2018-2019 Quarter 1 Review
November 19, 2018
ABOUT TULSA PUBLIC SCHOOLS

MISSION AND VISION

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.

LEARNER
We will learn, apply, reflect, adjust and persist together

CONTRIBUTOR
We will contribute to the well-being and success of our students and schools

DESIGNER
We will improve learning, solve problems and bring ideas to life through innovative and intentional design
IN JANUARY 2016, TULSA PUBLIC SCHOOLS ADOPTED “DESTINATION EXCELLENCE,” WHICH DESCRIBES A VISION FOR LEARNING IN TULSA.

**Destination Excellence** calls for educators, students, families, and community, and district support teams to be *learners*, *contributors*, and *designers*.

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**This is what we mean:**

**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.

**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, effect 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 authority, time, and support necessary to reimagine, innovate, and iterate.

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**THEORY OF CHANGE**

Tulsa Public Schools believes that schools are the unit of change. We will create change by embracing innovation and supporting the design and implementation of new learning models for our students, classrooms, teams, schools and the district while we continuously improve teaching and learning for all.*

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**NORTH STAR**

Every student at Tulsa Public Schools will develop the mindsets, knowledge, skills, and habits to achieve academic, career, and life success.*
What Do We Believe About Improving Performance?

DATA DRIVEN: Use data strategically and consistently to measure progress, identify key areas for improvement and determine readiness for innovation.

INVESTING IN EACH OTHER: Together we celebrate success, learn when we fail forward and invest in the development of our teams and team members.

INNOVATING FOR CONTINUOUS IMPROVEMENT: All staff will instill a culture of continuous improvement throughout the district in which we assess, reflect and adjust to meet our goals.

From Destination Excellence/Strategic Plan
Outcomes for the Q1 Report

● Share our 2018-2019 district scorecard goals
● Report on progress made during Quarter 1 of the 2018-2019 school year
● Hear from instructional leadership directors about what schools are learning and how school teams are responding
School goal-setting at a glance

1. All schools in TPS set yearly goals related to the school performance framework (SPF) measures.
   - These are the school-facing measures from the district scorecard

2. School goals roll up to create the district’s overall goal for each measure.
## 2018-19 District Scorecard Targets

### Destination Excellence Scorecard

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19 goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College and Career Ready Graduates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation rate</td>
<td>67.5%*</td>
<td>72.5%*</td>
<td>76.9%*</td>
<td>Pending final 2018 graduation rate</td>
</tr>
<tr>
<td>% of students meeting SAT college readiness benchmarks in both reading/writing and math</td>
<td>33%</td>
<td>33%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Post-secondary enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Excellence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of 3rd graders proficient in reading</td>
<td>33%</td>
<td>37%</td>
<td>34%</td>
<td>40%</td>
</tr>
<tr>
<td>% of students proficient in both reading and math</td>
<td>24%</td>
<td>27%</td>
<td>26%</td>
<td>27%</td>
</tr>
<tr>
<td>% of students meeting projected reading growth</td>
<td>43%</td>
<td>47%</td>
<td>43%</td>
<td>48%</td>
</tr>
<tr>
<td>% of students meeting projected math growth</td>
<td>38%</td>
<td>41%</td>
<td>47%</td>
<td>51%</td>
</tr>
<tr>
<td><strong>Safe, Supportive and Joyful School Climate/Culture</strong></td>
<td></td>
<td></td>
<td></td>
<td>Baseline TBD</td>
</tr>
<tr>
<td>% of students with positive perceptions of belonging, school safety and teacher-student relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(students who have favorable responses in all three areas)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average daily attendance rate</td>
<td>92.7%</td>
<td>92.4%</td>
<td>91.9%</td>
<td>92.0%***</td>
</tr>
<tr>
<td>Chronic absenteeism rate</td>
<td>24.0%</td>
<td>25.7%</td>
<td>28.0%</td>
<td>28.4%***</td>
</tr>
<tr>
<td>Suspension rate</td>
<td>8.8%</td>
<td>7.8%</td>
<td>7.4%</td>
<td>6.8%</td>
</tr>
<tr>
<td><strong>Organizational Health</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Novice teacher retention rate</td>
<td>73.9%</td>
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<td>76.4%</td>
<td>80%</td>
</tr>
<tr>
<td>% of employees who are engaged and committed to Tulsa Public Schools</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of teachers and principals with positive perceptions of district office service</td>
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2018-19 District Scorecard Targets

*Graduation rate state reporting is delayed by a year. The 2017-18 percentage represents the graduation rate for the 2017 cohort.

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</table>

Goal is lower than 2017-18 due to incoming 11th-grade cohort’s lower PSAT scores.

- **Graduation rate**: The state will release the preliminary 2017-2018 graduation rates in early 2019; high schools are closely monitoring their 2019 cohort students’ progress toward graduation and setting internal targets.

- **SAT / college readiness**: High schools utilize 10th grade PSAT results to inform their goals; we are expanding opportunities for 10th-graders to take PSAT and had a larger percentage of 10th graders take the PSAT in 2017-18 than the prior year (74% to 59%).

- **Post-secondary enrollment**: We are continuing to explore meaningful sources of this data and hope to report on it in the near future.
2018-19 District Scorecard Targets

**Academic measures include only K-3 students; for 2017-18 and future years, measures include K-10 students.**

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What are **proficiency** and **growth**?

- **Proficiency**: Students are considered proficient if they are scoring as good or better than at least half of their national peers in the same grade level.
  - Proficient = 50th percentile or above
  - Low-performing students can grow significantly but still not reach proficiency

- **Growth**: A student’s projected growth is based on the best estimate of the typical growth for students in the same grade with the same starting score.
  - Nationally, 50% of students meet their projected growth.
2018-19 District Scorecard Targets

***Beginning in 2018-19, student suspension days count as absences, which results in lower attendance and higher chronic absenteeism rates. Our 2018-19 targets account for this change.

- **Student perceptions**: We are working to understand our new social-emotional learning survey data and will use this to define our measure moving forward.

- **Attendance and chronic absenteeism rates**: These are critical indicators of student engagement and influence other outcomes such as academic performance and graduation.
  - 2018-19 attendance goal reflects an increase of ~30,000 instructional days
  - 2018-19 chronic absence goal reflects a decrease of ~550 chronically absent students

- **Suspension rate**: Out-of-school suspensions are one of the primary indicators of dropping out of high school.
  - 2018-19 suspension goal reflects a decrease of over 250 suspended students
Truancy vs Chronic Absenteeism

What’s the difference?

**Truancy**
- Period-based attendance
- Unexcused absences only
- Number of occurrences
- Focus on compliance with rules

**Absenteeism**
- Half or whole day
- All absences
- Percent of days (< 90%)
- Focus on minimizing lost instructional time

“Evidence indicates that it is how many days a student misses that matters, not why they miss them.”

1. Balfanz & Byrnes (2014)
## 2018-19 District Scorecard Targets

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<tr>
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<th>2015-16</th>
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<td>80%</td>
</tr>
<tr>
<td>% of employees who are engaged and committed to Tulsa Public Schools</td>
<td></td>
<td></td>
<td>86%</td>
<td>88%</td>
</tr>
<tr>
<td>(% of favorable responses based on staff survey questions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
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****2015-16 and 2016-17 metric calculated from OU Culture/Climate Survey. Percentage represents surveyed teachers and principals who indicated "agree" and "strongly agree" responses on a 6-point scale. Beginning in 2017-18, the composite set of questions shifted and the number of survey respondents increased to help us have a more comprehensive understanding of teacher and school leader perception of the service of district office.

- **Retention rate**: This calculation includes classroom teachers in their 1st or 2nd year with TPS who receive customized support and coaching before and during the year*.

- **Employee engagement**: Our engagement survey initially launched in 2017-18; beginning in 2018-19, a district-wide employee engagement survey will be given in January

- **District office service**: We piloted additional service questions to teachers in 2017-18 to provide a more comprehensive understanding of perceptions about district office; moving forward, these questions will form the basis of our scorecard measure.

*Teach For America corps members are excluded from this calculation
Quarter 1 Progress

- Attendance/Chronic
- Suspensions
- Fall MAP Proficiency
2018-19 so far

Average Daily Attendance Rate is down...

<table>
<thead>
<tr>
<th></th>
<th>as of 44th day of school</th>
<th>2016 - 2017</th>
<th>2017 - 2018</th>
<th>2018 - 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td>95.3%</td>
<td>95.0%</td>
<td>94.8%</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td>94.4%</td>
<td>94.4%</td>
<td>94.3%</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td>91.6%</td>
<td>91.2%</td>
<td>90.7%</td>
</tr>
<tr>
<td>District</td>
<td></td>
<td>94.3%</td>
<td>94.1%</td>
<td>93.8%</td>
</tr>
</tbody>
</table>
2018-19 so far

Chronic Absenteeism is up...

<table>
<thead>
<tr>
<th>percent chronically absent</th>
<th>as of 44th day of school</th>
<th>2016 - 2017</th>
<th>2017 - 2018</th>
<th>2018 - 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>elementary</td>
<td>13.9%</td>
<td>15.2%</td>
<td>16.1%</td>
<td></td>
</tr>
<tr>
<td>middle</td>
<td>17.6%</td>
<td>17.1%</td>
<td>18.5%</td>
<td></td>
</tr>
<tr>
<td>high</td>
<td>27.7%</td>
<td>28.5%</td>
<td>30.2%</td>
<td></td>
</tr>
<tr>
<td>district</td>
<td>17.6%</td>
<td>18.6%</td>
<td>19.9%</td>
<td></td>
</tr>
</tbody>
</table>

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2018-19 so far

The new suspension rule has played a role in the decrease in attendance rates.

Suspensions count as student absences this school year, whereas before suspended students were unenrolled and did not count as absences.

730 unique students suspended for a total of 3,264 days.
We continue to see differences in chronic absenteeism by race/ethnicity.

Quarter 1 results, 17-18 vs. 18-19 School Years
Key district-wide themes: attendance & chronic absenteeism

- Most elementary schools are launching attendance teams this year using best practices from AttendanceWorks.

- Middle and high schools are focusing on strategies to decrease chronic absenteeism, such as home visits.

- 40+ schools are working directly with AttendanceWorks during four learning sessions with Hedy Chang across the 18-19 school year.
2018-19 so far

Suspension rate is on pace with last year.
7th, 8th, 9th, and 10th grades have the highest percentage of suspended students.

Percent of Students Suspended by Grade Level
Quarter 1 results, 17-18 vs. 18-19 School Years

Note: In 2017-2018, high school grade levels were identified based on credits earned, meaning that off-track, older students were often classified as 9th graders. For 2018-2019 data, high school grade level is based on cohort.
African American students remain disproportionately suspended compared to their peers.

Percent of Students Suspended by Race/Ethnicity
Quarter 1 results, 17-18 vs. 18-19 School Years

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>African American</td>
<td>3.8%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.2%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Native American</td>
<td>2.1%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Multiple Races</td>
<td>2.5%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1.3%</td>
<td>1.2%</td>
</tr>
<tr>
<td>White</td>
<td>0%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>
Key district-wide theme: Suspension

Elementary
● Schools with large numbers of novice teachers are having more discipline issues.

Middle School
● The largest number of suspensions are happening in these grades.

High School
● Most schools are maintaining similar rates to last year at this time with the exception of a few bright spots.
2018-19 so far

Overall proficiency in both reading and math is similar to last year.
Spotlight - Gaps in 3rd Grade Reading

Third Grade Reading

Percent of Proficient Students

Ethnicity

- Asian
- Hispanic
- Multiple Races
- White
- African American
- Native American
- Pacific Islander

2017-2018

2018-2019
School Performance Framework in Context

Our schools serve a diverse population.

Racial/ethnic breakdown:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>24%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>10%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>2%</td>
</tr>
<tr>
<td>Native American</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>36%</td>
</tr>
<tr>
<td>White</td>
<td>24%</td>
</tr>
</tbody>
</table>

77% economically disadvantaged

22% multilingual learner

19% students with disabilities

These factors *predict* achievement, but they do not *predestine* it.
Key district-wide theme: MAP Growth & Proficiency

- There continue to be performance gaps among different subgroups of students.

- We are beginning to see schools who are significantly growing all groups of students and closing achievement gaps.

- Overall proficiency at the school level does not change quickly. When students are far behind academically, they can meet or exceed their projected growth but still not reach grade-level proficiency.
In Sum

We’re on a similar trajectory as last year.

Instructional leadership directors, principals and school teams are continuing to discuss progress to goals and identify successes and challenges related to our school outcomes.

On the horizon

Goal teams focused on collaboration and improvement

Continued integration of school and district planning
Appendix:
Further Description of District Scorecard Measures
What are our scorecard measures?

**Graduation rate** — % of on-time (4-year) graduates

% of students meeting SAT college readiness benchmarks in both reading/writing and math

**Post-secondary enrollment** — exact measure and baseline TBD
College and Career Ready Graduates – Measures

What are our scorecard measures?

**Graduation rate** — % of on-time (4-year) graduates

% of students meeting SAT college readiness benchmarks in both reading/writing and math

**Post-secondary enrollment** — exact measure and baseline TBD

Oklahoma’s statewide rate for 2016 graduates was 82%, similar to the national average.*
College and Career Ready Graduates – Measures

What are our scorecard measures?

Graduation rate – % of on-time (4-year) graduates

% of students meeting SAT college readiness benchmarks in both reading/writing and math

Post-secondary enrollment – exact measure and baseline TBD

These benchmarks are set by College Board; nationally, 46% of students met this standard in 2017*. Our measure is based on students who take the SAT during the spring of 11th grade, so we use the “yellow” range to account for the growth they can make during their senior year.

*College Board – Class of 2017 Results
College and Career Ready Graduates – Measures

What are our scorecard measures?

Graduation rate – % of on-time (4-year) graduates

% of students meeting SAT college readiness benchmarks in both reading/writing and math

Post-secondary enrollment – exact measure and baseline TBD

We are exploring meaningful sources of this data as we seek to better understand our students’ journeys after TPS.
Academic Excellence – Measures

What are our scorecard measures?

- % of 3rd graders proficient in reading
- % of students proficient in both reading and math
- % of students meeting projected reading growth
- % of students meeting projected math growth
Academic Excellence – Measures

What are our scorecard measures?

% of 3rd graders proficient in reading

% of students proficient in both reading and math

% of students meeting projected reading growth

% of students meeting projected math growth

3rd grade is a critical milestone in a student’s career, and in Oklahoma students are affected by the Reading Sufficiency Act at this time.
Academic Excellence – Measures

What are our scorecard measures?

% of 3\textsuperscript{rd} graders proficient in reading

% of students proficient in both reading and math

% of students meeting projected reading growth

% of students meeting projected math growth

Excelling in both reading AND math is an important predictor of success in college.
What are our scorecard measures?

% of 3rd graders proficient in reading

% of students proficient in both reading and math

% of students meeting projected reading growth

% of students meeting projected math growth

Nationally, 50% of kids meet their projected growth. This means that schools with more than 50% of their students meeting growth are outperforming their national peers.
What are proficiency and growth?

**Proficiency** – students are considered proficient if they are *scoring as good or better than at least half of their national peers* in the same grade level.
What are proficiency and growth?

**Proficiency** – students are considered proficient if they are *scoring as good or better than at least half of their national peers* in the same grade level.

Carlos is starting 4th grade with a reading score of 200*. Because the average 4th grader has a starting score of 195, Carlos is considered **proficient** at reading.

*Numbers are illustrative.*
What are proficiency and growth?

**Growth** – a student’s projected growth is based on the best estimate of the *typical growth* for students in the same grade with the same starting score.
What are proficiency and growth?

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Carlos and Sam both start 4th grade with a reading score of 200*...

...and the average 4th grader who began the year with a 200 grows by 8 points during the year.

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Carlos and Sam both start 4th grade with a reading score of 200*...

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Carlos: +10 points
Sam: +4 points

*Numbers are illustrative.*
What are proficiency and growth?

**Growth** – a student’s projected growth is based on the best estimate of the typical growth for students in the same grade with the same starting score.

Carlos and Sam both start 4th grade with a reading score of 200*...

...and the average 4th grader who began the year with a 200 grows by 8 points during the year.

**Sam**

200

**Carlos**

200

Carlos grew 10 points, so he met his projected growth – he actually exceeded it!

+10 points

Carlos

210

Sam still grew by 4 points, but he did not meet his projected growth because he grew less than the typical 8 points. He is still learning, but he’s falling behind his peers.

+4 points

Sam

204

*Numbers are illustrative.*
Safe, Supportive, and Joyful School Climate/Culture – Measures

What are our scorecard measures?

% of students with positive perceptions of belonging, school safety and teacher-student relationships

Average daily attendance rate — % of days students attend school (based on when they are enrolled)

Chronic absenteeism rate — % of students who miss 10% or more of the days they are enrolled

Suspension rate — % of students who receive an out-of-school suspension during the school year
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Suspension rate — % of students who receive an out-of-school suspension during the school year

With the student Social-Emotional Survey TPS launched in 2017-18, we will soon be able to calculate a baseline moving forward.
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% of students with positive perceptions of belonging, school safety and teacher-student relationships

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Attendance can influence several other outcomes, such as academic performance and graduation.
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Chronic absenteeism rate — % of students who miss 10% or more of the days they are enrolled

Suspension rate — % of students who receive an out-of-school suspension during the school year

8 million students were chronically absent in the U.S. in 2015-16, and children living in poverty are two to three times more likely to be chronically absent.*
What does the research say about attendance?

Four different types of causes or factors.²

<table>
<thead>
<tr>
<th>Factors</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-specific</td>
<td>teenage motherhood; academic performance; relationships with adults; peer influence; bullying</td>
</tr>
<tr>
<td>Family-specific</td>
<td>family income; parental involvement; moving; stressful family events; language differences</td>
</tr>
<tr>
<td>School-specific</td>
<td>teacher quality; student-teacher interactions; geographic access; student boredom</td>
</tr>
<tr>
<td>Community-specific</td>
<td>job opportunities; unsafe neighborhoods; lack of social and education support services</td>
</tr>
</tbody>
</table>

The importance of factors varies by age and circumstances. There are no “one-size fits all” solutions. These are often not choices of students of families.

2. Black et al. (2014)
What does the research say about attendance?

How can we understand truancy & improve attendance?

- Few rigorous studies show positive effects on attendance for either school, community, or court based interventions.³
- Interventions can improve attendance but do not “fix” truancy.³
- Truant students are substantially more likely to experience adverse childhood events, run away or be kicked out of their home, or have a psychological disorder or learning disability.⁴
- Students who received a truancy petition in Washington state fared no better than identical students who did not receive one.⁴

3. Maynard et al. (2012)
4. George (2011)
What does the research say about attendance?

How can we learn from others and do better?

- A review of truancy prevention programs found a community based approach with courts as the last resort, to have promising evidence of results; financial sanctions alone demonstrated no lasting effect.\(^5\)

- Examples include:
  - Project START, Philadelphia, PA\(^5\)
  - Truancy Prevention Through Mediation Program, OH\(^5\)
  - Project PACT, Oahu, HI\(^6\)
  - Savannah Chatham School District, GA\(^6\)
  - Truancy Arbitration Program, Jacksonville, FL\(^6\)
  - Mayor Bloomberg’s Chronic Absenteeism Task Force, New York, NY\(^1\)
  - Truancy Intervention Project, Fulton County, GA\(^7\)
  - Truancy Reduction Program, Kern County, CA\(^7\)

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1. Balfanz & Byrnes (2014)
5. Gandy & Schultz (2007)
Safe, Supportive, and Joyful School Climate/Culture – Measures

What are our scorecard measures?

- **% of students with positive perceptions of belonging, school safety and teacher-student relationships**

- **Average daily attendance rate** – % of days students attend school (based on when they are enrolled)

- **Chronic absenteeism rate** – % of students who miss 10% or more of the days they are enrolled

- **Suspension rate** – % of students who receive an out-of-school suspension during the school year

*Students who are suspended are often at risk of falling behind and becoming disengaged. In fact, out-of-school suspensions are one of the primary indicators of dropping out of high school.*

*Journal of Applied Research on Children*
Organizational Health – Measures

What are our scorecard measures?

Novice teacher retention rate – % of 1st and 2nd year teachers who remain teaching at TPS the following year

% of employees who are engaged and committed to Tulsa Public Schools

% of teachers and principals with positive perceptions of district office service
Organizational Health – Measures

What are our scorecard measures?

Novice teacher retention rate – % of 1st and 2nd year teachers who remain teaching at TPS the following year

% of employees who are engaged and committed to Tulsa Public Schools

% of teachers and principals with positive perceptions of district office service

The field of teaching is changing, and the number of alternatively-certified educators continues to increase. Improving our support to novice teachers is critical for student success.
Organizational Health – Measures

What are our scorecard measures?

Novice teacher retention rate – % of 1\textsuperscript{st} and 2\textsuperscript{nd} year teachers who remain teaching at TPS the following year

% of employees who are engaged and committed to Tulsa Public Schools

% of teachers and principals with positive perceptions of district office service

Understanding our employees’ perceptions helps us identify ways to better support their growth and development.
Organizational Health – Measures

What are our scorecard measures?

**Novice teacher retention rate** – % of 1st and 2nd year teachers who remain teaching at TPS the following year

% of employees who are engaged and committed to Tulsa Public Schools

% of teachers and principals with positive perceptions of district office service

Our school teams make it happen, and district office aspires to serve and support as we partner to serve students.