

Empowered Schools Act Application

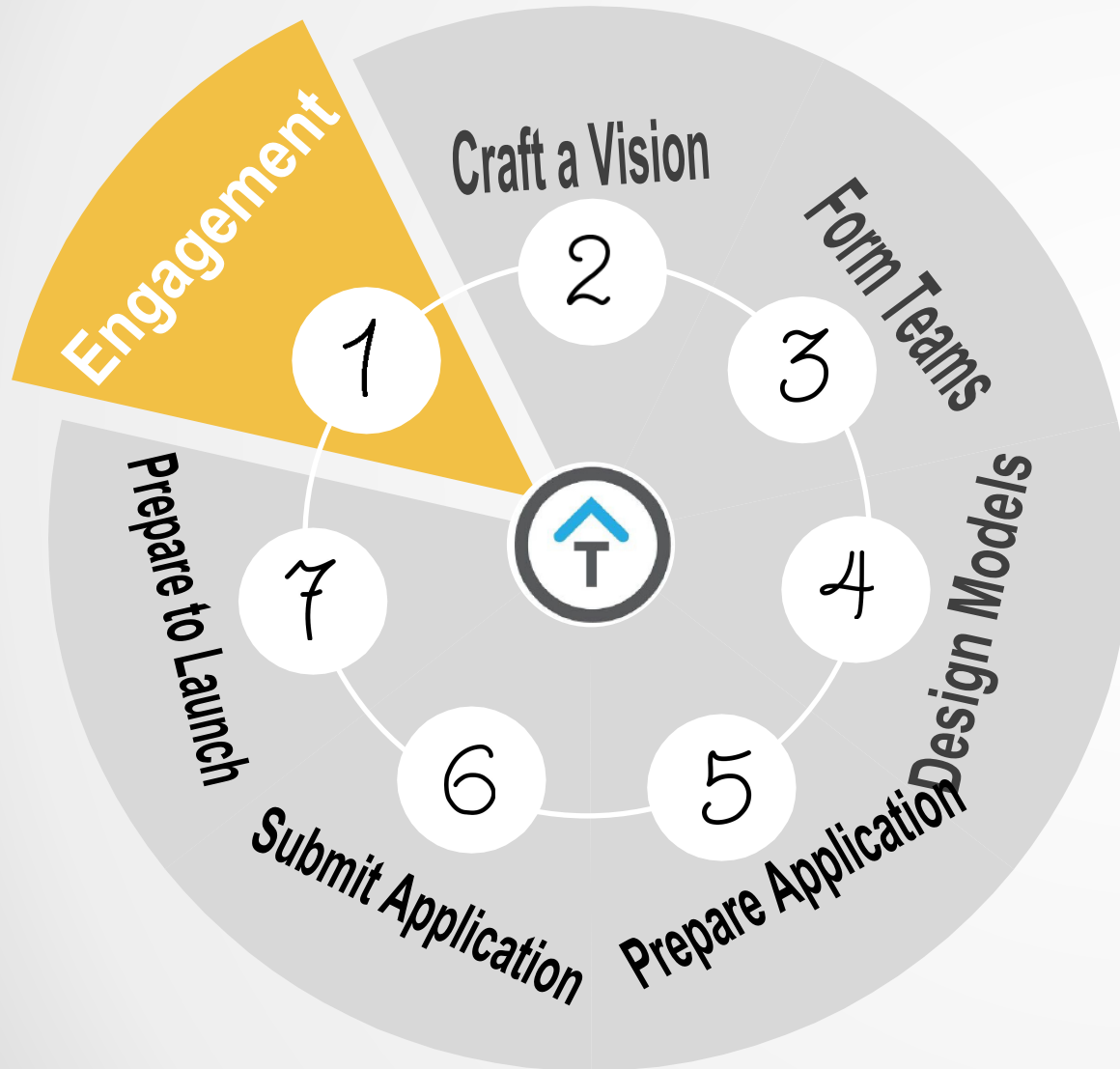
Board Meeting
January 7, 2019



Over a year
building toward
this application
and better high
schools for
Tulsa youth



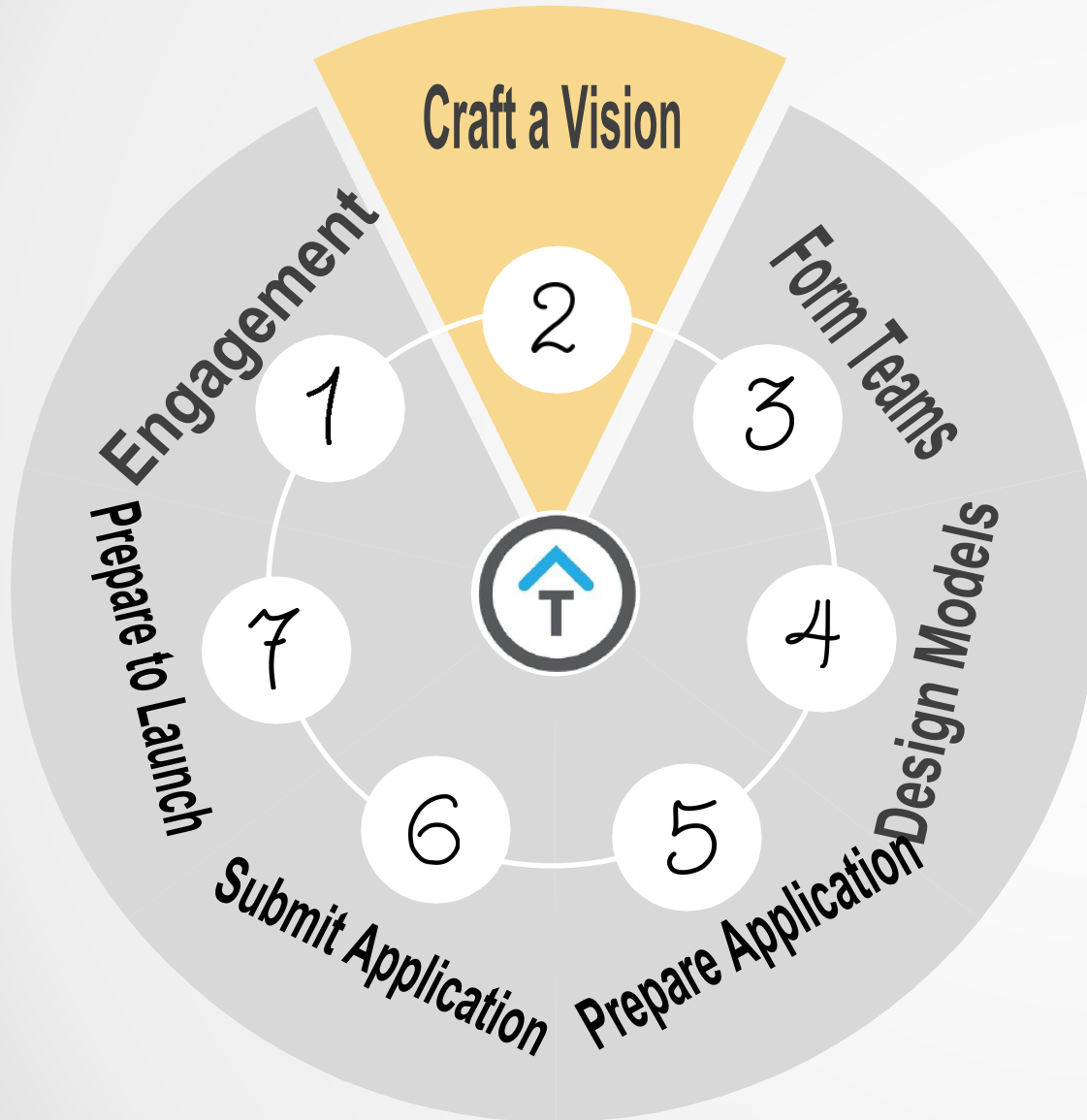
Engagement of Tulsans about High School



Five themes common to all stakeholders

- Learning needs to be more personalized
- Relationships are critical
- Future-readiness is on the minds of youth and adults
- Tulsa is a city of resources
- Equitable opportunities is needed and missing

Crafting a Vision for the Future of High School



- Develop a graduate profile for Tulsa Beyond
- Select five design anchors for Tulsa Beyond



Resourceful learners in a rapidly changing world

We have learned how to learn and we use that skill to tackle school and life. We know that lasting success comes from collaboration, so we work to understand ourselves and others. We strive for success, learn from failure, and in all cases, persist. We thrive, even in uncertainty, because opportunity and challenge go hand-in-hand.

Designers of our own life journey

We understand and draw confidence from our identity and worth. We tackle problems and create our own solutions. We take ownership of our life, advocate for ourselves, and follow our imagination. Life is full of surprises, so we are firm in our goals but flexible in our plans.

Meaningful contributors, in Tulsa and beyond

We earn respect and give respect. We lead with love and compassion for others. We accept that what we do impacts our neighborhood, country and world. We take this responsibility with us, wherever we go.

Anchor 1

Personalized learning and competency-based progression

Anchor 2

Rigorous preparation for a very different future

Anchor 3

Equitable options for youth

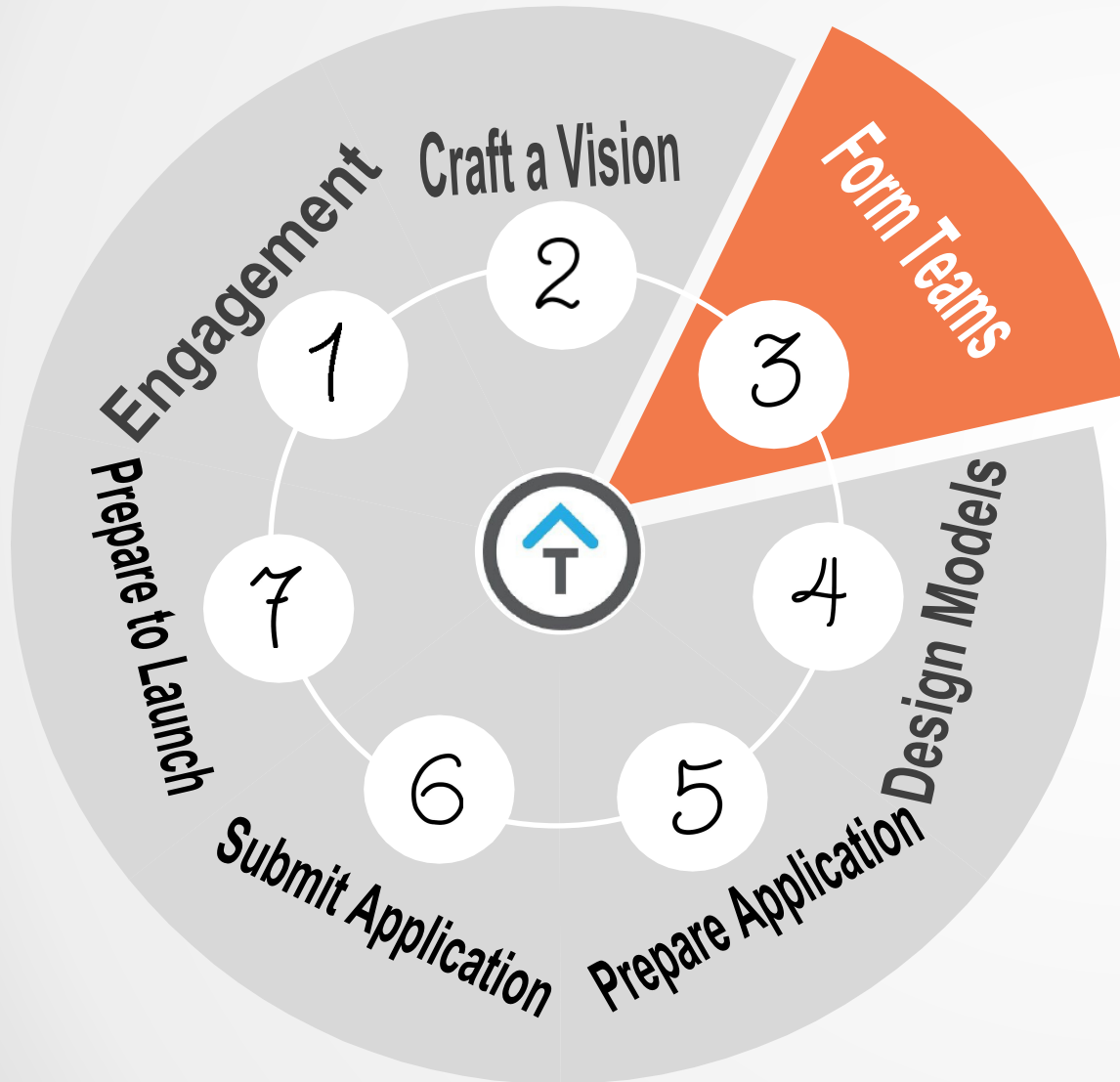
Anchor 4

Learning outside the walls of the school

Anchor 5

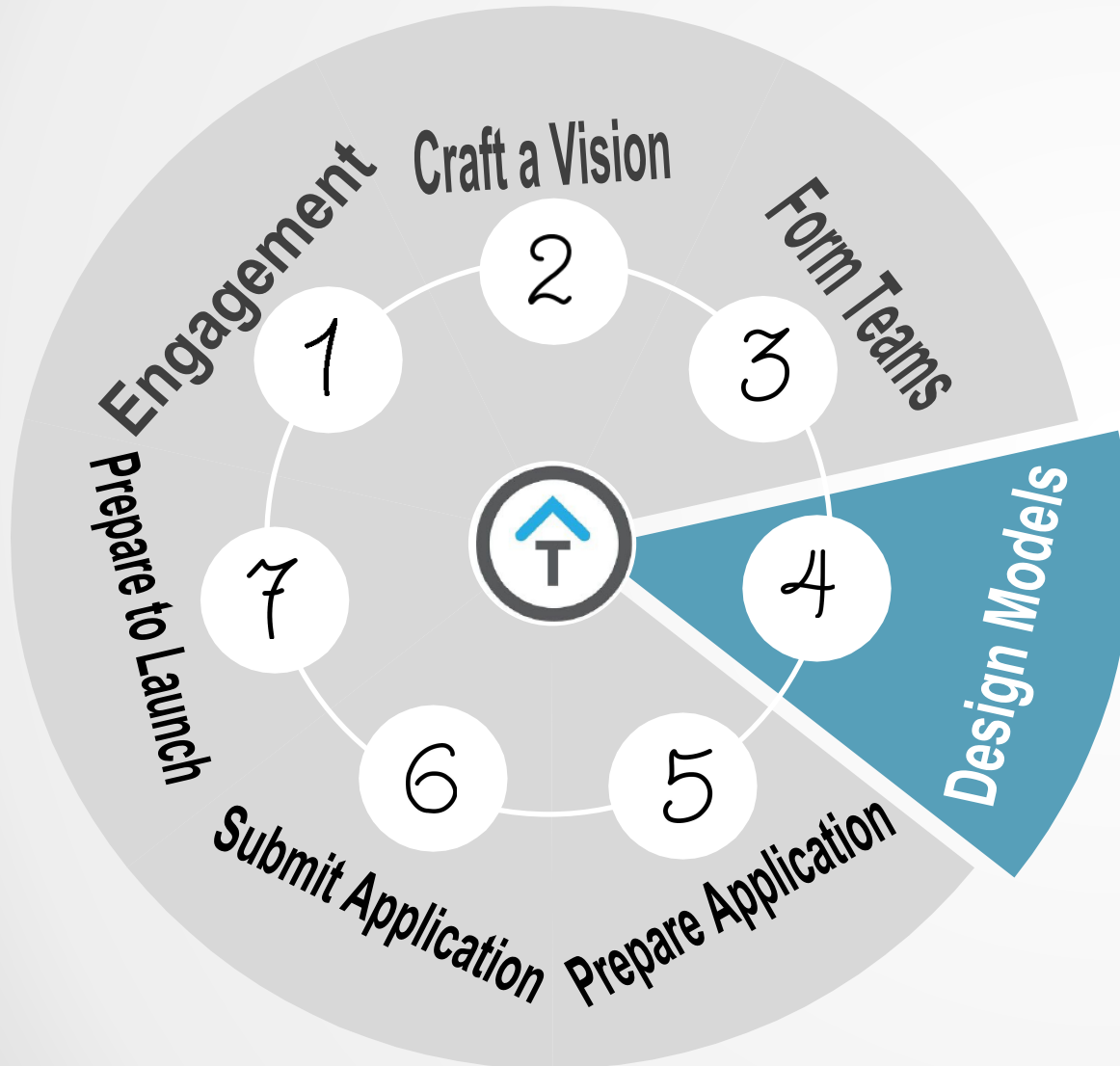
Meaningful relationships between youth and adults

Forming Design Teams



- Participation was open to all
- Four high schools joined:
 - Webster High School
 - Hale High School
 - Tulsa Learning Academy
 - McLain High School
- Each school cast a design team made of educators, students, parents and community members

Begin Designing School Models



- Begin a year-long design process
- Learn from others
- Learn from research and experts
- Run small prototypes
- Visit break-through high schools
- Develop an initial design canvas



Section 1 of 14

Hale Beyond Design Canvas Self-Assessment

QUESTIONS
RESPONSES 10

This is a self-assessment tool for your school's design canvas.
You need:
(1) about 30-45 minutes to take this self-assessment; and
(2) a way to take notes on your thoughts and ideas as you complete it
copy canvas or any other method that makes sense to you.
will be helpful for your to open up your team's design canvas in a

DESIGNING TOWARD EQUITY

YOUR NAME:

Hale Flexible Schedule

NOTICE AND REFLECT

What behaviors did you notice?
(yours, others, students etc)

What did you learn?
Traditional Schedule isn't working

What did you do?
Empathy interviews

From your sphere of influence what is your equity
aspiration/intention (this is your north star)

Students will learn to plan & manage their time to ensure they are college, career & life ready!

ASPIRATION AND BEHAVIORS

list some new behaviors you will observe in yourself and others



School is valued
Badge in
College feel
Credit Hours

less time in classrooms
transportation options
less core subjects, more life skills

practices that can help you get there?
Covey Leadership

2 DEFINE: Your FOCUS

What equity practice can you
back?

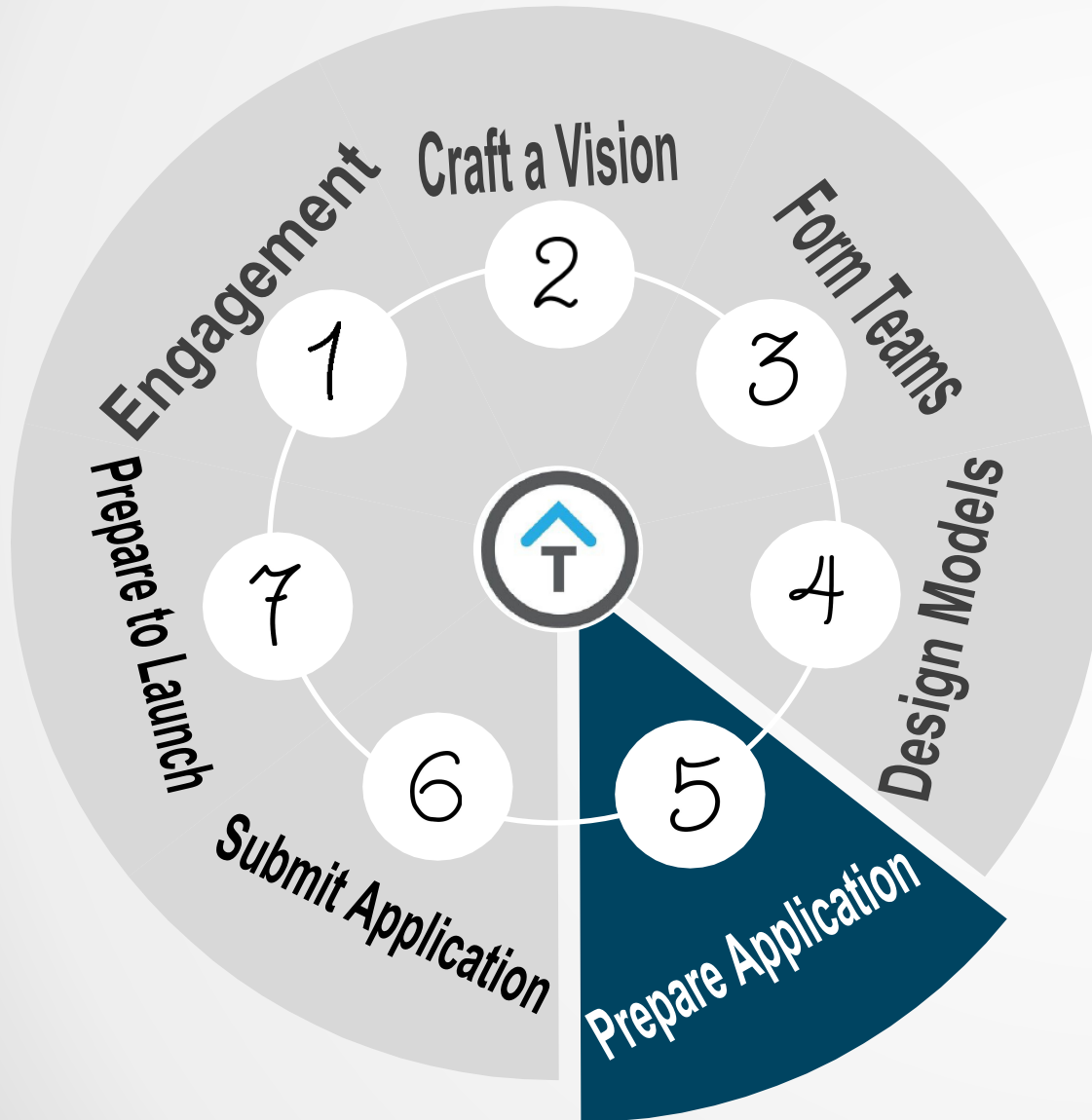
CHOOSE ONE from the list or choose
your own
Don't worry, this is not a high stakes
decision. No long-term commitment,
just a space for experimentation and
learning.

3 IDEATE: BRAINSTORM

School Design Canvas

Hale Beyond

Seek Flexibility through the Empowered Schools Act



- Design team faculty engagement
- Design teams write an overview
- Schools hold secret ballot vote
- Design Lab begins writing the Empowered Schools Act zone application

Topic	What Empowered Schools Act flexibility might allow:
Attendance	<ul style="list-style-type: none"> ▪ Attendance could be verified in a variety of ways, by a variety of people ▪ Students could go to school on Saturdays, breaks and evenings
Flexible graduation requirements	<ul style="list-style-type: none"> ▪ Schools can reorganize content and classes to increase relevance ▪ Freedom from “box checking” and pushing students through a regimented course sequence
Limiting definitions of pace, place and proportions	<ul style="list-style-type: none"> ▪ Students can move as fast as they want and as slow as they need ▪ Real-world learning can count for academic credit ▪ Removal of limits on pace and time spent out-of-the-classroom

Empowered Schools status gives Tulsa Beyond schools the ability to access greater statutory and regulatory freedom, when and if they need it.

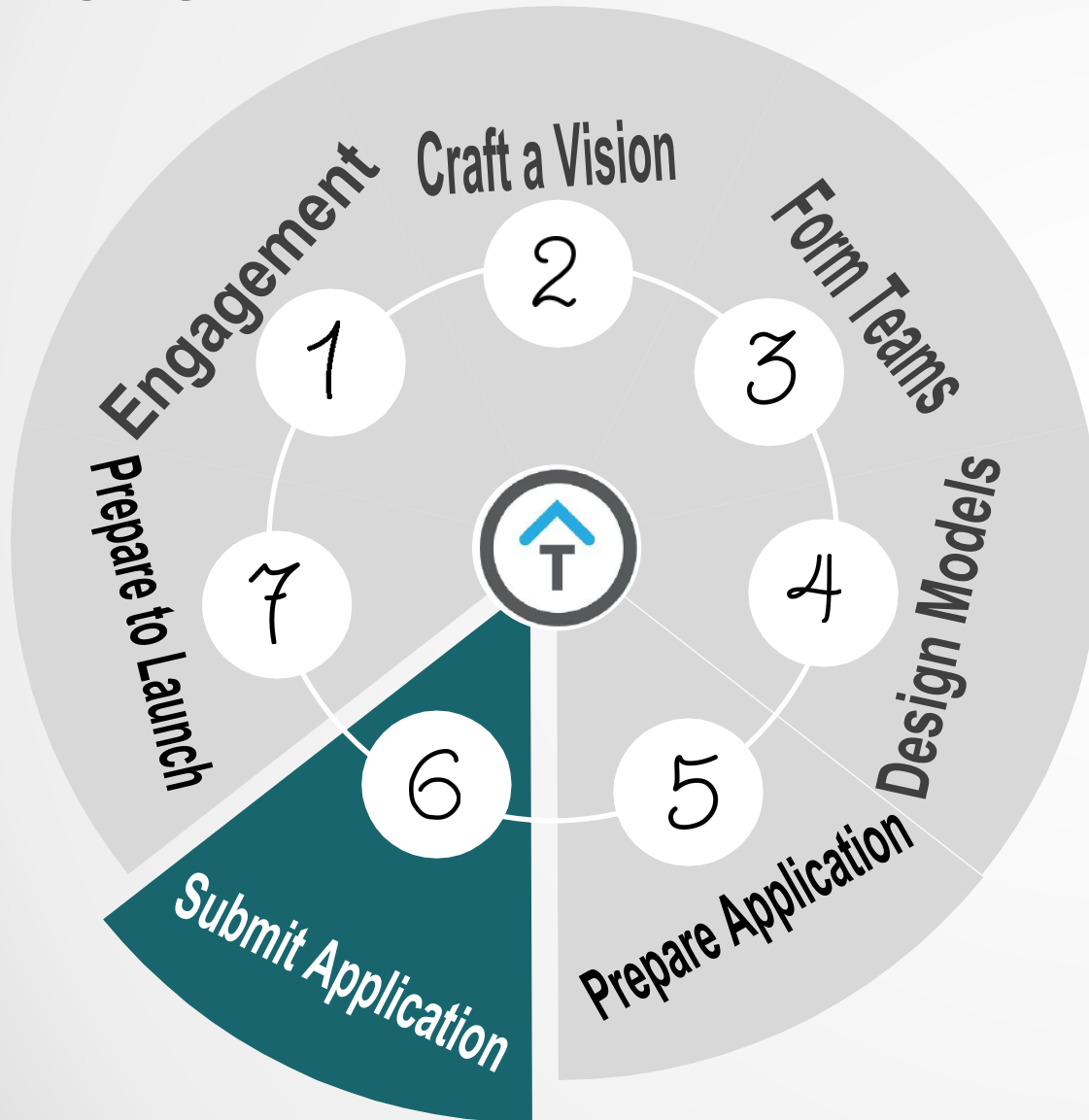
Topic	What Empowered Schools Act flexibility will not allow:
Attendance	<ul style="list-style-type: none"> ▪ Students stop coming to school ▪ Students attend less than the current minimum number of hours/days ▪ Students, schools and the district are no longer accountable for attendance
Flexible graduation requirements	<ul style="list-style-type: none"> ▪ Waiving of state academic standards ▪ Waiving of state or district assessment ▪ Reducing academic expectations or rigor ▪ Eliminating the academic expectations for post-secondary admission
Limiting definitions of pace, place and proportions	<ul style="list-style-type: none"> ▪ Students do whatever they want, wherever they want ▪ Students are not taught by certified teachers ▪ Students are not under the supervision of schools

Empowered Schools status does not require Tulsa Beyond schools to use the flexibilities provided to them.

90%+

Staff
Support

Submit an Application for an Empowered Schools Act Zone



- Complete application
- Submit to School Board
- School Board review and votes to advance it to the State Board
- State board review and vote to approve or reject

A Tulsa Public Schools Empowered Schools Act Zone Application



Contents

SECTION 1: OUR MISSION -- 21ST CENTURY GRADUATE READINESS

SECTION 2: OUR INNOVATIONS -- CREATING A HUMAN-CENTERED SCHOOL

A. EQUITY

B. RELATIONSHIPS

C. RELEVANCE

D. RIGOR

E. PERSONALIZED LEARNING

F. SUMMARY

SECTION 3: PROGRAMS, POLICIES, AND OPERATIONAL DOCUMENTS IMPACTED

A. THE RESEARCH-BASED EDUCATIONAL PROGRAM TO BE IMPLEMENTED

B. THE LENGTH OF SCHOOL DAY AND YEAR

C. STUDENT PROMOTION AND GRADUATION POLICIES TO BE IMPLEMENTED

D. ASSESSMENT PLANS

E. PROPOSED BUDGET

F. STAFFING PLAN

SECTION 4: STATUTORY, REGULATORY, AND DISTRICT POLICY WAIVERS REQUESTED

A. ATTENDANCE

B. CURRICULUM

C. ADVANCE

D. HIRING EDUCATORS

E. COLLECTIVE BARGAINING (NOT WAIVED)

F. ECONOMIC PERFORMANCE

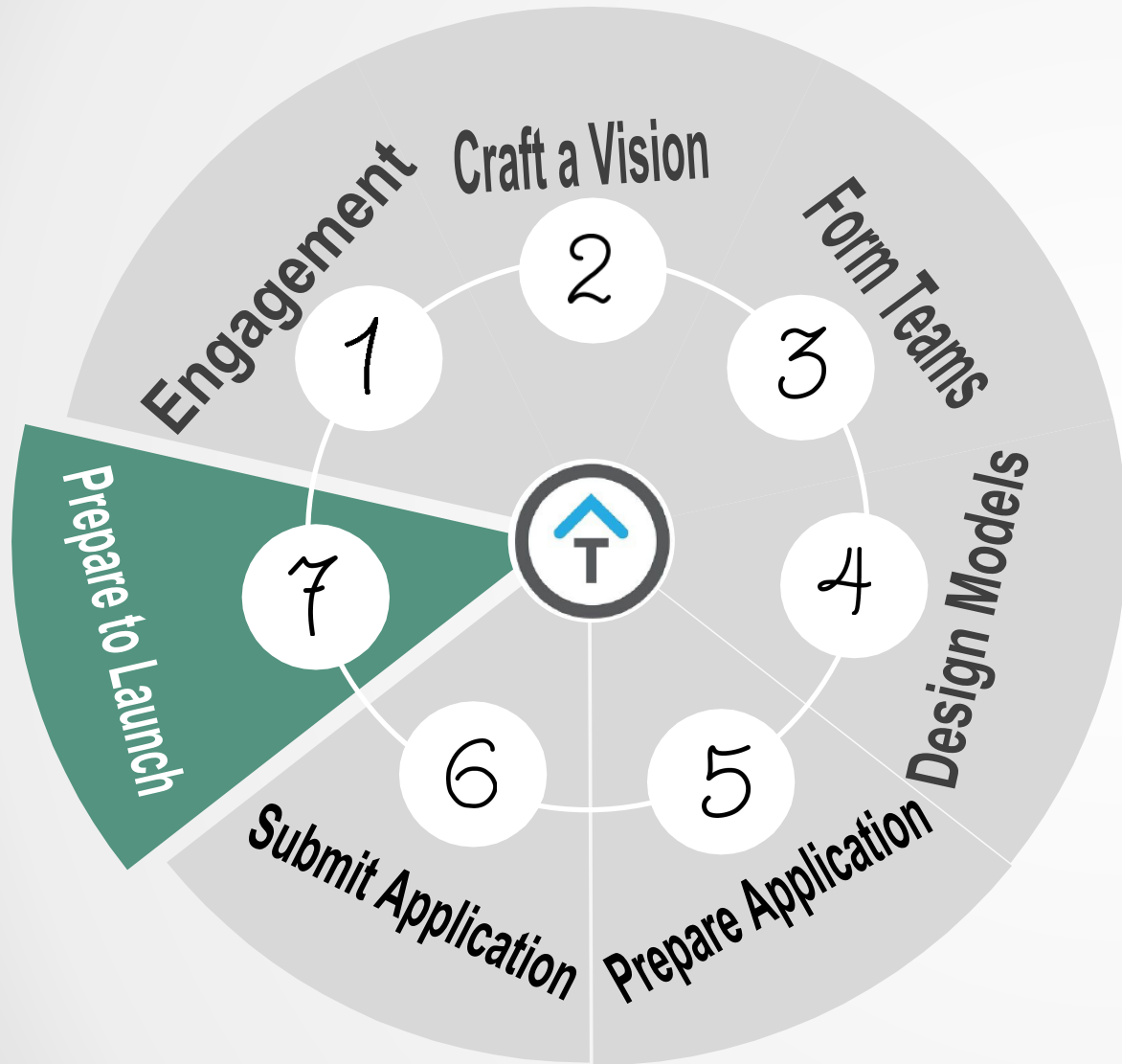
G. POLICIES AND COST SAVINGS

H. COMMUNITY SUPPORT

I. TEACHER SUPPORT

J. COMMUNITY SUPPORT

Preparing to Launch a Pilot in August 2019-2020



- Moving from vision to operational plans
- Expert consultations
- Zone-wide development
- Beginning staff development
- Communicating with stakeholders
- Preparing for August 2019