



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.3

Meeting Date: May 2, 2019

Subject: Credit Recovery, Graduation and A-G Update

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Continuous Improvement and Accountability/Guidance and Counseling

Recommendation: None

Background/Rationale: This presentation serves as an update on the efforts being made to support students getting back on track for graduation and A-G via online credit recovery.

Financial Considerations: None

LCAP Goal(s): College, Career and Life Ready Graduates

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 10 minutes

Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability
Christina Espinosa, Director of Guidance and Counseling

Approved by: Jorge A. Aguilar, Superintendent

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Credit Recovery, Graduation and A-G Update



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I. Overview/History of Department or Program

Sacramento City Unified School District's (SCUSD) Equity, Access, and Social Justice Guiding Principle is to *ensure every student has an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options*. High school graduation is an important life milestone for all of our students and the district is committed to ensuring that every student has an opportunity to graduate on time and ready for their postsecondary next step.

However, we know that for hundreds of our students, they will need additional support outside of the traditional classroom to graduate on time. In order to meet the needs of those students and other students who want to accelerate their course taking, the district sponsors a robust credit recovery program. The purpose of credit recovery is to provide students the opportunity to remediate credits outside of the school day to get back on track for graduation or A-G.

Over the past year, district staff has continued to refine and build the overall credit recovery program with a goal of increasing the number of students on track to graduate and complete the a-g course pattern.

This report serves as a review of the Credit Recovery Business Process as year two of implementation comes to an end.

As we entered the 2018-2019 academic year, there was a need for improving in the following areas:

- Communication across all stakeholders involved
- Intentional professional learning among all stakeholders involved
- Fidelity in the implementation and monitoring

In response to the needs above, the Credit Recovery Business Process was shared with all stakeholders involved in the credit recovery process. Our existing online learning resource guide was enhanced to include best practices and also pacing guides which identified for all stakeholders the level of rigor for each class based on average completion rates. This online learning resource guide was also converted to a digital medium such that it is updated and available live for all school sites. All stakeholders have demonstrated more timely and actionable information, which significantly improved the rate at which course completions were posted to transcripts. This allowed for central office staff to communicate to the Instructional Assistant Superintendents (IAS) the number of students who were on-track for graduation on a weekly basis. This enabled the IAS team to support Principals in putting together action plans where necessary. Articulated measures of success are monitored on a weekly basis, which allow both sites and central office staff the ability to monitor progress at any given moment.

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Multiple tools have been developed to support effective online credit recovery monitoring. One of these tools produces a detailed chart for school-level online credit recovery monitoring that is sent out to instructional area superintendents, principals, counselors, and teachers every week. A new, more detailed package of tools has also been developed and systematically distributed. This package of tools enables principals, counselors, and teachers to see school-specific summary statements based on their online credit recovery data as well as individual, color-coded student-by-student data to inform needed interventions. This package of tools is also updated every week.

We believe that through this very disciplined approach we will continue to see students succeed.

II. Driving Governance:

The overarching governance is the Equity, Access and Social Justice Guiding principle which states that *all students will have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options*. This also reflects the importance of the graduation board policy (BP) 6146.1

III. Budget:

For 2018-19 - Accelerate Education Contract \$270,600

Teacher Per Diems \$80,000

For 2019-20: The Accelerate Education contract cost will reduce to \$179,900. By way of negotiation with Accelerate Education and taking every action to make our usage optimally efficient, this price represents a 34% savings from the 2018-19 price. Overall, these actions have produced a savings of approximately \$90,700. This was done while maintaining our full ability to support course completions at the same rate. Also, the exact same catalog of course offerings will be available.

IV. Goals, Objectives and Measures:

The district has developed and/or identified several measures to assess if its efforts to impact the academic achievement are resulting in improvements:

Based on the information available right now, students have either completed, or are in the process of completing a total of 4,453 courses versus 4,036 courses at the same time last year

- 3,073 students completed a credit recovery course versus 3,978 at the end of the 2017-2018 academic year

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- 170 12th grade students have become on track for graduation from 9/7/2018 to 3/14/2019
- 1,206 12th grade students are currently on track for A-G versus 1,219 at the end of the 2017-2018 academic year

Articulated Measures of Success (Articulated Measures monitored weekly)

- Number and percentage of Subject Borderline and Off -Track students (A-G and Graduation Status) identified to take an online credit recovery course by 10/5/18
- Number and percentage of students scheduled in credit recovery in Accelerated Ed (Vendor) *and appropriately scheduled in Infinite Campus using online course codes* by 09/28/18
- Number and percentage of students with an attendance rate less than 50% in an online credit recovery course (check in dates: (10/12/18, 11/2/18, 12/7/18)
- Number and percentage of students with less than 50% of the credit recovery course completed by (10/12/18, 11/2/18, 12/7/18)
- Number and percentage of students who were identified, registered, and completed an online credit recovery course by 1/25/19
- Number and percentage of A-G Subject Borderline and Off- Track students who are On Track for A-G as a result of taking an online credit recovery course and have submitted a college application to UC/CSU by 11/30/2018

V. Major Initiatives:

- 1) Ongoing work in counselor meetings
- 2) Ongoing follow up with principals in high school segment meetings
- 3) fits recommendations in both graduation and African American achievement task forces

VI. Results:

See above

VII. Lessons Learned/Next Steps:

- Ensure all subject borderline seniors are encouraged to complete the courses they are enrolled in
- Enhance the best practice guide to include more strategies around getting students engaged in the course curriculum

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- Reconcile all data in Accelerate Education's database to ensure all credits are posted in Infinite Campus
- Provide site leaders additional support in maintaining our current state of optimal online curriculum seat usage
- Continue ongoing reporting of student outcomes within the monthly meeting structures with defined next steps to support all students and provide differentiated supports where appropriate