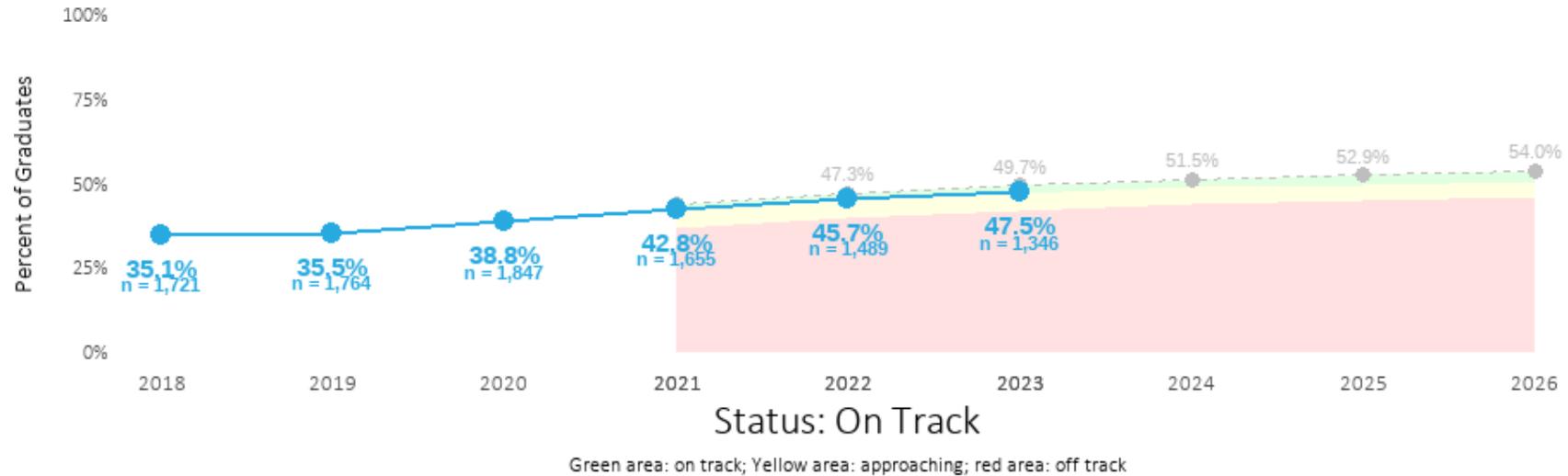




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Goal 3: The percentage of graduates earning postsecondary credits and qualifying credentials will increase from 43% in May 2021 to 54% by May 2026.



Students of interest

Graduates from cohort 2023 are included in the 2023 data (data for cohort 2024 will be available by March 2025).

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 4's for Higher Level (HL) exams and 5's 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
<p>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.</p> <p>Schools will continue to survey their students to align both internal and external course offerings with student interests.</p>	<p>Counselors and advisors collaborated closely with Tulsa Community College (TCC) to actively recruit students for the newly established pathways.</p> <p>A comprehensive elective course preference survey was administered in Fall 2023, gathering input from 3,133 secondary students across all sites to inform course offerings and pathway development.</p>	<p>During the 2023-2024 school year, 260 students participated in concurrent enrollment programs.</p> <p>Utilizing student course preference data, all secondary schools customized their pre-enrollment screens for the upcoming school year. This practice, informed by student input, will be further refined alongside the scheduling process to ensure alignment with student interests and academic pathways.</p>
<p>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.</p>	<p>An additional \$50,000 has been allocated to support student fees at Tulsa Community College, enhancing accessibility to postsecondary opportunities for students. The partnership with the Assistance League of Tulsa persists, facilitating financial support of up to \$40,000 annually for concurrent enrollment fees.</p> <p>Additional transportation routes have been implemented to accommodate more students traveling to TCC during morning and afternoon sessions. This initiative aims to remove transportation barriers and facilitate student access to dual/concurrent programs and other educational opportunities.</p>	<p>Throughout the 2023-2024 school year, we provided financial aid support to 279 students. This assistance was made possible through collaborative efforts, including support from the Assistance League of Tulsa, the Credits Count grant from Tulsa Community College, and investments from Tulsa Public Schools. These combined resources enabled us to extend crucial financial aid to students, facilitating their access to educational opportunities and postsecondary pathways.</p>
<p>Seal of Biliteracy - 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.</p>	<p>In the 2023-2024 school year, we administered 371 Seal of Biliteracy exams. This initiative aims to recognize and celebrate students' proficiency in multiple languages, fostering linguistic diversity and promoting cultural appreciation within our educational community.</p>	<p>Among the students who participated in the Seal of Biliteracy exams, 170 students attained the silver level, while 42 students achieved the gold level. Two students earned Seals in two languages each: One silver in French and gold in Chinese, and one silver in Spanish and silver in Portuguese.</p>

Here's what we see now	Anticipated Next Steps
<p>The Credits Count grant managed by Tulsa Community College is scheduled to sunset at the end of this academic year. This grant has played a pivotal role in supporting student tuition, fees, and materials at four of our high school sites: Rogers HS, Hale HS, Central HS, and East Central HS.</p>	<p>Although we acknowledge that sustaining the same level of financial support as the Credits Count grant may not be feasible, we are committed to supporting our students' educational needs. To address this challenge, we are collaborating with impacted schools to explore alternative funding sources aimed at supporting student fees.</p>
<p>Building on the achievement of 212 students earning the Seal of Biliteracy, we have continued collaborating with Tulsa Community College to focus on recruiting these students into the suitable language interpretation pathway.</p> <p>Additionally, students have the opportunity to accelerate their academic progress through TCC's departmental exams. These exams offer students a pathway to earn college credits based on their mastery of subject matter.</p>	<p>We will send out communications to students about the pathway options available to them and work with counselors and the language and cultural services team to increase the enrollment in these programs.</p> <p>The Language and Cultural Services team is creating flyers to disseminate across schools so that students are aware of this opportunity.</p>
<p>Enrollment (current 9th-12th grade students)</p> <ul style="list-style-type: none"> ● 53.4% enrolled in a course that provides opportunities to earn college credits or credentials ● 32.1% in AP courses ● 7.5% in IB courses ● 3.4% in College courses ● 6.7% in Tulsa Tech programs ● 21.8% in TPS Career Tech programs 	<p>To increase enrollments in postsecondary opportunities, we will:</p> <ul style="list-style-type: none"> - Create and share a Postsecondary Opportunities Booklet. - Host a District-Wide Career Tech Expo. - Organize student and parent college tours. - Expand AP course offerings.
<p>Although there's been a rise in students taking industry-recognized credential exams, we've noticed a decline in the number of students actually obtaining these credentials.</p>	<p>We will continue to support collaboration between all Career Tech teachers and the Career Tech Advisory Council to match each program with the relevant industry-recognized credential and align curriculum accordingly.</p>
<p>Across most demographic subgroups, there is an upward trend in earning postsecondary credits and qualifying credentials.</p>	<p>We intend to celebrate this progress and strive for further growth in the upcoming school year. That means we will continue to look for additional credit and credentialing opportunities aligned to student interests.</p>



Percentage of graduates earning postsecondary credits and qualifying credentials, breakdowns by demographic

Ethnicity	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
African American	24.8%	537	21.7%	424	26.6%	406	31.5%	327
Asian	61.1%	36	55.9%	34	73.2%	41	59.4%	32
Hispanic/Latino	45.0%	642	51.7%	567	47.3%	545	50.8%	472
Multiracial	33.6%	140	36.2%	127	39.4%	132	45.0%	129
Native American	29.9%	77	30.7%	88	29.6%	81	49.1%	57
Pacific Islander	0.0%	3	42.9%	7	11.1%	9	25.0%	8
White	48.9%	411	56.1%	408	56.5%	370	59.2%	321

Chronically Absent	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
No	-	-	-	-	-	-	66.3%	612
Yes	-	-	-	-	-	-	32.8%	689

Economically Disadvantaged	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
No	49.1%	558	53.3%	424	51.0%	576	57.2%	465
Yes	34.2%	1,288	39.2%	1,231	38.5%	1,008	42.5%	881

Multilingual Learner	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
Monitored/Exited	55.1%	392	61.6%	362	58.3%	369	60.2%	324
No	36.1%	1,238	38.6%	1,114	40.6%	1,032	45.8%	884
Yes	24.1%	216	31.3%	179	26.2%	183	29.0%	138

IEP Status	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
No	43.8%	1,483	47.0%	1,384	47.4%	1,304	50.0%	1,187
Yes	18.2%	363	21.4%	271	22.9%	280	30.1%	156

Quadrant	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
1	27.7%	408	27.0%	337	32.2%	298	34.5%	261
2	38.5%	405	49.7%	332	39.6%	356	51.0%	306
3	40.0%	560	43.1%	515	42.6%	479	38.9%	388
4	45.5%	422	49.1%	424	54.1%	410	61.9%	349
Out of District	58.8%	51	51.1%	45	48.7%	39	66.7%	39

Gender	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
Female	42.8%	907	45.3%	879	46.9%	814	50.1%	716
Male	34.8%	939	40.1%	776	39.0%	770	44.6%	630