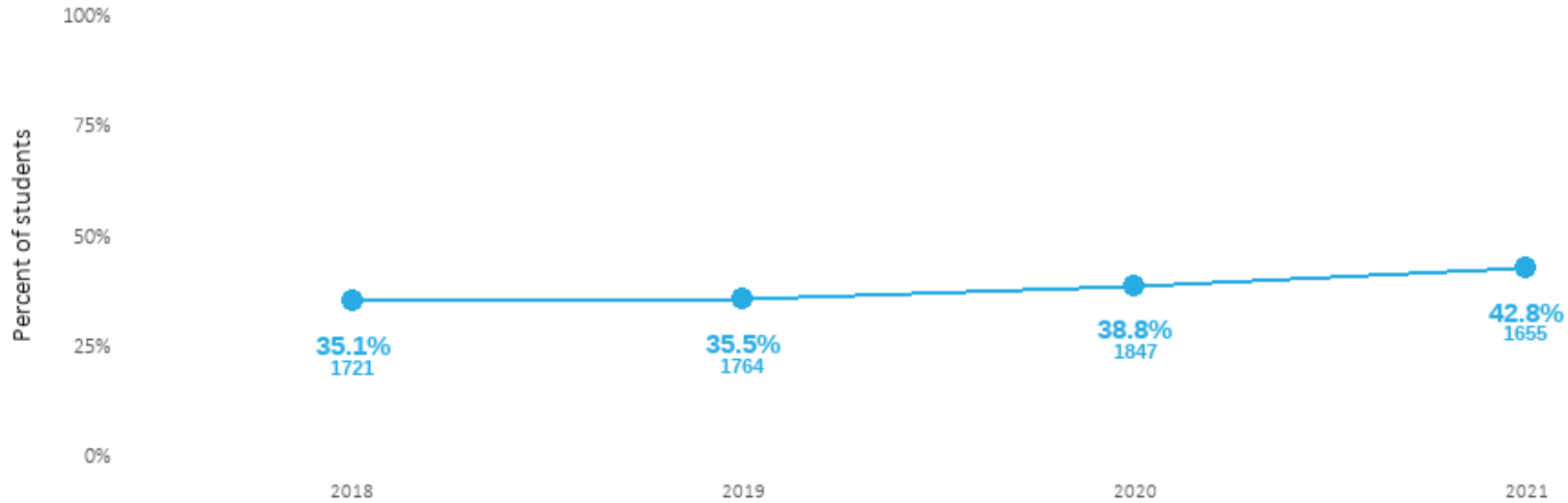




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Goal 3: The percentage of graduates earning post secondary credits and qualifying credentials will increase from k% in May 2022 to l% by May 2027.



Students of interest

- Graduates from cohort 2021 are included in the 2021 data (data for cohort 2022 will be available by October 2022)
- Each year includes students in that year's cohort who have graduated. This means that data may vary slightly between reports, as five- and six-year seniors graduate.

Metric definition

- This report includes Advanced Placement/International Baccalaureate test scores, concurrent enrollment courses grades, the Seal of Biliteracy, and industry recognized credentials.
- Advanced Placement scores of 3, 4, or 5 have the potential to earn college credit depending on institution and Advanced Placement course so we have included Advanced Placement test scores above 3 as having the potential to earn college credit
- International Baccalaureate scores of 4's for Higher Level (HL) exams and 5's for Standard Level (SL) exams have the potential to earn college credit





Insights and anticipated next steps

Challenges	Impact	Next Steps
Advanced Placement tests cost money, which is a barrier to entry for some of our students.	Our students are losing access to potential postsecondary credits.	We are exploring funding options to cover Advanced Placement exam costs for students
Historically, we have not tracked or provided consistent access to credentials across the various TPS Career Tech programs.	We do not have a clear understanding of the credentialing opportunities within our schools.	As a district, we are reevaluating the credentialing platforms our students and teachers have access to while our Career Tech teachers are working on increasing access to tests
Even of enrolled students when controlling for GPA/Attendance/Demographic factors Black and Hispanic students are ~17% less likely to take the Advanced Placement test compared to white students	Our Black and Hispanic students are earning fewer credits	We are working to identify why these discrepancies exist
The number of Advanced Placement courses available to students across sites varies widely		Legislation requires that all high schools provide at least 4 Advanced Placement courses by 2025 High school sites are collaborating to share courses, including Advanced Placement level courses, to provide greater access to students.



Percentage of graduates earning post secondary credits and qualifying credentials, breakdowns by category

Ethnicity	2018		2019		2020		2021	
	%	n	%	n	%	n	%	n
African American	20.8%	523	17.8%	494	24.8%	537	21.7%	424
Asian	44.7%	38	66.0%	50	61.1%	36	55.9%	34
Hispanic/Latinx	37.8%	482	41.0%	517	45.1%	643	51.7%	567
Multiracial	38.5%	156	28.7%	136	33.6%	140	36.2%	127
Native American	36.0%	86	37.6%	101	29.9%	77	30.7%	88
Pacific Islander	*	*	*	*	*	*	*	*
White	47.3%	433	47.2%	460	48.9%	411	56.1%	408

Multilingual Learner	2018		2019		2020		2021	
	%	n	%	n	%	n	%	n
Former	45.5%	354	55.9%	345	55.2%	393	61.6%	362
No	34.6%	1,258	32.6%	1,251	36.1%	1,238	38.6%	1,114
Yes	7.3%	109	15.5%	168	24.1%	216	31.3%	179

IEP Status	2018		2019		2020		2021	
	%	n	%	n	%	n	%	n
No	39.9%	1,428	39.5%	1,470	43.8%	1,484	47.0%	1,384
Yes	11.6%	293	15.6%	294	18.2%	363	21.4%	271

Economically Disadvantaged	2018		2019		2020		2021	
	%	n	%	n	%	n	%	n
No	50.2%	546	51.5%	497	49.2%	559	53.3%	424
Yes	28.1%	1,175	29.3%	1,267	34.2%	1,288	39.2%	1,231

Quadrant	2018		2019		2020		2021	
	%	n	%	n	%	n	%	n
1	23.5%	387	21.2%	405	27.7%	408	27.0%	337
2	32.1%	392	32.6%	377	38.7%	406	49.7%	332
3	33.6%	470	37.2%	487	40.0%	560	43.1%	515
4	47.9%	422	48.1%	451	45.5%	422	49.1%	424
Out of District	*	*	45.5%	44	58.8%	51	51.1%	45

Gender	2018		2019		2020		2021	
	%	n	%	n	%	n	%	n
Female	37.7%	892	41.0%	877	42.8%	908	45.3%	879
Male	32.3%	829	30.1%	887	34.8%	939	40.1%	776

*n is less than 25



What are the qualifying credits and credentials?

While in high school, many students are able to begin earning credits and credentials to help them progress along their postsecondary pathway. Dual/concurrent enrollment, Advance Placement (AP), International Baccalaureate (IB), Seal of Biliteracy, and Career and Technical Education (CTE) all provide students with the opportunity to earn college credits or industry recognized certifications while still in high school. In addition to getting a jumpstart on their postsecondary education, students who access these opportunities also have access to additional resources and support designed specifically for them.

Dual/Concurrent Enrollment -

- Eligible juniors and seniors can enroll in courses at partner colleges and universities that earn both high school and college credit. High school seniors who meet the eligibility requirements are entitled to receive tuition waivers for up to 18 credit hours and high school juniors can receive tuition waivers up to 9 credit hours, subject to available funding.
- Eligible juniors and seniors can enroll in a variety of programs at Tulsa Tech that provide hands-on learning experiences that culminate in industry recognized credentials and/or college credit.

Advanced Placement (AP) - AP gives students the chance to tackle college-level work while they're still in high school. AP students can access AP Exams that can earn college credit and placement.

International Baccalaureate (IB) - The IB Diploma Program is a demanding pre-university course of studies, leading to examinations, designed for highly motivated secondary school students. Conceived as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national educational systems, the diploma model is based on the pattern of no single country but incorporates the best elements of several.

Seal of Biliteracy - The Oklahoma Seal of Biliteracy is a credential bestowed by the Oklahoma State Department of Education to recognize and honor high school students who have attained a high level of proficiency in one or more languages in addition to English. The Seal of Biliteracy is available to any student who is able to demonstrate biliteracy in English and another language at the intermediate-mid or advanced-low levels.

Career Technology Education (CTE) - CTE provides courses and pathways consistent with industry standards. Exploratory courses begin in the sixth grade, and subsequent courses teach students specific job readiness and job skills. High school CTE courses provide students with an opportunity to test for and earn industry recognized credentials.