

The Data and Relationships Behind Graduation



OKLAHOMA
Education



Session Presenters



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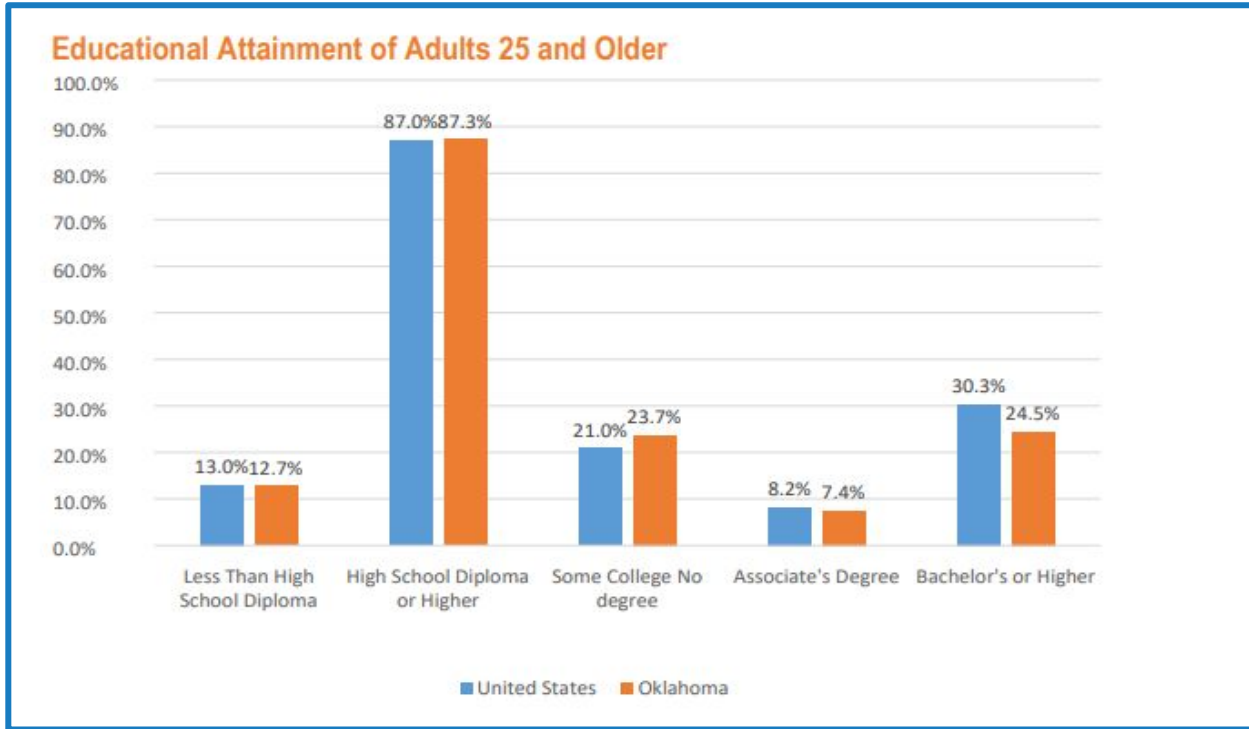
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Outcomes

-  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

Where We Were in 2019

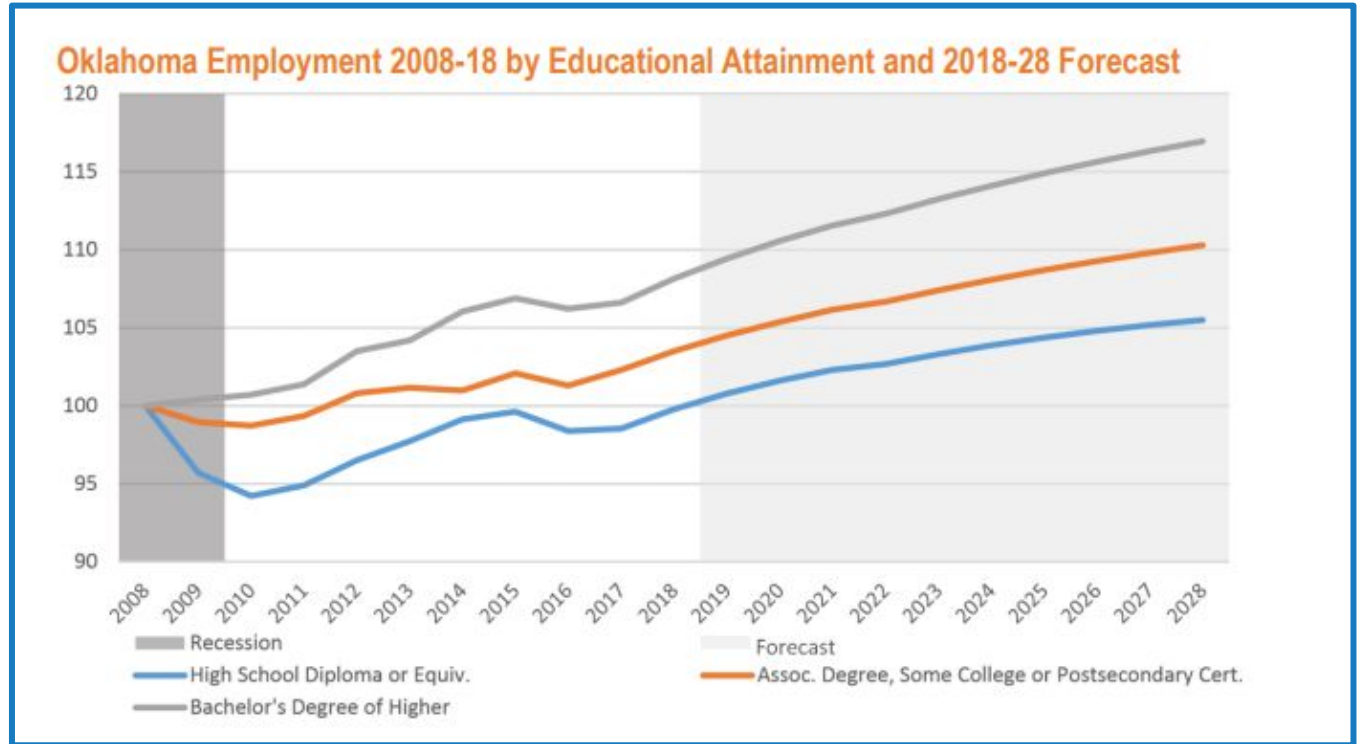


- ❑ Oklahoma is comparable to national high school completion rates and does better in getting students started in the college experience.
- ❑ Oklahoma has work to do in preparing students to complete postsecondary opportunities and earn a degree.

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

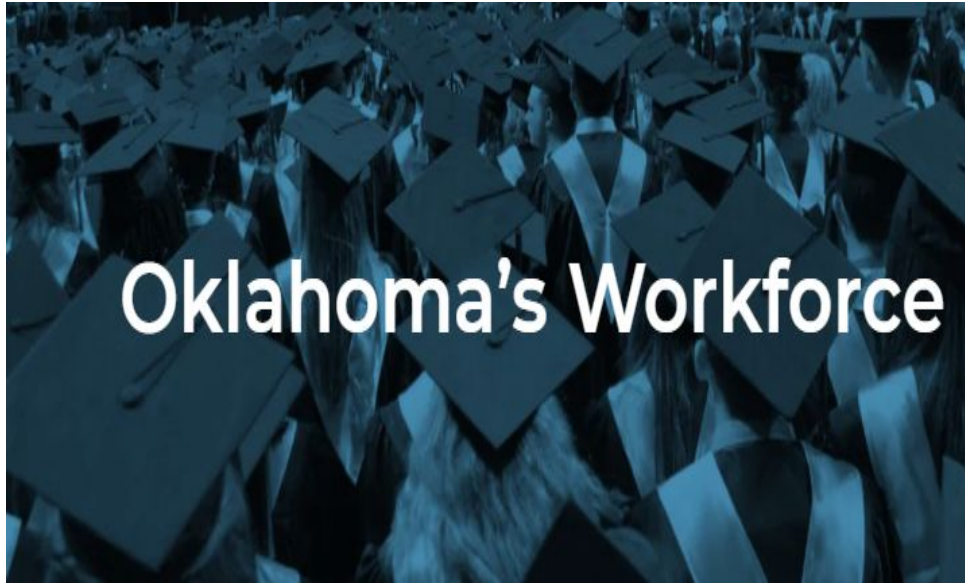
CORE Curriculum Pathway

- 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

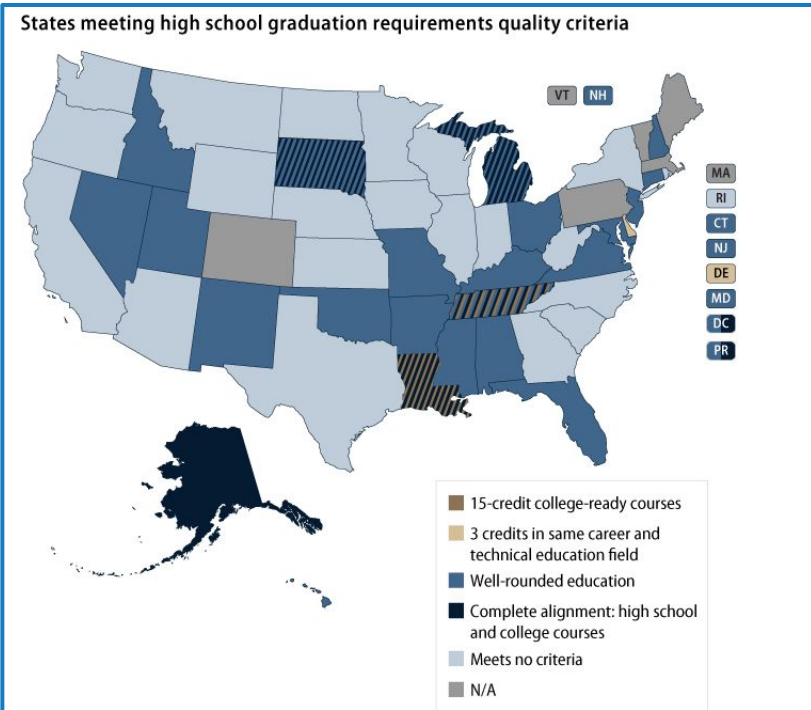


Our Students Become Our Workforce



- ❑ 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](#)

Oklahoma Well-Rounded Requirements

Personal Financial Literacy

70 O.S. § 11-103.6H

Request Passport upon withdrawal from school · Provide copy of PFL Passport to new school · Completion is posted to transcript

CPR / AED (HB1378)

70 O.S. § 1210.199

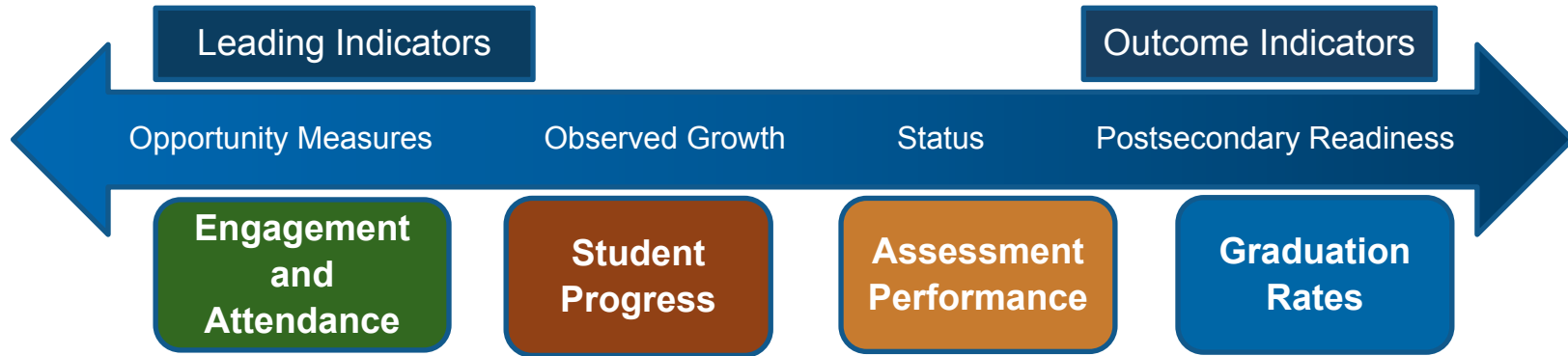
Requires hands-on *instruction in* Cardiopulmonary Resuscitation (CPR) and the *use of* an automated external defibrillator (AED) · Can opt out · Completion is posted to transcript

Individual Career Academic Plan

70 O.S. § 2320.508-4

Career & college interest surveys · Written postsecondary & workforce goals · Intentional sequence of courses · Academic progress · Scores on college & career ready assessments · Experience in service learning and/or work environment activities · Completion is posted to transcript

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

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

Self-Identified Factors About Self	Self-Identified Factors About Others
Class not interesting	Adults did not expect them to perform in school
Lack of engagement with school	Parents not involved in education
Tests too difficult	Teachers did not seem interested in school
Poor attendance	

Source: https://www.ets.org/Media/Research/pdf/RD_Connections18.pdf

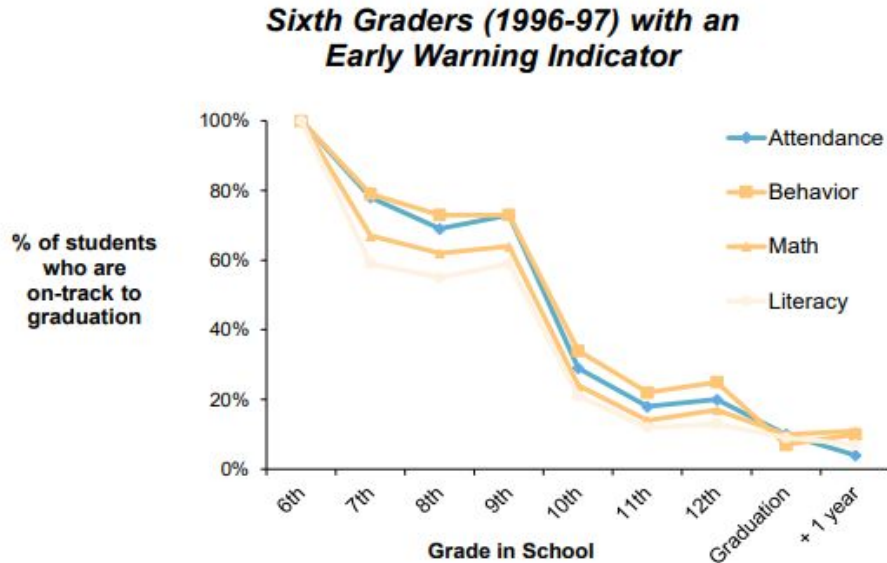
The Key Success and Risk Indicators are the ABC's : Attendance, Behavior, Course Performance

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

Source: [Transforming Secondary Schools Using an Early Warning System](#)

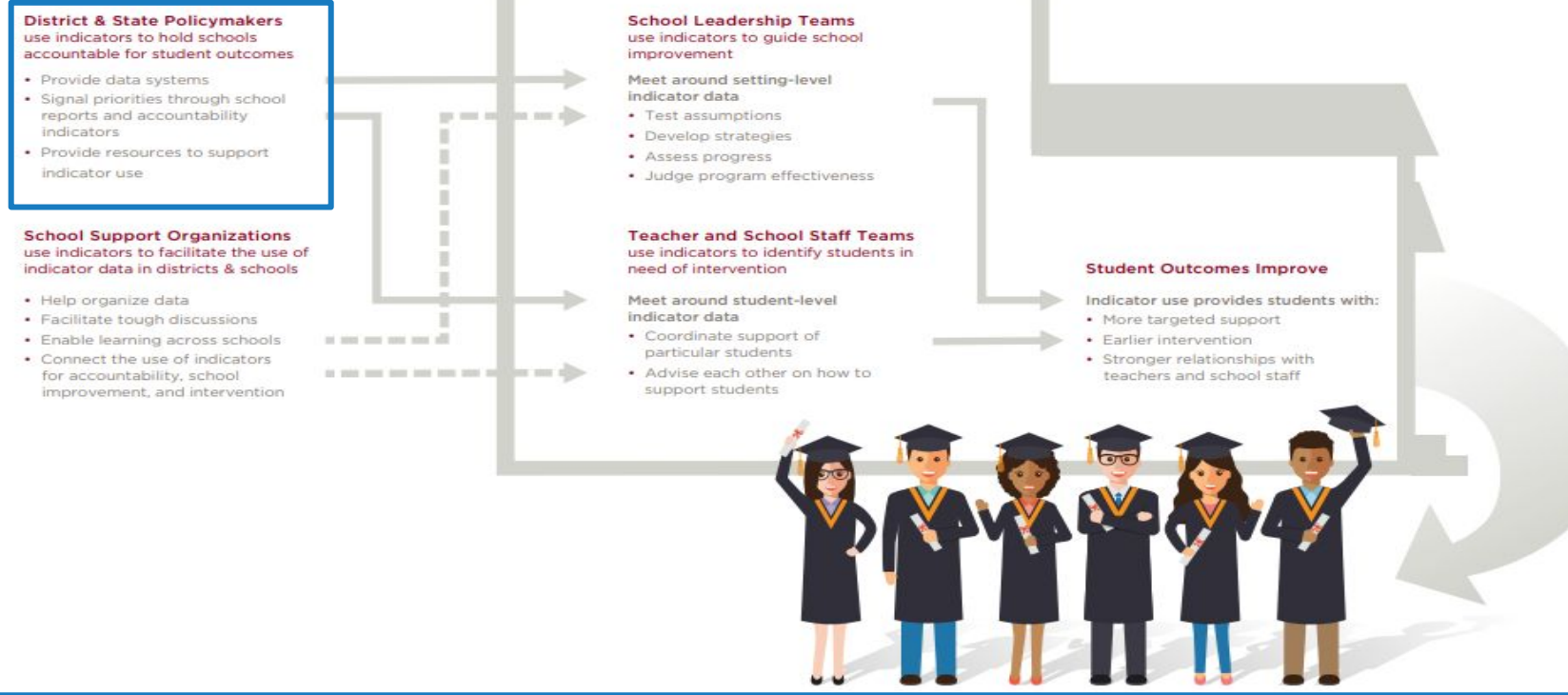
The potential for dropout can be identified as early as sixth grade

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](#)

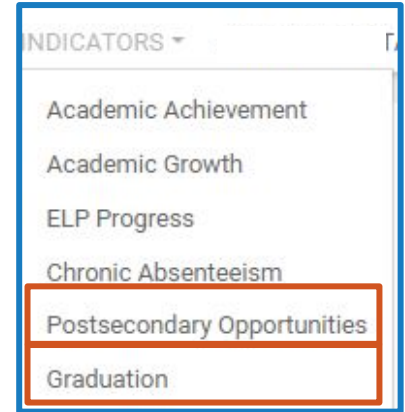
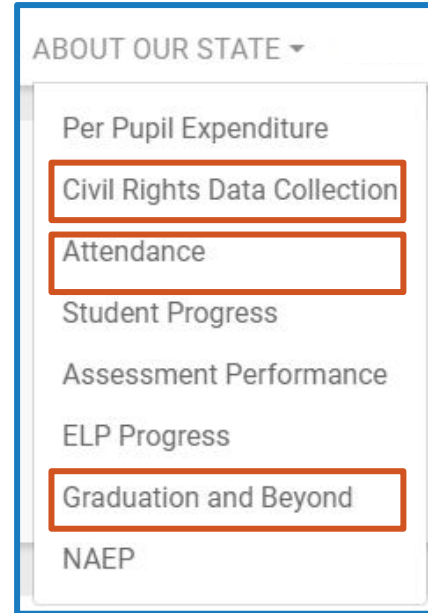
FIGURE 1
The Use of Indicators for Improving Student Outcomes



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 4Y 5Y 6Y

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*

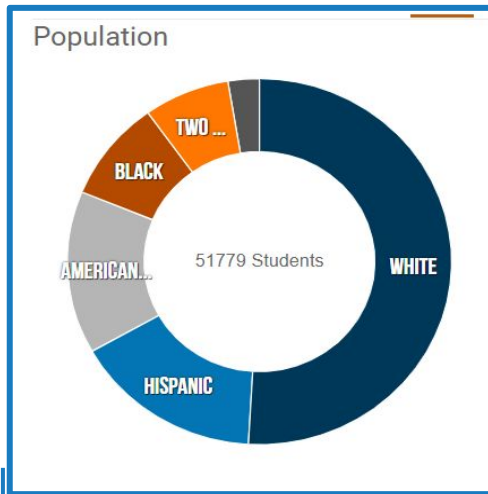
View the bottom graph to see how this school's performance compares to other Oklahoma schools.

Cohort 2019 4 YEAR GRAD RATE



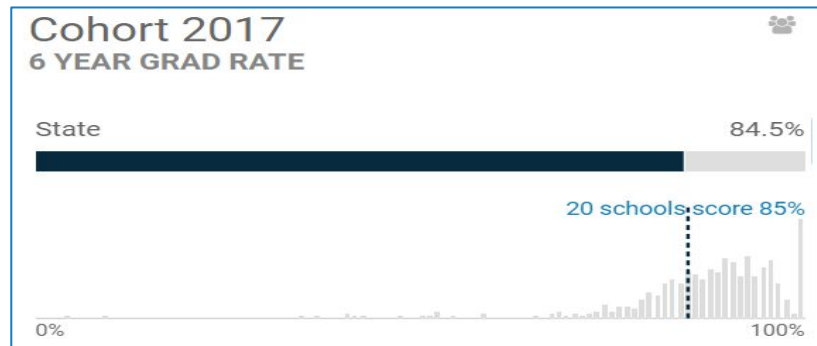
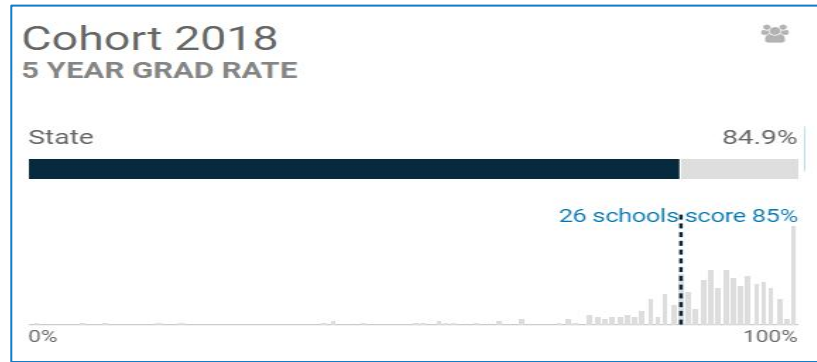
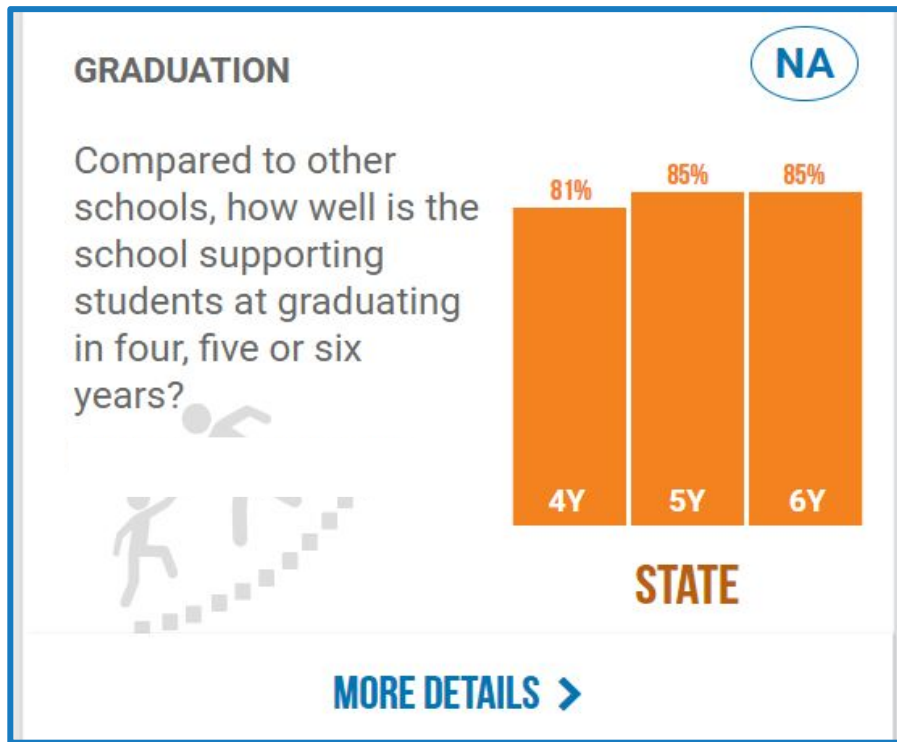
Distribution of 4Y Adjusted Cohort Graduation Rates Across the State

State Level 4Y Adjusted Cohort Graduation Rates by Student Group and Year- Are we supporting all students?

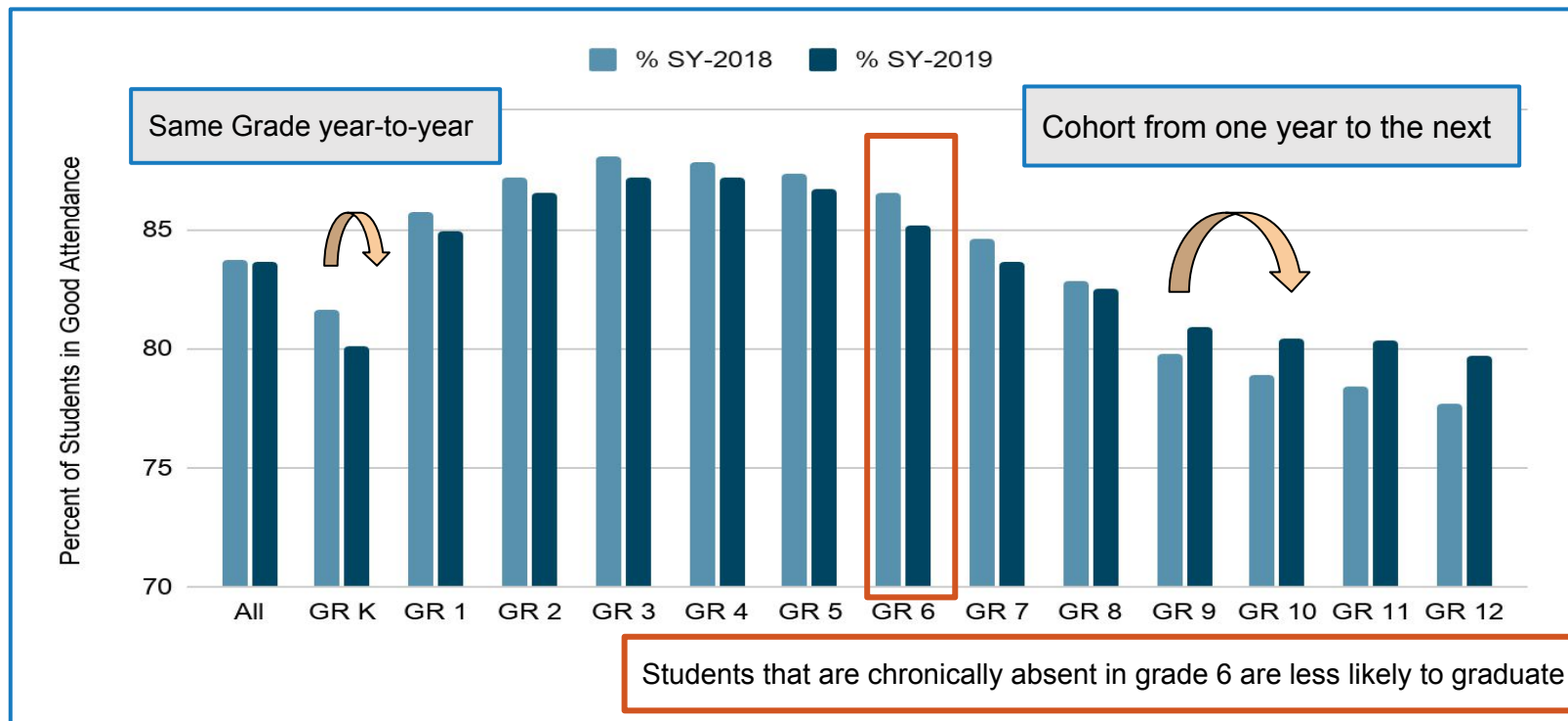


<u>Student Group</u>	4Y AGC Rate (2017 AGC)	4 Y AGC Rate (2018 AGC)	4 Y AGC Rate (2019 AGC)
Econ Disadvantaged	79.8%	77.1%	73.8%
English Learner	76.8%	65.4%	65.6%
Students with a Disability	79.2%	61.1%	74.9%
American Indian	84.1%	82.7%	81.4%
Asian/Pacific Islander	85.5%	86.6%	82.8%
Black	82.7%	79.4%	74%
Hispanic	81.9%	79.8%	77.8%
Two or More Races	84.2%	84.9%	83.4%
White	85.6%	84.3%	82.3%


Extended Adjusted Cohort Graduation Rates- How are we supporting students who need more time?



Rates of Good Attendance by Grade (State)- Who's coming 90% or more of the time?



Connecting Civil Rights Data



OKLAHOMA STATE REPORT CARD

OVERVIEW INDICATORS ▾ **ABOUT OUR STATE ▾** YOUR STUDENT DATA MATRIX

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](#)
- [2017-18 Civil Rights Data Collection Technical Manual](#)
- [2017-18 Civil Rights Data Collection Public Use Manual](#)
- [Civil Rights Data Collection Data Summaries](#)



School and District Search

View a summary of selected facts about a school or district as well as tables and graphs of reported data

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.

Find School(s)

Basic Search

To find the school(s) that you are looking for, enter one or more search criteria and click 'Search'

School Name Putnam City	School ID	District Name Putnam City
Street Address	City	State (Choose 1 or more) Oklahoma
Distance 0	Survey Year 2017	OCR Regional Office

Search Tip: If you are having difficulty finding your school, try entering only the city, zip and/or keyword in the name field

3 Results Returned for School Search

Click on the school or district name to view the associated profile.

Values shown below are displayed as percentages (except Total Enrollment)

District	School Name	State	Students	Teachers
PUTNAM CITY	PUTNAM CITY HS	OK	1885	101.5
PUTNAM CITY	PUTNAM CITY NORTH HS	OK	1726	110
PUTNAM CITY	PUTNAM CITY WEST HS	OK	1803	111.4

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.

School Name: PUTNAM CITY HS District: PUTNAM CITY

Grades Offered 9,10,11,12

Student Enrollment

Total Enrollment	1,885
Student Demographics	
American Indian or Alaska Native	2.4%
Asian	5.5%
Black or African American	26.2%
Hispanic or Latino of any race	29.6%
Native Hawaiian or Other Pacific Islander	0.1%
Two or more races	7.1%
White	29.1%
Female	47.9%
Male	52.1%
Students with Disabilities (IDEA)	16.2%
Students with Disabilities (Section 504 Only)	1.1%
Students with Limited English Proficiency (LEP)	7.4%
Free and Reduced-price Lunch (FRPL)	70.8%

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

School Information	Yes	No
Title I Classification	✓	
Special Education School		✓
Magnet Program		✓
Charter School		✓
Alternative School		✓
Offers Preschool		✓
Offers Kindergarten		✓
Offers Gifted/Talented Program	✓	
Offers AP Courses	✓	
Offers Single-sex Classes		✓
Offers Interscholastic Athletics	✓	
Justice Facility		✓

LEA Information	
Total Schools	26
Total Student Enrollment	19,515

Special Reports and Other Profile Facts

- ➔ English Learner (EL) report
- ➔ Discipline Report
- ➔ Dual Enrollment/Dual Credit Programs

Characteristics and Membership

- ⊕ LEP
- ➔ Students w/Disabilities (IDEA)
- ➔ Students w/Disabilities (504)
- ⊕ EDFacts IDEA
- ➔ Interscholastic Athletics
- ➔ Civil Rights Coordinators
- ➔ Credit Recovery Programs

Staffing and Finance

Pathways to College and Career Readiness

College and Career Readiness

Discipline, Restraints/Seclusion, Harassment/Bullying

Why CRDC Includes Dual/Concurrent Enrollment

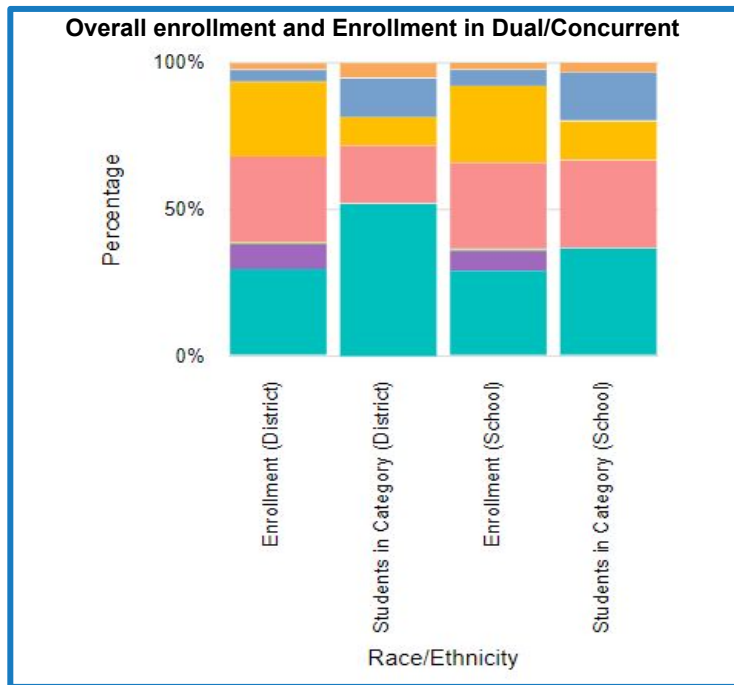
Table 1. Summary of findings

Outcome domain	Rating of effectiveness	Improvement index (percentile points)		Number of studies	Number of students	Extent of evidence
		Average	Range			
Degree attainment (college)	Positive effects	+25	+6 to +42	5	77,249	Medium to large
College access and enrollment	Positive effects	+15	+12 to +19	4	67,474	Medium to large
Credit accumulation	Positive effects	+14	+13 to +16	2	56,370	Medium to large
Completing high school	Positive effects	+7	+5 to +9	2	4,052	Medium to large
General academic achievement (high school)	Positive effects	+7	+3 to +13	2	2,817	Medium to large
Staying in high school	Potentially positive effects	+16	na	1	676	Small
College readiness	Potentially positive effects	+14	na	1	1,355	Small
Attendance (high school)	Potentially positive effects	+8	na	1	1,554	Small
General academic achievement (college)	No discernible effects	-1	na	1	455	Small

na = not applicable

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.



Race/ Ethnicity	Enrollment in School (count)	Enrollment in Dual/Conc
American Indian/ Ak Native	46	1
Asian	103	5
Black	494	4
Hispanic	558	9
2 or More	134	0
White	548	11
Total	1883	30

Dual Concurrent Enrollment- Who has access?

Disability Status

Category	Enrollment (District)	Students in Category (District)	Enrollment (School)	Students in Category (School)
Students with Disabilities (IDEA)	3097	2	306	1

LEP Status

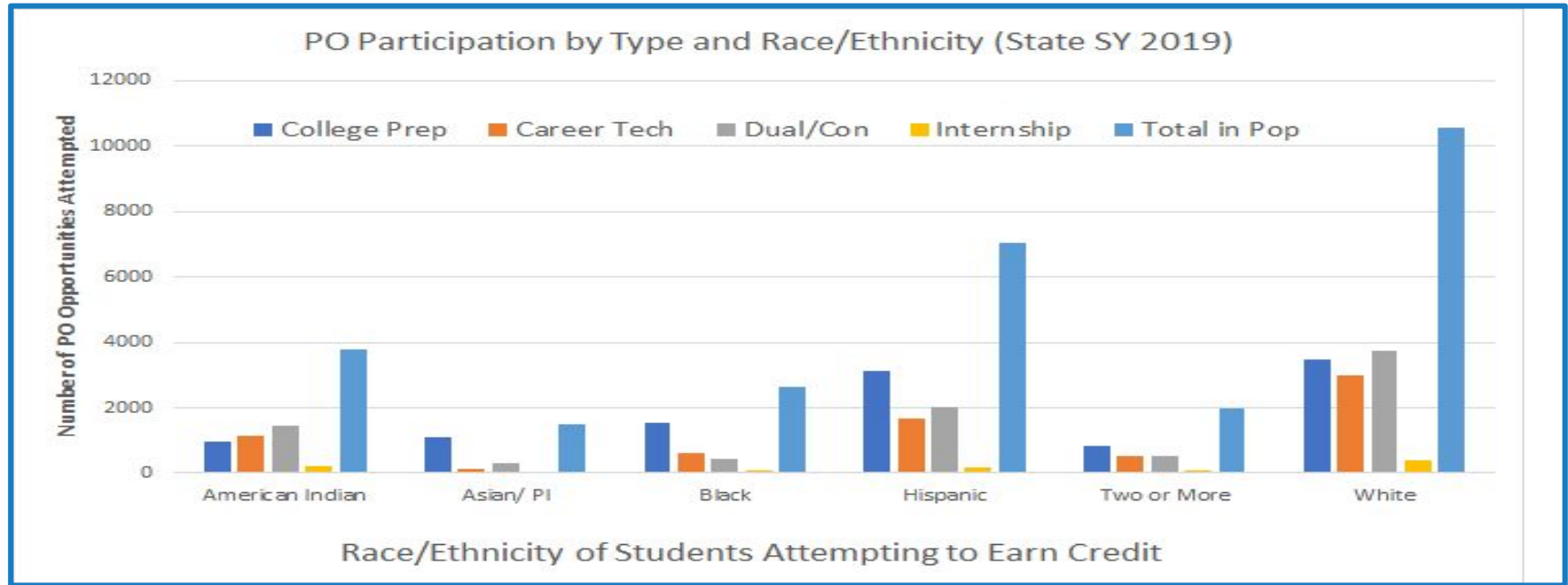
Limited English Proficient

Category	Enrollment (District)	Students in Category (District)	Enrollment (School)	Students in Category (School)
LEP Students	2653	0	140	0

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.

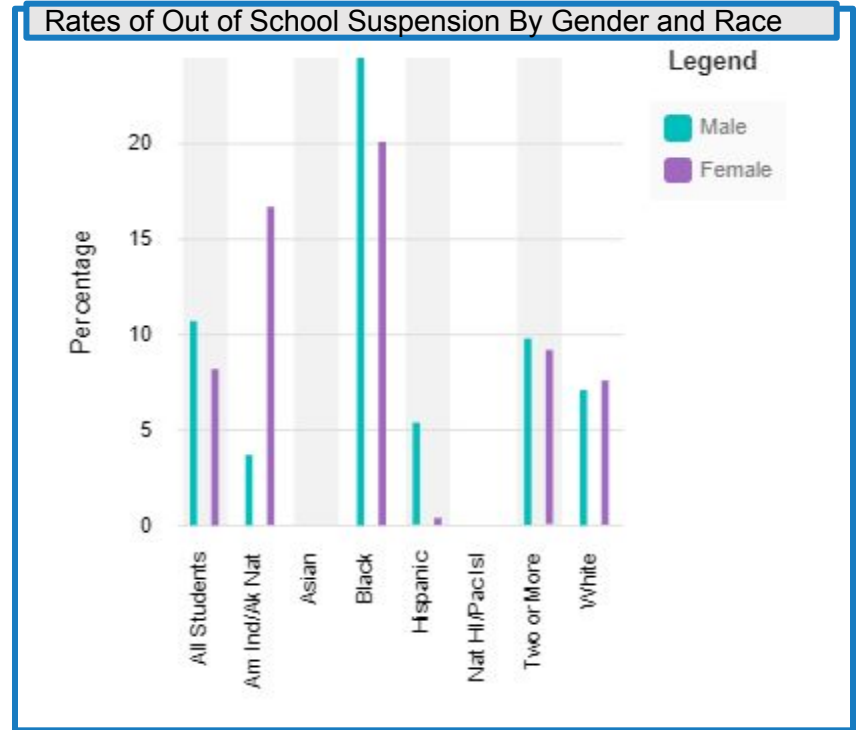
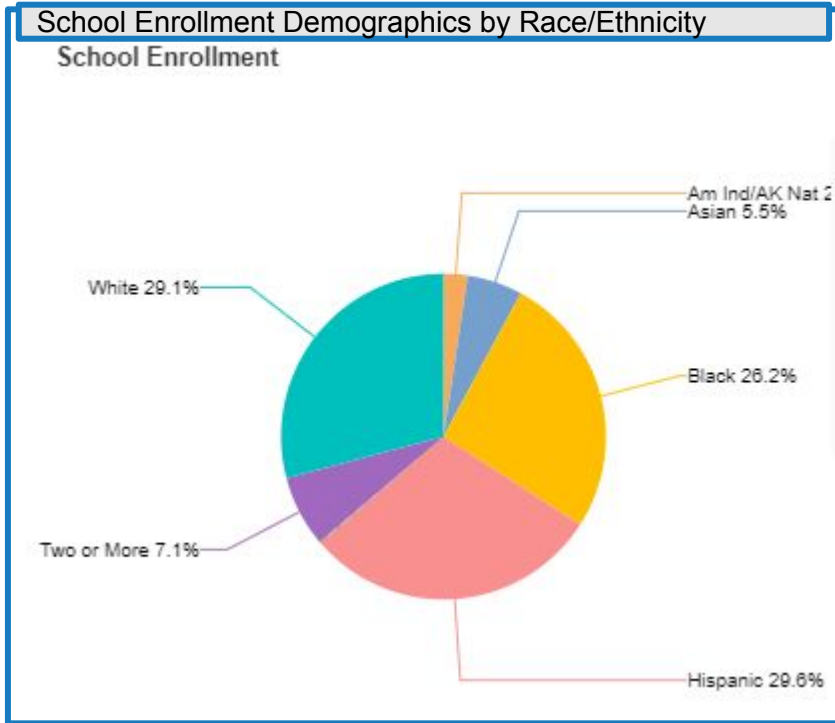
Source: [Dual Enrollment Programs: What Works Clearinghouse](#)

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.

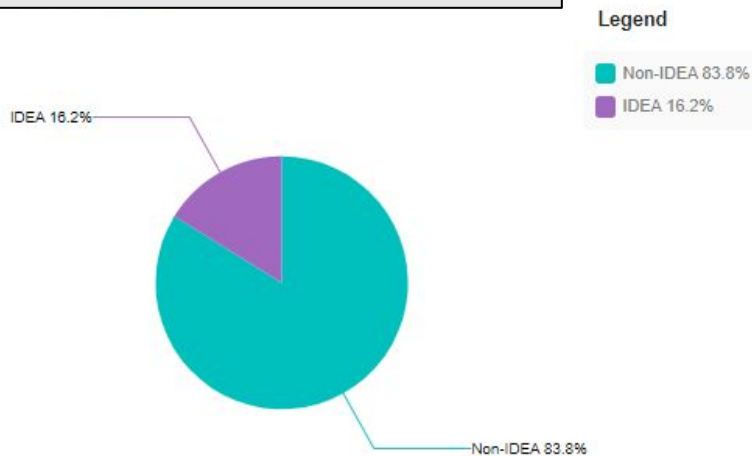
Out-of-School Suspension Rates by Gender and Race/Ethnicity



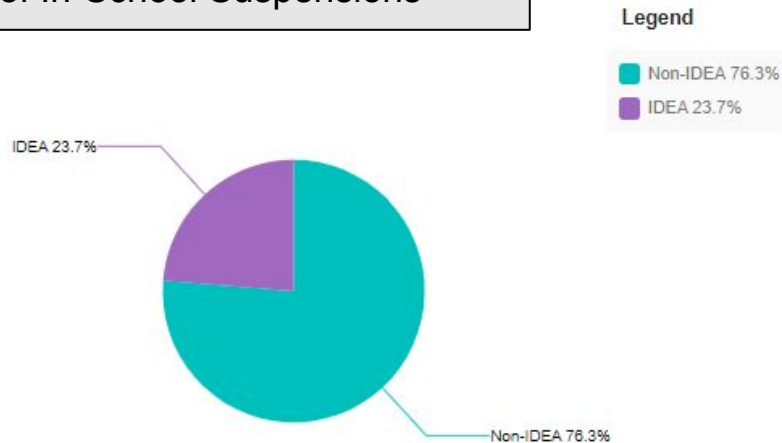
On-Track for Graduation Threshold: 0-1 day

Comparing In-School Suspension Rates for Students with Disabilities

% of School Enrollment



% of In-School Suspensions




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

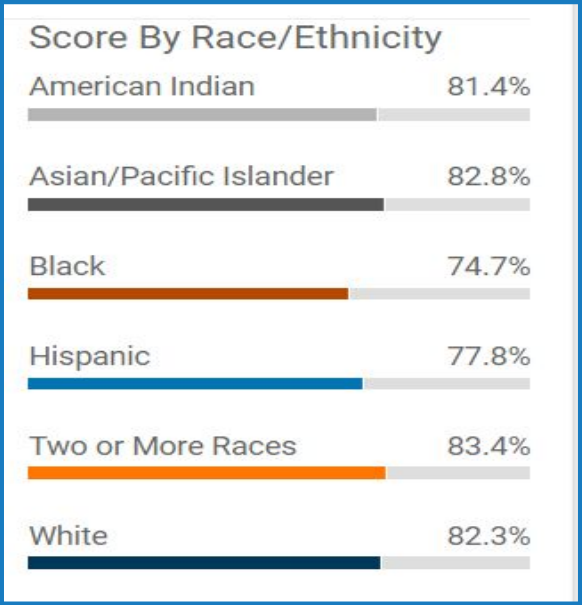
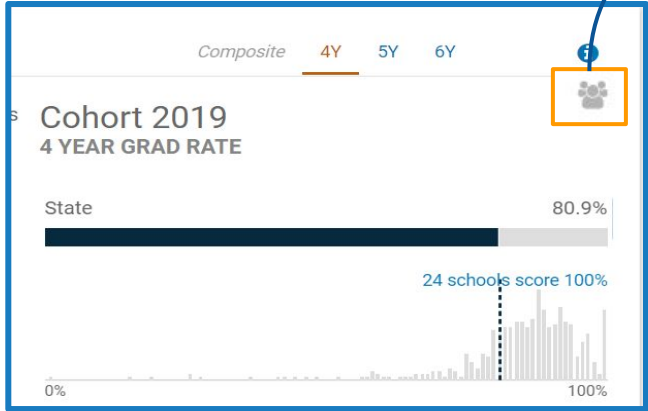
Click the  on the Overview page to open a window that displays outcomes across all student groups.

Change years to display data for the 2017-2018 SY

2018 - 2019 ▾
2017 - 2018 ▾



Window displays outcomes by student group and grade level



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.**”

Source: https://education.jhu.edu/wp-content/uploads/2019/07/2019_BuildingaGradNation_FINAL.pdf

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>

Six Ways to Improve Graduation Rates - 2

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.

Six Ways to Improve Graduation Rates - 3

- 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.

From a Nation at Risk to a Nation at Hope: The National Commission on Social, Emotional, and Academic Development

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

What it looks like

- ❑ Authentic relationships with and among students, staff and families
- ❑ Culturally responsive pedagogy
- ❑ High expectations for all students
- ❑ Representative enrollment in advanced courses
- ❑ Reflective and adaptive curriculum
- ❑ Welcoming and safe school environments
- ❑ All students meeting grade-level and graduation expectations
- ❑ System-wide outcomes that contribute to a more just world

What it feels like

- ❑ I am valued for my strengths and contributions
- ❑ I am respected for who I am
- ❑ My voice is heard and appreciated
- ❑ I feel cared about and I care about others
- ❑ I see myself represented in curriculum
- ❑ I feel comfortable and welcomed at school
- ❑ I am academically confident and challenged
- ❑ I am empowered to achieve my goals, dreams and full potential
- ❑ I see my place and responsibility in creating a more just society

EL Graduation Rate Best Practices - 1

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.

EL Graduation Rate Best Practices - 3

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



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 respectfully ⤴

- 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.



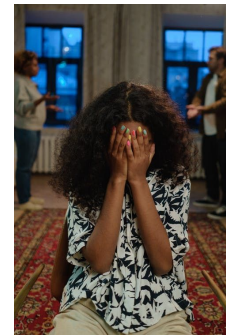
Academic



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



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](#) and [Oklahoma Mentoring Organizations](#)

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.

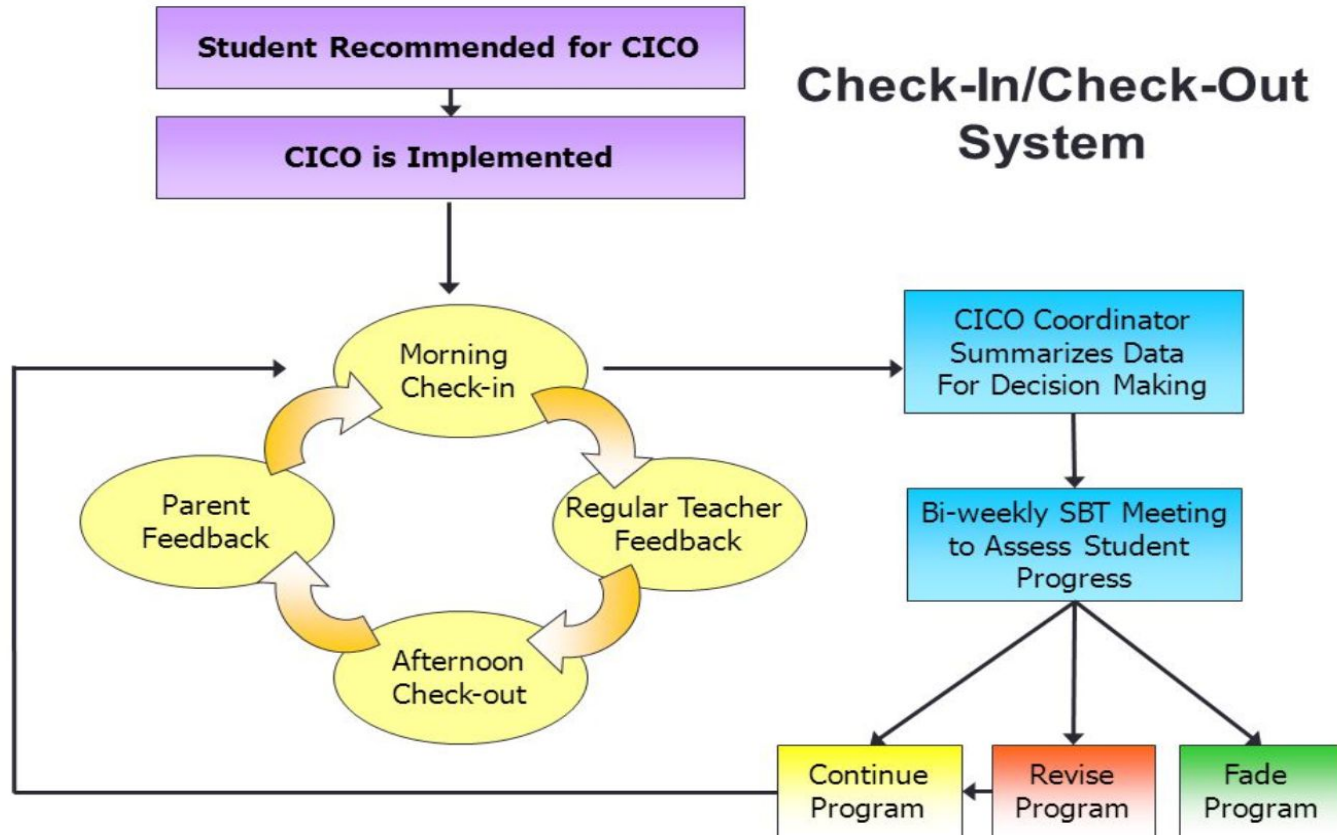
Academic Interventions and Specially Designed Instruction

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



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 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.

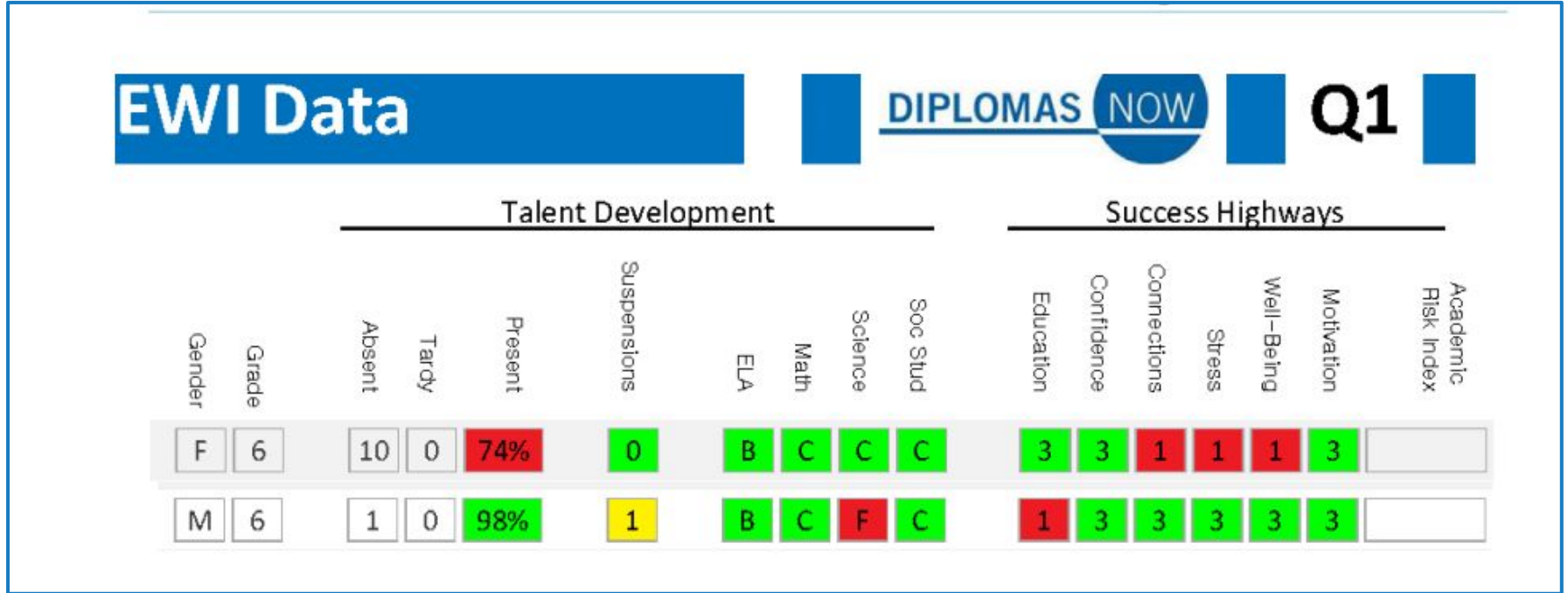
Age	If a student is a year older than their current grade—for example, a 16-year-old freshman
Grades	If a student has received two or more failing grades in a semester
Attendance	If the student misses the first 20 days, has missed more than nine days in a traditional school semester, or has missed 10 percent or more of all days in the school year. Monitoring > 2 days per month
Mobility	<u>≥</u> two transfers- mid year transfers have more impact than between year transfers
Discipline	If a student has been out-of-school suspended more than one time in the school year or previous school years
Credits	If a student is more than two credits behind the expected number of credits to be gained each year
Previous Drop Out	If a student has dropped out of school previously and returned to school

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.

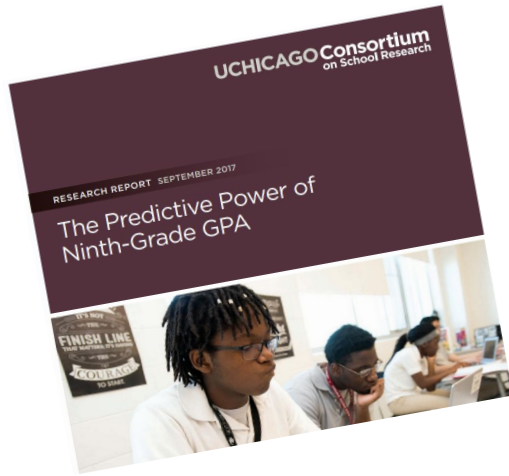
Student Name	Attendance Indicator	Attendance Rate	Course Indicator	Course Failures	Math Mark	Reading Mark	Suspension Indicator	Suspensions	TOTAL Indicators
Student I	1	84	1	2	F	F	1	2	3
Student Z	1	83	0	0	D	C	1	2	2
Student X	1	81	1	2	F	F	0	0	2
Student J	0	87	1	2	F	F	1	2	2
Student Y	1	82	0	0	D	D	0	1	1
Student W	1	80	0	0	C	B	0	0	1
Student K	1	85	0	0	B	D	0	0	1
Student T	0	98	0	0	B	A	1	3	1
Student E	0	92	1	2	F	F	0	1	1
Student O	0	93	0	1	C	F	0	1	0
Student H	0	90	0	1	F	B	0	0	0
Student N	0	92	0	1	D	F	0	0	0
Student D	0	93	0	1	F	D	0	0	0

EWI data tells part of the story--what other data should you consider?



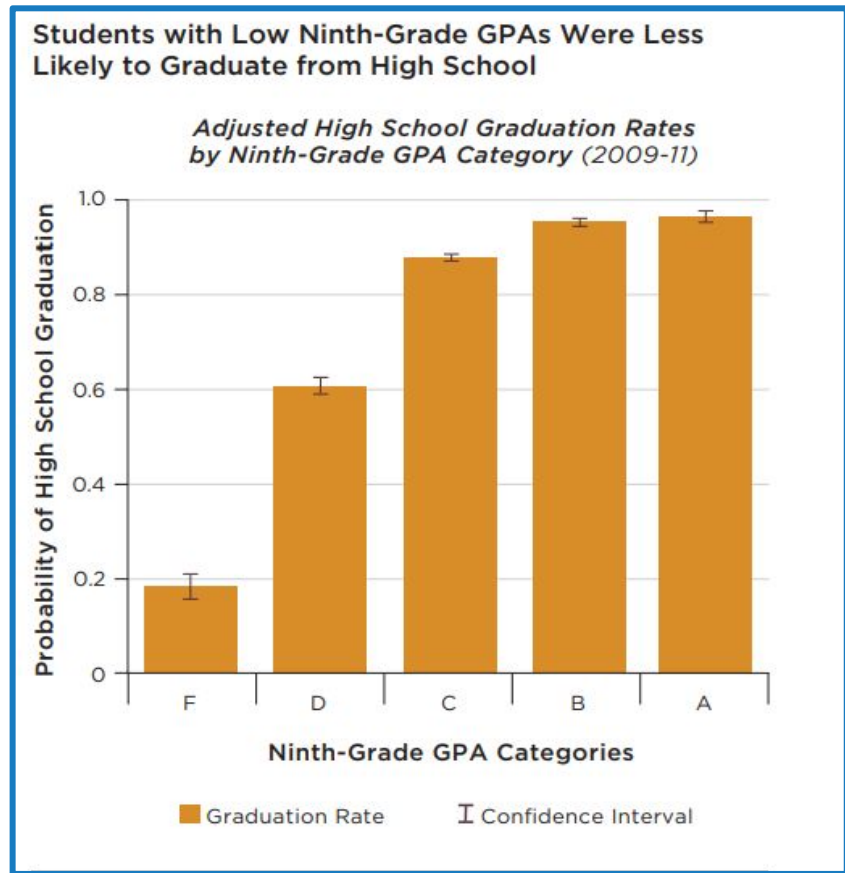
Source: [Transforming Secondary Schools Using an Early Warning System](#)

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](#)



EWI - Monitoring Attendance & Academics

	A	B	U	V	W	X	Y	Z
1	HIGH SCHOOL ENGAGEM							
2	GRADE	SPEC ED	CAREER TECH	ATTENDANCE>4	TARDIES>3	SEM 1 F	SEM 1 D	INELIGIBLE >3
3	9			N	N			
4	9			N	Y			
5	9			Y	Y	2		
6	9	Y		N	N	1	1	
7	9	Y		N	Y	3	1	
8	9			N	Y			
9	9			N	Y	1	1	
10	9	Y		N	Y	1	3	
11	9			N	Y			
12	9			N	Y	1	1	
13	9	Y		N	Y		2	
14	9			N	Y			
15	9			N	N	1		
16	9			N	N			
17	9	Y		N	N		2	
18	9			Y	N			
19	9			Y	N	4		
20	9			N	N	2	4	
21	9			N	Y		2	
22	9			N	N	1	2	
23	9			N	N			
24	9			N	N		1	
25	9			N	Y		2	
26	9			N	Y		1	
27	9			N	N			
28	9	Y		N	Y	1	2	
29	9			N	N			
30	9			N	N	1		

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.

EWI - Monitoring Behavior

	A	B	AA	AB	AC	AD	AE
1	HIGH SCHOOL ENGAGEM						
2	GRADE	SPEC ED	REFERRALS >2	OSS	OSS > 2	ISS	ISS>2
3	9						
4	9						
5	9						
6	9	Y					
7	9	Y	2				
8	9		2	1			
9	9		1				
10	9	Y	3	1			
11	9			2	Y		
12	9		1				
13	9	Y					
14	9						
15	9						
16	9						
17	9	Y					
18	9						
19	9						
20	9		2	1			
21	9						
22	9						
23	9						
24	9						
25	9						
26	9						
27	9						
28	9	Y					
29	9						
30	9						

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

	A	B	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	
1	HIGH SCHOOL ENGAGEMENT DATA 2016-17			Click cell and Use Drop Down Arrow to Select Activity					Leadership					Membership				
2	GRADE	SPEC ED	GENDER	TOTAL ACTIVITY	FALL SPORT	WINTER SPORT	SPRING SPORT	AND/FLA	CHEER	CLASS OFFICER	STUCO	HONOR SOCIETY	MMITTEE/OFFI	CLUB 1	CLUB 2	CLUB 3	JOB	CA
3	9		F	3				BAND						GLEE CLUE	DEMICE TE			
4	9		M	1	FOOTBALL													
5	9		F	1										BPA				
6	9	Y	M	0														
7	9	Y	F	0														
8	9		F	1				AND AU)										
9	9		F	0														
10	9	Y	M	0														
11	9		F	2				AND AU)						BPA				
12	9		F	1										STEP TEAM				
13	9	Y	F	1				BAND										
14	9		M	1	BASKETBALL													
15	9		M	0														
16	9		F	3				BAND						BPA	DEMICE TE			
17	9	Y	F	1	BASKETBALL													
18	9		M	0														
19	9		M	0														
20	9		F	1				AND AU)										
21	9		F	1										BPA				
22	9		F	1										BPA				
23	9		M	1	FOOTBALL													
24	9		F	1		BASKETBALL												
25	9		F	1										BPA				
26	9		F	1										BPA				
27	9		M	1										DEMICE TE				
28	9	Y	F	0														
29	9		M	0														
30	9		M	0														

Early Warning Tools in Accountability Reporting



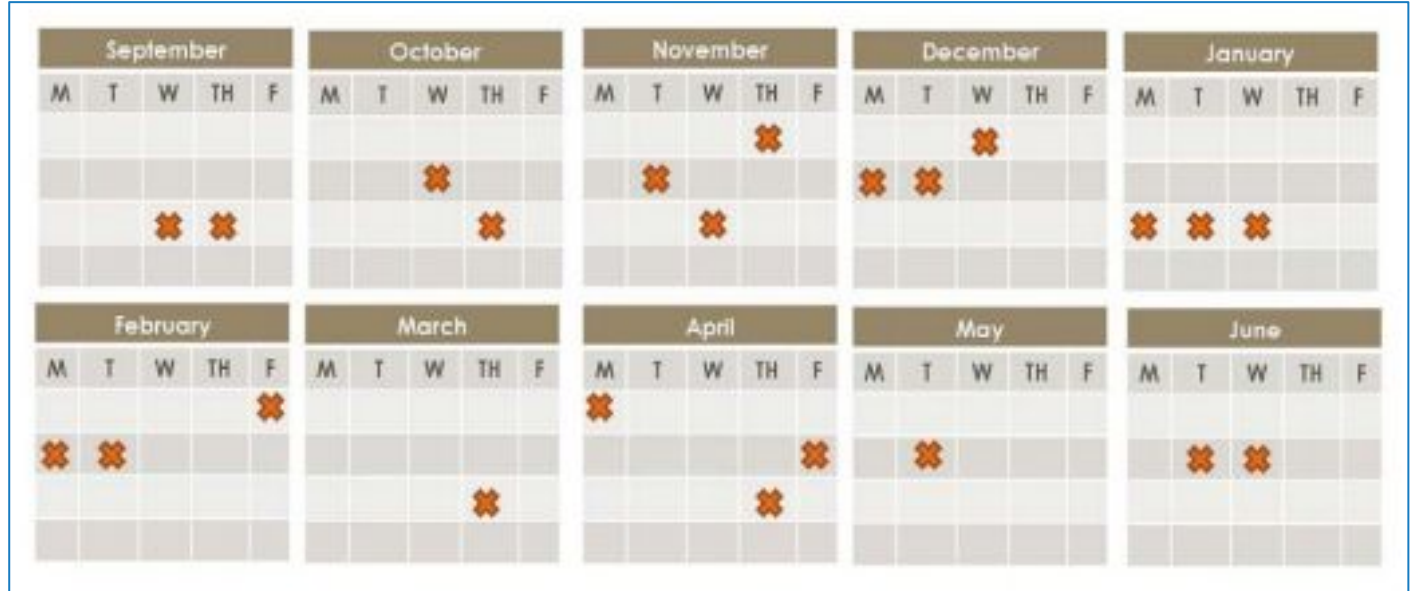
Access to the Accountability Reporting Application in Single Sign-On is granted by your Superintendent

The screenshot shows the Oklahoma State Department of Education Single Sign-On interface. At the top left, the word "OKLAHOMA" is written in large blue letters, with "State Department of Education" below it. At the top right, it says "Single Sign On" and "Welcome Lesa Rohrer - Sign Out". On the left side, there is a navigation menu with icons and text: "Home / Applications", "Your Account", "About This Site", "Links And Docs", and "Sign Out". The main content area is titled "Home / Applications" and "Applications". Below this, there is a section titled "These are your current applications" which contains a table. The table has one row with a bar chart icon, the text "Accountability Reporting", and "SystemAdmin - State_Admin".

These are your current applications	
 Accountability Reporting	SystemAdmin - State_Admin

EWI - Monitoring Student Attendance

Absences add up. Excused and unexcused absences result in too much time lost instruction in the classroom.



X 23 days missed -- 87% attendance.

Who is at risk? - Student Level Attendance

SCHOOL DATA STUDENT DATA

Records 1 to 100 of 709

Prev 1 2 3 4 5 ... 8 Next

Download Menu Settings Refresh

First Name	Middle Name	Last Name	Grade Level	Process Include	NFAY	Calendar	Absence Rate	Days Enrolled	Days Absent
			09	Y	2	View	22.45%	49	11.0
			11	Y	0	View	44.44%	162	72.0
			09	Y	0	View	7.41%	162	12.0
			11	Y	0	View	9.26%	162	15.0
			11	Y	0	View	5.55%	162	9.0

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



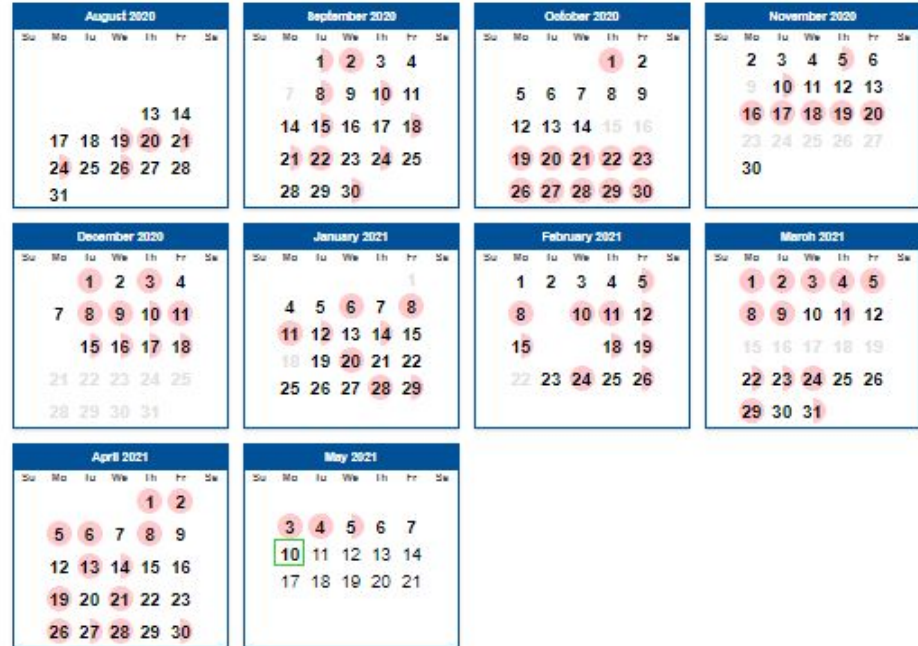
SCHOOL DATA



STUDENT DATA

Calendar	Absence Rate	Days Enrolled	Days Absent
View	22.45%	49	11.0
View	44.44%	162	72.0
View	7.41%	162	12.0
View	9.26%	162	15.0

Click **View** under Calendar to see when the student was absent

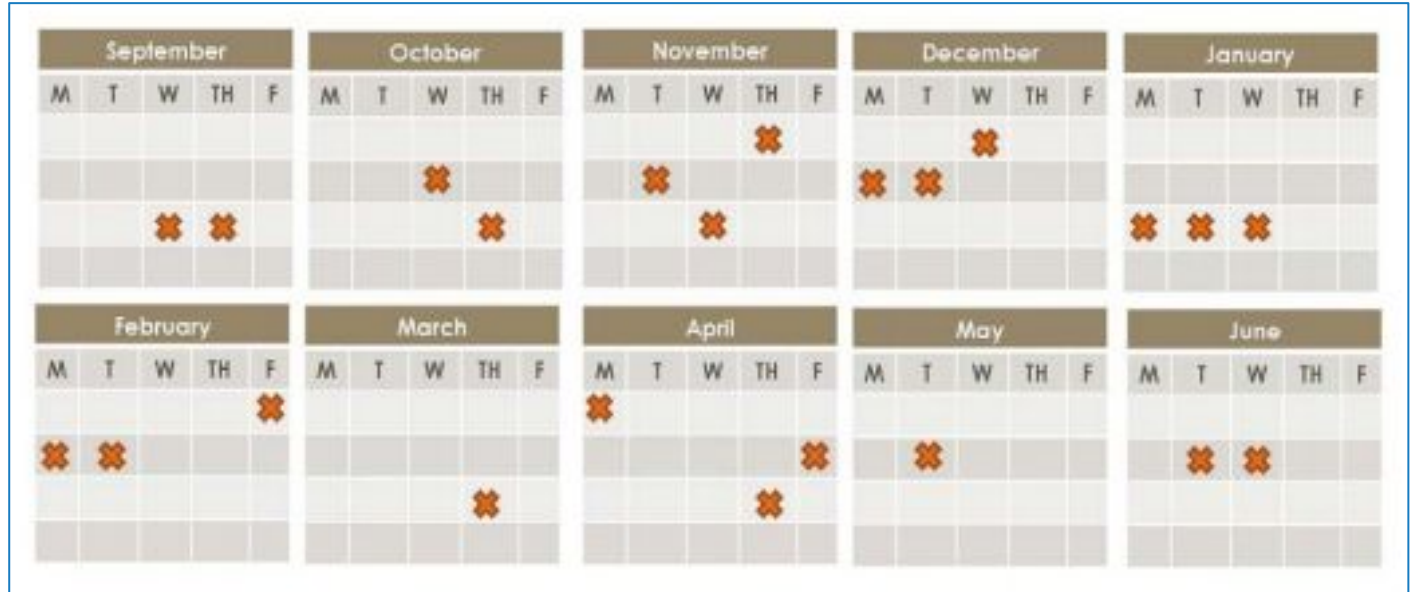


LEGEND

- Enrolled Instruction Day
- Enrolled Non-instruction Day
- Absent

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			09	Y	0	View	7.41%	162	12.0
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STUDENT DATA

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LEGEND

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- Enrolled Non-instruction Day
- Absent

Who is at risk? - Student Level Attendance



SCHOOL DATA



STUDENT DATA

Click on a student's **STN** to view a student's attendance history

Enrollments | **Attendances** | Demographics | Assessments | Coursework

Records 1 to 100 of 181

School Year	Grade Level	Full Code	NFAY	Calendar	Days Enrolled	Days Absent	Absent Date	Local Attendance Code	Attendance Status	Attendance Note
2021	11	721013705	0	View	162	0.5	2020-09-01	ABU	Unexcused	Checkin 12:28 PM LNC CM LM
2021	11	721013705	0	View	162	0.5	2020-08-28	ABV	Excused	LNC in for 3rd hr ride per mom
2021	11	721013705	0	View	162	0.5	2020-08-24	ABV	Excused	CheckOut 1:17 PM mom needs her car per mom
2021	11	721013705	0	View	162	0.5	2020-08-21	ABV	Excused	Checkin 10:54 AM late per mom
2021	11	721013705	0	View	162	1.0	2020-08-20	ABV	Excused	sore from dentist
2021	11	721013705	0	View	162	0.5	2020-08-19	ABV	Excused	CheckOut 2:28 PM dentist appt per mom
2020	10	721013705	0	View	165	1.0	2020-03-09	ABV	Excused	sick per mom
2020	10	721013705	0	View	165	1.0	2020-03-04	ABV	Excused	sick per mom
2020	10	721013705	0	View	165	0.5	2020-03-02	ABU	Unexcused	Checkin 10:06 AM LNC
2020	10	721013705	0	View	165	0.5	2020-02-28	ABU	Unexcused	LNC in @ 10:30 am
2020	10	721013705	0	View	165	0.5	2020-02-20	ABU	Unexcused	LNC IN @ 10:10 AM
2020	10	721013705	0	View	165	0.5	2020-01-29	ABU	Unexcused	Checkin 10:17 AM LNC
2020	10	721013705	0	View	165	0.5	2020-01-24	ABU	Unexcused	Checkin 11:18 AM LNC
2020	10	721013705	0	View	165	0.5	2020-01-14	ABU	Unexcused	Checkin 12:12 PM LNC
2020	10	721013705	0	View	165	0.5	2019-12-19	ABU	Unexcused	Checkin 11:16 AM LNC

Records 1 to 100 of 181

Who is at risk? - Student Level Data



SCHOOL DATA



STUDENT DATA

Enrollments | Attendances | Demographics | Assessments | Coursework

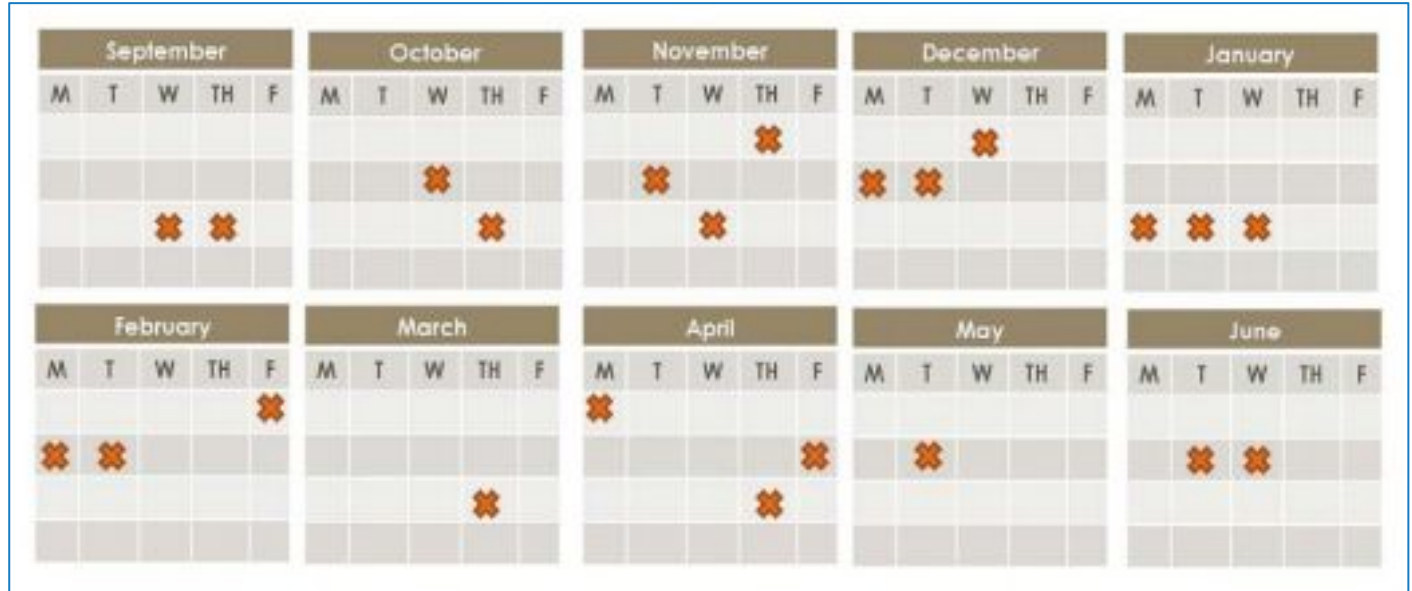
Records 1 to 7 of 7

School Year	Grade Level	Full Code	Status	Enrollment Detail	Entry Date	Entry Code	Entry Other Code	Exit Date	Exit Code	Exit Other Code	Membership Type	Record Conflict
2021	11	72I013705		View	2020-08-13	1835	R				Home	
2020	10	72I013705		View	2019-08-14	1835	R				Home	
2019	09	72I013705		View	2018-08-17	1821	R	2019-05-24	3505	ESY	Home	
2018	08	72I013505		View	2017-08-18	1835	R				Home	
2017	07	72I013505		View	2016-08-17	1835	R	2017-06-01	3505	ESY	Home	
2016	08	72I013505		View	2015-08-19	1821	R	2016-05-30	3505	ESY	Home	
2015	05	72I013105		View	2014-08-12	1822	R				Home	

Mobility Threshold: transfers \geq two; mid-year transfers have more impact than between-year transfers

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Who is at risk? - Student Level Attendance

SCHOOL DATA STUDENT DATA

Records 1 to 100 of 709

Prev 1 2 3 4 5 ... 8 Next

First Name	Middle Name	Last Name	Grade Level	Process Include	NFAY	Calendar	Absence Rate	Days Enrolled	Days Absent
			09	Y	2	View	22.45%	49	11.0
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Who is at risk? - Student Level Attendance



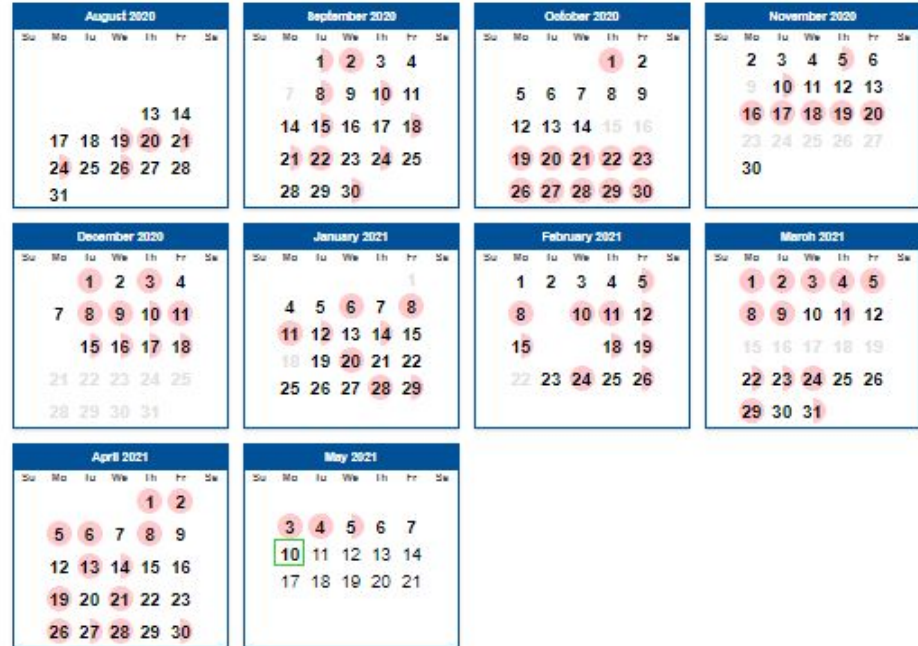
SCHOOL DATA



STUDENT DATA

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View	22.45%	49	11.0
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Click **View** under Calendar to see when the student was absent



LEGEND

- Enrolled Instruction Day
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Who is at risk? - Student Level Attendance



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STUDENT DATA

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Enrollments | **Attendances** | Demographics | Assessments | Coursework

Records 1 to 100 of 181

School Year	Grade Level	Full Code	NFAY	Calendar	Days Enrolled	Days Absent	Absent Date	Local Attendance Code	Attendance Status	Attendance Note
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2021	11	721013705	0	View	162	0.5	2020-08-28	ABV	Excused	LNC in for 3rd hr ride per mom
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2021	11	721013705	0	View	162	0.5	2020-08-19	ABV	Excused	CheckOut 2:28 PM dentist appt per mom
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2020	10	721013705	0	View	165	1.0	2020-03-04	ABV	Excused	sick per mom
2020	10	721013705	0	View	165	0.5	2020-03-02	ABU	Unexcused	Checkin 10:06 AM LNC
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2020	10	721013705	0	View	165	0.5	2020-01-24	ABU	Unexcused	Checkin 11:18 AM LNC
2020	10	721013705	0	View	165	0.5	2020-01-14	ABU	Unexcused	Checkin 12:12 PM LNC
2020	10	721013705	0	View	165	0.5	2019-12-19	ABU	Unexcused	Checkin 11:16 AM LNC

Records 1 to 100 of 181

Who is at risk? - Student Level Data



SCHOOL DATA



STUDENT DATA

Enrollments

Attendances

Demographics

Assessments

Coursework

Records 1 to 7 of 7



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2020	10	72I013705		View	2019-08-14	1835	R				Home	
2019	09	72I013705		View	2018-08-17	1821	R	2019-05-24	3505	ESY	Home	
2018	08	72I013505		View	2017-08-18	1835	R				Home	
2017	07	72I013505		View	2016-08-17	1835	R	2017-06-01	3505	ESY	Home	
2016	08	72I013505		View	2015-08-19	1821	R	2016-05-30	3505	ESY	Home	
2015	05	72I013105		View	2014-08-12	1822	R				Home	

Mobility Threshold: transfers \geq two; mid-year transfers have more impact than between-year transfers

Who is at risk? - Student Level Data

SCHOOL DATA

STUDENT DATA

Enrollments														Attendances				Demographics				Assessments				Coursework			
Records 1 to 100 of 112														Prev 1 2 Next															
Detail	School Year	Full Code	Grade Level	Local Course Code	Local Course Description	State Course Code	T1	T2	T3	T4	Course Credit	Term Span	Instruction Level																
Detail	2020	72 013705	10	2002	Algebra 1 B	4433					0.50	Trimester	General																
Detail	2020	72 013705	10	2087	Math of Finance A	4770					0.50	Trimester	General																
Detail	2020	72 013705	10	3230	Biology 1 A	5021					0.50	Trimester	General																
Detail	2020	72 013705	10	4003	History, World A	5731					0.50	Trimester	General																
Detail	2020	72 013705	10	8080	Circles	7750					0.00	Trimester	General																
Detail	2019	72 013705	09	7001	Technology, Fund of B	8169	F				0.50	Trimester	General																
Detail	2019	72 013705	09	9018E	Study Skills C	2725	A				0.50	Trimester	Special education ...																
Detail	2019	72 013705	09	1001	English 9 B	4045	D				0.50	Trimester	General																
Detail	2019	72 013705	09	2001	Algebra 1 A	4432	C				0.50	Trimester	General																
Detail	2019	72 013705	09	2002	Algebra 1 B	4433	F				0.50	Trimester	General																
Detail	2019	72 013705	09	3231	Biology 1 B	5022	F				0.50	Trimester	General																
Detail	2019	72 013705	09	9017E	Study Skills B	2725	A				0.50	Trimester	Special education ...																
Detail	2019	72 013705	09	2085	Computer Science 1 A	4780	F				0.50	Trimester	General																
Detail	2019	72 013705	09	8011	Art 1 B	2808	F				0.50	Trimester	General																
Detail	2019	72 013705	09	1000	English 9 A	4045	D				0.50	Trimester	General																

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.

TITLE I x

Contact School Data Student Data Reports Conflicts Appeals

Students Enrollments Attendance English Learners Assessments Assessments ELP Enrollment Graduations Coursework

Year: 2020

9 Awaiting Verification >> Create DVR

Enrollment Grad

Records 1 to 100 of 565

Prev 1 2 3 4 5 6 Next

DVR	Existing DVR	School Year	Cohort Year	STN	First Name	Middle Name	Last Name	Other Placement	Grade Level At Exit	Days Since Exit	Graduated	Exit Code	Enrollment Detail
									10	730	N	3505	View
									12		Y	1921	View
									12		Y	1921	View

Graduation Data in Action

Alternative Education - Supporting At-Risk Students

"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

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

Source: 2020 End-of-Year Data Survey

*6th grade students also served in 2018 and 2019; 190 served in 2020

Alternative Education Completion

Graduation & Dropout	Total 2018	Total 2019	Total 2020
Number of Graduates	4,847	4,461	4,163
Number of Dropouts	1,626	1,582	875
Number Re-Engaged	1,049	1,148	985

Source: 2020 End-of-Year Data Survey

Alternative Education Postsecondary Data

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

Source: 2020 End-of-Year Data Survey

Why use data to support graduation?

pre·empt

/prē'empt/

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](#).

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

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.

- Advanced Placement Courses
- Agriculture
- Business
- CareerTech Courses
- Computer Science
- Fine Arts/Drama
- Industrial Arts/Technology Education
- International Baccalaureate Courses
- Internships
- JROTC
- Speech
- STEM
- World Languages

indicates available program



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

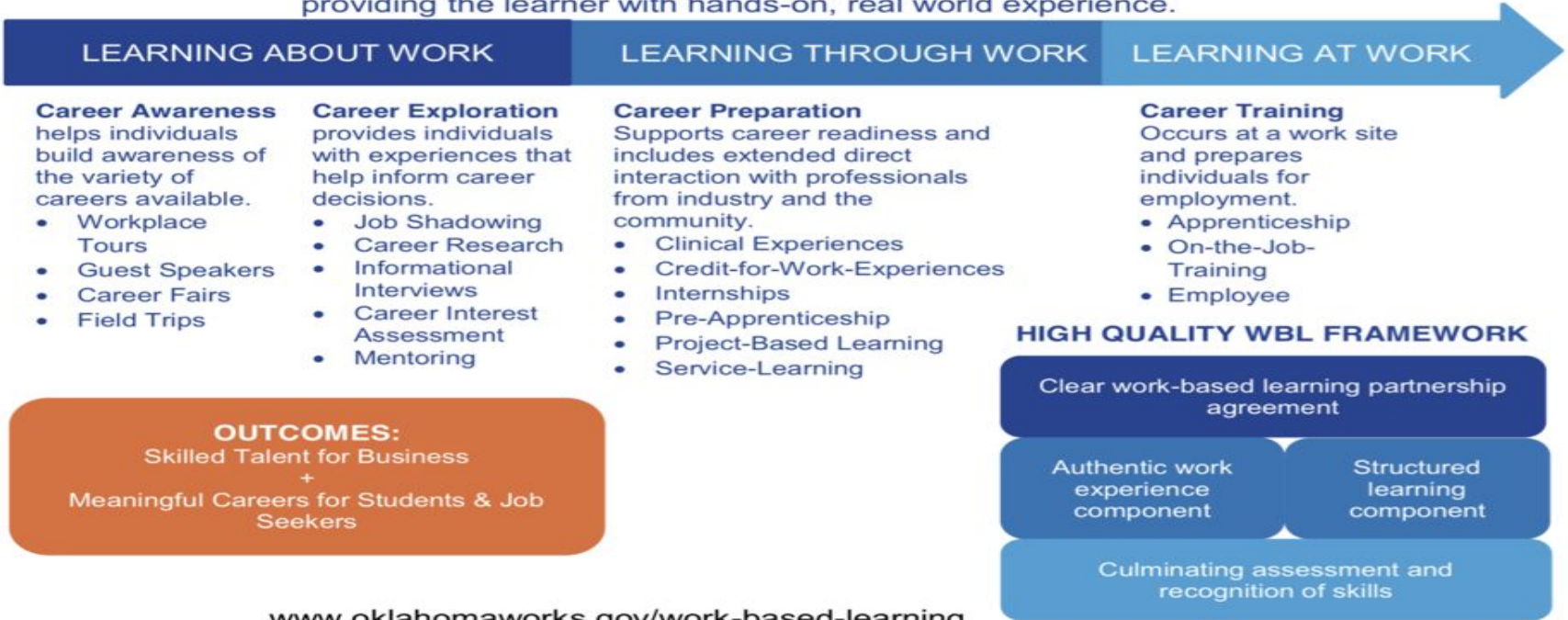
SOC	Description	2019 Jobs	2025 Jobs	Change (2019 - 2025)	Median Hourly Earnings	Typical Entry Level Education	Work Experience Required	Typical On-The-Job Training	Certificate available for HS or Less
53-3032	Heavy and Tractor-Trailer Truck Drivers	30,281	32,732	2,451	\$ 20.01	Postsecondary nanodegree award	None	Short-term on-the-job training	
29-1141	Registered Nurses	30,449	32,039	1,590	\$ 29.69	Bachelor's degree	None	None	
11-1021	General and Operations Managers	27,405	29,196	1,791	\$ 39.32	Bachelor's degree	5 years or more	None	
49-9071	Maintenance and Repair Workers, General	17,704	18,793	1,089	\$ 15.57	High school diploma or equivalent	None	Moderate-term on-the-job training	Y
13-2011	Accountants and Auditors	15,758	17,046	1,288	\$ 31.43	Bachelor's degree	None	None	
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	11,645	12,679	1,033	\$ 29.08	High school diploma or equivalent	5 years or more	None	Y
51-4121	Welders, Cutters, Soldiers, and Braziers	10,830	11,662	832	\$ 19.99	High school diploma or equivalent	None	Moderate-term on-the-job training	Y
43-6013	Medical Secretaries	10,258	10,994	736	\$ 14.89	High school diploma or equivalent	None	Moderate-term on-the-job training	Y
41-3021	Insurance Sales Agents	10,127	10,887	760	\$ 22.28	High school diploma or equivalent	None	Moderate-term on-the-job training	Y
41-3099	Sales Representatives, Services, All Other	10,042	10,528	487	\$ 21.69	High school diploma or equivalent	None	Moderate-term on-the-job training	Y
31-9092	Medical Assistants	8,840	9,775	935	\$ 14.52	Postsecondary nanodegree award	None	None	
33-3051	Police and Sheriff's Patrol Officers	8,630	9,311	681	\$ 20.71	High school diploma or equivalent	None	Moderate-term on-the-job training	Y
47-2111	Electricians	7,764	8,493	729	\$ 23.21	High school diploma or equivalent	None	Apprenticeship	Y
23-1011	Lawyers	8,277	8,437	160	\$ 42.13	Doctoral or professional degree	None	None	
47-2152	Plumbers, Pipefitters, and Steamfitters	7,546	8,357	811	\$ 22.89	High school diploma or equivalent	None	Apprenticeship	Y

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.



www.oklahomaworks.gov/work-based-learning

Monitoring Experiences

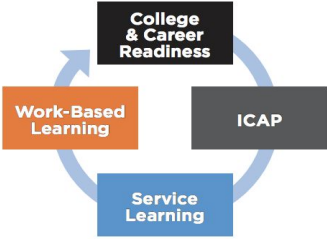
- Sample Activities:
 - Service Learning
 - Work-Based Learning
- Student Learning Outcomes
 - Remember:** recall facts
 - Understand:** identify ideas
 - Apply:** implement knowledge gained
 - Analyze:** use critical thinking
 - Evaluate:** reflect on experience
 - Create:** make tangible products

 **OKLAHOMA EDGE**

SERVICE LEARNING AND/OR WORK ENVIRONMENT (WORK-BASED LEARNING) ACTIVITIES

WHAT IS THE BASIC ICAP REQUIREMENT FOR SERVICE LEARNING AND/OR WORK ENVIRONMENT (WORK-BASED LEARNING) ACTIVITIES?

Students must complete and record at least one service learning and/or work environment (work-based learning) activity between ninth grade and graduation. (70 O.S. § 1210.508-4)



HOW IS SERVICE LEARNING DIFFERENT FROM WORK-BASED LEARNING?

<p>What is Service Learning?</p> <p>Service Learning allows students to learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community (National and Community Service Act of 1990).</p>	<p>What is Work-Based Learning?</p> <p>Work-Based Learning (WBL) expands academic and technical learning and accelerates advancement along career pathways. WBL develops readiness for work as well and skills that support entry or advancement in a particular career field (Employer Guide To Work-Based Learning).</p>
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HOW CAN STUDENTS DOCUMENT THEIR SERVICE LEARNING AND/OR WORK ENVIRONMENT (WORK-BASED LEARNING) ACTIVITY?

Students should have structured time to reflect, discuss, or write about their service learning and/or work environment (work-based learning) experience and how their experience connects to their chosen career pathway.

Students can complete a reflection sheet and/or survey to document their experience (e.g. [Work Sample Reflection Sheet Template](#)). These documents should be included within their electronic student portfolio.

To monitor progress, view:

- [Class of 2023 College Preparatory/Work Ready Curriculum Graduation Checklist](#)
- [Class of 2023 Core Curriculum Graduation Checklist](#)

OKLAHOMA STATE DEPARTMENT OF EDUCATION

Monitoring Graduation

2025 College Preparatory/Work Ready Curriculum Graduation Requirements

Student Full Name _____ Career Goal _____

23 units or sets of competencies are required to meet state graduation requirements.
70 O.S. § 11-103.6; OAC 210.35-25-2

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 [OSDE's Instruction page](#) for more information regarding each subject area.

Coursework Requirements

English (4)	History & Citizenship (3)	Additional Unit (1)
<input type="checkbox"/> English I	<input type="checkbox"/> 1/2 Oklahoma History	Choose either one of the following subjects: <ul style="list-style-type: none"> • English • Math • Science • History • World Languages • Computer Technology
<input type="checkbox"/> English II	<input type="checkbox"/> 1/2 Government	
<input type="checkbox"/> English III	<input type="checkbox"/> U.S. History	Or one of the following courses approved for college admission: <ul style="list-style-type: none"> • Career Technology Education • Concurrently Enrolled • Advanced Placement • International Baccalaureate
<input type="checkbox"/> English IV	<input type="checkbox"/> Other Approved Course	
<input type="checkbox"/> Other Approved Course		
Mathematics (3)	World/Non-English Language OR Computer Technology (2)	Electives (6)
3 are required in grades 9-12.	<input type="checkbox"/> 1st year of Language:	
<input type="checkbox"/> Algebra I	<input type="checkbox"/> 2nd year of same Language	
<input type="checkbox"/> Geometry	OR	
<input type="checkbox"/> Algebra II	<input type="checkbox"/> 1st year of Computer Technology	
<input type="checkbox"/> Algebra III	<input type="checkbox"/> 2nd year of Computer Technology	
<input type="checkbox"/> Pre-Calculus	Excludes keyboarding or typing courses.	
<input type="checkbox"/> Other Approved Course		
Laboratory Science (3)	Fine Arts or Speech (1)	
<input type="checkbox"/> Biology I	<input type="checkbox"/> Music, Art, Dance, or Drama	
<input type="checkbox"/> Chemistry, Physics, or Physical Science	<input type="checkbox"/> Humanities	
AND	<input type="checkbox"/> Speech or Communications	
<input type="checkbox"/> Other Physical Science		
<input type="checkbox"/> OR Other Life Science		
<input type="checkbox"/> OR Earth/Space Science		

23 units or sets of competencies are required to meet state graduation requirements.
Total Units Upon Final Check must match **Total Units Earned** on Page 2.

Total Units Upon Final Check:

Oklahoma State Department of Education

ICAP Components

Required annually:

- Career Assessment
- Written Career Goal
- Courses Reflect Goal

Require at least ONE in HS:

- Service Learning **OR**
- Work-Based Learning

2025 College Preparatory/Work Ready Curriculum Graduation Requirements



Other Requirements

State law requires that students meet the additional requirements below in order to graduate from a public high school with a standard diploma. [70 O.S. § 1210.508](#)

Assessments	Certificates or Endorsements (if any)
Taken in 11th Grade: <input type="checkbox"/> ACT OR <input type="checkbox"/> SAT <input type="checkbox"/> Science Assessment	<input type="checkbox"/> Taken once during High School: <input type="checkbox"/> U.S. History
Additional Requirements	
<input type="checkbox"/> Personal Financial Literacy Passport 70 O.S. § 11-103.6H <input type="checkbox"/> CPR/AED 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 the process of an [Individual Career Academic Plan \(ICAP\)](#) in order to graduate from a public high school with a standard diploma. [70 O.S. § 2320.508-4](#)

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
Career Assessment				
Written Career Goal				
Courses Reflect Goal				

Students are also required to participate in Service Learning and/or Work-Based Learning Activities at least once in grades 9-12. Mark each grade level the student participated in this requirement; not limited to one activity or grade level. **Internship codes are reserved for 11th and 12th grade.**

Goal	9th Grade	10th Grade	11th Grade	12th Grade
Service or Work-based Learning				

Date of Check	Student Initial	Total Units
Total Units Earned:		

23 units or sets of competencies are required to meet state graduation requirements.

Total Units Earned must match Total Units Upon Final Check on Page 1.



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)



APPRENTICESHIP.GOV



Result of Data-Based Graduation Planning



PREPARATION

ICAP Plans
Needs Assessments
Coursework Availability
Agreements with CTE/Colleges

REQUIREMENTS

Graduation Requirements
Advanced Coursework Prerequisites
Post-Secondary Opportunities

ENROLLMENT

In line with ICAP
AP Offerings
CTE Programs
Concurrent Sections
Scheduling
Transportation

EXPERIENCES

Job Shadow
Internships
Mentorships
Community Partners
Career/Job Fairs
Transportation

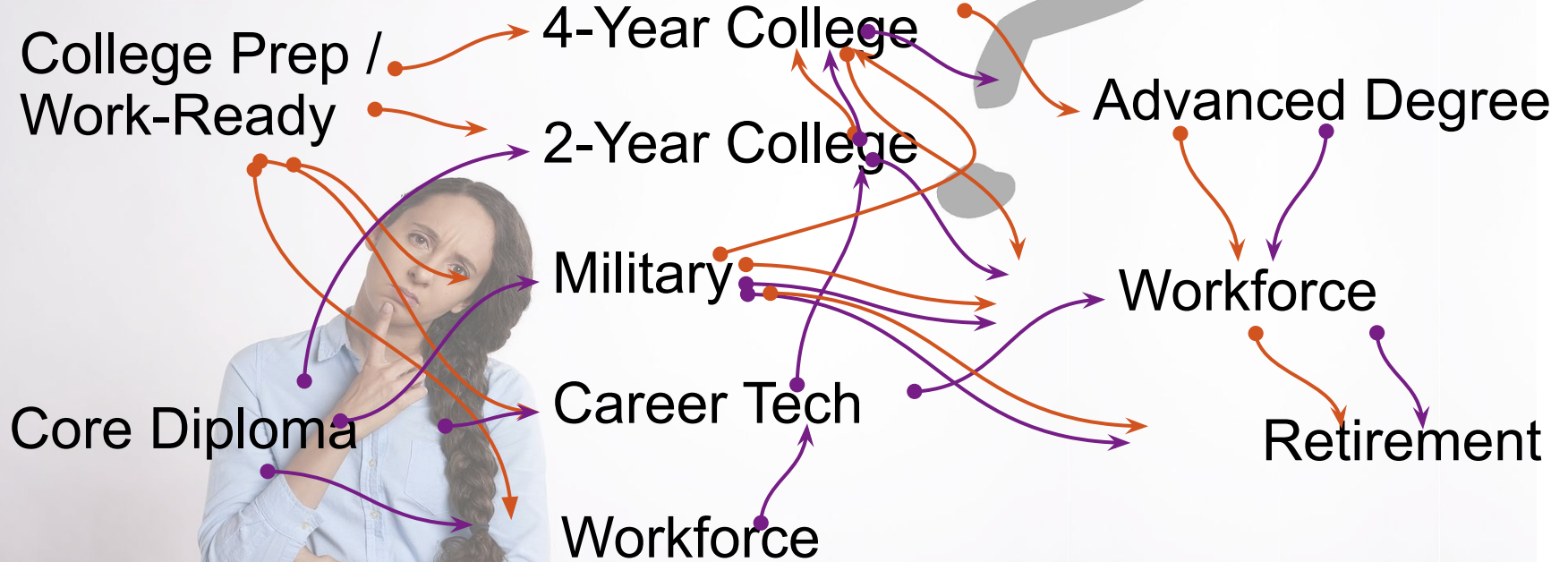
MONITORING

Graduation Checklist
ICAP completion
Credits
Attendance
Behavior
Engagement

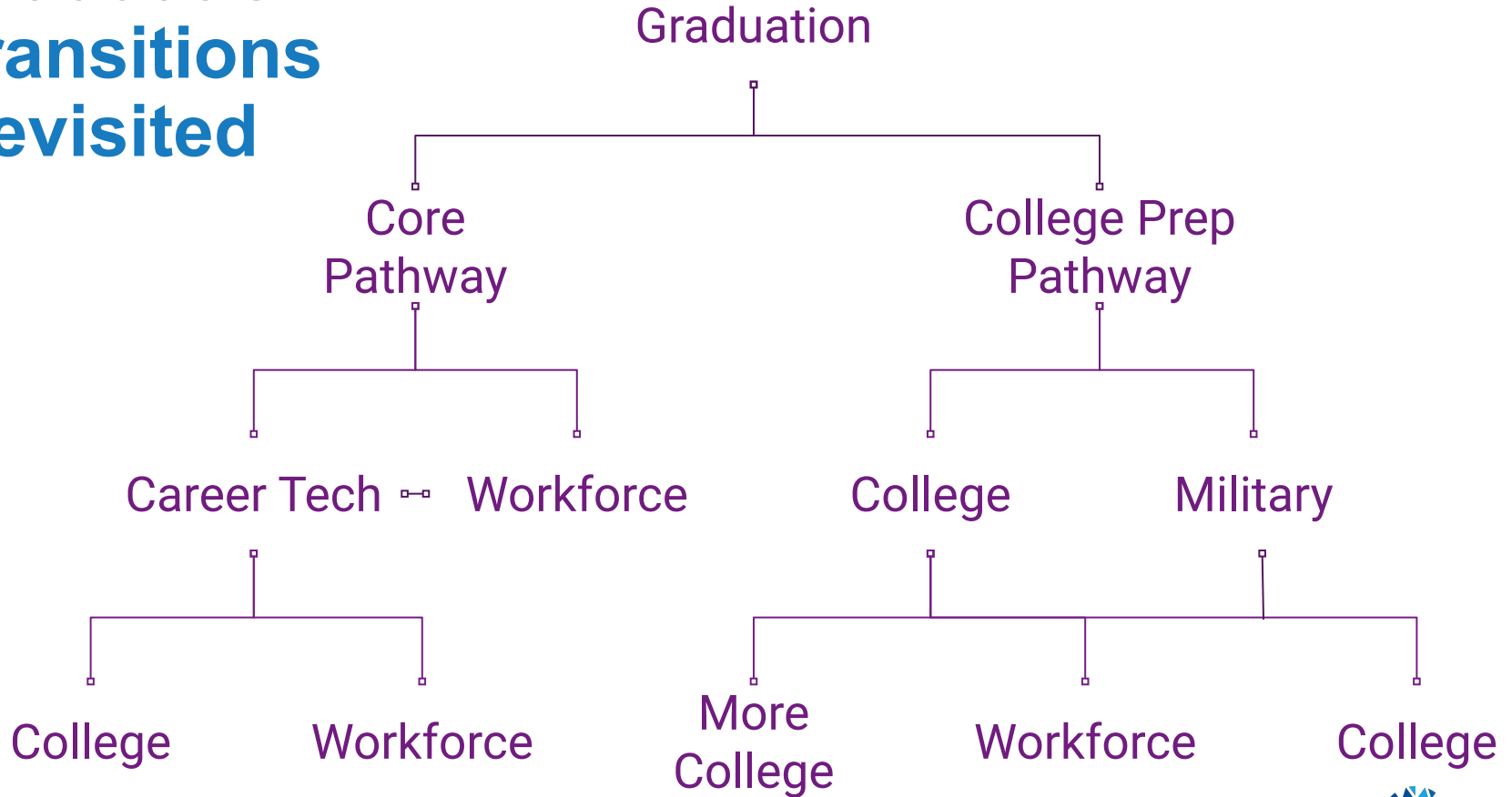
TRANSITION

Exit Plans
Military
College
CTE
Workforce

Graduation Transitions



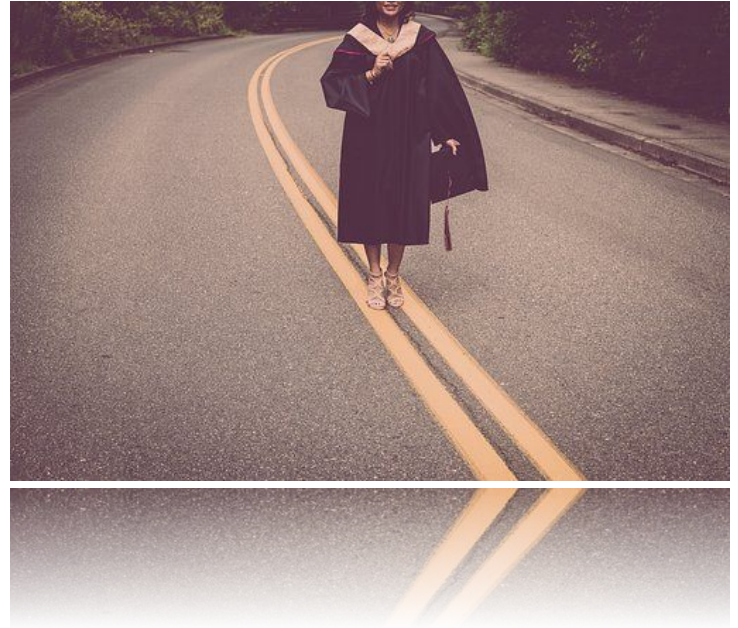
Graduation Transitions Revisited



Data Supports a Life Ready Graduate

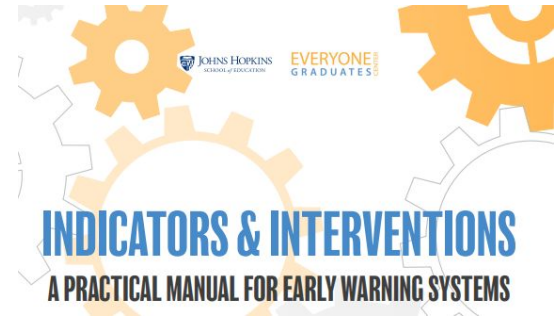
“Being **LIFE READY** means students leave high school with the grit and perseverance to tackle and achieve their goals by demonstrating personal actualization skills of **self-awareness**, **self-management**, **social-awareness**, **responsible decision making**, and **relationship skills**.

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





Reflection

“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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