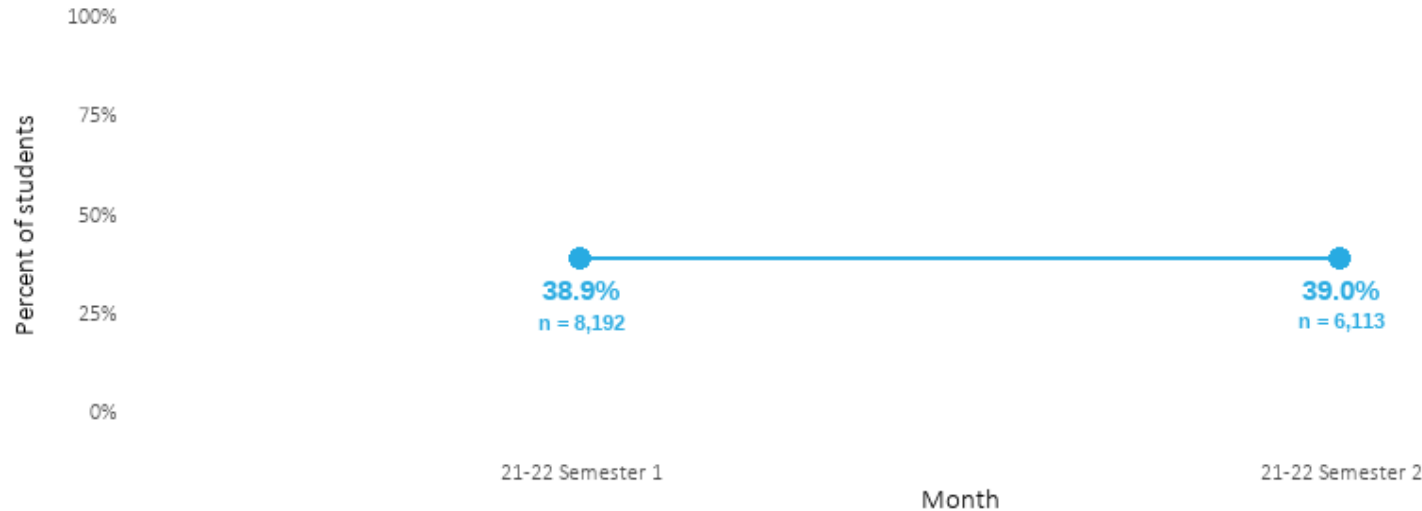


## Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

**Interim Goal 3.1:** *Percentage of 9th, 10th, 11th, and 12th graders “on track” for College and Career Readiness diploma will increase from 39% in May 2022 to 49% in May 2027.*



### Students of interest

- Students are considered on track for a diploma on the College and Career Ready graduation track based on credit requirements set by the district.
- This metric tracks high school students’ progress towards graduating on the College and Career Ready graduation track. Ninth through twelfth grade students (cohorts 2022, 2023, 2024, and 2025) are included in 21-22 Semester 1, and ninth through eleventh grade students (cohorts 2023, 2024, and 2025) are included in 21-22 Semester 2. Cohort graduation rates, along with the percentage graduating on the College and Career Ready graduation track, are reported separately in accordance with Oklahoma State Department of Education timelines.

### Metric definition

- This interim goal sets a new expectation that most students earn their high school diploma on the college and career-ready curriculum track, the track that meets college entry requirements and entry level career expectations. This metric measures student progress toward earning the college and career diploma.
- Failing grades in required credits mark the student as currently “off track” However, this metric does not incorporate future supports or interventions to help them to graduate with a college and career ready diploma.
- Required credits include English, math, laboratory science, history and citizenship, world languages or computer technology, fine arts, P.E./health and other electives.



## Insights and anticipated next steps

Anticipated next steps follow up	Action taken	Progress
Engage school leaders and counselors in training and discussion to establish clear understanding of goal and improve monitoring of student progress	School leadership teams have set site-based goals for the relevant metrics including the on-track metric. School counselors have participated in updated training for graduation checks.	—
Connect students with resources to help them get back on track (FEV, Twilight Academy, Ready. Set. Summer!)	—	High school students used 531 hours of FEV tutoring services. 6,573 students participated in Ready. Set. Summer!
Expand access to credit recovery so that students have more opportunity to complete high school on the college and career ready curriculum.	Cohort 2022 students who did not meet graduation requirements by the end of the school year were able to complete credit recovery in June Bootcamp. Also, credit recovery was available to all high school students during Ready. Set. Summer!	Over the summer, TPS offered 135 credit recovery courses. We will know by late September how many cohort 2022 students were able to graduate on the college and career ready curriculum based on the courses they took during June Bootcamp and Ready. Set. Summer!
Explore how adjusting courses to semester-long rather than year-long can allow for more creative scheduling interventions during the academic year	The course of study working group is creating guidance on when to use semester-long courses for the upcoming update to the course of study.	—

### Here's what we see now

As part of the individual career academic plan (ICAP), students complete a course reflection survey by the end of the third quarter. This survey asks them to reflect on their progress toward their goals including their current academic performance, desired electives, and plan of action to utilize support resources (ie: FEV tutor, Khan Academy, or study groups)

The district team has been working with school teams to utilize academic

### Anticipated next steps

Review student reflection survey responses to help schools identify electives to offer in future years, credit recovery needs, and connect students with support resources ie: FEV tutor, Khan Academy, or study groups)

During the February 2023 board monitoring report, we should be able to

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interventions to help move students from off-track status to on track status. These interventions include FEV tutoring and earlier access to credit recovery.

determine whether these efforts have had an impact on student on track status.

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*Percentage of 9th, 10th, 11th, and 12th graders “on track” for College and Career Readiness diploma, breakdowns by category*

Ethnicity	21-22 Semester 1		21-22 Semester 2	
	%	n	%	n
<b>African American</b>	33.0%	2,073	37.5%	1,509
<b>Asian</b>	50.6%	170	46.4%	151
<b>Hispanic/Latinx</b>	37.4%	2,987	38.3%	2,270
<b>Multiracial</b>	39.6%	680	38.2%	511
<b>Native American</b>	36.8%	424	41.3%	298
<b>Pacific Islander</b>	17.4%	69	16.1%	62
<b>White</b>	48.1%	1,788	48.2%	1,312

Gender	21-22 Semester 1		21-22 Semester 2	
	%	n	%	n
<b>Female</b>	42.2%	4,040	43.5%	3,021
<b>Male</b>	35.7%	4,151	37.3%	3,092

Multilingual Learner	21-22 Semester 1		21-22 Semester 2	
	%	n	%	n
<b>Monitored/Exited</b>	43.4%	1,730	45.9%	1,254
<b>No</b>	39.9%	5,108	42.3%	3,730
<b>Yes</b>	29.2%	1,354	27.9%	1,129

Economically Disadvantaged	21-22 Semester 1		21-22 Semester 2	
	%	n	%	n
<b>No</b>	48.7%	2,423	53.8%	1,640
<b>Yes</b>	34.7%	5,768	35.4%	4,473

IEP Status	21-22 Semester 1		21-22 Semester 2	
	%	n	%	n
<b>No</b>	41.3%	6,768	42.2%	5,106
<b>Yes</b>	27.2%	1,423	31.1%	1,007

Grade	21-22 Semester 1		21-22 Semester 2	
	%	n	%	n
<b>9</b>	53.9%	2,311	48.7%	2,374
<b>10</b>	33.8%	2,152	35.6%	2,083
<b>11</b>	30.8%	1,753	34.5%	1,656
<b>12</b>	34.0%	1,975	*	*

Quadrant	21-22 Semester 1		21-22 Semester 2	
	%	n	%	n
<b>1</b>	39.3%	1,675	44.3%	1,258
<b>2</b>	36.5%	1,976	41.5%	1,461
<b>3</b>	34.3%	2,379	33.0%	1,761
<b>4</b>	45.3%	1,970	44.5%	1,459
<b>Out of District</b>	50.0%	190	55.5%	128

\*Seniors are not included in the second semester counts due to graduation