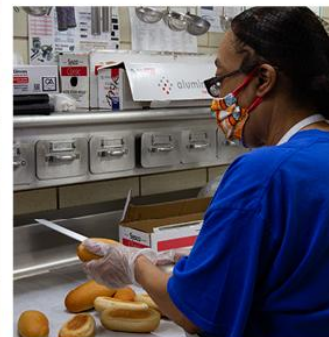
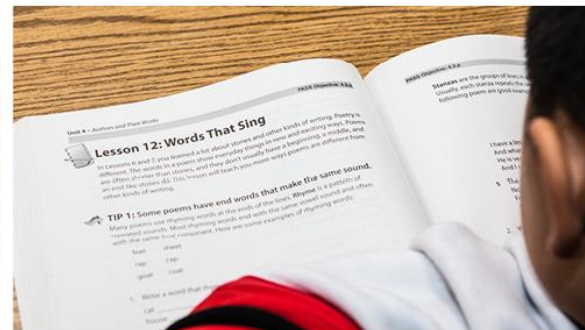




# 2019-2020



## State of the District - District Scorecard Results

September 21, 2020

# Goals of State of the District Report

This will primarily be a data-focused presentation explaining our District Scorecard results rather than an exploration of the work we are doing.

- Explain our district scorecard and its purpose
- Summarize 2019-2020 scorecard results
- Highlight the progress Tulsa Public Schools has made over the past five years
  - Substantial increase in graduation rate
  - Improved 3rd grade reading proficiency
  - Improved Reading and Math growth
  - Improved school and district cultures
  - Establishment of framework and measures to inform continued progress



## 2019-2020 District Scorecard Results



**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





# Looking back five years ago, what were our results?

- About 2 out of 3 Tulsa Public Schools high school students were graduating -- the four-year graduation rate for the 2015 cohort was 67.5%.
- Although there was no standard post-secondary readiness indicator across our schools, there was a growing desire to focus on supporting our students to achieve after they graduated from Tulsa Public Schools.
- Schools used many different interim assessments which made tracking districtwide progress during the year difficult.
- High suspension rates indicated a need to support positive school cultures and students' social-emotional well-being.
- School leaders and teachers desired more supports and systemic improvements from district office.
- School leaders did not have up-to-date, useful, and summarized school data at their fingertips to inform real-time understanding of equity gaps between students or timely resource inputs such as enrollment forecast, staffing projections and holistic budget views.

Our scorecard helped us define and measure the progress we hoped to achieve.



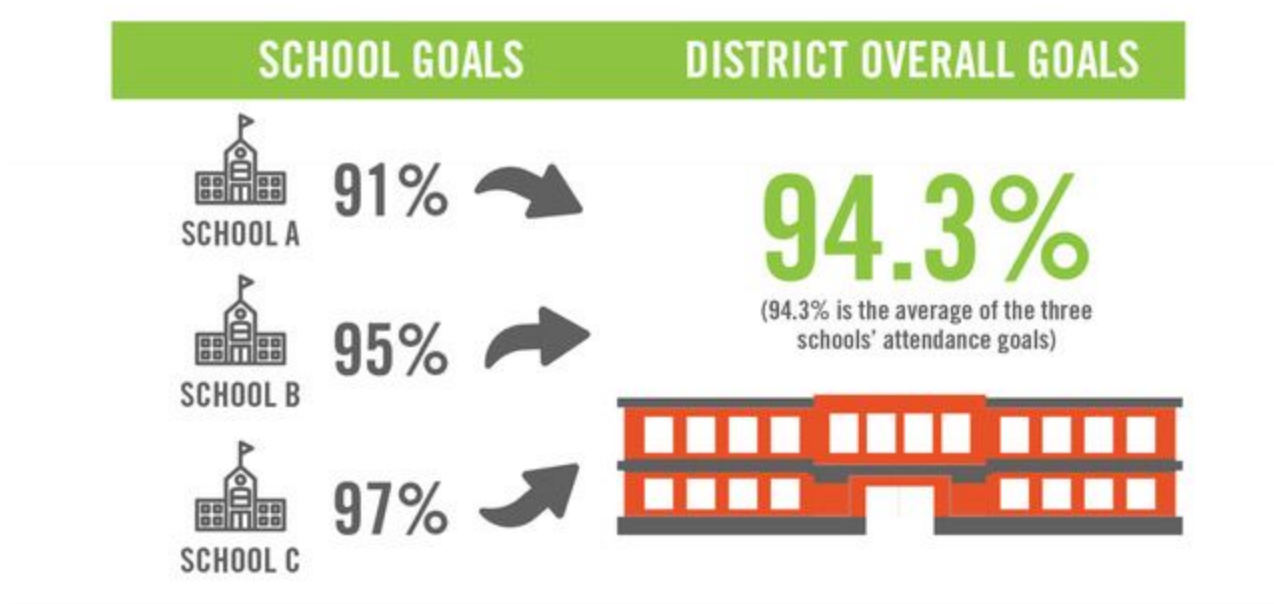
## DESTINATION EXCELLENCE SCORECARD

College and Career Ready Graduates	
Graduation rate	<b><i>Are students graduating Tulsa Public Schools prepared for college, careers, and life?</i></b>
% 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	
Academic Excellence	
% of 3rd graders proficient in reading	<b><i>Are students achieving and growing academically?</i></b>
% of students proficient in both reading and math	
% of students meeting projected reading growth	
% of students meeting projected math growth	
Safe, Supportive and Joyful School Climate/Culture	
Average daily attendance rate	<b><i>Are students attending school and supported in their school environments?</i></b>
Chronic absenteeism rate	
Suspension rate	
Organizational Health	
Novice teacher retention rate	<b><i>Are employees supported and successful in their careers with Tulsa Public Schools?</i></b>
% 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)	







# School goal-setting at a glance

1. All schools in our district 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.



# The 2019-2020 school year ended in unprecedented fashion, but Tulsa Public Schools made promising progress.

- With the outbreak of COVID-19, schools across the state closed in late March and the entirety of Quarter 4 of the school year occurred via distance learning for students.
  - There were no state or district-level spring assessments, but Tulsa Public Schools had completed Winter MAP testing earlier in the semester. Attendance and discipline data were not collected after March.
- Compared to the previous year, **we improved in eight of the eleven available district scorecard measures.**

Scorecard Category	Change from Previous Year
College and Career Ready Graduates	 <b>Improved</b> in 1 of 1 available measures
Academic Excellence	 <b>Improved</b> in 3 of 4 available measures
Safe, Supportive and Joyful School Climate/Culture	 <b>Declined</b> in 2 of 3 available measures
Organizational Health	 <b>Improved</b> in 3 of 3 available measures



## Destination Excellence Scorecard 2019-2020



College and Career Ready Graduates	2015-16	2016-17	2017-18	2018-19	2019-20	
Graduation rate	67.5%*	72.5%*	76.9%*	74.9%*	78.8%*	
% of students meeting SAT college readiness benchmarks in both reading/writing and math		33%	33%	27%	not available for 19-20 SY	
% of graduates enrolled in a post-secondary institution in the fall of their cohort graduation year				49%*	Currently delayed	
Academic Excellence	2015-16	2016-17	2017-18	2018-19	2019-20	Goal
% of 3rd graders proficient in reading	33%	37%	34%	33%	37%	39%
% of students proficient in both reading and math**	24%	27%	26%	26%	26%	28%
% of students meeting projected reading growth**	43%	47%	43%	46%	49%	51%
% of students meeting projected math growth**	38%	41%	47%	49%	53%	51%
Safe, Supportive and Joyful School Climate/Culture	2015-16	2016-17	2017-18	2018-19	2019-20	Goal
Average daily attendance rate	92.7%	92.4%	91.9%	91.7%***	91.1%	91.9%
Chronic absenteeism rate	24.0%	25.7%	28.0%	28.8%***	30.5%	26.8%
Suspension rate	8.8%	7.8%	7.7%	7.0%	6.6%	6.4%
Organizational Health	2015-16	2016-17	2017-18	2018-19	2019-20	
Novice teacher retention rate	73.9%	66.7%	76.4%	76.5%	77.7%	
% of employees who are engaged and committed to Tulsa Public Schools (% of favorable responses based on staff survey questions)			86%	91%	93%	
% 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)	82% (T's) 90% (P's)	

2019-20 results for Academic Excellence are based on Winter MAP assessment

2019-20 School Climate/Culture measures are through March 12, 2020.

2019-20 employee engagement measure includes school staff employees only

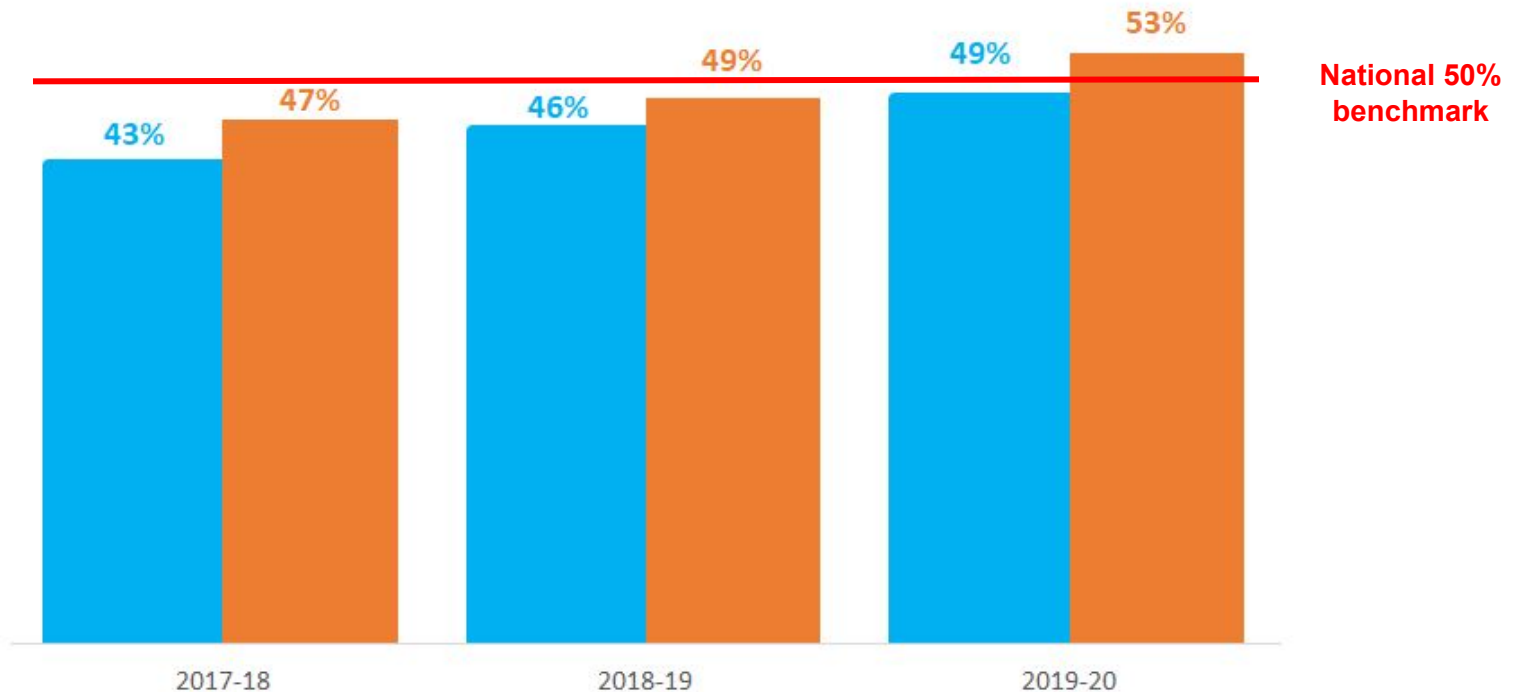
\*Graduation rate state reporting and post-secondary enrollment reporting is delayed by a year. For example, the 2019-20 percentage represents the graduation rate for the 2019 cohort which is still preliminary.

\*\*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.

# Reading and math growth noticeably improved as our students were near or above national growth benchmarks.

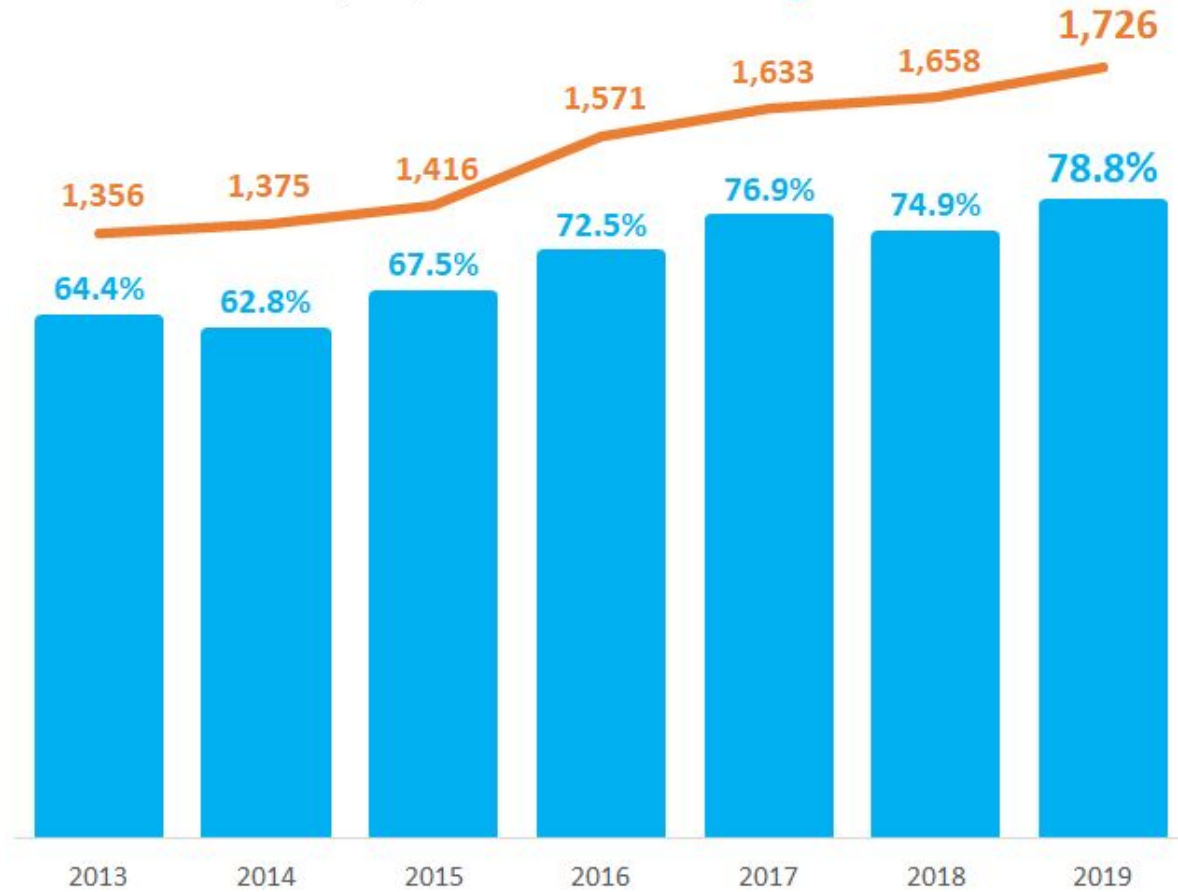
The percentage of students meeting their projected **reading growth** and **math growth** has steadily increased. Last year from Fall to Winter, our students grew at or above the same level as their national peers.



2017-18 and 2018-19 rates are based on Fall to Spring projected growth while 2019-20 rates are based on Fall to Winter projected growth, but the yearly comparisons are still applicable.

# This promising academic growth coincides with continued increases in graduation.

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

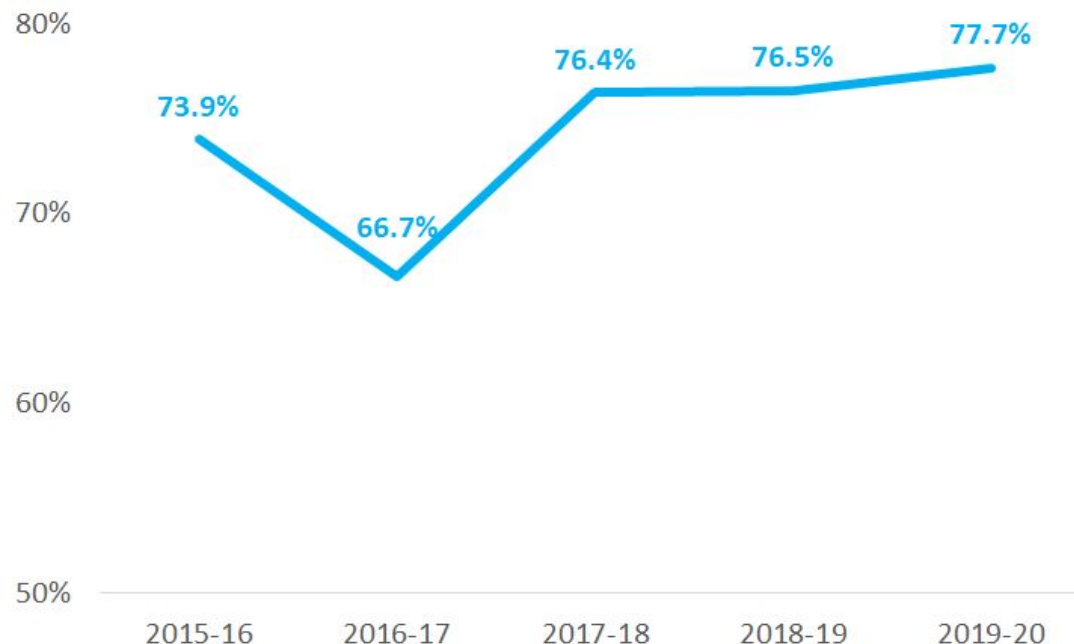


The increase in graduation rate from 2015 to 2019 represents approximately 250 additional graduates. Data preliminary based on data certified in February 2020.

# In the spring, staff members adapted rapidly to distance learning. They are committed and feeling supported in their efforts despite challenges.

- May's staff engagement survey showed **increases** in **school staff engagement** and the perception of **district office service**.
- Most of our novice teachers returned for the 2020-21 school year.

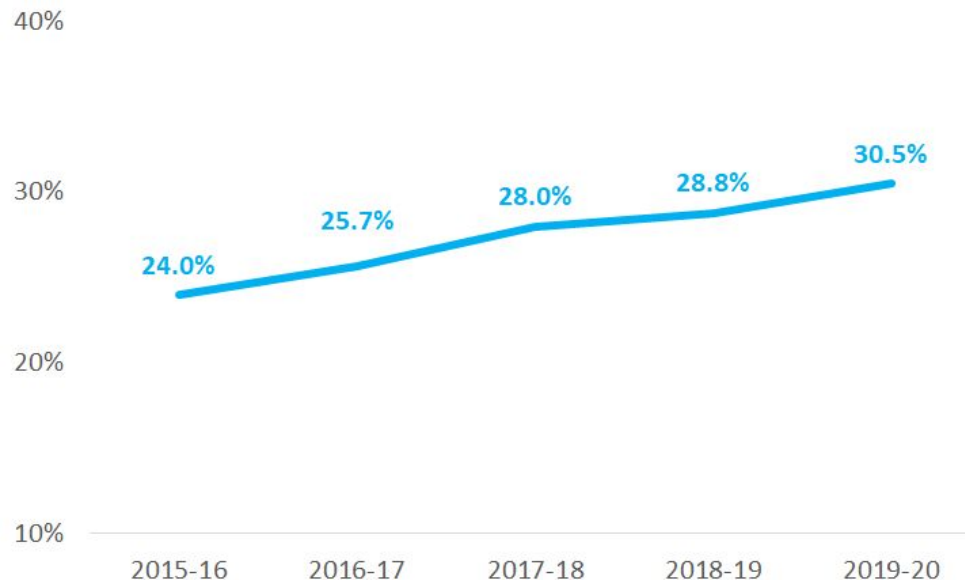
**Over 3 out of 4 novice teachers** returned to TPS as teachers after the 2019-20 school year despite challenges presented by COVID-19.



# We must continue to improve student engagement and increase learning opportunities, especially this year as we face potential disruptions due to COVID-19.

- Student **attendance decreased** and **chronic absenteeism rates increased** last year, revealing a continued need to support students and families in this area.
- Regular student engagement with learning materials and classroom activities will build on academic improvements we are seeing.

**Chronic absenteeism rates** have increased and reveal that nearly 1 in 3 students is missing significant instructional time.





# **We are continuing to leverage our communication tools to keep our community updated, engaged, and informed.**

## ***2019-2020 highlights***

**8** recurring social media video features created to engage students during COVID-19 closures

**36** district-level in-person and virtual teacher and staff meetings

**54** district-level in-person and virtual parent and community meetings

**150** school and district web-pages created to provide information and updates

**320** news stories created and shared from the district and school websites

**373** district-level letters, calls, e-mails, and text messages to parents and families

**608** informational graphics and one-pagers created for parents and families

# Advancements across our system will help us build on improvements and address challenges in the future.

Major system enhancements not captured in our scorecard include:

- **Improved enrollment** process to **increase participation** and **make the process fair and simple** for our families
- Created (in partnership with Impact Tulsa) and implemented the use of the **Child Equity Index** to better understand challenges and solutions for our students and families
- **Improved food services** leading to expanded offerings, more access to healthy choices and increased student satisfaction
- Continued **to improve the school planning process** to empower school leadership teams to leverage enhanced data and more voices in the design of school plans that align and maximize available resources
- Advanced collaboration with community partners like the **Opportunity Project** to expand and coordinate **out-of-school time experiences** for students
- Listened to and engaged our community through extensive gatherings and **workshops** for the **Shaping our Future** effort to resolve pre-COVID fiscal deficit
- Improved **parent and community engagement** through regular in-person and virtual touch-points, consistent communication, and continuous improvement on our digital platforms



Questions?

