



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**.

This is what we mean:



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.



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.



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.

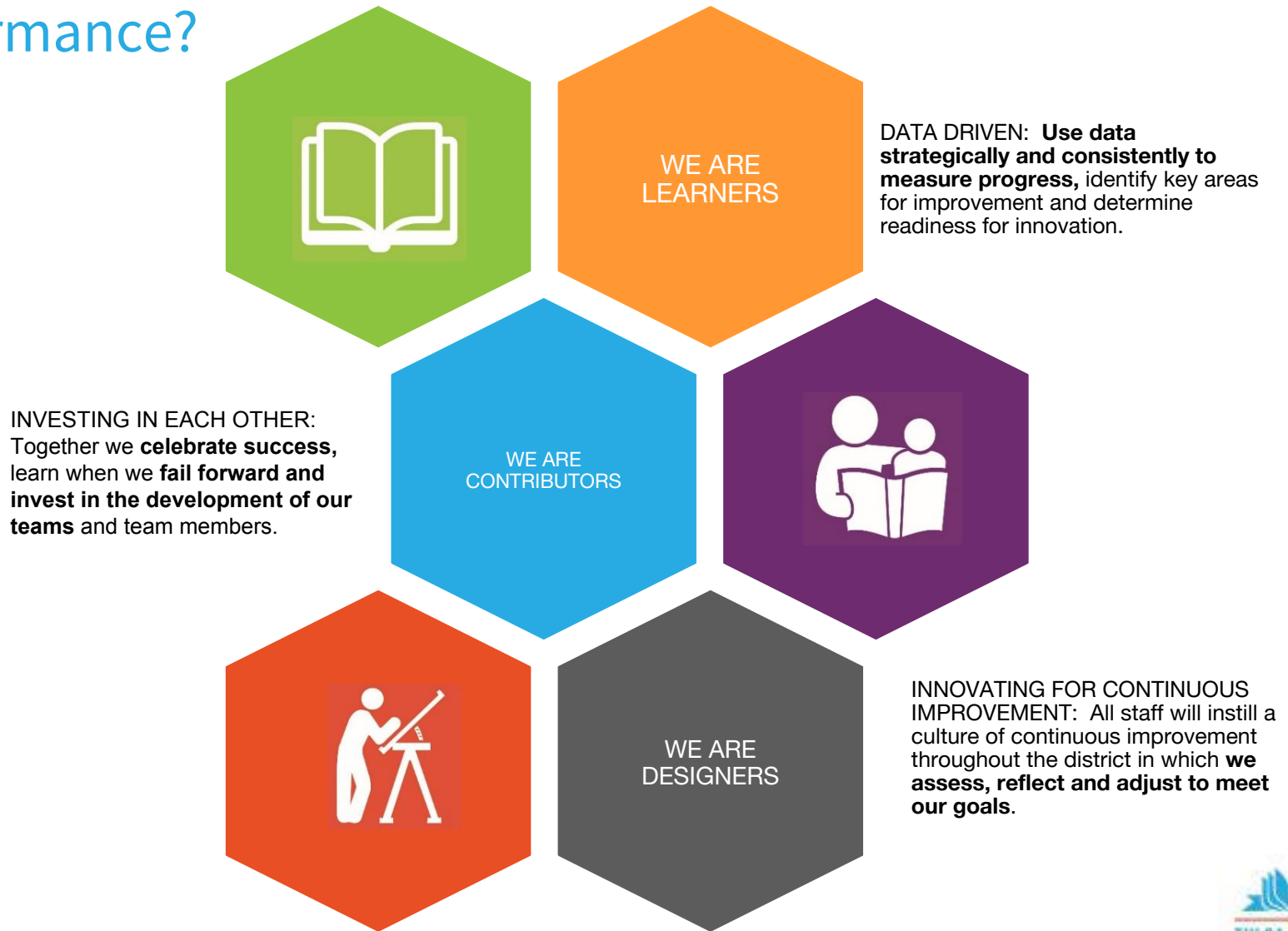
THEORY OF CHANGE

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.*

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?



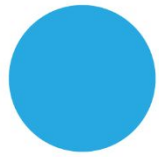
Outcomes for the Q1 Report

- 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



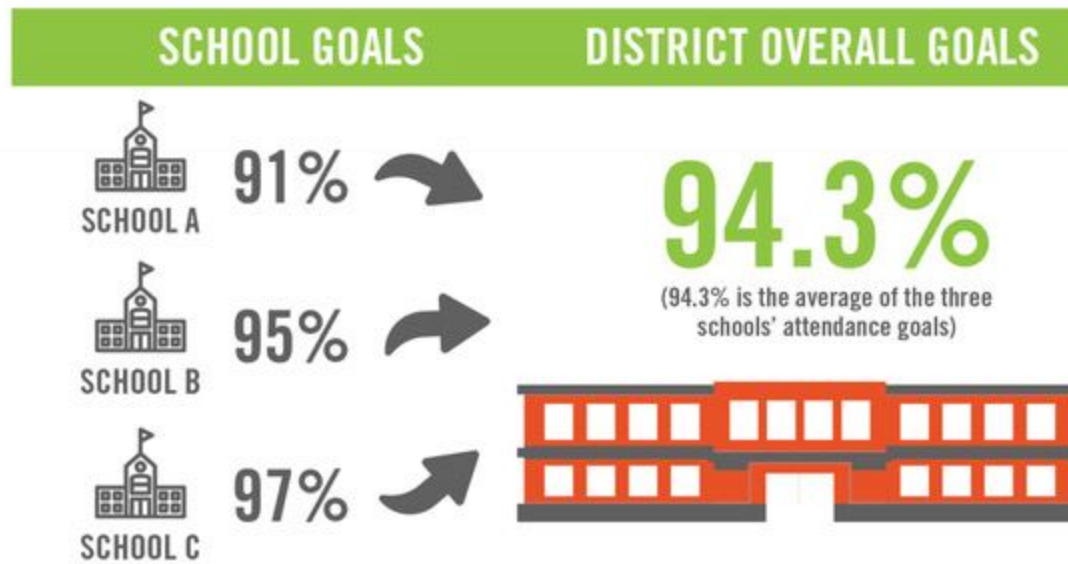
District Scorecard and School Performance Framework








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

  2018-2019 				
Destination Excellence Scorecard				
College and Career Ready Graduates	2015-16	2016-17	2017-18	2018-19 goal
Graduation rate	67.5%*	72.5%*	76.9%*	Pending final 2018 graduation rate
% of students meeting SAT college readiness benchmarks in both reading/writing and math		33%	33%	30%
Post-secondary enrollment				
Academic Excellence	2015-16 **	2016-17 **	2017-18	2018-19 goal
% of 3rd graders proficient in reading	33%	37%	34%	40%
% of students proficient in both reading and math	24%	27%	26%	27%
% of students meeting projected reading growth	43%	47%	43%	48%
% of students meeting projected math growth	38%	41%	47%	51%
Safe, Supportive and Joyful School Climate/Culture	2015-16	2016-17	2017-18	2018-19 goal
% of students with positive perceptions of belonging, school safety and teacher-student relationships (students who have favorable responses in all three areas)				Baseline TBD
Average daily attendance rate	92.7%	92.4%	91.9%	92.0%***
Chronic absenteeism rate	24.0%	25.7%	28.0%	28.4%***
Suspension rate	8.8%	7.8%	7.4%	6.8%
Organizational Health	2015-16	2016-17	2017-18	2018-19 goal
Novice teacher retention rate	73.9%	66.7%	76.4%	80%
% of employees who are engaged and committed to Tulsa Public Schools (% of favorable responses based on staff survey questions)			86%	88%
% of teachers and principals with positive perceptions of district office service (% of favorable responses based on staff survey questions)	34%****	23%****	64%	68%

2018-19 District Scorecard Targets

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Post-secondary enrollment				

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

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.

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

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

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Suspension rate	8.8%	7.8%	7.4%	6.8%

***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

2018-19 District Scorecard Targets

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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.

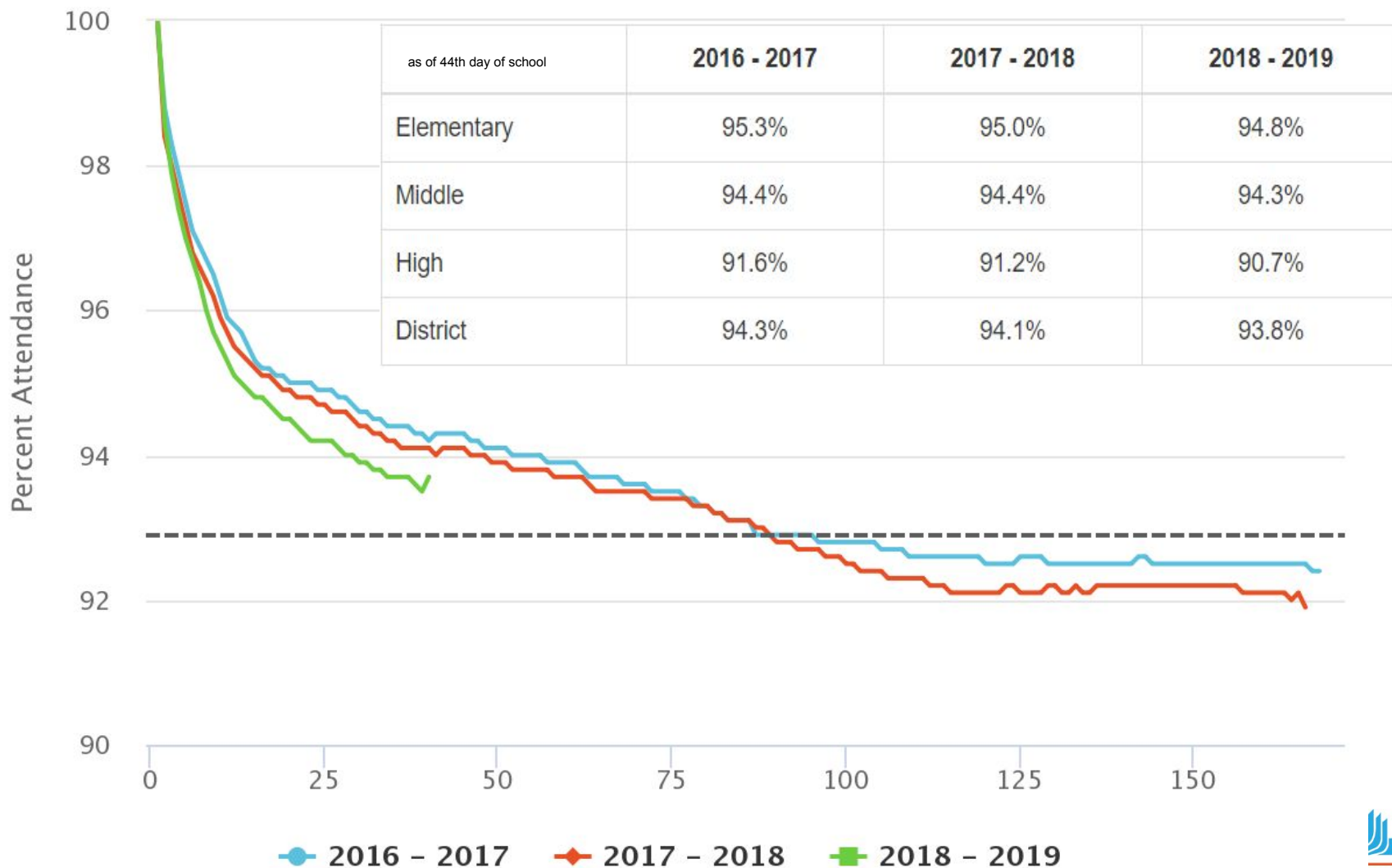
- **Retention rate:** This calculation includes classroom teachers in their 1st or 2nd year with TPS who receive customized support and coaching before and during the year*.
- **Employee engagement:** Our engagement survey initially launched in 2017-18; beginning in 2018-19, a district-wide employee 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.

Quarter 1 Progress

- Attendance/Chronic
- Suspensions
- Fall MAP Proficiency

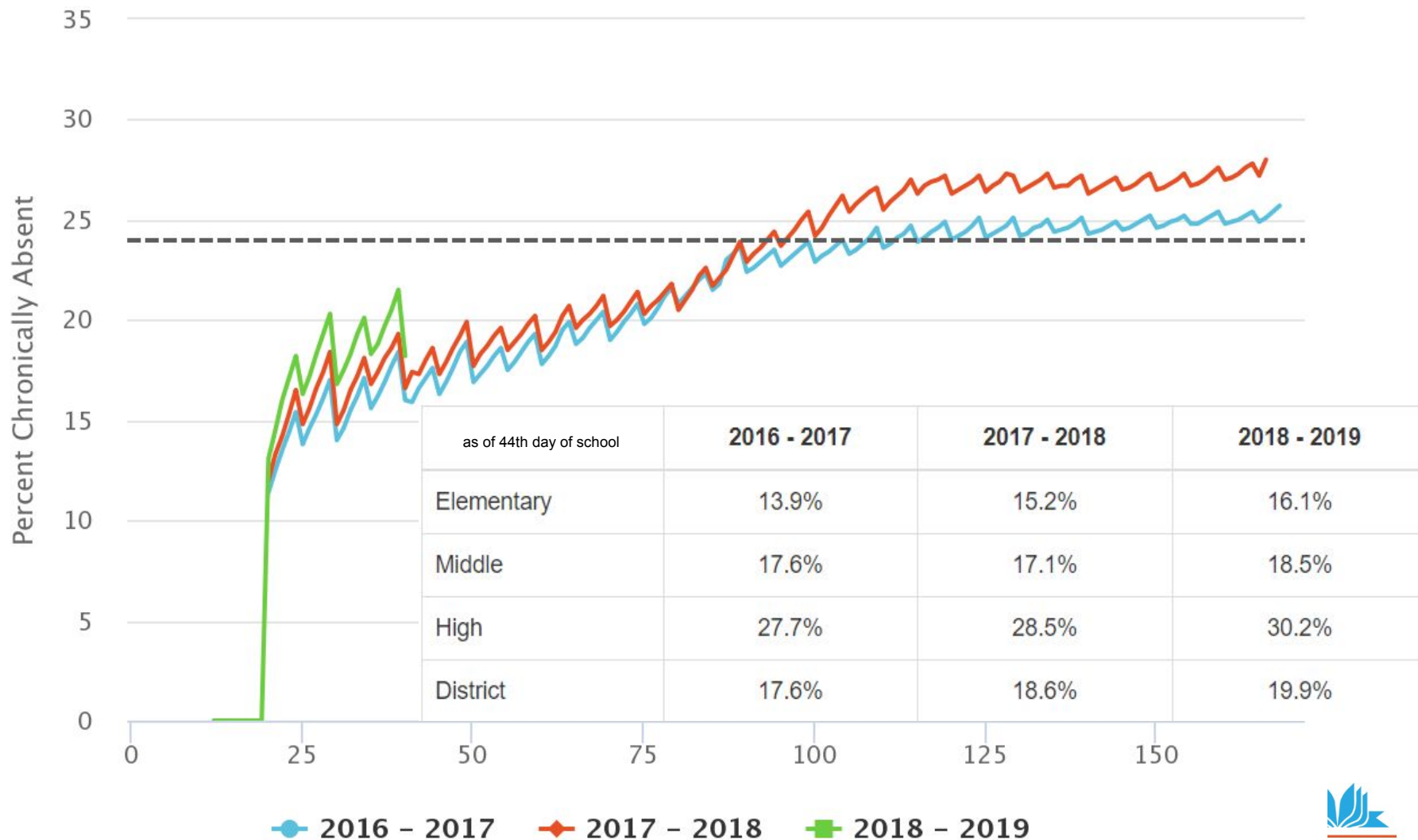
2018-19 so far

Average Daily Attendance Rate is down...



2018-19 so far

Chronic Absenteeism is up...



2018-19 so far

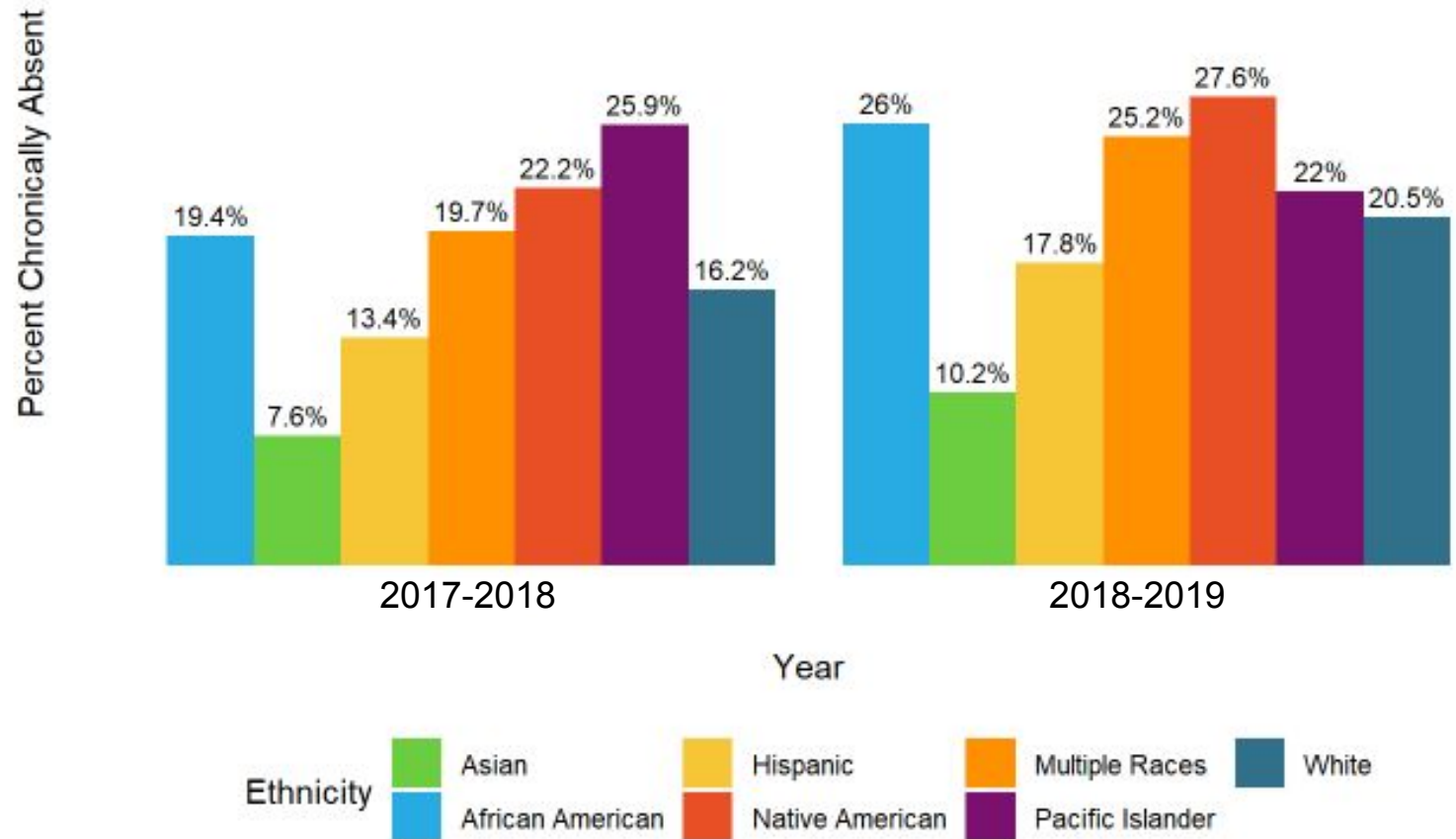
The new suspension rule has played a role in the decrease in attendance rates.

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.

Percent of Chronically Absent Students
Quarter 1 results, 17-18 vs. 18-19 School Years

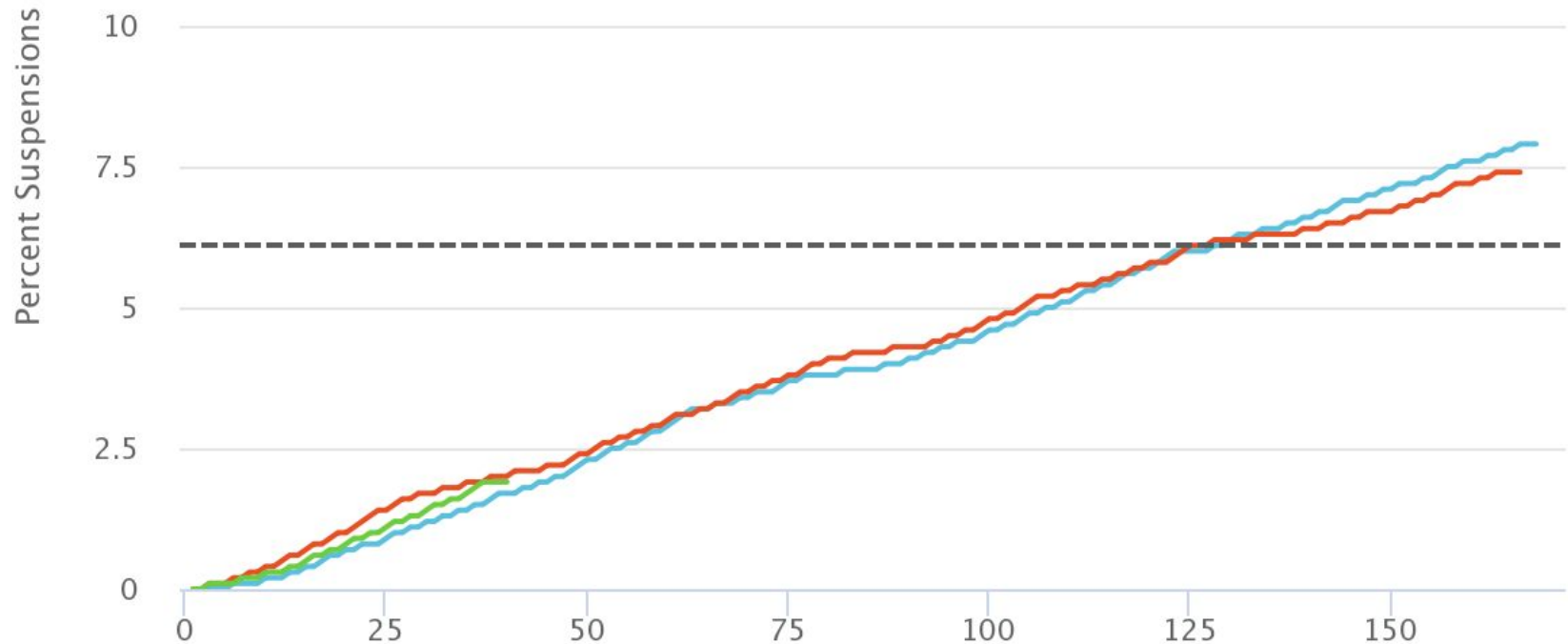


Key district-wide themes: attendance & chronic absenteeism

- 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.

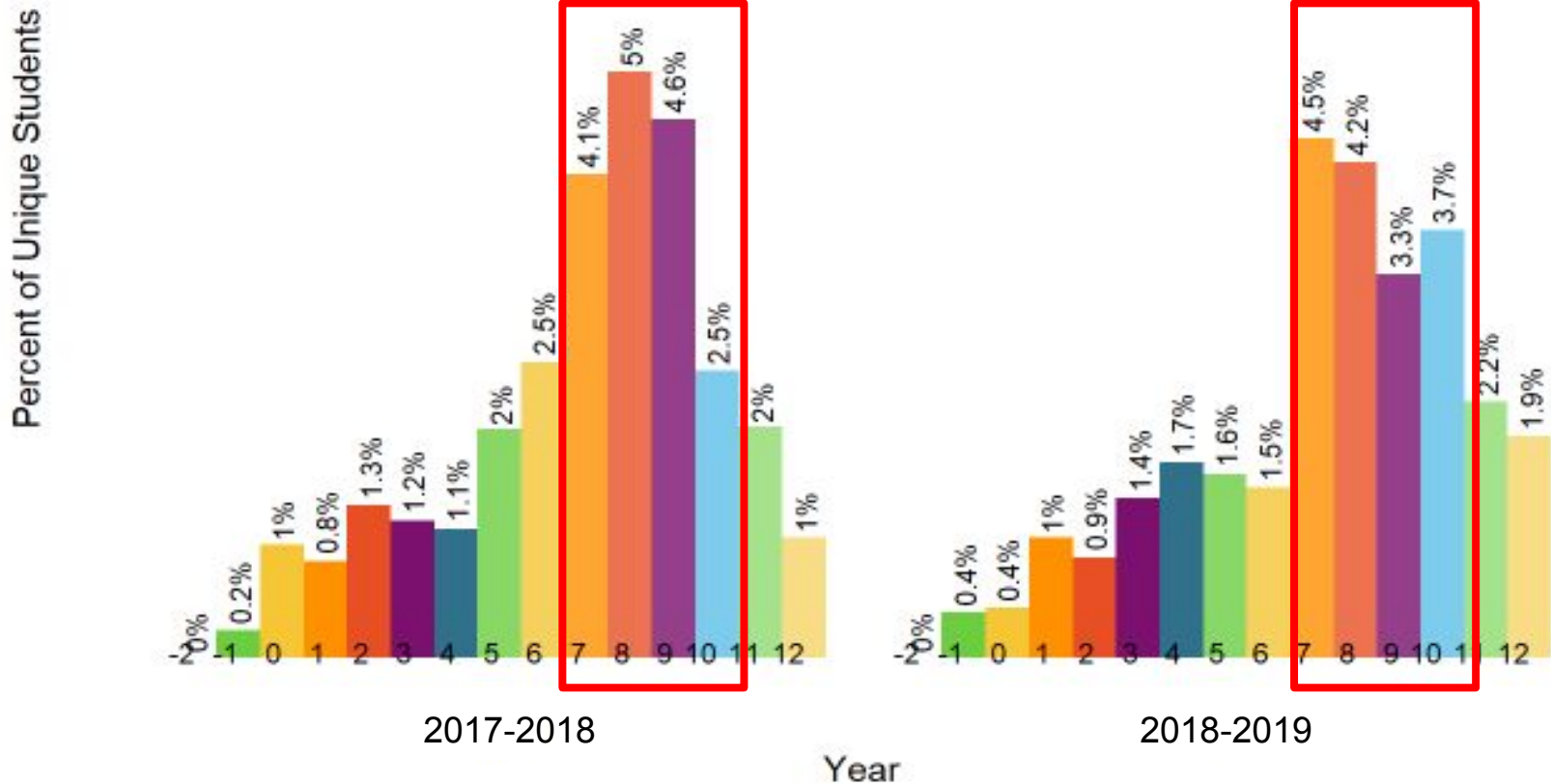


● 2016 - 2017 ◆ 2017 - 2018 ■ 2018 - 2019

as of 44th day of school	2016 - 2017	2017 - 2018	2018 - 2019
Elementary	1.2%	1.4%	1.2%
Middle	4.2%	4.3%	3.6%
High	2.4%	3.1%	3.2%
District	1.9%	2.1%	2.1%

7th, 8th, 9th, and 10th grades have the highest percentage of suspended students.

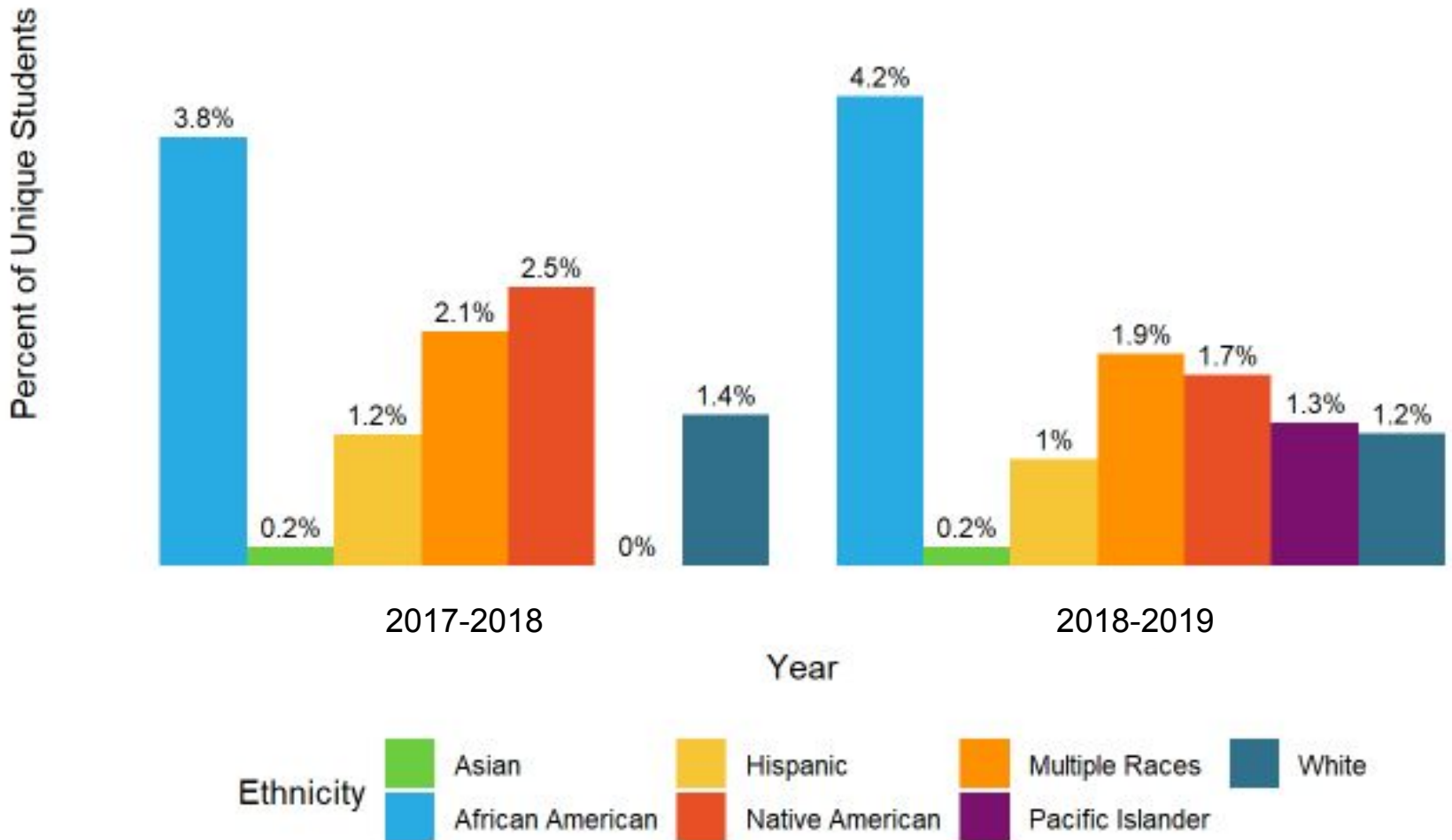
Percent of Students Suspended by Grade Level
Quarter 1 results, 17-18 vs. 18-19 School Years



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



Key district-wide theme: Suspension

Elementary

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

Middle School

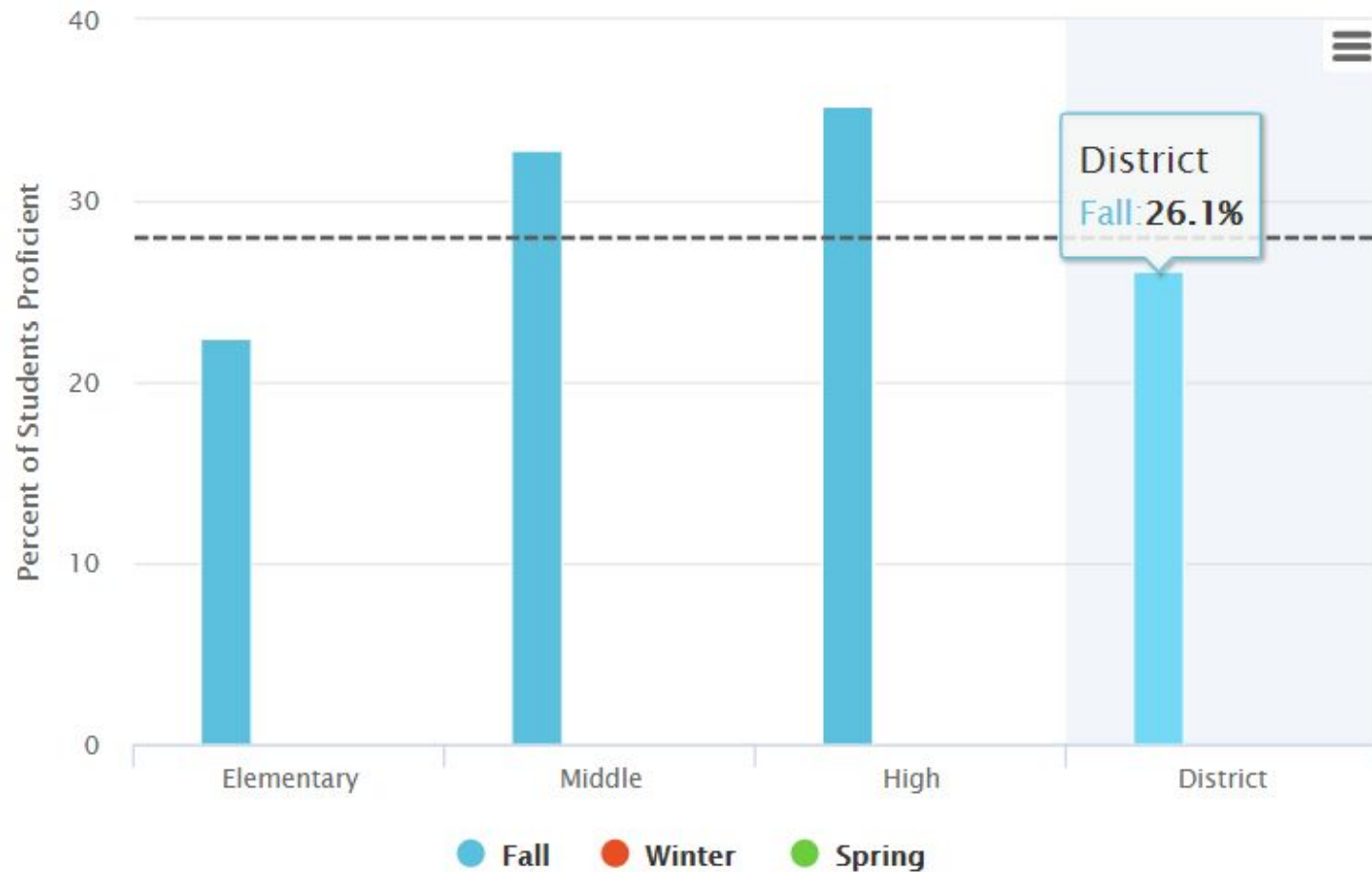
- The largest number of suspensions are happening in these grades.

High School

- Most schools are maintaining similar rates to last year at this time with the exception of a few bright spots.

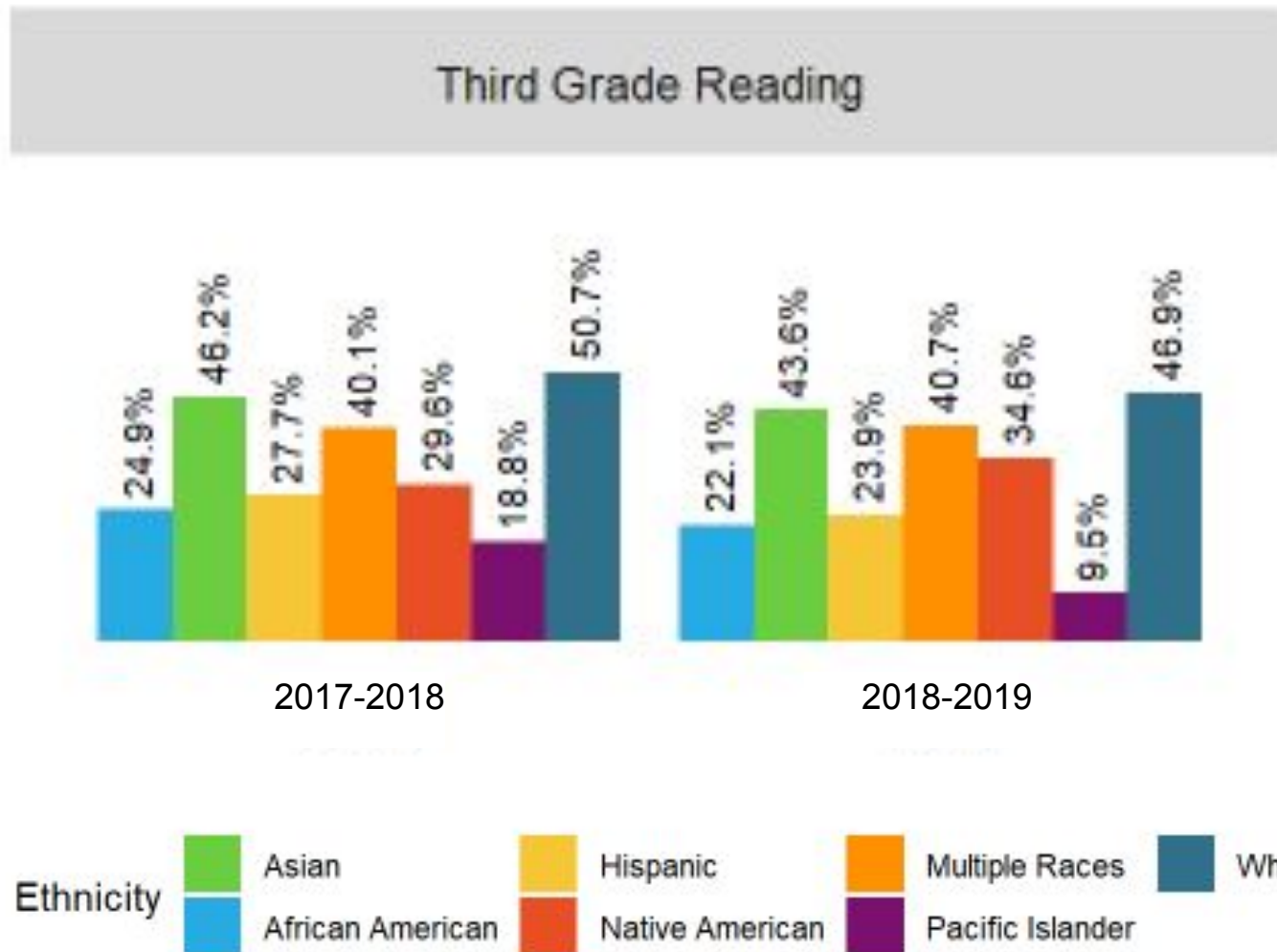
2018-19 so far

Overall proficiency in both reading and math is similar to last year.



Spotlight - Gaps in 3rd Grade Reading

Percent of Proficient Students



School Performance Framework in Context

Our schools serve a diverse population.

Racial/ethnic breakdown:

African American	24%	Multiracial	10%
Asian/Pacific Islander	2%	Native American	5%
Hispanic	36%	White	24%

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

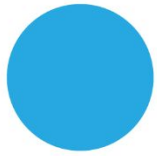
Goal teams focused on collaboration and improvement

Continued integration of school and district planning



Appendix: Further Description of District Scorecard Measures





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



College and Career Ready Graduates – Measures

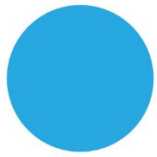
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Post-secondary enrollment – exact measure and baseline TBD

Oklahoma's statewide rate for 2016 graduates was 82%, similar to the national average.*



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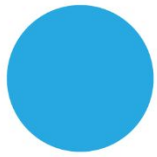
% of students meeting SAT college readiness benchmarks in both reading/writing and math

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.

11th Grade Section Score Ranges
160–760 Point Scale

	Red	Yellow	Green
Evidence-Based Reading and Writing	160–420	430–450	460–760
Math	160–470	480–500	510–760



College and Career Ready Graduates – Measures

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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

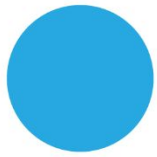
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% of 3rd graders proficient in reading

% of students proficient in both reading and math

% of students meeting projected reading growth

% of students meeting projected math growth



Academic Excellence – Measures

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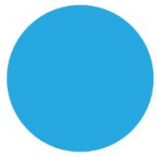
% of 3rd graders proficient in reading

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% of students meeting projected reading growth

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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 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

Excelling in both reading AND math is an important predictor of success in college.



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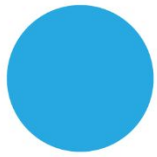
% of students meeting projected math growth

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

Average
Student



195

Carlos



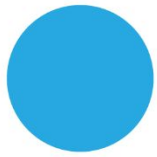
200

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.



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



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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.

Sam

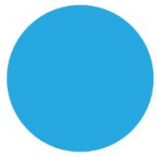


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Carlos



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Sam



200

Carlos



200

Carlos

+10 points

Carlos



210

+4 points

Sam

Sam



204



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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.

Sam



200

Carlos



200

Carlos

+10 points

Carlos



210

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

+4 points

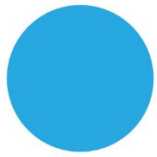
Sam

Sam



204

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.



Safe, Supportive, and Joyful School Climate/Culture – Measures

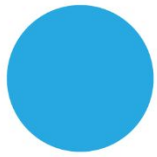
What are our scorecard measures?

% 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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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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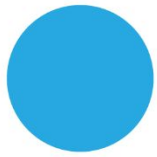
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Attendance can influence several other outcomes, such as academic performance and graduation.



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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

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

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.

What does the research say about attendance?

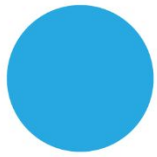
How can we **understand** truancy & **improve** attendance?

- **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

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, PA⁵
 - Truancy Prevention Through Mediation Program, OH⁵
 - Project PACT, Oahu, HI⁶
 - Savannah Chatham School District, GA⁶
 - Truancy Arbitration Program, Jacksonville, FL⁶
 - Mayor Bloomberg's Chronic Absenteeism Task Force, New York, NY¹
 - Truancy Intervention Project, Fulton County, GA⁷
 - Truancy Reduction Program, Kern County, CA⁷



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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.*



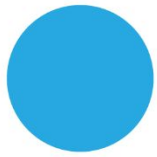
Organizational Health – Measures

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



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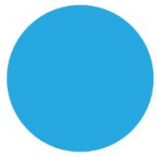
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% of employees who are engaged and committed to Tulsa Public Schools

% 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

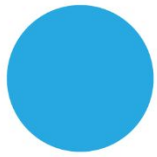
What are our scorecard measures?

Novice teacher retention rate – % of 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

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

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