



# Fall/Winter 2019 Report

Focus: Instructional Excellence



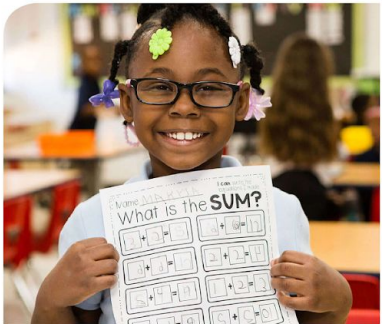
December 16, 2019

# WHO WE ARE



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

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



**75**   
**SCHOOLS**

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



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

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



# 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 the problems and bring ideas to life through innovation and intentional design

# OUR CORE VALUES

**Equity**

**Character**

**Excellence**

**Team**

**Joy**



# OUR BELIEFS

**Our students can**

**Our teachers make it happen**

**Our principals are key**

**Our district is “all in”**

**Our community is essential**



# Oklahoma State Report Card Results for SY 2018-19

# Oklahoma's schools are continuing to adapt to more rigorous standards for our students.

- Oklahoma School Testing Program (OSTP) statewide results have declined since the baseline year.

Statewide OSTP Proficiency Rates, 2017 to 2019


Grade	2017	2018	2019	Statewide difference from 2017	TPS difference from 2017
<i>English language arts</i>					
3	39	33	39	-	-
4	37	35	30	-7	-7
5	40	37	35	-5	-5
6	40	38	36	-4	-7
7	34	28	29	-5	-4
8	35	33	30	-5	-
<i>Math</i>					
3	44	41	43	-1	-2
4	41	36	38	-3	-1
5	35	30	31	-4	-3
6	35	28	30	-5	-9
7	34	34	33	-1	-4
8	23	20	23	-	-1
<i>Science</i>					
5	43	41	39	-4	-4
8	41	39	40	-1	-

## State report card results were also mixed, with declines in overall Academic Achievement.

“Across-the-board declines in Academic Achievement, particularly at the high school level, are concerning and worthy of focus. As we celebrate individual student growth, we must focus on meeting students where they are and preparing them for the next grade, course or level so that they are successful in life after high school.”

-State Superintendent Joy Hofmeister



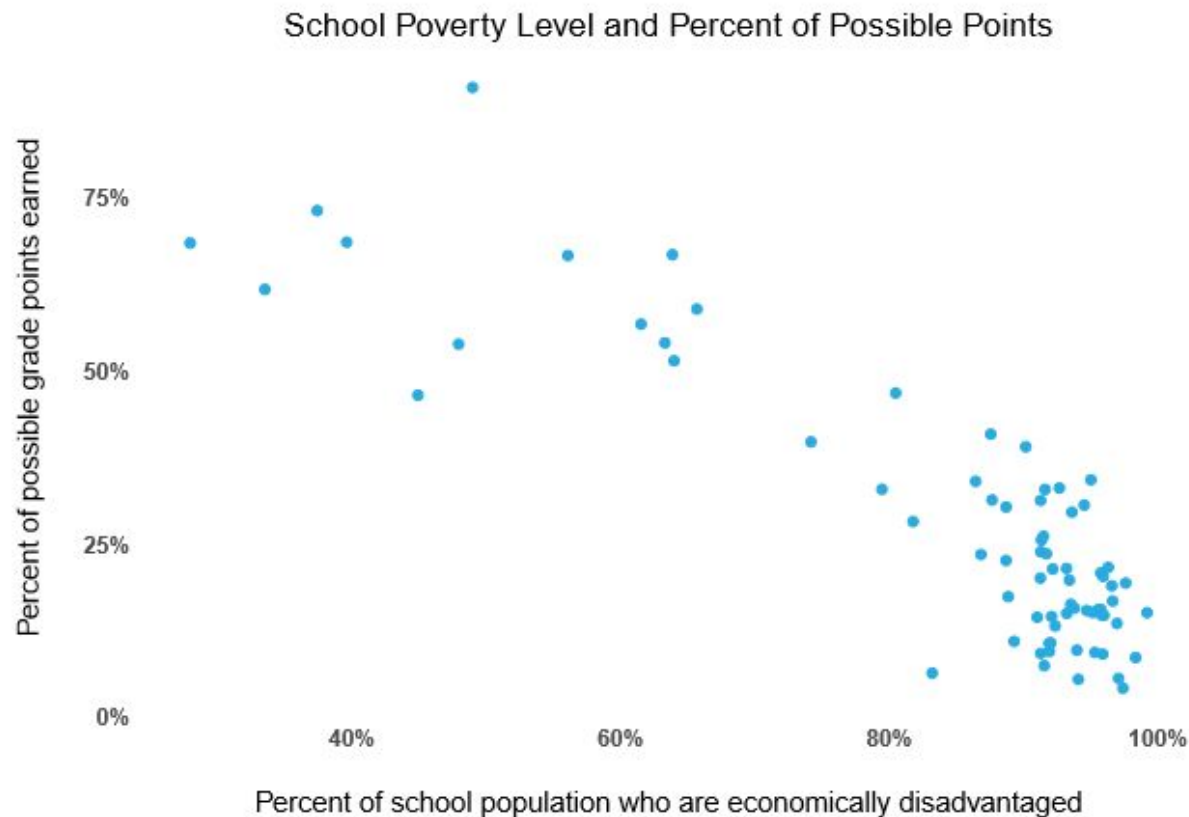


# Tulsa Public Schools' success and improvement at the high school level is something we are excited about.

- Booker T. Washington High School is the only A high school in the Tulsa area.
  - There is only one other A school, an elementary school, in the entire Tulsa area.
- Central High School, McLain High School, and Tulsa Met High School all improved from an F to a D.
- Tulsa Public Schools continues to outpace the state average for Post-Secondary Opportunities for our juniors and seniors.

# The report cards measure important aspects of student success. However, they are also highly correlated with poverty.

In Tulsa Public Schools, nearly all schools that received an F grade serve populations where at least 90% of students come from economically disadvantaged families.



# Performance in Tulsa Public Schools was very similar to Oklahoma City Public Schools.

- The percentage of A, B, and C schools is nearly identical for Tulsa and Oklahoma City.

Grade	Oklahoma City	OKC %	Tulsa	Tulsa %
A	1	1%	1	1%
B	4	5%	7	10%
C	11	14%	8	11%
D	31	40%	29	40%
F	30	39%	28	38%
Grand Total	77		73	

- Measures such as Academic Achievement, Graduation, and Chronic Absenteeism have large numbers of D and F schools for both districts, and this will likely remain true even as schools continue to make progress.
- Academic Growth, measured Spring to Spring, includes the effects of summer learning loss.

\*Note: percentages may not add up to 100% due to rounding.



# Our dedicated school staff are leveraging strong goal-setting and progress monitoring practices to improve.

- Schools that improved their grades include:
  - Elementary
    - Hamilton
    - Hoover
    - Lanier
    - McClure
    - Patrick Henry
  - Middle
    - Thoreau Demonstration Academy
    - Webster Middle School
  - High
    - Central
    - McLain
    - Tulsa Met

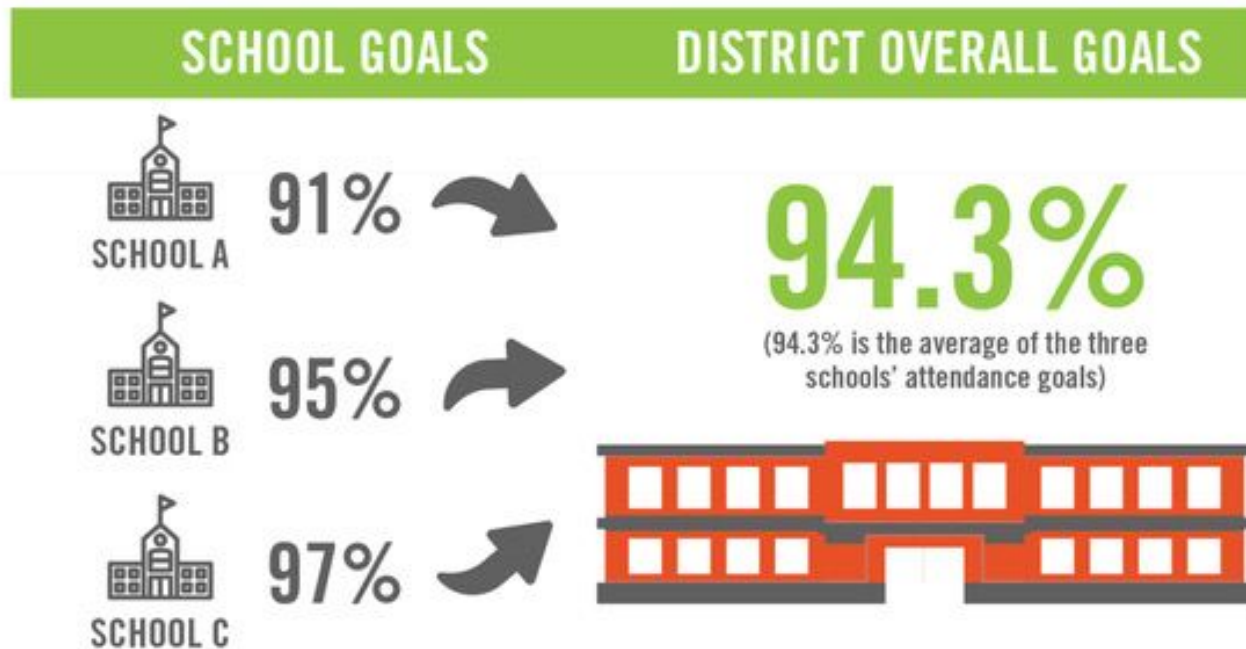




# School Performance Framework Fall/Winter Results

# Tulsa Public Schools - 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.





Two principles we keep in mind...

**Rigorous**

**&**

**Attainable**

# Three Levels of Goals

**Incremental/Maintain:** Attainable with non-intensive school and district level interventions. Appropriate for schools with already high scores in this measure.

**Moderate:** Attainable with implementation of targeted supports and interventions. Appropriate for schools with average to low scores in this measure




**Aggressive:** Attainable only with intensive and sustained interventions targeted at specific students. These should be set after careful consideration.



# What resources are available to support school leaders and their leadership teams with goal-setting?

1. **Data dashboards** to view historical trends
2. **Structured time and support** to develop goals and track progress.
3. Additional **interactive goal-setting tools** linked in the dashboards
4. Their colleagues, partners, and instructional leadership directors
5. The **data team** (for data-related questions and support with the dashboards)
6. **Professional Learning Focus Plans** for Teachers and Leaders

The Destination Excellence scorecard metrics help us measure progress and align our focus.

 TULSA PUBLIC SCHOOLS	<b>Destination Excellence Scorecard 2019-2020</b>		 
College and Career Ready Graduates	2018-19	2019-20 (through 12/13)	
Graduation rate	74.9%*	n/a	
% of students meeting SAT college readiness benchmarks in both reading/writing and math	27%	n/a	
% of graduates enrolled in a post-secondary institution in the fall of their cohort graduation year	49%*	n/a	
Academic Excellence	2018-19	2019-20 (through 12/13)	
% of 3rd graders proficient in reading	33%	33%	
% of students proficient in both reading and math	26%	25%	
% of students meeting projected reading growth	46%	n/a	
% of students meeting projected math growth	49%	n/a	
Safe, Supportive and Joyful School Climate/Culture	2018-19	2019-20 (through 12/13)	
Average daily attendance rate	91.7%	92.2%	
Chronic absenteeism rate	28.8%	26.0%	
Suspension rate	7.0%	4.1%	
Organizational Health	2018-19	2019-20 (through 12/13)	
Novice teacher retention rate	76.5%	n/a	
% of employees who are engaged and committed to Tulsa Public Schools (% of favorable responses based on staff survey questions)	91%	n/a	
% of teachers and principals with positive perceptions of district office service (% of favorable responses based on staff survey questions)	69% (Teachers) 86% (Principals)	n/a	

\*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.

# Semester 1 Update: Academic Excellence and Safe, Supportive, and Joyful School Climate/Culture





## Destination Excellence Scorecard 2019-2020



Academic Excellence	2018-19	2019-20 (through 12/13)	2019-20 goal
% of 3rd graders proficient in reading	33%	33%	39%
% of students proficient in both reading and math	26%	25%	28%
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Chronic absenteeism rate	28.8%	26.0%	26.8%
Suspension rate	7.0%	4.1%	6.4%

# Quarter 1: Academic Excellence and Safe, Supportive, and Joyful School Climate/Culture updates

 <b>Destination Excellence Scorecard 2019-2020</b> 			
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## Impact of Summer Learning Loss

***What's behind this 26% to 25% dip in overall proficiency?***  
33% of our students ended the year proficient in mathematics,  
but 30% returned proficient.





**Area of focus:**  
Reading Growth through a  
strong instructional core

# Why focus on reading and the instructional core?

## 1. Research demonstrates it

- Reading on-track by 3rd grade is an important predictor of 8th grade proficiency, high school success, and college enrollment (Lesnick, George, Smithgall, & Gwynne, 2010)
- Students who are not proficient in 3rd grade are 4 times less likely to graduate on time (Hernandez, 2011)

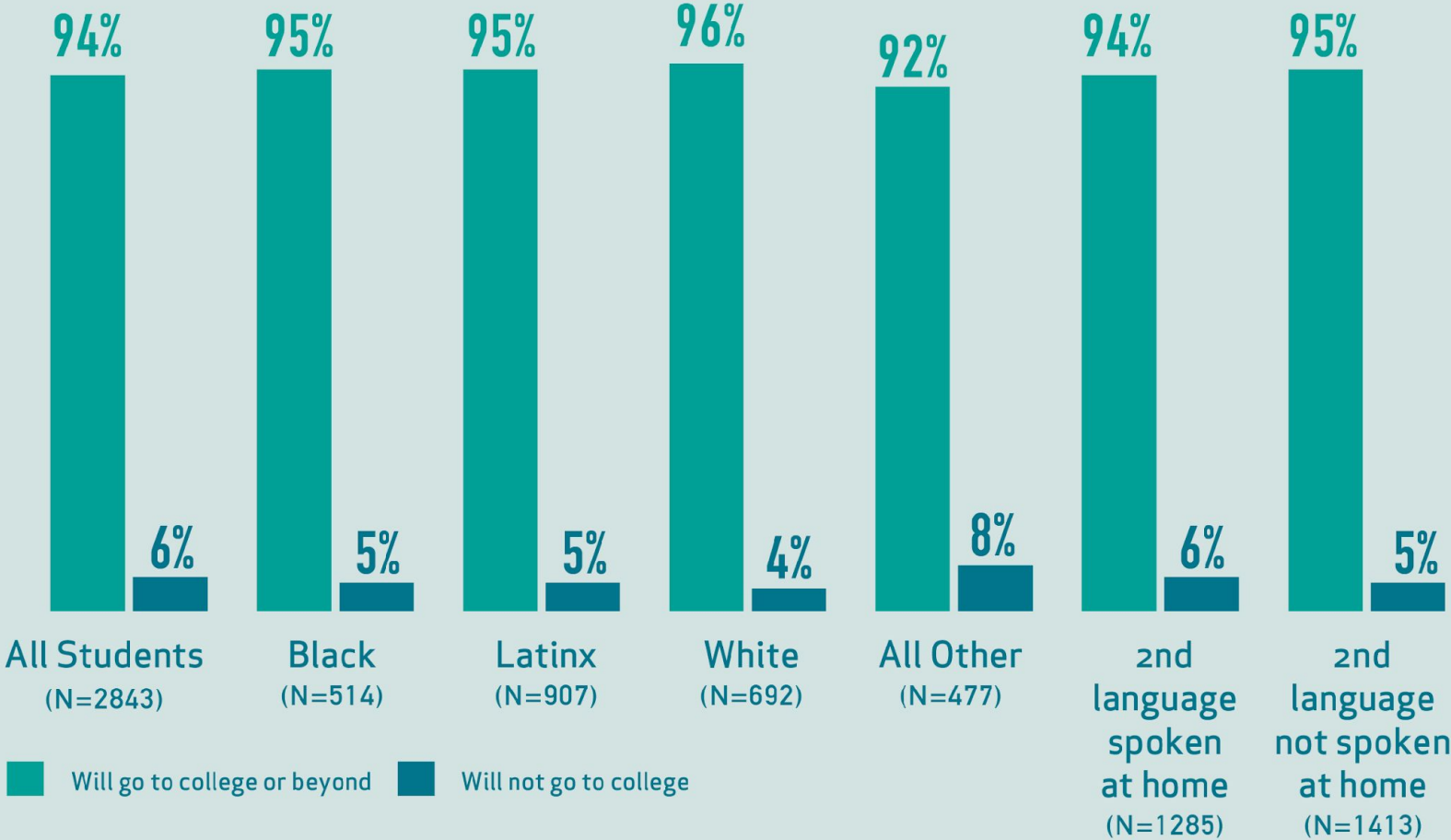
## 2. Our data confirms it

- 57% of Tulsa Public School students in Oklahoma public universities take at least one remedial course in their first year of college, compared to 37% statewide. (Oklahoma State Regents)

## 3. Our students want it

- Tulsa Public Schools' students have ambitions for careers that require college degrees (middle school focus groups, yearly college & career survey)

Almost all students—regardless of who they are—intend to go to college or beyond.



Seventy percent of high schoolers aspire to careers that require at least a college degree.

SOURCE: Student background surveys  
from *The Opportunity Myth*, 2018



Source: *The Opportunity Myth*, September 2018

Students expect that school will set them up to meet their goals if they do what's asked of them—and they generally do just that.



**88%** of the time, students are working on activities related to class

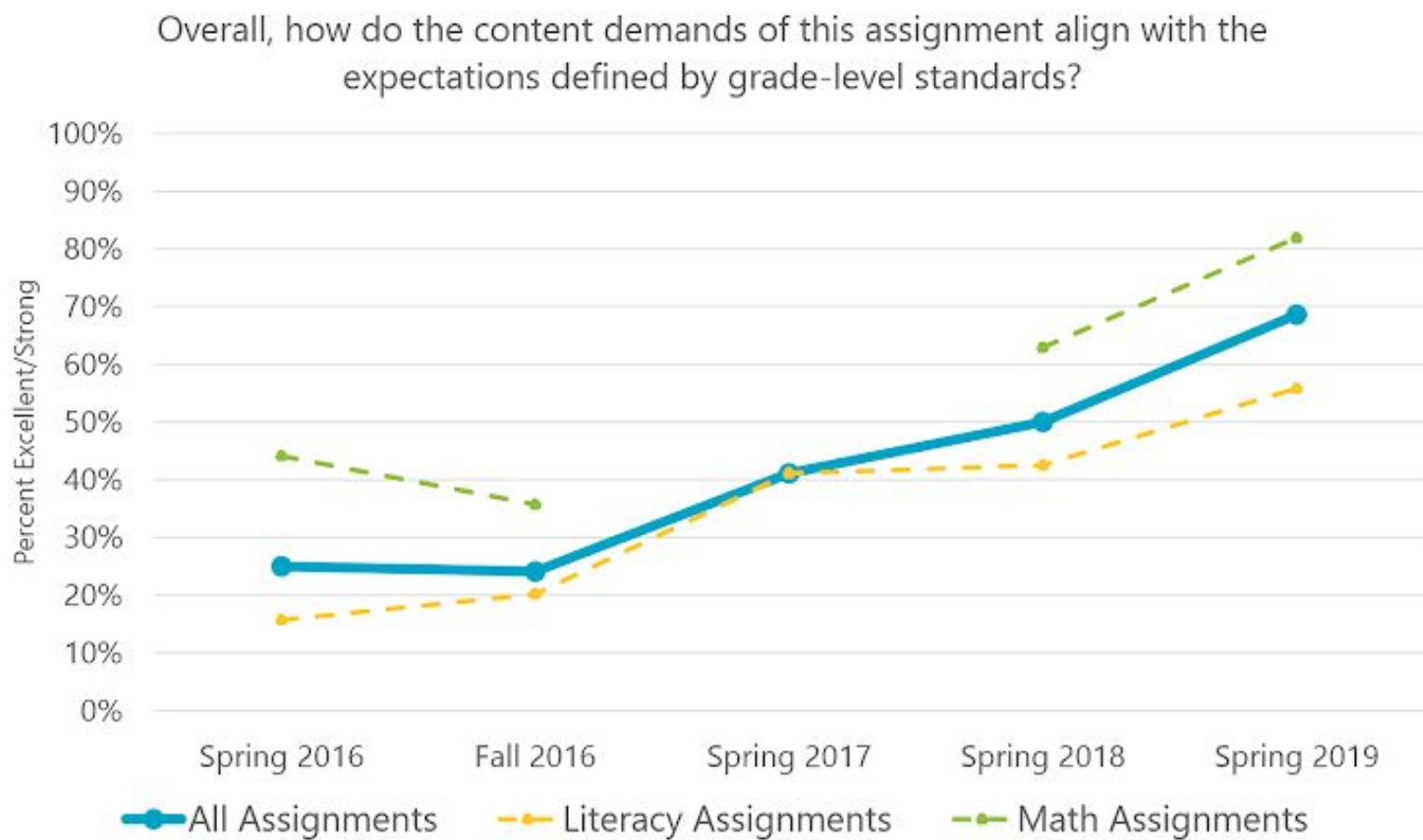
**71%** of the time, students met the expectations of assignments they're given

**83%** earned As, Bs, and Cs in English language arts

**78%** earned As, Bs, and Cs in math

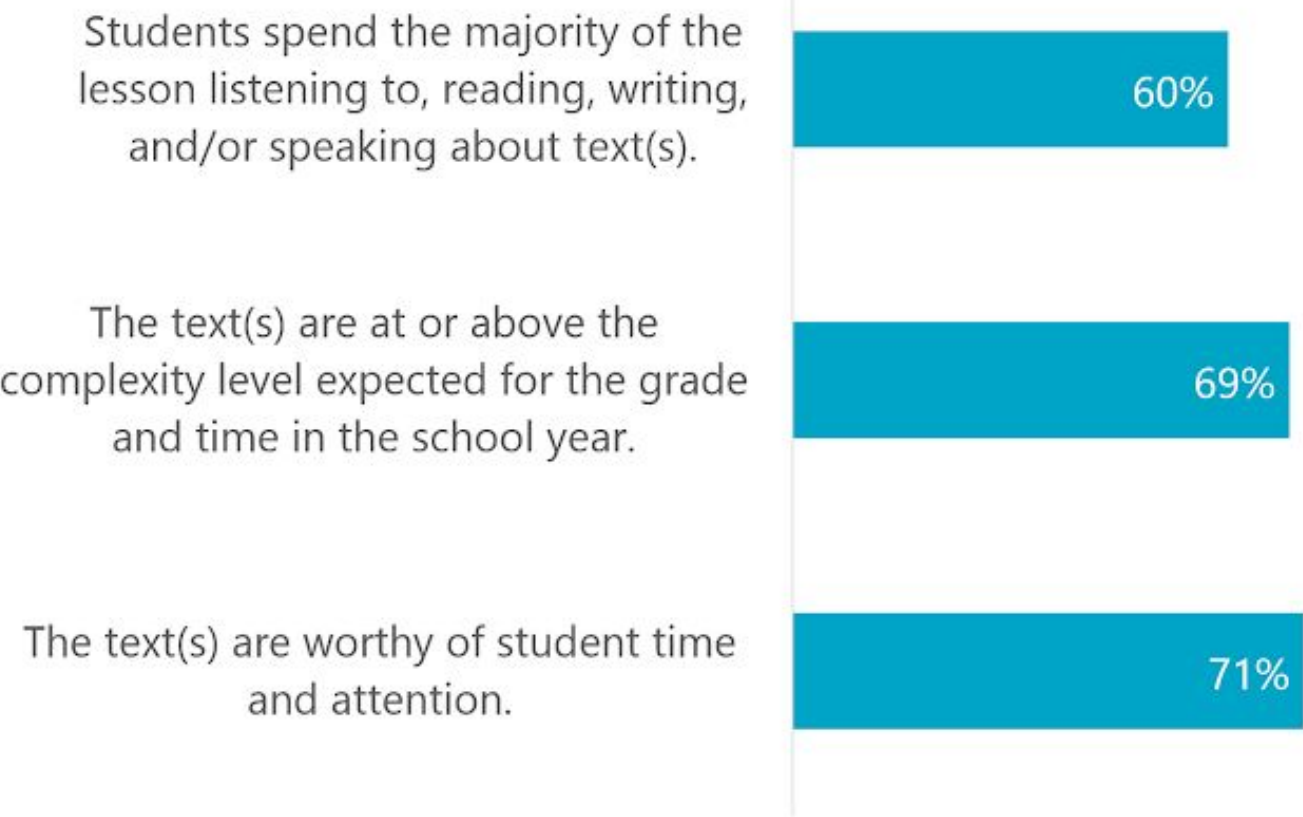
SOURCE: Student surveys (for time on task); Student work samples (for meeting assignment expectations); District extant data (for grades) from *The Opportunity Myth*, 2018

**The quality of assignments observed in both ELA and math classrooms has continued to improve significantly over time.**




\* Spring 2016 n=104; Fall 2016 n=112; Spring 2017 n=73; Spring 2018 n=190; Spring 2019 n=169

**A majority of the lessons focused on reading and listening comprehension gave students the opportunity to engage with appropriately complex texts for their grade level.**



\* N = 86 Reading & Listening Comprehension lessons



We owe it to our students to deliver a  
**rigorous learning experience** that sets them up  
for **success in their postsecondary ambitions**



# Our strategies continue to guide our improvement efforts.

## STRATEGIES

- 1 Create powerful learning experiences for all by implementing an aligned PreK-12 instructional program.
- 2 Cultivate safe, supportive, and joyful school cultures.
- 3 Attract, develop, and retain a highly effective and empowered team.
- 4 Incubate and implement innovative classroom, school, and district designs.
- 5 Design the district to be adaptive and responsive in providing excellent learning experiences for students and families.

## DESTINATION EXCELLENCE GOALS

**MASTERFUL TEACHING**

**INSTRUCTIONAL LEADERSHIP**

**SUPPORTIVE LEARNING**

**STUDENT CULTURE OF CARE AND RESPECT**

**TALENT**

**INNOVATION**

**CONTINUOUS IMPROVEMENT**

**SERVICE TO SCHOOLS**

## OUTCOMES

<b>GRADUATING, COLLEGE &amp; CAREER READINESS</b> <ul style="list-style-type: none"><li>• Graduation Rate</li><li>• SAT Scores</li></ul>	<b>ACADEMIC EXCELLENCE</b> <ul style="list-style-type: none"><li>• 3rd Grade Reading</li><li>• Math &amp; Reading Proficiency</li><li>• Reading &amp; Math Growth</li></ul>
<b>SCHOOL CULTURE</b> <ul style="list-style-type: none"><li>• Attendance</li><li>• Suspension Rate</li><li>• Student Climate</li></ul>	<b>ORGANIZATIONAL HEALTH</b> <ul style="list-style-type: none"><li>• Novice Teacher Retention</li><li>• Employee Engagement</li><li>• District Office Service</li></ul>

# What does our instructional work look like?

## STRATEGIES

1

Create powerful learning experiences for all by implementing an aligned PreK-12 instructional program.

2

Cultivate safe, supportive, and joyful school cultures.

3

Attract, develop, and retain a highly effective and empowered team.

4

Incubate and implement innovative classroom, school, and district designs.

5

Design the district to be adaptive and responsive in providing excellent learning experiences for students and families.

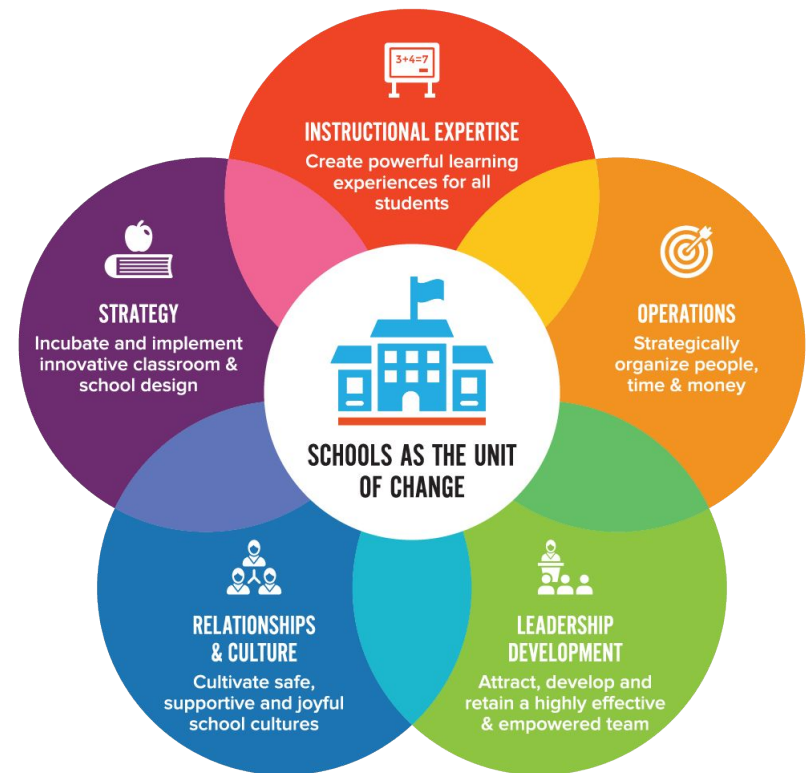
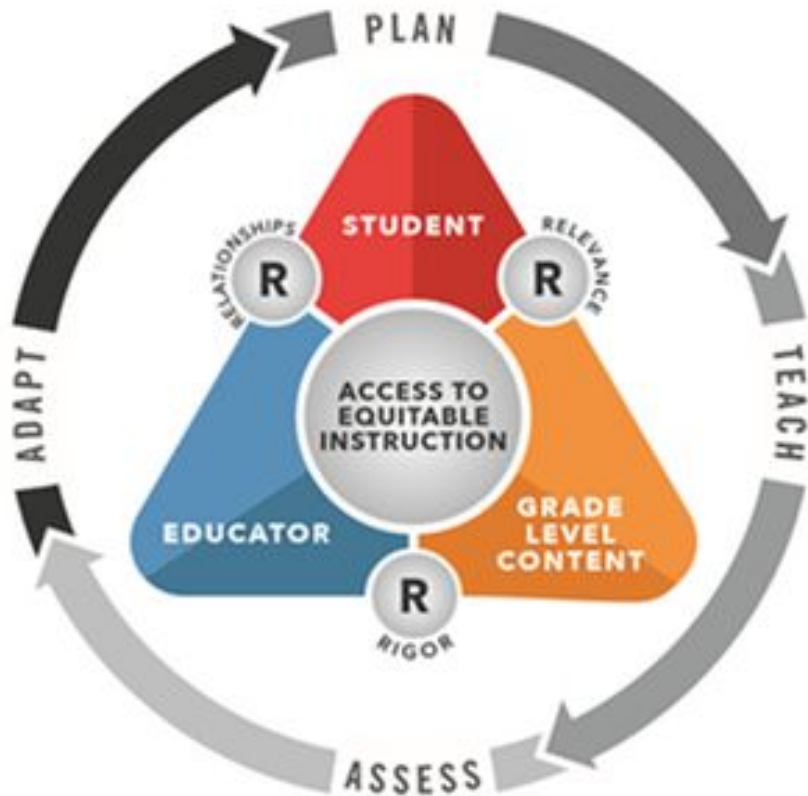
### **Strategy 1. An aligned instructional program**

guarantees universal access to grade-level curriculum

**Strategy 3. A highly empowered team** creates time in schedules for teacher leadership and collaborative planning time

**Strategy 5. An adaptive and responsive data system and redesigned school planning process** provide the conditions and tools to support continuous improvement cycles and to scale strong instructional practice faster

# The Tulsa Way for Teaching & Learning and transformational leaders are our top levers for change



**What schools must deliver to students...**

**...and what school leadership teams must do to achieve it**

# Multiple initiatives are supporting grade-level learning across Tulsa Public Schools

**Empower** is a teacher leadership program that ensures 90 minutes of collaborative learning and planning every week, with a focus on national best practices in early childhood, math, and ELA instruction in 19 elementary schools

**Vision Walks and School Leader Learning** are narrowed in on developing a shared expertise in school leaders around supporting all students in grade-level literacy

**Continuous Improvement** cohorts provide the conditions and tools to support national best practices in continuous improvement cycles aimed at scaling strong instructional practices. This year there are two pilot cohorts of 10 elementary schools and five high schools.

**Formative Assessment Pilot** supports teachers in working alongside their students to develop learning objectives and understanding how student work yields real-time information about if and how students are learning

# Three Key Supports Drive Towards Instructional Excellence

## **Rigorous, Comprehensive Curriculum**

Ensure that all students have access to rigorous and coherent curriculum, as well as diverse materials that are grounded in cultural relevance

## **Teacher Leadership & Collaboration**

Leverage teacher expertise to promote collaborative structures for teacher learning

## **Frequent, Growth-Oriented Continuous Improvement**

Cycles of continuous improvement, including frequent teacher coaching, that support the improvement of instructional practice

# Rigorous, Research Based Materials Supports Instructional Excellence

## Rigorous, Comprehensive Curriculum

**Ensure that all students have access to rigorous and coherent curriculum, as well as diverse materials that are grounded in cultural relevance**

## Teacher Leadership & Collaboration

Leverage teacher expertise to promote collaborative structures for teacher learning

## Frequent, Growth-Oriented Continuous Improvement

Cycles of continuous improvement, including frequent teacher coaching, that support the improvement of instructional practice

## Rigorous, Comprehensive Curriculum

# Selection of High-Quality Curriculum

During the 2015-2016 school year, the district textbook selection committee, made up of mostly teachers and district staff including the academic coordinators for literacy, convened to select a new reading/language arts curriculum resource that would help us reach our vision for student learning.

The selected academic curriculum resources are directly linked to Tulsa Public Schools' Learning Expectations, which reflect the Oklahoma Academic Standards and SAT benchmarks. The Learning Expectations outline the content and skills students will learn each year for college and career success.



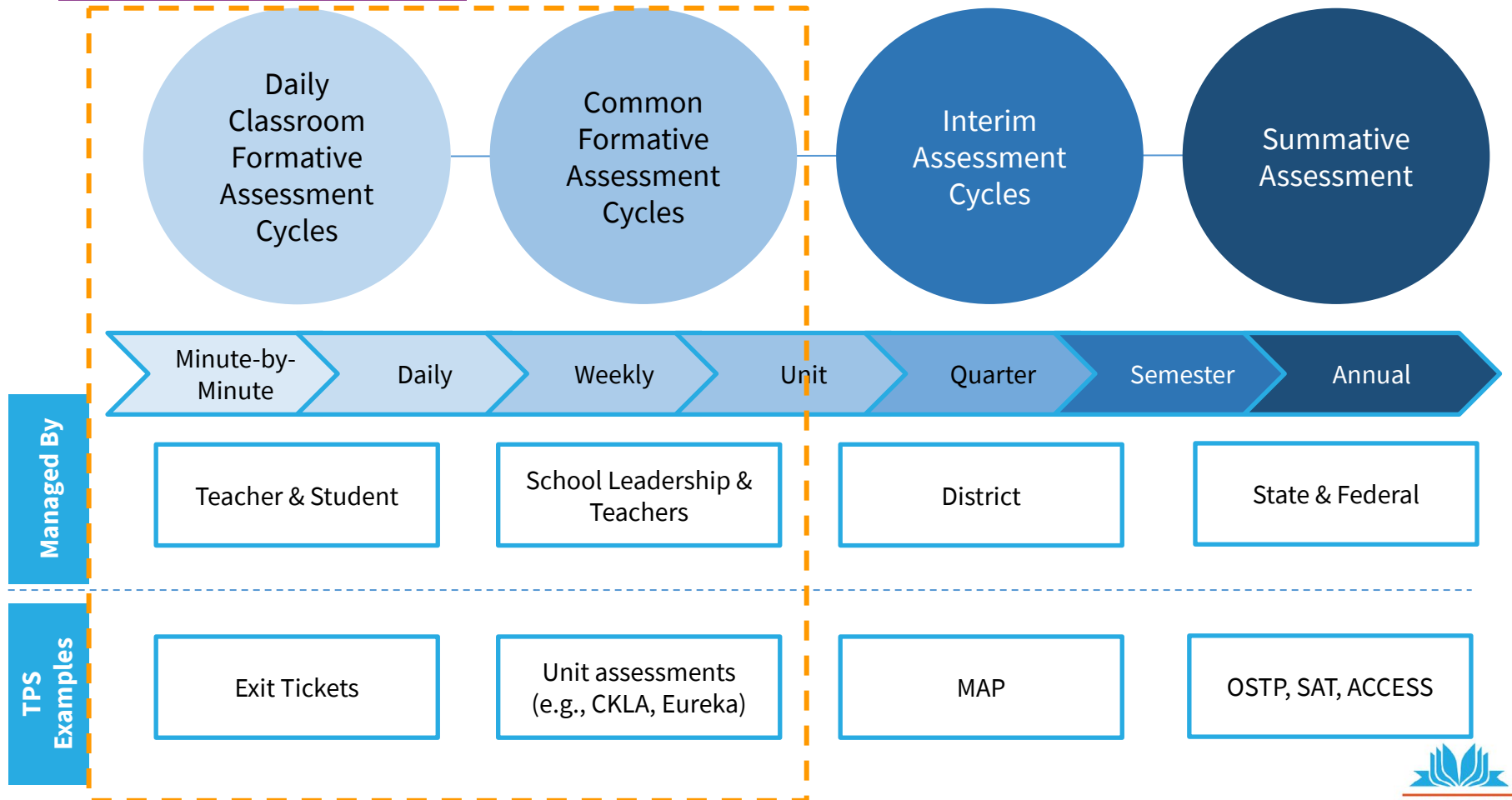
Rigorous,  
Comprehensive  
Curriculum

## High-Quality Curriculum Rooted in Literacy Research

1. Regular practice with **complex texts** and their academic language
2. Reading, writing, speaking and listening grounded in **evidence from texts**
3. Building knowledge through **content-rich nonfiction**
4. Regular and systematic approach to **foundational skills**

## Rigorous, Comprehensive Curriculum

# High-Quality Assessments Rooted in Research



## Rigorous, Comprehensive Curriculum

# Where are we seeing success?

- **Growth:** From 2015-2019, in grades K-3 MAP **math growth increased by 11.6 percentage points** and **ELA increased by 3 percentage points**.
- **Grade-level content:** According to our Instructional Quality Review, **elementary classrooms are engaging with grade-appropriate texts more than 80% of the time in spring 2019, up from 26% in spring 2016**. Middle and high school classrooms (English, Social Studies, Science) increased the use the grade-level complex texts to 52% in spring 2019, up from 42% in spring 2016.
- **Cultural Relevance & Equity:** In the summer of 2019, we **purchased classroom libraries for elementary classrooms with a range of diverse texts aligned to Core Knowledge Language Arts units of study**. Cultural relevance of these supplemental book sets was a key criteria for the selection of the book vendor. Currently, a cross functional team is auditing our CKLA content to identify opportunities to increase culturally responsive teaching practices.
- **Literacy as a focus:** Based on our growth data, we are focusing on developing a stronger understanding as leaders and teachers of how our curriculum materials are supported by research in how students' best learn to read.

# High-Quality Professional Learning Supports

## Instructional Excellence

### Rigorous, Comprehensive Curriculum

Ensure that all students have access to rigorous and coherent curriculum, as well as diverse materials that are grounded in cultural competence

### Teacher Leadership & Collaboration

**Leverage teacher expertise to promote collaborative structures for teacher learning**

### Frequent, Growth-Oriented Continuous Improvement

Cycles of continuous improvement, including frequent teacher coaching, that support the improvement of instructional practice

# Why do we need to make a shift?

### 1. Our teachers have asked for it

- Teacher focus groups three years ago asked for teacher-led collaboration as one of the biggest ways to improve their experience
- When 600+ teachers were asked in October what they thought an ideal adult (staff & teacher) experience would be in middle schools, “collaboration” was the second highest rated item, behind social-emotional supports

### 2. Professional development is more effective when it is more relevant

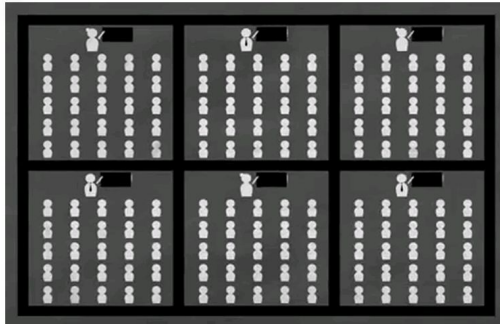
- Professional development is much more meaningful when its based on the grade and subject a teacher is teaching everyday, instead of a one-size-fits all approach (Student Achievement Partners, ERS/Aspen Institute)

### 3. Teachers are professionals and have the expertise to lead this work

- Recent pay increases are important but not sufficient. Content-focused, intellectually engaging collaboration elevates the profession by providing professional working conditions.

## Teacher Leadership & Collaboration

## What is different?



### Typical

- Teachers work largely in **isolation** from one another
- Teachers **do not have regular access to content-specific expert support** as they plan, deliver, and reflect to improve their instruction
- **Student work** and other data are **not consistently rigorously and collaboratively examined** to improve instruction.



### Strategic

- Teaching teams, led by content-specific teacher leaders, **meet regularly to plan and adjust instruction** based on student data
- Team members view themselves as **collectively responsible** for the success of students
- **Teacher leaders who are content experts support team meetings**

# What is different?



With our partners at Leading Educators, we are...

Elevating teacher leaders to lead a group of peers in a particular content area -- literacy, math, or early childhood learning



With our partners at Education Resource Strategies, we are...

Creating collaborative time in school schedules for relevant teacher professional development



# What does success look like?

“I was spending HOURS in planning and preparation and I was light-years behind in my effectiveness and the amount of material covered - and the confidence of my students toward assessments last year compared to this year with Empower. (I am still spending hours, but these hours are with purpose and impact.)” -- Empower teacher leader

“Being able to discuss my specific challenges with colleagues who are facilitating the same groups at other schools is highly beneficial.” -- Empower teacher leader

“Our teacher leaders have had more opportunities to develop and lead development for our staff as a part of Empower. As a school team we have deepened our vision for rigorous and equitable planning.” -- Empower principal

# Continuous Improvement Supports Instructional Excellence

## **Rigorous, Comprehensive Curriculum**

Ensure that all students have access to rigorous and coherent curriculum, as well as diverse materials that are grounded in cultural competence

## **Teacher Leadership & Collaboration**

Leverage teacher expertise to promote collaborative structures for teacher learning

## **Frequent, Growth-Oriented Continuous Improvement**

**Cycles of continuous improvement, including frequent teacher coaching, that support the improvement of instructional practice**

## Frequent, Growth-Oriented Continuous Improvement

## Why is this important?

There are many examples of schools and grade bands in our district with extremely strong instructional practices in literacy

Compared to the national average of 50%....

**Lewis & Clark had 60.3% of students meet or exceed growth goals in ELA in the '18-'19 school year\***

**4th grade at Hawthorne had 70.2% of students meet or exceed growth goals in ELA\***

\*examples based on MAP ELA growth

Continuous improvement processes create the time and space for school leaders and their teams to learn about these bright spots and adjust practice in real time

## Frequent, Growth-Oriented Continuous Improvement

# Where are we seeing success?

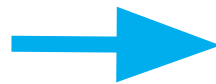
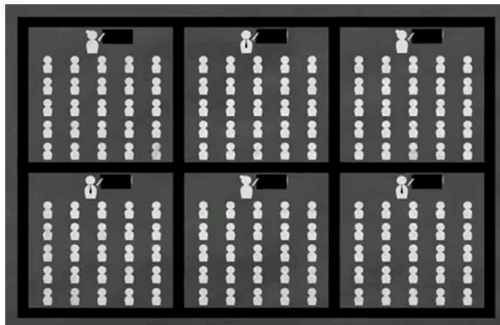
1. **Quarterly Goal Stepbacks:** The school performance framework created shared goals for the district; last year all schools used continuous improvement to look at their progress three times formally
2. **Instructional leadership directors check-ins:** Support school leadership teams in more frequently (at least 1-2x per month) monitoring progress on achievement related to grade level learning and classroom observations -- this allows for “course corrections” and targeted supports in real-time

For example: Last year, our schools elevated a shared need for professional development around asking rigorous questions. This let us adapt district support to be more relevant for principals.

3. **Continuous Improvement Cycle Pilots for Literacy:** 10 elementary schools and 5 high schools have begun a formal, collaborative continuous improvement process with our partners at UPD, a team that specializes in embedding improvement cycles for schools.

## Continuous Improvement

## What is different?



### Historically

- School Leaders work largely in **isolation** from one another
- Data is monitored using the Tulsa Public Schools' Scorecard **3-4 times a year**
- The emphasis is on **student data and occasionally teacher data** without a way to examine and understand leadership moves.

### Continuous Improvement

- School leaders, in partnership with Instructional Leadership Directors and academics team representatives, **meet every six weeks to share and collaborate** around a shared goal
- Data collected is **current, relevant** and focuses on **implementation** as well as short-term outcomes

# Where are we now?

## Rigorous, Comprehensive Curriculum

Implementing a research-based, high-quality curriculum has resulted in a **54 percentage point increase of elementary students that have access to grade-level text.**

## Teacher Leadership & Collaboration

**High-quality, teacher-led professional development is happening in 19 elementary schools** and helping teachers better understand how to guide their student through rigorous curriculum.

## Frequent, Growth-Oriented Continuous Improvement

**School leader support is more focused than ever before on growth-oriented continuous improvement practices** to support their teachers in implementing grade-level learning in their classrooms