TULSA PUBLIC SCHOOLS 2016-2017

Annual Report

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Our Mission

Our mission is to inspire and prepare every student to love learning, achieve ambitious goals, and make positive contributions to our world.

In 2016, Tulsa Public Schools began a five-year journey to become the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers, and life.



We set forth an ambitious plan to make

Tulsa Public Schools a proof point for what is possible in urban education by using these strategies:

- Creating powerful learning experiences for all by implementing an aligned pre-k-12 instructional program;
- Cultivating safe, supportive, and joyful school cultures;
- Attracting, developing, and retaining a highly effective and empowered team;
- Modernizing district office into a service and strategy partner; and
- Incubating and implementing innovative classroom, school and district designs.

We will implement these strategies by being learners, contributors, and designers.

BEING A LEARNER

Through learning, application, reflection, and persistence, we grow every day. We understand that challenges and learning are important opportunities to acquire the knowledge and skills necessary for success.

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BEING A CONTRIBUTOR

We are participants in and contributors to the well-being of our schools and larger communities. Because we have responsibilities to each other and our world, we are leaders who seek progress, affect change, and foster success in others.



BEING A DESIGNER

We solve problems and bring ideas to life. Educators, staff, and students are engaged and successful with the authority, time, and support necessary to reimagine, innovate, and iterate.



Creating powerful learning experiences for all

College and career-ready graduates

We had incredible gains in our graduation rates with a five percentage point increase to 72.5%.* Here are some of the ways we got there:

- Re-engaging students by building powerful, life-changing relationships;
- Keeping students on track to graduate by developing personalized graduation plans; and
- Increasing opportunities for credit recovery during the summer months.

Spotlight on success: "All in" for students at Webster High School

"We meet as a team - our administrators, counselors, City Year corps members - anyone who can reach out and make a connection with a student that helps keep the student on track to graduate. We use a set of early warning indicators - attendance, behavior, and coursework - to identify students who need a champion to work directly with them to provide the supports that they need to be successful."

Shelly Holman Principal

Spotlight on success: Building relationships at Central High School

"We focus on relationships: 'I care about you, I want to know you as a student and as a whole - not just your academics, but what's going on in your life. I want to have an impact on you.' Instead of waiting for seniors to reach their four-year mark, we want to start getting close to them and building relationships in their freshman year."

Jason Gilley Principal

*increase between 2014-2015 and 2015-2016 school years

) percentage point

increase in district-wide high school graduation rate 8 of our 11 high schools increased graduation ra<u>tes</u>*

92% increase in students taking AP exams in the 2015-2016 school year

3 high schools ranked by US News & US News & US News & US News & Korld Report (Edison, Rogers, Booker T. Washington) 685 college credits earned by AP students in the 2015-2016 school year

155 additional high school gradnates in the class of 2016

*includes only high schools that report graduation rate to the district

Academic excellence

Powerful learning experiences require exceptional teachers and rigorous curricula. Our teachers worked with new curricula for English language arts and mathematics and saw exciting gains. These are some of the ways that we are improving teaching and learning in Tulsa Public Schools:

- Increasing access to and use of complex texts, a key indicator for college readiness;
- Increasing use of hands-on materials in mathematics, allowing students to solve problems in multiple ways; and
- Expanding opportunities for teachers to engage in professional learning and collaboration.

31 percentage point increase in English classes using high-quality texts

percentage point increase in students reaching reading proficiency by third grade*

4 percentage point increase in reading growth*

percentage point increase in math growth* 9 percentage point increase in both math and reading proficiency*

*based on spring 2016 and spring 2017 NWEA MAP scores for students in grades K-3

Educator Professional Learning Opportunities

Teacher Institutes Grade-level collaboration and planning #SummerEdTPS Conference Cohort learning experiences Teacher leadership development On-site instructional coaching



Spotlight on success: Foundations for literacy at Anderson Elementary School

"My first graders are building vocabulary, learning phonics and letter sounds, and gaining a really strong foundation for reading so that when they get to third and fourth grade they can read complex text."

> Stephanie Peppers Teacher

"We're walking students step by step through how to read literature what it feels like, what it sounds like - and they're able to take that learning and apply it in other areas. When we talk about growth, it's not just in reading scores, it's in their identities as readers."

> Leslie Parr Teacher

Cultivating safe, supportive, and joyful school cultures.

Culture defines the values and behavior we believe are important for everyone in our learning communities. While culture is intangible, there are some important indicators we can consider to understand our progress, including attendance and suspension rates.

Increasing attendance

We did not move the needle on student attendance last year despite the effort of a number of district teams working toward this critical goal. We know that mistakes are opportunities to learn, so we are implementing a number of changes:

- Using our real-time data dashboards daily to identify students who need additional supports;
- Making calls to the parents and guardians of every absent student every day; and
- Increasing communications to families about the importance of good attendance.

Focus forward: Early gains at Hale High School

"Every day that a student is absent, the parent gets a phone call. If they need resources to help get their children to school, we can help to connect them. We're also looking at our data dashboards every day to see which students need an increased focus. We're seeing early success because we're looking at the specific needs of each student and working as a team to find the right supports to meet those needs."

Sheila Riley Principal

Focus forward:

Strong leadership on collaborative efforts

"We have a cross-departmental team working at the district level to support school leaders with attendance. We are making sure that all schools are getting materials to share out to families on a regular basis, and we're supporting school teams in tracking and analyzing data to determine where we need to focus. We're also working to understand why students are missing school and how we can help get them back in class on time, every day."

Ebony Johnson Executive Director of Student and Family Support Services

10,661

students who missed 10% or more of the 2016-2017 school year

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483,853

instructional days lost in the 2016-2017 school year due to student absences



Decreasing out-of-school suspensions

In a safe, supportive, and inclusive learning community, students have access to the guidance and support they need to navigate differences and disagreements. Some of our alternative approaches include:

- Implementing restorative practices that allow students to resolve conflict through dialogue;
- Creating "cool-down" or "calm" rooms for students to use before behavioral issues arise; and
- Developing "third ways" to respond to student behavior issues including community service, written apologies and reflections on the behavior, and research projects.

21,000 increase in instructional days due to decreased suspensions

26% decrease in unique out-of-school suspensions 1,163 fewer students suspended in the 2016-2017 school year

Spotlight on success: Social emotional learning at McClure Elementary School

46%

decrease in suspension rates

"We are one of the district's five pilot schools for social emotional learning and have already seen great results from the new practices we have in place. Students are learning to identify how they're feeling and to recognize that those feelings are OK. They are developing a sense of responsibility for their behavior - when we know our feelings, we can own them and decide what to do with them."

Katy Jimenez Principal

Spotlight on success: Exceptional results at East Central High School

85% decrease in unique out-of-school suspensions

"Instead of sending students home with out-of-school suspensions, they go to our in-school Success Center. Students continue to have classes in their core subjects, but also complete a rubric with five components, including developing a Student Success Plan to help them think through scenarios where they might make bad choices and create a plan to help them make better decisions in the future."

> Mike Crase Principal



Attracting, developing, and retaining a highly effective and empowered team

Employee engagement

We are committed to being a district where every team member - from the "Bus Barn" to the classroom to the Education Service Center - knows how their work makes a difference for Tulsa children and families.

We believe every employee should feel supported and valued and that every employee should have opportunities to grow and develop personally and professionally. Moving forward, we are looking at ways to understand the connection that our employees have to our mission, vision, and core values.

Novice teacher retention*

The first few years in the field can be especially challenging for teachers. It is not unusual for a teacher to leave the profession after their third year - just as they are hitting their stride in the classroom. We focused on our 362 novice teachers during the 2016-2017 school year with real-time coaching, teacher mentors, and specialized professional learning. We are looking forward to improved results in year two by:

- Continuing to pair novice educators with master teacher mentors;
- Improving the use of real-time teacher coaching; and
- Focusing on instructional supports around our college-and-career ready curricula.

Focus forward: Developing exceptional teacher mentors

"Last year, our new teacher mentors spent the entire year being trained in real-time teacher coaching, and it really pushed them in their practice. Our mentors learned a lot and grew a lot - and it was tough some days. But they all came out being better, stronger mentors. It's exciting that they have that tool in their toolbox this year right from the beginning to start using with our novice teachers."

> Katy Ackley Director of New Teacher Support

*Novice teachers are in their first or second year of teaching. This group does not include Teach for America corps members.

Focus forward: Novice teacher reflections

"The training in No Nonsense Nurturer was helpful in dealing with behavior. I also had an amazing new teacher mentor who would visit my class, watch me teach, and give me tips on how to improve my practice."

> Jessica Sharp Burroughs Elementary School teacher

"Teaching is very difficult, but it's also joyous if you bring the right enthusiasm and passion into it. Tulsa Public Schools provided me with a mentor teacher, and I have a great administration here and a lot of support from fellow teachers at my site."

> Noel Suggs McKinley Elementary School teacher

novice teachers who left the district

245

novice teachers who stayed with the district



Modernizing district office into a service and strategy partner

Creating a service-oriented culture

Our district office exists to serve our school leaders and teachers, and we must improve the experiences that school teams have with the district office by:

- Building a district office that is far more attentive to service and user-focused;
- Aligning our staffing structure, programs, and services around the needs of our schools; and
- Continuing to seek feedback and insights from school teams to inform decision-making and practices.

Focus forward: Creating "Wow!" experiences for school teams

"We are focused on doing whatever is necessary for teachers, principals, and ultimately our students to feel supported. We are listening to our school teams and responding to their feedback. We want to make sure that everyone feels like we're all in this together, because we are Team Tulsa."

> Charlotte Manning Director of Business Services

percentage point

decrease in teachers and principals who feel district office shows concern for the needs of their school Building a district office service culture means that we start by putting ourselves in the shoes of school teams to build trust and make personal connections. District office will go the extra mile to provide an awesome experience for teachers and school leaders while providing excellent service that leaves them saying 'Wow!'

Focus forward: Supporting schools with 15 real-time data dashboards

"The data dashboards were created from the ground up in collaboration with teachers and principals. Users can send quick notes or comments to us and then we try to make changes as quickly as we can. We accept the fact that we don't know near as much about what principals and teachers need as principals and teachers do. We're not the experts - it's the principals and teachers who are experts, and we're just building the tools for them."

Stephen Fedore Chief Analytics Officer

Incubating and implementing innovative classroom school and district designs

Innovation and design lab

Our innovations team is focused on creating a sustainable culture of design and innovation with the goal of transforming the learning experience of our students, the teaching experience of our educators, and the success of our communities by:

- Supporting seven schools with implementing a nationally-recognized personalized learning program to improve instruction and outcomes for more than 1700 students;
- Opening Oklahoma's first public Montessori school in the 2018-2019 school year; and
- Working with teachers, staff, and community members to design solutions to challenges both in schools and in our wider education system.



About Tulsa Public Schools

Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers, and life.

Our mission is to inspire and prepare every student to love learning, achieve ambitious goals and make positive contributions to our world.

Who we are 40,000 students 3,000 teachers 7,000 employees 86 schools including our charter partners 13 special faciliites 1 bold journey

Board of Education

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50,000 devices at 86 schools and charter partners managed by 50 IT team members

8.3 million square feet daily cleaned and maintained by 238 custodial staff

7,000 employees served by 30 Talent Management team members





We've used our successes to find out what works well, and we've analyzed our failures to understand our growth opportunities.

Moving forward, we will continue to measure progress in four key areas:

DEVELOPING COLLEGE AND CAREER-READY GRADUATES

by increasing graduation rates, SAT scores, and post-secondary enrollment.

ADVANCING ACADEMIC EXCELLENCE

by improving third grade reading, increasing algebra readiness, and demonstrating growth and proficiency in reading and math.

IMPROVING SCHOOL CULTURES AND CLIMATES

by decreasing chronic absenteeism and out-of-school suspensions and increasing student attendance.

ENSURING ORGANIZATIONAL HEALTH

by retaining novice teachers past their second year, creating a service-oriented culture in the district office, and increasing employee engagement.



As we continue on our journey to Destination Excellence,

we will keep a relentless focus on creating the conditions necessary to improve student achievement; recruit, retain, and develop exceptional teachers; and ensure that every Tulsa Public Schools graduate is prepared for the greatest success in college, careers, and life.



@TulsaSchools