SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 9.1

Meeting Date: October 4, 2018

Subject: Credit Recovery 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

Recommendation: Receive information student groups most at risk on a variety of district outcome indicators with a focus on African American and other at-risk student groups.

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 a credit recovery business process. The Credit Recovery Business Process depends on cross departmental collaboration and will serve also as an update on some lessons learned from the 2017-2018 academic year.

Financial Considerations: None

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

Documents Attached:
1. Executive Summary

Estimated Time of Presentation: 7 minutes

Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability

Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary
Continuous Improvement and Accountability Office
Credit Recovery Business Process Overview
October 4, 2018

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. Graduation serves as the foundation of achieving the guiding principle. Ideally, we expect all students to graduate within 4 years and demonstrate the competencies to be eligible for a college or university of their choice whether they attend or not. However, we know that some population of students struggle to graduate and so the guiding principle calls out the importance of intervening on their behalf. The district's credit recovery program provides the mechanism to do so. This report serves as a review of the Credit Recovery Business Process as we enter year two of implementation.

A key component to an effective and equity centered credit recovery program is to ensure that it operates with fidelity throughout the district no matter which school a student attends. Standard work processes ensure this fidelity. During the 2017-2018 academic year we launched a credit recovery standard work process with mixed results. We learned that standard work processes require a tremendous amount of cross departmental collaboration and a great deal of discipline in order for effective implementation. Using an improvement mindset, we identified three key areas to focus on as we enter the 2018-2019 academic year.

- There is a recognized need for the development of appropriate communication protocols across departments.
- More intentional professional learning is needed for stakeholders responsible for components within a comprehensive business process.
- Fidelity in the implementation and monitoring of business processes and related deadlines is also needed.

In response to the needs above, the Credit Recovery Business Process was shared with the Instructional Assistant Superintendents in mid-September to ensure there was a solid understanding and expectations were made clear in an effort to better support sites. The Credit Recovery Business Process was shared with Counselors and Mentor teachers on 9/20. It is critical for all stakeholders involved to understand the role they play in the implementation of such a process as each step is interdependent. From an accountability perspective, articulated measures of success have been developed and have been assigned a review date. The timeliness of the reviews are critical as often times a student's graduation is dependent on their success in this course(s). We believe that it is through a disciplined approach in the implementation of the Credit Recovery Business Process that we will see more students actualize our guiding principle.

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*.

III. Budget:

The online platform used for credit recovery is Accelerate Education whose contract costs the district $270,600 annually for a total of 1,500 student seats. During the 2017-2018 academic year a mentor teacher was hired to support students in the online credit recovery courses which amounted to a total cost of $73, 570.77. A grand total of $344,170.77 was expended during the 2017-2018 academic year.

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:

Articulated Measures of Success

- 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 1/25/18
- 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) Counselor Meetings
2) Meetings with Matt Niblock or his weekly report
3)

VI. Results:

- Pending

VII. Lessons Learned/Next Steps:

- There is a recognized need for the development of appropriate communication protocols across departments
- More intentional professional learning is needed for stakeholders responsible for components within a comprehensive business process
    - Provide Counselors with course selection strategies based on a student's profile and unique academic needs
- Fidelity in the implementation and monitoring of business processes and related deadlines is also needed
- Enhance the teacher best practice guide to include more strategies around getting students engaged in the course curriculum
- Share articulated measure of success milestones broadly across the system
- Build intervention plans where sites are struggling with either scheduling students or students are struggling to complete credit recovery courses