

**Background:**

Currently, Orange County Public Schools does not have sufficient metrics to measure career and college readiness. Many students are graduating without a career and college plan, and when they do have one, these plans are not monitored throughout students’ progression through grade levels. Career and college readiness is often narrowly defined, yet it should be an encompassing measure that focuses on students’ long-term abilities and interests to be prepared for their postsecondary goals. The objectives below refine our current focus into a new monitoring system for career and college readiness.

**Refer to Data Point Definitions for an explanation of the data.**

**Data:**

**Increase the percent of students attaining at least one digital tool certificate before completion of Grade 8 by 80 percentage points by the year 2020**

Percent of students completing digital tool certificate by grade 8

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Percent Completing	4%*	3%	4.8%	7%	9%	‡	84%

Data Source: Student Information System (SIS), Enterprise Data Warehouse (EDW)

**Increase the percent of students enrolled in a college and career acceleration experience prior to graduation by 10 percentage points by the year 2020**

Percent of students participating in an extended postsecondary preparation experience

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Percent Participating	88.6% (2013-14)	88.4% (2014-15)	89.9% (2015-16)	89.6% (2016-17)	92.0% (2017-18)	92.7% (2018-19)	98.6%

Data Source: Student Information System (SIS), Enterprise Data Warehouse (EDW), College and Career Readiness Report from the FDOE ARM application, FDOE Appendix V

**Increase the percent of graduates demonstrating success in a college and career acceleration experience prior to graduation by 10 percentage points by the year 2020**

Percent of students demonstrating success in an extended postsecondary preparation experience

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Percent Demonstrating	44% (2013-14)	45% (2014-15)	49% (2015-16)	53% (2016-17)	61% (2017-18)	65% (2018-19)	54%

Data Source: Student Information System (SIS), District Grade Report: FDOE (<http://schoolgrades.fldoe.org/>) [As a result of state reporting cycles, reported results are from the previous school year. This is used by FDOE for school and district grade calculations.]

\* Baseline data are from the pilot year with only six participating middle schools  
 ‡ No testing conducted due to COVID-19 pandemic

**Data Point Definitions:**

<p>Digital Tool Certificate</p>	<p>What is a Digital Tool Certificate?                  A Digital Tool Certificate may be obtained by passing one of the Career and Professional Education (CAPE) digital tool certificate exams. These exams are identified annually by the Florida Department of Education in the areas of digital arts, spreadsheets, word processing, presentations, cyber security or coding.</p>
<p>Career and College Acceleration Experience</p>	<p>What is a “Career and College Acceleration Experience”?                  An extended postsecondary preparation experience including participation in an Advanced Placement (AP) course, participation in an International Baccalaureate (IB) course, participation in an Advanced International Certificate of Education (AICE) course, participation in a Dual Enrollment (DE) course, or participation in a Career and Technical Education (CTE) course.</p>
<p>Demonstrating Success in a Career and College Acceleration Experience</p>	<p>What does “Demonstrating Success in a Career and College Acceleration Experience” mean?                  Demonstrating success in an extended postsecondary preparation experience during high school enrollment. This includes scoring at level 3 or above on an Advanced Placement (AP) exam, scoring at level 4 or above on an International Baccalaureate (IB) exam, scoring an “E” or better on an Advanced International Certificate of Education (AICE) exam, receiving postsecondary credit in a Dual Enrollment (DE) course, or receiving an industry certification.</p>

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**Teaching and Learning  
Business Plan  
2015 – 2020**

<b>Goal: Intense Focus on Student Achievement</b>	<b>Division Priority: Ensure career and college readiness</b>				
<b>Current Condition</b>					
Currently, Orange County Public Schools does not have sufficient metrics to measure career and college readiness. Many students are graduating without a career and college plan, and when they do have one, these plans are not monitored throughout students' progression through grade levels. Career and college readiness is often narrowly defined, yet it should be an encompassing measure that focuses on students' long-term abilities and interests to be prepared for their postsecondary goals. The objectives below refine our current focus into a new monitoring system for career and college readiness.					
<b>Theory of Action</b>					
If we develop a systematic plan embedding 21st-century skills into student graduation pathways and provide staff with necessary training, then students will be prepared for post-graduation career goals.					
<b>Measurable Objectives</b>					
	<b>Baseline</b>	<b>Midpoint</b>		<b>Target</b>	
	<b>2014 – 2015</b>	<b>(3 Year)</b>		<b>(5 Year)</b>	
		<b>2017 – 2018</b>		<b>2019 – 2020</b>	
	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>
1. Increase the percent of students attaining at least one digital tool certificate before completion of Grade 8 by 80 percentage points by the year 2020	4%*	52%	7%	84%	‡
2. Increase the percent of students enrolled in a college and career acceleration experience prior to graduation by 10 percentage points by the year 2020	88.6% (2013-14)	94.6%	89.6% (2016-17)	98.6%	92.7% (2018-19)
3. Increase the percent of graduates demonstrating success in a college and career acceleration experience prior to graduation by 10 percentage points by the year 2020	44% (2013-14)	50%	53% (2016-17)	54%	65% (2018-19)

❖ **Represents BROAD strategies**

⚡ **Associated with ESE External Evaluation Recommendations**

⌘ **Associated with ELL External Evaluation Recommendations**

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**Teaching and Learning  
Business Plan  
2015 – 2020**

Year	Strategies	Owner
2015 – 2020	1. Increase the support structures for teachers and students to meet graduation requirements and post-secondary standards: ❖ (C-2, PD-1) ⌘ ELL ⚡ ESE <ol style="list-style-type: none"> <li>a. Student supports (AVID, MYP, Pre-AICE, AP tutoring during the school day, ACT preparation for ELL, High School High Tech [HSHT])</li> <li>b. Student support through equal access to PSAT and SAT</li> <li>c. Teacher supports through content area professional learning</li> <li>d. Teacher supports through pedagogy professional learning</li> <li>e. Teacher support through district wide Professional Learning Communities (PLCs)</li> <li>f. Teacher support through professional development structured in supporting ESE students (Universal Design for Learning, support facilitation, gifted instruction, ACCESS points curriculum)</li> <li>g. Teacher support through professional development structured in supporting ELL students (bilingual centers, second language acquisition, dual language schools/programs, Sheltered Instructional Observation Protocol [SIOP])</li> </ol>	Teaching and Learning
2015 – 2020	2. Increase the number of transition programs available to students with disabilities (SWD) ❖ (C-2) ⚡ ESE	Teaching and Learning
2015 – 2020	3. Increase parental and community awareness of post-secondary preparation, entrance requirements, and readiness via: ❖ (PA-2) ⌘ ELL ⚡ ESE <ol style="list-style-type: none"> <li>a. A web portal</li> <li>b. Digital resources</li> <li>c. Resources translated to district’s main languages</li> </ol>	Teaching and Learning

❖ Represents BROAD strategies

⌘ Associated with ELL External Evaluation Recommendations

⚡ Associated with ESE External Evaluation Recommendations

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**Teaching and Learning  
Business Plan  
2015 – 2020**

Year	Strategies	Owner
2015 – 2020	4. Require that students leave 5th, 8th, and 12th grade with an individual career plan stored on the current Student Information System (SIS), which will include: ❖ (C-2) ⚡ ESE <ul style="list-style-type: none"> <li>a. A career pathway</li> <li>b. Annual checks</li> <li>c. Rigorous course registration</li> <li>d. Career awareness activities</li> <li>e. Career experiences</li> <li>f. Completed application to at least one post-secondary institution</li> <li>g. Academic and employment plan for appropriate SWD in alignment with their Individualized Education Plan (IEP)</li> </ul>	Teaching and Learning
2015 – 2020	5. Implement a K-8 digital tool program resulting in at least one certification ❖ (C-1, C-2)	Teaching and Learning
2015 – 2020	6. Increase the number of students with access to digital tools enabling anytime, anywhere learning ❖ (C-1, C-2)	Teaching and Learning
2015 – 2020	7. Expand Career and Technical Education (CTE) programing at middle and high schools: ❖ (C-2) ⚡ ELL ⚡ ESE <ul style="list-style-type: none"> <li>a. With a coordinated approach</li> <li>b. Aligned to feeder patterns</li> <li>c. Focused on equitable access (including ESE and ELL)</li> </ul>	Teaching and Learning
2015 – 2020	8. Increase enrollment in courses that lead towards career and college readiness using Academic Course Rules, AP Potential, IEP and Education Plan (EP) goals, Language Enrichment Plan (LEP) plans, and Career and Professional Education (CAPE) academy standards ❖ (C-1, C-2) ⚡ ELL ⚡ ESE	Teaching and Learning

❖ Represents BROAD strategies

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