

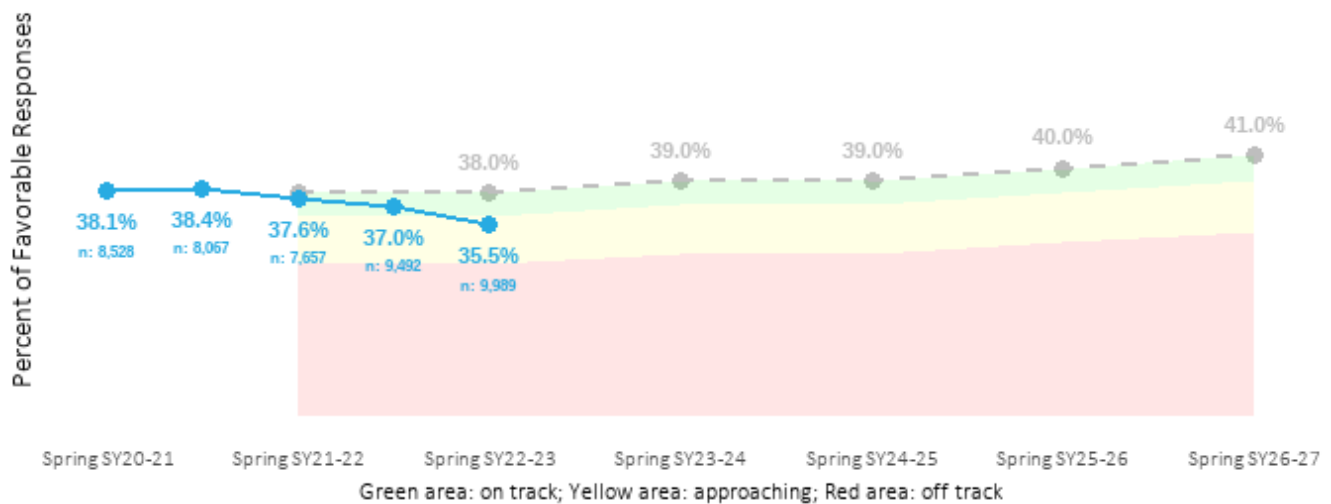
Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

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

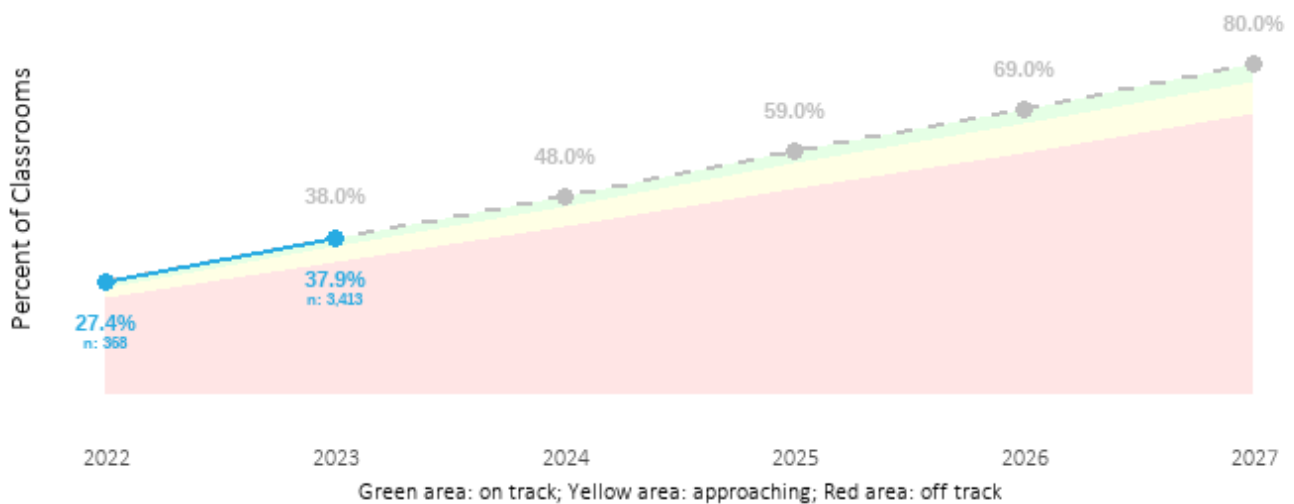
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Guardrail 1: The superintendent will not allow the ineffective implementation of social emotional learning strategies that support effective teaching and learning in a safe, inclusive climate and culture.

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.

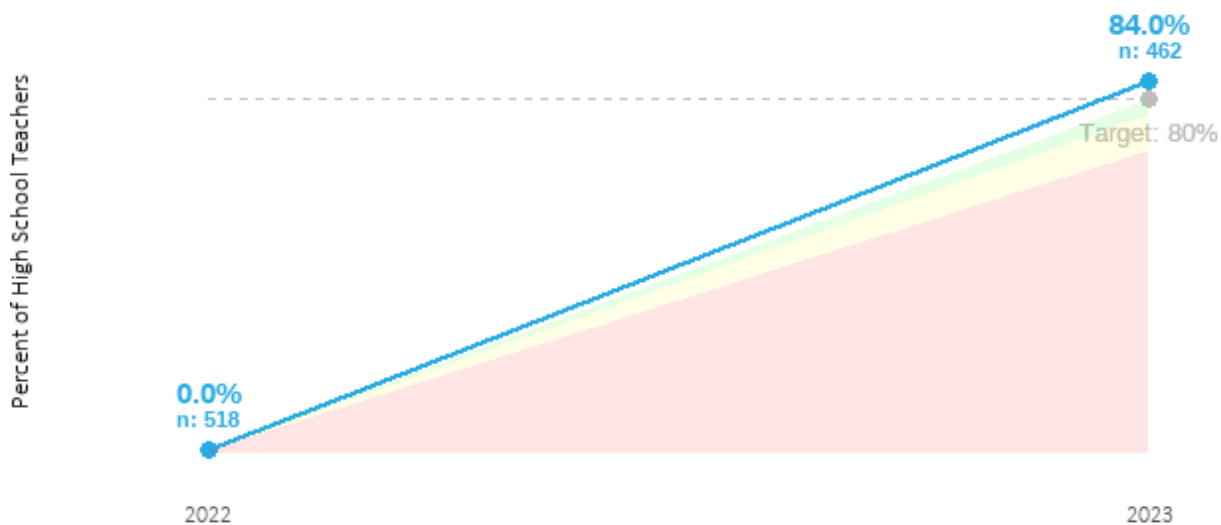
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Guardrail 1: The superintendent will not allow the ineffective implementation of social emotional learning strategies that support effective teaching and learning in a safe, inclusive climate and culture.

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.

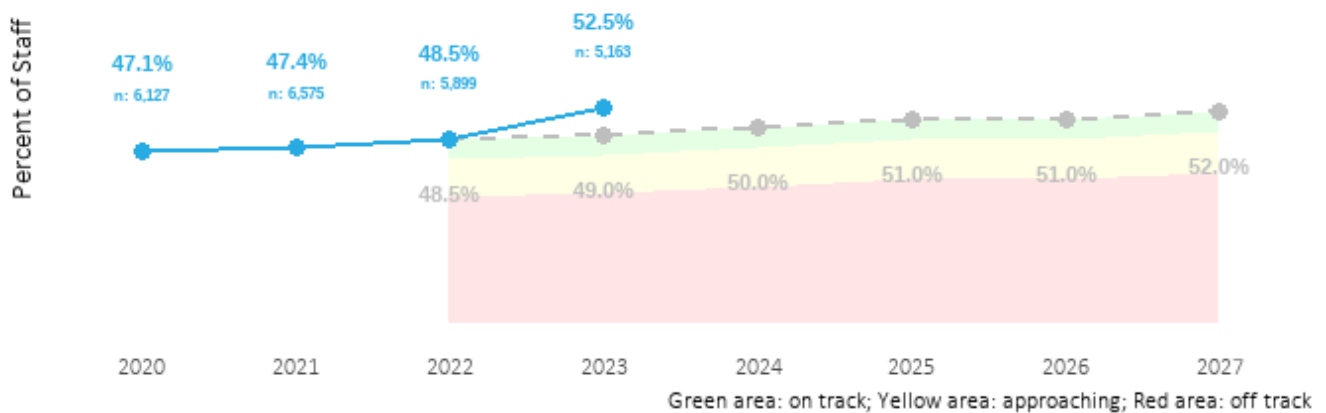
Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

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

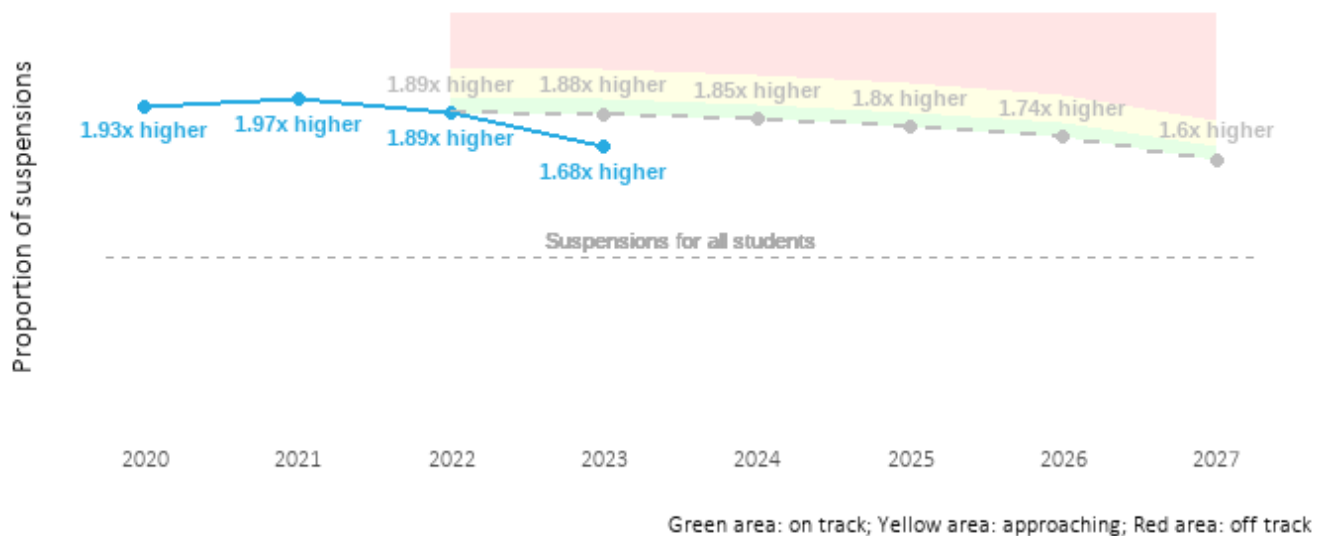
Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

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%

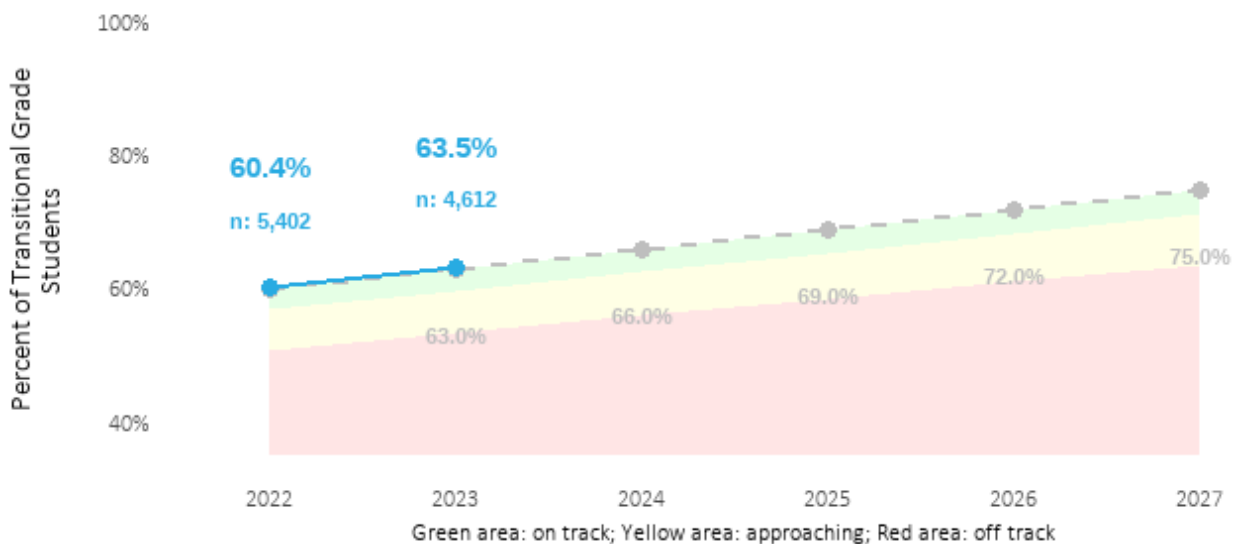
Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

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

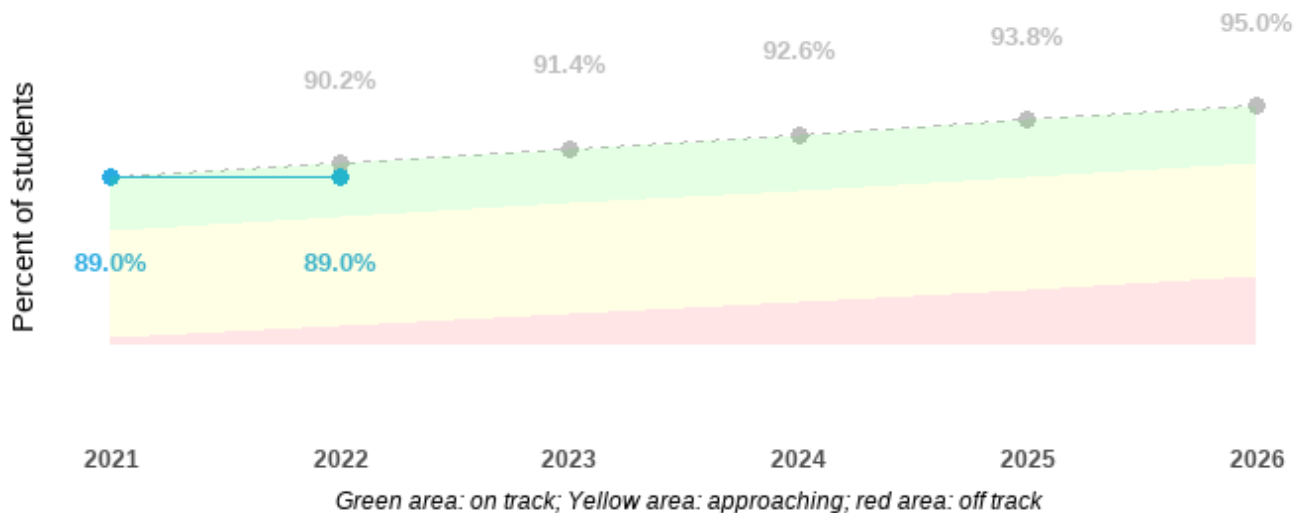
Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

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.

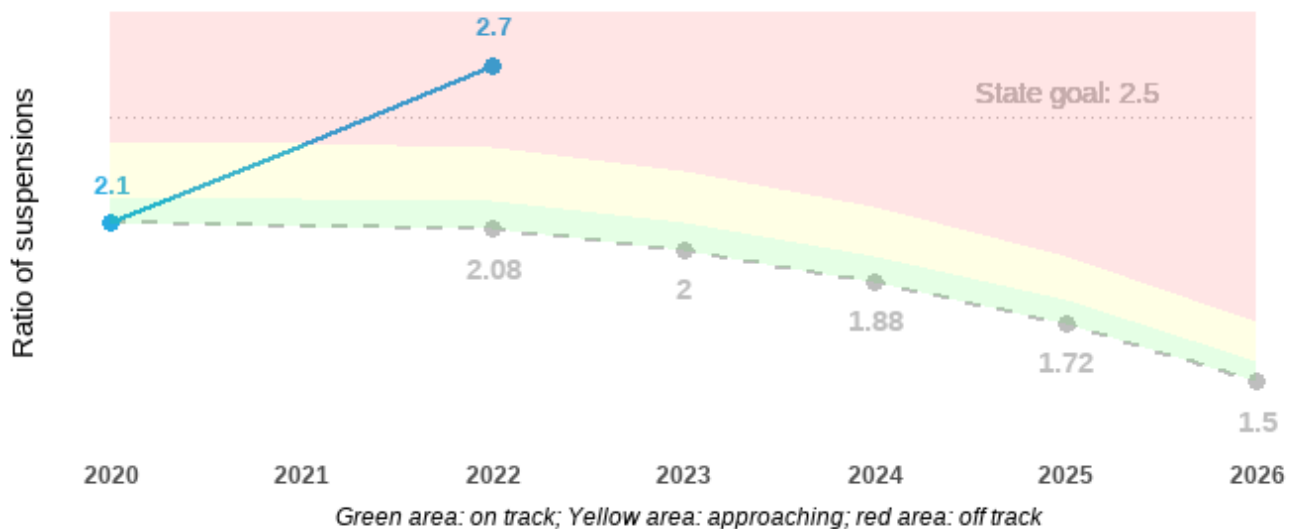
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Guardrail 4: The superintendent will not allow the district to be in state corrective action regarding services to students with disabilities, including proper and timely identification.

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.

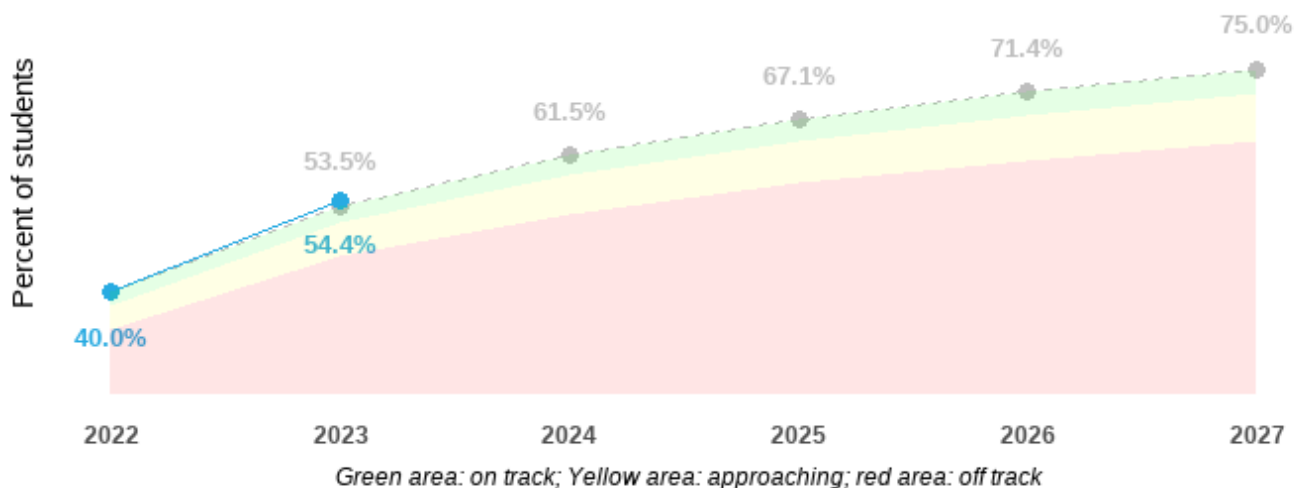
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Guardrail 4: The superintendent will not allow the district to be in state corrective action regarding services to students with disabilities, including proper and timely identification.

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