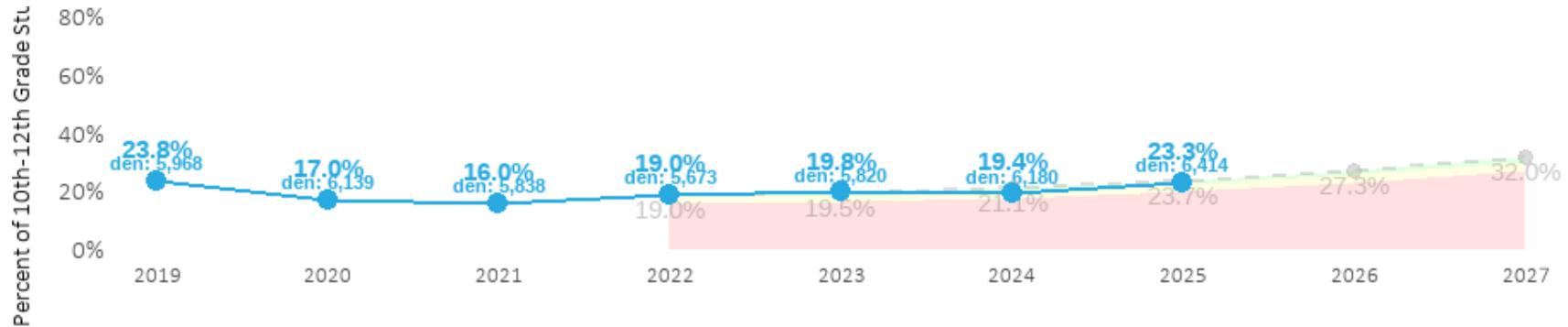# Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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.

Status: On Track

Green area: on track: Yellow area: approaching: red area: off track: den: denominator

Students of interest

Tenth through twelfth-grade students are included.

Historically, TPS has historically administered the PSAT to sophomores and juniors in the fall and the SAT to juniors in the spring. Currently, TPS administers the PreACT to sophomores and the ACT to juniors.

Metric definition

Students may qualify for concurrent enrollment in postsecondary courses if they meet any of the following criteria: a minimum score of 510 in English or math on the SAT; a score of 510 or higher in evidence-based reading and writing or math on the PSAT; or a score of 19 or above in the English or math sections of the PreACT or ACT.

While this metric is focused on standardized assessment requirements for enrolling concurrently, there are other criteria considered when students enroll concurrently, such as GPA and or other assessments administered by postsecondary institutions.

Next steps and current conditions

Follow up on the previous report	Action taken	Progress
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 that 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.	In the fall of 2024, the PreACT assessment was administered to the following number of students: • 9th grade: 2,208 students • 10th grade: 2,222 students • 11th grade: 1,836 students	The PreACT continues to serve as an essential foundation for college readiness by providing students with authentic practice on the format, content, and rigor they will encounter on the ACT college entrance exam. By focusing exclusively on the PreACT in grades 9 and 10, we are providing our students with multiple opportunities to become familiar with college-readiness standards and assessment expectations well before their junior and senior years. This earlier and more consistent exposure to college-readiness assessments is invaluable for our students' postsecondary preparation. The PreACT not only measures current academic performance but also provides predictive insights into future ACT performance, allowing both students and educators to identify areas for growth and targeted support. Students will develop greater confidence and test-taking strategies through repeated exposure to this college-prep format, ultimately positioning them for stronger performance on high-stakes assessments that directly impact postsecondary opportunities, including concurrent enrollment.
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 complete essential assessments and improve their eligibility for advanced coursework.	The current focus is on identifying students who either require assessments to meet graduation requirements or demonstrate literacy in their home language and may qualify for testing to earn credit in that language toward graduation. Testing recommendations and guidance regarding earning high school credit in a student's home language are shared directly with the student and their school counselor to ensure appropriate placement and follow-up.	Newly enrolled high school students who are behind on their testing requirements have been supported by the Assessment Team, Graduation Outcomes Team, and Enrollment Team to ensure they complete the appropriate assessments during the next available testing window. Additionally, the Enrollment Center, in collaboration with the Graduation Outcomes Team and Assessment Team, has implemented a new exit code that notifies all relevant staff members when a student's only remaining graduation requirement is testing. This enables us to quickly identify and support students who need testing as soon as it becomes

		available.
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 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. 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.	Schools have expanded use of Exact Path, supported AP instructors, and strengthened teacher training in standards-aligned instruction and data use. At the beginning of this school year, schools strengthened their implementation of intervention assessment and utilization. Universal access to Exact Path has been expanded, providing students with personalized instruction in ELA and math. To support advanced course offerings, AP instructors participated in Summer Institute training and were equipped with enhanced strategies and content knowledge, while teachers also completed asynchronous training focused on Exact Path. Teachers engaged in professional learning on standards-aligned curricular resources and strategies for effective implementation, and they now have open access to formative assessments in Mastery Connect, along with plans for four quarterly standards-aligned benchmarks. In addition, regular department-led data analysis meetings were established to help teachers quickly identify learning gaps and adjust instruction in real time.	Early results show stronger intervention practices and expanded teacher training with a shift toward skill mastery. We have already seen meaningful progress as staff have shifted from monitoring student time on intervention platforms to focusing on mastery of skills and evidence of learning. A total of 411 teachers completed the Exact Path Canvas Course during back-to-school training, with assessment scores shared with school leaders through the School Leader Memo. The Read 180 data pipeline, which was a challenge last year, is now stable, and the district team is working to develop data visualizations for the School Leader Dashboard. HMH in-person and virtual coaching sessions have begun for Read 180 teachers, and all core content teachers participated in training on best practices for standards-aligned resources and teacher-created formative assessments in Mastery Connect. Department meetings now leverage a structured data protocol to analyze student performance against standards, and department leads have launched a yearlong leadership development program focused on standards-forward instruction, practical data analysis, and facilitating impactful team meetings.

Here's what we see now	Anticipated next steps
This year's data shows modest but meaningful growth in the percentage of students eligible for advanced coursework through concurrent enrollment. Overall, eligibility rates improved for many student groups and grade levels, though persistent gaps remain. Across grade levels, juniors posted the most significant gains. The percentage of 11th graders meeting eligibility benchmarks rose from 19.6% in 2024 to 29.8% in 2025 — the strongest growth of any group. Tenth graders showed a slight improvement, rising from 12.6% to 14.5%. Seniors, in contrast, held steady, with a small dip from 26.9% to 26.2%. This pattern suggests that earlier exposure to the PreACT and targeted intervention supports may be showing early returns in 10th and 11th grade, while seniors have not experienced the same growth. Student group data reveals similar patterns. African American students increased from 9.9% to 12.7%, and Hispanic/Latino students from 12.7% to 15.8%. Native American students saw a more substantial rise, from 23.7% to 29.2%. White students posted the largest gains overall, improving from 38.9% to 48.1%, while Asian students grew from 26.6% to 30.6%. Multiracial students remained stable at 27.7%. Pacific Islander students nearly doubled their eligibility rate, from 4.1% to 7.5%. Economically disadvantaged students rose from 13.5% to 16.4%, while non-disadvantaged students grew from 42.7% to 43.5%. Gender patterns also show improvement: female students increased from 20.0% to 24.4%, and male students from 18.7% to 22.2%. For multilingual learners, outcomes remain mixed. Monitored and exited students improved sharply, from 26.2% to 36.8%. Current multilingual learners, however, remain far below the district average, rising from 0.6% to 3.7%. Similarly, students with IEPs saw only a minimal increase, from 2.6% to 2.8%, compared to 26.6% of students without IEPs. These gaps highlight the ongoing challenge of ensuring equitable access to advanced coursework. Ultimately, attendance remains a crucial factor. In 2025, 35.4% of non-chronically absent students met eligibility benchmarks, compared to only 13.6% of chronically absent students — a gap of more than 20 points.	This year's data show meaningful growth in eligibility rates, particularly among 10th and 11th graders, yet persistent gaps remain across student groups and attendance patterns. Next steps will include expanding PreACT-aligned support earlier in high school, with a specific focus on increasing targeted support for student groups where gaps remain most significant.
With the district's transition from SAT to ACT, we prioritized aligning instruction and professional learning with ACT standards. Five high schools (Booker T. Washington, Edison, Memorial, McLain, and Hale) are participating in AIMS Training (ACT Instructional Mastery), which equips teachers to align classroom practice with both state and ACT standards. This year, the training will expand to include a writing component. Memorial piloted both Mastery Prep and an ACT Bootcamp to provide students with targeted, short-term preparation opportunities. Additionally, the StudySync curriculum now incorporates ACT resources, and schools are utilizing the crosswalk from Oklahoma Academic Standards to ACT standards to ensure coherence in teaching and assessment.	Expand AIMS Training beyond the current five high schools so more secondary sites benefit from ACT-aligned instructional practices. Scale short-term prep strategies like ACT Bootcamps or ACT prep programs to other schools, building on Memorial's pilot.

Here's what we see now	Anticipated next steps
Alongside professional learning, schools doubled down on Tier 1 instruction and expanded targeted supports to increase student readiness. Students now access complex texts in science, social studies, and math through the district curriculum, while ExactPath provides intervention and extension opportunities to support comprehension growth. Schools reviewed PreACT and ACT data to inform instructional decisions, ensuring that teachers and leaders can respond directly to student needs and better prepare students for success on the ACT.	Continue training leaders and teachers on effectively using the standards-to-ACT crosswalk for instructional planning.

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	2022 %	2022 denom	2023 %	2023 denom	2024 %	2024 denom	2025 %	2025 denom
African American	10.1%	1,439	9.1%	1,432	9.9%	1,486	12.7%	1,413
Asian	46.2%	117	30.7%	137	26.6%	154	30.6%	134
Hispanic/Latino	14.6%	1,991	13.5%	2,168	12.7%	2,420	15.8%	2,605
Multiracial	29.6%	460	26.9%	495	27.7%	520	27.7%	708
Native American	28.9%	280	22.8%	272	23.7%	274	29.2%	264
Pacific Islander	4.1%	49	4.6%	65	4.1%	73	7.5%	80
White	41.2%	1,261	39.0%	1,251	38.9%	1,253	48.1%	1,210

Grade	2022 %	2022 denom	2023 %	2023 denom	2024 %	2024 denom	2025 %	2025 denom
10	13.7%	2,099	12.7%	2,226	12.6%	2,217	14.5%	2,202
11	28.3%	1,670	21.3%	1,956	19.6%	2,072	29.8%	2,022
12	25.7%	1,828	27.5%	1,638	26.9%	1,891	26.2%	2,190

Gender	2022 %	2022 denom	2023 %	2023 denom	2024 %	2024 denom	2025 %	2025 denom
Female	22.5%	2,805	20.6%	2,906	20.0%	3,049	24.4%	3,209
Male	21.4%	2,792	19.0%	2,914	18.7%	3,131	22.2%	3,205

Economically Disadvantaged	2022 %	2022 denom	2023 %	2023 denom	2024 %	2024 denom	2025 %	2025 denom
No	39.4%	1,719	38.2%	1,498	42.7%	1,233	43.5%	1,634
Yes	14.3%	3,878	13.4%	4,322	13.5%	4,947	16.4%	4,780

Multilingual Learner	2022 %	2022 denom	2023 %	2023 denom	2024 %	2024 denom	2025 %	2025 denom
Monitored/Exited	21.8%	1,292	23.0%	1,237	26.2%	1,182	36.8%	964
No	26.4%	3,553	23.9%	3,573	24.4%	3,590	29.1%	3,686
Yes	1.2%	752	1.3%	1,010	0.6%	1,408	3.7%	1,764

IEP Status	2022 %	denom	2023 %	denom	2024 %	denom	2025 %	denom
No	25.5%	4,644	22.7%	4,915	22.3%	5,257	26.6%	5,528
Yes	4.8%	953	3.7%	891	2.6%	923	2.8%	886

Quadrant	2022 %	denom	2023 %	denom	2024 %	denom	2025 %	denom
1	13.5%	1,124	11.9%	1,223	13.4%	1,324	17.0%	1,321
2	16.4%	1,316	15.5%	1,376	15.7%	1,437	17.3%	1,536
3	17.9%	1,611	16.5%	1,645	13.6%	1,827	16.9%	1,874
4	38.4%	1,384	33.7%	1,377	34.0%	1,427	40.5%	1,455
Out of District	32.6%	129	38.4%	146	38.9%	157	43.4%	228

Cohort	2022 %	denom	2023 %	denom	2024 %	denom	2025 %	denom
2022	25.7%	1,828						
2023	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	26.2%	2,190
2026					12.6%	2,217	29.8%	2,022
2027							14.5%	2,202

Chronically Absent	2022 %	denom	2023 %	denom	2024 %	denom	2025 %	denom
No	-	-	-	-	28.8%	2,943	35.4%	2,868
Yes	-	-	-	-	10.8%	3,224	13.6%	3,500