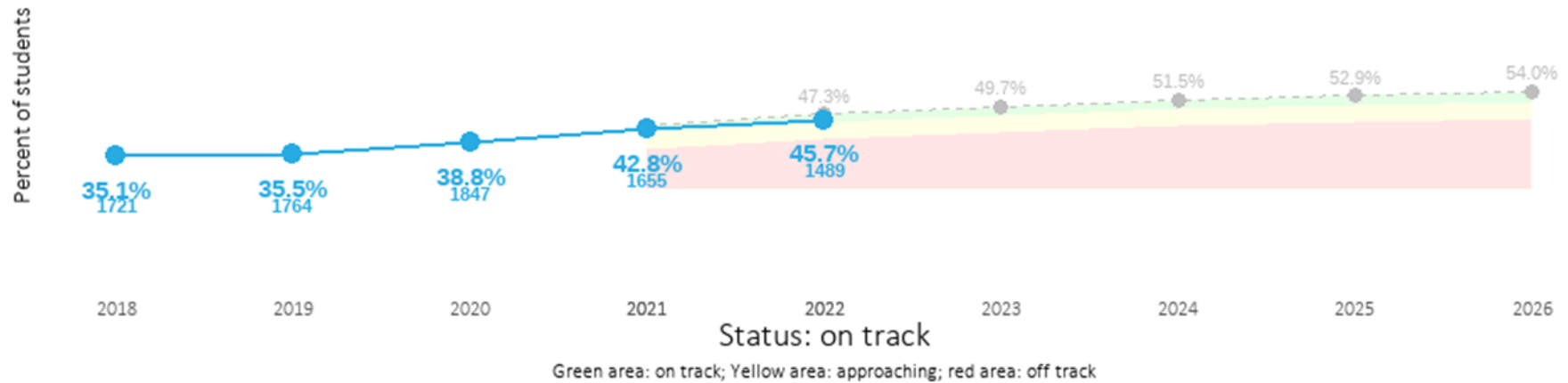


Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Goal 3: The percentage of graduates earning post secondary credits and qualifying credentials will increase from 43% in May 2022 to 54% by May 2027.



Students of interest

Graduates from cohort 2022 are included in the 2022 data (data for cohort 2023 will be available by March 2024).

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 4s for Higher Level (HL) exams and 5s for Standard Level (SL) exams have the potential to earn college credit.

Next steps and current conditions

Follow up on previous report	Action taken	Progress
We are exploring funding options to cover Advanced Placement exam costs for students.		Funding to cover AP exam fees has been identified in the 23-24 SY budget.
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.	<p>The district Career Tech team curated the list of providers to ensure that each one provided reporting options that will allow us to track the certification results and record them in PowerSchool.</p> <p>Career Tech teachers have been engaging in advisory council meetings with students, parents, and business leaders to better align their curriculum and certifications offered to industry demands.</p>	<p>At the beginning of the 2022-23 school year, Career Tech teachers evaluated their student certification options from providers who offer industry-aligned or industry-recognized Career Tech certifications.</p> <p>Those exams are given at the end of the school year and Career Tech teachers are currently preparing to give those exams in all of their courses that are offered for high school credit.</p>
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.	As school leaders plan for next school year, they are taking steps to add new AP courses like AP African American Studies and AP Precalculus.

Here's what we see now

When surveyed, students selected dual/concurrent courses and courses that are classified as “career prep” as the type of courses that they are most interested in taking.

Enrollment in dual/concurrent courses at Tulsa Community College has increased. While there are many factors that impact whether or not students engage in college level coursework, we do know that funding can play a big role. With the support of the Assistance League of Tulsa, we have been able to lessen the financial burden for students and their families.

The Seal of Biliteracy is an award to recognize students who have studied and attained proficiency in two or more languages by high school graduation. Each year we are seeing more students attempting to earn this recognition and this year 152 students are pursuing the Seal of Biliteracy award.

Anticipated next steps

The district secondary team is working with Tulsa Community College to create additional dual/concurrent programs for students that are aligned with student survey responses. These new programs - American Sign Language, Spanish Interpretation, and Psychology - will begin Fall 2024.

Schools will continue to survey their students to more closely align both internal and external course offerings with student interests.

We have increased funding available for dual/concurrent for the 23-24 SY and we will continue to pursue additional funding as we anticipate the demand will continue to grow.

We are working to ensure our students and families understand the steps to earn this award and the impact it can have on their future goals.

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

Ethnicity	2019		2020		2021		2022	
	%	n	%	n	%	n	%	n
African American	18.3%	481	25.7%	517	22.9%	397	30.4%	375
Asian	65.3%	49	61.8%	34	61.3%	31	71.8%	39
Hispanic/Latinx	41.7%	501	46.8%	611	53.2%	545	49.8%	510
Multiracial	28.0%	132	34.8%	132	36.3%	124	39.5%	124
Native American	39.2%	97	30.7%	75	32.1%	84	31.6%	76
Pacific Islander	*	*	*	*	*	*	*	*
White	47.4%	443	49.7%	398	55.9%	399	58.7%	356

IEP Status	2019		2020		2021		2022	
	%	n	%	n	%	n	%	n
No	40.0%	1,419	45.2%	1,419	48.0%	1,332	50.0%	1,233
Yes	15.9%	290	18.9%	350	22.4%	254	24.6%	256

Economically Disadvantaged	2019		2020		2021		2022	
	%	n	%	n	%	n	%	n
No	52.2%	475	50.4%	534	54.0%	411	53.1%	544
Yes	29.7%	1,234	35.5%	1,235	40.4%	1,175	41.4%	945

Quadrant	2019		2020		2021		2022	
	%	n	%	n	%	n	%	n
1	21.5%	395	28.8%	392	28.3%	318	34.2%	278
2	33.0%	361	39.9%	388	50.3%	322	42.4%	330
3	37.1%	474	41.7%	530	44.8%	489	43.8%	452
4	49.2%	435	45.9%	410	49.5%	410	58.3%	391
Out of District	45.5%	44	61.2%	49	51.1%	45	52.8%	36

*Data points were hidden due to small number of students

Gender	2019		2020		2021		2022	
	%	n	%	n	%	n	%	n
Female	41.5%	844	44.6%	859	47.1%	828	49.6%	766
Male	30.5%	865	35.6%	910	40.5%	758	41.5%	723

Multilingual Learner	2019		2020		2021		2022	
	%	n	%	n	%	n	%	n
Monitored/Exited	55.8%	337	57.3%	375	63.0%	349	59.5%	353
No	33.0%	1,211	37.0%	1,192	39.5%	1,068	43.4%	973
Yes	16.1%	161	25.2%	202	32.5%	169	29.4%	163

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
 Felicitas 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

