

Executive Summary

Oklahoma GEAR UP provides services to 18,972 students in a priority student model in 24 school districts throughout the state. Oklahoma GEAR UP and local district staff implement monthly activities. A highlight for each month from April, 2016 - March, 2017 follows:

April

Held on each high school campus, seniors had a signing opportunity with representatives from their chosen colleges. A senior reception honored college attendees with parents invited. Seniors celebrated their college-going plans with underclassmen by ‘signing’ with their respective colleges. Community partners hosted lunch and provided live music. One district, Hobart, built excitement with ‘Color Your Campus,’ an opportunity for 7th-12th grade students to visit with various college representatives. The reps showered students with colored powder matching their campus’ colors. Funding for the event included GEAR UP funds, local funds, and community donations.

May

More GEAR UP juniors and seniors completed Advanced Placement (AP) coursework than the previous year. In 2014-2015, 507 students took an AP exam with 190 receiving college credit. 739 completed exams in 2015-2016 with 201 receiving college credit.

June

Seventy-two students in grades 8-11 attended one of Oklahoma GEAR UP’s summer camp programs, including:

Wilderness Adventure, Connors State College, Warner, Oklahoma. Focusing on outdoor conservation, biology and scientific research, students participated in two U.S. Wildlife Department research projects, spent time in class laboratories, received archery instruction from

a certified trainer, and heard from guest speakers including a certified meteorologist, state fisheries biologist, botanist, ornithologist, herpetologist and environmental biologist. Students participated in leadership development.

Appreciating Real World Technology – Rogers State University, Claremore, Oklahoma. Focusing on innovation, creativity and exploration, students used computer-aided design, drafting and manufacturing programs, built robots, and learned digital and solar photography.

Camp NOCLIP - Northern Oklahoma College, Tonkawa, Oklahoma. Focusing on leadership skills and college readiness, students visited offices on campus and completed a mock application and financial aid process. Students completed a ropes course, kayaked, and camped outdoors.

These camps were provided through partnership support funds to state institutions of higher education through a formal bidding process.

July

Oklahoma colleges and universities hosted college orientation camps for incoming freshmen. Oklahoma GEAR UP provided funding for high school seniors enrolled in an orientation session with a cost. In July 2016, 112 seniors received GEAR UP funding to participate in a freshman orientation at one of seven college campuses throughout the state. One example was:

Camp Cowboy – Oklahoma State University

Three event-filled days preparing for life as an OSU Cowboy. Campers participated in experiences with counselors and fellow campers, learning the traditions of Oklahoma State University. Current OSU students served as Camp Cowboy staff, facilitating a ropes course, swimming, small groups, camp fires, and meeting OSU athletes and administrators. The Camp Cowboy experience provided freshmen an opportunity to meet other incoming freshmen, OSU

upperclassmen, faculty and staff. Students eased into college life and built a support network within the University.

August

Each GEAR UP district provided a transition event for incoming high school students. This event included activities such as: high school tours, meeting high school students and faculty, community involvement, school board involvement, lunch, goal setting, and leadership development.

September

Oklahoma GEAR UP recognized the continued success in helping students and families prepare for college during National GEAR UP Week, September 19-23. Schools reflected on progress in improving college awareness, college knowledge, and financial knowledge. GEAR UP distributed press releases to media highlighting successes in all 24 districts. Site coordinators received toolkits with ideas to help schools celebrate. Local districts implemented ideas, including:

- **Take it from Me** - An invitation to community leaders to speak about their experiences with higher education.
- **College Trivia** – Helped students learn about the college experience.
- **GEAR UP Dreams** – Students shared their dreams and aspirations using a template that read, “Someday, I will be [blank.]”
- **GEAR UP College GEAR Day** – Students showed their passion for their favorite colleges on this day.
- **Opening Doors** – Teachers decorated classroom doors with information about their college experiences.

- **Budgeting 101** – Students completed a “How to Budget” worksheet to help them determine their college expenses (aside from tuition).

October

All 24 GEAR UP districts hosted an October financial aid event for seniors and their parents to coincide with the new FAFSA timeline. Seniors received a financial aid presentation during the day, and an evening event presented students and parents with information on types of federal financial aid available and how to find additional sources of financing. Parents and students used computer labs, created FSA IDs, and completed FAFSA applications with assistance from GEAR UP staff, college financial aid staff, and GEAR UP college liaisons. Food, door prizes and child care for younger siblings were available through community donations. The 2017 graduating class has completed 838 FAFSA applications, up from 456 last year.

November

In November, 2,040 GEAR UP seniors submitted a college application during College Application Week. GEAR UP staff, school and community volunteers were available to answer questions and facilitate application completion. High school seniors, including those from first-generation college families, applied to college with confidence. Since 2012, Oklahoma has continuously increased participation in College App Week, and more high school seniors are benefiting.

December

Each GEAR UP district hosts two local advisory board meetings per year, one in winter and one in late spring. December meetings included opportunities for district staff, GEAR UP staff, and community partners to review and evaluate fall activities, preview spring activities, and re-

evaluate the district's College Going Culture Rubric. These meetings were held on campus after school hours.

January

Social Media Campaigns: GEAR UP seniors received timely and meaningful bi-monthly messages about their college plans through Signal Vine, an interactive and personalized text messaging platform. GEAR UP sent messages to 1,851 seniors in September 2016, and 88% have chosen to remain in the program. Of the 1,653 seniors currently enrolled in the service, 61% responded to at least one of the January messages, 38% of those engaged in a text conversation with our staff. Below are examples of January's messages:

January 9

Part 1: Hi [First Name]! This is [Ed Specialist] from Oklahoma GEAR UP. Hope you had a great holiday... Have you been accepted to college yet? Reply yes/no/cancel

Response to yes: Congratulations! Visit okcollegestart.org for a list of scholarships. Deadlines are fast approaching.

Response to no: Don't hesitate to contact the college(s) to see why you haven't received your letter. Scholarship deadlines are fast approaching.

January 23

Part 1: Good afternoon [First Name]! It's [Ed Specialist] again. Have you completed your FAFSA? Reply yes/no/cancel

Response to yes: Great! Wondering how much financial aid you'll receive? Contact the college(s) to which you've applied.

Response to no: Submit the form as soon as possible to maximize financial aid opportunities. If you need assistance, I am at your school each week.

February

Oklahoma is fortunate to have the Oklahoma's Promise Scholarship, a state program available to Oklahoma students who apply when they are in the 8th, 9th, or 10th grade, whose family income doesn't exceed \$50,000 the year they apply or \$100,000 on their date of graduation, and maintain a 2.5 grade point average in a college bound high school curriculum. Students receive 100% of public college tuition, paid with legislatively awarded state funds. Oklahoma GEAR UP provides assistance to students in signing up for this program. A total of 1,234 (or 15%) of students in grades 8-12 have completed an OK Promise scholarship application for the 2015-16 school year.

March

Oklahoma GEAR UP requires a minimum of three secondary grades (7-12) participate in college campus visits annually. To date, 7,661 students have completed 89 college campus tours including community colleges, regional and comprehensive universities, and private universities. Districts provide adult volunteers for these college visits, while GEAR UP provides funding for campus lunches and transportation for students. Tours include a campus walk-through of classroom buildings, dorms, student centers, and activity buildings.

In addition to highlighted activities, teachers in 16 of the 24 Oklahoma GEAR UP districts participated in weekly Professional Learning Communities (PLCs) and quarterly PLC coaching with professionals from Solution Tree, an Oklahoma GEAR UP partner.

SECTION II: NARRATIVE INFORMATION

1. **The mission of the GEAR UP program is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Briefly describe how your project is furthering the mission of the GEAR UP program. Specifically, address how your project is: a) improving academic performance of students in the GEAR UP cohort; b) increasing educational expectations of participating students and their parents; c) improving student and family knowledge regarding postsecondary education preparation and financing; and d) working to improve high school graduation and college enrollment rates.**

A. Improving Academic Performance of Students in GEAR UP:

Eleventh graders at each of the 24 school districts had the opportunity to take a national ACT assessment on September 29, 2016. Aggregate scores for this assessment were as follows:

Juniors ACT Sept. 2016 % Meeting Benchmark	# of Students Tested	English	Math	Reading	Science	Met All Four
GEAR UP Average	2656	29%	9%	19%	12%	4%
ACT Score		English	Math	Reading	Science	Composite
GEAR UP Average	2656	15.5	17.7	17.4	17.3	16.9

Once student score reports were completed, GEAR UP education specialists have been working diligently with district personnel to provide directed services to various score ranges of students. For example, students who scored in the 18-21 ACT score range were provided the following direct services: meetings with students and families to discuss scores and college remediation requirements; increased student access to services such as tutoring and mentoring to help improve their content knowledge; targeted financial aid and college scholarship information and college “match” activities were completed to ensure that students were preparing to gain admittance to the college that represents their best academic fit.

All Oklahoma GEAR UP students took the PreACT assessment at the 10th grade level for the first time in October 2016.

Results of this PreACT assessment are as follows:

Sophomore PreACT Oct. 2016 % Meeting PreACT Benchmark	# of Students Tested	English	Math	Reading	Science	Met All Four
GEAR UP Average	2889	23%	5%	15%	14%	2%
PreACT Score		English	Math	Reading	Science	Composite
GEAR UP Average	2889	13.9	16.0	16.5	16.1	15.8

The 16 districts participating in the Professional Learning Community process have implemented daily student enrichment/intervention time into their regular school day to ensure that students are receiving the additional instruction they need to ensure student learning and enrichment. This time varies by district but all students received a minimum of 30 minutes of enrichment/intervention time per day. Results included a higher student grade point average, a lower percentage of students on the extracurricular weekly failing list, and an increase in student homework and assignment completion rates.

B. Increasing Educational Expectations of Students and Parents:

Activities directly related to increasing the educational expectations of students and parents have included:

- Annually, each GEAR UP school district provides college and university tours to all students in a minimum of three secondary grades (7-12). This includes visits to 24 higher education campuses throughout the state.
- Six college liaisons provided direct student services to GEAR UP students during their freshman year in college. Liaisons hosted GEAR UP events and activities on their respective college campuses, provided resource manuals to all freshmen students on the resources available to them in college, provided training and information sessions on

study skills, time management, classroom support, etc., and provided support to students in understanding the college process.

- Oklahoma College Assistance Program college seminars were completed in all 24 GEAR UP districts covering such topics as financial aid awareness, college admissions requirements, and the college selection process to both students and parents. In addition, college liaisons and GEAR UP staff provided college information workshops to 3,354 seventh and eighth graders on careers and why college is important.
- Parent and students participated in financial aid awareness events in each district to gain valuable information on how to complete the FAFSA, where to find college scholarships, how to apply for federal aid, the differences in college loan programs, and how to prepare for college funding.
- Students and parents received college scholarship information. Many of these events were student led and included motivational speakers and former alumni who are current college students speaking to students about college life. Community organizations often provided meals for participants, door prizes, and entertainment.
- Parents received monthly GEAR UP postcards highlighting a college-going cultural event such as the state scholarship, FAFSA deadlines, and how to prepare for college. These postcards were mailed to all GEAR UP parents in the 24 communities served through GEAR UP. Follow-up conversations were provided by the GEAR UP communication team and the GEAR UP hotline assistant.
- Senior students received college planning text messages once per month through a contract with Signal Vine.

- Oklahoma GEAR UP initiated a social media campaign and provided monthly messages on several social media platforms for parents and students. A checklist for senior next steps following Senior College Application Week reached 31,288 people, had 1,101 link clicks, 330 post reactions, 6 comments and 40 shares.

C. Improving Student and Family Knowledge Regarding Postsecondary Education Preparation and Financing:

ACT Prep workshops were held in GEAR UP school districts prior to the junior and senior ACT national test dates. A total of 2,862 juniors and seniors received test taking strategies to help them better prepare for the ACT college entrance exam. Districts reported an average student gain of two points on the ACT with some students gaining as many as seven points from one ACT assessment to the next.

In addition, Oklahoma parents and students had access to a 24/7 Student College Information Hotline in both English and Spanish. A total of 424 calls were answered on the hotline from April 2016 through March 2017.

D. Working to Improve High School Graduation and College Enrollment Rates:

GEAR UP students received assistance and training in college prep testing strategies, study skills development, and tutoring opportunities to assist in better preparing them for postsecondary success. In addition, GEAR UP parents were given the opportunity to review individual student ACT results and were provided assistance on how to help their students prepare for high school graduation and postsecondary success. Students toured college campuses, received instruction on college admission requirements and instructions for signing up for the state scholarship program, and participated in college access training in collaboration with the Oklahoma College Assistance Program. Oklahoma GEAR UP students also participated in

leadership development programs to better prepare them for postsecondary success, with two students selected to represent Oklahoma at the White House for the First Lady's *Beating the Odds Summit*.

This past summer, four Oklahoma GEAR UP students were selected for the fourth inaugural class of the GEAR UP Alumni Leadership Academy (GUALA). GUALA is a highly selective program that provides 12 months of training and mentoring for GEAR UP Alumni Leaders around the four pillars of the GUALA mission to advance the college and career readiness of students in their communities: peer outreach, social media activism, public speaking, and issue advocacy. Alumni Leaders attended an intensive leadership development training week in Washington, DC in June and have worked throughout the year mentoring college freshman and inspiring high school students to pursue college. Only 30 students are chosen for this nationwide honor, and Oklahoma is the first state to have four students selected since the program's inception. Oklahoma's 2016 GUALA students were:

- Jarrod Barnett, McLoud
- Timothy Linthicum, Roland
- Jane Moore, Caney Valley
- Jessica Trammell, Roland

What aspects of your program do you think are most successful (have the greatest impact)? Why?

In November, Oklahoma GEAR UP hosted 105 superintendents, principals and teachers at a state conference designed to showcase the very best ideas, with emphasis on current trends, exemplary practices and proven approaches. Session topics ranged from student, parent and community outreach, professional learning communities, student preparation tools and resources, direct student services and more. Below were the conference's breakout session titles:

- Principals Summit
- Middle School ELA Mapping & Alignment
- How to Create Fun Events that Help Foster a College-Going Culture
- Back to the Future
- Student Tracking of Assessments
- Take off the Training Wheels! Attempting PLCs without a Coach
- Color Your Campus
- FOCUS – Facilitating Our Children Until Successful
- FLEXible Students Get in Shape at Ardmore Middle School
- We are Music Makers, We are the Dreamers of Dreams
- Communication Skills that Work
- Data, Data and More Data
- What Does Rigor Mean?

GEAR UP also celebrated with conference participants the exciting strides GEAR UP school districts have made toward college readiness. GEAR UP Champions were recognized for: an increase in college-going rates; the highest number of students who are persisting in college; most improved college readiness based on students' ACT scores; the highest Oklahoma's Promise enrollment and the most 2016 graduates who completed the FAFSA.

In addition, a successful component of the Oklahoma GEAR UP program continued to be the relationships that field staff have with school district personnel and students. Education specialists and college liaisons were expected to be in each school building a minimum of one day per week. The field staff assisted the districts with administrative and counseling duties and responsibilities, as well as assisted in organizing direct student services and leading professional

learning community meetings. These professional relationships have helped ensure participation in GEAR UP funded projects and activities by teachers, administrators, students, and parents.

An additional impact for Oklahoma GEAR UP was the direct student service that is being provided to GEAR UP students enrolled within the 24 school districts. These services included college visits, leadership classes, study skills development, test taking strategies, tutoring and mentoring, summer programs, and additional opportunities for common formative assessments aligned to the new Oklahoma State Standards. Students also received information on the value of the ACT assessment and how this exam can assist them in improving their skills and confidence for better postsecondary preparation. Students and parents received detailed information on how to interpret their student's ACT score and how to seek out services to improve their score once they retake the assessment in their senior year.

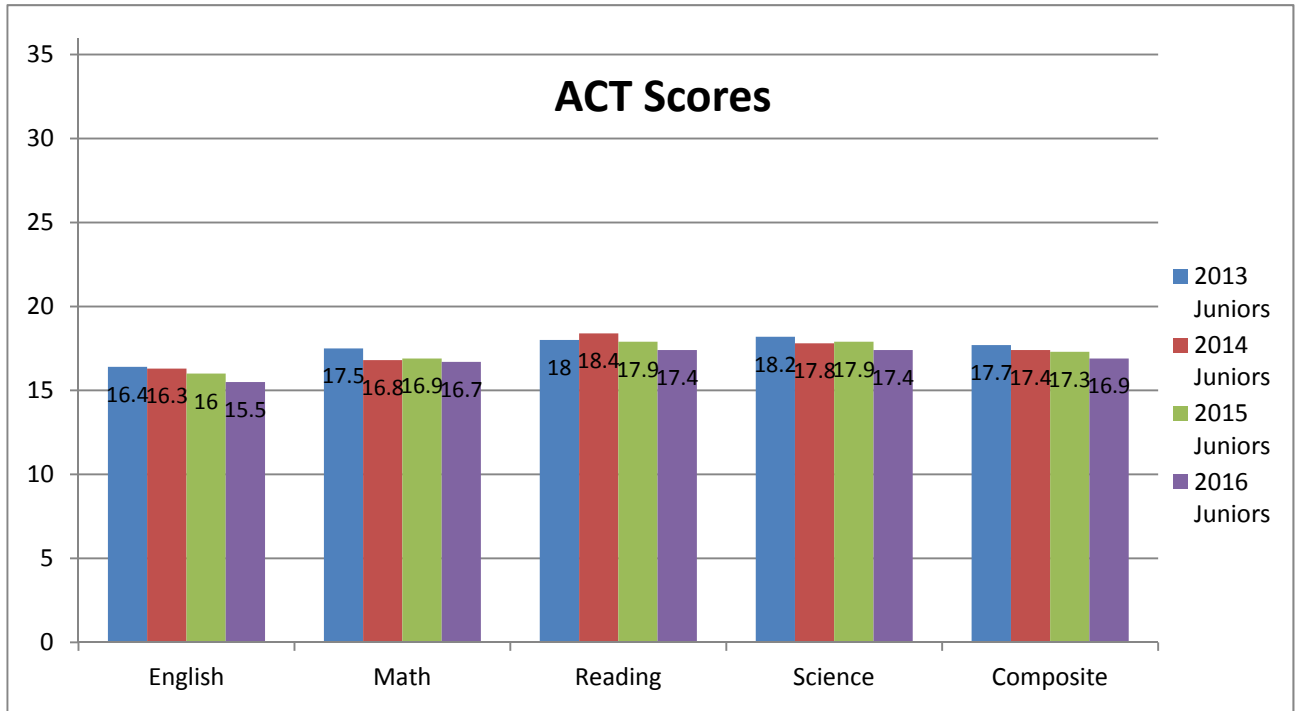
The direct student services impact was evidenced by the increase in participation of students in College App Week, the increase of students who completed the FAFSA, and the increase of districts who offered financial aid events for parents and students.

Another successful aspect of the program was the professional development provided to teachers and administrators, both by GEAR UP staff, and by attendance at state and national conferences and trainings. School district personnel are implementing a variety of college going and high performance culture activities into their practices and routines to better prepare students for postsecondary success.

What barriers or problems have you encountered in planning, developing, implementing, and / or administering your grant? How have you addressed these problems?

While the PLC process will eventually lead to improved student achievement, Oklahoma GEAR UP districts continue to struggle on the ACT. The unstable policies (including multiple changes in state academic standards over the course of this grant) and funding by the Oklahoma

Legislature create difficulties in building district buy-in on professional development addressing curriculum. GEAR UP pays for every junior to take the ACT national assessment in early fall of each year. Results since the inception in 2013 are as follows:



Describe briefly the progress that you have made during this reporting period in implementing your evaluation plan as described in your approved application for GEAR UP funding.

The evaluation plan utilizes the ALCA web-based data warehouse system for the collection of all evaluation data including both quantitative and qualitative data. Specific activity forms are completed by field staff and district personnel and imported into the web-based system for easy retrieval and analysis of program participation, survey results, and enrollment figures. This system makes it easy to aggregate reports for the GEAR UP project to make formative adjustments to the implementation process.

The internal GEAR UP evaluator has created a variety of reporting documents and provided training to all education specialists in order to better document professional development and GEAR UP related activities to ensure a direct tie from these activities to GEAR UP funding.

The Oklahoma GEAR UP internal evaluator has created data sets for GEAR UP staff and have also provided four days of data training centered on a data action model, a systematic process for reviewing and responding to data. This model has three main phases: Gathering and Reviewing Data, Identifying Gaps, and Planning for and Evaluating Action. In addition to this training, education specialists have completed Professional Learning Communities training and School Reform Initiative training where they have learned the protocols to use when working with teachers on data review and analysis. These trainings are being replicated at the school level to assist with sustainability of the GEAR UP programs and activities and to assist with systemic change in Oklahoma teaching and learning.

Describe how your project's activities and outcomes are likely to be sustained over time. What systemic changes have occurred in your school(s)?

This year's sustainability plan concentrated on changing the belief system of school leaders and teachers in an effort to continue to build a college-going culture in the districts that will be sustainable over time utilizing the college-going culture rubric. The results of this rubric were utilized in the design of each district's plan for improvement through funding from the GEAR UP project. This rubric is revisited each school year to determine if the district is advancing in their quest for improving their school culture.

Another mind shift change included a focus on Professional Learning Communities in 16 Oklahoma GEAR UP districts (9 districts opted out of participating). A professional learning community (PLC) involved much more than a staff meeting or group of teachers getting together to discuss a book they've read. Instead, a PLC represented the institutionalization of a focus on

continuous improvement in student learning through effective classroom instruction and targeted interventions. Called “the most powerful professional development and change strategy available,” PLCs led to reliable growth in student learning.

In summary, PLCs entailed whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what *does* and *doesn't* work to enhance student achievement.

The focus of PLCs was ongoing “job-embedded learning,” rather than one-shot professional development sessions facilitated by outsiders, who have little accountability regarding whether staff learning is successfully applied. In addition, PLCs emphasized teacher leadership, along with their active involvement and deep commitment to school improvement efforts. PLCs therefore benefited teachers just as much as they did students.

For the past two years, Oklahoma GEAR UP provided funding for teacher training for 16 districts to create this process of intensive reflection and job-embedded learning. Typically, schools completed six steps—study, select, plan, implement, analyze, and adjust. Prior to beginning the process, teachers reviewed student achievement data to identify a specific standard or standards on which many students are not meeting the goal. Then:

- Teachers worked in collaborative planning teams to examine critically and discuss standards-based learning expectations for students.
- Teams selected evidence-based instructional strategies for meeting the standards.
- Teams developed a common lesson plan incorporating the selected strategies and identify the type of student work each teacher will use to demonstrate learning.

- Teachers implemented the planned lesson, record successes and challenges, and gather evidence of student learning.
- Teams reviewed student work and discuss student understanding of the standards.
- Teams reflected on the implications of the analysis of student work and discuss potential modifications to instructional strategies and targeted interventions.
- Teams implemented the targeted interventions to improve understanding for students who previously fell short of the standard.

Districts set aside time during the workday for staff teams to meet throughout the year. They have also focused their efforts on essential questions about learning and generated products such as lists of key student outcomes, methods of assessment and strategies for meeting goals.

Teacher participation in grant writing training was another sustainability plan for Oklahoma GEAR UP. Each summer, teachers from the GEAR UP districts participate in a two-day professional development course on how to write classroom grants. In 2016, 15 teachers participated in this training. As a requirement of the GEAR UP sustainability plan, every staff member in attendance was required to submit a grant application prior to February 1, 2017. All participants completed a grant application that was submitted for potential funding.

Please provide any additional information about your project that you think would be helpful to the Department of Education in evaluating your performance or understanding the contents of your annual report.

Hard copies of artifacts from the Oklahoma GEAR UP Communications office will be mailed separately.

A. Describe the progress that your project has made towards accomplishing the objectives of your project for this reporting period as outlined in your grant application or work plan. Please list your objectives in the table below, and indicate what activities have taken place, the quantitative results of those activities, and actions required (what, if any, changes do you intend to make in response to the results that you have seen). You may change the page layout of this table to landscape, if needed.

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
<p>Example: 1. Enrollment in 7th grade pre-algebra, 8th grade algebra, and 8th grade advanced science classes will increase by 5% by next year. Baseline: Pre-algebra 7th grade -- 10% Algebra 8th grade -- 5% Adv. Sci. 8th grade -- 20%</p>	<p>Example: Instructional support services, staff development to improve instruction, and articulation with elementary schools</p>	<p>Example: Enrollment changes from 2008/09 to 2009/10: 1) 7th grade pre-algebra: +65% 2) 8th grade algebra: +5% 3) 8th grade advanced science: -6% (due to increased standards for enrollment).</p>	<p>Example: Continue to identify students needing intervention services based on achievement scores. Add science component to after school tutoring program.</p>
<p>1. The percentage of students who pass pre-algebra by the end of the eighth grade will increase an average of 5% per year as measured by LEA student achievement data. Baseline data indicates 14.4% of students have meet the College Readiness Benchmark on the EXPLORE assessment.</p>	<p>Oklahoma GEAR UP provided Solution Tree PLC training to all teachers in grades 7-12 a minimum of three times during the year. PLC teams meet on a weekly basis in all school sites. Schools have built student intervention/enrichment time into their school day.</p> <p>Math teachers received content specific training in developing essential standards, unpacking standards into specific learning targets, developing pacing guides,</p>	<p>This year, 2,933 GEAR UP students passed pre-algebra by the end of the eighth grade compared to 3,064 students in last year's report. This is a slight decrease from last year. This objective was not met.</p>	<p>Increase capacity of math PLC teams to provide timely, targeted classroom interventions.</p> <p>Assist schools in developing Tier 2 remediation strategies.</p>

	<p>writing common formative assessments, analyzing assessment data, and planning interventions based on this data.</p> <p>STEM camps were available to students in summer 2016.</p>		
<p>2. The percentage of students who pass Algebra I by the end of the ninth grade will increase 3% per year as measured by LEA student achievement data.</p>	<p>Oklahoma GEAR UP provided Solution Tree PLC training to all teachers in grades 7-12 a minimum of three times during the year. PLC teams meet on a weekly basis in all school sites. Schools have built student enrichment/intervention time into their school day.</p> <p>Math teachers received content specific training in developing essential standards, unpacking standards into specific learning targets, developing pacing guides, writing common formative assessments, analyzing assessment data, and planning interventions based on this data.</p> <p>STEM camps were available to students in summer 2016.</p>	<p>This year, 2,532 students passed Algebra I by the end of the ninth grade compared to 3,339 students in last year's report. This is a decrease. This objective was not met.</p>	<p>Increase capacity of math PLC teams to provide timely, targeted classroom interventions.</p> <p>Assist schools in developing Tier 2 remediation strategies.</p>
<p>3. The percentage of students who take three years of mathematics beyond Algebra I by the 12th grade will increase 5% per year as measured by LEA student data.</p>	<p>Oklahoma GEAR UP provided Solution Tree PLC training to all teachers in grades 7-12 a minimum of three times during the year. PLC teams meet on a weekly</p>	<p>This year's data show that 1,298 students took three years of mathematics beyond Algebra I. This is a significant increase of nearly 50% compared to last year's number of 877 students. This</p>	<p>No changes are anticipated at this time.</p>

	<p>basis in all school sites. Schools have built student intervention/enrichment time into their school day.</p> <p>Math teachers received content specific training in developing essential standards, unpacking standards into specific learning targets, developing pacing guides, writing common formative assessments, analyzing assessment data, and planning interventions based on this data.</p> <p>STEM camps were available to students in summer 2016.</p> <p>Concurrent enrollment for students to gain both high school and college math credit.</p>	<p>objective was met.</p>	
<p>4. The percentage of GEAR UP students who place into college level Math and English courses without the need for remediation will increase 3% each year as measured by OSRHE data.</p>	<p>Oklahoma GEAR UP provided Solution Tree PLC training to all teachers in grades 7-12 a minimum of three times during the year. PLC teams meet on a weekly basis in all school sites. Schools have built student intervention/enrichment time into their school day.</p> <p>Math teachers received content specific training in developing essential standards, unpacking standards into specific learning targets, developing pacing guides,</p>	<p>The average number of GEAR UP students who did not require remediation in college during their freshman year last year was 53%. This year's average number of students not requiring remediation was 56%. That is an increase of 3%. This objective was met.</p>	<p>State is moving to a co-requisite remediation model. We will encourage students in that model.</p>

	<p>writing common formative assessments, analyzing assessment data, and planning interventions based on this data.</p> <p>STEM camps were available to students in summer 2016.</p>		
<p>5. The percentage of GEAR UP students who have knowledge of, and demonstrate necessary academic preparation for college will increase 3% each year.</p>	<p>Students participated in freshmen rookie camps, STEM summer programs, tutoring and mentoring programs at the local district levels.</p> <p>Teachers participated in weekly PLC meetings and a minimum of three PLC coaching trainings during the year.</p> <p>Students received college preparation training through collaboration with the Oklahoma College Assistance Program student seminars.</p> <p>Students participated in elective student leadership development courses. Students participated in ACT Prep workshops, and all juniors took the ACT test.</p> <p>Professional Learning Community and SRI Protocol training was provided to teachers and GEAR UP staff.</p>	<p>Last year's average for students who completed a college bound curriculum for all GEAR UP districts was 87%. This year's average is 90%. This objective was met.</p>	<p>No changes are anticipated at this time.</p>
<p>6. The percentage of GEAR UP teachers identified as highly</p>	<p>Baseline data indicated that 93% of Oklahoma GEAR UP core teachers</p>	<p>This objective was not met but the intent of the objective was met with nearly all</p>	<p>No changes are anticipated at</p>

<p>effective will increase 5% each year as measured by the calibration of student value added data analysis and new teacher evaluation rubric scores.</p>	<p>were highly effective in 2014-15. This year's data results indicate that 95% of teachers are rated as highly effective, receiving a score of 4 to 5 on a 5-point rubric.</p>	<p>teachers scoring in the effective/highly effective category on the teacher evaluation system.</p>	<p>this time.</p>
<p>7. The percentage of students who graduate from high school will increase 2% each year as measured by the Office of Accountability data.</p>	<p>Students were provided leadership and college preparatory elective courses.</p> <p>Students enrolled in dual enrollment courses their junior and senior years.</p> <p>Students enrolled in AP courses in high school.</p> <p>All juniors took an ACT test in September 2016..</p> <p>Teachers and administrators continue to participate in PLCs.</p>	<p>Last year's average high school graduation rate for all districts was 93%. This year's high school graduation rate is 94%. This is a 1% increase. This objective was not met.</p>	<p>No changes are anticipated at this time.</p> <p>The schools have a graduation rate above the national average.</p>
<p>8. The percentage of GEAR UP students and former GEAR UP students who are enrolled in college will increase 3% each program year as measured by Office of Accountability data.</p>	<p>Teachers completed professional development to increase the rigor and relevance of core subjects.</p> <p>All seniors participated in College App Week where they applied to at least one college.</p> <p>All seniors and their parents were provided information during a financial aid event at their school site.</p> <p>College liaisons worked with students during the summer melt period after high school graduation and also during their</p>	<p>Last year's baseline data for college enrollment averaged 64%. This year's percentage of students attending college is 51%. This is a decrease of 13%. This objective was not met.</p>	<p>College liaisons role will change from meeting with high school seniors on a weekly basis to meeting with college freshmen on a weekly basis.</p>

	freshman year in college to provide resources to assist in college persistence.		
9. The percentage of former GEAR UP students who are on track to graduate from college will increase 4% each year as measured by OSRHE data.	College liaisons worked with college freshman students on six campuses that have the highest enrollment of Oklahoma GEAR UP students. Students were provided resources, classes, workshops, and personal and group counseling opportunities to assist with college persistence.	Last year's average percentage of students on track to graduate was at 44%. This year's average increased to 52%. This objective was met.	No changes are anticipated at this time.
10. The percentage of GEAR UP students and parents who demonstrate knowledge of available financial aid and the costs and benefits of pursuing postsecondary education will increase 6% each year.	Financial aid workshops are held in all districts each year in November-January for high school juniors and seniors and their parents. Students participated in individual and group discussions, lessons, and presentations concerning financial aid, including information on the state scholarship program. A formal state scholarship application push was held in the month each year to encourage application and awareness of financial aid.	In last year's surveys, 67% of students indicated they had received information about financial aid and costs for college compared to 90% this year. This was a 23% increase. This objective for students was met. 72% of parents also received information about financial aid and college costs via monthly mailings and surveys last year indicated that 67% last year. This was an increase of 6%. This objective was met this year for parents.	No changes are anticipated at this time.
11. The percentage of parents who actively engage in activities associated with assisting students in their academic preparation for college will increase by 10% each year.	Parent events were held in conjunction with GEAR UP activities and parents were encouraged to participate. The Oklahoma GEAR UP communications team worked diligently to promote all programs and to encourage parent	Parent attendance in parent/teacher conferences last year was 73% compared to this year's average of 77.6%. This objective was not met.	No changes are anticipated at this time. Changed data collection on parents' attendance.

	participation through monthly mailings. Parents participated in financial aid workshops at all 24 high school sites.		
--	---	--	--