

OKLAHOMA **COLLEGE** **AND CAREER** READINESS AUDIT TOOL



OKLAHOMA
Education

College and Career Readiness Audit Tool

The Oklahoma State Department of Education (OSDE) prioritizes equity and is guided by a simple truth: All students must feel safe and supported in schools. In 2018, the Oklahoma State Department of Education launched [Oklahoma Edge](#) to give students a competitive edge as they pursue college and career. This commitment included strengthened college- and career-ready academic standards measured through state assessments that serve to provide evidence of student proficiency. The goal is for students to be prepared for the real world of work and higher education after they graduate high school.

Oklahoma has also launched a new graduation requirement of Individual Career Academic Planning to provide equitable college- and career-readiness advising to all students. Best of all, with that competitive edge, students will be ready for high-skill jobs and innovative careers after graduation and be poised to become great problem-solvers, strategic thinkers and leaders.

Decades of state-level data illustrate opportunity gaps for many Oklahomans. We know that specific populations are experiencing barriers in receiving meaningful services. Each person deserves an individualized and personalized approach to thriving in an environment that fosters connection, trust, safety and acceptance.

As a first step, districts must examine their data and develop strategies for helping everyone succeed. To fully implement this work, it is important to examine opportunity gaps and create solutions for everyone to be successful.

What:

This approach to equity work recognizes that groups of people have different needs and require individualized supports to reach the same goal.

Why:

The purpose of this summative tool is to set goals, identify needs and create plans for specific groups unique to the school district.

Who:

This tool has multiple users: teachers, school teams, school leaders, community-based organizations, postsecondary partners, community leaders, etc.

When:

This tool supports district planning at multiple levels. District/school leaders can plan for strategies to combat systemic district/school issues. School leaders can use the tool to design and advocate for programs to accelerate learning and expand student supports.

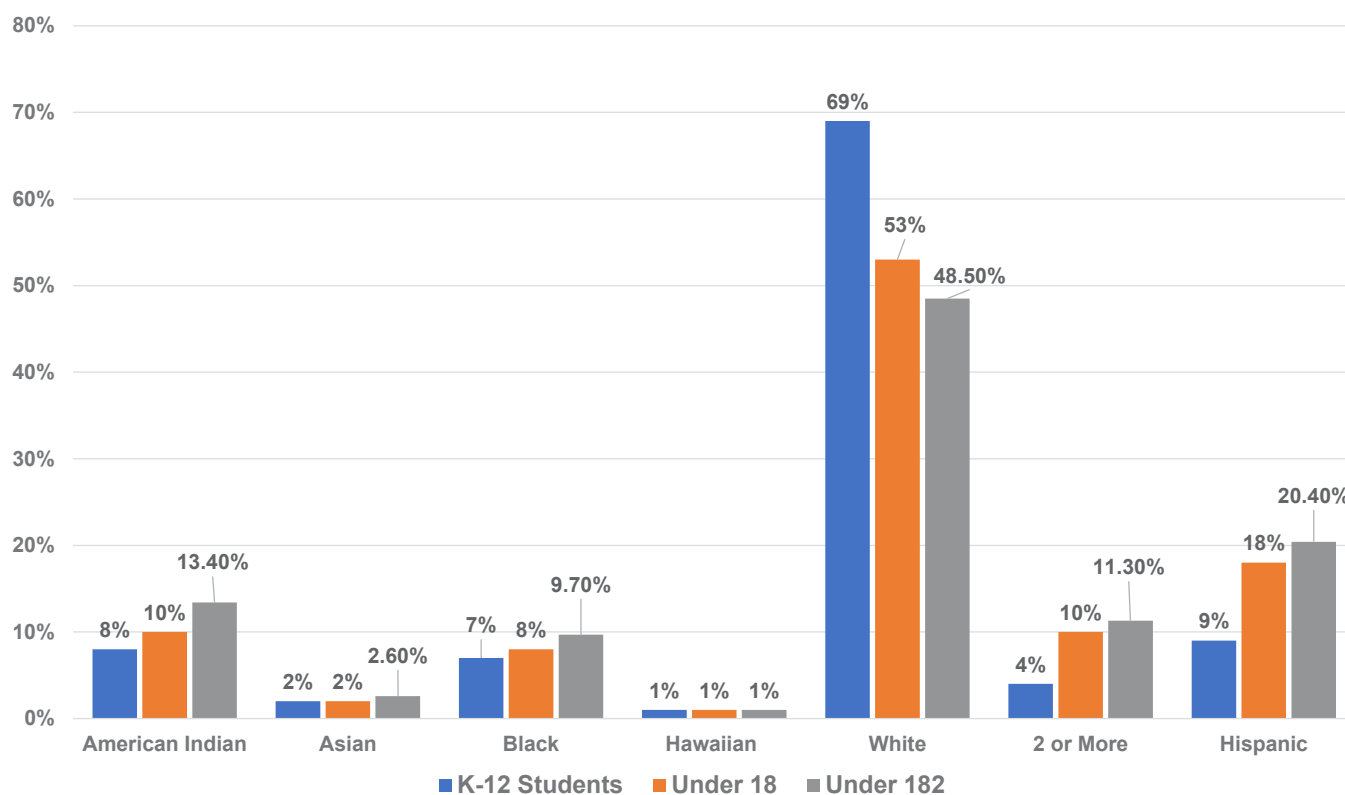
How:

Use this framework to examine gaps in service, resources, and outcomes. This framework will be arranged into Create Relationships, Leverage Data, Focus Resources, Build a Plan.

It is important to note that opportunity gaps do not necessarily demonstrate a student's ability to perform but rather the limits in access to necessary resources to perform.

Oklahoma's Student Population

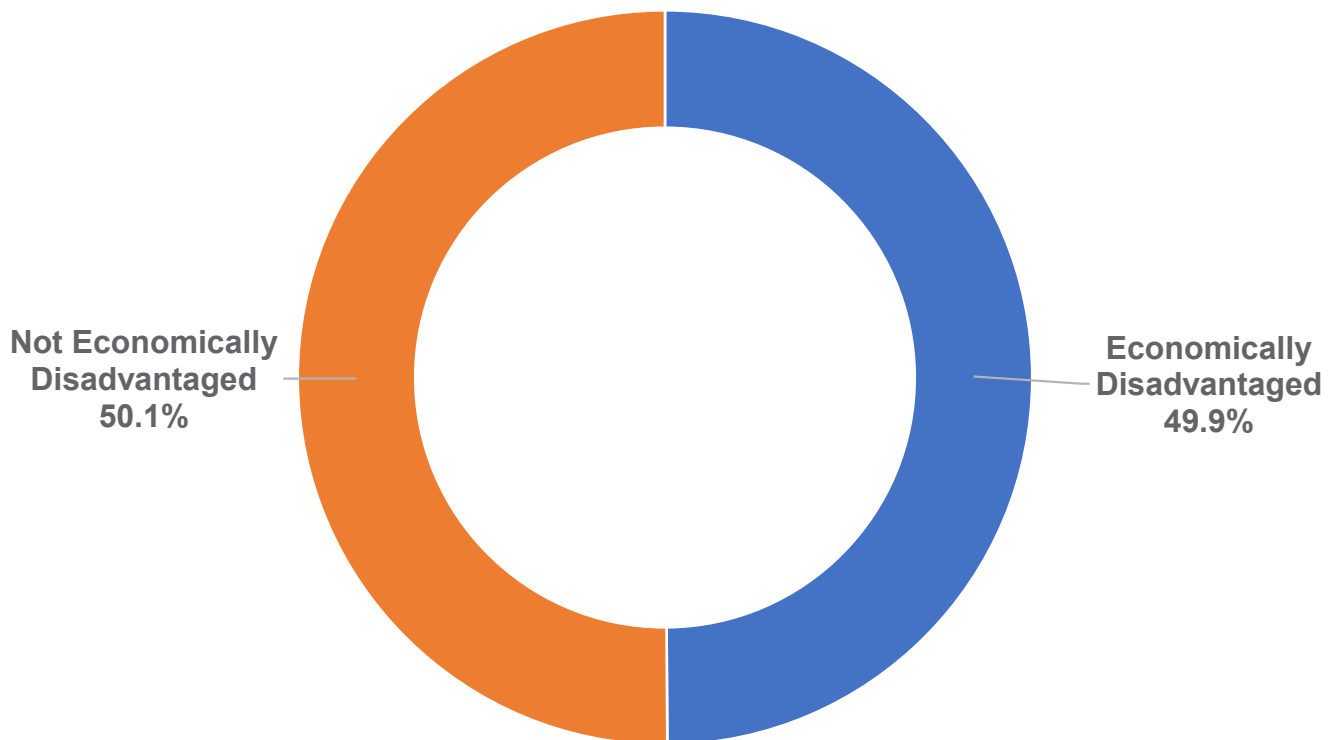
Oklahoma's population is more diverse than ever before. According to the latest Census report, Oklahomans under 18 are more diverse than the adult population. To successfully meet the needs of all students, it is important to consider all cultures when creating equitable college- and career readiness programs.



Definitions: Adult population by race.

Data presented for 2010 through 2019 are Vintage 2019 population estimates. Each year the U.S. Census Bureau revises its post-2010 estimates. Therefore, data presented here may differ from previously published estimates. U.S. Census Bureau.

With nearly 1 in 2 graduates from economically disadvantaged backgrounds it is imperative to consider resources and support to ensure they are successful after high school.



Data from: Oklahoma State School Report Card, www.oklaschools.com

Economically disadvantaged is defined by students who qualify for free- and reduced-lunch based on their family size and income.

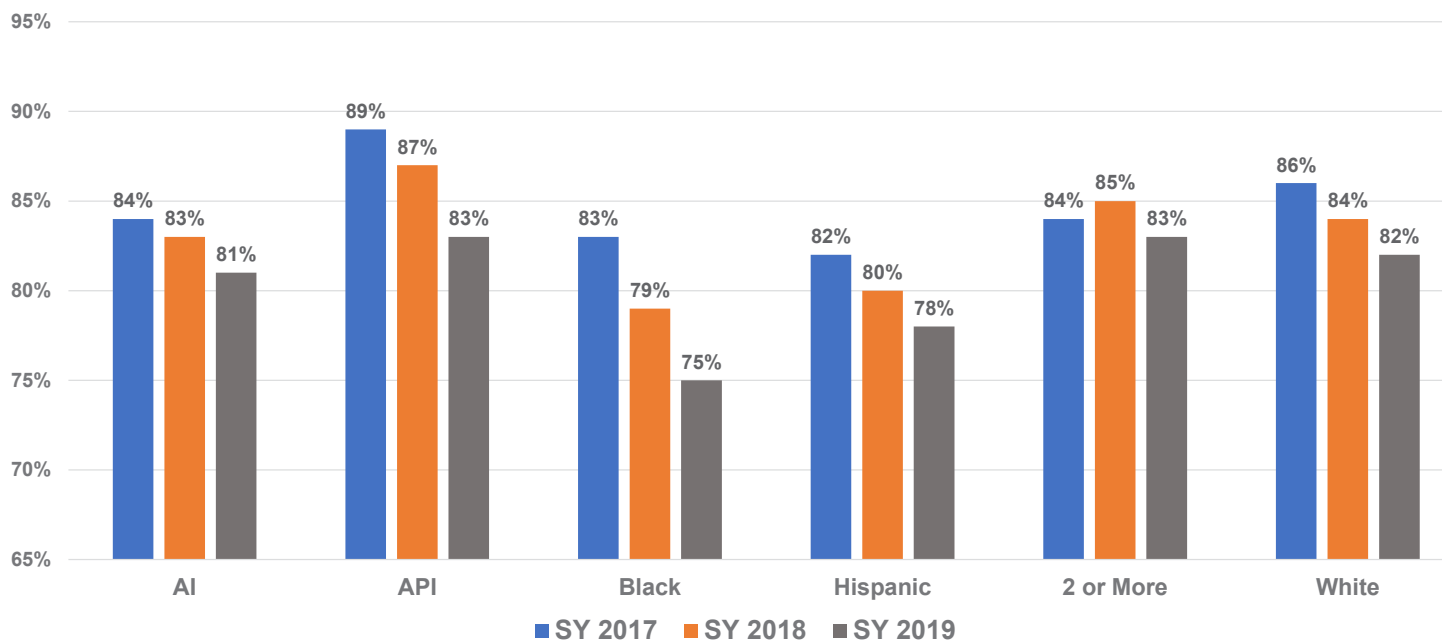
Universal Goal:

All students graduate with a diploma.

Why we measure:

Measuring graduation rates by race/ethnicity helps us examine the effect different educational policies and supports and connections have on different students to recognize opportunity gaps and create solutions so that everyone can succeed.

4Y Graduation Rates by Race/Ethnicity



Data Source: Oklahoma School Report Card: Graduation Indicator

Universal Goal:

All students have access to opportunities to learn.

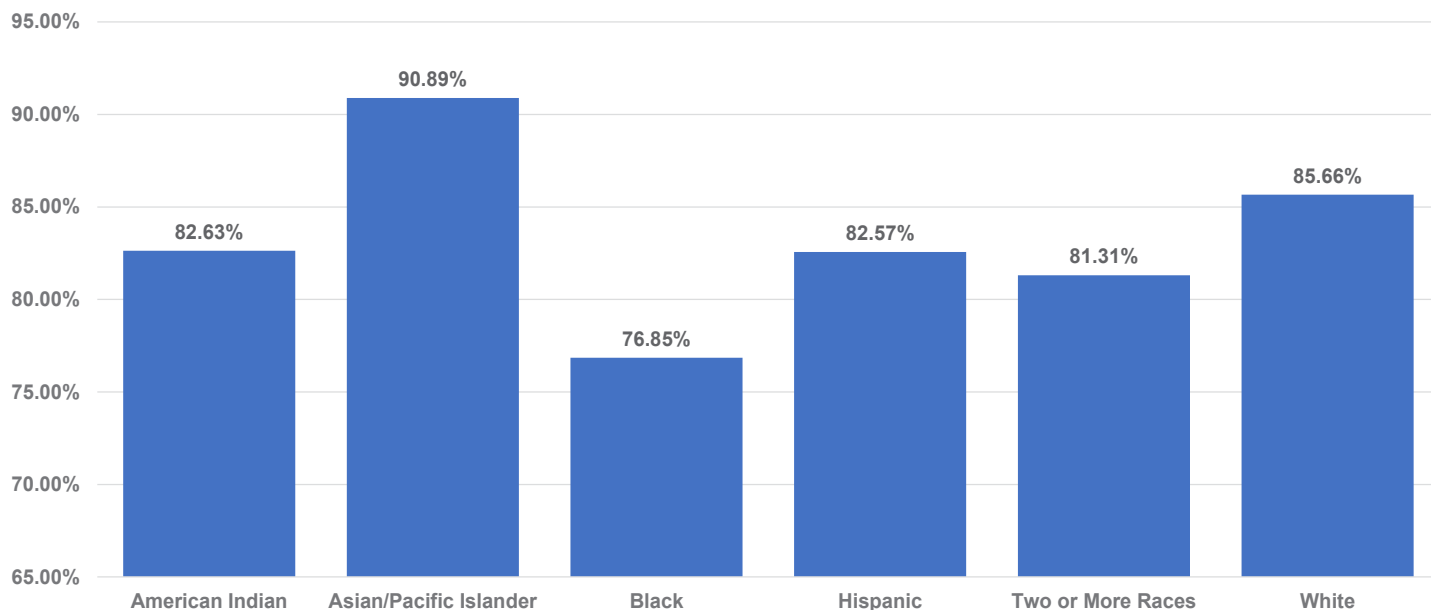
Why we measure:

Attendance is a leading indicator related to school quality. Students that feel welcome and connected are more likely to have regular attendance.

What we measure:

Data displayed here shows the rate of students in good attendance- meaning they are present 90% or more of the instructional days in which they are enrolled- by race/ethnicity

Rates of Good Attendance by Race/Ethnicity





CREATE RELATIONSHIPS

Use the data to link to other stakeholders who also want to see students successful in the local community (colleges, universities, technology centers, employers, nonprofits, etc.). Creating relationships with these groups opens new avenues to create successful pathways for students.

Part 1:

Use this section to select your advisory team and discuss first steps. Consider using the [advisory guide](#) when selecting your team members.

1. WHAT IS ESSENTIAL FOR EVERYONE TO KNOW?

2. WHAT ARE ESSENTIAL AREAS OF CRITICAL NEED?

3. WHAT DOES SUCCESS LOOK LIKE?

4. SELECT YOUR ADVISORY TEAM

PART 2: GOAL SETTING + PURPOSE STATEMENT

List the average population meeting the goal. This average represents the current of all student groups or number.

Aim for an ambitious goal knowing that needs vary, and student groups furthest from the goal may need more access, intervention or opportunity.

- ▶ Review data
- ▶ Select at least two student groups for targeted intervention
- ▶ Select the same goal for everyone to meet (i.e. increase participation by 5% annually)

Set a purpose for your work.

Think of outcomes and possibilities when everyone achieves the goal.

- ▶ Write a 1- to 2-sentence statement
- ▶ Share, validate and refine with the community.

Purpose Statement

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PART 2: MEASURE OVERALL POPULATION

Meets Goal	List the average population meeting the goal. This average represents the current state of all student groups.



LEVERAGING THE DATA

Find data available, and seek out additional relevant data to make decisions on how to best serve students. Make use of data available from all sources, including some of the noted data sources within the report.

PART 3: Access to College and Career Readiness Courses: Participation in AP/IB Courses

Because the goal is the same, student groups can be organized by any characteristics: race, gender, disabilities, poverty level, etc. Groups could also be determined by their connection to services such as students with Individual Education Plans (IEPs), English Language learners, speech and language learning, functional behavior plans, etc. Consider examining your [district/site level data](#).

- › List student groups
- › Calculate the average of the student groups.
- › Record the calculated average percentages in the baseline boxes.
- › Record the universal goal for each student group or number.

Student Group	Baseline	Goal

Access to College and Career Readiness Courses: Participation in Concurrent /Dual Enrollment Courses

Because the goal is the same, student groups can be organized by any characteristics: race, gender, disabilities, poverty level, etc. Groups could also be determined by their connection to services such as students with Individual Education Plans (IEPs), English Language learners, speech and language learning, functional behavior plans, etc. Consider examining your [district/site level data](#).

- › List student groups
- › Calculate the average of the student groups.
- › Record the calculated average percentages in the baseline boxes.
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Student Group	Baseline	Goal

Access to College and Career Readiness Courses: Participation in Career Technology Courses

Because the goal is the same, student groups can be organized by any characteristics: race, gender, disabilities, poverty level, etc. Groups could also be determined by their connection to services such as students with Individual Education Plans (IEPs), English Language learners, speech and language learning, functional behavior plans, etc. Consider examining your [district/site level data](#).

- › List student groups
- › Calculate the average of the student groups.
- › Record the calculated average percentages in the baseline boxes.
- › Record the universal goal for each student group or number.

Student Group	Baseline	Goal

Access to College and Career Readiness Courses: Participation in Internship Courses

Because the goal is the same, student groups can be organized by any characteristics: race, gender, disabilities, poverty level, etc. Groups could also be determined by their connection to services such as students with Individual Education Plans (IEPs), English Language learners, speech and language learning, functional behavior plans, etc. Consider examining your [district/site level data](#).

- › List student groups
- › Calculate the average of the student groups.
- › Record the calculated average percentages in the baseline boxes.
- › Record the universal goal for each student group or number.

Student Group	Baseline	Goal

Access to College and Career Readiness Resources: Enrollment in Oklahoma’s Promise and/or FAFSA

Because the goal is the same, student groups can be organized by any characteristics: race, gender, disabilities, poverty level, etc. Groups could also be determined by their connection to services such as students with Individual Education Plans (IEPs), English Language learners, speech and language learning, functional behavior plans, etc. Consider examining your [district/site level data](#).

- › List student groups
- › Calculate the average of the student groups.
- › Record the calculated average percentages in the baseline boxes.
- › Record the universal goal for each student group or number.

Student Group	Baseline	Goal

Access to College and Career Readiness Resources: Student Attendance

Because the goal is the same, student groups can be organized by any characteristics: race, gender, disabilities, poverty level, etc. Groups could also be determined by their connection to services such as students with Individual Education Plans (IEPs), English Language learners, speech and language learning, functional behavior plans, etc. Consider examining your [district/site level data](#).

- › List student groups
- › Calculate the average of the student groups.
- › Record the calculated average percentages in the baseline boxes.
- › Record the universal goal for each student group or number.

Student Group	Baseline	Goal

Access to College and Career Readiness Resources: Student ICAP Update /Completion

Because the goal is the same, student groups can be organized by any characteristics: race, gender, disabilities, poverty level, etc. Groups could also be determined by their connection to services such as students with Individual Education Plans (IEPs), English Language learners, speech and language learning, functional behavior plans, etc. Consider using your ICAP online tool administrative report ([OKCareerGuide](#) or [OKCollegeStart](#)) to find this data.

List student groups

- ▶ Calculate the average of the student groups.
- ▶ Record the calculated average percentages in the baseline boxes.
- ▶ Record the universal goal for each student group or number.

Student Group	Baseline	Goal



FOCUS RESOURCES

Use the following worksheet to identify students not participating in postsecondary preparation opportunities and learn which barriers prevent these students from participating.

PART 4: BUILD UNDERSTANDING OF STUDENT GROUPS

To develop targeted strategies to support the achievement of groups, leaders need to identify and change structures and other factors prohibiting certain groups' progress towards the goal. Listening to students can build understanding of their experiences. Consider using a [student survey](#) and [parent survey](#) to collect necessary feedback.

	Student Group 1	Student Group 2
Reflect How does this group describe their experience in the community? How do you know?		
Listen What do their families say they need to achieve the goal?		
Consult Community What do students need? What ideas do they have?		
Collaborate/Empower What targeted strategies might work?		



BUILD A PLAN

Many barriers may require policy changes or systemic change. Consider using the [Oklahoma Comprehensive School Counseling Framework](#) to design a framework that supports a successful college and career readiness plan.

PART 5: IMPLEMENTING STRATEGIES

Use this page to create a plan for change for each of your identified student groups. Consider the following question: What might be a visible change in their experience?

	Student Group 1	Student Group 2
Act Implement strategies through an equity lens. What needs to be done? When will this start?		
Monitor Progress What progress is expected within 2-3 months? What progress is expected within 6 months?		
Listen to Community Members What is working? What is not working?		

BUILDING FUTURE READY GRADUATES

Oklahoma's future workforce is on the verge of exciting change. It is more important than ever to evaluate current postsecondary preparation and readiness practices and create more successful pathways for students. Student populations are becoming increasingly more diverse, bringing rich culture and new ideas perfect for an innovative workforce.

Oklahoma jobs are also changing with 77 percent of new occupations projecting a need for education and training beyond high school. Understanding and addressing barriers to postsecondary opportunities for our growing diverse student population is fundamental to serving Oklahoma families and the Oklahoma workforce.

We welcome a shared vision among all PK-12 schools, higher education, career technical education, and business and industry leaders in Oklahoma focused on the success of all students. Together, our efforts for seamless transitions from high school to college and career will chart a better future for all Oklahomans.

Adapted from University of California Berkeley
<https://belonging.berkeley.edu>