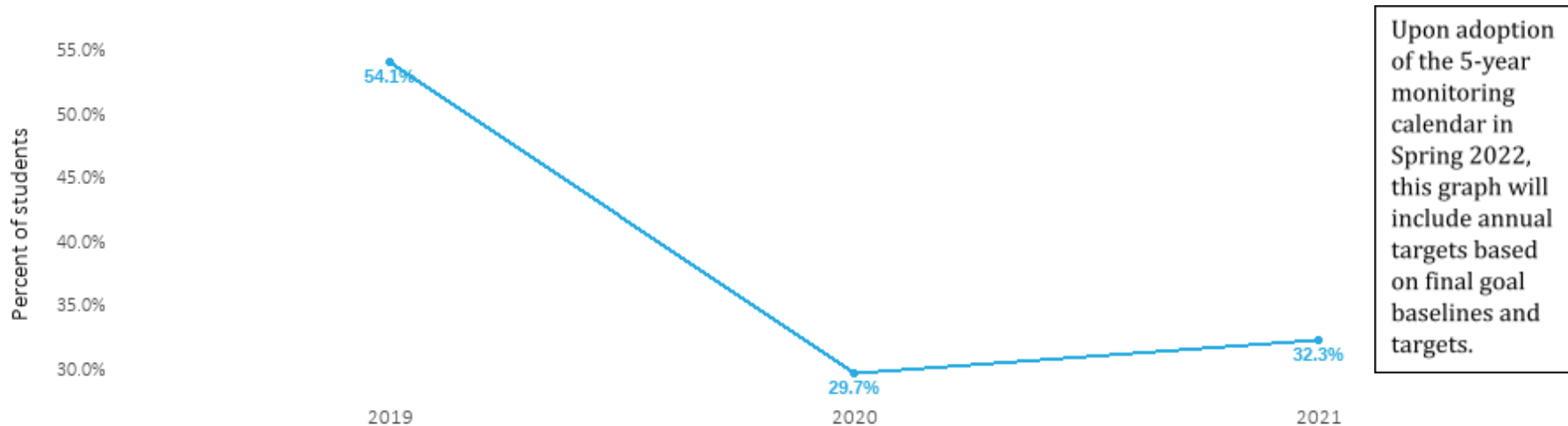


## Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

*Interim Goal 1.3: Percentage of K-5 Multilingual Learner students meeting their English Language Proficiency targets will increase from X% in May 2021 to Y% by May 2027*



Upon adoption of the 5-year monitoring calendar in Spring 2022 and the implementation of the new strategic plan in 2022-2023, this area will include the superintendent's evaluation of performance, including whether the district is on track, approaching, or off track to achieve the goal.

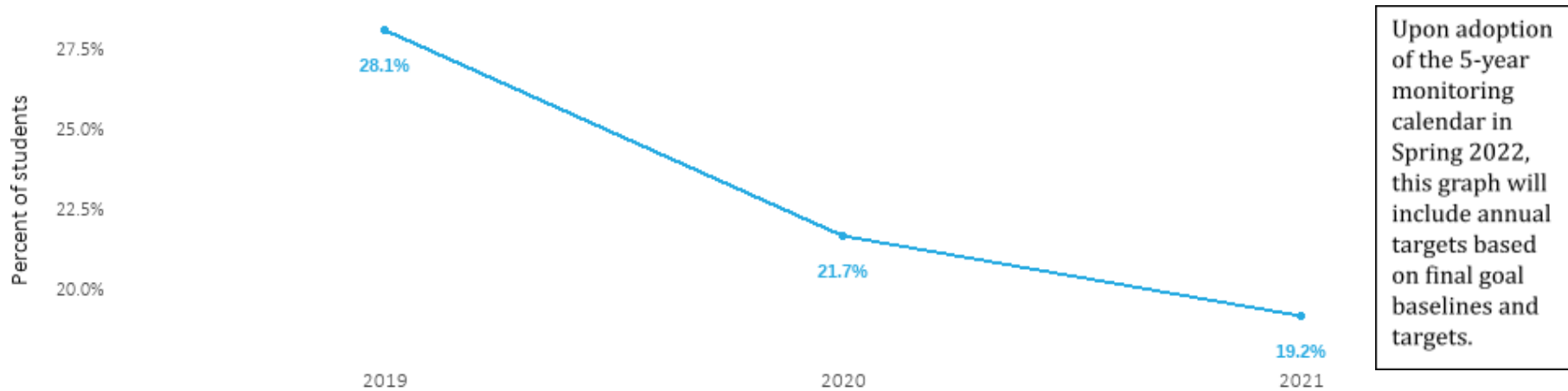
### Students of interest

- Students are identified as multilingual learners if they score below a composite proficiency level of 4.8 (on a scale of 6.0) on the ACCESS 2.0 test which is used to monitor students' progress toward English language proficiency.
- Students who are multilingual learners who have attained English proficiency and are continuing to be monitored for success are included in this group.
- Kindergarten through fifth grade students who were enrolled in TPS at the end of the previous school year and had a prior test score are included in the denominator; this captures students who received instruction within TPS during the year in which their results are reported.
- The number of students included each year were 2698, 3163, and 3120, respectively.

### Metric definition

- Multilingual learner students take the ACCESS 2.0 test administered by the state during the third quarter each school year. The ACCESS 2.0 assesses English language proficiency in listening, speaking, reading, and writing. The overall score used to determine growth targets is comprised of 15% listening, 15% speaking, 35% reading, and 35% writing scores.
- Proficiency goals are set by the state. Target growth goals are based on the difference between the student's initial proficiency score and their target proficiency level divided by the number of years they have to meet proficiency status.
- Students test out of multilingual learner status when they have met the target set by the state for their grade level.
- Data for whether or not a student met proficiency targets was not available prior to 2019 in the available reporting system.

*Interim Goal 2.2: Percentage of 6-8 Multilingual Learner students meeting their English Language Proficiency targets will increase from X% in May 2021 to Y% by May 2027*



Upon adoption of the 5-year monitoring calendar in Spring 2022 and the implementation of the new strategic plan in 2022-2023, this area will include the superintendent's evaluation of performance, including whether the district is on track, approaching, or off track to achieve the goal.

### Students of interest

- Students are identified as multilingual learners if they score below a composite proficiency level of 4.8 (on a scale of 6.0) on the ACCESS 2.0 test which is used to monitor students' progress toward English language proficiency.
- Students who are multilingual learners who have attained English proficiency and are continuing to be monitored for success are included in this group.
- Sixth through eighth grade students who were enrolled in TPS at the end of the previous school year and had a prior test score are included in the denominator; this captures students who received instruction within TPS during the year in which their results are reported.
- The number of students included each year were 523, 1117, and 1553, respectively.

### Metric definition

- Multilingual learner students take the ACCESS test administered by the state during the third quarter each school year. The ACCESS 2.0 assesses English language proficiency in listening, speaking, reading, and writing. The overall score used to determine growth targets is comprised of 15% listening, 15% speaking, 35% reading, and 35% writing scores.
- Proficiency goals are set by the state. Target growth goals are based on the difference between the student's initial proficiency score and their target proficiency level divided by the number of years they have to meet proficiency status.
- Students test out of multilingual learner status when they have met the target set by the state for their grade level.
- Data for whether or not a student met proficiency targets was not available prior to 2019 in the available reporting system.

## Context and insights

### Who are our multilingual learners:

- Tulsa's multilingual learner population is growing and shifting. We've had a **20% growth** in the number of multilingual learners we serve since 2016. As of this year the largest population growth of our multilingual learners is seen in our secondary grades.
- Over the past six years we have seen our populations of multilingual learners increase greatly for newcomers (0-2 years in the program) and become more level across our general population (3-5 years) and long term population (more than 5 years). The most notable increase has been students needing more than five years to become proficient.

### Research and assessment:

- Communication modes are identified in two major groupings: [interpretive](#) (listening, reading, and viewing) and [expressive](#) (speaking, writing, and representing). This level of detailed grouping is critical in understanding the various domains of language development and to make explicit the need of learners to engage, interpret, represent, act, and express their ideas in the classroom through multiple modalities.
- Research shows that it takes approximately **7 to 10 years** to become fully proficient in a new language. (*Cummins, Jim. "The language and culture issue in the education of minority language children." Interchange 10, no. 4 (1979): 72-88.*) Findings from English language proficiency assessments have clearly illustrated that it is increasingly more difficult to achieve growth in higher-grade and higher proficiency multilingual learners. The concept of **lower is faster, higher is slower** is evidenced in the progression of our multilingual learners who, in younger grade levels and lower proficiency levels, move faster in growing their proficiency while our multilingual learners in the secondary grades and with higher proficiency levels face more challenging growth targets and comprise the majority of our long-term multilingual learner population. (*Objectives (AMAOs) for WIDA Consortium States. Wisconsin Center for Education Research Cook, H.G. & Zhao, Y. (2011). How English language proficiency assessments manifest growth: An examination of language proficiency growth in a WIDA state. Paper presented at the annual meeting of the American Educational Research*)

### Promising practices:

- Since 2015 we have grown our **dual language programs** from three schools to eleven schools including the first dual language middle school program in the state of Oklahoma. A growing body of literature has found that multilingual learners enrolled in dual language programs demonstrate much better English reading scores than their counterparts in traditional English based literacy instruction. (*Year 4 Briefing: November 2015. The Study of Dual-Language Immersion in the Portland Public Schools is a four-year study undertaken by RAND, the American Councils for International Education, and the Portland Public Schools with funding by the U.S. Department of Education's Institute for Education Sciences (grant #R305E120003). Launched in July*) We have seen similar outcomes with the percentage of multilingual learners in our eleven dual language schools outpacing target growth of their peers in traditional English based instructional plans.
- We launched the Tulsa Public Schools **Seal of Biliteracy** in spring 2019 and were the first district in the state to award students in more than two languages. Since its launch we have awarded 168 students in eleven different languages. Of those students **129** were multilingual learners. This commitment to our diverse language learners and recognition of their advanced abilities bring great benefits for college admissions, employment opportunities, as well as cognitive and neural advantages, including better memory, visual-spatial skills, and creativity.
- While the state of Oklahoma offers a certification test in English as a Second Language, it is not a state requirement that English language development teachers be certified in the subject in which they teach. Additionally, only two of the universities in Oklahoma offer a specific course on English language development within their teacher certification courses even though this is one of the fastest growing student groups in all classrooms. Since implementing a requirement that our English language development teachers earn their **English as a Second Language certification** in their first year in the position in 2015, we have trained and supported over 560 educators across our district in earning their certification in English as a Second Language, including school leaders, general education and special education teachers. However, the national shortage of educators is impacting all areas including English language development and we are currently serving multilingual learners with more than 20 ELD teacher vacancies.

*Interim goal 1.3: Percentage of K-5 Multilingual Learner students meeting their English Language Proficiency targets will increase from X% in May 2021 to Y% by May 2027*

*Breakdowns of interest*

Ethnicity	2019	2020	2021
<b>African American</b>	69.2	31.8	47.1
<b>Asian</b>	56.9	38.2	30.4
<b>Hispanic/Latinx</b>	54.0	28.9	31.9
<b>Multiracial</b>	66.7	35.0	54.5
<b>Native American</b>	52.6	29.2	38.9
<b>Pacific Islander</b>	50.0	28.0	24.7
<b>White</b>	52.1	41.4	38.3

Economic Disadvantage	2019	2020	2021
<b>No</b>	56.7	30.1	36.2
<b>Yes</b>	53.9	29.6	31.6

Grade	2019	2020	2021
<b>Kindergarten</b>			50.0
<b>1</b>	57.9	31.1	44.9
<b>2</b>	65.1	38.2	18.5
<b>3</b>	42.9	17.5	18.9

<b>4</b>	47.2	20.5	42.9
<b>5</b>	64.2	45.0	37.5

Gender	2019	2020	2021
<b>Female</b>	56.7	33.0	36.2
<b>Male</b>	51.8	26.6	28.6

IEP Status	2019	2020	2021
<b>No</b>	56.4	31.5	34.0
<b>Yes</b>	44.8	20.0	18.7

Quadrant	2019	2020	2021
<b>1</b>	46.2	30.5	26.0
<b>2</b>	54.0	27.8	31.2
<b>3</b>	55.1	29.3	32.5
<b>4</b>	58.3	36.8	42.4
<b>Out of District</b>	81.8	31.6	57.1

*Interim goal 2.2 Percentage of 6-8 Multilingual Learner students meeting their English Language Proficiency targets will increase from X% in May 2021 to Y% by May 2027*

*Breakdowns of interest*

Ethnicity	2019	2020	2021
<b>African American</b>	50.0	0.0	0.0
<b>Asian</b>	20.0	34.5	40.0
<b>Hispanic/Latinx</b>	29.0	21.2	18.5
<b>Multiracial</b>	0.0	44.4	30.0
<b>Native American</b>	0.0	0.0	27.3
<b>Pacific Islander</b>	0.0	18.2	4.2
<b>White</b>	33.3	31.6	25.0

Economic Disadvantage	2019	2020	2021
<b>No</b>	31.8	32.2	21.2
<b>Yes</b>	27.9	20.8	19.1

Grade	2019	2020	2021
<b>6</b>	34.1	30.5	21.7
<b>7</b>	12.2	11.1	18.3
<b>8</b>	31.2	19.7	16.5

Gender	2019	2020	2021
<b>Female</b>	31.3	24.4	21.4
<b>Male</b>	25.9	19.4	17.3

IEP Status	2019	2020	2021
<b>No</b>	34.8	26.0	22.4
<b>Yes</b>	17.9	10.5	7.5

Quadrant	2019	2020	2021
<b>1</b>	20.0	22.0	19.0
<b>2</b>	28.9	21.9	19.3
<b>3</b>	26.3	19.5	18.5
<b>4</b>	43.4	28.6	22.2
<b>Out of District</b>	0.0	50.0	14.3