



# 2018-2019 State of the District

District Scorecard Results

September 16, 2019



# What is included in our State of the District report?

We will provide a summary of our 2018-19 school year:

- District scorecard data slides
- Video to highlight many of our schools' progress
- Annual report (booklet) – released in October

The videos and data slides will be up on our website later this week.

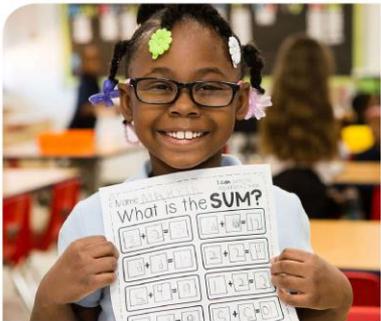


# WHO WE ARE



 **39,105**  
**STUDENTS**

**6,441**   
**TEAM MEMBERS**



**75**   
**SCHOOLS**

**6**  **CHARTER**  
**PARTNERS**



**2,296**   
**TEACHERS**

**1** **BOLD**  
**JOURNEY**

# We consider many factors in our commitment to educating the whole child.

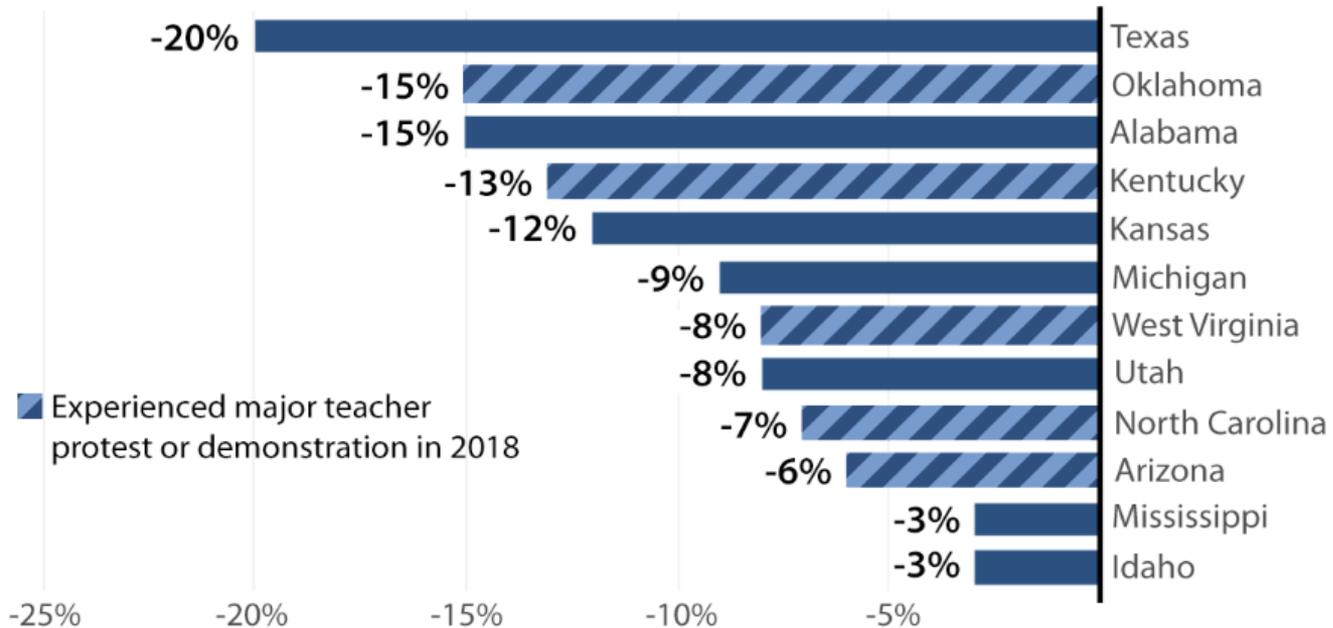
Neighborhood Factors	How does this impact Tulsa Public Schools students?	What does this mean for our larger Community?
Mobility	2 out of 10 students experience mobility during the school year	Tulsa has the 11th highest eviction rate in the country
Life Expectancy	9 out of 10 students live in neighborhoods with life expectancy below the national average	Oklahoma has the fourth lowest life expectancy at birth in the nation
Trauma & Economic Hardship	3 out of 10 students live in neighborhoods with median household incomes below \$30,000	Oklahoma has the largest percent of youth with 3 or more adverse childhood experiences
Education	9 out of 10 students live in neighborhoods where fewer adults have a college degree than the county average	Only 1 out of 4 adults in Oklahoma have a bachelors degree or higher
Community Access	4 out of 10 students live more than a mile away from a grocery store with fresh produce	Oklahoma has the 7th highest rate of child food insecurity



# Education cuts still impact our schools and our families as funding lags behind what it was a decade ago.

## Despite 2018 funding boosts, some states remain far below pre-recession funding levels

Percent change in state formula funding\* per student, inflation adjusted, fiscal year 2018-19

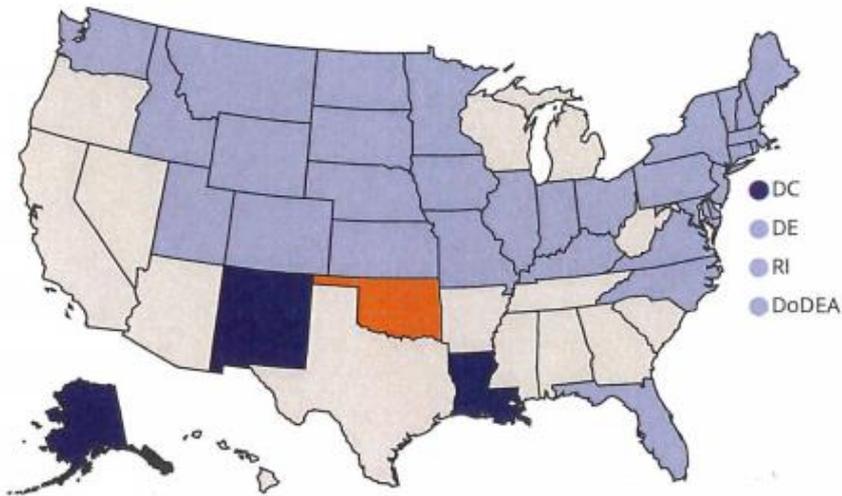


\* percent change from 2008

# Nationally, and in Oklahoma, National Assessment of Educational Progress reading scores have not improved in recent years.

## 2017 Reading State Snapshot Report Oklahoma • Grade 4 • Public Schools

Compare the Average Score in 2017 to Other States/Jurisdictions

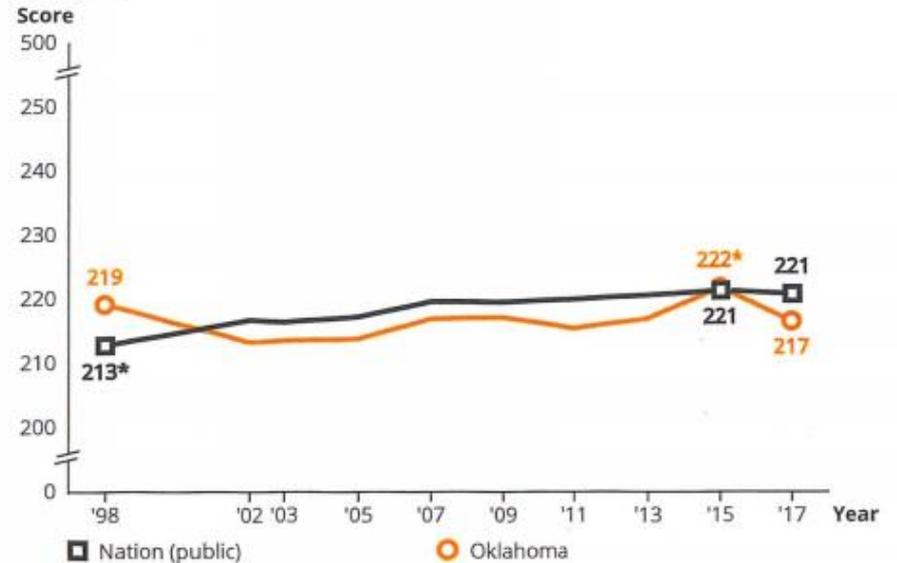


In 2017, the average score in Oklahoma (217) was

- lower than those in 32 states/jurisdictions
- higher than those in 4 states/jurisdictions
- not significantly different from those in 15 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools)

Average Scores for State/Jurisdiction and Nation (public)



\* Significantly different ( $p < .05$ ) from 2017. Significance tests were performed using unrounded numbers.

# Our journey to Destination Excellence





The Destination Excellence scorecard keeps us grounded in what matters most.



## DESTINATION EXCELLENCE SCORECARD

College and Career  
Ready Graduates

Academic Excellence

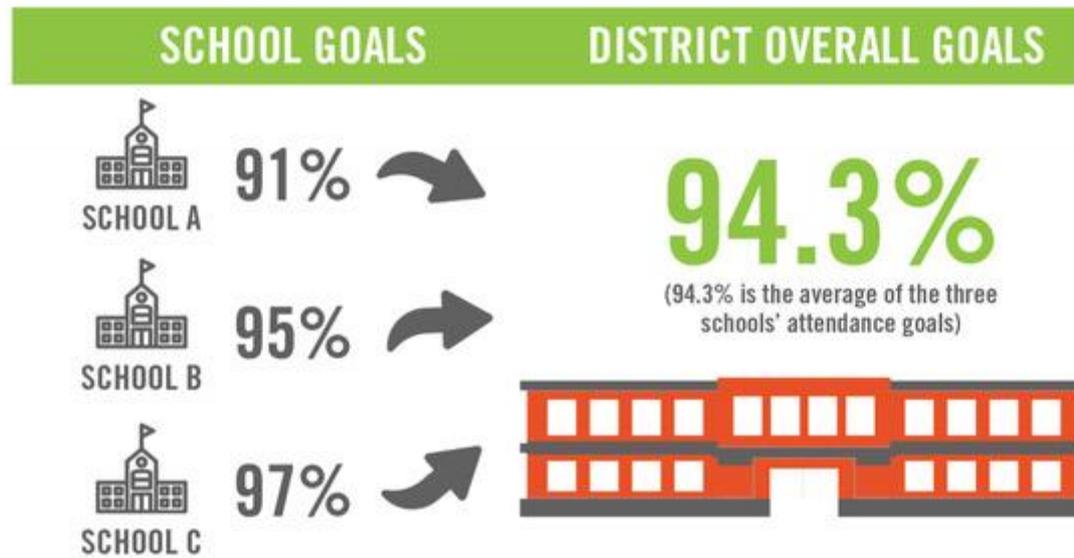
Safe, Supportive, and Joyful  
School Climate/Culture

Organizational Excellence



# Tulsa Public Schools 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.



# ● Our schools are focused and making improvements.

Compared to 2017-18:

- We **more than doubled** the percentage of schools that improved their proficiency rates
- Nearly **2/3** of our schools improved reading growth
- **2.5x** more schools improved their attendance rates





# College and Career Ready Graduates

## College and Career Ready Graduates

Graduation rate

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

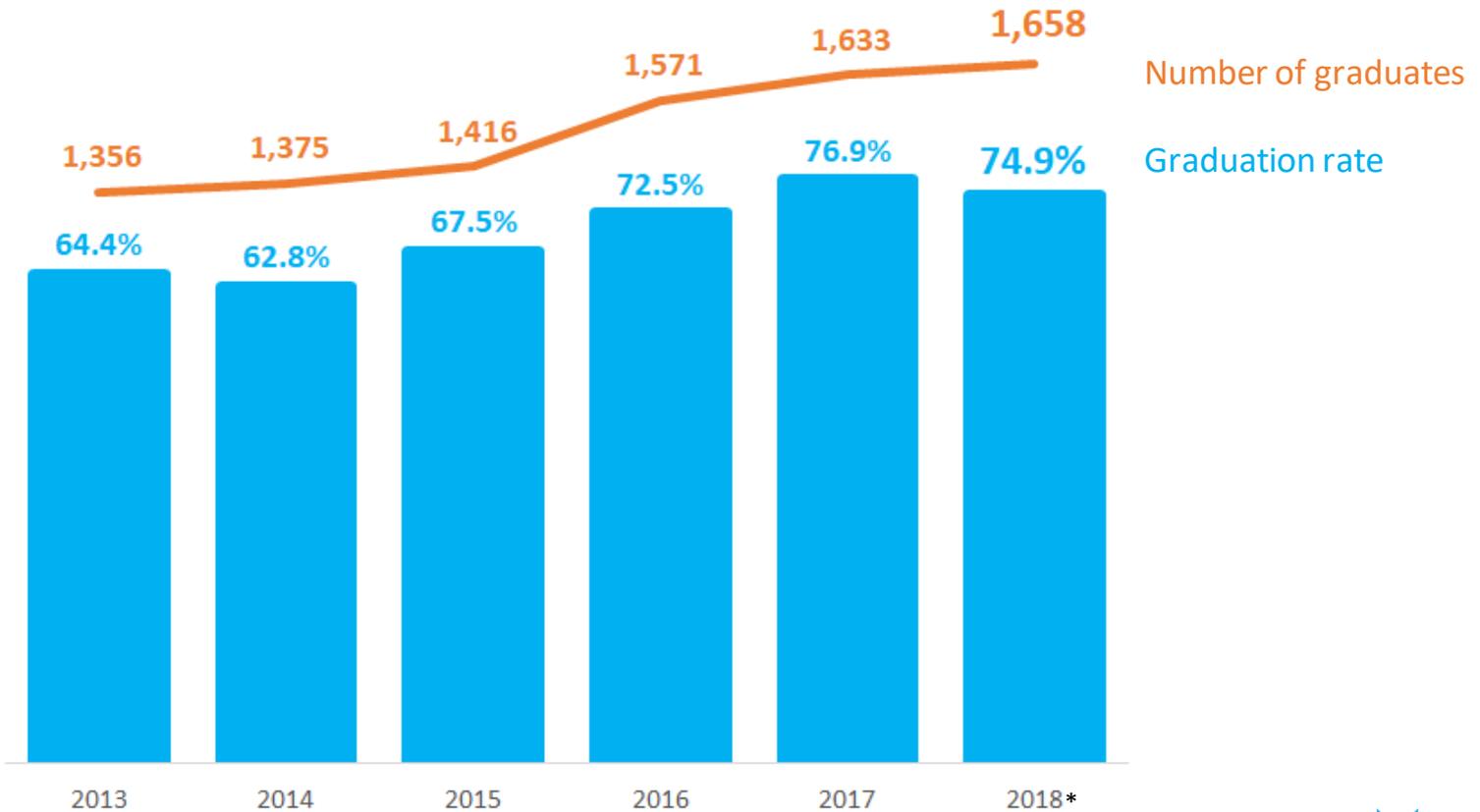
% of graduates enrolled in a post-secondary institution in the fall of their cohort graduation year

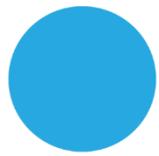




# The number of high school graduates has increased for five consecutive years.

A steady increase in the **number of graduates** has led to a markedly improved district-wide **graduation rate**.





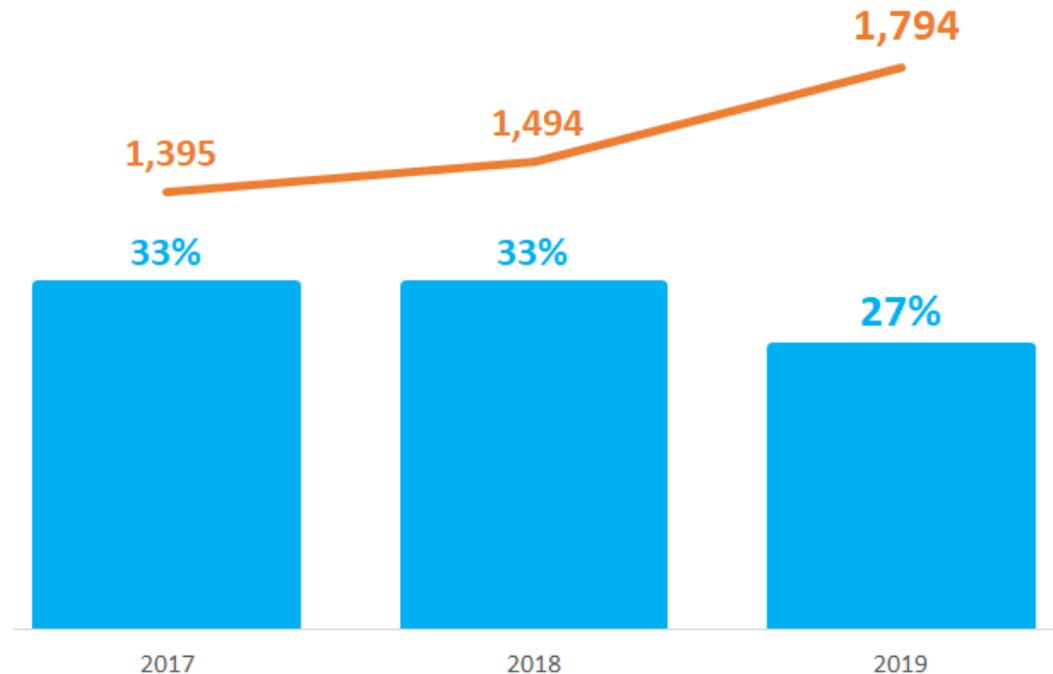
# With 27% of TPS 11th graders hitting SAT benchmarks in both math and English language arts, we must lead a statewide push to increase college readiness for all students.

Statewide results\* from 2018 show a similar need to increase college readiness across Oklahoma:

In 2018:

- **22% of Oklahoma 11th-grade students were proficient in math** based on the College and Career Readiness Assessment (SAT or ACT)
- **38% were proficient in English Language Arts**

The **percentage of TPS 11th-graders meeting SAT math/reading benchmarks** has declined, but we are also increasing the **number of testers** to increase access to opportunity.

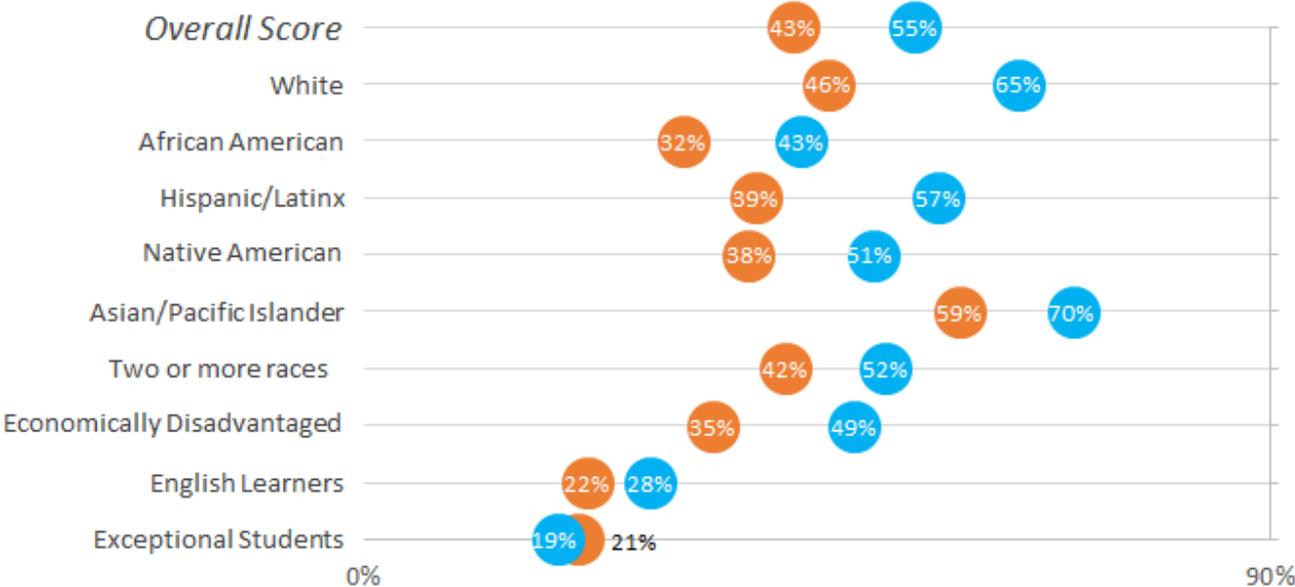




# We are a state and regional leader in providing postsecondary opportunities for students, which contribute to college and career readiness.

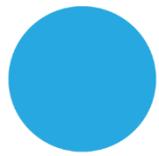
We exceeded the state’s average *postsecondary opportunities indicator* for nearly every subgroup of students.

**Tulsa Public Schools** had a higher percentage of students accessing post-secondary opportunities during their junior and senior years than the overall **state average**.



Part of the redesigned state report cards, this indicator was first calculated in 2017-18 to capture preparation for success after high school and includes completion of college preparatory coursework, industry certification programs through the Department of Career and Technology Education, work-based internships, and dual-concurrent enrollment in college coursework.





# We also have new information that we are using to understand our students' post-secondary trajectories.

The National Student Clearinghouse (NSC) is a nonprofit organization that collects enrollment and graduation data from most of the higher education institutions in the United States.

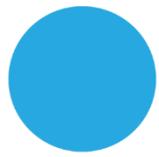
As of fall 2018, 96.5% of students attending postsecondary institutions in Oklahoma were covered by NSC reporting.

Colleges and universities **not** included in the dataset:

- Oklahoma Wesleyan University
- Tulsa Technology Center
- Tulsa Welding School
- Platt College
- Clary Sage College
- Community Care College

NSC also has limited or no participation from military academies, tribal colleges, and for-profit institutions.



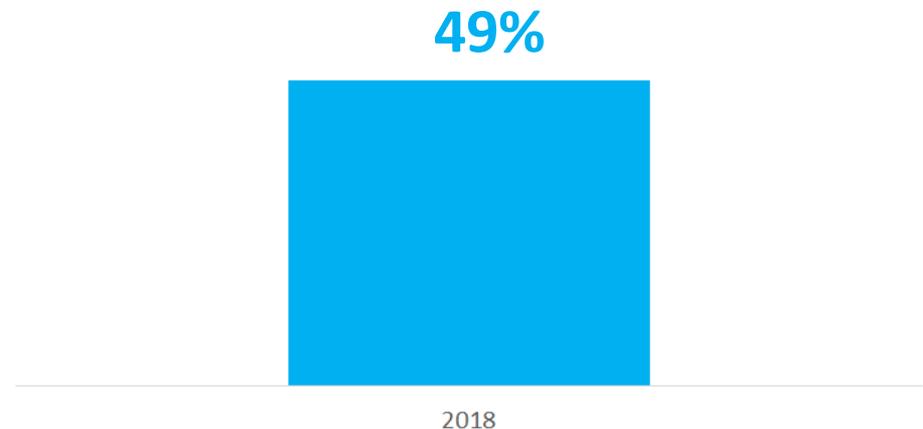


# In 2018, about half of our graduates enrolled in a post-secondary institution the fall after their senior year.

In Tulsa County, only **32%** of 18-24 year-olds are enrolled in a postsecondary institution.\*

In Oklahoma, the number of **college enrollees dropped by nearly 10,000** students from Spring 2017 to Spring 2019.

The percentage of TPS *seamless enrollees* was 49% in 2018.



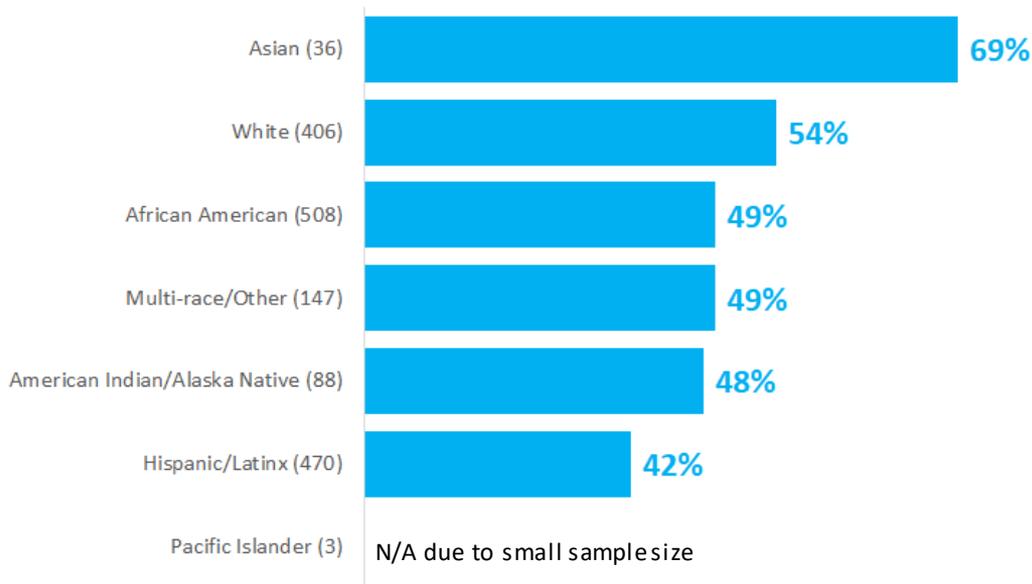
**Seamless enrollment** means a student is enrolled in a post-secondary institution the first fall after his or her cohort's graduation. **Seamless enrollers are 3X more likely to eventually earn a degree.**





# Understanding the opportunities our graduates are accessing will help us tailor our supports.

2018 Seamless Enrollment by Race/Ethnicity



## Supports for students:

- Counselors
- Advisory classes
- Tulsa Achieves
- Oklahoma's Promise
- College and Career Planning Survey
- Individual Career Academic Plan (ICAP)



# College/Career Readiness Strategic Initiatives

- The **Tulsa Learning Expectations** (academic standards) set the bar for college and career readiness from Pre-K through 12th grade.
- **Tulsa Beyond** partnered with three schools to increase student, family, and community engagement in the design of high schools that prepare all students for college and careers.
- **Partnerships with Tulsa Tech** (not included in National Clearinghouse data) are increasing the number of students ready for high-wage, high-demand careers; in 2018-19, TPS students were enrolled in 800 courses through Tulsa Tech, more than double the number just five years ago.
- High school leadership teams are in early stages of strategically using the **College and Career Planning Survey** to increase supports for students' postsecondary plans.

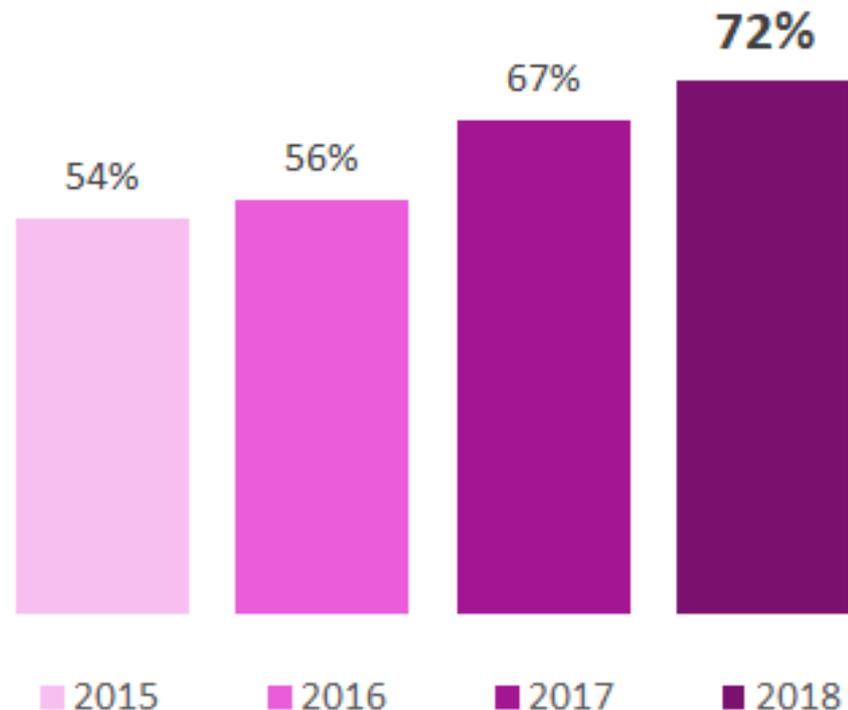
## What data do we use to inform our strategies?

- PSAT and SAT, as well as MAP assessment
- Graduation tracker on data dashboard
- College and Career Planning Survey
- Individual Career Academic Plan (ICAP):
  - FAFSA completion
  - College application status



# Bright Spot: On track to graduate at Hale High School

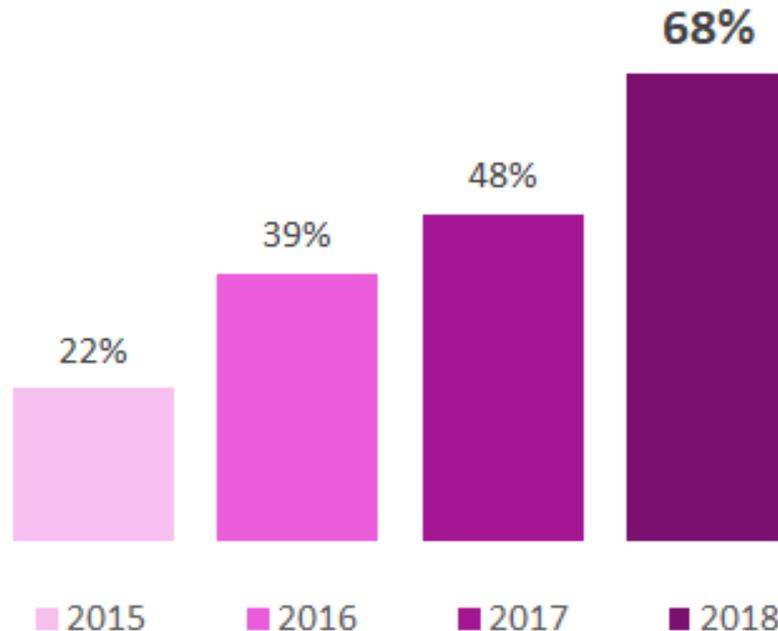
- Back-to-school, weekend, and summer opportunities for students to earn credits to get back on track to graduation have resulted in **more students being on track** at each grade level.
- Hale's graduation rate increased by **5 percentage points**, or an **additional 25 graduates**.
- In 2019-2020, Hale Beyond will give students the opportunity to engage in personalized, blended learning that can **accelerate the number of credits** earned every year.





## Bright Spot: Real-world learning at Tulsa MET High School

- Tulsa MET **increased** their graduation rate by **20 percentage points**.
- Students had expanded opportunities to pursue internships and connect their classroom learning to real-world scenarios.
- Students were able earn credits more quickly through a focus on blended, personalized learning.





# Academic Excellence

## Academic Excellence

% 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



# ● *Grade-level proficiency and growth* are critical measures to understand student progress toward college and career readiness.

## What is grade-level proficiency on our scorecard?

**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

- This means a student is at the national 50th percentile or above.

## What is student growth on our scorecard?

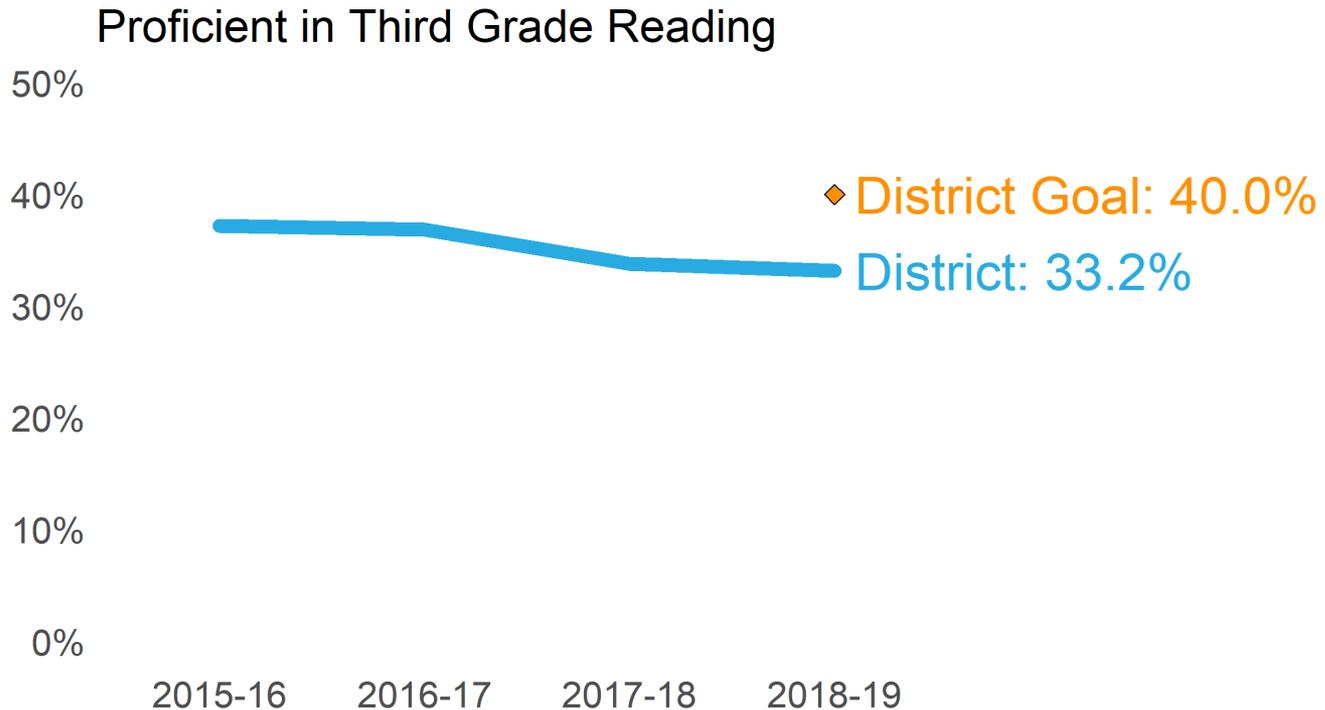
**Growth** – a student's projected growth is based on the best estimate of the *typical growth* for students in the same grade with the same starting score; 50% of students nationally meet their growth projection

- Students who are behind must meet/exceed their projected growth over time in order to "catch up" and achieve grade-level proficiency.





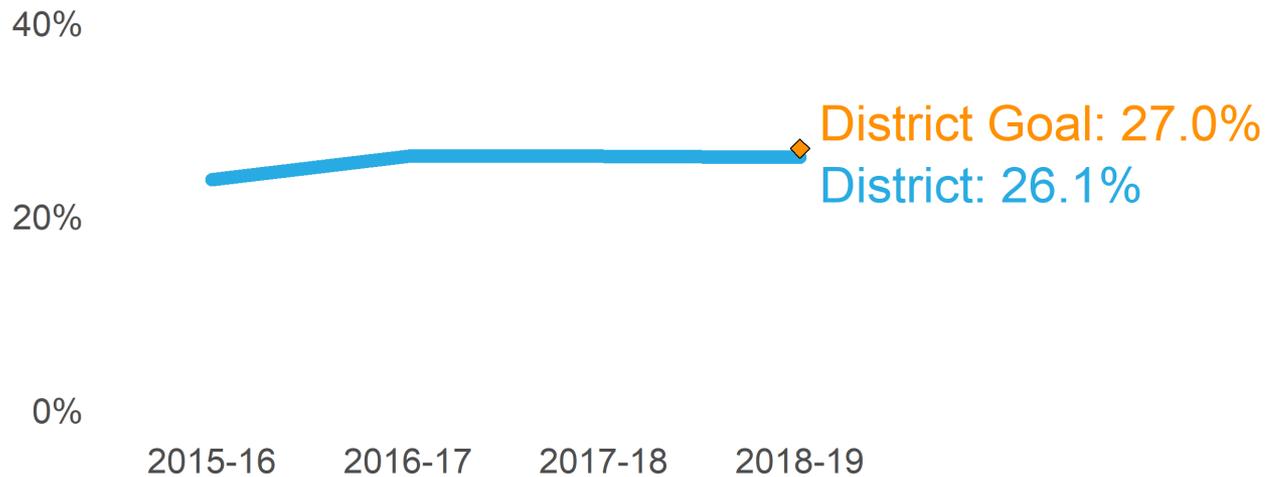
# We must continue improving our supports to students early in their academic careers.





# Including all grade levels, 26% of students are hitting grade-level proficiency in both math and reading.

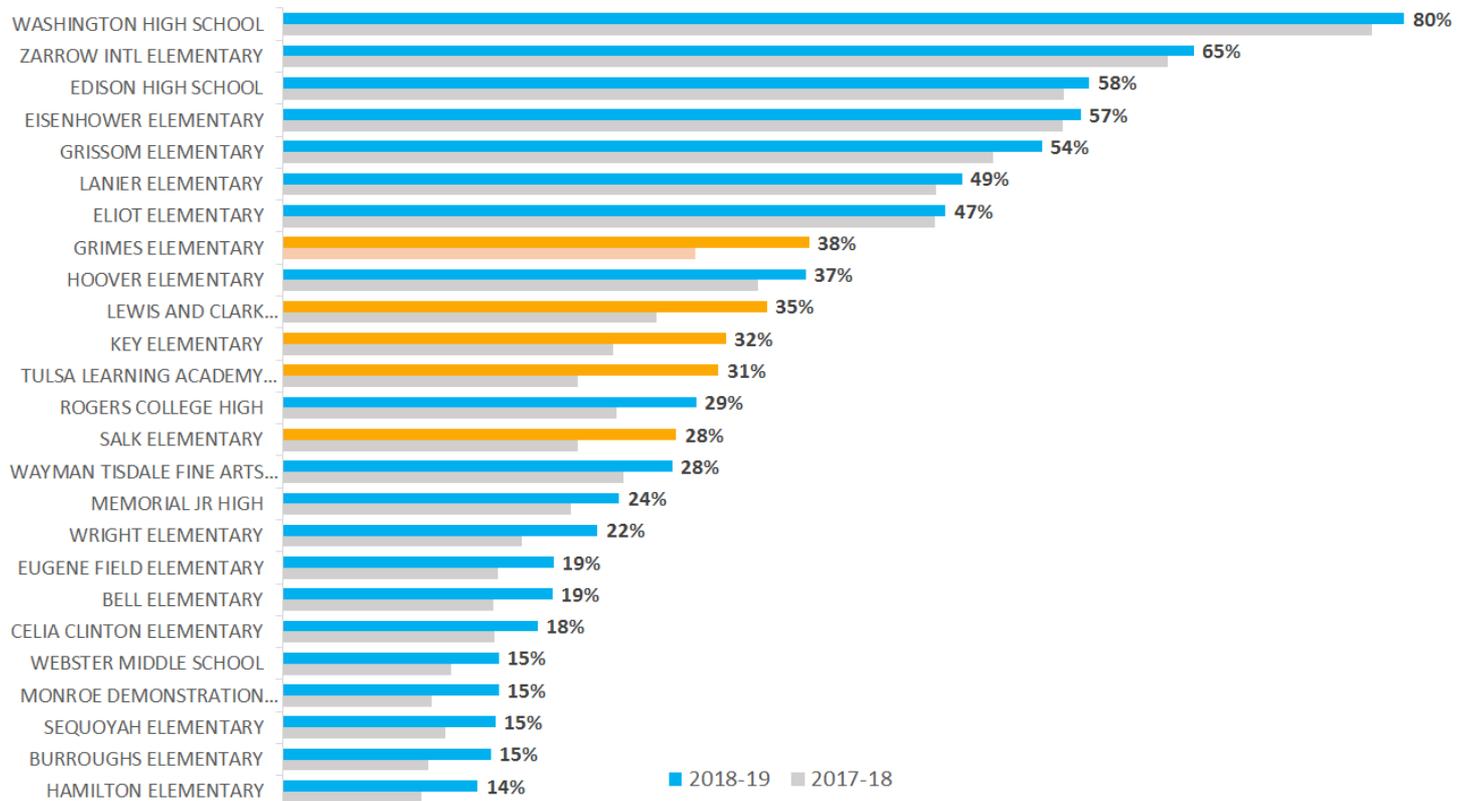
Proficient in both MAP Math and Reading

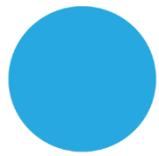




# ...however, many schools *are* making gains.

**Tulsa Learning Academy** increased the percentage of students who met both reading and math proficiency by **10** percentage points over last year; **Grimes, Key** and **Lewis & Clark** improved by **8** percentage points, and **Salk** improved by **7** percentage points.



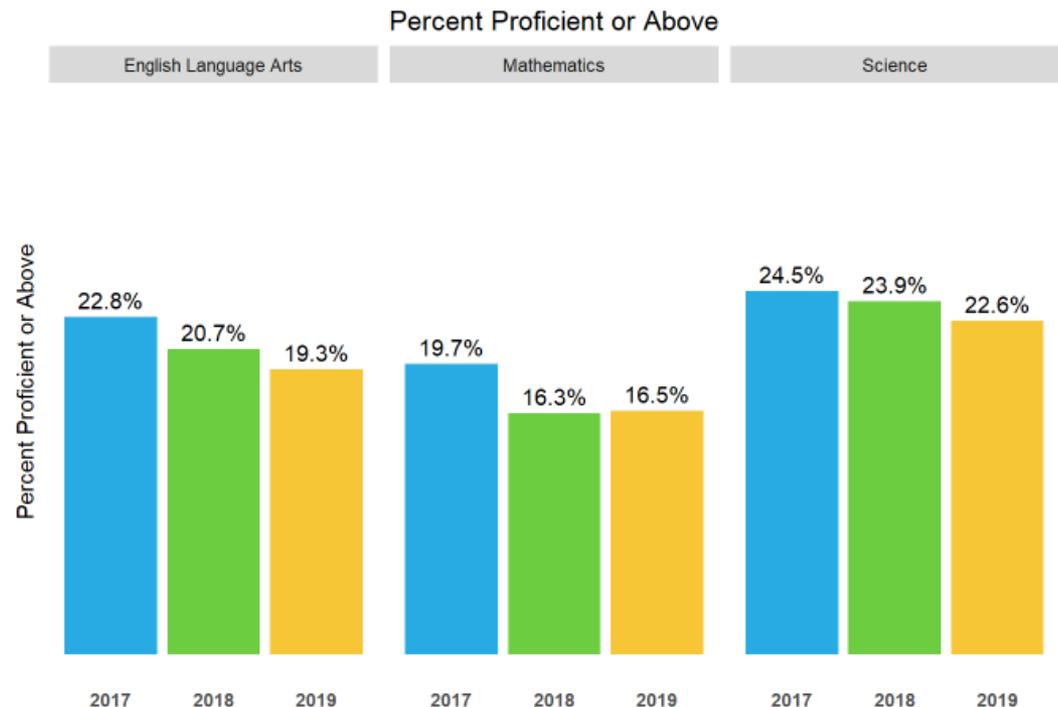


# Proficiency on OSTP tests similarly shows the need to increase achievement levels for all students.

## OSTP 2018-2019 Results

### District Results

While MAP grade-level proficiency is based on the national 50th percentile, OSTP's bar is even higher. Thus, while MAP and OSTP are highly correlated, OSTP proficiency rates are lower.



TPS reflected statewide trends: OSTP proficiency rates decreased for most grade levels in English language arts and increased or held steady for most grades in math and science.

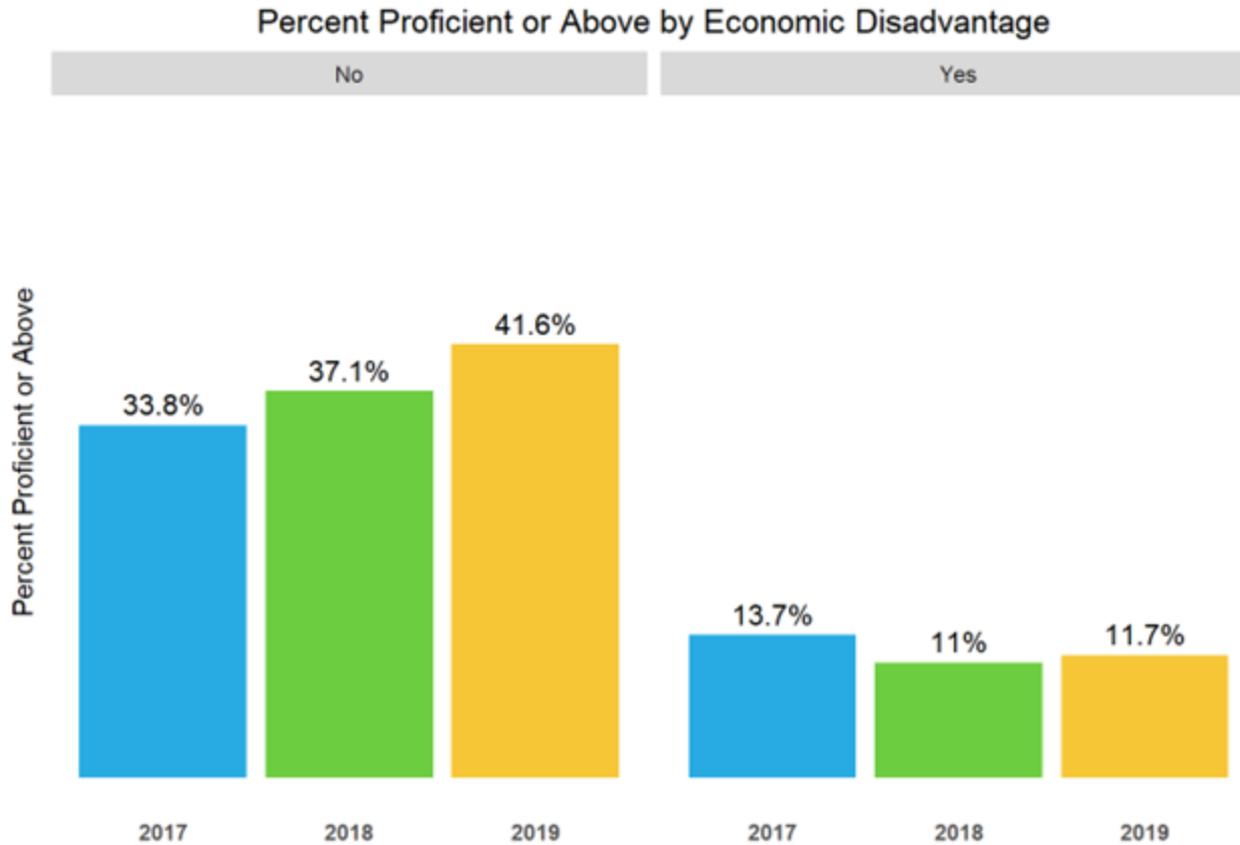
Statewide OSTP Proficiency Rates, 2017 to 2019

Grade	2017	2018	2019	Statewide difference from last year	TPS difference from last year
<i>English language arts</i>					
3	39	33	39	6	3
4	37	35	30	-5	-5
5	40	37	35	-2	-2
6	40	38	36	-2	-1
7	34	28	29	1	-4
8	35	33	30	-3	-1
<i>Math</i>					
3	44	41	43	2	2
4	41	36	38	2	-
5	35	30	31	1	2
6	35	28	30	2	-
7	34	34	33	-1	-5
8	23	20	23	3	-1
<i>Science</i>					
5	43	41	39	-2	-2
8	41	39	40	1	-



Similar to other student outcomes, we also still see differences in performance across subgroups.

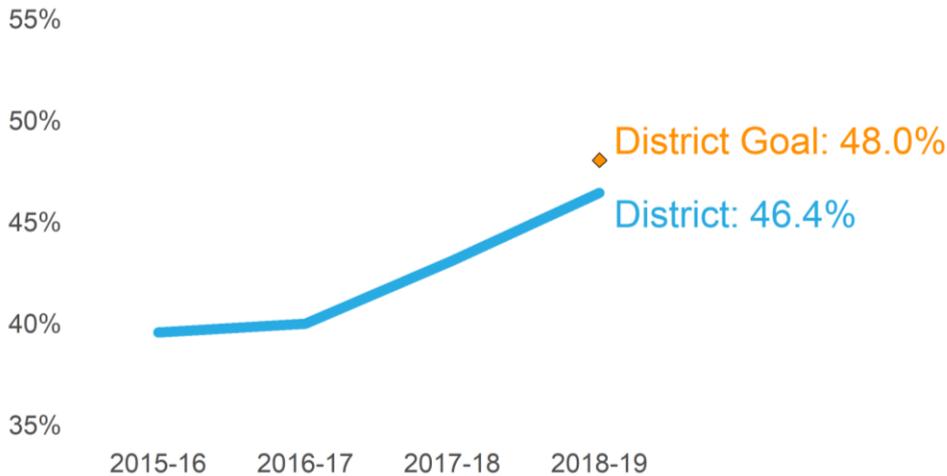
### TPS Math OSTP Results, 2017 to 2019



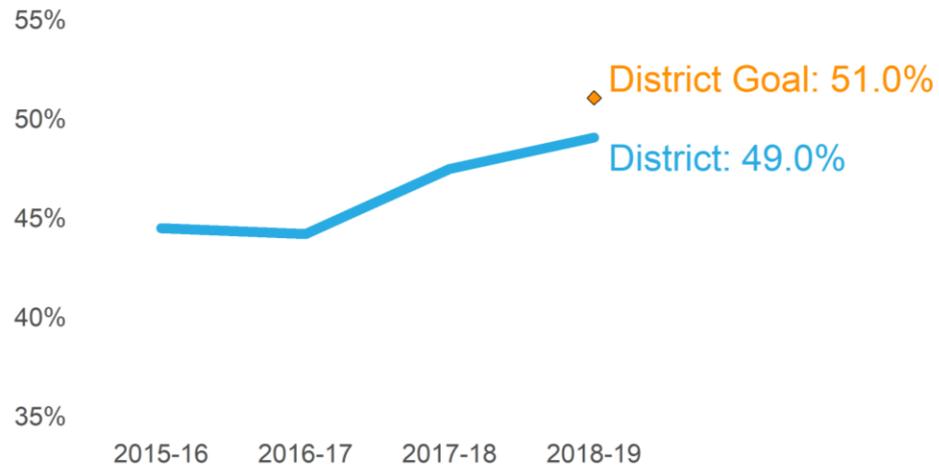


# Using additional internal assessments is critical, and we are increasing the number of students meeting their projected growth in reading and math based on NWEA MAP scores.

Met MAP Projected Reading Growth



Met MAP Projected Math Growth





# Summer Learning Loss

One of the seminal studies on summer learning found:

**Two thirds** of the gap between low-income and high-income students in 9th grade is attributable to **differences in summer learning.**

Lasting Consequences of the Summer Learning Gap. Karl L. Alexander, Doris R. Entwisle, and Linda Steffel Olson. *American Sociological Review*. Vol 72, Issue 2, pp. 167 - 180



# What does summer learning loss (SLL) look like?

## “Fall to Fall Traversal”:

Overall educational journey in a full year

Fall to Spring Growth

SLL

$$\frac{\text{SLL}}{\text{Traversal}} =$$

**Contribution of summer learning to learning over whole year.**

Negative -> Summer Loss  
Positive -> Summer Gain

Spring      Fall      Winter      Spring      Fall



## The central issue.

On average...

# 40%

of learning (loss or gain) happens over the summer\*.

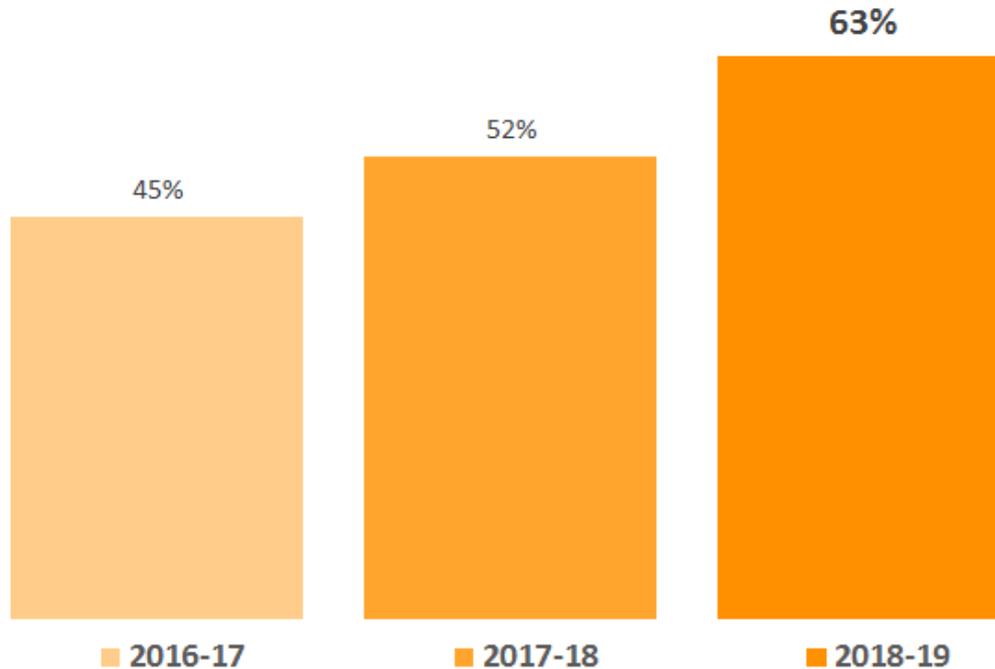
For some, this is **positive**. (Schools: math = 16; read = 40)

For others, this is **negative**. (Schools: math = 61; read = 39)



# Bright Spot: Hoover Elementary

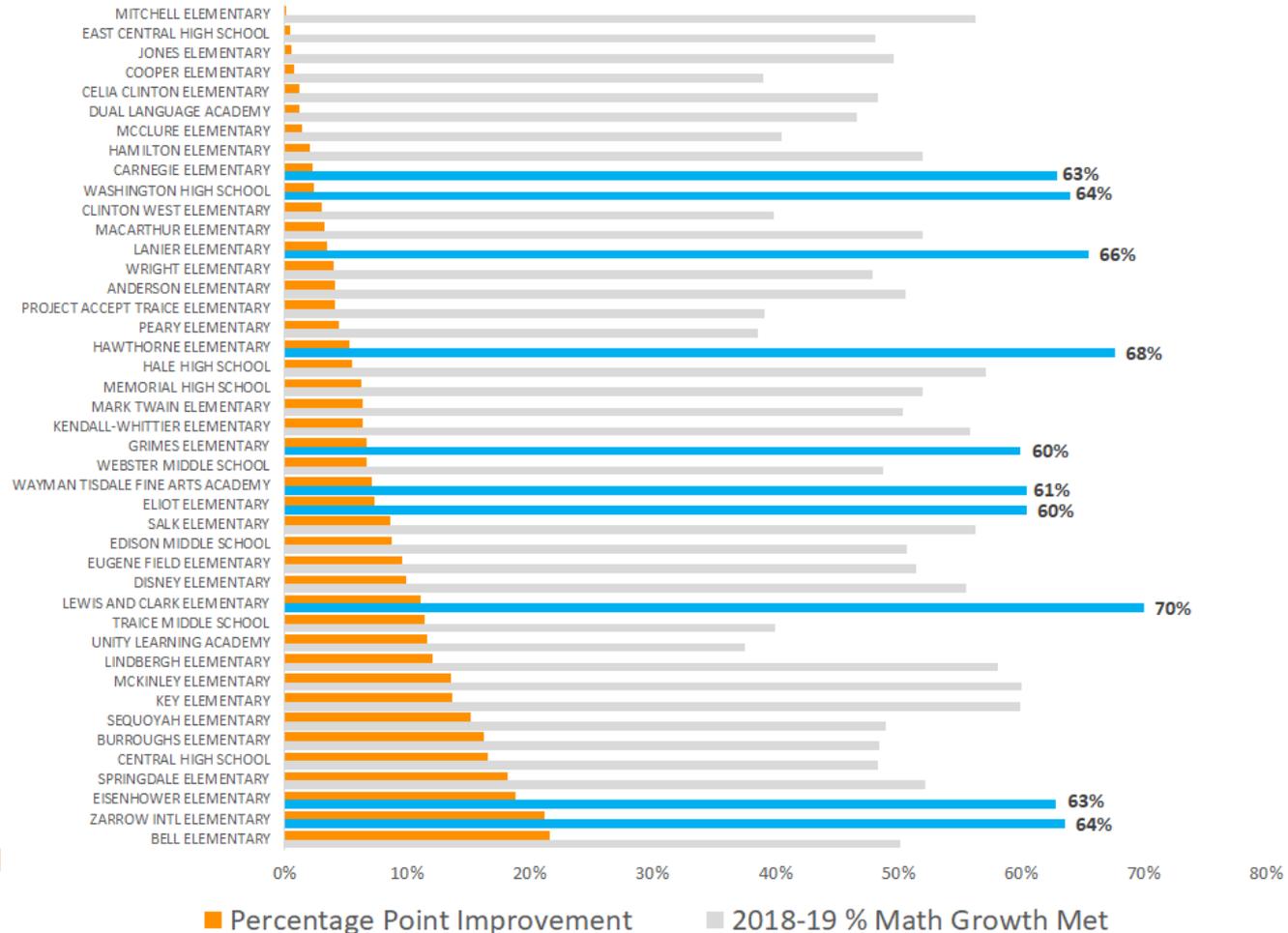
Hoover increased **3rd grade reading proficiency** to **63%**, continuing a 3-year improvement trend.





# 44 schools made gains in the percentage of students meeting MAP math growth projections.

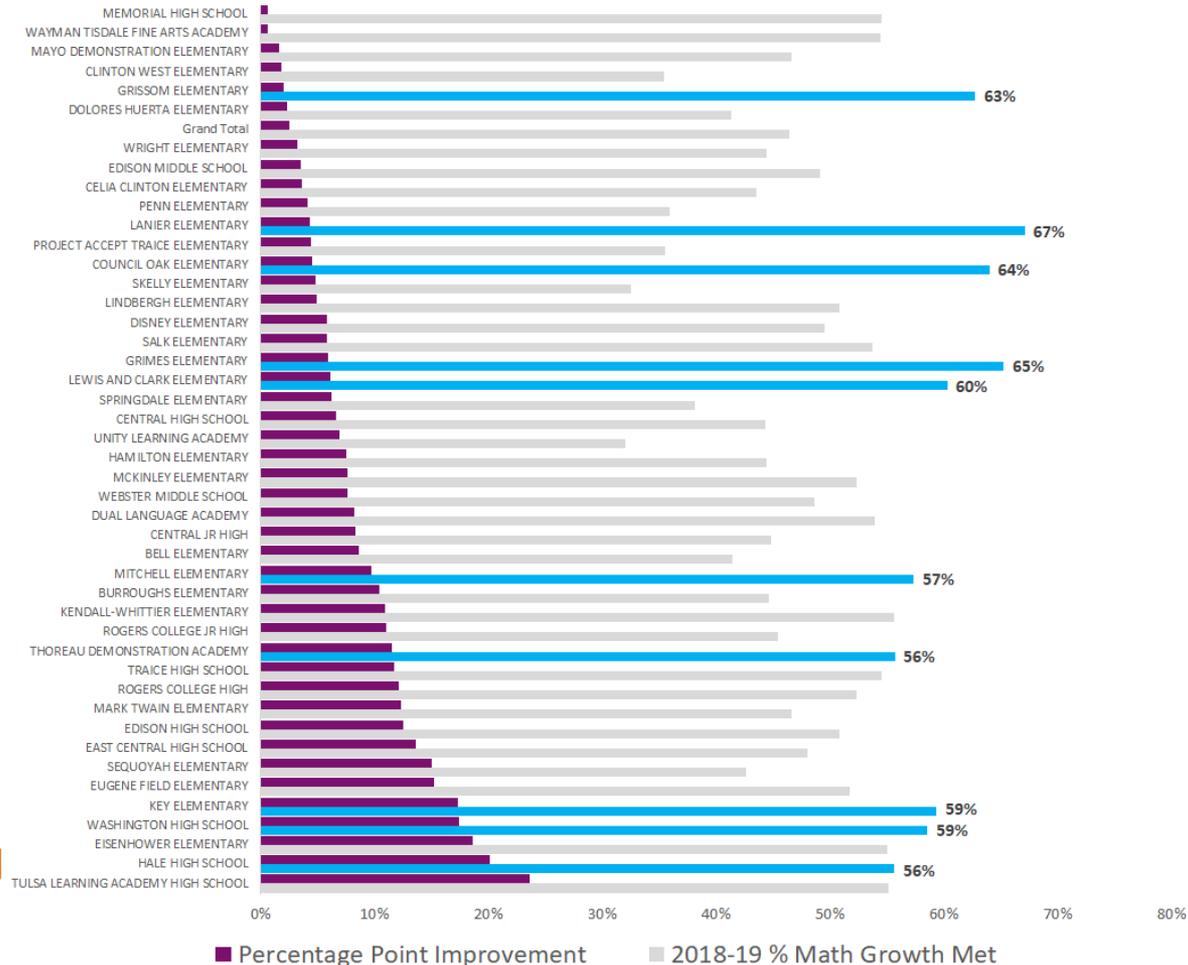
**Bell and Eisenhower saw a 20+ percentage point improvement over last year in the number of students meeting math growth in the 2018-19 school year.**

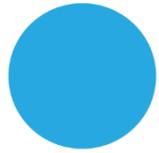




# 49 schools made gains in the percentage of students meeting MAP reading growth projections.

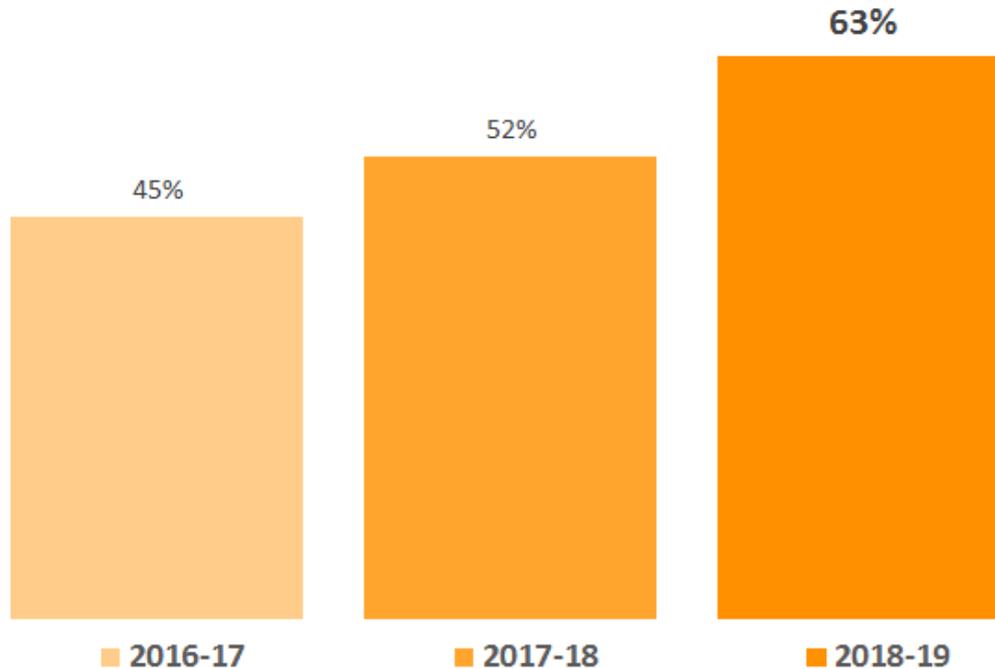
Eisenhower and Key saw nearly a 20 percentage point improvement over last year in the number of students meeting reading growth in the 2018-19 school year. Hale improved by 20 percentage points and Tulsa Learning Academy improved by 24 points.

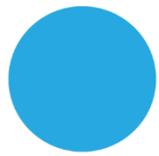




# Bright Spot: Hoover Elementary

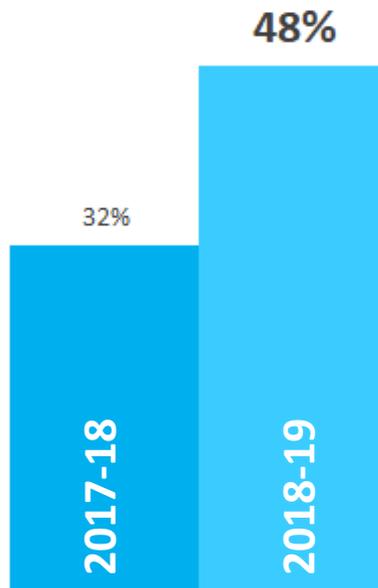
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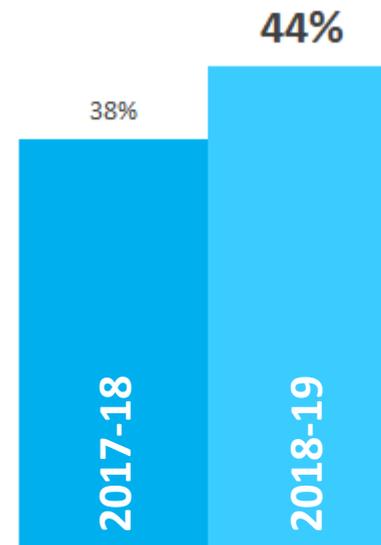


# Bright Spot: Central High School

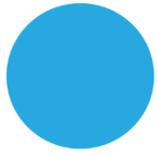
Central increased the percent of students meeting growth for both math and reading



Met Math Growth

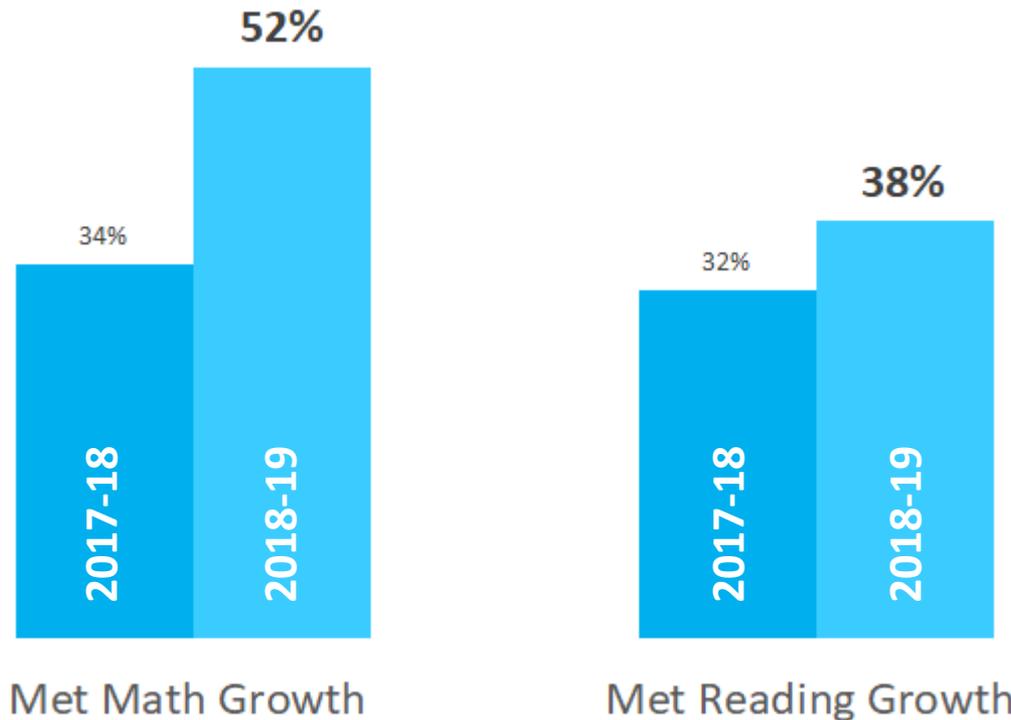


Met Reading Growth



# Bright Spot: Springdale Elementary

- Over the past two years there has been a strong focus on creating a culture of learning
- Empower teacher leader program focused heavily on English Language Arts (ELA) instruction
- Increased student ELA growth from 32% to 38%
- Increased student math growth from 34% to 52% (above the national average)

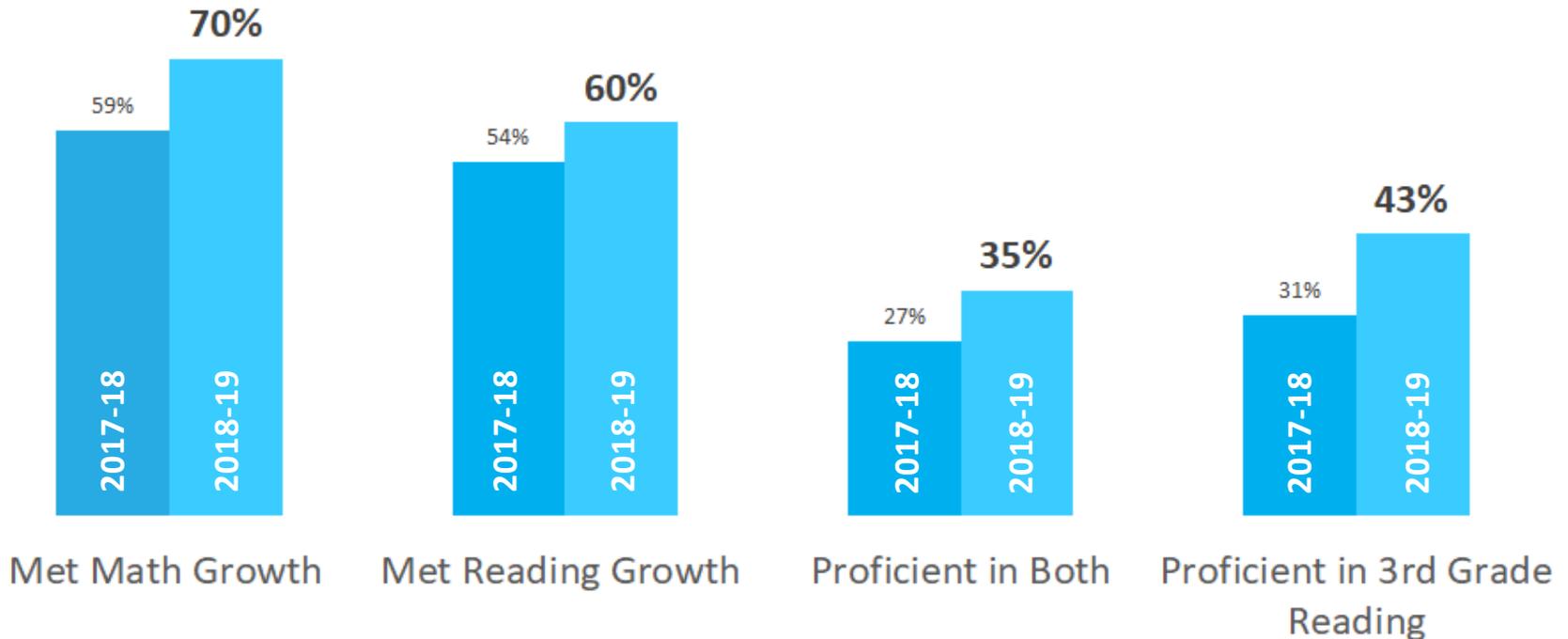




# Bright Spot: Lewis and Clark Elementary

- **Lewis and Clark**

- Distributed leadership model has leveraged teacher expertise
- Every School Performance Framework metric increased
  - Mathematics growth increased from 59% to 70% of students meeting their growth projection
  - Reading growth increased from 54% to 60% of students meeting their growth projection



# Academic Strategic Initiatives

- Elementary schools dedicated targeted **professional development for teachers** to learn, practice, and plan around **college and career ready English Language Arts instruction**.
- We continue to **elevate the Tulsa Way for Teaching & Learning framework** and standards for grade-appropriate instruction (Tulsa Learning Expectations) in every classroom for every student.
- Our Teaching & Learning team developed strategic enrollment for summer academy, **targeting students at risk of summer learning loss** and **increasing access to summer learning for nearly 4,000 students**.
- The Tulsa Way for Assessment continues to provide **intense professional development around formative assessment practices** that allow teachers to **use in-the-moment student data to drive instruction**.

## What data informs our strategies?

- Fall, Winter, and Spring MAP assessments
- Yearly OSTP results
- English Language Arts unit assessments
- School Vision Walks
- Formative assessment practices



# Safe, Supportive, and Joyful School Climate/Culture

## Safe, Supportive and Joyful School Climate/Culture

Average daily attendance rate

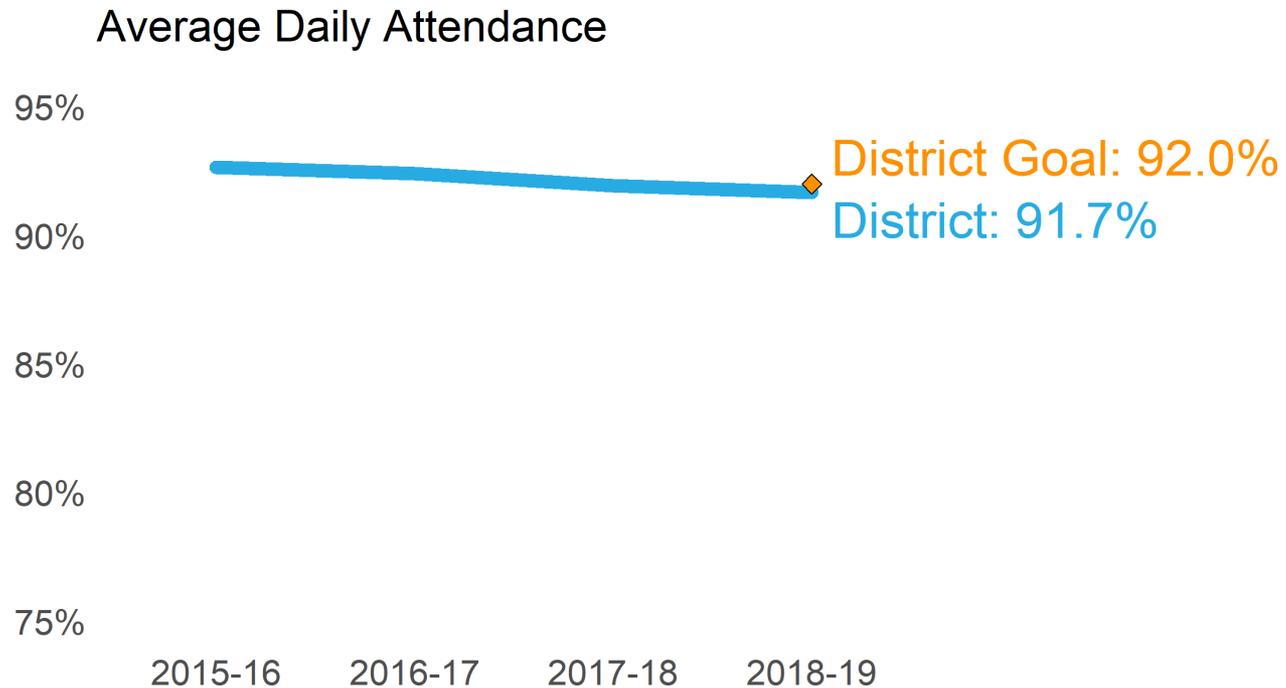
Chronic absenteeism rate

Suspension rate





# Overall, average daily attendance slightly declined due to the change in suspensions tracking.

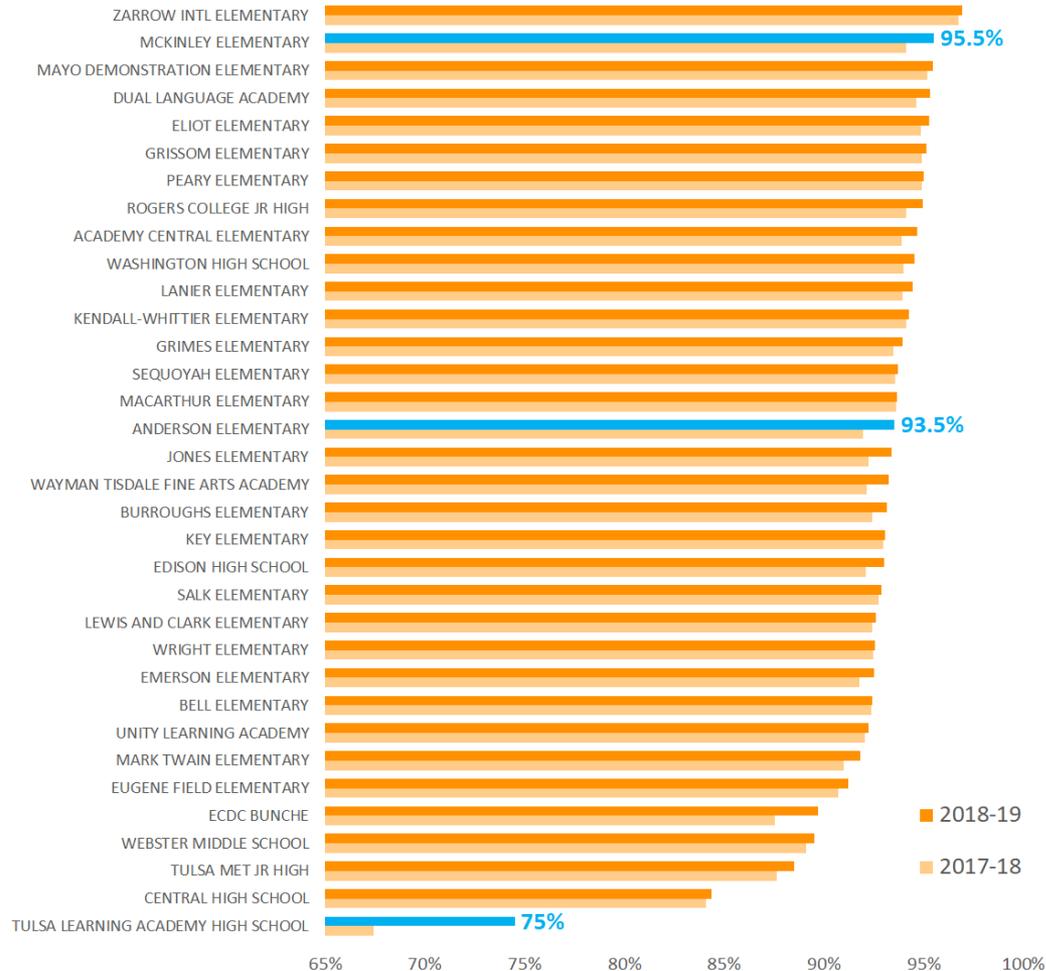


Statewide, suspensions are now counted in the attendance rates while they have not been included in the prior years.



# Despite the attendance tracking change, 34 schools improved their attendance rates.

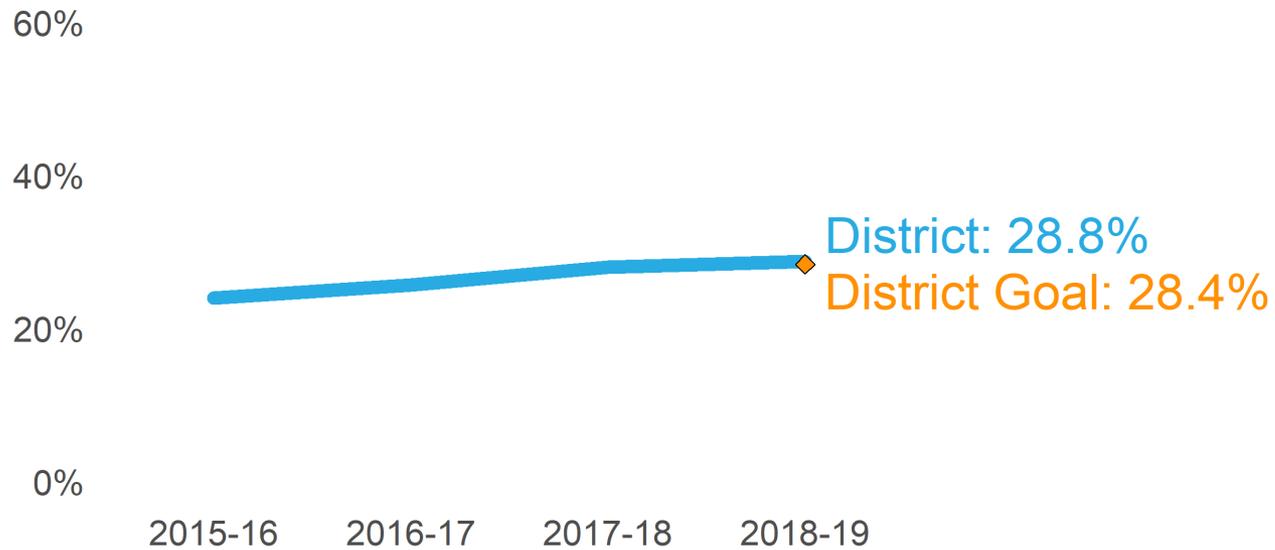
McKinley, Anderson, and Tulsa Learning Academy saw some of the largest increases.





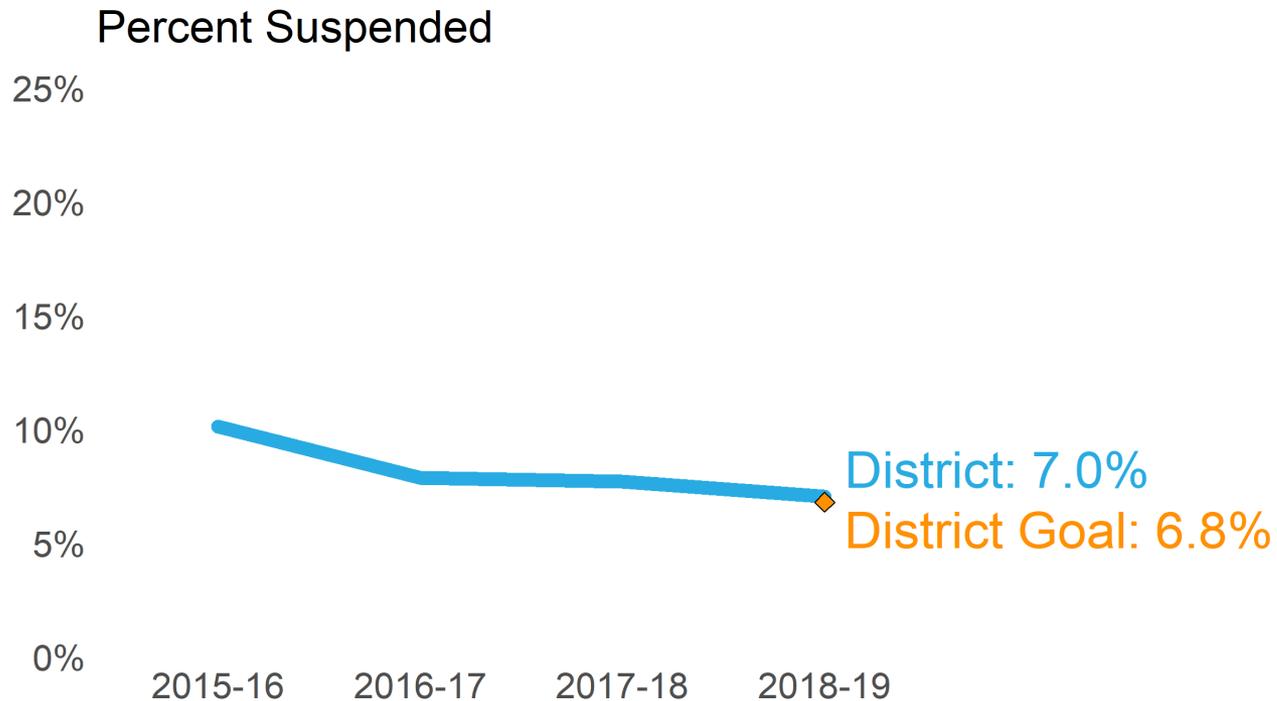
Increased chronic absenteeism underscores the need to provide even more targeted support to students with the greatest needs and continue cross-sector partnerships.

### Chronic Absenteeism





# Suspension rate continues to decline as more schools create healthy school cultures and adopt restorative practices.





# Additional measures help us understand school climate and culture and take action.

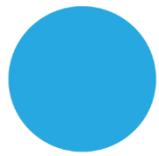
*“Students, teachers, and leaders—working with families and community partners—will foster **safe, supportive, and joyful** learning environments that emphasize **acceptance** and **inclusion** for all students in all schools.”*

-Destination Excellence

Students *tell* us how they feel with the Social Emotional Learning Student Supports survey.

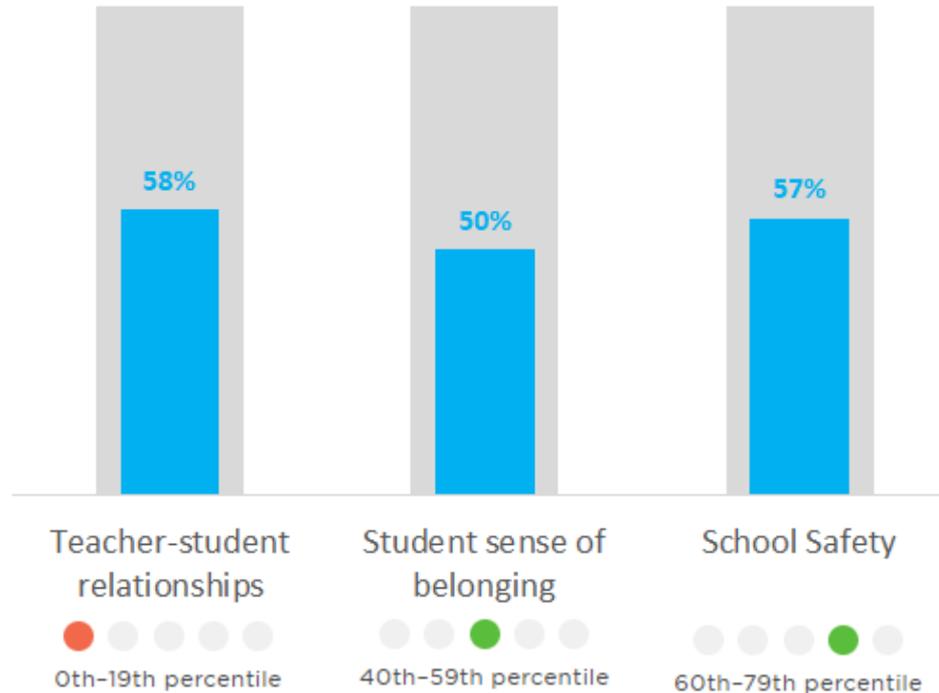
Students *show* us how they feel through their attendance.

How we respond to student behavior reflects a *supportive school climate*.



# School climate survey questions provide insight into how students perceive their learning environments.

Fall 2018 Student Supports Survey:  
% Favorable Responses



Compared to other similar urban, high-poverty districts:

# School Climate/Culture Strategic Initiatives

- A partnership with ImpactTulsa provided support to **attendance teams** within schools with a **focus of personalizing family and student outreach to create a more welcoming environment.**
- Student and Family Support Services partnered with schools to **increase the implementation of restorative practices and to create student-centered discipline systems.**
- **Partners** such as City Year, Communities in Schools, and Reading Partners work to **engage students and support positive attendance habits.**
- A growing number of schools focused on **creating equitable experiences and inclusive environments for all students.**
- District and school teams used **Panorama data on school-climate and student sense of belonging to inform their school climate/culture strategies and action plans.**

## **What data do we use to inform our strategies?**

- Student attendance and behavior data
- Student and staff culture/climate surveys
- Student social-emotional learning survey
- Student intervention tracker on data dashboards
- School Vision Walks



# Bright Spots

## **Mark Twain Elementary School met every School Performance Framework goal.**

- A partnership with ImpactTulsa provided intense supports around the creation of an attendance team that provides personalized supports for a more welcoming student environment.
- Attendance initially dipped in the fall, then the school community rallied and ended at 91.8% compared to 91% last year.
- Chronic absenteeism was down at 31% from 40%.

## **Rogers College Junior High School decreased chronic absenteeism.**

- A dedicated team focused on providing individualized outreach and supports to students and families.
- Attendance ended at 94.8% (up .8 pp).

## **Anderson Elementary School increased attendance through family outreach.**

- Increased attendance by 1.5 percentage points from the previous school year by focusing on increased student sense of belonging through family outreach.
- Recognized and celebrated increased attendance at monthly assemblies with students.



# Organizational Health

Organizational Health
Novice teacher retention rate
% of employees who are engaged and committed to Tulsa Public Schools (% of favorable responses based on staff survey questions)
% of teachers and principals with positive perceptions of district office service (% of favorable responses based on staff survey questions)



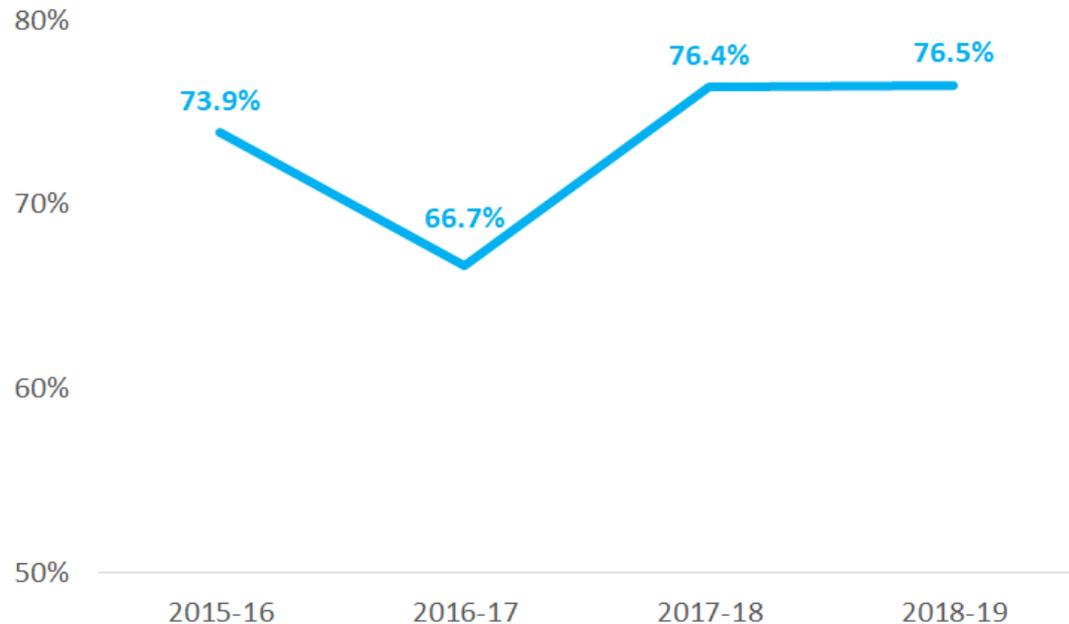


# We are continuing to invest in our new-hire teachers and want them to feel *supported* and *excited* to be part of Tulsa Public Schools.

**Novice teachers** = teachers who are in their 1<sup>st</sup> or 2<sup>nd</sup> year with Tulsa Public Schools who receive intentional coaching and supports\*

**3 out of 4 novice teachers** returned to TPS as teachers after the 2018-19 school year, maintaining last year's improved rate.

School Year	Novice Teacher Retention Rate	Total Novice Teachers	Total Novice Teachers Retained
2015-16	73.9%	782	578
2016-17	66.7%	697	465
2017-18	76.4%	660	504
2018-19	76.5%	742	568



\*Teach For America corps members are excluded from this calculation.



In January 2019, we surveyed our employees to better understand their perceptions and experiences.

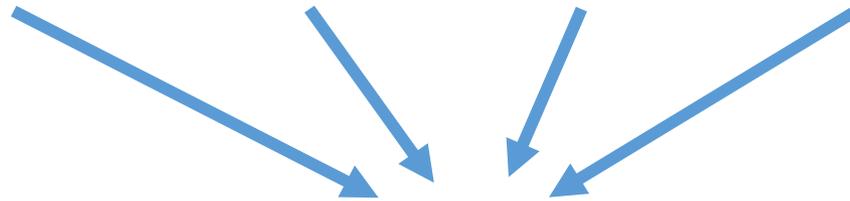
<i>Employee Group</i>	<i>District Office</i>	<i>School Leaders</i>	<i>Teachers</i>	<i>Other School Staff</i>
<b>Types of Employees</b>	District team employees, including Maintenance, Child Nutrition, and Transportation	Principals and assistant principals	Non-administrative school-based instructional staff (includes classroom teachers, counselors, librarians, teacher assistants, etc.)	Non-instructional school support staff members such as principal secretaries and attendance clerks
<b>Surveys Sent</b>	1,885	137	2,965	564
<b>Surveys Received</b>	1,385	103	1,592	396
<b>Response Rate</b>	73%	75%	54%	70%



# Our results indicate most staff members are engaged and committed to TPS, and we continue to reflect on ways to improve the experiences of all employees.

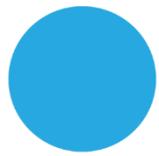
Percentage of respondents with a *somewhat agree*, *agree*, or *strongly agree* response (6-point scale)

<i>Survey Item</i>	<i>District Office</i>	<i>School Leaders</i>	<i>Teachers</i>	<i>Other School Staff</i>
I have a good understanding of the mission and goals of Tulsa Public Schools.	94%	98%	94%	95%
I am highly committed to Tulsa Public Schools.	96%	98%	92%	96%
I would recommend Tulsa Public Schools to my family and/or friends as a place to work.	86%	90%	73%	83%
<b>AVERAGE</b>	92%	95%	86%	91%



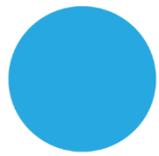
**91%**  
Overall  
Average





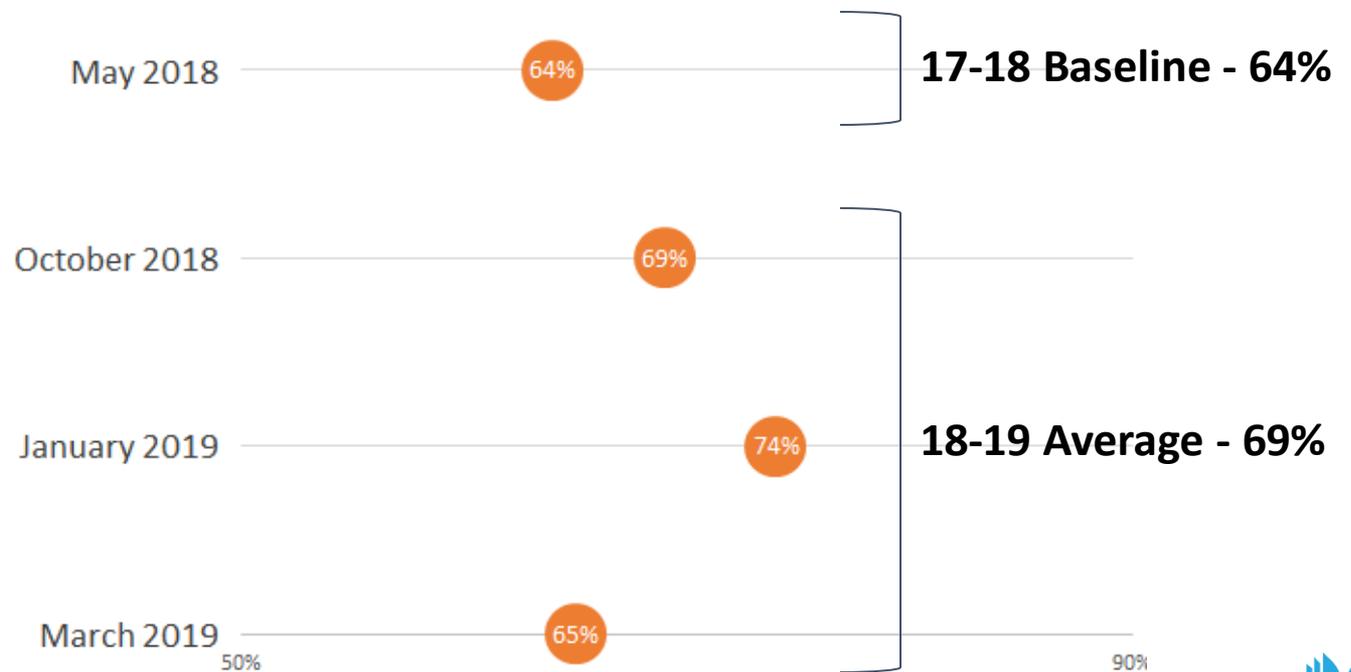
# Based on January's engagement survey, school leaders feel more positive about district office support than teachers and school staff.

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%



# Teachers' perceptions of district office service are improving, but there may be a large seasonal variation which can inform the timing of supports.

% Favorable Responses:  
3 service culture questions



# Organizational Health Strategic Initiatives

- A district-wide focus on **teacher leadership elevates teacher voice and leveraging expertise of professionals in the classroom.**
- Service teams are **redesigning the way finance and talent supports are structured**, providing a much more cohesive and strategic experience for school leadership teams.
- **Tulsa Teacher Corps is a rigorous and supportive preparation program for aspiring teachers** with hands-on training in real classrooms, and ongoing support and feedback from experienced educators.

## **What data do we use to inform our strategies?**

- Teacher demographic and retention data
- Districtwide staff engagement survey
- Tulsa Teacher Corps implementation metrics
- Teacher Knowledge and Practice survey (Empower schools)



# Bright Spots

**Novice-teacher supports are targeted to provide outreach, guidance, and coaching to teachers in their first two years upon entering Tulsa Public Schools, resulting in another consistent year for novice teacher retention at 76.5%.**

The **school planning process was redesigned** this year

- **Increased the strategic connection** between a school's vision for transformation, students' data, and Tulsa Way for Teaching & Learning strategies.
- Site leadership teams are **including student voice and allocating their resources to drive towards stronger student outcomes.**
- **Finance and talent teams accelerated timelines to give school leadership teams access to budget and staffing information earlier,** which allowed for more planning and feedback when allocating resources.





# We cannot work alone. Our community is key.

- **Cross-sector partnerships** with the City of Tulsa, Tulsa Transit, Tulsa Housing Authority, and local organizations like Growing Together, Hunger Free Oklahoma, and The Opportunity Project **support important initiatives that address:**
  - Safe walkways to school (**Vision Tulsa**)
  - Access to transportation (**TPS Rides**)
  - Housing stability (**Choice Neighborhoods, Comanche project, Kendall Whittier**)
  - Food access (**summer meal sites, afterschool supper program**)
  - Out-of-school time learning experiences (**The After Opp**)
- Changes in the McLain feeder pattern emerged from recommendations designed by **The North Tulsa Education Community Task Force**. These recommendations led to:
  - **consistent grade configurations in the McLain feeder pattern,**
  - **the expansion of Monroe Demonstration Academy to serve as the single middle school for the feeder pattern, and**
  - **the creation of a parent engagement center located in the Alcott facility.**



## In conclusion...

While we must continue to improve, we are making meaningful progress.

- We continue to **graduate more students** each year.
- The number of **students meeting reading and math growth goals** continues to increase.
- School **climates and cultures are shifting** with a focus on creating strong relationships, connectedness and safe spaces.

Our schools are focused and making gains.

- We more than **doubled the percentage** of schools that improved their **proficiency** rates.
- Nearly **2/3 of our schools improved reading growth**.
- **2.5x more schools improved their attendance rates**.

We are **retaining a majority** of our **novice teachers**.

**Planning processes** and service delivery models are becoming more **responsive to the needs of schools**.

Teacher and leader **perceptions of district office** are improving.



Looking forward...





# Discussion





# Data Appendix





College and Career Ready Graduates	2015-16	2016-17	2017-18	2018-19
Graduation rate	67.5%*	72.5%*	76.9%*	74.9%*
% of students meeting SAT college readiness benchmarks in both reading/writing and math		33%	33%	27%
% of graduates enrolled in a post-secondary institution in the fall of their cohort graduation year****				49%*
Academic Excellence	2015-16	2016-17	2017-18	2018-19
% of 3rd graders proficient in reading	33%	37%	34%	33%
% of students proficient in both reading and math**	24%	27%	26%	26%
% of students meeting projected reading growth**	43%	47%	43%	46%
% of students meeting projected math growth**	38%	41%	47%	49%
Safe, Supportive and Joyful School Climate/Culture	2015-16	2016-17	2017-18	2018-19
Average daily attendance rate	92.7%	92.4%	91.9%	91.7%***
Chronic absenteeism rate	24.0%	25.7%	28.0%	28.8%***
Suspension rate	8.8%	7.8%	7.7%	7.0%
Organizational Health	2015-16	2016-17	2017-18	2018-19
Novice teacher retention rate	73.9%	66.7%	76.4%	76.5%
% of employees who are engaged and committed to Tulsa Public Schools (% of favorable responses based on staff survey questions)			86%	91%
% 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)

\*Graduation rate state reporting and post-secondary enrollment reporting is delayed by a year. For example, the 2018-19 percentage represents the graduation rate for the 2018 cohort which is still preliminary.

\*\*Academic measures include all K-10 students for 2017-18 and up; prior years are K-3 only.

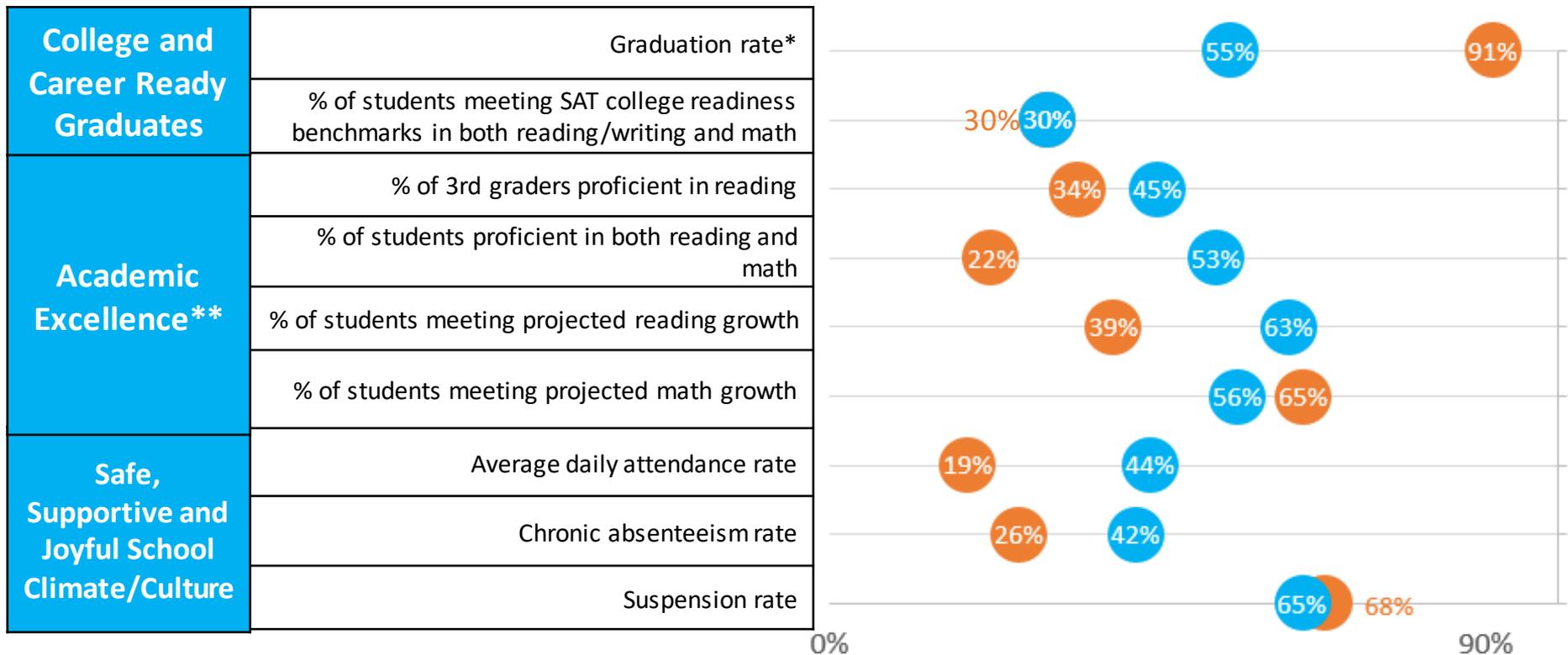
\*\*\*Beginning in 2018-19, student suspension days count as absences, which results in lower attendance and higher chronic absenteeism rates.

\*\*\*\*New measure added to district scorecard for 2019-2020.

# Across most measures, more TPS schools improved over the previous year in 2018-19 than in 2017-18.

The plot below shows the percentage of schools that improved over the prior year, comparing 2017-18 and 2018-19. For example, in 2018-19 63% of schools improved in reading growth compared to the prior year.

17-18 18-19



\*Graduation rate state reporting is delayed by a year. For example, the 2018-19 percentage represents the change in graduation rate from 2017 to 2018.  
 \*\*2017-18 includes only elementary schools since secondary schools did not use the MAP assessment in prior years.



## 2017-18\* Graduation Rate – Data Disaggregation

College and Career Ready Graduates
Graduation rate

9-20-19 update: Data disaggregation for graduation rate will be updated soon once updated data is available from the state.

# 2018-19 Percent of 11th-Grade Students Meeting SAT College Readiness Benchmarks in Both Reading/Writing and Math – Data Disaggregation



## College and Career Ready Graduates

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

Economically Disadvantaged	Mean
NO	59.4%
YES	18.1%

Gender	Mean
Female	27.3%
Male	27.3%

Ethnicity	Mean
African American	12.8%
American Indian or Alaska Native	32.5%
Asian	50.0%
Hispanic/Latinx	18.4%
Multi-Racial/Other	34.8%
Pacific Islander	*N/A
White	55.7%

Exceptional Students	Mean
NO	32.2%
YES	5.2%

Gifted	Mean
NO	19.2%
YES	69.7%

Verified Native American	Mean
NO	26.9%
YES	30.4%

English Language Learners	Mean
FORMER	25.7%
NO	32.2%
YES	3.2%

# 2017-18\* Percent of Graduates Enrolled in a Post-Secondary Institution in the Fall of their Cohort Graduation Year – Data Disaggregation

## College and Career Ready Graduates

% of graduates enrolled in a post-secondary institution in the fall of their cohort graduation year

Economically Disadvantaged	Mean
NO	61.3%
YES	42.5%

Gender	Mean
Female	54.8%
Male	41.8%

Ethnicity	Mean
African American	48.6%
American Indian or Alaska Native	47.7%
Asian	69.4%
Hispanic/Latinx	42.1%
Multi-Racial/Other	49.0%
Pacific Islander	**N/A
White	54.2%

Exceptional Students	Mean
NO	53.4%
YES	24.2%

Gifted	Mean
NO	44.3%
YES	61.6%

English Language Learners	Mean
FORMER	47.4%
NO	51.8%
YES	14.6%



# 2018-19 Percent of 3rd Graders Proficient in Reading

## Academic Excellence

% of 3rd graders proficient in reading

Economically Disadvantaged	Mean
NO	62.7%
YES	27.8%

Gender	Mean
Female	34.8%
Male	31.5%

Ethnicity	Mean
African American	22.5%
American Indian or Alaska Native	39.7%
Asian	43.6%
Hispanic/Latinx	25.9%
Multi-Racial/Other	38.6%
Pacific Islander	20.0%
White	49.1%

Verified Native American	Mean
NO	32.5%
YES	39.5%

English Language Learners	Mean
FORMER	78.7%
NO	37.2%
YES	22.2%

Exceptional Students	Mean
NO	38.4%
YES	14.3%

Gifted	Mean
NO	26.2%
YES	85.4%



# 2018-19 Percent of Students Proficient in Both Reading and Math

## Academic Excellence

% of students proficient in both reading and math

Grade	Mean
Kindergarten	35.2%
1	24.6%
2	29.8%
3	23.4%
4	19.1%
5	18.8%
6	20.9%
7	23.5%
8	30.2%
9	31.1%
10	39.6%

Ethnicity	Mean
African American	14.6%
American Indian or Alaska Native	28.2%
Asian	39.8%
Hispanic/Latinx	20.5%
Multi-Racial/Other	30.8%
Pacific Islander	14.7%
White	43.1%

Gender	Mean
Female	27.0%
Male	25.3%

Exceptional Students	Mean
NO	29.9%
YES	8.2%

Verified Native American	Mean
NO	25.9%
YES	28.5%

Gifted	Mean
NO	18.9%
YES	78.5%

Economically Disadvantaged	Mean
NO	52.3%
YES	21.0%

English Language Learners	Mean
FORMER	36.0%
NO	29.3%
YES	13.3%



# 2018-19 Percent of Students Meeting Projected Reading Growth

## Academic Excellence

% of students meeting projected reading growth

Grade	Mean
Kindergarten	50.3%
1	44.1%
2	40.2%
3	49.1%
4	42.8%
5	42.9%
6	47.9%
7	46.8%
8	45.2%
9	52.5%
10	51.9%

Ethnicity	Mean
African American	41.3%
American Indian or Alaska Native	44.9%
Asian	50.7%
Hispanic/Latinx	46.5%
Multi-Racial/Other	45.9%
Pacific Islander	45.5%
White	51.4%

Gender	Mean
Female	46.4%
Male	46.3%

Exceptional Students	Mean
NO	48.3%
YES	37.2%

Verified Native American	Mean
NO	46.6%
YES	44.7%

Gifted	Mean
NO	44.7%
YES	57.9%

Economically Disadvantaged	Mean
NO	53.2%
YES	45.0%

English Language Learners	Mean
FORMER	51.9%
NO	46.6%
YES	43.5%



# 2018-19 Percent of Students Meeting Projected Math Growth

## Academic Excellence

% of students meeting projected math growth

Grade	Mean
Kindergarten	59.5%
1	56.0%
2	54.2%
3	52.1%
4	33.4%
5	43.6%
6	45.2%
7	42.0%
8	46.6%
9	51.0%
10	56.8%

Ethnicity	Mean
African American	42.5%
American Indian or Alaska Native	47.8%
Asian	51.4%
Hispanic/Latinx	49.6%
Multi-Racial/Other	50.1%
Pacific Islander	38.5%
White	54.3%

Gender	Mean
Female	47.8%
Male	50.3%

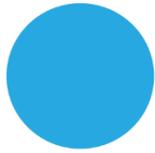
Exceptional Students	Mean
NO	50.0%
YES	44.5%

Verified Native American	Mean
NO	49.1%
YES	48.3%

Gifted	Mean
NO	47.5%
YES	59.3%

Economically Disadvantaged	Mean
NO	57.6%
YES	47.2%

English Language Learners	Mean
FORMER	47.0%
NO	49.0%
YES	49.9%



# 2018-19 Average Daily Attendance Rate

## Safe, Supportive and Joyful School Climate/Culture

Average daily attendance rate

Grade	Mean
Pre-K	91.2%
Kindergarten	92.0%
1	92.9%
2	93.3%
3	93.7%
4	93.9%
5	93.7%
6	93.5%
7	91.5%
8	90.7%
9	89.7%
10	88.1%
11	88.1%
12	86.2%

Ethnicity	Mean
African American	90.1%
American Indian or Alaska Native	90.2%
Asian	94.7%
Hispanic/Latinx	92.6%
Multi-Racial/Other	90.8%
Pacific Islander	91.2%
White	92.2%

Gender	Mean
Female	91.8%
Male	91.5%

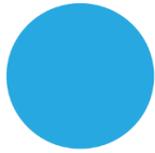
Economically Disadvantaged	Mean
NO	94.5%
YES	91.1%

Verified Native American	Mean
NO	91.8%
YES	90.7%

Gifted	Mean
NO	91.3%
YES	94.1%

Exceptional Students	Mean
NO	92.1%
YES	89.9%

English Language Learners	Mean
FORMER	92.8%
NO	91.0%
YES	93.1%



# 2018-19 Chronic Absenteeism Rate

## Safe, Supportive and Joyful School Climate/Culture

Chronic absenteeism rate

Grade	Mean
Pre-K	32.1%
Kindergarten	28.0%
1	25.3%
2	21.9%
3	20.4%
4	18.2%
5	19.9%
6	21.7%
7	30.6%
8	33.3%
9	36.7%
10	41.0%
11	42.2%
12	49.3%

Economically Disadvantaged	Mean
NO	13.5%
YES	31.9%

Ethnicity	Mean
African American	36.1%
American Indian or Alaska Native	35.5%
Asian	15.3%
Hispanic/Latinx	23.6%
Multi-Racial/Other	33.3%
Pacific Islander	34.9%
White	26.5%

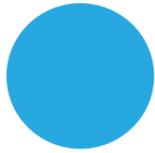
Verified Native American	Mean
NO	28.4%
YES	33.0%

English Language Learners	Mean
FORMER	22.5%
NO	32.2%
YES	21.4%

Gender	Mean
Female	28.4%
Male	29.1%

Exceptional Students	Mean
NO	27.0%
YES	36.7%

Gifted	Mean
NO	30.4%
YES	16.1%



# 2018-19 Suspension Rate

## Safe, Supportive and Joyful School Climate/Culture

Suspension rate

Grade	Mean
Pre-K	1.2%
Kindergarten	2.5%
1	3.3%
2	3.7%
3	4.8%
4	5.5%
5	6.4%
6	8.4%
7	15.0%
8	14.1%
9	12.0%
10	11.0%
11	7.8%
12	7.8%

Ethnicity	Mean
African American	13.7%
American Indian or Alaska Native	6.6%
Asian	2.2%
Hispanic/Latinx	4.3%
Multi-Racial/Other	7.9%
Pacific Islander	5.0%
White	4.7%

Gender	Mean
Female	4.7%
Male	9.2%

Exceptional Students	Mean
NO	5.8%
YES	12.4%

Verified Native American	Mean
NO	6.9%
YES	8.3%

Gifted	Mean
NO	7.4%
YES	3.9%

English Language Learners	Mean
FORMER	4.8%
NO	8.4%
YES	3.7%

Economically Disadvantaged	Mean
NO	2.6%
YES	8.0%