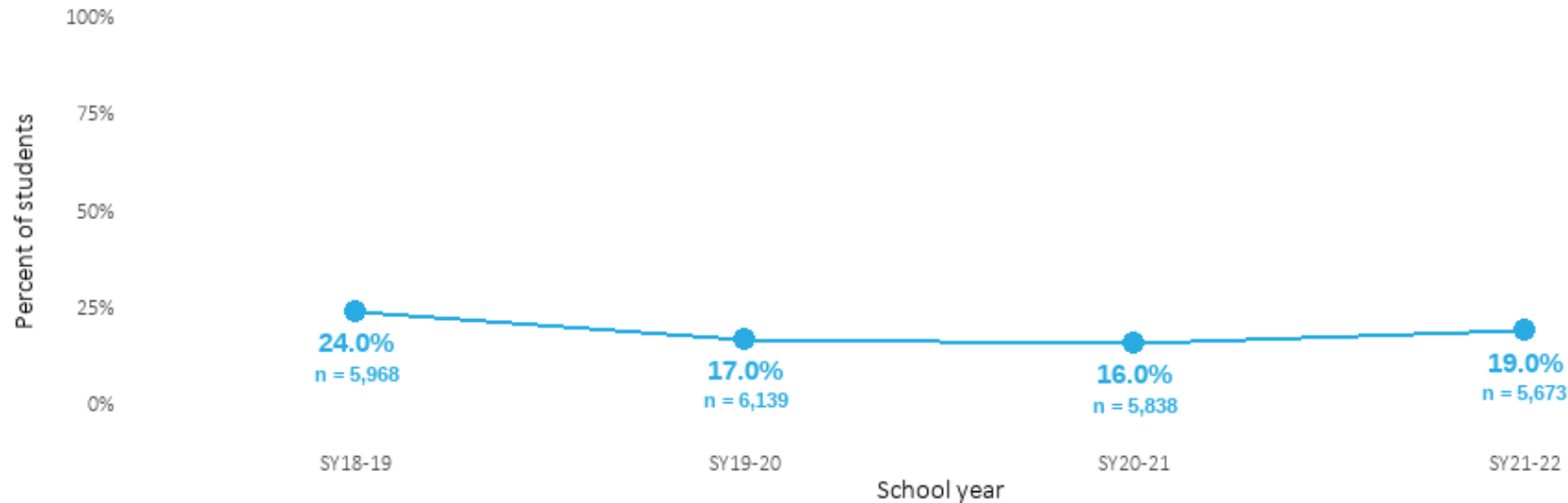


Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Interim Goal 3.2: *Percentage of 10th-12th graders who meet the assessment requirements for enrolling concurrently in college and career tech courses from postsecondary institutions will increase from 19% in May 2022 to 32% in May 2027.*



Students of interest

- Tenth through twelfth grade students are included.

Metric definition

- Generally, students are eligible for concurrent enrollment in postsecondary courses if they score at least a 510 on reading or math on the PSAT or SAT.
- Fewer seniors in 2021 were eligible based on assessment requirements for concurrent enrollment in postsecondary courses because TPS did not administer the SAT in spring 2020.
- TPS administers the PSAT to sophomores and the SAT to juniors. In 2022, TPS offered the PSAT to sophomores and juniors.



Insights and anticipated next steps

Anticipated next steps follow up	Action taken	Progress
This is the first report on assessment requirements, thus no follow up is needed at this time.	—	—

Here’s what we see now	Anticipated next steps
As our schools are focusing on the MAP assessment, our counseling and advising teams are able to begin advising students earlier on steps needed to meet SAT and ACT benchmarks for college admission.	Counselors will receive continued training on ‘college match’ including SAT and ACT readiness standards, financial aid, and college fit.
Similar to our work with the MAP Assessment, our secondary schools experienced training on how to build an assessment culture where students succeed. This includes sharing school goals with stakeholders, supporting students to set assessment goals, and ensuring that teachers know how assessments will be used throughout the year.	Schools are working to ensure that students and families understand the purpose of the assessments we take and how a student’s postsecondary goals are connected to them.

Percentage of 10th-12th graders who meet the assessment requirements for enrolling concurrently in college and career tech courses from postsecondary institutions, breakdowns by category

Ethnicity	SY18-19		SY19-20		SY20-21		SY21-22	
	%	N	%	N	%	N	%	N
African American	11.7%	1,685	7.5%	1,651	6.1%	1,506	8.4%	1,460
Asian	49.2%	120	42.5%	113	43.5%	108	42.7%	117
Hispanic/Latinx	15.9%	2,003	10.3%	2,168	10.3%	2,038	12.4%	2,028
Multiracial	26.8%	455	20.0%	481	20.6%	481	24.2%	467
Native American	26.9%	305	19.9%	301	20.0%	305	27.2%	283
Pacific Islander	*	*	*	*	*	*	4.1%	49
White	46.5%	1,381	35.3%	1,401	30.1%	1,370	38.5%	1,269

Economically Disadvantaged	SY18-19		SY19-20		SY20-21		SY21-22	
	%	N	%	N	%	N	%	N
No	51.3%	1,359	35.6%	1,645	33.2%	1,354	35.9%	1,754
Yes	15.7%	4,609	10.3%	4,494	10.5%	4,484	12.1%	3,919

Grade	SY18-19		SY19-20		SY20-21		SY21-22	
	%	N	%	N	%	N	%	N
10	18.2%	2,170	16.6%	2,098	12.5%	1,862	13.7%	2,099
11	26.4%	2,024	9.6%	2,056	23.9%	1,939	20.7%	1,670
12	27.6%	1,774	25.2%	1,985	11.0%	2,037	24.8%	1,904

Gender	SY18-19		SY19-20		SY20-21		SY21-22	
	%	N	%	N	%	N	%	N
Female	26.1%	2,933	18.3%	3,003	16.5%	2,911	20.0%	2,843
Male	21.6%	3,035	15.8%	3,136	15.1%	2,927	18.9%	2,830

Multilingual Learner	SY18-19		SY19-20		SY20-21		SY21-22	
	%	N	%	N	%	N	%	N
Monitored/Exited	24.3%	1,188	15.5%	1,286	15.3%	1,263	18.7%	1,314
No	27.7%	4,068	20.8%	4,056	18.8%	3,826	23.7%	3,593
Yes	1.0%	712	0.5%	797	1.2%	749	1.2%	766

IEP Status	SY18-19		SY19-20		SY20-21		SY21-22	
	%	N	%	N	%	N	%	N
No	28.3%	4,829	20.4%	4,963	18.4%	4,772	22.6%	4,710
Yes	4.9%	1,139	3.0%	1,176	4.0%	1,066	4.2%	963

Quadrant	SY18-19		SY19-20		SY20-21		SY21-22	
	%	N	%	N	%	N	%	N
1	14.4%	1,279	10.4%	1,262	9.0%	1,128	11.6%	1,139
2	17.5%	1,330	12.0%	1,379	11.2%	1,317	14.2%	1,335
3	17.4%	1,753	11.1%	1,869	12.0%	1,789	15.4%	1,640
4	43.4%	1,444	32.7%	1,501	28.5%	1,476	35.1%	1,396
Out of District	45.9%	159	39.8%	128	31.1%	119	30.0%	130

*Some data points were hidden due to small N sizes