

A-G On-Track Indicators



**HOW WELL DO 8TH AND 9TH GRADE
INDICATORS CORRECTLY IDENTIFY
STUDENTS WHO COMPLETE A-G WITH
A “C” OR BETTER?**

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Analytic Sample



- First-time 9th graders in 08-09 (Class of 2012)
- Did not transfer to a non-district school within the 4 years
- Were not eligible for exclusion under the 2013-14 rules (e.g., ELD 1 & 2 and special ed alternative curriculum)

How accurate are A-G On-Track Indicators?



- Many dropout or graduation indicators used by others (Allensworth, et al. or Balfanz, et al.) are much less accurate for A-G completion with a C or better – in part because college prep coursework is a more advanced academic outcome
- LAUSD On-track Indicator (3 A-G courses completed by end of 9th grade) is a better predictor of A-G completion than Chicago's on-track indicator
- Higher threshold indicators tend to be better predictors
 - Completion of 4 A-G courses with C or better
 - B / B+ average in courses
 - No Us in work effort

How early can you (accurately) use indicators?



- Examined End of 8th, Fall 9th, and End of 9th on-track indicators
- End of 9th grade indicators are generally more accurate predictors (than Fall 9th or End of 8th grade)
- However, some early indicators are nearly as accurate as end of 9th grade ones
 - B / B+ average
 - B or better in both 8th grade English and math
 - 97% attendance rate

LAERI At-Risk for A-G Non-Completion Index: Definition



- Uses end of 8th grade indicators (for earlier identification)
- Adds up the “best” dichotomous on track for A-G completion indicators from A-B-C categories (attendance, behavior, course performance)
 - # of 8th Grade On Track indicators=At least 97% attendance + No Us in work effort + No Us in cooperation + C or better in at least four core academic courses + At least a B in English + At least a B in math + A in English + A in math
- Creates risk categories based on # of on-track indicators
 - Extreme risk (0-2 on track indicators)
 - High risk (3-4 on track indicators)
 - Medium risk (5-6 on track indicators)
 - Low(er) risk (7 to 8 on track indicators)

LAERI At-Risk for A-G Non-Completion Index: Results and Implications

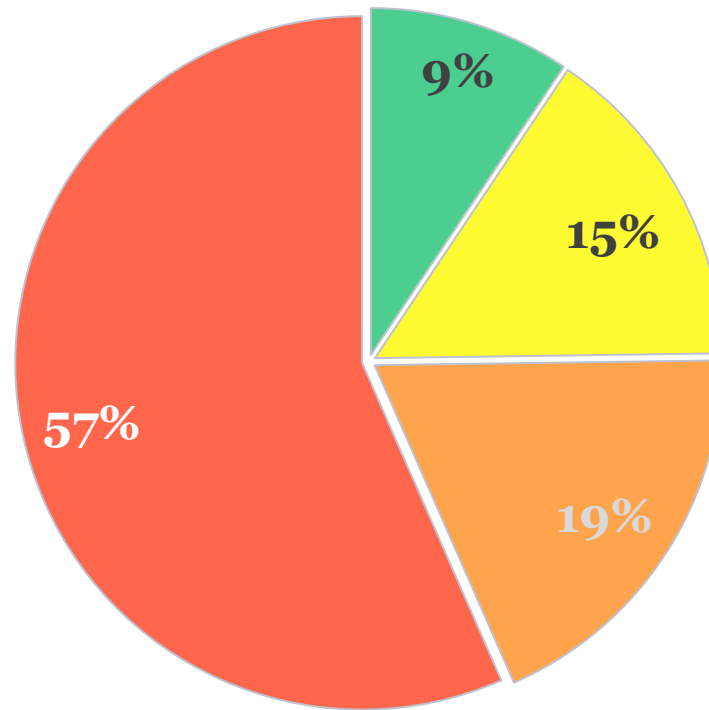


- Improves predictive accuracy over any single indicator incorporated into the index
- Is simpler than more complex, multivariate model predictions, and approaches predictive accuracy of those models
- Could be incorporated into district “At Risk” Reports
- Does not work as well for ELL and special ed students (because A-G completion rates are so low for those groups)
- Should be validated using more recent cohorts, given the phasing in of A-G graduation policy and additional available data

Entering 9th grade, 76% of Students are at High or Extreme Risk of A-G Non-Completion



Percent of 9th Graders At-Risk for A-G Non-Completion



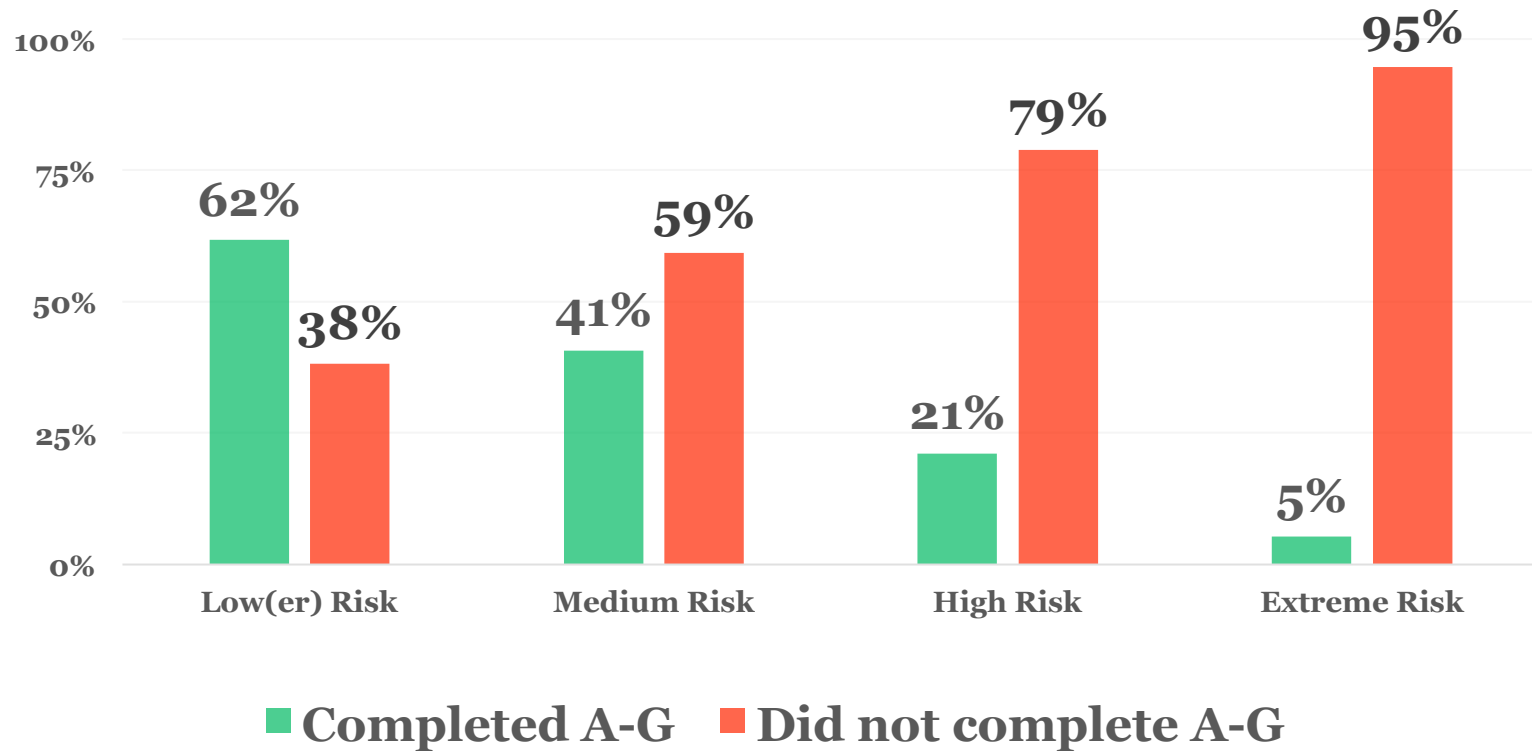
■ Low(er) Risk ■ Medium Risk ■ High Risk ■ Extreme Risk

Note: These analyses are for Class of 2012 (first time 9th graders in 2008-09) and should be replicated.

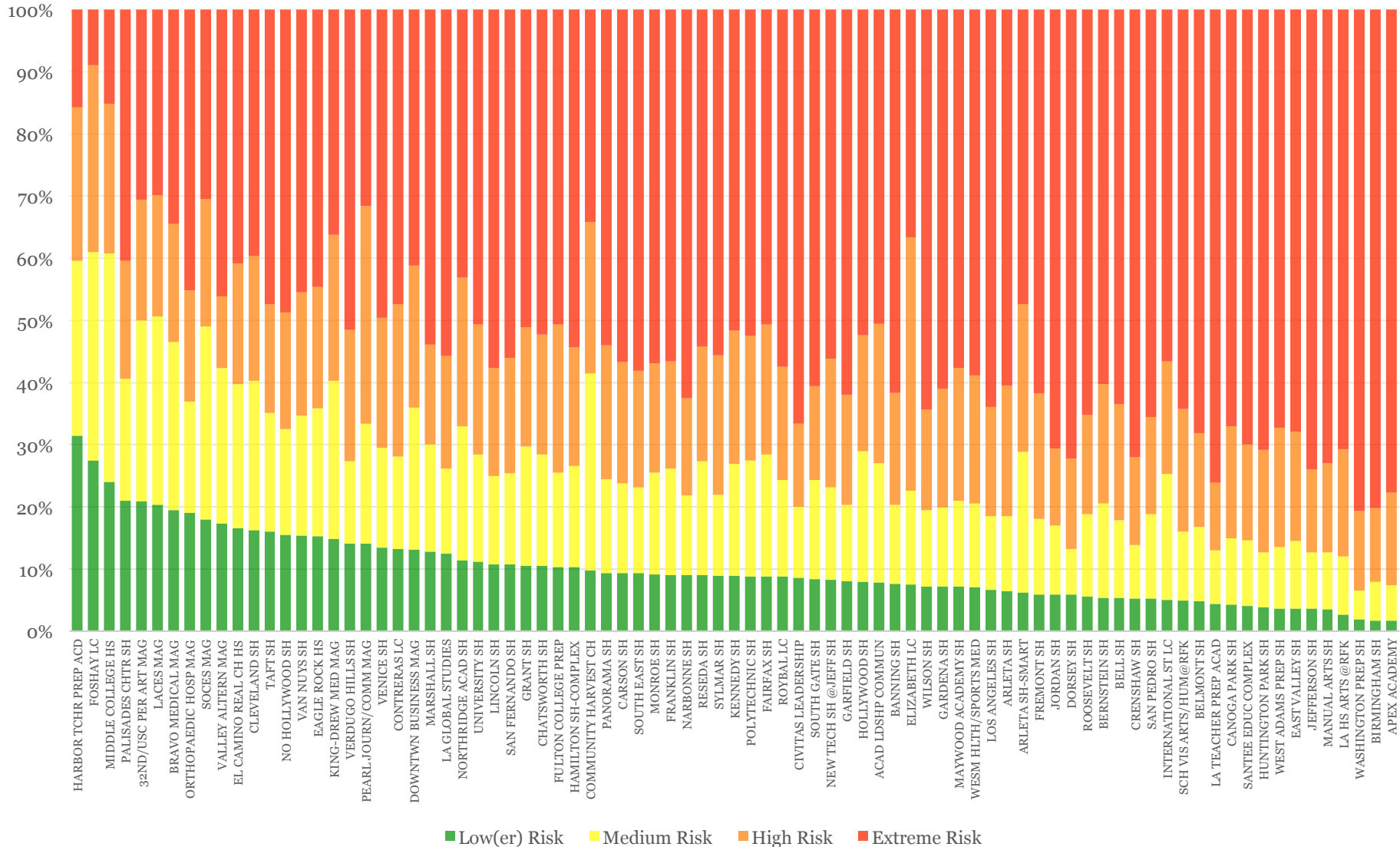
95% of Students Identified as at Extreme Risk at the End of 8th Grade Did Not Complete A-G



Percent of Students Who Completed or Did Not Complete A-G, by 8th Grade Risk Category



SAMPLE INTERNAL SCHOOLS REPORT: SCHOOLS BY PERCENTAGE OF STUDENTS IN EACH RISK CATEGORY



Next Steps for Research



- Do findings (and indicators) hold for more recent cohorts?
- Can we make useful EWIs with data from earlier grades (elementary and middle school)?
- Which HSs consistently have higher or lower A-G completion rates than expected based on academic/behavioral characteristics of entering students?
- Can we make useful “on track” indicators for college enrollment, persistence, and completion?
- What are the best ways to display/communicate early warning or on-track information so that it is used?
- What interventions work well for getting back on track?

Additional Information



- This presentation was adapted from a presentation given to LAUSD titled, “A-G On-Track Indicators in Los Angeles Unified School District,” Phillips, M. and Yamashiro, K. October 16, 2014. Los Angeles Education Research Institute.
- For additional details about these analyses, see jointly-authored, published article in *JESPAR*:
 - Meredith Phillips, Kyo Yamashiro, Adina Farrukh, Cynthia Lim, Katherine Hayes, Nicole Wagner, Jeffrey White & Hansheng Chen (2015) Using Research to Improve College Readiness: A Research Partnership Between the Los Angeles Unified School District and the Los Angeles Education Research Institute, *Journal of Education for Students Placed at Risk (JESPAR)*, 20:1-2, 141-168, DOI: 10.1080/10824669.2014.990562]