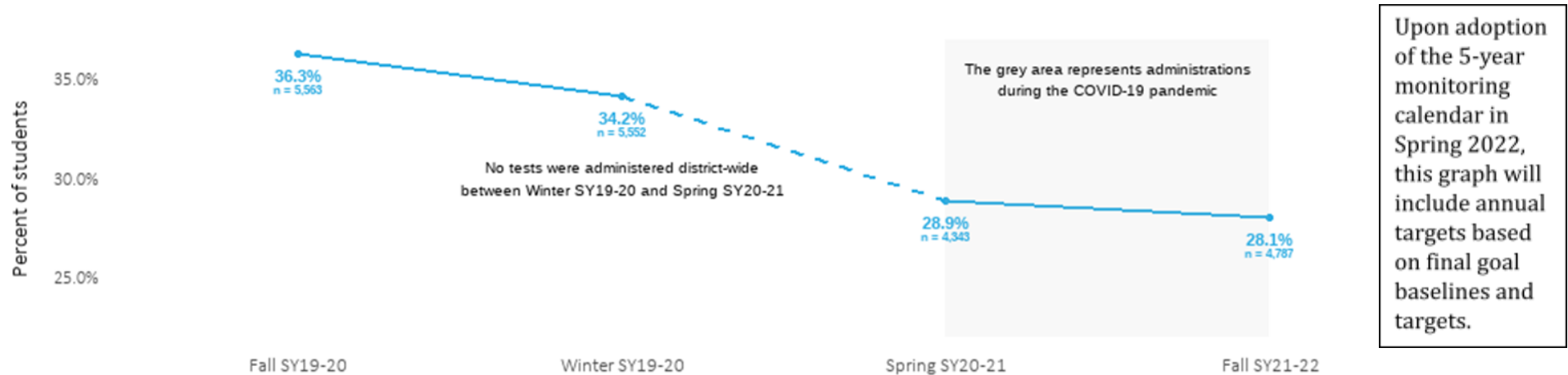




## Tulsa Public Schools 2022-2027 Goal Monitoring Report

*Goal 2: The percentage of 6-8 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 29% in May 2021 to 40% by May 2027.*



Upon adoption of the 5-year monitoring calendar in Spring 2022, this graph will include annual targets based on final goal baselines and targets.

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
- Sixth through eighth 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

<b>Conditions</b>	<b>Impact</b>	<b>Next Steps</b>
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

<b>Insights</b>	<b>Impact</b>	<b>Next Steps</b>
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 to support literacy work across the content areas with secondary teachers and school leaders. We will lay the groundwork to support teachers in utilizing MAP data to inform planning and instruction. District Teaching and Learning teams will collaborate to better support the integration of MAP data with professional learning in literacy with secondary department chairs at school sites to support student learning.
While elementary students did not experience a drop in proficiency during the summer (between the spring to fall test windows), students in grades 6-8 did slightly decrease in proficiency.	Students qualifying for free and reduced lunch in grades 6-8 decreased in proficiency by approximately 1%.	We will continue to provide 6-8 students with targeted academic summer programming opportunities. We will recruit external partners, including City Year and FEV Tutoring, to expand academic offerings for summer learning in middle school.

*Percentage of 6-8 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
<b>African American</b>	27.7%	1,364	25.1%	1,407	20.4%	956	21.4%	1,091
<b>Asian</b>	51.5%	68	56.9%	65	40.6%	64	44.8%	58
<b>Hispanic/Latinx</b>	35.2%	2,429	33.4%	2,411	25.5%	1,985	25.5%	2,062
<b>Multiracial</b>	40.2%	492	38.6%	487	37.0%	346	36.6%	410
<b>Native American</b>	35.4%	257	33.1%	248	31.8%	195	29.6%	260
<b>Pacific Islander</b>	28.9%	38	26.1%	46	15.9%	44	12.7%	55
<b>White</b>	49.2%	915	47.3%	888	43.7%	753	38.1%	851

Grade	Fall SY19-20		Winter SY19-20		Spring SY20-21		Fall SY21-22	
	%	n	%	n	%	n	%	n
<b>6</b>	33.5%	1,971	34.3%	1,996	27.5%	1,607	25.5%	1,681
<b>7</b>	38.7%	1,846	33.8%	1,821	30.8%	1,397	28.8%	1,587
<b>8</b>	36.7%	1,746	34.4%	1,735	28.5%	1,339	30.1%	1,519

Gender	Fall SY19-20		Winter SY19-20		Spring SY20-21		Fall SY21-22	
	%	n	%	n	%	n	%	n
<b>Female</b>	40.3%	2,729	37.2%	2,720	31.4%	2,185	32.5%	2,365
<b>Male</b>	32.3%	2,834	31.3%	2,832	26.3%	2,158	23.7%	2,422

Multilingual Learner	Fall SY19-20		Winter SY19-20		Spring SY20-21		Fall SY21-22	
	%	n	%	n	%	n	%	n
<b>Former</b>	61.3%	1,147	58.0%	1,133	56.4%	725	65.0%	526
<b>No</b>	37.3%	3,137	34.4%	3,141	32.6%	2,262	30.9%	2,643
<b>Yes</b>	11.3%	1,279	12.5%	1,278	7.9%	1,356	11.4%	1,618

IEP Status	Fall SY19-20		Winter SY19-20		Spring SY20-21		Fall SY21-22	
	%	n	%	n	%	n	%	n
<b>No</b>	43.1%	4,446	40.9%	4,411	34.0%	3,519	33.7%	3,872
<b>Yes</b>	9.1%	1,117	8.2%	1,141	6.9%	824	4.4%	915

Quadrant	Fall SY19-20		Winter SY19-20		Spring SY20-21		Fall SY21-22	
	%	n	%	n	%	n	%	n
<b>1</b>	30.4%	1,134	29.2%	1,169	24.8%	828	21.8%	957
<b>2</b>	35.7%	1,537	33.4%	1,540	26.4%	1,231	26.1%	1,370
<b>3</b>	35.0%	1,907	32.2%	1,868	24.9%	1,466	27.9%	1,631
<b>4</b>	45.1%	936	44.5%	917	44.2%	771	38.5%	781
<b>Out of District</b>	69.4%	49	56.9%	58	42.9%	42	43.8%	48

Cohort	Fall SY19-20		Winter SY19-20		Spring SY20-21		Fall SY21-22	
	%	n	%	n	%	n	%	n
<b>Current 6th graders</b>	31.6%	2,176	28.9%	2,159	21.4%	1,658	25.5%	1,681
<b>Current 7th graders</b>	32.6%	2,114	33.9%	2,111	27.5%	1,607	28.8%	1,587
<b>Current 8th graders</b>	33.5%	1,969	34.3%	1,995	30.8%	1,397	30.1%	1,520



## 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 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 student a grade 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 how 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.

## 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 focused more intentionally on improving literacy instructional practices across content areas at the secondary level. Students must learn to read, write, speak, listen, and use language effectively across multiple disciplines, applying literacy skills and concepts.

## Research

- Reading growth depends on, more than anything, our ability to build up students' knowledge base and vocabulary. This can be achieved only by ensuring the delivery of an organized, content-rich curriculum- matched with abundant opportunities to read increasingly complex fiction and information-rich text (Schmoker, 2018).
- Evidence suggests that some reading comprehension strategies are specific to content area, related to interpreting text, documenting evidence, or framing arguments. Math, science, and social studies content areas demand distinctive reading and writing skills that foster comprehension and learning (Center on Instruction, 2010).
- In 2017 and 2019, Oklahoma's 8th grade average scale scores in reading on the National Assessment of Educational Progress have declined across all race/ethnic group breakdowns (The Nation's Report Card, 2022).

## Promising Practices:

1. *Literacy Across the Content Areas:* Department chairs are working with secondary department chairs, teacher leaders in content areas at middle and high schools, to provide their teacher teams with professional learning on approaches to highlighting literacy in their classrooms. In August, all secondary teachers engaged in learning around complex texts. Teachers learned how texts at the right complexity for the grade level can be challenging, yet engaging for students.



2. *Reading Intervention:* Beginning in fall 2021, MAP scores were used to identify students across our MS and JH sites for additional reading support. These students were enrolled in a Language! reading intervention class to receive explicit instruction in foundational reading skills, writing, vocabulary, fluency, grammar, comprehension, and spoken English. Currently, 15% of students in grades 6-8 are enrolled in Language! intervention.
  
3. *FEV Tutoring Opportunities:* MAP scores from fall 2021 were used to identify students for FEV Tutoring services. 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. Currently, eight of our 6-8 grade school sites are at full implementation with FEV Tutoring services. We will continue to work toward implementing FEV Tutoring across all our middle and junior high schools.