Collaboration at Scale
Postsecondary Planning across School & Sector

Pathways to Adult Success Conference
October 22, 2019

Presenters:
Angel Zheng, Senior Policy Analyst, New Visions
Jeremy Greenfield, Deputy Director of College Access and Success, New Visions
Noah Bookman, Executive Director of the CORE Data Collaborative, CORE Districts

Facilitator: Angela N. Romans, Partner, Achieve Mission

Who We Are

- 30-year partner to NYC public schools (district and charter)
- Led small school movement
- Network of 400+ K-12 schools, serving 230,000+ students
- Focal areas
  - School management tools
  - Systems
  - Core curriculum
  - Staff development and support
Core networks of schools that receive additional support besides access and support for data management (ex: instructional coaching, principal learning communities, workshops across content areas)
What We Mean By Collaboration

A defined community of stakeholders using a shared approach to work towards a shared goal
What We Mean By Collaboration

As an intermediary school support organization, we identify common decisions and actions, develop a shared decision-making and action process, and apply continuous improvement approaches. We do this with...

The district and other system actors

10 charter schools, as a charter management organization

Other partner intermediaries and organizations

Individual schools within our network

Caregivers, students, and educators
Postsecondary Vision

By 2022, every New Visions school in our core network will support students and their caregivers so that students graduate high school with a postsecondary plan that includes best fit education, training or employment and the skills and experience to succeed in that plan.
### Three Core Postsecondary Initiatives

<table>
<thead>
<tr>
<th>Initiative:</th>
<th>College Advising Pilot</th>
<th>College Readiness Network for School Improvement</th>
<th>Transfer 2 Career Collaborative</th>
</tr>
</thead>
<tbody>
<tr>
<td># Schools:</td>
<td>27</td>
<td>34</td>
<td>12</td>
</tr>
<tr>
<td>Focus:</td>
<td>Increasing ps plan completion, college enrollment and persistence rates</td>
<td>Increasing achievement of early academic indicators (GPA, adv. coursework, college-ready state exam scores)</td>
<td>Increasing access to job opportunities and credentials that lead to sustainable wages</td>
</tr>
</tbody>
</table>
What We Mean By Collaboration: A Deeper Look

A defined community of stakeholders
using a shared approach
to work towards a shared goal
A defined community
A cross school effort to increase postsecondary plan completion, college enrollment and persistence by supporting schools to create systems and routines to ensure all students receive the advising they need.
A Defined Community

College Advising Pilot Counselors and Coaches 2018-2019
A shared approach
Common Work at Common Times

<table>
<thead>
<tr>
<th>Cycle</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timing</td>
<td>Sep 5 - Oct 16</td>
<td>Oct 17 - Nov 27</td>
<td>Dec 2 - Jan 31</td>
<td>Feb 1 - April 7</td>
<td>April 8 - May 8</td>
<td>May 9 - June 10</td>
</tr>
</tbody>
</table>

Our counselors support students to complete particular tasks at particular times and track task completion in a common tool, making information transparent to all stakeholders.
Following Common Protocols

We engage in protocol-driven conversations called Strategic Data Check-ins (SDCs) at defined points during the year.
A Common Structure

Reflect & Plan
Whole group comes together to articulate goal for cycle and plan to achieve the goal

Act
Counselors enact the strategy they developed with their coach.

Do
Counselors plan and act with their students

Strategize
In strategic data check-ins (in-person or Hangout), coach and counselor review progress and create action plans
The **New Visions Data Portal** is a modern school management tool that centralizes key student data to facilitate decision making, so schools can reliably manage process.
A shared goal
Our Shared Goal

- Increase the college enrollment and persistence rate across schools and;
- Ensure all graduating seniors have a clear and supported transition plan
From **1989-2018**, we had little visibility into real-time progress of students in the college advising process.

In **2019**, we can now see at the student, school, and network level where advising is moving forward and where more support is needed.
CORE: Who We Are

8 of California’s largest districts.
**CORE Timeline**

**CORE formed**
- Clovis
  - (Tony Smith)
- Fresno
  - (Michael Hanson)
- Long Beach
  - (Chris Steinhauser)
- Los Angeles
  - (Ramon Cortines)
- Sacramento City
  - (Jonathan Raymond)
- San Francisco

2010

**CORE founded with major Philanthropic Start-up Funding**

2011

José Banda
Superintendent
Sacramento City

David Cash
Superintendent
Clovis

Mike Hanson
Superintendent
Fresno

Chris Steinhauser
Superintendent
Long Beach

2012

Tony Smith
Superintendent
Oakland

+ Janet Young
  - (Clovis - July, 2011)
+ John Deasy
  - (LA - 2011)
+ Richard (San Francisco - June, 2011)
+ Jose Banda
  - (Sacramento - July, 2011)
+ Gab

2013

+ Garden Grove
  - (Laura Schwalm)
+ Garden Grove
  - (Thelma Melendez)

2014

+ Jose Banda
  - (Sanger – July, 2014)
+ Antwan Wilson
  - (Oakland – July, 2014)
+ Ramon Cortines
  - (LA - October, 2014)
+ Michelle King
  - (LA – January 2015)
+ Myong Leigh
  - (San Francisco - Sanger – March, 2015)
+ Stefanie Phillips
  - (Santa Ana – August, 2015)
+ Devin Dillon
  - (Oakland – November, 2015)

2015

- Clovis Unified

2016

- Sanger

2017

+ Austin Beutner
  - (LA - May, 2017)
+ Bob Nelson
  - (Fresno - February, 2017)
+ Vincent Matthews
  - (San Francisco - May, 2017)
+ Kyla Johnson
  - (Oakland – July, 2017)
+ Jorge Aguilar
  - (Sacramento City – July, 2017)

2018
The progression of CORE’s work has laid the groundwork for the districts to collaboratively use improvement science and strategic data to solve problems.

1.0: Building relationships
- Best practices and learnings shared across districts
- Strong focus on learning about CCSS

2.0: Building the infrastructure
- Participation driven by the waiver
- Network-wide goals focused on implementation
- Broad improvement agenda
- Primary focus on role-alike collaboration

3.0: Building networked improvement communities
- Participation based on district priorities and the value the network provides
- Specific, measurable, and more unified aims for the districts
- Focus on solving specific problems through cycles of improvement
- Shared responsibility to help each other go further, faster
- Focus on cross-functional problem solving, with some continued role-alike collaboration
- Stronger pull of full-time and contract field expertise and analytical capability
2 Million Students
100,000+ Teachers
80+ School Districts
9 County Offices of Education
3,000+ Schools

Created by Districts for Districts
The CIC is a network of school teams focused on improving math outcomes for African American and Latinx students in grades 4-8.

Working together around a shared aim for 2 full years

In our final funded year
CIC Theory of Action

Impact and Outcomes:

- Produce Improvement in Mathematics outcomes
- Build Capability in Continuous Improvement Concepts and Tools

Initiatives Towards Impact and Outcomes:

- CIC Convenings, District Regional Learning Experiences, School Teams Coaching
- Executive Leaders, Principals and Local Facilitator Cohort Training Courses
Keep Up Catch Up Measure
Foundational Thoughts

- To measure the impact of the CIC we need a metric
- Success in improving math outcomes should be measured through a variety of qualitative & quantitative measures.
- Measurement concepts
  - Students who caught up
  - Students who maintained achievement expectations
Keep Up Catch Up Rate

One way to assist schools with measuring progress against the CIC Aim is to measure two rates.

<table>
<thead>
<tr>
<th>RATES</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep Up</td>
<td><strong>ENTERS:</strong> meeting standards in their prior year SBAC in math.</td>
</tr>
<tr>
<td></td>
<td><strong>EXITS:</strong> meeting standards in their current year SBAC in math.</td>
</tr>
<tr>
<td>Catch Up</td>
<td><strong>ENTERS:</strong> NOT meeting standards in their prior year SBAC in math.</td>
</tr>
<tr>
<td></td>
<td><strong>EXITS:</strong> EITHER - meeting standards in their current year SBAC in math</td>
</tr>
<tr>
<td></td>
<td>OR at least 70% percentile Growth¹ in their current year SBAC in math.</td>
</tr>
</tbody>
</table>

Keep Up Catch Up Reports show:
- How individual students performed
- How the overall class performed
By June 2020, we will produce breakthrough improvement in our students’ life trajectories by transforming the 9th grade experience.
# The BTSC On-Track Metric

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Secondary Competitive</td>
<td>Likely to not only be successful in college, but also be eligible for competitive college admission</td>
</tr>
<tr>
<td>Post-Secondary Promising</td>
<td>Likely to be successful in college</td>
</tr>
<tr>
<td>High School Graduation Ready</td>
<td>Likely to graduate</td>
</tr>
<tr>
<td>Vulnerable</td>
<td>At some risk of not graduating</td>
</tr>
<tr>
<td>At-Risk</td>
<td>At high risk of not graduating</td>
</tr>
<tr>
<td>Incomplete data</td>
<td>Students with insufficient data to include</td>
</tr>
<tr>
<td></td>
<td>Course-Taking</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td><strong>Post-Secondary</strong></td>
<td><strong>Competitive</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Promising</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>At-Risk</strong></td>
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</table>

* Review Specific A to G Requirements on the following page
<table>
<thead>
<tr>
<th>On-Track Level Exiting from 8th</th>
<th>At-Risk</th>
<th>Vulnerable</th>
<th>HS Grad Ready</th>
<th>Post-Sec. Promising</th>
<th>Post-Sec. Competitive</th>
<th>Total 8th Graders</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th Grade Data Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total 9th Graders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Post-Secondary Competitive**
- **Post-secondary Promising**
- **HS Graduation Ready**
- **Vulnerable**
- **At-Risk**

# of students that **ended 9th grade** **At-Risk or Vulnerable**
<table>
<thead>
<tr>
<th>On-Track Level Exiting from 8th</th>
<th>At-Risk</th>
<th>Vulnerable</th>
<th>HS Grad Ready</th>
<th>Post-Sec. Promising</th>
<th>Post-Sec. Competitive</th>
<th>Total 8th Graders</th>
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<td></td>
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</tr>
<tr>
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<td></td>
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<td>Vulnerable</td>
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<td>At-Risk</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# of students whose on-track level increased between the start and end of 9th grade
Turn and talk
Data, Infrastructure, Analysis
What We Do
Why We Do it
What We’re Learning
**What We Do**

**Organize Actionable Information**

- **Student performance & attendance - NYC DOE**
- **Student performance & attendance - NVPS Charter**
- **HS, College, & Career Milestones completion - School Staff**
- **(P)SAT - College Board**
- **FAFSA/TAP - NYS Dept. of Ed**
- **College Enrollment & Persistence - National School Clearinghouse**
- **College Performance - City University of New York**
- **College & Career Planning - Students**
What We Do

Build & Share Tools

Data Portal

Superintendents, NV staff, school staff

Google Sheets

School & NVPS Staff

Data Reports

School & NVPS Staff

PS Plan

Dear Jane,

As you move on to life after high school, we want to make sure you plan and know what you have to do to follow the plan. To support you and your family.

This document includes:

- School contact information (how you can contact us)
- Your contact information (so we can contact you)
- Your postsecondary goals
- Your postsecondary plan (college, career, etc.)
- Actions you still need to take to follow the plan
- A college enrollment guide (if you are going to college)

If you have any questions, please reach out to us using the information provided.

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What We Do

Using Data to Validate Strategy

80+ GPA
**Persistent Inequities**

- **Black students**: 42% persist, 60% enroll, 82% grad
- **Latino students**: 43% persist, 60% enroll, 81% grad
- **Non-black/Latino students**: 60% persist, 73% enroll, 88% grad

Graduation, Enrollment, and 1-year Persistence for Class of 2014-2017 across NVPS Core Network Schools
Why We Do It

Transparency → Collaboration

<table>
<thead>
<tr>
<th>Postsecondary</th>
<th>Grade 11</th>
<th>focused on</th>
<th>College Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Incomplete</strong></td>
<td>74 1</td>
<td></td>
<td></td>
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<tr>
<td>Bear, Boo-Boo840777026</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bear, Boo-Boo869770751</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bear, Fozzie848448637</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bear, Fozzie853451197</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bear, Yogi850762983</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bear, Yogi854764743</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blake, Daphne851969066</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Support Decision Making

#### Breakdown

- **On track for graduation plan for All HS students (HS) grouped by Class**

<table>
<thead>
<tr>
<th>Class</th>
<th>ON TRACK FOR GRAD PLAN (%)</th>
<th>ON TRACK FOR REGRESSES (%)</th>
<th>BEHIND IN CREDITS (%)</th>
<th>TOTAL STUDENTS (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023</td>
<td>100%</td>
<td>81</td>
<td>0</td>
<td>81</td>
</tr>
<tr>
<td>2022</td>
<td>54.55%</td>
<td>43</td>
<td>11</td>
<td>82</td>
</tr>
<tr>
<td>2021</td>
<td>27.17%</td>
<td>25</td>
<td>0</td>
<td>92</td>
</tr>
</tbody>
</table>

**Average:** 51.31%
Establish Standards for Quality Advising

**Why We Do it**

New Visions for Public Schools

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**GPA 85+**
Minimum of two 4-year schools recommended

**GPA 75+**
Minimum of 9 schools recommended

**GPA 72 - 84**
2-year and 4-year schools recommended

**GPA 0 - 80 | SAT 400 - 1000**
Associate's degree school recommended

**UNIVERSAL**

- Maximum of 20 schools
- 6 CUNY schools
- *Flag for for profit schools*
We flag missed opportunities in college lists *before* applications are sent, so problems can be rectified in time.
What We’re Learning

1. Tools → Data → Analysis
2. Homegrown Data > External data
3. Data entry is a killer; plan accordingly
4. Build tools with users
5. Persistence + relationships → External data
6. Prototype in Google Forms/Sheets
7. Scaling requires new platforms, technologies
8. There is not system-wide commitment to postsecondary planning and transition
**CORE’s Continuous Improvement Analytics System**

- **Based in equity driven continuous improvement**
  - With a focus on high quality analytics at scale

- **Current/operational analytics:**
  - CORE annual dashboard
  - Improvement community analytics

- **Efforts in active development:**
  - Real time analytics (leveraging Ed-Fi)
  - Predictive analytics
  - College roadmap
  - SEL Data Hub
Continuous improvement annual dashboards
CORE’s predictive analytics work

- Predictive analytics for three key uses:
  - **Diagnostics**
    - **CORE:** End of each grade
    - **BTSC:** End of 8th Grade
  - **Progress Monitoring**
    - **CORE:** Throughout each grade
    - **BTSC:** Throughout 9th grade
  - **Impact**
    - **CORE:** End of each grade
    - **BTSC:** End of 9th grade
Traditional On-Track Approach

1. Statistical Modeling
2. Predictor Selection
3. Determine Cut-points

- GPA 3.0+
- Attendance 95%+
- # of Credits+
AM I ON TRACK?

“On Track” means you are performing in a manner that will allow you to graduate within four years.

AFTER 1st semester

You are On Track if:
• You failed no more than one core course
  AND
• you earned at least 3 credits

AFTER Freshman year

You are On Track if:
• You failed no more than 0.5 credits total in your core courses
  AND
• you earned at least 5.0 credits

Core courses: Survey Literature, Algebra/Geometry, World Studies, Environmental Science, and Reading in Language Arts

Network for College Success
University of Chicago
College/Career Indicator

The College/Career Indicator measures 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 indicator, high school graduates must meet at least one of the measures 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
- **Completion of Dual Enrollment**: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- **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

**APPROACHING PREPARED**

- **Smarter Balanced Summative Assessments**: Score of Level 2 “Standard Nearly Met” on both ELA and mathematics
- **Completion of Dual Enrollment**: 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

**NOT PREPARED**

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

**Additional Criteria**

- Smarter Balanced Summative Assessment Scores:
  - Level 3 or higher on ELA and at least a Level 2 “Standard Nearly Met” in mathematics, or
  - Level 3 or higher on mathematics and at least a Level 2 in ELA
- One semester/two quarters of Dual Enrollment 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)

**Criteria Key**

- Assessment
- Coursework

Traditional On-Track Approach

Statistical Modeling

Predictor Selection

Determine Cut-points

Tradeoffs:

- More complicated to assess as you add additional criteria
- Limited specificity and precision in identifying students that are at risk or on-track due to binary variables

GPA 3.0+

Attendance 95%+

# of Credits+
The Predictive Analytics Model

College Readiness

What outcomes are we measuring?

1. HS Graduation
2. HS Graduation with A-G Requirements Met
3. Enrollment in a 2 year university
4. Persistence in a 2 year university
5. Enrollment in a 4 year university
6. Persistence in a 4 year university
The Predictive Analytics Model

College Readiness

Legend:
- Included
- To be included

- PSAT
- SAT
- AP/IB
- SBAC
- FAFSA completion
- SEL
- GPA
- Course Rigor
- Course Grades
- Attendance
- Behavior

Quarterly
Daily
The Predictive Analytics Model

What is most predictive of college persistence?

The most precise predictions come from combining all of the information available about a student, rather than focusing on 2-3 individual indicators.
Predictive Analytics

- A new metric in CORE
- Answers questions like:
  - What is the likelihood of students in a cohort to persist in college/university?
  - Which schools are having a positive impact on students’ likelihood to graduate?
- Today:
  - Preview of the metrics for your feedback
  - Beta dashboards for your feedback
Understanding Predictions:
Data Used for Student Predictions

- Test Scores
- Attendance
- Grades
- Courses
- Suspensions

This student’s likelihood to graduate High School: 60%
Understanding Predictions: Predictions Update with New Information

2017 9th Grade

This student’s likelihood to graduate High School
60%

2018 10th Grade

This student’s likelihood to graduate High School
65%

<table>
<thead>
<tr>
<th>Factor</th>
<th>Change in 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Scores</td>
<td>+ + +</td>
</tr>
<tr>
<td>Attendance</td>
<td>+</td>
</tr>
<tr>
<td>Grades</td>
<td>+ +</td>
</tr>
<tr>
<td>Courses</td>
<td></td>
</tr>
<tr>
<td>Suspensions</td>
<td>+</td>
</tr>
<tr>
<td>Programs</td>
<td>- -</td>
</tr>
</tbody>
</table>
On the Dashboard:
School-Level Metrics

10\textsuperscript{th} Graders
Beginning of Year
71%

10\textsuperscript{th} Graders
End of Year
75%

School’s impact on likelihood that these 10\textsuperscript{th} graders will graduate

+4%
Mock ups
**Mock Ups**

<table>
<thead>
<tr>
<th>Network</th>
<th>District</th>
<th>School Level</th>
<th>School Type</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE Data Collaborative</td>
<td>Long Beach Unified</td>
<td>HS</td>
<td>All</td>
<td>Cabrillo High</td>
</tr>
</tbody>
</table>

**Average ELA Score**

- **Grade 9**: 2520
- **Grade 10**: 2523

**Average Math**

- **Grade 9**: 2560
- **Grade 10**: 2565

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**2019 Schoolwide Summary for students in Grade 10**

<table>
<thead>
<tr>
<th>Probability to graduate high school</th>
<th>Probability to graduate high school w/ A-G requirements met</th>
<th>Probability of persisting into 2nd yr of 4 yr college/university</th>
</tr>
</thead>
<tbody>
<tr>
<td>77% <strong>3% IMPACT</strong></td>
<td>60% <strong>5% IMPACT</strong></td>
<td>20% <strong>0% IMPACT</strong></td>
</tr>
<tr>
<td>80%</td>
<td>65%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Which schools have the highest impact on high school graduation with A-G requirements met for students in **Grade 10** in **2019**?
**College Roadmap Lanes**

### Elementary/Middle School Lanes

- **Stay On Track**
  Students in this lane are not yet developing the skills needed to enter high school and need support.

- **Let's Get You On Track**
  Students are on track to enter high school but could use support to be academically prepared.

- **Shoot for the Stars**
  Students are on track to enter high school academically prepared.

### High School Lanes

- **Get Us On Track**
  Students are not yet developing the skills needed to graduate high school, and need help to finish.

- **Graduate High School**
  Students are on track to graduate high school, but could use help to graduate, and be ready to succeed in college or in their career.

- **Almost Ready for College**
  Students are on track to graduate high school and are working toward completing their A-G Requirements.

- **4-Year College Bound**
  Students are on track to be ready to go to a four-year college.

- **Destination Degree**
  Students are on track to persist into their second year at a four-year college. In turn, students who persist through year 2 are likely to go on to earn their college degree.
COLLEGE ROADMAP FOR
Andrea Padilla

Progress along your route:

YOUR ATTENDANCE
4 missed days this year.
You need 5 days less this year.

YOUR CSU GPA*
3.8 4.0

Here’s what you can do to improve:

Keep building great habits.
Maintain your strong attendance and look for ways to be more fully present and focused in your classes. When you stick with good habits, like going to school every day, you take control of your future success.

Here’s what you can do to improve:

Aim for As.
A higher GPA can create more opportunities for you after high school. Did you know that taking honors courses and AP classes can help boost your GPA?

Scan this code to learn more.
Use this QR code to get more information about your lane, and explore and compare colleges across California.
Or go to: corecollegeroadmap.org

COLLEGE ROADMAP FOR
Amani Abed

Progress along your route:

YOUR ATTENDANCE
7 missed days this year. You need 6 days less this year.

YOUR CSU GPA*
3.5 3.6

Here’s what you can do to improve:

Aim for As.
A higher GPA can create more opportunities for you after high school. Did you know that taking honors courses and AP classes can help boost your GPA?

Here’s what you can do to improve:

Keep building great habits.
Maintain your strong attendance and look for ways to be more fully present and focused in your classes. When you stick with good habits, like going to school every day, you take control of your future success.

Here’s what you can do to improve:

Challenge yourself to get ahead.
You can start earning college credits now if you enroll in AP or IB courses and take AP or IB tests next year. It’s good for your GPA and it’s great experience to prepare you for college.

Scan this code to learn more.
Use this QR code to get more information about this report, and explore and compare colleges across California.
Or go to: corecollegeroadmap.org
Progress along your route:

**YOUR ATTENDANCE**

Here’s what you can do to improve:

**Keep building great habits.**

Maintain your strong attendance and look for ways to be more fully present and focused in your classes. When you stick with good habits, like going to school every day, you take control of your future success.

**YOUR GPA**

Here’s what you can do to improve:

**Aim for As.**

A higher GPA can create more opportunities for you after later in school.

**THE ROAD AHEAD:**

**TESTING TIMELINE**

- **2018-19:** PSAT, SAT
- **2019-20:** PSAT
- **2020-21:** PSAT
- **2021-22:** PSAT
- **2022-23:** PSAT, SAT

**California College (CSU/UC) System Admission Required Courses (A-G)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Required Year</th>
<th>Recommended Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A HISTORY</strong></td>
<td>Year 1</td>
<td>Year 1</td>
</tr>
<tr>
<td><strong>B ENGLISH</strong></td>
<td>Year 1</td>
<td>Year 1</td>
</tr>
<tr>
<td><strong>C MATH</strong></td>
<td>Year 3</td>
<td>Year 4</td>
</tr>
<tr>
<td><strong>D LAB SCIENCE</strong></td>
<td>Year 1</td>
<td>Year 3</td>
</tr>
<tr>
<td><strong>E NON-ENGLISH LANGUAGE</strong></td>
<td>Year 1</td>
<td>Year 3</td>
</tr>
<tr>
<td><strong>F VISUAL AND PERFORMING ARTS</strong></td>
<td>Year 1</td>
<td>Year 2</td>
</tr>
<tr>
<td><strong>G COLLEGE-PREP ELECTIVE</strong></td>
<td>Year 1</td>
<td>Year 2</td>
</tr>
</tbody>
</table>

**RECIPE FOR SUCCESS**

If you’re interested in entering the University of California as a freshman, you’ll have to complete a minimum of 16 college preparatory courses (A-G) required with a grade of C- or better; 3 units of math, 3 units of English, 2 units of science, 1 unit of laboratory science, 1 unit of non-English language, and 1 unit of visual and performing arts. This chart will help you see what you need to complete in order to meet these admission requirements. Keep in mind that top tier universities like to see extra courses, including Advanced Placement (AP) courses. Talk to your school counselor about which A-G courses are typical to take as a freshman, and if there are other courses that can challenge you academically!
Turn and talk
Thank you!