

## MEMORANDUM

February 14, 2014

TO: Board Members

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

SUBJECT: **2013 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 2013 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 2013 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 2013. 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 2013 and Summer 2013.

- A total of 120,212 students were enrolled in grades 1–8 in HISD in the spring semester of 2013 (Table 1). Of these students, 70.7 percent were promoted on meeting promotion standards or by committee decision in the spring of 2013. This compares to 88.2 percent who were promoted in spring 2012 (Tables 2a and 2b). Because STAAR was not a criterion for retention until 2013, a higher percentage of students were retained in 2013 as compared to 2012.
- Of the 35,288 students in grades 1–8 who were retained after the spring of 2013, 82.9 percent (29,249 students) enrolled in summer school (Table 4).
- Of the students in grades EE–8 who attended summer school in 2013, 29,220 students attended due to promotion standards (90.3 percent of Title I students and 76.5 percent of Non-Title I students), 2,764 students attended for Campus Enrichment (8.4 percent of Title I students and 15.9 percent of Non-Title I students), and 457 attended summer school for Special Education (Tables 5a and 5b).
- Of the students in grades 1–8 who enrolled in summer school in 2013, 50.9 percent were promoted based on promotion standards, 39.7 percent were promoted based on committee decision, and 9.5 percent were retained based on promotion standards (Table 6a).

- Of the 120,212 students enrolled in grades 1–8 in the spring of 2013, 74.8 percent were promoted by promotion standards, 17.9 percent were promoted based on committee decision, and 7.3 percent were retained by promotion standards either at the end of the spring semester or after summer school. In 2012, 87.3 percent of students were promoted by promotion standards, 8.7 percent were promoted by committee decision, and 4.0 percent were retained by promotion standards (Tables 7a and 7b, Figure 3).
- Overall in 2013, 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. These promotion rates are lower than those from 2012 when 88 percent of students in grades 1–8 were promoted in the spring and 96 percent of students were promoted by the end of the summer (Figure 2). STAAR performance was not a promotion criterion in 2011–2012.
- Based on valid recorded grade levels in 2012–2013 and 2013–2014, 97.1 percent of students in grades 1–8 during 2012–2013 were promoted. The promotion rates were lower for high school students with 85.0 percent of 9<sup>th</sup> graders, 91.2 percent of 10<sup>th</sup> graders, and 91.1 percent of 11<sup>th</sup> graders promoted (Tables 9a and 9b).
- Of the students enrolled in grades 1–8 during the spring semester of 2013, 1,230 students (1.0 percent) were retained at least two times since 2003. Of these 1,230 students, 33.1 percent were LEP students and 32.7 percent were in Special Education (Table 10a).
- Of the students enrolled in grades 1–8 during the spring semester of 2013, 223 students (0.2 percent) were retained in 2012 and at least one additional time since 2003. Of these 223 students, 32.3 percent were LEP students and 19.7 percent were in Special Education (Table 11a).
- Summer school attendance increased for students in grades EE–8 from 2012 to 2013. The attendance rate was highest at 94.0 percent for students attending for promotion standards, following by those attending for Campus Enrichment (89.9 percent) and for Special Education (89.5 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 32,383 students in grades K–8 who attended summer school in 2013, only 9,872 students (30.5 percent) recorded both a pre-test and a post-test score. Of these students, 70.8 percent (6,992 students) showed an increase in scores, 23.4 percent (2,309 students) showed a decrease, and 5.8 percent (571 students) showed no change (Table 13).
- For students who recorded both a pre-test and a post-test score, the average pre-test score was 34, and the average post-test score was 47.

**Tables 14–16** describe the courses in which high school students enrolled and completed.

- A total of 9,183 high school students enrolled in regular summer school in 2013. In 2013, the greatest percentage of courses taken in regular summer school were “other” courses (26.8 percent), followed by non-EOC math courses (8.6 percent), Biology (8.5 percent), Algebra I (8.4 percent), and Chemistry (8.4 percent) (Table 14a).
- In 2013, summer school completion rates (passing score of 70 or above) were the highest for World History (98.1 percent), followed by non-EOC math classes (97.7 percent) and Geometry (97.4 percent). The lowest passing rates were for non-EOC ELA

classes (91.0 percent), Algebra I (92.9 percent), and non-EOC science classes (92.9 percent) (Table 15a).

- HISD data for online courses indicates that 1,856 online courses were completed during summer school with at least a half a credit earned, decreasing from 2,378 in 2012 (Table 16).

### **Administrative Response**

The primary focus during the 2013–2014 school year has been on minimizing the number of students that have to attend summer school by providing rigorous high-impact instruction aligned to the district's curriculum, with planned interventions and re-teaching to address low-performing students. The following points will be taken into consideration as the HISD summer school program continues moving forward:

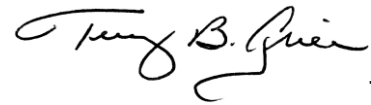
- The district curriculum planning guides have been revised to incorporate additional formative assessments to provide teachers more opportunities to identify students who are struggling with mastery of standards and allow teachers to deliver timely interventions prior to high-stakes testing. The intent is to employ effective interventions prior to summer school so that students meet grade-level expectations and are promoted to the next grade on schedule.
- The high school ELA curriculum documents have also been revised for the current school year to provide more direct instruction on STAAR-assessed writing genres. The Secondary Reading Initiative for students reading below grade level was expanded to grades 7 and 10.
- An additional benchmark for the 2013–2014 spring semester has been created so schools can better gauge student mastery of identified standards and determine readiness for STAAR before the end of the school year. Trend data documents which have been prepared for each district benchmark, detail students' performance on each benchmark and make recommendations for intervention for teachers to use with students who have experienced difficulty with a standard or standards.
- The district has also moved to iStation as the universal screener and progress monitoring tool to assess reading in grades K–2. Additionally, a number of elementary schools implemented DreamBox Math, an adaptive online intervention program, for their K–2 students.
- Implementation of non-negotiables at the beginning of the school year to include double-dosing in reading/ELA or math, expanding the Secondary Reading Initiative (SRI) to the 7<sup>th</sup> grade, requiring SRI teachers to complete Neuhaus training, and implementation of the district-funded supplemental intervention programs Think Through Math and iStation reading in grades 6–8 are intended to provide middle school students with school-year support.
- Scripted lessons were developed for reading in grades K–5 in both English and Spanish to support teachers in the delivery of effective reading instruction.
- Multiple professional development opportunities have been scheduled for teachers and administrators on the foundations of reading and vocabulary development throughout the school year.
- Campus leaders closely monitor student progress and retention concerns with early identification and ongoing disaggregation of test data. A student support plan is created at most campuses, which includes age-appropriate and culturally sensitive instructional

strategies and differentiated instruction. Parents are encouraged to participate in the planning and development of the student support plan.

- Conducted responsive, data-driven planning sessions in campus PLC and leadership team meetings. STAAR assessment items as well as district-level assessment (DLA) and formative assessment data were analyzed to inform the regrouping of students for targeted interventions and to identify low-performing standards that required re-teaching.
- Participation in National Center for Urban School Transformation (NCUST) school visits, classroom walkthroughs, and school leader trainings focused on improving systems for monitoring and adjusting the rigor of the curriculum being taught and the effectiveness of teaching to ensure that teachers are provided the data and feedback to improve instruction for all student populations.
- School budgets and supplemental district targeted intervention funding were aligned to provide intensive 3:1 tutoring in reading and math.
- This is the first year that the principals received their total Title I allocation for 2013–2014 academic school year including funding for summer school. The district automatically set aside 40% of the Title I allocation for summer school funding from each campus' budget. After the 2013–2014 funds were loaded, the district captured the cost of Summer School 2012–2013 and held the allocation in a holding account. The remaining funds were released in January. These funds are destined for intervention activities, which will reduce the number of grade-level retentions and increase the number of students who successfully meet promotion requirements.

The promotion requirements and standards for students have remained the same for 2013–2014 as last year and are posted on the district website <http://www.houstonisd.org/domain/7905> as well as campus websites. For detailed information about specific grade-level promotion standards, please visit the link above. Promotion standards will also be posted in the “messages” area of report cards this year.

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  
Lupita Hinojosa  
Mark White

## List of 2013 Tables and Figures

Table Number	Table Title	Page
Table 1	HISD Enrollment, Spring 2013	1
Table 2a	Promotion Standards by Grade Based on Course Grades, HFWE, and STAAR, Spring 2013	2
Table 2b	Promotion Standards by Grade Based on Course Grades and HFWE, Spring 2012	2
Table 3a	Retained Students Enrolled Spring 2013 and Not Meeting Promotion Standards Criteria	3
Table 3b	Retained Students Enrolled Spring 2012 and Not Meeting Promotion Standards Criteria	3
Table 4	Number of Students Retained in Spring and Enrolled in Summer School, 2012 and 2013	4
Figure 1	Promotion Status of Students in Grades 1-8 Referred to Summer School	4
Table 5a	Title I Summer School Enrollment: All Students Attending for Promotion Standards and Campus Reinforcement, 2013	5
Table 5b	Non-Title I Summer School Enrollment: All Students Attending for Promotion Standards and Campus Reinforcement, 2013	5
Table 6a	Promotion Standards by Grade, Summer 2013	6
Table 6b	Promotion Standards by Grade, Summer 2012	6
Table 7a	Promotion Standards by Grade, Cumulative 2013	7
Table 7b	Promotion Standards by Grade, Cumulative 2012	7
Figure 2	Promotion Status of Students in Grades 1-8 Based on Promotion Standards and Committee Decisions, 2011–2012 and 2012–2013	8
Figure 3	Promotion Status of Students in Grades 1-8 by Promotion Standards and Committee Decisions, 2011–2012 and 2012–2013	9
Table 8	Promotion Status Based on Committee Decisions for Students in Grades 1–8	9
Table 9a	Promotion Status of Students in Grades 1–8 Based on Actual Grade Levels	10
Table 9b	Promotion Status of Students in Grades 9–12 Based on Actual Grade Levels	10
Figure 4	Promotion Status of Students in Grades 1–8 Based on Actual Grade Levels, 2011–2012 and 2012–2013	11
Table 10a	Fall 2013 Students in Grades 1–8 who were Retained 2 or more times in HISD in Grades 1–8 since 2003	12
Table 10b	Fall 2012 Students in Grades 1–8 who were Retained 2 or more times in HISD in Grades 1–8 since 2002	12
Table 11a	Fall 2013 Students in Grades 1–8 who were Retained in 2013 and One Additional Time in HISD in Grades 1–8 since 2003	13
Table 11b	Fall 2012 Students in Grades 1–8 who were Retained in 2012 and One Additional Time in HISD in Grades 1–8 since 2002	13
Table 12	HISD Summer School Attendance, 2012 and 2013	14
Table 13	Summer School 2013, Pre-test and Post-test Score Change	14
Table 14a	High School Summer School: Enrollment by EOC Subject Area, 2013	15
Table 14b	High School Summer School: Enrollment by EOC Subject Area, 2012	15
Table 15a	High School Summer School: Courses Completed by EOC Subject Area, 2013	16
Table 15b	High School Summer School: Courses Completed by EOC Subject Area, 2012	16
Table 16	High School Online Instruction: Courses Completed by Grade, Summer 2013	17

**Table 1. HISD Enrollment, Spring 2013**

2012–2013 Grade	African American		Asian/Pacific Islander		Hispanic		Native American		White		Not Identified		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
EE	3	0.3			16	1.8			6	0.7	845	97.1	870
PK	30	0.2	8	0.1	218	1.4	1	<0.1	10	0.1	15,553	98.3	15,820
K	163	0.9	30	0.2	668	3.8	2	<0.1	75	0.4	16,821	94.7	17,759
1	1,334	7.7	145	0.8	4,679	27.1	22	0.1	229	1.3	10,855	62.9	17,264
2	2,737	16.4	380	2.3	8,592	51.3	22	0.1	872	5.2	4,135	24.7	16,738
3	3,116	19.1	410	2.5	9,065	55.7	16	0.1	1,052	6.5	2,625	16.1	16,284
4	3,191	19.9	402	2.5	9,105	56.8	18	0.1	991	6.2	2,314	14.4	16,021
5	3,058	20.2	408	2.7	8,739	57.6	12	0.1	934	6.2	2,021	13.3	15,172
6	2,895	21.7	383	2.9	7,392	55.3	20	0.1	823	6.2	1,850	13.8	13,363
7	2,799	21.9	359	2.8	7,145	55.8	10	0.1	820	6.4	1,664	13.0	12,797
8	2,946	23.4	344	2.7	6,909	55.0	14	0.1	763	6.1	1,597	12.7	12,573
9	3,236	20.5	2,255	14.3	7,208	45.6	16	0.1	845	5.3	2,255	14.3	15,815
10	2,600	21.3	1,547	12.7	5,778	47.3	6	<0.1	748	6.1	1,547	12.7	12,226
11	2,519	22.0	1,253	10.9	5,555	48.5	4	<0.1	865	7.6	1,253	10.9	11,449
12	2,728	26.1	411	3.9	5,735	55.0	25	0.2	885	8.5	651	6.2	10,435
<b>Total</b>	<b>33,355</b>	<b>16.3</b>	<b>8,335</b>	<b>4.1</b>	<b>86,804</b>	<b>42.4</b>	<b>188</b>	<b>0.1</b>	<b>9,918</b>	<b>4.8</b>	<b>65,986</b>	<b>32.3</b>	<b>204,586</b>

Source: Chancery Promotion Standards Extract (PSE) File: October 3, 2013; Chancery: October 3, 2013

- A total of 204,586 students were enrolled in HISD in the Spring of 2013. Kindergarten had the largest number of students enrolled (17,759), and Early Education had the fewest (870).
- Hispanic students represented the largest ethnic group at 42.4 percent.

**Table 2a. Promotion Standards by Grade Based on Course Grades, HFWE, and STAAR, 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

**Table 2b. Promotion Standards by Grade Based on Course Grades and HFWE, Spring 2012**

2011–2012 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	17,210	16,145	1,065	3.9	3.7	6.9	0.2	0.2	*	84.4	84.0	90.6	11.4	12.0	2.3
2	16,561	15,512	1,049	4.6	4.4	7.3	0.1	0.2	---	85.7	85.4	90.3	9.6	10.0	2.4
3	16,712	15,490	1,222	2.4	2.5	0.8	0.1	0.1	*	85.2	85.4	82.7	12.3	12.0	16.4
4	15,759	14,675	1,084	2.1	2.2	0.7	0.1	0.1	---	87.5	88.0	80.8	10.3	9.7	18.5
5	15,525	14,367	1,158	2.4	2.5	0.6	0.1	0.1	---	89.4	90.4	77.5	8.1	7.0	21.8
6	13,111	12,005	1,106	11.1	11.2	9.0	1.4	1.6	*	75.7	77.3	57.9	11.8	9.9	32.8
7	12,616	11,433	1,183	12.5	12.8	10.2	1.6	1.7	1.0	71.6	73.5	53.1	14.3	12.0	35.7
8	12,608	11,428	1,180	16.2	16.5	13.6	0.5	0.6	*	69.6	71.4	51.7	13.6	11.5	34.2
Total	120,102	111,055	9,047	6.3	6.4	6.2	0.5	0.5	0.3	81.9	82.7	72.7	11.3	10.5	20.9

Source: Chancery PSE File: October 23, 2012

\* Fewer than 5 students identified

- At the end of Spring 2013, 8.3 percent of HISD students were promoted based on committee decisions, and 62.4 percent were promoted based on promotion standards. As compared to 2012, promotions based on committee decisions increased by 2.0 percentage points, and promotions based on promotion standards decreased by 19.5 percentage points.
- The majority of retentions for students in grades 3–8 in 2013 were due to STAAR. STAAR was not a retention criterion in 2012.
- The percentage of students promoted by committee decisions increased at a faster rate for Title I students than for Non-Title I students from 2012 to 2013.
- In 2013, the percentage of Non-Title I students promoted by promotion standards was higher than that of Title I students while the opposite occurred in 2012.

Table 3a. 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.

Table 3b: Retained Students Enrolled Spring 2012 and Not Meeting Promotion Standards Criteria							
2011–2012 Grade	Total	HFWE		Course Grades		Course Grades Only	
		N	%	N	%	N	%
1	1,999	1,130	56.5	1,613	80.7	779	39.0
2	1,607	485	30.2	1,397	86.9	1,047	65.2
3	2,075	---	---	2,051	98.8	2,051	98.8
4	1,636	---	---	1,602	97.9	1,602	97.9
5	1,273	---	---	1,237	97.2	1,237	97.2
6	1,739	---	---	1,163	66.9	1,163	66.9
7	2,004	---	---	1,369	68.3	1,369	68.3
8	1,787	---	---	1,310	73.3	1,310	73.3
Total	14,120	1,615	11.4	11,742	83.2	10,558	74.8

Source: Chancery PSE File: October 23, 2012

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

- Overall, 38.6 percent of students were retained in the Spring of 2013 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 2013 were due to STAAR. STAAR was not a retention criterion in 2012.



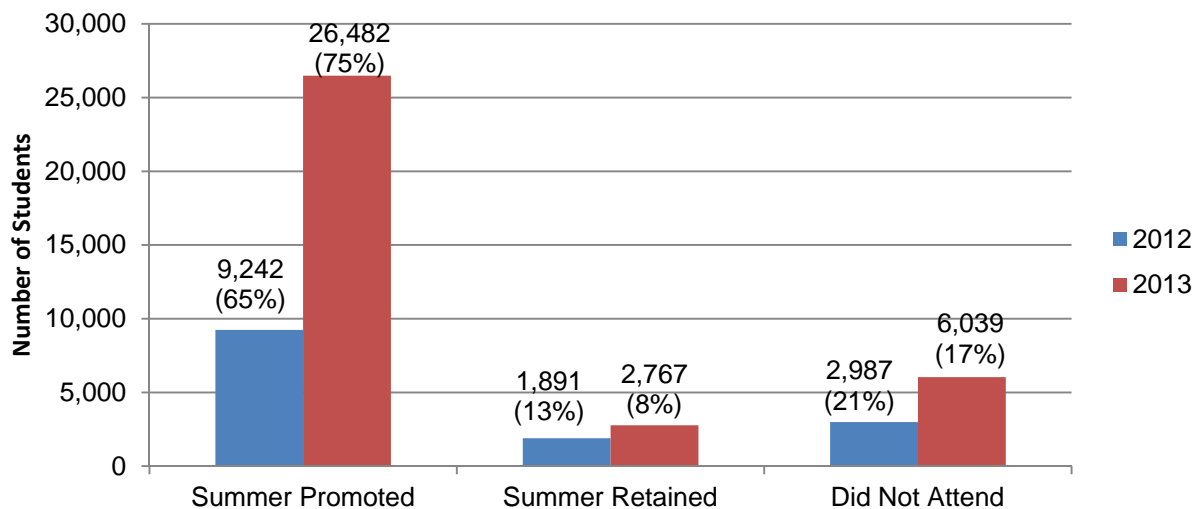
**Table 4. Number of Students Retained in Spring and Enrolled in Summer School, 2012 and 2013**

2012–2013 Grade	Retained in Spring		Enrolled in Summer School		Difference	
	2012	2013	2012	2013	2012	2013
1	1,999	2,361	1,601	1,828	398	533
2	1,607	1,867	1,351	1,450	256	417
3	2,075	6,367	1,710	5,634	365	733
4	1,636	6,875	1,328	6,088	308	787
5	1,273	4,097	940	2,812	333	1,285
6	1,739	5,513	1,312	4,784	427	729
7	2,004	4,914	1,514	4,213	490	701
8	1,787	3,294	1,377	2,440	410	854
Total	14,120	35,288	11,133	29,249	2,987	6,039

Source: Chancery PSE File: October 23, 2012; October 3, 2013

- Of the 35,288 students retained in the Spring of 2013, 29,249 students (82.9%) enrolled in summer school during the 2013 summer session. This is an increase from 2012 when 78.8 percent of the students retained in the spring enrolled in summer school.
- The majority of retentions for students in grades 3–8 in 2013 were due to STAAR. STAAR was not a retention criterion in 2012.

**Figure 1. Promotion Status of Students in Grades 1–8 Referred to Summer School, 2011–2012 (N=14,120) and 2012–2013 (N=35,288)**



- The percentage of spring retainees promoted following the summer session increased from 65 percent in 2012 to 75 percent in 2013. The number of students retained increased, but the percentage decreased from 13 percent to 8 percent.
- The number of students who were retained after the spring semester but did not attend summer school increased, but the percentage decreased from 21 percent to 17 percent.
- In the summer of 2013, 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, 2013							
2012–2013 Grade	Total N	Promotion Standards		Campus Enrichment		Special Education	
		N	%	N	%	N	%
EE	35	---	---	---	---	35	100.0
PK	19	---	---	---	---	19	100.0
KG	37	---	---	---	---	37	100.0
1	2,407	1,797	74.7	561	23.3	47	2.0
2	2,244	1,432	63.8	772	34.4	40	1.8
3	6,050	5,566	92.0	440	7.3	44	0.7
4	6,452	6,010	93.1	392	6.1	50	0.8
5	2,939	2,740	93.2	170	5.8	29	1.0
6	4,878	4,692	96.2	153	3.1	33	0.7
7	4,254	4,136	97.2	82	1.9	36	0.8
8	2,555	2,408	94.2	103	4.0	44	1.7
Total	31,870	28,783	90.3	2,673	8.4	414	1.3

Table 5b. Non-Title I Summer School Enrollment: All Students Attending for Promotion Standards and Campus Reinforcement, 2013							
2012–2013 Grade	Total N	Promotion Standards		Campus Enrichment		Special Education	
		N	%	N	%	N	%
EE	4	---	---	---	---	4	100.0
PK	0	---	---	---	---	---	---
KG	1	---	---	---	---	1	100.0
1	45	28	62.2	12	26.7	5	11.1
2	34	16	47.1	13	38.2	5	14.7
3	83	66	79.5	13	15.7	4	4.8
4	83	77	92.8	5	6.0	1	1.2
5	81	68	84.0	9	11.1	4	4.9
6	117	87	74.4	22	18.8	8	6.8
7	93	75	80.6	12	12.9	6	6.5
8	30	20	66.7	5	16.7	5	16.7
Total	571	437	76.5	91	15.9	43	7.5

Source: Chancery PSE File: October 3, 2013

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 or campus enrichment in addition to special education were included under special education.
- The highest percentage of Title I students attending summer school due to promotions standards was from grade 7 (97.2 percent), and the highest percentage of Non-Title I students attending summer school due to promotion standards was from grade 4 (92.8 percent).
- The highest percentage of Title I and Non-Title I students attending summer school for campus enrichment was from grade 2.

Table 6a. 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

Table 6b. Promotion Standards by Grade, Summer 2012 (No STAAR Retest for Grades 5 and 8)															
2011–2012 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	1,601	1,581	20	21.3	21.4	*	---	---	---	41.2	40.9	60.0	37.5	37.6	30.0
2	1,351	1,337	14	20.5	20.6	*	---	---	---	50.5	50.5	50.0	29.0	28.9	35.7
3	1,710	1,693	17	16.5	16.3	35.3	---	---	---	61.1	61.2	52.9	22.4	22.5	*
4	1,328	1,319	9	18.9	18.9	*	---	---	---	67.6	67.7	55.6	13.5	13.4	*
5	940	934	6	18.0	18.0	*	---	---	---	78.0	77.9	83.3	4.0	4.1	---
6	1,312	1,256	56	38.4	38.9	26.8	---	---	---	52.7	52.8	51.8	8.8	8.3	21.4
7	1,514	1,416	98	31.0	31.1	29.6	---	---	---	60.8	61.0	58.2	8.1	7.8	12.2
8	1,377	1,282	95	30.8	30.0	42.1	---	---	---	64.9	66.0	50.5	4.3	4.1	7.4
Total	11,133	10,818	315	24.4	24.2	30.8	---	---	---	58.6	58.7	54.6	17.0	17.1	14.6

Source: Chancery PSE File: October 23, 2012

\* Fewer than 5 students identified

- At the end of Summer 2013, 39.7 percent of students enrolled in summer school were promoted based on committee decisions, and 50.9 percent were promoted based on promotion standards. As compared to 2012, promotions based on committee decisions increased by 15.3 points, and promotions based on promotion standards decreased by 7.7 points.
- Both Title I and Non-Title I students followed the same trends from 2012 to 2013.
- The majority of retentions for students in grades 3–8 in 2013 were due to STAAR. STAAR was not a retention criterion in 2012.
- In the summer of 2013, 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 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

**Table 7b. Promotion Standards by Grade Not Including STAAR Results, Cumulative 2012**

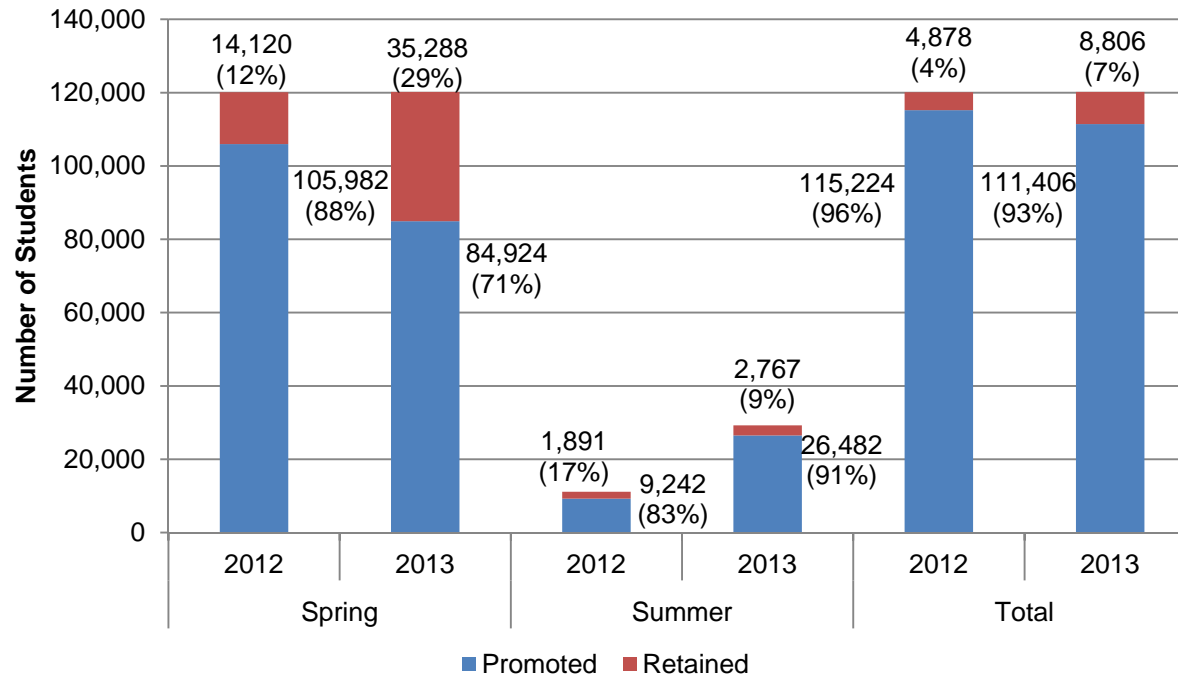
2011–2012 Grade	Total Unduplicated N			Committee Decision						Promotion Standards					
				% Promoted			% Retained			% Promoted			% Retained		
	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I
1	17,210	16,145	1,065	5.8	5.5	7.1	0.1	0.1	*	88.3	88.0	91.7	5.7	6.0	1.0
2	16,561	15,512	1,049	6.1	5.8	7.5	0.1	0.1	---	89.9	89.8	90.9	3.8	4.0	1.5
3	16,712	15,490	1,222	4.3	4.0	1.3	*	*	---	91.5	92.1	83.4	4.5	3.6	15.3
4	15,759	14,675	1,084	3.9	3.7	0.9	---	---	---	93.2	94.1	81.3	3.1	2.0	17.8
5	15,525	14,367	1,158	3.7	3.4	0.7	<0.1	<0.1	---	94.1	95.4	78.0	2.4	0.8	21.3
6	13,111	12,005	1,106	15.3	14.0	10.4	0.1	0.1	*	81.0	82.8	60.5	4.0	1.7	29.0
7	12,616	11,433	1,183	16.6	15.1	12.7	0.2	0.1	0.8	78.9	81.1	57.9	4.7	2.2	28.7
8	12,608	11,428	1,180	19.9	18.0	17.0	0.1	0.1	*	76.7	78.8	55.8	3.6	1.2	26.9
Total	120,102	111,055	9,047	8.7	8.1	7.2	0.1	0.1	0.2	87.3	88.4	74.6	4.0	2.8	18.0

Source: Chancery PSE File: October 23, 2012

\* Fewer than 5 students identified

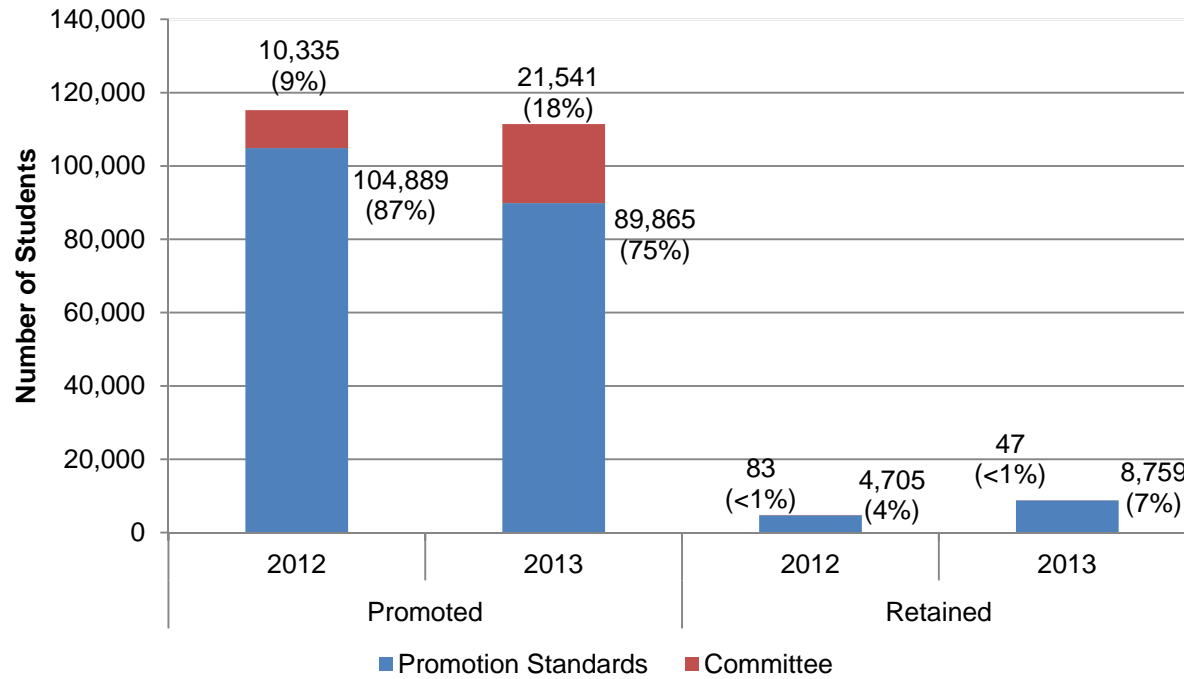
- Overall, the cumulative promotion rate based on committee decisions increased from 8.7 percent in 2012 to 17.9 percent in 2013. The promotion rate based on promotion standards decreased from 87.3 percent in 2012 to 74.8 percent in 2013. STAAR was a retention criterion in 2013 but not in 2012.
- Both the percentages of Title I and Non-Title I students promoted by committee decisions decreased from 2012 to 2013, but the percentage of Title I students promoted by promotion standards decreased while the percentage of Non-Title I students increased from 2012 to 2013.

**Figure 2. Promotion Status of Students in Grades 1–8 Based on Promotion Standards and Committee Decisions, 2011–2012 (N=120,102) and 2012–2013 (N=120,212)**



- Overall, the percentage of students promoted decreased from 96 percent in 2012 to 93 percent in 2013.
- The percentage of students promoted in the spring decreased from 88 percent to 71 percent while the percentage of students promoted in the summer increased from 83 percent to 91 percent.
- The majority of retentions for students in grades 3–8 in 2013 were due to STAAR. STAAR was not a retention criterion in 2012.

**Figure 3. Promotion Status of Students in Grades 1–8 by Promotion Standards and Committee Decisions, 2011–2012 (N=120,102) and 2012–2013 (N=120,212)**



- The percentage of students promoted by promotion standards decreased from 87 percent in 2012 to 75 percent in 2013, and the percentage of students promoted by committee decisions increased from 9 percent in 2012 to 18 percent in 2013.
- The percentage of students retained by promotion standards increased from 4 percent in 2012 to 7 percent in 2013.

**Table 8. Promotion Status Based on Committee Decisions for Students in Grades 1–8**

Committee Decision	2011–2012					2012–2013				
	Promoted		Retained		Total	Promoted		Retained		Total
	N	%	N	%	N	N	%	N	%	N
ARD	1,888	99.3	13	0.7	1,901	3,817	99.3	25	0.7	3,842
Attendance	3,516	99.6	13	0.4	3,529	2,379	100.0	1	<0.1	2,380
Grade Placement	4,905	98.9	57	1.1	4,962	15,327	99.9	21	0.1	15,348
Principal Plan	26	100.0			26	17	100.0			17
School Waiver						1	100.0			1
<b>Total</b>	<b>10,335</b>	<b>99.2</b>	<b>83</b>	<b>0.8</b>	<b>10,418</b>	<b>21,541</b>	<b>99.8</b>	<b>47</b>	<b>0.2</b>	<b>21,588</b>

Source: Chancery PSE File: October 23, 2012; October 3, 2013

- The total number of committee decisions more than doubled from 10,418 in 2012 to 21,588 in 2013.
- Grade placement committee decisions account for the largest percentage of committee decisions in 2012 and 2013.

Table 9a. Promotion Status of Students in Grades 1–8 Based on Actual Grade Levels										
Grade	2011–2012					2012–2013				
	Total N	Promoted N	%	Retained N	%	Total N	Promoted N	%	Retained N	%
1	15,532	14,789	95.2	743	4.8	15,650	14,848	94.9	802	5.1
2	14,970	14,521	97.0	449	3.0	15,279	14,825	97.0	454	3.0
3	15,025	14,627	97.4	398	2.6	14,902	14,292	95.9	610	4.1
4	14,066	13,874	98.6	192	1.4	14,417	13,973	96.9	444	3.1
5	12,105	12,054	99.6	51	0.4	11,755	11,607	98.7	148	1.3
6	11,796	11,679	99.0	117	1.0	12,151	11,961	98.4	190	1.6
7	11,385	11,237	98.7	148	1.3	11,715	11,491	98.1	224	1.9
8	10,695	10,634	99.4	61	0.6	10,847	10,622	97.9	225	2.1
Total	105,574	103,415	98.0	2,159	2.0	106,716	103,619	97.1	3,097	2.9

Source: Chancery PSE File: October 23, 2012; October 3, 2013

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

- Only students who were in grades 1–8 in 2012–2013 and who had a valid grade level for 2013–2014 are included.
- Based on actual Fall 2013 grade levels, 97.1 percent of students were promoted and 2.9 percent were retained.

Table 9b. Promotion Status of Students in Grades 9–12 Based on Actual Grade Levels										
Grade	2011–2012					2012–2013				
	Total N	Promoted N	%	Retained N	%	Total N	Promoted N	%	Retained N	%
9	11,969	10,303	86.1	1,666	13.9	12,164	10,343	85.0	1,821	15.0
10	10,069	9,093	90.3	976	9.7	9,985	9,104	91.2	881	8.8
11	9,786	8,865	90.6	921	9.4	9,648	8,794	91.1	854	8.9
12	10,359	9,684*	93.5	675	6.5	10,246	9,487*	92.6	759	7.4

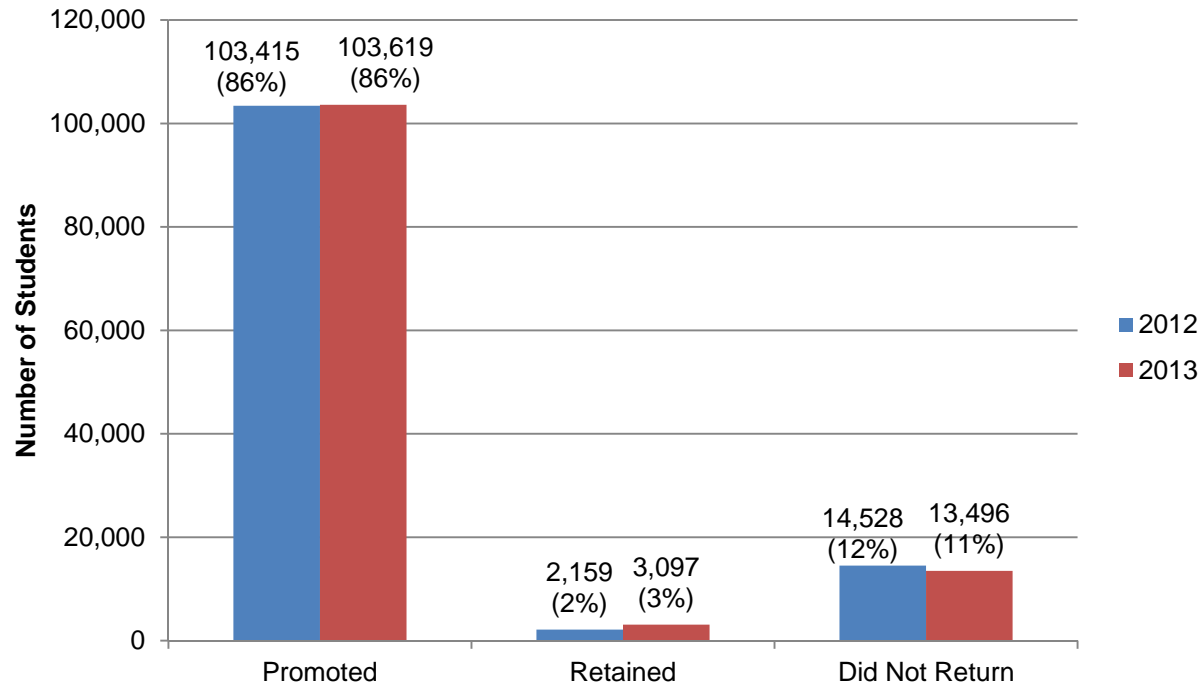
Source: PEIMS Fall Snapshot and PEIMS ADA

Note: Students not returning were not included.

\*Includes high school graduates

- The promotion rate decreased for students in grades 9 and 12 but increased for students in grades 10 and 11 from the previous year to the current year.

Figure 4. Promotion Status of Students in Grades 1–8 Based on Actual Grade Levels, 2011–2012 (N=120,102) and 2012–2013 (N=120,212)



- Based on actual Fall 2013 grade levels, the percentage of students promoted stayed at 86 percent. The percentage of students retained increased from 2 percent in 2012 to 3 percent in 2013, and the percentage of students who did not return decreased from 12 percent in 2012 to 11 percent in 2013.



**Table 10a. Spring 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	Black or 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	33.7	11,049	9.0
% 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

**Table 10b. Spring 2012 Students in Grades 1–8 who were Retained 2 or more times in HISD in Grades 1–8 Since 2002**

Spring 2012 Grade	Total Retained 2 or more times	American Indian	Asian/Pacific Islander	Black or African American	Hispanic	White	Not Identified	LEP (N)	LEP (%)	Special Education (N)	Special Education (%)
1	9			5	4			3	33.3	1	11.1
2	30			20	10			8	26.7	10	33.3
3	92			43	49			34	37.0	26	28.3
4	147			63	84			59	40.1	56	38.1
5	215			82	132	1		86	40.0	90	41.9
6	265	1	2	99	162	1		97	36.6	81	30.6
7	333	2		110	218	3		116	34.8	101	30.3
8	434			131	301	2		140	32.3	139	32.0
Total Retained 2 or more times	1,525	3	2	553	960	7	0	543	35.6	504	33.0
Total Enrolled	120,102	126	3,319	25,698	68,488	7,893	14,578	41,020	34.2	10,478	8.7
% Retained	1.3	2.4	0.1	2.2	1.4	0.1	0.0	1.3		4.8	

Sources: Chancery PSE File: October 23, 2012; 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 2013, 1.0 percent was retained two or more times in HISD since 2003. This is a slight decrease from 2012 when 1.3 percent of students in grades 1–8 were retained two or more times.
- Of the 1,230 students enrolled in grades 1–8 during the spring of 2013 and who were retained two or more times in HISD since 2003, 33.1 percent were LEP students and 32.7 percent were in Special Education.

**Table 11a. Spring 2013 Students in Grades 1–8 who were Retained in 2012 and at least One Additional Time in HISD in Grades 1–8 Since 2003**

Spring 2013 Grade	Total Retained	American Indian	Asian/Pacific Islander	Black or 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

**Table 11b. Spring 2012 Students in Grades 1–8 who were Retained in 2011 and at least One Additional Time in HISD in Grades 1–8 Since 2002**

Spring 2012 Grade	Total Retained	American Indian	Asian/Pacific Islander	Black or African American	Hispanic	White	Not Identified	LEP (N)	LEP (%)	Special Education (N)	Special Education (%)
1	9			5	4			3	33.3	1	11.1
2	23			14	9			8	34.8	7	30.4
3	52			19	33			19	36.5	9	17.3
4	23			9	14			10	43.5	6	26.1
5	19			7	12			11	57.9	2	10.5
6	44			15	29			19	43.2	5	11.4
7	42			13	29			16	38.1	5	11.9
8	26			8	18			9	34.6	7	26.9
Total Retained	238	0	0	90	148	0	0	95	39.9	42	17.6
Total Enrolled	120,102	126	3,319	25,698	68,488	7,893	14,578	41,020	34.2	10,478	8.7
% Enrolled	0.2	0.0	0.0	0.4	0.2	0.0	0.0	0.2		0.4	

Sources: Chancery PSE File: October 23, 2012; PEIMS ADA

- Among the students enrolled in grades 1–8 during the spring semester of 2013, 0.2 percent were retained in 2012 and at least one additional time in HISD since 2003. This percentage remains unchanged from 2012.
- Of the 223 students enrolled in grades 1–8 during the spring of 2013 and who were retained in 2012 and at least one additional time in HISD since 2003, 32.3 were LEP students and 19.7 percent were in Special Education.

Table 12. HISD Summer School Attendance, 2012 and 2013						
Grade	Promotion Standards		Campus Enrichment		Special Education	
	2012	2013	2012	2013	2012	2013
EE	---	---	92.6	---	79.0	90.9
PK	---	---	81.3	---	84.3	94.4
KG	---	---	82.9	---	81.9	90.8
1	84.0	90.6	82.0	88.9	75.9	86.6
2	85.6	92.2	82.8	89.7	78.3	90.4
3	88.2	95.3	82.5	88.8	76.6	84.1
4	88.8	95.5	80.1	89.1	79.7	84.1
5	89.6	94.9	81.3	89.4	83.8	87.5
6	83.3	94.1	80.6	96.0	90.7	96.2
7	83.4	93.2	83.2	93.2	82.5	92.9
8	81.1	90.9	82.1	93.0	88.9	93.3
Total	85.1	94.0	81.9	89.9	79.8	89.5

Source: Chancery PSE File: October 23, 2012; October 3, 2013

- Overall, summer school attendance increased from 2012 to 2013.
- In 2013, students who attended summer school for promotion standards had a higher attendance rate at 94.0 percent compared to students who attended summer school for campus enrichment (89.9 percent).

Table 13: Summer School 2013, Pre-test and Post-test Score Change		
	N	%
Increased	6,992	70.8
No Change	571	5.8
Decreased	2,309	23.4
Total	9,872	

Source: EdPlan: November 8, 2013

- Of the 32,383 students in grades K–8 who attended summer school in 2013, only 9,872 students (30.5 percent) recorded both a pre-test and a post-test score.
- For students who recorded both a pre-test and a post-test score, the average pre-test score was 34, and the average post-test score was 47.

Table 14a. High School Summer School: Enrollment by EOC Subject Area, Summer 2013																	
2012–2013 Grade	Spring	Summer		Regular Summer School Courses Taken by EOC Subject Area													
	N	N	%	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	Total
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	1034	1007	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

Table 14b. High School Summer School: Enrollment by EOC Subject Area, Summer 2012													
2011–2012 Grade	Spring	Summer		Regular Summer School Courses Taken by EOC Subject Area									Total
	N	N	%	Eng I	Non-EOC ELA	Alg I	Non-EOC Math	Bio	Non-EOC Science	World Geo	Non-EOC Social Studies	Other	
9	14,724	4,727	32.1	1,463	530	1,523	532	1,636	252	1,067	166	2,897	10,066
10	11,980	2,293	19.1	62	689	149	1,431	442	612	99	597	580	4,661
11	11,094	2,292	20.7	79	729	103	1,240	112	905	60	608	806	4,642
12	10,616	434	4.1	11	184	11	136	20	87	7	65	226	747
Total	48,414	9,746	20.1	1,615	2,132	1,786	3,339	2,210	1,856	1,233	1,436	4,509	20,116
				8.0%	10.6%	8.9%	16.6%	11.0%	9.2%	6.1%	7.1%	22.4%	

Source: Chancery: November 9, 2012

- The total number of high school students enrolled in HISD summer school decreased from 9,746 (20.1 percent) in 2012 to 9,183 (18.4 percent) in 2013.
- On average in 2013, the 9,183 students were enrolled in 2.0 courses per student.
- In 2013, the greatest percentage of courses taken in regular summer school were “other” courses (26.8 percent), followed by non-EOC math courses (8.6 percent), Biology (8.5 percent), Algebra I (8.4 percent), and Chemistry (8.4 percent).

**Table 15a. 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

**Table 15b. High School Summer School: Completed by EOC Subject Area, Summer 2012**

2011–2012 Grade	Eng I		Non-EOC ELA		Alg I		Non-EOC Math		Bio		Non-EOC Science		World Geo		Non-EOC Social Studies		Other	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9	1,167	79.8	431	81.3	1,189	78.1	454	85.3	1,357	82.9	188	74.6	907	85.0	141	84.9	2,560	88.4
10	54	87.1	556	80.7	126	84.6	1,233	86.2	369	83.5	539	88.1	86	86.9	526	88.1	537	92.6
11	68	86.1	642	88.1	91	88.3	1,052	84.8	98	87.5	791	87.4	54	90.0	552	90.8	701	87.0
12	11	100.0	167	90.8	9	81.8	112	82.4	17	85.0	79	90.8	7	100.0	59	90.8	195	86.3
Total	1,300	80.5	1,796	84.2	1,415	79.2	2,851	85.4	1,841	83.3	1,597	86.0	1,054	85.5	1,278	89.0	3,993	88.6

Source: Chancery: November 9, 2012

- In 2013, summer school completion rates (passing score of 70 or above) were the highest for World History (98.1 percent), followed by non-EOC math classes (97.7 percent) and Geometry (97.4 percent). The lowest passing rates were for non-EOC ELA classes (91.0 percent), Algebra I (92.9 percent), and non-EOC science classes (92.9 percent).
- The completion rates increased from 2012 to 2013 across all types of courses.

**Table 16. High School Summer School: Online Instruction Courses Completed by Grade, 2012 and 2013**

Grade	2011–2012						2012–2013									
	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	69		0	0	4	5.8	65	94.2	11		1	9.1	8	72.7	2	18.2
9	383		159	41.5	113	29.5	111	29.0	342		156	45.6	111	32.5	75	21.9
10	618		306	49.5	97	15.7	215	34.8	467		235	50.3	115	24.6	117	25.1
11	1,051		300	28.5	204	19.4	547	52.0	727		252	34.7	100	13.8	375	51.6
12	257		123	47.9	63	24.5	71	27.6	309		61	19.7	60	19.4	188	60.8
Total	2,378		888	37.3	481	20.2	1,009	42.4	1,856		705	38.0	394	21.2	757	40.8

Source: Chancery: November 9, 2012; September 23, 2013

- A total of 1,856 courses were completed online during the 2013 summer school session.
- Of the 1,856 courses that were completed, 38.0 percent were APEX credit recovery, 21.2 percent were APEX original credit courses, and 40.8 percent were other online courses.