

MEMORANDUM

March 28, 2012

TO: School Board Members

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

SUBJECT: **2011 Summer School Education Program**

CONTACT: Carla Stevens, 713-556-6700

Background

Each year the Houston Independent School District (HISD) offers a summer education program designed to assist students with a wide variety of instructional needs. The 2011 summer education program allowed students the opportunity to repeat required courses needed for promotion, to get ahead by taking required courses in advance of the upcoming school year, or to receive specialized instruction on the basis of eligibility. The summer education program supports HISD's Strategic Direction Core Initiative 3: Rigorous Instructional Standards and Supports.

The 2011 summer education program included many of the same programs offered in previous years. In addition, academic reinforcement options were designed by the Elementary and Secondary Curriculum, Instruction, and Assessment team. Academic reinforcement options were based on best educational practices, allowing schools additional options. The Elementary and Secondary Curriculum, Instruction, and Assessment team also identified the specific curriculum resources that were used for elementary and middle school students. These resources were accompanied by pre- and post-test measures to determine the extent to which improvement occurred during the summer session.

This year, HISD provided a four-week, extended-year program. At the elementary and middle school levels, the program consisted of curriculum offerings to help students meet promotion standards not met during the 2010–2011 academic year, opportunities for campus enrichment, and special education services for students as specified in their admission, review, and dismissal (ARD) plans. The promotion-standards summer education program also provided accelerated reading instruction and accelerated math instruction required by the state Student Success Initiative involving fifth and eighth grades. At the high school level, students had opportunities to make up credit or earn original credit. High schools had the option of offering credit-recovery courses to students who were previously denied credit for a course due to a failing grade or excessive absences. Additionally, high school students had the option of taking summer school courses in a traditional classroom setting or from an online provider.

Findings

The attached tables depict student enrollment and outcomes among those students who attended summer school in 2011. The tables and figures are arranged in three groups.

Tables 1 through 11 and **Figures 1 through 4** describe those students who enrolled in summer school and why they attended summer school in 2011.

- A total of 23,236 Title I students elementary and middle school students enrolled in summer school in 2011. Of those students, the majority attended for promotion standards (89.7 percent), followed by students attending for campus enrichment (8.4 percent), and those who attended for special education services (1.9 percent)(Table 4a).
- Among the students who were enrolled in summer school to meet promotion standards, 13,819 (78.4 percent) were promoted following summer school courses and 3,800 were retained (21.6 percent)(Table 6a). The percentage of students promoted following summer school in 2011 decreased by approximately four percentage points from 82 percent in 2010 to 78 percent in 2011 (Figure 2). The majority of the promotions in 2011 were based on promotion standards (81 percent) rather than on committee decision (13 percent)(Figure 3).

Tables 12 and Figure 5 describe elementary and middle school outcomes, as assessed by the pre- and post-tests associated with the curriculum resources.

- Table 12 displays trends in pre- and post-test scores during summer school for students in Kindergarten through grade 8. Column headings show pre-test scores in terms of percent of items answered correctly. Row headings depict percentage-point change in pre- and post-test scores. For example, among the 6,663 students who answered 41 to 50 percent of the pre-test items correctly, 1,396 improved their post-test scores by 11 to 20 percent after attending summer school. Those students scoring the lowest on the pre-test tended to have improved performance on the post-test. Conversely, those students scoring higher on the pre-test tended to have lower post-test scores or their scores did not change from pre- to post-test.

Tables 13 through 16 describe the courses that high school students enrolled in and completed. A complete list of the tables and figures precedes them.

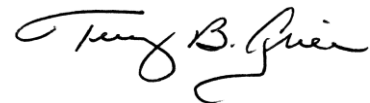
- A total of 7,047 high school students enrolled in regular summer school in 2011. High school students enrolled in 12,826 courses, for an average of 1.8 courses per student. The majority of courses taken in regular summer school were taken in mathematics (29.1 percent), followed by science (23.0 percent), English/language arts (20.3 percent), social studies (15.4 percent), “other” (10.0 percent), and foreign languages (2.1 percent)(Table 13a and Table 13b).
- Summer school 2011 completion rates (passing score of 70 or above) for core course areas were 92.8 percent for social studies, 89.1 percent for mathematics, 88.3 percent for ELA, and 86.8 percent for science. As compared to Summer 2010, completion rates in Summer 2011 increased in all core subjects. The largest increase was in mathematics (5.4 percentage points), followed by social studies (3.7 percentage points), science (2.0 percentage points), and ELA (1.4 percentage points)(Table 14).
- HISD historical data for online courses indicates that 1,573 online courses were completed during summer school with a passing score of 70 or above. This represents a 17.1 percent decrease from Summer 2010. Of the 1,573 courses completed, 396 were APEX Credit Recovery, 172 were APEX Original Credit courses, and 1,005 were “other” online courses (Table 15).

In summary, of the elementary and middle school students enrolled in summer school in 2011, the vast majority of students attended for promotion standards, followed by a much lower percentage of students attending for campus enrichment. Among the students attending for promotion standards, the majority were promoted following summer school. Of those students promoted, most were promoted based on promotion standards, rather than committee decision. However, the TAKS passing rate for fifth and eighth graders who retook the test for the third time after summer school ranged from 18.6 percent to 24.6 percent for reading and 16.0 percent to 30.4 percent for math. An examination of pre- and post-test scores during summer school for elementary and middle school students revealed that, overall, students improved their scores from pre- to post-test. Similarly, across all subjects, the majority of high school students who enrolled in summer school courses in 2010 successfully completed their courses.

Administrative Response

For 2012 and in response to the statistics shared by the Research and Accountability Department, HISD is recommending a variety of summer school programs to meet the needs of individual learners. By differentiating the programs offered to groups of students, increasing the time students are in summer school, and allowing for an extra day for teacher professional development, HISD will be better able to assist students in overcoming academic barriers to success. These strategies and ongoing initiatives will provide significant momentum as district staff continues to strengthen our summer school offerings for greater academic success, while still meeting the needs of all learners.

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
School Improvement Officers
Martha Salazar-Zamora
Efrain Olivo

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Table 1: HISD Spring Enrollment, Spring 2011

Grade	African American		Asian		Hispanic		Native American		Pacific Islander		White		Not Identified		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
EE	103	25.9	7	1.8	240	60.5	1	0.3	2	0.5	39	9.8			397
PK	3,853	25.1	291	1.9	10,722	69.7	45	0.3	11	0.1	394	2.6			15,379
KG	3,769	22.9	540	3.3	10,688	64.9	29	0.2	16	0.1	1,279	7.8			16,481
1	4,093	23.7	554	3.2	11,033	63.9	32	0.2	22	0.1	1,392	8.1			17,275
2	4,055	24.0	533	3.2	10,840	64.1	38	0.2	13	0.1	1,328	7.8			16,918
3	3,933	24.2	489	3.0	10,444	64.4	31	0.2	11	0.1	1,231	7.6			16,227
4	4,026	25.2	481	3.0	10,137	63.4	32	0.2	8	0.1	1,180	7.4			15,987
5	3,747	25.0	452	3.0	9,575	63.8	27	0.2	13	0.1	1,098	7.3			15,014
6	3,345	26.5	378	3.0	7,910	62.6	25	0.2	8	0.1	889	7.0			12,626
7	3,393	27.3	366	2.9	7,606	61.2	30	0.2	12	0.1	950	7.6			12,429
8	3,400	27.4	432	3.5	7,524	60.7	25	0.2	19	0.2	920	7.4			12,401
9	3,911	27.9	478	3.4	8,347	59.6	43	0.3	17	0.1	1,128	8.1			14,011
10	3,351	28.8	422	3.6	6,716	57.7	40	0.3	29	0.2	1,007	8.7			11,641
11	2,911	29.2	378	3.8	5,528	55.4	35	0.4	34	0.3	1,020	10.2			9,981
12	282	23.3	37	3.1	814	67.2	6	0.5	5	0.4	64	5.3			1,212
Not Identified					1	0.0							2,188	100.0	2,189
Total	48,172	25.3	5,838	3.1	118,125	62.1	439	0.2	220	0.1	13,919	7.3	2,188	1.2	190,168

Source: Chancery, September 6, 2011

- A total of 190,168 students were enrolled in HISD in the Spring of 2011. The largest numbers of students enrolled were first grade students ($N = 17,275$) and the lowest number of students enrolled were early education students ($N = 397$).
- Hispanic students represented the largest student group enrolled by ethnicity at 62.1 percent ($N = 118,125$) and across all grade levels.
- Of the students enrolled in HISD in the Spring of 2010, 1.2 percent ($N = 2,189$) were not identified.

Table 2a: Promotion Standards by Grade, Spring 2011

Grade	Total Unduplicated N			Committee Decision						Promotion Standards					
	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I
				% Promoted			% Retained			% Promoted			% Retained		
1	17,264	14,118	3,146	4.3	4.2	4.7	0.2	0.1	0.3	84.9	84.3	87.6	10.6	11.4	7.4
2	16,966	13,473	3,493	4.5	4.5	4.6	0.2	0.2	0.2	86.2	85.5	88.7	9.1	9.8	6.4
3	16,352	12,612	3,740	4.9	4.4	6.4	0.2	0.2	0.2	75.1	74.0	79.1	19.8	21.4	14.3
4	16,171	13,977	2,194	5.8	5.0	11.0	0.3	0.3	*	73.7	73.0	78.0	20.2	21.7	10.9
5	15,202	13,917	1,285	6.4	5.5	15.6	0.2	0.2	0.4	82.0	82.2	80.0	11.4	12.1	4.0
6	12,641	12,185	456	14.2	13.5	34.4	0.1	0.1	---	61.2	61.7	49.1	24.4	24.7	16.4
7	12,551	12,107	444	16.2	15.5	35.4	0.2	0.2	---	59.0	59.4	48.4	24.7	25.0	16.2
8	12,620	12,204	416	20.4	19.6	44.7	0.2	0.2	*	63.8	64.6	41.1	15.6	15.6	13.9
Total	119,767	104,593	15,174	8.9	8.7	9.8	0.2	0.2	0.2	74.4	73.6	80.2	16.5	17.5	9.8

Table 2b: Promotion Standards by Grade, Spring 2010

Grade	Total Unduplicated N			Committee Decision						Promotion Standards					
	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I
				% Promoted			% Retained			% Promoted			% Retained		
1	17,455	15,629	1,826	6.5	5.2	17.0	0.1	0.1	*	78.8	80.6	63.5	14.7	14.1	19.4
2	16,361	14,759	1,602	7.1	5.7	20.2	<0.1	<0.1	<0.1	82.4	84.3	65.2	10.4	10.0	14.6
3	16,423	14,698	1,725	8.7	7.5	18.3	0.1	0.1	0.1	74.1	75.7	60.7	17.1	16.7	20.9
4	15,946	14,351	1,595	11.1	10.4	16.8	0.3	0.3	*	59.7	59.9	57.8	29.0	29.4	25.2
5	14,267	12,767	1,500	12.4	11.9	16.5	0.1	0.1	*	65.4	66.0	59.7	22.2	22.0	23.9
6	12,616	11,774	842	22.6	22.1	29.9	1.0	0.9	2.9	49.4	51.4	21.5	27.0	25.7	45.7
7	12,740	11,870	870	25.0	24.3	33.7	1.8	1.4	6.4	45.9	48.7	8.3	27.3	25.5	51.6
8	12,468	11,550	918	28.6	27.8	39.0	2.1	1.7	6.5	48.3	51.3	10.8	20.9	19.1	43.7
Total	118,276	107,398	10,878	14.3	13.5	21.8	0.6	0.5	1.3	64.6	71.1	49.8	20.6	19.9	27.1

* Fewer than five students identified.

Source: Chancery, September 6, 2011

- At the end of the 2010–2011 academic year, 8.9 percent of HISD students were promoted based on committee decision and 74.4 percent were promoted based on promotion standards. As compared to the 2009–2010 academic year, promotions based on committee decisions decreased by 5.4 percentage points and promotions based on promotion standards increased by 9.8 percentage points.
- The percentage on Non-Title I students promoted based on committee decision decreased from Spring 2010 to 2011. Specifically, in Spring of 2010, 21.8 percent of Non-Title I students were promoted by committee, as compared to 9.8 percents at the end of 2011.
- Additionally, the percentage of Title I students promoted based on promotion standards increased in Spring 2011 (73.6 percent), as compared to Title I students in 2010 (71.1 percent).
- The biggest change from Spring 2010 to 2011 was the percentage of Non-Title I students who were promoted based on promotion standards. Namely, Non-Title I students promoted based on promotion standards increased from 49.8 percent in Spring 2010 to 80.2 percent in Spring 2011.

Table 3: Number of Students Retained in Spring 2011 and Number of Students Enrolled in Summer School 2011

Grade	Retained in Spring	Enrolled in Summer School	Difference
1	1,863	1,508	355
2	1,574	1,330	244
3	3,265	3,016	249
4	3,315	3,071	244
5	1,760	1,576	184
6	3,100	2,741	359
7	3,113	2,743	370
8	1,986	1,634	352
Total	19,976	17,619	2,357

Source: Chancery, September 6, 2011
 Note: Records with errors not included.

- Of the 19,976 students retained in the Spring of 2011, 88.2 percent (N = 17,619) went on to enroll in summer school courses during the 2011 summer session.

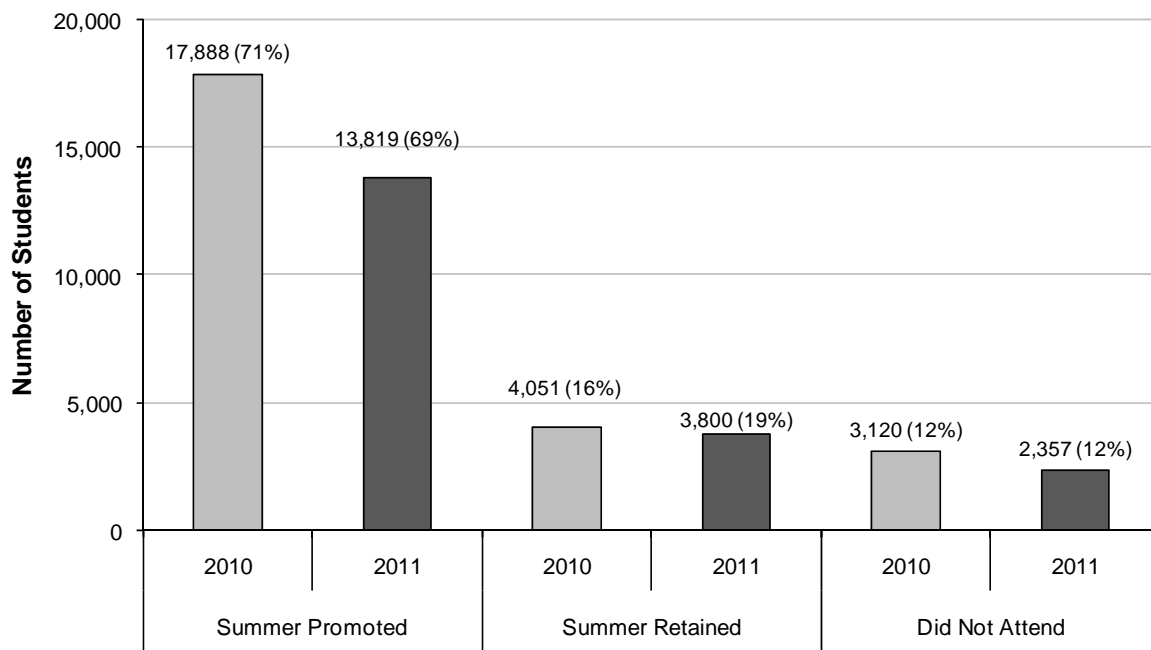


Figure 1. Promotion and Retained Status of the Spring 2011 Students Referred to Summer School
 (2010 N=25,059 2011 N=19,976)

- The percentage of students who were promoted following the summer session in 2011 was 69 percent (N = 13,819), a decrease of two percentage points from the summer of 2010.
- The percentage of students not attending summer school in 2010 and 2011 remained stable at 12 percent.

Table 4a: Title I Summer School Enrollment: All Students Attending for Promotion Standards and Campus Enrichment by Grade Level

2010–2011 Grade	Total	Promotion Standards		Campus Enrichment		Special Education	
	N	N	%	N	%	N	%
EE	70	45	64.3	0	0.0	25	35.7
PK	2,125	2,119	99.7	0	0.0	6	0.3
KG	2,308	2,270	98.4	28	1.2	10	0.4
1	1,637	1,317	80.5	268	16.4	52	3.2
2	1,492	1,134	76.0	290	19.4	68	4.6
3	2,827	2,522	89.2	253	8.9	52	1.8
4	3,312	2,856	86.2	395	11.9	61	1.8
5	1,901	1,550	81.5	309	16.3	42	2.2
6	2,946	2,701	91.7	203	6.9	42	1.4
7	2,893	2,717	93.9	132	4.6	44	1.5
8	1,725	1,613	93.5	65	3.8	47	2.7
Total	23,236	20,844	89.7	1,943	8.4	449	1.9

Source: Chancery, September 6, 2011

- The highest percentages of students attending summer school due to promotion standards were in pre-Kindergarten, Kindergarten, and grades six through eight, with over 90 percent at each grade level.
- The highest percentages of students attending summer school for campus enrichment were in grades one, two, and five.

Table 4b: Non-Title I Summer School 2011 Enrollment: All Students Attending for Promotion Standards and Campus Enrichment by Grade Level

2010–2011 Grade	Total	Promotion Standards		Campus Enrichment		Special Education	
	N	N	%	N	%	N	%
EE	36	31	86.1	0	0.0	5	13.9
PK	328	328	100.0	0	0.0	0	0.0
KG	339	336	99.1	2	0.6	1	0.3
1	228	191	83.8	27	11.8	10	4.4
2	242	196	81.0	31	12.8	15	6.2
3	565	494	87.4	54	9.6	17	3.0
4	243	215	88.5	22	9.1	6	2.5
5	37	26	70.3	6	16.2	5	13.5
6	42	40	95.2	0	0.0	2	4.8
7	28	26	92.9	0	0.0	2	7.1
8	22	21	95.5	0	0.0	1	4.5
Total	2,110	1,904	90.2	142	6.7	64	3.0

Source: Chancery, September 6, 2011

Table 5: Retained Students Enrolled Spring 2011 and Not Meeting Promotion Standards Criteria

Grade 2010–2011	Total (Undup)	HFWE		TAKS Reading		TAKS Mathematics		Course Grades		Course Grades Only	
		N	%	N	%	N	%	N	%	N	%
1	1,863	880	47.2					1,628	87.4	856	45.9
2	1,574	303	19.3					1,428	90.7	1,148	72.9
3	3,265			1,706	52.3			1,477	45.2	712	21.8
4	3,315			2,145	64.7	1,700	51.3	1,188	35.8	331	10.0
5	1,760			1,143	64.9	858	48.8	829	47.1	259	14.7
6	3,100			2,044	65.9	1,767	57.0	789	25.5	203	6.5
7	3,113			1,747	56.1	2,043	65.6	951	30.5	358	11.5
8	1,986			836	42.1	1,404	70.7	675	34.0	225	11.3
Total	19,976	1,183	5.9	9,621	48.2	7,772	38.9	8,965	44.9	4,092	20.5

% – Percent of grade level retention

Source: Chancery, September 6, 2011

Note. The total numbers of students are unduplicated counts, however, students may be counted in multiple criteria.

- The largest percentage of students retained in Spring 2011 were retained because they did not meet the TAKS Reading test criterion (48.2 percent). Sixth grade students had the highest percentage of retained students not meeting this criterion (65.9 percent), closely followed by fifth grade students (64.9 percent) and fourth grade students (64.7 percent).
- Grade level percentages of students not meeting the TAKS Reading and Mathematics criteria exceeded 50 percent in grades three through seven in Reading and grades four, six, seven, and eight in Mathematics.
- Course grades accounted for the second highest percentage (44.9 percent) of students not meeting promotion standards in the Spring of 2011. Percentages were higher in grades one and two, exceeding 50 percent, as compared to other grades.

Table 6a: Promotion Standards by Grade, Summer 2011

Grade	Total Unduplicated N			Committee Decision						Promotion Standards					
	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I
				% Promoted			% Retained			% Promoted			% Retained		
1	1,508	1,317	191	18.2	17.3	24.6	0.0	0.0	0.0	35.4	35.8	33.0	46.4	46.9	42.4
2	1,330	1,134	196	22.7	22.9	21.4	0.0	0.0	0.0	46.1	46.6	42.9	31.2	30.4	35.7
3	3,016	2,522	494	33.9	34.1	32.8	0.0	0.0	0.0	51.5	51.5	51.0	14.7	14.4	16.2
4	3,071	2,856	215	35.1	34.5	43.3	0.0	0.0	0.0	57.4	57.9	51.6	7.5	7.6	5.1
5	1,576	1,550	26	20.0	19.8	30.8	0.0	0.0	0.0	21.9	21.8	26.9	58.1	58.4	42.3
6	2,741	2,701	40	37.8	37.8	40.0	0.0	0.0	0.0	56.4	56.5	55.0	5.7	5.7	5.0
7	2,743	2,717	26	37.4	37.4	34.6	0.0	0.0	0.0	56.7	56.7	57.7	5.9	5.9	7.7
8	1,634	1,613	21	27.8	27.9	23.8	0.0	0.0	0.0	24.5	24.1	52.4	47.7	48.0	23.8
Total	17,619	16,410	1,209	31.3	31.2	31.6	0.0	0.0	0.0	47.2	47.2	46.7	21.6	21.6	21.7

Source: Chancery, September 6, 2011

Table 6b: Promotion Standards by Grade, Summer 2010

Grade	Total Unduplicated N			Committee Decision						Promotion Standards					
	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I
				% Promoted			% Retained			% Promoted			% Retained		
1	2,163	1,905	258	21.2	21.1	21.7	0.0	0.0	0.0	45.6	45.0	49.6	33.2	33.9	28.7
2	1,468	1,298	170	26.7	27.5	20.6	0.0	0.0	0.0	46.0	45.1	52.9	27.2	27.3	26.5
3	2,475	2,265	210	34.9	34.8	35.7	0.0	0.0	0.0	47.1	47.3	45.2	18.0	17.9	19.0
4	4,288	4,026	262	35.5	35.8	31.3	0.0	0.0	0.0	55.4	55.5	54.2	9.0	8.7	14.5
5	2,772	2,568	204	24.4	24.3	25.0	0.0	0.0	0.0	42.5	43.0	35.3	33.2	32.6	39.7
6	3,150	2,916	234	24.0	23.1	35.0	0.0	0.0	0.0	69.4	70.7	52.6	6.6	6.1	12.4
7	3,288	2,997	291	25.2	24.6	32.3	0.0	0.0	0.0	68.3	70.1	50.5	6.4	5.4	17.2
8	2,335	2,103	232	29.6	29.5	31.0	0.0	0.0	0.0	37.7	38.6	29.7	32.6	31.9	39.2
Total	21,939	20,078	1,861	28.2	28.1	29.4	0.0	0.0	0.0	53.3	53.9	46.5	18.5	17.9	24.1

Source: Chancery, September 6, 2011

- The percentage of HISD students promoted by committee increased by 3.1 percentage points from Summer 2010 (28.2 percent) to Summer 2011 (31.3 percent). This trend was consistent for both Title I and Non-Title I students.
- In return, the percentage of HISD students that were promoted based on promotion standards decreased by 6.1 percentage points from Summer 2010 (53.3 percent) to Summer 2011 (47.2 percent).
- The percentage of Non-Title I students retained based on promotion standards decreased by 2.4 percentage points from Summer 2010 (24.1 percent) to Summer 2011 (21.7 percent). However, there was a 3.7 percentage point increase in the percentage of Title I students retained from Summer 2010 (17.9 percent) to Summer 2011 (21.6 percent).

Table 7a: Cumulative Promotion Standards by Grade, Total 2011

Grade	Total Unduplicated N			Committee Decision						Promotion Standards					
	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I
				% Promoted			% Retained			% Promoted			% Retained		
1	17,264	14,118	3,146	5.9	5.8	6.2	0.1	0.0	0.2	88.0	87.7	89.6	6.0	6.5	4.0
2	16,966	13,473	3,493	6.3	6.4	5.8	0.0	0.0	*	89.8	89.4	91.2	3.8	4.1	2.9
3	16,352	12,612	3,740	11.1	11.3	10.7	0.1	0.0	0.2	84.6	84.3	85.9	4.2	4.4	3.2
4	16,171	13,977	2,194	12.5	12.0	15.3	0.0	0.0	0.0	84.6	84.8	83.0	2.9	3.1	1.7
5	15,202	13,917	1,285	8.5	7.8	16.3	0.1	0.1	0.4	84.3	84.6	80.5	7.2	7.6	2.8
6	12,641	12,185	456	22.4	21.9	37.9	0.0	0.0	0.0	73.5	74.2	53.9	4.0	3.9	8.1
7	12,551	12,107	444	24.4	23.9	37.4	0.1	0.1	0.0	71.4	72.1	51.8	4.2	3.9	10.8
8	12,620	12,204	416	24.0	23.3	45.9	0.0	*	*	67.0	67.8	43.8	8.9	8.9	10.1
Total	119,767	104,593	15,174	13.5	13.6	12.4	0.1	0.0	0.1	81.4	81.0	83.9	5.1	5.3	3.6

* Fewer than five students identified
 Source: Chancery, September 6, 2011

Table 7b: Cumulative Promotion Standards by Grade, Total 2010

Grade	Total Unduplicated N			Committee Decision						Promotion Standards					
	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I
				% Promoted			% Retained			% Promoted			% Retained		
1	17,455	15,629	1,826	9.1	7.8	20.0	*	*	0.0	84.4	86.1	70.5	6.4	6.1	9.4
2	16,361	14,759	1,602	9.5	8.1	22.4	*	*	0.0	86.5	88.2	70.8	3.9	3.6	6.8
3	16,423	14,698	1,725	13.9	12.9	22.7	0.0	0.0	0.0	81.2	83.0	66.2	4.9	4.1	11.1
4	15,946	14,351	1,595	20.6	20.5	21.9	*	*	0.0	74.6	75.4	66.7	4.8	4.0	11.3
5	14,267	12,767	1,500	17.2	16.8	19.9	*	*	0.0	73.6	74.7	64.5	9.2	8.5	15.7
6	12,616	11,774	842	28.6	27.8	39.7	0.3	0.2	1.0	66.7	68.9	36.1	4.4	3.1	23.3
7	12,740	11,870	870	31.5	30.5	44.5	0.5	0.4	2.4	63.6	66.4	25.2	4.4	2.7	27.9
8	12,468	11,550	918	34.2	33.2	46.8	0.7	0.6	2.3	55.4	58.3	18.3	9.7	7.9	32.6
Total	118,276	107,398	10,878	19.5	18.8	26.8	0.2	0.1	0.5	74.4	76.1	57.8	5.9	5.0	15.0

* Fewer than five students identified
 Source: Chancery, September 6, 2011

- Overall, the cumulative promotion rate, based on committee decision, decreased for Title I students from 2010 (18.8 percent) to 2011 (13.6 percent); a similar trend was seen with Non-Title I students (26.8 percent and 12.4 percent, respectively). Promotion rates based on promotion standards for Title I students increased by 4.9 percentage points from 2010 (76.1 percent) to 2011 (81.0 percent). Likewise, the percentage of Non-Title I students that were promoted due to promotion standards increased by 26.1 percentage points from 2010 (57.8 percent) to 2011 (83.9 percent). This increase was reciprocated by an 11.4 percent decrease in the percentage of Non-Title I students who were retained based on promotion standards from 2010 (15.0 percent) to 2011 (3.6 percent). The percentage of Title I students retained based on promotion standards remained relatively stable from 2010 (5.0 percent) to 2011 (5.3 percent).

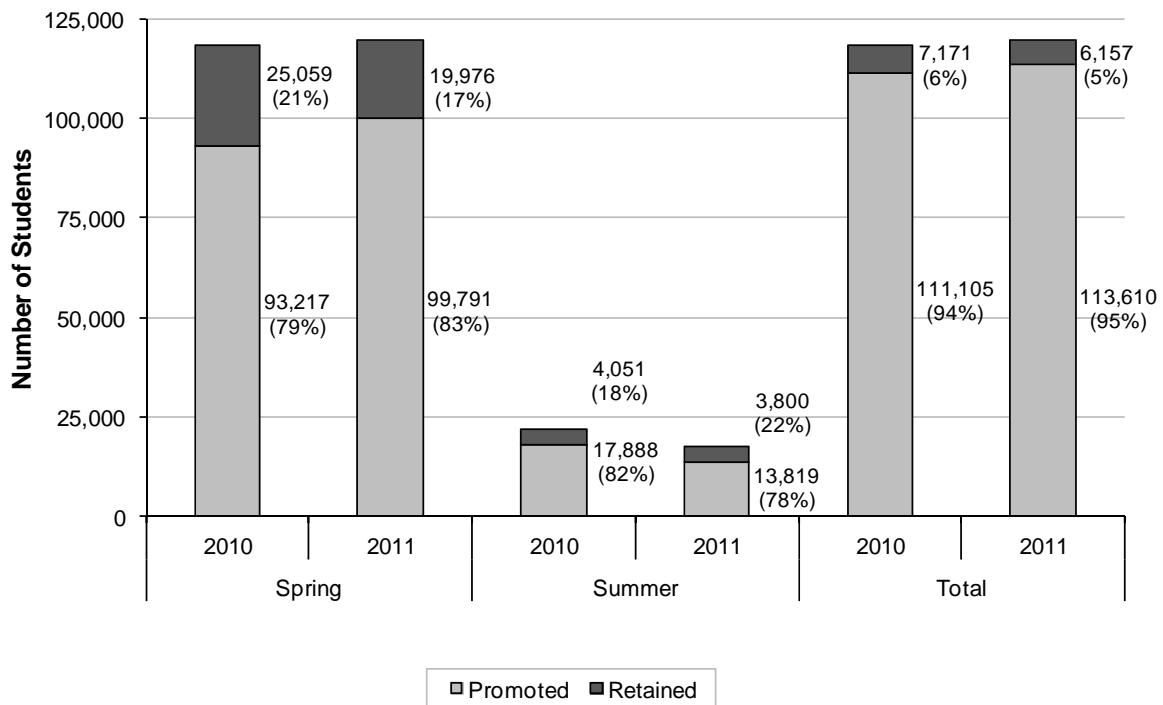


Figure 2. Number and Percent of 2010–2011 Students in Grades 1–8 Who Met or Did Not Meet Promotion Standards by Semester and Total (2010 N=118,276; 2011 N=119,767)

- The total 2010–2011 percentage of promotions based on promotion standards increased one percentage point over the previous year, from 94 percent in 2009–2010 to 95 percent in 2010–2011.
- The percentage of students promoted at the end of spring increased by four percentage points from 2010 (79 percent) to 2011 (83 percent). In contrast, the percentage of students promoted after summer decreased by four percentage points from 2010 (82 percent) to 2011 (78 percent).

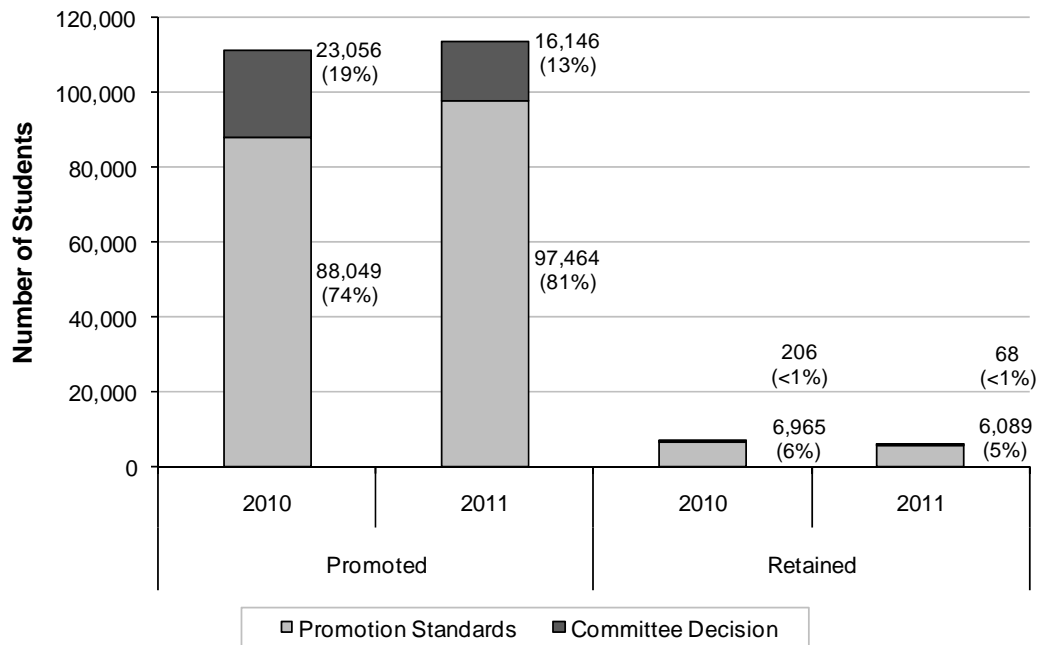


Figure 3. Promotion Status of 2010–2011 Students in Grades 1–8 Based on Promotion Standards (2010 N=118,276; 2011 N=119,767)

- Among promoted students, the percentage of students meeting promotion standards increased seven percentage points from 2009–2010 (74 percent) to 2010–2011 (81 percent), while promotions based on committee decisions decreased by six percentage points from 2009–2010 (19 percent) to 2010–2011 (13 percent).
- The percentage of retentions based on students not meeting promotion standards decreased one percentage point from 2009–2010 (6 percent) to 2010–2011 (5 percent).

Table 8: Final Promotion Outcomes Based on Committee Decisions: 2009–2010 and 2010–2011

Decision Code	2009–2010					2010–2011				
	Promoted		Retained		Total	Promoted		Retained		Total
	N	%	N	%	N	N	%	N	%	N
ARD Committee	5,996	25.8	10	0.0	6,006	3,584	22.1	19	0.1	3,603
Attendance Committee	4,362	18.7	69	0.3	4,431	2,987	18.4	10	0.1	2,997
Grade Placement Committee	11,521	49.5	127	0.5	11,648	9,241	57.0	39	0.2	9,280
Not Enrolled at TAKS	613	2.6	0	0.0	613	13	0.1	0	0.0	13
Principal Plan	506	2.2	0	0.0	506	70	0.4	0	0.0	70
School Waiver	61	0.3	0	0.0	61	251	1.5	0	0.0	251
Total	23,059	99.1	206	0.9	23,265	16,146	99.6	68	0.4	16,214

Source: Chancery, September 6, 2011

Note. Percentages based on the total number of Committee Decisions.

- The total number of committee decisions decreased by 7,051 (30.3 percent).
- Grade placement committee decisions for promotion accounted for the largest percentage of committee decisions in both 2009–2010 (49.5 percent) and 2010–2011 (57.0 percent).
- Less than one percent of committee decisions led to retentions.

Table 9: Actual Promotion Rates of Students with a Grade Level Increase from 2010–2011 to 2011–2012

2010–2011 Grade	Total	Promoted		Retained	
	N	N	%	N	%
1	15,498	14,712	94.9	786	5.1
2	15,333	14,856	96.9	477	3.1
3	14,827	14,376	97.0	451	3.0
4	14,554	14,302	98.3	252	1.7
5	11,987	11,870	99.0	117	1.0
6	11,414	11,200	98.1	214	1.9
7	11,386	11,184	98.2	202	1.8
8	10,853	10,727	98.8	126	1.2
Total	105,852	103,227	97.5	2,625	2.5

Source: Chancery, September 6, 2011

Note. Records with errors not included.

- The overall actual retention rate of students from 2010–2011 to 2011–2012 was 2.5 percent.
- The retention rate was highest in first grade (5.1 percent) and the lowest retention rate was in fifth grade (1.0 percent).

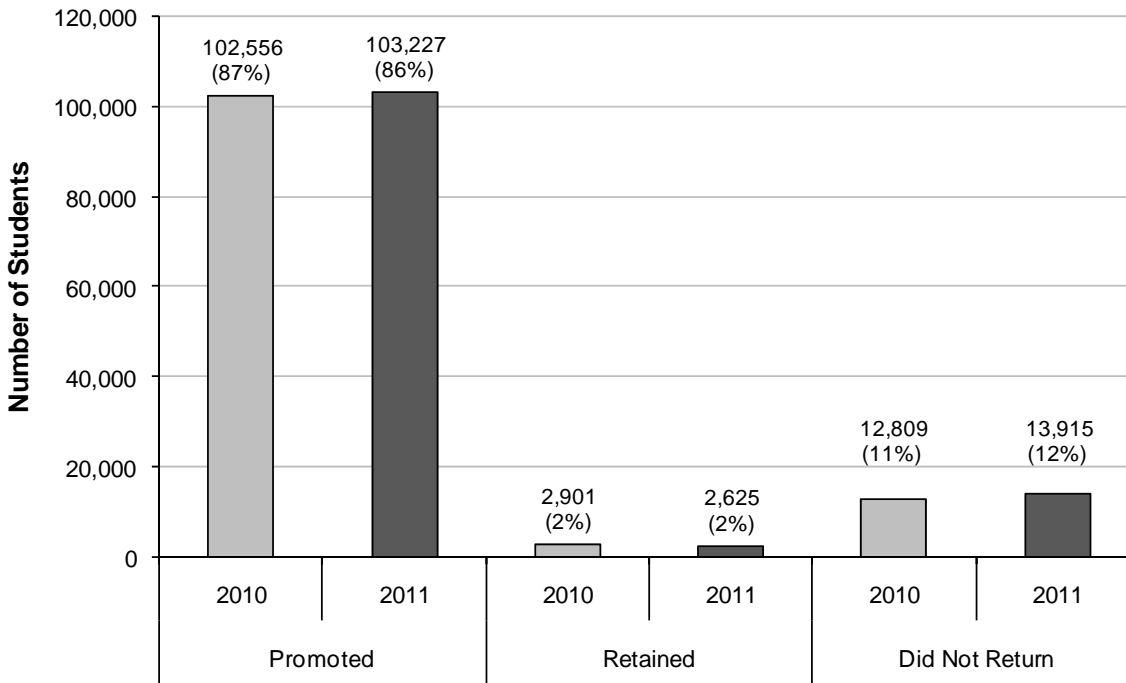


Figure 4. The Number and Percentage of 2010–2011 Students Promoted or Retained Based on Actual Fall 2011 Status (2010 N=118,276; 2011 N=119,767)

- Among all students enrolled in grades one through eight in 2010–2011, the percentage of students promoted, based on their fall 2011 grade levels, decreased on percentage point to 86 percent.
- Among students who returned to the district for the 2011–2012 school year, the promotion rate, based on their grade levels, was 97.5 percent.
- The number of students not returning for the 2011–2012 school year increased by 1,106 students (8.6 percent).

Table 10: HISD Summer School Attendance, 2011

Attendance Rates		
2010–2011 Grade Level	Campus Enrichment	Promotion Standards
EE	N/A	87.2
PK	N/A	90.0
KG	90.2	89.3
1	90.1	91.1
2	90.5	91.7
3	90.9	93.9
4	90.9	93.4
5	87.2	94.3
6	93.3	94.1
7	90.4	93.9
8	85.2	92.0
Total	90.2	92.4

Source: Chancery, September 6, 2011

- Among students attending summer school, those attending for promotions standards had higher attendance rates (92.4 percent) than those attending for campus enrichment (90.2 percent). This trend remained consistent in grades one through eight.
- Among students attending summer school for campus enrichment, the highest attendance rate was in sixth grade (93.3 percent). Among students attending summer school for promotion standards, the highest attendance rate was in fifth grade (94.3 percent).

Table 11: TAKS Retesters 3rd Administration

Grade	Reading			Mathematics			Total Retested
	N Tested	N Passed	% Passed	N Tested	N Passed	% Passed	N
5	1,303	243	18.6	1,021	310	30.4	1,796
8	745	183	24.6	1,354	216	16.0	1,646
Total	2,048	426	20.8	2,375	526	22.1	3,442

Source: Chancery, September 6, 2011

- A total of 3,442 students took the third administration of the TAKS test. Of those, 2,048 took the reading portion of the test and 2,375 took the mathematics portion.
- Of those students taking the reading portion of the TAKS test, 426 (20.8 percent) met standard on the third administration.
- Of those students taking the mathematics portion of the TAKS test, 526 (22.1 percent) met standard on the third administration.
- On the reading section of the TAKS test, eighth graders had higher passing rates (24.6 percent) than fifth graders (18.6 percent). In contrast, on the mathematics section of the TAKS test, fifth graders had higher passing rates (30.4 percent) than eighth graders (16.0 percent).

Table 12: Summer School 2011 – Percent Correct on Pre-test by Percent Difference Between Pre- and Post-test

Percentage Pt. Change	N	Pre-test Scores (Percent Correct)										
		1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%	
91-100%												
81-90%	16	5	11									
71-80%	45	6	28	11								
61-70%	182	15	47	76	44							
51-60%	574	25	108	188	198	55						
41-50%	1,482	48	128	338	462	387	119					
31-40%	3,043	33	157	430	810	842	590	181				
21-30%	4,951	39	277	506	937	1,170	1,060	700	315			
11-20%	7,774	48	277	653	1,079	1,396	1,553	1,326	994	448		
1-10%	8,254	24	229	689	987	1,286	1,436	1,329	1,099	865	310	
0	2,464	9	68	185	264	312	322	324	310	286	384	
-10-1%	4,215	3	86	387	653	652	693	645	532	401	163	
-20-11%	1,596		4	83	316	328	257	230	169	140	69	
-30-21%	579			11	68	162	138	69	64	41	26	
-40-31%	269				6	68	91	49	19	18	18	
-50-41%	163					5	62	44	32	13	7	
-60-51%	87						7	31	27	19	3	
-70-61%	44							3	18	18	5	
-80-71%	14								4	8	2	
-90-81%	6										6	
-100-91%	1											1
N	35,759	255	1,367	3,557	5,824	6,663	6,328	4,931	3,583	2,257	994	

Source: Chancery, September 6, 2011

- Table 12 displays trends in pre- and post-test scores during the 2011 summer session for students in grades K through eight. Column headings show pre-test scores in terms of the percentage of items answered correctly. Row headings depict percentage-point change in pre- and post-test scores.
- As an example, among the 6,663 students who answered 41 to 50 percent of the pre-test items correctly, 1,396 improved their post-test scores by 11 to 20 percent after attending summer school in 2011.
- Those students scoring the lowest on the pre-test had a strong tendency to show improved performance on the post-test.
- Conversely, those students scoring the highest on the pre-test had a relatively narrow range of post-test scores. For example, of the 994 students who answered between 91 and 100 percent of the pre-test items correctly, 310 improved their post-test scores by one to ten percent, 384 had no change, and 300 experienced a decline in performance.

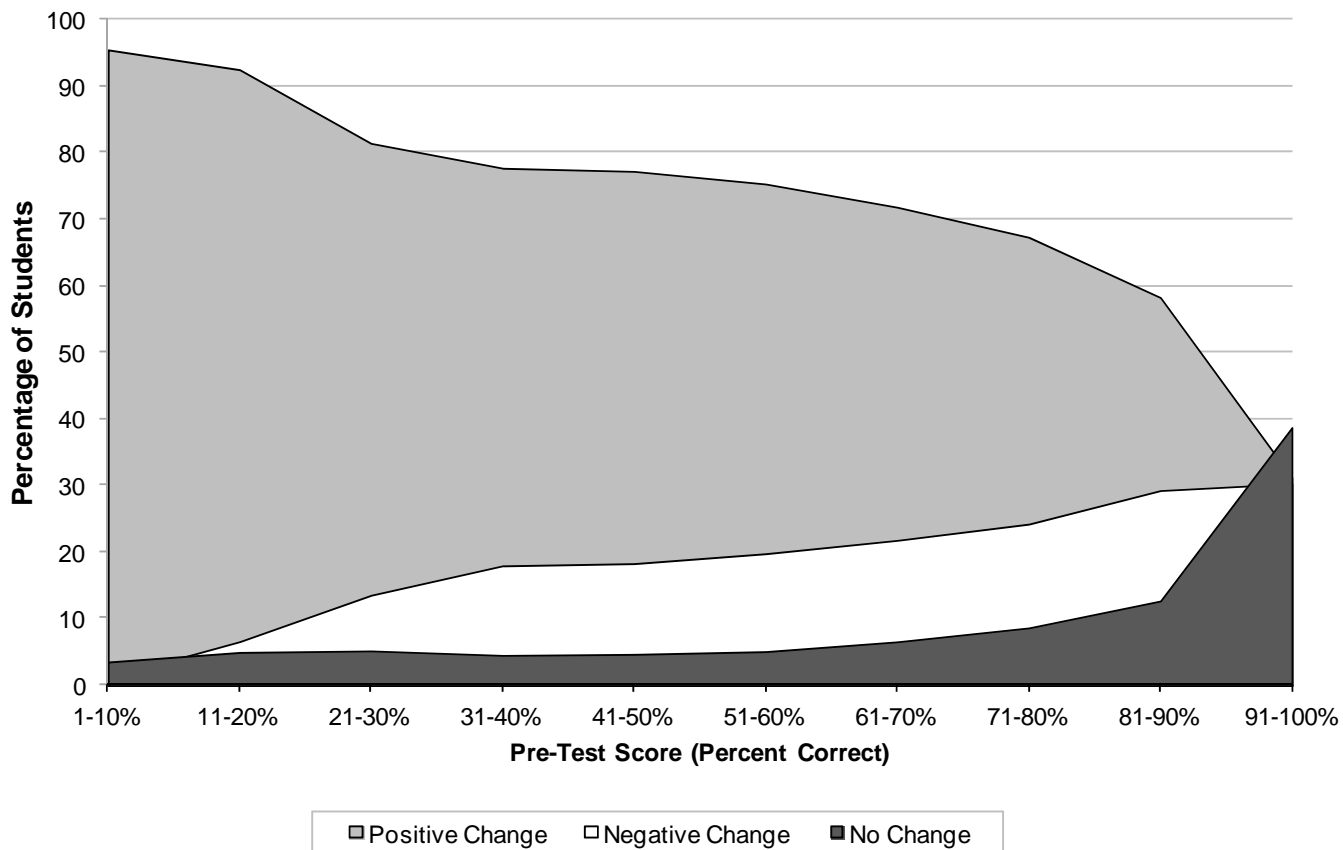


Figure 5. General Trends in Pre and Posttest Scores for Summer School 2011

- Figure 5 displays percentages of students who improved their scores from pre- to post-test, those students who had the same pre- and post-test scores, and those students whose post-test scores were lower than their pre-test scores, based on their pre-test score.
- The majority of students who had lower scores on the pre-test improved their scores on the post-test. Those scoring higher on the pre-test tended to have lower post-test scores or did not change from pre- to post-test.
- As an example, 90 to 100 percent of students who scored between one and ten percent of items correctly on the pre-test improved their post-test scores.
- In contrast, nearly 40 percent of those students who answered between 91 and 100 percent of the pre-test items correctly received the same score on their post-tests.

Table 13a: High School Summer School: Enrollment by Subject Area, Summer 2011

Grade	Spring Enrollment	Summer Enrollment		Regular Summer School Courses Taken by Subject Area						
	Number of Students	Number of Students	%	ELA	Mathematics	Social Studies	Science	Foreign Languages	Other	Total
9	14,011	2,775	19.8	1,036	1,611	791	1,263	87	289	5,077
10	11,641	1,957	16.8	646	1,074	596	828	95	279	3,518
11	9,981	1,778	17.8	702	826	474	680	75	500	3,257
12	1,212	445	36.7	179	161	95	139	7	214	795
N/A	2,189	92	4.2	45	62	21	42	3	6	179
Total	39,034	7,047	18.1	2,608	3,734	1,977	2,952	267	1,288	12,826
				20.3%	29.1%	15.4%	23.0%	2.1%	10.0%	100.0%

Source: HISD Historical Record, Chancery, September 6, 2011
 Note: Does not include enrollment or completion of online courses

Table 13b: High School Summer School: Enrollment by Subject Area, Summer 2010

Grade	Spring Enrollment	Summer Enrollment		Regular Summer School Courses Taken by Subject Area						
	Number of Students	Number of Students	%	ELA	Mathematics	Social Studies	Science	Foreign Languages	Other	Total
9	14,447	3,515	24.3	1,448	2,069	1,175	1,653	158	350	6,853
10	11,435	2,429	21.2	984	1,364	894	937	87	255	4,521
11	10,596	2,294	21.6	937	933	949	774	90	506	4,189
12	10,035	428	4.3	190	144	142	80	12	112	680
N/A	---	103	N/A	45	81	31	28	3	20	208
Total	46,513	8,769	18.9	3,604	4,591	3,191	3,472	350	1,243	16,451
				21.9%	27.9%	19.4%	21.0%	2.1%	7.6%	100.0

Source: HISD Historical Record, Chancery, August 27, 2010
 Note: Does not include enrollment or completion of online courses

- The total number of high school students enrolled in HISD in summer school decreased by 1,722 students (19.6 percent) from 2010 ($N = 8,769$) to 2011 ($N = 7,047$). Likewise, the number of courses offered in summer school decreased by 3,625 (22.0 percent) from 2010 ($N = 16,451$) to 2011 ($N = 12,826$).
- On average, the 7,047 students were enrolled in 1.8 courses per student.
- The majority of courses taken in regular summer school were taken in mathematics (29.1 percent), followed by science (23.0 percent), English/language arts (20.3 percent), social studies (15.4 percent), "other" (10.0 percent), and foreign languages (2.1 percent).

Table 14: High School Summer School: Courses Completed by Subject Area: 2010 and 2011

Grade	2009–2010										2010–2011									
	ELA		Math		Social Studies		Science		Other		ELA		Math		Social Studies		Science		Other	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9	1,207	83.4	1,640	79.3	993	84.5	1,323	80.0	481	94.7	1,084	86.6	1,613	87.4	801	90.0	1,258	82.4	321	99.2
10	833	89.7	1,181	86.6	790	88.4	826	88.2	336	98.2	668	88.5	1,076	91.1	652	94.0	828	88.5	294	96.9
11	833	88.9	815	87.4	900	94.8	698	90.2	534	89.6	761	90.5	933	90.1	584	95.4	766	84.1	213	94.2
12	174	91.6	137	95.1	135	95.1	71	88.8	101	81.5	220	88.2	197	90.4	141	92.9	162	92.0	75	97.2
N/A	36	80.0	70	86.4	24	77.4	25	89.3	20	87.0	46	89.1	62	80.6	22	86.4	43	83.7	6	96.0
Total	3,133	86.9	3,843	83.7	2,842	89.1	2,943	84.8	1,472	92.4	2,779	88.3	3,881	89.1	2,200	92.8	1,799	86.8	909	100.0

Source: HISD Historical Record, Chancery: August 27, 2011; September 6, 2011

Note: Does not include enrollment or completion of online courses.

- Summer school completion rates (passing score of 70 or above) for core course areas were 92.8 percent for social studies, 89.1 percent for mathematics, 88.3 percent for ELA, and 86.8 percent for science.
- As compared to Summer 2010, completion rates in Summer 2011 increased in all core subjects. The largest increase was in mathematics (5.4 percentage points), followed by social studies (3.7 percentage points), science (2.0 percentage points), and ELA (1.4 percentage points).

Table 15: High School Online Instruction: Courses Completed by Grade, Summer 2011, HISD Historical Record

Grade	2009–2010								2010–2011							
	Online Courses Completed		APEX Credit Recovery Courses Completed		APEX Original Credit Courses Completed		Other Online Courses Completed		Online Courses Completed		APEX Credit Recovery Courses Completed		APEX Original Credit Courses Completed		Other Online Courses Completed	
	Total N	N	%	N	%	N	%	N	%	Total N	N	%	N	%	N	%
8	13	0	---	0	---	13	100.00	13	0	---	0	---	13	100.0		
9	436	79	18.1	36	8.3	321	73.6	328	113	34.5	43	13.1	172	52.4		
10	566	139	24.6	42	7.4	385	68.0	407	102	25.1	41	10.1	264	64.9		
11	747	168	22.5	43	5.8	536	71.8	640	121	18.9	68	10.6	451	70.5		
12	136	43	31.6	37	27.2	56	41.2	185	60	32.4	20	10.8	105	56.8		
Total	1,898	429	22.6	158	8.3	1,311	69.1	1,573	396	25.2	172	10.9	1,005	63.9		

Source: HISD Historical Record, Chancery: August 27, 2011; September 6, 2011

- HISD historical data for online courses indicates that 1,573 online courses were completed during summer school 2011 with a passing score of 70 or above. This represents a 17.1 percent decrease from Summer 2010.
- Of the 1,573 courses completed, 396 were APEX Credit Recovery, 172 were APEX Original Credit courses, and 1,005 were “other” online courses.

Table 16: High School Online Instruction: Courses Completed by Grade: 2010, 2011

Grade	2009–2010										2010–2011											
	Total	ELA		Math		Social Studies		Science		Other		Total	ELA		Math		Social Studies		Science		Other	
	N	N	%	N	%	N	%	N	%	N	%	N	N	%	N	%	N	%	N	%	N	%
8	13	3	23.1	2	15.4	0	---	4	30.8	4	30.8	13	0	---	6	46.2	0	---	0	---	7	53.8
9	436	122	28.0	93	21.3	67	15.4	71	16.3	83	19.0	328	49	14.9	53	16.2	57	17.4	18	5.5	151	46.0
10	566	110	19.4	130	23.0	123	21.7	115	20.3	88	15.5	407	54	13.3	74	18.2	122	30.0	39	9.6	118	29.0
11	747	142	19.0	141	18.9	200	26.8	176	23.6	88	11.8	640	59	9.2	127	19.8	246	38.4	63	9.8	145	22.7
12	136	54	39.7	27	19.9	36	26.5	11	8.1	8	5.9	185	37	20.0	22	11.9	72	38.9	18	9.7	36	19.5
Total	1,898	431	22.7	393	20.7	426	22.4	377	19.9	271	14.3	1,573	199	12.7	282	17.9	497	31.6	138	8.8	457	29.1

Source: HISD Historical Record, Chancery: August 27, 2011; September 6, 2011

- Of the online courses completed, 31.6 percent were social studies, 29.1 percent were “other,” 17.9 percent were math, 12.7 percent were English/Language Arts, and 8.8 percent were science.