



Los Angeles Unified School District Division of Instruction

A-G Credit Recovery Progress

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

April 14, 2016

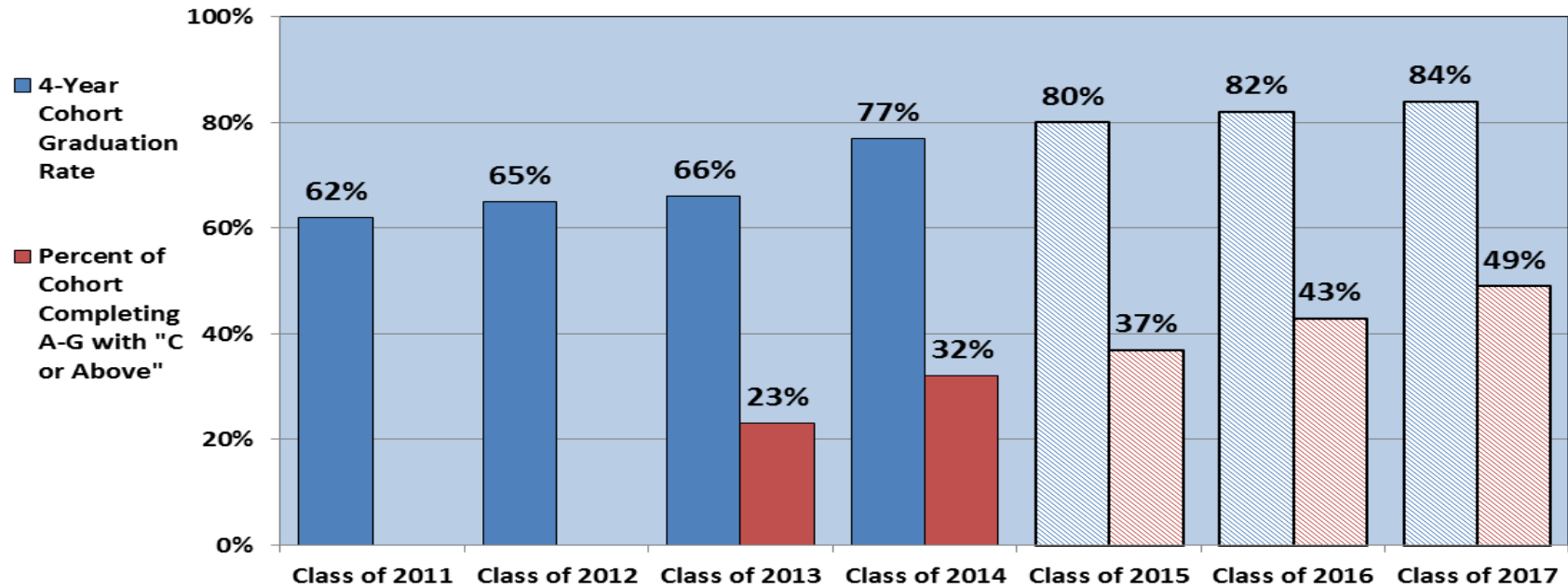


History Highlights of Board Actions

2005	<p>“Create Educational Equity in Los Angeles through the Implementation of the A-G Course Sequence as part of the High School Graduation Requirements”</p> <ul style="list-style-type: none">• New graduation requirements for the Class of 2016
2008	<p>“Endorsing Multiple Pathways as a Comprehensive HS Reform Strategy”</p> <ul style="list-style-type: none">• 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	<p>“Enhancing Instruction and Academic Achievement” Resolution</p> <ul style="list-style-type: none">• 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	<p>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</p> <ul style="list-style-type: none">• Policy included the adoption of the validation rules as used by the UC and CSU• Reduced number of credits from 230 to 210
2015	<p>Board of Education removed the requirement of a “C” for the class of 2017</p>

Data Projections Shared November, 2014...

4-Year Cohort Graduation Rate & Percent of Cohort Completing A-G with a "C or Above" Trajectories

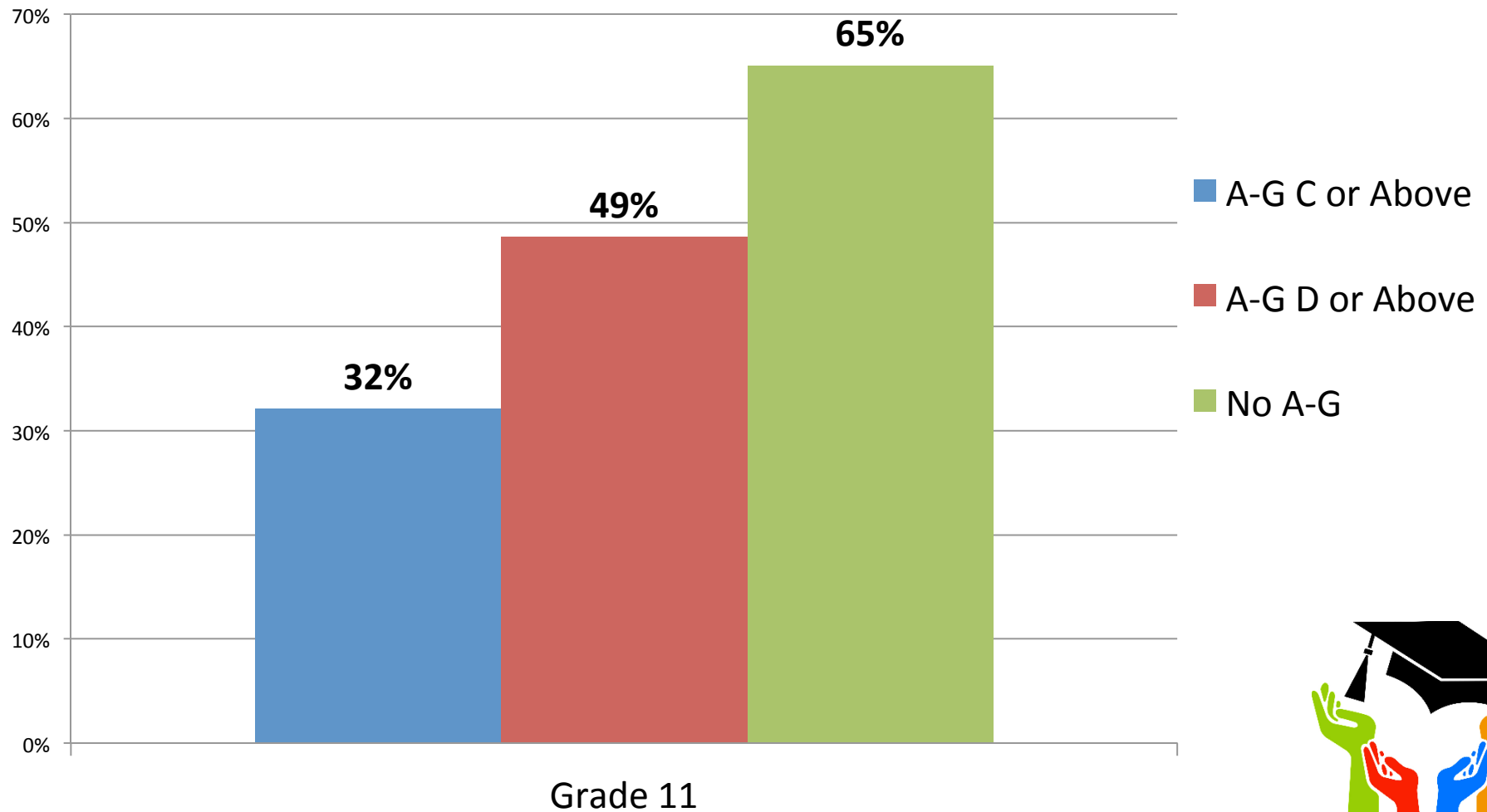


	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017
Graduation Requirements	230 credits	230 credits	230 credits	230 credits	230 credits	A-G "D or above", 210 credits	A-G "C or above", 210 credits
Standards	CA	CA	CA	CA	CCSS	CCSS	CCSS

Note: Based on historic trends, the above chart assumes a 2 percentage point increase in the **4-Year Cohort Graduation rate** for the Classes of 2014 & 2014 (required to complete 230 credits). It also assumes that the **percent of students in the Classes of 2014, 2015, 2016, and 2017 who pass A-G with a "C or Above"** will increase by roughly 15% over each prior year.

Data shared May, 2015...

Class 2016 on Track Graduation Status A-G C vs. A-G D vs. No A-G



Fall Action Steps



December
2015

End of Fall Informative.

- High schools in each local district utilizes the winter break for credit recovery

November
2015

Performance Dialogue on Credit Recovery.

- Each local district is monitoring progress
- Need to create a central system to track credit recovery progress

October
2015

College and Career Readiness Plan Completed.

- Shared with the Superintendent, the Board and all stakeholders
- Presented at the Curriculum, Instruction & Equity Committee

August -
ongoing

Professional development and tactical assistance

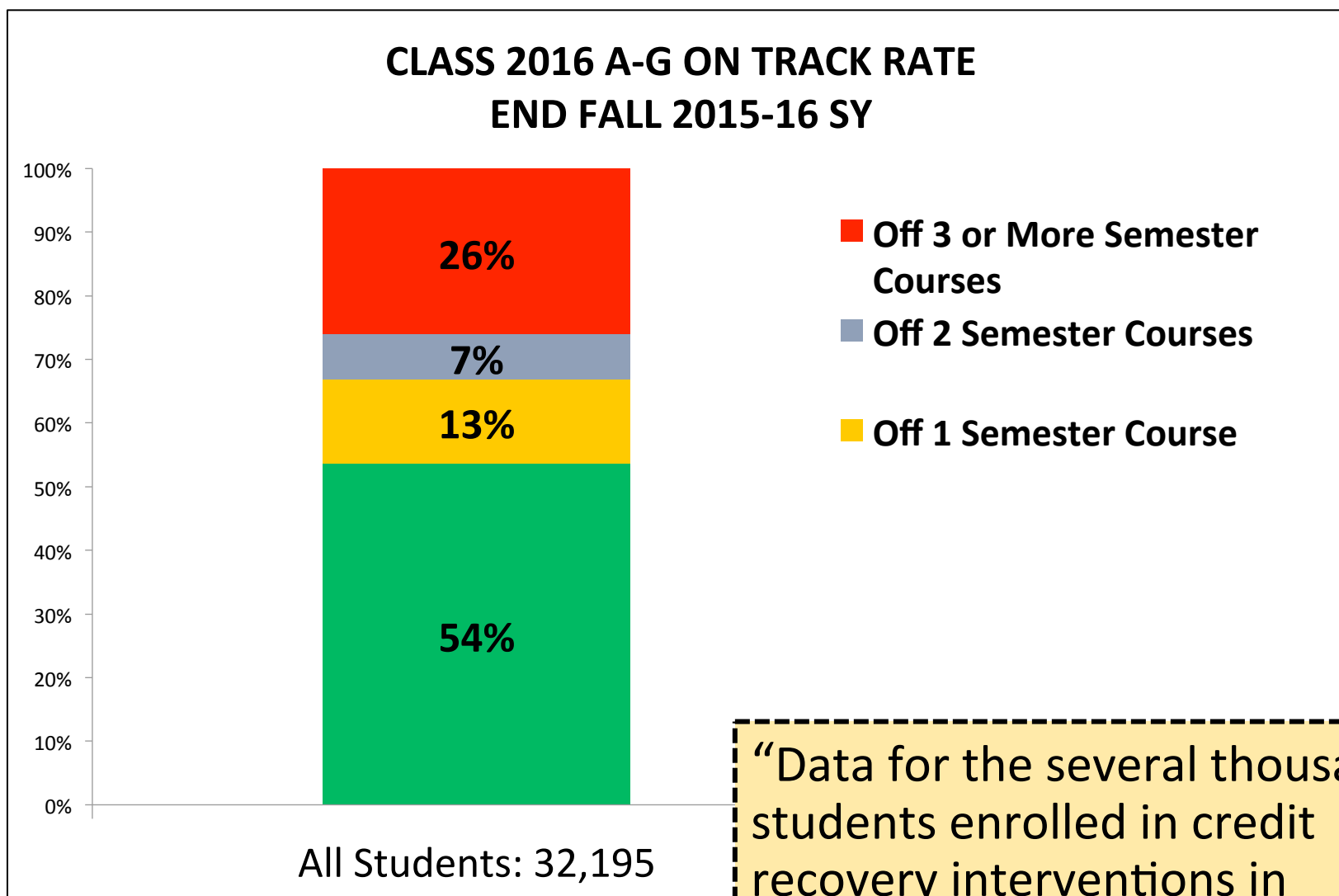
- Central offices and local districts support credit recovery program implementation at school sites.

August
2015

Decentralization of the A-G Plan

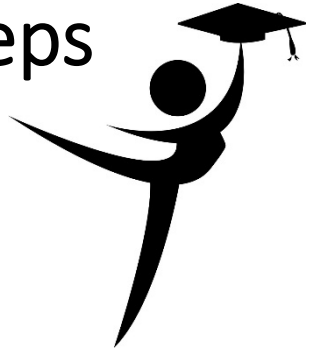
- Supporting autonomy of the local districts around a common mission
- Provided A-G resources to the local districts and menu of credit recovery options
- Data on number of students off track provided to local districts

End of Fall Informative



“Data for the several thousand students enrolled in credit recovery interventions in progress are not reflected in the end of Fall semester marks.”

Spring Action Steps



Feb 19th

A-G Progress Informative.

- Class of 2016 A-G progress according to course enrollment as of February, 2016
- Captures the credit recovery efforts from the fall semester through January

Local District Superintendent Certification.

- Counselors have met with and sent letters to the parents of all off track Class of 2016 students giving each a personalized credit recovery plan

Feb 5th

Equity Audit and Weekly Progress Updates

- Characteristics and conditions of schools from the December Equity Audit shared and school interviews conducted
- A-G progress reports shared weekly with Superintendent King

January –
February

Personalized Plan for Off Track Class of 2016 Students

- Counselors meet with every student off track from the Class of 2016
- Counselors complete letters to parents/guardians
- Counselors enter credit recovery into MiSiS
- Central offices provide resources and support

Jan 15th –
Feb 5th

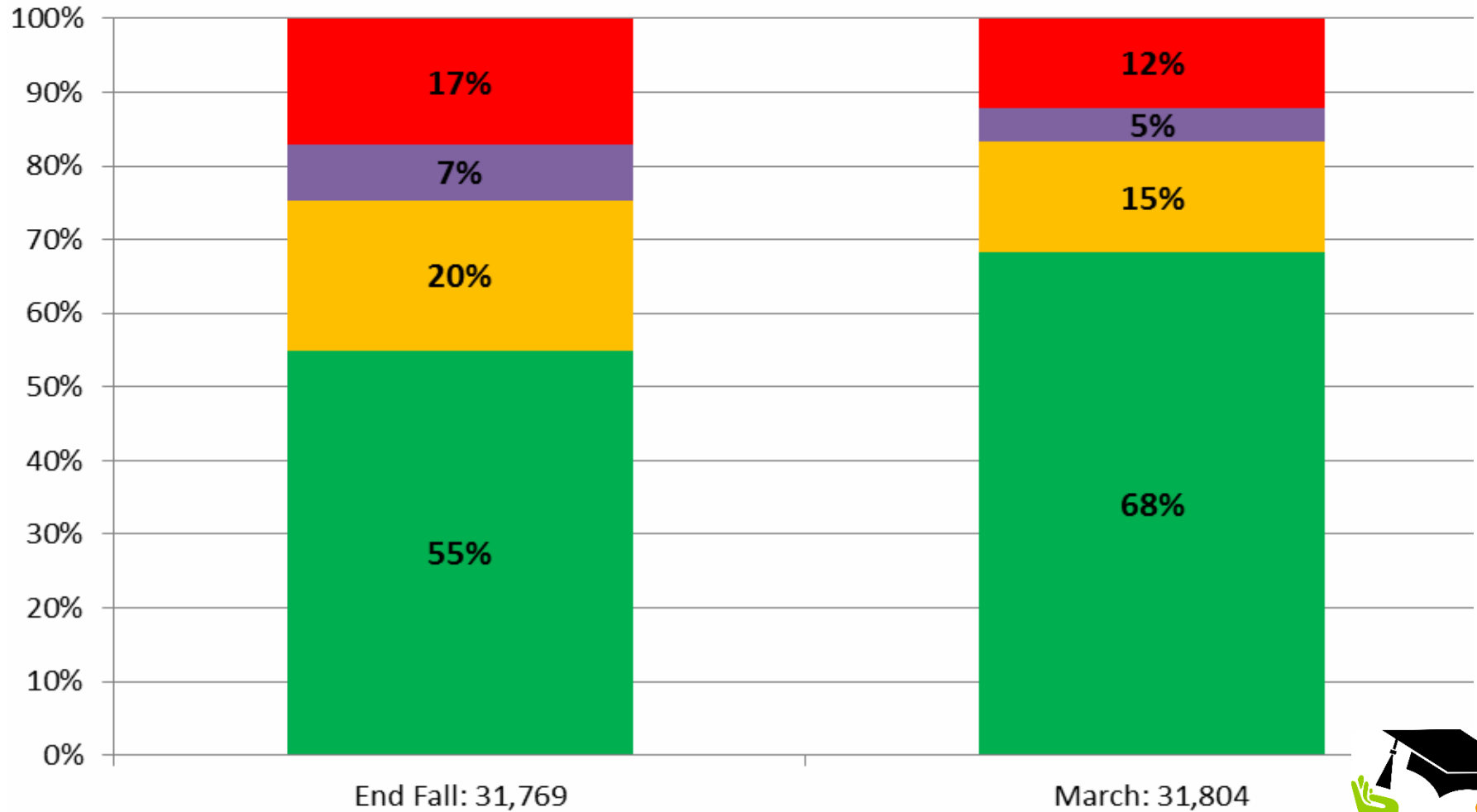
Articulation of Spring Semester A-G Monitoring Plan

- 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)
- Schools identified by tiers for support
 - Green (over 70% on track), Yellow (between 50% - 69% on track) and Red (less than 50% on track)

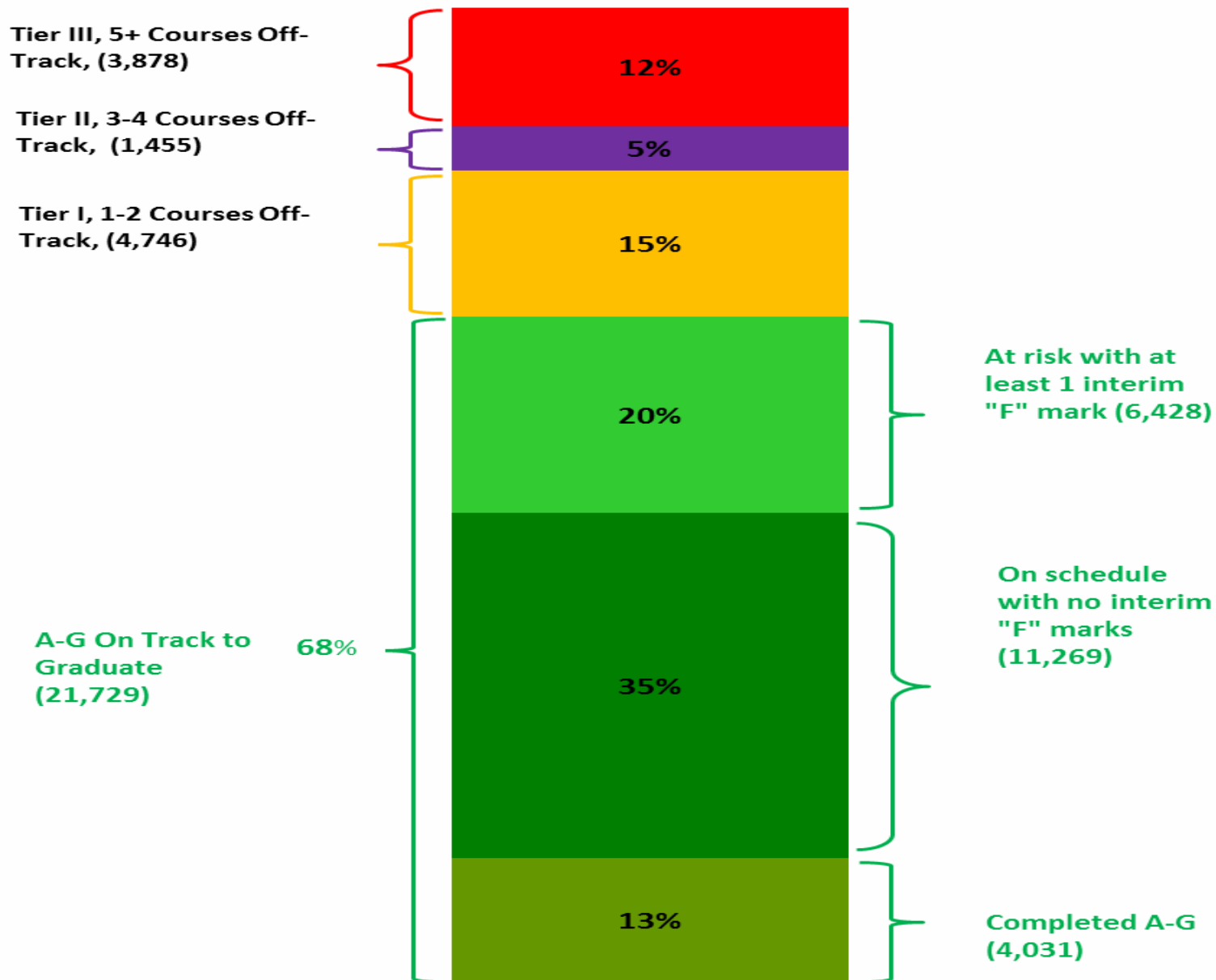
January 14,
2016

CLASS 2016 A-G ON TRACK RATE OVER TIME

■ A-G on Track ■ Tier I (1-2 Courses Off-Track)
■ Tier II (3-4 Courses Off-Track) ■ Tier III (5+ Courses Off-Track)



CLASS OF 2016 A-G ON TRACK STATUS AND INTERIM MARKS, MARCH 2016





CREDIT RECOVERY

**Program Opportunities
for High School Students**



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



Digital learning opportunities based on mastery learning...

Students proceed through each online course at their own pace as they demonstrate mastery of materials, and focus on concepts needing further instruction. The recommended duration of these courses is 12 weeks.

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



Digital Credit Recovery Programs

APEX Learning

- Use a blended learning model, and are taught by LAUSD subject area credentialed teachers

Edgenuity

- Offers blended and virtual licenses
- Since August, 2015, students have enrolled in over 11,900 courses, with 2,919 semester courses currently completed



New Credit Recovery Pilot Programs

- They 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)

- A modular program that meets the needs of students who have failed Algebra 1, Algebra 2, Geometry, 9th grade English Language Arts, and/or 10th grade English Language Arts courses
- 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
- Once students demonstrate proficiency in each of the modules, they earn a grade of “C” and recover missing credits
- Almost 700 students at 28 schools are enrolled in PASS courses



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.



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
- The students enter a contract with the teacher of record, their parent and school counselor that specifies the requirements
- There are over 330 students who have participated in a STAR 17 contract



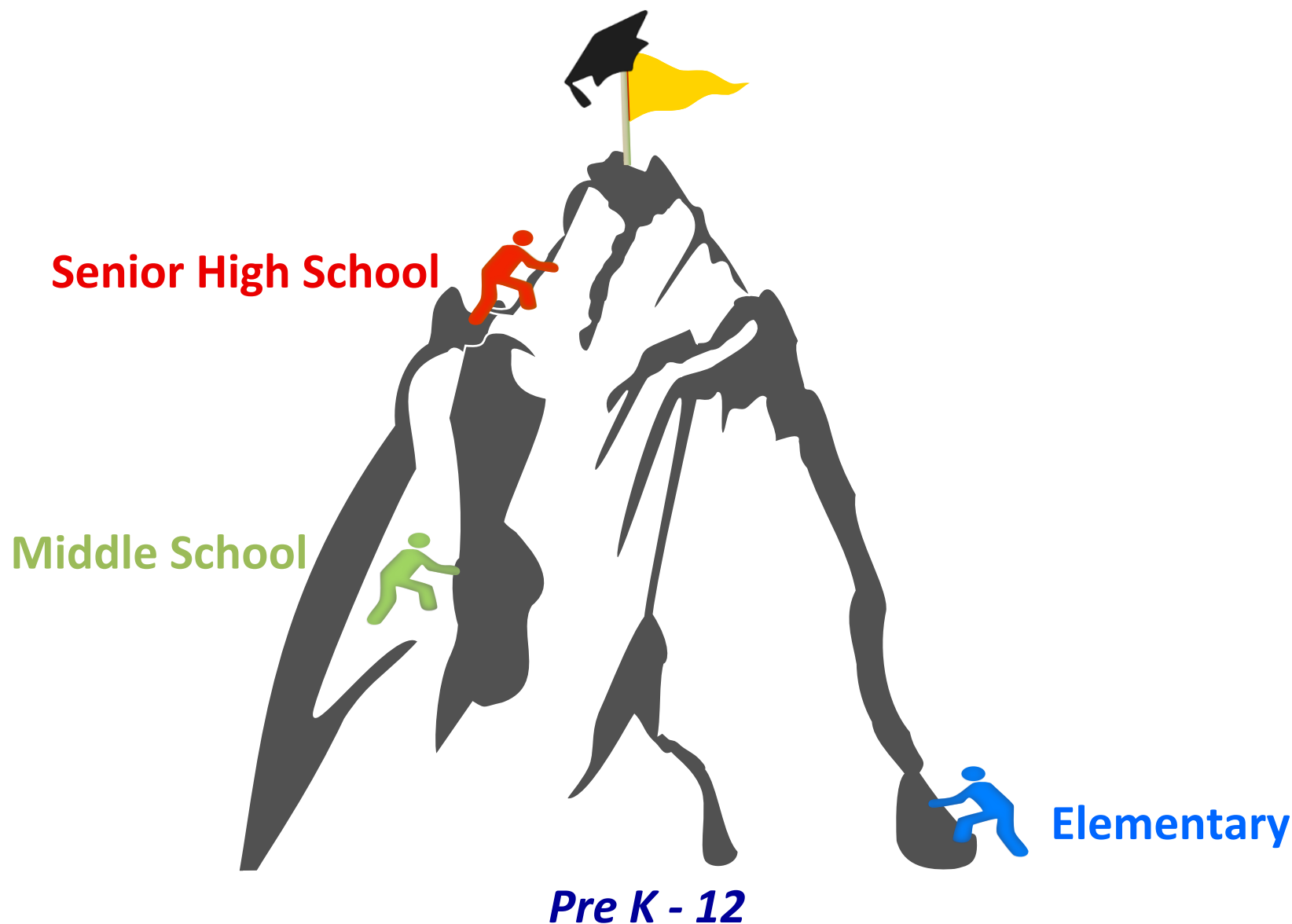
Adult Education

- Provides opportunities for students to take courses after school at 38 high school campuses across the district
- Since August, 2015, over 4,000 students have enrolled, with 1,213 semester courses currently completed.



Pathways for Student

Graduate College Prepared and Career Ready



LAUSD 11-Year A-G on Track Percentage "C or Above" vs. "D or Above"

