
  
**INTER-OFFICE CORRESPONDENCE**  
 Los Angeles Unified School District  
 Office of Data and Accountability

INFORMATIVE  
April 4, 2016

TO: Michelle King, Superintendent  
Frances Gipson, Chief Academic Officer

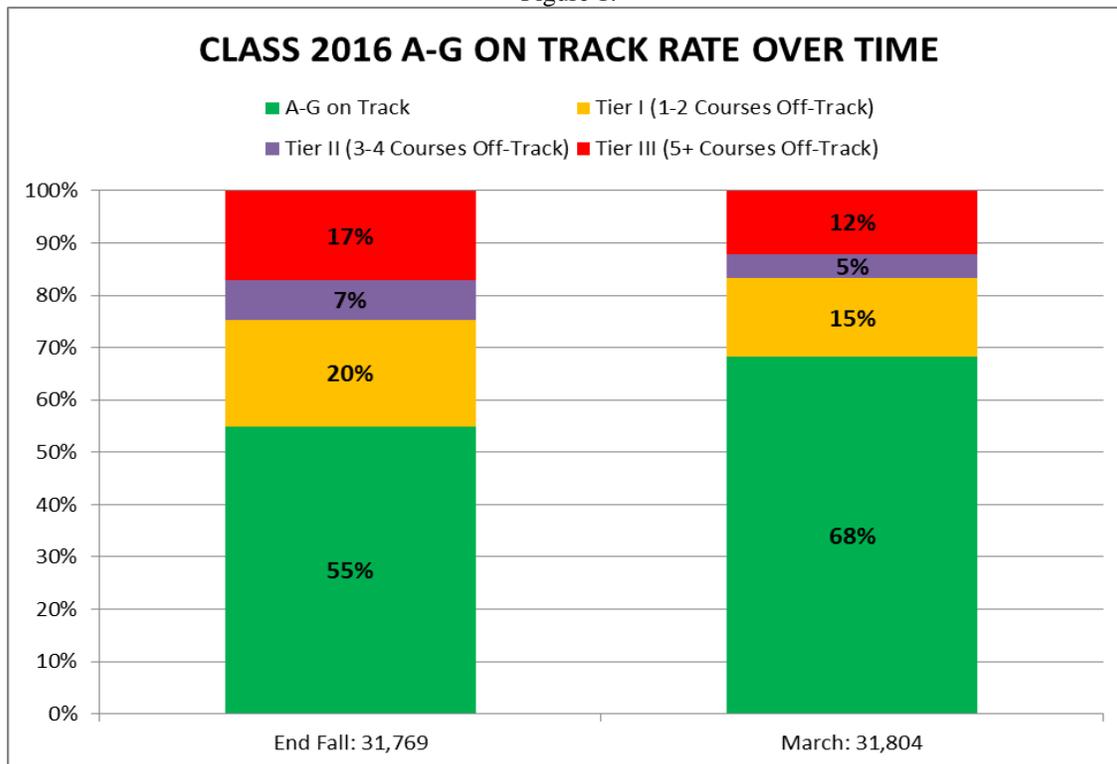
FROM: Cynthia Lim, Executive Director

SUBJECT: UPDATE ON A-G PROGRESS, MARCH 2016

This informative provides an update on the percentage of students in the Class of 2016 who are on-track for meeting A-G requirements with a “D” or higher. The end of fall semester data has been updated to reflect courses that were completed after final grades were submitted. The spring semester data reflects updates at schools with 4 x 4 schedules, courses completed through credit recovery and current course enrollments. The progress of students on 10 week interim marks is also presented.

Figure 1 shows the percentage of students in the Class of 2016 on-track for completing A-G with a “D” or higher for fall semester and as of March 30, 2016. Currently, 68% of students are on-track based on courses completed through credit recovery and current course enrollments. The percentage of the students missing 1-2 courses is 15%, students missing 3-4 courses is at 5% and students missing 5 or more courses is at 12%.

Figure 1.



## What accounts for the increase in students on-track from fall to spring semester?

From fall to spring semester, the percentage of students on-track rose from 55% (previously 54%) to 68%. Though there was slight movement in and out of the district during this time, most of this increase is due to a change in students' on-track status<sup>1</sup>. Of the students who were enrolled in both the fall and spring, 4,757 went from off-track to on-track. The increase can be attributed to students being placed in the courses needed to complete the A-G sequence and from course recovery efforts.

Benchmarks for on-track status are determined by District policy Bulletin 6656.1, dated January 14, 2016. Figure 2 illustrates the required benchmarks to be considered on-track in each grade level. In their senior year, students are expected to complete their final year of English, their 2<sup>nd</sup> year of foreign language (LOTE), one year of visual and performing arts (VPA) and one year of electives courses in any of the A-G subjects. To be considered on-track at the end of the fall semester, 12<sup>th</sup> graders need to have completed one semester course of each of these subjects. In addition, they need to have completed course work in the other 3 A-G subject areas (History, Math and Science).

Figure 2.

9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
1 • B English	1 • A World History	1 • A World History	1 • A World History
1 • C Math	2 • B English	1 • A US History	1 • A US History
1 • A-G	2 • C Math	3 • B English	4 • B English
	1 • D Science or G Science	3 • C Math	3 • C Math
	1 • A-G	2 • D Science	2 • D Science
		1 • E LOTE	2 • E LOTE
			1 • F VPA
			1 • G Elective
50 Credits	105 Credits	160 Credits	210 Credits

To be considered on-track in the spring semester of their 4<sup>th</sup> year, students need to be enrolled in, or have completed, all A-G graduation requirements. The two samples below are illustrative of students who were off-track in fall but are considered on-track in spring.

### Student #1

- *When the fall semester ended, this student was considered off-track, because she hadn't completed a semester of VPA, even though she had already completed all of her other A-G requirements.*

<sup>1</sup> The fall data include 812 students who left the district and do not appear in the spring data. The spring data include 851 students who were not in the fall data. These changes in enrollment resulted in a net increase in the on-track population of 189 students.

- *In the spring, she is on-track because she is enrolled in her 2 VPA courses. If she passes both classes with a “D” or better, she will have completed the A-G graduation requirements.*

**Student #2**

- *By the end of the fall semester, this student had completed the following A-G requirements: history (A), LOTE (E), VPA (F), and the A-G electives (G), but she was considered off-track because she did not pass her first semester senior year English class. In addition, she needed 1 more year of math (C) and 1 more semester of science (D).*
- *In the spring semester she is considered on-track, because she is enrolled in 2 semesters of English and 2 semesters of math. In addition, she completed her remaining semester of science through credit recovery.*

Figure 3 shows that of the 4,757 students whose status changed from off-track to on-track, the majority (3,387) are now on-track because they are enrolled in the remaining courses needed to complete the A-G requirements. None of these students completed additional courses after the fall semester ended, but if they complete their current set of courses with “D”s or better, they will meet the A-G graduation requirements. The remaining 1,370 students are currently on-track because they have completed course work since the end of the fall semester and because they are enrolled in the remaining courses need to complete the A-G sequence.

Figure 3.

<b>Students Who Moved from Off-Track to On-Track from Fall to Spring</b>	
Enrolled in courses needed for completing A-G sequence, but have not completed any additional courses since the fall semester	3,387
Completed extra courses since the fall semester and are enrolled in courses needed for completing A-G sequence	1,370
Total	4,757

**Impact of 10 Week Interim Marks**

For the Class of 2016, 13% of students (4,031) have completed all A-G requirements with a “D” or above as of March. Another 35% of the students in the Class of 2016 are on-track to complete A-G requirements and have no interim “F” marks in their A-G courses. These students remain on schedule to complete the A-G sequence of courses by the end of spring semester.

However, the 10 week interim marks indicate that completion rates for some students who are currently on-track may be at risk. Twenty percent of the students currently on-track received at least one interim “F” mark. If these students do not improve by the end of the semester, they will most likely not meet all A-G requirements with a “D” or above by the end of spring semester.

Figure 4.

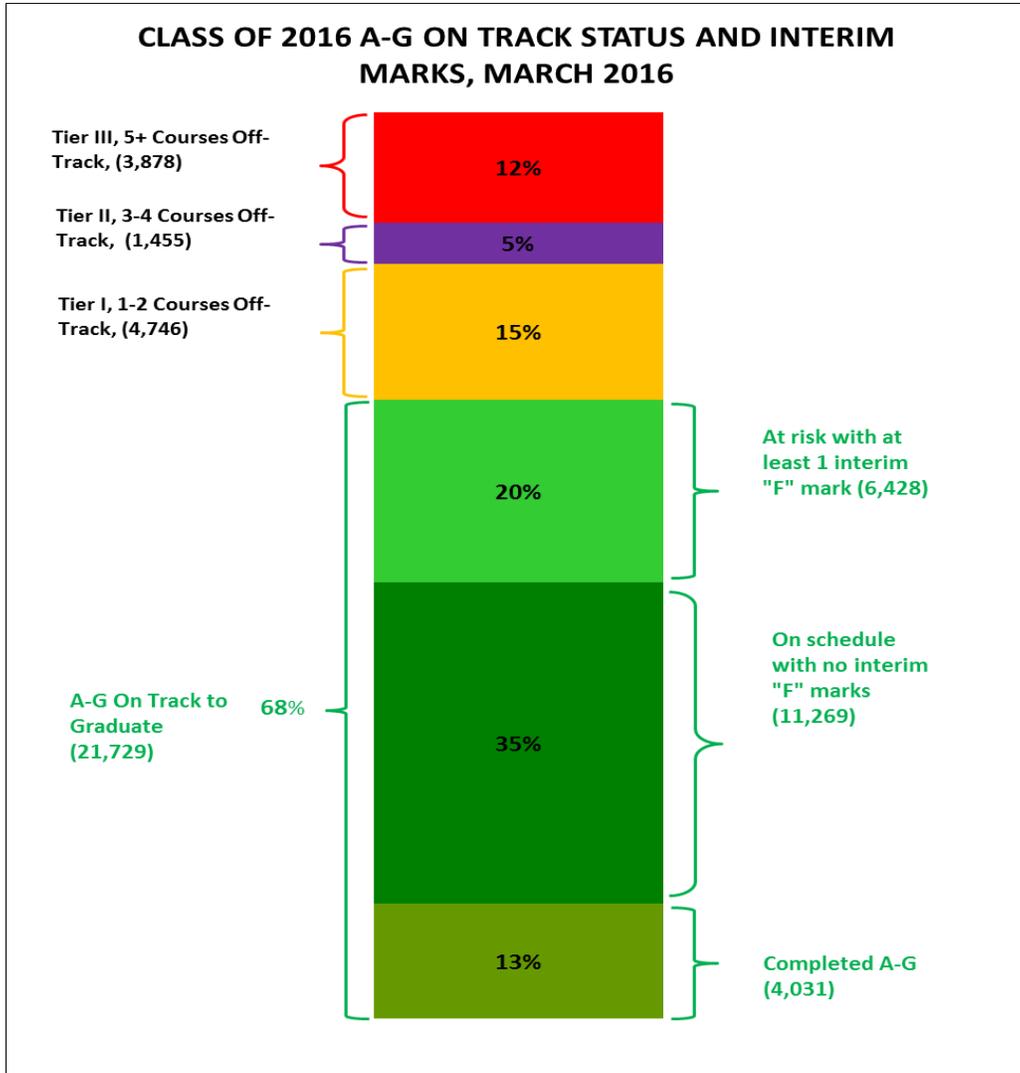
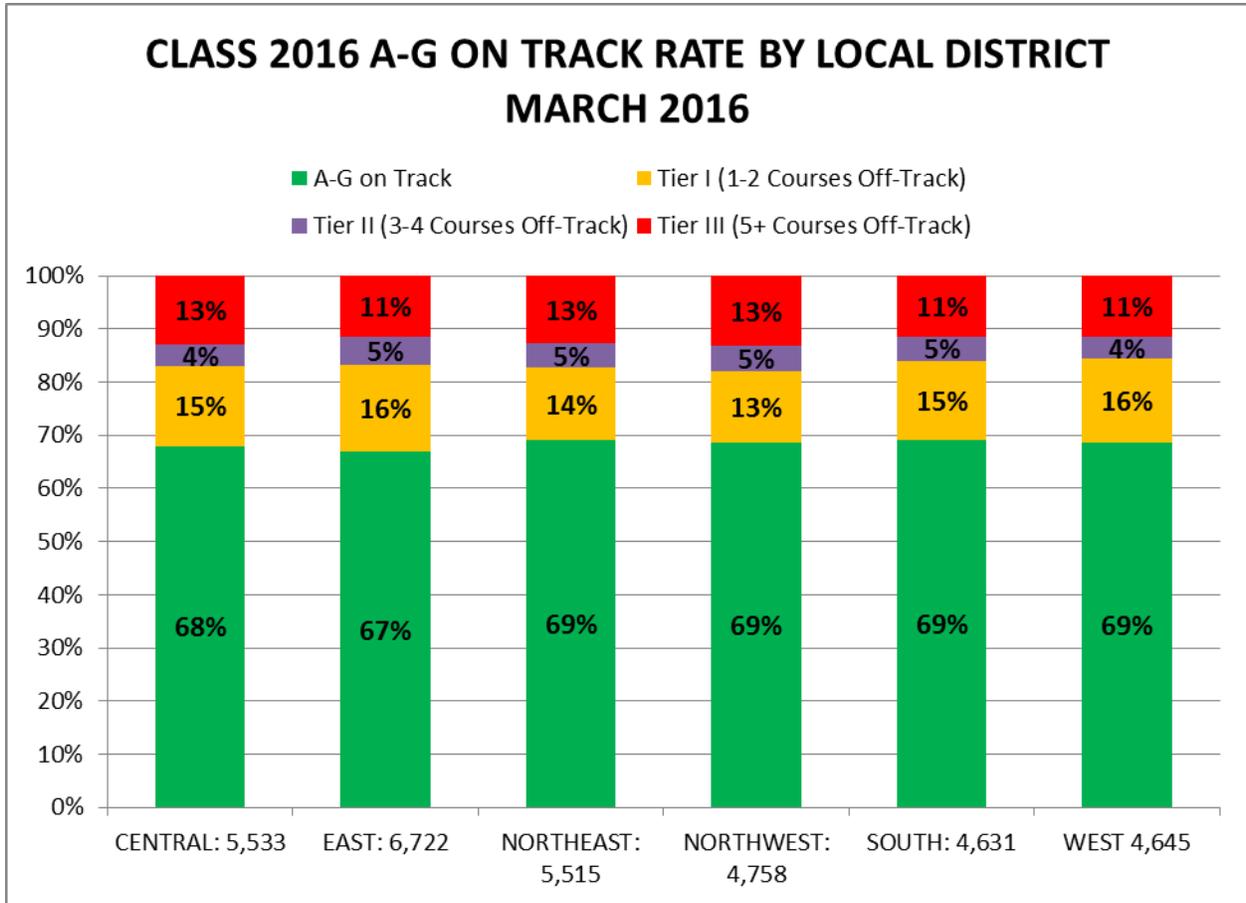


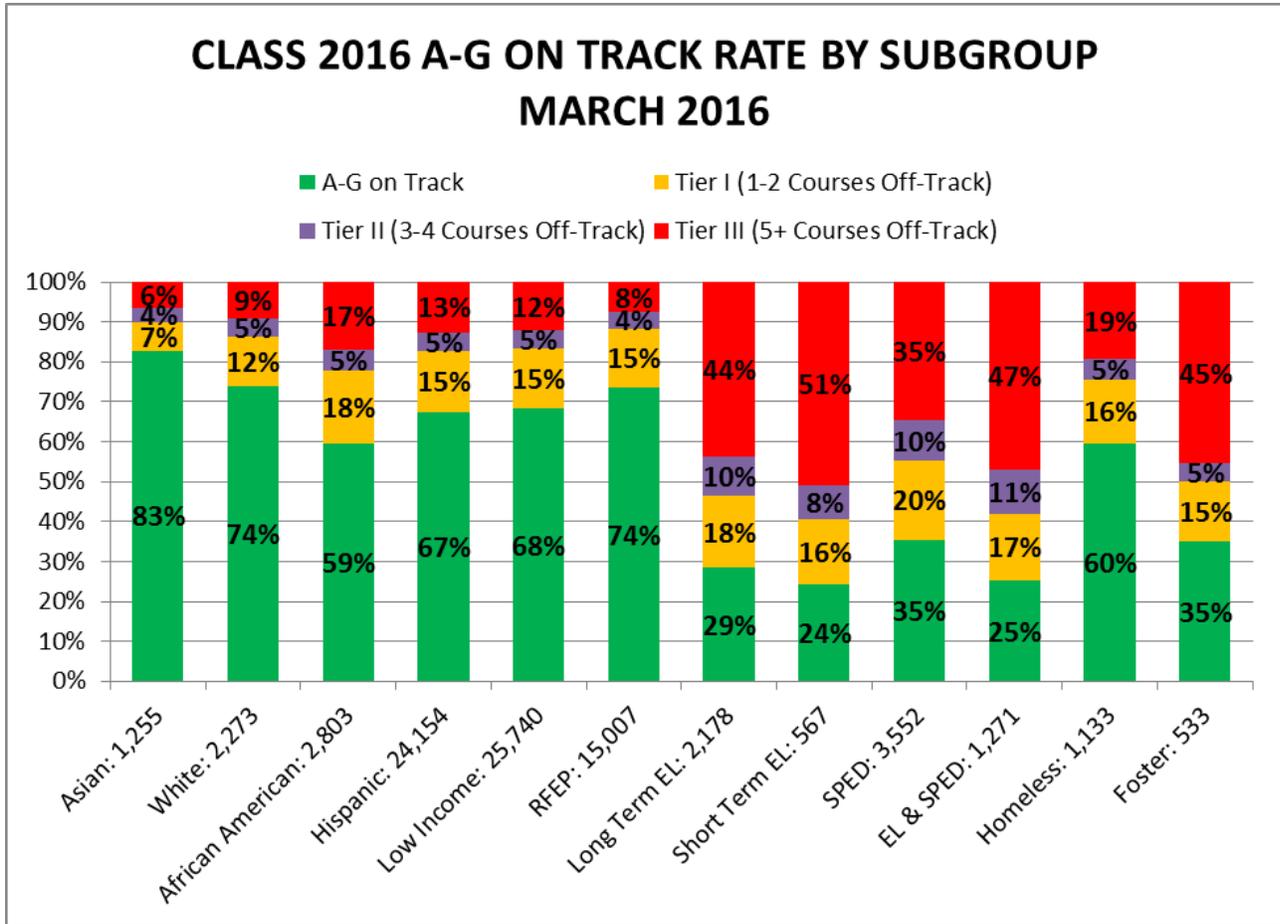
Figure 5 presents on-track percentages by Local District. The percentage of students on-track for A-G with a “D” or above ranges from 67% to 69%. Students missing 1-2 semester course ranges from 13% to 16%. For students missing 3-4 semester courses, the percentage ranges from 4% to 5%. The percentage of students missing five or more courses ranges from 11% to 13%.

Figure 5.



When disaggregated by subgroup, Asian, White and Reclassified English Learners have the highest percentages of students who are on-track. Among racial/ethnic groups, African-American students have the lowest on-track rates. English Learners, foster students and students with disabilities have the highest percentages of student who are off-track by five or more courses.

Figure 6.



This informative presents data only on the A-G requirements with a “D” or higher for graduation. Other LAUSD and state of California graduation requirements (e.g., whether students have met service learning, health, and PE) are not factored into the analysis. Schools are still entering data for the additional graduation requirements.

Attachment A provides a list of schools with the percentage of students on-track for A-G with a “D” or above for end fall, February 2016 and March 2016.

If there are additional questions, feel free to contact me at (213) 241-2460.

c: Local District Superintendents  
Executive Cabinet