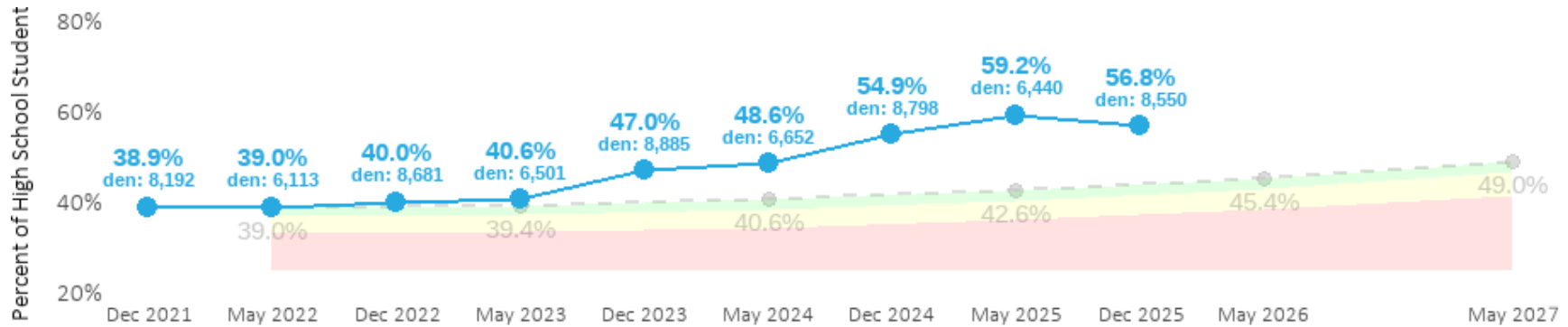




## Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

*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.*



Status: On Track

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

### 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 2026, 2027, 2028, and 2029) are included in 25-26 Semester 1, and ninth through eleventh grade students (cohorts 2026, 2027, and 2028) are included in 24-25 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>School counselors will continue using the updated graduation tracker tool to communicate student progress to families and set recovery plans for off-track students. For the 2025-2026 school year, the expectation of completion has been updated to ensure that all high school students receive their first completed graduation check by October 10, 2025.</p>	<p>Historically, we have set deadlines for graduation check completion by grade level, with senior grad checks having the earliest deadline and freshman grad checks occurring later in the year. This year, we established a single deadline for all graduation checks to be completed and shared with families. This shared deadline allows us to ensure that all families receive timely information about their student’s graduation progress and gives school teams adequate time to identify and address any issues that could impact on-time graduation.</p> <p>Secondary schools also pull failing grade reports on a bi-weekly basis and use those lists to communicate with students and families about the importance of completing assignments and passing classes. This practice allows schools to identify concerns earlier and intervene when a student’s grade begins to decline, rather than waiting until final grades are posted at the end of the grading period.</p>	<p>By October 2025, approximately 93% of high school students had a completed graduation check for the first semester. By March 2026, approximately 98% of high school students had a completed graduation check for the second semester. This represents strong progress toward the district’s goal of ensuring that all students and families receive clear and timely information about graduation requirements and credit progress.</p> <p>School Counseling teams continue to update graduation checks through the year as schedules change, credits are recovered, and students make progress toward meeting graduation requirements.</p>
<p>We will maintain our focus on the shifts in school staff and student mindset around credit acquisition to remain on track, which often includes the need for students to re-take courses over the summer, in person or online. As of July 18th, 781 students have completed 834 courses on the</p>	<p>District teams have continued working with school leaders to align staffing and instructional resources with school priorities that support students staying on track for graduation. This has included scheduling and planning conversations with principals to ensure master schedules reflect key priorities, such as providing additional support during the freshman year to help students build a strong foundation for high school success.</p>	<p>Data from last year shows that 26% of graduating seniors completed at least one semester of coursework through Edgenuity. This includes both credit accrual and students enrolled at NorthStar and Tulsa Virtual Academy as their home school.</p>



Follow up on previous report	Action taken	Progress
<p>online learning platform, Edgenuity, during their school’s summer sessions. An additional 528 students have completed 861 courses in summer school across North Star Academy, New Vision, and Twilight Academy.</p>	<p>The district also continues to leverage the Oklahoma Teacher Empowerment Program (OTEP) to support novice teacher development and scale instructional best practices that strengthen classroom learning.</p>	<p>As of March 24, 2026, there are at least 1,049 grade 9-12 students who are currently completing coursework through Edgenuity at their home school.</p>
<p>Filling vacancies in teacher and counselor positions that support this work remains a top priority. At this time, we have no remaining counselor vacancies across high school sites. While we are continuing to monitor teacher vacancies across the district, we have significantly fewer teacher vacancies as a district than this time last year.</p>	<p>Tulsa Public Schools has intentionally moved our recruitment timeline up to January and February to engage top teaching talent earlier in the hiring season and ahead of the traditional recruitment cycle. Through strong, collaborative partnerships with every major teacher preparation program across Oklahoma, we are building meaningful pipelines that connect aspiring educators with opportunities across our district.</p> <p>In addition to our university partnerships, we are proactively sourcing both active and passive candidates through platforms such as LinkedIn and Indeed. This allows us to engage highly qualified educators who may not be actively seeking new roles but are open to exploring the right opportunity.</p> <p>We have also implemented a more intentional recruitment model in which each school is supported by a dedicated recruiter. As soon as a school leader identifies a potential vacancy for the upcoming school year, our recruiters immediately begin sourcing candidates and scheduling interviews, ensuring school leaders can connect with strong educators early in the process. This proactive approach helps us attract talented teachers who are seeking not just a new position, but a place where they can grow and make a lasting impact on students.</p>	<p>As of March 2, 2026, there are approximately 13 secondary certified teacher vacancies and 1 counselor vacancy at the high school level across the district.</p>

<b>Follow up on previous report</b>	<b>Action taken</b>	<b>Progress</b>
<p>We will also continue our district-wide efforts to combat chronic absenteeism, a strong predictor of many student outcomes, including On Track for the College and Career Ready Diploma. This year, Parent Involvement Facilitators, or an alternate site designee, will act as an Attend to Win Friend, providing direct support to students and families struggling with chronic absenteeism. Attend to Win Friends is a targeted, early intervention categorized as a Tier 2 support. This school year, we will also continue with school sites utilizing the Talking Points Attendance Pilot. This digital communication tool has shown increased family engagement and communication surrounding student attendance. This year, we are also launching the District Attendance Review Committee, where secondary students who are dropped for non-attendance will be reviewed at the district level and support provided before their re-enrollment.</p>	<p>To lower chronic absenteeism this school year, the district focused on stronger early communication, site-level ownership, and targeted interventions. Through donor support, we continued the Attend to Win Friends initiative, providing consistent engagement and incentives for students. Our Family, Community, and Youth Empowerment team, alongside Dr. Johnson, reinforced attendance expectations with families over the summer, while school sites implemented attendance frameworks tailored to their communities. Attendance Recovery Coordinators provided direct support to students and families, helping identify and address barriers such as transportation challenges, health concerns, and family-related needs.</p> <p>Mid-year, the district intensified its efforts through targeted family outreach, including attendance letters and direct engagement strategies aimed at reestablishing expectations and reconnecting students to school.</p> <p>As the year progressed, we saw an increase in absenteeism from fall to winter, which also impacted student performance. This trend aligns with seasonal patterns often influenced by illness, post-holiday disengagement, and a loss of momentum.</p> <p>In response, we are refining our approach by placing a stronger emphasis on student engagement as a key driver of attendance, particularly at the secondary level. Schools are expanding opportunities for connection through athletics, extracurricular activities, and student-centered programming that strengthens belonging. In some middle schools, the implementation of first-hour athletics has already contributed to improved attendance among participating students.</p>	<p>As of March 24, 2026, the percent of TPS students overall who are chronically absent has declined to about 37.2% from 43.1% this same time last year. The percent of TPS high school students who are chronically absent has declined to about 46.8% from 53.9% this same time last year.</p>



<b>Follow up on previous report</b>	<b>Action taken</b>	<b>Progress</b>
	<p>Moving forward, this work will be further strengthened through alignment with the district's Recruitment and Retention efforts, allowing for a more coordinated, data-informed approach to sustaining student engagement and improving attendance outcomes.</p>	

Here's what we see now	Anticipated next steps
<p>Overall, goal 3.1 continues to track ahead of the board’s five-year 2027 target with encouraging progress. At 56.8% of high school students on track for the College and Career Ready diploma in December 2025, the district continues to exceed the 2027 target of 49%. Our district now has two full years of comparable data on this measure, and year-over-year is the most meaningful way to assess progress on this goal. At the December mark, on-track rates have improved at three of four grade levels since last year:</p> <ul style="list-style-type: none"> <li>● 12th grades: 46.7% to 49.9%</li> <li>● 11th graders: 43.4% to 48.1%</li> <li>● 10th graders: 52.2 to 54.2%</li> <li>● 9th graders: 75.9% to 75.2%</li> </ul> <p>This metric is a credit-based snapshot: if a student is failing a required credit, they count as off-track. We expect on-track rates to naturally decline as students progress through high school and credit requirements accumulate, which is why same-grade year-over-year comparison can be a strong lens.</p> <p>Chronic absenteeism remains one of the most significant factors in on-track outcomes: students who are not chronically absent are on track at 71.6%, compared to just 38.0% for chronically absent students. Gaps for students with IEPs (36.4% vs. 60.2% without) and current multilingual learners (46.8% vs. 57.8% non-MLs) also remain substantial and areas where the district can accelerate progress.</p> <p>As we shared in our goal 3.3 report, on-track rates are improving faster than our graduation outcomes mechanics. Even as more students are on track, graduation rates are still affected by students who leave TPS but remain in our accountability denominators. We continue to tighten processes across enrollment, school counseling, and graduation outcomes.</p>	<p>Looking ahead, the district will continue focusing on strengthening core instruction and improving first-time course completion. While credit recovery remains an important safety net for students who fall off track, the district is increasingly prioritizing strategies that help students successfully complete courses the first time, allowing them to benefit from in-person instruction and reducing the need for later recovery.</p> <p>The district will also continue implementing student engagement strategies that support attendance and academic persistence. This includes expanding opportunities for connection through athletics, extracurricular clubs, and the development of Career Academies. As principals prepare for the launch of academies with the Class of 2030, schools are designing pathways that connect academic coursework to students’ career interests and future opportunities. These efforts are intended to strengthen students’ sense of purpose and belonging in school, which research consistently shows is linked to improved engagement, attendance, and academic success.</p>



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

Ethnicity	May 2024		Dec 2024		May 2025		Dec 2025	
	%	denom	%	denom	%	denom	%	denom
<b>African American</b>	43.0%	1,543	51.2%	1,961	55.1%	1,420	53.1%	1,961
<b>Asian</b>	52.2%	157	57.9%	183	61.0%	123	65.6%	163
<b>Hispanic/Latino</b>	47.3%	2,691	52.6%	3,512	57.9%	2,566	55.7%	3,363
<b>Multiracial</b>	53.0%	566	59.1%	988	62.5%	750	60.5%	987
<b>Native American</b>	46.8%	278	55.7%	370	61.5%	270	52.3%	365
<b>Pacific Islander</b>	12.2%	82	33.3%	120	31.2%	93	37.2%	148
<b>White</b>	57.8%	1,335	62.5%	1,664	66.1%	1,218	63.5%	1,563

Gender	May 2024		Dec 2024		May 2025		Dec 2025	
	%	denom	%	denom	%	denom	%	denom
<b>Female</b>	51.5%	3,281	58.0%	4,370	61.7%	3,215	59.2%	4,276
<b>Male</b>	45.7%	3,371	51.8%	4,428	56.7%	3,225	54.4%	4,274

Multilingual Learner	May 2024		Dec 2024		May 2025		Dec 2025	
	%	denom	%	denom	%	denom	%	denom
<b>Monitored/Exited</b>	64.7%	960	67.6%	1,139	76.9%	719	74.1%	1,064
<b>No</b>	50.4%	3,783	57.1%	5,130	61.1%	3,751	57.8%	5,115
<b>Yes</b>	36.8%	1,909	44.6%	2,529	49.1%	1,970	46.8%	2,371

Economically Disadvantaged	May 2024		Dec 2024		May 2025		Dec 2025	
	%	denom	%	denom	%	denom	%	denom
<b>No</b>	65.9%	1,138	65.8%	2,158	73.4%	1,484	68.4%	2,025
<b>Yes</b>	45.0%	5,514	51.3%	6,640	55.0%	4,956	53.2%	6,525

IEP Status	May 2024		Dec 2024		May 2025		Dec 2025	
	%	denom	%	denom	%	denom	%	denom
<b>No</b>	51.7%	5,700	57.4%	7,557	62.3%	5,544	60.2%	7,326
<b>Yes</b>	29.5%	952	39.2%	1,241	40.3%	896	36.4%	1,224

Grade	May 2024		Dec 2024		May 2025		Dec 2025	
	%	denom	%	denom	%	denom	%	denom
<b>9</b>	61.0%	2,367	75.9%	2,269	70.7%	2,215	75.2%	2,112
<b>10</b>	43.8%	2,215	52.2%	2,283	57.7%	2,201	54.2%	2,199
<b>11</b>	39.4%	2,070	43.4%	2,086	48.3%	2,024	48.1%	2,204
<b>12</b>			46.7%	2,160			49.9%	2,035

Quadrant	May 2024		Dec 2024		May 2025		Dec 2025	
	%	denom	%	denom	%	denom	%	denom
<b>1</b>	47.4%	1,339	54.2%	1,866	55.9%	1,387	54.2%	1,855
<b>2</b>	49.7%	1,605	58.4%	2,065	62.0%	1,521	57.9%	2,018
<b>3</b>	43.3%	1,987	49.4%	2,586	54.0%	1,898	53.3%	2,490
<b>4</b>	53.4%	1,546	58.1%	2,015	65.2%	1,461	61.9%	1,938
<b>Out of District</b>	68.9%	164	61.9%	265	68.2%	173	62.9%	248



Cohort	May 2024		Dec 2024		May 2025		Dec 2025	
	%	denom	%	denom	%	denom	%	denom
<b>2025</b>	39.4%	2,070	46.7%	2,160				
<b>2026</b>	43.8%	2,215	43.4%	2,086	48.3%	2,024	49.9%	2,035
<b>2027</b>	61.0%	2,367	52.2%	2,283	57.7%	2,201	48.1%	2,204
<b>2028</b>			75.9%	2,269	70.7%	2,215	54.2%	2,199
<b>2029</b>							75.2%	2,112

Chronically Absent	May 2024		Dec 2024		May 2025		Dec 2025	
	%	denom	%	denom	%	denom	%	denom
<b>No</b>	67.8%	3,312	71.0%	4,275	76.7%	3,115	71.6%	4,829
<b>Yes</b>	29.6%	3,320	39.8%	4,502	43.0%	3,307	38.0%	3,680

### Quadrant Map for Reference

