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
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: Carnevale, A. The College Advantage (Washington, DC: Georgetown Center on Education and Workforce, 2012)
27.6% Degree Attainment

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. - 9.8 million
4. Dallas-Fort Worth-Arlington, Texas - 7.6 million
5. Houston-The Woodlands-Sugar Land, Texas - 6.5 million
6. Philadelphia, Pa./Camden, N.J./Wilmington, Del. - 6.1 million
8. Miami-Fort Lauderdale-West Palm Beach, Fla. - 5.8 million
9. Atlanta-Sandy Springs-Roswell, Ga. - 5.6 million
11. San Francisco-Oakland-Hayward, Calif. - 4.6 million
12. Riverside-San Bernardino-Ontario, Calif. - 4.5 million
13. Denver-Aurora-Lakewood, Colo. - 4.4 million
14. Nashville-Davidson-Murfreesboro, Tenn. - 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. - 2.8 million
18. Tampa-St. Petersburg-Clearwater, Fla. - 2.8 million
19. St. Louis, Mo. - 2.8 million
20. Baltimore-Columbia-Towson, Md. - 2.7 million
21. Denver-Aurora-Lakewood, Colo. - 2.6 million
22. Charlotte-Concord-Gastonia, N.C. - 2.4 million
23. Pittsburgh, Pa. - 2.4 million
24. Portland-Hillsboro-Beaverton, Ore./Vancouver, Wash. - 2.3 million
25. San Antonio-New Braunfels, Texas - 2.3 million

Rank by degree attainment
2. Boston-Cambridge-Newton, Mass. - 55.1%
3. San Francisco-Oakland-Hayward, Calif. - 54.9%
4. Minneapolis-St. Paul-Bloomington, Minn. - 53.7%
5. Seattle-Tacoma-Bellevue, Wash. - 49.9%
6. Denver-Aurora-Lakewood, Colo. - 49.8%
7. New York, N.Y./Newark, Jersey City, N.J. - 49.0%
8. Pittsburgh, Pa. - 48.8%
9. Baltimore-Columbia-Towson, Md. - 48.0%
10. San Diego-Carlsbad, Calif. - 47.9%
11. Portland-Hillsboro-Beaverton, Ore./Vancouver, Wash. - 45.7%
12. Chicago-Naperville-Elgin, Ill. - 44.0%
13. Atlanta-Sandy Springs-Roswell, Ga. - 44.0%
14. Philadelphia, Pa./Camden, N.J./Wilmington, Del. - 44.0%
15. St. Louis, Mo. - 43.9%
16. Charlotte-Concord-Gastonia, N.C. - 42.8%
17. Miami-Fort Lauderdale-West Palm Beach, Fla. - 42.1%
18. Dallas-Fort Worth-Arlington, Texas - 42.0%
20. Los Angeles-Long Beach-Anaheim, Calif. - 39.5%
21. Tampa-St. Petersburg-Clearwater, Fla. - 39.1%
22. Phoenix-Mesa-Scottsdale, Ariz. - 38.5%
23. Houston-The Woodlands-Sugar Land, Texas - 37.6%
24. Orlando-Kissimmee-Sanford, Fla. - 35.6%
25. Riverside-San Bernardino-Ontario, Calif. - 35.6%

Note: This map depicts 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 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
Riverside County Education Collaborative Partners
Class of 2018 California State 4-year Cohort Student Outcomes

Cohort: 518,317
Graduates: 432,963
Prepared for College and Career: 218,729
Post-secondary Attendance: 282,740

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
LEADERSHIP MATTERS
FOCUS ON THE RIGHT WORK!
College and Career Readiness Goals:

- Increase the percentage of students applying to three or more colleges to 60%
- Increase the percentage of FAFSA/Dream Act completions from 52% to 93%
- Increase the percentage of students enrolling in post-secondary education from 52% to 65%
- 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**
RCEC: Branding the Work!
## Sample Grade Distribution Analysis

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>20.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
<td>30.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>C</td>
<td>5</td>
<td>25.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td>15.0%</td>
<td>90.0%</td>
</tr>
</tbody>
</table>

Note: The table above shows the distribution of grades for a sample group. The frequency and percentage are calculated based on the total number of students in the group.
### 2010-2018 Cohort Graduation Rates

#### List of 11 Largest Counties in California

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

Data source: https://dq.cde.ca.gov | DataQuest 4-year Cohort Outcomes
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
## Why focus on Access + Success?

### END OF YEAR CREDITS 2018

<table>
<thead>
<tr>
<th>A HS</th>
<th>B HS</th>
<th>C HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>569</td>
<td>472</td>
<td>686</td>
</tr>
<tr>
<td>499</td>
<td>474</td>
<td>672</td>
</tr>
<tr>
<td>426</td>
<td>453</td>
<td>609</td>
</tr>
<tr>
<td>268</td>
<td>314</td>
<td>156</td>
</tr>
<tr>
<td>310</td>
<td>354</td>
<td>157</td>
</tr>
<tr>
<td>296</td>
<td>287</td>
<td>235</td>
</tr>
</tbody>
</table>

### Number of Students below

<table>
<thead>
<tr>
<th>A HS</th>
<th>B HS</th>
<th>C HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>569</td>
<td>472</td>
<td>686</td>
</tr>
<tr>
<td>499</td>
<td>474</td>
<td>672</td>
</tr>
<tr>
<td>426</td>
<td>453</td>
<td>609</td>
</tr>
<tr>
<td>268</td>
<td>314</td>
<td>156</td>
</tr>
<tr>
<td>310</td>
<td>354</td>
<td>157</td>
</tr>
<tr>
<td>296</td>
<td>287</td>
<td>235</td>
</tr>
</tbody>
</table>

### District At or Above Percentage

<table>
<thead>
<tr>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>67.98</td>
<td>61.68</td>
<td>59.00</td>
</tr>
<tr>
<td>60.05</td>
<td>57.25</td>
<td>61.22</td>
</tr>
<tr>
<td>81.47</td>
<td>81.06</td>
<td>72.16</td>
</tr>
<tr>
<td>32.02</td>
<td>38.32</td>
<td>41.00</td>
</tr>
<tr>
<td>39.95</td>
<td>42.75</td>
<td>38.78</td>
</tr>
<tr>
<td>18.53</td>
<td>18.94</td>
<td>27.84</td>
</tr>
</tbody>
</table>

### Enrollment

<table>
<thead>
<tr>
<th>A HS</th>
<th>B HS</th>
<th>C HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>837</td>
<td>786</td>
<td>842</td>
</tr>
<tr>
<td>809</td>
<td>828</td>
<td>829</td>
</tr>
<tr>
<td>722</td>
<td>740</td>
<td>844</td>
</tr>
<tr>
<td>67.91</td>
<td>13.58</td>
<td>$1,018,714.29</td>
</tr>
</tbody>
</table>

### Sections of FTE @ 35 average

<table>
<thead>
<tr>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.09</td>
<td>23.46</td>
<td>23.37</td>
</tr>
</tbody>
</table>

### District Total Sections of FTE

<table>
<thead>
<tr>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>67.91</td>
<td>13.58</td>
<td>$1,018,714.29</td>
</tr>
</tbody>
</table>

### District Cost ($75,000 per FTE)

<table>
<thead>
<tr>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>70.06%</td>
<td>66.71%</td>
<td>64.53%</td>
</tr>
</tbody>
</table>
Five Year Score Summary - 2019

% of Total AP Students with Scores 3+

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>66%</td>
<td>63%</td>
<td>65%</td>
<td>70%</td>
<td>74%</td>
</tr>
</tbody>
</table>

SCHOOL SUMMARY

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total AP Students</td>
<td>630</td>
<td>702</td>
<td>764</td>
<td>718</td>
<td>730</td>
</tr>
<tr>
<td>Number of Exams</td>
<td>1191</td>
<td>1241</td>
<td>1442</td>
<td>1422</td>
<td>1406</td>
</tr>
<tr>
<td>AP Students with Scores 3+</td>
<td>415</td>
<td>439</td>
<td>500</td>
<td>502</td>
<td>539</td>
</tr>
</tbody>
</table>
% of Total AP Students with Scores 3+ | 66.0  | 62.5  | 65.4  | 69.9  | 73.8  |
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

Four-year rate

- 2018: 25.5%
- 2019: 27.5%
- Goal by 2025: 40%

Six-year rate

- 2018: 61.2%
- 2019: 62.1%
- Goal by 2025: 70%

Note: *All graduation rates are for students who started as full-time freshmen.
Source: California State University
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?
Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Type

Effective Date = April 19, 2018

AVG = 50%
Percent of Students Enrolled in College the Fall Immediately After High School

Effective Date = November 15, 2018

Class


41%  38%  41%  41%  39%  46%  53%  59%

Percent of High School Graduates

AVG = 45%

COACHHELLA VALLEY UNIFIED SCHOOL DISTRICT

Report Run Date: 11/30/2018 01:45 PM
Page 2 of 48
## Riverside County, California College Going Rate

Class of 2013 Baseline College Enrollment: 15,066

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Pct Enrolled</th>
<th>Enrolled</th>
<th>Not Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVID</td>
<td>44%</td>
<td>449</td>
<td>575</td>
</tr>
<tr>
<td>Non-AVID</td>
<td>72%</td>
<td>72</td>
<td>28</td>
</tr>
<tr>
<td>Clean Energy</td>
<td>41%</td>
<td>377</td>
<td>547</td>
</tr>
<tr>
<td>Non-Clean Energy</td>
<td>54%</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Forensic Science</td>
<td>44%</td>
<td>435</td>
<td>563</td>
</tr>
<tr>
<td>Non-Forensic Science</td>
<td>50%</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Hospitality 3</td>
<td>44%</td>
<td>430</td>
<td>434</td>
</tr>
<tr>
<td>Non-Hospitality 3</td>
<td>38%</td>
<td>15</td>
<td>434</td>
</tr>
<tr>
<td>TV Production</td>
<td>44%</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Non-TV Production</td>
<td>43%</td>
<td>440</td>
<td>563</td>
</tr>
</tbody>
</table>

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.
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:

Data → Indicator → Analysis → Action

The analytic phase falls within the Theory of Action
PAS Top Line Ingredients – Stating a vision is one thing. Operationalizing it is quite another.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Local Drive and Leadership</td>
</tr>
<tr>
<td>2.</td>
<td>Collaborations</td>
</tr>
<tr>
<td>3.</td>
<td>Operational Conditions within the school</td>
</tr>
<tr>
<td>4.</td>
<td>Data Quality and Scope</td>
</tr>
<tr>
<td>5.</td>
<td>Use of Data Systems</td>
</tr>
<tr>
<td>6.</td>
<td>Data Sharing and data conversations</td>
</tr>
<tr>
<td>7.</td>
<td>Early Warning Systems (indicators)</td>
</tr>
<tr>
<td>8.</td>
<td>Enhanced Guidance</td>
</tr>
<tr>
<td>9.</td>
<td>College and Career Readiness expectations</td>
</tr>
<tr>
<td>10.</td>
<td>College and Career Readiness support and interventions</td>
</tr>
<tr>
<td>11.</td>
<td>Engaging Instruction</td>
</tr>
<tr>
<td>12.</td>
<td>Experiential and work-based learning</td>
</tr>
</tbody>
</table>
The Partners...
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 place students in **Prepared**, **Approaching Prepared**, or **Not Prepared** levels.
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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced Summative Assessments</td>
<td>Score of Level 3 “Standard Met” or higher on both English language arts/literacy (ELA) and mathematics</td>
</tr>
<tr>
<td>Advanced Placement (AP) Exams</td>
<td>Score of 3 or higher on two AP exams</td>
</tr>
<tr>
<td>International Baccalaureate (IB) Exams</td>
<td>Score of 4 or higher on two IB exams</td>
</tr>
<tr>
<td>College Credit Courses</td>
<td>Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</td>
</tr>
<tr>
<td>State Seal of Biliteracy (SSB)</td>
<td>SSB awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments</td>
</tr>
<tr>
<td>Leadership/Military Science</td>
<td>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</td>
</tr>
<tr>
<td>University of California (UC) and California State University (CSU) a-g requirements</td>
<td>Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below</td>
</tr>
<tr>
<td>Career Technical Education (CTE) Pathway</td>
<td>Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below</td>
</tr>
</tbody>
</table>

### APPROACHING PREPARED

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced Summative Assessments</td>
<td>Score of Level 2 “Standard Nearly Met” on both ELA and mathematics</td>
</tr>
<tr>
<td>College Credit Courses</td>
<td>One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</td>
</tr>
<tr>
<td>UC and CSU a-g requirements</td>
<td>Complete a-g course requirements with a grade of C- or better</td>
</tr>
<tr>
<td>CTE Pathway</td>
<td>Pathway completion with a grade of C- or better in the capstone course</td>
</tr>
<tr>
<td>Leadership/Military Science</td>
<td>Two years of Leadership/Military Science</td>
</tr>
</tbody>
</table>

### NOT PREPARED

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced Summative Assessments</td>
<td>Did not meet any of the measures or did not graduate</td>
</tr>
</tbody>
</table>

**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)

---

For more information, please visit the California Accountability Model & School Dashboard web page at [https://www.cde.ca.gov/ta/ac/cm/index.asp](https://www.cde.ca.gov/ta/ac/cm/index.asp). October 2018
Check-in Time

How is everyone doing?
Let’s Think Together
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
- 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
Let’s Think Together
How can a “team” (or “teams of teams”) work within a collaborative to change a system?
The difference between Efficiency, Efficacy, and Effectiveness

- Efficiency: Doing things
- Efficacy: that contribute to the purpose
- Effectiveness: the ultimate goal
Let’s pick one to think about and work on.

OOOHHH PICK ME!
PICK ME!
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?
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?
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.
20,132 FAFSA or Dream Act applications have been submitted as of June 21, 2016.

19,260 FAFSA/DREAM ACT applications submitted.

1,073 Additional CAL GRANT Awarded.

$2,590 - $4,035,264 Additional Money Gained.

15,150 FAFSA/DREAM ACT applications submitted.

10 RCEC schools are in top 25 list.

Applications submitted as of June 30, 2018.

Applications submitted as of June 30, 2017.

Applications submitted as of June 30, 2016.

Applications submitted as of June 30, 2015.

Applications submitted as of June 30, 2014.