

This memo includes three sections to support the Board’s understanding of Tulsa Public Schools performance and student outcomes over the past five years:

1. A summary of district scorecard measures and results from 2015-2020;
2. Additional context about the community we serve and the Child Equity Index; and
3. Identification of key gaps and opportunities to address gaps in equity and access.

Section One: Summary of district scorecard measures and results from 2015-2020

Before *Destination Excellence*, Tulsa Public Schools did not have a consistent set of measures used to inform district-wide goal-setting and improvement. In 2017, Tulsa Public Schools introduced the district scorecard to report on performance and monitor progress. The district scorecard provides the broadest reliable view of district performance within our current reach.¹ Tulsa Public Schools reports on performance quarterly and twice per year against the scorecard. In addition, we provide a more detailed memo describing the district’s performance to the Board annually in September. ([Click here for the 2019-2020 report.](#))

Since 2015, we have posted gains in graduation rates, reading and math growth, suspension rates, teacher retention, and employee engagement. However, we have more work to do in reading and math proficiency, college readiness, and attendance.

Destination Excellence Scorecard, 2015-2020					
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
% of 3rd graders proficient in reading	33%	37%	34%	33%	37%
% of students proficient in both reading and math**	24%	27%	26%	26%	26%
% of students meeting projected reading growth**	43%	47%	43%	46%	49%
% of students meeting projected math growth**	38%	41%	47%	49%	53%
Safe, Supportive and Joyful School Climate/Culture	2015-16	2016-17	2017-18	2018-19	2019-20

¹ In order to be included in the district scorecard, measures must be valid, reliable, automated, and have rigorous checks to ensure data quality and monitor progress over time at the school, subgroup, and student level.

Average daily attendance rate	92.7%	92.4%	91.9%	91.7%***	91.1%
Chronic absenteeism rate	24.0%	25.7%	28.0%	28.8%***	30.5%
Suspension rate	8.8%	7.8%	7.7%	7.0%	6.6%
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)

*Graduation rate state reporting and post-secondary enrollment reporting is delayed by a year.

**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.

Section Two: Additional context about the community we serve and the Child Equity Index

Within Tulsa Public Schools:

- 75% of TPS students are students of color, with Hispanic/Latinx (37%) and African American (23%) students as two of our largest racial/ethnic groups;
- Our students come from 62 countries and speak 72 different languages and dialect;
- English learners (26%) make up a growing portion of our students;
- 16% of Tulsa Public Schools students are on an individualized education plans; and
- More than 80% of students are economically disadvantaged, and a disproportionate share of this group are students of color.

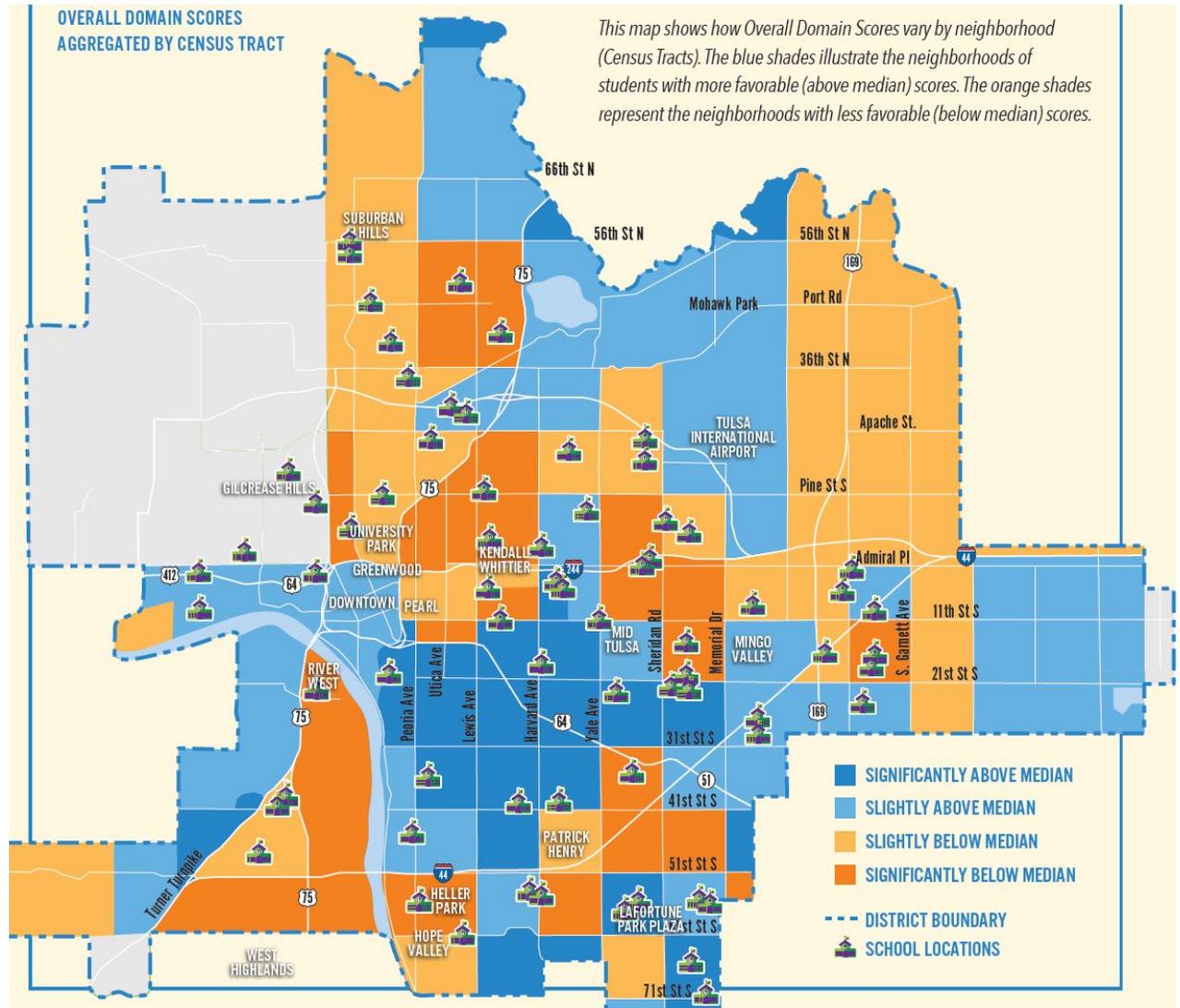
Neither our school system nor our students exist in a vacuum. Our district work must understand and address the non-school factors that play a role in our students' experiences and access to opportunities. To better understand these factors, Tulsa Public Schools partnered with Impact Tulsa and others to develop a Child Equity Index.² The Child Equity Index measures student experiences and neighborhood conditions using more than 40 indicators across six domains.³ The Child Equity Index helps us quantify and understand the collective impact of these factors and their impact on student academic outcomes. The findings are clear: the neighborhoods that students grow up in can have a significant impact on their educational attainment. However, we also know that these impacts are the results of longstanding systems of oppression and structural racism. As we better understand the impact these factors have on our students, we can better invest resources, align supports, and institute antiracist policies and practices.

² See pages 10-11 of Impact Tulsa's [2019 Impact Report](#) for additional information about the Child Equity Index.

³ CEI data is not appropriate for district-level accountability or progress monitoring, but knowing the larger context in which Tulsa Public Schools operates will support effective visioning, priority-setting, and utilization of community resources and partnerships.

The Child Equity Index Aggregated Domain Score Map

1 STUDENT LEVEL DOMAIN	Gender	Economic Disadvantage
	Race/Ethnicity	Homeless
	ELL	Special Alert (i.e. medical)
	Student Mobility	EBL
	Attended Pre-K	Suspensions
2 NEIGHBORHOOD HEALTH	Built Environment Score	ER Visits
	Life Expectancy	Infant Mortality Rate
	Mental Health/ Substance Abuse Visits	Teen Pregnancy
		Low Birth Weight
3 NEIGHBORHOOD SES	% of Population with Less than a High School Education	Receipt of SNAP (Food Stamps)
	% of Pop below 100% FPL	Housing Cost Burdened
	% of Pop below 200% FPL	Housing Quality and Condition
	Unemployment Rate	
4 NEIGHBORHOOD SAFETY	Violent Crime (aggravated assault, homicide, rape, robbery)	Gun-related Mortality Arrests
	Narcotics Crime	
5 NEIGHBORHOOD CUSTODIANSHIP	Nuisance/311 Complaints	
	Negative Land Use	
	Built Environment Nuisance	
6 NEIGHBORHOOD ACCESS	Walkscore	Industrial/Oil Land Site
	Transit	Highway
	Grocery Stores	Parks, Trails, Schools
	Vehicle Access	



Section Three: Discussion of key gaps and opportunities to address for our students

Tulsa Public Schools has seen overall district improvement in many district scorecard measures. With our more mature data, measurement, and reporting capabilities, we can now accurately measure and forcefully name achievement and outcome gaps between white students and students of color. Gaps have persisted for decades; they derive from and contribute to systemic racism in our community and country. Disparities in student outcomes based on race are present across all socio-economic groups, defying the argument that family economic status is the only or most important factor behind differences in student achievement. We highlight the following gaps because we believe they present both opportunities for dramatic improvement and moral imperatives for change.

Literacy: When students are reading on grade-level by third grade, they are much more likely to stay on-track academically, graduate high school, and succeed in college and the workforce. While all content areas matter, the ability to read, write, and speak about written content is a foundation for success.

In Tulsa Public Schools:

- Black students' 3rd grade reading proficiency is more than 30 percentage points lower than their white peers; and
- Hispanic/Latinx students' 3rd grade proficiency is 24 points lower than their white peers.

Social and emotional safety in school: When students feel safe and supported at their schools, they are more likely to persist through challenging circumstances and engage in their academic experiences. We know that a sense of trust and safety within the school and classroom is a necessary precondition for learning.

In Tulsa Public Schools:

- The gap between Black and white 3rd-5th grade students reporting a feeling of safety in school is almost 10 percentage points.⁴
- Only about half of Black and Hispanic/Latinx elementary students report positive perceptions of physical and psychological safety at their schools.
- Suspension rates for Black students are more than twice that of white students. Nearly 1 in 7 Black students was suspended in 2019-20.

In summary, while Tulsa Public Schools has made notable progress in many areas, we have much more work to do to close access and opportunity gaps for our many of our least-reached students. Please click [here](#) to access a more detailed data appendix which includes disaggregated student data for our available district scorecard measures broken down by board district, grade level, and student subgroups.

⁴ This data comes from a nationally-normed survey called Panorama. Panorama data is not appropriate for district-level accountability or progress monitoring purposes.