

## MEMORANDUM

January 14, 2011

TO: School Board Members

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

SUBJECT: **2010 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 2010 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 2010 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. Teach for America (TFA) also provided tuition-free summer-school instruction in 2010 as part of their annual summer institute.

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 2009–2010 academic year, opportunities for academic reinforcement, and special education services for students as specified in their admission, review, and dismissal (ARD) plans. The promotion-standards summer education program 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

In a Board Workshop on November 4, 2010, the Board was provided an overview of the 2009–2010 summer school program and summary data, along with a Board Monitoring report at the December meeting. This report provides more detailed data regarding summer school. The attached tables depict student enrollment and outcomes among those students who attended summer school in 2010. 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 2010.

- A total of 46,059 elementary and middle school students enrolled in summer school in 2010. Of those students, the majority attended for academic reinforcement (50.4 percent), followed by students attending for promotion standards (48.1 percent), and those who attended for special education services (1.5 percent)(Table 4a).
- Among the students who were enrolled in summer school to meet promotion standards, 17,888 (81.5 percent) were promoted following summer school courses and 4,051 were retained (18.5 percent). The percentage of students promoted following summer school in 2010 decreased by approximately four percentage points from 86 percent in 2009 to 82 percent in 2010. The majority of the promotions in 2010 were based on promotion standards (74 percent) rather than on committee decision (19 percent)(Table 6, Figure 2).

**Tables 12 through 22** and **Figures 5 through 9** 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 7,854 students who answered 41 to 50 percent of the pre-test items correctly, 1,708 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.
- Among the elementary and middle school students enrolled in summer school in 2010, 4,351 attended Teach for America (TFA) campuses. The majority of those students were enrolled in mathematics and reading courses (Tables 13 and 14).
- Overall, both TFA elementary and middle school students improved their scores from pre- to post-test (Figures 6 and 8). However, the increases seen in test scores at TFA campuses were not as high as those seen at non-TFA campuses (Figures 7 and 9).

**Tables 23 through 29** describe the courses that high school students enrolled in and completed. A complete list of the tables and figures precedes them.

- A total of 8,769 high school students enrolled in regular summer school in 2010. High school students enrolled in 16,451 courses, for an average of 1.9 courses per student. The majority of courses taken in regular summer school were in mathematics (27.9 percent), followed by English/language arts (21.9 percent), science (21.1 percent), social studies (19.4 percent), and “other” (9.7 percent) (Table 23). The overall completion rate for all subjects was 86.5 percent (Table 24).
- The HISD Historical Record indicates that 1,898 online courses were completed during summer school, with a passing score of 70 percent or above. These totals include 429

APEX credit-recovery courses (22.6 percent), 158 APEX original credit courses (8.3 percent), and 1,311 courses (69.1 percent) offered by other providers (Table 25).

- According to APEX records, 1,310 credit recovery courses and 282 original credit courses were taken by HISD students during summer school in 2010. According to APEX records, the overall completion rate for APEX credit recovery was 96.9 percent and the completion rate for original credit courses was 99.6 percent (Table 27).

In summary, of the elementary and middle school students enrolled in summer school in 2010, slightly over half attended for academic reinforcement, followed by a lower percentage of students attending for promotion standards. 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 19.4 percent for math to 23.2 percent for reading. 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, with students at non-TFA campuses showing the greatest increases in performance. Similarly, across all subjects, the majority of high school students who enrolled in summer school courses in 2010 successfully completed their courses.

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

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TBG

#### Attachment

cc: Superintendent's Direct Reports  
School Improvement Officers  
Martha Salazar-Zamora  
Tracy Weeden  
Kim Hall  
Mark Smith  
Principals

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Table 1. HISD Enrollment, Spring 2010

Grade	African American		Asian		Hispanic		Native American		White		Not Identified		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
EE	146	17.4	26	3.1	523	62.4	1	0.1	142	16.9			838
PK	4,211	26.7	317	2.0	10,866	68.9	24	0.2	358	2.3			15,776
KG	3,902	23.6	578	3.5	10,600	64.2	22	0.1	1,397	8.5			16,499
1	4,342	24.7	555	3.2	11,301	64.2	24	0.1	1,369	7.8			17,591
2	4,108	24.9	537	3.3	10,584	64.1	17	0.1	1,268	7.7			16,514
3	4,281	25.8	559	3.4	10,430	62.8	27	0.2	1,306	7.9			16,603
4	4,115	25.6	508	3.2	10,149	63.3	17	0.1	1,255	7.8			16,044
5	3,751	25.8	466	3.2	9,139	62.9	22	0.2	1,143	7.9			14,521
6	3,566	28.0	403	3.2	7,695	60.5	19	0.1	1,033	8.1			12,716
7	3,581	27.8	458	3.6	7,770	60.4	11	0.1	1,039	8.1			12,859
8	3,580	28.1	460	3.6	7,590	59.6	6	0.0	1,103	8.7			12,739
9	1,075	30.6	87	2.5	2,196	62.5	4	0.1	153	4.4			3,515
10	687	28.3	52	2.1	1,564	64.4	3	0.1	122	5.0	1	0.0	2,429
11	616	26.9	48	2.1	1,540	67.1	3	0.1	87	3.8			2,294
12	103	24.1	11	2.6	286	66.8			15	3.5	13	3.0	428
Not Identified	14	13.6			25	24.3			2	1.9	62	60.2	103
<b>Total</b>	<b>42,078</b>	<b>26.1</b>	<b>5,065</b>	<b>3.1</b>	<b>102,258</b>	<b>63.3</b>	<b>200</b>	<b>0.1</b>	<b>11,792</b>	<b>7.3</b>	<b>76</b>	<b>0.0</b>	<b>161,469</b>

Source: Chancery, September 16, 2010

- A total of 161,469 students were enrolled in HISD in the Spring of 2010. The largest numbers of students enrolled were first grade students (N = 17,591) and the lowest number of students enrolled were 12<sup>th</sup> grade students (N = 428).
- Hispanic students represented the largest student group enrolled by ethnicity at 63.3 percent (N = 102,258) and across all grade levels.
- One hundred three students of those enrolled in HISD in the Spring of 2010 were not identified by grade while 75 were not identified by ethnicity.

Table 2. Spring Promotion Standards by Grade: 2009, 2010

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

Spring 2009

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	17,329	16,287	1,042	7.8	7.1	19.5	0.2	0.2	*	74.8	74.7	76.2	17.2	18.0	4.3
2	16,672	15,584	1,088	7.1	7.3	4.1	0.3	0.3	*	80.4	79.5	93.2	12.3	12.9	2.6
3	16,123	15,058	1,065	7.8	8.2	2.3	0.1	0.1	*	75.5	74.2	92.5	16.6	17.4	5.2
4	15,037	14,066	971	10.3	10.6	6.3	0.2	0.2	*	60.1	58.3	87.1	29.4	30.9	6.5
5	14,418	13,372	1,046	12.4	12.9	5.9	0.1	0.1	*	65.1	63.7	82.4	22.4	23.3	11.5
6	12,635	11,924	711	22.4	22.6	18.0	0.3	0.3	1.0	49.7	50.2	41.2	27.7	26.9	39.8
7	12,184	11,420	764	23.7	24.1	17.5	0.6	0.6	1.8	45.3	45.8	38.5	30.4	29.6	42.1
8	12,472	11,669	803	29.2	29.6	23.0	0.9	0.9	1.7	45.5	46.1	36.7	24.4	23.4	38.5
Total	116,870	109,380	7,490	14.1	14.3	11.2	0.3	0.3	<1.0	63.7	63.1	71.9	21.9	22.3	16.4

\* Fewer than five students identified

Source: Chancery, Sept. 16, 2010

- At the end of the 2009–2010 academic year, 14.3 percent of HISD students were promoted based on committee decision and 64.6 percent were promoted because of promotion standards. These percentages are very similar to those seen at the end of the 2008–2009 academic year.
- The percentage of Non-Title I students promoted based on committee decision increased from Spring 2009 to 2010. Specifically, in Spring of 2009, 11.2 percent of Non-Title I students were promoted by committee, as compared to 21.8 percent at the end of 2010.
- Additionally, the percentage of Title I students promoted based on promotion standards increased in Spring 2010 (71.1 percent), as compared to Title I students in 2009 (63.1 percent). The biggest change from Spring 2009 to 2010 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 greatly decreased from 71.9 percent at the end of Spring 2009 to 49.8 percent at the end of Spring 2010.

Table 3. Number of Students Retained in Spring 2010 and Number of Students Enrolled in Summer School 2010

<b>Grade</b>	<b>Retained in Spring</b>	<b>Enrolled in Summer School</b>	<b>Difference</b>
1	2,572	2,163	409
2	1,714	1,468	246
3	2,830	2,475	355
4	4,665	4,288	377
5	3,170	2,772	398
6	3,534	3,150	384
7	3,704	3,288	416
8	2,870	2,335	535
<b>Total</b>	<b>25,059</b>	<b>21,939</b>	<b>3,120</b>

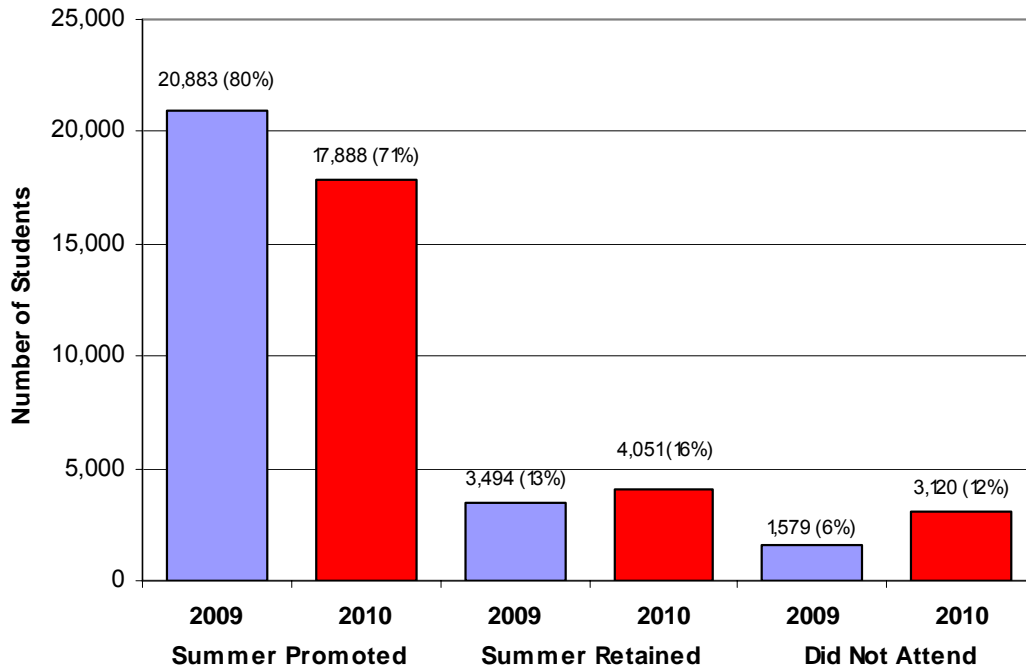
Source: Chancery, Sept. 16, 2010

Note. Records with errors not included

- Of the 25,059 students retained in the Spring of 2010, 21,939 went on to enroll in summer school courses during the 2010 summer session.



Figure 1. Promotion and Retained Status of the Spring 2010 Students Referred to Summer School  
(2009 N=25,956 2010 N=25,059)



- The number and percentage of students who were promoted decreased nine percentage points in 2009–10 to 71 percent of students not meeting promotion standards in the spring.
- The percentage of students not attending summer school doubled from six to 12 percent.

Table 4a. All Summer School 2010 Enrollment: All Students Attending for Promotion Standards and Academic Reinforcement by Grade Level

2009–10 Grade	Total N	Promotion Standards		Academic Reinforcement		Special Education	
		N	%	N	%	N	%
EE	137	0	0.0	28	20.4	109	79.6
PK	4,189	174	4.2	3,998	95.4	17	0.4
K	4,870	48	1.0	4,765	97.8	57	1.2
1	5,647	2,163	38.3	3,418	60.5	66	1.2
2	5,321	1,468	27.6	3,780	71.0	73	1.4
3	5,824	2,475	42.5	3,292	56.5	57	1.0
4	6,565	4,288	65.3	2,219	33.8	58	0.9
5	3,871	2,772	71.6	1,051	27.2	48	1.2
6	3,469	3,150	90.8	262	7.6	57	1.6
7	3,614	3,288	91.0	250	6.9	76	2.1
8	2,552	2,334	91.5	148	5.8	70	2.7
<b>Total</b>	<b>46,059</b>	<b>22,160</b>	<b>48.1</b>	<b>23,211</b>	<b>50.4</b>	<b>688</b>	<b>1.5</b>

Source: Chancery, Sept. 16, 2010

- The highest percentages of students attending summer school due to promotion standards were in grades six through eight, with over 90 percent at each grade level.
- The highest percentages of students attending summer school for academic reinforcement were below first grade. These grade levels do not have promotion standards requirements.

Table 4b. Non-Title I Summer School 2010 Enrollment: All Students Attending for Promotion Standards and Academic Reinforcement by Grade Level

2009–10 Grade	Total N	Promotion Standards		Academic Reinforcement		Special Education	
		N	%	N	%	N	%
PE	35	0	0.0	8	22.9	27	77.1
PK	201	6	3.0	195	97.0	0	0.0
K	260	5	1.9	250	96.2	5	1.9
1	383	258	67.4	118	30.8	7	1.8
2	312	170	54.5	135	43.3	7	2.2
3	352	210	59.7	138	39.2	4	1.1
4	351	261	74.4	88	25.1	2	0.6
5	261	204	78.2	57	21.8	0	0.0
6	244	232	95.1	9	3.7	3	1.2
7	304	290	95.4	11	3.6	3	1.0
8	156	140	89.7	16	10.3	0	0.0
<b>Total</b>	<b>2,859</b>	<b>1,776</b>	<b>62.1</b>	<b>1,025</b>	<b>35.9</b>	<b>58</b>	<b>2.0</b>

Source: Chancery, Sept. 16, 2010

Table 5. Retained Students Enrolled Spring 2010 and Not Meeting Promotion Standards Criteria

Retained Students Enrolled Spring 2010 and Not Meeting Promotion Standards Criteria													
Grade 2009–10	Total (Undup)	HFWE		TAKS Reading		TAKS Mathematics		Stanford/Aprena Reading		Stanford/Aprena Mathematics		Course Grades	
	N	N	%	N	%	N	%	N	%	N	%	N	%
1	2,572	1,591	61.9					324	12.6			1,756	68.3
2	1,714	548	32.0					235	13.7			1,324	77.2
3	2,830			1,594	56.3			1,054	37.2			1,631	57.6
4	4,665			2,432	52.1	1,894	40.6	2,724	58.4	1,125	24.1	1,377	29.5
5	3,170			1,397	44.1	965	30.4	2,152	67.9	589	18.6	1,023	32.3
6	3,534			2,005	56.7	2,158	61.1	1,119	31.7	289	8.2	897	25.4
7	3,704			1,968	53.1	2,296	62.0	937	25.3	226	6.1	1,245	33.6
8	2,870			915	31.9	1,786	62.2	894	31.1	407	14.2	971	33.8
Total	25,059	2,139	8.5	10,311	41.1	9,099	36.3	9,439	37.7	2,633	10.5	10,224	40.8

%- Percent of grade level retention

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

- The largest percentage of students in spring 2010 (41.1%) were retained because they did not meet TAKS Reading test criterion. Sixth grade students had the highest percentage of retained students not meeting this criterion (56.7 percent) closely followed by third grade students (56.3 percent).
- Grade-level percentages of students not meeting the TAKS Reading and Mathematics criteria exceeded 50 percent in grades 3, 4, 6, and 7 in Reading and grades 6–8 in Mathematics.
- Course grades accounted for the second highest percentage (40.8 percent) of students not meeting promotion standards. Percentages were higher in grades 1–3, exceeding 50 percent, compared to other grade levels.

Table 6. Summer Promotion Standards by Grade: 2009, 2010

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

Summer 2009

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	2,635	2,607	28	22.2	22.1	32.1	*	*	0.0	42.1	42.2	35.7	35.5	35.6	32.1
2	1,887	1,864	23	25.3	25.5	*	*	0.0	48.6	48.5	56.5	26.0	25.9	34.8	
3	2,546	2,502	44	27.4	27.5	20.5	0.0	0.0	0.0	51.5	51.2	68.2	21.1	21.3	11.4
4	4,244	4,186	58	42.0	42.1	34.5	0.0	0.0	0.0	48.0	47.8	63.8	10.0	10.1	*
5	3,114	3,021	93	48.2	49.1	20.4	0.0	0.0	0.0	41.7	41.9	36.6	10.1	9.0	43.0
6	3,389	3,143	246	39.1	38.6	45.5	0.0	0.0	0.0	54.9	56.2	38.6	6.0	5.2	15.9
7	3,551	3,286	265	41.4	41.0	46.4	*	0.0	*	52.2	53.9	32.1	6.3	5.2	20.4
8	3,011	2,741	270	57.1	58.5	42.6	*	0.0	*	31.0	32.0	21.1	11.8	9.5	35.2
Total	24,377	23,350	1,027	39.2	39.2	39.8	0.0	*	0.6	46.5	47.0	35.2	14.3	13.8	24.4

\* Fewer than five students identified  
 Source: Chancery, Sept. 16, 2010

- The percentage of HISD students promoted by committee decreased from Summer 2009 (39.2 percent) to Summer 2010 (28.2 percent) for both Title I and Non-Title I students.
- In return, the percentage of HISD students that were promoted based on promotion standards increased from Summer 2009 (46.5 percent) to Summer 2010 (53.3 percent).
- The percentage of Non-Title I students retained based on promotion standards remained fairly constant from Summer 2009 (24.4 percent) to Summer 2010 (24.1 percent). However, there was an increase in the percentage of Title I students retained from Summer 2009 (13.8 percent) to Summer 2010 (17.9 percent).

Table 7. Cumulative Promotion Standards by Grade: 2009, 2010

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

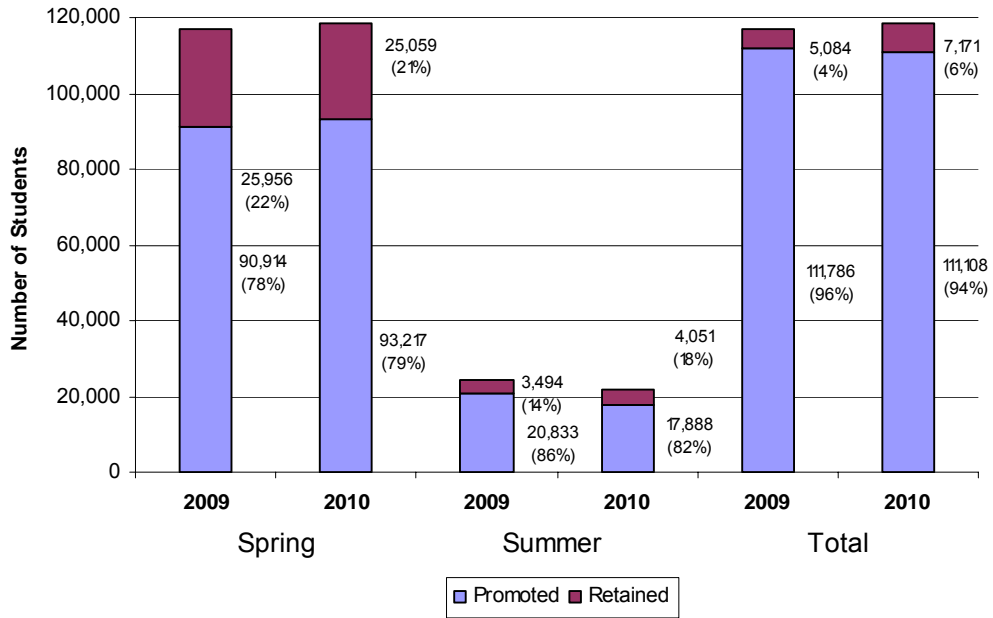
Total 2009

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	17,329	16,287	1,042	11.2	10.6	20.3	<1.0	<1.0	<1.0	81.2	81.4	77.2	7.6	7.9	2.5
2	16,672	15,584	1,088	9.9	10.3	4.3	0.0	<1.0	<1.0	85.9	85.3	94.4	4.2	4.4	1.3
3	16,123	15,058	1,065	12.1	12.8	3.1	*	*	*	83.6	82.8	95.3	4.2	4.4	1.5
4	15,037	14,066	971	22.2	23.2	8.3	*	*	0.0	73.7	72.5	90.9	4.1	4.3	0.7
5	14,418	13,372	1,046	22.8	24.0	7.7	<1.0	<1.0	0.0	74.1	73.2	85.7	3.1	2.8	6.6
6	12,635	11,924	711	32.9	32.8	33.6	<1.0	*	*	64.4	65.0	54.6	2.7	2.2	11.5
7	12,184	11,420	764	35.8	35.9	33.5	0.1	0.1	0.7	60.6	61.3	49.6	3.6	2.7	16.2
8	12,472	11,669	803	43.0	43.3	37.4	0.1	0.1	1.0	53.0	53.6	43.8	4.0	3.0	17.8
Total	116,870	109,380	7,490	22.3	22.7	16.7	<0.1	0.1	0.2	73.4	73.1	76.7	4.3	4.2	6.4

\* Fewer than five students identified  
 Source: Chancery, Sept. 16, 2010

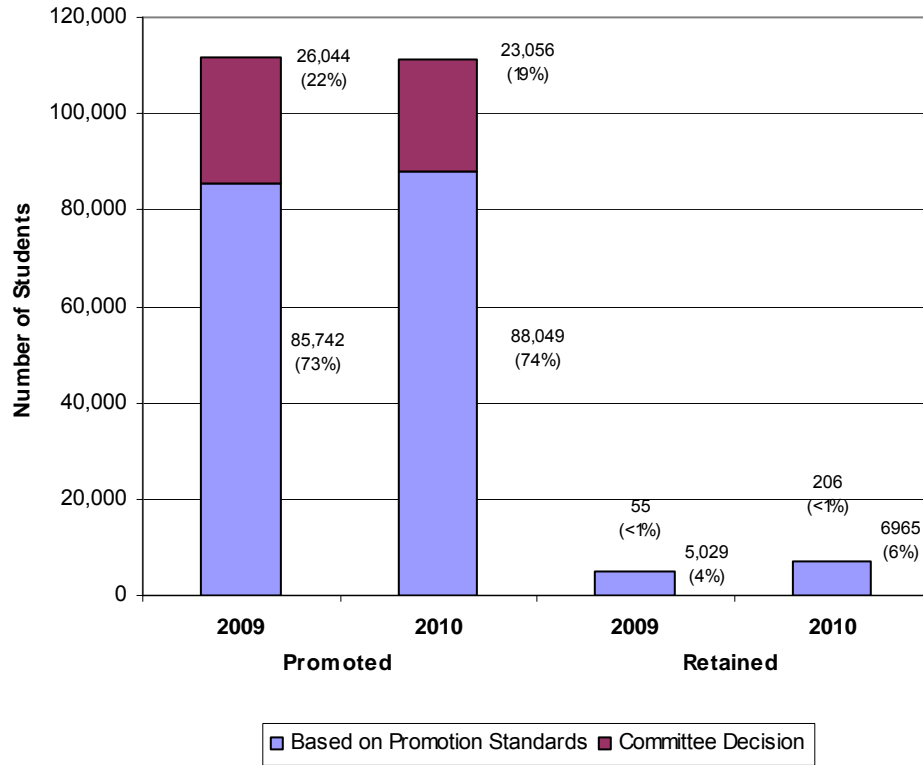
- Overall, the cumulative promotion rate, based on committee decision, decreased for Title I students from 2009 (22.7 percent) to 2010 (18.8 percent) and increased for Non-Title I students (16.7 percent and 26.8 percent, respectively).
- Promotion rates based on promotion standards remained relatively stable for Title I students from 2009 (73.1 percent) to 2010 (76.1 percent). However, the percentage of Non-Title I students that were promoted due to promotion standards decreased from 2009 (76.7 percent) to 2010 (57.8 percent). This decreased was reciprocated by an increase in the percentage of Non-Title I students who were retained based on promotion standards from 2009 (6.4 percent) to 2010 (15.0 percent).

Figure 2. Number and Percent of 2009-2010 Students in Grades 1-8 Who Met or Did Not Meet Promotion Standards by Semester and Total  
(2009 N=116,870 2010 N=118,276)



- The total 2009–10 percentage of promotions based on promotion standards decreased two percentage points from 96 percent in 2008–09 to 94 percent in 2009–10.
- The percentage of students promoted at the end of spring increased one percentage point in 2009–10 to 79 percent, while the percentage promoted after summer declined four percentage points to 82 percent.

Figure 3. Promotion Status of 2009-2010 Students in Grades 1-8 Based on Promotion Standards (2009 N=116,870 2010 N=118,276)



- Among promoted students in 2008–09 and 2009–10 the percentage of students meeting promotion standards increased one percentage point (74 percent), while promotions based on committee decisions decreased three percentage points (19 percent).
- The percentage of retentions based on students not meeting promotion standards increased two percentage points in 2009–10 (six percent).

Table 8. Final Promotion Outcomes Based on Committee Decisions: 2008–2009 and 2009–2010

Decision Code	2008–09					2009–10				
	Promoted		Retained		Total	Promoted		Retained		Total
	N	%	N	%	N	N	%	N	%	N
ARD Committee	6,375	24.4	19	0.1	6,394	5996	25.8	10	0.0	6,006
Attendance Committee	3,932	15.1	1	0.0	3,933	4362	18.7	69	0.3	4,431
Grade Placement Committee	14,544	55.7	35	0.1	14,579	11,521	49.5	127	0.5	11,648
Not Enrolled for Stanford/Aprenda Testing	0	0.0	0	0.0	0	613	2.6	0	0.0	613
Principal Plan	539	2.1	0	0.0	539	506	2.2	0	0.0	506
School Waiver	654	2.5	0	0.0	654	61	0.3	0	0.0	61
<b>Total</b>	<b>26,044</b>	<b>99.8</b>	<b>55</b>	<b>0.2</b>	<b>26,099</b>	<b>23,059</b>	<b>99.1</b>	<b>206</b>	<b>0.9</b>	<b>23,265</b>

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

- The total number of committee decisions decreased by 2,834 (10.9 percent).
- Grade placement Committee Decisions for promotion accounted for the largest percentage of committee decisions in 2008–09 (55.7 percent) and 2009–10 (49.5 percent).
- Less than one percent of committee decisions were retentions.



Table 9. Actual Promotion Rates: Rates of Students with a Grade Level Increase from 2009-2010 to 2010-2011

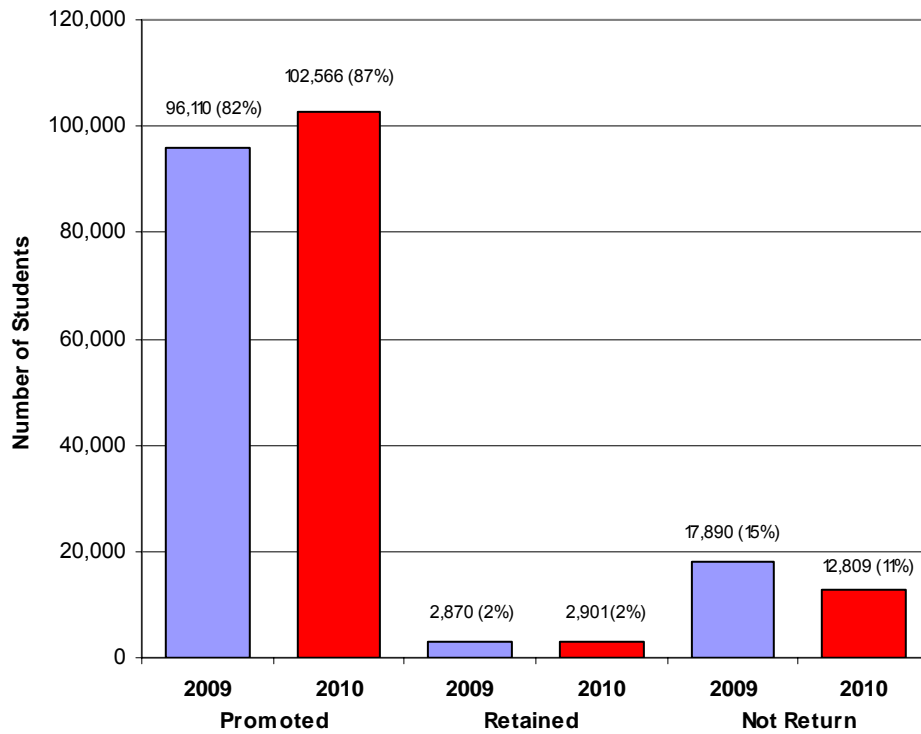
2009–10 Grade	Total	Promoted		Retained	
	N	N	%	N	%
1	15,794	14,973	94.8	821	5.2
2	14,912	14,458	97.0	454	3.0
3	14,980	14,506	96.8	474	3.2
4	14,304	13,934	97.4	370	2.6
5	11,442	11,260	98.4	182	1.6
6	11,490	11,271	98.1	219	1.9
7	11,727	11,499	98.1	228	1.9
8	10,818	10,665	98.6	153	1.4
Total	105,467	102,566	97.2	2,901	2.8

Source: Chancery, Sept. 16, 2010

Note. Records with errors not included

- The overall actual retention rate of students from 2009–10 to 2010–11 was 2.8 percent.
- The retention rate was highest at first grade, 5.2 percent, and decreased as grade levels increased. The lowest retention rate was in eighth grade, 1.4 percent.

Figure 4. The Number and Percentage of 2009-2010 Students Promoted or Retained Based on Actual Fall 2010 Status (2009 N=116,870; 2010 N=118,276)



- Among all students enrolled in grades 1-8 in 2009–2010, the percentage of students promoted based on their fall 2010 grade levels increased five percentage points to 87 percent.
- Among students who returned for the 2010–2011 school year, the promotion rate based on their grade levels was 97.1 percent.
- The number of students not returning for the 2010–2011 school year decreased by 5.80 (28.4 percent).

Table 10. HISD Summer School Attendance: 2010

<b>Attendance Rates</b>		
<b>2009–10 Grade Level</b>	<b>Academic Reinforcement</b>	<b>Promotion Standards</b>
EE	84.9	N/A
PK	87.1	86.3
K	89.4	86.0
1	89.0	91.2
2	89.6	92.6
3	89.0	94.5
4	86.8	95.4
5	84.2	95.3
6	88.4	93.2
7	82.2	91.2
8	75.1	87.8
Total	88.2	92.9

Source: Chancery, September 16, 2010

- Promotions standards attendance rates were higher than academic reinforcement rates in grades two through eight.
- The highest academic reinforcement attendance rate was in second grade (89.6 percent) and the highest promotion standards attendance rate was in fourth grade (95.4 percent).

Table 11. TAKS Retesters 3<sup>rd</sup> Administration

Grade	Reading			Mathematics			Total Retested
	N Tested	N Passed	% Passed	N Tested	N Passed	% Passed	N
5	1,314	337	25.6	899	234	26.0	1,731
8	761	144	18.9	1,535	238	15.5	1,798
<b>Total</b>	2,075	481	23.2	2,434	472	19.4	3,529

Source: Chancery, September 16, 2010

- A total of 3,529 students took the 3<sup>rd</sup> administration of the TAKS test. Of those, 2,075 took the reading portion of the test and 2,434 took the math portion.
- Of those taking the reading portion of the test, 481 (23.2%) met standard on the 3<sup>rd</sup> administration.
- Of those who took the math portion of the TAKS test, 472 (19.4%) met standard on the 3<sup>rd</sup> administration.
- For both the reading and math sections of the TAKS test, 5<sup>th</sup> graders had higher rates of passing.

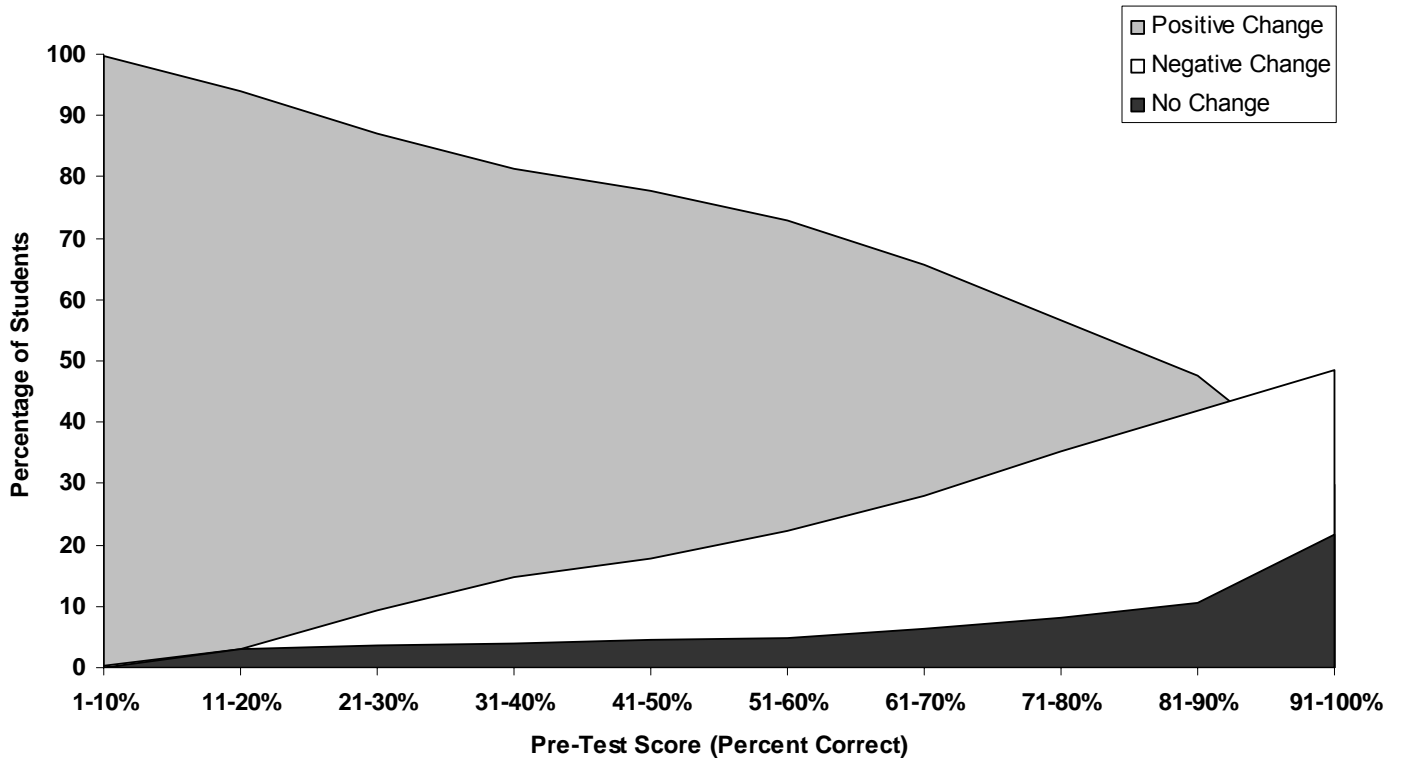
Table 12. Summer School 2010 – Percent Correct on Pretest by Percent Difference in Pre and Posttest

Percentage Pt. Change	N	Pretest 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%	6	6										
81-90%	20	8	12									
71-80%	159	17	57	85								
61-70%	389	30	98	196	65							
51-60%	691	21	134	210	231	95						
41-50%	1,810	43	190	373	542	533	129					
31-40%	3,400	41	200	433	740	985	723	278				
21-30%	6,218	41	252	527	941	1,453	1,468	1,117	419			
11-20%	9,994	24	234	548	1,038	1,708	1,955	2,052	1,649	786		
1-10%	11,404	17	133	488	857	1,328	1,927	2,270	2,008	1,622	754	
<b>0</b>	<b>3,376</b>		<b>42</b>	<b>115</b>	<b>214</b>	<b>353</b>	<b>415</b>	<b>554</b>	<b>593</b>	<b>540</b>	<b>550</b>	
-10-1%	7,103	1	38	248	526	774	1,058	1,367	1,389	1,097	605	
-20-11%	3,653		4	55	225	429	548	656	753	654	329	
-30-21%	1,290			4	42	155	205	266	243	216	159	
-40-31%	455					36	80	120	91	74	54	
-50-41%	142					5	13	32	39	39	14	
-60-51%	63						2	7	13	26	15	
-70-61%	52							1	4	8	39	
-80-71%	9									3	6	
-90-81%	1										1	
-100-91%	0											
<b>N</b>	<b>50,235</b>	<b>249</b>	<b>1,394</b>	<b>3,282</b>	<b>5,421</b>	<b>7,854</b>	<b>8,523</b>	<b>8,720</b>	<b>7,201</b>	<b>5,065</b>	<b>2,526</b>	

Source: Chancery, Sept. 15, 2010

- Table 10 displays trends in pre and posttest scores during summer school for students in grades K through eight. Column headings show pretest scores in terms of percent of items answered correctly. Row headings depict percentage point change in pre and posttest scores.
- As an example, among the 7,854 students who answered 41 percent to 50 percent of the pre-test items correctly, 1,708 improved their posttest scores by 11 to 20 percent after attending summer school.
- Those students scoring the lowest on the pretest tended to have improved performance on the posttest.
- Conversely, those students scoring the highest on the pre-test had a relatively narrow range of posttest scores. For example, of the 2,526 students who answered between 91 and 100 percent of the pretest items correctly, 754 improved their posttest scores by one to ten percent, 550 had no change, and 1,222 had a decline in performance on the posttest.

Figure 5. General Trends in Pre and Posttest Scores for Summer School 2010



- Figure 5 displays percentages of students who improved their scores from pre to posttest, those students who had the same pre and posttest scores, and those students whose post-test scores were lower than their pretest scores, based on their pretest score.
- The majority of students who had lower scores on the pretest improved their scores on the posttest. Those scoring higher on the pretest tended to have lower posttest scores or did not change from pre to posttest.
- As an example, 90 to 100 percent of students who scored between one and ten percent of items correctly on the pretest improved their posttest scores.
- Conversely, nearly 50 percent of those students who answered between 91 and 100 percent of the pretest items correctly received a lower score on the posttest than they did on the pretest.

Table 13. Teach for America (TFA) Enrollment by Grade and Ethnicity

Grade	Total	African American		Asian		Hispanic		Native American		White	
		N	%	N	%	N	%	N	%	N	%
K	63	2	3.2	0	0.0	61	96.8	0	0.0	0	0.0
1	160	35	21.9	0	0.0	125	78.1	0	0.0	0	0.0
2	107	29	27.1	0	0.0	78	72.9	0	0.0	0	0.0
3	138	27	19.6	0	0.0	111	80.4	0	0.0	0	0.0
4	244	78	32.0	2	0.8	164	67.2	0	0.0	0	0.0
5	189	39	20.6	0	0.0	150	79.4	0	0.0	0	0.0
6	1,146	312	27.2	6	0.5	820	71.6	0	0.0	8	0.7
7	1,490	357	24.0	9	0.6	1,116	74.9	0	0.0	8	0.5
8	814	208	25.6	9	1.1	577	70.9	0	0.0	20	2.5
<b>Total</b>	4,351	1,087	25.0	26	0.6	3,202	73.6	0	0.0	36	0.8

Source: Chancery, Sept. 16, 2010

- A total of 4,351 students participated in Teach for America summer school courses. Of those, 3,202 (73.6 percent) were Hispanic, 1,087 (25.0 percent) were African American, 36 (0.8 percent) were White, and 26 (0.6 percent) were Asian. No Native American students enrolled in Teach for America courses.
- Students in grades six, seven, and eight had the highest levels on enrollment in Teach for America schools.

Table 14. Summer 2010 Teach for America Pre- Post-Test Results: All Grade Levels

Grade	Subject																			
	Reading				Mathematics				Science				Social Studies				Vocabulary			
	N	Pre	Post	Dif	N	Pre	Post	Dif	N	Pre	Post	Dif	N	Pre	Post	Dif	N	Pre	Post	Dif
<b>K</b>	52	89.6	90.2	0.6	11	66.2	66.1	-0.1	0	---	---	---	0	---	---	---	0	---	---	---
<b>1</b>	91	62.1	64.1	2.0	69	59.7	66.8	7.1	0	---	---	---	0	---	---	---	0	---	---	---
<b>2</b>	25	61.2	68.3	7.1	60	76.0	75.7	-0.3	22	49.5	50.5	1.0	0	---	---	---	0	---	---	---
<b>3</b>	77	46.5	45.1	-1.4	61	60.9	67.3	6.4	0	---	---	---	0	---	---	---	0	---	---	---
<b>4</b>	112	50.5	63.0	12.5	109	48.6	52.4	3.8	23	38.8	63.0	24.2	0	---	---	---	0	---	---	---
<b>5</b>	76	50.1	49.9	-0.2	89	66.4	71.3	4.9	24	52.8	76.7	23.9	0	---	---	---	0	---	---	---
<b>6</b>	416	54.2	59.0	4.8	298	50.4	63.2	12.8	213	41.6	59.7	18.1	109	37.0	46.1	9.1	110	62.1	56.4	-5.7
<b>7</b>	560	60.1	63.8	3.7	382	50.8	69.0	18.2	270	45.6	59.6	14.0	123	37.6	47.4	9.8	155	62.7	62.5	-0.2
<b>8</b>	278	56.0	65.0	9.0	184	55.6	62.3	6.7	196	54.6	67.5	12.9	116	56.2	64.8	8.6	40	68.4	61.8	-6.6
<b>Total</b>	<b>1,687</b>	<b>57.4</b>	<b>62.4</b>	<b>5.0</b>	<b>1,263</b>	<b>54.5</b>	<b>65.2</b>	<b>10.7</b>	<b>748</b>	<b>46.9</b>	<b>62.0</b>	<b>15.1</b>	<b>348</b>	<b>43.0</b>	<b>52.2</b>	<b>9.2</b>	<b>305</b>	<b>63.2</b>	<b>60.2</b>	<b>-3.0</b>

Source: Chancery, Sept. 16, 2010

- Of the students taking summer school courses at Teach for American schools, the majority were enrolled in reading and mathematics courses.
- Overall, the highest pre to posttest changes were in mathematics and science, with students improving their math scores by an average of 10.7 percentage points and students improving science scores by 15.1 percentage points, on average.



Figure 6. Comparison of Summer School Results for TFA Middle Schools

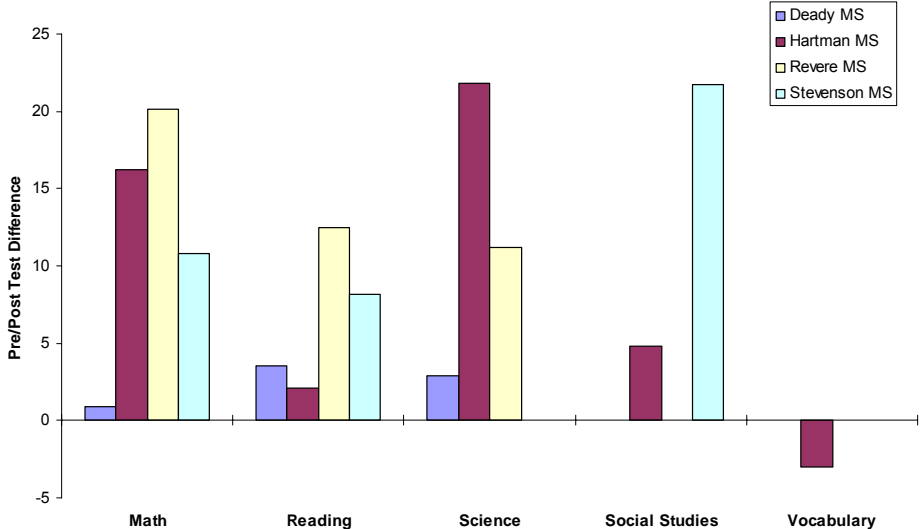
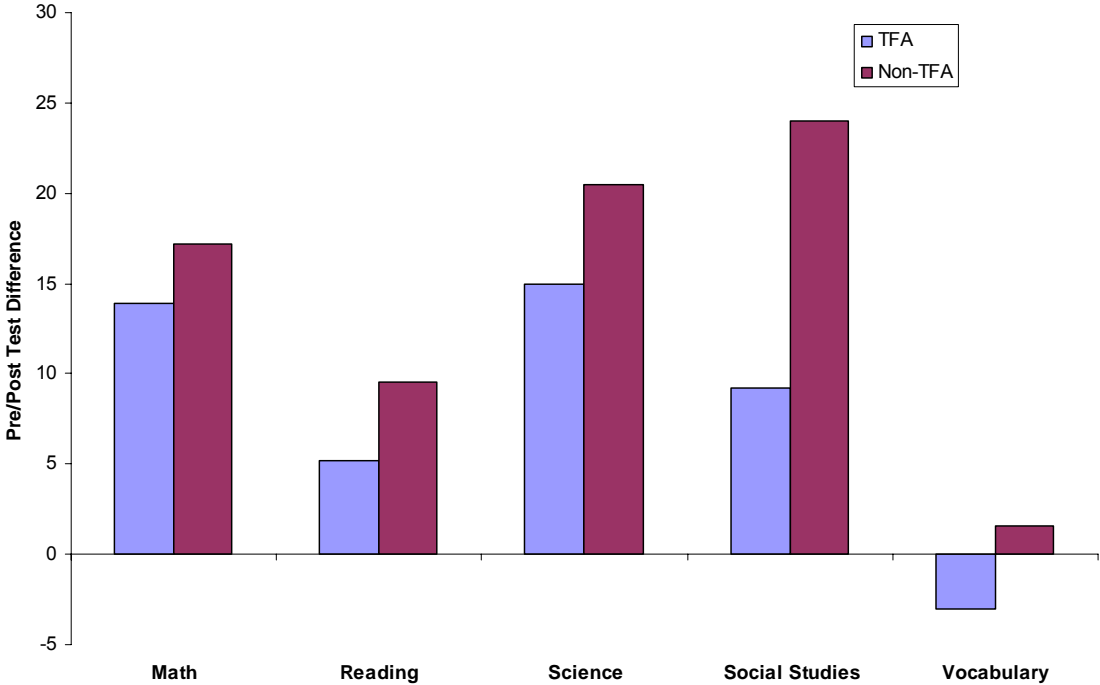


Figure 7. Comparison of Summer School Performance for TFA and non-TFA Middle School Students



Note. Comparison group matched to TFA group on curriculum resources.

- Overall, Teach for America middle school students improved their scores from pre to posttest.
- However, the increases seen at TFA schools were not as high as those seen at non-TFA schools.

**Table 15. TFA Middle School Results: Deady Middle School**

Subject												
Reading				Math				Science				
Grade	N	Pre	Post	Dif	N	Pre	Post	Dif	N	Pre	Post	Dif
6	31	51.0	47.7	-3.3	24	50.0	47.7	-2.3	29	51.6	49.7	-1.9
7	41	53.7	46.3	-7.4	44	42.2	43.3	1.1	38	49.6	50.5	0.9
8	73	46.3	58.8	12.5	31	50.8	53.9	3.1	72	54.1	59.9	5.8
<b>Total</b>	145	49.4	52.9	3.5	99	46.8	47.7	0.9	139	52.3	55.2	2.9

**Table 16. TFA Middle School Results: Hartman Middle School**

Subject																				
Reading				Math				Science				Social Studies				Vocabulary				
Grade	N	Pre	Post	Dif	N	Pre	Post	Dif	N	Pre	Post	Dif	N	Pre	Post	Dif	N	Pre	Post	Dif
6	228	54.3	57.2	2.9	116	46.5	62.7	16.2	106	33.9	63.2	29.3	74	36.0	38.7	2.7	110	62.1	56.4	-5.7
7	319	62.3	64.4	2.1	149	51.3	72.1	20.8	158	43.9	60.6	16.7	87	39.2	42.6	3.4	155	62.7	62.5	-0.2
8	117	65.2	66.0	0.8	63	59.5	64.9	5.4	85	52.7	74.8	22.1	94	54.9	63.2	8.3	40	68.4	61.8	-6.6
<b>Total</b>	664	60.1	62.2	2.1	328	51.2	67.4	16.2	349	43.0	64.8	21.8	255	43.1	47.9	4.8	305	63.2	60.2	-3.0

**Table 17. TFA Middle School Results: Revere Middle School**

Subject												
Reading				Math				Science				
Grade	N	Pre	Post	Dif	N	Pre	Post	Dif	N	Pre	Post	Dif
6	76	53.5	63.5	10.0	78	53.7	65.8	12.1	78	48.4	58.8	10.4
7	81	54.9	66.8	11.9	81	52.5	85.8	33.3	74	47.1	62.1	15.0
8	44	49.8	67.6	17.8	46	52.1	62.7	10.6	39	59.8	65.6	5.8
<b>Total</b>	201	53.3	65.7	12.4	205	52.9	73.0	20.1	191	50.2	61.5	11.3

**Table 18. TFA Middle School Results: Stevenson Middle School**

Subject												
Reading				Math				Science				
Grade	N	Pre	Post	Dif	N	Pre	Post	Dif	N	Pre	Post	Dif
6	81	56.0	63.6	7.6	80	52.8	66.1	13.3	35	40.0	66.6	26.6
7	119	60.4	66.5	6.1	108	52.2	62.6	10.4	36	33.8	59.0	25.2
8	44	55.7	70.5	14.8	44	57.2	64.2	7.0	22	61.0	70.5	9.5
<b>Total</b>	244	58.1	66.2	8.1	232	53.3	64.1	10.8	93	42.7	64.4	21.7

Source: Chancery, Sept. 16, 2010

Figure 8. Comparison of Summer School Results for TFA Elementary Schools

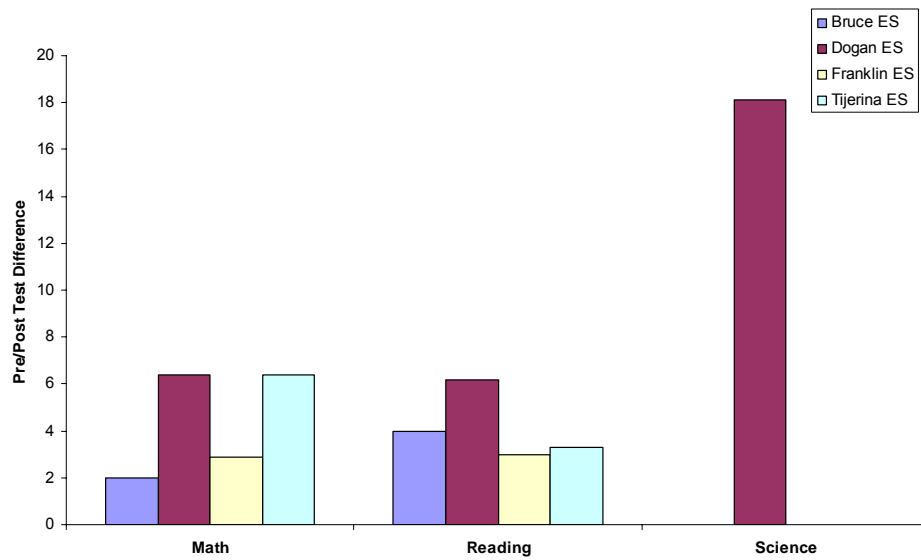
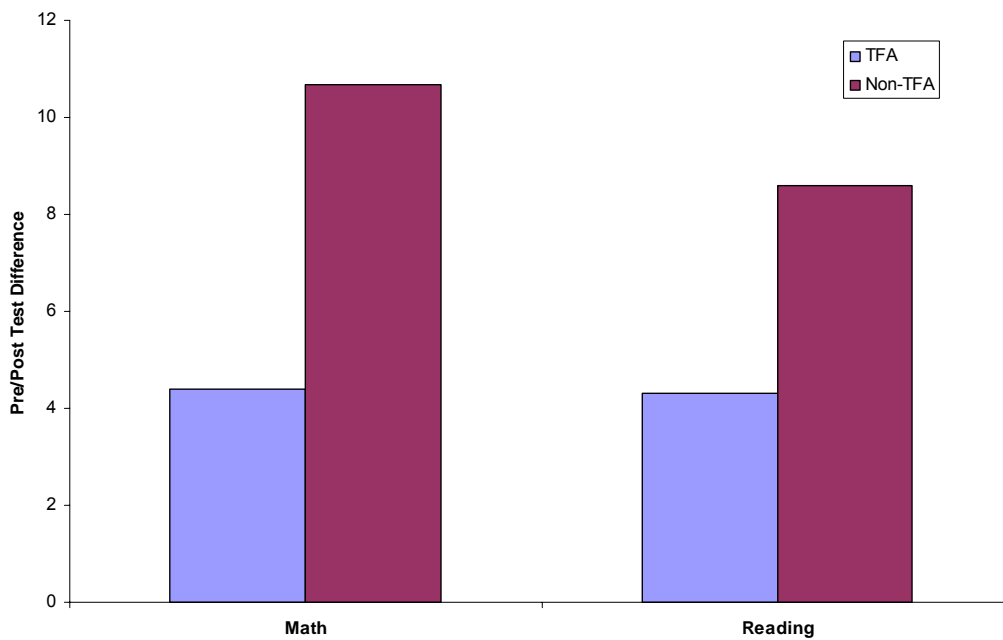


Figure 9. Comparison of Summer School Performance for TFA and non-TFA Elementary Schools



Note. Comparison group matched to TFA group on curriculum resources.  
 Science curriculum resource non available for non-TFA students.

- Students receiving summer school instruction at Teach for America elementary schools demonstrated positive increased in test scores from pre to posttest.
- Non-TFA students had greater increases in post-test scores in math and reading, but not in science.

Table 19. TFA Elementary School Results: Bruce Elementary School

Subject									
Grade	N	Reading			Math				
		Pre	Post	Dif	N	Pre	Post	Dif	
K	23	91.1	92.1	1.0	0	---	---	---	
1	17	49.6	65.4	15.8	18	51.5	63.3	11.8	
2	2	*	*	*	22	70.2	73.0	2.8	
3	17	50.4	43.3	-7.1	0	---	---	---	
4	34	51.5	61.4	9.9	32	50.7	49.5	-1.2	
5	20	50.0	46.9	-3.1	19	62.8	64.2	1.4	
<b>Total</b>	<b>113</b>	<b>60.5</b>	<b>64.6</b>	<b>4.1</b>	<b>91</b>	<b>57.3</b>	<b>59.3</b>	<b>2.0</b>	

Table 20. TFA Elementary School Results: Dogan Elementary School

Subject												
Grade	N	Reading			Math			Science				
		Pre	Post	Dif	N	Pre	Post	Dif	N	Pre	Post	Dif
K	14	90.6	90.6	0.0	0	---	---	---	0	---	---	---
1	23	71.1	66.9	-4.2	9	70.4	79.6	9.2	0	---	---	---
2	13	66.1	81.3	15.2	13	82.5	78.6	-3.9	22	49.5	50.5	1.0
3	23	46.5	48.6	2.1	24	65.4	69.0	3.6	0	---	---	---
4	26	43.8	58.2	14.4	24	42.2	53.8	11.6	23	38.8	63.0	24.2
5	22	50.2	58.0	7.8	21	73.8	80.8	7.0	24	52.8	76.7	23.9
<b>Total</b>	<b>121</b>	<b>58.1</b>	<b>64.3</b>	<b>6.2</b>	<b>91</b>	<b>62.7</b>	<b>69.2</b>	<b>6.5</b>	<b>69</b>	<b>46.9</b>	<b>65.0</b>	<b>18.1</b>

Table 21. TFA Elementary School Results: Franklin Elementary School

Subject									
Grade	N	Reading			Math				
		Pre	Post	Dif	N	Pre	Post	Dif	
K	0	---	---	---	0	---	---	---	
1	32	60.3	58.3	-2.0	32	57.5	61.1	3.6	
2	7	51.3	49.1	-2.2	19	74.6	74.0	-0.6	
3	21	44.2	44.6	0.4	21	56.8	65.7	8.9	
4	28	53.9	66.1	12.2	30	50.6	49.3	-1.3	
5	13	48.4	42.9	-5.5	26	61.9	65.9	4.0	
<b>Total</b>	<b>101</b>	<b>51.9</b>	<b>54.9</b>	<b>3.0</b>	<b>128</b>	<b>58.3</b>	<b>61.2</b>	<b>2.9</b>	

Table 22. TFA Elementary School Results: Tijerina Elementary School

Subject									
Grade	N	Reading			Math				
		Pre	Post	Dif	N	Pre	Post	Dif	
K	15	86.4	86.9	0.5	11	66.2	66.1	-0.1	
1	19	65.5	68.5	3.0	10	72.2	80.0	7.8	
2	3	*	*	*	6	88.0	85.2	-2.8	
3	16	45.4	42.5	-2.9	16	59.4	66.7	7.3	
4	24	52.6	67.1	14.5	23	49.7	59.0	9.3	
5	21	51.0	48.5	-2.5	23	67.5	74.8	7.3	
<b>Total</b>	<b>98</b>	<b>59.8</b>	<b>63.1</b>	<b>3.3</b>	<b>89</b>	<b>62.1</b>	<b>68.5</b>	<b>6.4</b>	

Source: Chancery, Spetember, 16, 2010

Note. \* Less than 5 students

Table 23. High School Summer School: Enrollment by Subject Area

Grade	Spring Enrollment	Summer Enrollment	%	Regular Summer School: Courses Taken by Subject Area					
	Number of Students	Number of Students		ELA	Mathematics	Social Studies	Science	Other	Total
9	14,447	3,515	24.3	1,448	2,069	1,175	1,653	508	6,853
10	11,435	2,429	21.2	984	1,364	894	937	342	4,521
11	10,596	2,294	21.6	937	933	949	774	596	4,189
12	10,035	428	4.3	190	144	142	80	124	680
Unknown	-	103	N/A	45	81	31	28	23	208
<b>Total</b>	46,513	8,769	18.9	3,604	4,591	3,191	3,472	1,593	16,451
				21.9%	27.9%	19.4%	21.1%	9.7%	100.0%

Source: Chancery, August 27, 2010

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

- The number of HISD students enrolled in high school summer school for 2009–2010 was 8,769 and they enrolled in 16,451 courses for an average of 1.9 courses per student.
- The majority of courses taken in regular summer school were in mathematics (27.9 percent) followed by English/Language Arts (21.9 percent), science (21.1 percent), social studies (19.4 percent) and “other” (9.7 percent).

Table 24. High School Summer School: Courses Completed by Subject Area

Grade	ELA		Mathematics		Social Studies		Science		Other		Totals	
	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	5,644	82.4
10	883	89.7	1,181	86.6	790	88.4	826	88.2	336	98.2	4,016	88.8
11	833	88.9	815	87.4	900	94.8	698	90.2	534	89.6	3,780	90.2
12	174	91.6	137	95.1	135	95.1	71	88.8	101	81.5	618	90.9
Unknown	36	80.0	70	86.4	24	77.4	25	89.3	20	87.0	175	84.1
<b>Total</b>	<b>3,133</b>	<b>86.9</b>	<b>3,843</b>	<b>83.7</b>	<b>2,842</b>	<b>89.1</b>	<b>2,943</b>	<b>84.8</b>	<b>1,472</b>	<b>92.4</b>	<b>14,233</b>	<b>86.5</b>

Source: Chancery, August 27, 2010

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

- Completion rates (passing score of 70+) for regular summer school for the core subject areas were 89.1 percent for social studies, 86.9 percent for ELA, 84.8 percent for science, and 83.7 percent for mathematics. A total of 14,233 courses were completed. The overall completion rate for all subjects was 86.5 percent.

Table 25. High School Online Instruction: Courses Completed by Grade, Summer 2010  
HISD Historical Record

Grade	Online Courses Completed	APEX Online Credit Recovery Courses Completed		APEX Original Credit Courses Completed		Other Online Courses Completed	
	Total N	N	%	N	%	N	%
8	13					13	100.0
9	436	79	18.1	36	8.3	321	73.6
10	566	139	24.6	42	7.4	385	68.0
11	747	168	22.5	43	5.8	536	71.8
12	136	43	31.6	37	27.2	56	41.2
<b>Total</b>	<b>1,898</b>	<b>429</b>	<b>22.6</b>	<b>158</b>	<b>8.3</b>	<b>1,311</b>	<b>69.1</b>

Source: HISD Historical Record, Chancery, August 27, 2010

- HISD historical data for online courses indicates that 1,898 online courses were completed during summer school with a passing score of 70+.
- These totals include 429 APEX credit recovery courses, 158 APEX original credit courses, and 1,311 “Other” courses.

Table 26. High School Online Instruction: Courses Completed by Subject Area, Summer 2010  
HISD Historical Record

Grade	Courses Completed		ELA		Mathematics		Social Studies		Science		Other	
	Total N	N	N	%	N	%	N	%	N	%	N	%
8	13	3	23.1	2	15.4			4	30.8	4	30.8	
9	436	122	28.0	93	21.3	67	15.4	71	16.3	83	19.0	
10	566	110	19.4	130	23.0	123	21.7	115	20.3	88	15.5	
11	747	142	19.0	141	18.9	200	26.8	176	23.6	88	11.8	
12	136	54	39.7	27	19.9	36	26.5	11	8.1	8	5.9	
<b>Total</b>	<b>1,898</b>	<b>431</b>	<b>22.7</b>	<b>393</b>	<b>20.7</b>	<b>426</b>	<b>22.4</b>	<b>377</b>	<b>19.9</b>	<b>271</b>	<b>14.3</b>	

Source: HISD Historical Record, Chancery, August 27, 2010

- Of the online courses completed, 22.7 percent were English/Language Arts, 22.4 percent were social studies, 20.7 percent were mathematics, 19.9 percent were science and 14.3 percent were “other”.



Table 27. High School Online Instruction-Credit Recovery: Courses Completed by Subject Area, Summer 2010  
APEX Records

		Courses Completed (Grade 70+)											
Courses With Grades		Total		ELA		Mathematics		Social Studies		Science		Foreign Languages	
Grade	N	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	102	100	98.0	32	100.0	31	96.9	19	100	13	92.9	5	100
8	2	2	100.0		NA	2	100.0		NA		NA		NA
9	414	405	97.8	81	97.6	153	96.2	78	98.7	45	100.0	48	100.0
10	394	381	96.7	66	100.0	118	96.7	77	100.0	88	90.7	32	100.0
11	339	325	95.9	90	100.0	76	98.7	65	100.0	72	84.7	22	100.0
12	59	57	96.6	23	100.0	8	100.0	16	100.0	3	60.0	7	100.0
<b>Total</b>	1,310	1,270	96.9	292	99.3	388	97.0	255	99.6	221	89.8	114	100.0
<b>% Total</b>				23.0%		30.6%		20.1%		17.4%		9.0%	

Source: APEX Records, APEX, October, 12, 2010

Note. Total and subject area Ns and percentages represent completed courses (final course grades of 70 percent or higher).

- Of the 1,270 credit recovery courses reported by APEX, 30.6 percent were mathematics, 23.0 percent were English/Language Arts, 20.1 percent were social studies, 17.4 percent were science, and 9.0 percent were foreign languages.
- The overall completion rate for APEX credit recovery courses was 96.9 percent.

Table 28. High School Online Instruction-Original Credit: Courses Completed by Subject Area, Summer 2010  
APEX Records

Courses With Grades		Courses Completed (Grade 70+)											
		Total		ELA		Mathematics		Social Studies		Science		Foreign Languages	
Grade	N	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	46	46	100.0	2	100.0	23	100.0	3	100	18	100.0		
8	6	6	100.0		NA		NA		NA	6	100.0		
9	98	98	100.0		NA	65	100.0	1	100.0	30	100.0	2	100.0
10	88	88	100.0	2	100.0	65	100.0	3	100.0	18	100.0		
11	33	33	100.0	6	100.0	10	100.0	2	100.0	14	100.0	1	100.0
12	11	10	90.9	1	100.0		NA	9	88.9		NA	1	100.0
<b>Total</b>	282	281	99.6	11	100.0	163	100.0	18	94.4	86	100.0	4	100.0
<b>% Total</b>				3.9%		58.0%		6.4%		30.6%		1.4%	

Source: APEX Records, APEX, October, 12, 2010

Note. Total and subject area Ns and percentages represent completed courses (final course grades of 70 percent or higher).

- Of the 281 original credit courses reported by APEX, 58.0 percent were mathematics, 30.6 percent were science, 6.4 percent were social studies, 3.9 percent were English/Language Arts, and 1.4 percent were foreign languages.
- The overall completion rate for APEX original credit recovery courses was 99.6 percent

Table 29. APEX Credit Recovery and Original Credit Courses Completed, Summer 2010  
HISD Historical Record and APEX Records

Grade	Credit Recovery Courses Completed		Original Credit Courses Completed	
	HISD Historical Data for APEX	APEX Reported Data	HISD Historical Data for APEX	APEX Reported Data
Unknown		100		46
8		2		6
9	79	405	36	98
10	139	381	42	88
11	168	325	43	33
12	43	57	37	10
<b>Totals</b>	429	1,270	158	281

Sources: HISD Historical Records, Chancery, August 27, 2010  
APEX Records, APEX, October 12, 2010

- Data comparisons between HISD provided information and APEX provided information suggests that HISD data is underreporting course completions for APEX provided online instruction. Specifically, HISD historical data reports 429 APEX credit recovery courses completed while APEX reports 1,270, a discrepancy of 841. Likewise, HISD historical data reports 158 APEX original credit courses completed compared to 281 reported by APEX.
- Some of the discrepancy may be due to registrars not providing information on the online course provider or reporting APEX as “other.”