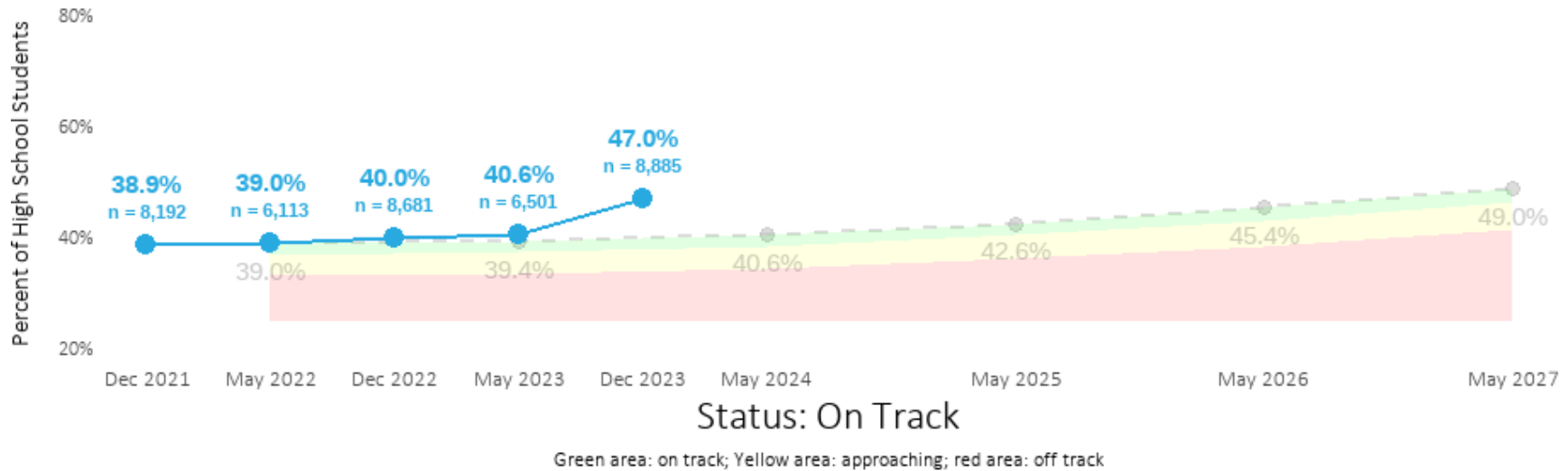




## Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

*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 on the College and Career Ready graduation track. Ninth through twelfth grade students (cohorts 2024, 2025, 2026, and 2027) are included in 23-24 Semester 1, and ninth through eleventh grade students (cohorts 2024, 2025, and 2026) are included in 22-23 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 with the college and career-ready diploma, the highest-available diploma. This metric measures student progress toward earning the college and career 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

Follow up on previous report	Action taken	Progress
<p>The Language and Cultural Services team has recently introduced a new position of Multilingual Learner Graduation Coach to provide 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 toward graduation success.</p>	<p>The ML Graduation Coach has collaborated closely with secondary school counselors and the College and Career Advisors to support multilingual learner student progress toward graduation and postsecondary pathways.</p>	<p>The ML Graduation coach has had a direct impact on 43 individual students across eight schools. Recent updates show that at McLain, efforts have been focused on aiding newcomer enrollment and supporting in-house initiatives like FAFSA days and WIDA testing. At schools like Hale and Memorial, collaboration with counselors and CCR teams has been instrumental in assisting ELL and newcomer students with tasks such as FAFSA, scholarships, enrollment, and providing guidance for educational success. Additionally, at Rogers, the coach's involvement in community outreach and personal mentoring has encouraged students to strive for higher academic and career aspirations.</p>
<p>The ninth grade year is an important year in which we are actively seeking ways to offer stronger assistance to students, ensure they can effectively navigate high school, and learn how to find and stay on a successful path forward.</p>	<p>The postsecondary readiness team worked with City Year to develop an elective course designed to support students with the transition to high school and equip them with essential skills, knowledge, and experiences necessary for success in college, career, and life, “bridging” the gap between traditional high school curriculum and real-world readiness.</p>	<p>During the 23-24 school year, we piloted a 9th grade BRIDGE course at Hale HS, Rogers HS, and Webster HS.</p> <p>We will be expanding the implementation of BRIDGE to more 9th grade students next school year.</p>

Here's what we see now	Anticipated next steps
<p>The percentage of high school students on track to graduate has significantly improved over the past year. We believe this is due to many factors including a continued focus on communicating with families, assessment culture, providing additional opportunities for students to demonstrate mastery, and focusing on the five most failed courses which we refer to as the “fundamental five”. We have implemented regular strategic data review meetings at each secondary site during which blank grades, failing grades, and on track to graduate data are reviewed at regular intervals and action plans are created.</p>	<p>We plan to begin working with PowerSchool to develop a graduation tracker that provides progress visibility to students and families.</p> <p>We will establish a counselor function at the enrollment center to support student enrollment to streamline the process and ensure that students’ graduation progress is considered at the point of entry into Tulsa Public Schools.</p> <p>We will continue working with school leaders to develop an alternative school portfolio that can support the diverse needs of students including clear pathways for students who enroll in TPS with fewer credits than their grade level requires.</p>
<p>The 9th grade BRIDGE pilot received positive feedback from both teachers and students. Teachers noted that students were establishing relationships and displaying increased engagement in their academic pursuits. Students overwhelmingly expressed enjoyment of their BRIDGE class, highlighting the opportunity it provided to set and track goals with the guidance of their BRIDGE teacher.</p>	<p>Next year, we plan to expand the implementation of our 9th grade BRIDGE program to additional schools and introduce a pilot program for the 10th grade BRIDGE course. Our objective is to establish BRIDGE courses for grades 8, 9, and 10, providing comprehensive support and guidance throughout the critical years of secondary education.</p>
<p>We’ve identified that the 5 most frequently failed courses in high school are Algebra I, Algebra II, Biology, English I, and English II, which we refer to as the “fundamental five”.</p> <p>Our efforts to improve performance in these courses have shown promising results. We’ve observed an increase in passing rates which we attribute to initiatives such as increasing Exact Path usage, expanding tutoring programs (including after-school, FEV, and City Year), fostering intentional collaboration among teachers to monitor student progress and emphasize the importance of these subjects.</p>	<p>Moving forward, we remain committed to sustaining and refining these efforts to further support student success in these critical academic areas.</p>
<p>The work that school teams have been doing around assessment culture has had a positive impact on academic achievement. Along with the increase we see in students' on-track to graduate rate, we also see an increase in 9th and 10th grade MAP growth.</p>	<p>We maintain our dedication to nurturing assessment culture, emphasizing the significance and purpose of assessments and their connection to academic achievement.</p>



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

Ethnicity	May 2022		Dec 2022		May 2023		Dec 2023	
	%	n	%	n	%	n	%	n
<b>African American</b>	37.5%	1,509	35.4%	2,138	35.3%	1,594	42.3%	2,156
<b>Asian</b>	46.4%	151	45.5%	202	45.8%	153	49.2%	195
<b>Hispanic/Latino</b>	38.3%	2,270	37.9%	3,236	38.8%	2,477	46.2%	3,456
<b>Multiracial</b>	38.2%	511	38.9%	756	43.1%	547	49.7%	746
<b>Native American</b>	41.3%	298	42.0%	410	39.4%	310	45.1%	390
<b>Pacific Islander</b>	16.1%	62	14.0%	93	16.4%	73	23.7%	114
<b>White</b>	48.2%	1,312	50.0%	1,841	50.1%	1,347	54.7%	1,828

Grade	May 2022		Dec 2022		May 2023		Dec 2023	
	%	n	%	n	%	n	%	n
<b>9</b>	48.7%	2,374	57.7%	2,424	53.1%	2,321	69.2%	2,381
<b>10</b>	35.6%	2,083	36.7%	2,366	36.6%	2,225	42.5%	2,294
<b>11</b>	34.5%	1,656	28.5%	2,093	30.4%	1,955	34.0%	2,191
<b>12</b>			34.0%	1,793			40.1%	2,019

Gender	May 2022		Dec 2022		May 2023		Dec 2023	
	%	n	%	n	%	n	%	n
<b>Female</b>	43.5%	3,021	43.8%	4,309	44.3%	3,218	50.5%	4,359
<b>Male</b>	37.3%	3,092	36.3%	4,367	36.9%	3,283	43.7%	4,526

Economically Disadvantaged	May 2022		Dec 2022		May 2023		Dec 2023	
	%	n	%	n	%	n	%	n
<b>No</b>	53.8%	1,640	50.0%	2,078	56.5%	1,367	60.5%	1,743
<b>Yes</b>	35.4%	4,473	36.9%	6,598	36.4%	5,134	43.8%	7,142

Multilingual Learner	May 2022		Dec 2022		May 2023		Dec 2023	
	%	n	%	n	%	n	%	n
<b>Monitored/Exited</b>	45.9%	1,254	46.6%	1,585	48.2%	1,158	56.2%	1,432
<b>No</b>	42.3%	3,730	41.2%	5,329	42.0%	3,895	48.1%	5,213
<b>Yes</b>	27.9%	1,129	30.5%	1,762	30.9%	1,448	38.7%	2,240



IEP Status	May 2022		Dec 2022		May 2023		Dec 2023	
	%	n	%	n	%	n	%	n
<b>No</b>	42.2%	5,106	43.0%	7,251	43.4%	5,457	50.2%	7,524
<b>Yes</b>	31.1%	1,007	25.2%	1,411	26.6%	1,025	29.7%	1,356

Chronically Absent	May 2022		Dec 2022		May 2023		Dec 2023	
	%	n	%	n	%	n	%	n
<b>No</b>	-	-	-	-	-	-	64.2%	4,357
<b>Yes</b>	-	-	-	-	-	-	30.7%	4,500

Quadrant	May 2022		Dec 2022		May 2023		Dec 2023	
	%	n	%	n	%	n	%	n
<b>1</b>	44.3%	1,258	40.6%	1,857	41.3%	1,402	45.9%	1,829
<b>2</b>	41.5%	1,461	41.1%	2,043	41.7%	1,512	49.4%	2,041
<b>3</b>	33.0%	1,761	34.1%	2,505	35.7%	1,859	42.7%	2,513
<b>4</b>	44.5%	1,459	45.7%	2,013	46.1%	1,469	52.4%	1,987
<b>Out of District</b>	55.5%	128	46.9%	224	56.2%	153	64.1%	231



## 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  
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 47%?**

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.

**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.