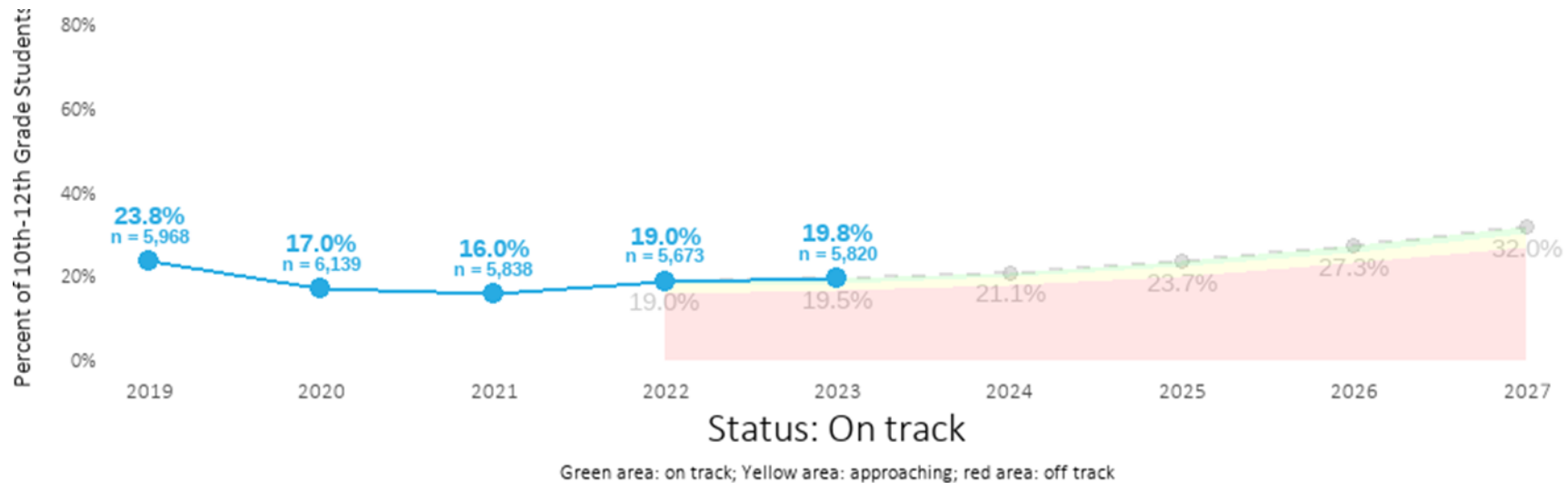


## Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

*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.

Historically, TPS administers the PSAT to sophomores and juniors in the fall and the SAT to juniors in the spring.

### Metric definition

Students who score at least a 510 on reading or math on the PSAT or SAT are generally considered to be academically ready for the rigor of college level courses.

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.

During the 2022-2023 school year, TPS offered the PSAT to sophomores and the SAT to juniors.

## Next steps and current conditions

### Follow up on previous report

Counselors will receive continued training on ‘college match’ including SAT and ACT readiness standards, financial aid, and college fit.

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.

### Action taken

High school counselors participated in a series of professional development sessions during the 2022-2023 school year. The sessions facilitated by the postsecondary readiness department, Contigo Ed, and The Tulsa Higher Ed Consortium focused on assisting students with future plans by exploring student interest, top local and national postsecondary credentialing opportunities, and regional postsecondary colleges and universities. Using information from Naviance, the Higher Ed Consortium, assessment data and professional resources, school counselors are better prepared to provide support for students on their postsecondary plans.

High School Principals and Assistant Principals participated in summer School Leader Learning Institutes where they analyzed current MAP Growth data alongside Panorama data. They noticed correlations and made connections between growth, achievement, and high social supports.

School Leaders were asked to reflect on their assessment culture during and after the fall MAP testing window. They reviewed bright spots and best practices to determine next steps for their site.

Back to school training for Building Test Coordinators (BTC) included a section to prompt their thinking around the role they play in building the assessment culture at their site. Many BTCs have named the need to share the “why” with teachers and students and the impact that doing so has had on their assessment culture and on students’ performance.

### Progress

For the 2023-2024 school year, school counselors will continue to provide awareness and resources for students through continuous professional development, utilizing learned skills, student assessment data, and resources.

We will continue partnering with local and national postsecondary stakeholders, including but not limited to Contigo Ed, the Higher Ed Consortium, College Board, Great Plains Association for College Admission Counseling, and the American School Counselor Association.

For the 2023-2024 school year, we will continue assessment culture reflection cycles with principals where they review their student level MAP data alongside their Panorama data to identify areas of success and opportunities for growth within their buildings.

We are also continuing to align our efforts to the continuous improvement cycle, using academic look-fors as key indicators of success.

Principals with their leadership teams created communication and testing environment expectations to implement at their sites.

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## Here's what we see now

In our secondary literacy strategy, secondary schools are structuring time during the school day to explicitly address reading needs of students with the greatest needs. Reading intervention curriculum, aligned to the science of reading, is provided to all students in grades 6-12 to address student learning in both reading and mathematics.

Many students and their families struggle to grasp the underlying purpose and significance of college and career readiness assessments such as the PSAT and SAT, leading to confusion and uncertainty in their educational journey. Despite the shift towards 'test optional' policies at many colleges and universities, these assessments continue to hold value in helping students assess their readiness for higher education and future career paths.

## Anticipated next steps

School leaders will monitor quality of instruction and student progress through core instruction and intervention data. This includes the use of academic look-fors that promote the use of Oklahoma Academic Standards and high quality instructional materials used across all classrooms. Site teams will use intervention data to determine student progress and develop plans for ongoing acceleration in reading and mathematics. Continuous improvement cycles will allow more students to get the support they need to obtain a stronger foundation in reading and math so that they are prepared for college and career ready assessments.

We are committed to enhancing our communication with students and families by providing comprehensive information about the purpose and benefits of the PSAT, offering critical resources to help students prepare for the assessment, ensuring students are well-informed about what to expect on test day, and facilitating access to their scores.

We will also ramp up efforts to ensure that students and families are connected to valuable, cost-free resources that support their success on

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these assessments. These resources include Khan Academy for math, Exact Path for language arts, and a range of other free test preparation tools designed to support students in their academic pursuits.

*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	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
<b>African American</b>	7.5%	1,651	6.1%	1,506	8.4%	1,460	9.1%	1,432
<b>Asian</b>	42.5%	113	43.5%	108	42.7%	117	30.7%	137
<b>Hispanic/Latino</b>	10.3%	2,168	10.3%	2,038	12.4%	2,028	13.5%	2,168
<b>Multiracial</b>	20.0%	481	20.6%	481	24.2%	467	26.9%	495
<b>Native American</b>	19.9%	301	20.0%	305	27.2%	283	22.8%	272
<b>Pacific Islander</b>	*	*	*	*	4.1%	49	4.6%	65
<b>White</b>	35.3%	1,401	30.1%	1,370	38.5%	1,269	39.0%	1,251

Multilingual Learner	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
<b>Monitored/Exited</b>	15.5%	1,286	15.3%	1,263	18.7%	1,314	23.0%	1,237
<b>No</b>	20.8%	4,056	18.8%	3,826	23.7%	3,593	23.9%	3,573
<b>Yes</b>	0.5%	797	1.2%	749	1.2%	766	1.3%	1,010

IEP Status	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
<b>No</b>	20.4%	4,963	18.4%	4,772	22.6%	4,710	22.7%	4,915
<b>Yes</b>	3.0%	1,176	4.0%	1,066	4.2%	963	3.7%	891

Economically Disadvantaged	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
<b>No</b>	35.6%	1,645	33.2%	1,354	35.9%	1,754	38.2%	1,498
<b>Yes</b>	10.3%	4,494	10.5%	4,484	12.1%	3,919	13.4%	4,322

Quadrant	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
<b>1</b>	10.4%	1,262	9.0%	1,128	11.6%	1,139	11.9%	1,223
<b>2</b>	12.0%	1,379	11.2%	1,317	14.2%	1,335	15.5%	1,376
<b>3</b>	11.1%	1,869	12.0%	1,789	15.4%	1,640	16.5%	1,645
<b>4</b>	32.7%	1,501	28.5%	1,476	35.1%	1,396	33.7%	1,377
<b>Out of District</b>	39.8%	128	31.1%	119	30.0%	130	38.4%	146

Grade	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
<b>10</b>	16.6%	2,098	12.5%	1,862	13.7%	2,099	12.7%	2,226
<b>11</b>	9.6%	2,056	23.9%	1,939	20.7%	1,670	21.3%	1,956
<b>12</b>	25.2%	1,985	11.0%	2,037	24.8%	1,904	27.5%	1,638

Gender	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
<b>Female</b>	18.3%	3,003	16.5%	2,911	20.0%	2,843	20.6%	2,906
<b>Male</b>	15.8%	3,136	15.1%	2,927	18.9%	2,830	19.0%	2,914

\*Some data points were hidden due to small N sizes