

MEMORANDUM

May 15, 2015

TO: Board Members

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

SUBJECT: **2014 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 variety of instructional needs. The 2014 summer education program allowed students the opportunity to repeat required courses needed for promotion, to get ahead by taking required courses before the next school year, or to receive specialized instruction on the basis of eligibility. Summer school programs in 2014 included accelerated instruction for STAAR and EOC re-testers; credit accrual/recovery for students needing to graduate; remediation for secondary ELL students; SAT/PSAT preparatory classes; and other school-based programs. The summer education program supports HISD's Strategic Direction Core Initiative 3: Rigorous Instructional Standards and Supports.

Findings

The attached tables show student enrollment and outcomes for students who attended summer school in 2014. As opposed to the summer school findings from 2013, the findings in 2014 include students that were previously part of the North Forest Independent School District. The additional students, included in the 2014 data, resulted in increases in total student counts from 2013 to 2014. The tables and figures are arranged in three groups.

Tables 1–12 and **Figures 1–4** describe the students who were promoted or retained after Spring 2014 and Summer 2014.

- A total of 125,678 students were enrolled in grades 1–8 in HISD in the spring semester of 2014 (Table 1). Of these students, 72.7 percent were promoted on meeting promotion standards or by committee decision in the spring of 2014. This compares to 70.7 percent who were promoted in spring 2013 (Tables 2a and 2b).
- Of the 34,327 students in grades 1–8 who were retained after the spring of 2014, 93.5 percent (32,098 students) enrolled in summer school (Table 4). This is a 10.6 percentage point increase over spring/summer 2013, when 82.9 percent of students retained in the spring went on to enroll in summer school.
- Of the students in grades EE–8 who attended summer school in 2014, 29,806 students attended due to promotion standards (89.3 percent of Title I students and 83.5 percent of Non-Title I students), 3,252 students attended for Campus Enrichment (9.7 percent of Title I students and 16.5 percent of Non-Title I students), 325 students attended for Extended Primary Year, and 337 attended summer school for Special Education (Tables 5a and 5b).

- Of the students in grades 1–8 who enrolled in summer school in 2014, 55.7 percent were promoted based on promotion standards, 33.2 percent were promoted based on committee decision, and 11.1 percent were retained based on promotion standards (Table 6a). This is an increase in retention rates from Summer 2013 of 1.6 percentage points.
- Of the 125,678 students enrolled in grades 1–8 in the spring of 2014, 77.6 percent were promoted by promotion standards, 17.8 percent were promoted based on committee decision, and 4.6 percent were retained by promotion standards either at the end of the spring semester or after summer school. In 2013, 74.8 percent of students were promoted by promotion standards, 17.9 percent were promoted by committee decision, and 7.3 percent were retained by promotion standards (Tables 7a and 7b, Figure 3).
- Overall in 2014, 73 percent of students in grades 1–8 were promoted in the spring and 95 percent of students were promoted by the end of the summer. These promotion rates are higher than those from 2013 when 71 percent of students in grades 1–8 were promoted in the spring and 93 percent of students were promoted by the end of the summer (Figure 2).
- Based on valid recorded grade levels in 2013–2014 and 2014–2015, 96.7 percent of students in grades 1–8 during 2013–2014 were promoted for the 2014–2015 school year. The promotion rates were lower for high school students with 85.0 percent of 9th graders, 92.2 percent of 10th graders, and 93.7 percent of 11th graders promoted (Tables 9a and 9b).
- Of the students enrolled in grades 1–8 during the spring semester of 2014, 2,258 students (1.8 percent) were retained at least two times since 2004. Of these 2,258 students, 26.5 percent were LEP students and 26.5 percent were in Special Education (Table 10a).
- Of the students enrolled in grades 1–8 during the spring semester of 2014, 371 students (0.3 percent) were retained in 2013 and at least one additional time since 2004. Of these 371 students, 33.7 percent were LEP students and 15.4 percent were in Special Education (Table 11a).
- Summer school attendance remained relatively stable for students in grades EE–8 from 2013 to 2014. The attendance rate was highest at 93.9 percent for students attending for promotion standards, followed by those attending for Campus Enrichment (90.8 percent) and for Special Education (88.5 percent) (Table 12).

Table 13 describes elementary and middle school outcomes as assessed by the pre- and post-tests associated with the curriculum resources.

- Of the 32,098 students in grades K–8 who attended summer school in 2014, only 13,353 students (41.6 percent) recorded both a pre-test and a post-test score on a total of 20,772 tests. Of these tests, 73.3 percent (15,231 tests) showed an increase in scores, 19.4 percent (4,029 tests) showed a decrease, and 7.3 percent (1,512 tests) showed no change (Table 13).
- For students who recorded both a pre-test and a post-test score, the average pre-test score was 45, and the average post-test score was 57.

Tables 14–15 describe the performance of retesters on the July administrations of the STAAR 3–8 and STAAR End-of-Course exams.

- In 2014, 2,857 fifth-grade students and 1,760 received the third administration of the reading subtest of STAAR. Of those students, the passing rate was 23 percent for fifth-graders and 17 percent for eighth-graders. This represents a one percent increase for fifth-graders and a two percent decrease for eighth-graders over 2013 passing rates.
- A total of 2,120 fifth-grade students and 1,586 eighth-grade students completed the third administration of the mathematics subtest of STAAR. Of those students, the passing rate was 25 percent for fifth-graders and 21 percent for eighth-graders. The passing rate on the math subtest decreased by four percentage points for fifth-graders from 2013 to 2014 and increased by one percentage point for eighth-graders from 2013 to 2014.
- On the July administration of the STAAR End-of-Course exams, the greatest number of students of students were administered the English I exam ($N = 4,168$), followed by English II ($N = 3,007$), Algebra I ($N = 1,725$), Biology ($N = 869$), and U.S. History ($N = 516$).
- The passing rates remained constant, at 27 percent, on the Algebra I exam from 2013 to 2014. In contrast, passing rates on the Biology EOC exam decreased by five percentage points, from 41 percent in 2013 to 36 percent in 2014. Similarly, passing rates for the U.S. History EOC exam decreased by two percentage points, from 25 percent in 2013 to 23 percent in 2014.

Tables 16–18 describe the courses in which high school students enrolled and completed.

- A total of 9,327 high school students enrolled in regular summer school in 2014. In 2014, the greatest percentage of courses taken in regular summer school were “other” courses (19.8 percent), followed by non-EOC math courses (16.4 percent), non-EOC social studies courses (12.2 percent), non-EOC science courses (11.0 percent), Algebra I (9.9 percent), and Biology (8.6 percent) (Table 14a).
- In 2014, summer school completion rates (passing score of 70 or above) were the highest for non-EOC math courses (90.0 percent), followed by US History classes (89.8 percent), and English II courses (88.9 percent). The lowest passing rates were for Biology courses (83.0 percent) and “other” classes (83.1 percent) (Table 15a).
- HISD data for online courses indicates that 1,892 online courses were completed during summer school in 2014 with at least a half a credit earned, increasing slightly from 1,856 in 2013 (Table 16).

Administrative Response

Title I, Part A/External Funding Titles I & II Department

The District automatically sets aside 40% of the Total Title I Allocation for summer school to ensure that campuses are able to cover their program expenditures. Title I, Part A campuses must adhere to the schoolwide or targeted assistance program requirements. One of the district initiatives is to reduce grade-level retention and improve four-year graduation rates through timely interventions. In efforts to support that initiative, release of summer school funds (CCX) happen in January and April of the current school year. Title I campuses whose current school

year's summer school set-aside (CCX) exceeds their previous summer school expenses (CCX) receive that excess amount early January. The rest of the summer school funds are released in early April. This year, the district released summer school funds (CC2) during the week of January 12-16, 2015 (click here for district memo <http://goo.gl/ZoH1Zo>) for all campuses who had an excess amount of funds in comparison to last year's program (CC1). Exceptions to the release of summer funds are always considered if approved by one of the chiefs. Please note that these exceptions must adhere to the Title I, Part A guidelines. In addition, principals who are approved to receive their entire summer school funds early in the school year must understand that those funds represent the entirety of available funds. There will be no additional funding sources available.

Schoolwide program requirements state that campuses must implement the ten schoolwide components. Component nine states the schoolwide plan must include activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement levels shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. PL 107-110, Section 1114 (b)(1)(I). One of the many possible activities includes summer school.

Component two, Schoolwide Reform Strategies, states that instructional strategies and initiatives in the comprehensive plan must be based on scientifically-based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school. All Title I, Part A expenditures must be directly aligned to impacting student academic achievement and must be always related to the core subject areas only.

School Support

- Summer Learning Academy and More (SLAM) Camps will be provided at ten campuses K-8th grade to promote Language acquisition for LEP students and science and math instruction for non-LEP students. There are four English acquisition hubs that will serve campuses and six math and science hubs that will serve an additional 43 campuses. These camps are designed to accelerate instruction. This program is designed to serve 5,000 students and provide additional summer enrichment.
- New teachers will gain the opportunity to observe and co-teach with experienced high-performing teachers through this program to help prepare them for the beginning of the upcoming school year.
- In grades K-3, the Literacy by 3 Initiative targeted reading levels and individualized progress monitoring. This prescriptive instruction has assisted campuses in providing response to intervention.
- Literacy training will occur in the month of June at strategic campuses. Teachers will be trained on high yield reading strategies in a lab setting and will immediately utilize these strategies with summer school students. Teachers will receive feedback and real time coaching.

- A group of 60 schools will participate in curriculum mapping sessions delivered by Dr. Ervin Knezek, Lead4Ward, at the end of June. These sessions will assist teachers in preparing rigorous lesson plans that align with state, district and campus needs.
- In line with our district's immediate implementation of the new graduation rules under SB 149, we will also ensure that students who are eligible to graduate are provided the individualized support from campus staff and leadership teams during this time.

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


_____ TBG

cc: Superintendent's Direct Reports
School Support Officers
Susan Kaler
Mark White

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Table 1. HISD Enrollment, Spring 2014

2013–2014 Grade	African American		American Indian		Asian/Pacific Islander		Hispanic		Two or More		White		Not Identified		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
EE	189	21.3	2	0.2	36	4.0	518	58.3	16	1.8	128	14.4			889
PK	3,893	25.1	19	0.1	337	2.2	10,717	69.1	112	0.7	423	2.7			15,501
K	4,074	22.7	26	0.1	738	4.1	11,443	63.8	215	1.2	1,443	8.0			17,939
1	4,621	24.2	32	0.2	715	3.7	12,029	63.1	205	1.1	1,452	7.6	13	0.1	19,067
2	4,358	24.8	42	0.2	640	3.6	11,045	62.9	159	0.9	1,299	7.4	8	<.01	17,551
3	4,411	25.2	26	0.1	572	3.3	11,001	62.9	177	1.0	1,291	7.4	8	<.01	17,486
4	4,105	24.9	26	0.2	572	3.5	10,371	62.9	141	0.9	1,258	7.6	8	<.01	16,481
5	3,823	24.5	28	0.2	516	3.3	9,967	63.8	99	0.6	1,182	7.6	3	<.01	15,618
6	3,368	25.4	27	0.2	490	3.7	8,283	62.5	93	0.7	991	7.5	1	<.01	13,253
7	3,559	26.7	23	0.2	469	3.5	8,261	61.9	94	0.7	940	7.0			13,346
8	3,327	25.8	23	0.2	441	3.4	8,070	62.7	85	0.7	930	7.2			12,876
9	3,688	26.5	32	0.2	488	3.5	8,360	60.1	87	0.6	1,244	9.0			13,899
10	3,059	26.3	35	0.3	449	3.9	6,825	58.7	93	0.8	1,175	10.1			11,636
11	2,639	26.1	25	0.2	488	4.8	5,865	57.9	73	0.7	1,040	10.3			10,130
12	2,853	26.1	28	0.3	450	4.1	6,500	59.5	65	0.6	1,036	9.5			10,932
Total	51,967	25.2	394	0.2	7,401	3.6	129,255	62.6	1,714	0.8	15,832	7.7	41	<.01	206,604

Source: Chancery: July 2, 2014; Chancery PSE file: November 17, 2014

- A total of 206,604 students were enrolled in HISD in the Spring of 2014. First grade had the largest number of students enrolled ($N = 19,067$), and Early Education had the fewest ($N = 889$).
- The Spring 2014 enrollment in grades 1–8 was 125,678 students.
- Hispanic students represented the largest ethnic group at 62.6 percent.

Table 2a. Promotion Standards by Grade, Spring 2014															
2013–2014 Grade	Total Unduplicated N			Committee Decision						Promotion Standards					
				% Promoted			% Retained			% Promoted			% Retained		
	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
1	19,067	18,366	701	4.0	4.0	3.4	0.2	0.2	*	82.5	82.2	90.0	13.4	13.7	6.4
2	17,551	16,896	655	4.9	4.9	4.7	0.1	0.1	---	82.3	82.0	91.0	12.7	13.0	4.3
3	17,486	16,876	610	6.1	6.1	5.4	0.3	0.3	---	54.8	53.9	80.7	38.8	39.7	13.9
4	16,481	15,911	570	7.2	7.2	6.3	0.3	0.3	---	52.7	51.6	84.7	39.8	40.9	8.9
5	15,618	15,134	484	5.7	5.8	3.5	0.2	0.2	---	72.7	72.2	88.6	21.4	21.8	7.9
6	13,253	13,136	117	15.5	15.4	34.2	0.1	0.1	*	49.5	49.7	25.6	34.8	34.8	39.3
7	13,346	13,255	91	16.8	16.7	31.9	0.1	0.1	---	44.6	44.8	14.3	38.5	38.4	53.8
8	12,876	12,794	82	20.3	20.2	43.9	0.1	0.1	*	57.2	57.5	17.1	22.3	22.2	37.8
Total	125,678	122,368	3,310	9.3	9.3	7.4	0.2	0.2	*	63.4	62.9	81.2	27.1	27.6	11.3

Source: Chancery PSE File: November 17, 2014

* Fewer than 5 students identified

Table 2b. Promotion Standards by Grade, Spring 2013															
2012–2013 Grade	Total Unduplicated N			Committee Decision						Promotion Standards					
				% Promoted			% Retained			% Promoted			% Retained		
	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
1	17,264	15,990	1,274	3.1	3.1	3.0	0.2	0.2	---	83.3	82.4	93.6	13.5	14.3	3.4
2	16,738	15,463	1,275	3.6	3.6	4.0	0.1	0.1	*	85.2	84.5	94.1	11.0	11.8	1.8
3	16,284	14,976	1,308	5.1	5.0	6.5	0.2	0.2	---	55.8	53.7	79.9	38.9	41.1	13.6
4	16,021	14,658	1,363	5.9	5.8	7.7	0.3	0.3	---	51.1	49.1	73.7	42.6	44.8	18.6
5	15,172	13,906	1,266	5.7	5.9	3.9	0.2	0.2	---	67.3	66.7	73.7	26.8	27.2	22.4
6	13,363	12,047	1,316	13.0	13.7	6.6	0.3	0.1	2.7	45.8	43.6	65.8	40.9	42.7	24.9
7	12,797	11,465	1,332	15.7	16.2	10.8	0.2	0.2	---	45.9	44.4	58.9	38.2	39.2	30.3
8	12,573	11,268	1,305	19.2	20.0	12.3	0.5	0.5	0.7	54.6	53.8	61.0	25.7	25.6	26.0
Total	120,212	109,773	10,439	8.3	8.4	6.9	0.2	0.2	0.4	62.4	61.2	74.9	29.1	30.2	17.7

Source: Chancery PSE File: October 3, 2013

* Fewer than 5 students identified

- At the end of Spring 2014, 9.3 percent of HISD students were promoted based on committee decisions, and 63.4 percent were promoted based on promotion standards. There was relatively little change from 2013 to 2014. As compared to 2013, promotions based on committee decisions and promotions based on promotion standards each increased by 1.0 percentage point.
- The percentage of students promoted by committee decisions increased at a faster rate for Title I students than for Non-Title I students from 2013 to 2014.
- As in 2013, in 2014 the percentage of Non-Title I students promoted by promotion standards was higher than that of Title I students.

Table 3a. Retained Students Enrolled in Spring 2014 and Not Meeting Promotion Standards Criteria									
2012–2013 Grade	Total	HFWE		Course Grades		Course Grades Only		STAAR	
		N	%	N	%	N	%	N	%
1	2,586	1,404	54.3	2,136	82.6	1,001	38.7	---	---
2	2,252	733	32.5	1,931	85.7	1,346	59.8	---	---
3	6,831			2,590	37.9	170	2.5	6,643	97.2
4	6,604			2,281	34.5	155	2.3	6,441	97.5
5	3,372			1,541	45.7	409	12.1	2,921	86.6
6	4,635			1,017	21.9	183	3.9	4,412	95.2
7	5,156			1,204	23.4	159	3.1	4,956	96.1
8	2,891			993	34.3	413	14.3	2,306	79.8
Total	34,327	2,137	6.2	13,693	39.9	3,836	11.2	27,679	80.6

Source: Chancery PSE File: November 17, 2014

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

Table 3b. Retained Students Enrolled in Spring 2013 and Not Meeting Promotion Standards Criteria									
2012–2013 Grade	Total	HFWE		Course Grades		Course Grades Only		STAAR	
		N	%	N	%	N	%	N	%
1	2,361	1,314	55.7	1,892	80.1	855	36.2	---	---
2	1,867	559	29.9	1,559	83.5	1,102	59.0	---	---
3	6,367	---	---	2,298	36.1	262	4.1	6,086	95.6
4	6,875	---	---	2,210	32.1	257	3.7	6,606	96.1
5	4,097	---	---	1,667	40.7	523	12.8	3,546	86.6
6	5,513	---	---	1,212	22.0	340	6.2	5,033	91.3
7	4,914	---	---	1,469	29.9	419	8.5	4,380	89.1
8	3,294	---	---	1,298	39.4	519	15.8	2,551	77.4
Total	35,288	1,873	5.3	13,605	38.6	4,277	12.1	28,202	79.9

Source: Chancery PSE File: October 3, 2013

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

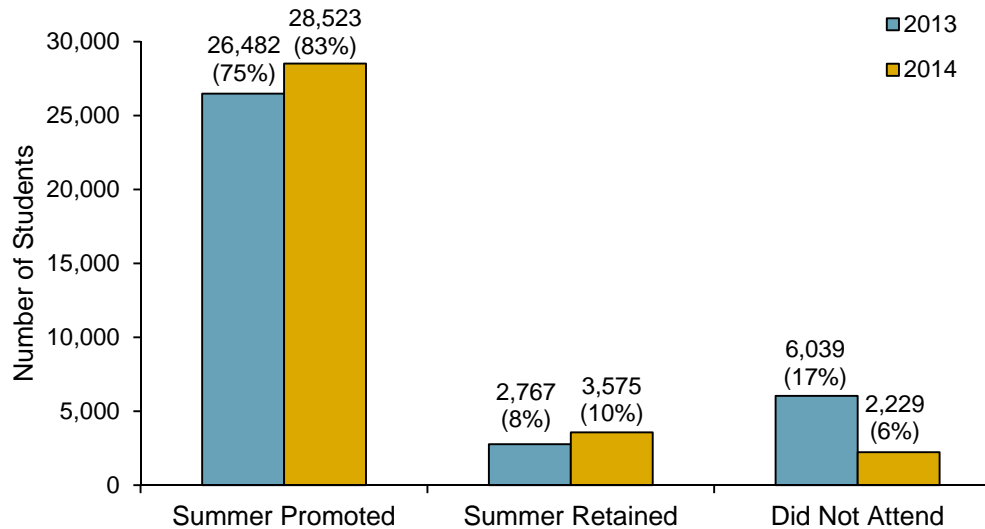
- Overall, 39.9 percent of students were retained in the Spring of 2014 for not meeting course requirements. The percentage of students not meeting course requirements in grades 1–2 was greater than 80 percent.
- The majority of retentions for students in grades 3–8 in both 2013 and 2014 were due to STAAR.

Table 4. Number of Students Retained in Spring and Enrolled in Summer School, 2013 and 2014						
2013–2014 Grade	Retained in Spring		Enrolled in Summer School		Difference	
	2013	2014	2013	2014	2013	2014
1	2,361	2,586	1,828	2,179	533	407
2	1,867	2,252	1,450	1,953	417	299
3	6,367	6,831	5,634	6,457	733	374
4	6,875	6,604	6,088	6,271	787	333
5	4,097	3,372	2,812	3,173	1,285	199
6	5,513	4,635	4,784	4,460	729	175
7	4,914	5,156	4,213	4,939	701	217
8	3,294	2,891	2,440	2,666	854	225
Total	35,288	34,327	29,249	32,098	6,039	2,229

Source: Chancery PSE File: October 3, 2013; November 17, 2014

- Of the 34,327 students retained in the Spring of 2014, 32,098 students (93.5%) enrolled in summer school during the 2014 summer session. This is an increase from 2013 when 82.9 percent of the students retained in the spring enrolled in summer school.

Figure 1. Promotion Status of Students in Grades 1–8 Referred to Summer School, 2012–2013 (N=35,288) and 2013–2014 (N=34,327)



- The percentage of spring retainees promoted following the summer session increased from 75 percent in 2013 to 83 percent in 2014. Likewise, the percentage of students that were retained following the summer session increased from 8 percent in 2013 to 10 percent in 2014.
- The percentage of students who were retained after the spring semester but did not attend summer school decreased from 17 percent in 2013 to 6 percent in 2014.
- In the summer of 2013 and 2014, students in grades 5 and 8 took the third administration of STAAR if they failed the previous two administrations.

Table 5a. Title I Summer School Enrollment: All Students Attending for Promotion Standards and Campus Reinforcement, 2014									
2013–2014 Grade	Total N	Promotion Standards		Campus Enrichment		Extended Primary Year		Special Education	
		N	%	N	%	N	%	N	%
EE	21	---	---	---	---	---	---	21	100.0
PK	15	---	---	---	---	---	---	15	100.0
KG	22	---	---	---	---	---	---	22	100.0
1	3,165	1,933	61.1	1,032	32.6	200	6.3	32	1.0
2	2,820	1,759	62.4	945	33.5	116	4.1	47	1.7
3	6,547	6,030	92.1	509	7.8	8	0.1	39	0.6
4	6,229	5,891	94.6	338	5.4	---	---	47	0.8
5	3,158	2,971	94.1	187	5.9	---	---	35	1.1
6	4,155	4,043	97.3	112	2.7	---	---	29	0.7
7	4,567	4,513	98.8	54	1.2	---	---	23	0.5
8	2,385	2,368	99.3	16	0.7	1	<0.1	23	1.0
Total	33,026	29,508	89.3	3,193	9.7	325	1.0	333	1.0

Table 5b. Non-Title I Summer School Enrollment: All Students Attending for Promotion Standards and Campus Reinforcement, 2014									
2013–2014 Grade	Total N	Promotion Standards		Campus Enrichment		Extended Primary Year		Special Education	
		N	%	N	%	N	%	N	%
EE	3	---	---	---	---	---	---	3	100.0
PK	0	---	---	---	---	---	---	---	---
KG	0	---	---	---	---	---	---	---	---
1	45	31	68.9	14	31.1	---	---	---	---
2	36	19	52.8	17	47.2	---	---	---	---
3	80	71	88.8	9	11.3	---	---	1	1.3
4	48	39	81.3	9	18.8	---	---	---	---
5	41	31	75.6	10	24.4	---	---	---	---
6	37	37	100.0	---	---	---	---	---	---
7	44	44	100.0	---	---	---	---	---	---
8	26	26	100.0	---	---	---	---	---	---
Total	357	298	83.5	59	16.5	---	---	4	1.1

Source: Chancery PSE File: November 17, 2014

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

- Students who attended summer school for promotion standards, campus enrichment, or extended primary year, in addition to special education classes, were included under special education.
- The highest percentage of Title I students attending summer school due to promotions standards was from grade 8 (99.3 percent), and the highest percentage of Non-Title I students attending summer school due to promotion standards were from grades 6, 7, and 8 (each at 100.0 percent).
- The highest percentage of Title I and Non-Title I students attending summer school for campus enrichment was from grade 2 (33.5 percent and 47.2 percent, respectively).

Table 6a. Promotion Standards by Grade, Summer 2014 (STAAR Retest Required for Grades 5 and 8 in Reading and Math)

2013–2014 Grade	Total Unduplicated N			Committee Decision						Promotion Standards					
				% Promoted			% Retained			% Promoted			% Retained		
	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
1	2,179	2,146	33	24.5	24.6	18.2	*	*	---	41.9	42.0	39.4	33.5	33.4	42.4
2	1,953	1,932	21	30.2	30.2	28.6	*	*	---	47.2	47.1	52.4	22.6	22.7	*
3	6,457	6,380	77	34.3	34.1	46.8	*	*	---	56.7	56.8	44.2	9.0	9.0	9.1
4	6,271	6,230	41	35.4	35.3	51.2	*	*	---	58.5	58.6	39.0	6.0	6.0	*
5	3,172	3,138	34	60.3	60.1	76.5	*	*	---	23.7	23.8	14.7	16.0	16.0	*
6	4,460	4,419	41	22.2	22.1	29.3	*	*	---	72.3	72.4	63.4	5.4	5.4	*
7	4,939	4,894	45	19.8	19.7	22.2	*	*	---	75.0	75.0	71.1	5.2	5.2	*
8	2,666	2,638	28	45.4	45.5	32.1	*	*	---	38.8	38.7	42.9	15.8	15.7	25.0
Total	32,097	31,777	320	33.2	33.1	39.4	<0.1	<0.1	---	55.7	55.8	46.6	11.1	11.1	14.1

Source: Chancery PSE File: November 17, 2014

* Fewer than 5 students identified

Table 6b. Promotion Standards by Grade, Summer 2013 (STAAR Retest Required for Grades 5 and 8 in Reading and Math)															
2012–2013 Grade	Total Unduplicated N			Committee Decision						Promotion Standards					
				% Promoted			% Retained			% Promoted			% Retained		
	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
1	1,828	1,800	28	26.3	26.5	*	---	---	---	35.4	34.8	75.0	38.3	38.7	*
2	1,450	1,434	16	28.1	28.2	*	---	---	---	43.8	43.7	56.3	28.1	28.1	31.3
3	5,634	5,568	66	36.7	36.5	51.5	---	---	---	52.8	53.0	34.8	10.5	10.4	13.6
4	6,088	6,011	77	39.7	39.3	64.9	---	---	---	53.3	53.5	32.5	7.1	7.1	*
5	2,812	2,744	68	60.8	61.5	32.4	---	---	---	34.0	33.2	67.6	5.2	5.3	---
6	4,784	4,697	87	34.6	34.4	40.2	---	---	---	61.6	61.8	52.9	3.8	3.8	6.9
7	4,213	4,138	75	34.2	34.1	37.3	---	---	---	61.1	61.1	61.3	4.7	4.7	*
8	2,440	2,420	20	58.3	58.2	75.0	---	---	---	37.1	37.2	25.0	4.6	4.6	---
Total	29,249	28,812	437	39.7	39.6	43.2	---	---	---	50.9	50.9	50.6	9.5	9.5	6.2

Source: Chancery PSE File: October 3, 2013

* Fewer than 5 students identified

- At the end of Summer 2014, 33.2 percent of students enrolled in summer school were promoted based on committee decisions, and 55.7 percent were promoted based on promotion standards. As compared to 2013, promotions based on committee decisions decreased by 6.5 percentage points, and promotions based on promotion standards increased by 4.8 percentage points.
- The majority of retentions for students in grades 3–8 in 2013 and 2014 were due to STAAR.
- In the summer of 2014, students in grades 5 and 8 took the third administration of STAAR if they failed the previous two administrations and were required to pass it to be promoted without a committee decision.

Table 7a. Promotion Standards by Grade, Cumulative 2014																
2013–2014 Grade	Total Unduplicated N			Committee Decision						Promotion Standards						
				% Promoted			% Retained			% Promoted			% Retained			
	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	
1	19,067	18,366	701	6.8	6.9	4.3	*	*	---	87.3	87.1	91.9	6.0	6.0	3.9	
2	17,551	16,896	655	8.2	8.3	5.6	*	*	---	87.6	87.4	92.7	4.2	4.3	1.7	
3	17,486	16,876	610	18.8	19.1	11.3	*	*	---	75.7	75.4	86.2	5.5	5.6	2.5	
4	16,481	15,911	570	20.7	21.1	10.0	*	*	---	75.0	74.5	87.5	4.3	4.4	2.5	
5	15,618	15,134	484	18.0	18.3	8.9	*	*	---	77.5	77.1	89.7	4.5	4.6	1.4	
6	13,253	13,136	117	23.0	22.8	44.4	<0.1	<0.1	---	73.8	74.1	47.9	3.1	3.1	7.7	
7	13,346	13,255	91	24.1	24.0	42.9	*	*	---	72.3	72.5	49.5	3.6	3.5	7.7	
8	12,876	12,794	82	29.7	29.6	54.9	*	*	---	65.3	65.5	31.7	5.0	4.9	13.4	
Total	125,678	122,368	3,310	17.8	17.9	11.2	<0.1	<0.1	---	77.6	77.4	85.7	4.6	4.6	3.1	

Source: Chancery PSE File: November 17, 2014

* Fewer than 5 students identified

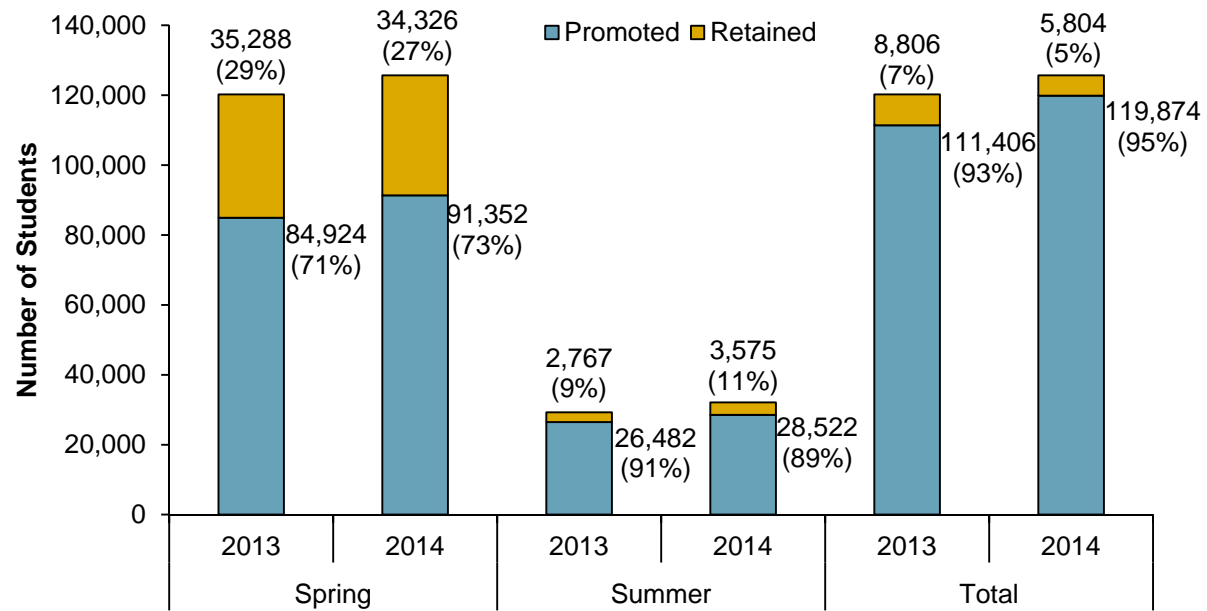
Table 7b. Promotion Standards by Grade Including STAAR Results, Cumulative 2013																
2012–2013 Grade	Total Unduplicated N			Committee Decision						Promotion Standards						
				% Promoted			% Retained			% Promoted			% Retained			
	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	
1	17,264	15,990	1,274	5.8	6.0	3.2	0.1	0.1	---	87.0	86.4	95.3	7.1	7.5	1.5	
2	16,738	15,463	1,275	6.1	6.2	4.2	<0.1	*	*	89.0	88.5	94.8	4.9	5.2	0.9	
3	16,284	14,976	1,308	17.8	18.6	9.1	*	*	---	74.0	73.4	81.7	8.1	8.0	9.1	
4	16,021	14,658	1,363	21.0	21.9	11.4	*	*	---	71.4	71.0	75.5	7.6	7.1	13.1	
5	15,172	13,906	1,266	17.0	18.0	5.6	0.1	0.1	---	73.6	73.3	77.3	9.4	8.7	17.1	
6	13,363	12,047	1,316	25.4	27.1	9.3	*	*	---	67.8	67.7	69.3	6.8	5.2	21.4	
7	12,797	11,465	1,332	26.9	28.6	12.9	*	*	---	66.1	66.5	62.4	7.0	4.9	24.7	
8	12,573	11,268	1,305	30.5	32.5	13.5	0.1	0.1	---	61.8	61.8	61.4	7.6	5.6	25.1	
Total	120,212	109,773	10,439	17.9	18.8	8.7	<0.1	<0.1	*	74.8	74.5	77.0	7.3	6.6	14.2	

Source: Chancery PSE File: October 3, 2013

* Fewer than 5 students identified

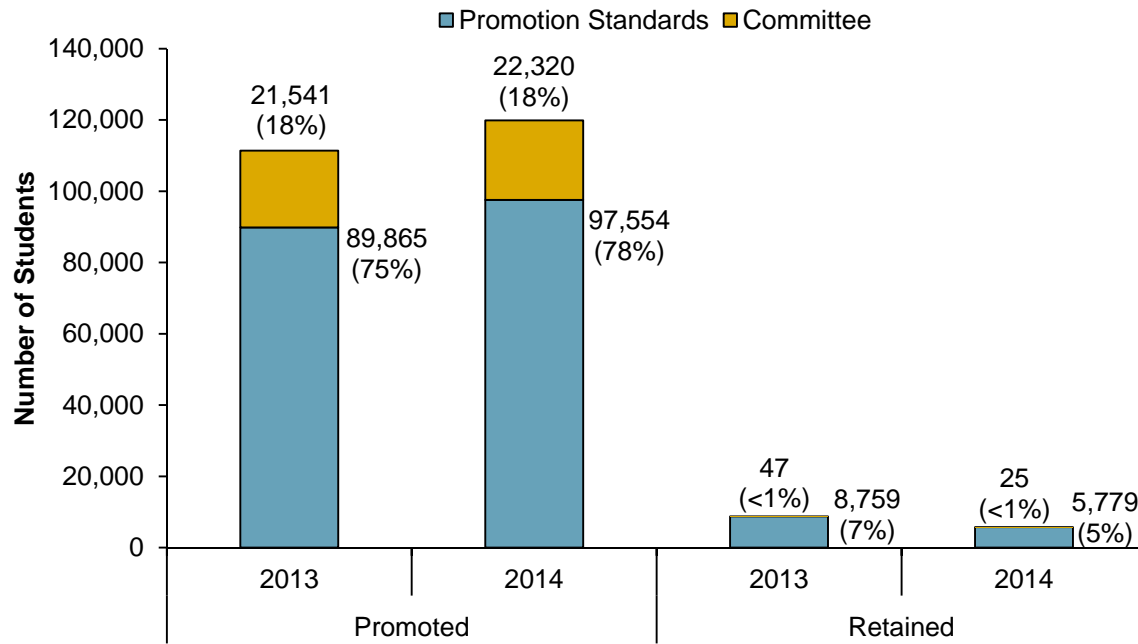
- Overall, the cumulative promotion rate based on committee decisions decreased from 17.9 percent in 2013 to 17.8 percent in 2014. The promotion rate based on promotion standards increased from 74.8 percent in 2013 to 77.6 percent in 2014.
- The percentage of Title I students promoted by committee decisions decreased from 18.8 percent in 2013 to 17.9 percent in 2014, while the percentage of non-Title I students promoted by committee increased from 8.7 percent in 2013 to 11.2 percent in 2014.
- The percentage of Title I students promoted due to promotion standards increased from 74.5 percent in 2013 to 77.4 percent in 2014. Likewise, the percentage of non-Title I students promoted due to promotion standards increased from 77.0 percent in 2013 to 85.7 percent in 2014.

Figure 2. Promotion Status of Students in Grades 1–8 Based on Promotion Standards and Committee Decisions, 2012–2013 (N=120,212) and 2013–2014 (N=125,678)



- Overall, the percentage of students promoted increased from 93 percent in 2013 to 95 percent in 2014.
- From 2013 to 2014, the percentage of students promoted in the spring increased from 71 percent to 73 percent, while the percentage of students promoted in the summer decreased from 91 percent to 89 percent.

Figure 3. Promotion Status of Students in Grades 1–8 by Promotion Standards and Committee Decisions, 2012–2013 (N=120,212) and 2013–2014 (N=125,678)



- The percentage of students promoted by promotion standards increased from 75 percent in 2013 to 78 percent in 2014, and the percentage of students promoted by committee decisions remained constant at 18 percent from 2013 to 2014.
- The percentage of students retained by promotion standards decreased from 7 percent in 2013 to 5 percent in 2014.

Table 8. Promotion Status Based on Committee Decisions

Committee Decision	2012–2013					2013–2014				
	Promoted		Retained		Total	Promoted		Retained		Total
	N	%	N	%	N	N	%	N	%	N
ARD	3,817	99.3	25	0.7	3,842	3,901	99.6	16	0.4	3,917
Attendance	2,379	100.0	1	<0.1	2,380	3,566	99.9	2	<0.1	3,568
Grade Placement	15,327	99.9	21	0.4	15,348	14,832	100.0	7	<0.1	14,839
Principal Plan	17	100.0			17	19	100.0			19
School Waiver	1	100.0			1	2	100.0			2
Total	21,541	99.8	47	0.2	21,588	22,320	99.9	25	0.1	22,345

Source: Chancery PSE File: October 3, 2013; November 17, 2014

- The total number of committee decisions increased from 2013 to 2014.
- Grade placement committee decisions account for the largest percentage of committee decisions in 2013 and 2014

Table 9a. Promotion Status of Students in Grades 1–8 Based on Actual Grade Levels										
Grade	2012-2013 Returning 2013–2014					2013-2014 Returning 2014–2015				
	Total N	Promoted N %		Retained N %		Total N	Promoted N %		Retained N %	
1	15,650	14,848	94.9	802	5.1	18,141	17,199	94.8	942	5.2
2	15,279	14,825	97.0	454	3.0	16,713	16,115	96.4	598	3.6
3	14,902	14,292	95.9	610	4.1	16,751	16,098	96.1	653	3.9
4	14,417	13,973	96.9	444	3.1	15,772	15,324	97.2	448	2.8
5	11,755	11,607	98.7	148	1.3	12,814	12,439	97.1	375	2.9
6	12,151	11,961	98.4	190	1.6	12,917	12,605	97.6	312	2.4
7	11,715	11,491	98.1	224	1.9	13,793	13,404	97.2	389	2.8
8	10,847	10,622	97.9	225	2.1	12,065	11,822	98.0	243	2.0
Total	106,716	103,619	97.1	3,097	2.9	118,966	115,006	96.7	3,960	3.3

Source: Chancery PSE File: October 3, 2013; November 17, 2014

Note: Records with errors and students not returning were not included.

- Only students who were in grades 1–8 in 2013–2014 and who had a valid grade level for 2014–2015 were included in the calculations above.
- Based on actual grade level in the fall of 2014, 96.7 percent of students were promoted and 3.3 percent were retained.

Table 9b. Promotion Status of Students in Grades 9–12 Based on Actual Grade Levels										
Grade	2012-2013 Returning 2013–2014					2013-2014 Returning 2014–2015				
	Total N	Promoted N %		Retained N %		Total N	Promoted N %		Retained N %	
9	12,164	10,343	85.0	1,821	15.0	12,761	10,851	85.0	1,910	15.0
10	9,985	9,104	91.2	881	8.8	10,803	9,956	92.2	847	7.8
11	9,648	8,794	91.1	854	8.9	9,567	8,965	93.7	602	6.3
12	10,246	9,487*	92.6	759	7.4	10,880	10,120*	93.0	760	7.0
Total	42,043	37,728	89.7	4,315	10.3	44,011	39,892	90.6	4,119	9.4

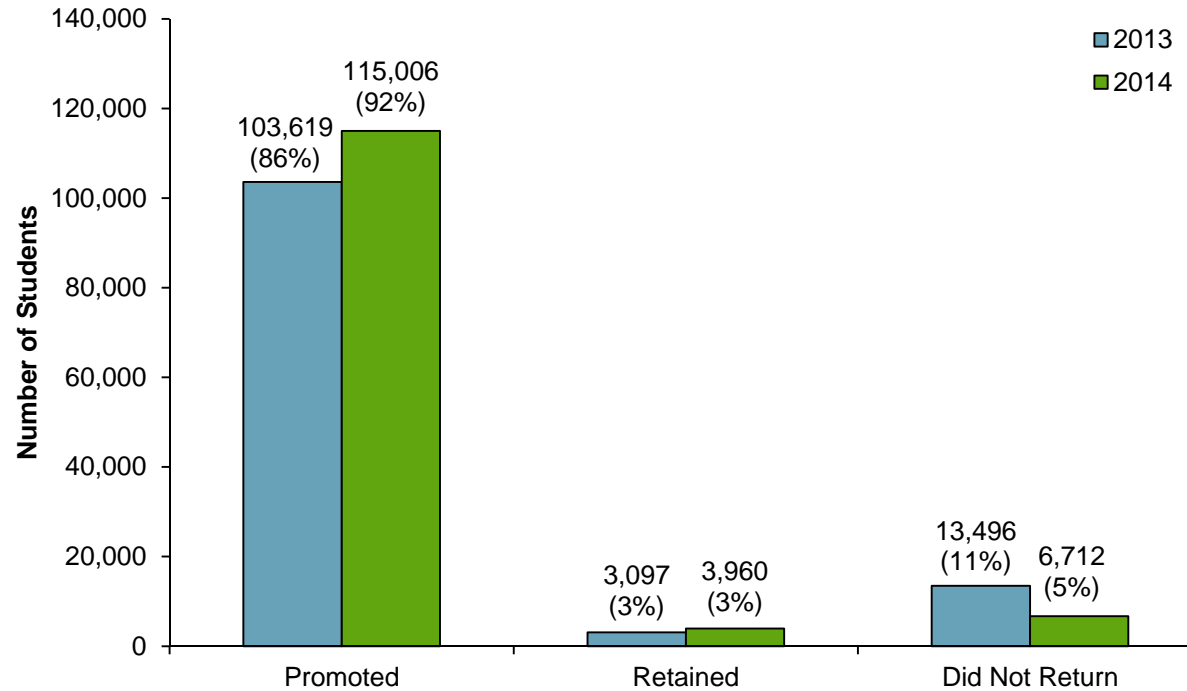
Source: PEIMS Fall Snapshot 2014–2015 and PEIMS ADA 2013–2014

Note: Students who did not return were excluded.

*Includes high school graduates

- From 2012–2013 to 2013–2014, the promotion rate remained constant for ninth graders and increased for students in grades 10 through 12.

Figure 4. Promotion Status of Students in Grades 1–8 Based on Actual Grade Levels, 2012–2013 (N=120,102) and 2013–2014 (N=125,678)



- Based on actual Fall 2014 grade levels, the percentage of students promoted increased by six percentage points, from 86 percent in 2013 to 92 percent in 2014. The percentage of students retained remained constant at 3 percent from 2013 to 2014. Finally, the percentage of students who did not return decreased from 11 percent in 2013 to 5 percent in 2014.

Table 10a. All 2014 Students in Grades 1–8 who were Retained 2 or more times in HISD in Grades 1–8 Since 2004

Spring 2014 Grade	Total Retained 2 or more times	American Indian	Asian / Pacific Islander	African American	Hispanic	White	Two or More	LEP (N)	LEP (%)	Special Education (N)	Special Education (%)
1	11			3	6	2		5	45.5	3	27.3
2	31			10	21			15	48.4	10	32.3
3	118	1	1	50	64	2		48	40.7	28	23.7
4	194		2	105	82	4	1	59	30.4	61	31.4
5	263		2	136	120	5		76	28.9	68	25.9
6	398	1		197	194	3	3	98	24.6	106	26.6
7	599			281	309	8	1	154	25.7	164	27.4
8	644	1	6	274	354	6	3	143	22.2	158	24.5
Total Retained 2 or more times	2,258	3	11	1,056	1,150	30	8	598	26.5	598	26.5
Total Enrolled	125,678	227	4,417	31,591	79,039	9,349	1,054	42,608	33.9	10,662	8.5
% Retained	1.8	1.3	0.2	3.3	1.5	0.3	0.8	1.4		5.6	

Sources: Chancery PSE File: November 17, 2014; PEIMS ADA

Table 10b. All 2013 Students in Grades 1–8 who were Retained 2 or more times in HISD in Grades 1–8 Since 2003

Spring 2013 Grade	Total Retained 2 or more times	American Indian	Asian / Pacific Islander	African American	Hispanic	White	Not Identified	LEP (N)	LEP (%)	Special Education (N)	Special Education (%)
1	8			2	4		2	2	25.0	3	37.5
2	38		1	22	14	1		9	23.7	10	26.3
3	71			40	30		1	24	33.8	22	31.0
4	97			43	53	1		37	38.1	24	24.7
5	148			60	88			56	37.8	61	41.2
6	226			81	143	2		81	35.8	90	39.8
7	261	1	3	85	171	1		90	34.5	71	27.2
8	381	1	1	136	240	3		108	28.3	121	31.8
Total Retained 2 or more times	1,230	2	5	469	743	8	3	407	33.1	402	32.7
Total Enrolled	120,212	134	2,831	22,076	61,626	6,484	27,061	41,561	34.6	11,049	9.2
% Retained	1.0	1.5	0.2	2.1	1.2	0.1	<0.1	1.0		3.6	

Sources: Chancery PSE File: October 3, 2013; PEIMS ADA

- The total enrollment numbers include those students listed in grades 1–8 in the Chancery PSE file. Students were considered “Retained” if they stayed in the same grade level during consecutive school years assuming that valid grade level data were found during previous school years.
- Among the students enrolled in grades 1–8 during the spring semester of 2014, 1.8 percent were retained two or more times in HISD since 2004. This is an increase from 2013 when 1.0 percent of students in grades 1–8 were retained two or more times.
- Of the 2,258 students enrolled in grades 1–8 during the spring of 2014, who were retained two or more times in HISD since 2004, 26.5 percent were LEP students and 26.5 percent were in Special Education.

Table 11a. All 2014 Students in Grades 1–8 who were Retained in 2014 and at least One Additional Time in HISD in Grades 1–8 Since 2004

Spring 2014 Grade	Total Retained	American Indian	Asian/Pacific Islander	African American	Hispanic	White	Two or More	LEP (N)	LEP (%)	Special Education (N)	Special Education (%)
1	11			3	6	2		5	45.5	3	27.3
2	24			8	16			13	54.2	7	29.2
3	63	1		19	42	1		33	52.4	11	17.5
4	67			35	30	1	1	21	31.3	15	22.4
5	29			14	14	1		10	34.5		0.0
6	69			39	29		1	14	20.3	9	13.0
7	83			40	41	2		24	28.9	8	9.6
8	25			8	15	2		5	20.0	4	16.0
Total Retained	371	1	0	166	193	9	2	125	33.7	57	15.4
Total Enrolled	125,678	227	4,417	31,591	79,039	9,349	1,054	42,608	33.9	10,662	8.5
% Enrolled	0.3	0.4	<0.1	0.5	0.2	0.1	0.2	0.3		0.5	

Sources: Chancery PSE File: November 17, 2014; PEIMS ADA

Table 11b. All 2013 Students in Grades 1–8 who were Retained in 2013 and at least One Additional Time in HISD in Grades 1–8 Since 2003

Spring 2013 Grade	Total Retained	American Indian	Asian/Pacific Islander	African American	Hispanic	White	Not Identified	LEP (N)	LEP (%)	Special Education (N)	Special Education (%)
1	8			2	4		2	2	25.0	3	37.5
2	31		1	18	11	1		7	22.6	8	25.8
3	42			21	20		1	17	40.5	6	14.3
4	17			7	9	1		7	41.2	1	5.9
5	11			2	9			3	27.3	3	27.3
6	38			15	23			11	28.9	7	18.4
7	47			14	33			18	38.3	8	17.0
8	29		1	13	15			7	24.1	8	27.6
Total Retained	223	0	2	92	124	2	3	72	32.3	44	19.7
Total Enrolled	120,212	134	2,831	22,076	61,626	6,484	27,061	41,561	33.7	11,049	9.0
% Enrolled	0.2	0.0	0.1	0.4	0.2	0.0	0.0	0.2		0.4	

Sources: Chancery PSE File: October 3, 2013; PEIMS ADA

- Students in the above tables were retained in the Spring or Summer of the current year and at least one additional time in the last ten years.
- Among the students enrolled in grades 1–8 during the spring semester of 2014, 0.3 percent were retained in 2013 and at least one additional time in HISD since 2004. This percentage is a slight increase over 2013.
- Of the 371 students enrolled in grades 1–8 during the spring of 2014 and who were retained in 2013 and at least one additional time in HISD since 2004, 33.7 were LEP students and 15.4 percent were in Special Education.

Table 12. HISD Summer School Attendance, 2013 and 2014

Grade	Promotion Standards		Campus Enrichment		Extended Primary Year		Special Education	
	2013	2014	2013	2014	2013	2014	2013	2014
EE	---	---	---	---	---	---	90.9	---
PK	---	---	---	---	---	---	94.4	---
KG	---	---	---	---	---	---	90.8	---
1	90.6	90.3	88.9	89.6	---	87.2	86.6	92.8
2	92.2	92.4	89.7	90.6	---	84.3	90.4	85.8
3	95.3	94.8	88.8	90.2	---	88.2	84.1	88.7
4	95.5	95.8	89.1	90.3	---	---	84.1	87.9
5	94.9	95.0	89.4	93.5	---	---	87.5	82.7
6	94.1	93.6	96.0	96.8	---	100.0	96.2	88.2
7	93.2	93.2	93.2	95.4	---	100.0	92.9	93.8
8	90.9	91.2	93.0	88.1	---	89.4	93.3	91.6
Total	94.0	93.9	89.9	90.8	---	86.7	89.5	88.5

Source: Chancery PSE File: October 3, 2013; November 17, 2014

Note. The Extended Primary Year program was not offered in the summer of 2013.

- In 2014, students who attended summer school for promotion standards had a higher attendance rate at 93.9 percent compared to students who attended summer school for campus enrichment (90.8 percent).

Table 13: Summer School 2014, Pre-test and Post-test Score Change

	N	%
Increased	15,231	73.3
No Change	1,512	7.3
Decreased	4,029	19.4
Total	20,772	

Source: EdPlan: October 22, 2014

- Of the 32,098 students in grades 1–8 who attended summer school in 2014, 17,923 students completed both a pre-test and a post-test for 20,772 courses.
- For students who recorded both a pre-test and a post-test score, the average pre-test score was 45, and the average post-test score was 57.

Table 14. Passing Rates for STAAR, Grades 5 and 8, Reading and Math, Third Administration, 2013 and 2014

Grade	2013				2014			
	N Tested		% Satisfactory		N Tested		% Satisfactory	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Grade 5	2,315	2,215	22	29	2,857	2,120	23	25
Grade 8	1,415	1,533	19	20	1,760	1,586	17	21

Source: 2013 Summer District & School Read/Math Results of SSI 5&8 Grd STAAR: Third Admin; 2014 July District & School Read/Math Results of SSI 5&8 Grd STAAR: Third Admin

- The passing rate in fifth grade on the 3rd administration of STAAR increased by one percentage point for reading and decreased by four percentage points for math from 2013 to 2014.
- The passing rate for eighth graders on the 3rd administration of STAAR decreased by two percentage points in reading and increased by one percentage point in math from 2013 to 2014.

Table 15. STAAR EOC July Retest Results, 2013 and 2014

Subject	2013		2014	
	N Tested	% Satisfactory	N Tested	% Satisfactory
Algebra I	1,348	27	1,725	27
Biology	927	41	869	36
English I	---	---	4,168	32
English II	---	---	3,007	27
U.S. History	8	25	516	23

Source: 2013 July End-of-Course Performance of Retesters; 2014 July End-of-Course Performance of Retesters

Note. English I and II were not administered in July of 2013.

- On the July administration of the STAAR EOC exams, the passing rate on the Algebra I EOC exam remained constant at 27 percent from 2013 to 2014. The passing rate decreased by five percentage points on the Biology EOC exam and by two percentage points on the U.S. History EOC exam from 2013 to 2014.

Table 16a. High School Summer School: Enrollment by Subject Area, Summer 2014

2013–2014 Grade	Spring	Summer		Regular Summer School Courses Taken by Subject Area										Total
	N	N	%	Eng I	Eng II	Other ELA	Alg I	Non- EOC Math	Bio	Non-EOC Science	US History	Non-EOC Social Studies	Other	
9	13,899	3,859	27.8	1,218	211	288	1,874	663	1,527	207	14	1,158	1,872	9,032
10	11,636	2,894	24.9	164	803	254	203	1,546	221	1,255	151	821	1,242	6,660
11	10,130	2,065	20.4	46	180	574	93	1,122	91	766	438	448	806	4,564
12	10,932	509	4.7	7	10	439	11	266	55	184	31	251	413	1,667
Total	46,597	9,327	20.0	1,435	1,204	1,555	2,181	3,597	1,894	2,412	634	2,678	4,333	21,923
				6.5%	5.5%	7.1%	9.9%	16.4%	8.6%	11.0%	2.9%	12.2%	19.8%	

Source: Chancery: September 24, 2014

Note: Grade level was determined using the highest grade level entered in the 2013–2014 PEIMS ADA 400 record.

Table 16b. High School Summer School: Enrollment by Subject Area, Summer 2013

2012-2013 Grade	Spring	Summer		Regular Summer School Courses Taken by Subject Area												Total	
	N	N	%	Eng I	Eng II	Other ELA	Alg I	Geom	Non- EOC Math	Bio	Chem	Non- EOC Science	World Geo	World His	Non- EOC Social Studies		Other
9	15,815	3,533	22.3	895	119	29	1,218	236	124	1,262	121	16	679	94	34	2,190	7,017
10	12,226	2,752	22.5	82	716	116	168	732	405	178	986	49	86	461	79	1,422	5,480
11	11,449	2,238	19.5	51	151	680	99	182	941	105	435	219	56	119	624	924	4,586
12	10,435	660	6.3	6	21	447	96	65	139	50	29	81	79	23	115	480	1,631
Total	49,925	9,183	18.4	1,034	1,007	1,272	1,581	1,215	1,609	1,595	1,571	365	900	697	852	5,016	18,714
				5.5%	5.4%	6.8%	8.4%	6.5%	8.6%	8.5%	8.4%	2.0%	4.8%	3.7%	4.6%	26.8%	

Source: Chancery: September 23, 2013

- The total number of high school students enrolled in HISD summer school increased from 9,183 (18.4 percent) in 2013 to 9,327 (20.0 percent) in 2014.
- On average in 2014, the 9,327 students were enrolled in 2.4 courses per student. This is an increase over 2013, where 9,183 students were enrolled in an average of 2.0 courses per student.
- In 2014, the greatest percentage of courses taken in regular summer school were “other” courses (19.8 percent), followed by non-EOC math courses (16.4 percent), non-EOC social studies courses (12.2 percent), non-EOC science courses (11.0 percent), Algebra I (9.9 percent), and Biology (8.6 percent).
- Within the “other” category, the vast majority of courses (75.8%) were coded as “Local Credit,” which primarily consisted of STAAR and TAKS review courses, as well as college skill-building courses.
- Non-EOC courses in 2014 include EOC courses in previous years, such as Geometry, Chemistry, World Geography, and World History.

Table 17a. High School Summer School: Completed by EOC Subject Area, Summer 2014

2013–2014 Grade	Eng I		Eng II		Non-EOC ELA		Alg I		Non-EOC Math		Bio		Non-EOC Science		US History		Non-EOC Social Studies		Other	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9	1,198	83.3	204	81.9	279	97.1	1,847	85.0	663	89.0	1,514	82.9	204	83.4	14	85.7	1,145	84.1	1,530	83.5
10	156	89.7	796	90.0	252	83.7	197	81.2	1,527	91.4	220	84.5	1,249	85.1	149	88.6	810	93.0	1,131	83.7
11	45	82.2	179	93.3	565	88.9	88	94.3	1,118	91.4	90	90.0	760	88.2	435	90.1	446	96.0	1,095	86.8
12	7	100.0	9	88.9	421	74.1	10	90.0	261	73.9	55	67.3	181	74.0	31	93.5	243	61.7	396	69.4
Total	1,406	84.1	1,188	88.9	1,517	85.4	2,142	85.1	3,569	90.0	1,879	83.0	2,394	85.1	629	89.8	2,644	86.8	4,152	83.1

Source: Chancery: September 24, 2014

Note. Grade level was determined using the highest grade level entered in the 2013–2014 PEIMS ADA 400 record.

Table 17b. High School Summer School: Completed by EOC Subject Area, Summer 2013

2012–2013 Grade	Eng I		Eng II		Non-EOC ELA		Alg I		Geom		Non-EOC Math		Bio		Chem		Non-EOC Science		World Geo		World His		Non-EOC Social Studies		Other	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9	849	94.9	110	92.4	28	96.6	1,145	94.0	232	98.3	123	99.2	1,201	95.2	109	90.1	16	100.0	673	99.1	91	96.8	34	100.0	2,103	96.0
10	79	96.3	693	96.8	109	94.0	160	95.2	722	98.6	398	98.3	175	98.3	954	96.8	48	98.0	85	98.8	455	98.7	76	96.2	1,378	96.9
11	49	96.1	149	98.7	643	94.6	98	99.0	179	98.4	920	97.8	100	95.2	427	98.2	199	90.9	56	100.0	117	98.3	584	93.6	806	87.2
12	6	100.0	16	76.2	378	84.6	51	53.1	50	76.9	131	94.2	35	70.0	29	100.0	76	93.8	44	55.7	21	91.3	106	92.2	390	81.3
Total	983	95.1	968	96.1	1,158	91.0	1,454	92.0	1,183	97.4	1,572	97.7	1,511	94.7	1,519	96.7	339	92.9	858	95.3	684	98.1	800	93.9	4,677	93.2

Source: Chancery: September 23, 2013

- In 2014, summer school completion rates (passing score of 70 or above) were the highest for non-EOC math (90.0 percent), followed by US History classes (89.8 percent), and English II courses (88.9 percent). The lowest passing rates were for Biology classes (83.0 percent) and “other” courses (83.1 percent).
- The course completion rates ranged from 83.0 percent to 90.0 percent in Summer 2014 compared to much higher rates in Summer 2013, ranging from 91.0 to 98.1 percent.

Table 18. High School Summer School: Online Instruction Courses Completed by Grade, 2013 and 2014

Grade	Summer 2013								Summer 2014							
	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			
	N	N	%	N	%	N	%	N	N	%	N	%	N	%		
8	11	1	9.1	8	72.7	2	18.2	13	1	7.7	11	84.6	1	7.7		
9	342	156	45.6	111	32.5	75	21.9	420	134	31.9	101	24.0	185	44.0		
10	467	235	50.3	115	24.6	117	25.1	545	220	40.4	133	24.4	192	35.2		
11	727	252	34.7	100	13.8	375	51.6	719	226	31.4	189	26.3	304	42.3		
12	309	61	19.7	60	19.4	188	60.8	195	105	53.8	40	20.5	50	25.6		
Total	1,856	705	38.0	394	21.2	757	40.8	1,892	686	36.3	474	25.1	732	38.7		

Source: Chancery: September 23, 2013; September 24, 2014

- A total of 1,892 courses were completed online during the 2014 summer school session.
- Of the 1,892 courses that were completed, 36.3 percent were APEX credit recovery, 25.1 percent were APEX original credit courses, and 38.7 percent were other online courses.