Riverside County Education Collaborative

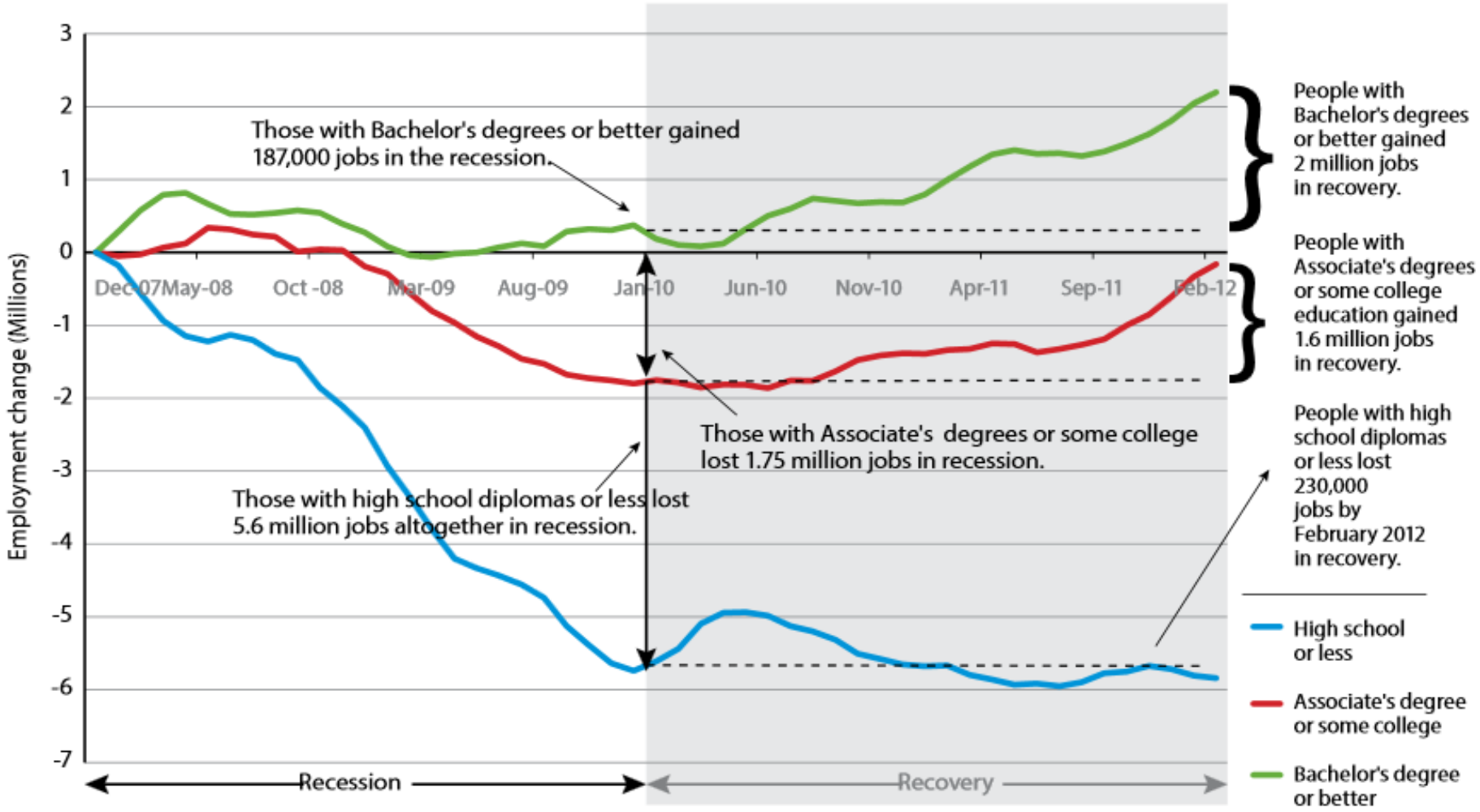
Ensuring All Students Will Graduate from High School Well Prepared for College and the Workforce

Session Objectives

- Overview of Riverside County Education Collaborative (RCEC)
- RCEC Initiatives
- Outcome Data
- New Initiatives
- PAS Top Line Ingredients
- Driver Diagram Exercise
- Fishbone Exercise
- Questions and (hopefully) Answers

Work Force Reality

FIGURE 1: Workers with high school diplomas or less bore the brunt of the recession's job losses. Job gains in the recovery have been confined to those with education beyond high school.



Source: Authors' estimate of the Current Population Survey data (2007–2012.) Employment includes all workers aged 18 and older.
Note: The monthly employment numbers are seasonally adjusted using the U.S. Census Bureau X-12 procedure and smoothed using four-month moving averages. The graph represents the total employment losses by education since the beginning of the recession in December 2007 to January 2010 and employment gains in recovery from January 2010 to February 2012.

Source: Carnevale, A. *The College Advantage* (Washington, DC: Georgetown Center on Education and Workforce, 2012)

RACE2RIGOR
RIVERSIDE COUNTY

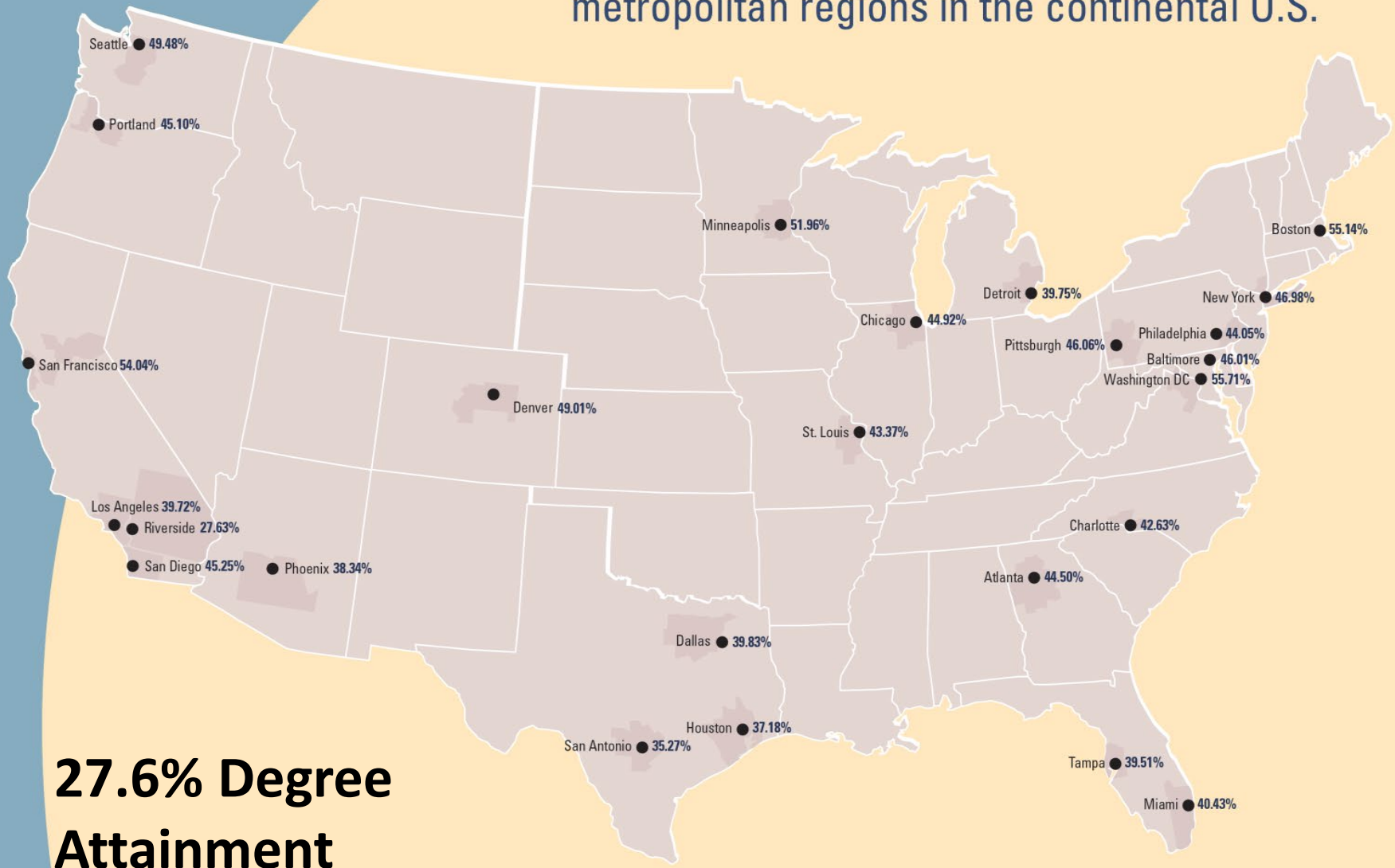
Degree attainment in the 25 most populous metropolitan regions in the continental U.S.

Rank by population

1	New York, N.Y./Newark-Jersey City, N.J.	20.1 million
2	Los Angeles-Long Beach-Anaheim, Calif.	13.3 million
3	Chicago-Naperville-Elgin, Ill.	9.6 million
4	Dallas-Fort Worth-Arlington, Texas	7.0 million
5	Houston-The Woodlands-Sugar Land, Texas	6.5 million
6	Philadelphia, Pa./Camden, N.J./Wilmington, Del.	6.1 million
7	Washington, D.C./Arlington-Alexandria, Va.	6.0 million
8	Miami-Fort Lauderdale-West Palm Beach, Fla.	5.9 million
9	Atlanta-Sandy Springs-Roswell, Ga.	5.6 million
10	Boston-Cambridge-Newton, Mass.	4.7 million
11	San Francisco-Oakland-Hayward, Calif.	4.6 million
12	Phoenix-Mesa-Scottsdale, Ariz.	4.5 million
13	Riverside-San Bernardino-Ontario, Calif.	4.4 million
14	Detroit-Warren-Dearborn, Mich.	4.3 million
15	Seattle-Tacoma-Bellevue, Wash.	3.7 million
16	Minneapolis-St. Paul-Bloomington, Minn.	3.5 million
17	San Diego-Carlsbad, Calif.	3.3 million
18	Tampa-St. Petersburg-Clearwater, Fla.	2.9 million
19	St. Louis, Mo.	2.8 million
20	Baltimore-Columbia-Towson, Md.	2.8 million
21	Denver-Aurora-Lakewood, Colo.	2.8 million
22	Charlotte-Concord-Gastonia, N.C.	2.4 million
23	Pittsburgh, Pa.	2.4 million
24	Portland-Hillsboro, Ore./Vancouver, Wash.	2.3 million
25	San Antonio-New Braunfels, Texas	2.3 million

Rank by degree attainment

1	Washington, D.C./Arlington-Alexandria, Va.	55.71%
2	Boston-Cambridge-Newton, Mass.	55.14%
3	San Francisco-Oakland-Hayward, Calif.	54.04%
4	Minneapolis-St. Paul-Bloomington, Minn.	51.96%
5	Seattle-Tacoma-Bellevue, Wash.	49.48%
6	Denver-Aurora-Lakewood, Colo.	49.01%
7	New York, N.Y./Newark-Jersey City, N.J.	46.98%
8	Pittsburgh, Pa.	46.06%
9	Baltimore-Columbia-Towson, Md.	46.01%
10	San Diego-Carlsbad, Calif.	45.25%
11	Portland-Hillsboro, Ore./Vancouver, Wash.	45.10%
12	Chicago-Naperville-Elgin, Ill.	44.92%
13	Atlanta-Sandy Springs-Roswell, Ga.	44.50%
14	Philadelphia, Pa./Camden, N.J./Wilmington, Del.	44.05%
15	St. Louis, Mo.	43.37%
16	Charlotte-Concord-Gastonia, N.C.	42.63%
17	Miami-Fort Lauderdale-West Palm Beach, Fla.	40.43%
18	Dallas-Fort Worth-Arlington, Texas	39.83%
19	Detroit-Warren-Dearborn, Mich.	39.75%
20	Los Angeles-Long Beach-Anaheim, Calif.	39.72%
21	Tampa-St. Petersburg-Clearwater, Fla.	39.51%
22	Phoenix-Mesa-Scottsdale, Ariz.	38.34%
23	Houston-The Woodlands-Sugar Land, Texas	37.18%
24	San Antonio-New Braunfels, Texas	35.27%
25	Riverside-San Bernardino-Ontario, Calif.	27.63%



27.6% Degree Attainment

Note: This map denotes Metropolitan Statistical Areas (MSAs). The term MSA refers to a large population nucleus, together with adjacent communities having a high degree of social and economic integration with that core. MSAs comprise one or more entire counties, except in New England, where cities and towns are the basic geographic units. The federal Office of Management and Budget defines MSAs for purposes of collecting, tabulating and publishing federal data. These definitions result from applying published standards to Census Bureau data.

Riverside County Education Collaborative (RCEC) is a grassroots movement in southern California with diverse cross-sector leadership throughout the Riverside County areas. Representing members from area school districts, higher education, city/county officials, and private industry, RCEC collectively commits to goals geared to increase postsecondary access and attainment in our community.

Members of RCEC:

- **Riverside County Office of Education**
- **Moreno Valley College**
- **Moreno Valley Unified School District**
- **Mt. San Jacinto College**
- **Murrieta Valley Unified School District**
- **Perris Union High School District**
- **Temecula Valley Unified School District**
- **University of California, Riverside**
- **Val Verde Unified School District**

RCEC

RIVERSIDE COUNTY EDUCATION COLLABORATIVE
COLLEGE AND CAREER READY

Riverside County Education Collaborative Partners

Val Verde Unified School District

Perris Union High School District

Moreno Valley Unified School District

Murrieta Valley Unified School District

Temecula Valley Unified

MSJC Mt. San Jacinto College

UC Riverside University of California

Moreno Valley College

CollegeBoard

CCGI California College Guidance Initiative

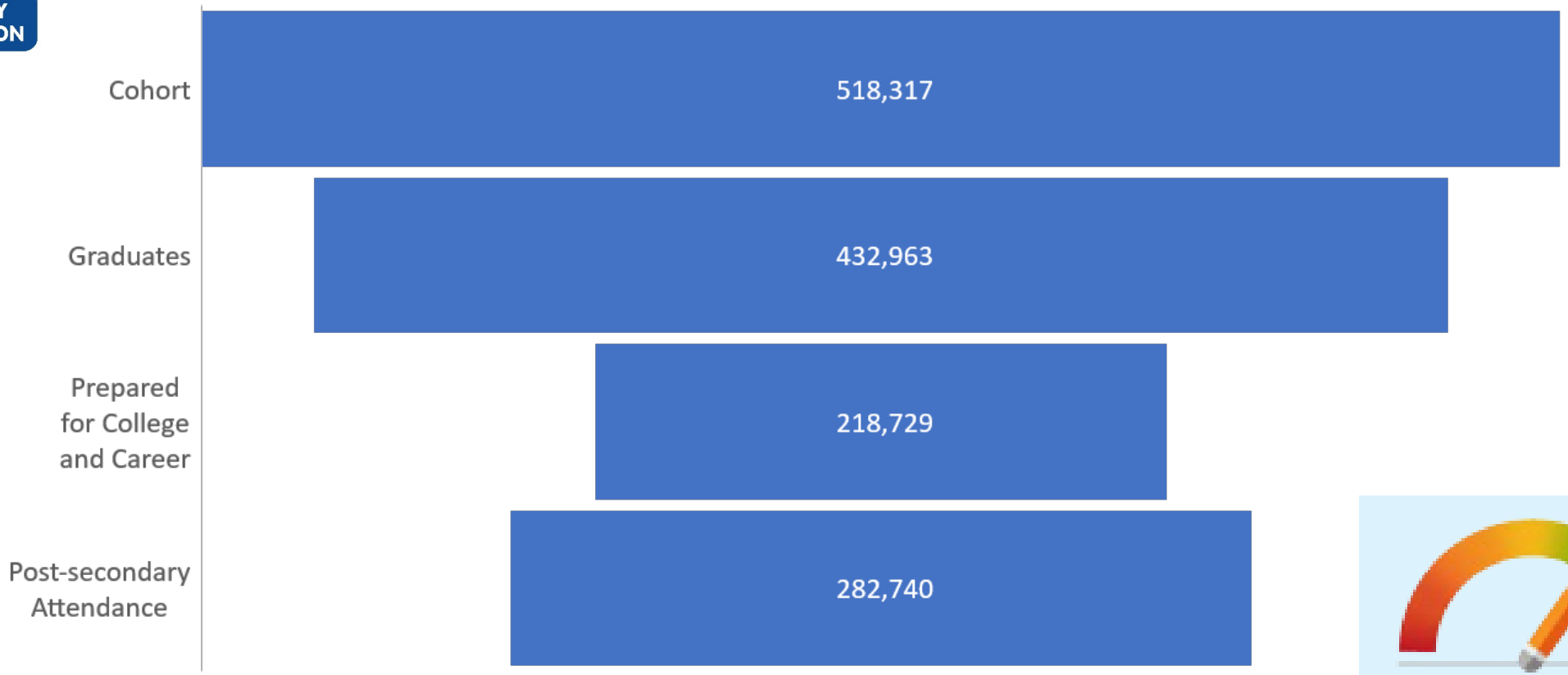
California Student Aid Commission

Riverside County Office of Education

AVID Proven Achievement. Lifelong Advantage.

RIVERSIDE COUNTY OFFICE OF EDUCATION

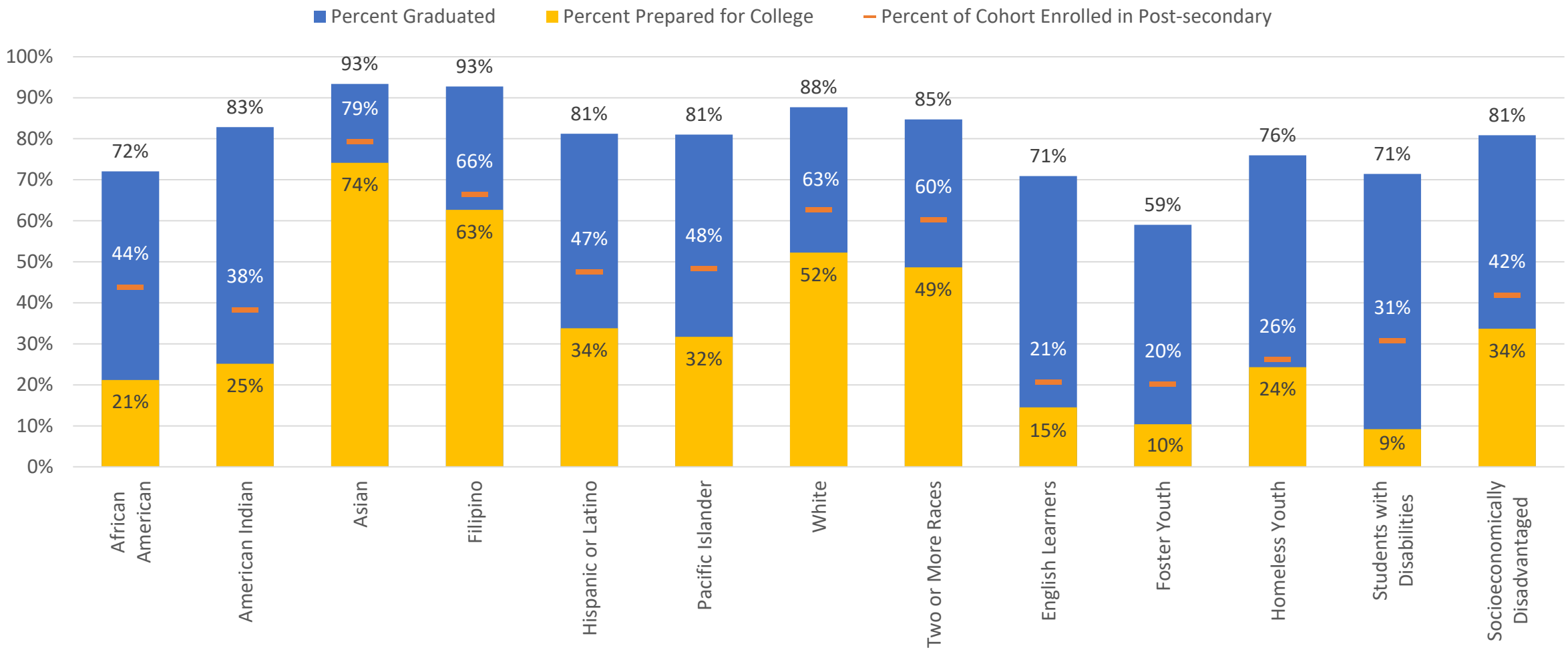
Class of 2018 California State 4-year Cohort Student Outcomes



California School DASHBOARD

Sources: Fall 2018 California School Dashboard
CDE DataQuest 2017-18 College-Going Rate

Class of 2018 California State
4-year Cohort Student Outcomes by Student Group



Sources: Fall 2018 California School Dashboard
CDE DataQuest 2017-18 College-Going Rate

The first law of improvement

"Every system is perfectly designed to achieve exactly the results it gets."

-Paul Bataldan

Eighty percent of improvement ideas come from practitioners in the field.”

- Michael Fullen

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COLLEGE AND CAREER READY

LEADERSHIP MATTERS

FOCUS ON THE RIGHT WORK!

College and Career Readiness Goals:

TARGETS

Increase the percentage of students applying to three or more colleges to 60%

Increase the percentage of students enrolling in post-secondary education from 52% to 65%

Increase the percentage of FAFSA/Dream Act completions from 52% to 93%

Increase the numbers of students who are college ready using several indicators such as A-G completion, AP and dual enrollment, Early Assessment Placement (EAP) conditional/ready and community college multiple measures/course placement

“Targets”

- Graduate more student from High School
- Give students more access to Courses of Rigor
- Apply to College
- Afford College
- Persist and Graduate from College

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COLLEGE AND CAREER READY

RIVERSIDE COUNTY OFFICE OF EDUCATION
JUDY D. WHITE, Ed.D.
County Superintendent of Schools

RCEC : Branding the Work!

RACETOSUBMIT
MISSION TO FAFSA SUBMISSION
RIVERSIDE COUNTY OFFICE OF EDUCATION

RACE2RIGOR
RIVERSIDE COUNTY

SCHOOL COUNSELOR
LEADERSHIP NETWORK
RIVERSIDE COUNTY

RIVERSIDE COUNTY
COLLEGE KICKOFF
OCTOBER

GRADING
PRACTICES PROJECT
RIVERSIDE COUNTY

UCR
AP
READINESS

RIVERSIDE COUNTY
COLLEGE SIGNING DAY

RIVERSIDE COUNTY
UCR
MORENO VALLEY COLLEGE
RACE2READY
MSJC

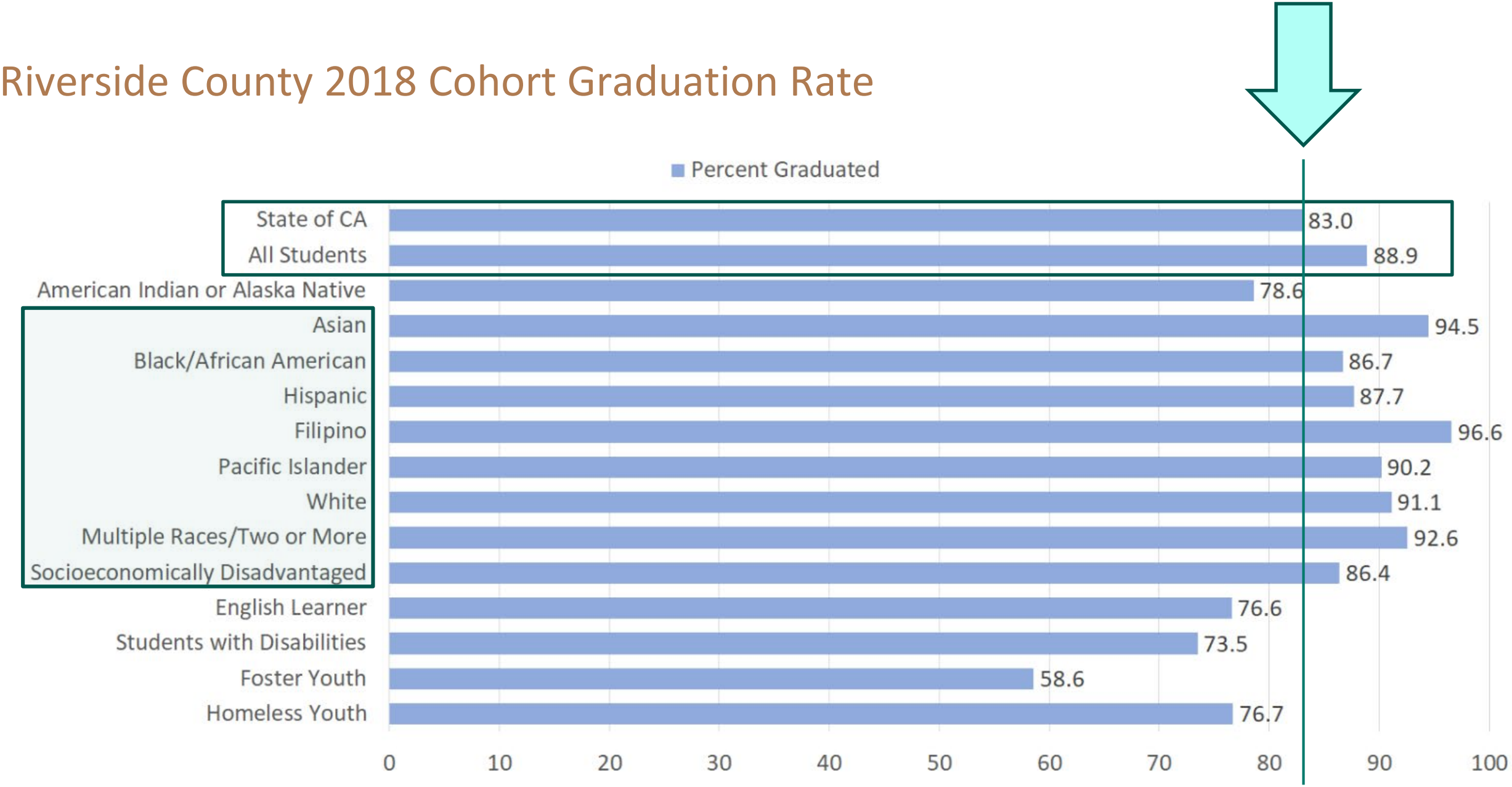
Sample Grade Distribution Analysis

D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE
EL Indicato	SWD	A-G Completion	World History/ Geography mester 1	World History/ Geography mester 2	US History mester 1	US History mester 2	A - History/ Social ence	English Grade 9 mester 1	English Grade 9 mester 2	English Grade 10 mester 1	English Grade 10 mester 2	English Grade 11 mester 1	English Grade 11 mester 2	English Grade 12 mester 1	English Grade 12 mester 2	B - English	Math Year 1 mester 1	Math Year 1 mester 2	Math Year 2 mester 1	Math Year 2 mester 2	Math Year 3 mester 1	Math Year 3 mester 2	C - Math	Science Year 1 mester 1	Science Year 1 mester 2	Science Year 2 mester 1	Science Year 2 mester 2
Non-EL	Non-SWD	-4	A	A	B	A	0	A	A	B	C	A	A	N	N	-2	A	B	B	B	B	B	0	A	A	A	A
Non-EL	Non-SWD	-4	B	B	C	C	0	A	B	A	A	C	C	N	N	-2	B	C	B	B	B	C	0	B	A	B	C
Non-EL	Non-SWD	-8	F	D	F	F	-4	C	C	B	B	B	C	N	N	-2	V	V	C	A	C	A	0	B	C	D	D
Non-EL	Non-SWD	-2	B	B	B	B	0	C	B	C	B	A	A	N	N	-2	B	C	C	C	B	B	0	C	C	B	C
Non-EL	Non-SWD	-5	C	C	C	B	0	C	C	B	B	B	C	N	N	-2	V	V	V	V	C	A	0	B	B	C	B
Non-EL	Non-SWD	-2	A	A	B	C	0	A	A	A	A	A	A	N	N	-2	A	A	B	A	A	C	0	A	A	B	A
Non-EL	Non-SWD	-2	B	B	C	C	0	C	B	C	C	A	A	N	N	-2	B	C	B	C	C	B	0	B	B	C	B
Non-EL	Non-SWD	-5	B	C	B	B	0	A	A	B	C	A	A	N	N	-2	A	B	C	D	B	B	-1	A	B	B	B
EL	SWD	-24	N	N	N	N	-4	N	N	N	N	N	N	N	N	-8	V	V	V	V	V	V	0	N	N	N	N
Non-EL	Non-SWD	-2	A	A	A	A	0	A	A	A	A	A	A	N	N	-2	A	B	A	B	A	A	0	A	A	A	A
Non-EL	Non-SWD	-14	F	D	F	D	-4	D	A	D	D	C	C	N	N	-5	D	D	F	B	C	C	-3	B	C	C	C
EL	Non-SWD	-22	C	B	F	F	-2	D	C	D	D	F	F	N	N	-7	B	C	B	C	N	N	-2	D	C	N	N
Non-EL	Non-SWD	-18	C	F	C	D	-2	C	C	D	D	D	C	N	N	-5	N	D	N	N	N	N	-6	B	C	D	B
Non-EL	Non-SWD	-14	D	C	C	B	-1	C	C	D	B	B	B	N	N	-3	C	C	F	D	N	N	-4	C	C	D	C
Non-EL	Non-SWD	-2	A	A	A	A	0	B	B	A	A	A	A	N	N	-2	A	B	B	C	B	B	0	A	A	A	A
Non-EL	Non-SWD	-3	A	A	A	A	0	B	A	A	B	A	A	N	N	-2	B	B	B	A	B	D	-1	A	A	A	A
Non-EL	Non-SWD	-2	A	A	A	A	0	A	A	A	A	A	A	N	N	-2	A	A	A	A	A	A	0	A	A	A	A
Non-EL	Non-SWD	-2	A	A	A	A	0	A	A	A	A	A	A	N	N	-2	A	A	A	A	A	A	0	A	A	A	A
Non-EL	Non-SWD	-4	B	B	B	A	0	B	B	A	B	B	A	N	N	-2	B	B	B	C	B	C	0	A	A	C	C
Non-EL	Non-SWD	-3	B	A	B	A	0	C	C	B	A	B	A	N	N	-2	A	C	B	A	C	A	0	A	B	C	D
Non-EL	Non-SWD	-5	A	A	C	C	0	D	B	B	A	A	A	N	N	-3	B	B	A	B	B	B	0	C	B	A	B
Non-EL	Non-SWD	-11	D	D	C	C	-2	B	B	C	C	C	B	N	N	-2	V	C	C	D	V	C	-1	B	C	B	B
Non-EL	Non-SWD	-2	A	A	B	B	0	B	A	C	A	A	A	N	N	-2	B	A	C	B	B	B	0	A	A	A	A
Non-EL	Non-SWD	-2	A	A	A	A	0	A	A	A	A	A	A	N	N	-2	A	A	A	A	A	A	0	A	A	A	A
Non-EL	Non-SWD	-7	C	C	C	C	0	B	B	A	A	B	B	N	N	-2	B	B	C	D	D	F	-3	B	B	C	C
Non-EL	Non-SWD	-3	B	A	A	B	0	A	A	C	D	B	A	N	N	-3	A	C	C	B	C	C	0	A	A	B	A
Non-EL	Non-SWD	-7	B	B	C	C	0	D	C	B	B	C	C	N	N	-3	B	B	F	D	F	F	-4	B	B	B	B
Non-EL	Non-SWD	-4	B	B	A	A	0	A	D	C	C	A	C	N	N	-3	V	V	A	A	C	F	-1	C	B	C	B
Non-EL	SWD	-28	N	N	N	N	-4	N	N	N	N	N	N	N	N	-8	N	N	N	N	N	N	-6	N	N	N	N
Non-EL	Non-SWD	-4	D	B	A	A	-1	F	C	A	A	A	A	N	N	-3	V	V	V	V	B	B	0	B	B	C	B
Non-EL	SWD	-28	N	N	N	N	-4	N	N	N	N	N	N	N	N	-8	N	N	N	N	N	N	-6	N	N	N	N

2010-2018 COHORT GRADUATION RATES
LIST OF 11 LARGEST COUNTIES IN CALIFORNIA

County	Number of 2018 Cohort Students	2010 Cohort Rate	2011 Cohort Rate	2012 Cohort Rate	2013 Cohort Rate	2014 Cohort Rate	2015 Cohort Rate	2016 Cohort Rate	2017 Cohort Rate	2018 Cohort Rate	2018 Cohort Rate Ranking
Alameda	17,496	75.8	78.0	79.8	80.8	82.9	85.0	85.7	85.5	86.8	3
Fresno	15,186	69.1	74.1	76.0	77.3	78.8	81.9	83.4	80.8	81.5	8
Kern	14,016	74.0	75.3	76.2	76.4	79.7	82.5	84.3	85.3	85.8	4
Los Angeles	122,987	70.5	73.7	75.1	77.1	77.9	78.7	81.6	80.8	81.6	7
Orange	41,787	82.6	85.6	85.9	87.5	88.6	90.0	91.0	88.8	89.2	1
Riverside	33,664	77.7	80.0	82.5	84.4	85.2	87.4	89.4	88.0	88.9	2
Sacramento	19,055	72.3	74.3	77.0	79.4	80.5	80.6	81.4	80.8	81.0	10
San Bernardino	32,250	70.4	74.3	77.2	78.6	78.7	80.7	83.0	82.6	83.4	6
San Diego	41,064	74.9	77.5	79.0	79.8	79.7	81.8	81.9	80.4	81.1	9
Santa Clara	21,652	80.5	80.0	82.2	82.9	83.8	83.6	83.1	83.8	85.2	5
State of CA	504,073	74.7	77.1	78.9	80.4	81.0	82.3	83.8	82.7	83.0	

Riverside County 2018 Cohort Graduation Rate



Data source:https://dq.cde.ca.gov/ | DataQuest 4-year Cohort Outcomes

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RIVERSIDE COUNTY

Increase the number of student college ready using several indicators such as access and success in college preparation, Advanced Placement, International Baccalaureate, Dual Enrollment, and concurrent enrollment coursework

Access

+

Success

=

College and Career Ready

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COLLEGE AND CAREER READY

Why focus on Access + Success?

END OF YEAR CREDITS 2018								
Percent At or Above	**9**	**10**	**11**		Percent of Students below	**9**	**10**	**11**
	60 Credits	**120 Credits**	**180 Credits**			**60 Credits**	**120 Credits**	**180 Credits**
A HS	67.98	61.68	59.00			32.02	38.32	41.00
B HS	60.05	57.25	61.22			39.95	42.75	38.78
C HS	81.47	81.06	72.16			18.53	18.94	27.84
					Number of Students below			
Numbers At or Above	**9**	**10**	**11**			**9**	**10**	**11**
A HS	569	499	426			268	310	296
B HS	472	474	453			314	354	287
C HS	686	672	609			156	157	235
	1727	1645	1488		District number below	738	821	818
					Sections of FTE @ 35 average	21.09	23.46	23.37
Enrollment	**9**	**10**	**11**					
A HS	837	809	722		Distrct Total Sections of FTE	67.91		
B HS	786	828	740		Total Sections FTE / 5	13.58		
C HS	842	829	844		District Cost ($75,000 per FTE)	$1,018,714.29		
	2465	2466	2306					
	9	**10**	**11**					
District At or Above Percentage	70.06%	66.71%	64.53%					

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COLLEGE AND CAREER READY

UCR

AP READINESS

Five Year Score Summary - 2019 Customize

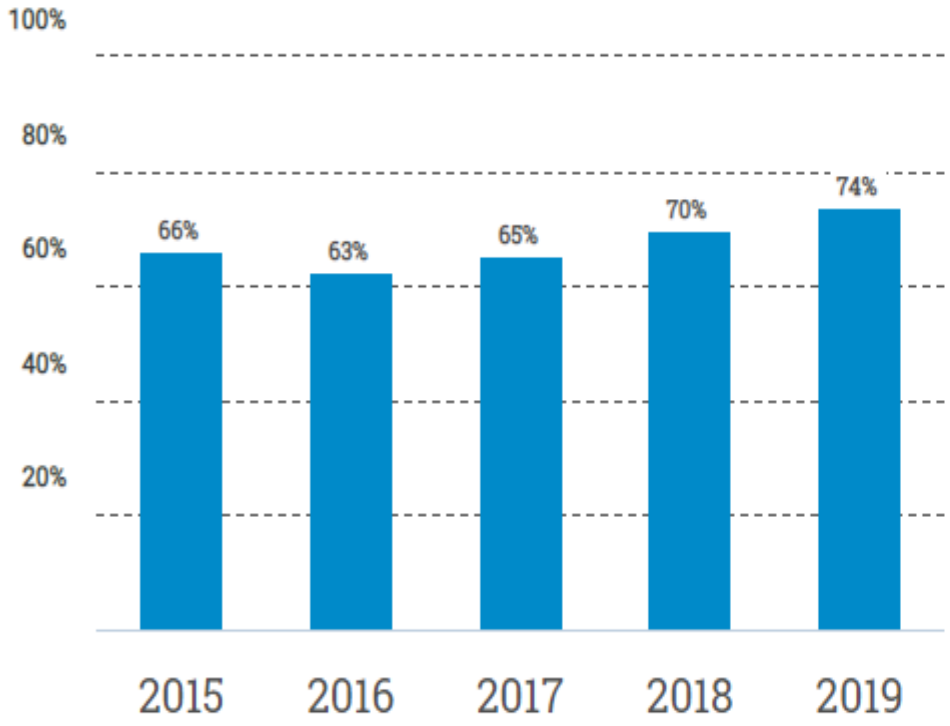
Chaparral High School (053539)

RCEC High School

Data Updated: August 14, 2019

Report Run: October 17, 2019

% OF TOTAL AP STUDENTS WITH SCORES 3+



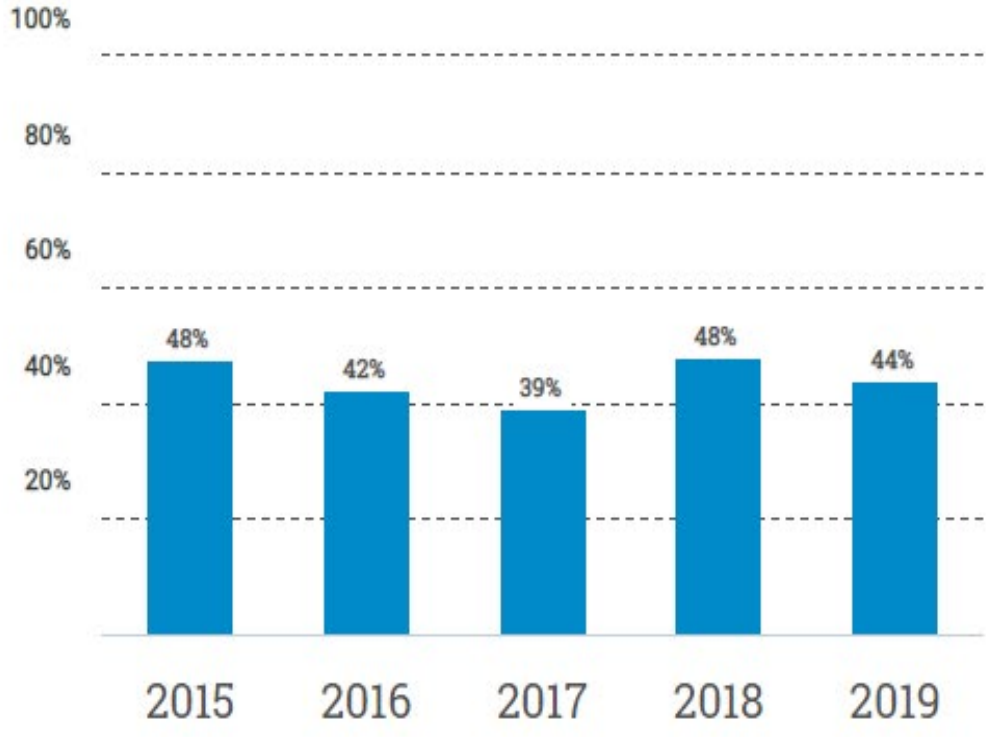
SCHOOL SUMMARY

	2015	2016	2017	2018	2019
Total AP Students	630	702	764	718	730
Number of Exams	1191	1241	1442	1422	1406
AP Students with Scores 3+	416	439	500	502	539
% of Total AP Students with Scores 3+	66.0	62.5	65.4	69.9	73.8

Five Year Score Summary - 2019 Customize

Data Updated: September 04, 2019
Report Run: October 17, 2019

% OF TOTAL AP STUDENTS WITH SCORES 3+



SCHOOL SUMMARY

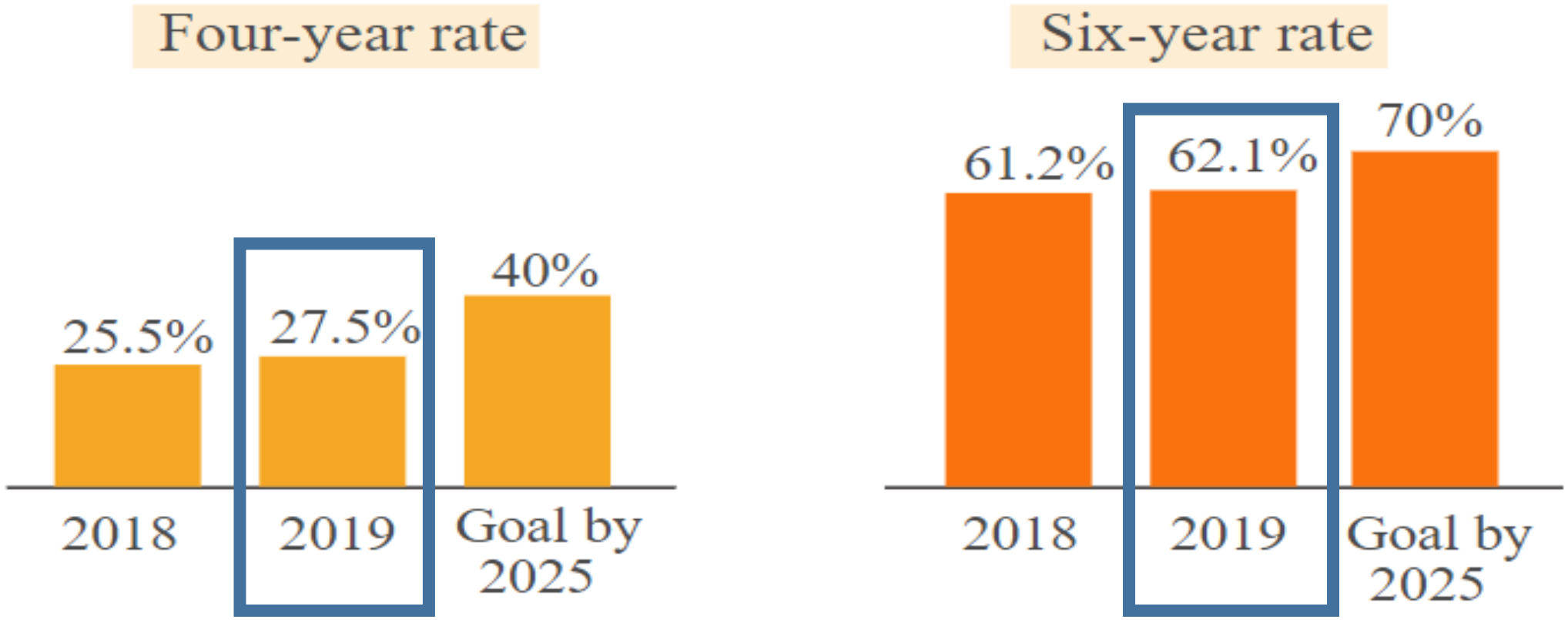
	2015	2016	2017	2018	2019
Total AP Students	317	331	413	509	548
Number of Exams	586	546	675	1010	1019
AP Students with Scores 3+	151	140	162	245	241
% of Total AP Students with Scores 3+	47.6	42.3	39.2	48.1	44.0

RCEC Initiatives “driving” the Improvement

Two more examples. . .

How do we move from “I think” to “I know”?

CSU graduation rates for 2018 and 2019



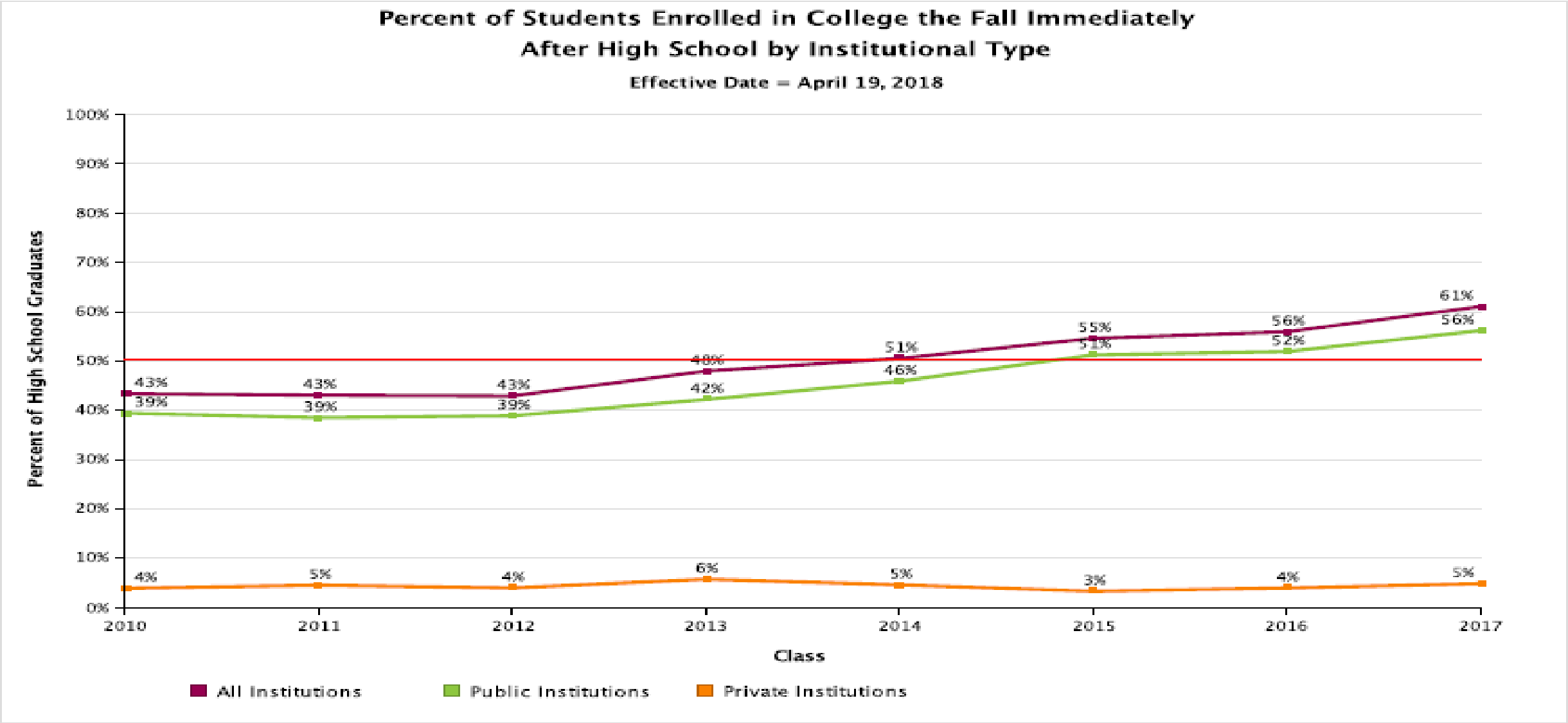
*Note: *All graduation rates are for students who started as full-time freshmen.*
Source: California State University

EdSource

Post-Secondary Transition

- Preparing students for post-secondary life is the endgame
- How do we track students into post-secondary education, military service, and the workforce?
- What data is available?

National Student Clearinghouse®



AVG = 50%

VAL VERDE UNIFIED SCHOOL DISTRICT

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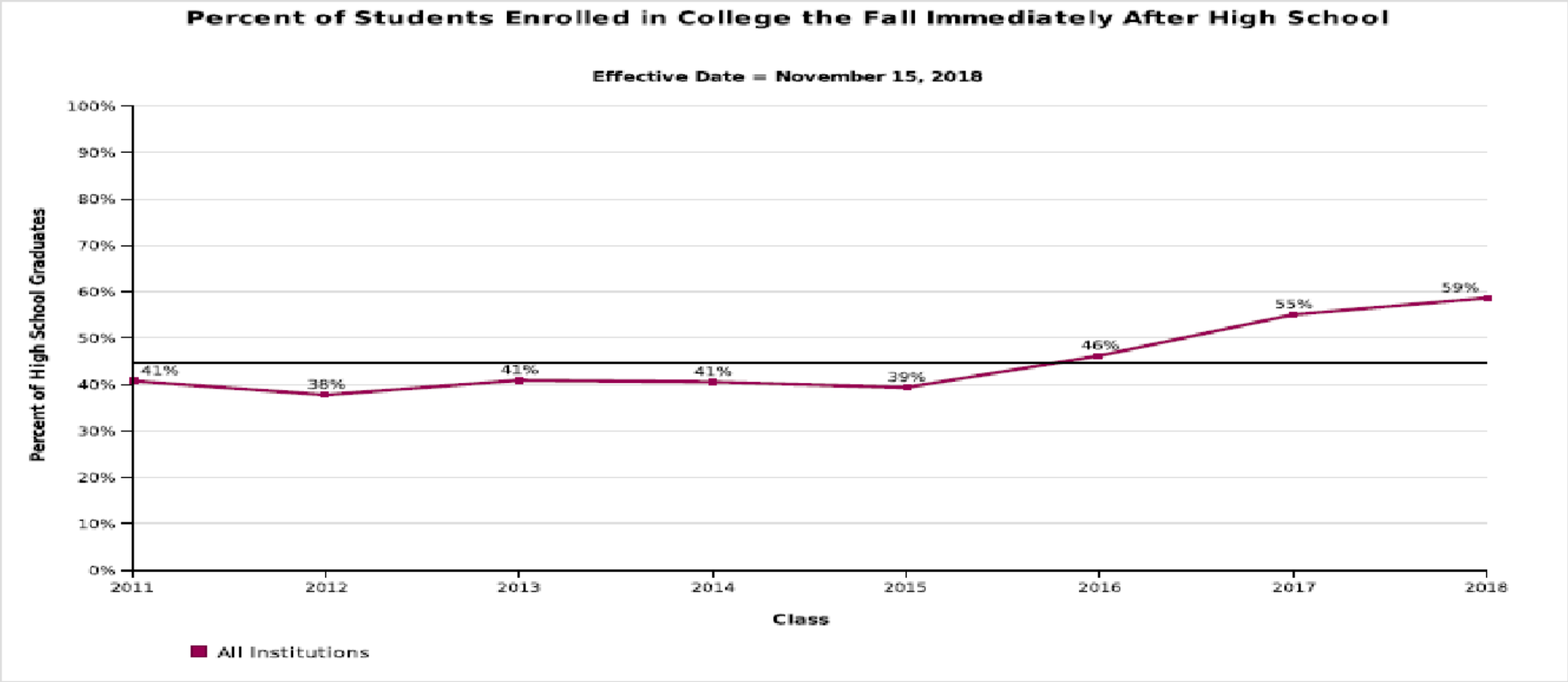
NATIONAL STUDENT CLEARINGHOUSE®



AVG = 45%

COACHELLA VALLEY UNIFIED SCHOOL DISTRICT

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NATIONAL STUDENT CLEARINGHOUSE

Riverside County, California College Going Rate

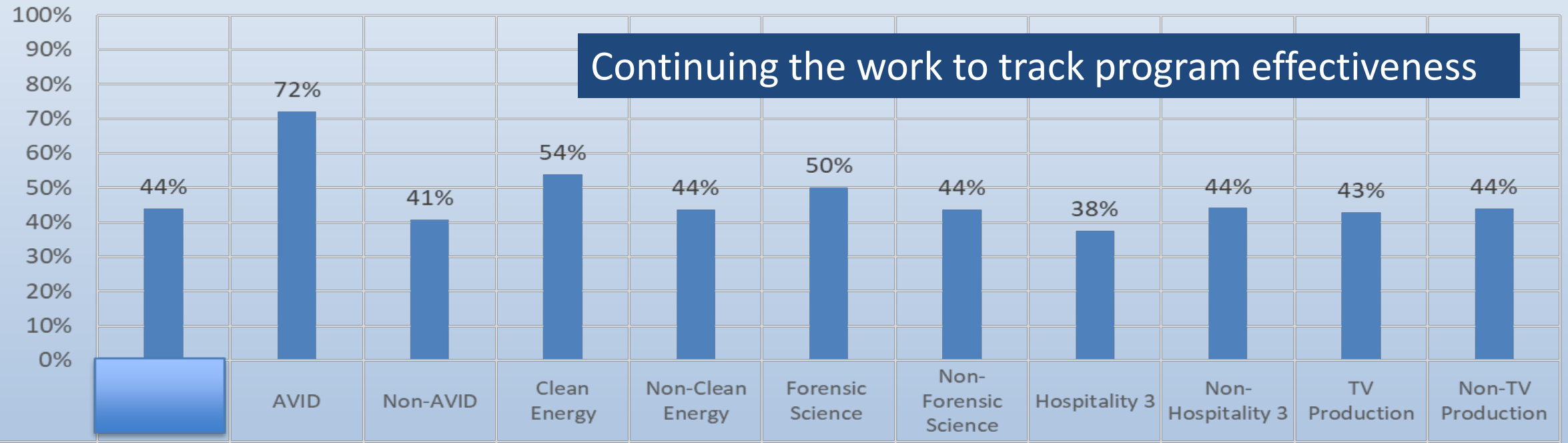
Class of 2013 Baseline College Enrollment: 15,066

Class of:	Number of Students Enrolled in fall after Graduation	Total Number of Additional Students From Baseline in 2013
2014	15,827	+761
2015	16,300	+1,234
2016	17,023	+1,957
2017	17,485	+2,419
2018	18,274	+3,208

Data Source: National Student Clearinghouse

Tracking students by High School Program into Post-Secondary

First Fall College Going Rates for XXX Unified Class of 2016 by Program



Continuing the work to track program effectiveness

		AVID	Non-AVID	Clean Energy	Non-Clean Energy	Forensic Science	Non-Forensic Science	Hospitality 3	Non-Hospitality 3	TV Production	Non-TV Production
Pct Enrolled	44%	72%	41%	54%	44%	50%	44%	38%	44%	43%	44%
Enrolled	449	72	377	14	435	19	430	15	434	9	440
Not Enrolled	575	28	547	12	563	19	556	25	550	12	563

1,024 students in cohort

Newest RCEC Initiative

High School Readiness Project

- RCEC has designed and is testing a high school readiness indicator that involves analyzing middle school transcripts
- The project includes over 25 middle schools across Riverside County from 6 school districts.
- Project predicated on “C” or better grades in Core Courses and includes a middle school graduation rate construct.

Under Construction

Advanced Placement Teacher Certification Project

- RCEC is building an AP Teacher Certification Program
- Intended to develop the next generation of AP Teachers
- Includes “onboarding” strategies
- Modules include professional development for professional competencies, including subject matter content, instructional practices, and use of available resources (College Board, Khan Academy, AP Potential, etc.)

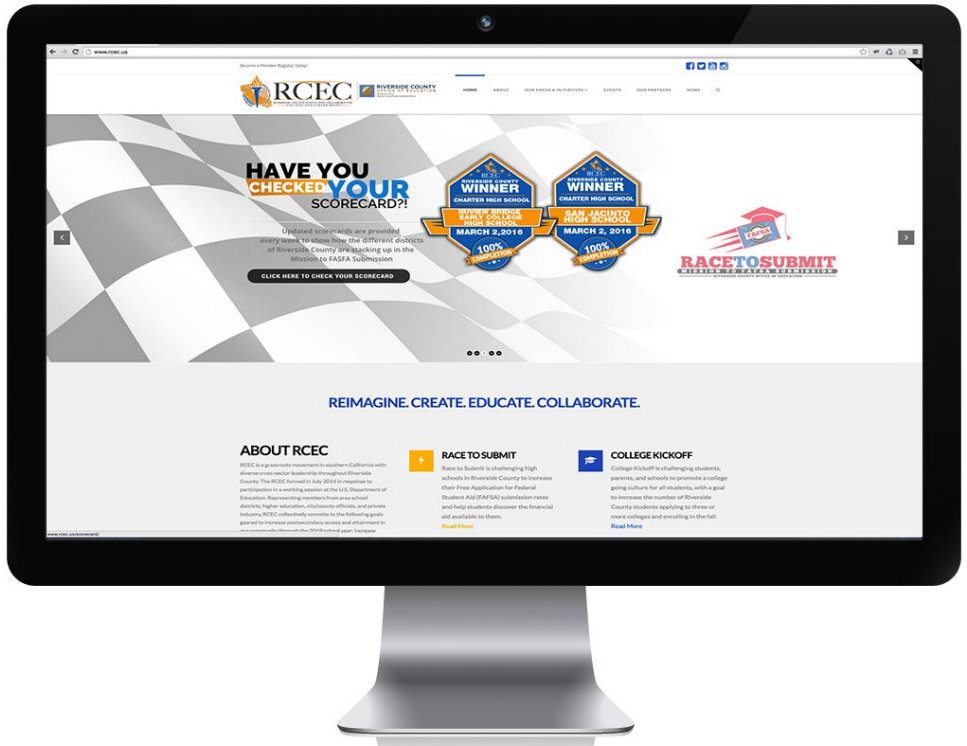
Under Construction

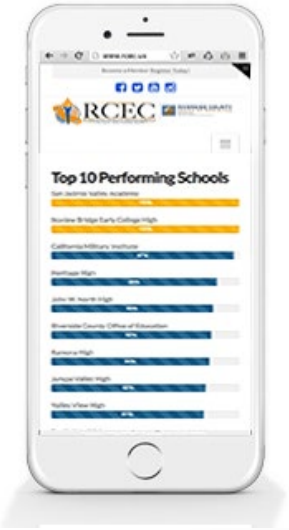
Follow Me to My Future Project

- Leveraging the newest California Dashboard CCI – Leadership/Military Science
- With a focus on career “soft-skills” and character development
- Includes programs such as student government, associated student body leadership, and JROTC programs

FOR MORE INFORMATION ON OUR INITIATIVES PLEASE VISIT US @

www.rcec.us





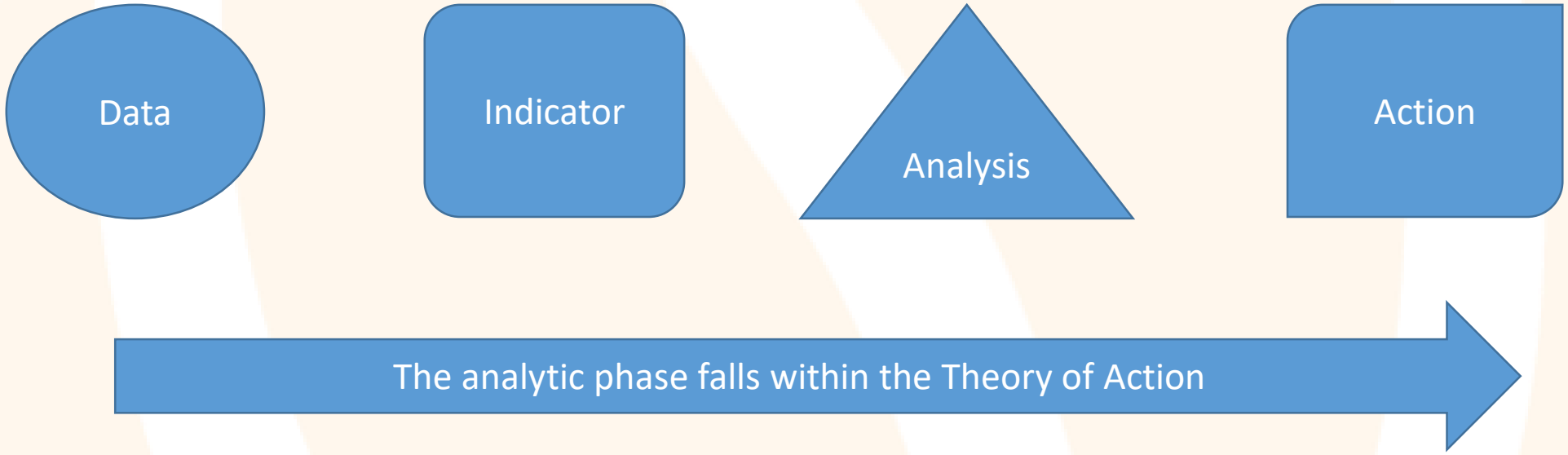
The WORK!

EVERYONE GRADUATES CENTER

Pathways to Adult Success

Start with a “system” analysis lens.

Pathways to Adult Success:



PAS Top Line Ingredients – Stating a vision is one thing. Operationalizing it is quite another.

1. Local Drive and Leadership
2. Collaborations
3. Operational Conditions within the school
4. Data Quality and Scope
5. Use of Data Systems
6. Data Sharing and data conversations
7. Early Warning Systems (indicators)
8. Enhanced Guidance
9. College and Career Readiness expectations
10. College and Career Readiness support and interventions
11. Engaging Instruction
12. Experiential and work-based learning

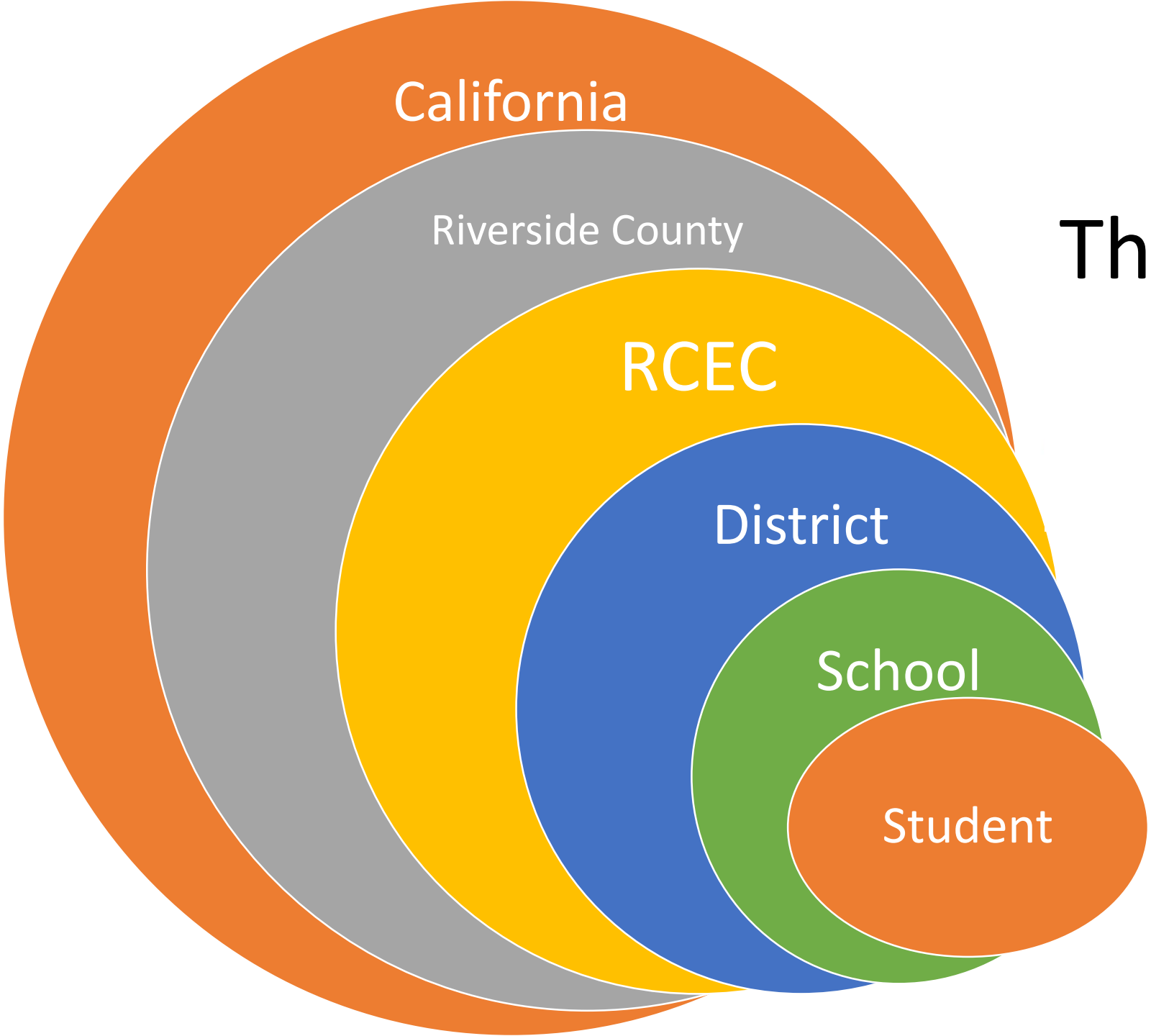
The Partners. . . .

Policy and Research

Regional Influencers

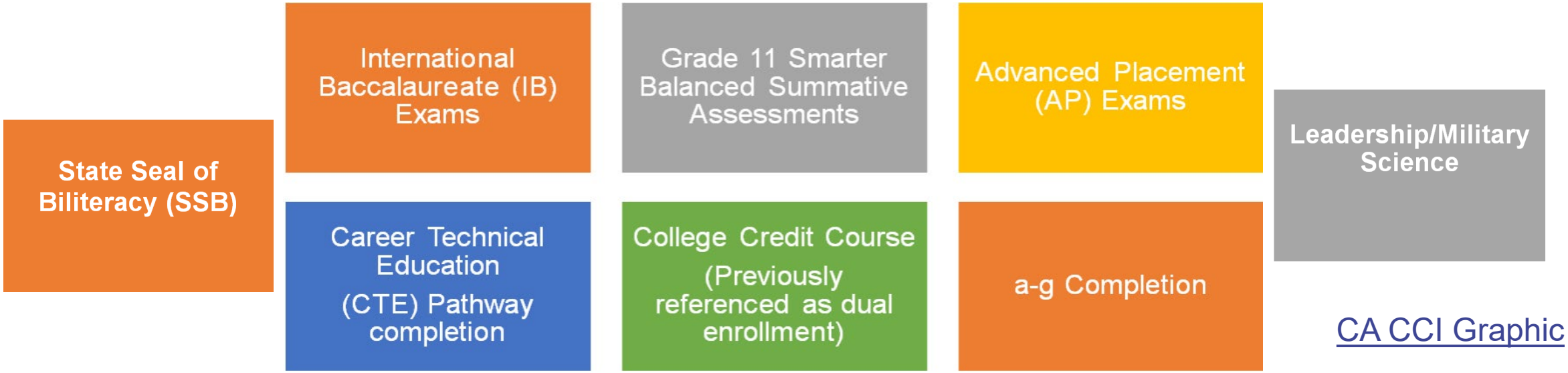
County, District, School

The Landscape



The Building Blocks and Measures

- The College/Career measure shows how many students graduate from high school prepared for college or a career. It uses **many different measures** of college and career preparedness.
- For comprehensive high schools, the last **four years of data** (e.g., courses, exams, etc.) for each student in four-year cohort are used to to place students in **Prepared**, **Approaching Prepared**, or **Not Prepared** levels.



CA CCI Graphic

California School DASHBOARD

College/Career Readiness

The College/Career measure shows how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state measure, high school graduates must meet at least one of the criteria in the Prepared level.

PREPARED

- **Smarter Balanced Summative Assessments:** Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
- **Advanced Placement (AP) Exams:** Score of 3 or higher on two AP exams
- **International Baccalaureate (IB) Exams:** Score of 4 or higher on two IB exams
- **College Credit Courses:** Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- **State Seal of Biliteracy (SSB):** SSB awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments
- **Leadership/Military Science:** Two years of Leadership/Military Science, score of Level 3 or higher in ELA or math, and Level 2 "Standard Nearly Met" or higher in other subject area
- **University of California (UC) and California State University (CSU) a-g requirements:** Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below
- **Career Technical Education (CTE) Pathway:** Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below

Additional Criteria

- Smarter Balanced Summative Assessment Scores:
  - Level 3 or higher on ELA and at least a Level 2 in mathematics, or
  - Level 3 or higher on mathematics and at least a Level 2 in ELA
- One semester/two quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects
- Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)
- Completion of CTE Pathway (for a-g requirement only)

APPROACHING PREPARED

- **Smarter Balanced Summative Assessments:** Score of Level 2 "Standard Nearly Met" on both ELA and mathematics
- **College Credit Courses:** One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- **UC and CSU a-g requirements:** Complete a-g course requirements with a grade of C- or better
- **CTE Pathway:** Pathway completion with a grade of C- or better in the capstone course
- **Leadership/Military Science:** Two years of Leadership/ Military Science

NOT PREPARED

Did not meet any of the measures or did not graduate.

Criteria Key

Assessment

Coursework

For more information, please visit the California Accountability Model & School Dashboard web page at https://www.cde.ca.gov/ta/ac/cm/index.asp.

October 2018

Check-in Time

How is everyone doing?

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COLLEGE AND CAREER READY

Let’s Think Together

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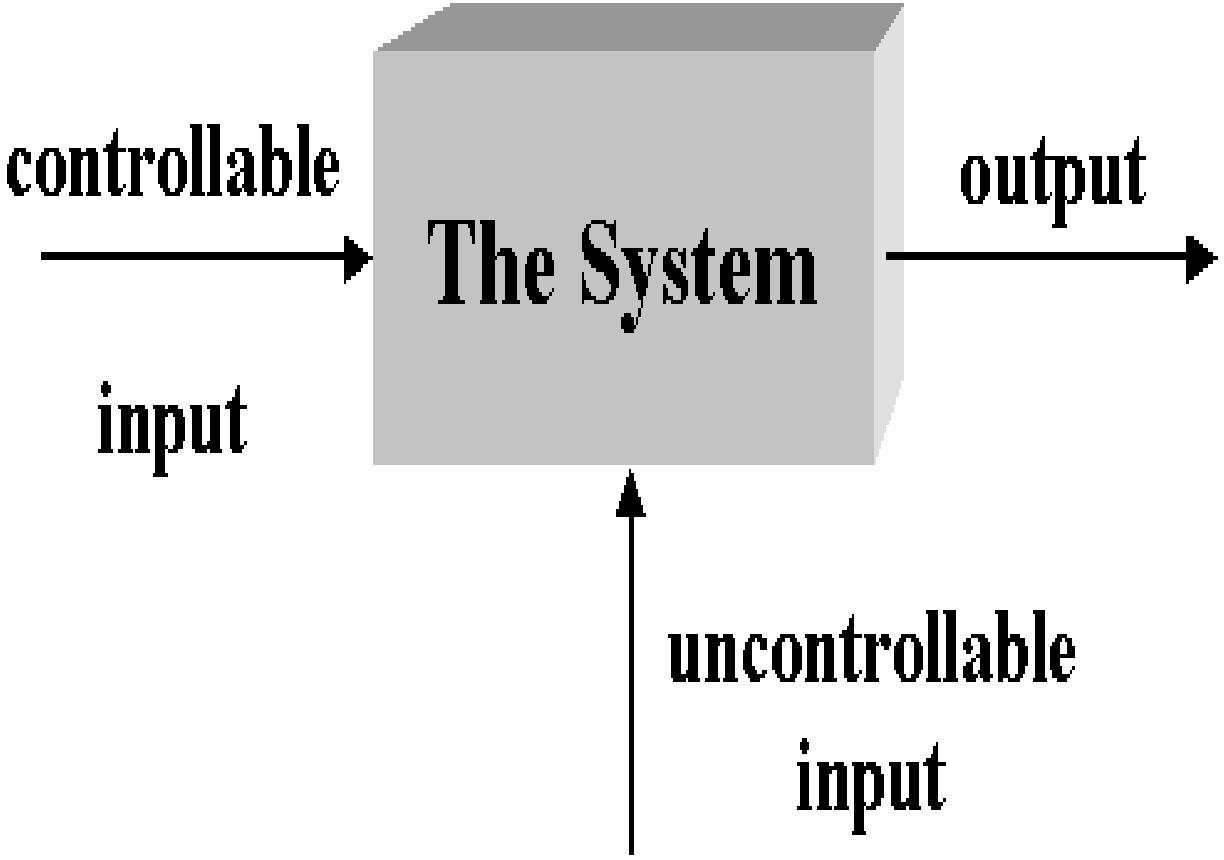
What is the difference between a system and a collaborative?



What is the difference between a collaborative and a team?

Collaboration vs Teamwork

Collaboration

- To work with a person or a group to solve a problem or overcome an obstacle to improve outcomes.

Teamwork

- When a group functions as a team, they are working as Individuals.

Think of a baseball team – everyone has their own position

Collaboration vs Teamwork

Collaboration

Within a collaborative the group not only has to work together, they have to **think together**. The end product comes from the efforts of the group.

The end product comes from the collective efforts of the group – there is no leader. Collaborators are equal partners.

Teamwork

A successful team depends on having a capable leader to guide the team toward the goal.

Every team member has a designated task which contributes to the outcome.

Which model works best for the problem you are trying to solve?

Which model would you use?
T = Teamwork Model
C = Collaborative Model

- Increase FAFSA completion in your state, region, district, or school
- Improve student access to courses of rigor.
- Improve college going rates for students in your region
- Decrease the number of students earning D and F grades in 6-12 grade levels
- Design new end of course assessments for Math courses

- Create new multiple measures to place students in credit earning coursework at the university level
- Develop policy to increase the ethnic diversity of K-12 teachers
- Adopt a new Math textbook at the middle school level
- Design and Implement a program to improve Chronic Absenteeism
- Develop a professional development plan to train teachers on cultural sensitivity and bias

On your own at your table mark a “T” or “C” next to each project indicating which model you would use if you were tasked with designing an improvement project on that topic. Be prepared to discuss with your table partners

What data would you use to evaluate the success/effectiveness of each project listed below?

- Increase FAFSA completion in your state, region, district, or school
- Improve student access to courses of rigor.
- Improve college going rates for students in your region
- Decrease the number of students earning D and F grades in 6-12 grade levels
- Design new end of course assessments for Math courses
- Create new multiple measures to place students in credit earning coursework at the university level
- Develop policy to increase the ethnic diversity of K-12 teachers
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Let’s Think Together

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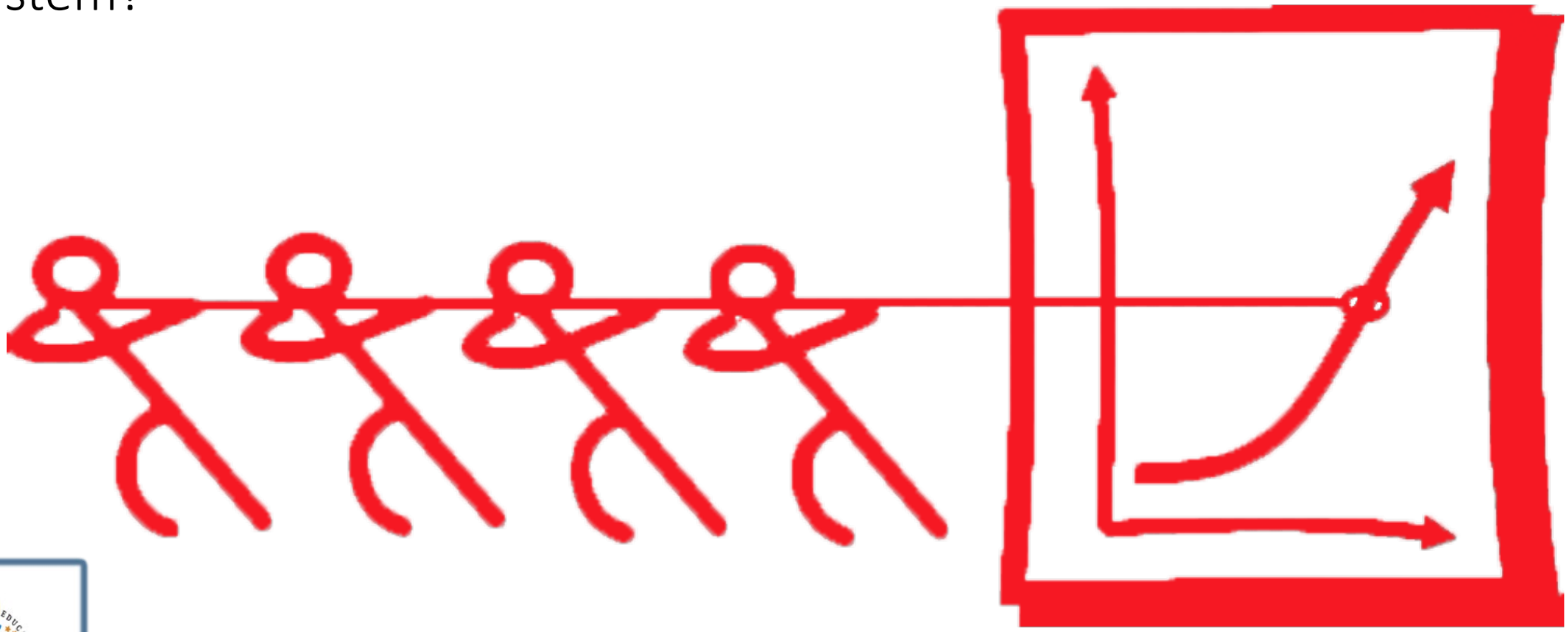
How can a “team” (or “teams of teams”) work within a collaborative to change a system?



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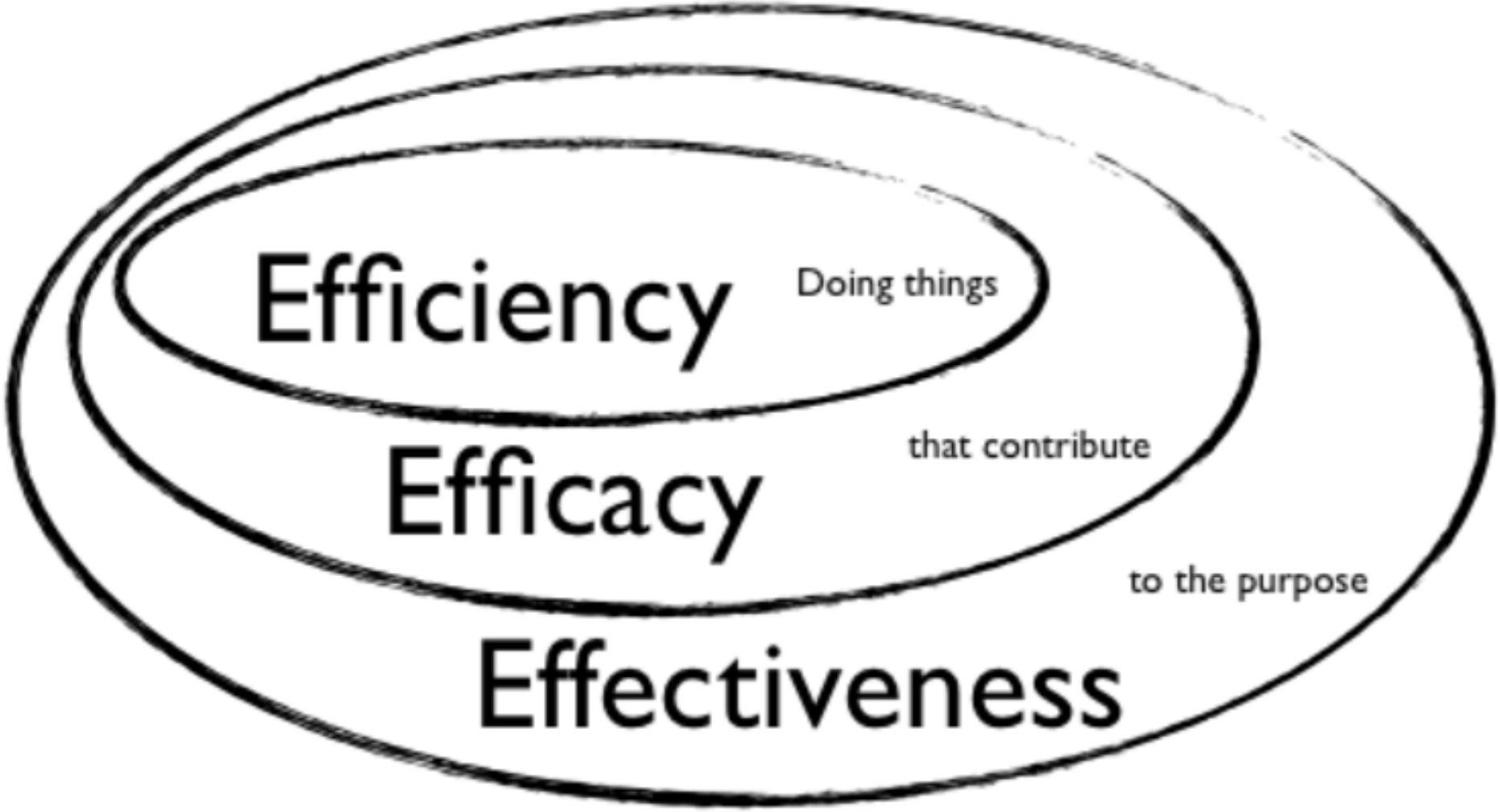
The difference between Efficiency, Efficacy, and Effectiveness



Let’s pick one to think about and work on.

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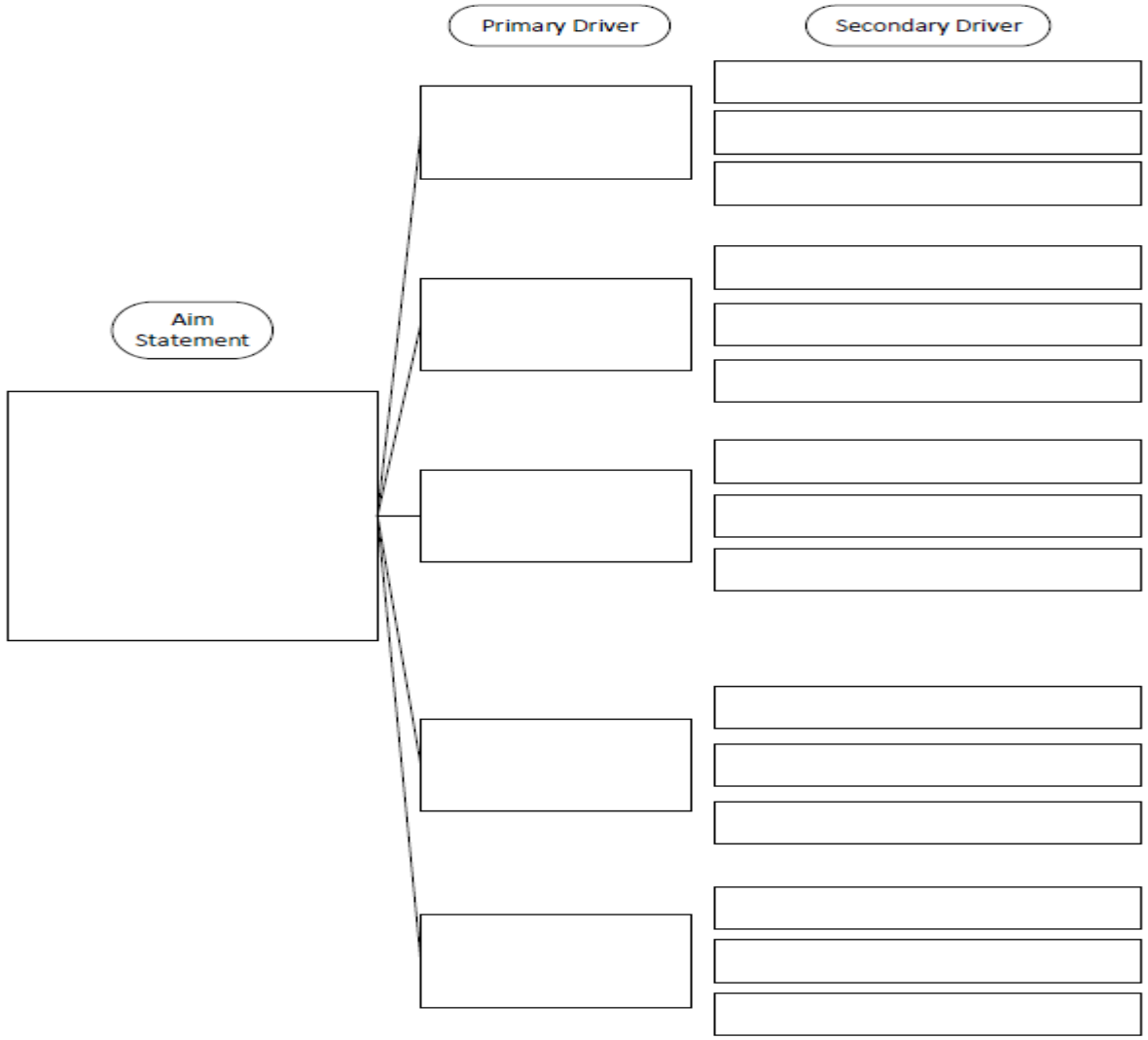
Driver Diagram Worksheet

- Use the blank driver diagram handout
- As a table group, select one of the PAS Top Line Ingredients
- Write the Ingredient below the aim statement
- As a table group, write a quick draft Aim Statement in the Aim Statement Box to improve an outcome for the ingredient
- As a table group, write at least one, but as many as you can, Primary Drivers into the primary driver boxes
- Don't over think it, this is a brainstorming activity



What are the PAS Top Line Ingredients you ask?

PAS Top Line Ingredients –

1. Local Drive and Leadership
2. Collaborations
3. Operational Conditions within the school
4. Data Quality and Scope
5. Use of Data Systems
6. Data Sharing and data conversations
7. Early Warning Systems (indicators)
8. Enhanced Guidance
9. College and Career Readiness expectations
10. College and Career Readiness support and interventions
11. Engaging Instruction
12. Experiential and work-based learning

Share Out

Let’s take a quick survey of the table groups.

Which Top Line Ingredient did your table select as the initial Aim Statement?

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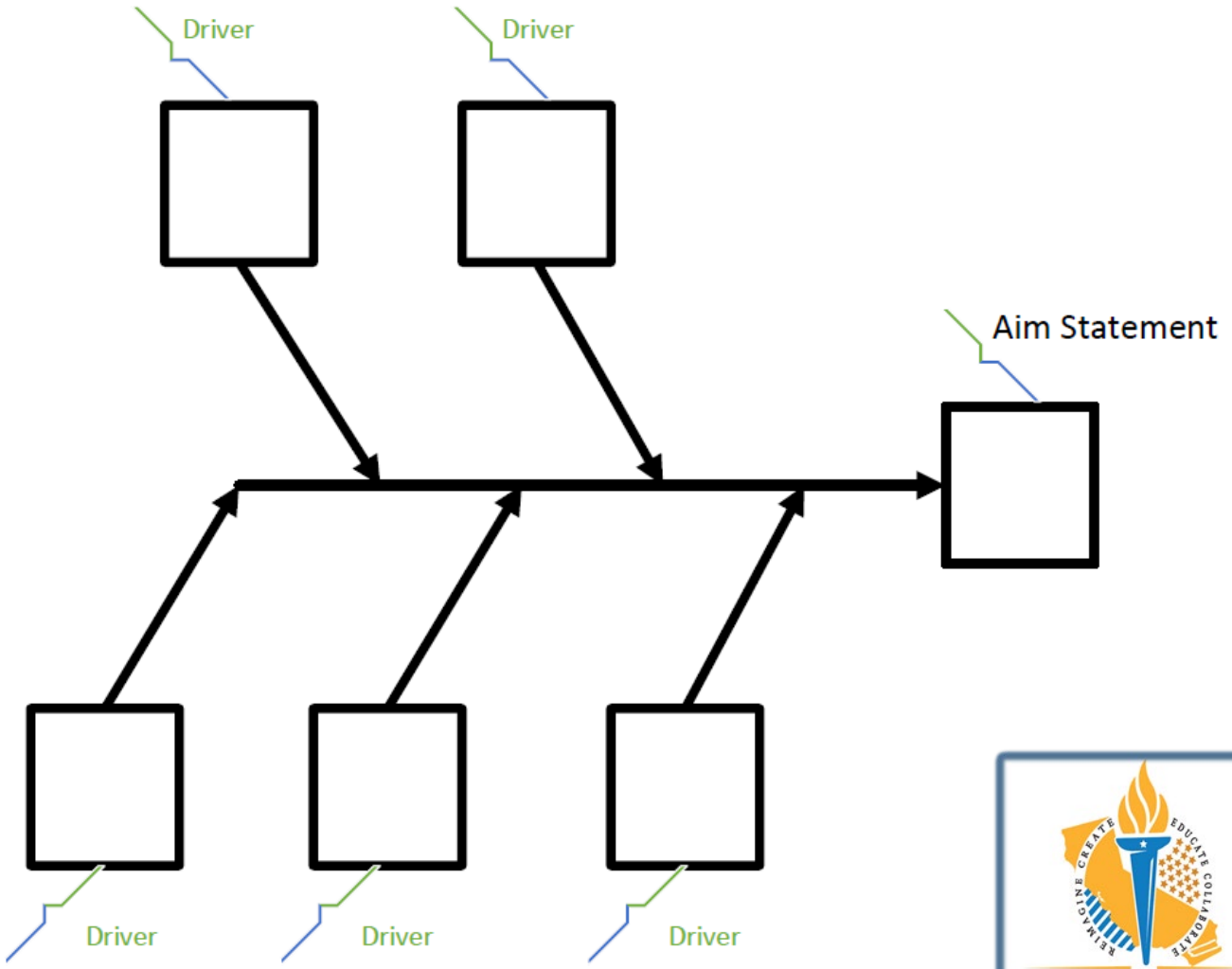
Fishbone Worksheet

Write the draft Aim Statement from the Driver Diagram in the box at the head of the fish

As a table group, discuss and write suspected “drivers” into the driver boxes in the fishbone diagram

Don’t over think it, this is a brainstorming activity



Share Out

Who would like to share a driver they think will improve the outcomes for the Top Line Ingredient they selected

Do you have a data set that you can use to measure the improvement or will you need to build/innovate a new data set?

Questions?

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COLLEGE AND CAREER READY

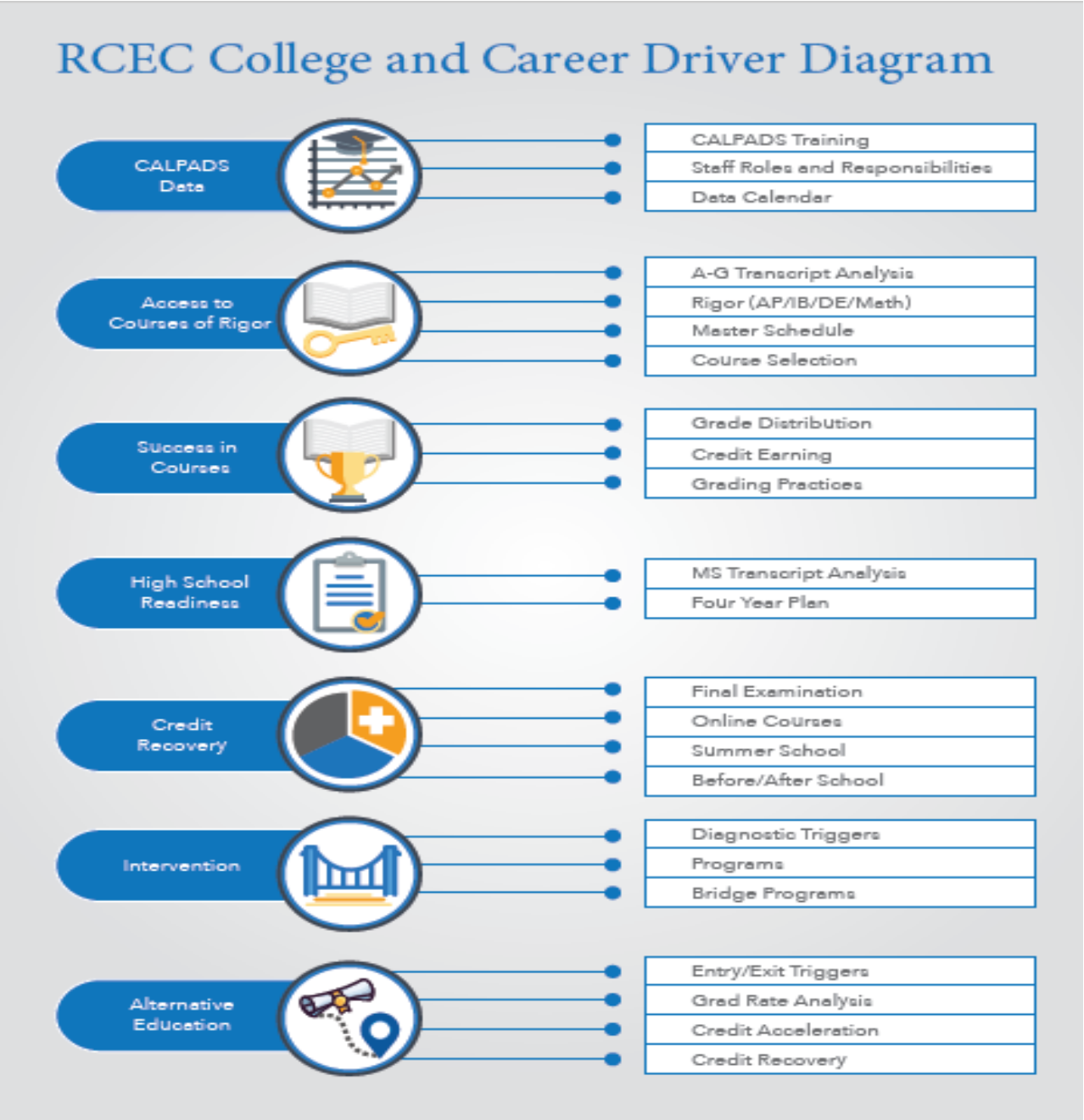
Thank you

- Catalina Cifuentes, Executive Director, College and Career Readiness, Riverside County Office of Education ccifuentes@rcoe.us
- Dr. Martinerex Kedziora , Superintendent, Moreno Valley USD mkedziora@mvusd.net
- Michael Barney, Executive Director, Instructional Services, Riverside County Office of Education, mbarney@rcoe.us
- Gil Compton, Director, College and Career Readiness, Riverside County Office of Education, gcompton@rcoe.us

Driver Diagram for RCEC

Activity

Review the RCEC College and Career Driver Diagram.



RACE TO SUBMIT ACHIEVEMENTS

2018

22,105

Applications submitted as of June 30, 2018

2017

21,592

Applications submitted as of June 30, 2017

2016

20,132

FAFSA or Dream Act applications have been submitted as of June 21, 2016

10

RCEC schools are in top 25 list

2015

19,260

FAFSA/DREAM ACT applications submitted

1,073

Additional CAL GRANT Awarded

$2,590 - $4,035,264

Additional Money Gained

2014

15,150

FAFSA/DREAM ACT applications submitted