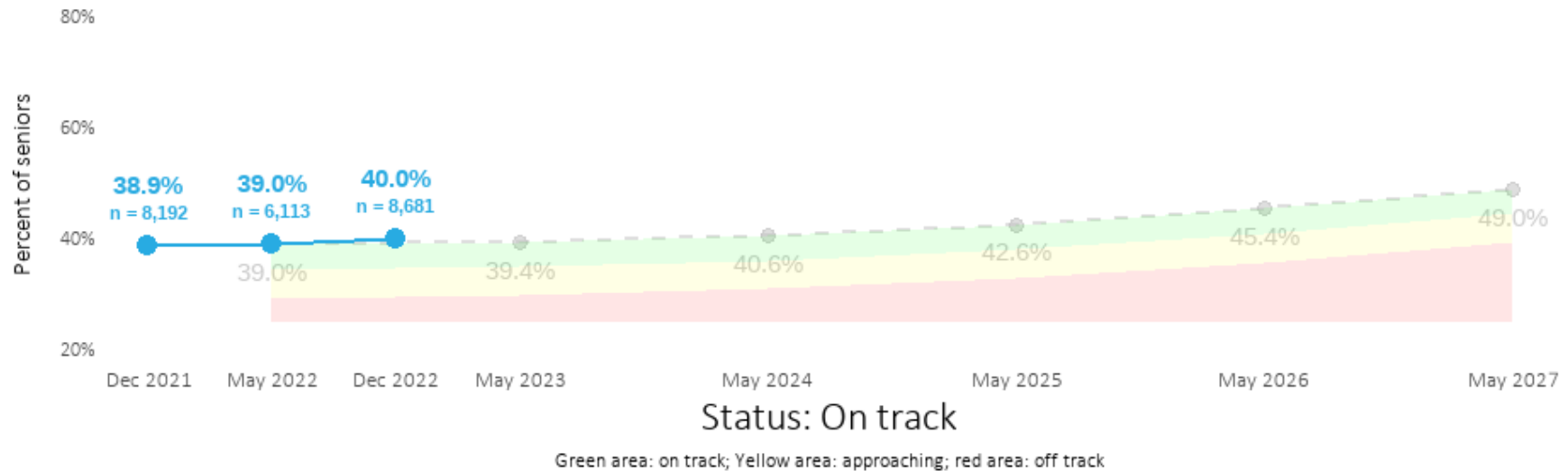




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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 College and Career Ready diploma based on credit requirements set by the district.

This metric tracks high school students’ progress towards graduating based on the requirements of the college and career-ready curriculum. Ninth through twelfth grade students (cohorts 2023, 2024, 2025, and 2026) are included in 22-23 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 graduate meeting the requirements of the college and career-ready curriculum.

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, computer technology, fine arts, P.E./health and other electives.



Next steps and current conditions

| Anticipated next steps follow up | Action taken | Progress |
|---|---|---|
| <p>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 determine whether these efforts have had an impact on student on track status.</p> | <p>High school students have taken a course preference survey to share which elective courses they prefer to take.</p> <p>Credit recovery courses have been reworked to give us a better understanding of which credit recovery courses students are enrolled in.</p> <p>We are evaluating our support resources, including FEV tutor, to better understand the effectiveness this support is having on student progress.</p> | <p>School leaders have used student interest data to make high interest courses more readily available to students across the system.</p> <p>We are currently working to calculate the number of students participating in credit recovery. There were 271 completed semesters of courses recovered in the fall.</p> <p>During February 2023, parents began receiving weekly automated emails about their students academic progress and attendance</p> |



Insights

Regular communication with students and families about their grades ensures that families can support their students' progress.

Credit recovery is the main way students are able to get back on track with their academic progress. It is important to ensure that students have access to a master teacher for each subject area while taking these courses.

Interest is a powerful motivator for academic success. Students are more likely to see connections between their coursework and their future goals when they are engaged in courses of high interest to them.

As of December 2022, the percent of economically disadvantaged students on track for graduation has increased by 2 percentage points over the last year. Not only did this match the pace of non-economically disadvantaged students, it also increased while the number of economically disadvantaged students increased.

We saw a substantial increase in the overall number of economically disadvantaged students, and an increase in percent of these students on track at the same time the population increased means we're seeing the

Next Steps

Having frequent communication between Tulsa Public School and families about students' grades and attendance supports improving grades and attendance. The district team will review the email analytics for emails opened, emails bounced back, and PowerSchool parent portal logins.

Credit recovery will continue to be offered to students during the school day, in Twilight Academy, and during boot camp and summer programs to recover credits needed for graduation.

Counselors, teachers/advisors, and other staff will continue to meet with students to review progress toward graduation and offer supports for credit recovery.

Some schools and teachers are piloting some competency-based grading practices, which show promise for more first-time course-taking success.

We will continue to offer more high interest courses across our schools through internal and external course sharing.

Schools will continue to introduce more opportunities for students to engage in real-world learning to help them see connections to their future goals.



Insights

Next Steps

number of these students who are on track to graduate increase faster than we're seeing the number of these students increase overall.



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

| | Dec 2021 | | May 2022* | | Dec 2022 | |
|-------------------------|----------|-------|-----------|-------|----------|-------|
| | % | n | % | n | % | n |
| Ethnicity | | | | | | |
| African American | 33.0% | 2,073 | 37.5% | 1,509 | 35.4% | 2,140 |
| Asian | 50.6% | 170 | 46.4% | 151 | 45.3% | 203 |
| Hispanic/Latino | 37.4% | 2,987 | 38.3% | 2,270 | 37.9% | 3,236 |
| Multiracial | 39.6% | 680 | 38.2% | 511 | 38.8% | 758 |
| Native American | 36.8% | 424 | 41.3% | 298 | 42.0% | 410 |
| Pacific Islander | 17.4% | 69 | 16.1% | 62 | 14.0% | 93 |
| White | 48.1% | 1,788 | 48.2% | 1,312 | 50.0% | 1,841 |

| | Dec 2021 | | May 2022* | | Dec 2022 | |
|---------------|----------|-------|-----------|-------|----------|-------|
| | % | n | % | n | % | n |
| Gender | | | | | | |
| Female | 42.2% | 4,040 | 43.5% | 3,021 | 43.8% | 4,311 |
| Male | 35.7% | 4,151 | 37.3% | 3,092 | 36.3% | 4,370 |

| | Dec 2021 | | May 2022* | | Dec 2022 | |
|-----------------------------|----------|-------|-----------|-------|----------|-------|
| | % | n | % | n | % | n |
| Multilingual Learner | | | | | | |
| Monitored/Exited | 43.4% | 1,730 | 45.9% | 1,254 | 46.6% | 1,585 |
| No | 39.9% | 5,108 | 42.3% | 3,730 | 41.2% | 5,329 |
| Yes | 29.2% | 1,354 | 27.9% | 1,129 | 30.5% | 1,767 |

| | Dec 2021 | | May 2022* | | Dec 2022 | |
|-----------------------------------|----------|-------|-----------|-------|----------|-------|
| | % | n | % | n | % | n |
| Economically Disadvantaged | | | | | | |
| No | 48.7% | 2,423 | 53.8% | 1,640 | 50.7% | 2,044 |
| Yes | 34.7% | 5,768 | 35.4% | 4,473 | 36.7% | 6,637 |

| | Dec 2021 | | May 2022* | | Dec 2022 | |
|-------------------|----------|-------|-----------|-------|----------|-------|
| | % | n | % | n | % | n |
| IEP Status | | | | | | |
| No | 41.3% | 6,768 | 42.2% | 5,106 | 43.0% | 7,230 |
| Yes | 27.2% | 1,423 | 31.1% | 1,007 | 25.1% | 1,437 |

| Grade | Dec 2021 | | May 2022* | | Dec 2022 | |
|-----------|----------|-------|-----------|-------|----------|-------|
| | % | n | % | n | % | n |
| 9 | 53.9% | 2,311 | 48.7% | 2,374 | 57.6% | 2,430 |
| 10 | 33.8% | 2,152 | 35.6% | 2,083 | 36.7% | 2,364 |
| 11 | 30.8% | 1,753 | 34.5% | 1,656 | 28.4% | 2,095 |
| 12 | 34.0% | 1,975 | | | 34.1% | 1,792 |

| Quadrant | Dec 2021 | | May 2022* | | Dec 2022 | |
|------------------------|----------|-------|-----------|-------|----------|-------|
| | % | n | % | n | % | n |
| 1 | 39.3% | 1,675 | 44.3% | 1,258 | 40.6% | 1,861 |
| 2 | 36.5% | 1,976 | 41.5% | 1,461 | 41.2% | 2,043 |
| 3 | 34.3% | 2,379 | 33.0% | 1,761 | 34.0% | 2,506 |
| 4 | 45.3% | 1,970 | 44.5% | 1,459 | 45.7% | 2,015 |
| Out of District | 50.0% | 190 | 55.5% | 128 | 46.8% | 222 |

*May 2022 only includes freshmen, sophomores, and juniors



Commonly asked questions

What does “monitored/exited” multilingual student mean? Why is their performance regularly higher than their peers?

The term former multilingual learner was determined to be inaccurate as we are all always growing and developing our language skills in all of our languages. ‘Monitored/exited multilingual learners’ is the term used to indicate that multilingual learners satisfied state requirements of proficiency in the English language. Following the proficient score, we monitor these students for four years to ensure continued success in academics and language. During this period they are still eligible for some supports as needed. Once students successfully complete the four year monitoring period, they then become exited multilingual learners, meaning they have satisfied all requirements of the English language development program.

Students classified as monitored/exited multilingual learners have satisfied the state requirement of a composite score of 4.8 on the ACCESS English language proficiency assessment. This means that the student has achieved an advanced level of proficiency. As we know from research, students who become fully multilingual regularly engage more of their brain capacity and perform at higher levels than students with only one language.

Which students are Out of District?

The majority of our out-of-district students come from three groups: children of district employees, who are allowed to enroll in Tulsa Public Schools no matter where they live; students who are currently at detention centers or hospitals that don’t exist in other parts of the state; and other students across Oklahoma, based on Senate Bill 783 which allows students in Oklahoma to enroll in any school across the state that has open seats



Which schools are in each quadrant?

A list of schools by quadrant is included below, but as a reminder a student's listed quadrant is based on their home address, not their school site. Therefore, which quadrants have students meeting the interim goal is not a direct correlate to which schools have students meeting the interim goal.

Quadrant 1

Anderson Elementary
Burroughs Elementary
Celia Clinton Elementary
Wayman Tisdale Fine Arts Academy
Emerson Elementary
John Hope Franklin Elementary
Hawthorne Elementary
Whitman Elementary
Central Middle School
Monroe Demonstration Middle School
Central High School
McLain High School

Quadrant 2

Bell Elementary
Clinton West Elementary
Eugene Field Elementary
Hamilton Elementary
Unity Learning Academy
Kendall-Whittier Elementary
McKinley Elementary
Owen Elementary
Robertson Elementary
Sequoyah Elementary

Springdale Elementary
Webster Middle School
Webster High School

Quadrant 3

Cooper Elementary
Hoover Elementary
Kerr Elementary
Lewis and Clark Elementary
Lindbergh Elementary
Macarthur Elementary
Mitchell Elementary
Peary Elementary
Skelly Elementary
Disney Elementary
East Central Middle School
Hale Middle School
East Central High School
Hale High School

Quadrant 4

Carnegie Elementary
Eliot Elementary
Patrick Henry Elementary
Key Elementary

Lanier Elementary
Council Oak Elementary
Marshall Elementary
McClure Elementary
Salk Elementary
Grissom Elementary
Edison Middle School
Memorial Middle School
Edison High School
Memorial High School

Magnet and Alternative Sites – no quadrant

Zarrow International Elementary
Felicita Mendez International School
Eisenhower Elementary
Mayo Demonstration Elementary
Carver Middle School
Thoreau Demonstration Academy
Rogers College Middle School
Rogers College High School
Booker T Washington High School
Project Accept Traice Elementary
Traice Middle School
Traice High School
Tulsa Met Middle School



Tulsa Met High School
Tulsa Tech Career Academy
Street School

Phoenix Rising
North Star Academy Middle School
North Star Academy High School

Virtual Elementary School
Virtual Middle School
Virtual High School

Does this mean our graduation rate will be 40%?

No, for a few reasons. (1) Students are able to participate in credit recovery up to the summer after their senior year, which means students who may be off track in this report still have the opportunity to complete all their required courses and graduate. (2) This report specifically uses the college and career ready curriculum to determine whether or not a student is on track to graduate. Students may still graduate based on the core curriculum; that track was created for and is generally reserved for high need students on IEPs, specifically level 3.

If students aren't set to graduate based on the college and career ready curriculum, why are they graduating?

Students may still graduate based on the core curriculum. Some students have IEPs that specifically call for the student to be held to the core curriculum; other students who struggle to pass upper math level courses may also be switched to the core curriculum track. When a student without an IEP that calls for the core curriculum are switched from the college and career ready curriculum to the core curriculum, counselors meet with families to discuss the implications of the switch (eligibility for Oklahoma's promise, impact on athletics participation, etc), and if the parent gives consent to the switch, the change is logged digitally with the district.