The Data and Relationships Behind Graduation
Session Presenters

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Outcomes

- Connect the why to the data collected through the graduation indicator.
- Explore and connect ways to improve graduation rates.
- Identify resources, including early warning system tools available through Single Sign-On to support the work.
Building Connections Between Data and the Practice
Oklahoma is comparable to national high school completion rates and does better in getting students started in the college experience.

Oklahoma has work to do in preparing students to complete postsecondary opportunities and earn a degree.

Source: [Oklahoma’s Pipeline Report - 2019](#)
Where We are Headed by 2028

- The new minimum for workforce success now increasingly requires a credential, degree, or certification.

- Developing clear career pathways with on- and off-ramps throughout that are conducive to lifelong learning is key to meeting workforce demands.

Source: Oklahoma’s Pipeline Report- 2019
Graduation Requirements—70 O.S. § 11-103.6

**College Prep/Work Ready Pathway**
- 4 English
- 3 Math
- 3 Science
- 3 History & Citizenship Skills
- 2 Same World Language or Computer Technology
- 1 Additional Unit from the above approved for college admission
- 1 Fine Art or Speech
- 6 Electives to total 23
- Meets OK Promise Guidelines

**CORE Curriculum Pathway**
- 4 English
- 3 Math (*May include Computer Science or 1 year approved 3-hr CTE program*)
- 3 Science (*May include Ag, Technology or approved STEM courses*)
- 3 History & Citizenship Skills
- 1 Technology or Foreign Language
- 1 Fine Art
- 8 Electives to total 23
- Requires [Curriculum Choice Opt Out Form](#) prior to enrollment
Graduation Transitions

College Prep / Work-Ready

4-Year College

2-Year College

Military

Career Tech

Workforce

Advanced Degree

Workforce

Retirement

Core Diploma

Workforce
Our Students Become Our Workforce

- A high school education should ensure students are eligible for their chosen pathway of what comes next: college, career, civic life.

- High school coursework requirements for a basic, non-advanced high school diploma matter because they create, or stifle, what is possible for students as they progress through and beyond high school.
High School Diplomas can be a ticket to college and work

According to an audit conducted by the Center for American Progress in 2018, Oklahoma was one of twenty-three states that require some element of a well-rounded education.

- This can be coursework or other educational experiences, including life skills (sometimes called 21st-century skills), business, online learning, communications, or the completion of a senior project.
- Oklahoma includes Personal Financial Literacy (PFL), instruction in Cardiopulmonary Resuscitation (CPR), and service- or work-based learning as part of its graduation requirements.

Source: An Audit of State High School Graduation Requirements
<table>
<thead>
<tr>
<th>Oklahoma Well-Rounded Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Financial Literacy</strong></td>
</tr>
<tr>
<td>70 O.S. § 11-103.6H</td>
</tr>
<tr>
<td><strong>CPR / AED (HB1378)</strong></td>
</tr>
<tr>
<td>70 O.S. § 1210.199</td>
</tr>
<tr>
<td><strong>Individual Career Academic Plan</strong></td>
</tr>
<tr>
<td>70 O.S. § 2320.508-4</td>
</tr>
</tbody>
</table>
Graduating from high school enables students to choose a future path – whether at a two- or four-year college, technical school, workforce training program or military – that aligns with their talents and passions.

For this reason, graduation rates serve as an outcome indicator of how well schools are supporting all students in persisting towards attaining a diploma.
Questions to Ponder

- When you picture your students that are not graduating, what barriers do you see?
- What is currently being done to support students in graduating ready for success?
- What do we think is already working? What evidence do you have?
### Predictors of Dropout Risk: Early Warning Indicators

Students at risk for dropping out display certain easily identifiable characteristics, some of which are demographic and some of which are related to their performance in school.

**Table 1: Factors associated with dropping out of high school**

<table>
<thead>
<tr>
<th>Demographic Characteristics</th>
<th>Performance Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comes from low-income family</td>
<td>Lack of credits earned</td>
</tr>
<tr>
<td>Male</td>
<td>Poor attendance</td>
</tr>
<tr>
<td>Members of racial or ethnic minority group</td>
<td>Poor grades (especially in core courses)</td>
</tr>
<tr>
<td>Older than the average student in their grade</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Identified Factors About Self</th>
<th>Self-Identified Factors About Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class not interesting</td>
<td>Adults did not expect them to perform in school</td>
</tr>
<tr>
<td>Lack of engagement with school</td>
<td>Parents not involved in education</td>
</tr>
<tr>
<td>Tests too difficult</td>
<td>Teachers did not seem interested in school</td>
</tr>
<tr>
<td>Poor attendance</td>
<td></td>
</tr>
</tbody>
</table>

The Key Success and Risk Indicators are the ABC’s: Attendance, Behavior, Course Performance

<table>
<thead>
<tr>
<th></th>
<th>Attendance</th>
<th>Behavior</th>
<th>Course Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Off-Track</strong></td>
<td>Less than 90%</td>
<td>1+ suspension and/or mild sustained misbehavior</td>
<td>Failing ELA and/or Math</td>
</tr>
<tr>
<td><strong>On-Track</strong></td>
<td>Greater than 90%</td>
<td>No suspensions or sustained misbehavior</td>
<td>Passing ELA and/or Math</td>
</tr>
<tr>
<td><strong>Career and/or College Ready</strong></td>
<td>Greater than 95%</td>
<td>Agency and Hope</td>
<td>B or Better</td>
</tr>
</tbody>
</table>

Source: [Transforming Secondary Schools Using an Early Warning System](#)
The potential for dropout can be identified as early as sixth grade.

Sixth grade students with one or more of the indicators have only a 10% - 20% chance of graduating from high school on time or within one year of expected graduation.

Source: Transforming Secondary Schools Using an Early Warning System
FIGURE 1
The Use of Indicators for Improving Student Outcomes

**District & State Policymakers**
- Use indicators to hold schools accountable for student outcomes
  - Provide data systems
  - Signal priorities through school reports and accountability indicators
  - Provide resources to support indicator use

**School Support Organizations**
- Use indicators to facilitate the use of indicator data in districts & schools
  - Help organize data
  - Facilitate tough discussions
  - Enable learning across schools
  - Connect the use of indicators for accountability, school improvement, and intervention

**School Leadership Teams**
- Use indicators to guide school improvement
  - Meet around setting-level indicator data
    - Test assumptions
    - Develop strategies
    - Assess progress
    - Judge program effectiveness

**Teacher and School Staff Teams**
- Use indicators to identify students in need of intervention
  - Meet around student-level indicator data
    - Coordinate support of particular students
    - Advise each other on how to support students

**Student Outcomes Improve**
- Indicator use provides students with:
  - More targeted support
  - Earlier intervention
  - Stronger relationships with teachers and school staff
Graduation Related Indicators on the Public Dashboard

Oklaschools.com provides data at the State, District and School level.
### Adjusted Cohort Graduation Rates - How do we compare?

**GRADUATION**

Composite indicator value shows the percentage of points earned for supporting students at graduating in four, five or six years when compared to other schools.

The 4Y, 5Y and 6Y indicator components show the four, five and six year graduation rates for the school respectively.

**Points Earned: No data available**

View the bottom graph to see how this school’s performance compares to other Oklahoma schools.

<table>
<thead>
<tr>
<th></th>
<th>Composite</th>
<th>4Y</th>
<th>5Y</th>
<th>6Y</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Site Rate</strong></td>
<td></td>
<td>94.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>District Rate</strong></td>
<td></td>
<td>94.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>State Rate</strong></td>
<td></td>
<td>80.9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Distribution of 4Y Adjusted Cohort Graduation Rates Across the State**
## State Level 4Y Adjusted Cohort Graduation Rates by Student Group and Year - Are we supporting all students?

<table>
<thead>
<tr>
<th>Student Group</th>
<th>4Y AGC Rate (2017 AGC)</th>
<th>4 Y AGC Rate (2018 AGC)</th>
<th>4 Y AGC Rate (2019 AGC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ Disadvantaged</td>
<td>79.8%</td>
<td>77.1%</td>
<td>73.8%</td>
</tr>
<tr>
<td>English Learner</td>
<td>76.8%</td>
<td>65.4%</td>
<td>65.6%</td>
</tr>
<tr>
<td>Students with a Disability</td>
<td>79.2%</td>
<td>61.1%</td>
<td>74.9%</td>
</tr>
<tr>
<td>American Indian</td>
<td>84.1%</td>
<td>82.7%</td>
<td>81.4%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>85.5%</td>
<td>86.6%</td>
<td>82.8%</td>
</tr>
<tr>
<td>Black</td>
<td>82.7%</td>
<td>79.4%</td>
<td>74%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>81.9%</td>
<td>79.8%</td>
<td>77.8%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>84.2%</td>
<td>84.9%</td>
<td>83.4%</td>
</tr>
<tr>
<td>White</td>
<td>85.6%</td>
<td>84.3%</td>
<td>82.3%</td>
</tr>
</tbody>
</table>
Extended Adjusted Cohort Graduation Rates - How are we supporting students who need more time?

Compared to other schools, how well is the school supporting students at graduating in four, five or six years?

**GRADUATION**

**STATE**

**MORE DETAILS**

**Cohort 2018**
5 YEAR GRAD RATE

- State: 84.9%
- 26 schools score 85%

**Cohort 2017**
6 YEAR GRAD RATE

- State: 84.5%
- 20 schools score 85%
Rates of Good Attendance by Grade (State)- Who’s coming 90% or more of the time?

Students that are chronically absent in grade 6 are less likely to graduate.
Connecting Civil Rights Data

Once every two years, the U.S. Department of Education (ED) conducts the Civil Rights Data Collection (CRDC) for data on key education and civil rights issues in our nation’s public schools. The CRDC measures student access to courses, programs, staff, and resources that impact education equity and opportunity for students. Doing so allows for removal of barriers to and expansion of access to the educational opportunities and resources each student needs to graduate ready for success.

The CRDC database, with hundreds of data elements, is fully accessible to the public. All data presented are self-reported by school districts. The Oklahoma Department of Education (OSDE) does not collect or validate these data.

Access the CRDC database by visiting https://ocrdata.ed.gov

Several tools and resources are available from the Civil Rights Data Collection database to assist users in understanding schools’ CRDC data, including:

- Civil Rights Data Collection Definitions
- Civil Rights Data Collection Data Summaries
To find data for a school or district

- Go to School and District Search,
- Type in your information; (School, District, State) and;
- Click on the school or District Name to display available data.
The CRDC overview page provides a demographic profile of the site or district and links to special reports and grouped data sets such as College and Career Readiness.

<table>
<thead>
<tr>
<th>School Name: PUTNAM CITY HS</th>
<th>District: PUTNAM CITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades Offered</strong></td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td><strong>Student Enrollment</strong></td>
<td>Total Enrollment: 1,885</td>
</tr>
<tr>
<td></td>
<td>Student Demographics</td>
</tr>
<tr>
<td></td>
<td>American Indian or Alaska Native: 2.4%</td>
</tr>
<tr>
<td></td>
<td>Asian: 5.5%</td>
</tr>
<tr>
<td></td>
<td>Black or African American: 26.2%</td>
</tr>
<tr>
<td></td>
<td>Hispanic or Latino of any race: 29.6%</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian or Other Pacific Islander: 0.1%</td>
</tr>
<tr>
<td></td>
<td>Two or more races: 7.1%</td>
</tr>
<tr>
<td></td>
<td>White: 29.1%</td>
</tr>
<tr>
<td></td>
<td>Female: 47.5%</td>
</tr>
<tr>
<td></td>
<td>Male: 52.1%</td>
</tr>
<tr>
<td></td>
<td>Students with Disabilities (IDEA): 16.2%</td>
</tr>
<tr>
<td></td>
<td>Students with Disabilities (Section 504 Only): 1.1%</td>
</tr>
<tr>
<td></td>
<td>Students with Limited English Proficiency (LEP): 7.4%</td>
</tr>
<tr>
<td></td>
<td>Free and Reduced-price Lunch (FRPL): 70.8%</td>
</tr>
</tbody>
</table>

**Source:** U.S. Department of Education, National Center for Education Statistics, EDFacts

**Staffing and Finance**

**Pathways to College and Career Readiness**

**College and Career Readiness**

**Discipline, Restraints/Seclusion, Harassment/Bullying**
Why CRDC Includes Dual/Concurrent Enrollment

Table 1. Summary of findings

<table>
<thead>
<tr>
<th>Outcome domain</th>
<th>Improvement index (percentile points)</th>
<th>Average</th>
<th>Range</th>
<th>Number of studies</th>
<th>Number of students</th>
<th>Extent of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree attainment (college)</td>
<td>Positive effects</td>
<td>+25</td>
<td>+6 to +42</td>
<td>5</td>
<td>77,249</td>
<td>Medium to large</td>
</tr>
<tr>
<td>College access and enrollment</td>
<td>Positive effects</td>
<td>+15</td>
<td>+12 to +19</td>
<td>4</td>
<td>67,474</td>
<td>Medium to large</td>
</tr>
<tr>
<td>Credit accumulation</td>
<td>Positive effects</td>
<td>+14</td>
<td>+13 to +16</td>
<td>2</td>
<td>56,370</td>
<td>Medium to large</td>
</tr>
<tr>
<td>Completing high school</td>
<td>Positive effects</td>
<td>+7</td>
<td>+5 to +16</td>
<td>2</td>
<td>4,052</td>
<td>Medium to large</td>
</tr>
<tr>
<td>General academic achievement (high school)</td>
<td>Positive effects</td>
<td>+7</td>
<td>+3 to +13</td>
<td>2</td>
<td>2,817</td>
<td>Medium to large</td>
</tr>
<tr>
<td>Staying in high school</td>
<td>Potentially positive effects</td>
<td>+16</td>
<td>na</td>
<td>1</td>
<td>676</td>
<td>Small</td>
</tr>
<tr>
<td>College readiness</td>
<td>Potentially positive effects</td>
<td>+14</td>
<td>na</td>
<td>1</td>
<td>1,355</td>
<td>Small</td>
</tr>
<tr>
<td>Attendance (high school)</td>
<td>Potentially positive effects</td>
<td>+8</td>
<td>na</td>
<td>1</td>
<td>1,554</td>
<td>Small</td>
</tr>
<tr>
<td>General academic achievement (college)</td>
<td>No discernible effects</td>
<td>-1</td>
<td>na</td>
<td>1</td>
<td>455</td>
<td>Small</td>
</tr>
</tbody>
</table>

Source: Dual Enrollment Programs: What Works Clearinghouse
CRDC data allows you to compare your overall district or school demographics across different outcomes. In this graph we are comparing district/school enrollment by race/ethnicity with enrollment in dual/concurrent. The graph displayed compares % of students and the table compares student counts.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Enrollment in School (count)</th>
<th>Enrollment in Dual/Conc</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Ak Native</td>
<td>46</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>103</td>
<td>5</td>
</tr>
<tr>
<td>Black</td>
<td>494</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>558</td>
<td>9</td>
</tr>
<tr>
<td>2 or More</td>
<td>134</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>548</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>1883</td>
<td>30</td>
</tr>
</tbody>
</table>
Dual Concurrent Enrollment- Who has access?

**Research Says:** Dual enrollment programs were found to have **positive effects on students’ degree attainment** (college), college access and enrollment, credit accumulation, **completing high school**, and general academic achievement (high school), with a medium to large extent of evidence. 

Source: [Dual Enrollment Programs: What Works Clearinghouse](#)
How are we connecting our 11th and 12th grade students to relevant experiences that prepare them for success after high school?

Data in this graph shows how students participated across the different types of postsecondary opportunities for SY 2019. **Note:** Students may have participated in more than one type.
Out-of-School Suspension Rates by Gender and Race/Ethnicity

School Enrollment Demographics by Race/Ethnicity

- White: 29.1%
- Black: 26.2%
- Hispanic: 29.8%
- Two or More: 7.1%
- Am Ind/AK Nat: 8.5%
- Asian: 5.5%

Rates of Out of School Suspension By Gender and Race

Legend:
- Male
- Female

On-Track for Graduation Threshold: 0-1 day
Comparing In-School Suspension Rates for Students with Disabilities

% of School Enrollment

Legend
- Non-IDEA 83.6%
- IDEA 16.2%

IDEA 16.2%
Non-IDEA 83.8%

% of In-School Suspensions

Legend
- Non-IDEA 76.3%
- IDEA 23.7%

IDEA 23.7%
Non-IDEA 76.3%
Navigating to Your Data: Public Dashboard

Use the **Search Bar** to find your district/site

**Click** [ABOUT OUR DISTRICT](#) and then use the drop-down menu to select Discipline and Attendance

**Click** the [Overview](#) page to open a window that displays outcomes across all student groups.

**Change** years to display data for the 2017-2018 SY

Window displays outcomes by student group and grade level

<table>
<thead>
<tr>
<th>Score By Race/Ethnicity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>81.4%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>82.8%</td>
</tr>
<tr>
<td>Black</td>
<td>74.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>77.8%</td>
</tr>
<tr>
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<td>83.4%</td>
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<tr>
<td>White</td>
<td>82.3%</td>
</tr>
</tbody>
</table>
What can we do?
Relationships Matter

“Low-performing schools that had made significant gains in increasing their high school graduation rates, were integrating social, emotional, and academic development.”

Six Ways to Improve Graduation Rates - 1

1. **Make use of proven early-warning indicators.** Freshmen who are “on track” to graduate—earning no more than one F in a core course per semester and accumulating sufficient credits to advance to sophomore year—are *four times more likely to graduate* than students who are off-track.

2. **Focus on attendance data.** Attendance is the precursor to engagement, learning, academic success, and, yes, graduation. The consortium found that each week of absence per semester in 9th grade is associated with a more than 20 percentage-point decline in the probability of graduating from high school. In light of this, schools must work to help students and families understand the cost of frequent absences, closely monitor attendance, and provide support from teachers and staff to get students to class.

Source: [https://consortium.uchicago.edu/news-item/six-ways-improve-high-school-graduation-rates](https://consortium.uchicago.edu/news-item/six-ways-improve-high-school-graduation-rates)
3. **Embrace collective responsibility for academic success.** Attendance improves when teachers take collective responsibility for the success of the whole school, not just their individual students. A school culture that stresses collective responsibility for absences and academic success might include team meetings around real-time attendance reports or shared outreach when students do not show up to class.

4. **Raise the bar to “Bs or better.”** Ninety-five percent of students who earn Bs or better and have a GPA of 3.0 in 9th grade go on to graduate from high school. With a C average, however, the rate slips to 72 percent. For freshmen with a D average, only half will go on to graduate. Conveying the importance of good grades and strong GPAs early in students’ high school careers can keep them from scrambling to catch up when it might be too late.
5. **Foster supportive relationships to ease transitions.** The transition from the middle grades to high school can lead even good students to struggle—a dramatic drop in grades, attendance, and academic behavior is a common warning sign of this strain. In high school, it’s easier to skip class and harder to figure out how to get help with coursework. But high school doesn’t have to be impersonal. Teachers, counselors, coaches, mentors, and friends can make a concerted effort to reach out to students when they show signs of falling behind or disengaging, find out why they are struggling, and get them the academic or emotional support they need.

6. **Assess and refine disciplinary practices.** African-American students, students with low test scores, and vulnerable students with a history of abuse and neglect receive out-of-school suspensions at higher rates than their peers. Out-of-school suspensions mean students lose class time, which can place them at greater risk of falling farther behind. When schools understand which of their students receive suspensions, they can develop targeted interventions for individual students and help keep them on track to graduate.
In our examinations in recent years of low-performing schools that had made significant gains in increasing their high school graduation rates, we consistently found schools and districts that were integrating social, emotional, and academic development.

“Social and emotional learning provides the basis for how learning happens—what child development experts and neuroscientists have highlighted as the “social gate to learning.””

Source: Annual Update: Building a Grad Nation 2019
## When Students Are Supported and Connected

<table>
<thead>
<tr>
<th>What it looks like</th>
<th>What it feels like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic relationships with and among students, staff and families</td>
<td>I am valued for my strengths and contributions</td>
</tr>
<tr>
<td>Culturally responsive pedagogy</td>
<td>I am respected for who I am</td>
</tr>
<tr>
<td>High expectations for all students</td>
<td>My voice is heard and appreciated</td>
</tr>
<tr>
<td>Representative enrollment in advanced courses</td>
<td>I feel cared about and I care about others</td>
</tr>
<tr>
<td>Reflective and adaptive curriculum</td>
<td>I see myself represented in curriculum</td>
</tr>
<tr>
<td>Welcoming and safe school environments</td>
<td>I feel comfortable and welcomed at school</td>
</tr>
<tr>
<td>All students meeting grade-level and graduation expectations</td>
<td>I am academically confident and challenged</td>
</tr>
<tr>
<td>System-wide outcomes that contribute to a more just world</td>
<td>I am empowered to achieve my goals, dreams and full potential</td>
</tr>
<tr>
<td></td>
<td>I see my place and responsibility in creating a more just society</td>
</tr>
</tbody>
</table>
Points to note:

- While EL students constitute a smaller percentage of grade 9 through 12 students when compared to the EL population in grades pre-K through 8, secondary-level ELs are more likely to be newcomers, Long-term English Learners (LTELS), and/or be dually-identified as having a determined learning disability.
- The presence of any one (or more) of these factors will increase a student’s likelihood of dropping out of high school.
- The dropout rate for EL students enrolled in grades 9 through 12 is generally consistent at each grade level (between 3-5%) and is approximately double that of their non-EL peers.
EL Graduation Rate Best Practices - 2

What can you do?

- **Know that relationships matter.** Relationships based on rigor and relevance have been shown to be significant contributing factors in high school completion.
- **Don’t wait.** Establish interventions early that foster greater engagement and connectedness to the school.
- **Focus on what you can control.** A culturally relevant curriculum, an inclusive school and classroom climate, developing positive relationships, effective family communication, class sizes, effective ICAP implementation, etc. will all contribute to EL student success.
What can you do?

- **Ensure access.** Provide teaching staff the necessary training to ensure all EL students can access the curriculum and demonstrate success.
- **Understand that what happens outside the classroom matters.** Be aware of each student’s social, cultural, and familial responsibilities and expectations.
- **Generally speaking, the older the EL student and the lower their English language proficiency level, the more intentional, targeted and cohesive the supplemental EL services and supports will need to be in order to ensure the student’s academic success.**
Strategies for Increasing Graduation Rates for Students with Disabilities

- Student engagement
- Relationships
- Specially designed instruction
- Behavior supports
- Additional considerations
### Four Types of Student Engagement

<table>
<thead>
<tr>
<th>Academic</th>
<th>Behavior</th>
<th>Cognitive</th>
<th>Affective/emotional</th>
</tr>
</thead>
</table>

**Academic**
- Focuses on learning, completing class assignments, and focusing on schoolwork
- Time on task
- Credits earned towards high school graduation
- Attendance or discipline policies for suspensions & expulsions
- Homework Completion

**Behavior**
- Observable behaviors occurring during class. Examples: participating in class, getting to class on time, interacting with teachers and staff respectively
- Attendance
- Suspensions
- Paying attention during class
- Extra-curricular activities

**Cognitive**
- Occurs within the student in order to comprehend academic concepts
- Applying learning to future goals
- Self-regulation
- Setting personal goals

**Affective/emotional**
- When students feel a part of the school
  - Involvement in the school
  - Sense of belonging and feeling safe at school
  - Build relationships with teachers and peers
Understanding Student Engagement

Understanding student engagement is integral to preventing school dropout. Remember, academic progress is not the only way to determine if a student is engaged. Being able to recognize engagement indicators across the four types of engagement will provide a clearer picture for students at risk of dropping out.

Academic  Behavior  Cognitive  Affective
How Can You Measure Student Engagement?

- Data
- Observation
- Ask your students!!!
- Use polls and/or surveys
- Interview your exiters

Resource: Strategies for School Completion: Student Engagement Tools
Tips to Increase Student Engagement

- Later start times
- School choice
- Part-time attendance
- Flexible scheduling
- Internship or service learning opportunities
- Online or blended learning options
- Summer school options

Resource: National Center for School Engagement
The Power of Relationships

DON’T QUIT ON ME
What Young People Who Left School Say About the Power of Relationships
Mentoring

- A one-to-one caring, **supportive relationship** between a mentor and a mentee that is based on **trust**.
- A **commitment to provide guidance and support** for the mentee to develop their **fullest potential** based on their vision for the future.
- Mentors have the **power and influence to change the negative cycles** of their mentees and their families.
- Mentors can **increase student engagement**!
- The **impact** of mentors in a **well-structured mentor program** is **boundless**.

Resources: [National Dropout Prevention Center](https://www.nationaldropoutcenter.org) and [Oklahoma Mentoring Organizations](https://www.okmentoring.org)
OK Gear Up Check & Connect

Key Features

**Preventive**
Check & Connect focuses on watching for signs of withdrawal and providing timely interventions to keep students engaged.

**Builds Capacity**
Check & Connect works with students to build new skills such as problem solving and goal setting.

**Individualized**
Check & Connect uses a systematic and organized approach, focusing on the needs of each individual student.

**Efficient and Adaptable**
Check & Connect builds on existing programs, services and resources within the home, school and community.

**Provides Outreach**
Check & Connect creates long-term trusting connections between schools, youth and families.
Academic Interventions and Specially Designed Instruction

Interventions to provide rigorous and relevant instruction to enhance student engagement and increase course completion:

- Visual displays (graphic organizers)
- Technology
- Mnemonics (PEMDAS)
- Self-Management
- Peer Assistance
- Strategy Instruction
- Career Academies

Specially designed instruction
Behavior Strategy - Check In/Check Out System

Student Recommended for CICO

CICO is Implemented

Check-In/Check-Out System

Morning Check-in

Parent Feedback

Regular Teacher Feedback

Afternoon Check-out

CICO Coordinator Summarizes Data For Decision Making

Bi-weekly SBT Meeting to Assess Student Progress

Continue Program

Revise Program

Fade Program
Functional Behavior Assessment (FBA)

Provides individual behavior support for students with disabilities who need more support than school-wide behavior supports.

The FBA process:

1. Identify the behavior.
2. Determine the function of the behavior.
3. Identify a positive replacement behavior.
4. Plan for consistent reinforcement.
Additional Considerations to Increase Graduation Rates

- Access to the general education curriculum with appropriate accommodations and specially designed instruction to ensure success
- Participation in Career Technology Education (CTE)
- Participation in work-based learning experiences
- Opportunities to learn and practice self-determination and self-advocacy skills

The Data and Relationships Behind Postsecondary Opportunities Webinar
Early Warning Systems
Using data to support students at-risk

To be successful at anything you need to **show up**, **know how to act**, and **work hard**. These ethics can be, and have been, translated into hard data points that can be collected and monitored. With thresholds assigned, information can be used to identify at-risk students early. These thresholds are as follows:

- Less than 90% **ATTENDANCE**
- Any office referrals or suspensions for **BEHAVIOR** incidents; recorded unsatisfactory classroom effort/citizenship grades
- A failing **COURSE PERFORMANCE** grade (especially in math and/or English)
Considerations for an Early Warning Indicators (EWI)

- **Simple and Collectible** - (e.g., grades, attendance, classroom behavior and disciplinary action).

- **Tried and True** - analyses have demonstrated the measure is a strong predictor that the student may become a drop-out. Measure serves as an alert to ask more questions to predict, identify and remedy underlying issues (e.g., poor attendance could be related to a lack of feeling connected to the school).

- **Efficient and Effective** - able to identify which students are on-track, sliding or off-track so that targeted resources and interventions can be focused on preventing their dropping out (e.g., mentoring, daily check-in, credit recovery, etc).

Source: https://www2.ed.gov/programs/dropout/earlywarningindicators.pdf
EWI Data Points to Consider

- **Demographic**: Gender, ethnic background, age, free/reduced-price lunch program eligibility, English language learner status, special education status;

- **Academic**: Attendance, suspensions and disciplinary actions, course grades, and test scores; and

- **Enrollment**: Enrollment and withdrawal records to gauge mobility

Source: https://www2.ed.gov/programs/dropout/earlywarningindicators.pdf
### Early Warning thresholds for student dropout beginning in sixth grade.

<table>
<thead>
<tr>
<th>Threshold</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td>If a student is a year older than their current grade—for example, a 16-year-old freshman</td>
</tr>
<tr>
<td><strong>Grades</strong></td>
<td>If a student has received two or more failing grades in a semester</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>If the student misses the first 20 days, has missed more than nine days in a traditional school semester, or has missed 10 percent or more of all days in the school year. Monitoring &gt; 2 days per month</td>
</tr>
<tr>
<td><strong>Mobility</strong></td>
<td>&gt; two transfers- mid year transfers have more impact than between year transfers</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>If a student has been out-of-school suspended more than one time in the school year or previous school years</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>If a student is more than two credits behind the expected number of credits to be gained each year</td>
</tr>
<tr>
<td><strong>Previous Drop Out</strong></td>
<td>If a student has dropped out of school previously and returned to school</td>
</tr>
</tbody>
</table>
EWI data serves as a starting point:

- Primary data collection points that can be obtained directly from your Student Information System.
- Export to any spreadsheet and use color coding to sort or group students at a glance.
EWI data tells part of the story—what other data should you consider?

### EWI Data

<table>
<thead>
<tr>
<th>Talent Development</th>
<th>Success Highways</th>
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<tr>
<td>Gender</td>
<td>Grade</td>
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Source: Transforming Secondary Schools Using an Early Warning System
Research says......

Findings supported that avoiding freshman Fs is an important way to increase the likelihood of on-time graduation.

Link: The Predictive Power of Ninth-Grade GPA
Academic monitoring is not only for athletic eligibility. All students do not participate in extracurricular activities; however, all students are expected to participate in graduation. Use the graduation lens to support monitoring data for all students.
The lack of In-School Suspension (ISS) data may have several indications:

- The school’s inability to staff an adequate ISS program
- The school’s capacity to isolate students from the general population on a short-term, daily basis
- The school’s implementation of restorative practices that keep students in the regular classroom setting (relationship, respect, responsibility, repair, reintegration).
EWI - Monitoring Engagement: A Deeper Look

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<th>TOTAL ACTIVITY</th>
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Early Warning Tools in Accountability Reporting

Access to the Accountability Reporting Application in Single Sign-On is granted by your Superintendent.
Absences add up. Excused and unexcused absences result in too much time lost instruction in the classroom.

23 days missed -- 87% attendance.
Who is at risk? - Student Level Attendance

Students that have missed 10% or more of the instructional days in which they have been enrolled are identified with a red box in the attendance rate column.
Who is at risk? - Student Level Attendance

Click View under Calendar to see when the student was absent.
Absences add up. Excused and unexcused absences result in too much time lost instruction in the classroom.

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
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<th>January</th>
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<tbody>
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</table>

- September: 2 absences
- October: 3 absences
- November: 4 absences
- December: 2 absences
- January: 3 absences

- February: 2 absences
- March: 1 absence
- April: 0 absences
- May: 1 absence
- June: 0 absences

- Total absences: 23
- Percentage attendance: 87%
Who is at risk? - Student Level Attendance

Students that have missed 10% or more of the instructional days in which they have been enrolled are identified with a red box in the attendance rate column.
Who is at risk? - Student Level Attendance

Click **View** under Calendar to see when the student was absent.
Click on a student’s **STN** to view a student’s attendance history.
Who is at risk? - Student Level Data

Mobility Threshold: transfers ≥ two; mid-year transfers have more impact than between-year transfers
Absences add up. Excused and unexcused absences result in too much time lost instruction in the classroom.

23 days missed -- 87% attendance.
Who is at risk? - Student Level Attendance

Students that have missed 10% or more of the instructional days in which they have been enrolled are identified with a red box in the attendance rate column.
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Who is at risk? - Student Level Attendance

Click on a student’s STN to view a student’s attendance history
Who is at risk? - Student Level Data

Mobility Threshold: transfers ≥ two; mid-year transfers have more impact than between-year transfers
Grade Threshold: Student has received two or more failing grades in a semester
Check that information in your local Student Information System (SIS) for SY 2021 is coded correctly before the Wave rolls over on our about June 30th to ensure that exit codes reflect student status at the end of the school year.
Graduation Data in Action
"At-Risk" Definition

A student whose present or expected status indicates he/she might fail to complete secondary education for reasons which may include academic deficiency, behavioral difficulties, excessive absences, pregnancy or parenting, family issues, substance abuse, financial issues, physical or mental health issues, juvenile justice involvement, or other such factors, not including disability status.
## Alternative Education Enrollment

<table>
<thead>
<tr>
<th>Program &amp; Enrollment</th>
<th>Total 2018</th>
<th>Total 2019</th>
<th>Total 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Programs</td>
<td>304</td>
<td>307</td>
<td>311</td>
</tr>
<tr>
<td>Number of Students Served</td>
<td>13,067</td>
<td>13,400</td>
<td>12,071</td>
</tr>
<tr>
<td>7th-8th Grade Students*</td>
<td>998 (7.64%)</td>
<td>1,187 (8.86%)</td>
<td>928 (7.69%)</td>
</tr>
<tr>
<td>9th-12th Grade Students</td>
<td>12,069 (92.36%)</td>
<td>12,213 (91.14%)</td>
<td>10,953 (91.91%)</td>
</tr>
</tbody>
</table>

Source: 2020 End-of-Year Data Survey

*6th grade students also served in 2018 and 2019; 190 served in 2020
# Alternative Education Completion

<table>
<thead>
<tr>
<th>Graduation &amp; Dropout</th>
<th>Total 2018</th>
<th>Total 2019</th>
<th>Total 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Graduates</td>
<td>4,847</td>
<td>4,461</td>
<td>4,163</td>
</tr>
<tr>
<td>Number of Dropouts</td>
<td>1,626</td>
<td>1,582</td>
<td>875</td>
</tr>
<tr>
<td>Number Re-Engaged</td>
<td>1,049</td>
<td>1,148</td>
<td>985</td>
</tr>
</tbody>
</table>

Source: 2020 End-of-Year Data Survey
## Alternative Education Postsecondary Data

<table>
<thead>
<tr>
<th>Postsecondary Opportunity</th>
<th>Total 2018</th>
<th>Total 2019</th>
<th>Total 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who attended Career Tech</td>
<td>1,344</td>
<td>1,125</td>
<td>1,090</td>
</tr>
<tr>
<td>Students who participated in concurrent enrollment</td>
<td>201</td>
<td>160</td>
<td>136</td>
</tr>
<tr>
<td>Students who did an internship</td>
<td>152</td>
<td>116</td>
<td>266</td>
</tr>
<tr>
<td>Students who earned work-study credit</td>
<td>1,094</td>
<td>1,128</td>
<td>1,076</td>
</tr>
<tr>
<td>Students who participated in service-learning activities</td>
<td>400</td>
<td>755</td>
<td>936</td>
</tr>
</tbody>
</table>

Source: 2020 End-of-Year Data Survey
Why use data to support graduation?

pre·empt
/prēˈempt/

take action in order to prevent (an anticipated event) from happening; forestall.
"the second session will focus on policies to pre-empt problems"

anticipate    prevent
forestall    expect
Prepare and Plan for Transitions

What to Do

- Gather Data
  - Assessment
  - ICAP Plans
  - Performance
  - Aptitude
  - Pre-Enrollment
- Identify and Align Course Offerings
  - Advanced Placement
  - Concurrent Enrollment
  - Career Tech Programs
- Build Experience Partnerships
  - Job Shadows
  - Internships
  - Work-based Learning

What to Consider

- Equitable Access to Offerings
  - How and when do students know
  - How and when do students go
  - How and when do students show
- School Policy
  - Course adoptions
  - Partnership agreements
- Resources
  - Transportation
  - Space availability
  - Costs/Fees
  - Time
Early Awareness

PK - Kindergarten

Students develop awareness of their own attitudes and about careers. How do I connect how I feel and act with what I like to do? How do my actions impact others?
- Talk about careers
- Assess career interest
- Invite parents as guest speakers
- Make classroom visits

1st - 2nd Grade

Students learn about pathways to careers, how careers impact others, and how students play a part in the world of work.
- Introduce ICAP
- Review interests
- Promote academic success
- Invite community as guest speakers
- Imitate career Interests

3rd - 5th Grade

Students engage in the economic importance of these jobs and make connections between careers and the world at large.
- Revisit what ICAP is
- Review interests
- Connect academics & careers
- Research, write about & present career options
- Career exploration visit
Middle School Connections

6th & 7th Grade Career Assessment

Early exploration is critical to developing an appropriate, relevant career pathway for students.

- Reintroduce ICAP
- Give career assessment—OK CareerGuide, OKCollegeStart
- Invite guest speakers
- Make classroom visits
- Plan career fairs/projects
- Plan college fairs/projects
- Provide exploration activities

8th Grade Academic Career Plans

Many pathways require courses prior to 10th grade. Identify those students who are eligible for and need to take high school courses in middle school such as Algebra I, English I and/or Technology.

- Update ICAP
- Plan HS enrollment (including extra-curricular)
- Visit career tech and colleges
- Promote college and career readiness assessments (ACT/SAT)
- Complete Oklahoma’s Promise application
High School Transitions

**9th Grade**
Freshman Super Saturday

- Update ICAP
- Review HS Course Selection
- Review Pathways
- Career Tech
- Concurrent
- Internships

Parents and students play a major role in high school success and the development of a plan that best fits the needs of the student.

Orientation PRIOR to 9th grade helps parents and students make informed decisions about high school.

**10th Grade**
Sophomore Seminar

- Career Tech Plan
- Concurrent Plan – PreACT/ACT Score
- Credit Check
- Attendance/Grades
- Oklahoma’s Promise Deadline
- NCAA Process
- Job Shadowing
Transitioning for Postsecondary

11th Grade Junior J.A.A.M.
Junior Academic Advisement Meetings

- Academic Status Spring of Junior Year
- Group w/Juniors, Parents, Counselor
- Community Service
- Diploma of Distinction
- OK Promise Review
- Concurrent Enrollment / Career Tech
- Internship Readiness
- Scholarships / NCAA
- State Assessment (ACT/SAT, US History, Science)

12th Grade Senior Exits
Individual w/Senior, Parent, Counselor

- Senior Year PRIOR TO Fall Break
- Finalize Credits
- Class Honors / Diploma of Distinction
- Community Service
- Concurrent Enrollment / Career Tech
- Finalize OK Promise
- Scholarships / FAFSA / NCAA
- College Applications / Requirements
- Career Tech Certifications
- Internships/Apprenticeships
Identify and Improve Curricular Needs

**PROGRAMS OF EXCELLENCE**
In 2019, schools identified up to three Programs of Excellence areas as priorities. These priority areas are shaded blue and indicate the intent of the school to plan, implement and evaluate activities that support the whole child. Beginning in 2021-22, schools will be able to self-identify as Programs of Excellence at one of three levels – bronze, silver or gold – with input from staff, school leadership, and stakeholders. For more information about how schools are self-evaluating, click here.

**RELATED PROGRAMS**
Programs included here support a well-rounded education and are reported by the school. For more information, please visit the school’s website.

- Computer Science
- English Language Arts
- Fine Arts
- Mathematics
- Safe and Healthy Schools
- Science
- Social Studies and Civics
- World Languages

**What to Consider:**
- Advanced coursework
- 4 AP Course offerings are required per HB 3400 beginning SY 2024-25
- Concurrent Enrollment
- Supporting students bound for military
- STEM careers preparation
- Oklahoma workforce needs
- Industrial Arts & Tech Ed)
# Oklahoma Top 15 Critical Occupations 2020-2022

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>53-3032</td>
<td>Heavy and Tractor-Trailer Truck Drivers</td>
<td>30,261</td>
<td>32,732</td>
<td>2,451</td>
<td>$20.01</td>
<td>Postsecondary nanodegree award</td>
<td>None</td>
<td>Short-term on-the-job training</td>
<td></td>
</tr>
<tr>
<td>29-1141</td>
<td>Registered Nurses</td>
<td>30,449</td>
<td>32,039</td>
<td>1,590</td>
<td>$29.69</td>
<td>Bachelor's degree</td>
<td>None</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>11-1021</td>
<td>General and Operations Managers</td>
<td>27,405</td>
<td>29,196</td>
<td>1,791</td>
<td>$39.32</td>
<td>Bachelor's degree</td>
<td>5 years or more</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>49-9071</td>
<td>Maintenance and Repair Workers, General</td>
<td>17,704</td>
<td>18,793</td>
<td>1,089</td>
<td>$15.57</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Moderate-term on-the-job training</td>
<td>Y</td>
</tr>
<tr>
<td>13-2011</td>
<td>Accountants and Auditors</td>
<td>15,768</td>
<td>17,046</td>
<td>1,288</td>
<td>$31.43</td>
<td>Bachelor's degree</td>
<td>None</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>47-1011</td>
<td>First-Line Supervisors of Construction Trades and Extraction Workers</td>
<td>11,645</td>
<td>12,679</td>
<td>1,033</td>
<td>$29.08</td>
<td>High school diploma or equivalent</td>
<td>5 years or more</td>
<td>None</td>
<td>Y</td>
</tr>
<tr>
<td>51-4121</td>
<td>Welders, Cutters, Soldiers, and Braziers</td>
<td>10,830</td>
<td>11,662</td>
<td>832</td>
<td>$19.99</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Moderate-term on-the-job training</td>
<td>Y</td>
</tr>
<tr>
<td>43-6013</td>
<td>Medical Secretaries</td>
<td>10,258</td>
<td>10,994</td>
<td>736</td>
<td>$14.89</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Moderate-term on-the-job training</td>
<td>Y</td>
</tr>
<tr>
<td>41-3021</td>
<td>Insurance Sales Agents</td>
<td>10,127</td>
<td>10,887</td>
<td>760</td>
<td>$22.28</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Moderate-term on-the-job training</td>
<td>Y</td>
</tr>
<tr>
<td>41-3099</td>
<td>Sales Representatives, Services, All Other</td>
<td>10,042</td>
<td>10,528</td>
<td>487</td>
<td>$21.69</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Moderate-term on-the-job training</td>
<td>Y</td>
</tr>
<tr>
<td>31-9092</td>
<td>Medical Assistants</td>
<td>8,840</td>
<td>9,775</td>
<td>935</td>
<td>$14.52</td>
<td>Postsecondary nanodegree award</td>
<td>None</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>33-3051</td>
<td>Police and Sheriff's Patrol Officers</td>
<td>8,630</td>
<td>9,311</td>
<td>681</td>
<td>$20.71</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Moderate-term on-the-job training</td>
<td>Y</td>
</tr>
<tr>
<td>47-2111</td>
<td>Electricians</td>
<td>7,764</td>
<td>8,493</td>
<td>729</td>
<td>$23.21</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Apprenticeship</td>
<td>Y</td>
</tr>
<tr>
<td>23-1011</td>
<td>Lawyers</td>
<td>8,277</td>
<td>8,437</td>
<td>160</td>
<td>$42.13</td>
<td>Doctoral or professional degree</td>
<td>None</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>47-2152</td>
<td>Plumbers, Pipefitters, and Steamfitters</td>
<td>7,546</td>
<td>8,357</td>
<td>811</td>
<td>$22.89</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Apprenticeship</td>
<td>Y</td>
</tr>
</tbody>
</table>

- Indicates Industrial Arts and Related Careers
Early Exposure / Experiences Matter

OKLAHOMA’S WORK-BASED LEARNING CONTINUUM

Work-based learning is a continuum of activities that occur, in part or in a whole, in the workplace, providing the learner with hands-on, real world experience.

LEARNING ABOUT WORK

- Career Awareness helps individuals build awareness of the variety of careers available.
  - Workplace Tours
  - Guest Speakers
  - Career Fairs
  - Field Trips

LEARNING THROUGH WORK

- Career Exploration provides individuals with experiences that help inform career decisions.
  - Job Shadowing
  - Career Research
  - Informational Interviews
  - Career Interest Assessment
  - Mentoring

- Career Preparation supports career readiness and includes extended direct interaction with professionals from industry and the community.
  - Clinical Experiences
  - Credit-for-Work-Experiences
  - Internships
  - Pre-Apprenticeship
  - Project-Based Learning
  - Service-Learning

LEARNING AT WORK

- Career Training occurs at a work site and prepares individuals for employment.
  - Apprenticeship
  - On-the-Job-Training
  - Employee

OUTCOMES:

- Skilled Talent for Business +
- Meaningful Careers for Students & Job Seekers

HIGH QUALITY WBL FRAMEWORK

- Clear work-based learning partnership agreement
- Authentic work experience component
- Structured learning component
- Culminating assessment and recognition of skills

www.oklahomaworks.gov/work-based-learning
Monitoring Experiences

- Sample Activities:
  - Service Learning
  - Work-Based Learning

- Student Learning Outcomes
  - Remember: recall facts
  - Understand: identify ideas
  - Apply: implement knowledge gained
  - Analyze: use critical thinking
  - Evaluate: reflect on experience
  - Create: make tangible products
Monitoring Graduation

ICAP Components

Required annually:
- Career Assessment
- Written Career Goal
- Courses Reflect Goal

Require at least ONE in HS:
- Service Learning OR
- Work-Based Learning

23 units or sets of competencies are required to meet state graduation requirements. Mark beside each course upon successful completion of required unit or set of competencies as each semester credit for course is earned. Refer to the most recent Subject Codes list for approved courses in each area, and the CDSE's Instruction page for more information regarding each subject area.

2025 College Preparatory/Work Ready Curriculum Graduation Requirements

- Student Full Name
- Career Goal
- 23 units or sets of competencies required to meet state graduation requirements.
- Taken in 11th Grade:
  - ACT OR SAT
  - Science Assessment
- Taken once during High School:
  - U.S. History
- Other Requirements
  - Personal Financial Literacy Passport
  - CPR/AED
- 70 O.S. § 10-103.61
  - 70 O.S. § 1210.199
- Individual Career Academic Plan (ICAP)
  - Beginning with students entering the ninth grade in the 2019-2020 school year (class of 2023), each student is required to complete a process of an Individual Career Academic Plan (ICAP) in order to graduate from a public high school with a standard diploma. 70 O.S. § 1210.106
  - The ICAP Career Assessment, Career Goal, and Coursework are to be reviewed annually. Enter the date the student completed each requirement below.

- Goal
  - 9th Grade
  - 10th Grade
  - 11th Grade
  - 12th Grade
  - Service or Work-based Learning
  - Date of Check
  - Student Initial
  - Total Units Earned:
  - 23 units or sets of competencies required to meet state graduation requirements. Total Units Earned must match Total Units Upon Final Check on Page 1.

Oklahoma State Department of Education
Course Coding Student Experiences

- Internships:
  - 2790 Internship I (reserved for **juniors**)
  - 2791 Internship II (reserved for **seniors**)

- Service Learning:
  - 2775 - meets the ICAP requirement, but the course code does not count towards the Postsecondary Opportunities Indicator.
Subject Codes & Course Labeling

- High School Courses identified as Eligible for All Diploma Pathways in the most current Subject Codes list published by the State Department of Education may be used as an additional unit from the areas of English, Mathematics, Laboratory Science, History & Citizenship, World Languages, or Computer Technology.

- Always refer to the most recent publication of subject codes. The list can be found on the OSDE website Accreditation page and the High School Graduation Resources page.

- Courses taken through Concurrent Enrollment should be labeled according to college name, but should be associated with a high school course and flagged as college level. [PSO points!]
Data as Postsecondary Opportunity Qualifier

Opportunities
- Oklahoma’s Promise
- Athletic Eligibility (NCAA/NAIA)
- Internships / Apprenticeships
- Other Financial Aid
  - Pell Grant
  - Oklahoma Tuition Aid Grant
  - Scholarships
  - Work-Study

Require (our data)
- Income (economically disadvantaged)
- Aptitude (assessments)
- Grade Point Average (grades)
- Commitment (attendance)
- Leadership (engagement)
- Citizenship (behavior)
Result of Data-Based Graduation Planning

**PREPARATION**
- ICAP Plans
- Needs Assessments
- Coursework Availability
- Agreements with CTE/Colleges

**REQUIREMENTS**
- Graduation Requirements
- Advanced Coursework Prerequisites
- CTE Programs
- Concurrent Sections

**ENROLLMENT**
- In line with ICAP
- AP Offerings
- CTE Programs
- Scheduling

**EXPERIENCES**
- Job Shadow
- Internships
- Mentorships
- Community Partners
- Career/Job Fairs
- Transportation

**MONITORING**
- Graduation Checklist
- ICAP completion
- Credits
- Attendance
- Behavior
- Engagement

**TRANSITION**
- Exit Plans
- Military
- College
- CTE
- Workforce
Graduation Transitions

College Prep / Work-Ready

Core Diploma

4-Year College

2-Year College

Military

Career Tech

Workforce

Advanced Degree

Workforce

Retirement
Graduation Transitions Revisited

- Graduation
  - Core Pathway
    - Career Tech
    - Workforce
      - College
      - Workforce
  - College Prep Pathway
    - College
    - Military
      - More College
      - Workforce
      - College
“Being LIFE READY means students leave high school with the grit and perseverance to tackle and achieve their goals by demonstrating personal actualization skills of self-awareness, self-management, social-awareness, responsible decision making, and relationship skills.

Students who are LIFE READY possess the growth mindset that empowers them to approach their future with confidence, to dream big and to achieve big” (https://www.redefiningready.org/life-ready).
Other Resources

- **Everyone Graduates- Indicators and Interventions - A practical Guide for Early Warning Indicators**
- **Transforming Secondary Schools Using an Early Warning System**
- **National Center for School Engagement**
- **Coming Soon - Graduation Data to Action Toolkit**
“We have a powerful potential in our youth, and we must have the courage to change old ideas and practices so that we may direct their power toward good ends.”

~Mary McLeod Bethune
Taking Action

What is one thing you plan to do to after today’s presentation?
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