

MEMORANDUM

December 11, 2015

TO: Board Members

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

SUBJECT: **OPTIONAL FLEXIBLE SCHOOL DAY PROGRAM, 2014–2015**

CONTACT: Carla Stevens, 713-556-6700

Attached is the 2014–2015 Optional and Flexible School Day Program (OFSDP) report. The program offers opportunities for students to make progress toward completing high school if they are unable to attend school in a traditional setting or are at risk of dropping out of school. OFSDP students may attend school on fixed or flexible schedules to include extended day, night, or weekend classes which are offered throughout the year through on-line and in-person services. The program began in November 2009 to provide students with opportunities to earn attendance and course credits needed to graduate from high school. The report describes characteristics of program participants and their academic outcomes for 2014–2015.

Key findings are as follows:

- In 2014–2015, 550 students participated in OFSDP, a 9.7 percent decrease from 609 participants in 2011–2012 and a 15.3 percent increase from 477 participants in 2013–2014.
- OFSDP participants enrolled in 2,320 courses, completed 43.9 percent of the courses, and earned 518.5 credits.
- In 2014–2015, 25 (8.9 percent) of the 281 OFSDP seniors graduated, 40 (14.2 percent) withdrew, and 215 (76.5 percent) were still enrolled in the district.

Administrative Response

HISD provides many opportunities for students to be successful in non-traditional settings. One such opportunity is the implementation of the Optional Flexible School Day Program (OFSDP) program at two of HISD's non-traditional High Schools; Advanced Virtual Academy (AVA) and Liberty HS. The program provides flexible hours and days of attendance for students in any grade who have dropped out of school or are at risk of dropping out.

Goals of the program:

1. To target those students who are unable to attend school in a traditional setting.
2. To offer students who are at risk of being denied credit for classes because of failure to meet attendance requirements the opportunity to recover that credit.

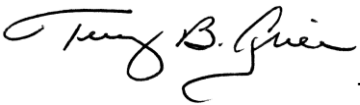
The OFSDP 2014-15 program has proven successful with a decrease in percentage of 12th-grade students that have withdrawn from the program (14.2%) compared to (21.2 %) in 2013-14. This decrease is a direct result of a collaborative effort between OFSDP schools and the District Drop Out Prevention Department. Schools implemented weekly graduation support meetings where all lead teachers from each OFSDP site identified potential drop outs and developed intervention strategies. An advocacy program, Scholar Centric, was implemented to provide support and mentoring to students who are at risk of dropping out. The program was based on the individual needs of the

students and teachers provided guidance on academic performance and improvement. Teachers continued to engage with their students through social media and other forms of communication and outreach. Weekly visits were conducted at home, at job sites, and within the community to ensure that students stayed on track and that other students were recovered. The district provided additional support to these schools with strategic drop-out prevention initiatives such as:

1. Districtwide-Grads Within Reach Walk
2. Promotion of Youth Watch on each school campus
3. TAKS/STAAR tutoring

Success of this program cannot be measured and quantified in numbers alone. This program provides students with a second opportunity to be successful when all other efforts have failed.

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


_____ TBG

Attachment

cc: Superintendent's Direct Reports
Chief School Officers
Wanda Thomas
Susan Kaler
Beatrice Marquez



RESEARCH

Educational Program Report

OPTIONAL FLEXIBLE SCHOOL DAY PROGRAM (OFSDP)
2014 - 2015



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OPTIONAL FLEXIBLE SCHOOL DAY PROGRAM (OFSDP) 2014–2015

Introduction

The Optional Flexible School Day Program (OFSDP) is approved by the Texas Commissioner of Education and is offered by the Houston Independent School District (HISD) to provide students with flexible school hours and days of attendance. Students in any grade who meet one or more of the following criteria are eligible to participate under Texas Education Code (TEC) §29.0822:

- The student has dropped out of school or is at risk of dropping out of school, as defined by TEC, §29.081.
- The student participates in an approved early college high school plan.
- The student attends a campus implementing an innovative redesign under a plan approved by the commissioner of education.
- The student will be denied credit for one or more classes in which the student has been enrolled as a result of attendance requirements under the Texas Education Code, §25.092.

The goal of the program is to improve the graduation rates for students who are in danger of dropping out of school or who have dropped out, or for students who are behind in core subject courses. The program provides students with opportunities to earn attendance and course credits if they are unable to attend school in a traditional setting or are at risk of being denied course credit due to unmet attendance requirements. To meet their individualized needs, OFSDP participants may receive instruction and earn time for their attendance through the OFSDP or the regular school program, alternately. OFSDP students may attend school on fixed or flexible schedules to include extended day, night, or weekend classes which are offered throughout the year for original course credit or credit recovery. Average daily attendance (ADA) funding is provided through OFSDP for students who would otherwise not be eligible for funding because they attend school for less than a minimum of two hours per day, five days a week.

Participation in the program was approved by the HISD Board of Education on November 12, 2009 with an effective date of November 13, 2009. The program has no cost or staffing implications for the district and directly supports HISD's Core Initiative 3: Rigorous Instructional Standards and Supports – Focus #1: Providing equity in access to high-quality educational programs and instruction. The Commissioner of Education's approval for program continuation is contingent upon the demonstrated success of the program in HISD. This report provides data regarding the program's success.

Methods

Data Collection and Analysis

- The 2014–2015 OFSDP participants and their campuses and grade levels were identified using HISD's 2014–2015 Record 500 Public Education Information Management System (PEIMS) Extended Day database. Other data elements for this report included OFSDP program enrollment for 2011–2012 through 2014–2015, 2013–2014 and 2014–2015 participants' demographics, and participants' 2014–2015 course enrollment and completion, credits earned, attendance, withdrawal, and graduation records. Student-level data were extracted from the HISD's PEIMS,

Chancery Student Information System (Chancery) Ad Hoc, Chancery Historical Grade Records 2015–2016 (for the 2014–2015 Regular and Summer School terms), 400-Basic Attendance Record, and PEIMS EDIT+ Reports Data Review - Flex Attendance. For school-level results, duplicated data are presented for two OFSDP students because each student attended two schools.

- Courses designated as English language arts, mathematics, science, social studies, and economics (Free Enterprise System) in the “Generic Subject Area” field of the Chancery Historical Grade Records for the 2014–2015 Regular and Summer School terms were categorized as core content courses. The remaining courses were categorized as “other.” Course enrollment was determined by the total number of courses listed for OFSDP students. The course completion rate was determined by the number of courses for which OFSDP students earned course credit (by achieving an average course grade of 70.0 or better and by not exceeding the course absence limit of 10 percent of the days scheduled for the course) divided by the number of courses in which OFSDP students were enrolled. Course credit earned was determined by the total course credits received by OFSDP students for the courses in which they were enrolled.
- The ADA for OFSDP students was extracted from the 500 Record and was calculated using the 400 Record and the standard Student Attendance Formula for OFSDP students who also utilized the regular school program.
- One OFSDP student from Liberty High School and one from Westbury High School, along with 229 Advanced Virtual Academy (AVA) students had attendance recorded in the 400-Basic Attendance Record as well as in the 500 Record.

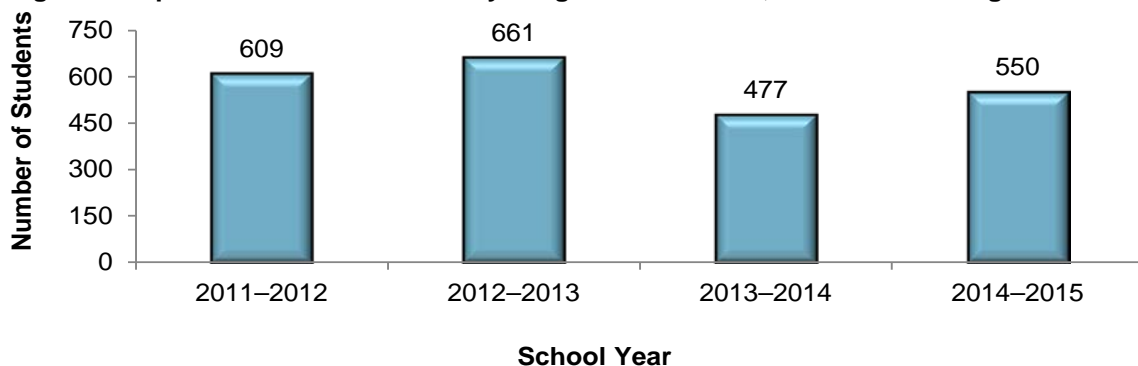
Data Limitations

- Due to student mobility, data for seven OFSDP students' race/ethnicity, data of birth, economic, and enrollment status were not available in the district's 2014–2015 PEIMS or Chancery files.

Results

- During 2014–2015, 550 HISD students participated in OFSDP. This was a 9.7 percent decrease from the 609 participants in 2011–2012, the first full year of program implementation, and a 15.3 percent increase from 477 participants in 2013–2014 (**Figure 1**).

Figure 1. Optional Flexible School Day Program enrollment, 2011–2012 through 2014–2015



Sources: Department of Research and Accountability, Optional Flexible School Day Program Report (December 2014); HISD's 2014–2015 Record 500 PEIMS Extended Day database.

- Nearly all of the 550 (unduplicated) OFSDP participants attended the Advanced Virtual Academy (AVA) (546 or 99.3 percent). However, two Advanced Virtual Academy students also attended other schools: one attended Westbury (0.2 percent) and the other attended Yates High School (0.2 percent) during the school year. Of the four remaining students who did not attend AVA (0.7 percent), two attended Liberty High School (0.4 percent), one attended Middle College at HCC Fraga (0.2 percent), and one attended Waltrip High School (0.2 percent).
- Table 1** presents the proportions of students in grades 9–12 across the district by race/ethnicity and the proportions of OFSDP program participants by race/ethnicity and school. Among OFSDP participants, 66.3 percent were Hispanic, 28.1 percent were African American, 3.3 percent were White, 0.5 percent of students were Native American, 0.4 percent were Asian/Pacific Islander, and one student (0.2 percent) was two or more races.
- When compared to students across the district, African American, Hispanic, and Native American students were over-represented among OFSDP’s participants by 2.5, 6.9, and 0.3 percentage points, respectively. In contrast, Asian/Pacific Islander and White students in addition to students of two or more races were underrepresented among OFSDP participants by 3.5, 6.9 and 0.6 percentage points, respectively.

Table 1. Number and Percentage of Optional Flexible School Day Program Participants by School and Race/Ethnicity and HISD Grades 9–12 Students by Race/Ethnicity, 2014–2015

School	Asian/Pacific Islander		African American		Hispanic		Native American		White		Two or More Races		N/A		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Advanced Virtual Academy	2	0.4	152	27.8	364	66.7	3	0.5	17	3.1	1	0.2	7	1.3	546
Liberty	-	-	-	-	2	100.0	-	-	-	-	-	-	-	-	2
Middle College at HCC Fraga	-	-	1	100.0	-	-	-	-	-	-	-	-	-	-	1
Waltrip	-	-	-	-	-	-	-	-	1	100.0	-	-	-	-	1
Westbury	-	-	1	100.0	-	-	-	-	-	-	-	-	-	-	1
Yates	-	-	1	100.0	-	-	-	-	-	-	-	-	-	-	1
Total OFSDP	2	0.4	155	28.1	366	66.3	3	0.5	18	3.3	1	0.2	7	1.3	552*
HISD (Grades 9–12)	1,997	3.9	13,133	25.6	30,457	59.4	119	0.2	5,210	10.2	393	0.8	0	0.0	51,309

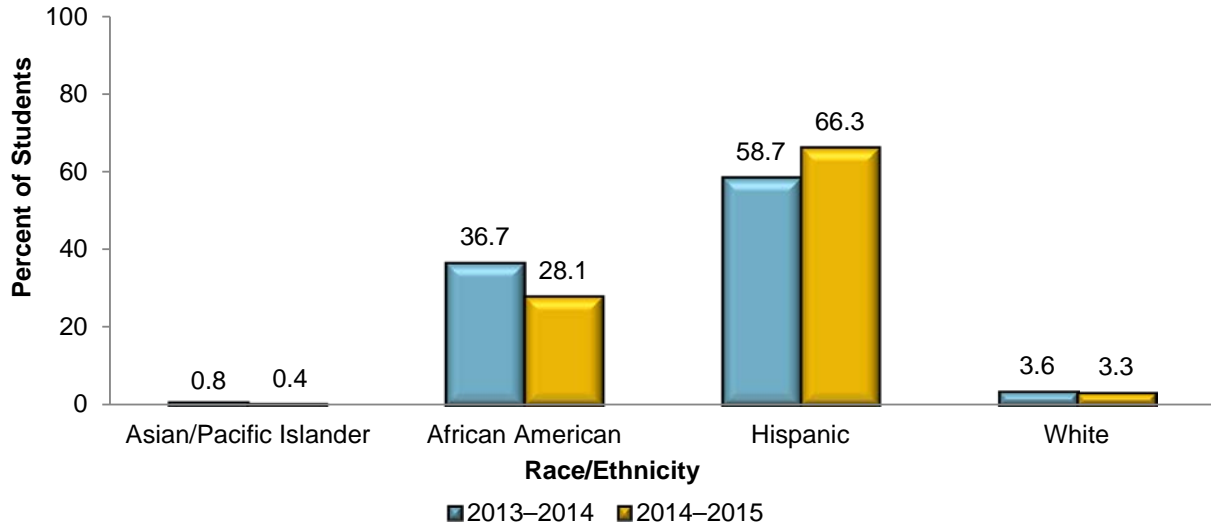
Sources: Chancery, May 27, 2015; PEIMS 2014–2015

Note: *Two Advanced Virtual Academy students also attended Westbury or Yates during the school year. Therefore, percentages are based on a duplicated count of 552 students. Demographic data for seven OFSDP students were not available (N/A). Percentages may not total 100 due to rounding.

- Figure 2** (page 4) presents comparative data on the proportions of the 2013–2014 and 2014–2015 OFSDP students by race/ethnicity. In both years, more than 90 percent of the students were Hispanic or African American, while 85–87 percent of the district’s students were Hispanic or

African American. From 2013–2014 to 2014–2015, there were decreases in the proportions of Asian/Pacific Islander (0.4 percentage point), African American (8.6 percentage points) and White (0.3 percentage point) participants. In contrast, there was an increase in Hispanic students (7.6 percentage points).

Figure 2. Percentage of Optional Flexible School Day Program participants by race/ethnicity, 2013–2014 and 2014–2015



Sources: Department of Research and Accountability, Optional Flexible School Day Program Report (December 2014); Chancery, May 27, 2015; PEIMS 2014–2015.

Note: OFSDP in 2013–2014: Asian/Pacific Islander (n=4), African American (n=175), Hispanic (n=280), White (n=17), Total (n=477); HISD in 2013–2014: Asian /Pacific Islander (n=1,829), African American (n=12,625), Hispanic (n=27,877), White (n=3,754), Total (n=46,482).

- **Table 2** presents the number and percentage of economically disadvantaged students in grades 9–12 across the district and in the OFSDP by school. Overall, economically disadvantaged OFSDP participants (64.5 percent) were underrepresented by five percentage points when compared to students in grades 9–12 across the district (69.5 percent).

Table 2. Number and Percentage of Economically Disadvantaged HISD Students in Grade 9–12 and Optional Flexible School Day Program Participants by School, 2014–2015

School	Participants		Economically Disadvantaged		
	N	N	%	N/A	%
Advanced Virtual Academy	546	350	64.1	7	1.3
Liberty	2	2	100.0	-	-
Middle College at HCC Fraga	1	1	100.0	-	-
Waltrip	1	1	100.0	-	-
Westbury	1	1	100.0	-	-
Yates	1	1	100.0	-	-
Total OFSDP	552*	356	64.5	7	1.3
HISD Grades 9–12	51,309	35,667	69.5	-	-

Sources: Chancery, May 27, 2015; PEIMS 2014–2015

Note: *Two Advanced Virtual Academy students also attended Westbury or Yates during the school year. Economic disadvantage data for seven OFSDP students were not available (N/A).

- **Table 3** displays the distribution of 2014–2015 OFSDP participants by grade level and age. Participants' ages ranged from 15 to 26, with a modal age of 17, followed by age 18. A total of 69.8 percent of the students were between the ages of 15 and 19. A total of 19.0 percent of the students were between the ages of 20 and 21. A total of 11.2 percent of participants were over 21 years of age.
- The largest proportion of participants was in the twelfth grade (51.6 percent), followed by 39.2 percent in the eleventh grade, 8.5 percent in the tenth grade, and 0.7 percent in the ninth grade (Table 3).

Table 3. Number and Percentage of Optional Flexible School Day Program Participants by Age* and Grade Level, 2014–2015

Grade	Age												N	%
	15	16	17	18	19	20	21	22	23	24	25	26		
9	-	1	-	-	1	1	-	-	-	1	-	-	4	0.7
10	2	10	7	8	4	5	6	2	2	-	-	-	46	8.5
11	-	25	72	48	24	16	11	9	3	-	3	2	213	39.2
12	-	3	61	62	51	42	22	20	7	7	5	-	280	51.6
Total (N)	2	39	140	118	80	64	39	31	12	8	8	2	543**	100.0
Total (%)	0.4	7.2	25.8	21.7	14.7	11.8	7.2	5.7	2.2	1.5	1.5	0.4		100.0

Sources: Chancery, May 27, 2015; PEIMS 2014–2015

Note: *Age as of September 1, 2014; Percentages may not total 100 due to rounding.

**Data regarding date of birth for seven OFSDP students were not available (N/A).

- Consistent with the overall district's student demographics, the proportion of female OFSDP participants was 0.5 percentage points smaller than its proportion of male participants, based on available data. This compared to a gender difference of 1.0 percentage point for students across the district (Table 4).

Table 4. Number and Percentage of Optional Flexible School Day Program Participants by Gender and School and HISD Grade 9–12 Students by Gender, 2014–2015

School	Female		Male		N/A		Total
	N	%	N	%	N	%	N
Advanced Virtual Academy	270	49.5	273	50.0	3	0.5	546
Liberty	1	50.0	1	50.0	-	-	2
Middle College at HCC Fraga	-	-	1	100.0	-	-	1
Waltrip	-	-	1	100.0	-	-	1
Westbury	1	100.0	-	-	-	-	1
Yates	1	100.0	-	-	-	-	1
Total	273	49.5	276	50.0	3	0.5	552*
HISD Grades 9–12	25,409	49.5	25,900	50.5	-	-	51,309

Sources: Chancery, May 27, 2015; PEIMS 2014–2015

Note: *Two Advanced Virtual Academy students also attended Westbury or Yates during the school year.

Economic disadvantage data for three OFSDP students were not available (N/A).

- Based on fall 2015–2016 enrollment data available for 2014–2015 OFSDP students, **Table 5** shows the enrollment status of 545 OFSDP participants by school (including two students with duplicated data). A total of 4.6 percent of the students had graduated from an HISD high school and 15.6 percent of the students had withdrawn from HISD schools, while 12.7 percent of the 2014–2015 OFSDP remained enrolled in HISD, but had not shown up to attend school. Another 67.2 percent of the 2014–2015 OFSDP students were still enrolled in the district for the 2015–2016 school year.

Table 5. Fall 2015–2016 Enrollment Statuses of 2014–2015 Optional Flexible School Day Program Students

School	Graduated	Withdrawn	Enrolled		Total
			-No Show	Enrolled	
Advanced Virtual Academy	25	83	69	362	539
Liberty	-	-	-	2	2
Middle College at HCC Fraga	-	1	-	-	1
Waltrip	-	1	-	-	1
Westbury	-	-	-	1	1
Yates	-	-	-	1	1
Total (Number)	25	85	69	366	545*
Total (Percent)	4.6	15.6	12.7	67.2	100.0

Sources: Chancery, May 27, 2015 and October 29, 2015; PEIMS 2014–2015

Note: Two Advanced Virtual Academy students also attended Westbury or Yates during the school year. *Enrollment status data for seven OFSDP students were not available. Percentages may not total 100 due to rounding.

- Table 6** presents data on the enrollment status for the 280 twelfth-grade OFSDP participants by school, with duplicated data for one senior who attended two campuses during the 2014–2015 school year. A total of 25 or 8.9 percent of the seniors had graduated from an HISD high school. A total of 40 or 14.2 percent of the seniors had withdrawn from HISD schools, 215 or 76.5 percent of participating seniors were still enrolled in the district, and 1 senior (0.4 percent) remained enrolled in HISD, but had not shown up by the end of October to attend school in the 2015–2016 school year.

Table 6. Fall 2015–2016 Enrollment Statuses of Twelfth-Grade 2014–2015 Optional Flexible School Day Program Students

School	Graduated	Withdrawn	Enrolled		Total
			-No Show	Enrolled	
Advanced Virtual Academy	25	40	1	212	278
Liberty	-	-	-	2	2
Middle College at HCC Fraga	-	-	-	-	-
Waltrip	-	-	-	-	-
Westbury	-	-	-	-	-
Yates	-	-	-	1	1
Total (Number)	25	40	1	215	281*
Total (Percent)	8.9	14.2	0.4	76.5	100.0

Sources: Chancery, May 27, 2015 and October 29, 2015; PEIMS 2014–2015

Note: *One Advanced Virtual Academy student also attended Yates during the school year. Enrollment status data for three OFSDP seniors were not available (N/A). Percentages may not total 100 due to rounding.

- The results presented in Tables 5 and 6 (page 6) indicate all of the OFSDP graduates (n=25) were seniors, 47.1 percent of the OFSDP students who withdrew (n=85) from district schools were seniors (n=40), and 58.7 percent of the OFSDP students who remained enrolled in the district (n=366) were seniors (n=215).
- **Table 7** shows the 2014–2015 OFSDP participants’ enrollment, withdrawal, and graduation statuses by grade. Declining with grade level, the smallest proportion of participants to withdraw from the district or to not show up for school in 2015–2016 were seniors, while none of the four participating 9th-graders remained enrolled in the district. More than 50 percent of 10th-graders (53.2 percent) withdrew or did not show up to attend school, while this occurred for 39.4 percent of the 11th-graders. In addition, increasing with grade level, a total of 46.8 percent of 10th-graders, 60.6 percent of 11th-graders, and 76.5 percent of seniors remained enrolled in district schools.

Table 7. Optional Flexible School Day Fall 2015–2016 Enrollment Statuses of 2014–2015 Students

Grade	Base Enrollment	Number Graduated	% Graduated	Number Withdrawn /No Show	% Withdrawn /No Show	Number Enrolled	% Enrolled
9	4	0	0.0	4	100.0	0	0.0
10	47	0	0.0	25	53.2	22	46.8
11	213	0	0.0	84	39.4	129	60.6
12	281	25	8.9	41	14.6	215	76.5
Total	545	25	4.6	154	28.3	366	67.2

Sources: Chancery, May 27, 2015 and October 29, 2015; PEIMS 2014–2015

Note: Enrollment status data for five OFSDP students were not available.

Percentages may not total 100 due to rounding.

- The total refined 2014–2015 average daily attendance rate for OFSDP participants reported in the PEIMS EDIT+ Reports Data Review for the 500-Flexible Attendance Data Record (for students who attended school less than two hours per day, five days a week) was 36.2 percent.
- Of the 550 OFSDP students, a total of 230 (41.8 percent) also participated in the regular school program (i.e., their attendance was recorded in the 400-Basic Attendance Record). These students had an average daily attendance rate of 77.7 percent.
- **Table 8** (page 8) presents data on OFSDP course enrollment, course completion, and the credits earned by OFSDP participants. Overall, the participants enrolled in 2,320 courses during the 2014–2015 fall, spring, and summer semesters. Students successfully completed 1,019 or 43.9 percent of these courses and earned 518.5 credits. Core course enrollment accounted for 1,570 or 67.7 percent of the total course enrollments and 362.5 or 69.9 percent of the total credits earned. Non-core course enrollment comprised 750 or 32.3 percent of the total course enrollments and 156.0 or 30.1 percent of the total credits earned.

Table 8. Optional Flexible School Day Program Course Enrollment, Course Completion, and Credits Earned, 2014–2015

School	Core Courses			Other Courses			OFSDP Total		
	Enrolled	Completed %	Credits Earned	Enrolled	Completed %	Credits Earned	Enrolled	Completed %	Credits Earned
Advanced Virtual Academy	1,547	715 (46.2%)	357.5	738	292 (39.6%)	155.0	2,285	1,007 (44.1%)	512.5
Liberty	6	5 (83.3%)	2.5	6	0 (0.0%)	0.0	12	5 (41.7%)	2.5
Middle College at HCC Fraga	-	-	-	-	-	-	-	-	-
Waltrip	6	0 (0.0%)	0	3	0 (0.0%)	0	9	0 (0.0%)	0
Westbury	5	5 (100.0%)	2.5	2	2 (100.0%)	1.0	7	7 (100.0%)	3.5
Yates	6	0 (0.0%)	0	1	0 (0.0%)	0	7	0 (0.0%)	0
Total	1,570	725 (46.2%)	362.5	750	294 (39.2%)	156.0	2,320	1,019 (43.9%)	518.5

Sources: Historical Grades Records, November 11, 2015.

Note: Two Advanced Virtual Academy students also attended Westbury or Yates during the school year. Therefore, seven courses for each of the two students (n=14) are duplicated in the counts. Percentages may not total 100 due to rounding.

Discussion

The results of this report provide information regarding OFSDP’s accomplishments in providing an alternative school program for students who are at risk of not graduating from high school. Program participation, course completion, and graduation outcomes presented in this report are indicative of OFSDP’s support of HISD’s Core Initiative 3, which addresses equity in students’ access to high-quality educational programs and instruction, and closing performance gaps between Asian/Pacific Islander and White students relative to African American and Hispanic students.

This year’s 15.3 percent increase in program enrollment from 2013–2014 to 2014–2015 indicates that a greater number of students than last year were able to take advantage of the unique opportunities afforded through this program. Although the proportion of African American participants in OFSDP decreased 8.6 percentage points while its proportion of Hispanic participants increased 7.6 percentage points, both African American and Hispanic students (typically, underserved populations) were overrepresented among OFSDP participants when compared to HISD’s overall student demographics. The program was comprised of more than 90 percent African American and Hispanic students and helped to advance the academic accomplishments of African American and Hispanic students, in particular. Furthermore, in 2014–2015, 64.5 percent of the OFSDP students were economically disadvantaged, which also showed the program’s support to economically disadvantaged students who are typically at risk for dropping out of school. However, there was a five percentage point difference between the proportion of economically

disadvantaged students who participated in the OFSDP program and the district's proportion of economically disadvantaged students (64.5 percent versus 69.5 percent, respectively). It may be worth investigating ways to make the program more accessible to students who are economically disadvantaged.

Benefits of the program were also demonstrated by OFSDP's service to overage students, with roughly 30 percent of OFSDP's 2014–2015 participants (n=164) between the ages of 20 and 26 years. OFSDP's flexible scheduling for overage students supports the aforementioned District Initiative as well as provides an important service to the city of Houston. Therefore, efforts made to enlist the participation of African American, Hispanic, economically disadvantaged, at-risk, overage, and other eligible students should be enhanced and replicated across the district.

Unfortunately, less than 10 percent of participating OFSDP seniors graduated in 2014–2015, while nearly 15 percent of OFSDP seniors withdrew from a school in the district or remained enrolled, but did not attend. However, more than 75 percent of 2014–2015 OFSDP seniors have continued their enrollment in the district, making graduation a future possibility for them. Program-wide enrollment trends were fairly consistent with the trends of OFSDP seniors and juniors. However, the enrollment trends for OFSDP 9th- and 10th-graders were less favorable. Overall, the largest proportion of OFSDP students has remained enrolled in district schools (67.2 percent) and the second largest group of students has withdrawn from district schools or remained enrolled, but did not attend a school in the district (28.3 percent). To further support student retention and increase the number of OFSDP participants to complete coursework and graduate, it may prove helpful to explore and address factors that impact participants' decisions to discontinue their education with the district after their involvement in the OFSDP program.

In light of the special needs of OFSDP students, the results of this report are quite favorable, overall. The 2014–2015 OFSDP offered a rare opportunity for dropouts and current HISD students, especially those who are among the underserved populations in our communities and those who had exhausted all other avenues to advance toward high school completion. It may be helpful to further ensure that all HISD high schools provide ongoing, high-profile opportunities for eligible students to participate in this program, particularly at schools serving large proportions of economically disadvantaged students who are or who may be at risk of dropping out of school.

References

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