

MEMORANDUM

May 3, 2016

TO: Natalie Blasingame
Assistant Superintendent, Interventions Office

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **2015 SUMMER SCHOOL EDUCATION PROGRAM**

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 2015 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 2015 included accelerated instruction for STAAR and EOC retesters; credit accrual/recovery for students needing to graduate; remediation for secondary English-language learners (ELL); 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 and figures show student enrollment and outcomes for students who attended summer school in 2015. The tables and figures are arranged in four groups:

Tables 1–12 and Figures 1–4 describe the students who were promoted or retained after spring 2015 and summer 2015.

- A total of 127,536 students were enrolled in grades 1–8 in HISD in the spring semester of 2015 (Table 1). Of these students, 77 percent were promoted on meeting promotion standards or by committee decision in the spring of 2015. This compares to 73 percent who were promoted in spring 2014 (Tables 2a and 2b).
- Of the 29,576 students in grades 1–8 who were retained after the spring of 2015, 94.4 percent (27,931 students) enrolled in summer school (Table 4). This is almost one percentage point increase from 2014, when 93.5 percent enrolled.
- Of the students in grades EE–8 who attended summer school in 2015, a total of 30,421 students (78%) attended due to promotion standards, including 30,337 Title I students (78%) and 84 non-Title I students (46%). Twenty-two percent of students (8,681), including 8,583 Title I (22%) and 98 non-Title I (54%) students, attended for campus enrichment. Ten percent attended for special education and less than one percent was enrolled for extended primary year (Tables 5a and 5b).
- Of the students in grades 1–8 who enrolled in summer school in 2015, 55 percent were promoted based on promotion standards, 34 percent were promoted based on committee decision, and 11 percent were retained based on promotion standards (Table 6a). This was an increase in retention rates from summer 2014 of 0.1 percentage points.

- Of the 127,536 students enrolled in grades 1–8 in the spring of 2015, 77 percent were promoted based on promotion standards, 19 percent were promoted by committee decision, and four percent were retained by promotion standards either at the end of the spring semester or after summer school. In 2014, 78 percent were promoted based on promotion standards, 18 percent by committee decision, and five percent were retained based on promotion standards (Tables 7a, 7b, and Figure 3).
- Overall in 2015, 77 percent of students in grades 1–8 were promoted in the spring, and 96 percent were promoted by the end of the summer. These rates are higher than those from 2014, when 73 percent of students were promoted in the spring and 95 percent were promoted by the end of the summer (Figure 2).
- Based on valid recorded grade levels in 2014–2015 and 2015–2016, 97 percent of students in grades 1–8 during 2014–2015 returned and were promoted for the 2015–2016 school year. The promotion rates were lower for high school students with 91 percent of students in grades 9–12 promoted or graduating (Tables 9a and 9b).
- Of the students enrolled in grades 1–8 during the spring semester of 2015, 14,452 students (11%) were at least two years overage. Of these, 32 percent were LEP students and 24 percent were in special education (Table 10a).
- Of the students enrolled in grades 1–8 during the spring semester of 2015, 853 students (0.7%) were retained in 2015 and at least one year overage. Of these, 33 percent were LEP students and 21 percent were in special education (Table 11a).
- Summer school attendance was more consistent for students in grades EE–8 in 2015 than in 2014. The attendance rate was highest for students attending for extended primary year (99 percent), followed by promotion standards (94%), special education (93%), and campus enrichment (91%) (Table 12).

Table 13 describes elementary and middle school outcomes as assessed by the posttests associated with the curriculum resources.

- Of the 37,072 students in grades K–8 who attended summer school in 2015, 15,037 (41%) completed a mathematics posttest, and 12,638 (34%) completed a reading posttest. The average mathematics score was 43 percent. The average reading score was 54 percent.
- With a passing score of 70 percent, 15 percent of students passed the mathematics test, with kindergarten having the highest passing rate (54%) and second grade having the lowest (4%).
- With a passing score of 70 percent, 26 percent of students passed the reading test, with kindergarten having the highest passing rate (83%) and second grade having the lowest (9%).

Tables 14–15 describe the performance of retesters on the summer administrations of the STAAR grades 5 and 8 and STAAR End-of-Course exams.

- In 2015, 2,439 fifth-grade students and 1,808 eighth-grade students received the third administration of the STAAR reading test. Of those students, the passing rate was 19 percent for fifth-graders and 17 percent for eighth-graders. This represents a four percentage point decrease for fifth-graders and no change for eighth-graders from the third administration in 2014 (Table 14).
- On the July 2015 administration of the STAAR End-of-Course exams, the greatest number of students were administered the English I exam ($N = 4,140$), followed by English II ($N = 3,082$), Algebra I ($N = 2,388$), Biology ($N = 1,326$), and U.S. History ($N = 801$) (Table 15).
- The passing rates remained constant, at 27 percent, on the Algebra I exam from 2014 to 2015. Passing rates decreased by two percentage points on the Biology exam, from 36 to 34 percent, 11 percentage points on the English I exam, from 32 to 21 percent, and two percentage points on the English II exam, from 27 to 25 percent. In contrast, the passing rate on the U.S. History exam increased 19 percentage points, from 23 to 42 percent.

Tables 16–17 describe the courses enrolled in and completed by high school students.

- A total of 13,619 high school students enrolled in regular summer school in 2015. The greatest percentage of courses were “other” (non-core) courses (22%), followed by non-EOC mathematics (19%), non-EOC social studies (12%), Algebra I (9%), non-EOC science (9%), and Biology (8%) courses (Table 16a).
- In 2015, summer school completion rates (passing score of 70 or above) were the highest for “other” (non-core) courses (92%), followed by U.S. History (91%), non-EOC English and language arts (91%), non-EOC mathematics (90%), non-EOC social studies (88%), and non-EOC science (85%) courses (Table 16a).
- HISD data for online courses indicates that 1,173 online courses were completed during summer school in 2015 with at least one half credit earned, a decrease of 719 (38%) from 1,892 online courses completed in 2014.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

 CJS

cc: Andrew Houlihan
Mark Smith



RESEARCH

Educational Program Report

2015 SUMMER SCHOOL EDUCATION
PROGRAM



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Table 1. HISD Enrollment, Spring 2015															
2014–2015 Grade	Asian/Pacific Islander		African American		White		American Indian		Hispanic		Two or More		Not Identified		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
EE	36	4.5	169	21.2	122	15.3	2	0.3	461	57.7	9	1.1	---	---	799
PK	329	2.3	3,631	24.9	471	3.2	13	0.1	10,026	68.9	87	0.6	---	---	14,557
K	738	4.1	4,196	23.1	1,511	8.3	20	0.1	11,448	63.1	223	1.2	---	---	18,136
1	792	4.2	4,452	23.5	1,445	7.6	23	0.1	11,990	63.4	219	1.2	---	---	18,921
2	702	3.8	4,545	24.4	1,375	7.4	34	0.2	11,752	63.1	202	1.1	1	<.01	18,611
3	624	3.6	4,313	24.6	1,238	7.1	31	0.2	11,125	63.6	174	1.0	---	---	17,505
4	568	3.3	4,317	25.4	1,215	7.1	28	0.2	10,694	62.9	181	1.1	---	---	17,003
5	562	3.5	3,936	24.7	1,164	7.3	23	0.1	10,092	63.4	131	0.8	---	---	15,908
6	474	3.6	3,454	26.0	991	7.4	28	0.2	8,250	62.0	106	0.8	---	---	13,303
7	480	3.7	3,337	25.6	934	7.2	26	0.2	8,177	62.7	96	0.7	---	---	13,050
8	482	3.6	3,422	25.9	929	7.0	22	0.2	8,286	62.6	94	0.7	---	---	13,235
9	521	3.4	3,929	25.9	1,332	8.8	29	0.2	9,227	60.9	117	0.8	1	<.01	15,156
10	483	3.9	3,119	25.4	1,302	10.6	29	0.2	7,236	59.0	86	0.7	1	<.01	12,256
11	454	4.3	2,738	25.7	1,165	10.9	28	0.3	6,193	58.0	91	0.9	1	<.01	10,670
12	497	4.5	2,769	25.3	1,042	9.5	26	0.2	6,508	59.6	81	0.7	1	<.01	10,924
Total	7,742	3.7	52,327	24.9	16,236	7.7	362	0.2	131,465	62.6	1,897	0.9	5	<.01	210,034

Source: Chancery PSE File: November 5, 2015 and Cognos Chancery File: February 29, 2016

- A total of 210,034 students were active and enrolled in HISD in the spring of 2015. First grade had the largest number of students enrolled (N=18,921), and Early Education had the fewest (N=799).
- The spring 2015 enrollment in grades 1–8 was 127,536 students.
- Hispanic students represented the largest ethnic group at 62.6 percent.

Table 2a. Promotion and Retention Outcomes by Grade, Spring 2015																
2014–2015 Grade	Total Unduplicated N			Promotion Standards						Committee Decision						
				% 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	18,921	18,174	747	81.2	80.7	95.3	13.8	14.2	2.9	4.8	5.0	1.7	0.2	0.2	---	
2	18,611	17,989	622	83.1	82.7	95.8	11.9	12.2	2.9	4.8	4.9	1.3	0.2	0.2	---	
3	17,505	16,913	592	62.7	61.8	90.4	30.0	30.9	5.1	7.0	7.1	4.6	0.3	0.3	---	
4	17,003	16,465	538	57.6	56.6	90.5	33.8	34.8	4.3	8.5	8.6	5.2	0.1	0.1	---	
5	15,908	15,818	90	70.6	70.5	90.0	18.2	18.2	7.8	11.0	11.0	*	0.2	0.2	---	
6	13,303	13,303	---	51.6	51.6	---	29.7	29.7	---	17.9	17.9	---	0.8	0.8	---	
7	13,050	13,047	*	49.7	49.7	*	29.5	29.5	*	20.0	20.0	---	0.8	0.8	---	
8	13,235	13,234	*	54.8	54.8	*	19.6	19.6	---	25.1	25.1	---	0.5	0.5	---	
Total	127,536	124,943	2,593	65.4	64.9	93.1	22.8	23.2	3.9	11.4	11.6	3.1	0.3	0.4	---	

Sources: Cognos Chancery File and Chancery PSE File: November 5, 2015

*Fewer than 5 students identified

Table 2b. Promotion and Retention Outcomes by Grade, Spring 2014																
2013–2014 Grade	Total Unduplicated N			Promotion Standards						Committee Decision						
				% Promoted			% Retained			% Promoted			% Retained			
	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	
1	19,067	18,366	701	82.5	82.2	90.0	13.4	13.7	6.4	4.0	4.0	3.4	0.2	0.2	*	
2	17,551	16,896	655	82.3	82.0	91.0	12.7	13.0	4.3	4.9	4.9	4.7	0.1	0.1	---	
3	17,486	16,879	610	54.8	53.9	80.7	38.8	39.7	13.9	6.1	6.1	5.4	0.3	0.3	---	
4	16,481	15,911	570	52.7	51.6	84.7	39.8	40.9	8.9	7.2	7.2	6.3	0.3	0.3	---	
5	15,618	15,134	484	72.7	72.2	88.6	21.4	21.8	7.9	5.7	5.8	3.5	0.2	0.2	---	
6	13,253	13,136	117	49.5	49.7	25.6	34.8	34.8	39.3	15.5	15.4	34.2	0.1	0.1	*	
7	13,346	13,255	91	44.6	44.8	14.3	38.5	38.4	53.8	16.8	16.7	31.9	0.1	0.1	---	
8	12,876	12,794	82	57.2	57.5	17.1	22.3	22.2	37.8	20.3	20.2	43.9	0.1	0.1	*	
Total	125,678	122,368	3,310	63.4	62.9	81.2	27.1	27.6	11.3	9.3	9.3	7.4	0.2	0.2	*	

Source: Chancery PSE File: November 17, 2014

*Fewer than 5 students identified

- At the end of spring 2015, 11.4 percent of HISD students were promoted based on committee decisions and 65.4 percent were promoted based on promotion standards. Both were increases of two percentage points compared to 2014.
- As in 2014, in 2015 the percentage of Non-Title I students promoted by promotion standards was higher than that of Title I students.

2014–2015 Grade	Total	High-Frequency Word Evaluation		Course Grades		Course Grades Only		STAAR	
		N	%	N	%	N	%	N	%
1	2,635	1,374	52.1	2,179	82.7	1,109	42.1	---	---
2	2,255	678	30.1	1,977	87.7	1,448	64.2	---	---
3	5,300	---	---	2,724	51.4	690	13.0	4,585	86.5
4	5,768	---	---	2,193	38.0	407	7.1	5,338	92.5
5	2,927	---	---	1,464	50.0	614	21.0	2,272	77.6
6	4,059	---	---	1,099	27.1	334	8.2	3,668	90.4
7	3,965	---	---	1,361	34.3	386	9.7	3,491	88.0
8	2,667	---	---	1,334	50.0	778	29.2	1,652	61.9
Total	29,576	2,052	6.9	14,331	48.5	5,766	19.5	21,006	71.0

Source: Chancery PSE File: November 5, 2015

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

Note: STAAR Passing criteria was not available for math prior to summer school enrollment.

2013–2014 Grade	Total	High-Frequency Word Evaluation		Course Grades		Course Grades Only		STAAR	
		N	%	N	%	N	%	N	%
1	2,586	1,404	54.3	2,136	82.6	1,001	38.7	---	---
2	2,252	733	32.5	1,931	85.7	1,346	59.8	---	---
3	6,831	---	---	2,590	37.9	170	2.5	6,643	97.2
4	6,604	---	---	2,281	34.5	155	2.3	6,441	97.5
5	3,372	---	---	1,541	45.7	409	12.1	2,921	86.6
6	4,635	---	---	1,017	21.9	183	3.9	4,412	95.2
7	5,156	---	---	1,204	23.4	159	3.1	4,956	96.1
8	2,891	---	---	993	34.3	413	14.3	2,306	79.8
Total	34,327	2,137	6.2	13,693	39.9	3,836	11.2	27,679	80.6

Source: Chancery PSE File: November 17, 2014

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

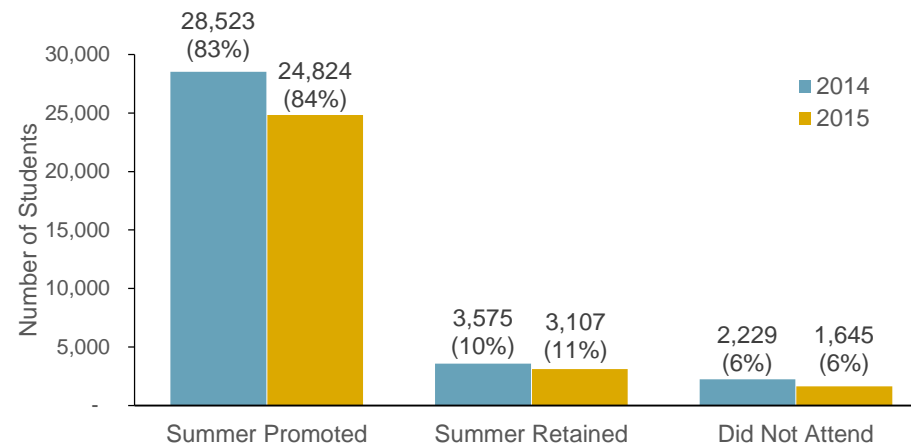
- Of the students who were retained in the spring of 2015, 48.5 percent of students were retained for not meeting course requirements.
- The largest percentage of 2015 retentions for students in grades 3–8, 71.0 percent, were associated with STAAR performance, a decrease from 80.6 percent in 2014, although mathematics results were not included in 2015 due to scores being unavailable from the state.

Table 4. Number of Students Retained in Spring and Enrolled in Summer School, 2014 and 2015						
Grade	Retained in Spring		Enrolled in Summer School		Difference	
	2014	2015	2014	2015	2014	2015
1	2,586	2,635	2,179	2,331	407	304
2	2,252	2,255	1,953	2,060	299	195
3	6,831	5,300	6,457	5,050	374	250
4	6,604	5,768	6,271	5,560	333	208
5	3,372	2,927	3,173	2,773	199	154
6	4,635	4,059	4,460	3,861	175	198
7	5,156	3,965	4,939	3,791	217	174
8	2,891	2,667	2,666	2,505	225	162
Total	34,327	29,576	32,098	27,931	2,229	1,645

Source: Chancery PSE File: November 17, 2014; November 5, 2015

- The number of students who were retained in the spring decreased substantially from 2014 to 2015.
- Of the 29,576 students retained in the spring of 2015, 27,931 students (94.4%) enrolled in summer school during the 2015 summer session. This is an increase from 2014 when 93.5 percent of students retained in the spring enrolled in summer school.

Figure 1. Promotion Status of Students in Grades 1–8 Referred to Summer School, 2013–2014 (N=34,327) and 2014–2015 (N=29,576)



- The percentage of retained students who were promoted or retained after summer school increased by one percentage point, while the percentage of students who did not attend summer school was unchanged.

Table 5a. Title I Summer School Enrollment: All Students Attending for Promotion Standards and Campus Enrichment, 2015									
2014–2015 Grade	Total	Promotion Standards		Campus Enrichment		Extended Primary Year		Special Education	
		N	%	N	%	N	%	N	%
EE	34	---	---	32	94.1	*	*	34	100.0
PK	1,830	*	*	1,826	99.8	*	*	90	4.9
KG	2,460	61	2.5	2,396	97.4	*	*	136	5.5
1	3,649	2,553	70.0	1,093	30.0	*	*	384	10.5
2	3,718	2,407	64.7	1,309	35.2	*	*	382	10.3
3	6,004	5,237	87.2	765	12.7	*	*	551	9.2
4	6,387	5,732	89.7	653	10.2	*	*	614	9.6
5	3,579	3,351	93.6	228	6.4	---	---	411	11.5
6	4,179	4,090	97.9	89	2.1	---	---	454	10.9
7	4,164	4,051	97.3	113	2.7	---	---	488	11.7
8	2,932	2,853	97.3	79	2.7	---	---	328	11.2
Total	38,936	30,337	77.9	8,583	22.0	16	0.04	3,872	9.9

Table 5b. Non-Title I Summer School Enrollment: All Students Attending for Promotion Standards and Campus Enrichment, 2015									
2014–2015 Grade	Total	Promotion Standards		Campus Enrichment		Extended Primary Year		Special Education	
		N	%	N	%	N	%	N	%
EE	1	---	---	*	*	---	---	*	*
PK	8	---	---	8	100.0	---	---	---	---
KG	41	---	---	41	100.0	---	---	*	*
1	29	19	65.5	10	34.5	---	---	*	*
2	26	15	57.7	11	42.3	---	---	6	23.1
3	41	29	70.7	12	29.3	---	---	*	*
4	33	18	54.5	15	45.5	---	---	*	*
5	2	*	*	---	---	---	---	---	---
6	0	---	---	---	---	---	---	---	---
7	1	*	*	---	---	---	---	---	---
8	0	---	---	---	---	---	---	---	---
Total	182	84	46.2	98	53.8	---	---	16	8.8

Sources: Chancery PSE File and Cognos Chancery File: November 5, 2015

Notes: The total numbers of students are unduplicated counts. However, students may be counted in multiple criteria. Students who attended special education classes, in addition to any other reason, were included under Special Education.

*Fewer than 5 students identified

- The highest percentage of Title I students attending summer school due to promotion standards was from grade six (97.9%), and the highest percentage of Non-Title I students attending summer school due to promotion standards was from grade three (70.7%).
- The highest percentage of Title I students attending summer school for campus enrichment was from prekindergarten (99.8%), and for Non-Title I students the highest percentage was for prekindergarten and kindergarten (100%).

Table 6a. Promotion and Retention Outcomes by Grade for Students Retained in Spring 2015, Summer 2015 (STAAR Retest Required for Grades 5 and 8 in Reading)															
2014–2015 Grade	Total Unduplicated N			Promotion Standards						Committee Decision					
				% Promoted			% Retained			% Promoted			% Retained		
	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I
1	2,318	2,299	19	45.7	45.6	57.9	31.8	31.9	*	22.5	22.4	31.6	---	---	---
2	2,048	2,033	15	50.5	50.4	60.0	25.0	25.1	*	24.5	24.4	*	---	---	---
3	5,023	4,994	29	54.8	54.9	34.5	10.5	10.5	20.7	34.7	34.6	44.8	---	---	---
4	5,525	5,507	18	61.1	61.2	50.0	5.5	5.5	*	33.3	33.3	44.4	---	---	---
5	2,772	2,770	*	36.0	36.0	---	15.5	15.5	*	48.4	48.4	*	---	---	---
6	3,866	3,866	---	69.2	69.2	---	4.3	4.3	---	26.5	26.5	---	---	---	---
7	3,810	3,809	*	67.7	67.7	*	4.0	4.0	---	28.3	28.3	---	---	---	---
8	2,538	2,538	---	37.4	37.4	---	11.5	11.5	---	50.9	50.9	---	---	---	---
Total	27,900	27,816	84	55.3	55.3	47.6	11.2	11.2	14.3	33.5	33.5	38.1	---	---	---

Source: Chancery PSE File and Cognos Chancery File: November 5, 2015

*Fewer than 5 students identified

Note: Total unduplicated numbers include only students for whom final outcomes are documented; 31 students had missing outcomes

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

Source: Chancery PSE File: November 17, 2014

*Fewer than 5 students identified

- At the end of summer 2015, 33.5 percent of students enrolled in summer school were promoted based on committee decisions, and 55.3 percent were promoted based on promotion standards.
- In the summer of 2015, students in grades five and eight took the third administration of the Reading STAAR if they failed the previous two administrations and were required to pass it to be promoted without a committee decision. Mathematics STAAR retests were not administered in 2015 because passing scores were not determined by the state until late in the summer.

Table 7a. Promotion and Retention Outcomes by Grade Including STAAR Results, Cumulative 2015																
2014–2015 Grade	Total Unduplicated N			Promotion Standards						Committee Decision						
				% 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	18,921	18,174	747	86.6	86.1	97.1	5.5	5.7	0.9	7.9	8.1	2.7	0.05	0.05	---	
2	18,611	17,989	622	88.4	88.1	97.4	3.8	3.9	1.0	7.8	8.0	1.9	0.04	0.04	---	
3	17,505	16,913	592	78.3	77.8	92.2	4.5	4.7	1.2	17.1	17.4	6.8	0.1	0.1	---	
4	17,003	16,465	538	77.4	76.9	92.4	3.2	3.3	1.1	19.4	19.8	6.7	*	*	---	
5	15,908	15,818	90	76.1	76.0	90.0	3.6	3.6	6.7	20.2	20.3	*	0.1	0.1	---	
6	13,303	13,303	---	71.7	71.7	---	2.6	2.6	---	25.6	25.6	---	0.1	0.1	---	
7	13,050	13,047	*	69.2	69.2	*	2.4	2.3	*	28.3	28.3	---	0.1	0.1	---	
8	13,235	13,234	*	61.5	61.5	*	3.2	3.2	---	35.1	35.1	---	0.2	0.2	---	
Total	127,536	124,943	2,593	77.2	76.9	94.8	3.7	3.8	1.3	19.0	19.3	4.3	0.1	0.1	---	

Source: Chancery PSE File and Cognos Chancery File: November 5, 2015

*Fewer than 5 students identified

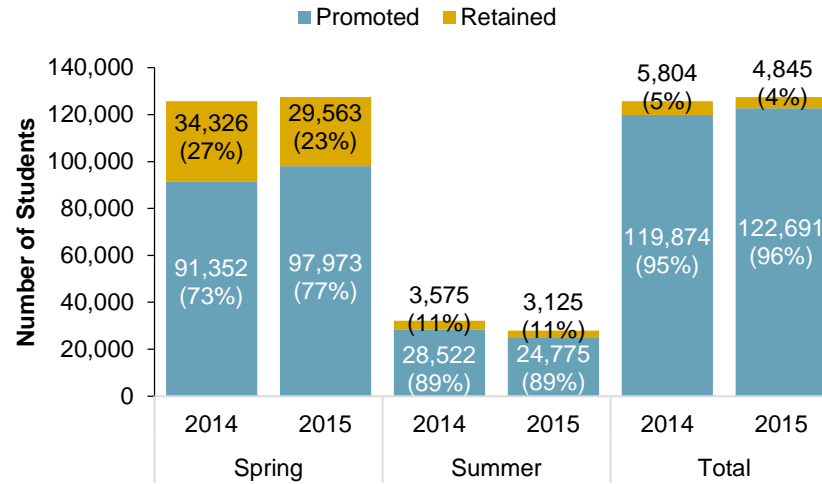
Table 7b. Promotion and Retention Outcomes by Grade Including STAAR Results, Cumulative 2014																
2014–2015 Grade	Total Unduplicated N			Promotion Standards						Committee Decision						
				% Promoted			% Retained			% Promoted			% Retained			
	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	All	Title I	Non-Title I	
1	19,067	18,366	701	87.3	87.1	91.9	6.0	6.0	3.9	6.8	6.9	4.3	*	*	---	
2	17,551	16,896	655	87.6	87.4	92.7	4.2	4.3	1.7	8.2	8.3	5.6	*	*	---	
3	17,486	16,876	610	75.7	75.4	86.2	5.5	5.6	2.5	18.8	19.1	11.3	*	*	---	
4	16,481	15,911	570	75.0	74.5	87.5	4.3	4.4	2.5	20.7	21.1	10.0	*	*	---	
5	15,618	15,134	484	77.5	77.1	89.7	4.5	4.6	1.4	18.0	18.3	8.9	*	*	---	
6	13,253	13,136	117	73.8	74.1	47.9	3.1	3.1	7.7	23.0	22.8	44.4	<0.1	<0.1	---	
7	13,346	13,255	91	72.3	72.5	49.5	3.6	3.5	7.7	24.1	24.0	42.9	*	*	---	
8	12,876	12,794	82	65.3	65.5	31.7	5.0	4.9	13.4	29.7	29.6	54.9	*	*	---	
Total	125,678	122,368	3,310	77.6	77.4	85.7	4.6	4.6	3.1	17.8	17.9	11.2	<0.1	<0.1	---	

Source: Chancery PSE File: November 17, 2014

*Fewer than 5 students identified

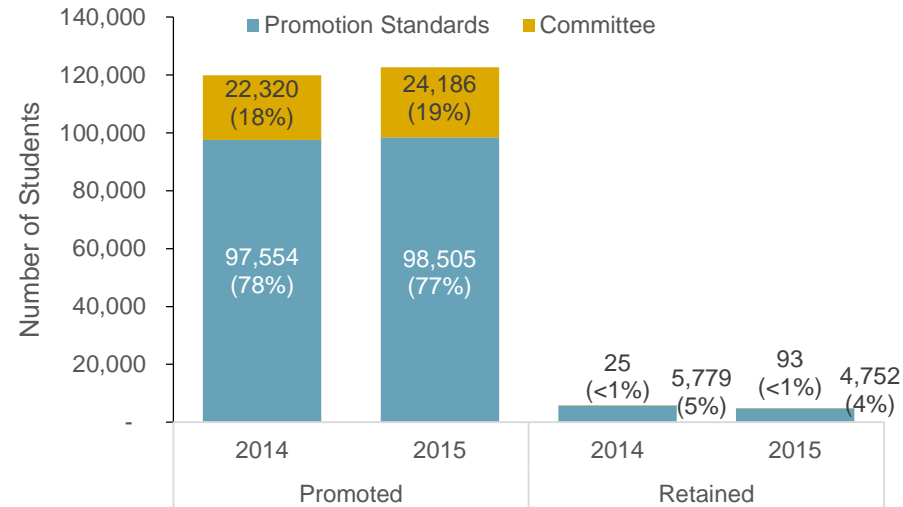
- Overall, the cumulative promotion rate based on committee decisions increased from 17.8 percent in 2014 to 19.0 percent in 2015. The promotion rate based on promotion standards decreased from 77.6 percent in 2014 to 77.2 percent in 2015.
- The percentage of Title I students promoted by committee decisions increased from 17.9 percent in 2014 to 19.3 percent in 2015, while the percentage of Non-Title I students promoted by committee decision decreased from 11.2 percent in 2014 to 4.3 percent in 2015.
- The percentage of Title I students promoted due to promotion standards decreased from 77.4 percent in 2014 to 76.9 percent in 2015, while the percentage of Non-Title I students promoted based on promotion standards increased from 85.7 percent in 2014 to 94.8 percent in 2015.

Figure 2. Promotion Status of Students in Grades 1–8 Based on Promotion Standards and Committee Decisions, 2013–2014 (N=125,678) and 2014–2015 (N=127,536)



- Overall, the percentage of students promoted increased from 95 percent in 2014 to 96 percent in 2015.
- From 2014 to 2015, the percentage of students promoted in the spring increased from 73 to 77 percent, while the percentage promoted in the summer remained the same, at 89 percent.

Figure 3. Promotion Status of Students in Grades 1–8 by Promotion Standards and Committee Decisions, 2013–2014 (N=125,678) and 2014–2015 (N=127,536)



- The percentage of students promoted by promotion standards decreased from 78 percent in 2014 to 77 percent in 2015, and the percentage promoted by committee decision increased from 18 percent in 2014 to 19 percent in 2015.
- The percentage of students retained for promotion standards decreased from five percent in 2014 to four percent in 2015.

Committee Decision	2013–2014					2014–2015				
	Promoted		Retained		Total	Promoted		Retained		Total
	N	%	N	%	N	N	%	N	%	N
ARD	3,901	99.6	16	0.4	3,917	4,995	99.7	14	0.3	5,009
Attendance	3,566	99.9	2	<0.1	3,568	3,326	100.0	---	---	3,326
Grade Placement	14,832	100.0	7	<0.1	14,839	15,838	99.5	79	0.5	15,917
Principal Plan	19	100.0	---	---	19	27	100.0	---	---	27
School Waiver	*	*	---	---	2	---	---	---	---	0
Total	22,320	99.9	25	0.1	22,345	24,186	99.6	93	0.4	24,279

Source: Chancery PSE File: November 17, 2014; November 5, 2015

*Fewer than 5 students identified

- The total number of committee decisions increased from 2014 to 2015, and the grade placement committee accounted for the largest percentage of decisions in both years.

Table 9a. Promotion Status of Students in Grades 1–8 Based on Actual Grade Levels										
Grade	2013–2014 Returning 2014–2015					2014–2015 Returning 2015–2016				
	Total	Promoted		Retained		Total	Promoted		Retained	
	N	N	%	N	%	N	N	%	N	%
1	18,141	17,199	94.8	942	5.2	18,108	17,150	94.7	958	5.3
2	16,713	16,115	96.4	598	3.6	17,820	17,175	96.4	645	3.6
3	16,751	16,098	96.1	653	3.9	16,938	16,270	96.1	668	3.9
4	15,772	15,324	97.2	448	2.8	16,380	15,983	97.6	397	2.4
5	12,814	12,439	97.1	375	2.9	12,806	12,556	98.0	250	2.0
6	12,917	12,605	97.6	312	2.4	12,902	12,634	97.9	268	2.1
7	13,793	13,404	97.2	389	2.8	13,127	12,820	97.7	307	2.3
8	12,065	11,822	98.0	243	2.0	12,328	12,126	98.4	202	1.6
Total	118,966	115,006	96.7	3,960	3.3	120,409	116,714	96.9	3,695	3.1

Source: Chancery PSE File: November 17, 2014; Cognos Chancery File: November 5, 2015

Notes: Only students in grades 1–8 in 2014–2015 and who had a valid grade level for 2015–2016 were included in these calculations.

- Of students who were enrolled in spring 2014 and returned for the 2015–2016 school year, 96.9 percent were promoted and 3.1 percent were retained.

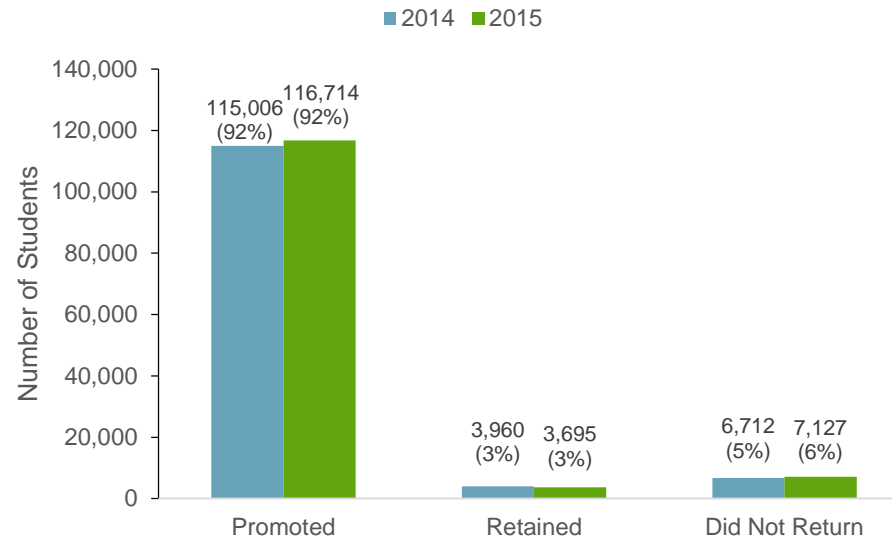
Table 9b. Promotion Status of Students in Grades 9–12 Based on Actual Grade Levels										
Grade	2013–2014 Returning 2014–2015					2014–2015 Returning 2015–2016				
	Total	Promoted		Retained		Total	Promoted		Retained	
	N	N	%	N	%	N	N	%	N	%
9	12,761	10,851	85.0	1910	15.0	12,980	11,065	85.2	1,915	14.8
10	10,803	9,956	92.2	847	7.8	10,741	9,898	92.2	843	7.8
11	9,567	8,965	93.7	602	6.3	9,718	9,203	94.7	515	5.3
12	10,880	10,120	93.0	760	7.0	10,247	9,374	91.5	873	8.5
Total	44,011	39,892	90.6	4,119	9.4	43,686	39,540	90.5	4,146	9.5

Source: PEIMS Fall Snapshot 2014–2015; Cognos Chancery File: January 8, 2016

Note: Includes high school graduates. Students who did not return, but did not graduate, were excluded.

- From 2013–2014 to 2014–2015, the promotion rate remained constant for 10th grade, increased for ninth and 11th grade, and decreased for 12th grade.

Figure 4. Status of Students in Grades 1–8 Based on Actual Grade Levels, 2013–2014 (N=125,678) and 2014–2015 (N=127,536)



- Based on actual fall 2015 grade levels, the percentage of students promoted and retained remained constant from 2014 to 2015, at 92 and three percent respectively.
- The percentage of students who did not return increased from five percent in 2014 to six percent in 2015.

Table 10a. All 2015 Students in Grades 1–8 Who Were Two or More Years Overage											
Spring 2015 Grade	Total 2 or More Years Overage	American Indian	Asian / Pacific Islander	African American	Hispanic	White	Other	LEP (N)	LEP (%)	Special Education (N)	Special Education (%)
1	850	3	17	267	509	48	6	325	38.2	190	22.4
2	1,298	---	13	420	782	77	6	522	40.2	283	21.8
3	1,750	6	30	574	1,077	60	3	728	41.6	419	23.9
4	2,045	4	22	714	1,224	69	12	745	36.4	524	25.6
5	2,026	2	23	674	1,231	87	9	632	31.2	509	25.1
6	1,910	6	23	712	1,088	75	6	484	25.3	501	26.2
7	2,159	6	24	724	1,306	85	14	554	25.7	523	24.2
8	2,414	4	25	728	1,541	109	7	582	24.1	549	22.7
Total Overage	14,452	31	177	4,813	8,758	610	63	4,572	31.6	3,498	24.2
Total Enrolled	127,536	215	4,684	31,776	80,366	9,291	1,204	38,347	30.1	11,155	8.7
% Overage	11.3	14.4	3.8	15.1	10.9	6.6	5.2	11.9		31.4	

Source: Cognos Chancery Extract: March 3, 2016

Table 10b. All 2014 Students in Grades 1–8 Who Were Two or More Years Overage											
Spring 2014 Grade	Total 2 or More Years Overage	American Indian	Asian / Pacific Islander	African American	Hispanic	White	Other	LEP (N)	LEP (%)	Special Education (N)	Special Education (%)
1	810	1	11	265	460	67	6	282	34.8	216	26.7
2	1,201	6	19	407	716	49	4	460	38.3	357	29.7
3	1,770	3	20	607	1,056	75	9	617	34.9	484	27.3
4	1,946	1	22	665	1,175	74	9	582	29.9	544	28.0
5	1,939	3	24	680	1,145	83	4	487	25.1	540	27.8
6	2,177	4	26	741	1,304	94	8	510	23.4	563	25.9
7	2,443	2	22	809	1,510	95	5	509	20.8	565	23.1
8	2,351	4	35	687	1,498	112	15	465	19.8	536	22.8
Total Overage	14,637	24	179	4,861	8,864	649	60	3,912	26.7	3,805	26.0
Total Enrolled	125,678	227	4,417	31,591	79,039	9,349	1,055	42,608	33.9	10,662	8.5
% Overage	11.6	10.6	4.1	15.4	11.2	6.9	5.7	9.2		35.7	

Source: Cognos Chancery Extract: March 2, 2016

Note: Students were included if they were two or more years overage for their grade level

- Among the students enrolled in grades 1–8 during the spring semester of 2015, 11.3 percent were two or more years overage. This is a decrease from 2014 when 11.6 percent were two or more years overage.
- Of the 14,452 students who were two or more years overage in 2015, 31.6 percent were LEP students and 24.2 percent were in special education.

Table 11. All 2015 Students in Grades 1–8 who were Retained in 2015 and Overage											
Spring 2015 Grade	Total Retained 2 or More Times	American Indian	Asian / Pacific Islander	African American	Hispanic	White	Other	LEP (N)	LEP (%)	Special Education (N)	Special Education (%)
1	41	1	---	12	26	2	---	12	29.3	6	14.6
2	68	---	1	28	35	4	---	26	38.2	15	22.1
3	86	1	---	44	40	1	---	28	32.6	19	22.1
4	90	---	---	37	50	2	1	28	31.1	14	15.6
5	137	---	---	50	86	---	1	65	47.4	20	14.6
6	144	1	---	73	66	2	2	33	22.9	30	20.8
7	123	---	---	55	62	4	2	24	19.5	20	16.3
8	164	---	---	59	100	5	---	61	37.2	52	31.7
Total Retained	853	3	1	358	465	20	6	277	32.5	176	20.6
Total Enrolled	127,536	215	4,684	31,776	80,366	9,291	1,204	38,347	30.1	11,155	8.7
% Retained	0.7	1.4	<0.1	1.1	0.6	0.2	0.5	0.7		1.6	

Source: Cognos Chancery Extract: March 3, 2016

Note: Students were included if they were retained in the spring or summer of 2015 and at least one year overage for their grade level. Comparable data was not available for 2014.

- Of the students enrolled in grades 1–8 during the spring semester of 2015, 0.7 percent were retained in 2015 and overage.
- Of the 853 students who were retained in 2015 and at least one year overage, 32.5 percent were LEP students and 20.6 percent were in special education.

2014–2015 Grade	Promotion Standards		Campus Enrichment		Extended Primary Year		Special Education	
	2014	2015	2014	2015	2014	2015	2014	2015
EE	---	---	---	88.7	---	100.0	---	90.6
PK	---	100.0	---	90.1	---	97.7	---	91.5
KG	---	95.5	---	91.1	---	100.0	---	91.9
1	90.3	91.9	89.6	90.8	87.2	---	92.8	92.0
2	92.4	92.8	90.6	90.1	84.3	---	85.8	91.8
3	94.8	95.5	90.2	91.2	88.2	95.5	88.7	93.6
4	95.8	95.7	90.3	91.2	---	---	87.9	96.6
5	95.0	95.3	93.5	87.7	---	---	82.7	93.2
6	93.6	94.3	96.8	97.0	100.0	---	88.2	94.2
7	93.2	93.9	95.4	96.1	100.0	---	93.8	92.5
8	91.2	92.9	88.1	96.7	89.4	---	91.6	93.9
Total	93.9	94.4	90.8	90.8	86.7	98.5	88.5	93.0

Source: Chancery PSE: November 5, 2015

- In 2015, students who attended summer school for promotion standards had a higher attendance rate (94.4%) compared to students who attended for campus enrichment (90.8%).
- Attendance rates increased from 2014 to 2015 for students who attended for promotion standards (93.9% to 94.4%), extended primary year (86.7% to 98.5%), and special education (88.5% to 93.0%).

Grade	Mathematics			Reading		
	N	Average %	% Passing	N	Average %	% Passing
KG	1,566	67.3	54.0	1,658	83.4	83.2
1	1,383	56.2	27.6	1,765	52.5	22.8
2	1,350	35.6	4.3	1,663	41.8	8.8
3	2,363	40.9	8.3	3,062	50.5	19.7
4	2,352	40.0	8.3	3,322	48.6	14.8
5	1,069	35.0	4.9	1,168	51.9	22.9
6	1,911	37.9	8.5	---	---	---
7	1,955	34.0	6.3	---	---	---
8	1,088	43.0	18.5	---	---	---
Total	15,037	42.9	14.7	12,638	53.6	26.0

Source: EdPlan: January 7, 2016

Note: A passing score was 70 percent or higher.

- In 2015, students were not given a pretest at the beginning of summer school. 15,037 students in grades K–8 completed the mathematics posttest and 12,638 students in grades K–5 completed the reading posttest.
- Kindergarten students had the highest average score on both the mathematics test (67.3%) and reading test (83.4%), as well as the highest passing rates (54.0% mathematics, 83.2% reading).

Grade	2014				2015			
	N Tested		% Met Standard		N Tested		% Met Standard	
	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics
5	2,857	2,120	23	25	2,439	---	19	---
8	1,760	1,586	17	21	1,808	---	17	---

Source: STAAR 3–8: December 8, 2015; 2014 July District & School Read/Math Results of SSI 5&8 Grd STAAR: Third Admin

Note: Mathematics passing scores were not provided in 2015, and retests were not offered.

- The percentage passing in fifth grade on the third administration of the reading STAAR decreased four percentage points from 2014 to 2015.
- The passing rate in eighth grade on the third administration of the reading STAAR stayed consistent at 17 percent from 2014 to 2015.

Table 15. STAAR EOC July Retest Results, 2014 and 2015				
Subject	2014		2015	
	N Tested	% Met Standard	N Tested	% Met Standard
Algebra I	1,725	27	2,388	27
Biology	869	36	1,326	34
English I	4,168	32	4,140	21
English II	3,007	27	3,082	25
U.S. History	516	23	801	42

Source: 2014 July End-of-Course Performance of All Students Who Took the July Retest; CognosSTAAR
End-of-Course: December 8, 2015

- On the July administration of the STAAR EOC exams, the passing rate on Algebra I remained constant at 27 percent from 2014 to 2015. The passing rate decreased by two points on the Biology exam, 11 points on the English I exam, and two points on the English II exam. The passing rate increased 19 percentage points on the U.S. History exam from 2014 to 2015.

Table 16a. High School Summer School: Enrollment and Passing Percentage by Subject Area, Summer 2015																							
Grade	Summer Students N	Eng I		Eng II		Non-EOC ELA		Alg I		Non-EOC Math		Bio		Non-EOC Science		US History		Non-EOC Social		Other		Total Courses	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9	3,986	1,572	81.7	218	64.2	83	94.0	1,702	77.0	1,316	85.6	1,674	76.6	311	81.0	6	100.0	1,101	85.3	2,068	89.8	10,051	82.3
10	3,614	117	80.3	739	83.6	240	88.8	208	78.4	1,538	92.4	155	80.0	833	85.6	77	85.7	955	89.1	1,429	91.5	6,291	88.6
11	3,074	47	89.4	67	91.0	841	92.9	55	90.9	1,174	92.3	63	95.2	702	86.2	525	91.4	538	92.0	1,249	93.6	5,261	91.8
12	2,945	3	100.0	12	100.0	355	86.2	12	91.7	151	91.4	---	---	123	90.2	19	100.0	72	88.9	241	97.5	988	91.0
Total	13,619	1,739	81.9	1,036	80.2	1,519	90.7	1,977	77.6	4,179	90.2	1,892	77.5	1,969	85.4	627	91.1	2,666	88.1	4,987	91.6	22,591	86.6

Source: Chancery: September 17, 2015

Table 16b. High School Summer School: Enrollment and Passing Percentage by Subject Area, Summer 2014																							
Grade	Summer Students N	Eng I		Eng II		Non-EOC ELA		Alg I		Non-EOC Math		Bio		Non-EOC Science		US History		Non-EOC Social		Other		Total Courses	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9	3,859	1,218	83.3	211	81.9	288	97.1	1,874	85.0	663	89.0	1,527	82.9	207	83.4	14	85.7	1,158	84.1	1,872	83.5	9,032	84.6
10	2,894	164	89.7	803	90.0	254	83.7	203	81.2	1,546	91.4	221	84.5	1,255	85.1	151	88.6	821	93.0	1,242	83.7	6,660	87.9
11	2,065	46	82.2	180	93.3	574	88.9	93	94.3	1,122	91.4	91	90.0	766	88.2	438	90.1	448	96.0	806	86.8	4,564	90.1
12	509	7	100.0	10	88.9	439	74.1	11	90.0	266	73.9	55	67.0	184	74.0	31	93.5	251	61.7	413	69.4	1,667	71.5
Total	9,327	1,435	84.1	1,204	88.9	1,555	85.4	2,181	85.1	3,597	90	1,894	83	2,412	85.1	634	89.8	2,678	86.8	4,333	83.1	21,923	85.8

Source: Chancery: September 24, 2014

- The total number of high school students enrolled in HISD summer school increased from 9,327 (20.0%) in 2014 to 13,619 (27.8%) in 2015.
- In 2015, students were enrolled in an average of 1.7 courses per student, a decrease from the 2014 rate of 2.4 courses per student.
- Within the "other" category, the majority of courses primarily consisted of STAAR review courses and college skill-building courses.
- In 2015, summer school completion rates (passing score of 70 or above) were the highest for "other" (non-core) courses (91.6%), followed by U.S. History (91.1%), and Non-EOC English and Language Arts courses (90.7%). The lowest passing rates were for Biology classes (77.5%) and Algebra I (77.6%).
- The course passing rates ranged from 77.5 percent to 91.6 percent in summer 2015, which was a larger range compared to between 83.0 and 90.0 percent in 2014.

Table 17. High School Summer School: Online Instruction Courses Completed by Grade, 2014 and 2015														
Grade	Summer 2014							Summer 2015						
	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	13	1	7.7	11	84.6	1	7.7	3	---	---	---	---	3	100.0
9	420	134	31.9	101	24.0	185	44.0	224	43	19.2	15	6.7	166	74.1
10	545	220	40.4	133	24.4	192	35.2	297	99	33.3	25	8.4	173	58.2
11	719	226	31.4	189	26.3	304	42.3	473	137	29.0	72	15.2	264	55.8
12	195	105	53.8	40	20.5	50	25.6	176	113	64.2	56	31.8	7	4.0
Total	1,892	686	36.3	474	25.1	732	38.7	1,173	392	33.4	168	14.3	613	52.3

Source: Chancery: September 24, 2014; September 17, 2015

- A total of 1,173 courses were completed online during the 2015 summer school session.
- Of the 1,173 courses completed, 33.4 percent were APEX credit recovery, 14.3 percent were APEX original credit courses, and 52.3 percent were other online courses.
- Overall, there was a decrease in the number of online courses completed in 2015 (1,173) from 2014 (1,892), but there was an increase of 13.6 percentage points in the percentage of online courses completed through programs other than APEX from 2014 (38.7%) to 2015 (52.3%).