



2018-2019 Quarter 3 Review

April 22, 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



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?



Objectives

- Provide a report on progress made toward our district scorecard goals
- 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 3 Progress

College and Career Ready Graduates

Academic Excellence

Safe, Supportive, and Joyful School
Climate/Culture

Organizational Health

	2017-18	2018-19 through Q3	2018-19 goal
College and Career Ready Graduates			
Graduation rate	76.9%*	N/A	Pending final 2018 graduation opt.
% of students meeting SAT college readiness benchmarks in both reading/writing and math	53%	N/A	50%
Post-secondary enrollment			
Academic Excellence			
	2017-18	2018-19 through Q3	2018-19 goal
% of 3rd graders proficient in reading	34%	32%	60%
% 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	43%	45%	51%
Safe, Supportive and Joyful School Climate/Culture			
	2017-18	2018-19 through Q3	2018-19 goal
% of student 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%	91.7%	92.0%***
Chronic absenteeism rate	25.0%	25.5%	28.4%***
Suspension rate	7.4%	5.4%	6.8%
Organizational Health			
	2017-18	2018-19 through Q3	2018-19 goal
Novice teacher retention rate	75.4%	N/A	80%
% of employees who are engaged and committed to Tulsa Public Schools (% of favorable responses based on staff survey questions)	66%	61%	68%
% of teachers and principals with positive perceptions of district office service (% of favorable responses based on staff survey questions)	64% (T's)	69% (T's)	68%

Quarter 3 Progress

College and Career Ready Graduates

2018 graduation data available soon

SAT testing occurred in early April

National Student Clearinghouse data analysis this summer

Academic Excellence

Spring MAP testing in May

Safe, Supportive, and Joyful School Climate/Culture

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Quarter 3 Progress

College and Career Ready Graduates

Academic Excellence

Safe, Supportive, and Joyful School Climate/Culture

Attendance Rate

Chronic Absenteeism

Suspensions

Organizational Health

Staff Engagement Survey results

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2018-19 District Scorecard Status



Destination Excellence Scorecard 2018-2019



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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%	91%	88%
% of teachers and principals with positive perceptions of district office service (% of favorable responses based on staff survey questions)	64% (T's)	69% (T's) 86% (P's)	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.

Organizational Health

Organizational Health	2017-18	2018-19 through Q3	2018-19 goal
Novice teacher retention rate	76.4%	n/a	80%
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Service Measure - Teachers Only

Teachers' perceptions of district office service seem to be improving, but there may be a large seasonal variation.

Percentage of Favorable Responses, 3 service culture questions



Service Measure - All responses

Based on January's engagement survey, school leaders feel more positive about district office support than teachers and school staff.

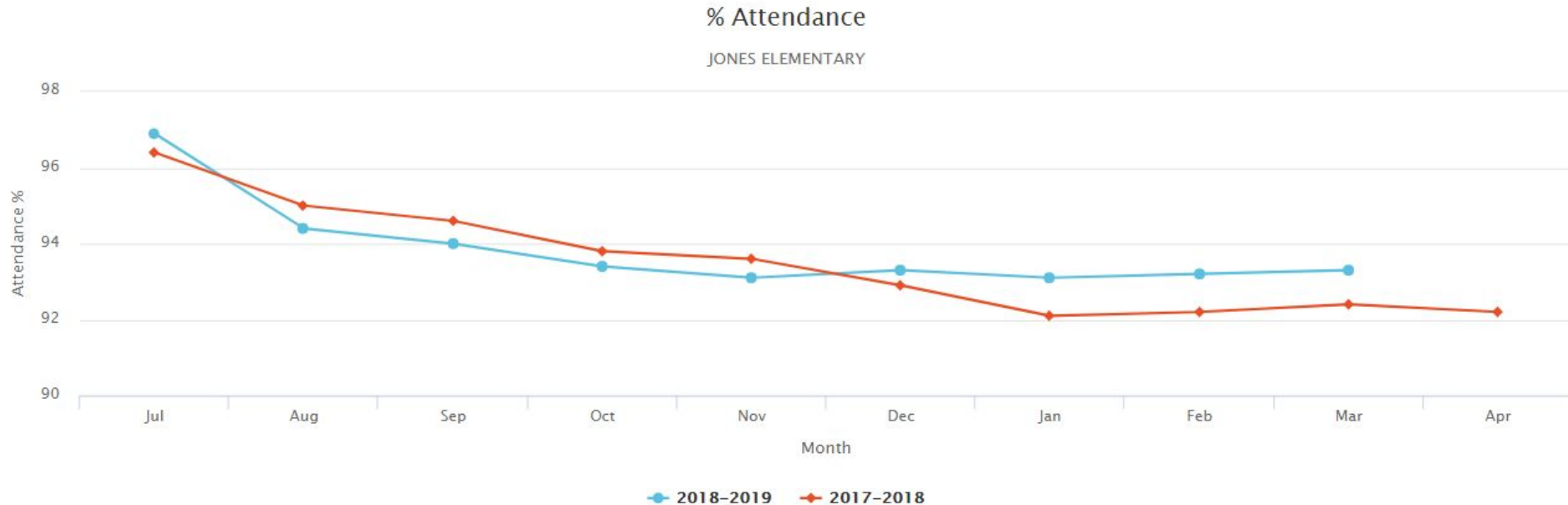
Percentage of favorable responses

QUESTION	TOTAL	DISTRICT OFFICE	SCHOOL LEADERS	TEACHERS	OTHER SCHOOL STAFF
District office personnel (ESC) are empathetic toward my concerns or issues.	77%	79%	85%	75%	77%
District office personnel (ESC) attempt to fully understand my concerns or issues.	78%	80%	84%	75%	79%
It is clear that the district office (ESC) cares about the welfare of teachers and students.	79%	86%	89%	74%	77%
COMPOSITE	78%	82%	86%	74%	78%

Key Themes

- School-wide efforts in combination with individual student success strategies are leading to positive results.
- The largest improvements have come from schools in their second year of implementing targeted initiatives.
- Social-emotional initiatives are building leader and teacher skill, resulting in improved student climate and culture outcomes.

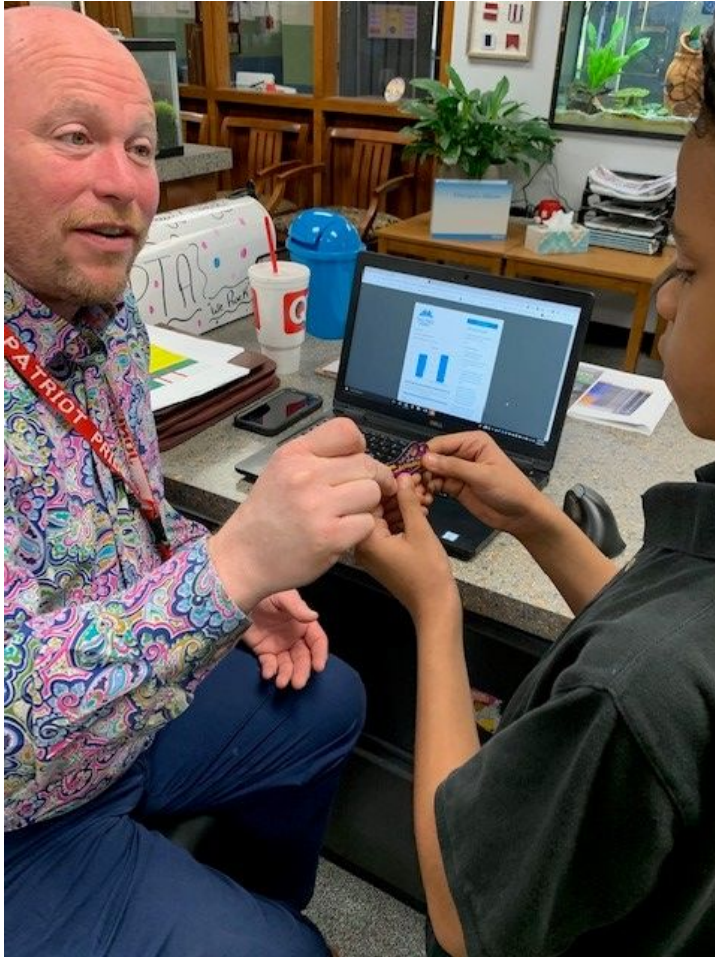
Bright Spots: Jones Elementary



Jones students have experienced nearly **400 additional days of instruction** this year due to improved attendance!

Safe, Supportive, and Joyful School Climate/Culture

Bright Spots: Jones Elementary



18-19 School Year so far	
Days Present:	66
Days Enrolled:	71

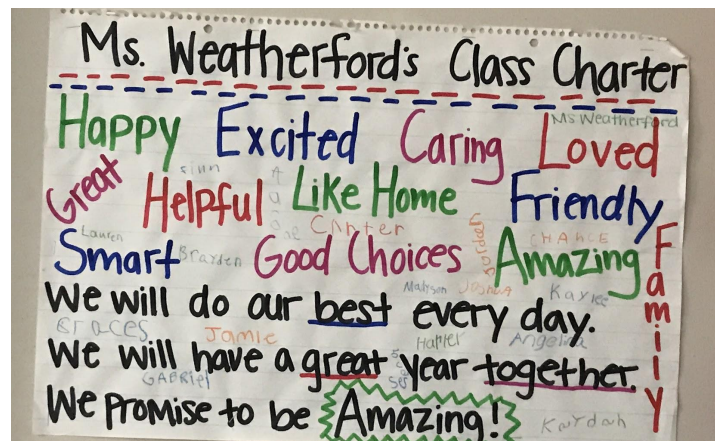
Current Attendance Rate:	92.96%
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Attendance Goal - how many straight days of attendance are you shooting for?	10
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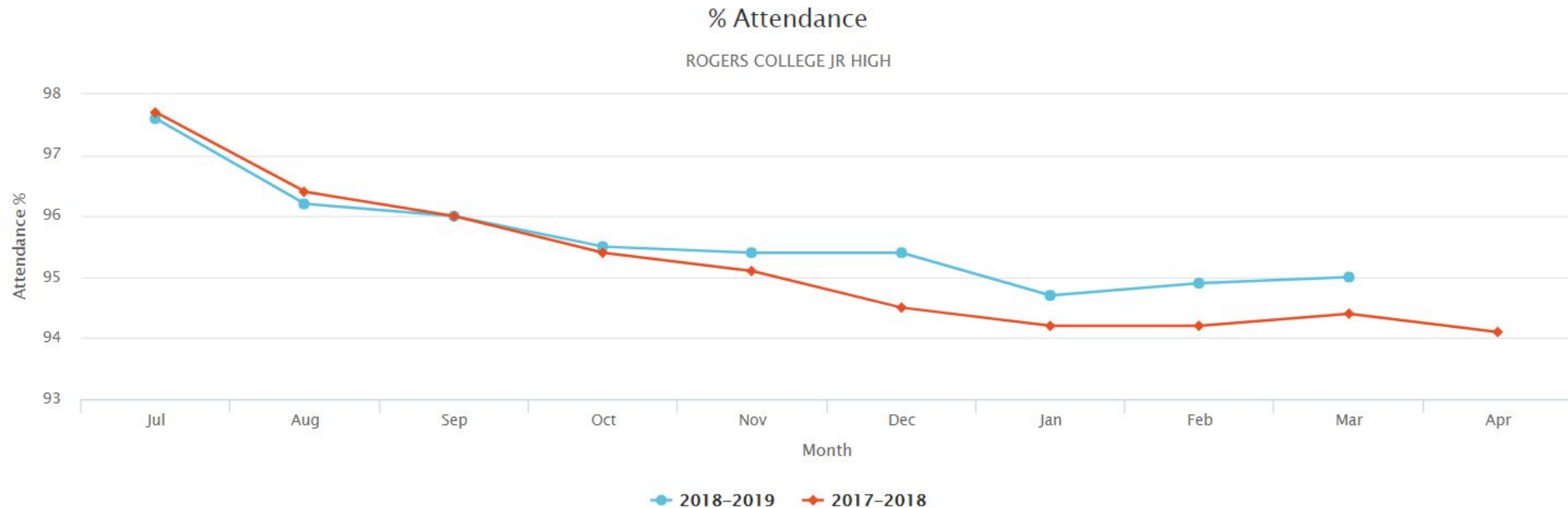
Projected Attendance Rate:	93.83%	↑ 0.87%
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Safe, Supportive, and Joyful School Climate/Culture

Bright Spots: Robertson Elementary



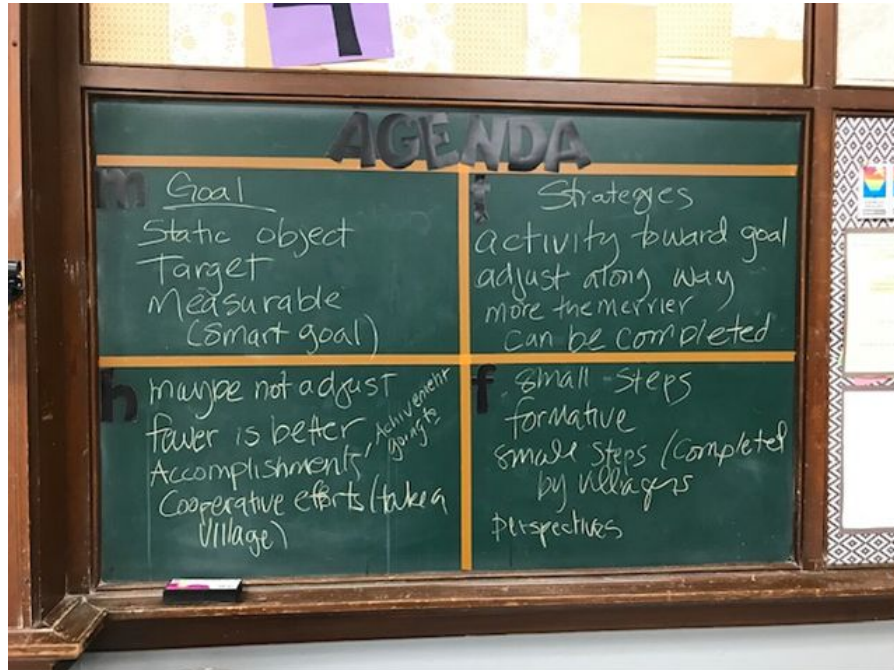
Bright Spots: Rogers College Junior High



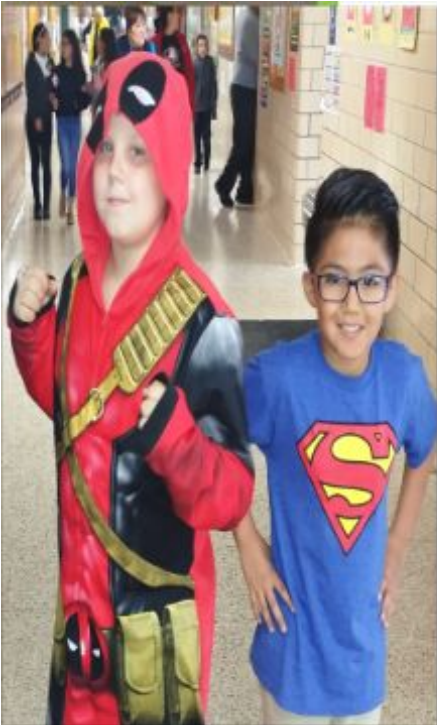
Rogers College JH students have experienced nearly **300 additional days of instruction** this year due to improved attendance!

Safe, Supportive, and Joyful School Climate/Culture

Bright Spots: Rogers College Junior High



Bright Spots: McKinley Elementary



It takes the entire team,
working toward one goal.

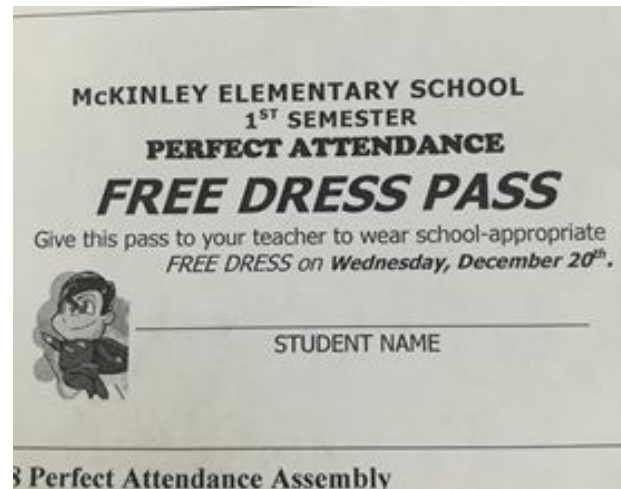
94.5%
Average
Student
Attendance



Metric	Current (Δ Last Year)	Goal
Attendance	95.6% (1.5%↑)	94.5%
Chronic Abs	11.4% (-8.5%↓)	18.1%
Suspension	0.3% (-1%↓)	1.7%

Safe, Supportive, and Joyful School Climate/Culture

Bright Spots: McKinley Elementary



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.