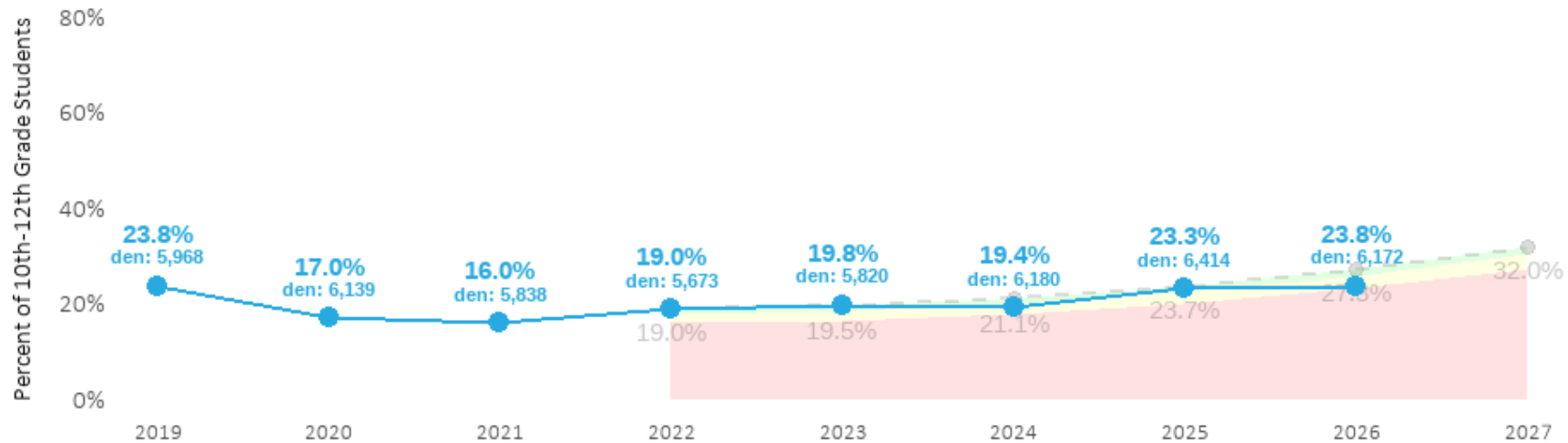


Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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: Approaching

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.

Next steps and current conditions

Follow up on previous report	Action taken	Progress
Next steps will include expanding PreACT and ACT-aligned support earlier in high school, with a specific focus on increasing targeted support for student groups where gaps remain most significant. - Expand AIM 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.	In school year 25-26, we focused on providing additional "at-bats" for the PreACT and ACT for middle and high school students. While program quality was an intentional focus, sites were also encouraged to select the most effective program for their staff and context. Many sites participated in teacher- or student-facing ACT "bootcamps", or intensive daylong preparation sessions. The district assessment team hosted successful pre-ACT bootcamps at Rogers, East Central High School, and Carver MS, which provided teachers with targeted strategies for breaking down the assessment components and translating these insights into their daily instruction. Since 2024, 328 secondary core content teachers have participated in ACT Instructional Mastery (AIM) training across 4 subjects. This represents 15 sessions of training; additional sessions are currently underway to expand the reach of this training to more teachers.	As a result of this work, schools increased their use of ACT-focused instructional supports, including teacher and student bootcamps, targeted data reviews, and AIM training for core content teachers. We have seen greater teacher confidence, stronger alignment between PreACT/ACT data and classroom instruction, and an increasing capacity for teachers to turn assessment insights into actionable instructional decisions as a result of AIM training with core content teachers and expanding PreACT testing to students in grades 9-11. We've seen teachers move from understanding PreACT/ACT data to using it to drive instruction, and that is evident in the growth we saw with cohort 2026 whose average composite scores grew .5 and again with cohort 2027 who demonstrated average gains of nearly 1.5 points per tested subject. By the end of school year 26-27, 100% of our comprehensive high schools' core content teachers will have participated in AIM training.
Continue training leaders and teachers on effectively using the standards-to-ACT crosswalk for instructional planning.	Instructional Leadership Directors supported high school principals to prioritize strengthening site-level monitoring, expanding opportunities for students to participate in PreACT/ACT preparation, and reinforcing the connection between assessment readiness and high-quality Tier 1 instruction.	We have seen progress across secondary sites in both the consistency of ACT/PreACT implementation and in how school leaders and teachers used assessment data to inform instruction.

Follow up on previous report	Action taken	Progress
	Principals were also supported to make connections to AIM training content within schools' PLC meetings to ensure holistic implementation of strategies. ILDs also supported principals in using assessment and student-level data to identify students who were approaching proficiency benchmarks and to focus instructional support more intentionally.	We also see evidence of growth in student performance as described above. These results suggest that the combination of increased assessment opportunities, stronger teacher understanding of ACT expectations, and more intentional use of assessment data is beginning to translate into improved student performance. The progress made last year provides an important foundation for the next phase of work. Instructional Leadership Directors helped move schools from primarily administering and reviewing ACT/PreACT assessments toward using the results as an instructional tool. In 2026–27, that work will become more systematic through districtwide ACT preparation, expanded AIM training, College Spring implementation, and continued principal support around data analysis, Tier 1 instruction, and targeted intervention for students closest to meeting college-readiness benchmarks.

Here's what we see now

Anticipated next steps

This year's data shows mixed results in the percentage of students eligible for advanced coursework through concurrent enrollment. While several student groups saw gains in eligibility, overall progress was uneven across grade levels and student groups, with some gaps remaining. Economically disadvantaged students rose from 16.4% to 17.2%, while non-disadvantaged students increased at a higher rate from 43.5% to	As school year 26-27 will be the first year of district-wide alignment around ACT prep and support, high school principals will be supported to consistently communicate site level trend data to their teachers so that momentum and focus continues to build among department teams. School Leadership Directors will support principals to continue to focus on articulating the connections to high quality tier 1 instruction, as
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Here's what we see now

45.5%. Gender patterns also show continued improvement for female students, who increased from 24.4% to 25.3%, while male students remained steady at 22.2%.

Monitored and exited multilingual students continued to show strong growth, increasing from 36.8% to 40.1%. Current multilingual learners, however, remained essentially flat, declining slightly from 3.7% to 3.6%. Similarly, students with IEPs increased from 2.8% to 3.5%, but remained well below the 27.1% eligibility rate among students without IEPs. These gaps continue to highlight differences in access to advanced coursework.

Attendance also remains a significant factor. In 2026, 33.2% of non-chronically absent students met eligibility benchmarks, compared to only 13.1% of chronically absent students — a gap of more than 20 percentage points. While eligibility rates declined for both groups, the substantial gap between students based on attendance persisted.

Demographic group data shows varied patterns. Asian students increased from 30.6% to 35.0%, while Hispanic/Latino students increased from 15.8% to 16.7% and Multiracial students from 27.7% to 29.9%. Pacific Islander students continued to improve, rising from 7.5% to 9.1%. African American students increased slightly from 12.7% to 12.8%. Native American students declined from 29.2% to 28.1%, and White students decreased from 48.1% to 46.7%, though White students continued to have the highest eligibility rate among the identified racial and ethnic groups.

Anticipated next steps

well as identifying and prioritizing students on the threshold of meeting assessment requirements.

By the end of school year 26-27, core content teachers at 100% of comprehensive high schools will have participated in AIM training.

The district assessment team will expand their in-house preACT training and support to Hale High School and Rogers College Preparatory High School this school year.

All high schools will also begin to utilize College Spring, an assessment preparation program that is embedded into the school day and utilized at a minimum of 35 minutes per day, three times per week.

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	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
African American	9.1%	1,432	9.9%	1,486	12.7%	1,413	12.8%	1,380
Asian	30.7%	137	26.6%	154	30.6%	134	35.0%	117
Hispanic/Latino	13.5%	2,168	12.7%	2,420	15.8%	2,605	16.7%	2,455
Multiracial	26.9%	495	27.7%	520	27.7%	708	29.9%	703
Native American	22.8%	272	23.7%	274	29.2%	264	28.1%	253
Pacific Islander	4.6%	65	4.1%	73	7.5%	80	9.1%	88
White	39.0%	1,251	38.9%	1,253	48.1%	1,210	46.7%	1,176

Gender	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
Female	20.6%	2,906	20.0%	3,049	24.4%	3,209	25.3%	3,128
Male	19.0%	2,914	18.7%	3,131	22.2%	3,205	22.2%	3,044

Multilingual Learner	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
Monitored/Exited	23.0%	1,237	26.2%	1,182	36.8%	964	40.1%	878
No	23.9%	3,573	24.4%	3,590	29.1%	3,686	28.8%	3,660
Yes	1.3%	1,010	0.6%	1,408	3.7%	1,764	3.6%	1,634

Economically Disadvantaged	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
No	38.2%	1,498	42.7%	1,233	43.5%	1,634	45.5%	1,422
Yes	13.4%	4,322	13.5%	4,947	16.4%	4,780	17.2%	4,750

IEP Status	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
No	22.7%	4,915	22.3%	5,257	26.6%	5,528	27.1%	5,303
Yes	3.7%	891	2.6%	923	2.8%	886	3.5%	869

Grade	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
10	12.7%	2,226	12.6%	2,217	14.5%	2,202	13.0%	2,116
11	21.3%	1,956	19.6%	2,072	29.8%	2,022	29.1%	2,112
12	27.5%	1,638	26.9%	1,891	26.2%	2,190	29.7%	1,934

Quadrant	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
1	11.9%	1,223	13.4%	1,324	17.0%	1,321	17.1%	1,330
2	15.5%	1,376	15.7%	1,437	17.3%	1,536	18.0%	1,432
3	16.5%	1,645	13.6%	1,827	16.9%	1,874	17.5%	1,799
4	33.7%	1,377	34.0%	1,427	40.5%	1,455	41.4%	1,421
Out of District	38.4%	146	38.9%	157	43.4%	228	40.5%	190

Cohort	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
2023	27.5%	1,638						
2024	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	29.7%	1,934
2027					14.5%	2,202	29.1%	2,112
2028							13.0%	2,116

Chronically Absent	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
No	-	-	28.8%	2,943	35.4%	2,868	33.2%	3,273
Yes	-	-	10.8%	3,224	13.6%	3,500	13.1%	2,890

