



# 2018-2019 Quarter 2 Review

## February 19, 2019

# 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



# What do we believe about improving performance?



# Outcomes for the Q2 Report

- We will share an update on our work to improve attendance, decrease chronic absenteeism, and prepare our students for college and careers; and
- Our instructional leadership directors will share what some of our school leaders and their teams are learning and how they are responding to the challenges we face.





## District Scorecard Status



# Quarter 2 Progress

College and Career Ready Graduates

Academic Excellence

Safe, Supportive, and Joyful School  
Climate/Culture

Organizational Health

# Quarter 2 Progress

## College and Career Ready Graduates

2018 graduation data available soon  
SAT testing in April

## Academic Excellence

## Safe, Supportive, and Joyful School Climate/Culture

## Organizational Health

Staff Engagement Survey was just  
administered in late January

# Quarter 2 Progress

College and Career Ready Graduates

**Academic Excellence**

Winter MAP Proficiency

Fall-Winter Growth

**Safe, Supportive, and Joyful School  
Climate/Culture**

Attendance Rate




Chronic Absenteeism

Suspensions

Organizational Health



# 2018-19 District Scorecard Status

<div>   <div>2018-2019</div>  </div>			
Destination Excellence Scorecard			
College and Career Ready Graduates	2017-18	2018-19 through Q2	2018-19 goal
Graduation rate	76.9%*	n/a	Pending final 2018 graduation rate
% of students meeting SAT college readiness benchmarks in both reading/writing and math	33%	n/a	30%
Post-secondary enrollment			
Academic Excellence	2017-18	2018-19 through Q2	2018-19 goal
% of 3rd graders proficient in reading	34%	32%	40%
% of students proficient in both reading and math	26%	24%	27%
% of students meeting projected reading growth	43%	44%	48%
% of students meeting projected math growth	47%	46%	51%
Safe, Supportive and Joyful School Climate/Culture	2017-18	2018-19 through Q2	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	91.9%	92.5%	92.0%**
Chronic absenteeism rate	28.0%	23.9%	28.4%**
Suspension rate	7.4%	4.1%	6.8%
Organizational Health	2017-18	2018-19 through Q2	2018-19 goal
Novice teacher retention rate	76.4%	n/a	80%
% of employees who are engaged and committed to Tulsa Public Schools (% of favorable responses based on staff survey questions)	86%	n/a	88%
% of teachers and principals with positive perceptions of district office service (% of favorable responses based on staff survey questions)	64%	n/a	68%

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

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

# Bright spots: College and Career Ready Graduates

1. All high schools are **tracking student progress** in real-time using our data dashboards:
  - i. Are students completing the required courses?
  - ii. What remaining courses must they complete to graduate ?
  
2. We are piloting the **Individual Career Academic Plan (ICAP)** at **East Central High School**. Students engage in:
  - i. Understanding their own interests, strengths, values, and learning style;
  - ii. Creating a vision of their future and developing individual goals; and
  - iii. Preparing a personal plan for achieving their vision and goals.

# Bright Spots: Academic Growth

The schools with the highest percentage of students meeting projected fall to winter growth in *math*:

## Math

Elementary

Lewis & Clark	65%	Burroughs	55%
Lindbergh	61%	Patrick Henry	54%
Hamilton	61%	Mark Twain	53%
Carnegie	60%	Anderson	53%
Lanier	59%	Mitchell	52%
Grimes	59%	Hawthorne	52%
Eliot	58%	Disney	52%
Key	56%	MacArthur	51%
Wayman Tisdale	56%	Eugene Field	51%
Grissom	55%	Council Oak	51%

# Bright Spots: Academic Growth

The schools with the highest percentage of students meeting projected fall to winter growth in *reading*:

## Reading

Elementary

Wayman Tisdale	60%
Grimes	54%
Project Accept	54%
Grissom	54%
Kendall-Whittier	53%
Hawthorne	51%
Lindbergh	51%
Eliot	51%
Lewis & Clark	51%
Eisenhower	51%

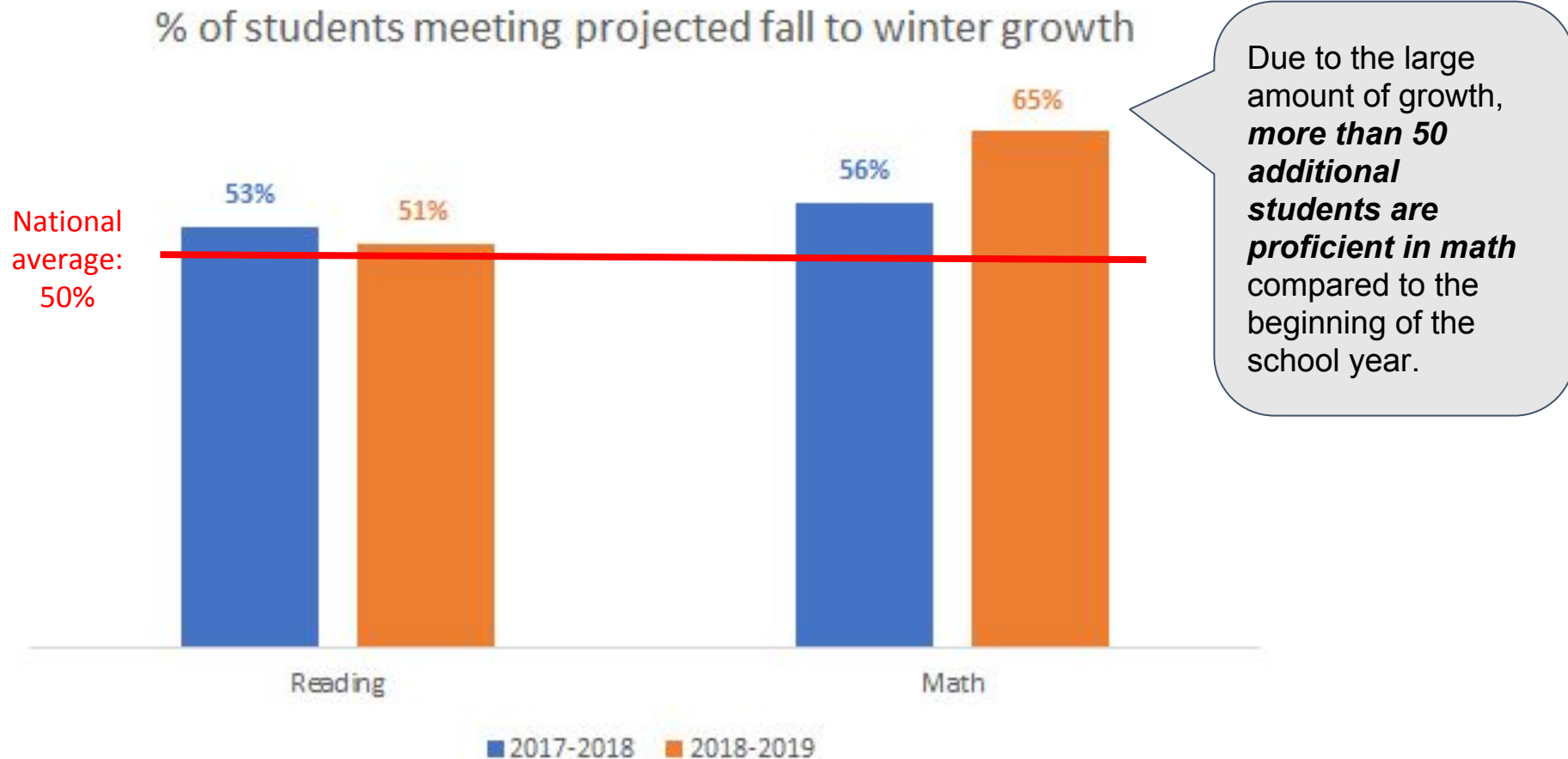
# Bright Spots: Academic Growth

The schools with the highest percentage of students meeting projected fall to winter growth in *reading* and *math*:

Math		Reading		
Middle/Junior	Memorial JH	56%	Central JH	51%
	Monroe	54%	Monroe	51%
	Traice MS	50%	Thoreau	51%
High	Rogers College HS	55%	Rogers College HS	54%
	Hale HS	53%	Edison HS	49%
	Washington HS	52%	Hale HS	47%

## Academic Excellence

### Bright Spots: Lewis & Clark Elementary

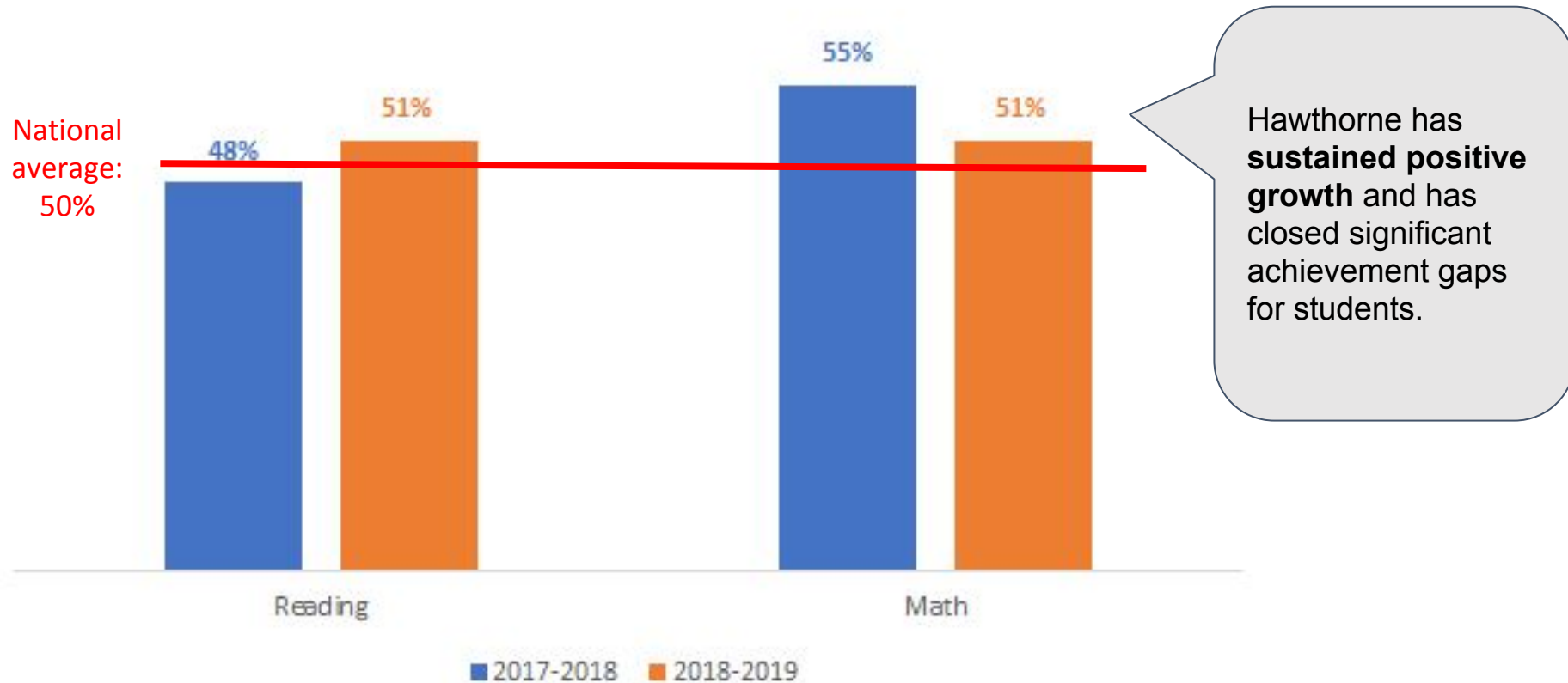




## Academic Excellence

### Bright Spots: Hawthorne Elementary

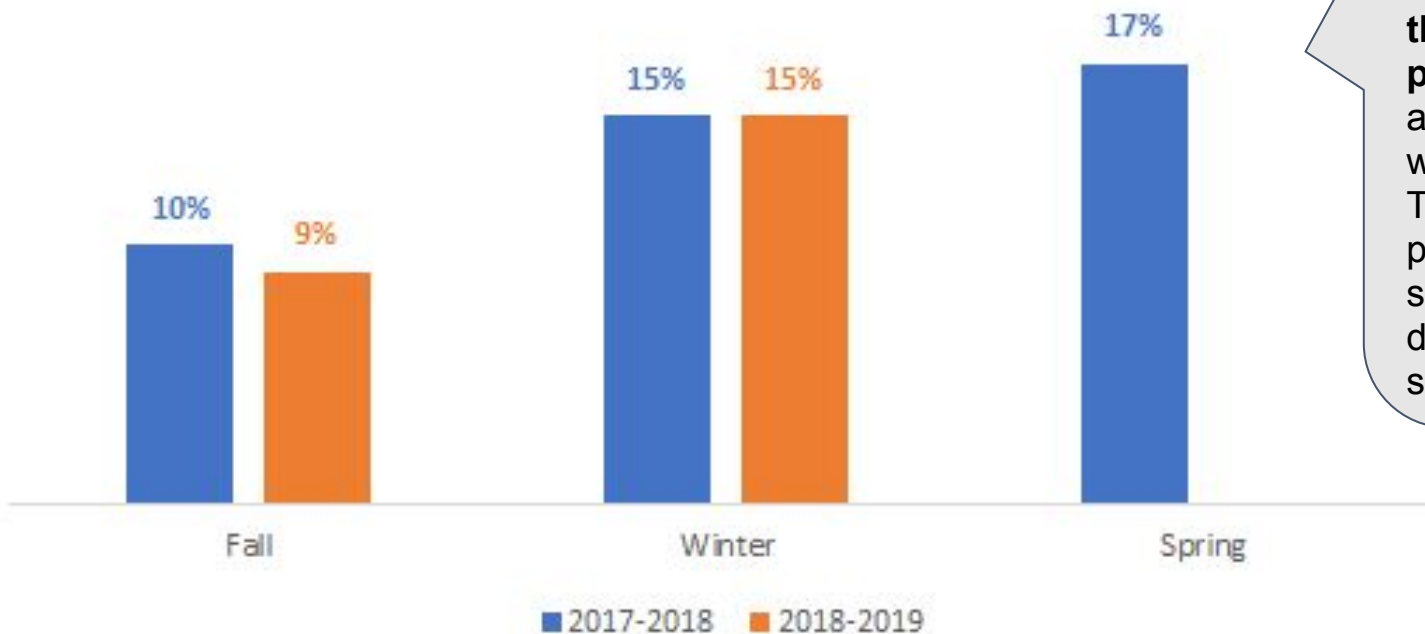
% of students meeting projected fall to winter growth



## Academic Excellence

### Bright Spots: Anderson Elementary

% of students proficient in **both** math and reading



For the second consecutive year, Anderson has **increased the number of proficient students** after starting the year with very low proficiency. This speaks both to the positive impact of the school and the devastating effects of summer learning loss.

# Bright Spots: Decreasing Chronic Absenteeism

Most improved schools on chronic absenteeism, compared to the same quarter last year.

## Elementary

- ECDC Bunche
- Academy Central
- Wayman Tisdale
- Grimes

So far, ECDC Bunche students have experienced **nearly 200 additional instructional days** compared to last year.

Through Q2, Wayman Tisdale has **30 fewer** chronically absent students than last year!

## Middle/Junior

- Rogers College JH

## High School

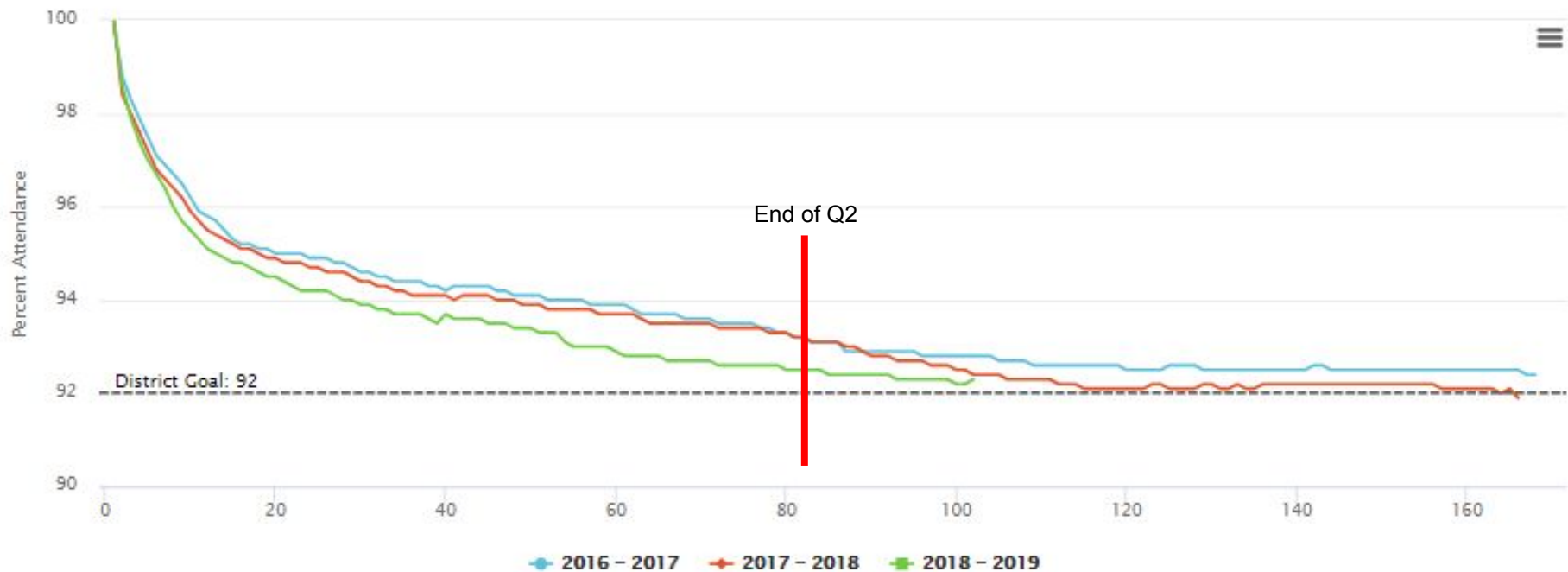
- Central HS
- Edison HS

Through Q2, Central HS has nearly **40 fewer** chronically absent students than last year!

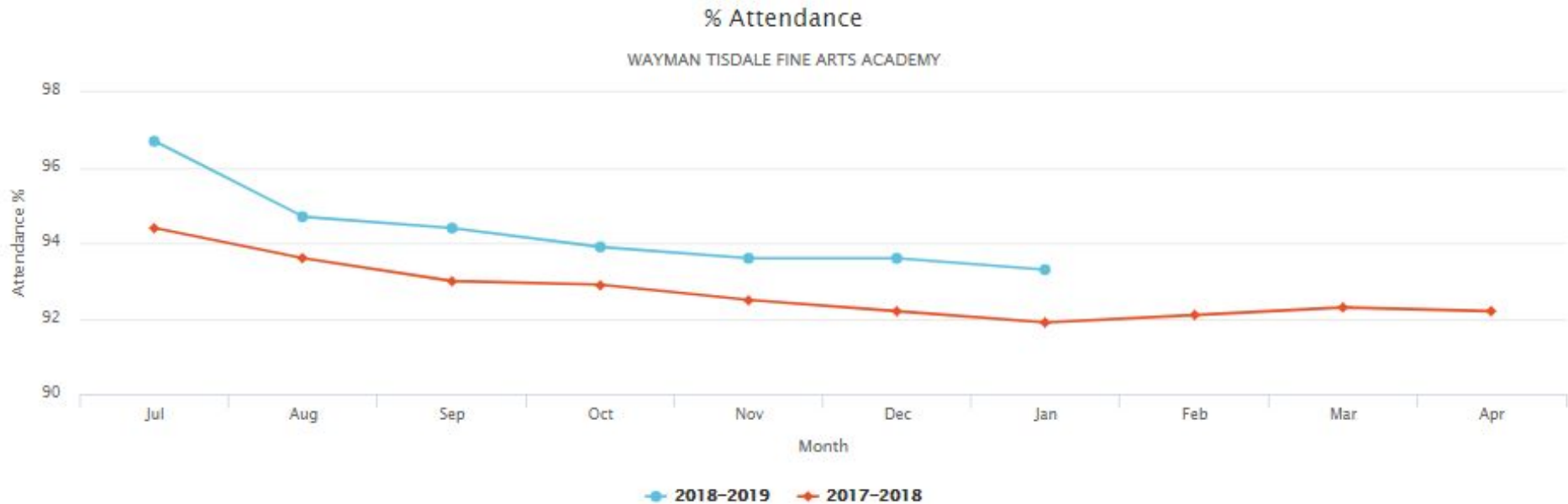
# Attendance: Promising Current Trends

So far during Q3, attendance rates and chronic absenteeism rates have begun to stabilize. Our schools are closing the gap on last year, and we hope to report promising results at our next quarterly report!

## Attendance\*



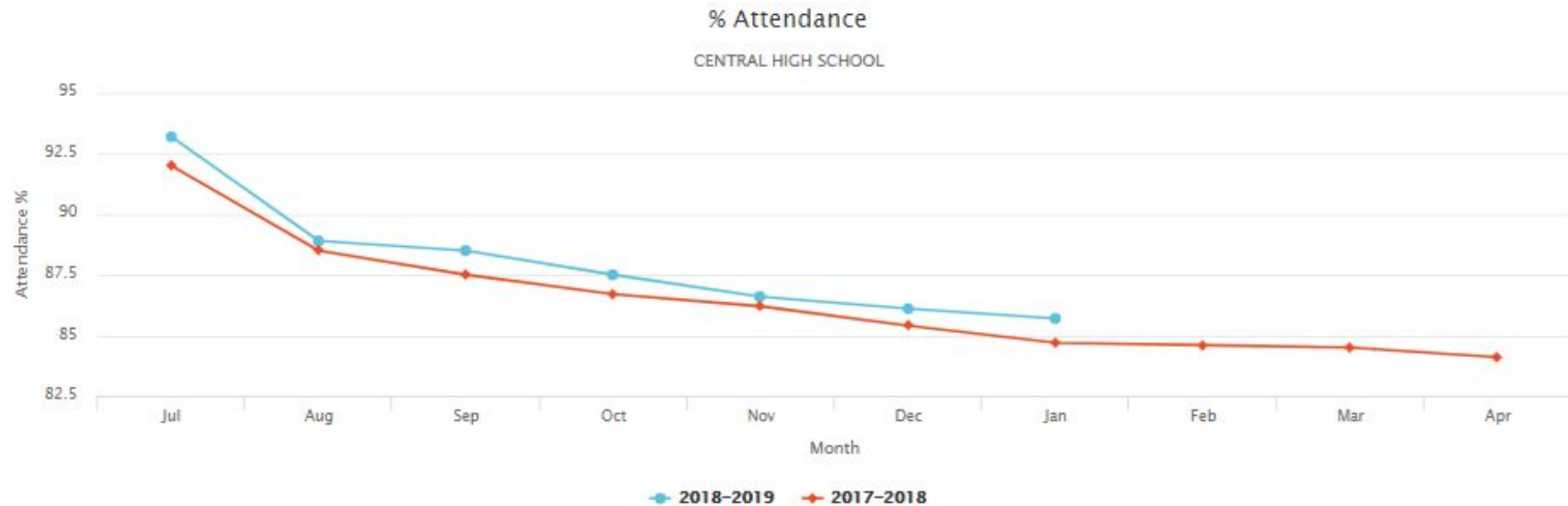
## Bright Spots: Wayman Tisdale Fine Arts Academy



Students at Wayman Tisdale have received **more than 300 additional instructional days** this year due to improved attendance!

# Safe, Supportive, and Joyful School Climate/Culture

## Bright Spots: Central High School



Students at Central High School have received more than **750 additional instructional days** this year due to improved attendance!



## Here are our key learnings:

We know change is possible when we work together, use data, and implement best practices.

School teams are reflecting, adjusting and taking urgent action to create positive change.

School leadership teams are learning from each other as they reflect and adjust.

We are working with partners and the community differently through quarterly partner meetings, and Collaborative Action Networks led by Impact Tulsa.



## Discussion

