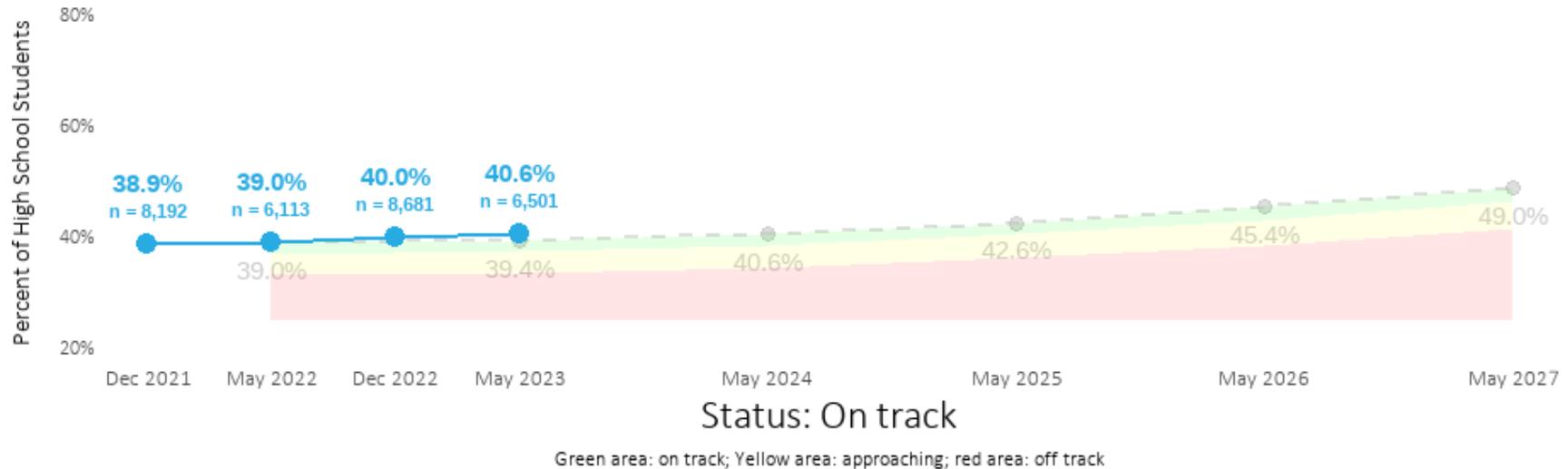


## Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

*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 curriculum 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 eleventh grade students (cohorts 2024, 2025, and 2026) are included in 22-23 Semester 2, and ninth through twelfth grade students (cohorts 2023, 2024, 2025, and 2026) are included in 22-23 Semester 1. 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 with the college and career-ready curriculum, the highest-available curriculum track. This metric measures student progress toward earning the college and career ready 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, computer technology, fine arts, P.E./health and other electives.

## Next steps and current conditions

Anticipated next steps follow up	Action taken	Progress
<p>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.</p>	<p>We have sent approx. 440,000 emails to families since February 2023. The emails include information about their students' absences, tardies, and grades. The emails also encourage families to login into the PowerSchool portal to find more detailed information.</p>	<p>98% of emails were successfully delivered which means we are not experiencing a large amount of bounce backs.</p> <p>84% of students had an email opened at least once.</p> <p>53% of all emails delivered were opened.</p> <p>While the emails did not lead to an increase in parent portal creations, it did lead to more parents interfacing with student data.</p>
<p>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.</p> <p>Counselors, teachers/advisors, and other staff will continue to meet with students to review progress toward graduation and offer support for credit recovery.</p> <p>Some schools and teachers are piloting some competency-based grading practices, which show promise for more first-time course-taking success.</p>	<p>Schools continued to offer credit recovery courses during the school year, in Twilight Academy and during June Bootcamp.</p> <p>Counselors are in constant communication with students about their progress and we are building consistent practices through professional development sessions with the Postsecondary Readiness department and Contigo Ed. on graduation checks and using Naviance to support advising.</p> <p>Counselors logged meetings with students in the graduation tracker dashboard which allowed families to receive an email update about their students progress toward graduation.</p>	<p>Students earned 312.5 course credits through credit recovery</p> <p>Half of all high school students engaged in at least one graduation check conversation with their school counselor.</p>

Anticipated next steps follow up	Action taken	Progress
<p>We will continue to offer more high interest courses across our schools through internal and external course sharing.</p> <p>Schools will continue to introduce more opportunities for students to engage in real-world learning to help them see connections to their future goals.</p>	<p>6/9 of our traditional high schools participated in either an internal or external course sharing opportunity.</p> <p>Students from Rogers HS, Central HS, and Washington HS participated in the inaugural year of the Genesys Works Internship program.</p>	<p>124 students accessed a course through course sharing that they otherwise would not have been able to take. Some examples of those courses are AP Calculus, Intro to Civil and Criminal Law, and Global History of Disease.</p>

### Insights

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African American, Hispanic/Latino, and Native American students generally have lower percentages compared to other ethnicities.

Monitored/Exited multilingual learners consistently have a higher percentage of being on-track compared to those who are not multilingual learners or are labeled as such.

Ninth grade students have the highest percentage of students on-track.

### Next Steps

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The Language and Cultural Services team has recently introduced a new position of Multilingual Learner Graduation Coach, aimed at providing comprehensive support to students in meeting their graduation requirements. Through their efforts, we anticipate gaining valuable insights into effective strategies for assisting students in getting back on track towards graduation success.

The ninth grade year is an important year where we are actively seeking ways to offer stronger assistance to students, ensuring they can effectively navigate high school and learn how to find and stay on a successful path forward.

*Percentage of High School Students “on track” for College and Career Readiness diploma, breakdowns by category*

Ethnicity	Dec 2021		May 2022		Dec 2022		May 2023	
	%	n	%	n	%	n	%	n
<b>African American</b>	33.0%	2,073	37.5%	1,509	35.4%	2,138	35.3%	1,594
<b>Asian</b>	50.6%	170	46.4%	151	45.5%	202	45.8%	153
<b>Hispanic/Latino</b>	37.4%	2,987	38.3%	2,270	37.9%	3,236	38.8%	2,477
<b>Multiracial</b>	39.6%	680	38.2%	511	38.9%	756	43.1%	547
<b>Native American</b>	36.8%	424	41.3%	298	42.0%	410	39.4%	310
<b>Pacific Islander</b>	17.4%	69	16.1%	62	14.0%	93	16.4%	73
<b>White</b>	48.1%	1,788	48.2%	1,312	50.0%	1,841	50.1%	1,347

Economically Disadvantaged	Dec 2021		May 2022		Dec 2022		May 2023	
	%	n	%	n	%	n	%	n
<b>No</b>	48.7%	2,423	53.8%	1,640	50.0%	2,078	56.5%	1,367
<b>Yes</b>	34.7%	5,768	35.4%	4,473	36.9%	6,598	36.4%	5,134

Grade	Dec 2021		May 2022		Dec 2022		May 2023	
	%	n	%	n	%	n	%	n
<b>9</b>	53.9%	2,311	48.7%	2,374	57.7%	2,424	53.1%	2,321
<b>10</b>	33.8%	2,152	35.6%	2,083	36.7%	2,366	36.6%	2,225
<b>11</b>	30.8%	1,753	34.5%	1,656	28.5%	2,093	30.4%	1,955
<b>12</b>	34.0%	1,975			34.0%	1,793		

Gender	Dec 2021		May 2022		Dec 2022		May 2023	
	%	n	%	n	%	n	%	n
<b>Female</b>	42.2%	4,040	43.5%	3,021	43.8%	4,309	44.3%	3,218
<b>Male</b>	35.7%	4,151	37.3%	3,092	36.3%	4,367	36.9%	3,283

Multilingual Learner	Dec 2021		May 2022		Dec 2022		May 2023	
	%	n	%	n	%	n	%	n
<b>Monitored/Exited</b>	43.4%	1,730	45.9%	1,254	46.6%	1,585	48.2%	1,158
<b>No</b>	39.9%	5,108	42.3%	3,730	41.2%	5,329	42.0%	3,895
<b>Yes</b>	29.2%	1,354	27.9%	1,129	30.5%	1,762	30.9%	1,448

IEP Status	Dec 2021		May 2022		Dec 2022		May 2023	
	%	n	%	n	%	n	%	n
<b>No</b>	41.3%	6,768	42.2%	5,106	43.0%	7,251	43.4%	5,457
<b>Yes</b>	27.2%	1,423	31.1%	1,007	25.2%	1,411	26.6%	1,025

Quadrant	Dec 2021		May 2022		Dec 2022		May 2023	
	%	n	%	n	%	n	%	n
<b>1</b>	39.3%	1,675	44.3%	1,258	40.6%	1,857	41.3%	1,402
<b>2</b>	36.5%	1,976	41.5%	1,461	41.1%	2,043	41.7%	1,512
<b>3</b>	34.3%	2,379	33.0%	1,761	34.1%	2,505	35.7%	1,859
<b>4</b>	45.3%	1,970	44.5%	1,459	45.7%	2,013	46.1%	1,469
<b>Out of District</b>	50.0%	190	55.5%	128	46.9%	224	56.2%	153