

FY 2016 Executive Summary

PR Award Number: P334S110011

A timeline of highlighted accomplishments for the Oklahoma state GEAR UP grant for the past year is as follows:

April 2015

- College Match presentations were given to *ALL* sophomores in the 24 GEAR UP districts to assist students in the college selection process.
- A total of 27 parents completed the Parent Leadership Academy, a six-day parent empowerment and advocacy training program provided through GEAR UP in partnership with the Pritchard Committee. These parent teams have completed the following activities during the 2015-16 school year:
 - **Harrah Middle School:** This project focused on building a college-going culture at the middle school through a Visiting Professor Program that put college professors in the classroom with 7th and 8th grade students for fun and educational lessons.
 - **Luther High School:** This project focused on helping the school build and maintain a college-going culture with various activities.
 - **Hobart High School:** This project strengthened the existing college-going culture in the district through a student mentoring and advocacy program utilizing the Link Crew concept and curriculum.
 - **Elk City High School:** This project focused on improving reading scores at the high school by providing a research-based reading curriculum across all disciplines.
 - **Stilwell High School:** This project focused on decreasing the district's college remediation rates by better preparing students for a rigorous curriculum in math and English.
 - **McLoud High School:** This program focused on improving math skills for 7th and 8th graders through a math mentoring and tutoring program.
 - **Woodward High School:** This project focused on increasing math scores and introduced students to Real World Careers in the 21st Century.

Individual student/parent/teacher services included:

April GEAR UP Activities	Number of Participants
Academic Counseling	1,169
College/Career Workshops	163
College Campus Visit	454
Financial Aid Workshops/Presentations/Assistance	826
Job Shadowing	193
Mentoring	609
Parent Involvement	257
Professional Development	186
Summer Programs	236
Tutoring	258
Total Participants:	4,351

May 2015

- Five GEAR UP districts completed a spring freshmen orientation to prepare students for high school success. Orientations included high school tours, opportunities to meet teachers and students, opportunities to join high school clubs and organizations, and leadership skill building activities.
- A total of 845 GEAR UP students completed 6,552 hours of concurrent enrollment with cooperating colleges and universities.
- A total of \$4,699,256 in documented scholarships were awarded to Oklahoma GEAR UP seniors.
- A total of 529 students took an AP test with 190 of these students receiving college credit, an increase of 53 students from last year and an increase of 35 students receiving college credit.

Individual student/parent/teacher services included:

May GEAR UP Activities	Number of Participants
Academic Counseling	395
College/Career Workshops	714
College Campus Visit	2
Financial Aid Workshops/Presentations/Assistance	447
Mentoring	1,053
Parent Involvement	89
Professional Development	103
Summer Programs	2
Total Participants:	2,805

June 2015

- Twenty-one teachers completed two days of grant writing training with GEAR UP staff to assist with sustainability of GEAR UP activities. To date, more than \$300,000 of additional grant funds have been received by these teachers upon their completion and submission of grant applications.
- Sixty-one GEAR UP students participated in GEAR UP University summer programs – three residential, one week programs on college campuses with a STEM focus.
- A total of 1,258 GEAR UP students completed their application and were accepted into Oklahoma’s Promise, the state scholarship program.
- A total of 74 GEAR UP staff, district teachers and administrators attended a Solution Tree® three-day professional development training program focused on creating professional learning communities.

Individual student/parent/teacher services included:

June GEAR UP Activities	Number of Participants
Academic Counseling	49
Financial Aid Workshops/Presentations/Assistance	108
Mentoring	125
Parent Involvement	7
Professional Development	117

Summer Programs	61
Total Participants:	467

July 2015

- A total of \$1,608,211 in partnership support was awarded to 24 GEAR UP school districts to provide funding for the implementation of professional development for 16 districts and for direct student services for all 24 districts to assist students in improving their college readiness skills.
- Two Oklahoma GEAR UP students, Averie Hinchey and Viktoria Smith, were selected to represent Oklahoma at the First Lady’s Beating the Odds Summit at the White House.
- Ten GEAR UP staff, district teachers and administrators attended a Solution Tree® three-day professional development training program focused on creating professional learning communities.

Individual student/parent/teacher services included:

July GEAR UP Activities	Number of Participants
Academic Counseling	142
College/Career Workshops	2
Financial Aid Workshops/Presentations/Assistance	96
Mentoring	472
Parent Involvement	172
Professional Development	219
Total Participants:	1,112

August 2015

- A total of 249 GEAR UP senior graduates attended a freshman college bridge program hosted by 23 institutions of higher education where these students were enrolled. GEAR UP paid the bridge program fee for these students if a fee was associated with their attendance in the bridge program.
- Nineteen GEAR UP districts completed a freshman orientation event for their incoming high school freshmen and their parents which featured high school tours, motivational speakers, community awareness, student activity awareness, enrollment opportunities,

scholarship information, GEAR UP information and parent and student high school requirement training opportunities.

- A total of 1,112 seniors completed their FAFSA to begin their college experience.
- A total of 891 GEAR UP seniors received \$1,243,490 in tuition waiver scholarships.
- A total of 607 students enrolled in a student advocacy program in their district featuring Career Choices or BRIC curriculum.
- All districts provided training to 10th grade students to set up an account on okcollegestart.org, the state’s college readiness and preparedness online portal.

Individual student/parent/teacher services included:

August GEAR UP Activities	Number of Participants
Academic Counseling	3,726
College/Career Workshops	318
College Campus Visit	223
Educational Field Trips	165
Financial Aid Workshops/Presentations/Assistance	850
Mentoring	1,850
Parent Involvement	2,657
Professional Development	1,978
Total Participants:	11,767

September 2015

- Twenty-four GEAR UP school districts participated in National GEAR UP Week. The grant’s communication team provided each district with a National GEAR UP Week toolkit. Events at the 24 districts included College Gear Day, College Trivia events, and Career Aspiration Balloon Releases.
- A GEAR UP external evaluation was completed by Xcaliber®. A copy of this evaluation will be sent under separate cover.

Individual student/parent/teacher services included:

September GEAR UP Activities	Number of Participants
Academic Counseling	1,353
College/Career Workshops	5,385
College Campus Visit	944
Educational Field Trips	150
Financial Aid Workshops/Presentations/Assistance	241
Mentoring	3,798
Parent Involvement	404
Professional Development	1,644
Tutoring	105
Total Participants:	14,024

October 2015

- A total of 2,825 eighth graders took the EXPLORE assessment.
- A total of 2,902 sophomores took the PLAN assessment.
- A total of 2,668 juniors took a national ACT assessment.
- Ten superintendents participated in a daylong Superintendent Roundtable hosted by Quantum Learning.
- A total of 2,568 sophomores took the Gallup Student Poll which measured hope and engagement.
- GEAR UP surveys were completed by 7,452 parents.

Individual student/parent/teacher services included:

October GEAR UP Activities	Number of Participants
Academic Counseling	2,241
College/Career Workshops	2,206
College Campus Visit	1,902
Financial Aid Workshops/Presentations/Assistance	666
Mentoring	2,274
Parent Involvement	7,740
Professional Development	1,565
Tutoring	168
Total Participants:	16,862

November 2015

- A total of 1,946 seniors submitted 2,378 college applications during College Application Week events.
- A total of 133 Oklahoma teachers, administrators and GEAR UP staff participated in the Oklahoma GEAR UP state conference, which featured a focus on professional learning communities and district best practice breakout sessions.

Individual student/parent/teacher services included:

November GEAR UP Activities	Number of Participants
Academic Counseling	2,718
College/Career Workshops	1,614
College Campus Visit	1,505
Financial Aid Workshops/Presentations/Assistance	493
Job Shadowing	2
Mentoring	118
Parent Involvement	57
Professional Development	1,492
Tutoring	87
Total Participants:	8,086

December 2015

- A one-day GEAR UP Leadership retreat was held to review grant data and objectives and to discuss adjustments that needed to be made in grant activities. Seven staff members attended this meeting hosted by a local college.

Individual student/parent/teacher services included:

December GEAR UP Activities	Number of Participants
Academic Counseling	1,054
College/Career Workshops	918
College Campus Visit	546
Financial Aid Workshops/Presentations/Assistance	996
Job Shadowing	4
Mentoring	474
Parent Involvement	7
Professional Development	1,050
Tutoring	36

Total Participants:	5,085
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January 2016

- The Oklahoma State GEAR UP Advisory Board meeting was held on January 12, 2016, with 15 members in attendance. Minutes from this meeting are being sent under separate cover.
- A total of 17,315 students in grades 7-12 completed a GEAR UP student survey.

Individual student/parent/teacher services included:

January GEAR UP Activities	Number of Participants
Academic Counseling	1,524
College/Career Workshops	790
College Campus Visit	557
Educational Field Trips	6
Financial Aid Workshops/Presentations/Assistance	1,731
Mentoring	1,087
Parent Involvement	7
Professional Development	2,261
Tutoring	60
Total Participants:	8,023

February 2016

- A total of 33 school principals attended the Principals Summit and engaged in collaborative learning about the professional learning community process.
- A total of 10 superintendents participated in a daylong Superintendent Roundtable hosted by Quantum Learning.
- A total of 1,421 teachers and administrators completed a faculty GEAR UP survey.

Individual student/parent/teacher services included:

February GEAR UP Activities	Number of Participants
Academic Counseling	1,827
College/Career Workshops	1,166
College Campus Visit	1,644
Financial Aid Workshops/Presentations/Assistance	1,539
Mentoring	947
Parent Involvement	172
Professional Development	2,436
Tutoring	72

Total Participants:	9,803
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March 2016

- More than 2,500 juniors took a national ACT assessment.
- A total of 3,062 juniors received the 21st Century Scholars Certificate.

Individual student/parent/teacher services included:

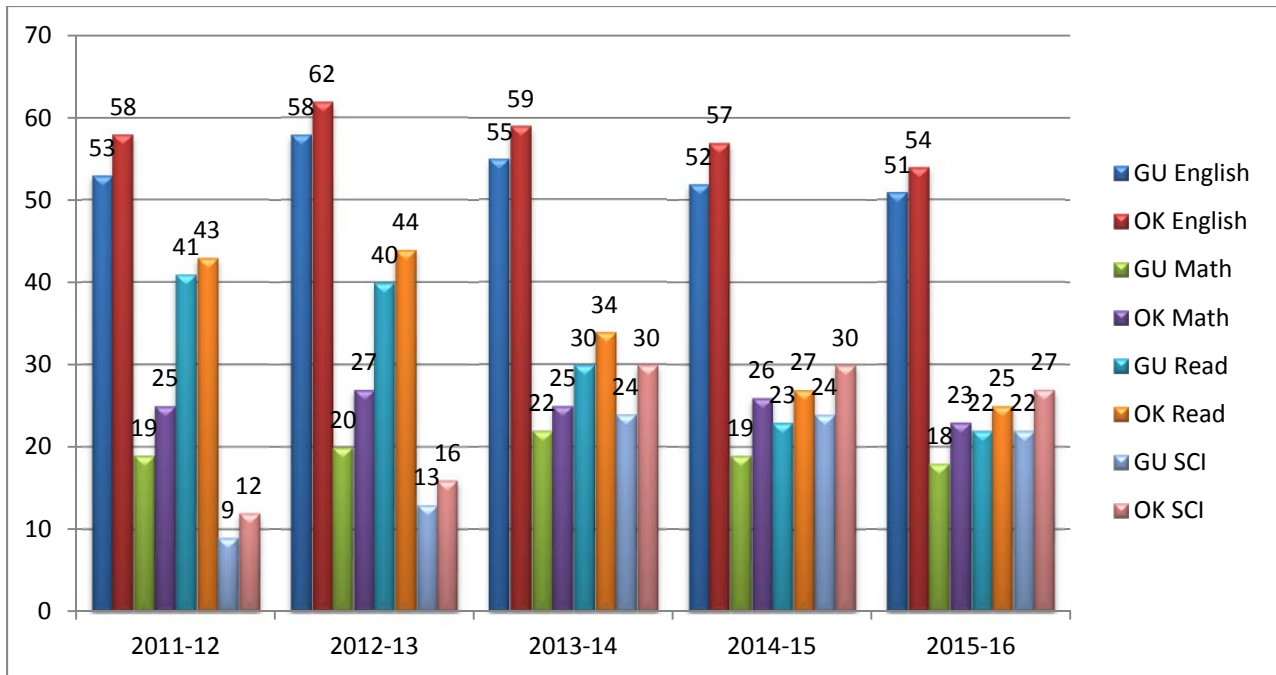
March GEAR UP Activities	Number of Participants
Academic Counseling	2,415
College/Career Workshops	636
College Campus Visit	1,364
Financial Aid Workshops/Presentations/Assistance	385
Mentoring	397
Parent Involvement	51
Professional Development	1,105
Tutoring	55
Total Participants:	6,408

SECTION II: NARRATIVE INFORMATION

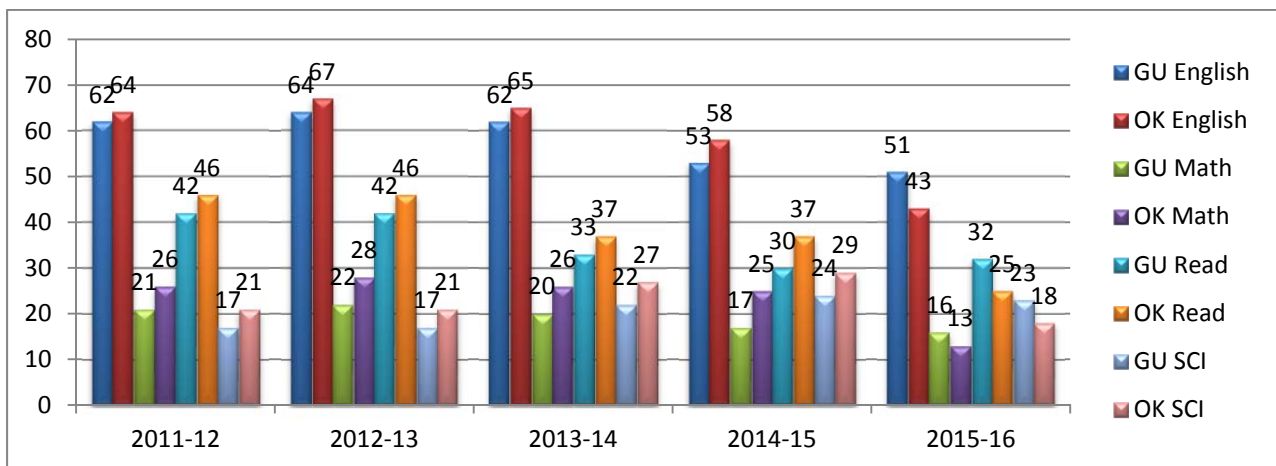
- 1. The mission of the GEAR UP program is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Briefly describe how your project is furthering the mission of the GEAR UP program. Specifically, address how your project is: a) improving 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:

GEAR UP students had access to EPAS assessments during the 2015-16 school year. EXPLORE data on the percent of 8th grade students who have met the college readiness benchmark in each core subject, indicating college readiness as identified by ACT for the past five years, indicates that science scores continue to raise, and English and reading scores have stayed constant while math scores are slightly declining. GEAR UP student data continues to fall short of the state average every year at the 8th grade level.



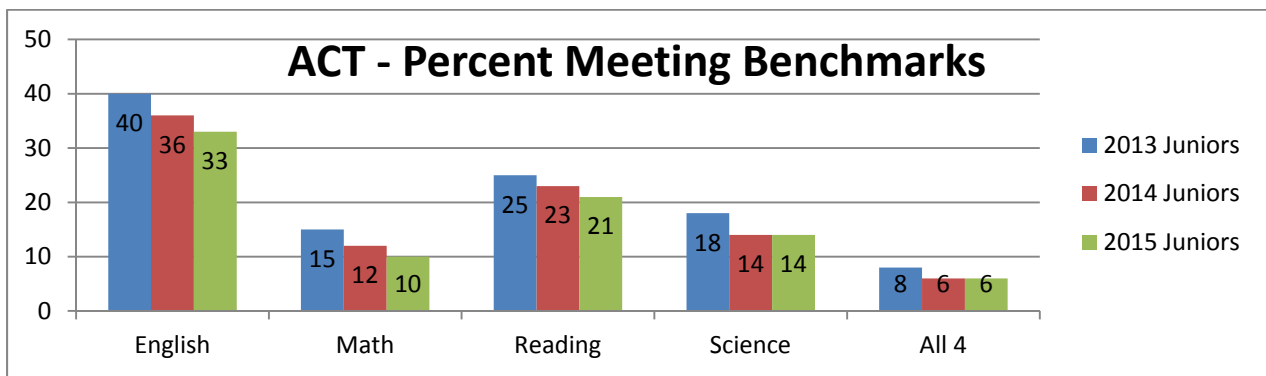
In 10th grade, all GEAR UP students had the opportunity to take the PLAN assessment this year. A statewide PLAN assessment was not given this year., Only students at GEAR UP school districts at both the state and partnership levels were able to take this assessment as ACT phases out the EXPLORE and PLAN. It is important to note that while GEAR UP PLAN scores have consistently fallen in the past five years, this trend also follows for state data as well. This can be attributed to teachers teaching to the test for End-of-Instruction assessments that seniors must pass in order to graduate instead of teaching a well-rounded, rigorous curriculum. Five year trend data for the PLAN is as follows:



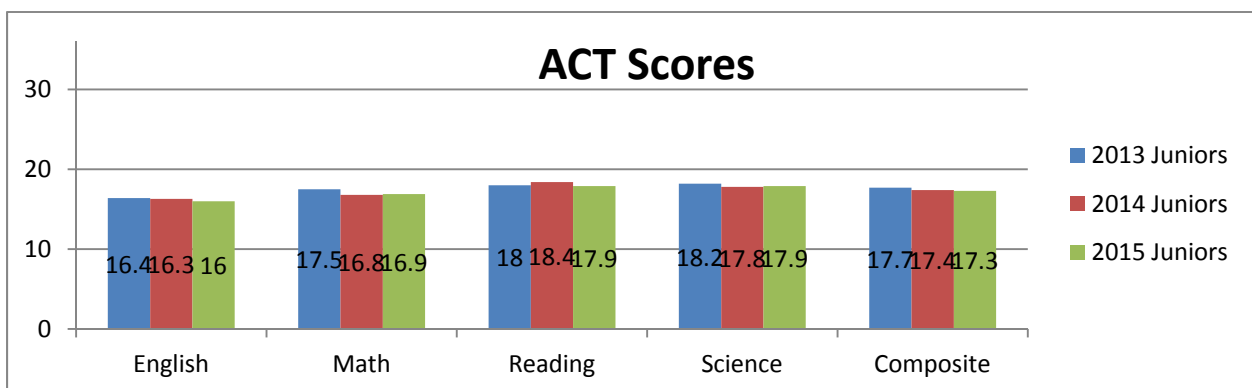
Oklahoma GEAR UP continues to provide training to all teachers, students and parents on the importance and value of EXPLORE and PLAN data as predictors of ACT success and as a

predictor of the number of students who are on track for college readiness. Faculty are provided with cohort data every year to look at the number of students who are making the desired increases in assessment scores over the five years of the data trends from EXPLORE to ACT. Parent and student training sessions are held on how to read the EXPLORE and PLAN student summary reports and how to use the data from the reports to seek out additional help for students in areas of concern.

Oklahoma GEAR UP continued to pay for all juniors to take the ACT during the fall district student testing date, which was September 29, 2015. Results of this assessment decreased compared to the two previous years of testing all juniors. The percent of juniors who met the ACT benchmarks for all core assessments was as follows:



The actual student subscores for Oklahoma GEAR UP juniors has slightly decreased over the past three years, but statistically speaking, the overall subscores and composite scores have not changed over the past three years of testing with trend data as follows:



Direct services provided to students since the beginning of the grant has continued to increase in most areas with the exception of college campus visits, job shadowing and summer programs. It is important to note that summer programs were not allowed this past year to be funded through GEAR UP since no research was available to demonstrate that these programs at the district level were having an impact on improved student academic achievement.

Student Services	2011-12	2012-13	2013-14	2014-15	2015-16
Supportive Services (Tutoring & Mentoring)	5,256	6,914	9,296	15,493	13,984
Rigorous Academic Curricula	5,791	5,425	6,386	10,427	16,913
Financial Aid Counseling	5,498	6,934	11,349	8,504	8,378
Counseling/Advisement/Planning	11,726	13,832	15,977	12,995	18,613
College Visits	1,769	9,705	11,546	11,763	9,141
Job Shadowing/Visits	290	510	821	410	199
Summer Programs	448	701	254	391	299
Workshops	675	3,874	11,667	7,288	13,912
College App Week	N/A	1,605	1,719	1,790	1,946

B. Increasing Educational Expectations of Students and Parents:

Student and parent educational expectations were determined through the use of student and parent GEAR UP surveys. This year, more surveys were completed than any other year to date, with 91% (86% last year) of students reporting and 39% (25% last year) of parents. As a result of the increase in survey results, survey data is down in nearly every response, which was expected due to the large increase of survey responses. Parent survey results included:

- Knowledge about financial aid and the costs and benefits of college had increased according to 50% of parents compared to 54% last year.

In comparison, student survey results continued to increase even with the additional 9% of student reporting this year. Student survey results included:

- Eighty-two percent of students reported they had been on a college campus this school year compared to 79% last year.
- Districts reported that 1,306 students participated in an AP course for this reporting period compared to 916 students on last year's APR.

- Chemistry and physics enrollment increased significantly for the reporting period at a total of 1,514 compared to 1,179 last year.
- Concurrent enrollment (dual credit) nearly doubled from the last reporting cycle. This year, 845 students received college/high school credit compared to 484 students last year.
- Number of seniors who took the ACT increased from 4,311 last year to 5,275 this year.
- Number of students who were promoted to the next grade level (17,744) increased significantly compared to last year (15,286).

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

Parent survey results indicated:

- Parents reported that 29% had spoken to someone about college financial aid for their children compared to 34% last year.
- Parents reported that 37% had enough information about financial aid to help pay for college compared to 41% last years.

Student survey data demonstrating knowledge regarding college preparation and financial aid included:

- Students reported that 67% of them had spoken to someone about financial aid compared to 66% last year.
- Knowledge about financial aid and the costs and benefits of college had increased from 67% last year to 77% this year.
- Thirty-eight percent of students reported they knew about Oklahoma's Promise, the state scholarship program, and its eligibility requirements, up from 23% last year.
- Student FAFSA data remained constant at 1,112 compared to 1,113 last year.

Based on years of research, the Gallup Student Poll provides Oklahoma GEAR UP schools with a way to measure factors with links to positive educational outcomes, giving educators a tool to support their quest to engage students today and make them ready for tomorrow. The Gallup

Student Poll is used by Oklahoma GEAR UP to inform initiatives designed to build positive school cultures, inform school improvement programs and develop strategies that help students learn their strengths and prepare for the future. The Gallup Student Poll is designed to aid educators in providing a learning environment that:

- Builds engagement;
- Creates hope for the future;
- Fosters talent; and
- prepares students to meaningfully participate in our nation's economy.

Oklahoma GEAR UP has had a cohort of students take the web-based survey in the fall of each school year and supplies teachers, administrators and community leaders with actionable and malleable data. In fall of 2015, all sophomores took this assessment.

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

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

First, the role of the college liaisons in Oklahoma GEAR UP has been a successful component in improving high school graduation and college enrollment rates. These six individuals not only provide a familiar face and resource for GEAR UP students who are already on the college campuses, but they play a valuable role at the high school level, building and fostering student relationships while assisting with college readiness activities and building the positive relationships with high school students to give them another individual to whom students can use as a valuable resource while in high school.

Next, Oklahoma GEAR UP has continued for the third year to give the ACT to all juniors in all 24 districts. Every year students who never thought they were academically prepared for college make college decisions based on their ACT scores which are higher than they imagined. This opens up tremendous opportunities for the GEAR UP students and will continued through the duration of the grant.

Next, the use of the results of the annual Gallup Student Poll are used to make formative adjustments to the grant and school districts by providing an awareness and implementation plan for activities that will impact a student's hope and engagement in school. In October 2015, all sophomore students in the 24 Oklahoma GEAR UP schools completed this poll. Their three year data results table is as follows:

SCHOOL DISTRICT	HOPE 2013	HOPE 2014	HOPE 2015	ENGAGED 2013	ENGAGED 2014	ENGAGED 2015
Ardmore	4.37	4.39	4.21	3.77	3.77	3.59
Caney Valley	4.34	4.28	4.17	3.98	3.87	3.57
Catoosa	4.25	4.27	4.12	3.69	3.72	3.57
Checotah	4.41	4.45	4.30	3.94	3.89	3.69
Davis	4.42	4.45	4.29	4.28	4.29	3.81
Duncan	4.27	4.35	4.07	3.84	3.81	3.38
Elk City	4.40	4.42	4.20	4.00	3.91	3.54
Guymon	4.39	4.27	4.07	4.07	3.87	3.42
Harrah	4.26	4.34	4.09	3.85	3.76	3.46
Henryetta	4.37	4.38	4.28	3.80	3.80	3.57
Hobart	4.44	4.34	4.31	4.16	3.64	3.70
Kingston	4.31	4.31	4.15	4.04	3.84	3.46
Little Axe	4.19	4.32	4.14	3.89	3.86	3.58
Luther	4.41	4.41	4.29	3.79	3.96	3.65
Madill	4.26	4.34	4.12	3.94	3.76	3.54
Marietta	4.12	4.37	4.12	3.77	4.00	3.63
McLoud	4.29	4.29	4.04	3.98	3.79	3.39
Newkirk	4.20	4.23	4.10	3.85	3.70	3.17
Okmulgee	4.41	4.27	4.17	4.01	3.69	3.67
Roland	4.29	4.19	4.14	4.13	3.63	3.68
Sapulpa	4.29	4.25	4.18	3.71	3.63	3.41
Stilwell	4.33	4.37	4.16	3.97	4.04	3.72
Tecumseh	4.44	4.46	4.02	4.18	4.07	3.53
Woodward	4.50	4.37	4.30	4.12	3.92	3.54
GU Average	4.33	4.34	4.17	3.95	3.84	3.55
National Average	4.40	4.36	4.25	4.04	3.77	3.90

As a result of this data, ten GEAR UP districts are now offering a student advocacy program to assist with improving students' hope and engagement. The PLC process is being used to return the focus of the districts from teaching to learning to assist with the student engagement decrease.

Third, Oklahoma GEAR UP has changed their mindset on professional development this past year. Only districts who agreed to implement, with fidelity, the professional learning

community concept in their middle schools and high schools received partnership support funds for professional development. All other professional development opportunities were suspended with the exception of the grant writing course for school sustainability. Professional learning communities by definition is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

The very essence of a professional learning community is a focus on and a commitment to the learning of each student. When a school or district functions as a PLC, educators with the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it. They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented goals to mark their progress. Members work together to clarify exactly what each student must learn (essential skills/curriculum), monitor each student's learning on a timely basis (common formative assessments), provide systematic interventions that ensure student receive additional time and support for learning when they struggle (build in intervention time), and extend and enrich learning when students have already mastered the intended outcomes (build in enrichment time).

Oklahoma GEAR UP has been persistent in their endeavor to encourage teachers to not accept the status quo and to constantly search for a better way to achieve goals and accomplish the purpose of the organization. Systematic processes engaged each member of the organization in an ongoing cycle of:

- Gathering evidence of current levels of student learning;
- Developing strategies and ideas to build on strengths and address weaknesses in that learning;
- Implementing those strategies and ideas;

- Analyzing the impact of the changes to discover what was effective and what was not; and
- Applying new knowledge in the next cycle of continuous improvement.

The goal has been not to simply to learn a new strategy, but instead to create conditions for a perpetual learning environment in which innovation and experimentation are viewed not as tasks to be accomplished or projects to be completed but as ways of conducting day-to-day business – forever!

Next, this year Oklahoma GEAR UP has sought to transform what it means to be an effective leader at all phases of a leader’s career. By setting high standards for effective leadership based on research and best practice, Oklahoma GEAR UP aimed to empower districts to build a network of exceptional instructional leaders, including superintendents, principals and teacher leaders. The leadership strategy reflected the changing skill sets needed by educators in Oklahoma to move from an individual-manager-as-leader model to a shared-instructional-leader model. This shared-instructional-leader model has required a bold, comprehensive strategy. Specific training was provided to superintendents in collaboration with Quantum Learning to further the work that superintendents have completed through the NCCEP Superintendent Training. In addition, principals have participated in a Principals Summit with an emphasis on their role in the professional learning community process. Through the PLC process, the expectations of the principal have changed from principal as an efficient manager to a principal who can develop the necessary conditions to help adults in the school continually improve their ability to ensure students gain the knowledge and skills that are essential for success in the 21st Century. Training included learning principles comprised of critical components of an instructional leader. Furthermore, teacher leaders in districts who are implementing professional learning communities have participated in specific guiding coalition leadership training to redefine their understanding of leadership. The training also strove to deepen the pool of highly effective teacher leaders who are capable of leading from both the classroom and the main office and become highly functional in the PLC process.

Next, Oklahoma GEAR UP college persistence data exceeded the state persistence rates according to National Student Clearinghouse data compared to Oklahoma Regents college persistence data. Oklahoma college persistence rates are currently at 64% while GEAR UP averages 70% for in-state persistence. Specifically, by district, college persistence rates are as follows:

District	In-State	In-State #	Out-of-State	Out-of-State #
Ardmore	64%	145	73%	15
Caney Valley	72%	60	60%	5
Catoosa	60%	135	81%	16
Checotah	69%	112	60%	10
Davis	84%	63	50%	2
Duncan	75%	197	70%	20
Elk City	69%	126	60%	15
Guymon	67%	128	67%	42
Harrah	74%	141	78%	9
Henryetta	88%	43	67%	6
Hobart	70%	61	100%	2
Kingston	59%	59	83%	6
Little Axe	65%	66	86%	7
Luther	70%	43	75%	4
Madill	75%	112	90%	10
Marietta	69%	62	50%	8
McLoud	72%	124	36%	11
Newkirk	80%	44	61%	18
Okmulgee	53%	73	29%	7
Roland	78%	60	69%	42
Sapulpa	64%	287	71%	31
Stilwell	71%	105	50%	22
Tecumseh	72%	137	100%	4
Woodward	79%	126	25%	4
Average/Total	70%	2509	66%	316

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

Educational climate changes have been the most difficult barrier/challenge for Oklahoma teachers and administrators this year. Oklahoma still does not have any approved state educational standards for math or English, which makes it difficult for teachers to know what standards should be taught each year and to narrow the standards down to essential skills/curriculum necessary for successful PLCs. In addition, the majority of educational changes that were approved from 2012

to now are being revisited with the majority of these changes being overturned by state legislators, such as using student value added data as a way to evaluate core content teachers. These constant changes in the state educational system make it difficult for teachers to know what to teach, what they are being evaluated on, or what students will be assessed on each year. Oklahoma GEAR UP continues to be diligent in keeping up with the educational changes and to work closely with the Oklahoma State Dept. of Education as changes are made and implemented at the district level.

Another barrier to success for the Oklahoma GEAR UP grant included the indecisiveness of ACT this past year. Oklahoma GEAR UP bases student academic achievement on the EPAS educational assessment system, but since ACT has dissolved those tests, Oklahoma educators have been complacent in giving the assessments this year. Now that ACT is going back to giving a 10th grade predictor assessment, teachers have been very frustrated with the constant changes of this vendor/partner.

An additional barrier that impeded the success of the Oklahoma GEAR UP grant is the ever increasing number of alternative certified teachers who are teaching in our GEAR UP schools. This year an average of 15-25% of all GEAR UP teachers have had no pedagogy or classroom management training, which makes it difficult to improve student achievement when the teachers do not have the skills to improve student learning. Oklahoma GEAR UP has continued to explore possible solutions to the rising number of alternative certified teachers, including induction training during the summer months and curriculum training through the professional learning community training modules and PLC culture change.

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 Oklahoma GEAR UP evaluation plan determined if the project outcomes and performance measures were achieved by monitoring project implementation on a formative basis. The *Context, Input, Process, Product (CIPP)* model (*Stufflebeam, 2002*), an ongoing cyclical process of evaluation, guided the evaluation strategies and ensure sustainable outcomes that

enhanced project improvement and document information about process development for all strategies. The CIPP model ensured the use of an integrated, multi-faced evaluation and allows a continual refinement of services based on outcomes, stakeholder feedback, and the needs of the population served. Oklahoma GEAR UP has made one significant change to their evaluation plan this year. Utilizing the ALCA online data warehouse and information database, the internal evaluator has taken over the collection process for all activity reports, biannual data reports, and the annual performance report. Oklahoma GEAR UP no longer contracts with CoBro for this service. The results have been a more reliable data reporting and collection process for the grant. Districts have taken ownership in their data collection, and more accurate reporting is available on a formative basis. Oklahoma GEAR UP is gathering the following data for their grant objectives on a formative basis, as identified in their grant evaluation plan:

Objectives	Evaluation Methods
<p>Objective 1 (GPRA): The percentage of students who pass pre-algebra by the end of the 8th grade will increase an average of 5% per year as measured by LEA student achievement data.</p>	<p>Quantitative data: Number of students enrolled in and completing 8th pre-algebra and algebra; number of students who meet or exceed the EXPLORE college readiness benchmark for math; number of rigorous math courses offered by the LEAs; teacher participation on professional development; and number of students requiring math remediation. Qualitative data: Student surveys; graduation advisement surveys; STEM summer camp enrollment; professional development survey findings; and career exploration data.</p>
<p>Objective 2 (GPRA): The percentage of students who pass Algebra 1 by the end of the 9th grade will increase 3% per year as measured by LEA student achievement data.</p>	<p>Quantitative data: Number of students enrolled in and completing Algebra I, Geometry, and Pre-Algebra in 9th grade; number of students who meet or exceed the PLAN college readiness benchmark for math; and number of students participating in STEM academies. Qualitative data: Student surveys; and teacher professional development survey findings.</p>
<p>Objective 3 (GPRA): The percentage of students who take three years of mathematics beyond Algebra 1 by the 12th grade will increase 5% per year as measured by LEA student data.</p>	<p>Quantitative data: Student mathematics enrollment and completion data; number of students who meet or exceed the mathematics college readiness benchmarks on 11th grade ACT assessment; number of teachers participating in mathematics professional development; and student mathematics grades. Qualitative data: Student survey results; teacher professional development evaluation instruments; and teachers' use of student data.</p>
<p>Objective 4: The percentage of GEAR UP students who place into college level Math and English courses without the need for remediation will</p>	<p>Quantitative data: Number of students enrolled in college remediation courses; percentage of students who meet or exceed the EXPLORE, PLAN and ACT college readiness standards in math, English, and reading. Qualitative data: Exit interviews with students who seek assistance from College Liaisons and/or</p>

increase 3% each year.	participate in college remediation and assistance programs.
Objective 5: The percentage of GEAR UP students who have knowledge of, and demonstrate, necessary academic preparation for college will increase 3% each year.	Quantitative data: Percent of students who meet or exceed the EXPLORE, PLAN and/ACT college readiness benchmarks; percent of students who have an unweighted grade point average of at least 3.0 on a 4-point scale; percent of students who enroll in and successfully complete an Advance Placement (AP) course; percent of students who obtain college credit while in high school; and the percent of students who successfully fulfill the requirements of Oklahoma's college preparation high school curriculum. Qualitative data: Teacher professional development surveys; Gallup Student Poll; external provider evaluation data; and counselor professional development survey findings.
Objective 6: The percentage of GEAR UP teachers identified as highly effective will increase 5% each year as measured by the calibration of student value added data analysis and new teacher evaluation rubric scores.	Quantitative data: Student assessment scores, value added data analysis, ACT data analysis, student/teacher linkage data; teacher professional development participation data; and teacher evaluation calibration results. Qualitative data: Teacher evaluation results; teacher professional development evaluation results; teacher surveys; and leadership training survey results.
Objective 7 (GPRA): The percentage of students who graduate from high school will increase 2% each year as measured by Office of Accountability data.	Quantitative data: High school graduation rates; and percent of students who meet or exceed the EXPLORE; and PLAN and/ACT college readiness benchmarks. Qualitative data: Student exit interviews; student leadership participation; and student activity data.
Objective 8: The percentage of GEAR UP students and former GEAR UP students who are enrolled in college will increase 3% each program year measured by Office of Accountability data.	Quantitative data: College enrollment and persistence data; college freshmen grade point average data; student activity participation data; and number of students who enroll in dual credit courses. Qualitative data: Student exit interviews; student surveys; and Gallup Student Poll results.
Objective 9: The percentage of former GEAR UP students who are on track to graduate college will increase 4% each year as measured by OSRHE data.	Quantitative data: Student persistence data; number of students making satisfactory progress toward postsecondary educational goal; and student graduation rates. Qualitative data: Annual student surveys; student exit interviews; and focus group results.
Objective 10: The percentage of GEAR UP students and parents who demonstrate knowledge of available financial aid and college costs will increase 6% each year.	Quantitative data: Number of parents who complete parent leadership training; and number of student applications for FAFSA. Qualitative data: Student/parent surveys, student exit interviews; and focus group data.

<p>Objective 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.</p>	<p>Quantitative data: Number of parents who participate in Parent Leadership Academy training; and number of parents who attend LEA parent/teacher conferences and events. Qualitative data: Parent surveys results.</p>
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This data was reviewed on a monthly basis during leadership meetings and on a quarterly basis with all GEAR UP staff. Adjustments to the grant programs were made based on this data review on an ongoing basis.

The Oklahoma GEAR UP evaluation had multiple components for measuring the impact of the grant on Oklahoma students. First, GEAR UP staff disseminated information about the GEAR UP project in a variety of ways to share strategies that are suitable for replication. This included making presentations at state, regional, and national education conferences, local school boards, and to statewide education stakeholders and businesses. Also, GEAR UP information was made available on the GEAR UP website at www.okgearup.org. Next, the Oklahoma GEAR UP communication plan included the creation of various toolkits that were made available to school districts in the state, and on a national level to ensure replicability of best practices. This year, toolkits were created and shared for implementing a College Application Week event, a freshman transition camp, and National GEAR UP Week activities and events.

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

Oklahoma GEAR UP has put several processes in place to ensure systemic change in the districts served through their state grant. First, Oklahoma GEAR UP offered an annual two-day grant writing institute for teachers who want to learn how to write and secure external funding to continue GEAR UP programs and activities long after the grant is completed.

In addition, through the implementation of the professional learning community process, districts have learned valuable collaborative skills that will lead to systemic change long after the

grant is completed and will provide the necessary skills for district personnel to ensure student learning no matter what educational climate changes occur in the future. The focus on results has led each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also has driven teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. These assessments are used to identify students who need additional time and support for learning and students who need additional enrichment time to ensure systemic improvement efforts.

Also, GEAR UP districts are beginning to phase out GEAR UP funding for many of their student programs and absorbing those costs as the years progress in the grant. For example, districts now cover costs for transportation for students' college campus field trips and freshmen orientation and financial aid event expenses. College Application Week activities have gone statewide, and GEAR UP districts have absorbed any costs associated with that program.

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.

Please see attached documents, sent under separate cover, including an Oklahoma's Promise overview, Oklahoma GEAR UP external evaluation summary, parent/student/faculty survey data results, and Oklahoma State GEAR UP Advisory Board minutes.

- 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>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 met the College Readiness Benchmark on the EXPLORE assessment.</p>	<p>Three GEAR UP University summer programs were offered in June 2015 for students with an emphasis in STEM with a total of 62 students attending the sessions.</p> <p>A total of 33 math teachers in five districts received curriculum and instruction training including the creation of essential standards and learning targets, increasing the rigor of classroom assessments, and creating common formative assessments.</p> <p>A total of 33 math teams (one team from each school site X 17 sites) met in professional learning communities a minimum of 2X/month for 10 months.</p> <p>Local advisory boards were made aware of GEAR UP data needs and required student enrollment requirements. A special emphasis was placed on reducing the number of students who were enrolled in math remediation courses and a greater emphasis placed on a more rigorous math curriculum.</p>	<p>In the 2014-15 school year, 3,064 GEAR UP students in grade 8 or 95% passed pre-Algebra by the end of their 8th grade year compared to 2,817 students last year. This is an increase 247 students. To meet this objective, there had to have been 86 more students who passed pre-Algebra. This objective has been met.</p> <p>College readiness benchmark this year on the EXPLORE assessment for all GEAR UP 8th graders in mathematics was at 18% compared to the baseline data of 16% in 2010-11.</p>	<p>No changes are anticipated at this time.</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>Three GEAR UP University summer programs were offered in June 2015 for students with an emphasis in STEM with a total of 62 students attending the sessions.</p> <p>Some districts provided tutoring to students who were struggling in mathematics.</p>	<p>In the 2014-15 school year, 2,703 students completed Algebra I by the end of the ninth grade, compared to 3,339 students last year. This is a decrease of 636 students comparing one year to the next. This objective has not been met.</p>	<p>Teachers and the local advisory boards will be made aware of the GEAR UP targets and will</p>

	<p>A total of 33 math teachers in five districts received curriculum and instruction training professional development including the creation of essential standards and learning targets, increasing the rigor of classroom assessments, and creating common formative assessments.</p> <p>A total of 33 math teams (one team from each school site X 17 sites) met in professional learning communities a minimum of 2X/month for 10 months.</p>		<p>encourage districts to increase student placement in more rigorous math courses moving forward.</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>Three GEAR UP University summer programs were offered in June 2015 for students with an emphasis in STEM with a total of 62 students attending the sessions.</p> <p>Some districts provided tutoring to students who were struggling in mathematics.</p> <p>A total of 33 ,math teachers in five districts received curriculum and instruction training professional development including the creation of essential standards and learning targets, increasing the rigor of classroom assessments, and creating common formative assessments.</p> <p>A total of 33 math teams (one team from each school site X 17 sites) met in professional learning communities a minimum of 2X/month for 10 months.</p>	<p>This year’s data indicated that 877 students had completed three years of math beyond Algebra I including courses such as calculus and trigonometry compared to 1,203 students in the previous year. This objective was not met.</p>	<p>Teachers and the local advisory boards will be made aware of the GEAR UP targets and will encourage districts to increase student placement in more rigorous math courses moving forward.</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>Three GEAR UP University summer programs were offered in June 2015 for students with an emphasis in STEM with a total of 62 students attending the sessions.</p> <p>Twenty districts provided tutoring to students who were struggling in mathematics.</p>	<p>The average college remediation rate last year for math was at 37.6% compared to this year’s rate of 42%. This objective for math was not met. The average college remediation rate for English last year was 19.3% compared to this</p>	<p>No changes are anticipated at this time.</p>

	<p>A total of 33 math teachers in five districts received curriculum and instruction training professional development including the creation of essential standards and learning targets, increasing the rigor of classroom assessments, and creating common formative assessments.</p> <p>A total of 33 math teams (one team from each school site X 17 sites) met in professional learning communities a minimum of 2X/month for 10 months.</p> <p>Students were encouraged to take College Algebra as concurrent enrollment with a cooperating IHE. A total of 845 students took concurrent enrollment and received 6,552 hours of college credit.</p>	<p>year's rate of 16.2%. This objective for English was met.</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>Students participated in GEAR UP University, college bridge programs, and tutoring and mentoring programs at individual school sites.</p> <p>1,801 students participated in college/financial literacy workshops in collaboration with the Oklahoma College Access Program.</p>	<p>Last year's average for students who completed a college-bound curriculum according to the Office of Accountability's School Report Card was 81.7% compared to this year of 87%. This objective has been met.</p>	<p>No changes are anticipated at this time.</p>
6. The percentage of GEAR UP teachers identified as highly effective will increase 5% each year as measured by the calibration of student value added data analysis and new teacher evaluation rubric scores.	<p>Teachers in 16 GEAR UP districts completed professional learning community training.</p>	<p>This objective has not been met for this year. Teacher evaluation scores stayed constant at 95% when compared to last year's evaluations.</p>	<p>Oklahoma will cease value added data analysis after this school year.</p>
7. The percentage of students who graduate from high school will increase 2% each year as measured by the	<p>Students were provided leadership opportunities in high school.</p> <p>2,151 students took concurrent or</p>	<p>Last year's average high school graduation rate for all districts combined was 94% according to the Office of Accountability.</p>	<p>No changes are anticipated at this time.</p>

<p>Office of Accountability data.</p>	<p>AP courses.</p> <p>All juniors took the ACT test on Sept. 29, 2015 and March 29, 2016.</p> <p>ACT prep courses were provided to 3,073 juniors and seniors.</p> <p>1,946 seniors completed a college application through College Application Week.</p> <p>Three superintendents completed Superintendent Leadership Institute training through Quantum Learning in collaboration with NCCEP.</p>	<p>This year's data was provided by the school districts themselves, and indicated that 93.4% graduated. This objective was not met, but it is important to note that different data points were utilized within the two comparison years.</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>845 teachers completed professional development including core content and professional learning community training.</p> <p>A total of 1,946 seniors completed 2,378 college applications during College Application Week.</p> <p>College liaisons provided direct student services to more than high school and college students.</p> <p>All seniors and their parents received training and information about college financial aid. Teachers received training in college data pertaining to their individual districts including college going, college remediation, and college GPA data.</p>	<p>Last year's baseline data for college enrollment was 49% compared to this year which is 51%. Although student enrollment has increased 2% compared to last year, this objective was not met.</p>	<p>National Student Clearinghouse data will be utilized moving forward to determine students on track to college entrance data moving forward.</p>
<p>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.</p>	<p>College liaisons worked with college freshmen and sophomore students on six college campuses that have the highest enrollment of Oklahoma GEAR UP students. Students were provided resources, workshops, course selection and financial aid assistance, and personal and group counseling and mentoring</p>	<p>College persistence data reported by the State Regents Office last year indicated that 67% of GEAR UP students persisted during that reporting cycle. According to the National Student Clearinghouse, Oklahoma GEAR UP students this</p>	<p>National Student Clearinghouse data will be utilized moving forward to determine students on</p>

	to assist with college persistence.	past year persisted at a rate of 70% in state, and 66% out of state. This objective was not met.	track to graduate college based on college persistence data.
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.	<p>All high school seniors were offered financial aid information sessions through a partnership with the Oklahoma College Access Program and GEAR UP staff. In addition, all 24 districts provided financial aid events in the evening for parents and students to assist with scholarship applications and FAFSA completion.</p> <p>Oklahoma parents had access to a statewide college information hotline to receive college cost information.</p>	<p>Last year's surveys indicated that 67% of students had received information about financial aid and costs for college compared to 66% this year. This objective has not been met.</p> <p>Parent surveys last year indicated that 37% of parents had knowledge of financial and college costs for their child compared to 41% this year. This objective was not met.</p>	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 encourage, and often, required to attend such as a high school freshmen mandatory bridge program.	<p>Parent attendance in parent/teacher conferences last year was at 68% while this year, parent participation increased to 73.8%. This objective was not met.</p> <p>GEAR UP teaching faculty indicated that 11% of their parents attended student activities compared to 8% last year.</p>	No changes are anticipated at this time.