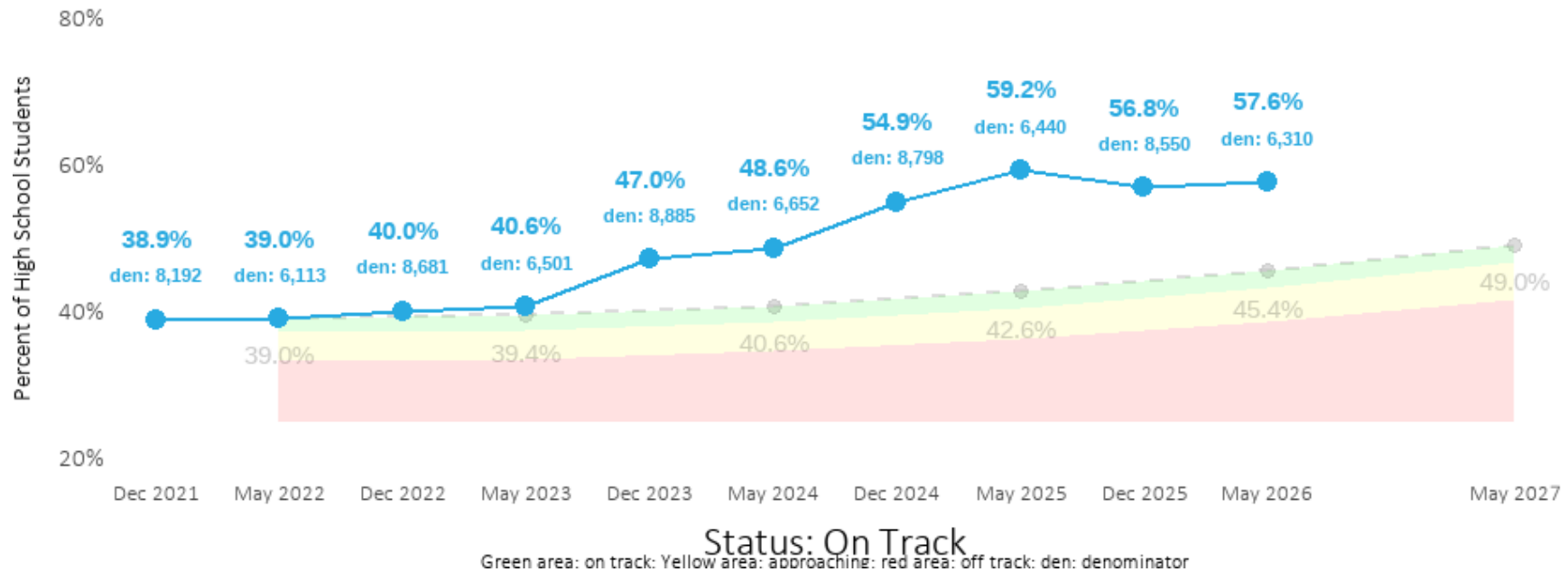


Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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.



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 eleventh grade students (cohorts 2027, 2028, and 2029) are included in 25-26 Semester 2, and ninth through twelfth grade students (cohorts 2025, 2026, 2027, and 2028) are included in 25-26 Semester 1. 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 '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
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 exploring 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.	Throughout the summer, district and school teams focused on ensuring students enter the new school year with the greatest opportunity to remain on track. High schools offered credit recovery through summer school and Edgenuity, helping students recover required credits before the first day of school. Summer school also served as a strong reengagement strategy, allowing teams to reconnect with students who had dropped out and immediately support their return to school rather than waiting until the start of the new year. At the same time, principals and school teams finalized master schedules and identified students who will need additional support at the start of the year. Through the new flex schedule structure, students will engage in intervention or enrichment at least three times per week. Summer professional learning for school teams emphasized early identification of off-track students, consistent progress monitoring, and strategies to improve first-time course completion through stronger Tier 1 instruction and proactive intervention.	Summer school provided students with an opportunity to recover credits and make progress toward graduation prior to the start of the school year. Students earned 300.5 credits (601 courses) across traditional high school sites, with an additional 479 credits (958 courses) earned through New Vision. As a result, more students will begin the school year with stronger credit health, while others were able to complete their remaining graduation requirements. Students benefiting from high school summer programming included reengaged students returning to school, students working to address credit deficits, and students taking courses to get ahead.

Follow up on previous report	Action taken	Progress
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.	Throughout the summer and during back to school training sessions, we prepared for the launch of Career Academies by providing professional learning for principals, counselors, college and career advisors, CareerTech teachers, Bridge teachers, JROTC instructors and other school-based staff. These sessions focused on helping educators understand their role in supporting students' career exploration, pathway selection, and postsecondary planning. Schools also finalized Freshman Academy structures and student support systems designed to connect students' interests with meaningful academic experiences beginning in ninth grade.	All comprehensive high schools will begin the 2026-2027 school year with Career Academy implementation plans, trained staff, and student support structures in place. These efforts are intended to strengthen student engagement, increase students' sense of belonging and purpose, and improve long-term academic persistence.

Here's what we see now	Anticipated next steps
Overall, Goal 3.1 remains on track to exceed the Board's five-year target. The district closed the 2025-2026 school year with 57.6% of students on track for the College and Career Ready Diploma, remaining well above the 2027 goal of 49%. While this represents a slight year-over-year decrease of approximately 1.6 percentage points, the district continues to outperform the long-term target by nearly nine percentage points. Because this metric is a point-in-time snapshot of students earning required credits, year-over-year comparisons within the same grade level provide the clearest picture of progress. While many student groups remained relatively stable, the data continues to highlight economically disadvantaged students as an area for focused improvement. As we launch the 2026-2027 school year, our supports will remain intentionally focused on reducing these opportunity gaps while helping more students stay on track for graduation.	As the school year begins, school teams will focus on implementing the systems developed throughout the summer. Priorities include early graduation checks for every high school student, proactive monitoring of course performance, continued expansion of Career Academies, strengthened attendance supports, and coordinated interventions supported by all staff in the buildings.

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

Ethnicity	Dec 2024		May 2025		Dec 2025		May 2026	
	%	denom	%	denom	%	denom	%	denom
African American	51.2%	1,961	55.1%	1,420	53.1%	1,961	53.4%	1,430
Asian	57.9%	183	61.0%	123	65.6%	163	65.5%	119
Hispanic/Latino	52.6%	3,512	57.9%	2,566	55.7%	3,363	57.0%	2,500
Multiracial	59.1%	988	62.5%	750	60.5%	987	61.0%	734
Native American	55.7%	370	61.5%	270	52.3%	365	53.0%	268
Pacific Islander	33.3%	120	31.2%	93	37.2%	148	27.4%	113
White	62.5%	1,664	66.1%	1,218	63.5%	1,563	64.8%	1,146

Economically Disadvantaged	Dec 2024		May 2025		Dec 2025		May 2026	
	%	denom	%	denom	%	denom	%	denom
No	65.8%	2,158	73.4%	1,484	68.4%	2,025	73.7%	1,342
Yes	51.3%	6,640	55.0%	4,956	53.2%	6,525	53.2%	4,968

Grade	Dec 2024		May 2025		Dec 2025		May 2026	
	%	denom	%	denom	%	denom	%	denom
9	75.9%	2,269	70.7%	2,215	75.2%	2,112	68.5%	2,078
10	52.2%	2,283	57.7%	2,201	54.2%	2,199	54.4%	2,116
11	43.4%	2,086	48.3%	2,024	48.1%	2,204	49.9%	2,112
12	46.7%	2,160			49.9%	2,035		

Gender	Dec 2024		May 2025		Dec 2025		May 2026	
	%	denom	%	denom	%	denom	%	denom
Female	58.0%	4,370	61.7%	3,215	59.2%	4,276	60.6%	3,158
Male	51.8%	4,428	56.7%	3,225	54.4%	4,274	54.5%	3,152

Multilingual Learner	Dec 2024		May 2025		Dec 2025		May 2026	
	%	denom	%	denom	%	denom	%	denom
Monitored/Exited	67.6%	1,139	76.9%	719	74.1%	1,064	76.4%	738
No	57.1%	5,130	61.1%	3,751	57.8%	5,115	58.7%	3,750
Yes	44.6%	2,529	49.1%	1,970	46.8%	2,371	47.5%	1,822

IEP Status	Dec 2024		May 2025		Dec 2025		May 2026	
	%	denom	%	denom	%	denom	%	denom
No	57.4%	7,557	62.3%	5,544	60.2%	7,326	60.4%	5,401
Yes	39.2%	1,241	40.3%	896	36.4%	1,224	40.8%	909

Quadrant	Dec 2024		May 2025		Dec 2025		May 2026	
	%	denom	%	denom	%	denom	%	denom
1	54.2%	1,866	55.9%	1,387	54.2%	1,855	53.3%	1,371
2	58.4%	2,065	62.0%	1,521	57.9%	2,018	58.9%	1,512
3	49.4%	2,586	54.0%	1,898	53.3%	2,490	54.7%	1,822
4	58.1%	2,015	65.2%	1,461	61.9%	1,938	62.6%	1,429



Quadrant	Dec 2024		May 2025		Dec 2025		May 2026	
	%	denom	%	denom	%	denom	%	denom
Out of District	61.9%	265	68.2%	173	62.9%	248	67.0%	176

Cohort	Dec 2024		May 2025		Dec 2025		May 2026	
	%	denom	%	denom	%	denom	%	denom
2025	46.7%	2,160						
2026	43.4%	2,086	48.3%	2,024	49.9%	2,035		
2027	52.2%	2,283	57.7%	2,201	48.1%	2,204	49.9%	2,112
2028	75.9%	2,269	70.7%	2,215	54.2%	2,199	54.4%	2,116

Cohort	Dec 2024		May 2025		Dec 2025		May 2026	
	%	denom	%	denom	%	denom	%	denom
2029					75.2%	2,112	68.5%	2,078

Chronically Absent	Dec 2024		May 2025		Dec 2025		May 2026	
	%	denom	%	denom	%	denom	%	denom
No	71.0%	4,275	76.7%	3,115	71.6%	4,829	72.5%	3,580
Yes	39.8%	4,502	43.0%	3,307	38.0%	3,680	38.1%	2,716

Quadrant Map for Reference

