

Indicator 14: Postsecondary opportunities participation by English proficiency

Ratio of percentage of non-English learner to English learner Tulsa Public Schools high school juniors and seniors completing a postsecondary readiness option

Report Year	2018	2019	2020	2021	2022
Score	40	40	38	38	38
Non-English learner students	57.4%	57.4%	53.5%	53.5%	53.5%
English learner students	28.4%	28.4%	23.1%	23.1%	23.1%
Ratio	2.021	2.021	2.316	2.316	2.316

Change
2018 to 2022

-2

2022 Report Source

Oklahoma State
Department of
Education, Oklahoma
School Report Cards,
SY 2019



Non-English learner students are more than twice as likely to complete a postsecondary readiness option as English learner students.

Note from Oklahoma School Report Cards website: "Accountability-related aspects for the 2019-2020 academic year associated with the Academic Achievement, Academic Growth, Chronic Absenteeism, Postsecondary Opportunities, and English Language Proficiency indicators were suspended through a waiver granted by the U.S. Department of Education (USDE). As a result, data for waived indicators is not available." Likewise, SY 2021 data are not available. Consequently, SY 2019 data are used for the 2020, 2021, and 2022 EI report years. Postsecondary opportunity participation is the successful completion and passing of at least one approved college or career-readiness program, which include: advanced placement or international baccalaureate (AP/IB) coursework, concurrent or dual enrollment, internships, and CareerTech coursework leading to industry certification. Because the new school report card methodology was developed and implemented by the Oklahoma State Department of Education beginning with SY 2018, rendering the prior system no longer comparable, the score for SY 2018 is used for both the 2018 and 2019 EI report years. Oklahoma State Department of Education, Oklahoma School Report Cards, School Years 2018 & 2019