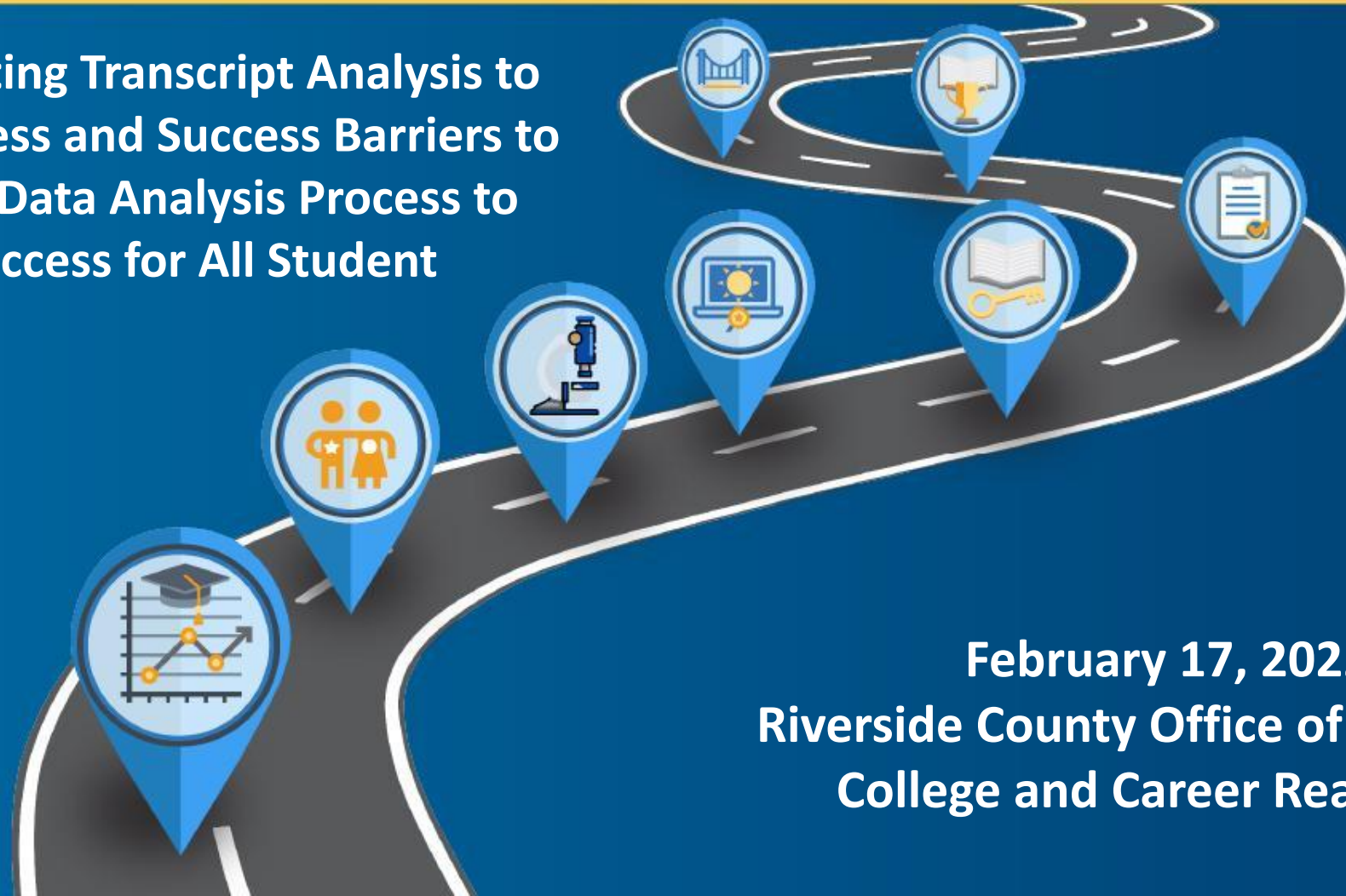




# A-G IMPROVEMENT ROADMAP WEBINAR SERIES

**Step 5: Conducting Transcript Analysis to Understand Access and Success Barriers to A-G: A Critical Data Analysis Process to Achieve Success for All Student**



**February 17, 2022  
Riverside County Office of Education  
College and Career Readiness**

## Webinar Tips

This webinar is being recorded and uploaded to the RCEC YouTube page as well as [www.rcec.us](http://www.rcec.us).

All participants have been muted, please use the Q&A option.

Participants can submit comments in the chat box.

Every effort has been made to ensure the security of this webinar. In the event that we experience technical difficulties, please log off and rejoin the webinar.

Materials, sources, and handouts shared in the webinar will be provided to registered participants only.

# Meet Our College and Career Readiness Team

**A-G  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES**



**Catalina Cifuentes**  
Executive Director



**Gil Compton**  
Director I



**Jaimina Cole**  
Director  
Secretary



**Yuridia Nava-Ed.D.**  
Coordinator



**Christiane Hernandez**  
Administrator Secretary



**Erika Bennett**  
Coordinator





# Why Courses of Rigor Prepare Students for Postsecondary Options?

- High scholastic expectations for ALL students decreases the opportunity gap.
- Students gain the necessary soft skills such as public speaking, time management, and analytical/problem solving skills.
- Expands and maintains multiple postsecondary pathway options.
- Students are more likely to matriculate and persist with their postsecondary educational plans.

**A-G**

**IMPROVEMENT**

**ROADMAP**

**WEBINAR**

**SERIES**



# AGENDA

## **Step 4 Recap, Reflective and Intentional: Defining On-Track for A-G 9-12th Grade and Utilizing Your CCGI and SIS Reports for Verified “On-Track” Status**

- Understanding and utilizing all reports available on your site
- Defining on-track for A-G using CCGI
- Using SIS Reports for “On-Track” status
- Creating and developing a district/site system for monitoring completion

## **Step 5: Conducting Transcript Analysis to Understand Access and Success Barriers to A-G: A Critical Data Analysis Process to Achieve Success for All Students**

- Transcript analysis process
- Identify access and success in courses of rigor
- Identify strengths and areas for improvement
- Develop understanding and collaboration amongst staff and departments



# Recap Sample Improvement Goals for Defining On-Track for A-G 9-12th Grade and Utilizing Your CCGI and SIS Reports

- Defining the sequence of student access to A-G courses and determining 'On-Track' status
- Ensuring site and district educators know student on-track/off-track for A-G at all times and everyone has a role in monitoring completion
- Establishing a goal on training all staff members to understand A-G requirements and completion barriers
- All students will have a four-year academic plan in the SIS and/or CA Colleges platform
- All administrators, counselors, and teachers will be trained on how to conduct transcript analysis to continually monitor student access and success to courses of rigor

**A-G**

**IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES**





# Recap Sample Improvement Actions/Activities for Defining On-Track for A-G 9-12th Grade and Utilizing Your CCGI and SIS Reports

- Using common data questions as a district and school site to navigate together
- Conduct a transcript analysis at all high school sites
- Establish a calendar for continuous review of D/F grades across all courses with particular attention to courses of rigor/A-G approved courses
- Planning time aligning A-G curriculum and continues development of courses
- Understand and implement a team to integrate A-G monitoring systems within your SIS and CA Colleges

**A-G**

**IMPROVEMENT**

**ROADMAP**

**WEBINAR**

**SERIES**





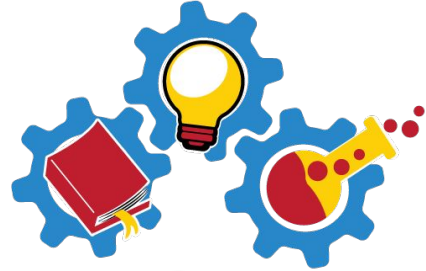
# Recap Sample Grant Expenditure Ideas Defining On-Track for A-G 9-12th Grade and Utilizing Your CCGI and SIS Reports

- Funding to develop CA Colleges grade level implementation plan for all educators
- Funding for site/district leads to monitor grades year long
- Training for all teachers and staff to understand on-track for A-G and transcript analysis
- Funding for school-wide CA Colleges training and implementation planning
- Funding for specialized SIS training with an emphasis on queries and reports for all educators and staff
- Funding for integration, monitoring, and creating reports to maximize your SIS and CA Colleges systems

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES







**RACE2RIGOR**  
RIVERSIDE COUNTY

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES

---

# TRANSCRIPT ANALYSIS

---





**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES



## The A-G Transcript Analysis Process

### THE PROCESS WILL:



Identify key actions to take to increase access and address the success factors



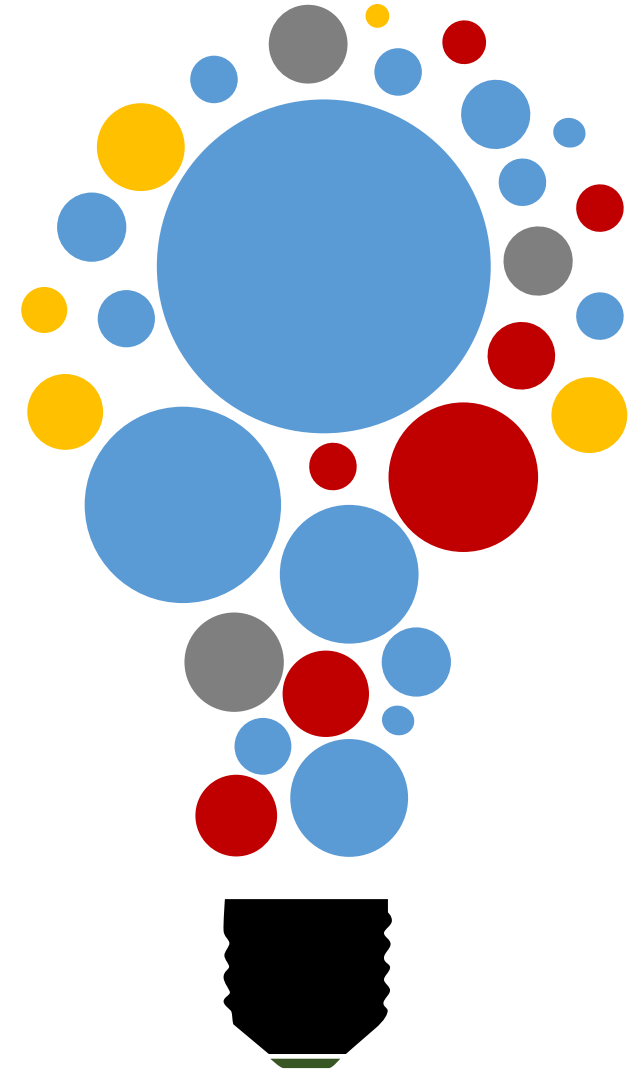
Allow you to quantify the access/success factors of specified student groups



Provide the data to validate or dispute your CALPADS report








Allow you to re-examine cultural and procedural barriers to A-G completion





# THE FOCUS

The focus is not just completion, but the level of preparedness that comes with completing:

-  **Rigorous Coursework**
-  **Habits of Mind**
-  **College and Career Preparation**
-  **Self Efficacy**
-  **The academic fitness necessary for future success in a changing world.**

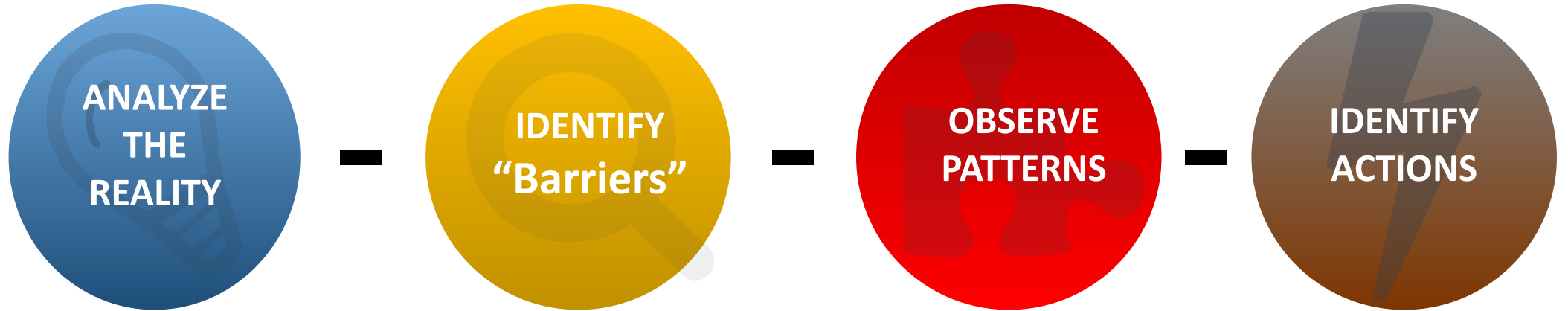
**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES





# FOCUS

## On the Process to Start



Set aside your perceptions and ask yourself:

“Do our students have equal access courses of rigor?”  
and “Do our students have equal rates of success in courses of rigor?”







**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES



# Analyze the Reality

Transcript analysis moves us from broad brush strokes to the **individual student level**. It breaks our student population down into **gender and subgroup performance data** and allows us to paint a detailed picture of our current work and the **work we need to do to improve** completion rates.





# Identify “Barriers”



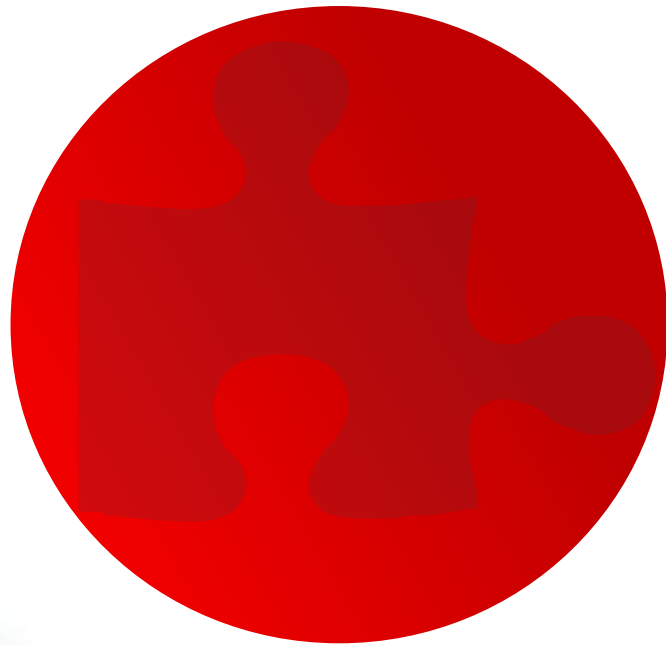
“Barriers” are the points in your Master Schedule, and particularly specific A-G courses, where students are stopped on the path to A-G completion.

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES





# Observe Patterns



Through transcript analysis, **patterns will emerge**. Taking action to **change the negative** patterns and **strengthening the positive** patterns will be the backbone of your action plan.

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES





# Identify Actions



It will become clear through the process what actions need to be taken. Your school culture, **expectations for students**, and the level of support from teachers and administration will influence **your action plan**. Be prepared to address old traditions, false assumptions, and the “this is the way we have always done it” mentality.

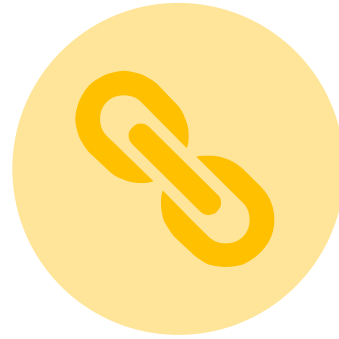
**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES







**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES



# Calibration of the Team's Understanding of A-G

Do all counselors, administrators, teachers, and support staff have the same knowledge about A-G requirements, exceptions, and validations?





# Getting Started

Start with a question:

*Where do our students fall off the A-G path?*

**TAKE ACTION!**

**Hand analysis** of student transcripts to “scrub” your **data** to get the most accurate picture of your **students and school**.

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES





# Access + Success = COMPLETION

and

# Moving from “I think . . .” to “I know . . .”

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES





# Using Data to Take Action

## Chaparral High School Temecula Valley USD



School Year	A-G Completion	% Increase
2011	50.4%	-
2012	50.7%	0.3 Points
2013	52.5%	1.8 Points
2014	62.7%	10.2 Points
2015	71.3%	8.6 Points
2021	78.1	Overall 27.7 Points

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES







# Module #1 Transcript Analysis

## Grade distribution analysis

### Guiding Questions

What is the distribution of letter grades across the campus, departments, and courses?

What is the distribution of letter grades across student groups and programs?

### Diagnostic Tools

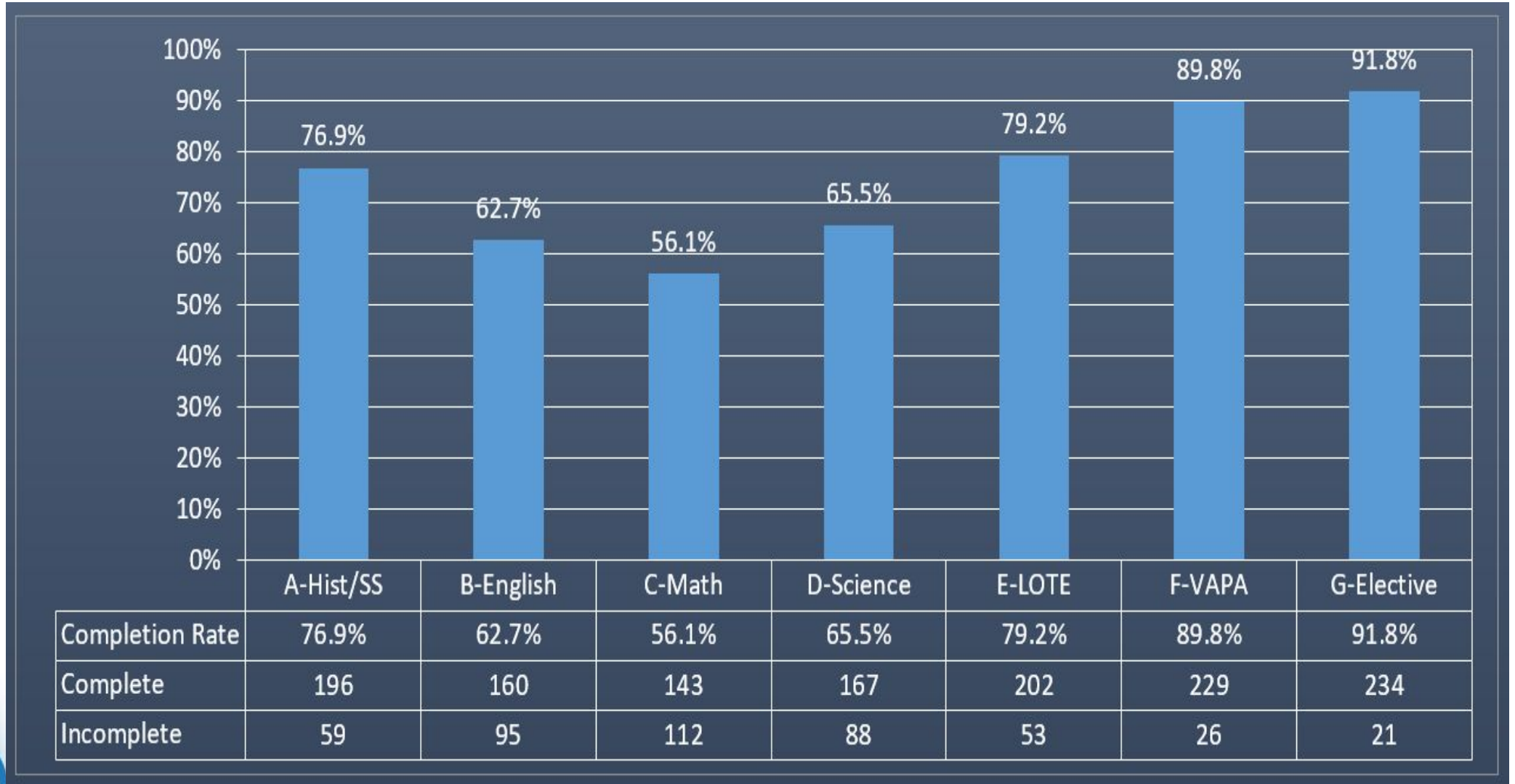
- SIS Query and verlay of courses with student demographic information
- High School A-G Transcript Analysis
- Middle School Transcript Analysis
- Alternative Education School Transcript Analysis





# A-G Completion by Subject

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES





# A-G Completion by Gender – High School

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES

Female

53.7%



Male

36.4%





# High School Readiness by Gender – Middle School

Alpha MS

Bravo MS

46.5%

N = 71



20.3%

N = 64

33.8%

N = 71



5.9%

N = 68

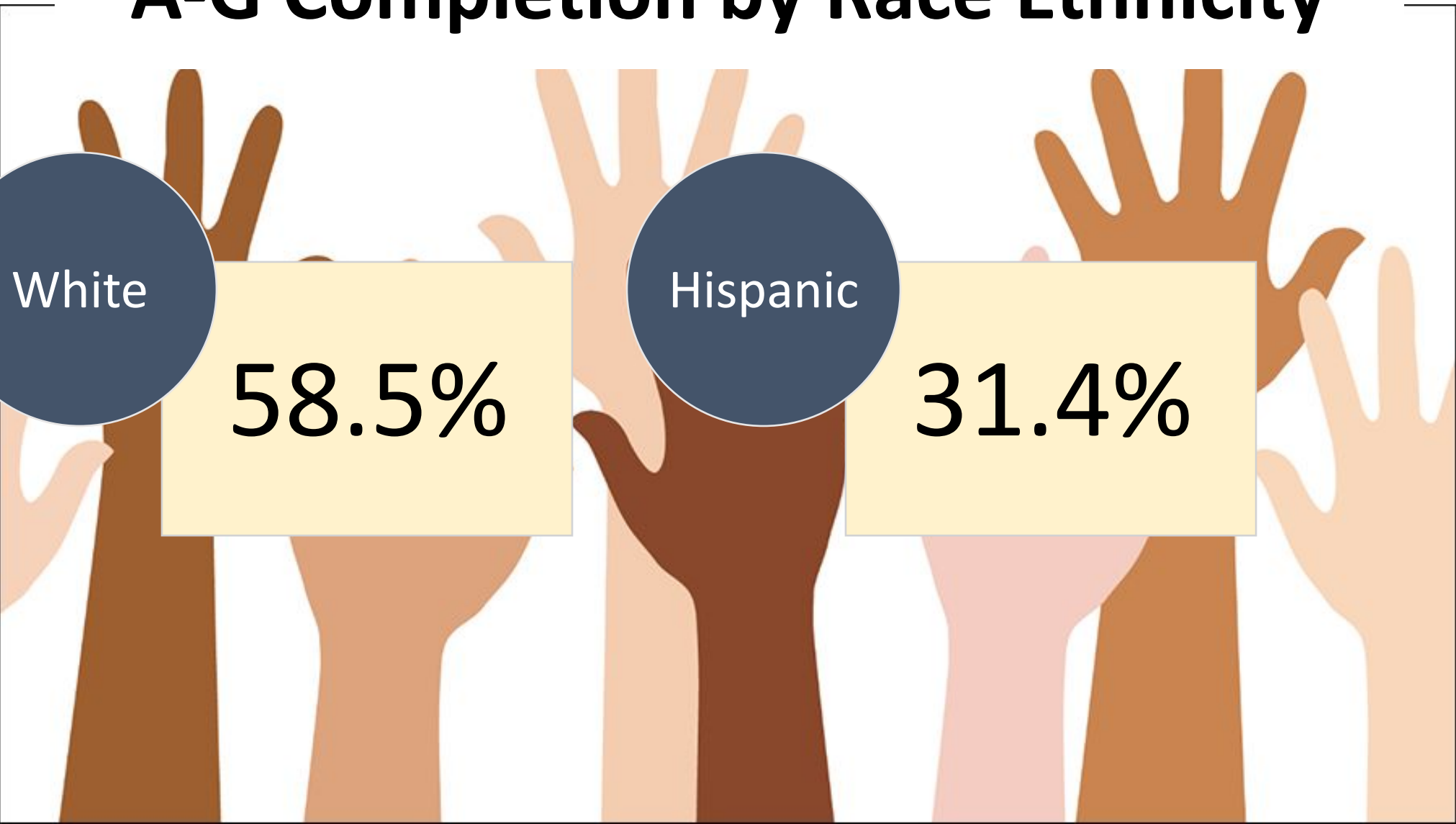
**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES







# A-G Completion by Race Ethnicity



**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES





# Completion by Students with Disabilities

50.7%

Non - SWD

SWD

3.6%

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES





# Measuring Student Learning Project 7 Modules

Module	Diagnostic Activity
#1	Analyze Grade Distribution (Transcript Analysis)
#2	Analyze Teacher Perceptions on Grading
#3	Analyze Student Perceptions on Grading
#4	Analyze Essential Standards for Core Courses
#5	Analyze Course Syllabi for Essential Standards
#6	Analyze Gradebooks
#7	Analyze Grading Practices as evidenced in Grade Books

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES



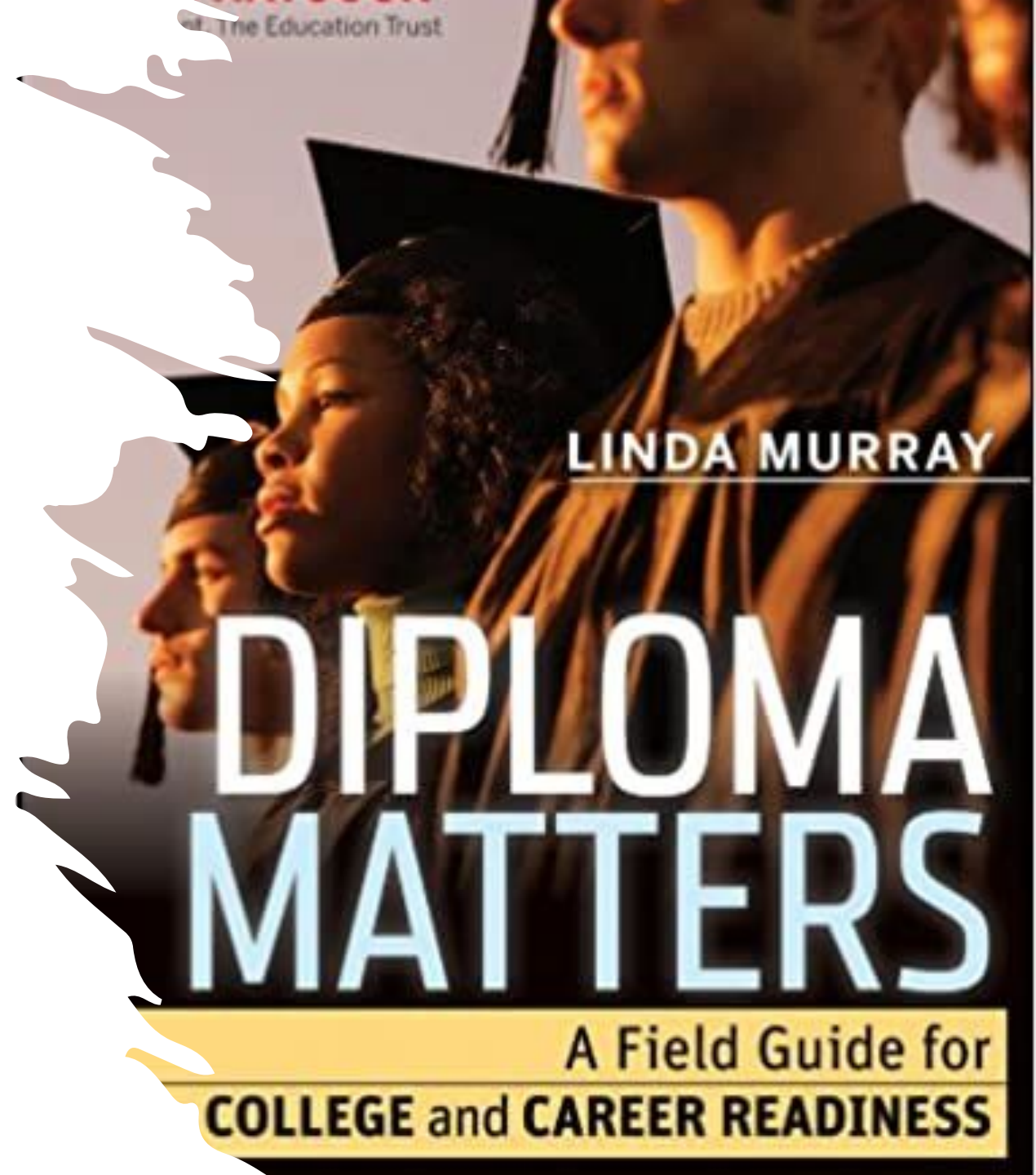
Mark LeNoir  
Assistant  
Superintendent  
Val Verde USD





# The Origins of the Transcript Analysis

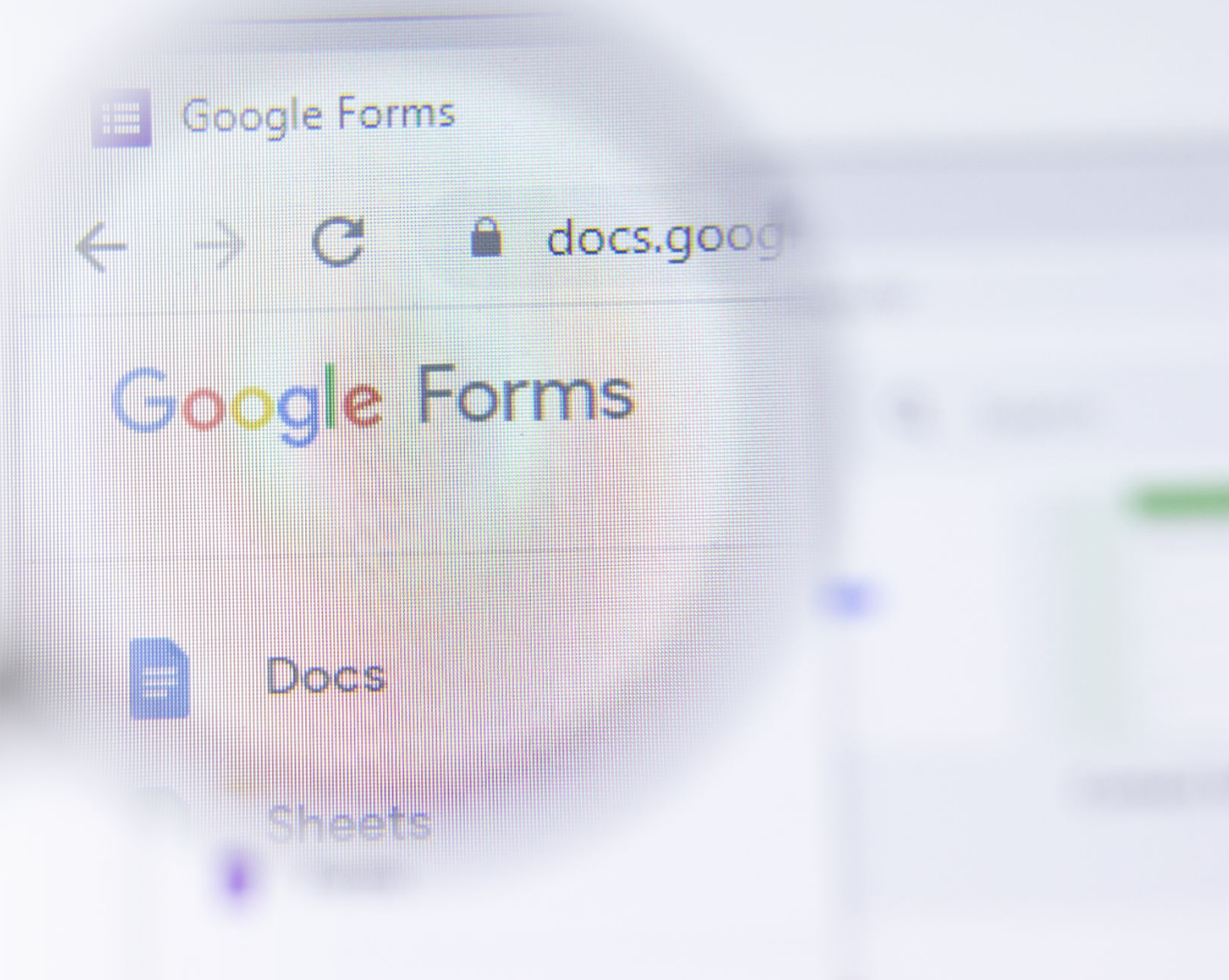
- Author – Linda Murray
- Educational Opportunity Audit





# The Origins of the Transcript Analysis

- Dr. Michael Horton
- Google Form – He created a form which tallied each student that met each of the A-G requirements



Google Forms

← → ↻ 🔒 docs.google

Google Forms

Docs

Sheets



# The First Transcript Analysis



Over 700 transcripts reviewed as a team



People involved – principal, counselors, assistant principals, department chairs, AVID coordinator, registrar



Results reviewed 2 weeks later



My school's perceived obstacles were not really our issues



It allowed me to take immediate and decisive action



# Master Schedule Myths that May Lead to Harm

---

The assistant principal or counselor  
does it

---

The master schedule should be based  
off what the staff wants to teach

---

Courses are structured around which  
students we want in the classroom

---

The rollover feature is a time saver and  
blessing from above







# Questions I Need to Ask Myself if the Transcript Analysis is for Me

Am I willing to address practices that may not be what's best for kids?

Am I willing to dedicate resources to the process?

Am I willing to try something new?

Am I willing to potentially step on toes or invade perceived sacred territories of our school's culture?

Am I willing to accept the consequences of truly unveiling the causes of A-G achievement gaps in my school?

Do I want to potentially know what my A-G rate can be a year in advance?

Do I want to have a laser like focus of what every student needs?

Do I want to maximize the impact of monetary resources in order to improve both my graduation and A-G rate?

**A-G**  
**IMPROVEMENT**  
**ROADMAP**  
**WEBINAR**  
**SERIES**





# Benefits & Lessons Learned

## A-G IMPROVEMENT ROADMAP WEBINAR SERIES

The transcript analysis is in alignment with the tenets of the LCAP process.

It's a fraction of the cost of a new program.

You do not need to buy a new program or improvement coordinator.

It educates your team on the A-G requirements and validation rules.

It calibrates your team.

It brings to light more of what guidance counselors do.

It breaks down barriers between administrators and counselors, between teachers and administrators, etc.

It addresses just about every question of academic access and success on your school campus and then some. It provided answers to questions we had not asked.

Other programs claim they can do it electronically but only one is accurate - but with this said, don't underestimate the power of calibrating your team the old-fashioned way.

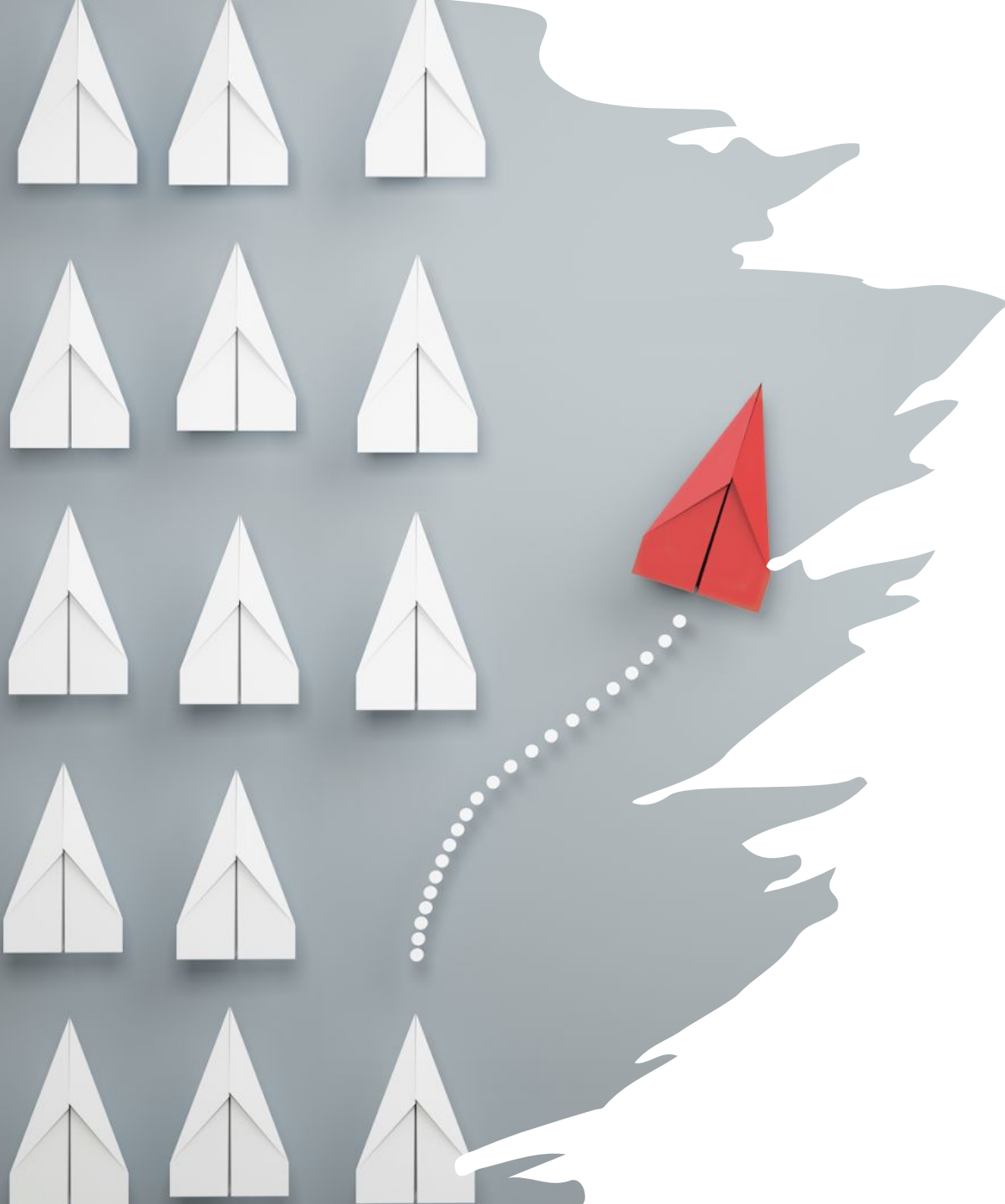
You don't have to send anyone to a conference.

No other program, process, protocol, or leader in California has had more influence on improving A-G completion than this process!

Don't let the master schedule rollover feature cause you to rollover in your grave!







# Leadership Insights

- Leading for equity is lonely
- Our job as leaders is to challenge assumptions
- Equity warriors are not part timers
- I've been challenged every time I've been on the verge of a breakthrough
- Equity leadership is not for the cool kids
- You must be willing to have egg on your face at times in order to move your school forward
- If someone must go out of their way to tell you they are an equity warrior, they probably are not
- This work takes courage and courage does not exist without vulnerability
- Be willing to be the only idiot in the room



**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES

# Dr. Elizabeth Kaufman Associate Superintendent Sonoma Valley USD



Sonoma Valley Unified School District





# Sonoma Valley Journey

## Our “Why?”

- All students ready for success in college and career
  - “A-G for All” district
  - All middle school students ready for success in high school
- Eliminate predictable differences in the performance among student groups





# Sonoma Valley Journey: A-G Gains

	SVHS Class of 2019	SVHS Class of 2021
<b>All</b>	49.4%	58.2%
<b>White</b>	64.1%	73.4%
<b>Latinx</b>	33.6%	47.6%
<b>EL</b>	8.6%	14.3%
<b>SWD</b>	2.9%	15.2%

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES







# Measuring Access & Success in Courses of Rigor

- Transcript Analysis (6-12)
  - HS Readiness: All middle school core courses C- or above
  - College and Career Readiness: Meet A-G requirements
- Measuring Student Learning Project (Modules 1-3)
  - Grade distribution analysis
  - Teacher surveys about measuring student learning
  - Student surveys about teacher grading practices
- Pending (Modules 4-7)
  - Course syllabus analysis
  - Essential standards for core courses
  - Grade book correlations to syllabus and essential standards
  - Grade book evidence of grading practices

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES







# Sonoma Valley - Emerging Practices

- Junior and senior transcript analysis
- Incoming freshman transcript analysis
- Course offerings aligned to transcript analysis
  - Intervention and acceleration
  - Credit recovery
  - Independent study and dual enrollment options
- Special education model

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES





# Sonoma Valley Journey - Long-Term Targets

- Build master schedules that maximize student access to grade level courses and courses of rigor
- Develop practices and policies to maximize student success in grade level courses and courses of rigor
  - *Grading for Equity*
  - Four-year plans

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES





## Questions and Answers



# Step Six and Step Seven

[March 1, 2022](#)

## Equitable Master Schedules Based on Student Need

- How to build a master schedule using an equity lens
- Course selection processes and procedures
- Business office and Human Resources partnership
- Recruiting students into courses of rigor
- 8th grade transition/recruitment and the 4-year plan

[March 3, 2022](#)

## Best Practices from Schools that have Increased A-G

- School site A-G improvement examples from across the state of CA
- Brainstorming strategies for A-G plan development
- Learn innovative ways to implement A-G initiatives school-wide
- Examples of high leverage plans of action

**A-G**  
**IMPROVEMENT**  
**ROADMAP**  
**WEBINAR**  
**SERIES**





# Step Eight

[March 8, 2022](#)

Involving Parents and Community Members in the Courses of Rigor Conversation

- Active engagement strategies for families
- Gain cultural awareness and understanding of the communities you serve
- Development of external partners
- Educators assisting to shape family perceptions of postsecondary options
- Development of partnership opportunities for families and students

## Rigor is...

- Scaffolding **thinking**
- Planning for **thinking**
- Assessing **thinking** about content
- Recognizing the level of **thinking** students demonstrate
- Managing the teaching/learning level for the desired **thinking** level



## Rigor is NOT

- More or harder worksheets
- AP or honors courses
- The higher level book in reading
- More work
- More homework

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES







# Contact Information

[www.rcoe.us](http://www.rcoe.us)

Office: 951-826-6326

Catalina Cifuentes - [ccifuentes@rcoe.us](mailto:ccifuentes@rcoe.us)

Gil Compton - [gcompton@rcoe.us](mailto:gcompton@rcoe.us)

Erika Bennett - [ebennett@rcoe.us](mailto:ebennett@rcoe.us)

Dr. Yuri Nava - [ynava@rcoe.us](mailto:ynava@rcoe.us)

Steve Ayon - [sayon@rcoe.us](mailto:sayon@rcoe.us)

**A-G**

**IMPROVEMENT**

**ROADMAP**

**WEBINAR**

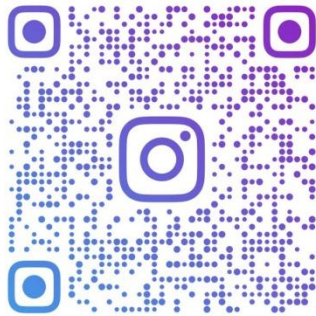
**SERIES**





# FOLLOW US ON SOCIAL MEDIA

**A-G**  
IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES



RCECUS

INSTAGRAM  
@RCECUS



TWITTER  
@RCECUS





**A-G**

**IMPROVEMENT  
ROADMAP  
WEBINAR  
SERIES**



**FOR MORE INFORMATION AND RESOURCES  
PLEASE VISIT US @**

**[www.rcec.us](http://www.rcec.us)**

