The proposed 23-24 calendar is designed to benefit our Tulsa Public Schools community while advancing the goals set by our Board.

Priorities represented in the proposed 23-24 calendar

1. Increasing instructional days for students

2. Protecting time for educators to collaborate and learn together

3. Deepening our focus and capacity in literacy and the science of reading.
Overview of proposed 23-24 school calendar

School year for students:
Thursday, Aug. 17 - Thursday, May 23

Orientation day for students on
Monday, Aug. 14

Six educator professional development days
● Four of those days are prior to the start of the year

Full-week breaks for Thanksgiving, winter break, spring break

Late start Fridays begin Sept. 1*

174 instructional days & 1,143.67 hours
● 63.67 hours more than the state minimum
● 15 hours more than SY22-23

*Transportation would still be provided for eligible students with an adjusted schedule on Fridays
Our district plan, Pathways to Opportunity, is focused on improving student outcomes with clear goals set by the Board of Education.

**GOAL 1**
The percentage of K-5 students who are economically disadvantaged who are at/above the national 50th percentile in reading on MAP will increase from 23% in May 2022 to 37% by May 2027.

**GOAL 2**
The percentage of 6-8 students who are economically disadvantaged who are at/above the national 50th percentile in reading on MAP will increase from 22% in May 2022 to 36% by May 2027.

**GOAL 3**
The percentage of graduates earning post secondary credits and qualifying credentials will increase from 43% in May 2022 to 54% by May 2027.
Improving student outcomes means investing in our educators by giving them the time they need to effectively collaborate and plan to meet each student’s unique needs.

During late-start Fridays, teachers would collaborate together with their colleagues to:
- understand individual student needs
- match students to learning supports
- learn from best practices across our schools

Parents and families would experience the results of this collaborative time as:
- Strengthened relationship- and routine-building at the start of the school year
- Students learning to read get more specialized supports based on individualized needs
- Teachers more quickly identifying students who are struggling (academically or personally) and connecting them with appropriate supports.
THANK YOU