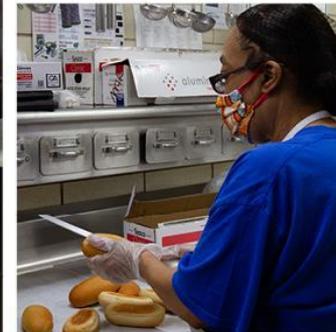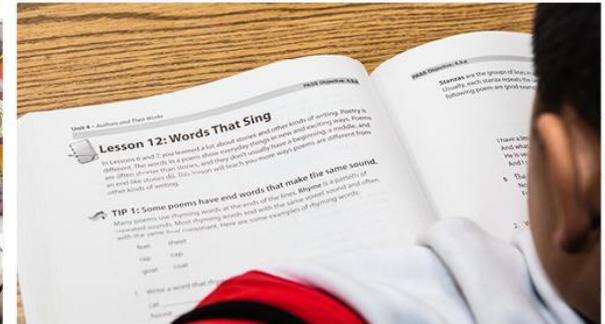**TULSA PUBLIC SCHOOLS**

2020–2021

Midyear Report to the Board of Education
February 22, 2021

TulsaSchools.org

Goals of the Midyear Report

This presentation will explain the key results we are tracking this year to understand progress in student experiences and academic progress.

- ○ Explain our district scorecard and its purpose
- ○ Summarize key measures we are tracking during 2020-21
- ○ Provide an overview of what we've learned about student experiences during the first half of the school year and how we are responding

District Scorecard Measures and Process

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

# Our scorecard helps us define and measure the progress we hope to achieve.

DESTINATION EXCELLENCE SCORECARD

College and Career Ready Graduates	
Graduation rate	*Are students graduating Tulsa Public Schools prepared for college, careers, and life?*
% 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	*Are students achieving and growing academically?*
% 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	*Are students attending school and supported in their school environments?*
Chronic absenteeism rate	
Suspension rate	
Organizational Health	
Novice teacher retention rate	*Are employees supported and successful in their careers with Tulsa Public Schools?*
% 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)	

TULSA PUBLIC SCHOOLS
2020-2021

In a typical year, our schools set individual goals for their scorecard measures.

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.
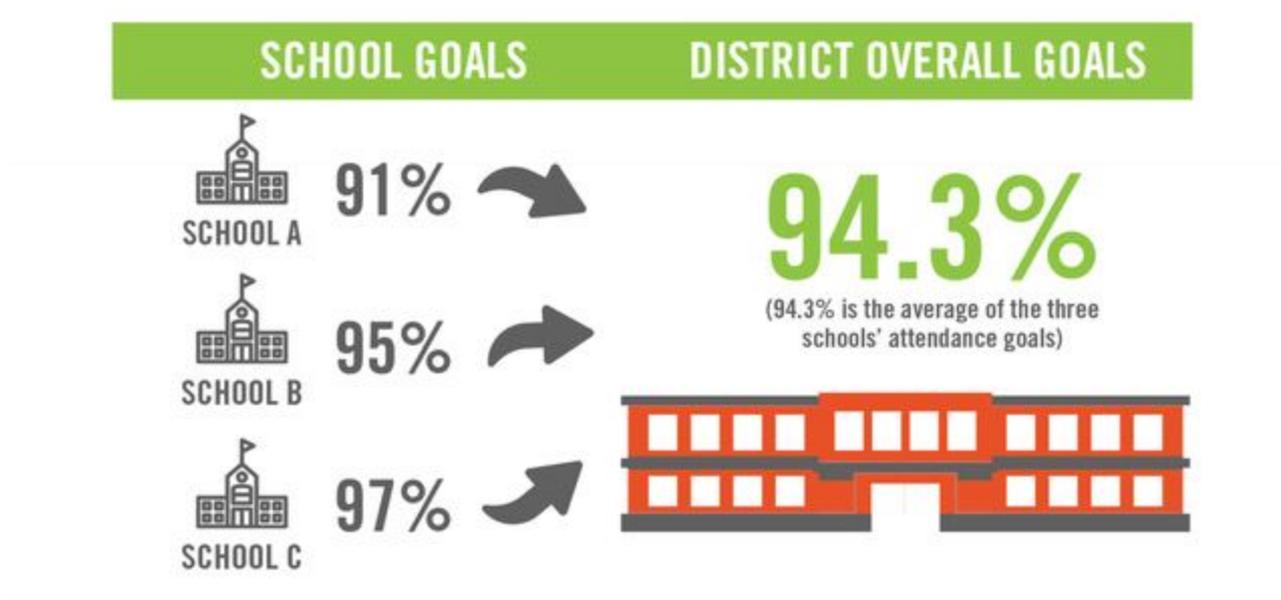
Adaptations during 2020-21

Data collection challenges at the end of 2019-20 and throughout the first semester of 2020-21 have required us to adapt this year.

Challenges

No ability to collect 2020-21 Academic Excellence measures

Different definitions for attendance measures than in prior years

District-wide implementation of new systems and online curricular resources

Response

Regular focus and review of 2020-21 priority measures to inform understanding of student engagement and academic progress

- Student logins and online attendance
- Course grades
- Wellness logs
- Student dropouts

Our students are also adapting and persisting through challenging times.

The pandemic has created and/or worsened challenges in numerous parts of our students' lives as well as those of everyone in our community.

- Physical health of individuals and family members
- Job loss and economic uncertainty
- Social and emotional well-being
- Isolation
- Adaptation to new learning environments

"The pandemic has exacerbated well-documented opportunity gaps that put low-income students at a disadvantage relative to their better-off peers."

Covid-19 and student performance, equity, and U.S. education policy, Economic Policy Institute report, September 2020
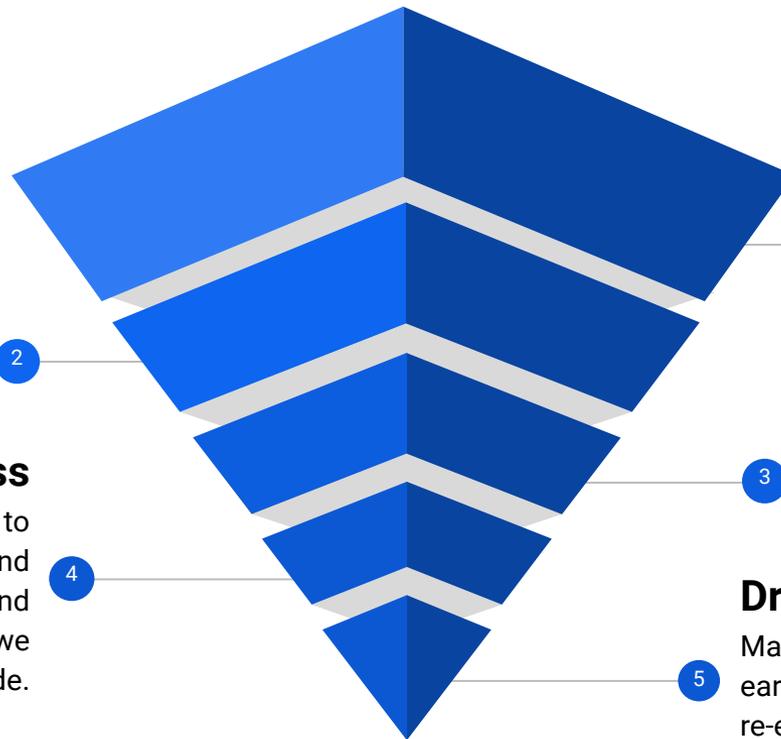
The Student Data Shield: piecing together the data story for early warning indicators and tiered interventions

Online Engagement
This is our earliest indicator of disengagement, and provides detailed data for our distance learners.

Attendance
Attendance data allows us to benchmark against prior data and understand completion of instructional activities.

Grades
An indicator of academic progress common to all students across grade levels and content areas.

Wellness
Entries on the wellness tracker help to capture existing interventions and additional context for students and families, including possible root causes we can support system wide.

Dropout
Many students who dropout exhibit multiple early warning risks, and are much harder to re-engage.
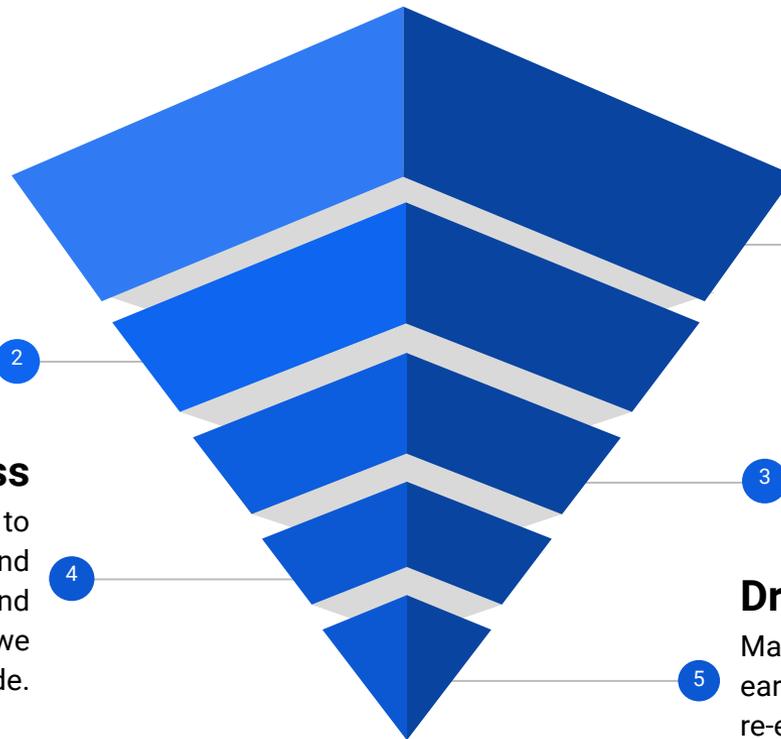
Reviewing progress in 2020-21

The Student Data Shield: piecing together the data story for early warning indicators and tiered interventions

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2020-21 Priority Data through week of 2/1 to 2/7

20-21 Priority Data	Summary of Progress
Online Engagement	- Schools have supported families in using technology needed for distance learning. - Over 10,000 hotspots and 25,000+ Chromebooks distributed - In a typical week, we are seeing **82-83% of students logging in regularly**, although Black and Pacific Islander students are logging in at lower rates.
Attendance	- Attendance is based on student completion of instructional activities. **Cumulative attendance through early February is 80.7%**, and gaps between student subgroups mirror previous years.
Grades	- Similar to local comparisons and national trends, we are seeing **more grade failures than in previous years.** - Nearly 2,000 students with failing grades in mid-January completed the first semester with no failing grades.
Wellness	**More than 24,000 wellness logs** have occurred this year. **Attendance concerns** and **technology assistance** were the primary logs for much of the year, but in January Academic-related logs became the most common.
Drop Outs	Approximately 1,800 recent dropouts were identified and prioritized for re-engagement efforts during January.

Online engagement and attendance

What we are learning

Middle grades have the highest overall engagement, while lower elementary has the lowest. High school has extreme login patterns.

Different students are struggling with attendance this year than last year, although gaps in student subgroups are similar.

Students who preferred to return in-person had the lowest online engagement.

Response

Care and Connect spaces launched to support students in adapting and engaging with content.

Youth serving organizations worked in partnership with TPS and The Opportunity Project to expand access to safe, supervised learning spaces and to provide additional support beyond the school day.

Wellness checks adapted to address technology challenges or barriers.

Schools receive weekly data with targeted lists of disengaged students to inform outreach and support.

Grades and academic supports

What we are learning

As and Bs are down from prior years as even high performing students are performing differently this year.

By early January, compared to last year more than three times as many students were failing at least one course.

Reports from across the state and country mirror our trend in additional grade failures, regardless of mode of learning.

Consistent teacher practices support students in adapting and achieving despite COVID-related challenges.

Response

School staff prioritized *Academic Needs* as the number one wellness log type in January.

The Board approved a recommendation to extend Semester One to provide additional time for students to improve their grades.

Teachers focused on increasing use of consistent instructional strategies and our district team leveraged partners to create curricular modules and supports.

Student wellness and dropout supports

What we are learning

Technology assistance and basic needs support accounted for 80% of supports tracked through December.

Online engagement and attendance strongly predicts student exits.

Families that chose to stay distance are more likely to be: Black, Native American, Asian, multi-racial, non-economically disadvantaged, and non-English learners.

Response

School staff have logged more than 24,000 wellness checks with students/families, including discussions for technology and academic needs.

Many school teams are working more closely with community partners to build stronger connections with our black and brown students.

We are monitoring students receiving mental health services and working to ensure students still have access to services during pandemic.

Summary

Tulsa Public Schools, along with other districts locally and nationally, is learning and rapidly adjusting to best support our students and families this year:

- The ongoing pandemic will continue to create challenges for our community even as we return many of our students to buildings.
- Different students are often struggling this year than in past years, and focusing on whole child supports is more important than ever.
- We have doubled-down on family engagement efforts and supports.
- Consistent instructional and schools safety "look-fors" will help school leaders monitor and improve the quality of instructional experiences during the second semester.
- Disrupting potential inequities anchors the guidance we build and adjustments to systems and structures (i.e. attendance).
- Spring and summer planning is underway to support student wellbeing and to expand learning and access to academic interventions.
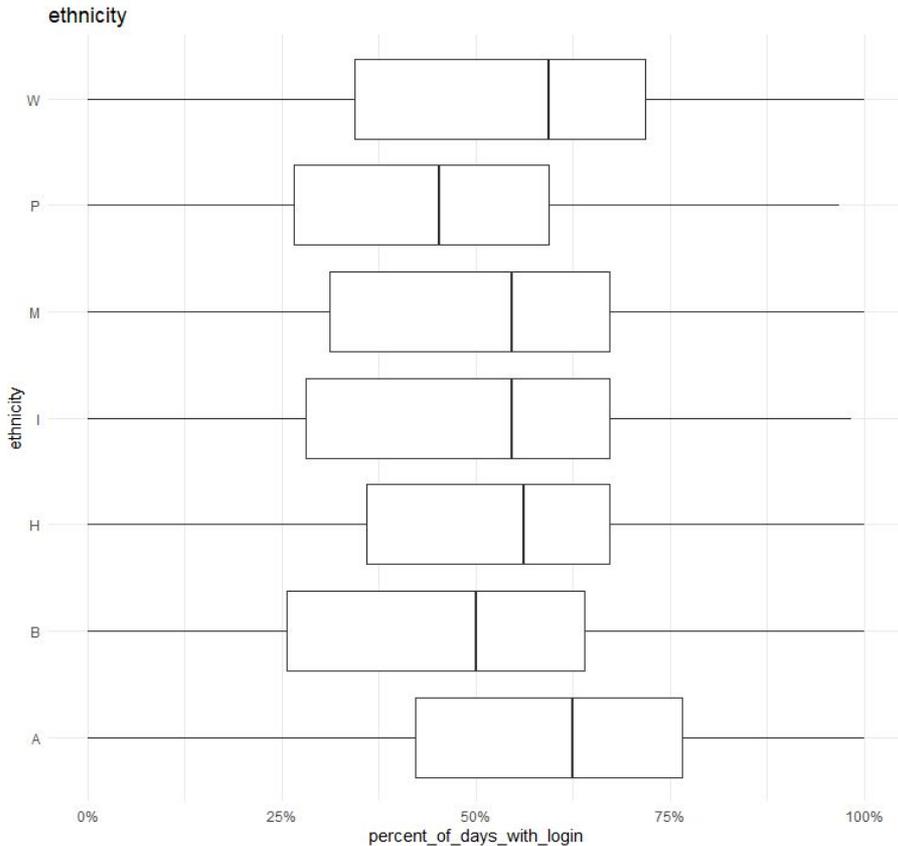
Appendix

Based on Q1 analysis: Canvas logins peak in middle grades, but show considerable variance.
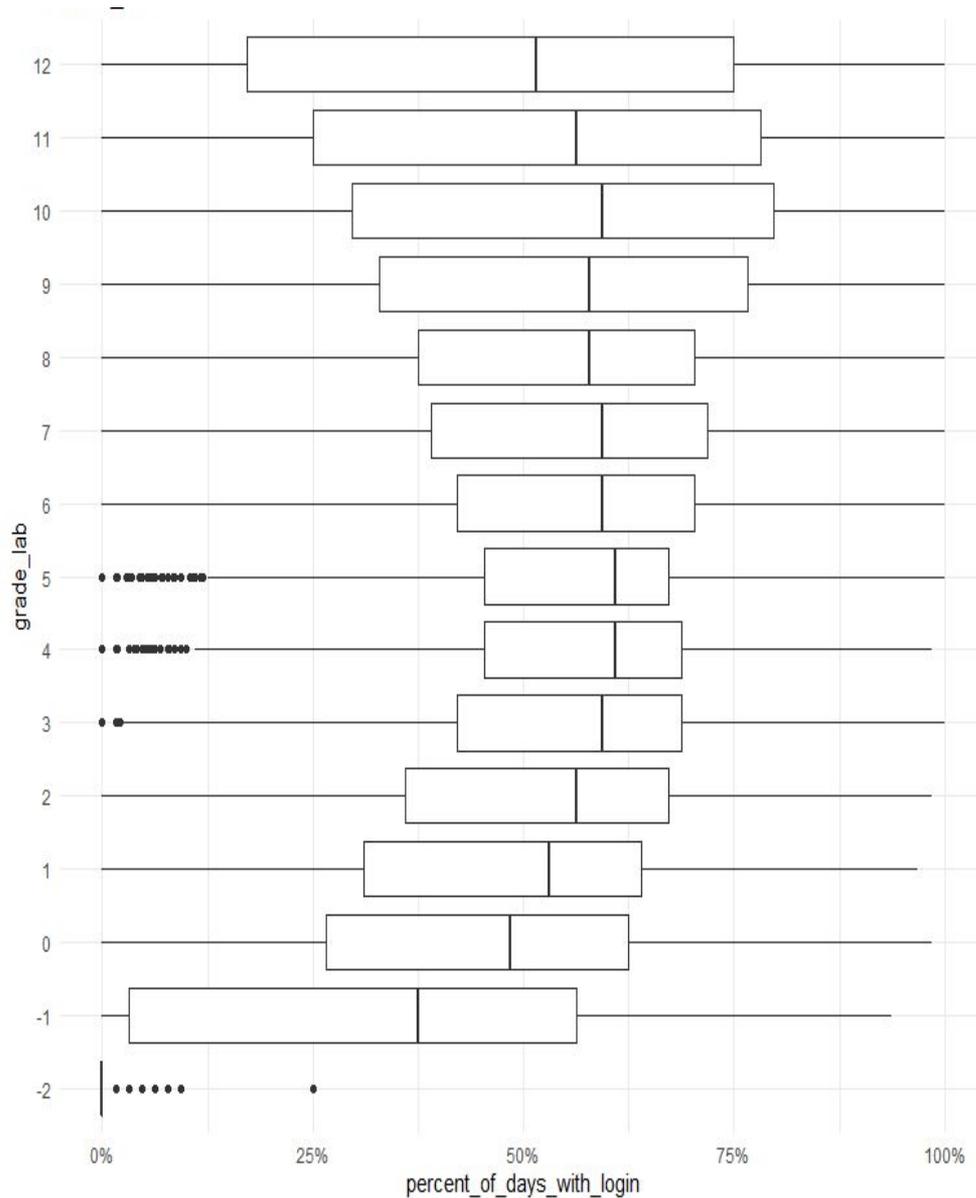
➔ Upper elementary has both the highest login percentage and the most consistency in logins.

➔ High school students have much more extreme login patterns: the top quartile log in 3 out of every 4 days, while the bottom quartile log in 1 out of every 4 days. Wellness teams should prioritize these students based on lack of engagement.

Based on Q1 analysis: Gaps in online engagement mirror trends from attendance in prior years, but it's not the same students.

ethnicity

percent_of_days_with_login

Legend:
H=Hispanic, W=White, B=Black, M=Multi-racial,
I=American Indian, A=Asian, P=Pacific Islander

→ However, while gaps are consistent at a system-level, we are seeing different students struggle with attendance and engagement. The correlation of attendance to the prior year is almost half of historical trends.

	ada_2018	ada_2019	ada_2020
ada_2019	43%		
ada_2020		44%	
ada_2021			25%

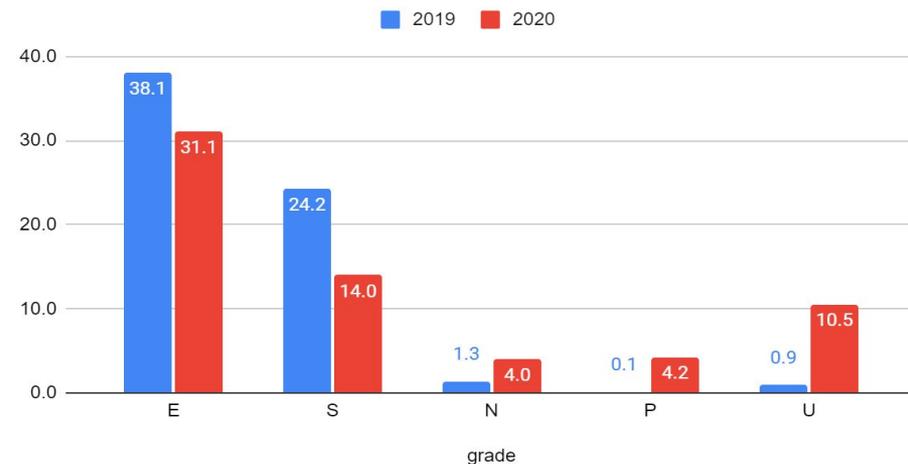**Last year: 15% of students had at least 1 failing grade by the end of the first semester.**

This year: 47% of students had at least 1 failing grade with two weeks left in the semester*.

Digging in more deeply, we see that this was primarily driven by fewer A/B and E/S.
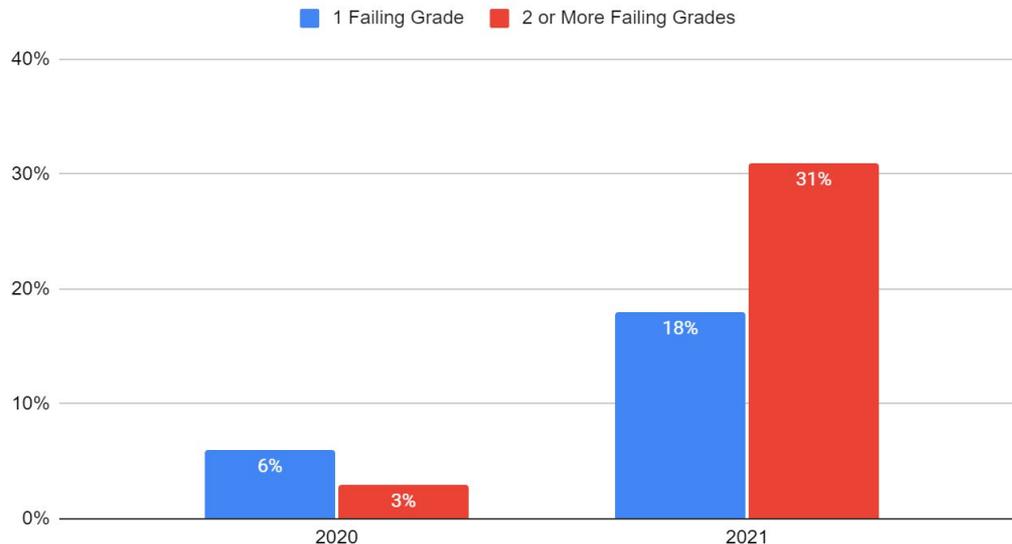
Percent of grades, A-F scale

■ 2019 ■ 2020
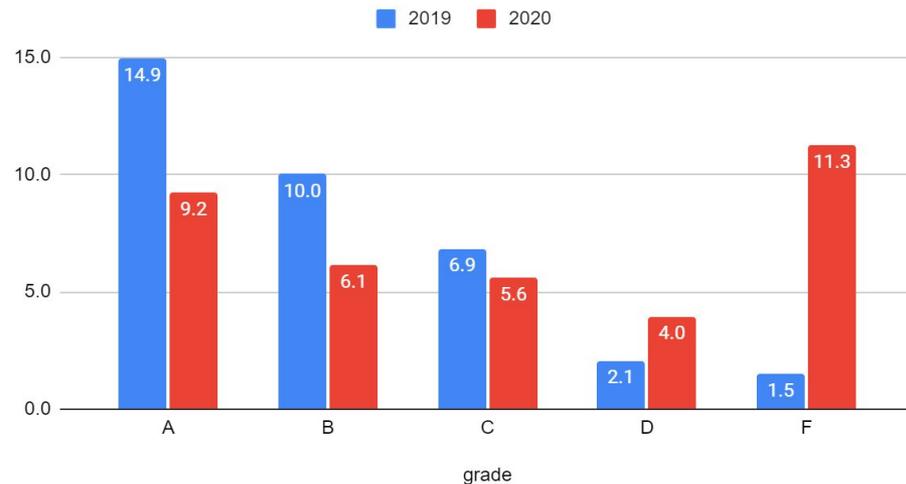
Percent of grades, E-U scale

■ 2019 ■ 2020

*This was a major contributing factor of the recommendation to extend semester one by two additional weeks.

For just complete Q1 grades, many students were failing multiple classes instead of just one. Many other districts are reporting similar situations for their students.

Reports from across the country mirror our trend in additional grade failures:

- Houston: 11% -> 42%
- Fairfax County (VA) secondary: 6% with multiple Fs -> 11%
- St. Paul (MN): 40%
- Sonoma County (CA) : 27% -> 37%
- Montgomery County (MD): 6 fold increase

Percent of Students with Failing Grades in Q1

■ 1 Failing Grade   ■ 2 or More Failing Grades

Year	1 Failing Grade	2 or More Failing Grades
2020	6%	3%
2021	18%	31%

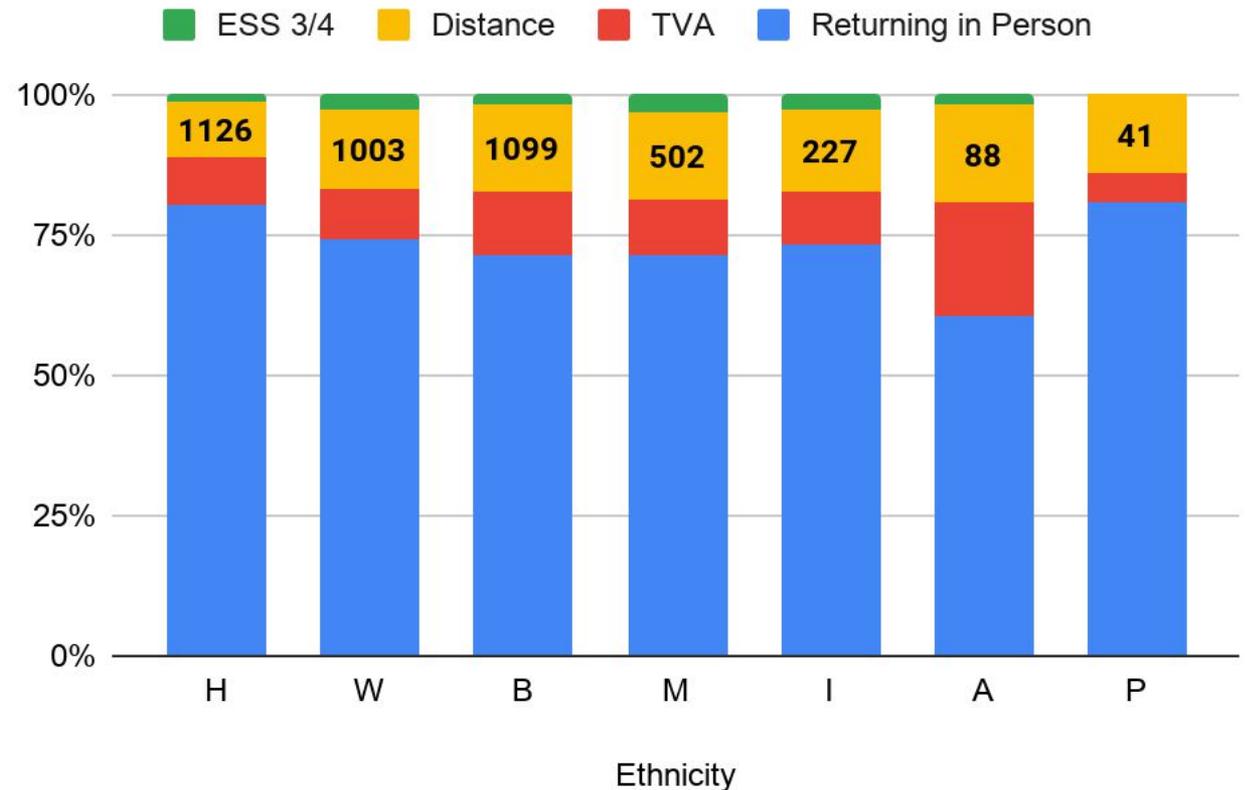# Who are our distance and in person learners?

For the second semester, students will either 1) return in-person at their site, 2) stay distance at their site, or 3) be enrolled in Tulsa Virtual Academy.

About 1 out of 4 (over 7,400)

students will be learning remotely during the second semester, but this varies by school, grade, and student subgroup.

Families that chose to stay distance are more likely to be: Black, Native American, Asian, Multi-racial, non-economically disadvantaged, and non-English Learners.

Tracks and Race

Legend: ESS 3/4 (green), Distance (yellow), TVA (red), Returning in Person (blue)

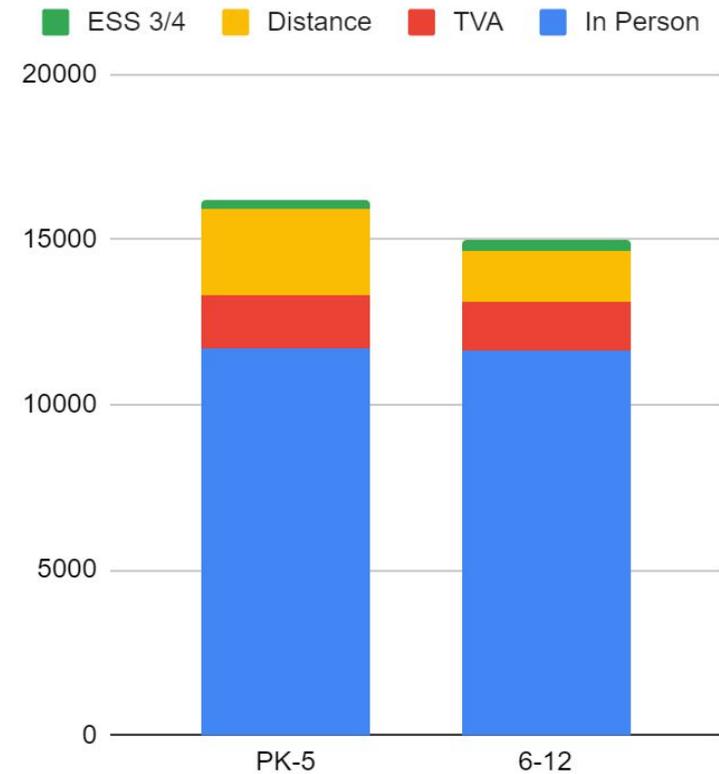| Ethnicity	Value
H	1126
W	1003
B	1099
M	502
I	227
A	88
P	41

Ethnicity

Legend:
H=Hispanic, W=White, B=Black, M=Multi-racial,
I=American Indian, A=Asian, P=Pacific Islander

Families that chose to stay distance are more likely to be: Black, Native American, Asian, Multi-racial, non-economically disadvantaged, and non-English Learners.
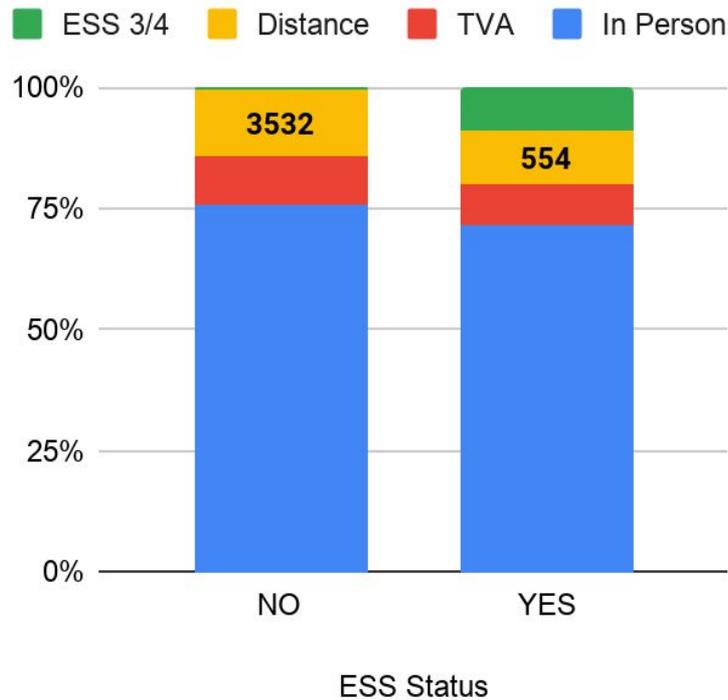

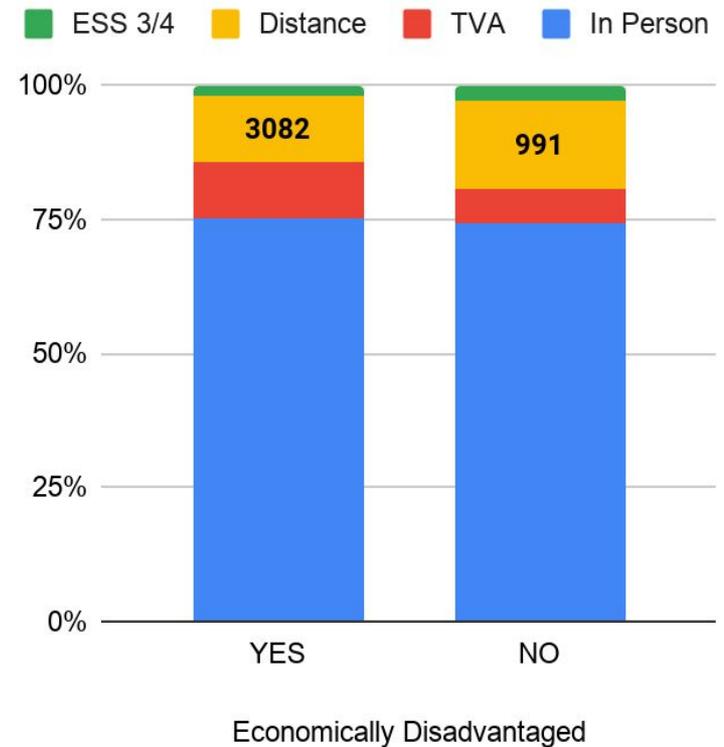Track and ELL Status
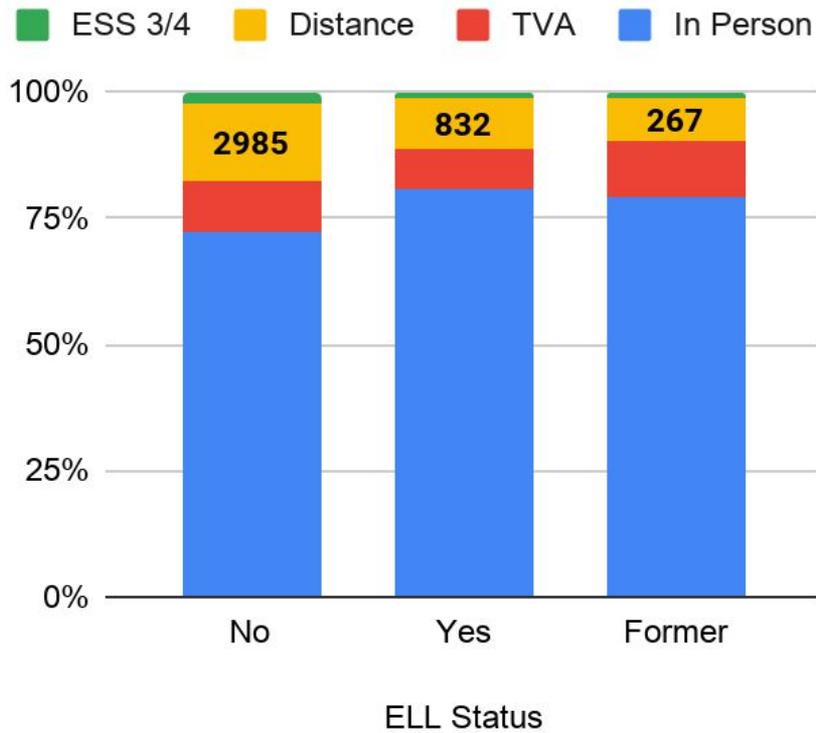
PK-5 and 6-12

Families that chose to stay distance are more likely to be: Black, Native American, Asian, Multi-racial, non-economically disadvantaged, and non-English Learners.
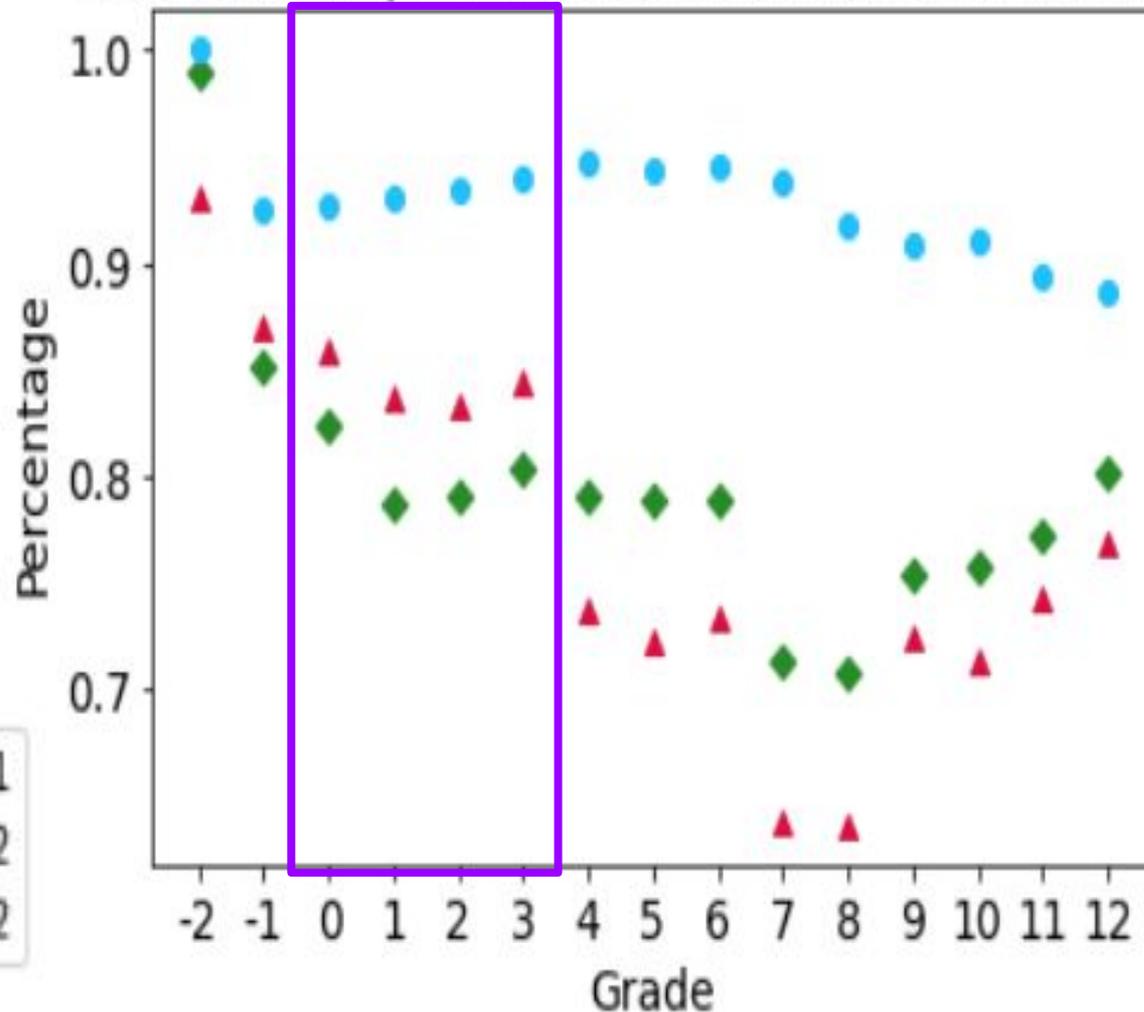
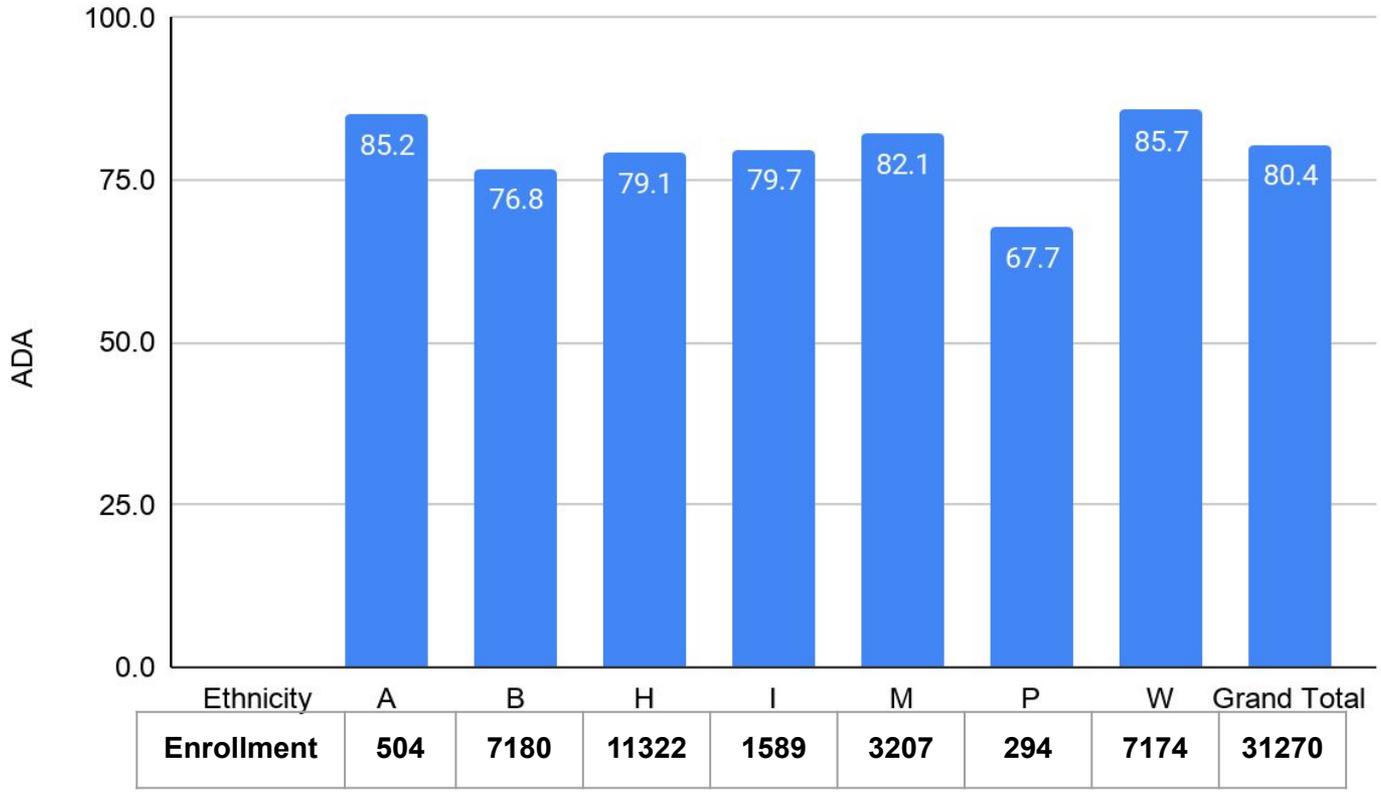What do we know about **attendance** from the Q2 return and recent data?

Attendance went down for students who stayed distance from Q1 to Q2 but went up for PK-3 students who returned in-person (but still not as high as in-person attendance last year)

Attendance Comparison A/B 20-21Q1 vs. 20-21Q2 vs. 19-20Q2

Based on recent data, Asian and White students have the highest daily attendance and Black and Pacific Islander students have the lowest.

ADA vs. Ethnicity

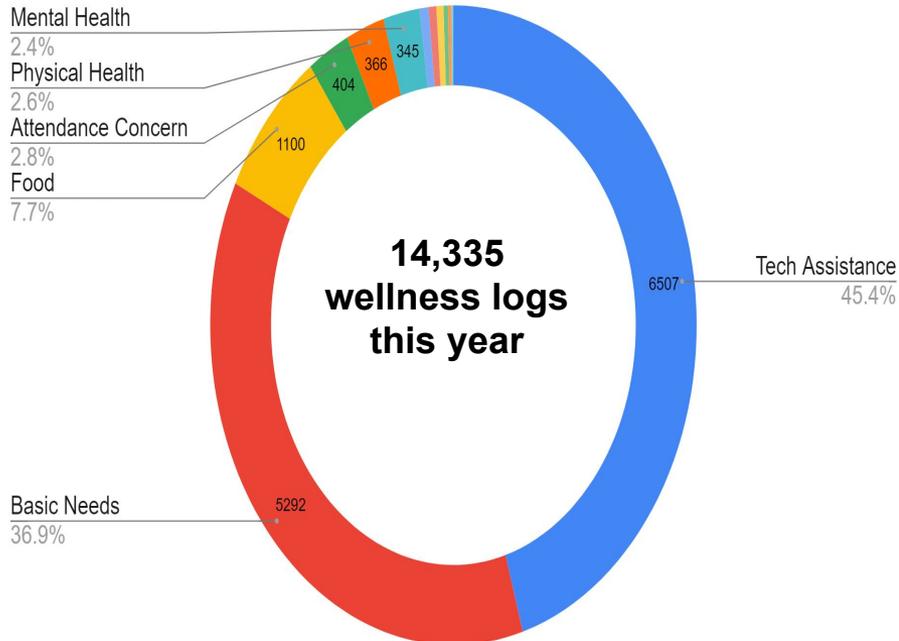| Ethnicity	A	B	H	I	M	P	W	Grand Total
ADA	85.2	76.8	79.1	79.7	82.1	67.7	85.7	80.4
Enrollment	504	7180	11322	1589	3207	294	7174	31270

Black students are also more likely to chose to stay in distance learning

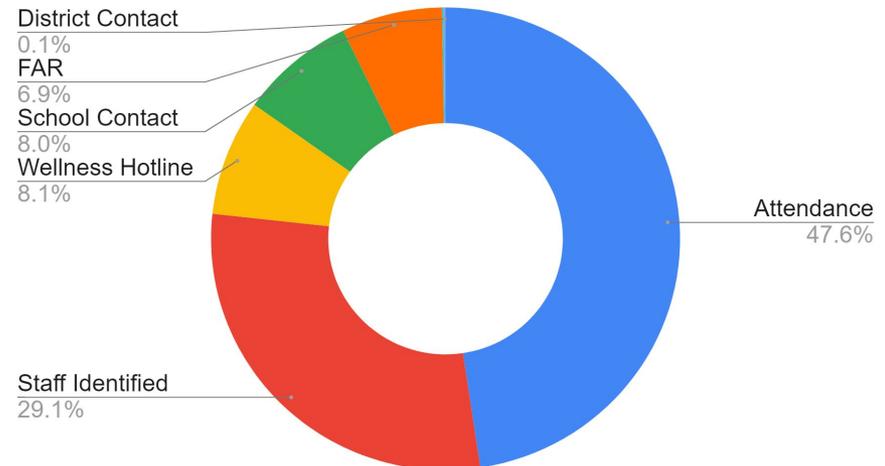# How is our wellness log data changing?

Through December:

Wellness tracker: Tech assistance and basic needs account for over 80% of supports tracked this year. Nearly half of logs were generated because of attendance concerns.

Wellness Need Types This Year

Mental Health
2.4%

Physical Health
2.6%

Attendance Concern
2.8%

Food
7.7%

366
345
404
1100

**14,335
wellness logs
this year**

6507

Tech Assistance
45.4%

Basic Needs
36.9%

5292

Source of Entry

District Contact
0.1%

FAR
6.9%

School Contact
8.0%

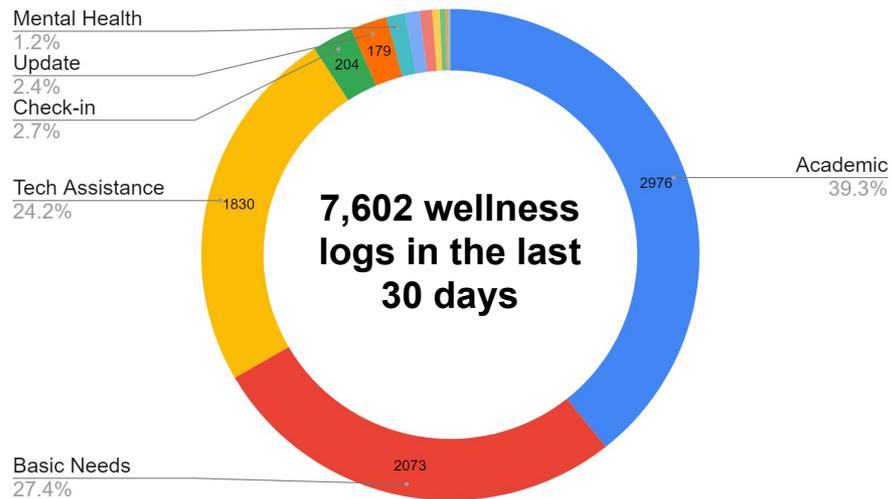Wellness Hotline
8.1%

Attendance
47.6%

Staff Identified
29.1%

During January/early February:

Wellness tracker: Attendance continues to be a major source of identification, but academic need type has become the most common.

Individual academic supports and ensuring we stay focused on meeting the needs of distance learners will be critical even as we bring many of our students back to in-person school.

Wellness Need Types - Last 30 Days

Mental Health 1.2%
Update 2.4%
Check-in 2.7%
Tech Assistance 24.2%
Basic Needs 27.4%
Academic 39.3%

204
179
1830
2976
2073

7,602 wellness logs in the last 30 days

Source of Entry - Last 30 Days

School Contact 4.1%
FAR 6.9%
Wellness Hotline 7.3%
Staff Identified 24.6%
Attendance 57.0%