online Credit Recovery and other online programs, nearly one fifth (21.5 percent) were provided by APEX. This represented a positive beginning, considering that the program began in January of the 2009–2010 school year. English/language arts remained the primary subject selected by students to recover credits. While other online initiatives had more courses taken in grades 8–12, APEX had its highest participation at the twelfth grade with 706 courses taken by 472 seniors (**Appendix A**).

On average, APEX Credit Recovery Initiative students tended to have slightly lower course-grade averages than students in other online courses. This may be due to the lack of graduation coaches in 19 of the 44 schools with computer labs using APEX Credit Recovery software (**Appendix B**). The coaches' role was to support students who needed additional courses to graduate.

Recommendations

1. Expanding the APEX Credit Recovery Initiative to students in all HISD schools will provide HISD students with additional course options. These expanded options might increase graduation rates for HISD students who are at-risk for dropping out of school.
2. Offering additional courses to students in 9th, 10th, and 11th grades could improve graduation rates for students prior to their 12th grade year.

References

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APPENDIX A

Courses by Subject Area by Grade				
Grade	Subject Area	APEX Credit Recovery	Other Providers	All
8	English/Language			
	Arts		3	3
	Foreign Languages		44	44
	Mathematics		53	53
	Physical Education		5	5
	Science		40	40
Total			145	145
9	Art		33	33
	Career & Technology Education		43	43
	English/Language			
	Arts	79	422	501
	Foreign Languages	43	230	273
	IB Electives		14	14
	Local Credit		4	4
	Mathematics	99	345	444
	Music		11	11
	Other		10	10
	Physical Education		167	167
	Science	64	263	327
	Social Studies	105	329	434
	Special Education		6	6
	Technology Applications		13	13
Theatre Arts		6	6	
Total		390	1,896	2,286
10	Art		32	32
	Career & Technology Education	2	50	52
	English/Language			
	Arts	123	437	560
	Foreign Languages	45	190	235
	IB Electives		18	18
	Local Credit	2	5	7
	Mathematics	65	398	463
	Military Science		1	1
	Music		17	17
	Other		14	14
	Physical Education	1	83	84
	Science	95	306	401
	Social Studies	71	425	496
	Special Education		1	1
Technology Applications		25	25	
Theatre Arts		3	3	
Total		404	2,005	2,409

APPENDIX A (continued)

Courses by Subject Area by Grade				
Grade	Subject Area	APEX Credit Recovery	Other Providers	All
11	Art		17	17
	Career & Technology Education	2	55	57
	English/Language			
	Arts	174	463	637
	Foreign Languages	51	163	214
	IB Electives		36	36
	Local Credit		2	2
	Mathematics	77	362	439
	Military Science		3	3
	Music		5	5
	Other		6	6
	Physical Education	1	42	43
	Science	143	281	424
	Social Studies	84	639	723
	Special Education		16	16
Technology Applications		8	8	
Total		532	2,098	2,630
12	Art		4	4
	Career & Technology Education	2	53	55
	English/Language			
	Arts	242	458	700
	Foreign Languages	46	98	144
	IB Electives		6	6
	Local Credit		2	2
	Mathematics	107	239	346
	Military Science		1	1
	Music		1	1
	Physical Education	1	39	40
	Science	81	143	224
	Social Studies	227	289	516
	Special Education		24	24
	Technology Applications		1	1
Theatre Arts		4	4	
Total		706	1,362	2,068
Grand Total		2,032	7,506	9,538

Appendix B
School Level APEX Credit Recovery Utilization and Graduation Labs: 2009–2010

Schools	Computer Labs With	
	APEX Software	Graduation Coaches
Austin	X	X
Bellaire	X	X
Carnegie	X	
Carter	X	
Challenge	X	
Chavez	X	X
Contemporary Learning Center (HS)	X	
Davis High School	X	X
DeBakey	X	
East Early College	X	
Eastwood	X	
Empowerment	X	
Energized for STEM Academy	X	
Furr	X	X
Harper Alternative	X	
High School for Business and Economic Success	X	
Houston Academy for International Studies	X	
HSPVA	X	
International High School at Sharpstown	X	
Jordan	X	X
Kashmere	X	X
Lamar	X	X
Law Enforcement	X	X
Leader's Academy	X	
Lee	X	X
Liberty	X	X
Madison	X	X
Milby	X	X
Mount Carmel	X	
North Houston Early College	X	
Reagan	X	X
Sam Houston Math, Science, and Technology Center	X	X
Scarborough	X	X
Sharpstown	X	X
South Early College	X	
Sterling	X	
Waltrip	X	X
Washington	X	X
Westbury	X	X
Westside	X	X
Wheatley	X	X
Worthing	X	X
Yates	X	X
Total	44	25