



TULSA PUBLIC SCHOOLS STRATEGIC PLANNING: MARCH–OCTOBER 2021

OUR DISTRICT AT-A-GLANCE

The 2020-2021 school year marks the final year of Destination Excellence, the 2015–2020 strategic plan for Tulsa Public Schools. As the Tulsa Board of Education begins the process of developing our next strategic plan, we invite you to learn about our progress and our challenges across the last five years, as well as the opportunities ahead.

35,298 STUDENTS*

RACIAL/ETHNIC DISTRIBUTION



Asian/Pacific Islander	2%
Black	23%
Latinx	37%
Multiracial	10%
Native American or Alaska Native	5%
White	23%

*as of Oct. 1 2020

16%

Students with disabilities

26%

Multilingual learners

11%

Gifted and talented

81%

Economically disadvantaged



OUR SCHOOLS

45

ELEMENTARY SCHOOLS

9

HIGH SCHOOLS

6

DISTRICT-AUTHORIZED CHARTER SCHOOLS

10

JUNIOR HIGH AND MIDDLE SCHOOLS

7

ALTERNATIVE SCHOOLS

1

PARTNERSHIP SCHOOL

LOOKING FORWARD: THE CHALLENGES AND OPPORTUNITIES AHEAD

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 foundational to long-term success.

In Tulsa Public Schools:

- » Black students’ 3rd grade reading proficiency is more than 30 percentage points lower than their white peers; and
- » Latinx students’ 3rd grade reading 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.³
- » Only about half of Black and 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.

We are pleased with the gains we have seen over the last five years, but we have much more work to do to close access and opportunity gaps for our many of our least-reached students.

The Tulsa Board of Education and Tulsa Public Schools team are excited to engage with you over the coming months as we develop a new strategic plan to ensure that every child is prepared for the greatest success in college, careers, and life.

District-wide, we have overall improvement in many of our scorecard measures. With our more mature data, measurement, and reporting capabilities, we can now accurately measure achievement and outcome gaps between white students and students of color. These gaps have persisted for decades; they derive from and contribute to systemic racism in our community and country.

We highlight these gaps because we believe they present both opportunities for dramatic improvement and moral imperatives for change.

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. These gaps present both opportunities for dramatic improvement and moral imperatives for change.

BOARD OF EDUCATION*

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board1@TulsaSchools.org

VICE PRESIDENT SUZANNE SCHREIBER (DISTRICT 7)
board7@TulsaSchools.org

JOHN CROISANT (DISTRICT 5)
board5@TulsaSchools.org

SHAWNA KELLER (DISTRICT 4)
board4@TulsaSchools.org

JUDITH BARBA PEREZ (DISTRICT 2)
board2@TulsaSchools.org

JERRY GRIFFIN (DISTRICT 6)
board6@TulsaSchools.org

JENNETTIE MARSHALL (DISTRICT 3)
board3@TulsaSchools.org

WHO IS MY BOARD MEMBER?

DISTRICT 1 SCHOOLS: Wayman Tisdale Fine Arts Academy, Clinton West Elementary School, Council Oak Elementary School, Emerson Montessori Elementary School, Eugene Field Elementary School, Robertson Elementary School, Webster Middle and High School, Project ACCEPT TRAI CE Elementary

DISTRICT 2 SCHOOLS: Kendall-Whittier Elementary School, McKinley Elementary School, Mitchell Elementary School, Owen Elementary School, Sequoyah Elementary School, Springdale Elementary School, Carver Middle Schools, Booker T. Washington High School, Will Rogers College Middle and High School

DISTRICT 3 SCHOOLS: Anderson Elementary School, Burroughs Elementary School, Celia Clinton Elementary School, Dual Language Academy, Hamilton Elementary School, Hawthorne Elementary School, John Hope Franklin Elementary School, Unity Learning Academy, Whitman Elementary School, Central Middle and High School, Monroe Demonstration Academy, McLain High School, TRAI CE Academy Middle and High School, Tulsa MET Middle and High School, Tulsa Learning Academy

LOOKING BACK: 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. We introduced the district scorecard in 2017 to report on performance and monitor progress. The district scorecard provides the broadest reliable view of district performance within our current reach. We report on performance quarterly and report on progress against the district scorecard twice per year.

Since 2015, we have seen improvements 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.

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
Average daily attendance rate	92.7%	92.4%	91.9%	91.7%***	91.1%
Chronic absenteeism rate	24%	25.7%	28%	28.8%***	30.5%
Suspension rate	8.8%	7.8%	7.7%	7%	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.

DISTRICT 4 SCHOOLS: Dolores Huerta Elementary School, Cooper Elementary School, Disney Elementary School, Kerr Elementary School, Lewis and Clark Elementary School, Lindbergh Elementary School, Peary Elementary School, Skelly Elementary School, East Central Jr. High School, East Central High School

DISTRICT 5 SCHOOLS: Eliot Elementary School, Lanier Elementary School, Mayo Demonstration School, Edison Preparatory Middle and High School

DISTRICT 6 SCHOOLS: Bell Elementary School, Hoover Elementary School, MacArthur Elementary School, Salk Elementary School, Zarrow International School, Hale Jr. High Schools, Memorial Middle School, Hale High School, Street School

DISTRICT 7 SCHOOLS: Carnegie Elementary School, Eisenhower International School, Grissom Elementary School, Patrick Henry Elementary School, Key Elementary School, Marshall Elementary School, McClure Elementary School, Thoreau Demonstration Academy, Memorial High School

*Membership as of March 2021

SETTING CONTEXT: THE COMMUNITIES WE SERVE AND THE CHILD EQUITY INDEX

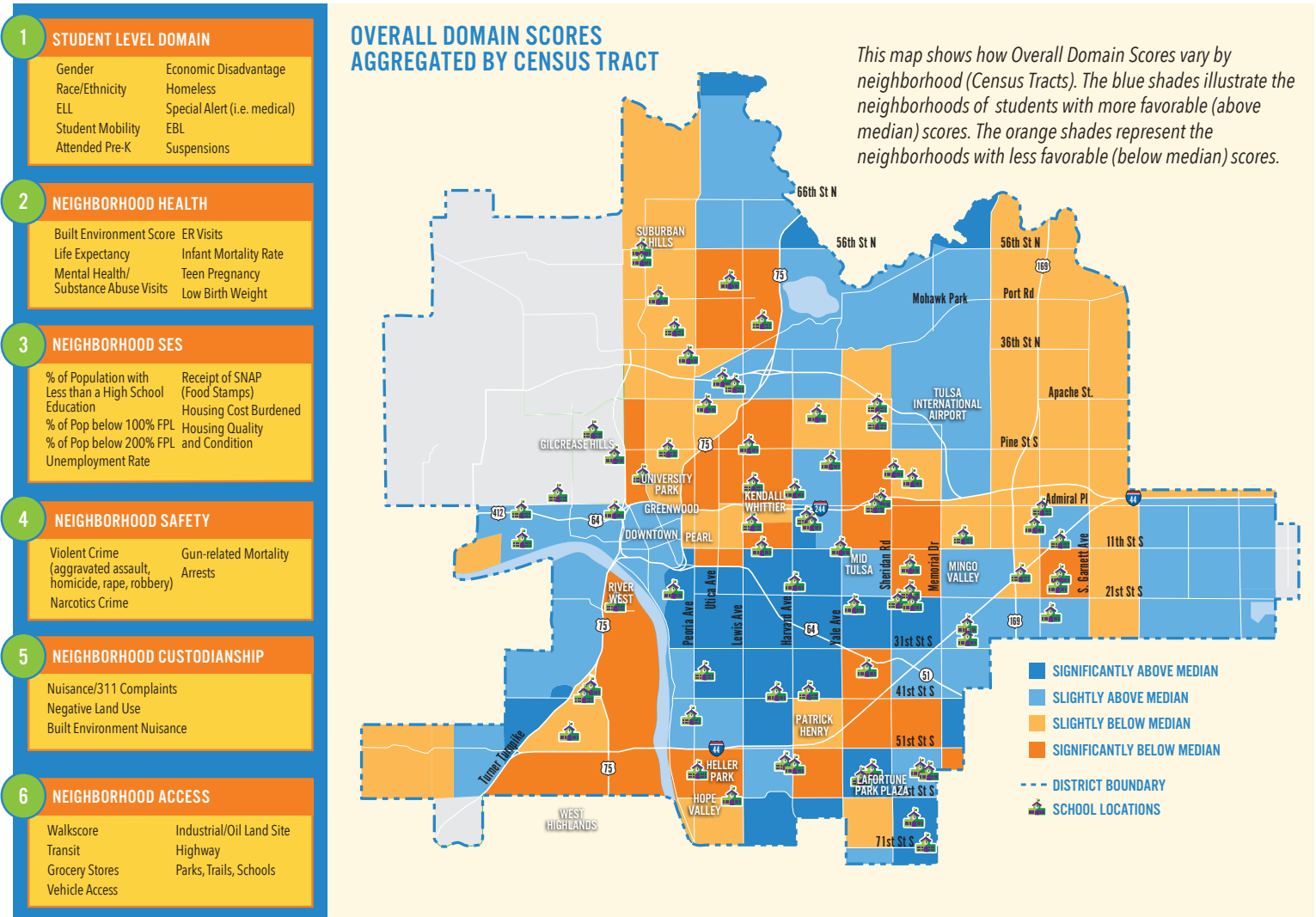
WITHIN TULSA PUBLIC SCHOOLS:

- » We serve 75% students and families of color, and our largest groups are Black (23%) and Latinx (37%) students.
- » Our students come from 62 countries and speak 72 different languages and dialects;
- » Multilingual learners (26%) make up a growing portion of our students;
- » 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. We 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.

The Child Equity Index measures student experiences and neighborhood conditions using more than 40 indicators across six domains and helps us quantify and understand the collective impact of these factors on student academic outcomes.¹

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.



¹CEI 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. ² 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. monitoring purposes. ³ This data comes from a nationally-normed survey called Panorama. Panorama data is not appropriate for district-level accountability or progress monitoring purposes.