



2017-2018 State of the District

District Scorecard Results

September 2018



6 Charter
Partners



80
Schools



40,000
Students



13 Special
Facilities

WHO WE ARE



3,000
Teachers



7,000
Employees



1 Bold
Journey



ABOUT TULSA PUBLIC SCHOOLS



MISSION AND VISION

Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers and life.

Our mission is to inspire and prepare every student to love learning, achieve ambitious goals and make positive contributions to our world.

LEARNER

We will learn, apply, reflect, adjust and persist together

CONTRIBUTOR

We will contribute to the well-being and success of our students and schools

DESIGNER

We will improve learning, solve problems and bring ideas to life through innovative and intentional design





What is included in our State of the District report?

We will provide a summary of our 2017-18 school year:

- District scorecard data slides
- Videos narrated by our team members
- Annual report (booklet) – released Oct. 1

The videos and data slides will be up on our website later this week.



Destination Excellence is a place where we prepare our students for a successful future.



“Our students—from pre-kindergarten to twelfth grade—will develop the mindsets, knowledge, skills, and habits to achieve academic, career, and life success.”

— Destination Excellence



The Destination Excellence scorecard keeps us grounded in what matters most.



DESTINATION EXCELLENCE SCORECARD

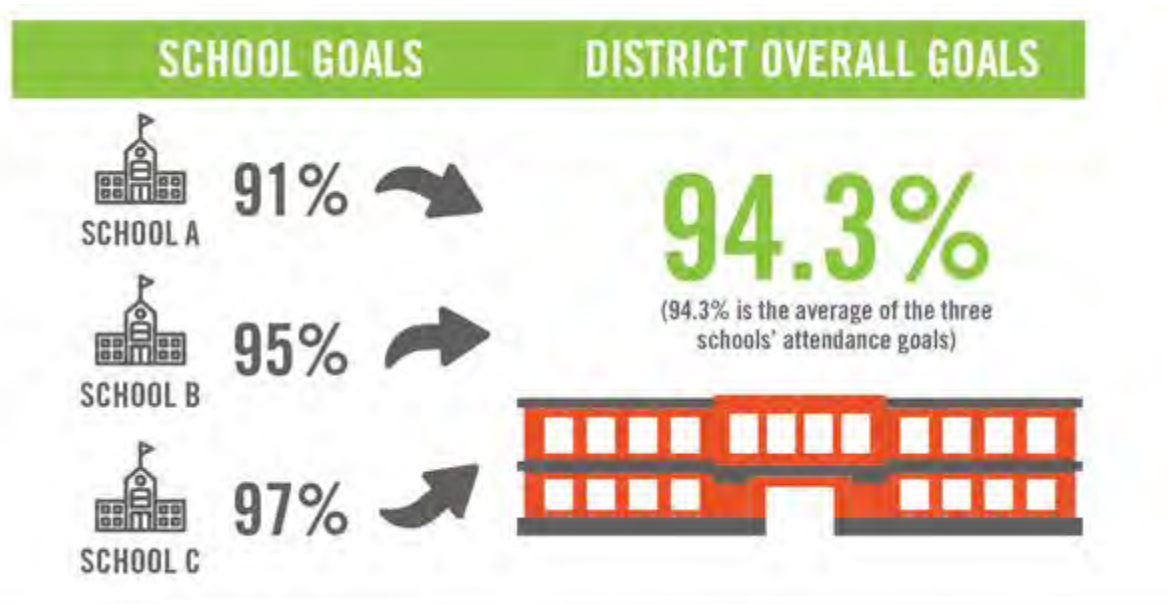
College and Career Ready Graduates
Graduation rate
% of students meeting SAT college readiness benchmarks in both reading/writing and math
Post-secondary enrollment
Academic Excellence
% of 3rd graders proficient in reading
% of students proficient in both reading and math
% of students meeting projected reading growth
% of students meeting projected math growth
Safe, Supportive and Joyful School Climate/Culture
% of students with positive perceptions of belonging, school safety and teacher-student relationships <i>(students who have favorable responses in all three areas)</i>
Average daily attendance rate
Chronic absenteeism rate
Suspension rate
Organizational Health
Novice teacher retention rate
% of employees who are engaged and committed to Tulsa Public Schools <i>(% of favorable responses based on staff survey questions)</i>
% of teachers and principals with positive perceptions of district office service <i>(% of "agree" and "strongly agree" on a 6-point scale)</i>





2017-18 school goal-setting at a glance

1. All schools in TPS set yearly goals related to the school performance framework (SPF) measures.
 - These are the school-facing measures from the district scorecard
2. School goals rolled up to create the district's overall goal for each measure.





College and Career Ready Graduates

College and Career Ready Graduates	
Graduation rate	
% of students meeting SAT college readiness benchmarks in both reading/writing and math	
Post-secondary enrollment	





Developing graduates who are prepared for college and career will provide our students with great opportunities after they leave Tulsa Public Schools.

Two critical components:

1. High School Graduation
2. Postsecondary Readiness

Why does it matter?

Average salary—

No high school diploma:	less than \$26K
High school diploma:	more than \$35K
Post-secondary degree:	almost \$60K



*“In 1973, 28% of jobs required a postsecondary credential.
By 2020, that number will be 65%.”*



College and Career Ready Graduates – Measures

What are our scorecard measures?

Graduation rate – % of on-time (4-year)
graduates

**% of students meeting SAT college
readiness benchmarks in both
reading/writing and math**

Post-secondary enrollment – exact
measure and baseline TBD



College and Career Ready Graduates – Measures

What are our scorecard measures?

Graduation rate – % of on-time (4-year) graduates

% of students meeting SAT college readiness benchmarks in both reading/writing and math

Post-secondary enrollment – exact measure and baseline TBD

Oklahoma's statewide rate for 2016 graduates was 82%, similar to the national average.*



College and Career Ready Graduates – Measures

What are our scorecard measures?

Graduation rate – % of on-time (4-year) graduates

% of students meeting SAT college readiness benchmarks in both reading/writing and math

Post-secondary enrollment – exact measure and baseline TBD

These benchmarks are set by College Board; nationally, **46% of students** met this standard in 2017*. Our measure is based on students who take the SAT during the spring of 11th grade, so we use the “yellow” range to account for the growth they can make during their senior year.

11th Grade Section Score Ranges
160–760 Point Scale

	Red	Yellow	Green
Evidence-Based Reading and Writing	160–420	430–450	460–760
Math	160–470	480–500	510–760



College and Career Ready Graduates – Measures

What are our scorecard measures?

Graduation rate – % of on-time (4-year)
graduates

% of students meeting SAT college
readiness benchmarks in both
reading/writing and math

Post-secondary enrollment – exact
measure and baseline TBD

We are exploring meaningful
sources of this data as we seek
to better understand our
students' journeys after TPS.



College and Career Ready Graduates – Results

College and Career Ready Graduates	2015-16	2016-17	2017-18	2017-18 goal	% of schools meeting goal
Graduation rate	67.5%*	72.5%*	76.9%*		
% of students meeting SAT college readiness benchmarks in both reading/writing and math		33%	33%	37%	33%
Post-secondary enrollment					

Although we don't have a 2018 graduation rate yet, **over 1,700 class of 2018 students have graduated.** Last year, we graduated 1,633 students.

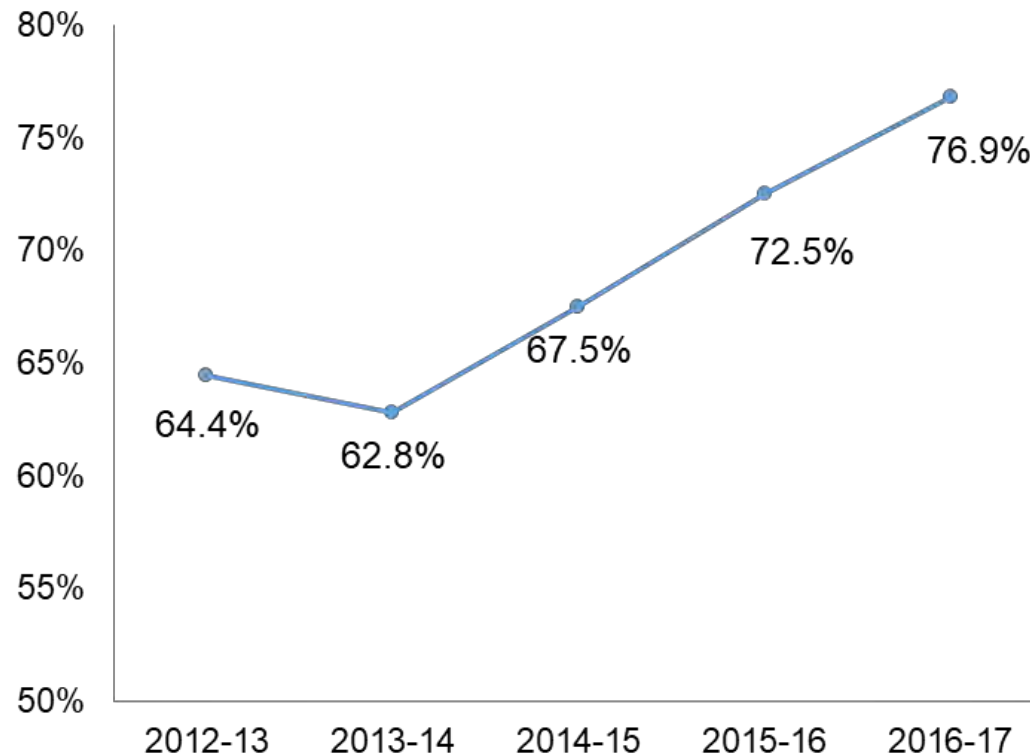
*Graduation rate state reporting is delayed by a year. The 2017-18 percentage represents the graduation rate for the 2017 cohort.

% of schools meeting goal is based on the percentage of schools that met their specific school goals, not the overall district goal.



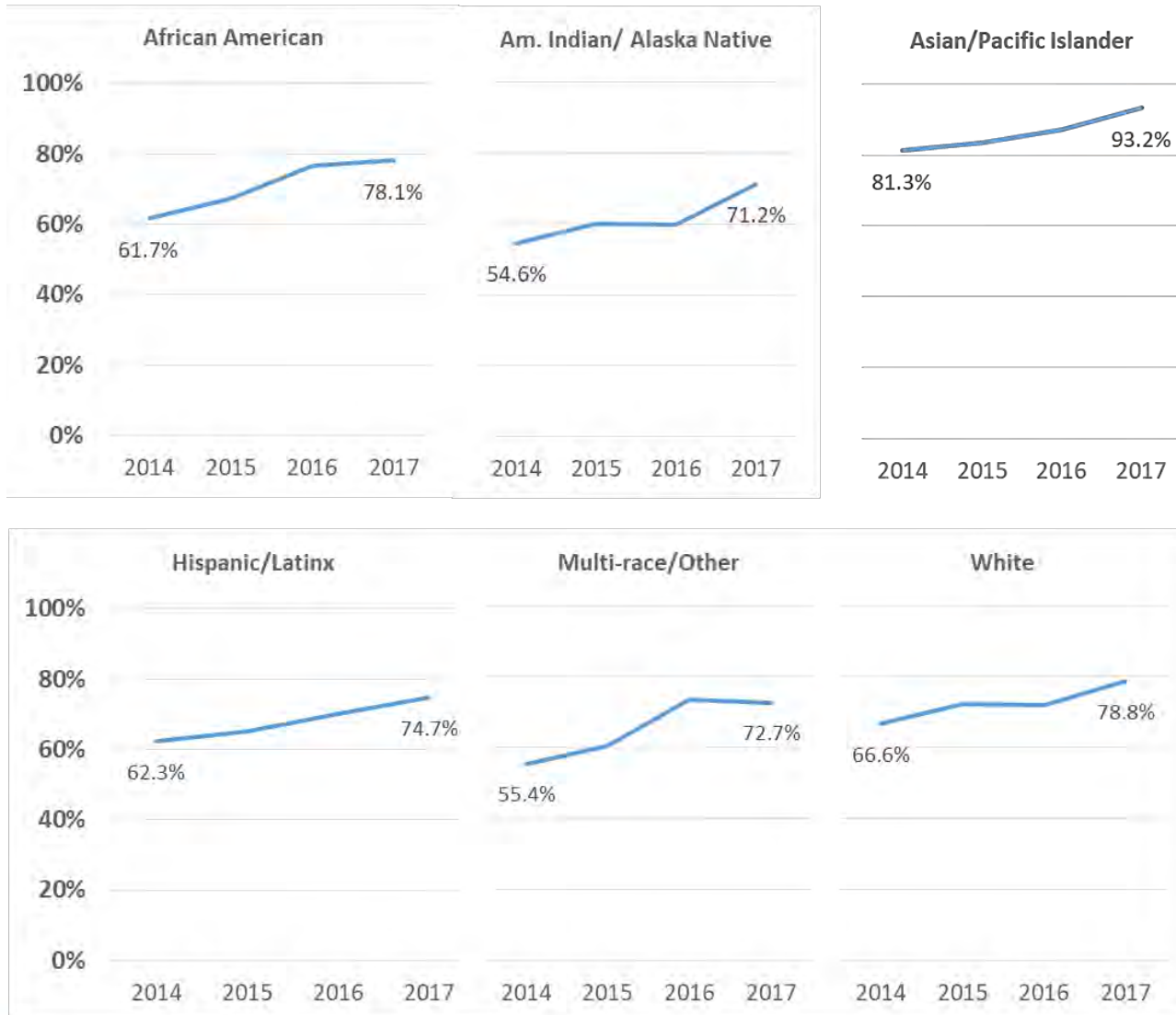
Our graduation rate continues to improve...

Our 2016-17 graduation rate is the highest of the past five years.





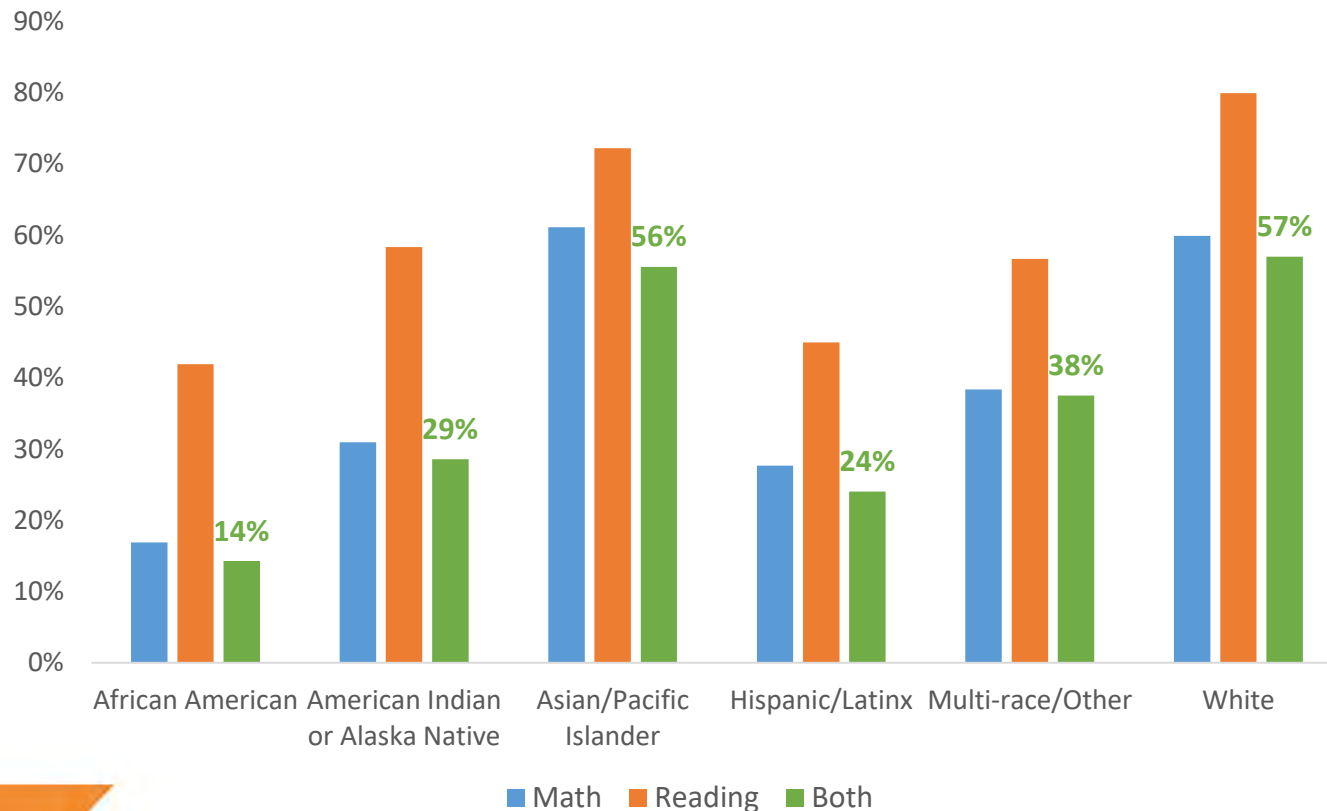
...and we are closing racial/ethnic gaps in graduation...





...but we must improve college readiness for all while specifically focusing on closing disparities among students of different races/ethnicities.

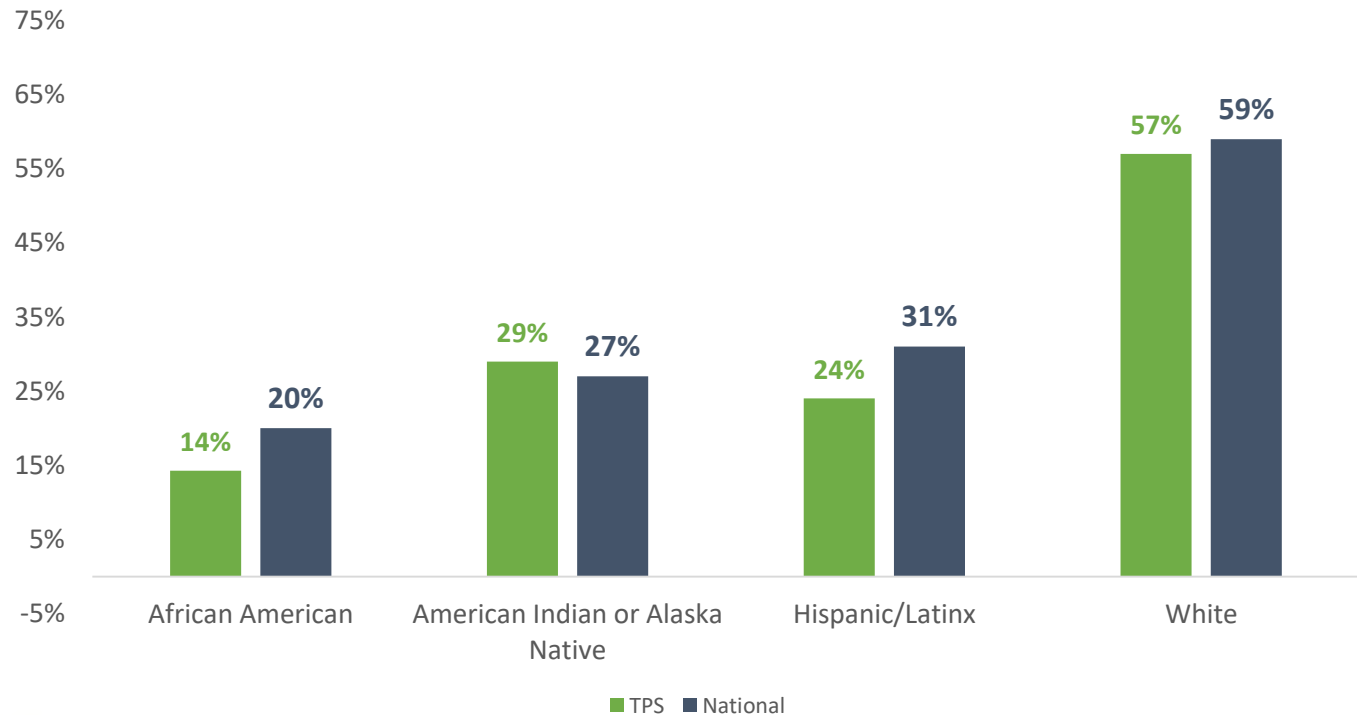
Percent of students meeting college readiness benchmarks in **math**, **reading**, and **both**.





Nationally, not all students across the country take the SAT. But, there are large racial/ethnic disparities among those who do.

Percent of **TPS** and **national*** students meeting both math and reading SAT college readiness benchmarks





SAT scores are not a certain indicator of college success, but some students must overcome additional challenges.

Let's meet two college freshmen –

Bianca



College-Ready

- Tests out of some college courses
- Works part-time as a tutor
- Plays intramural sports
- More likely to persist into second year of college



SAT scores are not a certain indicator of college success, but some students must overcome additional challenges.

Let's meet two college freshmen –

Bianca



College-Ready

- Tests out of some college courses
- Works part-time as a tutor
- Plays intramural sports
- More likely to persist into second year of college

Sarah



*Not
College-Ready*

- Takes additional remedial courses
- Spends time three nights a week in tutoring sessions
- Less time for social activities
- Less likely to persist into second year



Bright spots:

Webster High School

- Providing individual student support
- Expanding AP course offerings
- Increasing college applications

Rogers Early College High School

- Offering College Summit student advisory class to inform post-secondary planning
- Enrolling all students in AP and concurrent enrollment courses





Academic Excellence

Academic Excellence
% of 3rd graders proficient in reading
% of students proficient in both reading and math
% of students meeting projected reading growth
% of students meeting projected math growth





Striving for Academic Excellence means measuring what matters throughout a student's career in TPS to identify and address areas to improve.

Why do we use the NWEA MAP assessment?

- Tells us what students are ready to learn
- Provides detailed data to teachers about their students' academic performance that can be used to inform instruction
- Helps us benchmark ourselves against national peers
- Given three times per year, not just a single point in time
- Beginning in 17-18, offered at all schools in TPS (grades K-10)





What are proficiency and growth?

Proficiency – students are considered proficient if they are *scoring as good or better than at least half of their national peers* in the same grade level



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Proficiency – students are considered proficient if they are *scoring as good or better than at least half of their national peers* in the same grade level

Average
Student



195

Carlos



200

Carlos is starting 4th grade with a reading score of 200*. Because the average 4th grader has a starting score of 195, Carlos is considered **proficient** at reading.



What are proficiency and growth?

Growth – a student's projected growth is based on the best estimate of the *typical growth* for students in the same grade with the same starting score



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Carlos and Sam both start 4th grade with a reading score of 200* ...

...and the average 4th grader who began the year with a 200 grows by 8 points during the year.

Sam



200

Carlos



200



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Carlos and Sam both start 4th grade with a reading score of 200*...

...and the average 4th grader who began the year with a 200 grows by 8 points during the year.

Sam



200

Carlos



200

Carlos

+10 points

Carlos



210

+4 points

Sam

Sam



204



What are proficiency and growth?

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Carlos and Sam both start 4th grade with a reading score of 200* ...

...and the average 4th grader who began the year with a 200 grows by 8 points during the year.

Sam

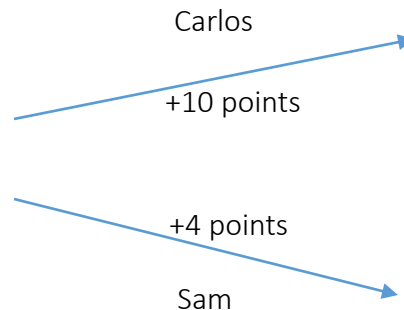


200

Carlos



200



Carlos



210

Carlos grew 10 points, so he met his projected growth – he actually exceeded it!

Sam



204

Sam still grew by 4 points, but he did not meet his projected growth because he grew less than the typical 8 points. He is still learning, but he's falling behind his peers.



Academic Excellence – Measures

What are our scorecard measures?

% of 3rd graders proficient in reading

% of students proficient in both reading
and math

% of students meeting projected
reading growth

% of students meeting projected
math growth



Academic Excellence – Measures

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% of 3rd graders proficient in reading

% of students proficient in both reading and math

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3rd grade is a critical milestone in a student's career, and in Oklahoma students are affected by the Reading Sufficiency Act at this time.



Academic Excellence – Measures

What are our scorecard measures?

% of 3rd graders proficient in reading

% of students proficient in both reading and math

% of students meeting projected reading growth

% of students meeting projected math growth

Excelling in both reading AND math is an important predictor of success in college.



Academic Excellence – Measures

What are our scorecard measures?

% of 3rd graders proficient in reading

% of students proficient in both reading and math

% of students meeting projected reading growth

% of students meeting projected math growth

Nationally, 50% of kids meet their projected growth. This means that schools with more than 50% of their students meeting growth are outperforming their national peers.



Academic Excellence – Results

Academic Excellence	2015-16	2016-17	2017-18	2017-18 goal	% of schools meeting goal
% of 3rd graders proficient in reading	33%	37%	34%*	43%	29%
% of students proficient in both reading and math	24%	27%	26%*	28%	43%
% of students meeting projected reading growth	43%	47%	43%*	56%	17%
% of students meeting projected math growth	38%	41%	47%*	55%	26%

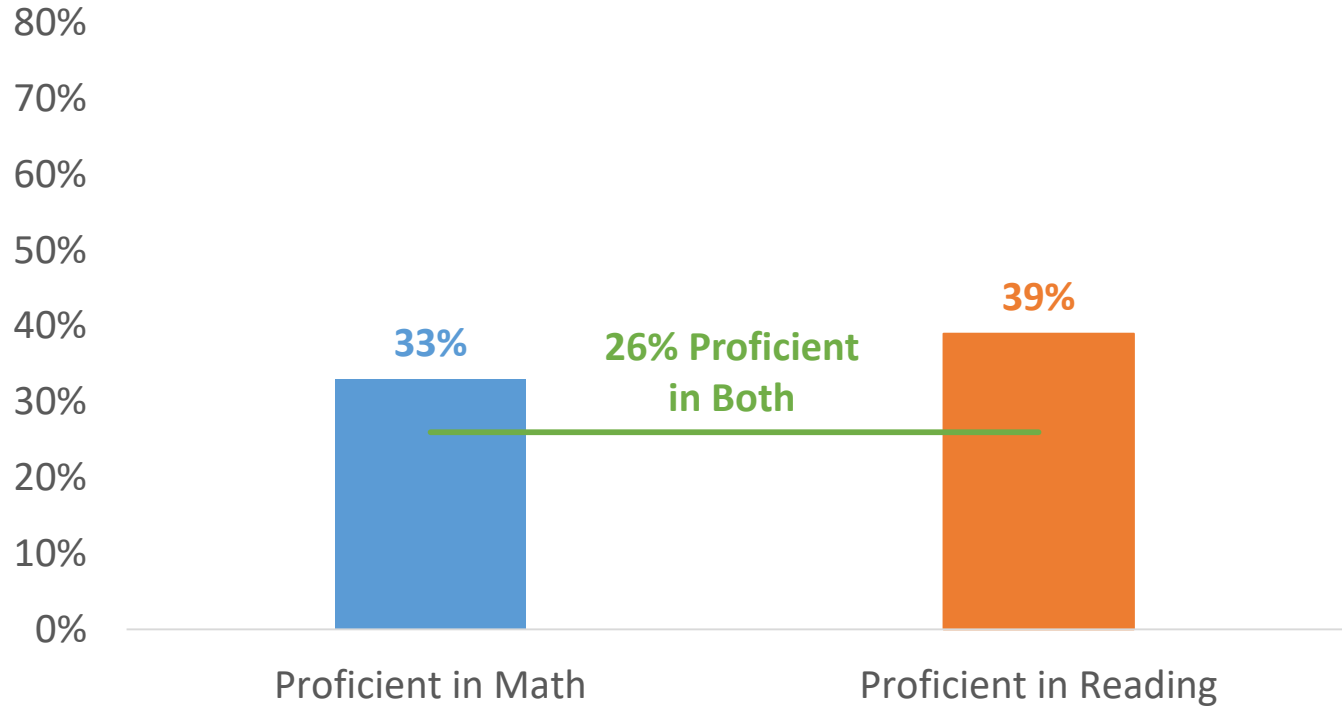
*Academic measures include all K-10 students for 2017-2018; prior years are K-3 students only.

% of schools meeting goal is based on the percentage of schools that met their specific school goals, not the overall district goal.



More of our students are *proficient in reading* than *math*...

2017-18 % of Proficient Students

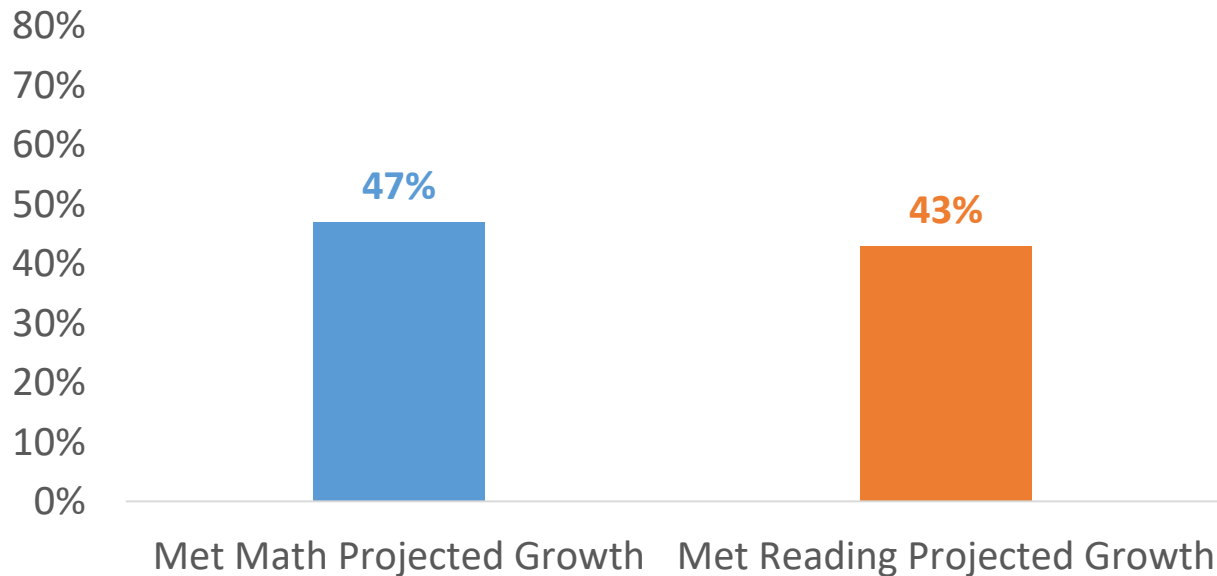


	Elementary	Middle	High	District
Percent of schools that met proficiency goal:	48%	39%	25%	43%



...but last year more students *met their projected growth in math*.

2017-18 % of Students Meeting Projected Growth



	Elementary	Middle	High	District
Percent of schools that met math growth goal:	21%	31%	42%	26%
Percent of schools that met reading growth goal:	17%	15%	17%	17%



We must ensure more students from all backgrounds are meeting and exceeding their projected growth in order to increase proficiency.

During the 2017-18 school year:

- **Students of color** were less likely to meet their projected reading and math growth than white students.
- All of the following student subgroups had fewer students meeting their projected growth than their counterparts:

English Language Learners
Economically Disadvantaged
Students with Disabilities





Our schools can change the trajectory of our students' lives.

- Let's follow current 1st graders who were in kindergarten at **Anderson Elementary** last year—



Our schools can change the trajectory of our students' lives.

- Let's follow current 1st graders who were in kindergarten at **Anderson Elementary** last year—

At the beginning of the year (Fall 2017), **32%** of these students entered the year **proficient in reading**.

Not
Proficient



Proficient



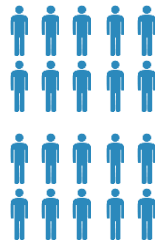


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At the beginning of the year (Fall 2017), **32%** of these students entered the year **proficient in reading**.

Not
Proficient



Proficient



Over **2/3 of these students** began kindergarten **behind**, based on how they compared to kindergarten students from across the nation.



Our schools can change the trajectory of our students' lives.

- Let's follow current 1st graders who were in kindergarten at **Anderson Elementary** last year—

But during the school year, 97% of these students met or exceeded their projected reading growth!



Our schools can change the trajectory of our students' lives.

- Let's follow current 1st graders who were in kindergarten at **Anderson Elementary** last year—

By Spring 2018, **83%** of these students were **proficient** in reading.

Not
Proficient



Proficient





Our schools can change the trajectory of our students' lives.

- Let's follow current 1st graders who were in kindergarten at **Anderson Elementary** last year—

By Spring 2018, **83%** of these students were **proficient in reading**.

Not
Proficient



Proficient



Although most of these students began kindergarten behind, the **majority of them were “caught up”** by the end of the year compared to their national peers.



Bright spots:

McLain Junior and Senior High School

- Personalizing math learning with Teach to One
69% of 9th graders met projected math growth

McClure Elementary

- Piloting social-emotional learning strategies to support whole-child development

Peary Elementary

- Developing teacher leadership pathways with a focus on equity for all students





Safe, Supportive, and Joyful School Climate/Culture

Safe, Supportive and Joyful School Climate/Culture
% of students with positive perceptions of belonging, school safety and teacher-student relationships <i>(students who have favorable responses in all three areas)</i>
Average daily attendance rate
Chronic absenteeism rate
Suspension rate





Schools are a place where our students, teachers, and leaders can develop and thrive.

Destination Excellence sets our vision:

*“Students, teachers, and leaders—working with families and community partners—will foster **safe, supportive, and joyful** learning environments that emphasize **acceptance**, and **inclusion** for all students in all schools.”*

Why does it matter?

The “personality” of a school and the way students, teachers and other adults interact with and feel about each other has a profound impact on everyone. We want all our **students, families, and educators** to feel like they are a vital part of their school community, and that **they belong in TPS.**





Safe, Supportive, and Joyful School Climate/Culture – Measures

What are our scorecard measures?

% of students with positive perceptions of belonging, school safety and teacher-student relationships

Average daily attendance rate – % of days students attend school (based on when they are enrolled)

Chronic absenteeism rate – % of students who miss 10% or more of the days they are enrolled

Suspension rate – % of students who receive an out-of-school suspension during the school year



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With the student Social-Emotional Survey TPS launched in 2017-18, we will soon be able to calculate a baseline moving forward.



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Attendance can influence several other outcomes, such as academic performance and graduation.



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8 million students were chronically absent in the U.S. in 2015-16, and children living in poverty are two to three times more likely to be chronically absent.*



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Students who are suspended are often at risk of falling behind and becoming disengaged. In fact, out-of-school suspensions are one of the primary indicators of dropping out of high school.*



Safe, Supportive, and Joyful School Climate/Culture – Results

Safe, Supportive and Joyful School Climate/Culture	2015-16	2016-17	2017-18	2017-18 goal	% of schools meeting goal
% of students with positive perceptions of belonging, school safety and teacher-student relationships <i>(students who have favorable responses in all three areas)</i>			Baseline TBD		
Average daily attendance rate	92.7%	92.4%	91.9%	92.9%	10%
Chronic absenteeism rate	24.0%	25.7%	28.0%	24.0%	14%
Suspension rate	8.8%	7.8%	7.4%	6.1%	46%



Most of our schools had *lower attendance* and *higher chronic absenteeism* than in prior years.

Average daily attendance rate

	2015-16	2016-17	2017-18	Percent of schools that met 2017-18 goal
Elementary	94.2%	93.6%	93.1%	8%
Middle	92.7%	92.5%	92.3%	15%
High	88.4%	89.3%	88.3%	17%
District	92.7%	92.4%	91.9%	10%



Most of our schools had *lower attendance* and *higher chronic absenteeism* than in prior years.

Chronic absenteeism rate

	2015-16	2016-17	2017-18	Percent of schools that met 2017-18 goal
Elementary	17.7%	20.5%	23.3%	10%
Middle	25.1%	25.4%	26.9%	23%
High	41.3%	39.0%	42.5%	25%
District	24.0%	25.7%	28.0%	14%



Suspension rates have decreased for three consecutive years, but supporting positive student behavior during middle school remains a particular challenge.

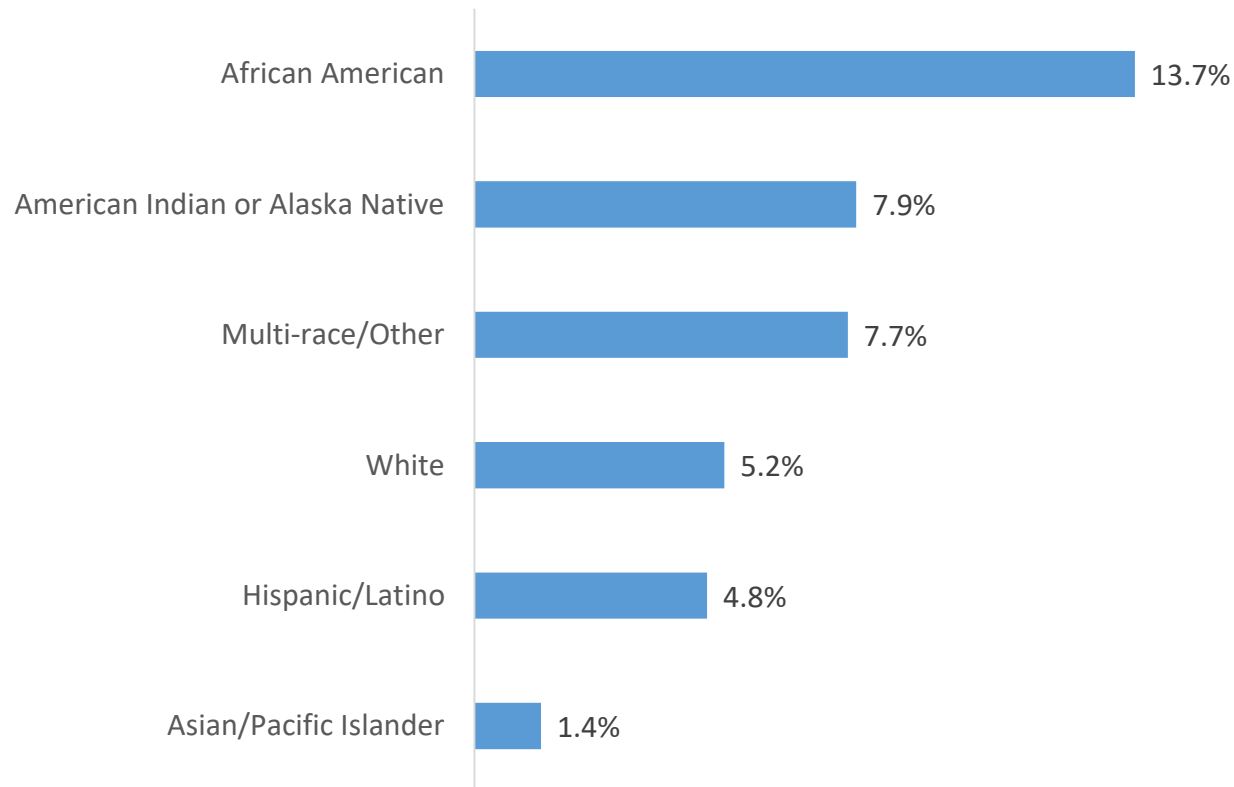
Suspension rate

	2015-16	2016-17	2017-18	Percent of schools that met 2017-18 goal
Elementary	7.3%	5.7%	5.1%	56%
Middle	17.8%	16.3%	14.8%	15%
High	14.6%	10.0%	10.9%	33%
District	8.8%	7.8%	7.4%	46%



Despite the drop in suspensions, African American students continue to be suspended much more than students of other races/ethnicities.

2017-18 suspension rate by race/ethnicity





We are continuing to focus on student climate and engagement when addressing suspensions.

Studies show that social emotional learning and culturally responsive teaching practices **increase trust** and **belonging** in schools, **reduce exclusionary disciplinary** practices, and foster positive school cultures. (Durlak et al. 2011)





We are leveraging the power of data to better understand the supports our students and families need to encourage better attendance.

New insights about the impact of grade level, holidays, weather, etc.



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- *Secondary students have the highest rates of chronic absenteeism.*
- *Cold weather affects elementary students the most.* In fact, on freezing temperature days we can expect a decrease in attendance of 2-3 percentage points—nearly 1,000 fewer students!



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- Students are *less likely to attend* school during a *short week*.



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Attendance Works research/partnership to help our schools and community develop cohesive, comprehensive supports





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These are not immovable measures...last year, nearly *1,000 students* were *one day away* from NOT being chronically absent.



Bright spots:

East Central Junior High

- Growing “pods” program to facilitate culture and relationships
- Fostering trust and community with students and their families

Springdale Elementary

- Developing resources and supports for bilingual families
- Visiting families to identify ways to support student attendance





Organizational Health

Organizational Health	
Novice teacher retention rate	
% of employees who are engaged and committed to Tulsa Public Schools (% of favorable responses based on staff survey questions)	
% of teachers and principals with positive perceptions of district office service (% of "agree" and "strongly agree" on a 6-point scale)	





Making Tulsa Public Schools the destination for extraordinary educators will lead us to a bright, successful future.

As an organization:

Tulsa Public Schools is a place where employees feel valued, supported, and committed. We attract, develop, and retain an effective and empowered team.

Why does it matter?

Talented, motivated, and happy employees are the heart of what we do in TPS. We can't do it without each other, and our district office's core role is to support our teachers and leaders at schools.





Organizational Health – Measures

What are our scorecard measures?

Novice teacher retention rate -- % of 1st and 2nd year teachers who remain teaching at TPS the following year

% of employees who are engaged and committed to Tulsa Public Schools

% of teachers and principals with positive perceptions of district office service



Organizational Health – Measures

What are our scorecard measures?

Novice teacher retention rate -- % of 1st and 2nd year teachers who remain teaching at TPS the following year

% of employees who are engaged and committed to Tulsa Public Schools

% of teachers and principals with positive perceptions of district office service

The field of teaching is changing, and the number of alternatively-certified educators continues to increase. Improving our support to novice teachers is critical for student success.



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% of teachers and principals with positive perceptions of district office service

Understanding our employees' perceptions helps us identify ways to better support their growth and development.



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% of employees who are engaged and committed to Tulsa Public Schools

% of teachers and principals with positive perceptions of district office service

Our school teams make it happen, and district office aspires to serve and support as we partner to serve students.



Organizational Health – Results

Organizational Health	2015-16	2016-17	2017-18	2017-18 goal
Novice teacher retention rate	73.9%	66.7%	76.4%*	76.8%
% of employees who are engaged and committed to Tulsa Public Schools (% of favorable responses based on staff survey questions)			86%	Baseline Year
% of teachers and principals with positive perceptions of district office service (% of "agree" and "strongly agree" on a 6-point scale)	34%	23%	21%**	34%

*This includes teachers in their 1st or 2nd year with TPS. 2015-16 and 2016-17 retention rates have been adjusted slightly from past reporting to align with this methodology, although the results have not changed substantially.

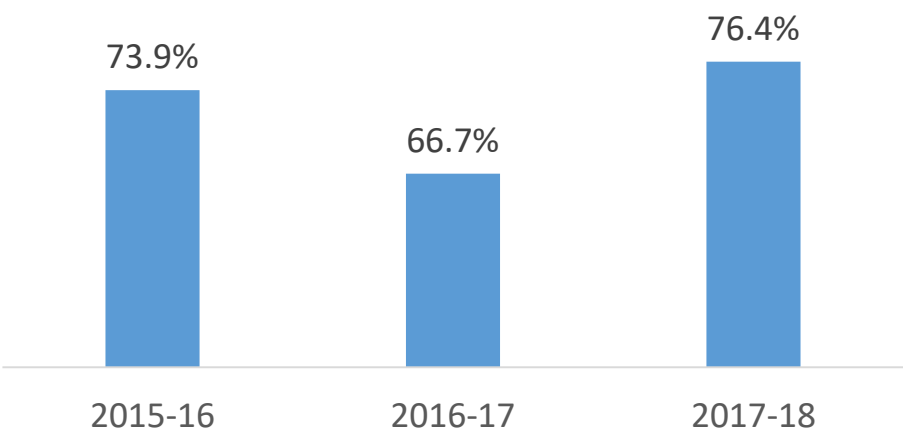
**This metric calculated from OU Culture/Climate Survey. Percentage represents surveyed teachers and principals who answered "agree" and "strongly agree" responses on a 6-point scale. Beginning in 2018-19, the composite set of questions will shift to help us have a more comprehensive understanding of teacher and school leader perception of the service of district office - based on pilot questions administered in 2017-18, 65% of teachers responded with a favorable perception of district office service.



Teacher retention improved! We are investing significantly in our new-hire teachers and want them to feel ***supported*** and ***excited*** to be part of Tulsa Public Schools.

Novice teachers = teachers who are in their 1st or 2nd year with Tulsa Public Schools who receive intentional coaching and supports*

3 out of 4 novice teachers returned to TPS as teachers after the 2017-18 school year.



School Year	Novice Teacher Retention Rate	Total Novice Teachers	Total Novice Teachers Retained
2015-16	73.9%	782	578
2016-17	66.7%	697	465
2017-18	76.4%	660	504

*Teach For America corps members are excluded from this calculation



In Spring 2018, we surveyed many of our employees to better understand their perceptions and experiences.

<i>Employee Group</i>	<i>District Office</i>	<i>School Leaders</i>	<i>Teachers</i>
Types of Employees	District team employees, including Maintenance, Child Nutrition, and Transportation	Principals and assistant principals	Non-administrative school-based certified staff (includes classroom teachers, counselors, librarians, etc.)
Surveys Sent	1,322	132	2,504
Surveys Received	891	104	2,191
Response Rate	67%	79%	88%



Our results indicate most staff members are *engaged and committed to TPS*, but there are clear opportunities to improve.

Percentage of respondents with a *somewhat agree, agree, or strongly agree* response (6-point scale)

<i>Survey Item</i>	<i>Teachers</i>	<i>School Leaders</i>	<i>District Office</i>
I have a good understanding of the mission and goals of Tulsa Public Schools.	86%	98%	96%
I am highly committed to Tulsa Public Schools.	86%	91%	88%
I would recommend Tulsa Public Schools to my family and/or friends as a place to work.	67%	82%	78%
AVERAGE	80%	90%	87%



86%
Overall
Average



Based on national benchmarks*, TPS's level of commitment is likely at or above average.

<i>Survey Item</i>	<i>Teachers</i>	<i>School Leaders</i>	<i>District Office</i>
I am highly committed to Tulsa Public Schools.	86%	91%	88%
I would recommend Tulsa Public Schools to my family and/or friends as a place to work.	67%	82%	78%



Based on national benchmarks*, TPS's level of commitment is likely at or above average.

<i>Survey Item</i>	<i>Teachers</i>	<i>School Leaders</i>	<i>District Office</i>
I am highly committed to Tulsa Public Schools.	86%	91%	88%
I would recommend Tulsa Public Schools to my family and/or friends as a place to work.	67%	82%	78%

QUESTION	2012	2013	2014	2015	2016
Overall I am satisfied working for the company	86%	86%	80%	87%	87%
I intend to be still working for the company in a year's time	86%	88%	86%	84%	84%
Morale in the company is high at present	57%	52%	46%	63%	59%
I am proud to work for the company	87%	91%	88%	87%	84%
I am willing to go the extra mile for the company	81%	93%	90%	90%	86%
I would recommend the company as a great place to work	81%	83%	75%	76%	77%
I enjoy my job	86%	88%	87%	88%	86%
I am motivated by the company to do the best job I can	83%	83%	82%	83%	80%
I have recommended the products and/or services of my company	90%	95%	91%	93%	91%
I feel a strong sense of belonging to the company	85%	82%	80%	81%	76%
I am challenged and motivated in my job	71%	81%	80%	81%	84%
I believe action will be taken as a result of this survey	70%	71%	68%	69%	60%
Engagement average*	81%	84%	81%	83%	81%



A few years ago, we also started looking closely at the perception of district office.

On the annual OU culture/climate survey, teachers and principals were asked to rate their level of agreement with the statement “District-level administrators show concern for the needs of my school.”

<i>District-level administrators show concern for the needs of my school.</i>	<i>Somewhat Agree, Agree, and Strongly Agree*</i>	<i>Agree and Strongly Agree*</i>	<i># of Teachers</i>	<i># of Principals</i>
2014-15	56%	24%	919	72
2015-16	69%	34%	906	64
2016-17	53%	23%	770	39
2017-18	48%	21%	752	43

* Summary principal and teacher responses weighted equally to create composite measure



We committed to collecting more feedback and listening to our employees and will continue to improve.

Spring 2017

Fall 2017

- School leader and teacher focus groups

- Launched Days of Service
- Aligned on definition of service culture

Spring 2018

Fall 2018

- Additional school leader and teacher focus groups
- Began service culture training at district office
- Expanded survey questions about district office service for teachers

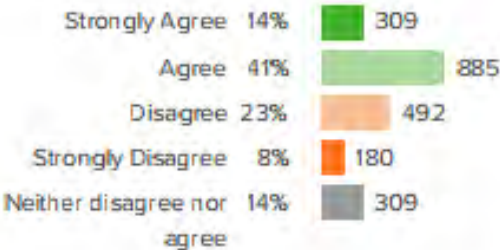
- Days of Service
- Removal of printing click charges
- Revamped teacher onboarding



Most of our teachers believe district office staff care about their concerns, but we have a long way to go to ensure we are consistently providing quality services and supports.

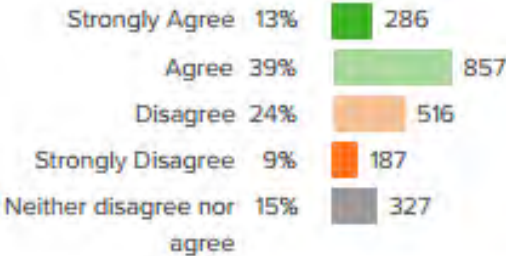
Neither disagree nor agree responses are not included in the favorable percentage calculation

Q.1: District office personnel are empathetic toward my concerns or issues.



Favorable: **64%**

Q.2: District office personnel attempt to fully understand my concerns or issues.



Favorable: **62%**

Q.3: It is clear that the district office cares about the welfare of teachers and students.



Favorable: **65%**



Bright spots:

Data Team

- Gathering ideas from teachers to guide ongoing development on the data dashboards
- Interacting regularly with staff at school sites to listen and respond to feedback

“WOW” Experience from District Office

- Aspiring for a great experience that feels good to our school staff
- Continually asking how district office staff can adapt their work to improve the supports we provide





Data Appendix





DESTINATION EXCELLENCE SCORECARD

College and Career Ready Graduates	2015-16	2016-17	2017-18
Graduation rate	67.5%*	72.5%*	76.9%*
% of students meeting SAT college readiness benchmarks in both reading/writing and math		33%	33%
Post-secondary enrollment			
Academic Excellence	2015-16	2016-17	2017-18
% of 3rd graders proficient in reading	33%	37%	34%**
% of students proficient in both reading and math	24%	27%	26%**
% of students meeting projected reading growth	43%	47%	43%**
% of students meeting projected math growth	38%	41%	47%**
Safe, Supportive and Joyful School Climate/Culture	2015-16	2016-17	2017-18
% of students with positive perceptions of belonging, school safety and teacher-student relationships (<i>students who have favorable responses in all three areas</i>)			Baseline TBD
Average daily attendance rate	92.7%	92.4%	91.9%
Chronic absenteeism rate	24.0%	25.7%	28.0%
Suspension rate	8.8%	7.8%	7.4%
Organizational Health	2015-16	2016-17	2017-18
Novice teacher retention rate	73.9%	66.7%	76.4%***
% of employees who are engaged and committed to Tulsa Public Schools (<i>% of favorable responses based on staff survey questions</i>)			86%
% of teachers and principals with positive perceptions of district office service (<i>% of "agree" and "strongly agree" on a 6-point scale</i>)	34%	23%	21%****

*Graduation rate state reporting is delayed by a year. The 2017-18 percentage represents the 2017 graduation rate.

**Academic measures include all K-10 students for 2017-18; prior years are K-3 students only.

***This includes teachers in their 1st or 2nd year with Tulsa Public Schools. Retention rates for 2015-16 and 2016-17 have been adjusted accordingly.

****This metric is calculated from OU Culture/Climate Survey and represents 795 surveyed teachers and principals who responded "agree" and "strongly agree." Beginning in 2018-19, we will use a district-sponsored survey designed to provide a more comprehensive understanding of internal perceptions from a wider survey.



2016-17* Graduation Rate – Data Breakdowns

College and Career Ready Graduates	
Graduation rate	

Race/Ethnicity	Graduation Rate
African American	78.1%
American Indian or Alaska Native	71.2%
Asian/Pacific Islander	93.2%
Hispanic/Latinx	74.7%
Multi-race/Other	72.7%
White	78.8%

Economically Disadvantaged	Graduation Rate
No	82.6%
Yes	73.8%

Gender	Graduation Rate
Female	79.6%
Male	74.1%

English Language Learners	Graduation Rate
No	78.6%
Yes	55.1%

Students with Disabilities	Graduation Rate
No	77.9%
Yes	71.9%



2017-18 % of Students Meeting SAT College Readiness Benchmarks in Both Reading/Writing and Math – Data Breakdowns

College and Career Ready Graduates

% of students meeting SAT college readiness benchmarks in both reading/writing and math

Race/Ethnicity	Math	Reading	Both*
African American	17%	42%	14%
American Indian or Alaska Native	31%	58%	29%
Asian/Pacific Islander	61%	72%	56%
Hispanic/Latinx	28%	45%	24%
Multi-race/Other	38%	57%	38%
White	60%	80%	57%

Economically Disadvantaged	Math	Reading	Both*
No	56%	76%	55%
Yes	25%	46%	21%

Gender	Math	Reading	Both*
Female	35%	59%	32%
Male	37%	53%	33%

*District scorecard measure



2017-18 % of Students Meeting SAT College Readiness Benchmarks in Both Reading/Writing and Math – Data Breakdowns

College and Career Ready Graduates

% of students meeting SAT college readiness benchmarks in both reading/writing and math

English Language			
Learners	Math	Reading	Both*
Former	39%	59%	35%
No	38%	61%	36%
Yes	4%	11%	3%

Students with			
Disabilities	Math	Reading	Both*
No	40%	62%	36%
Yes	9%	21%	9%

Gifted	Math	Reading	Both*
No	27%	48%	23%
Yes	66%	84%	65%



2017-18 Academic Excellence Measures – Data Breakdowns

Academic Excellence
% of 3rd graders proficient in reading
% of students proficient in both reading and math
% of students meeting projected reading growth
% of students meeting projected math growth

Grade Level	% Meeting Projected Math Growth*	% Meeting Projected Reading Growth*	% Meeting Projected Reading AND Math Growth	% Proficient in Math	% Proficient in Reading	% Proficient in BOTH Reading and Math*	% of 3rd Graders Proficient in Reading*
Kindergarten	57%	49%	38%	45%	43%	34%	
1	49%	43%	30%	32%	35%	25%	
2	44%	34%	22%	37%	32%	26%	
3	50%	47%	29%	30%	34%	23%	34%
4	32%	42%	17%	24%	36%	20%	
5	43%	42%	23%	23%	37%	19%	
6	46%	42%	25%	30%	37%	23%	
7	51%	45%	25%	37%	47%	31%	
8	51%	46%	27%	34%	45%	30%	
9	54%	43%	25%	34%	43%	28%	
10	54%	40%	23%	41%	53%	37%	



2017-18 Academic Excellence Measures – Data Breakdowns

Academic Excellence
% of 3rd graders proficient in reading
% of students proficient in both reading and math
% of students meeting projected reading growth
% of students meeting projected math growth

Race/Ethnicity	% Meeting Projected Math Growth*	% Meeting Projected Reading Growth*	% Meeting Projected Reading AND Math Growth	% Proficient in Math	% Proficient in Reading	% Proficient in BOTH Reading and Math*	% of 3rd Graders Proficient in Reading*
African American	43%	40%	22%	21%	28%	15%	22%
American Indian or Alaska Native	46%	40%	24%	35%	41%	28%	34%
Asian/Pacific Islander	53%	45%	29%	42%	45%	36%	38%
Hispanic/Latinx	47%	42%	25%	27%	32%	20%	26%
Multi-race/Other	48%	45%	27%	39%	46%	32%	41%
White	52%	47%	30%	49%	57%	43%	52%



2017-18 Academic Excellence Measures – Data Breakdowns

Academic Excellence
% of 3rd graders proficient in reading
% of students proficient in both reading and math
% of students meeting projected reading growth
% of students meeting projected math growth

Economically Disadvantaged	% Meeting Projected Math Growth*	% Meeting Projected Reading Growth*	% Meeting Projected Reading AND Math Growth	% Proficient in Math	% Proficient in Reading	% Proficient in BOTH Reading and Math*	% of 3rd Graders Proficient in Reading*
No	55%	48%	31%	54%	61%	48%	59%
Yes	45%	42%	25%	27%	33%	20%	28%

Gender	% Meeting Projected Math Growth*	% Meeting Projected Reading Growth*	% Meeting Projected Reading AND Math Growth	% Proficient in Math	% Proficient in Reading	% Proficient in BOTH Reading and Math*	% of 3rd Graders Proficient in Reading*
Female	46%	43%	25%	33%	43%	28%	37%
Male	48%	43%	26%	33%	35%	25%	31%



2017-18 Academic Excellence Measures – Data Breakdowns

Academic Excellence
% of 3rd graders proficient in reading
% of students proficient in both reading and math
% of students meeting projected reading growth
% of students meeting projected math growth

English Language Learners	% Meeting Projected Math Growth*	% Meeting Projected Reading Growth*	% Meeting Projected Reading AND Math Growth	% Proficient in Math	% Proficient in Reading	% Proficient in BOTH Reading and Math*	% of 3rd Graders Proficient in Reading*
Former	51%	46%	27%	42%	55%	35%	84%
No	47%	44%	26%	36%	43%	30%	39%
Yes	45%	40%	25%	20%	20%	12%	20%

Students with Disabilities	% Meeting Projected Math Growth*	% Meeting Projected Reading Growth*	% Meeting Projected Reading AND Math Growth	% Proficient in Math	% Proficient in Reading	% Proficient in BOTH Reading and Math*	% of 3rd Graders Proficient in Reading*
No	49%	44%	27%	37%	45%	30%	40%
Yes	42%	37%	21%	13%	14%	7%	12%



2017-18 Academic Excellence Measures – Data Breakdowns

Academic Excellence
% of 3rd graders proficient in reading
% of students proficient in both reading and math
% of students meeting projected reading growth
% of students meeting projected math growth

Gifted	% Meeting Projected Math Growth*	% Meeting Projected Reading Growth*	% Meeting Projected Reading AND Math Growth	% Proficient in Math	% Proficient in Reading	% Proficient in BOTH Reading and Math*	% of 3rd Graders Proficient in Reading*
No	46%	42%	25%	26%	32%	19%	27%
Yes	58%	52%	33%	84%	89%	79%	88%



2017-18 Average Daily Attendance Rate – Data Breakdowns

Safe, Supportive, and Joyful School Climate/Culture

Average daily attendance rate

Grade Level	Average Daily Attendance Rate
Pre-K	91%
Kindergarten	92%
1	93%
2	93%
3	94%
4	94%
5	94%
6	94%
7	92%
8	92%
9	89%
10	88%
11	89%
12	87%

Race/Ethnicity	Average Daily Attendance Rate
African American	91%
American Indian or Alaska Native	90%
Asian/Pacific Islander	94%
Hispanic/Latinx	93%
Multi-race/Other	91%
White	92%

Economically Disadvantaged	Average Daily Attendance Rate
No	94%
Yes	91%



2017-18 Average Daily Attendance Rate – Data Breakdowns

Safe, Supportive, and Joyful School Climate/Culture

Average daily attendance rate

Gender	Average Daily Attendance Rate
Female	92%
Male	92%

English Language Learners	Average Daily Attendance Rate
Former	93%
No	91%
Yes	93%

Students with Disabilities	Average Daily Attendance Rate
No	92%
Yes	91%

Gifted	Average Daily Attendance Rate
No	92%
Yes	94%



2017-18 Chronic Absenteeism Rate – Data Breakdowns

Safe, Supportive, and Joyful School Climate/Culture
Chronic absenteeism rate

Grade Level	Chronic Absenteeism Rate
Pre-K	32%
Kindergarten	30%
1	24%
2	22%
3	20%
4	19%
5	19%
6	20%
7	28%
8	29%
9	40%
10	41%
11	36%
12	49%

Race/Ethnicity	Chronic Absenteeism Rate
African American	34%
American Indian or Alaska Native	36%
Asian/Pacific Islander	21%
Hispanic/Latinx	22%
Multi-race/Other	33%
White	27%

Economically Disadvantaged	Chronic Absenteeism Rate
No	17%
Yes	31%



2017-18 Chronic Absenteeism Rate – Data Breakdowns

Safe, Supportive, and Joyful School Climate/Culture	
Chronic absenteeism rate	

Gender	Chronic Absenteeism Rate
Female	28%
Male	28%

English Language Learners	Chronic Absenteeism Rate
Former	21%
No	31%
Yes	21%

Students with Disabilities	Chronic Absenteeism Rate
No	26%
Yes	35%

Gifted	Chronic Absenteeism Rate
No	29%
Yes	17%



2017-18 Suspension Rate – Data Breakdowns

Safe, Supportive, and Joyful School Climate/Culture

Suspension rate

Grade Level	Suspension Rate
Pre-K	1%
Kindergarten	3%
1	3%
2	5%
3	5%
4	6%
5	8%
6	10%
7	14%
8	16%
9	14%
10	10%
11	7%
12	5%

Race/Ethnicity	Suspension Rate
African American	14%
American Indian or Alaska Native	8%
Asian/Pacific Islander	1%
Hispanic/Latinx	5%
Multi-race/Other	8%
White	5%

Economically Disadvantaged	Suspension Rate
No	4%
Yes	9%



2017-18 Suspension Rate – Data Breakdowns

Safe, Supportive, and Joyful School Climate/Culture	
Suspension rate	

Gender	Suspension Rate
Female	5%
Male	10%

English Language Learners	Suspension Rate
Former	6%
No	9%
Yes	4%

Students with Disabilities	Suspension Rate
No	6%
Yes	13%

Gifted	Suspension Rate
No	8%
Yes	4%