

Transcript Guidance Webinar Series: ICAP and Post-Secondary Opportunities



OKLAHOMA
Education



Moderator - Ashton Frisby



Ashton Frisby, M.Ed.
School Counselor
Specialist

ashton.frisby@sde.ok.gov

(405) 416-3847

OSDE School Counselor Specialist

- Supporting Oklahoma school counselors, educators, and administrators
- OSDE Crisis Response & Recovery Team
- Assistance and coaching in areas of academic advisement, credits, graduation, college and career readiness, and comprehensive school counseling.

Experience

- 9-12 High School Counselor
- Classroom Teacher (5 years)

Education

- B.A. Health & Physical Education, Bacone College
- M.Ed. School Counseling, School Psychometry (student), SWOSU

Housekeeping

- You are encouraged to use the Q&A chatbox to ask questions or make comments.
- Be respectful and mindful of others on the webinar.
- Webinar will be recorded and sent out to all registered participants.

Webinar Series Schedule

Part 1- ICAP and PSO Opportunities (Feb. 7th)

Part 2- Career Tech and OK Promise (Feb. 21st)

Part 3- OSDE- General Transcript Guidance and Graduation (Feb. 28th)

Each session will be recorded and sent out to all registered participants.

Presenter - Marissa Lightsey

Executive Director of College and Career Readiness

- Supporting Oklahoma school counselors, educators, and administrators in CCR alignment
- Technical assistance and coaching in areas of ICAP, academic advisement, college and career readiness, early workforce programming, and comprehensive college and career readiness models.

Experience

- Higher Education 8 years
- College and Career Advising (GEAR UP & Upward Bound) 5 years
- Workforce development 9 years



Marissa Lightsey
Executive Director of College and Career Readiness
Marissa.Lightsey@sde.ok.gov

Academic Advisement and College and Career Readiness

School counselors provide academic advisement and college and career readiness counseling through a strong understanding of:

- Oklahoma's Graduation Requirements

- ICAP/Post-Secondary Opportunity Points

- Concurrent enrollment and Career Technology Education

Supporting Career Ready Graduates



College and Career Ready (CCR) Graduates

- possess the **knowledge and skills needed to** enroll and **succeed** in a post-secondary program without the need for remediation and
- have the **ability to apply core academic skills** to real-world situations through collaboration with peers in problem-solving, and **life-long career development.**



Ready for the Future

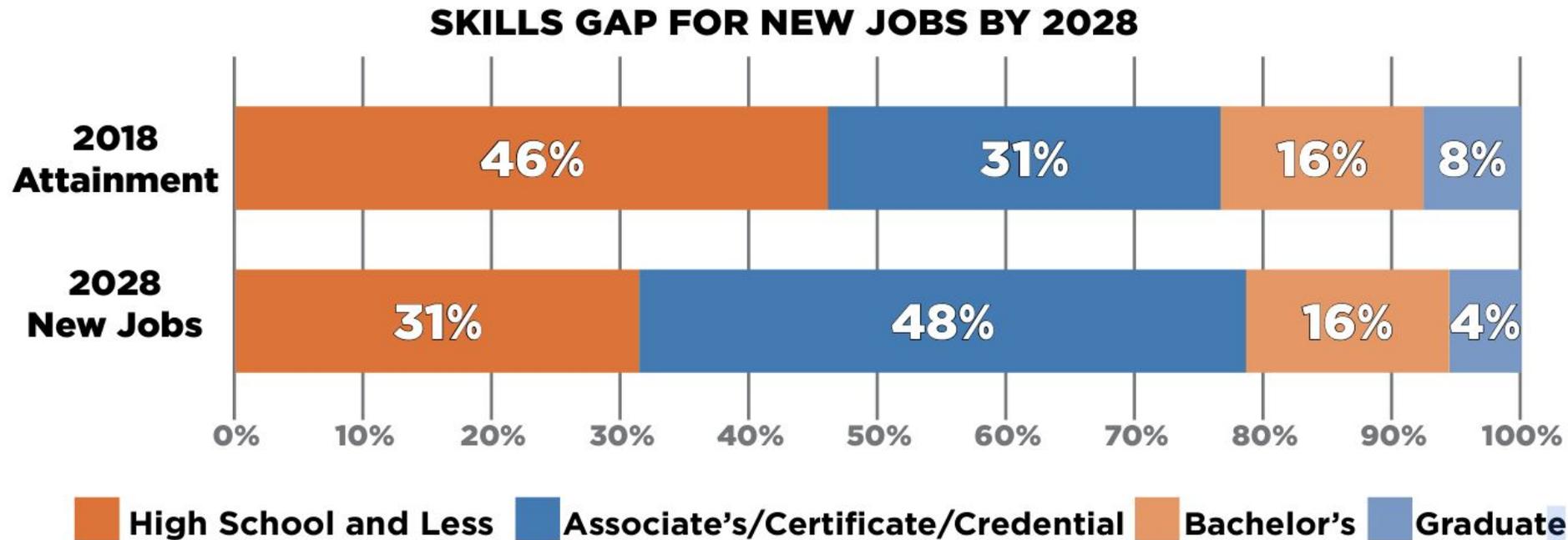
- **The new minimum for workforce success now increasingly requires a credential, degree, or certification beyond a high school diploma.**
- **Developing clear career pathways with on- and off-ramps throughout, that are conducive to lifelong learning, is key to meeting workforce demands.**



Source: <https://oklahomaworks.gov/wp-content/uploads/2019/04/OK-Talent-Pipeline-Report-2019v2.pdf>

Why is ICAP Valuable?

Life beyond high school requires different, and ever-changing, competencies. By 2025, three of four Oklahoma jobs will require education or training beyond high school. During the ICAP process, students discover the pathways that fit their unique talents and learn what academic preparation and experiences will prepare them for in-demand careers, some of which may not exist when they graduate from high school.



Source: OK Office of Workforce Development EMSI, 2018.2

Minimum Requirements of ICAP

An ICAP identifies student interests, skills, postsecondary and workforce goals and experiences that lead to a meaningful plan that charts the progress needed to prepare students for college, career and life. It should include:

- Career and college interest surveys
- Written postsecondary and workforce goals and progress toward those goals
- Scores on assessments (required state and federal assessments and a college and career ready assessment)
- Experiences in service learning and/or work environments including apprenticeships, internships, mentorships, job shadowing and others
- Intentional sequence of courses that reflects progress toward the postsecondary goal (this may include identified career pathways or career endorsements)
- Academic progress



Self-Awareness



Exploration



Preparation



Action

Source: <https://www.okedge.com/educators/implementing-the-icap/>

OK Career Guide Customizing ICAP

ICAP Oklahoma

The Graduation Plan encompasses important career and academic standards to guide you in acquiring the knowledge, skills and tools you need to be successful in your postsecondary education and career plans. Your Graduation Plan will help you identify goals and strategies to achieve your individual education and career goals as you prepare for your future.

Grades All selected (7) -

Expand All Sections

> Personal Info	
Select the information the student is required to submit. <input checked="" type="checkbox"/> Name <input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> Gender <input checked="" type="checkbox"/> Date of Birth <input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Address <input checked="" type="checkbox"/> Ethnicity <input checked="" type="checkbox"/> Select All <input type="checkbox"/> Deselect All	
> Assessment Results	 
> Goals	 
> Job Search Tools	 
> Ed Plan	 
> External Assessments	 
> Options After High School	 
> Favorites	 
> Work-Based Learning-Upload Artifacts (MyDocuments)	 
> State Required Assessments	 
> Additional Graduation Requirements	 
> Admin Notes	 
> Complete the SAT/ACT	 

OK College Start Customizing ICAP

Copy of Oklahoma ICAP Template (Minimum Requirements)



Professional Center



Page: 11th Grade

Remove Sort

Instructions: Empty

Instructional documents: Accepted formats: PDF, DOC, DOCK, JPG, PNG, and TIFF (10MB size limit)

Initial page for: 11th grade

Section: Required Activities

Instructions: **Who am I?** Identify interests, skills and strengths.

Where do I want to go? Explore career pathways and education opportunities.

How do I get there? Set goals, choose courses, join clubs and activities, obtain financing, complete applications and write resumes.

Instructional documents:

Activities	Tracked
Basic Skills Survey	✓
My Goals and Action Plans	✓
Your Plan of Study	✓
ACT	✓
ASVAB	✓
PSAT	✓

Add/Edit Activities Sort Activities

Section: Work-Based Learning

Instructions: You must complete at least one work-based learning experience before graduation.

Instructional documents:

Students & Groups Reports Resources Communication Colleges & Applications Work-Based Learning Administration

Assignment & Curriculum Builder

Curriculum > Edit Curriculum

Edit Curriculum - Copy Of Oklahoma ICAP Template (Minimum Requirements)

These are the pages defined for this curriculum. Click on page name to edit the page. You can also add a new page, duplicate an existing page or delete a page. Sort the pages in the order you want them to appear.

Copy of Oklahoma ICAP Template (Minimum Requirements)

Pages	Activities	Initial Page For	Actions
9th Grade Last edited on December 20, 2022 08:03 AM by Theresa Shaklee	4	• 9th grade	Duplicate Remove
10th Grade Last edited on September 12, 2022 10:46 AM by Customer Support	7	• 10th grade	Duplicate Remove
11th Grade Last edited on September 12, 2022 10:46 AM by Customer Support	7	• 11th grade	Duplicate Remove
12th Grade Last edited on September 12, 2022 10:46 AM by Customer Support	5	• 12th grade	Duplicate Remove

+ New Page

Academic Advisement and ICAP

- Pathways and Supports must provide students with opportunities to master common skills while still allowing them to tailor individualized learning programs to pathway-specific goals based on their postsecondary aspirations.
- Although student pathways will vary greatly based on postsecondary goals, all students must be provided with the supports necessary to meet similarly rigorous standards. Pathway options must be determined by student aspirations and capabilities rather than prior and existing performance.
- Pathways and Supports must be flexible, allowing students to alter programs of study to align with changing postsecondary goals.
- Student supports must be strategically targeted and delivered to maximize each learner's college and career success. These supports should be designed to enable each learner to meet well-defined college and career readiness goals and expectations.

PROJECT PATHWAYS Individualized Career Academic Planning				
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
6 th Grade	» SMART Goal setting » Career Exploration » Interest Inventory	» Career Exploration Project	» Create Course Plan » Review 7 th Grade Courses	» Reflection of Goals
7 th Grade	» SMART Goal » Interest and Pathway Inventory	» Career Exploration Project	» Create Course Plan for 8 th Grade	» SMART Goal Reflection
8 th Grade	» Future Plans » Identify potential careers and pathways » Career Exploration Project	» Career SMART Goal	» Post-Secondary options and opportunities » Create Course Plan for 9 th Grade » Choose Career Pathway	» Profile of a BA Graduate » High School Preview » My High School Resume
9 th Grade	» Academic SMART Goal » OKCollegestart.org » Resume Building	» 3 Top Career Choices	» College Search and Tulsa Technology Discussion » Create and Revise Course Plan	» Add/revise Resume » Academic SMART Goal Reflection » Profile of BA Graduate Reflection and Planning
10 th Grade	» Strengths Explore Assessment and Reflection » Academic SMART Goal » College Fair » OKCollegestart.org	» Career Exploration and overlapping of careers within pathway	» Create/Revise Course Plan » Internship opportunities » Job Fair	» Add/Revise Resume » Academic SMART Goal Reflection » Profile of BA Graduate » Reflection and Planning
11 th Grade	» Post-Secondary SMART Goal » Internship/Apprenticeship Opportunities » College Fair	» Exploring my Post-Secondary Options	» Prepare for FAFSA » Create/Revise Course Plan » Job Fair	» Add/Revise Resume » Post-Secondary SMART Goal Reflection » Profile of a BA Graduate » Reflection and Planning Internship/Apprenticeship Opportunities
12 th Grade	» Post-Secondary SMART Goal » Internship/Apprenticeship Opportunities » Scholarship Search » College Fair	» Completing FAFSA » Financial Aid Offer Analyzer » Revise Resume » Mock Interviews	» Senior Exit/ Graduation Survey » Job Fair	» Graduation » Profile of a BA Graduate

Academic Advisement and ICAP

COURSE SEQUENCING MAP

Four Year Career Plan
Required courses are in *Italic type*

Grade 9	<i>English I</i>	<i>Algebra I, Or Geometry</i>	<i>Biology I</i>	<i>Fine Art: Art, Band or Choir</i>	<i>Fund of Tech</i>	<i>Spanish or I Choctaw</i>	Choose Two: AG, FCS, Intervention Tech-Connect, Resource Sports (2 Periods)
Grade 10	<i>English 2</i>	<i>Geometry Or Algebra II Or Trig.</i>	<i>IPC</i>	<i>World Geography</i>	<i>Bus Comm/ OK History</i>	<i>Spanish II Or Choctaw II</i>	Choose Two: AG II, FCS, Band, Art, Intervention Tech-Connect, Resource Sports (2 Periods)
Grade 11 Alg. II, Geometry, Anatomy Can be taken at KTC	<i>English III</i>	<i>Algebra II Or Trig.</i>	<i>Biology II Or Physics Or Chemistry</i>	<i>US History Or College History</i>	Choose Four: AG Comm., Ag Shop, FCS, Choir, Band, Art, Reading, Intervention, Tech-Connect, Mentor, Work Study, Spanish, Sports (2 periods), KTC (3 Periods)		
Grade 12 Alg. II, Geometry, Anatomy Can be taken at KTC	<i>English IV</i>	<i>Government, Sr. Capston, *CPR *PFL</i>	Choose five: AG Power., FCS, Choir, Band, Art, Guitar, Reading, Intervention, Tech-Connect, Mentor, Work Study, Spanish, Sports (2 periods), KTC (3 Periods)				

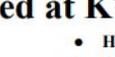
*Personal Financial Literacy Requirement (PFL)

*CPR/AED Requirement

Special Thanks to:
Reya Brooks, Alexis Brown, Abby Courtney, Kaitlyn Daniel, Breanna Davis, Zaira Gove, Olivia Greenway, Mikha Greenwood, Laci Heflin, Savannah Stonebridge, Jeremiah Stevens, Kylie Bowen, Sara Campbell, Kade Copeland, Harley Edridge, Haley Goo, Rhannon James, Aaron Lewis, Matthew Marlowe, Sarah McEaster, Mallory Rain, Jerec Webb

6

16 NATIONALLY RECOGNIZED CAREER CLUSTERS

Career Cluster Descriptions			
Career Cluster Name	Description	Career Cluster Name	Description
 Agriculture, Food & Natural Sciences	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	 Hospitality & Tourism	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
 Architecture & Construction	Careers in designing, planning, managing, building and maintaining the built environment.	 Family & Consumer Services	Preparing individuals for employment in career pathways that relate to families and human needs.
 Arts & Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.	 Information Technology	Building Linkages in IT Occupations Framework. For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.
 Business Management & Administration	Business, Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.	 Public Safety & Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
 Education & Training	Planning, managing and providing education and training services, and related learning support services.	 Manufacturing	Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
 Finance	Planning, services for financial and investment planning, banking, insurance, and business financial management.	 Marketing & Sales Service	Planning, managing, and performing marketing activities to reach organizational objectives.
 Government & Public Administration	Executing governmental functions to include Governance, National Security, Foreign Service, Planning, Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.	 Health Science	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social sciences, engineering) including laboratory and testing services, and research and development services.
 Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.	 Transportation, Distribution & Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Programs offered at KTC-Atoka

- Automotive Service Technology
- Computer Networking
- Construction Technology
- Cosmetology
- Health Careers
- Marketing
- Electrical
- Welding Technology

Programs offered at AHS

- Agriculture
- Aviation
- Business Administration & Information Technology
- Computer Programming & Software Development
- Family and Consumer Sciences
- Tech Connect Plus Carpentry

ICAP Reporting and Documentation

ICAP tools may be monitored by an ICAP coordinator i.e. a teacher, counselor, principal etc., the ICAP coordinator should have access to all student profiles via the district online tool. Using their login the ICAP coordinator should be able to show a Regional Accreditation Officer the progress of each student.

School districts have autonomy in choosing their ICAP online tool, however the most popular tools include OK College Start or OK Career Guide. ICAP reporting can be accomplished through various processes, as long as:

- ❑ The student is able to access their ICAP progress to plan for post high school plans and share with family.
- ❑ The district is able to show completion of all ICAP activities during annual RAO visits.



Schools using more than one tool for reporting ICAP progress should be advised that documentation for each student is required, failure to do so may result in an incomplete ICAP.

[ICAP RAO Guide](#)

Transcript Guidance

Verification that a district is following the required ICAP for its high school students may be an element of the annual accreditation compliance report beginning with the 2019-2020 school year.

Districts should retain all relevant documentation to confirm their compliance with the law, including, but not limited to: career interest inventories, service learning and/or work environment activities, an implementation plan, and copies of graduation checklists. (70 O.S. § 1210.508-4)”.

State on transcript: “The student has satisfactorily met the graduation requirement of completing an Individual Career and Academic Plan (ICAP).

ICAP Outcomes

When students complete a meaningful ICAP process, they:

1. Connect the relevance of education to their future goals
2. Create secondary and postsecondary course plans to pursue their career and life goals
3. Strategically select a postsecondary pathway to align with self-defined career, college and life goals
4. Establish better communication and engagement between school and home
5. Understand and demonstrate career exploration and career planning

Request free CCR PD

We are thrilled to connect with you, schedule a custom workshop using our request form below.

Recorded webinars

[2021 Recorded webinars](#)

[2019 Recorded Webinars](#)

[2018 Recorded Webinars](#)



Professional Development

Professional Development Request

We are thrilled to connect with you, schedule a custom workshop using our request form below.

OKLAHOMA Education

College & Career Readiness Training Request

Contact Information

Name *

Title *

Phone Number *

Email *

Resources

[ICAP Recovery Guide](#)

[ICAP for Students with Significant Needs](#)



Individual Career Academic Planning Recovery

Beginning with students entering the ninth grade in the 2019-2020 school year (class of 2023), each student is required to complete the process of an Individual Career Academic Plan (ICAP) in order to graduate from a public high school with a standard diploma. 70 O.S. § 1210.508-4

ICAP (Individual Career Academic Planning) is a planning tool that is designed to help students prepare for postsecondary and career opportunities while completing yearly activities to meet graduation requirements. ICAP includes individual career and academic strategies that educators can use to promote student success. Utilizing these strategies gives high school students the opportunity to explore their future options, and opportunities after high school.

This guide has been created as a resource for students that are not currently on track to complete ICAP requirements before graduation. This guide will allow you to engage those students to complete the necessary activities and ensure that all ICAP requirements are met in accordance with the Oklahoma State Department of Education graduation mandates.

A student's ICAP will include the activities below plus additional district requirements, if applicable.

- **Career Assessments** - Students will complete an online career assessment every year to explore their career interests, learn career skills and begin connecting their interests to careers.
- **Goals** - Students will update their career and postsecondary goals every year as they learn about new opportunities.
- **College and Career Assessments** - Students will update their required state and federal assessments (English language arts, mathematics, and science) and college and career readiness assessment (ACT or SAT) results as they become available.
- **Academic Progress** - Students will annually update their academic courses and progress in those courses. Students will also list any career technology programs, AP or IB courses, concurrent enrollment courses or career endorsements that reflect progress toward their individual career pathways.
- **Work – Based Learning** - Students will complete at least one service learning or work environment activity, before high school graduation.

ICAP FOR STUDENTS WITH SIGNIFICANT NEEDS SPECIAL EDUCATION - GUIDANCE BRIEF



This Guidance Brief is provided to assist districts in meeting the Individual Career and Academic Planning (ICAP) graduation requirements for students who participate in the Oklahoma Alternate Assessment Program (OAAP). It does not address all of the Secondary Transition requirements under the Individuals with Disabilities Education Act (IDEA). The ICAP complements the Transition Plan in the Individualized Education Program (IEP), but does not replace the Secondary Transition requirements under the IDEA. IEP teams are responsible for providing transition services in the areas of education/training, employment, and independent living and community participation, if appropriate.

ICAPs for students with disabilities shall take into account and work in cooperation with the student's Individualized Education Program (IEP) or Section 504 Plan. ([70 O.S. 1210.508-4](#))

Students with significant support needs who participate in the OAAP still participate in the ICAP as part of graduation requirements with appropriate accommodations/ modifications determined by the IEP team.

Districts may develop their own documentation procedures to ensure ICAP participation for a student participating in the Oklahoma Alternate Assessment Program (OAAP) if the IEP team decides that the district's electronic tool is inappropriate for the student. It must include the required ICAP components and be separate from the IEP.

ICAP Requirements

Career and College Interest Surveys

IEP teams may use appropriate transition assessments in place of the assessments in their preferred ICAP tool or ePortfolio system. For example, the Kuder Career Interests Assessment (located within the [OK Career Guide](#)) and the Interest Profiler (located within [OK College Start](#)) are fairly lengthy, require a lot of reading, contain difficult vocabulary and may not be appropriate for a student with a significant cognitive disability. Therefore, the student may take a pictorial career interest inventory instead of an electronic career interest inventory located within the ICAP tools. The Oklahoma State Department of Education, Special Education Services (OSDE-SES) recommends that the students still have an account in the district's preferred electronic portfolio system (i.e. OK College Start, OK Career Guide, or other) and students' Postsecondary Goals, Workforce Goals, and other activities continue to be housed within one of the ICAP tools unless the IEP determines otherwise. The special education teacher and/or others who will be assisting the student with the assessments should complete the "Secondary Transition Assessments for Students with Moderate to Significant Disabilities" Pepper Module located within OK EDPlan or a similar training. The following resources are provided as a partial list of career interest inventories and career exploration tools for students with significant support needs. It is up to the IEP team to determine if they are appropriate based on students' unique needs.

Supporting Career Ready Graduates: Postsecondary Opportunities



Presenter - Lesa Rohrer

Executive Director of Data Literacy

- Supporting Oklahoma school counselors, educators, and administrators in connecting data to leverage what is working and support continuous improvement.
- Technical assistance and coaching in areas of assessment and data literacy, school improvement, early warning systems, and whole school models.



Lesa Rohrer

Executive Director of Data Literacy

Lesa.Rohrer@sde.ok.gov

Experience

- Classroom Educator (16 years)
- Strategic Planner/ Grant Writer- Non-Profit
- District Level Director- Career and Technical Education, Curriculum, Instruction, and Assessment, Indian Education Grant, and Secondary Science (10 years)

Redefining Opportunity



Academic Opportunities

Advanced academic knowledge and skills in core content areas including arts and world languages

Technical Opportunities

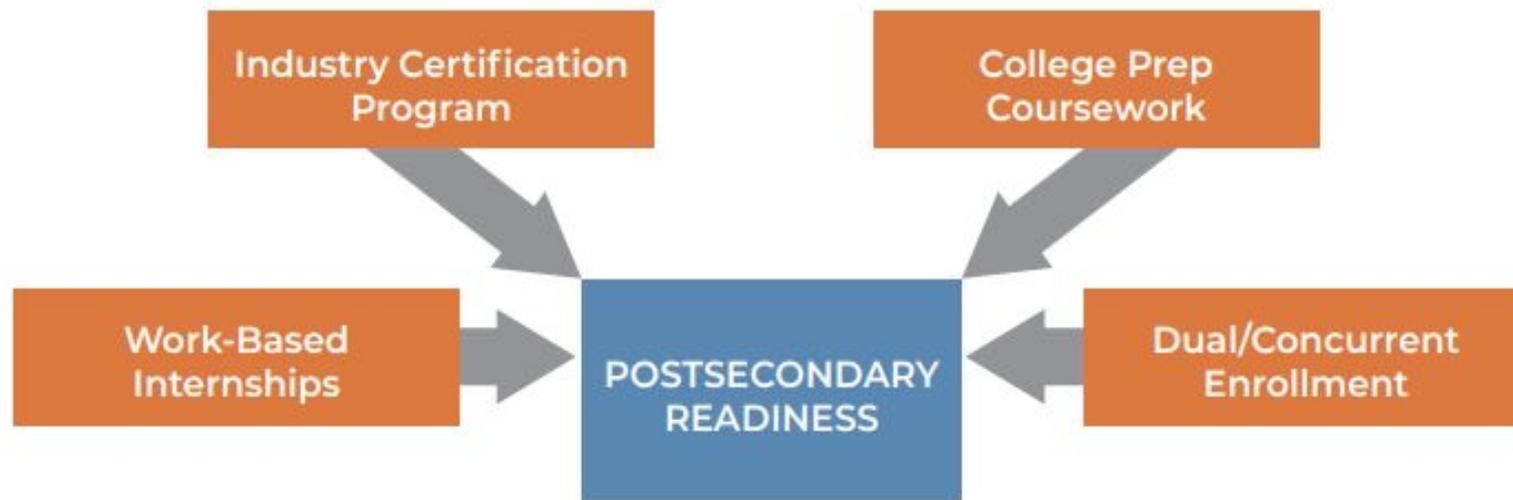
Technical knowledge and skills within a specific industry or discipline

Employability Skills Opportunities

Cross-cutting knowledge and skills needed to be successful in the labor market at all employment levels and in all sectors

Measuring Postsecondary Opportunities

The Postsecondary Opportunities indicator encourages schools and students to participate in activities and programs that enhance preparation for life after high school. Points earned reward schools for helping their students gain early college and career exposure. Every 11th and 12th grade student is counted in this indicator, which is worth 10 points in the overall high school report card grade.



Measuring Postsecondary Opportunities



[Data displayed is for the SY 2018-2019 State Report Card](#)

The Postsecondary Opportunities indicator examines the number of students that successfully completed at least one postsecondary opportunity by earning a D or higher.

- ❑ Students may participate in multiple opportunities but are only eligible for one point.
- ❑ Opportunities include AP/IB Coursework, Dual/Concurrent Enrollment, Internships and CTE Courses that lead to industry certification.

Monitoring Postsecondary Opportunities

Use the Coursework tab in the Accountability Reporting application to identify students that do not have access to at least one PS Course-

Students | Enrollments | Attendance | English Learners | Assessments | Assessments ELP | Enrollment Graduations | Dropouts | Coursework

Prev 1 2 3 Next

Grade Level	Local Course Code	Local Course Description	State Course Code	T1	T2	T3	T4	Course Credit	Term Span	Instruction Level	PS Course	PS Credit Eligible
11 - C											Y - (2)	
11	T9702A	NTC WELDING S1	9702					1.50	Semester	Accepted as a high ...	Y	
11	T9702B	NTC WELDING S2	9702					1.50	Semester	Accepted as a high ...	Y	
11	A4057A	AP ENGLISH III A	4057					0.50	Semester	Advanced placement	Y	
11	A4057B	AP ENGLISH III B	4057					0.50	Semester	Advanced placement	Y	
11	A3123 A	HONORS GERMAN III S1	3123					0.50	Semester	College level	Y	N
11	A3123 B	HONORS GERMAN III S2	3123					0.50	Semester	College level	Y	N

- Expand the table by clicking on the Flat File feature

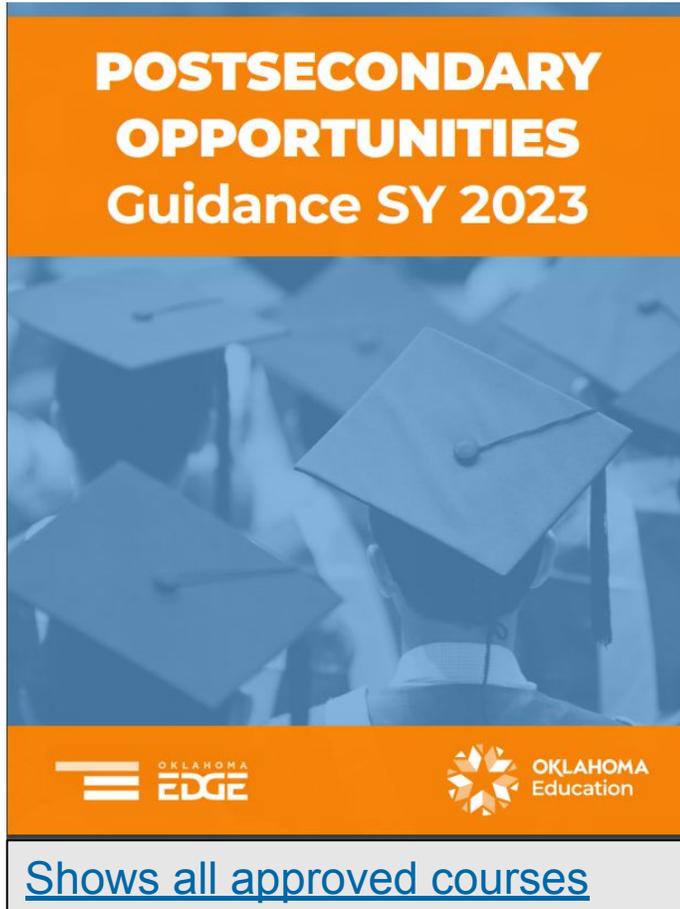


- Filter **Grade Level** to show 11 and then 12
- Filter **PS Course** to **Y**



Monitoring Postsecondary Opportunities

POSTSECONDARY OPPORTUNITIES
Guidance SY 2023



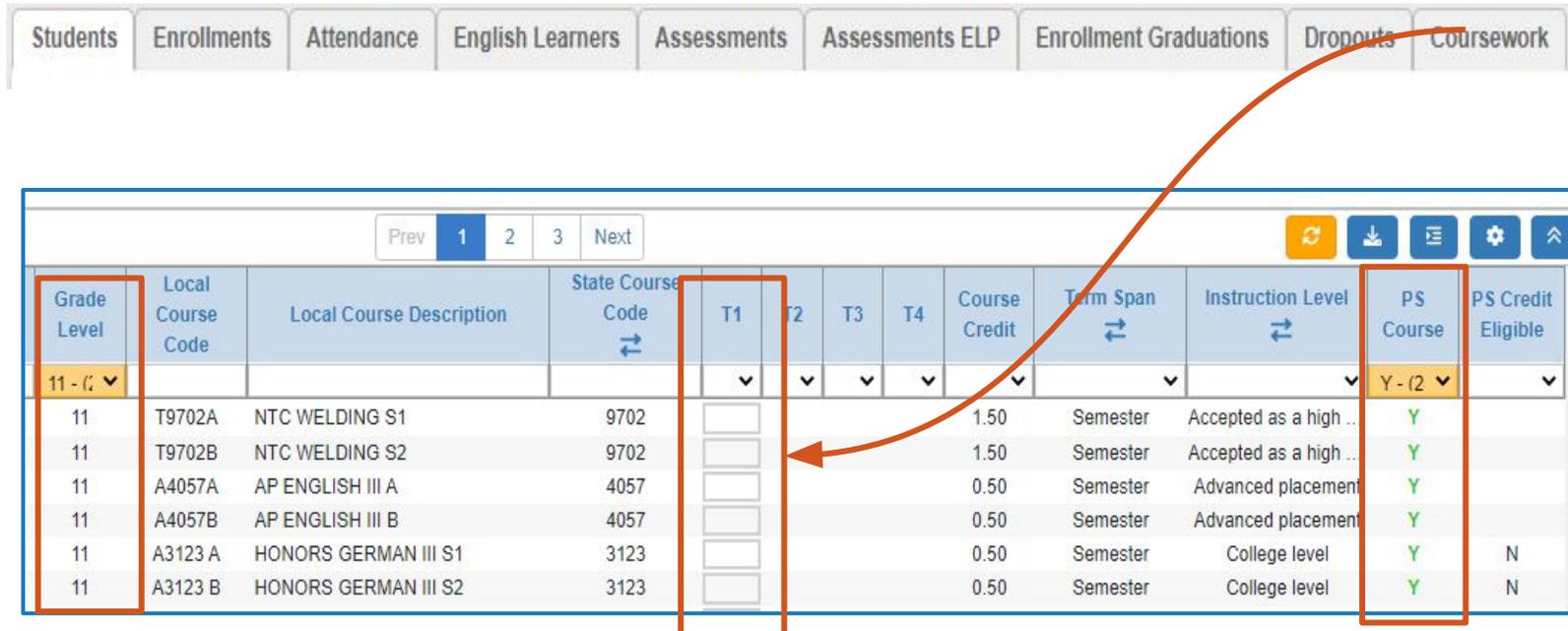
 

[Shows all approved courses](#)

PO Type	Instructional Level	Term Span	# of Grades Expected
Internship	0571	1 or 2 semesters	Minimum 1
College Prep (AP/IB)	0575	Varies by site	Same as term span
Dual/Concurrent	0576	1 semester	One
Career Tech	0579	1 or 2 Semesters	Same as Term Span

Monitoring Postsecondary Opportunities

If you have submitted grades to the WAVE through your local SIS, check that grades for the first semester are displaying



Grade Level	Local Course Code	Local Course Description	State Course Code	T1	T2	T3	T4	Course Credit	Term Span	Instruction Level	PS Course	PS Credit Eligible
11 - C											Y - (2)	
11	T9702A	NTC WELDING S1	9702	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.50	Semester	Accepted as a high ...	Y	
11	T9702B	NTC WELDING S2	9702	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.50	Semester	Accepted as a high ...	Y	
11	A4057A	AP ENGLISH III A	4057	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0.50	Semester	Advanced placement	Y	
11	A4057B	AP ENGLISH III B	4057	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0.50	Semester	Advanced placement	Y	
11	A3123 A	HONORS GERMAN III S1	3123	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0.50	Semester	College level	Y	N
11	A3123 B	HONORS GERMAN III S2	3123	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0.50	Semester	College level	Y	N

- Expand the table by clicking on the Flat File feature



- Filter **Grade Level** to show 11 and then 12
- Filter **PS Course** to **Y**
 - Check **TI** for grades
 - One semester and one Grade for College Level

Troubleshooting

If you have uploaded grades for T1 and **they are not displaying** in the Accountability Reporting application, contact your local Student Information System (SIS) vendor and have them work with Student Data and Information: StudentDataInfo@sde.ok.gov | (405) 521-3020.

Questions?