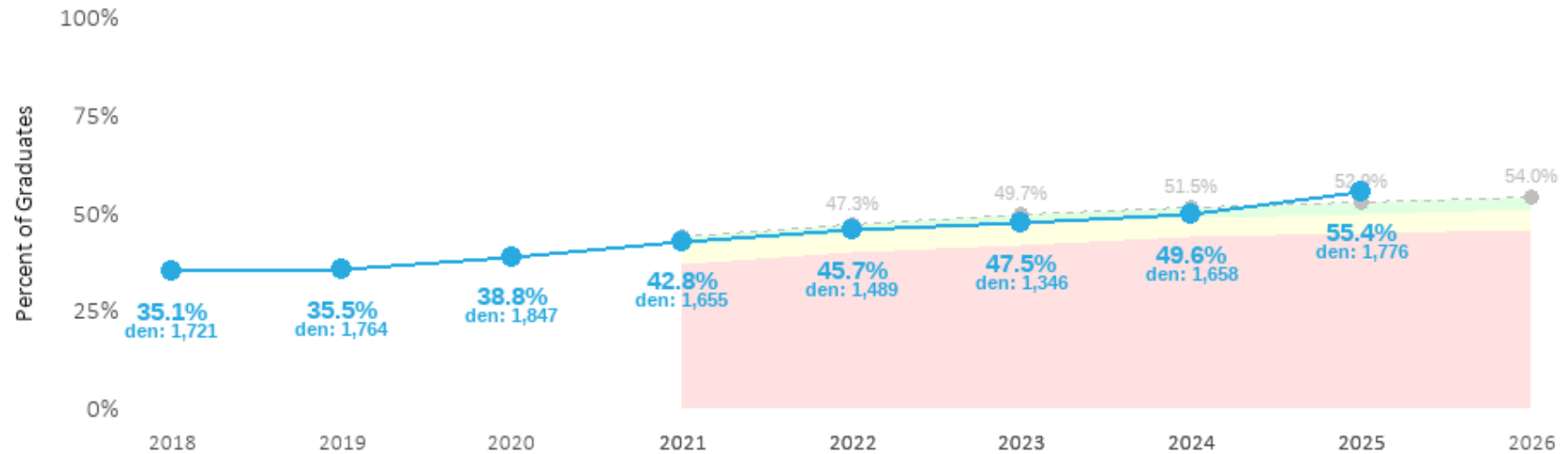




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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.



Status: On Track

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

Students of interest

Graduates from cohort 2025 are included in the 2025 data (data for cohort 2026 will be available by March 2027).

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 may earn college credit, depending on the institution and course, so we have included Advanced Placement test scores above 3 as potentially eligible for 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 the previous report | Action taken | Progress |
|--|--|---|
| <p>We will continue to closely monitor student participation and credential attainment, providing targeted support to schools that are not yet meeting district averages to ensure equitable access to opportunities.</p> <p>We will strengthen early engagement systems—beginning in middle school—to build awareness and increase participation in college- and career-aligned pathways.</p> | <p>We’ve continued working with schools to expand access to postsecondary programming in our buildings. Schools have analyzed past student success along with current readiness and interest to determine which opportunities can be expanded and which require additional support to improve outcomes.</p> <p>Our middle school college and career advisor worked with every middle school to ensure that every student had access to a college visit, a career speaker series event, and an industry tour.</p> | <p>This school year, we focused on both expanding access and strengthening participation:</p> <ul style="list-style-type: none"> • Multiple high schools implemented TCC College Prep courses, designed to prepare students for success in college-level coursework. • Schools with historically lower participation in Tulsa Tech and Tulsa Community College hosted targeted application workshops, resulting in increased application completion rates. • Middle school students engaged in a comprehensive set of exposure experiences, including college visits, career speaker series events, industry tours, and participation in JA Inspire, reaching thousands of 8th-grade students. |
| <p>As graduating class sizes grow, we will ensure there is adequate capacity in AP, concurrent enrollment, and Career Tech courses to meet student demand.</p> <p>We will work with school leaders to align master schedules and staffing with anticipated interest in postsecondary opportunities.</p> <p>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.</p> | <p>District teams have met with principals to identify areas for growth and land on action plans for the next school year.</p> <p>All TPS Career Tech teachers offered at least one certification exam to all students.</p> | <p>These efforts ensure that students are not only aware of opportunities but are beginning to build the knowledge and confidence needed to pursue them.</p> |

Here's what we see now

With 55.4% of cohort 2025 graduates earning at least one postsecondary credit or qualifying credential, the district has surpassed its five-year target of 54% a year ahead of schedule. This reflects steady growth from 43% in 2021 and continued gains across nearly every student group. The progress is encouraging — and a closer look at the data shows where that growth is coming from and where opportunity still exists.

The following numbers show which categories of postsecondary credits and credentials cohort 2025 students earned. While students are counted only once in the board goal, they may appear in multiple categories in the data below. For example, a student who passed an AP exam with a qualifying score and successfully completed a TCC course will appear in both the AP and Concurrent Enrollment counts.

- **Tulsa Tech:** 396
- **TPS Career Tech:** 391
- **Advanced Placement:** 205
- **Concurrent Enrollment:** 203
- **Seal of Biliteracy:** 124
- **International Baccalaureate:** 71

Key takeaways:

- We're seeing strong participation in career-aligned pathways, especially through Tulsa Tech and TPS Career Tech programs.
- At the same time, college-credit opportunities (AP and concurrent enrollment) are reaching a meaningful portion of students, but there's room to grow.
- The variation across opportunities highlights where access, awareness, or program availability may be limiting participation.

This school year:

- Students across the district took a total of 1,681 courses at Tulsa Community College.

Anticipated next steps

With the implementation of Career Academies at each high school, we anticipate increased student enrollment in aligned pathways and greater coherence between student interests, coursework, and postsecondary outcomes. We also recognize that expanding access at this scale brings implementation challenges, including scheduling constraints, transportation needs, varying levels of staff readiness, and ensuring equitable access across all student groups. We are actively working to address these areas as part of our rollout.

Next steps include:

- Expanding TCC College Prep course offerings to additional schools and identifying sustainable funding to support the expanded cost of tuition and fees
- Increasing the number of Advanced Placement and Career Tech program offerings, including training more teachers in AP and project-based learning, and supporting the increased cost of student participation
- Continuing to strengthen internship and work-based learning opportunities
- Implementing structured supports to ensure student success in postsecondary programs
- Monitoring outcomes through quarterly Special Populations reviews to ensure equitable progress across student groups
- Adding more 14-passenger buses from the upcoming bond to support program expansion.

We will also continue refining systems that support students from exploration through completion, ensuring that increased access translates into successful attainment of postsecondary credits and credentials.



Here's what we see now

Anticipated next steps

| | |
|---|--|
| <ul style="list-style-type: none">● 50 Students participated in certification-aligned programs, including the TCC Certified Production Technician (CPT) and Tulsa Tech's heavy machinery program, which led to industry-recognized credentials and workforce opportunities. Many of these opportunities were made possible by the availability of 14-passenger buses.● Over 600 students participated in Tulsa Tech programming. | |
|---|--|





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

| Ethnicity | 2022 | | 2023 | | 2024 | | 2025 | | Multilingual Learner | 2022 | | 2023 | | 2024 | | 2025 | |
|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | % | denom | % | denom | % | denom | % | denom | | % | denom | % | denom | % | denom | % | denom |
| African American | 26.6% | 406 | 31.5% | 327 | 35.4% | 438 | 46.8% | 402 | Monitored/Exited | 58.3% | 369 | 60.2% | 324 | 65.5% | 444 | 73.6% | 348 |
| Asian | 73.2% | 41 | 59.4% | 32 | 59.4% | 32 | 69.4% | 49 | No | 40.6% | 1,032 | 45.8% | 884 | 46.3% | 1,012 | 55.7% | 1,037 |
| Hispanic/Latino | 47.3% | 545 | 50.8% | 472 | 54.3% | 617 | 54.6% | 710 | Yes | 26.2% | 183 | 29.0% | 138 | 31.2% | 202 | 38.4% | 391 |
| Multiracial | 39.4% | 132 | 45.0% | 129 | 47.1% | 121 | 52.7% | 182 | | | | | | | | | |
| Native American | 29.6% | 81 | 49.1% | 57 | 41.5% | 82 | 63.2% | 68 | | | | | | | | | |
| Pacific Islander | 11.1% | 9 | 25.0% | 8 | 26.3% | 19 | 33.3% | 18 | | | | | | | | | |
| White | 56.5% | 370 | 59.2% | 321 | 62.4% | 348 | 66.0% | 347 | | | | | | | | | |

| IEP Status | 2022 | | 2023 | | 2024 | | 2025 | |
|------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| No | 47.4% | 1,304 | 50.0% | 1,187 | 54.0% | 1,419 | 58.1% | 1,574 |
| Yes | 22.9% | 280 | 30.1% | 156 | 23.5% | 238 | 34.2% | 202 |

| Economically Disadvantaged | 2022 | | 2023 | | 2024 | | 2025 | |
|----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| No | 51.0% | 576 | 57.2% | 465 | 68.3% | 394 | 67.1% | 513 |
| Yes | 38.5% | 1,008 | 42.5% | 881 | 43.8% | 1,263 | 50.7% | 1,263 |

| Quadrant | 2022 | | 2023 | | 2024 | | 2025 | |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| 1 | 32.2% | 298 | 34.5% | 261 | 41.4% | 389 | 49.7% | 384 |
| 2 | 39.6% | 356 | 51.0% | 306 | 48.8% | 377 | 55.2% | 415 |
| 3 | 42.6% | 479 | 38.9% | 388 | 48.0% | 469 | 46.3% | 484 |
| 4 | 54.1% | 410 | 61.9% | 349 | 60.3% | 393 | 68.8% | 420 |
| Out of District | 48.7% | 39 | 66.7% | 39 | 51.7% | 29 | 69.9% | 73 |

| Gender | 2022 | | 2023 | | 2024 | | 2025 | |
|---------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| Female | 46.9% | 814 | 50.1% | 716 | 52.7% | 840 | 58.7% | 904 |
| Male | 39.0% | 770 | 44.6% | 630 | 46.4% | 817 | 51.9% | 872 |

| Chronically Absent | 2022 | | 2023 | | 2024 | | 2025 | |
|--------------------|------|-------|-------|-------|-------|-------|-------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| No | - | - | 66.3% | 612 | 63.9% | 809 | 70.5% | 742 |
| Yes | - | - | 32.8% | 689 | 36.4% | 804 | 45.7% | 975 |

Quadrant Map for Reference

