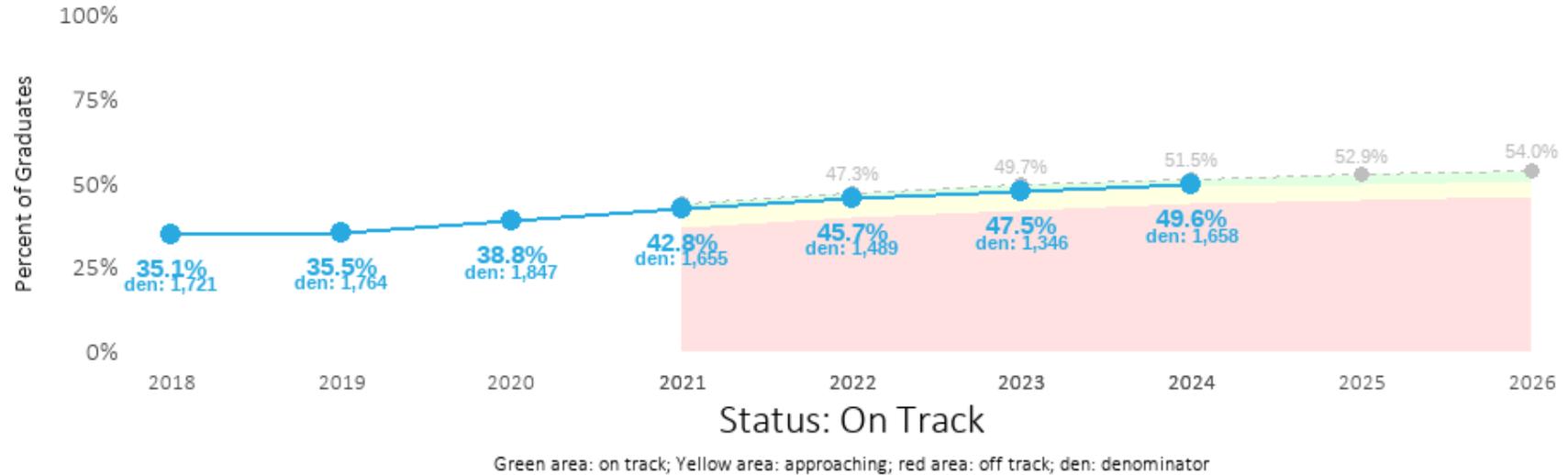




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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



Students of interest

Graduates from cohort 2024 are included in the 2024 data (data for cohort 2025 will be available by March 2026).

Each year includes students in that year's cohort who have graduated. 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 course 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 the institution and the 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 4s for Higher Level (HL) exams and 5s 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>We will communicate with 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>To expand access to postsecondary opportunities, site teams collaborated with Tulsa Community College to offer Transition English, Math and Psychology courses. These courses provide students with an on-ramp semester to build the academic skills and confidence needed to succeed in the corresponding college-level course.</p> | <p>Transition courses have been successfully implemented at several high schools with strong early feedback from teachers and students. These courses are helping to close readiness gaps and diversify the student population participating in concurrent enrollment.</p> |
| <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>To support increased enrollment in postsecondary opportunities, we developed a postsecondary opportunities booklet to distribute district-wide, outlining options like AP, college courses, internships, and Career Tech. In collaboration with counselors and advisors, we expanded college tour offerings and worked with academic teams to evaluate opportunities to grow AP access, especially at underrepresented schools.</p> | <p>The postsecondary opportunities booklet will be available in both print and digital formats and will be used during enrollment meetings and family events.</p> <p>More than 200 additional students participated in college campus visits compared to last year, and multiple high schools added new AP sections for 2024-2025 based on student interest and staffing availability.</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>We facilitated regular meetings of the Career Tech Advisory Council, bringing together teachers, industry partners, and district staff to ensure each program is aligned with a relevant, high-value industry-recognized credential. Teachers received support to evaluate their program standards, assess credential alignment, and adjust curriculum and instructional practices accordingly.</p> | <p>As a result of this work, several Career Tech programs updated or clarified their target credentials, with adjustments made to ensure students are receiving instruction that directly supports exam success. This alignment work is ongoing and will remain a priority as we work to boost the credential attainment rate districtwide.</p> |

Here's what we see now

49.6% of 2024 graduates earned postsecondary credits or qualifying credentials - a 2.1% point increase from 47.5% in 2023. We are now at 92% of our 2026 goal of 54%.

The growth across African American, Hispanic/Latino students, economically disadvantaged, and monitored/exited multilingual learners reflects our ongoing efforts to expand access, align supports, and remove barriers to participation.

The number of graduates included in this metric grew by 23% from 1,346 graduates in 2023 to 1,658 in 2024, meaning we need to ensure that even more students are accessing postsecondary opportunities.

Anticipated next steps

We will continue to monitor student participation and credential attainment closely, providing targeted support to schools that are not yet meeting district averages to ensure equitable access to opportunities.

We will strengthen early engagement systems—beginning in middle school—to build awareness and increase participation in college- and career-aligned pathways.

As graduating class sizes grow, we will ensure there is adequate capacity in AP, concurrent enrollment, and Career Tech courses to meet student demand.

We will work with school leaders to align master schedules and staffing with anticipated interest in postsecondary opportunities.

As participation increases, so do associated costs. We will continue collaborating with the Tulsa Schools Foundation and other partners to identify resources and reduce financial barriers for students.



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

| Ethnicity | 2021 | | 2022 | | 2023 | | 2024 | |
|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| African American | 21.7% | 424 | 26.6% | 406 | 31.5% | 327 | 35.4% | 438 |
| Asian | 55.9% | 34 | 73.2% | 41 | 59.4% | 32 | 59.4% | 32 |
| Hispanic/Latino | 51.7% | 567 | 47.3% | 545 | 50.8% | 472 | 54.3% | 617 |
| Multiracial | 36.2% | 127 | 39.4% | 132 | 45.0% | 129 | 47.1% | 121 |
| Native American | 30.7% | 88 | 29.6% | 81 | 49.1% | 57 | 41.5% | 82 |
| Pacific Islander | 42.9% | 7 | 11.1% | 9 | 25.0% | 8 | 26.3% | 19 |
| White | 56.1% | 408 | 56.5% | 370 | 59.2% | 321 | 62.4% | 348 |

| Economically Disadvantaged | 2021 | | 2022 | | 2023 | | 2024 | |
|----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| No | 53.3% | 424 | 51.0% | 576 | 57.2% | 465 | 68.3% | 394 |
| Yes | 39.2% | 1,231 | 38.5% | 1,008 | 42.5% | 881 | 43.8% | 1,263 |

| Gender | 2021 | | 2022 | | 2023 | | 2024 | |
|---------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| Female | 45.3% | 879 | 46.9% | 814 | 50.1% | 716 | 52.7% | 840 |
| Male | 40.1% | 776 | 39.0% | 770 | 44.6% | 630 | 46.4% | 817 |

| Multilingual Learner | 2021 | | 2022 | | 2023 | | 2024 | |
|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| Monitored/Exited | 61.6% | 362 | 58.3% | 369 | 60.2% | 324 | 65.5% | 444 |
| No | 38.6% | 1,114 | 40.6% | 1,032 | 45.8% | 884 | 46.3% | 1,012 |
| Yes | 31.3% | 179 | 26.2% | 183 | 29.0% | 138 | 31.2% | 202 |

| IEP Status | 2021 | | 2022 | | 2023 | | 2024 | |
|------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| No | 47.0% | 1,384 | 47.4% | 1,304 | 50.0% | 1,187 | 54.0% | 1,419 |
| Yes | 21.4% | 271 | 22.9% | 280 | 30.1% | 156 | 23.5% | 238 |

| Quadrant | 2021 | | 2022 | | 2023 | | 2024 | |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| 1 | 27.0% | 337 | 32.2% | 298 | 34.5% | 261 | 41.4% | 389 |
| 2 | 49.7% | 332 | 39.6% | 356 | 51.0% | 306 | 48.8% | 377 |
| 3 | 43.1% | 515 | 42.6% | 479 | 38.9% | 388 | 48.0% | 469 |
| 4 | 49.1% | 424 | 54.1% | 410 | 61.9% | 349 | 60.3% | 393 |
| Out of District | 51.1% | 45 | 48.7% | 39 | 66.7% | 39 | 51.7% | 29 |

| Chronically Absent | 2021 | | 2022 | | 2023 | | 2024 | |
|--------------------|------|-------|------|-------|-------|-------|-------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| No | - | - | - | - | 66.3% | 612 | 63.9% | 809 |
| Yes | - | - | - | - | 32.8% | 689 | 36.4% | 804 |

TPS Quadrant Boundaries

