

College- Career-Ready Focused Accountability



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

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New American Economy

- **“A decade ago, industrial robots assisted workers in their tasks. Now workers -- those who remain – assist the robots in theirs.”**
- **“In the Steelcase metal factory, automation has led the company to seek out more highly educated managers, who are now expected to have a college degree, not just a high school diploma.”**

Kolhatkar, S. (2017, Oct. 23). Dark factory: The robotics revolution is changing what machines can do. Where do humans fit in? *New Yorker*. P. 72.

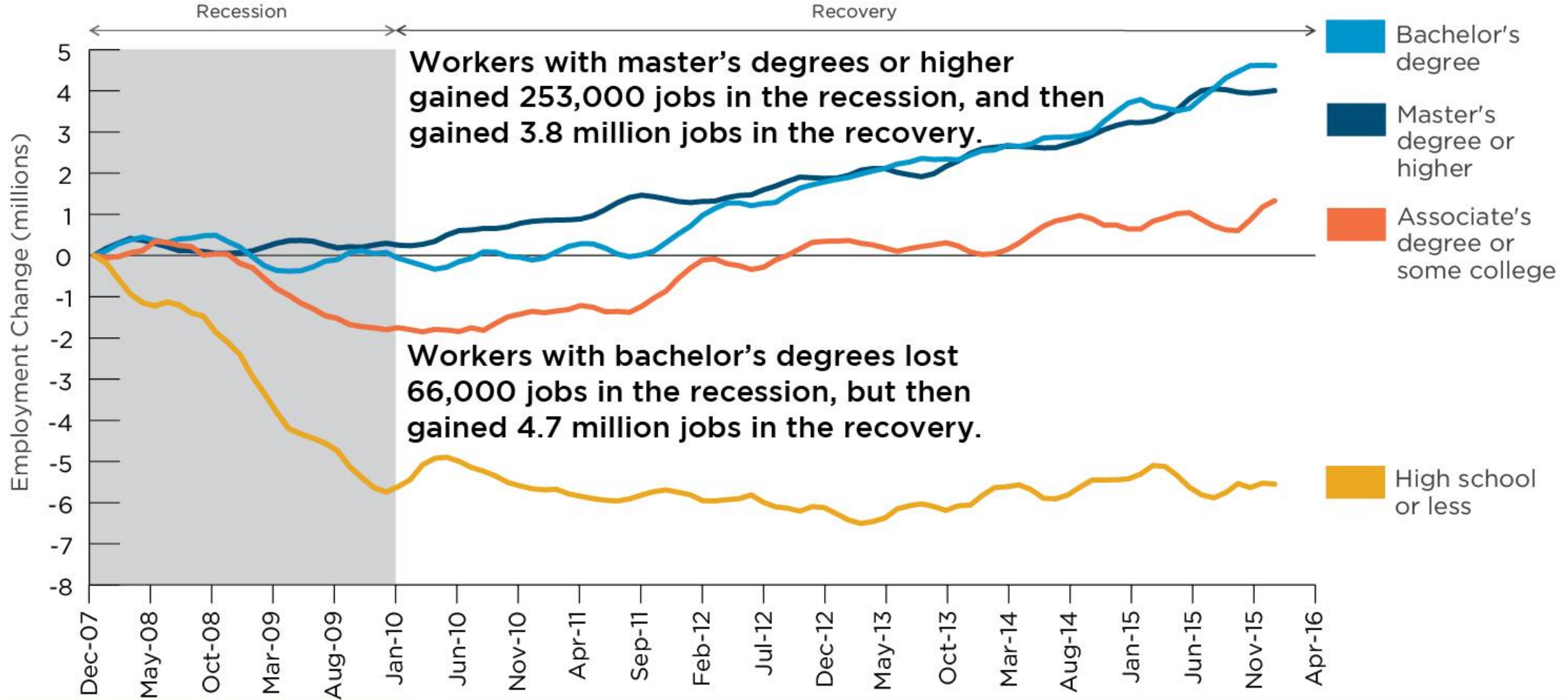
Goals for Oklahoma Schools

- Focus on college and career readiness:

College and career ready means that students graduate from high school prepared to enter and succeed in postsecondary opportunities whether college or career.

- Students should graduate high school ready for postsecondary success and need to demonstrate they are on-track towards that goal in grades 3–8.

NATIONAL WORKFORCE TRENDS



The New American Economy

- In the past, a high school education could lead to a good job with decent wages
- Today, entering the middle-class requires at least some education beyond high school
- The number of postsecondary programs of study more than quintupled between 1985 and 2010 — from 410 to 2,260
- The number of colleges and universities more than doubled from 1,850 to 4,720 between 1950 and 2014
- The number of occupations grew from 270 in 1950 to 840 in 2010

Career Pathways: Five Ways to Connect College and Careers. (2017).
Georgetown University Center on Education and the Workforce.

Stakeholder Input

- The OSDE/task force recommendation was adopted by the State Board of Education, approved by the Legislature and signed by the Governor.
- OSDE's work on the ESSA Consolidated State Plan encompassed 14 months and was interwoven with the work of the task force.
- In total, the task force and ESSA State Plan stakeholder input included more than 5,000 individual points of contact.

ESSA* Goal for Oklahoma Students

Ensure that 100% of students in grades 6 through 12 develop a useful and meaningful Individual Career Academic Plan (ICAP)

- *with a clear and workable pathway to postsecondary success*

*Every Student Succeeds Act (ESSA)

ESSA Requirements: School Accountability

- States must meaningfully differentiate schools on an annual basis.
- In Spring, 2017, the Oklahoma legislature approved HB1693 that puts into place the new A-F Accountability System, and it was signed by the Governor.

Indicators (ESSA required)

- Annual assessments
- Graduation rates for high schools
- Another statewide “academic” indicator for elementary and middle schools (i.e., Academic Growth)
- English language proficiency for English learners
- At least one additional statewide indicator of school quality or student success (i.e., Chronic Absenteeism)

Oklahoma Indicators

Elementary and Middle Schools (90)

- Status
 - ELA (15)
 - Math (15)
 - Science (05)
- Growth
 - ELA (15)
 - Math (15)
- ELPA progress (15)
- Chronic absenteeism (10)

High Schools (90)

- Status
 - ELA (15)
 - Math (15)
 - Science (15)
- Graduation (10)
- Postsecondary opportunities (10)
- ELPA progress (15)
- Chronic absenteeism (10)

Postsecondary Opportunities (High Schools)

- For the first year, the focus on postsecondary activities will be on participation. Schools will receive credit for the percentage of their students enrolling and completing the following activities:
 - AP courses
 - IB program
 - Dual enrollment
 - Career-based internship
 - Apprenticeship (CareerTech)
 - Industry certification (CareerTech)
- As programs become more available to students, the goal will shift from participation to successful outcomes (e.g., move from rewarding enrollment in an AP course to rewarding the receipt of a 3 or higher on the AP test).

Advanced Coursework

- **Advanced Placement Courses and International Baccalaureate Program are two components of advanced coursework.**
- **Advanced Coursework is designed to challenge students to learn at a college-level pace and level of complexity.**
- **Students may receive college credit based off end-of-course exam performance.**
- **Students will only receive credit for participation in the course if they complete the course and receive a D or better.**

Dual (Concurrent) Enrollment

- **This indicator enables students that meet specified criteria (GPA or ACT/SAT score) to enroll in a college course offered through a local postsecondary institution.**
- **Dual enrollment must include opportunities for high school students to achieve college credit through that collegiate experience.**
- **Experience is evidenced by the rigor of the course, the qualifications of the personnel delivering the course, and the student's readiness for college as defined by the policy of the Oklahoma State Regents of Higher Education.**
- **Local school board policy provides specific procedural guidance for collaboration between local school and postsecondary institution.**

Dual (Concurrent) Enrollment

- **Seniors who meet the eligibility requirements are entitled to receive tuition waivers for up to six hours per semester.**
- **Additional waivers may be provided but are school/institution specific.**
- **Students cannot enroll in remedial coursework offered by colleges and universities under this program.**
- **In order to receive credit for accountability purposes, these courses must be reported as “college-level” (instructional level) in the Wave.**

Dual (Concurrent) Enrollment

- **Research has shown that:**
 - **low-income, lower achieving, and male students showed better college enrollment and grades after participating in dual enrollment (Teachers College, 2012).**
 - **all students in dual enrollment courses are more likely to enroll in and persist in college through the 1st and 2nd year (Community College Research Center, 2012).**

Career-based Internship

- **High school juniors and seniors are able to participate in immersive, experiential learning opportunities that build upon classroom skills and practical knowledge in a professional environment.**
- **70 O.S. § 1210.528-1.2 provides authorization for schools to enter into an agreement with private or public organizations.**
- **Districts should consider developing local policies and guidelines to govern internship programs.**

Career-based Internship

- Internships should be orchestrated and monitored at the local level.
- Schools should consider opportunities that align with a student's ICAP, as well as discussing items such as insurance and liability with potential employers.
- All internships must be reported with the following course codes, in order to receive credit for accountability:
 - 2790 Internship I – Juniors
 - 2791 Internship II – Seniors

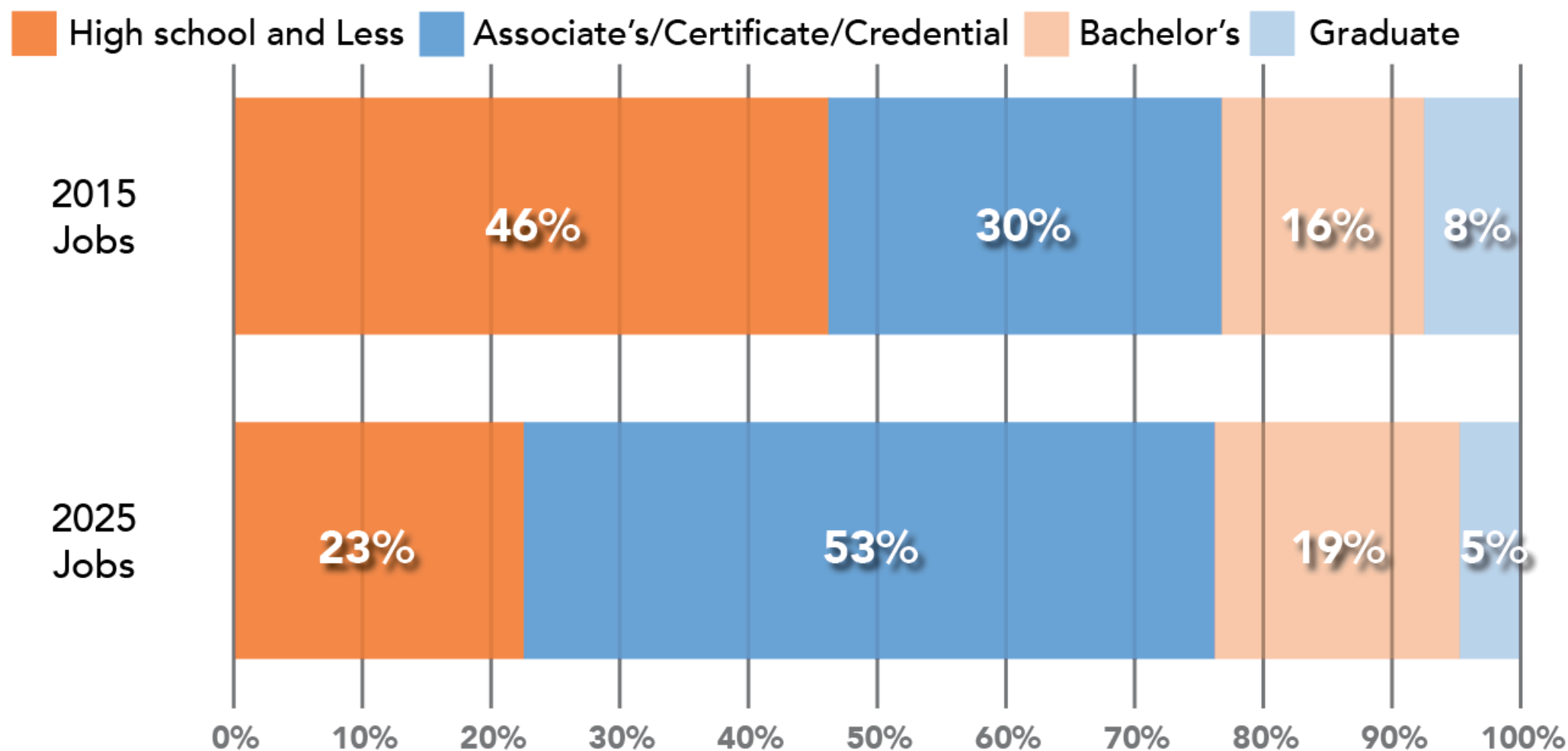
Career-based Apprenticeship

- **OSDE is currently working with CareerTech to develop guidance on approved apprenticeship opportunities.**

Industry Certification

- **CareerTech provides a wide array of opportunities that lead to Industry Certification.**
- **A list of approved Career Majors provided by CareerTech is available on the SDE Accountability webpage.**
- **Approval is provided by CareerTech, not OSDE.**
- **These courses combine classroom courses with skills-based practice to train and develop students in preparation for workforce readiness.**

OKLAHOMA'S WORKFORCE GAP



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