



AGENDA

Regular Meeting of the Board of Education, Independent School District Number One, Tulsa county, Oklahoma **June 20, 2023**, at 6:30 PM in the Cheryl Selman Room, ground floor, at the Charles C. Mason Education Service Center, 3027 S. New Haven Avenue, Tulsa, OK.

With the exception of item A-1, the Board of Education reserves the right to take up any agenda item in any order regardless of how items are listed.

This is an open, public meeting held in accordance with the Open Meeting Laws of the State of Oklahoma. The purpose of this meeting is to conduct the business of the School District. As the elected representatives of the School District voters and school patrons, the School Board members will be making decisions concerning the operation of the School District.

In accordance with Board Policy 1301, individuals may comment on items or recommendations appearing under the Action portion of a regular meeting agenda. The public may make their comments via telephone or in person. Requests to comment must be made by submitting a completed form for each topic. If requesting to comment during the meeting via telephone, please fill out a form online on the Tulsa Public Schools website at:

<https://www.tulsaschools.org/about/board-of-education/requesttospeakonagendaitem>

No later than noon on the day of the board meeting. Paper forms are available from the Board Clerk before the beginning of each meeting and will be accepted up to 6:25 PM on the day of the meeting.

Persons desiring to address the Board concerning items not on the agenda must submit a Citizens' Comment form available at this [link](#) or from the Clerk of the Board, at least seven days prior to each meeting.

A. OPENING EXERCISES

A.1. Remind those wishing to address the Board, sign with the clerk - 5 minute limit.

A.2. Call to order and confirm that a quorum of the Board is present.

A.3. Flag salute

B. SUPERINTENDENT'S CORRECTION TO AGENDA

C. SPECIAL PRESENTATIONS/AWARDS/RESOLUTIONS

D. APPROVAL OF MINUTES

Approve the minutes of the June 5, 2023 regular meeting of the board.

E. CONSENT AGENDA - Motion and vote on recommendation.

F. PUBLIC COMMENT ON ACTION AGENDA

G. ACTION AGENDA - Motion and vote on each recommendation

H. GOAL MONITORING REPORTS - Motion and vote on recommendation to accept receipt of reports

K-5 Literacy (Goal 1) K-5 Growth (Interim 1.1)

6-8 Literacy (Goal 2) 6-8 Growth (Interim 2.1)

I. BOARD MEMBER REPORTS

J. CITIZENS' COMMENTS

K. SUPERINTENDENTS REPORT/PRESENTATION

L. OTHER NONROUTINE ITEMS REQUIRED BOARD ACTION

M. NEW BUSINESS

N. ANNOUNCEMENTS

The next regularly scheduled meeting of the Board of Education will be held on Monday, July 10, 2023 at 6:30 p.m.

O. ADJOURNMENT

E. CONSENT AGENDA - Motion and vote on recommendations

DEPUTY SUPERINTENDENT

E.1. RECOMMENDATION:

Purchase snacks from Ben E. Keith Foods, Inc. for the Ready Set Summer program taking place July 5-28, 2023. Purchases will be delivered directly to school sites before July 5, 2023 to be organized before the start of programming. Purchased using Sourcewell Cooperative contract #040522-BEK.

COST: Not to exceed \$60,000

FUND NAME/ACCOUNT:

Donor Fund: 11-0244-1000-506820-100-000000-000-05-265-0244

REQUISITION/CONTRACT: RQ: 12311674

RATIONALE:

This purchase is to provide snacks to students attending the Ready Set Summer program at designated Tulsa Public Schools campuses. Approximately 6,000 elementary and middle school students will be served during this period.

FINANCIAL SERVICES

E.2. RECOMMENDATION:

Approve the New Encumbrance & Change Order Report from June 2, 2023 through June 20, 2023.

RATIONALE:

New encumbrances and encumbrance changes reflect obligations of district funds issued in accordance with Board Policy 5102, Financial Reports and Statements.

***Note** the report listed above is a link that will take you to the full encumbrance report.

TALENT MANAGEMENT

E.3. RECOMMENDATION: Approve routine staffing items.

RATIONALE:

Routine personnel actions implement the various talent management plans and priorities authorized by the Board of Education. All salaries are listed at an effective annualized rate regardless of length of effective date of contract.

E.4. RECOMMENDATION: Approve position creates, deletes, and updates.

RATIONALE:

Funding for each new position will originate and be included in the applicable departmental budgets.

OPERATIONS

E.5. RECOMMENDATION:

Renew the contract with Davies Claims Solutions, LLC as the best and most responsible bidder for the district's 2023-2024 casualty and property claims administration services in accordance with specifications outlined in Request for Proposal #20032. The district is exercising the third of four optional renewals.

FURTHER RECOMMEND:

The attorneys for the school district prepare/approve the appropriate contract document(s) and the proper officers of the Board of Education be authorized to execute the document(s) on behalf of the district.

COST: Not to exceed \$60,461

FUND NAME/ACCOUNT: General Fund: 11-0325-2620-505290-000-000000-000-03-025

RATIONALE:

This contract will provide the district with vital administration services support for processing of claims and/or losses, including but not limited to, auto liability, general liability, and errors and omission claims against Tulsa Public Schools.

SUPERINTENDENT OF SCHOOLS

E.6. RECOMMENDATION:

Accept and recognize receipt of the following board guardrail reports:

Guardrail 1: Interims 1.1, 1.2, 1.3

Guardrail 2: Interims 2.1, 2.2, 2.3

Guardrail 4: Interims 4.1, 4.2, 4.3

RATIONALE:

These guardrail reports provide information on district performance related to the board approved interim guardrails as part of student outcome focused governance. As a reminder, on-track guardrail reports are considered on the consent agenda.

F. PUBLIC COMMENT ON ACTION AGENDA

G. ACTION AGENDA - Motion and vote on recommendations

BOND PROJECTS AND ENERGY MANAGEMENT

G.1. RECOMMENDATION:

Board to receive bids for the purchase of \$36,820,000 Combined Purpose General Obligation Bonds, Series 2023B, and motion and vote to award said bonds to the lowest bidder complying with the notice of sale and instructions to bidders.

FURTHER RECOMMEND:

The attorneys for the school district prepare/approve the appropriate contract document(s) and the proper officers of the Board of Education be authorized to execute the document(s) on behalf of the district.

RATIONALE:

At the May 15, 2023, meeting, the Board authorized the advertisement of bids for the District's **\$36,820,000 Combined Purpose General Obligation Bonds, Series 2023B** to fund the construction and renovation of school facilities (**Proposition No. 1 - \$14,835,000**), student and classroom learning technology improvements (**Proposition No. 2 - \$4,000,000**), acquisition of transportation equipment (**Proposition No. 3 - \$2,085,000**) and acquisition of textbooks, classroom learning materials, technology infrastructure and acquiring computer hardware and software (**Proposition No. 4 - \$15,900,000**). Consequently, offering documents and other instructions were distributed by the District's Financial Advisor to interested financial institutions and broker dealers to receive bids at 11:00 AM on June 20, 2023. A compilation of the bids received will be presented to the Board at the meeting for consideration and action. The action item would be accepting the lowest rate of interest bid to purchase the Bonds.

G.2. RECOMMENDATION:

Board to receive bids for the purchase of \$13,180,000 Combined Purpose General Obligation Bonds, Taxable Series 2023C, and motion and vote to award said bonds to the lowest bidder complying with the notice of sale and instructions to bidders.

FURTHER RECOMMEND:

The attorneys for the school district prepare/approve the appropriate contract document(s) and the proper officers of the Board of Education be authorized to execute the document(s) on behalf of the district.

RATIONALE:

At the May 15, 2023, meeting, the Board authorized the advertisement of bids for the District's **\$13,180,000 Combined Purpose General Obligation Bonds, Taxable Series 2023C** to fund student and classroom learning technology improvements (**Proposition No. 2 - \$3,550,000**), acquisition of transportation equipment (**Proposition No. 3 - \$1,960,000**) and acquisition of textbooks, classroom learning materials, technology infrastructure and acquiring computer hardware and software (**Proposition No. 4 - \$7,670,000**). Consequently, offering documents and other instructions were distributed by the District's Financial Advisor to interested financial institutions and broker dealers to receive bids at 11:00 AM on June 20, 2023. A compilation of the bids received will be presented to the Board at the meeting for consideration and action. The action item would be accepting the lowest rate of interest bid to purchase the Bonds.

G.3. RECOMMENDATION:

Board to consider and vote on a resolution providing for the issuance of general obligation bonds in the sum of **\$36,820,000** by the School District, authorized at an election duly called and held for such purpose (June 8, 2021); designating the bonds as "**Combined Purpose General Obligation Bonds, Series 2023B**", providing for registration thereof; providing for levy of an annual tax for the payment of principal and interest on the same; and fixing other details of the issue.

FURTHER RECOMMEND:

The attorneys for the school district prepare/approve the appropriate contract document(s) and the proper officers of the Board of Education be authorized to execute the document(s) on behalf of the district.

RATIONALE:

The resolution authorizes the issuance of the 2023B Bonds in the amount and for the purpose so indicated and outlines key components related to the Bonds as well as providing for the levy of an annual tax to make principal and interest payments when due. The Bonds will mature on August 1, 2028, reflecting a five-year term. The appropriate action item is passing the resolution authorizing the issuance of the 2023B Bonds.

G.4. RECOMMENDATION:

Board to consider and vote on a resolution providing for the issuance of general obligation bonds in the sum of **\$13,180,000** by the School District, authorized at an election duly called and held for such purpose (June 8, 2021); designating the bonds as "**Combined Purpose General Obligation Bonds, Taxable Series 2023C**", providing for registration thereof; providing for levy of an annual tax for the payment of principal and interest on the same; and fixing other details of the issue.

FURTHER RECOMMEND:

The attorneys for the school district prepare/approve the appropriate contract document(s) and the proper officers of the Board of Education be authorized to execute the document(s) on behalf of the district.

RATIONALE:

The resolution authorizes the issuance of the 2023C Bonds in the amount and for the purpose so indicated and outlines key components related to the Bonds as well as providing for the levy of an annual tax to make principal and interest payments when due. The Bonds will mature on August 1, 2028, reflecting a five-year term. The appropriate action item is passing the resolution authorizing the issuance of the 2023C Bonds.

SUPPORTING INFORMATION

CONSENT ITEM E.3

ROUTINE STAFFING

ELECTIONS

Name	Effective Date	Contract Amount	Position	Grade or Degree & Step
Bogle, Jamal	06-06-23	\$ 62,500.00	Partner - Data Application Stimulus Funded	BG-7
Chitwood, J. Luke	06-20-23	\$ 77,000.00	Communications Manager	BG-8
Corona, Manuel	05-23-23	\$ 50,000.00	Associate Data Strategist	BG-7
Cozart, Barbara	06-14-23	\$ 13.38	Custodian	MT-3
Dyer, Joseph	05-30-23	\$ 40,500.00	Family & Retention Specialist	BG-5
Gregory, Stephanie	06-29-23	\$ 62,500.00	Manager of Licensing & Operations	BG-7
Legg, Brianna	06-12-23	\$ 13.38	Evening Custodian	MT-3
Mata, Keyla	06-13-23	\$ 13.72	Evening Custodian	MT-3
Scott, Patricia	05-24-23	\$ 60,000.00	Coordinator & Career Advising	EG-3
Stowers, Richard	06-13-23	\$ 23.80	Master Mechanic	MT-18
Torres, Jennifer	06-13-23	\$ 18.00	Administrative Assistant IV	CA-12
			Learning through Interest & Internships	
Wolf, Landon	07-01-23	\$ 58,000.00	Coordinator	BG-8
Zunun Perez, Bertha	06-06-23	\$ 13.72	Evening Custodian	MT-3

ADJUSTMENTS

Name	Effective Date	Contract Amount	Current Position	Proposed Position	Grade or Degree & Step
Asberry, Amy	07-01-23	\$ 72,850.00	Assistant Principal	Interim Elementary Principal	EG-7
Benson, Alpha	07-01-23	\$ 92,248.00	Middle School Principal	Middle School Principal	EG-8
Carpenter, Kristi	07-01-23	\$ 101,266.00	Elementary Principal	Elementary Principal	EG-7
Clemons, Aaron	07-01-23	\$ 74,230.00	Middle School Assistant Principal	Middle School Assistant Principal	EG-6
Cole, Mark	07-01-23	\$ 93,153.00	Middle School Principal	Middle School Principal	EG-8
Cross, Tessa	07-01-23	\$ 91,876.00	Elementary Principal	Elementary Principal	EG-7
Diggs, Jennifer	07-01-23	\$ 67,900.00	Teacher	Special Education Program Manager	EG-5
Easley, Michael	07-01-23	\$ 78,606.00	Alternative Assistant Principal	Alternative Assistant Principal	EG-6
Esparanza, Darling	08-09-23	\$ 61,750.00	Social Service Specialist	Social Service Network Manager	BG-8
Fernandez, Hannah	07-01-23	\$ 63,000.00	Instructional Mentor	Special Academic Partner	EG-5
Flowers, Aubrey	07-01-23	\$ 82,351.00	Elementary Principal	Elementary Principal	EG-7
Foshee-Moore, Erica	07-01-23	\$ 78,700.00	Instructional Mentor	Lead Instructional Mentor	EG-4
Gallagher, Anne	07-01-23	\$ 64,007.00	Elementary Assistant Principal	Elementary Assistant Principal	EG-4
Gilford, Donna	07-01-23	\$ 96,031.00	Elementary Principal	Elementary Principal	EG-7
Goode, Janelle	06-02-23	\$ 17.02	Bus Driver	Transportation Communication Specialist	TS-5
Harris, Lakisha	06-05-23	\$ 13.33	Cook I	Cook II	MT-3
Harris, Lakisha	07-01-23	\$ 14.53	Cook II	Assistant Cafeteria Manager	MT-6
Henderson, Tara	07-01-23	\$ 82,334.00	Elementary Principal	Elementary Principal	EG-7
Johnson, Twanna	07-01-23	\$ 65,000.00	Counselor	Homeless Education Coordinator	BG-7
Kesler, Ronda	07-01-23	\$ 98,423.00	Elementary Principal	Elementary Principal	EG-7
Kopichanski, Brandy	07-01-23	\$ 70,420.00	Elementary Assistant Principal	Elementary Assistant Principal	EG-4
Lewis, Pamela	07-01-23	\$ 14.27	Cook I	Cook II	MT-3
Marquez, Denise	07-01-23	\$ 90,576.00	Elementary Principal	Elementary Principal	EG-7
McGilbra, Cortni	05-18-23	\$ 44,000.00	Early Childhood Program Coordinator	Family Engagement Coordinator	BG-5
Miller, Mollie	07-01-23	\$ 99,991.00	Elementary Principal	Elementary Principal	EG-7
Morrow, Sandi	07-01-23	\$ 66,900.00	Elementary Assistant Principal	Elementary Assistant Principal	EG-4
Nero, Raye	07-01-23	\$ 101,235.00	Elementary Principal	Elementary Principal	EG-7
O'Dell, Kristen	07-01-23	\$ 67,500.00	Teacher	Academic Content Manager - STEM	EG-5
Patterson, Michelle	07-01-23	\$ 31,242.00	Cafeteria Manager	Cafeteria Manager	BG-A
Pollard, Tiffany	07-01-23	\$ 72,600.00	Assistant Principal	Manager of Strategic Operations & Scheduling	BG-8
Riley, Sheila	07-01-23	\$ 116,125.00	High School Principal	High School Principal	EG-10
Rockett, Lindsay	07-01-23	\$ 14.00	Cook II	Assistant Cafeteria Manager	MT-6
Smith, Shara	06-05-23	\$ 20.57	Parent Involvement Facilitator	Lead - Enrollment & Student Associate	CA-13
Stolz, Kristy	07-01-23	\$ 73,100.00	Assistant Principal	Interim Elementary Principal	EG-7
Sykes, Elton	07-01-23	\$ 94,173.00	Middle School Principal	Middle School Principal	EG-8
Tatum, Kristy	07-01-23	\$ 97,501.00	Elementary Principal	Elementary Principal	EG-7
Walker, Maurice	07-01-23	\$ 113,014.00	Alternative Principal	Alternative Principal	EG-8

Wilbur, Geoffrey	07-01-23	\$ 113,197.00	Alternative /Cont Principal	Alternative /Cont Principal	EG-8
Wiley-Mahoney, Donna	06-29-23	\$ 23.12	Principal's Secretary	Talent Specialist	CA-12

SEPARATIONS

<u>Name</u>	<u>Effective Date</u>	<u>Position</u>	<u>Name</u>	<u>Effective Date</u>	<u>Position</u>
Ambruso, Emily	05-26-23	Teacher	Jones, Madison	06-02-23	Teacher
Beavers, Jacqueline	07-31-23	Teacher	Kesler, Rebecca	06-23-23	Principal's Secretary
Berka, Natalie	05-26-23	Teacher	Lara Blanquet, Marcela	05-31-23	School Clerk
Britt, Jacob	05-26-23	Teacher	Leavenworth, Joseph	05-26-23	Teacher
Britt, Sherri	05-26-23	Teacher	Lutz, Luke	05-26-23	Teacher
Crane, Morgan	06-02-23	Teacher	McCaskill, Asia	05-26-23	Teacher
Davis, Mykah	05-26-23	Teacher	Mack, Diamond	05-26-23	Teacher
Eagle, Kathleen	06-02-23	Teacher	Mahurin, Julie	06-09-23	Librarian
Earhart, Michelle	06-02-23	Paraprofessional	Marina, Allison	06-13-23	Teacher
Finnegan, Sally	05-26-23	Teacher	McCartney, Kara	05-26-23	Teacher
Gault, Heidi	06-15-23	Teacher	McClanahan-Edelman, Bobbie	06-30-23	Librarian
Gibson, Felecia	05-26-23	Academic Advisor	Moreno, Claudia	06-30-23	Teacher
Gill, Melissa	05-26-23	Teacher	Quigley, Brittney	07-31-23	Teacher
Gonzales, Sabina	06-30-23	Assistant Principal	Rodriguez, Karen	06-23-23	Principal's Secretary
Gourley, Lisa	05-26-23	Teacher	Turek, Kathryn	05-26-23	Teacher
Green, David	07-03-23	Paraprofessional	Upton, Alexis	06-13-23	Teacher
Hansbhai, Suaad	12-16-22	Teacher	Watson, Matthew	05-26-23	Teacher
Harrington, Makenzie	05-26-23	Teacher	Whitman, Samuel	05-26-23	Teacher
Hobbs, Darcie	06-30-23	Program Manager - District Strategy	Williams, Sean	05-26-23	Apprentice
Hull, Steven	05-26-23	Teacher	Winesburg, Melinda	06-02-23	Teacher
Hurd, Tyson	05-31-23	Evening Custodian			

Rescind Separations:

<u>Name</u>	<u>Effective Date</u>	<u>Position</u>
Stockstill, Payton	05-26-23	Teacher
Clayton, Amber	06-01-23	Counselor

SFSS - Additional Social Services/ Crisis Duties Additional Social Services Stipend 11-0000-XXXX-501110-XXX-XXXXXX-XXX-07-XXX

Pay certified employees, to be named, a stipend of up to \$500 per month (not to exceed \$ 16,000) for additional duties performed to support district-wide social services support and crisis response as a result of vacancies throughout the 2023-2024 school year. These are additional duties not in the current job description.

Pay non-certified employees, to be named, a stipend of up to \$500 per month (not to exceed \$16,000) for additional duties performed to support district-wide social services supports throughout the 2023-2024 school year. These are additional duties not in the current job description.

Talent Management - 11-0000-2572-501210-000-000000-xxx-04-041-

Pay hourly support employees, to be named, a stipend of \$18 per hour or their regular hourly rate (whichever is greater) for time worked outside normal contract hours up to 10 hours per week for additional Talent Acquisition Supports for the Talent Management team from July 1, 2023, through June 30, 2024, over time to be paid if applicable.

SFSS - Parent Involvement Facilitators Student & Family Support Services 11-0284-2194-501210-000-000000-322-05-020-0284

Pay the Parent Involvement Facilitators (PIFs), or a principal-appointed support person, who engages families at the below schools: to be named at Walt Whitman Elementary, to be named at John Hope Franklin Elementary, and Sharon Anderson at Hawthorne Elementary a stipend of \$15,000 (total cost not to exceed \$90,000 funded via GKFF ConnectFirst grant) each to support the Parent Resource Center and ConnectFirst work from July 1, 2023 - June 30, 2024.

- To be named at Walt Whitman Elementary
- To be named at John Hope Franklin Elementary
- Sharon Anderson at Hawthorne Elementary
- To be named at Springdale Elementary
- To be named at Burroughs Elementary
- To be named at Celia Clinton Elementary

Parent Involvement Facilitators will participate in professional development to cultivate a deep understanding of Connect First and all the resources/support available to TPS families through the Parent Resource Center. ConnectFirst supports offered through the Parent Resource Center include but are not limited to emergency infant care, CAP enrollment, Healthy Start, Reading Partners, WIC, TANF, food pantries, medical support, etc. This work adds additional time for parent involvement facilitators.

In addition, the Parent Involvement Facilitators will do the following:

- Refer parents to Parent Resource Center for services
- Track parents; they refer to PRC through the UniteUs database system
- Host parent engagement meetings and events at the PRC
- Invite parents to PRC events and offer incentives for participation
- Be trained by the ConnectFirst/BEST team on the support and services for families
- Refer parents with conception through 3rd grade to ConnectFirst/BEST services
- Plan and meet with parent leadership groups
- Work closely with Parent Resource Coordinator to ensure goals for parent engagement are met.

Athletics – School Activity Fund #536

Pay Edison baseball adjunct coach, Clayton Green, a stipend total not to exceed \$2000.00 for coaching duties. Edison Home Run Club has reimbursed the district therefore there is no cost to the district.

CREATES

Position	Salary/Grade	Duties
Health Education Specialist – Enrollment Center / Student and Family Support Services Annual Budget Impact: \$94,952 min. – \$133,400 max. 2 Positions Funding Source:	BG-6 12 Months	The Health Education Specialist will be responsible for coordinating, scheduling and facilitating human growth and development education, HIV/AIDS education and prevention, along with other health related education trainings in elementary grade levels. The Health Education Specialist supports health education in a comprehensive capacity providing resources and supports to students, staff, community members, and is a liaison for the education work of Tulsa Public School and partners. In addition, the position will lend support to the Lead Health Education Coordinator in scheduling and coordinating health education that takes place in secondary schools and other district sites.
Intervention Specialist - Health & Wellness – Enrollment Center / Student and Family Support Services Annual Budget Impact: \$85,000 min. - \$170,890 max. 2 Positions Funding Source:	Teacher’s Salary Schedule or BG-5 187 days	Provide assistance and support to students who display at-risk behaviors and reduce lost instructional time due to behavior and whole-child wellness related issues. Increase teacher capacity to implement positive classroom management and behavior modification techniques within the classroom. Support parents in increasing positive discipline strategies.
Executive Administrative Assistant – ESC / Strategy and Innovation Annual Budget Impact: \$35,485 min. – \$48,131 max. Funding Source: 11-0000-2312-501210-000-000000-614-09-xxx-	CA-15 \$17.06/hr. to \$23.14/hr. 12 Months	Provide high-level administrative support to the Chief Strategy and Innovation Officer and the Strategy Team by conducting research, preparing District reports, handling information requests, managing the executive office(s) and performing clerical functions such as invoicing and purchasing, preparing correspondence, receiving visitors, arranging conference calls, and scheduling meetings/agendas.

POSITION TITLE CHANGES:

Previous Title	Positions	New Title
Bilingual Help Desk Technician	1 Position (100019524)	Help Desk Technician

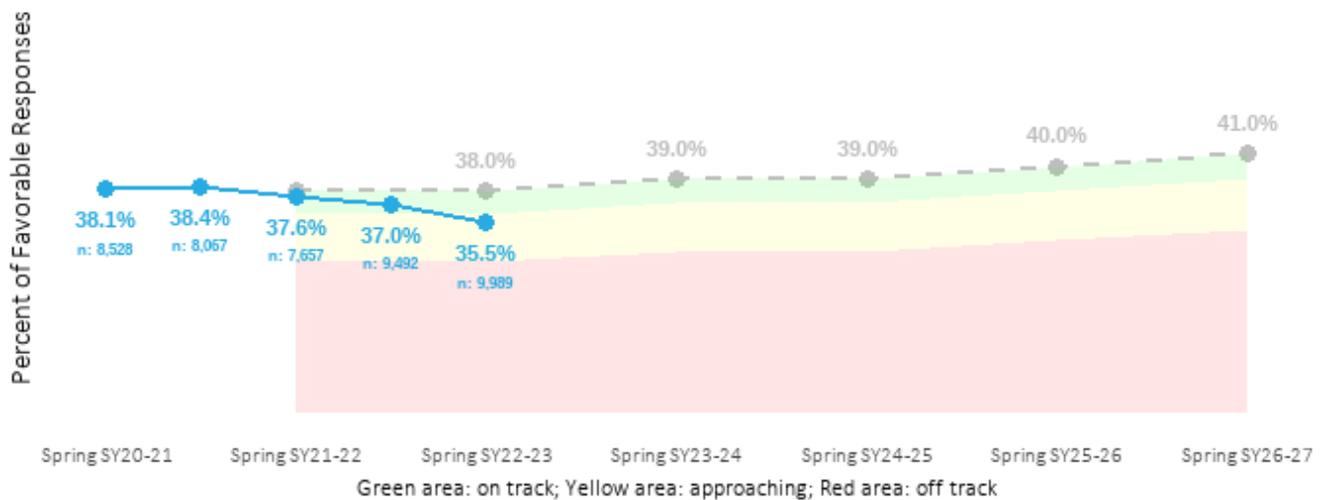
Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

Guardrail 1: The superintendent will not allow the ineffective implementation of social emotional learning strategies that support effective teaching and learning in a safe, inclusive climate and culture.

Overall Guardrail Status: On Track

Interim Guardrail 1.1: The percentage of students' favorable responses about their sense of belonging will increase from 38% in April 2022 to 41% (grades 6-12) in April 2027.

Interim Guardrail Status: Approaching



Information about this interim

Metric information

The Panorama Social Emotional Learning Student Supports survey measures student mindsets, behaviors, and attitudes that might be related to success in school and beyond the classroom.

This metric includes the percentage of favorable responses within the Sense of Belonging domain which focuses on how much students feel they are valued members of their school communities.

Why it matters

School climate and student perceptions impact students' academic success and ability to develop key social emotional skills such as grit/perseverance and self-efficacy.

Educators use Panorama survey trends to inform their support of students and develop learning environments that help their students thrive.

The percentage of students' favorable responses about their sense of belonging, breakdowns by demographics

Ethnicity	Fall SY21-22		Spring SY21-22		Fall SY22-23		Spring SY22-23	
	%	N	%	N	%	N	%	N
African American	39.5%	1,649	37.6%	1,624	38.8%	2,098	37.3%	2,155
Asian	39.4%	168	37.9%	181	35.9%	193	36.8%	217
Hispanic/Latinx	37.6%	3,108	37.0%	2,781	36.6%	3,470	34.8%	3,897
Multiracial	35.3%	698	38.9%	667	38.7%	873	34.1%	900
Native American	38.8%	397	37.6%	373	35.0%	471	33.0%	475
Pacific Islander	36.0%	49	27.3%	62	34.9%	90	26.7%	101
White	39.8%	1,984	38.4%	1,960	35.8%	2,279	36.4%	2,224

Economic Disadvantage	Fall SY21-22		Spring SY21-22		Fall SY22-23		Spring SY22-23	
	%	N	%	N	%	N	%	N
No	41.2%	2,426	40.0%	2,369	39.3%	2,197	37.6%	2,101
Yes	37.2%	5,627	36.5%	5,279	36.3%	7,277	34.9%	7,868

Grade	Fall SY21-22		Spring SY21-22		Fall SY22-23		Spring SY22-23	
	%	N	%	N	%	N	%	N
6	44.6%	801	42.6%	935	42.8%	1,395	39.6%	1,533
7	43.1%	1,339	38.4%	1,212	35.7%	1,305	33.4%	1,508
8	39.3%	1,463	36.8%	1,319	34.8%	1,424	32.8%	1,569
9	34.4%	1,161	34.8%	1,272	35.2%	1,582	33.8%	1,669
10	33.8%	1,197	36.4%	1,165	36.7%	1,485	34.8%	1,536
11	37.2%	1,080	37.6%	839	35.9%	1,250	37.3%	1,225
12	37.4%	1,012	38.1%	906	38.4%	1,033	38.3%	929

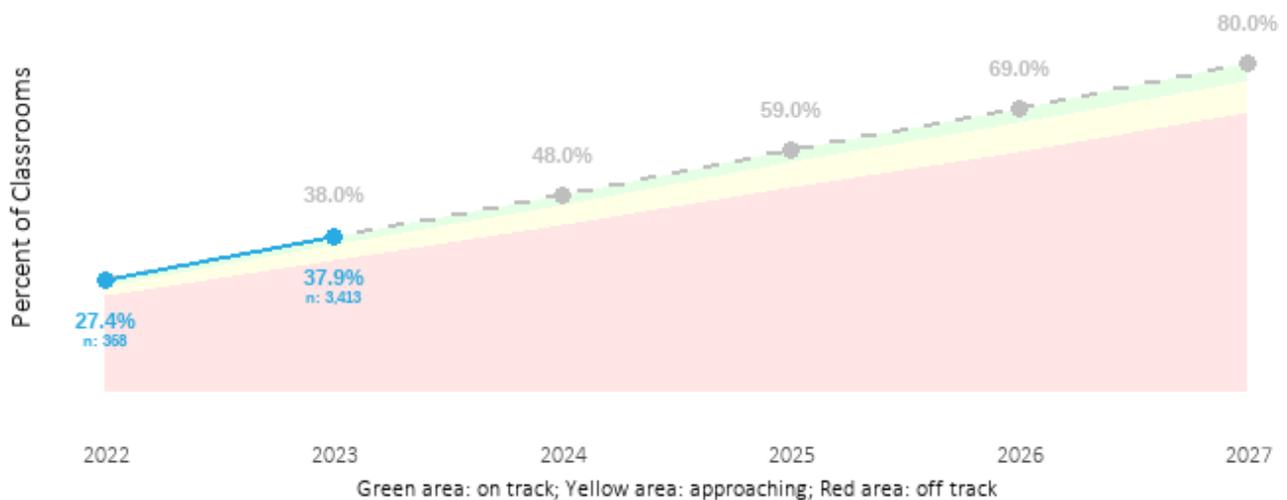
Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

Guardrail 1: The superintendent will not allow the ineffective implementation of social emotional learning strategies that support effective teaching and learning in a safe, inclusive climate and culture.

Overall Guardrail Status: On Track

Interim Guardrail 1.2: The percentage of classrooms observed implementing consistent, effective social and emotional teaching practices will increase from 27% in May 2022 to 80% in May 2027.

Interim Guardrail Status: On Track



Information about this interim

Metric information

This data is collected through teacher observations. The metric represents the percentage of observed classrooms which used all three key signature social and emotional teaching practices: a warm welcome, engaging practices, and an optimistic closure.

Why it matters

Usage of the three key social and emotional learning practices helps provide classroom rituals and routines that help students identify their emotions, express kindness/gratitude to their peers, and reflect on their progress over time.

In addition to promoting positive learning environments, these teaching practices help students build “soft skills” and improve focus on their goals.

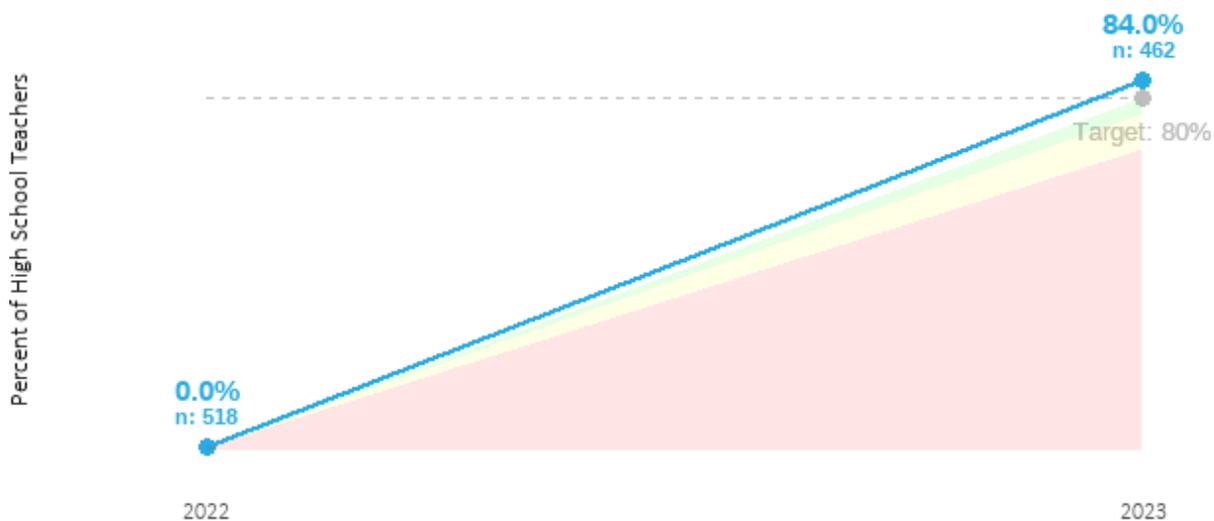
Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

Guardrail 1: The superintendent will not allow the ineffective implementation of social emotional learning strategies that support effective teaching and learning in a safe, inclusive climate and culture.

Overall Guardrail Status: On Track

Interim Guardrail 1.3: The percentage of high school teachers receiving district training on positive youth development will increase from 0% in May 2022 to 80% in May 2023.

Interim Guardrail Status: On Track



Information about this interim

Metric information

This metric looks at what percentage of high school classroom teachers and high school teacher apprentices who taught students in a respective year have received professional development regarding positive youth development.

Why it matters

This helps teachers better serve our students.

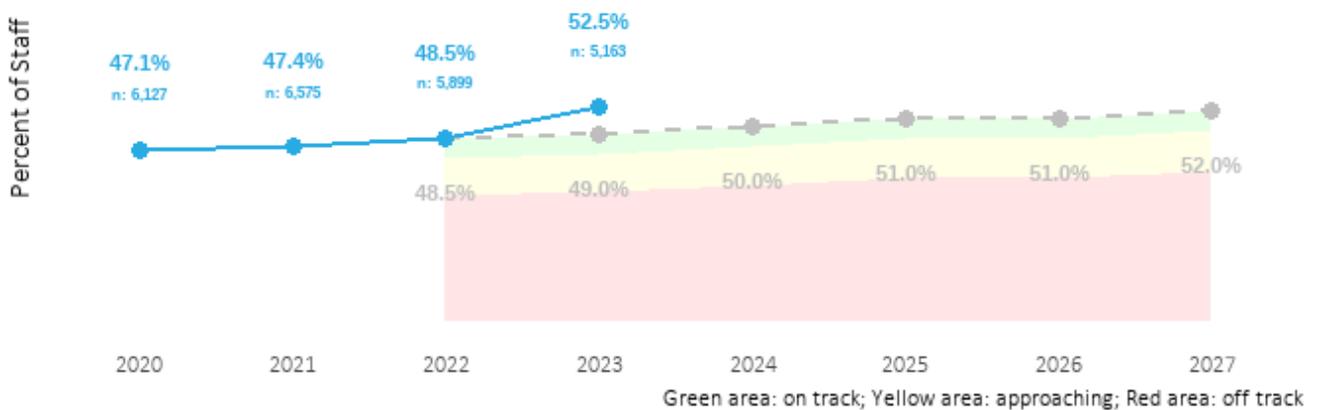
Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

Guardrail 2: The superintendent will not cause or allow conditions, practices, or procedures that are inequitable for students

Overall Guardrail Status: On Track

Interim Guardrail 2.1: The percentage of bilingual or multilingual staff and staff of color will increase from 49% in June 2022 to 52% in May 2027.

Interim Guardrail Status: On Track



Information about this interim

Metric information

This metric includes our staff members who are either multilingual or people of color. Multilingual staff are members of TPS who speak a language in addition to English; the most common non-English language spoken is Spanish.

Why it matters

Tulsa Public Schools is a large, diverse school district which serves an array of students and families from different races/ethnicities and backgrounds. Increasing cultural, racial, and linguistic diversity among our staff provides students with more adult role models who look and speak like them. It also helps to deepen our schools' connections to their communities. Over time, this also creates more equitable environments and conditions for our students.

Breakdowns of school choice participation rates

Spring 2023

Language	Number of Staff	Percent of Staff
Spanish	553	10.8%
Other	155	3%
French	31	0.6%
Chinese	10	0.2%
Arabic	9	0.2%
Russian	8	0.2%
Urdu	6	0.1%
Tagalog	5	0.1%
Vietnamese	4	0.1%
Hmong	2	0%
Mandarin	2	0%
Pashto	1	0%
Ukrainian	1	0%

Gender	2020	2021	2022	2023
Female	2,202	2,407	2,190	1,957
Male	712	723	681	659

Ethnicity	2020	2021	2022	2023
Asian	108	120	105	93
African American	1,646	1,665	1,474	1,241
Hispanic/Latinx	654	715	639	613
Native American	324	363	329	277
White	160	223	229	195

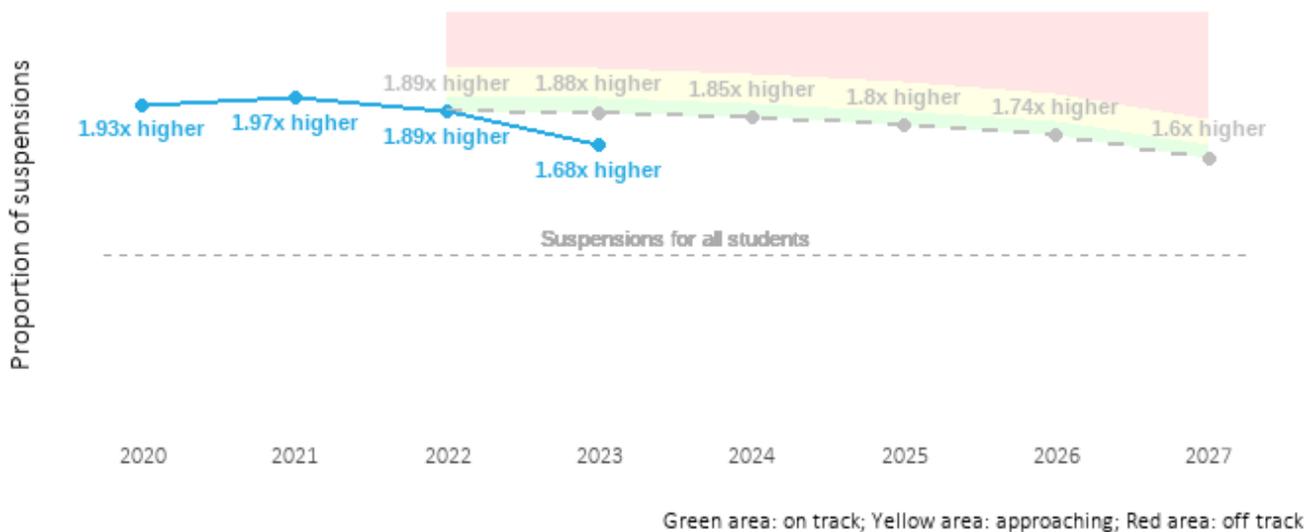
Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

Guardrail 2: The superintendent will not cause or allow conditions, practices, or procedures that are inequitable for students

Overall Guardrail Status: On Track

Interim Guardrail 2.2: Disproportionate suspension rates for black students will decrease from 1.89X higher than the overall average suspension rate for all students in May 2022 to no more than 1.65X higher in May 2027.

Interim Guardrail Status: On Track



Information about this interim

Metric information

This data tracks the ratio of the suspension rates for Black students to the suspension rate for the entire student population. In other words, this shows how much more or less likely Black students are to be suspended in relation to the total student population.

Why it matters

Students acting out and being suspended from school is often an indicator that they have unmet emotional health and wellness needs. In addition to taking away valuable instructional time, suspensions may also increase dropout rates and increase risks of further disciplinary referrals and involvement in the criminal justice system.

Metric information

Why it matters

	SY19-20	SY20-21	SY21-22	SY22-23
Percent of Black Students Suspended	12.7%	3.7%	17.2%	18.2%
Percent of All Students Suspended	6.5%	1.8%	9.0%	10.8%

School Level	SY19-20		SY20-21		SY21-22		SY22-23	
	SY19-20 Percent of black students suspended	SY19-20 Percent of all students suspended	SY20-21 Percent of black students suspended	SY20-21 Percent of all students suspended	SY21-22 Percent of black students suspended	SY21-22 Percent of all students suspended	SY22-23 Percent of black students suspended	SY22-23 Percent of all students suspended
Elementary	7.3%	3.5%	1.9%	1.0%	11.7%	5.6%	11.5%	6.2%
Middle	22.7%	13.0%	7.8%	4.0%	30.0%	16.8%	33.2%	22.2%
High	15.0%	7.7%	4.1%	1.9%	17.9%	9.9%	19.9%	11.6%

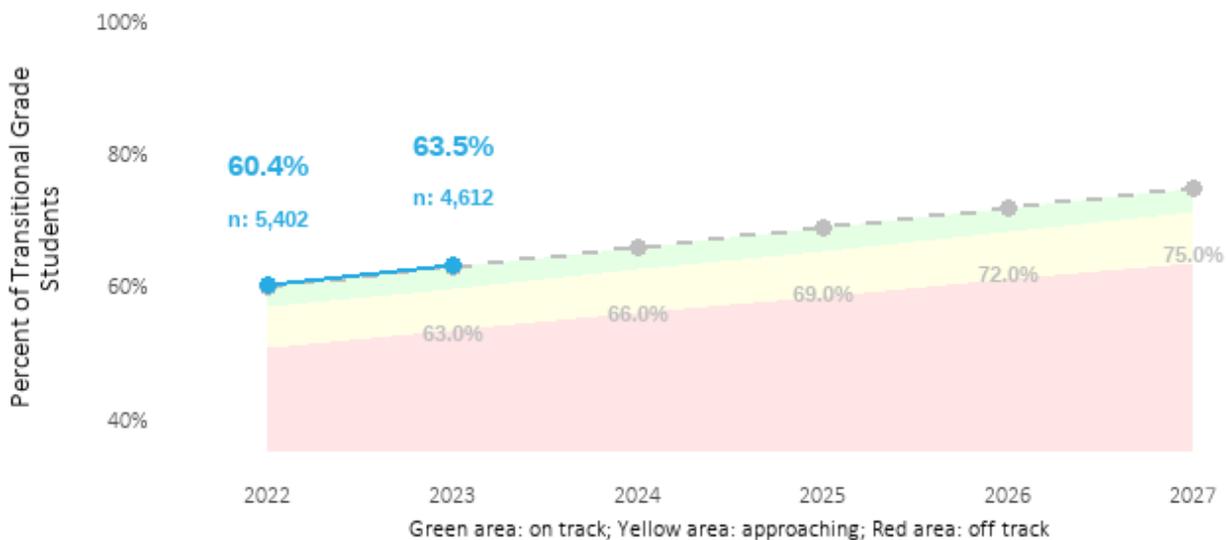
Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

Guardrail 2: The superintendent will not cause or allow conditions, practices, or procedures that are inequitable for students

Overall Guardrail Status: On Track

Interim Guardrail 2.3: The percentage of transitional grade students (5th and 8th graders) who participate in the school choice process will increase from 60% in February 2022 to 75% in February 2027.

interim Guardrail Status: On Track



Information about this interim

Metric information

School choice refers to family opportunity to choose a school within the district. This might mean a neighborhood school or another district school with a special offering that creates the best fit. School choice applications enable students to apply to different schools within the district. This is especially common in transitional grades as students move from elementary to middle or middle to high school.

This metric measures the percentage of students within transitional grades who submit school choice applications

Why it matters

We want to be a district that provides families with quality school choice options. Historically, school choice has been accessed and used inequitably by a comparatively small percentage of our families. Our goal is to design a school system that provides all students and families an opportunity to select the school(s) they most want to attend.

Metric information

in the primary January/February window.

Why it matters

Breakdowns of school choice participation rates

Ethnicity	2022		2023	
	%	n	%	n
African American	46.1%	1,118	51.1%	1,038
Asian	44.4%	108	36.1%	83
Hispanic/Latinx	72.8%	2,229	77.0%	1,793
Multiracial	55.5%	512	58.9%	448
Native American	47.4%	293	55.1%	198
Pacific Islander	13.2%	68	20.3%	79
White	60.2%	1,074	61.6%	973

Economic Disadvantage	2022		2023	
	%	n	%	n
No	70.9%	997	73.6%	883
Yes	58.2%	4,389	61.1%	3,729

Multilingual Learner	2022		2023	
	%	n	%	n
Monitored/Exited	78.3%	438	86.7%	345
No	52.2%	3,095	55.8%	2,788
Yes	69.9%	1,869	72.6%	1,479

Quadrant	2022		2023	
	%	n	%	n
1	56.3%	961	61.2%	955
2	68.8%	1,349	69.6%	1,153
3	56.9%	1,991	61.7%	1,414
4	61.5%	988	61.1%	983

Feeder	2022		2023	
	%	n	%	n
Central	51.7%	381	56.0%	327
East Central	54.7%	1,210	57.7%	826
Edison	67.5%	345	60.7%	374
Hale	66.1%	1,533	71.1%	1,142
McLain	66.5%	965	68.9%	982
Memorial	58.6%	636	61.7%	622
Webster	39.3%	234	38.2%	241

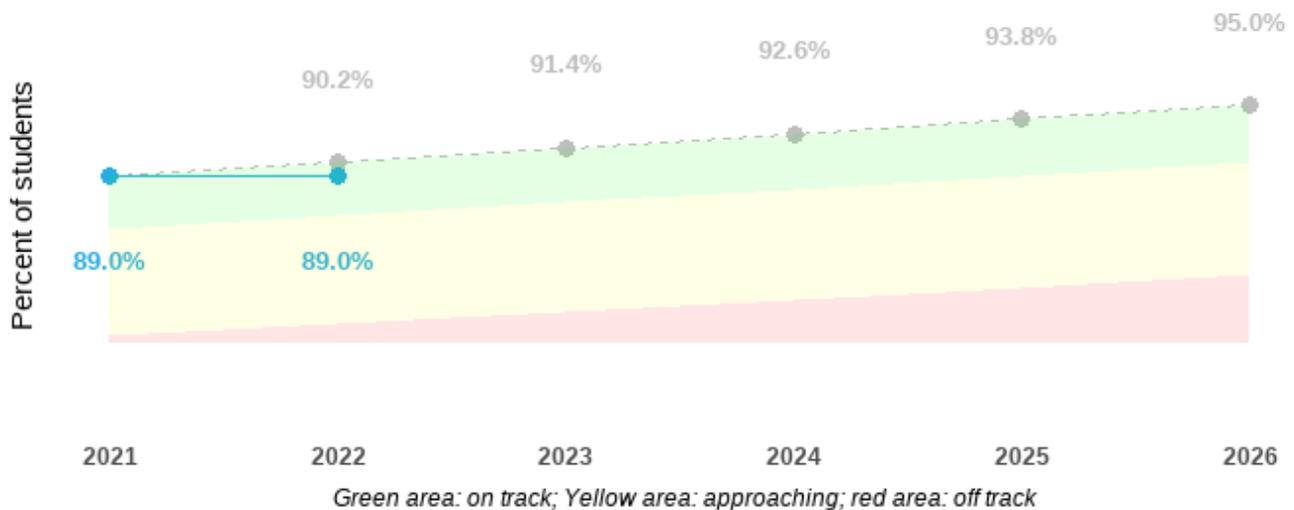
Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

Guardrail 4: The superintendent will not allow the district to be in state corrective action regarding services to students with disabilities, including proper and timely identification.

Overall Guardrail Status: On Track

Interim Guardrail 4.1: Percentage of children who are evaluated and whose eligibility for special education services is determined within 45 school days of parent consent will increase from 89% in June 2021 to 95% in June 2026.

Interim Guardrail Status: On Track



Status of leading indicators

During the 2022-2023 school year, school psychologists and speech pathologists completed 571 initial evaluations. Fifteen did not meet the 45-day timeline. This means that we expect our compliance rate to be 97%, which meets the IDEA requirement.

We have 23 consents gained this school year that remain open. The timeclock stops on the last day of school. Any consent that has less than 20 days left in the 45-day countdown will be completed during the summer months.

Information about this interim

Timeliness is a requirement of IDEA. With regard to this guardrail, we have identified this as an important communication area that also aligns with federal compliance. After a guardian signs for consent to have their student evaluated, the timeline begins the count-down of 45 school days. By improving our adherence to the 45-day timeline, we also improve



6/20/2023

our ability to communicate with families in a timely fashion. It also allows us to begin timely services for any students who are determined to be eligible for special education.

This data is reflective of the 21-22 school year. This metric comes from a state report with summary metrics focusing specifically on Special Education students, so there are no additional subgroup breakdowns available.

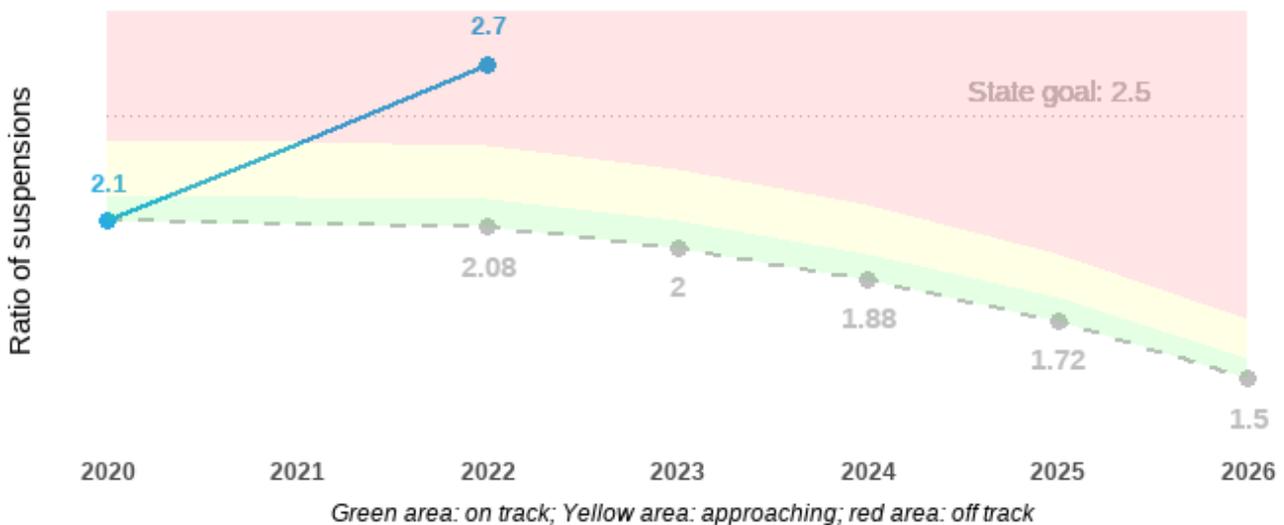
Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

Guardrail 4: The superintendent will not allow the district to be in state corrective action regarding services to students with disabilities, including proper and timely identification.

Overall Guardrail Status: On Track

Interim Guardrail 4.2: Long-term suspensions or expulsions (10 days or longer) of students with disabilities will decrease from 2.1x higher than the statewide average in June 2020 to no more than 1.5x higher in June 2026.

Interim Guardrail Status: Off Track



Information about this interim

Based on our District Data Profile generated by the OSDE for special education, the state target is expected to be <2.50 for all races/disability categories. This data is reported from the total short or long-term suspensions for the 21-22 school year.

This data can provide a springboard for dialogue with administrators about disciplinary removal practices and opportunities for improvement.

This metric comes from a state report with summary metrics focusing specifically on Special Education students, so there are no additional subgroup breakdowns available.

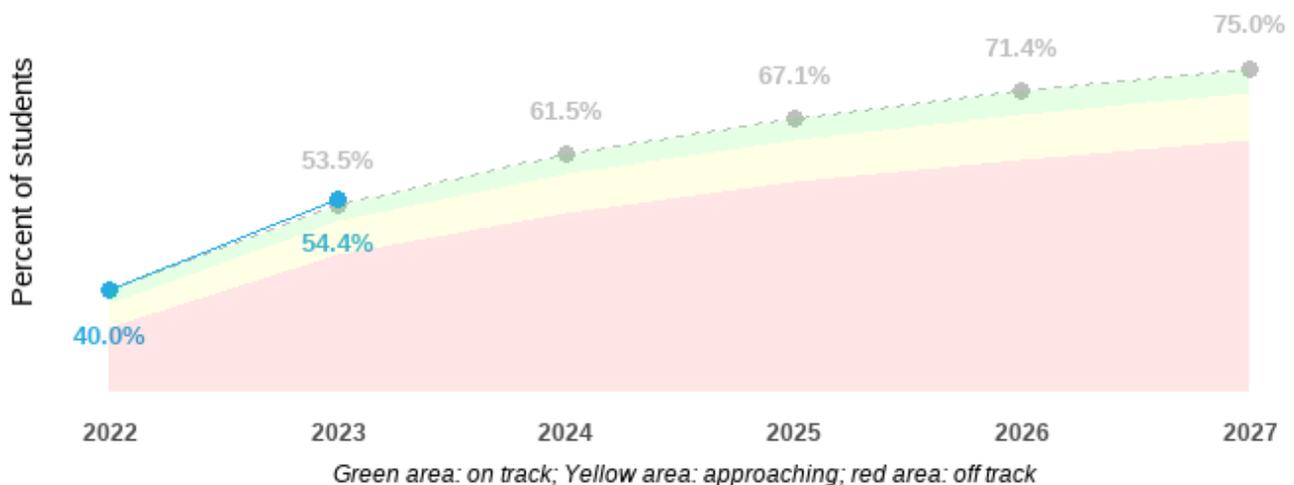
Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

Guardrail 4: The superintendent will not allow the district to be in state corrective action regarding services to students with disabilities, including proper and timely identification.

Overall Guardrail Status: On Track

Interim Guardrail 4.3: Families acknowledging receipt of accessible and timely information about special education rights, process, and services will increase from 40% in August 2021 to 75% in August 2027.

Interim Guardrail Status: On Track



Information about this interim

The district includes information about special education rights, process and services with its back to school form. This interim is calculated based on the percentage of families who return a back to school form for at least one of their students.

	May 2023	
	% Acknowledged	Number of families (denominator)
Families with Economically Disadvantaged Student	56.1%	15,155

	May 2023	
	% Acknowledged	Number of families (denominator)
Families with Multilingual Learner Student	50.7%	6,249

	May 2023	
	% Acknowledged	Number of families (denominator)
Families with a student with an IEP Status	51.6%	3,932