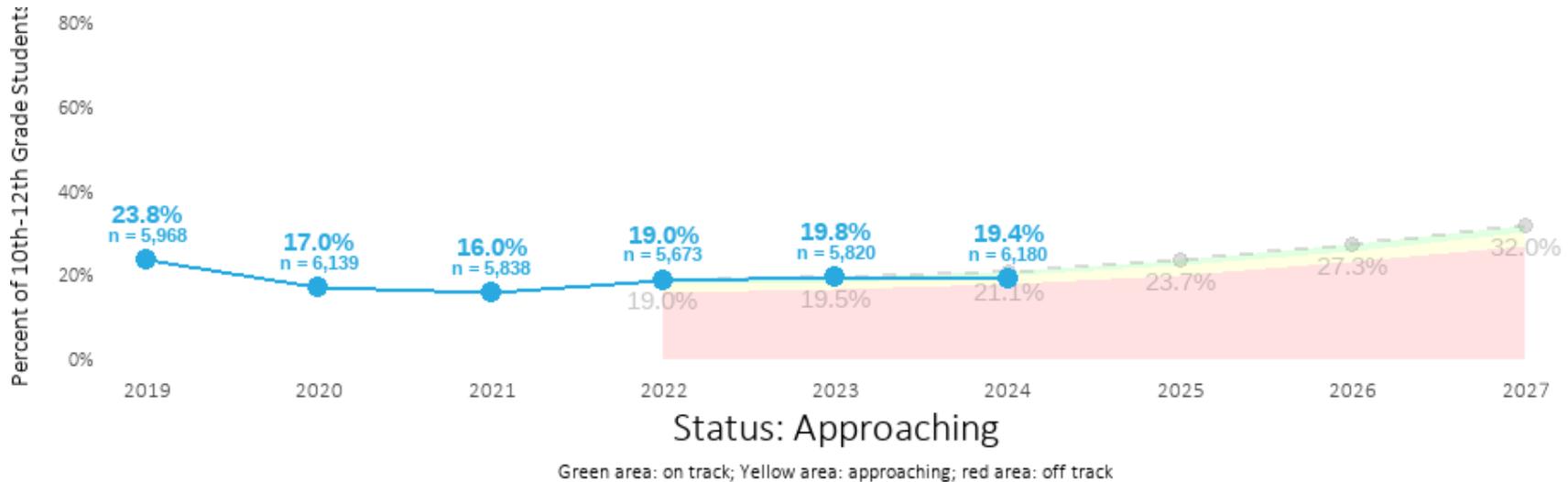




Percentage of 10th-12th graders who meet the assessment requirements for enrolling concurrently in college and career tech courses from postsecondary institutions, breakdowns by category

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 administered the PSAT to sophomores and juniors in the fall and the SAT to juniors in the spring. In Spring 2024, we administered the ACT to juniors. During the 2024-2025 school year, we will begin administering the PreACT to 10th and 11th-grade students in the Fall and continue administering the ACT to juniors in the spring.

Metric definition

Students are eligible for concurrent enrollment in postsecondary courses if they score at least a 510 on reading or math on the PSAT or SAT or if they score at least a 19 in one of four subsections on the pre-ACT or ACT.



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Next steps and current conditions

Follow up on previous report	Action taken	Progress
<p>School leaders will monitor the 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.</p>	<p>Before the 24-25 school year began, school leaders used their end-of-year data to set new targets for the measures that they are monitoring with their team. School leaders have created monitoring plans for each of these critical measures throughout the year and shared those with their teams before the beginning of the year. Currently, in the third week of school, school teams are beginning to engage in the monitoring touchpoints they have planned.</p>	<p>As we enter the fourth week of the school year, district and school teams will begin to shift their focus in classrooms to monitor the quality of instruction using the academic look-fors that promote the use of Oklahoma Academic Standards and high-quality instructional materials. This year, school teams will have the benefit of being able to monitor the data for all key measures in one location to ensure we are using a consistent scorecard.</p>
<p>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.</p> <p>We will also ramp up efforts to ensure that students and families are connected to valuable, cost-free resources that support their success on 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.</p>	<p>We have adjusted the information that we share with students and families to reflect the changes to our suite of assessments.</p> <p>The district assessment team has collaborated with schools to provide effective family messaging. This included offering a customizable testing date announcement that schools could tailor to their needs, as well as distributing a district-wide announcement through the district parent email.</p>	<p>As we transition to the PreACT, we are maintaining a similar approach to support schools and families. We are providing specific guidance on how students and families can access their results and use the data to inform schools about student ACT readiness.</p> <p>At the start of the school year, we also distributed a family support information document that addresses common questions about MAP Growth and provides guidance on how families can best support their students throughout the assessment process.</p>



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Here's what we see now	Anticipated next steps
<p>Oklahoma requires that students take College and Career Readiness Assessments (CCRA) in order to satisfy graduation requirements. Historically, Tulsa Public Schools has administered the SAT to satisfy this graduation requirement. Currently, ACT is the only state-approved vendor to provide CCRA ELA and CCRA Math assessments. The 2024-2025 school year will be the second year we administer the ACT to fulfill CCRA ELA and CCRA Math requirements.</p>	<p>We will provide the PreACT assessment to 10th and 11th grade students in the fall. The PreACT provides practice with questions similar to the ACT assessment all 11th graders will take in the spring semester, including multiple-choice questions in English, reading, math, and science. Student scores indicate their current knowledge and skills. Since students keep the test booklet after the assessment, it allows them to review their answers and focus on areas needing improvement. The student report also offers career suggestions based on student goals and interests, helping them consider future possibilities.</p>
<p>Although the number of eligible students at each site has slightly increased, the overall 0.4% decrease in eligibility is due to a rise in enrollment. Additionally, new enrollees in high school are twice as likely to lack the assessment scores needed to qualify for advanced coursework, with eligibility for this group dropping from 16% last year to 8% this year.</p>	<p>We will explore how we can provide targeted interventions for newly enrolled high school students, including tailored support during Graduation Power Hour (GPH) or other critical times to help them catch up on key assessments and improve their eligibility for advanced coursework.</p>
<p>During the 23-24 school year, we began scheduling students into intervention courses based on their assessment scores. We've continued this practice and currently see 81% of students enrolled in the academic intervention courses that they need.</p>	<p>In addition to offering various intervention options, we have ensured that all students have access to Exact Path, where they regularly work on ELA and Math modules during the school day. Over the summer, we supported AP teachers in completing the AP Summer Institute training to equip them to teach advanced coursework.</p> <p>We will continue reviewing the dosage of interventions and closely monitor student progress to ensure effectiveness. Additionally, with the recent approval of the Mastery Connect agreement, teachers will gain valuable insights into how students are performing against grade-level content in core subjects, enabling them to respond more promptly to student needs.</p>



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Here's what we see now	Anticipated next steps
Graduation Power Hour has been implemented at each high school and middle school providing time for students to learn about the assessments they are taking, set academic goals, and complete test prep activities to help reach those academic goals.	We will continue to monitor the implementation of Graduation Power Hour through both surveys and dialogue with students about their progress to their goals, including performance on the Pre-Act and ACT. In addition, students regularly monitoring their course performance through Graduation Power Hour will help students build their skill in goal monitoring for future courses and assessments.

Ethnicity	2021		2022		2023		2024		Economically Disadvantaged	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n		%	n	%	n	%	n	%	n
African American	5.9%	1,553	10.1%	1,439	9.1%	1,432	9.9%	1,486	Yes	10.3%	4,563	14.3%	3,878	13.4%	4,322	13.5%	4,947
Asian	41.6%	113	46.2%	117	30.7%	137	26.6%	154									
Hispanic/Latino	10.1%	2,078	14.6%	1,991	13.5%	2,168	12.7%	2,420									
Multiracial	20.2%	491	29.6%	460	26.9%	495	27.7%	520									
Native American	19.6%	311	28.9%	280	22.8%	272	23.7%	274									
Pacific Islander	5.9%	34	4.1%	49	4.6%	65	4.1%	73									
White	29.3%	1,409	41.2%	1,261	39.0%	1,251	38.9%	1,253									

Economically Disadvantaged	2021		2022		2023		2024		Gender	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n		%	n	%	n	%	n	%	n
No	31.6%	1,426	39.4%	1,719	38.2%	1,498	42.7%	1,233	Female	16.0%	2,985	22.5%	2,805	20.6%	2,906	20.0%	3,049
								Male	14.8%	3,004	21.4%	2,792	19.0%	2,914	18.7%	3,131	



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Multilingual Learner	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
Monitored/Exited	15.1%	1,279	21.8%	1,292	23.0%	1,237	26.2%	1,182
No	18.3%	3,946	26.4%	3,553	23.9%	3,573	24.4%	3,590
Yes	1.2%	764	1.2%	752	1.3%	1,010	0.6%	1,408

Chronically Absent	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
No	-	-	-	-	-	-	28.8%	2,943
Yes	-	-	-	-	-	-	10.8%	3,224

IEP Status	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
No	17.9%	4,905	25.5%	4,644	22.7%	4,915	22.3%	5,257
Yes	4.0%	1,083	4.8%	953	3.7%	891	2.6%	923

Cohort	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
2021	10.9%	2,072						
2022	23.3%	1,989	25.7%	1,828				
2023	12.1%	1,928	28.3%	1,670	27.5%	1,638		
2024			13.7%	2,099	21.3%	1,956	26.9%	1,891
2025					12.7%	2,226	19.6%	2,072
2026							12.6%	2,217

Quadrant	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
1	8.8%	1,154	13.5%	1,124	11.9%	1,223	13.4%	1,324
2	10.9%	1,347	16.4%	1,316	15.5%	1,376	15.7%	1,437
3	11.8%	1,824	17.9%	1,611	16.5%	1,645	13.6%	1,827
4	28.0%	1,504	38.4%	1,384	33.7%	1,377	34.0%	1,427
Out of District	30.6%	121	32.6%	129	38.4%	146	38.9%	157