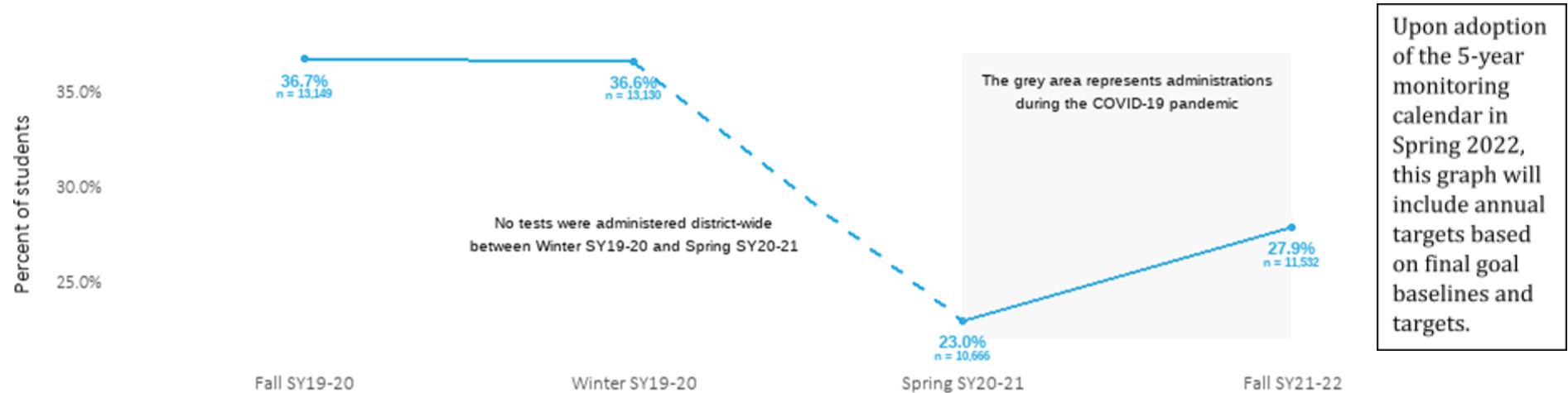


Tulsa Public Schools 2022-2027 Goal Monitoring Report

Goal 1: The percentage of K-5 students who are eligible for free/reduced lunch who are at/above the 50th percentile indicating grade-level proficiency in reading on MAP will increase from 23% in May 2021 to 40% 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 self-identified as receiving free or reduced lunch by a form submitted to the district, and are eligible based on income level
- Kindergarten through fifth grade students are included

Metric definition

- MAP is taken three times per year. Students' percentile rank is calculated based on how their performance compares to nation-wide student performance
 - Students are considered proficient if they score at or above the 50th percentile, meaning they scored higher than at least 50% of their peers nationally
 - This report covers data from the fall SY19-20, winter SY19-20, spring SY20-21, and fall SY21-22 administrations
 - MAP was not administered in spring SY19-20, fall SY20-21, or winter SY20-21 due to the COVID-19 pandemic



Testing

Conditions	Impact	Next Steps
Testing over the past two years was interrupted by the COVID-19 pandemic.	Test windows are missing, which affects over-time comparisons.	We will continue to stay informed of national research regarding the pandemic's effect on testing, and readjust our expectations regarding growth and proficiency accordingly.
Testing conditions in spring 2021 were a mix of at-home and in-school testing.	The impact of these varied conditions on test scores is unknown, and makes comparing proficiency rates between administrations difficult.	

Insights and anticipated next steps

Insights	Impact	Next Steps
Learning over the past two years was interrupted by the COVID-19 pandemic.	Significant decrease in proficiency from winter 19-20 to spring 20-21.	We will continue our intensive focus on foundational literacy skills instruction in elementary. We will continue to support teachers in utilizing MAP data to inform planning and instruction, including using MAP data to form groups for targeted skill instruction in Walk to Read. Teachers will also continue to engage with data during weekly collaborative professional learning to understand student progress and support student learning.
This year, we did not experience the typical “summer slide” - the loss of academic skills and knowledge by students over summer months. Instead, students demonstrated gains from spring 2021 to fall 2021. This can be	Overall proficiency rates in reading have increased slightly in fall 2021 but remain substantially lower than pre-pandemic levels.	We will continue to examine data to understand the factors from summer expanded learning which most contributed to academic learning and decreased learning loss, and use that to inform design of summer learning for

attributed in part to the district's expanded learning program during the summer.

Students who participated in summer expanded learning had higher increases in proficiency than those who did not - though those same students were less likely to be proficient on average during and before the pandemic.

2022. We will continue to provide elementary students with targeted academic summer programming opportunities.

What is MAP Growth?

The Measures of Academic Progress (MAP) Growth assessment is a computer *adaptive* test, which means *every student* gets a *unique* set of test questions based on their responses to previous questions. As the student answers correctly, questions get harder. If the student answers incorrectly, the questions get easier. The test is not concerned with which grade a student is in- it will go as high or as low as it needs to. By the end of the test, most students will answer about half the questions correctly. MAP provides us with measures of performance of every student, whether on, above, or below grade level. Results from the MAP Growth assessment provide teachers with insights on what students currently know and what they are ready to learn in reading and math. Additionally, the MAP Growth data can be used to track a student's growth and achievement throughout the school year and over time.

Research and assessment: The MAP Growth assessment is a norm referenced test, meaning the results provide a nationally representative sample of several thousand students in the same grade. This means that we can see how a student is performing relative to their grade level peers. MAP Growth provides a norm referenced measure of achievement and growth. The growth measure helps educators quickly see if a student is making typical growth, or if they are growing much more quickly or much more slowly than their academic peers.

Elementary students in Tulsa Public Schools have taken the MAP assessment since SY2013-2014.

Context and Insights

As the MAP data indicates, many of our students have significant unfinished learning, and are not yet demonstrating proficiency in reading. In response to the data, over the past year we have begun to focus more intentionally on improving instructional practices in foundational reading skills. When foundational skills instruction is strengthened, students receive a more equitable learning experience that meets grade-level learning expectations *and* reading outcomes for students to improve.

Research

- Students who are not proficient in 3rd grade are 4 times less likely to graduate on time. (Hernandez, 2011)
- Third-grade reading scores are predictive of 8th-grade scores, high school scores, and college enrollment. (Lesnick et al., 2010)
- Researchers now estimate that 95 percent of all children can be taught to read by the end of first grade, when provided with research-based best



instructional practices. (*“Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do,”* by Louisa C. Moats, AFT, Summer 2020)

- “Structured phonics programs have long been shown to be highly effective in teaching the foundational skills (specifically phonemic awareness, phonological awareness, and fluency) necessary for reading comprehension (*National Institutes of Health, n.d.*)” (*Institute for Educational Science*)

Promising Practices

Supporting teachers in implementing research-based best practices is critical to improving reading proficiency for students. In order to continue to foster growth in elementary reading, we’ve launched the following promising practices:

1. *Science of Reading:* In Winter 2021, Tulsa Public Schools launched a 32-hour Science of Reading professional development series for all elementary teachers. Over the past year, teachers have participated in regular professional learning to build a deeper understanding of both the research and best practices that constitute systematic foundational skills instruction.
2. *Walk to Read:* In Fall 2021, we launched Walk to Read, a data-driven intervention approach where students receive daily, targeted, teacher-led, foundational skills instruction which is supported by ongoing progress monitoring. This model provides students with additional practice with targeted skills. At the beginning of the school year, teachers and school leaders used MAP Growth data to understand how students were performing in reading foundational skills, determine what specific skills they needed more support in and to create initial small groups for instruction.
3. *Teacher-led Content Cycles:* In Fall 2021, all elementary schools launched teacher- led content cycles in Foundational Skills for teachers in grades K-3. In weekly collaborative professional learning sessions, teachers engage in deepening their shared understanding of systematic, structured phonics, support each other with planning and practice, and engage in review of student work and data to understand student learning. As a result, we’ve begun to see shifts in teacher practice, with more teachers consistently providing systematic, explicit, and accurate foundational skills instruction that meets grade-level learning expectations.
4. *FEV Tutoring Opportunities:* We are expanding FEV Tutoring into elementary schools so that students receive additional support and practice. Elementary schools will have the opportunity to implement FEV tutoring beginning this winter. This partnership allows the FEV Tutoring team to use MAP Growth data to create highly personalized tutoring plans to differentiate instruction, pinpoint individual student needs, and measure individual student growth over time.



Percentage of K-5 students who are eligible for free/reduced lunch scoring proficient in reading on MAP, breakdowns by category

Ethnicity	Fall SY19-20		Winter SY19-20		Spring SY20-21		Fall SY21-22	
	%	n	%	n	%	n	%	n
African American	31.5%	3,130	30.7%	3,137	17.2%	2,547	22.2%	2,689
Asian	45.4%	163	48.5%	165	33.3%	150	38.9%	157
Hispanic/Latinx	32.5%	5,502	32.9%	5,457	20.1%	4,336	23.0%	4,619
Multiracial	44.0%	1,425	43.6%	1,432	28.7%	1,207	34.8%	1,286
Native American	43.0%	556	40.4%	549	23.0%	470	36.0%	528
Pacific Islander	20.4%	142	26.8%	153	9.2%	120	14.6%	157
White	48.4%	2,231	48.2%	2,237	34.1%	1,836	39.8%	2,096

Grade	Fall SY19-20		Winter SY19-20		Spring SY20-21		Fall SY21-22	
	%	n	%	n	%	n	%	n
Kindergarten	53.1%	2,243	51.3%	2,265	35.6%	1,772	46.5%	1,971
1	36.4%	2,226	39.4%	2,206	21.1%	1,833	25.3%	1,910
2	38.2%	2,142	35.1%	2,131	15.2%	1,858	19.3%	1,934
3	28.0%	2,250	30.5%	2,259	24.5%	1,776	24.4%	1,961
4	31.6%	2,176	28.9%	2,159	20.5%	1,769	26.0%	1,878
5	32.6%	2,112	33.9%	2,110	21.4%	1,658	25.1%	1,878

Gender	Fall SY19-20		Winter SY19-20		Spring SY20-21		Fall SY21-22	
	%	n	%	n	%	n	%	n
F	40.4%	6,476	39.7%	6,474	24.4%	5,243	30.7%	5,639
M	33.1%	6,673	33.6%	6,656	21.6%	5,423	25.2%	5,893

Multilingual Learner	Fall SY19-20		Winter SY19-20		Spring SY20-21		Fall SY21-22	
	%	n	%	n	%	n	%	n
Former	82.0%	278	82.4%	279	72.5%	262	84.4%	128
No	40.4%	7,934	39.9%	7,938	25.6%	6,443	31.2%	7,058
Yes	28.1%	4,937	28.7%	4,913	15.4%	3,961	20.9%	4,346

IEP Status	Fall SY19-20		Winter SY19-20		Spring SY20-21		Fall SY21-22	
	%	n	%	n	%	n	%	n
No	41.1%	11,086	40.6%	11,080	25.1%	9,260	29.9%	10,292
Yes	13.2%	2,063	14.8%	2,050	9.3%	1,406	11.4%	1,240

Quadrant	Fall SY19-20		Winter SY19-20		Spring SY20-21		Fall SY21-22	
	%	n	%	n	%	n	%	n
1	34.3%	2,941	34.0%	2,966	19.0%	2,350	23.7%	2,534
2	34.9%	3,664	33.9%	3,650	20.9%	2,988	26.0%	3,204
3	35.5%	4,357	35.2%	4,320	22.8%	3,429	28.8%	3,812
4	45.0%	2,080	47.2%	2,079	31.4%	1,784	34.9%	1,845
Out of District	50.9%	106	50.9%	114	33.7%	95	32.1%	137

Cohort	Fall SY19-20		Winter SY19-20		Spring SY20-21		Fall SY21-22	
	%	n	%	n	%	n	%	n
Current kindergarteners							46.5%	1,971
Current 1st graders					35.6%	1,772	25.3%	1,910
Current 2nd graders	53.1%	2,245	51.3%	2,266	21.1%	1,833	19.3%	1,934
Current 3rd graders	36.3%	2,224	39.4%	2,205	15.2%	1,858	24.4%	1,961
Current 4th graders	38.2%	2,142	35.1%	2,131	24.5%	1,776	26.0%	1,878
Current 5th graders	27.9%	2,251	30.5%	2,259	20.5%	1,769	25.1%	1,878