Los Angeles Unified School District
Division of Instruction

A-G Credit Recovery Progress

District English Learner Advisory Committee (DELAC)

February, 2018

History Highlights of Board Actions

2005	"Create Educational Equity in Los Angeles through the Implementation of the A-G Course Sequence as part of the High School Graduation Requirements" • New graduation requirements for the Class of 2016
2008	"Endorsing Multiple Pathways as a Comprehensive HS Reform Strategy" • Clarified the concept of student waivers from the A-G requirements in order to eliminate the perception that high schools have different curricular tracks
2012	"Enhancing Instruction and Academic Achievement" Resolution • Together with the 2005 and 2008 resolutions they established the criteria for all student to complete the 15 A-G college prep course sequence
2013	Policy to include the minimum A-G requirements for the class of 2016 with a "D" or better and a "C" or better beginning with the class of 2017 • Policy included the adoption of the validation rules as used by the UC and CSU • Reduced number of credits from 230 to 210
2015	Board of Education removed the requirement of a "C" for the class of 2017

Fall Action Steps
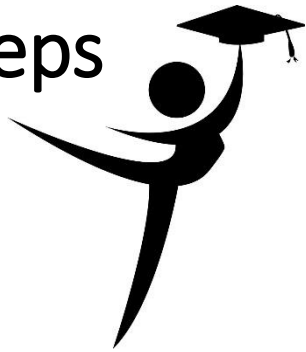
Winter Plus

August – December

Ongoing Monitoring
- Central, Local Districts and school sites monitor and communicate credit recovery and on-track rates

October – November

Counselors Meet Students in Danger of Going Off-Track
- Counselors meet with students receiving a fail at the 10 week to provide support and identify needed intervention

August – October

Individual Graduation Plans
- Within the first 10 weeks, counselors meet with all students off-track to complete the IGP & send parent notification letters
- Students receive a Senior College Packet
- IGPs are completed throughout the year for students on-track

August – ongoing

Professional development and tactical assistance
- Provide support scheduling students to optimize opportunities for credit recovery within and beyond the school day and program implementation at school sites
- A-G Diploma Project PSA Counselors will provide guidance and support to tier 2 and 3 students off-track by 3 or more courses

August

Decentralization of the A-G Plan
- Supporting autonomy of the local districts around a common mission
- Provided A-G resources to the local districts and menu of credit recovery options
- Data on number of students off track provided to local districts

Spring Action Steps

9th Grade Bridge

Ongoing Monitoring
- Central, Local Districts and school sites monitor and communicate credit recovery and on-track rates

Feb 19th

Spring Plus

5th Year Communication
- Communicate opportunities to complete graduation credits beyond the end of the school year to students not able to complete all graduation requirements by June

March - ongoing

Meet Students in Danger of Going Off-Track
- Counselors meeting with students receiving a fail at the 10 week mark to provide support and identify needed intervention

**February - March**

Personalized Plan for Off-Track Students
- Within the first 10 weeks counselors meet with every student off-track
- Counselors complete notification letters to parents/guardians
- Central offices provide resources and support for credit recovery implementation

Jan15th – Feb 5th

Articulation of Spring Semester A-G Monitoring Plan
- Superintendents personalize the data and organize students off track into 3 tiers
  - Tier 1 (off by 1-2 courses), Tier 2 (off by 3-4 courses), Tier 3 (off by 5+ courses)
- Provide support scheduling students to optimize opportunities for credit recovery within and beyond the school day and program implementation
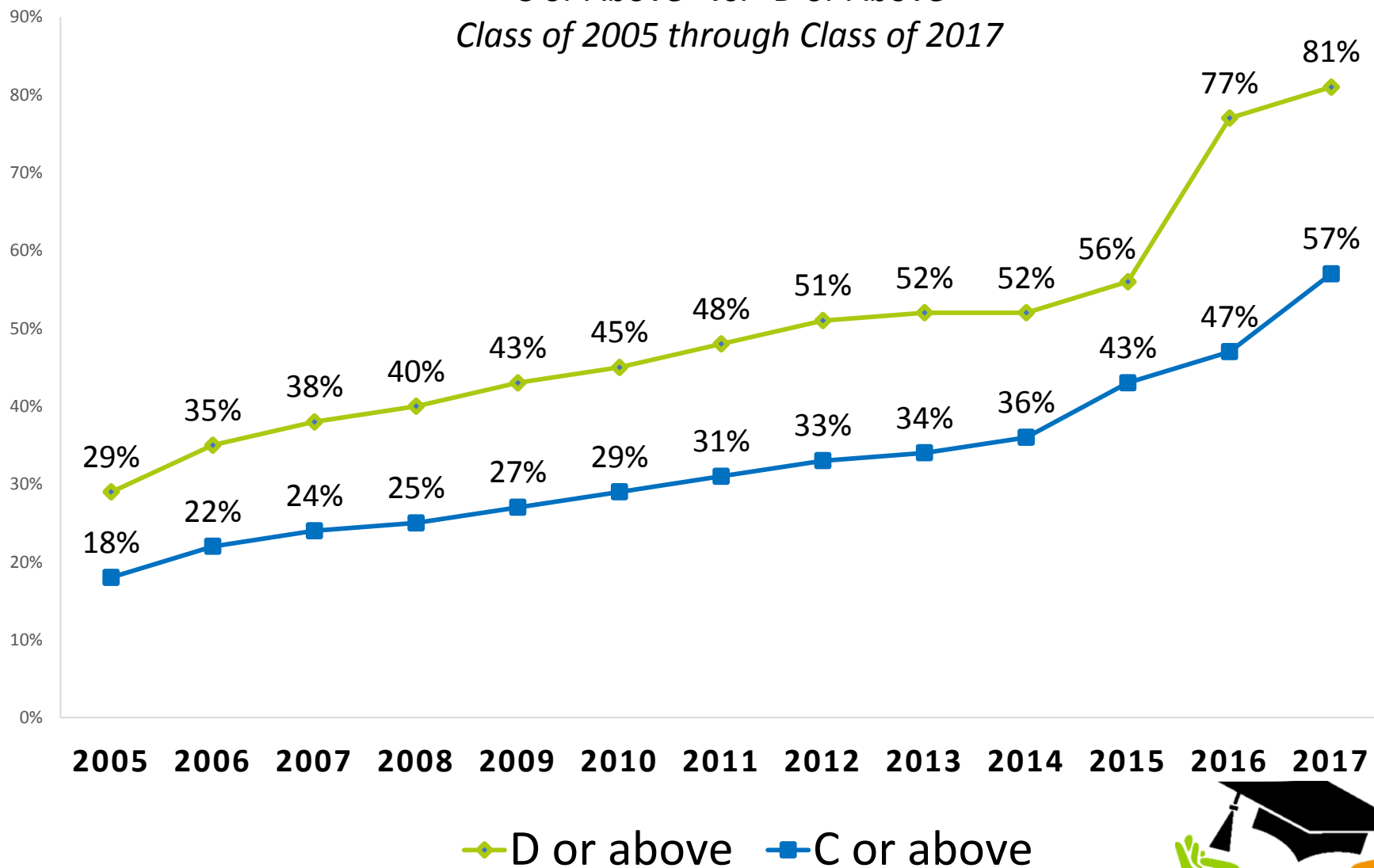
January 14, 2016

LAUSD Four Year Cohort Graduation Rate, Comparison to Prior Years CDE Calculation
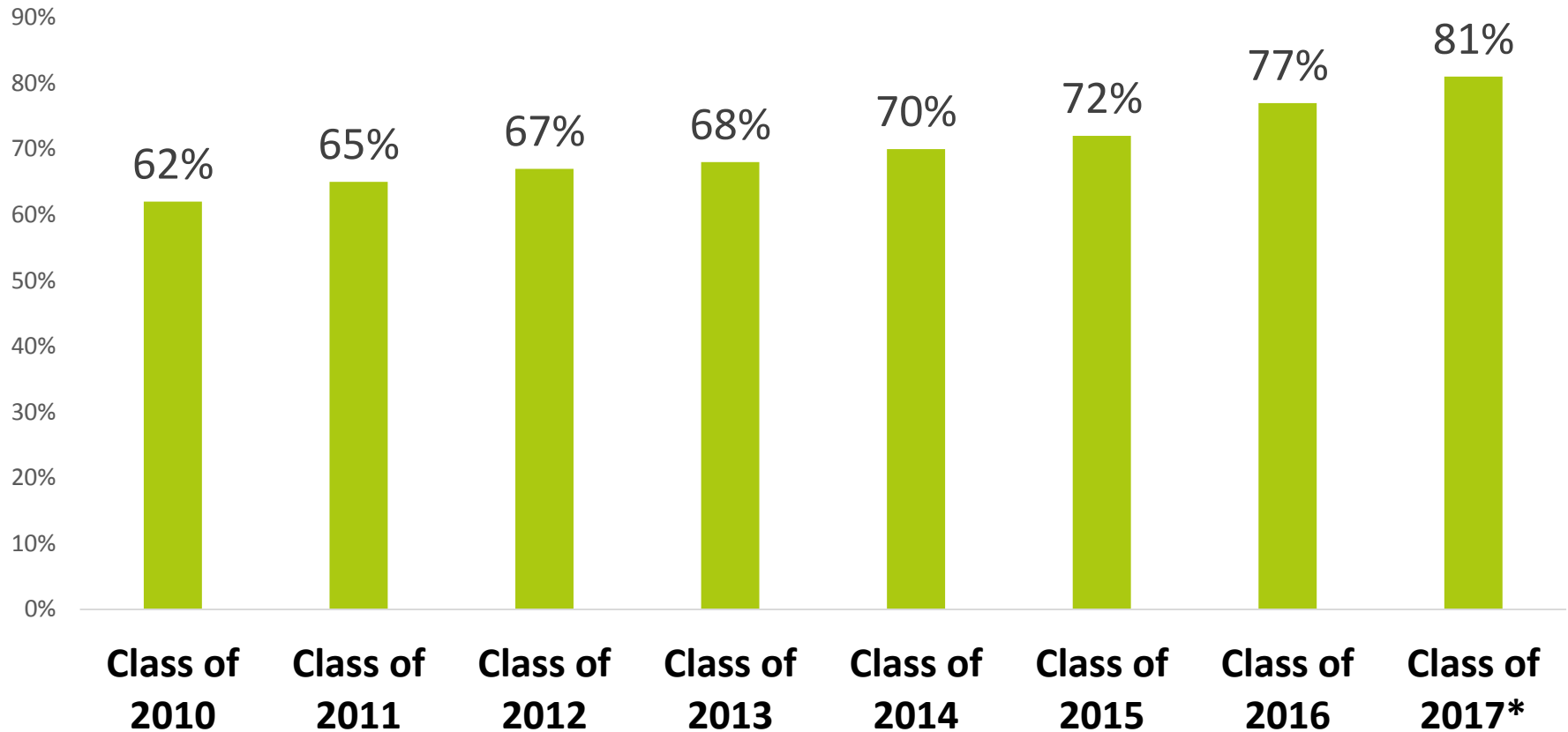
*Preliminary Calculation

LAUSD A-G On-Track Percentage Over Time
"C or Above" vs. "D or Above"
Class of 2005 through Class of 2017

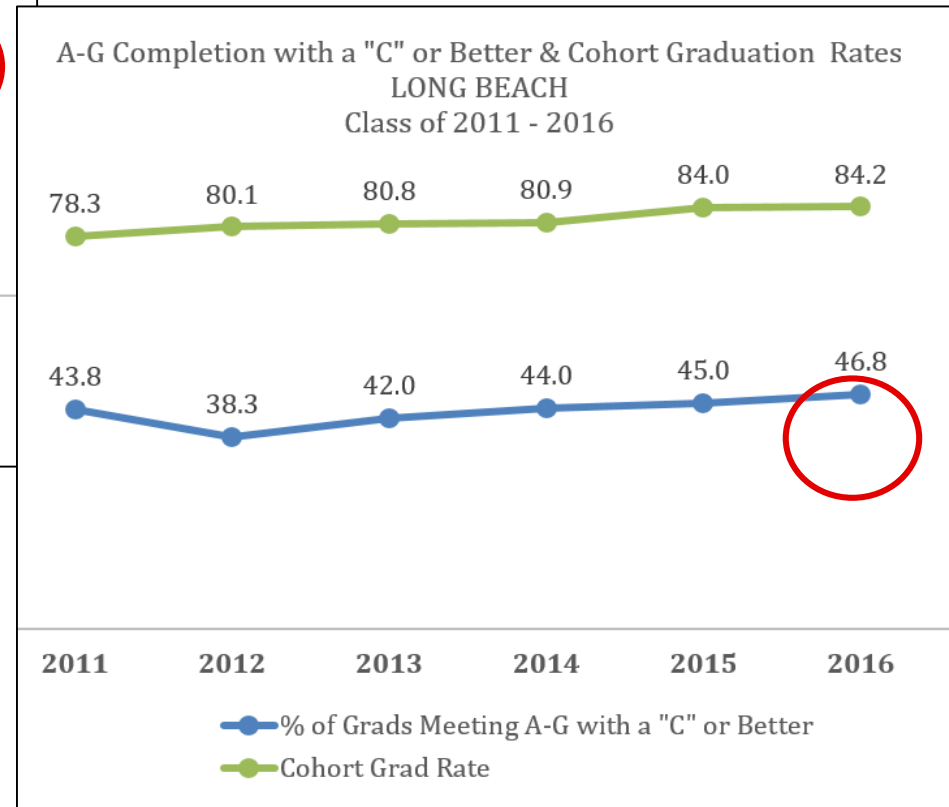D or above: 29%, 35%, 38%, 40%, 43%, 45%, 48%, 51%, 52%, 52%, 56%, 77%, 81%
C or above: 18%, 22%, 24%, 25%, 27%, 29%, 31%, 33%, 34%, 36%, 43%, 47%, 57%

Years: 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

D or above   C or above

LAUSD in Comparison to Other Districts

Fresno

A-G Completion with a "C" or Better & Cohort Graduation Rates
FRESNO
Class of 2011 - 2016

	2011	2012	2013	2014	2015	2016
Cohort Grad Rate	73.4	75.0	76.2	79.3	83.8	85.4
% of Grads Meeting A-G with a "C" or Better	32.3	38.9	42.9	47.7	46.0	48.5

— % of Grads Meeting A-G with a "C" or Better
— Cohort Grad Rate

Long Beach

A-G Completion with a "C" or Better & Cohort Graduation Rates
LONG BEACH
Class of 2011 - 2016

	2011	2012	2013	2014	2015	2016
Cohort Grad Rate	78.3	80.1	80.8	80.9	84.0	84.2
% of Grads Meeting A-G with a "C" or Better	43.8	38.3	42.0	44.0	45.0	46.8

— % of Grads Meeting A-G with a "C" or Better
— Cohort Grad Rate

LAUSD in Comparison to Other Districts

Oakland

A-G Completion with a "C" or Better & Cohort Graduation Rates
OAKLAND
Class of 2011 - 2016

	2011	2012	2013	2014	2015	2016
Cohort Grad Rate	58.4	59.0	62.8	60.5	63.4	64.9
% of Grads Meeting A-G with a "C" or Better	43.4	47.8	50.2	47.4	51.3	52.4

- % of Grads Meeting A-G with a "C" or Better
- Cohort Grad Rate

Pasadena

A-G Completion with a "C" or Better & Cohort Graduation Rates
PASADENA
Class of 2011 - 2016

	2011	2012	2013	2014	2015	2016
Cohort Grad Rate	76.2	78.9	82.8	81.4	81.5	81.9
% of Grads Meeting A-G with a "C" or Better	44.0	49.8	96.7	49.1	46.9	43.3

- % of Grads Meeting A-G with a "C" or Better
- Cohort Grad Rate

LAUSD in Comparison to Other Districts

Pomona

A-G Completion with a "C" or Better & Cohort Graduation Rates
POMONA
Class of 2011 - 2016

77.1   77.5   79.1   83.0   78.0   79.4

38.7   41.4   39.6   42.3   44.5

4.6

2011   2012   2013   2014   2015   2016

—●— % of Grads Meeting A-G with a "C" or Better
—●— Cohort Grad Rate

Sacramento

A-G Completion with a "C" or Better & Cohort Graduation Rates
SACRAMENTO
Class of 2011 - 2016

74.6   79.9   85.3   85.0   80.3   80.5

45.3   44.1   44.4   45.2   42.8

25.9

2011   2012   2013   2014   2015   2016

—●— % of Grads Meeting A-G with a "C" or Better
—●— Cohort Grad Rate

LAUSD in Comparison to Other Districts

San Jose

A-G Completion with a "C" or Better & Cohort Graduation Rates
SAN JOSE
Class of 2011 - 2016

84.1   83.8   81.7   85.9   85.4   87.6

41.3   45.7   45.1   49.2   49.1   **50.9**

2011   2012   2013   2014   2015   2016

- % of Grads Meeting A-G with a "C" or Better
- Cohort Grad Rate

Santa Ana

A-G Completion with a "C" or Better & Cohort Graduation Rates
SANTA ANA
Class of 2011 - 2016

82.6   85.2   85.9   87.4   88.9   91.6

32.3   32.8   38.4   41.5   43.1   44.0

2011   2012   2013   2014   2015   2016

- % of Grads Meeting A-G with a "C" or Better
- Cohort Grad Rate

Grade Level Benchmarks
Indicators for On-Track

9th grade

- 1 • B English
- 1 • C Math
- 1 • PE
- ✓ • Career Pathway

50 Credits

10th grade

- 1 • A World History
- 2 • B English
- 2 • C Math
- 1 • D Bio or Phys Sci
- 1 • E LOTE
- 2 • PE
- ½ • Health

105 Credits

11th grade

- 2 • A US History
- 3 • B English
- 3 • C Math
- 2 • D Bio or Phys Sci
- 2 • E LOTE

160 Credits

12th grade

- 3 • A Prin Am Dem
      • G Economics
- 4 • B English
- 1 • F Vis & Perf Art
- 1 • G Elective
- ✓ • Service Learning

210 Credits

Students have space in their schedules for enrichment and credit recovery courses.

A-G On-Track Rate Over Time

**LAUSD**
Progress of A-G On-Track Rate
(End of Fall)

Class of 2016 END FALL: 26% % Tier 2: Missing 3+, 20% % Tier 1: Missing 1-2, 54% % On-Track

Class of 2017 END FALL: 22% % Tier 2: Missing 3+, 19% % Tier 1: Missing 1-2, 59% % On-Track

Class of 2018 END FALL: 15% % Tier 2: Missing 3+, 13% % Tier 1: Missing 1-2, 72% % On-Track

Legend: ■ % On-Track   ■ % Tier 1: Missing 1-2   ■ % Tier 2: Missing 3+
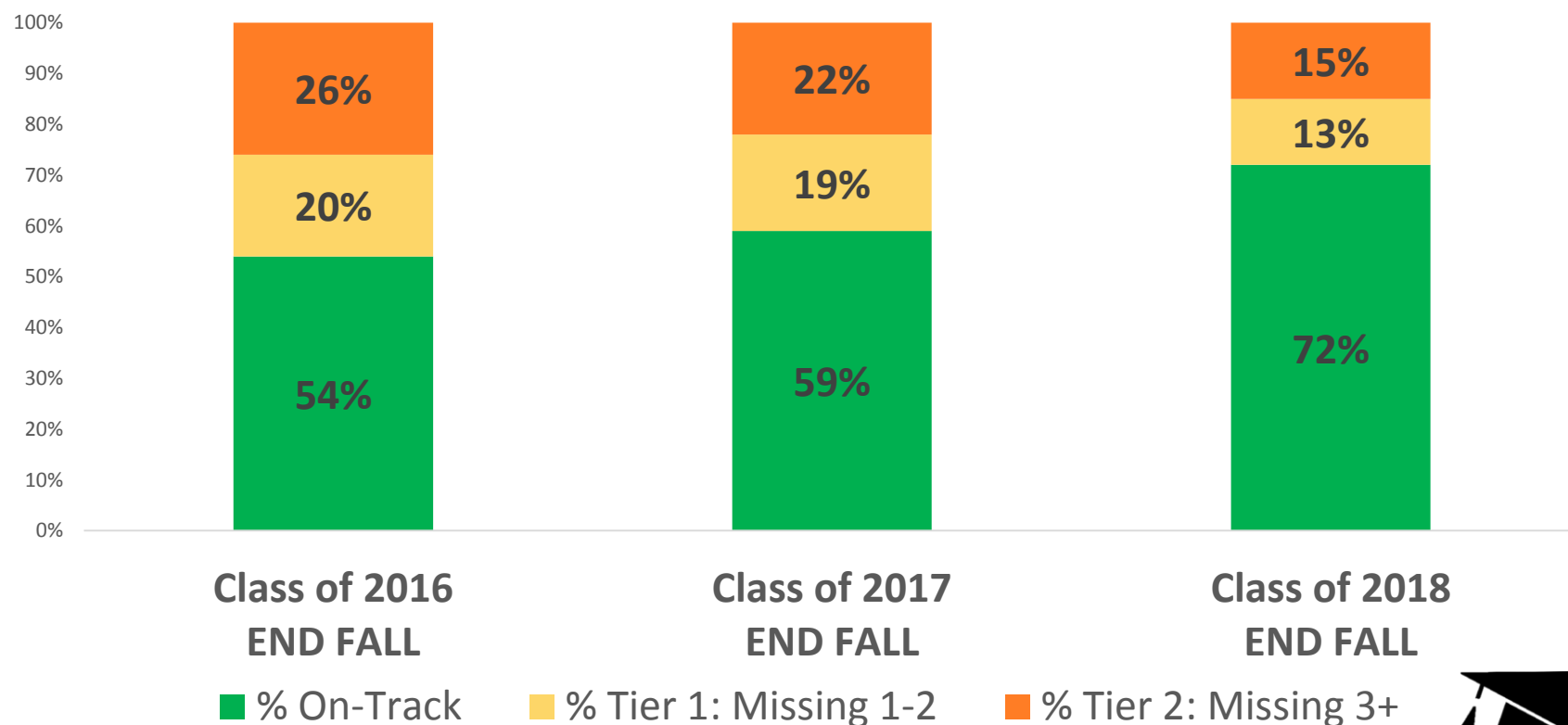
Current A-G On-Track Rate by Grad Year
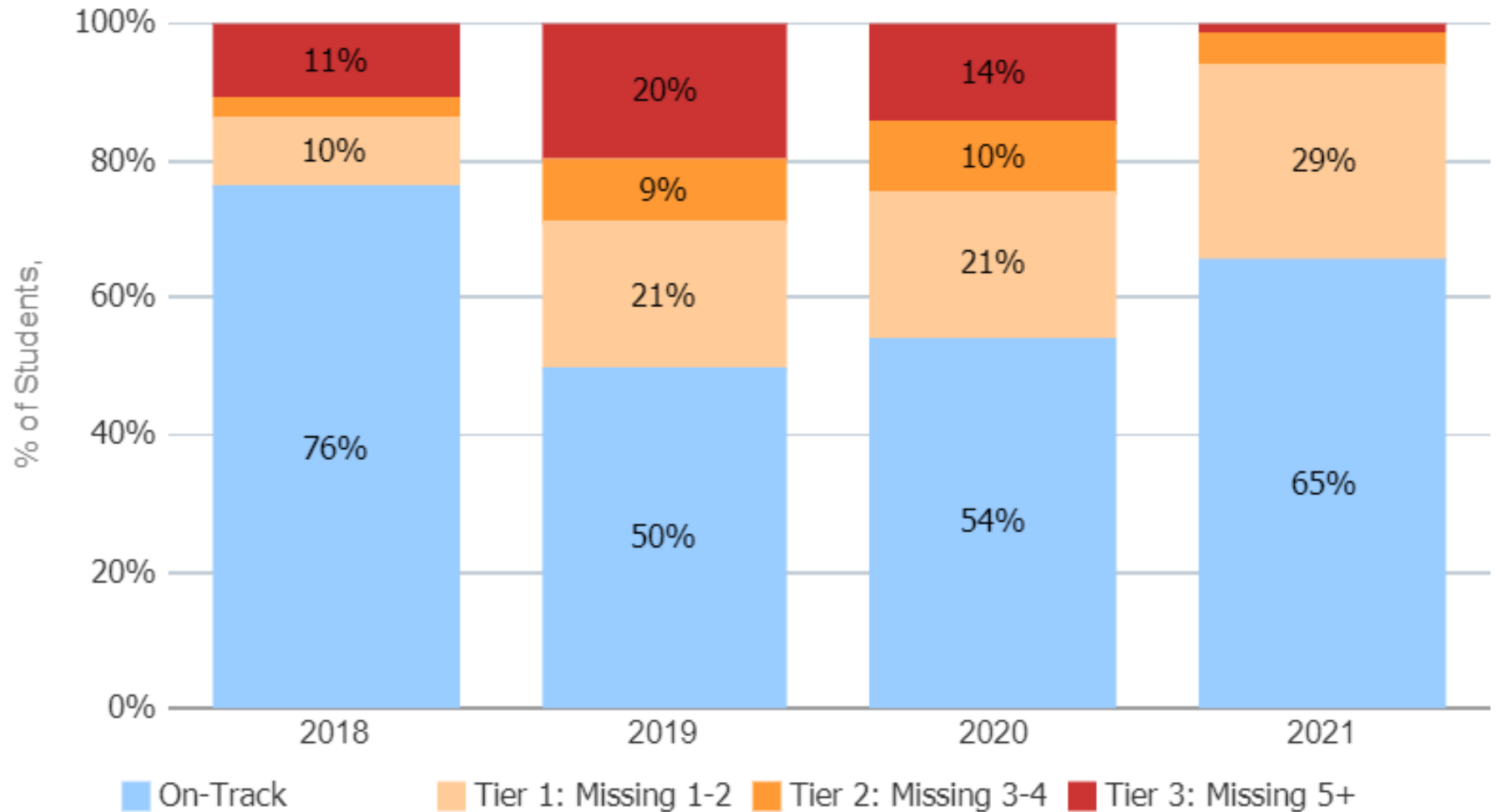
Current A-G "C or Better" Cal-State University by Grad Year

Graduation Dashboard 2-8-18
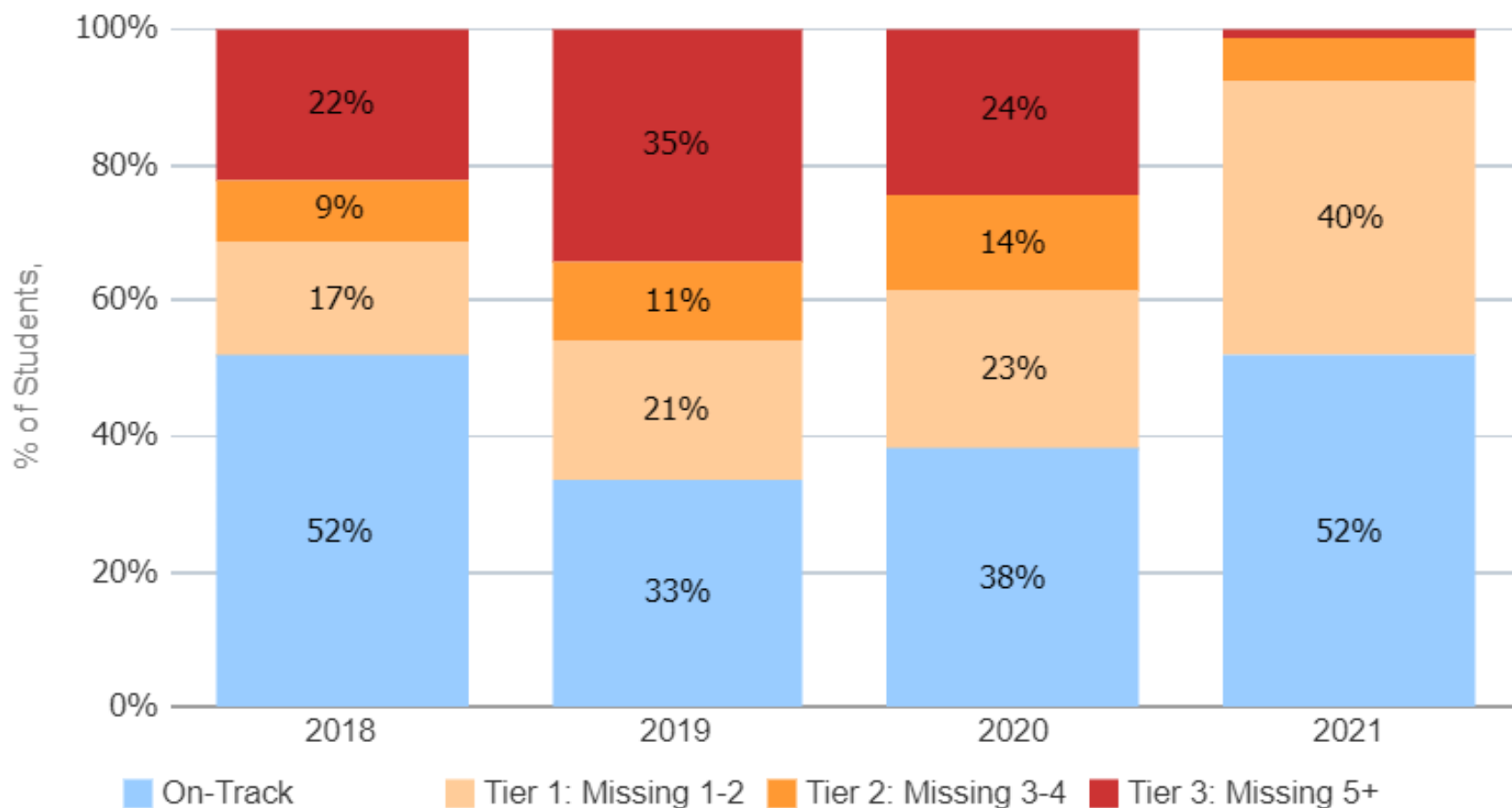
Pathways for Student
Graduate College Prepared and Career Ready
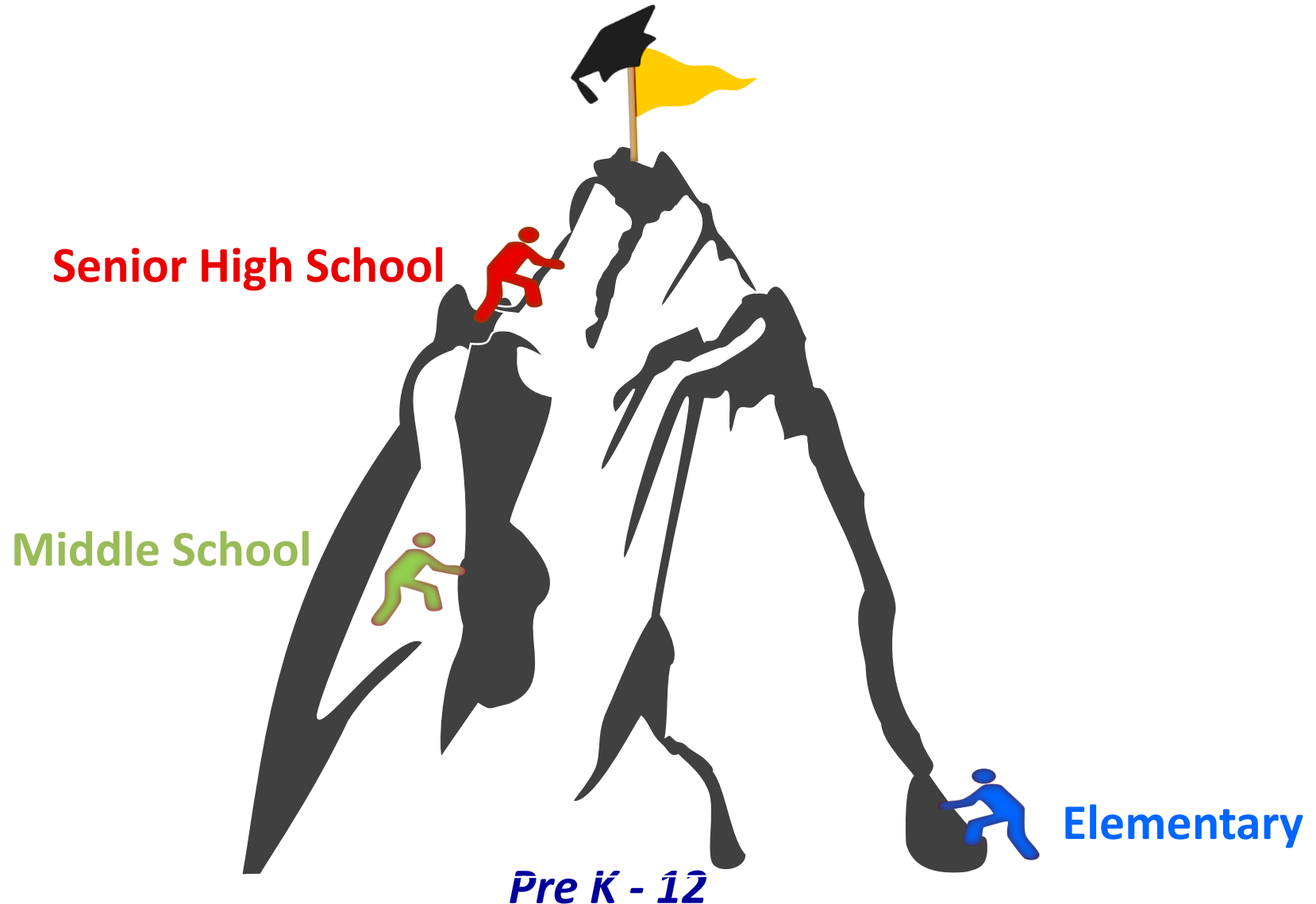
How do we get students back on track?

Traditional means of credit recovery…

Auxiliaries

- Opportunities during the school day for students to retake a failed course
- Approximately 138 auxiliary courses are currently being offered across the district for credit recovery

Independent Study

- Provides flexibility for students to recover missing credits
- Each student enters into a personalized agreement at his or her school with the subject teacher, stipulating the assignments and assessments required, expectations, and time frame for completion of the course

Summer School

5th Year of High School

Community College Courses

Digital learning opportunities based on mastery learning…

Blended Learning Model

- Schools provide a subject area credentialed teacher to support students through the curriculum
- A site coordinator/counselor is responsible for supporting students and monitoring program implementation at the school

Virtual Learning Model

- An online platform teacher is provided
- School site provides a mentor for each student to monitor progress acting as a liaison between the school and program
- **This is the only model approved for NCAA.**

Digital Credit Recovery Programs

Prescriptive models enable students to proceed through each online course at their own pace as they demonstrate mastery of materials, and focus on concepts needing further instruction.

- More personalized learning
- Allows students' to demonstrate proficiency and skip material they already know
- Demonstrate mastery through assessments
- Reduction in amount of time to complete credits
- Prescriptive courses are **not** NCAA approved regardless if offered in the virtual model

New Credit Recovery Pilot Programs

- Programs grew out of the performance dialogues of 2015 that involved all local districts

- Each was designed within LAUSD as a new way of thinking around how best to support our students in need of credit recovery

- The programs utilize current district resources including personnel, curriculum materials and technology

PASS
(Performance Assessment Student Support)

- Provide unique opportunity to recover credit for failed courses by focusing on course content not mastered. Based on mastery learning and grading.
  - The following courses are available in the PASS program: Algebra 1, Algebra 2, Geometry, English Language Arts courses 9A, 9B, 10A, 10B, 11A, 11B, and 12A

- Each course is structured into modules based on clusters of standards.

- There is no time-in-seat requirement

- Students proceed through each module at their own pace as they demonstrate mastery, and are provided differentiated instruction including technology components, on concepts needing further instruction

- Course credit and grade given once students demonstrate proficiency on all modules

RIG
(Recovery + Intervention = Graduation)

- A system whereby students can recover credit for failed classes by taking up to two "pass-thru" classes at the options school site during the school day, while remaining enrolled at the comprehensive high school

- RIG classes are also being offered after school and in the evening, providing maximum flexibility for student participation to complete A-G course credits

- Partnerships have been created between 20 comprehensive high schools and the co-located continuation school to offer these credit recovery opportunities.

Adult Education

- Winter/Spring Recess + Saturdays
- A-G Approved Courses
- Competency-Based Curriculum
- Individualized Instructor Support
- Provides opportunities for students to take courses after school at 14 high school campuses across the district

Course Extension Program

STAR 17 (Students Taking Action for Readiness)

- A program that provides extended time at the end of each semester for students to demonstrate proficiency on the concepts and skills needing further instruction

- Students are provide the opportunity to raise existing grades by participating in additional hours of instruction
  - If students' initial grade was between a 60-69%, the students will receive additional instructional sessions up to 20 hours at the end of the semester

- Students are eligible to participate by teacher recommendation only
  - Teacher, student, parent and counselor engage in a contract outlining course requirements, commitments and expectations
  - Recommending teacher agrees to submit a grade change once the student completes the additional instructional program requirements and demonstrates proficiency
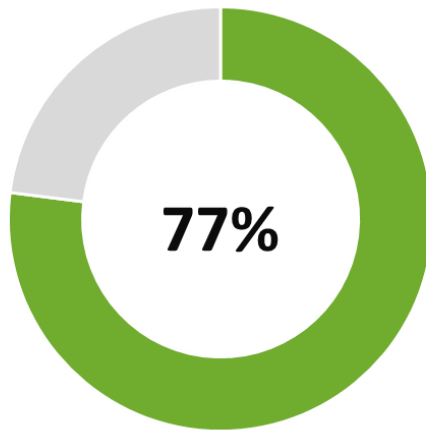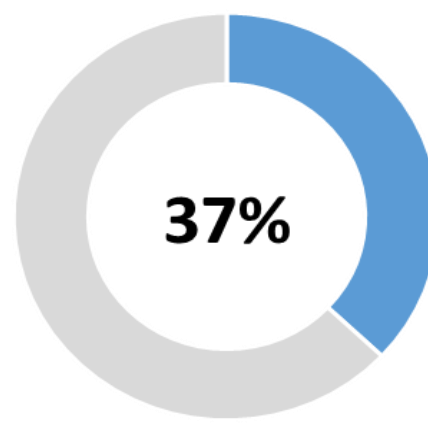
The LAUSD Aspirations Gap

76%
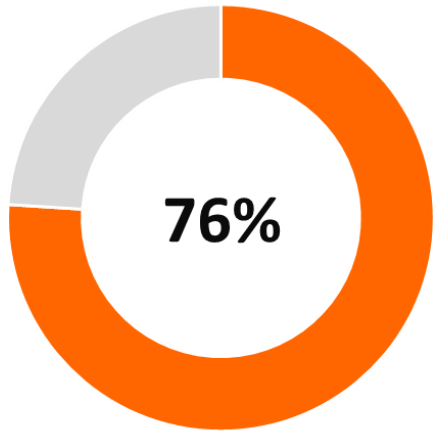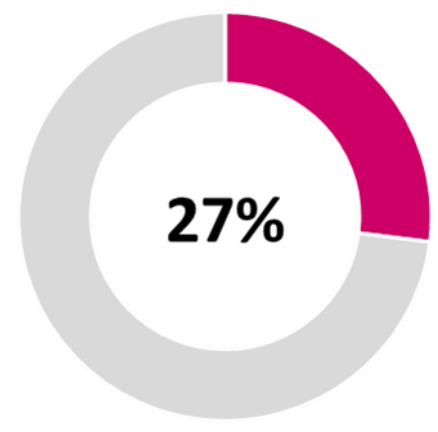
Percentage of 12th graders who aspire to go to a 4-year college

77%

Percentage of high school graduates

37%

Percentage of students that enrol in a 2-year college immediately after high school

27%

Percentage of students that enrol in a 4-year college immediately after high school

College and Career Readiness

Building Capacity

- College Collaborative
- College Access Training
- College Awareness Lessons
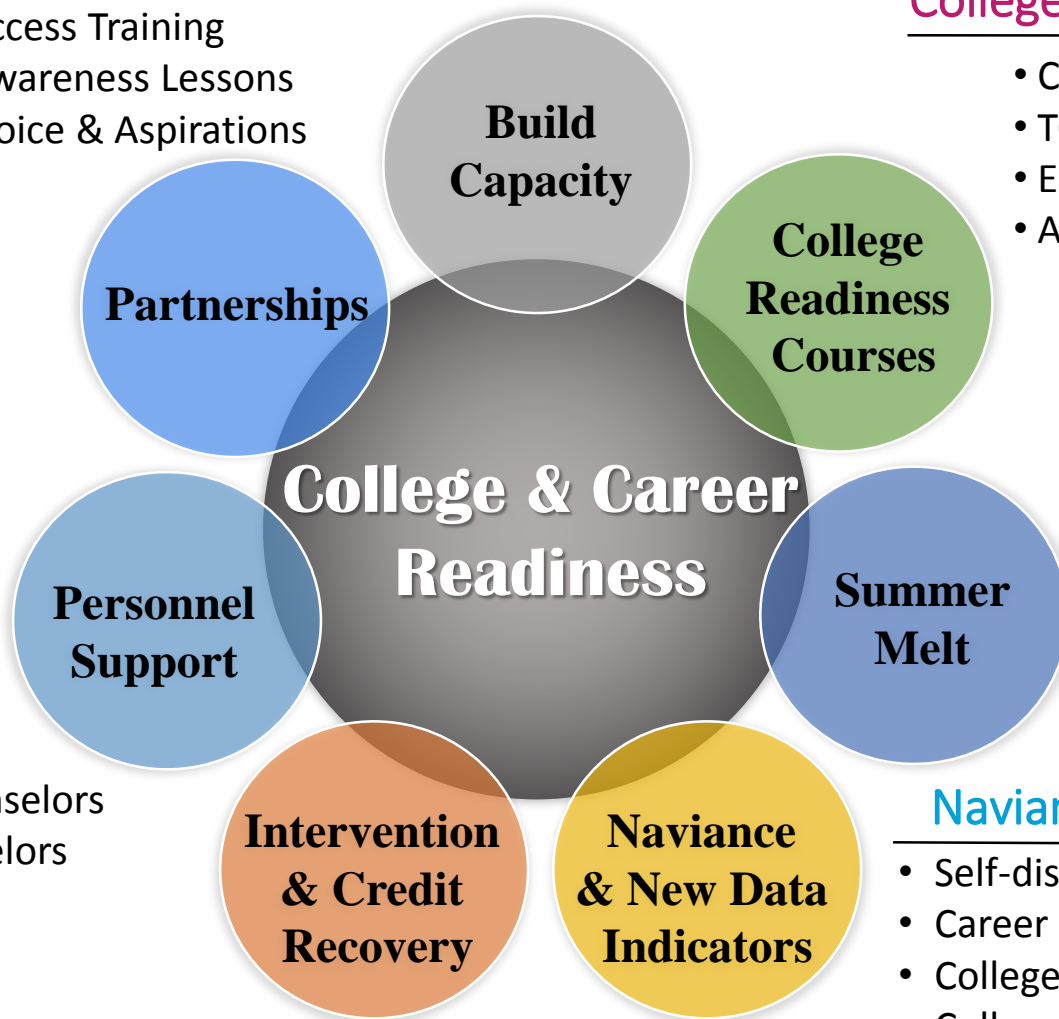- Student Voice & Aspirations

Partnerships

- Cal State LA
- UCLA
- College Board
- USC
- Project Grad
- LAERI
- College Futures

Personnel Support

- College Coordinators
- A-G Diploma PSA Counselors
- Empowerment Counselors
- MS College & Career Readiness Coaches

College Ready Courses

- Concurrent Enrollment
- TCMS
- ERWC
- AP Courses

Summer Melt

- Counselor Time
- GEAR UP 4 LA
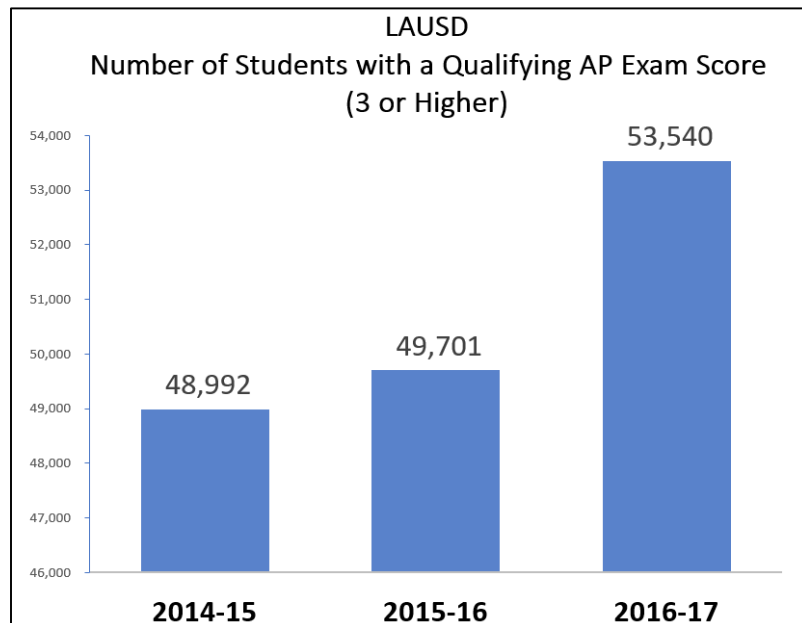- SignalVine Study

Naviance

- Self-discovery
- Career exploration
- College Match & Fit
- College Applications
- Clearinghouse Data
- GPA, SAT/ACT, Financial Aid

Intervention & Credit Recovery

- Algebra 1 Intervention

Central Diagram

- Build Capacity
- College Readiness Courses
- Partnerships
- **College & Career Readiness**
- Summer Melt
- Personnel Support
- Intervention & Credit Recovery
- Naviance & New Data Indicators

Increasing Enrollment and Achievement

Over 1,800 students enrolled in the new TCMS course

TCMS FALL ENROLLMENT		
2015-16	**2016-17**	**2017-18**
300	472	1,888

Over 2,400 more students taking AP Courses

ERWC FALL ENROLLMENT		
2015-16	**2016-17**	**2017-18**
7,976	9,081	9,651

LAUSD
Number of Students with a Qualifying AP Exam Score (3 or Higher)

Year	Number
2014-15	48,992
2015-16	49,701
2016-17	53,540

Over 4,500 more students passing AP Exams

Over 2,400 more students taking AP Courses

AP Course Enrollment Increase		
Ethnicity	2016-17	2017-18
	Number	Number
African American	2,011	2,276
Asian	2,441	2,413
Latino	22,257	24,220
White	3,180	3,418

Senior College Packet

Why Naviance?
Where to start?
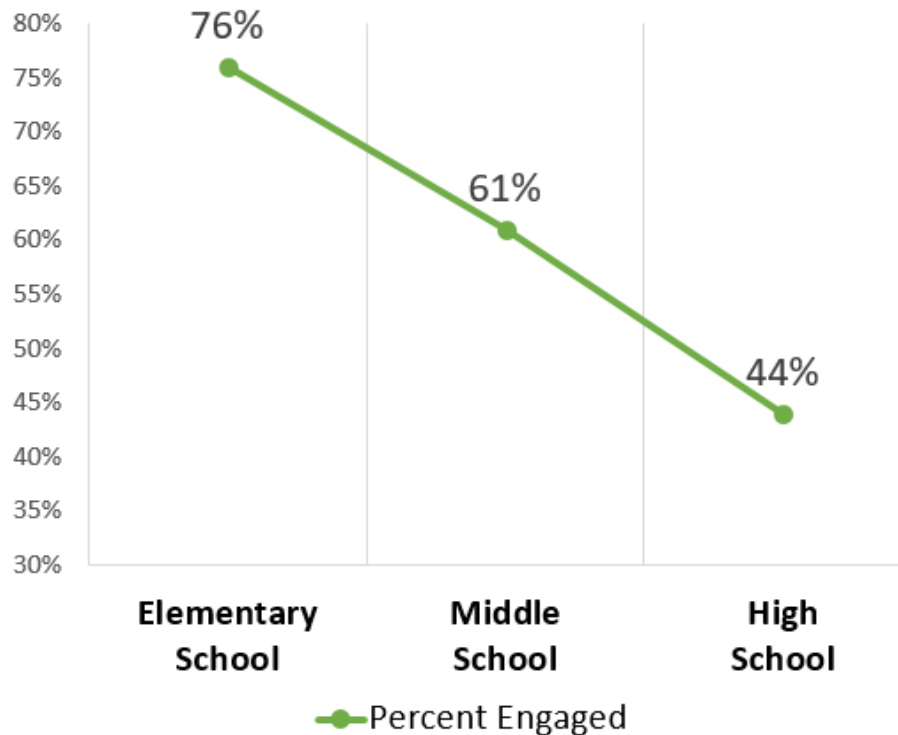
Source: 2013 Gallop Student Poll

Supporting Student Success
Put the pieces together

Who am I?

What do I care about?
What are my talents?
How do I learn?

What do I want to be?

Which career path will I enjoy?
What education is required?

Self-Discovery

Career Exploration

Academic Planning

Postsecondary Preparation

How will I succeed?

Who will advocate for me?
What resources will help me reach my goals?

How will I get there?
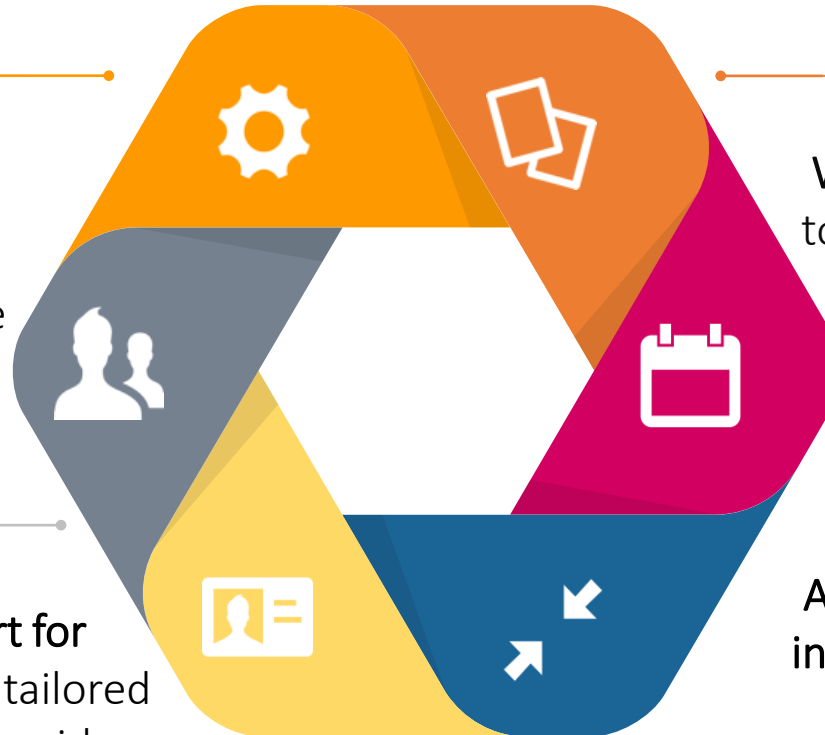
What's my plan for success?
Where should I go after high school?

LAUSD is using the Naviance platform to:

Create a common scope and sequence for success planning across the entire district

Provide monitoring metrics and outcomes specific to college and career readiness

Build a systemic and comprehensive best practices around college and career readiness connecting school to career goals

Widen student exposure to postsecondary college and career option and develop concrete postsecondary plans

Deliver increased support for at-risk populations with tailored **activities** for students to guide through career planning and the college application process

Allow for greater systems integration for counselors and faculty to support the student planning and application process to college

Questions

A-G
Diploma Program

Dr. Michelle Castelo Alferes
Director,
Pupil Services

Dr. Selena Barajas-Ledesma
Assistant Director,
Pupil Services

Kristal Green
Coordinator,
A-G Diploma Program

Student Health & Human Services

Background

- Historic investment in child welfare and attendance and dropout prevention and intervention services in the LAUSD

- Alignment with the District's Strategic Plan goal of 100% graduation and Zero Dropouts Resolution

- Three-tiered dropout prevention and intervention framework aimed at increasing course passage and A-G on-track rates

- Administered by Pupil Services, Division of Student Health and Human Services

- Placed an A-G PSA Counselor in every Title 1 High School beginning in the 2016-17 school year
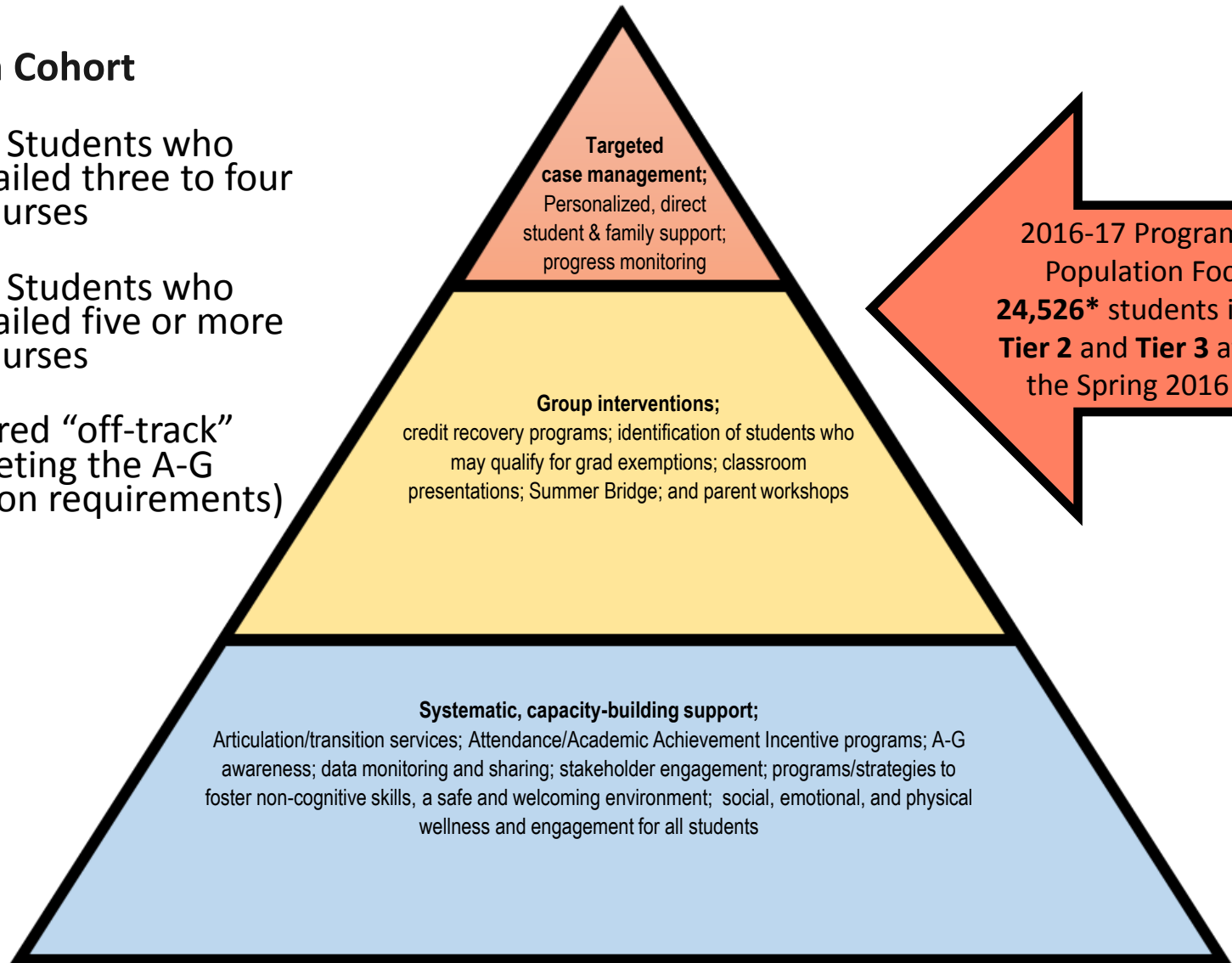
A-G Diploma Program Goals

Goal 1-   Analyze/plan, track and share data

Goal 2-   Teach College and Career Readiness

Goal 3-   Implement Absence and Dropout Prevention
              and Intervention Strategies
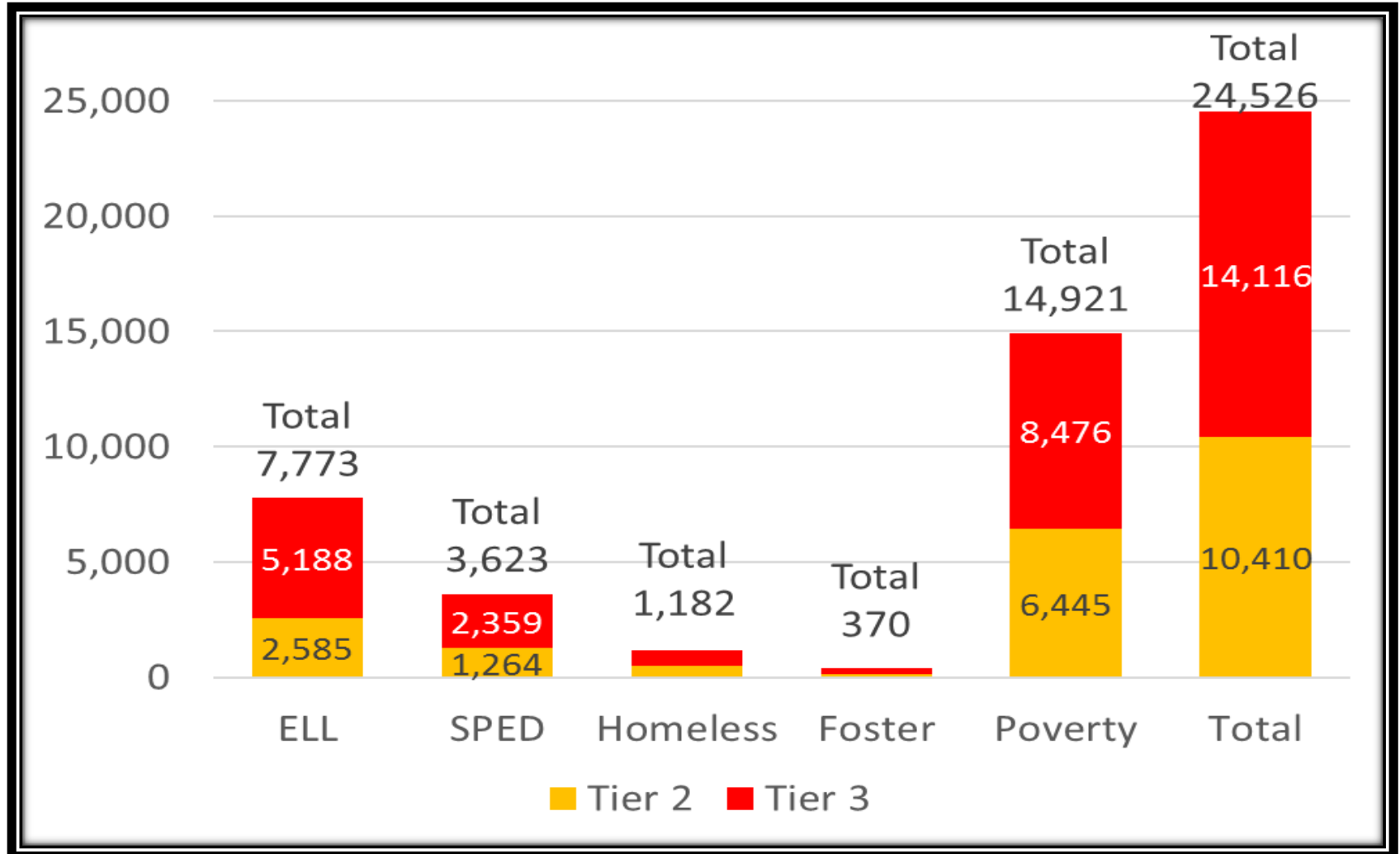
Program Framework

Program Cohort

- Tier 2: Students who have failed three to four A-G courses

- Tier 3: Students who have failed five or more A-G courses

(Considered "off-track" from meeting the A-G Graduation requirements)
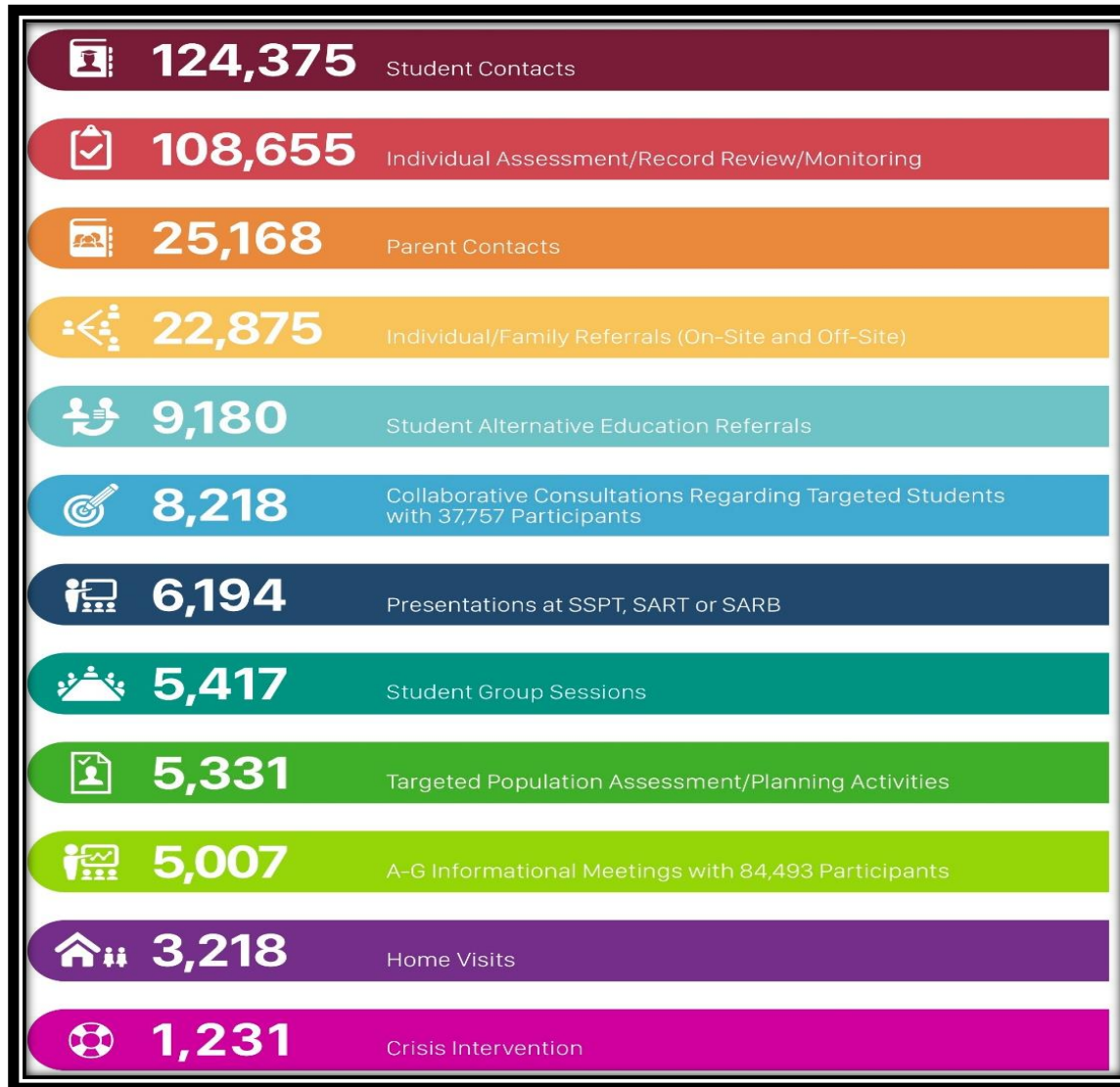
Targeted case management;
Personalized, direct student & family support; progress monitoring

Group interventions;
credit recovery programs; identification of students who may qualify for grad exemptions; classroom presentations; Summer Bridge; and parent workshops

Systematic, capacity-building support;
Articulation/transition services; Attendance/Academic Achievement Incentive programs; A-G awareness; data monitoring and sharing; stakeholder engagement; programs/strategies to foster non-cognitive skills, a safe and welcoming environment; social, emotional, and physical wellness and engagement for all students

2016-17 Program Targeted Population Focused on **24,526*** students identified as **Tier 2** and **Tier 3** at the end of the Spring 2016 semester

# A-G Diploma Program Targeted Population

Summary of Services
August 2016-June 2017

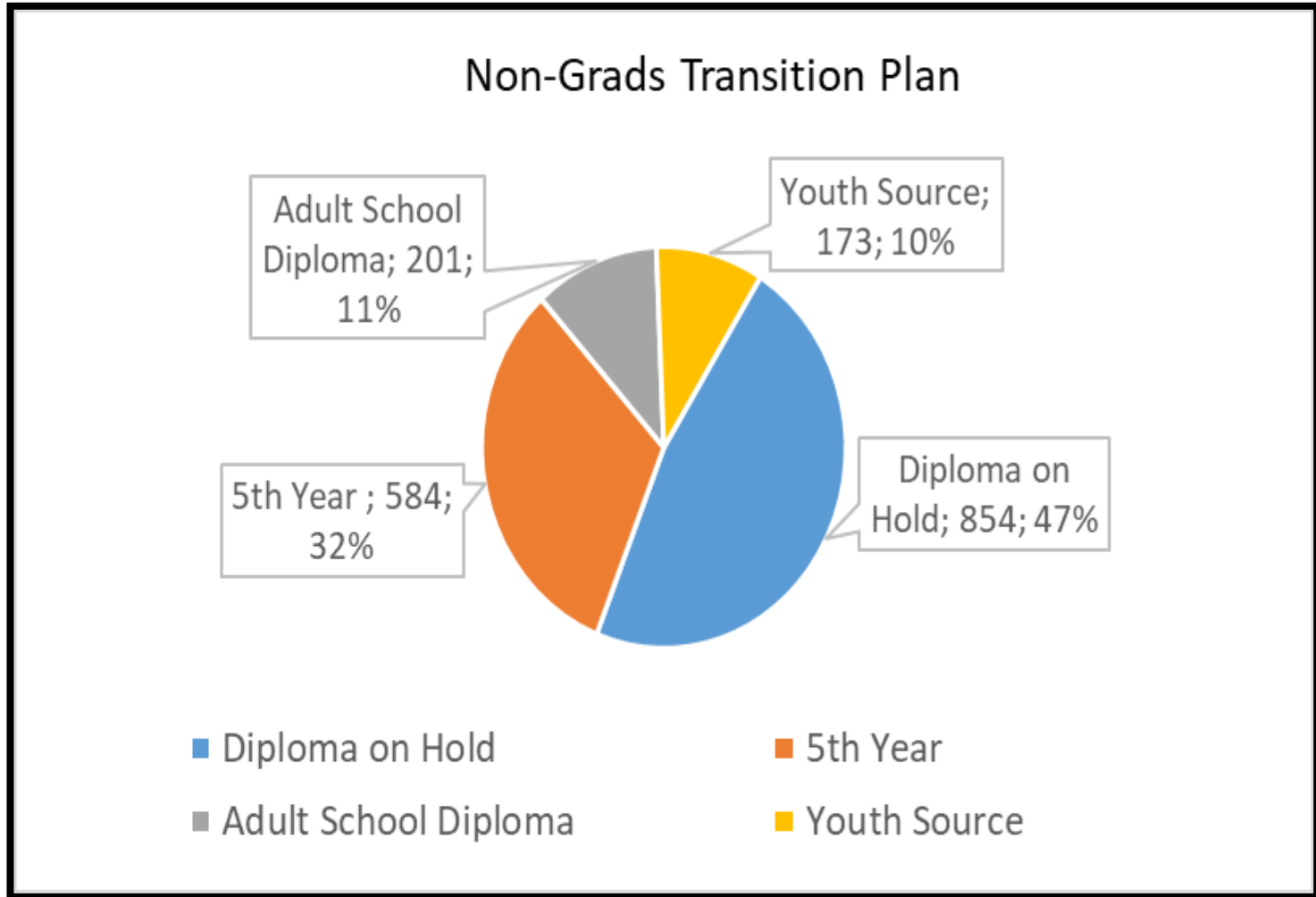|	Count	Service
	124,375	Student Contacts
	108,655	Individual Assessment/Record Review/Monitoring
	25,168	Parent Contacts
	22,875	Individual/Family Referrals (On-Site and Off-Site)
	9,180	Student Alternative Education Referrals
	8,218	Collaborative Consultations Regarding Targeted Students with 37,757 Participants
	6,194	Presentations at SSPT, SART or SARB
	5,417	Student Group Sessions
	5,331	Targeted Population Assessment/Planning Activities
	5,007	A-G Informational Meetings with 84,493 Participants
	3,218	Home Visits
	1,231	Crisis Intervention

Targeted Population Progress

Students Off-Track (Tier 2/3) in Fall with
L7 (Graduate/Completer flag) at End Of Academic Year
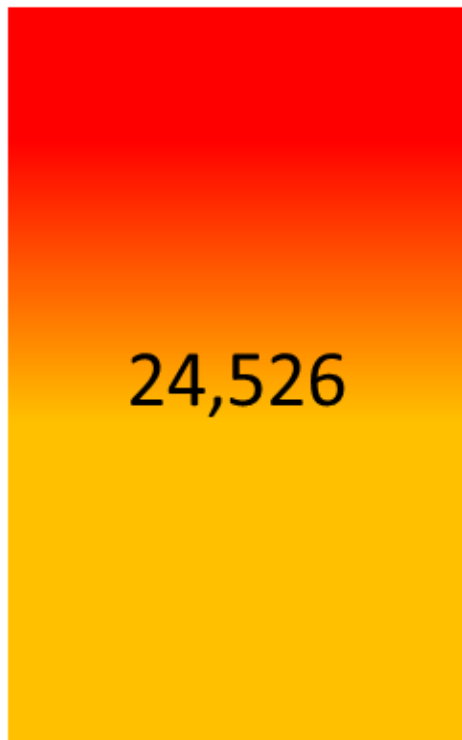## *Class of 2016 compared to Class of 2017*
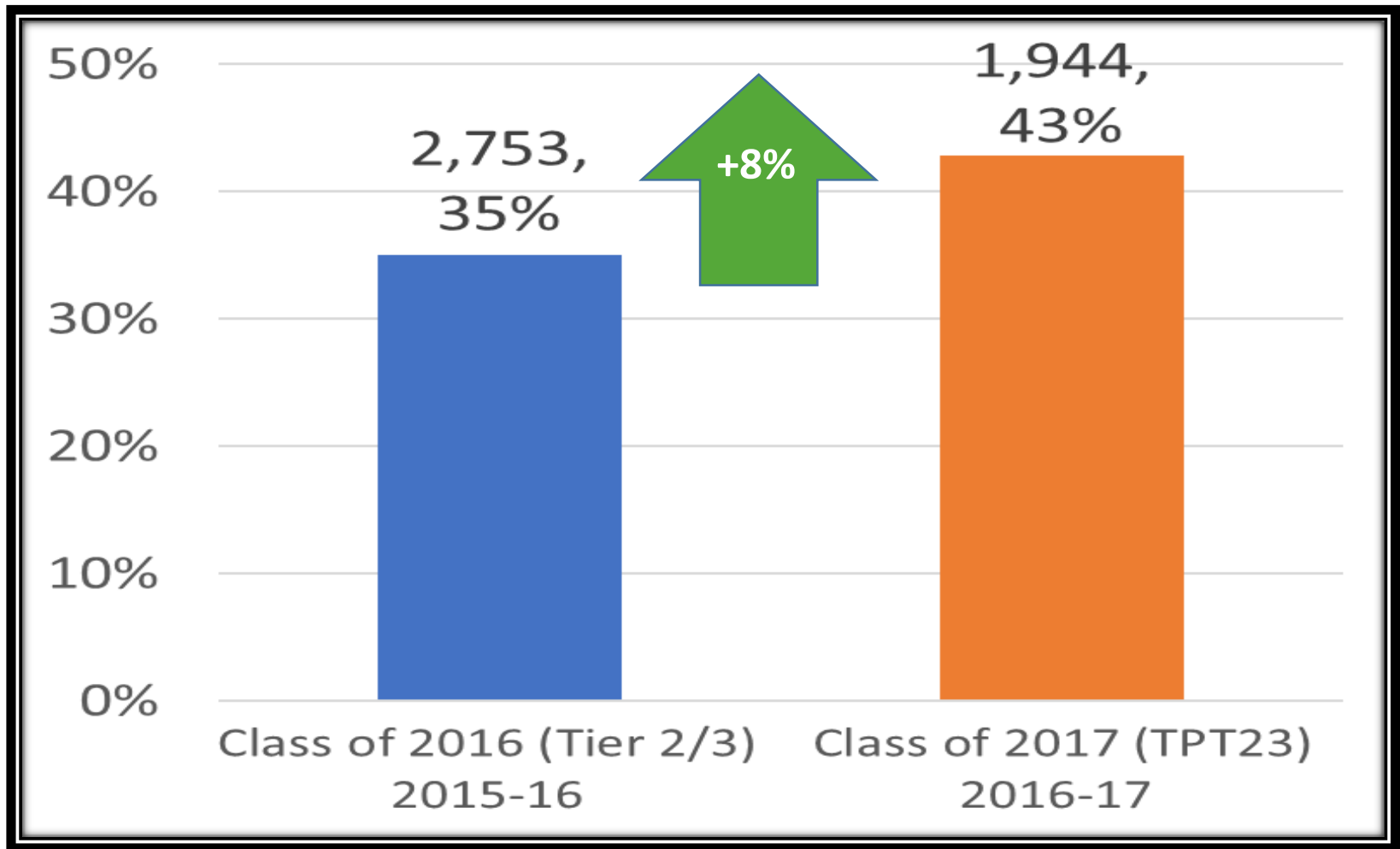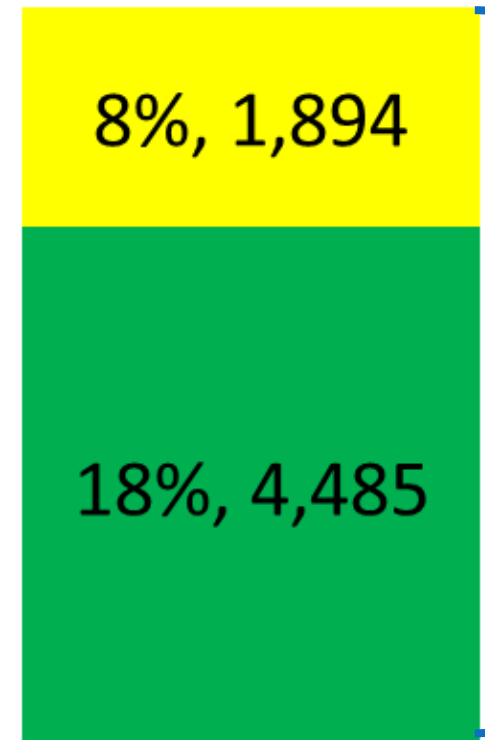
Non Grads Transition Plan

Tier 2 Targeted Population Movement (# of students)
2 Year Comparison, 2015-16 to 2016-17

Tier 3 Targeted Population Movement (# of students)
2 Year Comparison, 2015-16 to 2016-17

TPT3 Only Movement (# of students)
2 Year Comparison, 2015-16 to 2016-17

Spring 15-16 | Spring 16-17

14,116 → 30%, 4,227 / 46%, 6,543 / 6%, 785 / 14%, 1,920
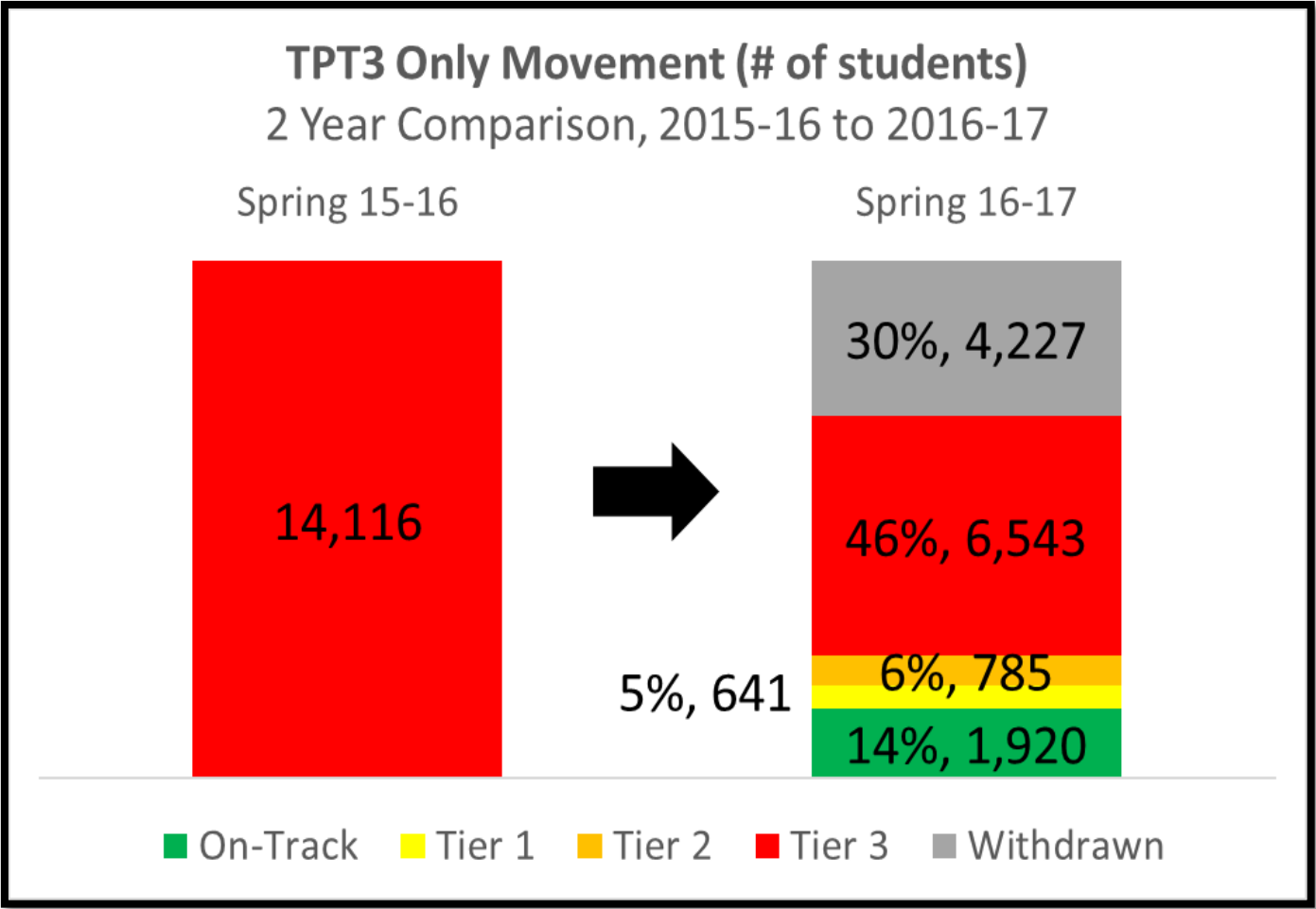
5%, 641

Legend: On-Track | Tier 1 | Tier 2 | Tier 3 | Withdrawn
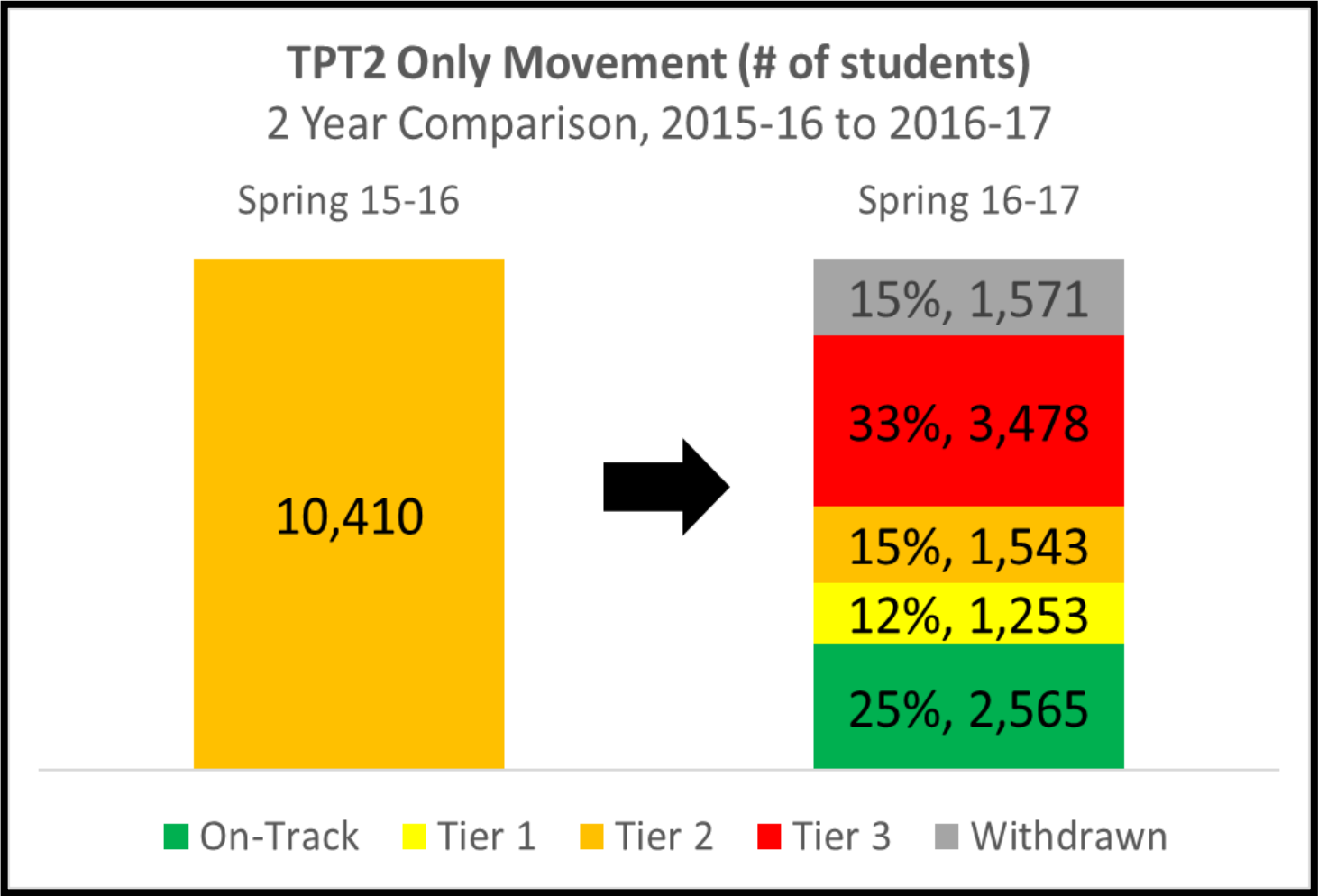
Targeted Population, Tier 2 and Tier 3 Leaver Codes, Class of 2017

L1, 40, 0%   L2, 609, 7%

L3, 515, 6%

L4, 22, 0%

L5, 80, 1%

Enrolled, 1,943, 21%

L8, 985, 11%

L7, 4,836, 54%

- L1-Same School
- L2-Other LAUSD School
- L3-Public School Outside District
- L4-Non Public School
- L5-Public School Outside of California
- L7-Graduated, Matriculated, Certificate of Completion
- L8-Whereabouts unknown/Other
- Still Enrolled
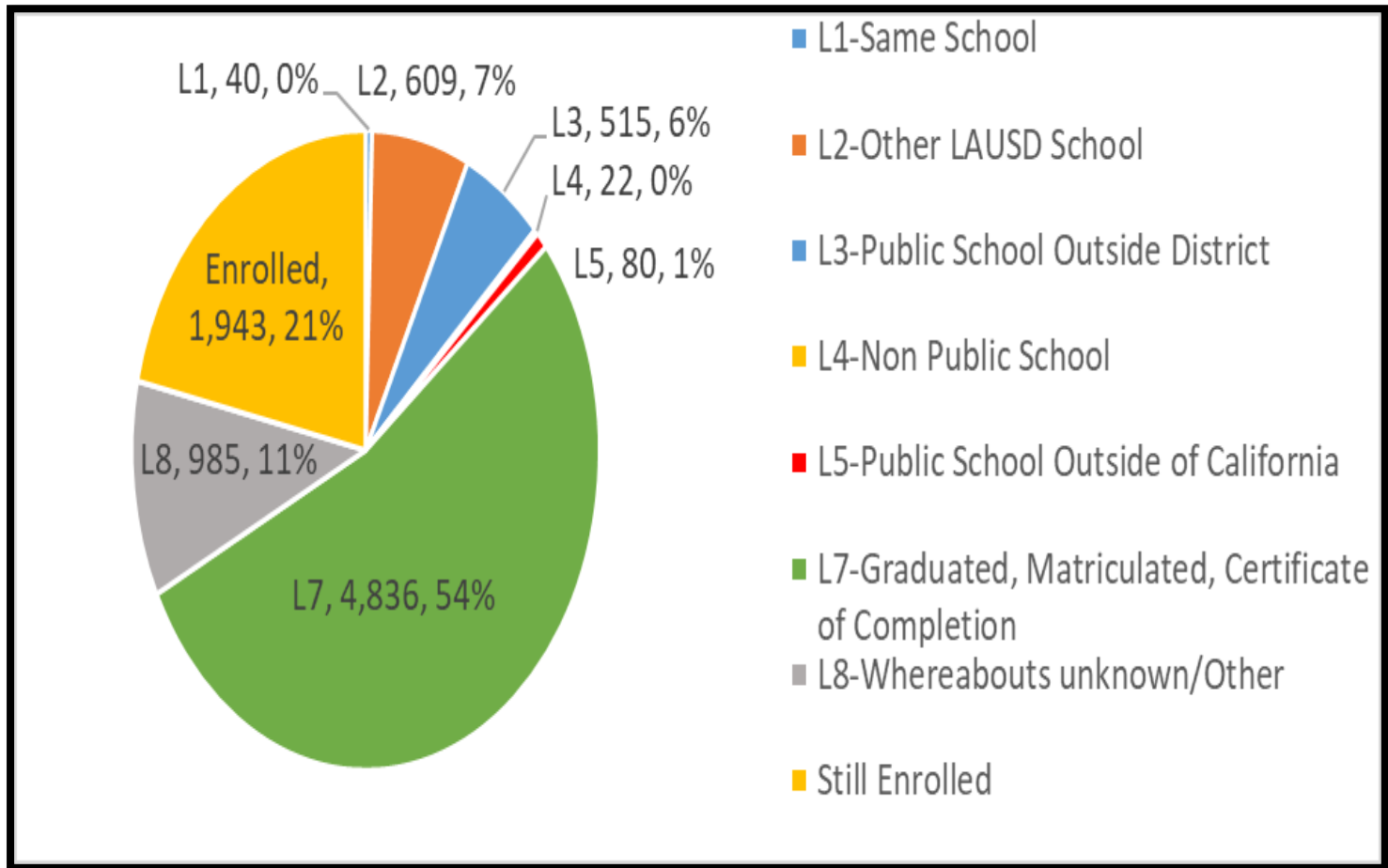
Samantha Dorca

Tier 3
Missing 5+
A-G Courses

➡️

Garfield HS Graduate
Class of 2017
ELAC Student

2017-2018

Summary of Services
Fall 2017

➡ **3,471** school coordination of A-G services meetings with school site staff

➡ **1,938** student group sessions

➡ **2,342** A-G informational meetings with **51,283** participants

➡ **5,160** Collaborative Consultations regarding targeted students with **15,283** participants

➡ **62,406** student contacts

➡ **2,328** presentations at SSPT, SART or SARB

➡ **17,903** parent contacts

➡ **2,722** home visits

➡ **5,585** alternative education referrals for credit recovery

➡ Presented to each local districts leadership team regarding A-G roles, responsibilities and collaboration opportunities

Steve
Huntington Park High School

- **12th Grade**

- **Class of 2018**

- **August 2016-Tier 3**

- **January 2018-On track**

- **Future Plans:** Attend a community college and transfer to Cal Poly Pomona to complete his Bachelor's Degree

Emerson
Cleveland High School

- **12th grade**

- **Class of 2018**

- **August 2016-Tier 3**

- **January 2018-On Track**

- **Future Plans:** Enrolling into CTE courses at West Valley Occupational Center to become an electrician

Elvina
Washington Prep High School

❖ **12th Grade**

❖ **Class of 2018**

❖ **August 2017**: Tier 2

❖ **January 2018**: Tier 2

❖ **Future Plans:** Pursue a Bachelor's Degree in Bio-medical Engineering. She aspires to attend an Ivy League school such as Harvard or attend USC for her Masters and Doctorate Degree

Next Steps

- Implement and continue to strengthen strategies that provide graduating students with engagement in college and career pathways (e.g. Summer Youth Employment, Adult Ed vocational programs, L.A. College Promise)

- Examine practices at school sites that support non-grads and students not making progress to "On-Track" and Tier 1 status

- Analyze "Leaver" student data
  - Continue to coordinate re-engagement efforts with YouthSource System, Options Schools and Adult Ed
  - Maintain ongoing tracking and re-engagement of leavers

- Professional Development for "Zone" staff to build capacity on addressing needs of students

- Continue to implement prevention and early intervention strategies to serve identified new 9th graders who are at-risk for academic failure; work with students, families, and school staff to prevent course failure and disengagement

Thank you!

A-G Diploma Program
Pupil Services
213-241-3844
achieve.lausd.net/pupilservices