



OKLAHOMA



Oklahoma has addressed seven of the 10 Blueprint policies to improve college readiness in the state. The state has addressed only one of the high school anchor policies. It has aligned requirements for high school graduation with requirements for college admission in all core subjects except foreign language.

However, it has programs in place to address all four college anchor policies. It is one of 13 states with statewide uniform requirements for admission to four-year colleges and has uniform transfer policies among its colleges for course credits and associate degrees. Oklahoma also has a clear definition of what constitutes college and career readiness. It has developed a data system that is able to provide student-level data to the people who need to make decisions about students' education — such as principals, teachers and parents. As a result, it meets both bridge policies.

POLICY REVIEW	OKLAHOMA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	NO Yes - dual enrollment offering mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	TBD	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES , except foreign language	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Statewide GPA; Assessments; High school coursework; Class rank	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Partial Yes Yes	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Retention; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	7 out of 10	

STRENGTHS

Oklahoma is a good model for states with its approach to the availability of college prep classes for high school students. It is one of only six states that requires all school districts to offer eligible students dual enrollment classes and all postsecondary institutions to accept them. The state's approach addresses the problem of how uneven access to such rigorous classwork can cause disparities among students who want to boost their academic skills.

Oklahoma also is one of 19 states with robust approaches to higher education accountability, including clear goals for increasing college attainment — set in a strategic master plan — and policies tying funding for higher education to the colleges' performance on college ready measures such as retention and graduation rates. As a result, the state is placing greater emphasis on degree completion to meet the workforce demands for postsecondary credentials. It is estimated that 65 percent of jobs by 2020 will require education and training beyond high school.

CONSIDERATIONS

Oklahoma is in the process of revising its state standards and assessments after legislation passed in 2014 to exit the state from the Common Core. It also is one of three states without standards or assessments in place to address high remediation rates and business and community concerns about the poor skills of students entering the workforce.

The new standards can be followed by taking steps such as aligning high school graduation requirements and college admission standards, and increasing the requirements for high school graduation.

RESOURCES AND STATE EXAMPLES

Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed Senate Bill 1, creating the **Unbridled Learning: College/Career-Ready for All** program emphasizing accountability with an emphasis on the end goal: college completion. It details what students should learn, what will be tested, when tests are given and lays out the elements for public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.

Virginia – Balancing flexibility with transparency

In February 2011, education leaders in Virginia endorsed the commonwealth's **College and Career Ready Mathematics and English Performance Expectations** as establishing the levels students must attain to be prepared for college enrollment or technical training after high school. Once these expectations were set for all students, the commonwealth began developing capstone course content for college-intending students who had attained minimum proficiency in English language arts and math but were not ready for college. Rather than define a set curriculum in mathematics and English, Virginia took the approach of giving schools and teachers flexibility to address the needs of their students.