

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

Interim Goal 1.2: Percentage of K-3 students who have demonstrated grade-level appropriate foundational reading skills (based on MAP fluency assessment) will increase from X% in May 2022 to Y% in May 2027

Introduction to MAP Reading Fluency

Tulsa Public Schools first implemented MAP Reading Fluency in the school year 2021-2022. MAP Reading Fluency is a formative assessment that TPS adopted for progress monitoring of students in reading foundational skills. Teachers administered the assessment four times across the year, and used the data to group and regroup students for Walk to Read literacy intervention and to determine the targeted reading skills for intervention.

Technical Components of MAP Fluency

District-level reporting: Currently, NWEA does not provide aggregate district level reports as they do for MAP Growth. They are currently in the process of building this type of report. This means that there are not currently national norms for this aggregate measure. In the interim, our data team has developed an aggregate measure, “Majority Proficiency” to reflect grade-level appropriate foundational reading skills. It means a student’s performance “meets expectations” or “exceeds expectations” for at least half of the domains of the test type (ex. listening comprehension, picture vocabulary, phonics/word recognition, etc.).

Test Type: Over the course of the year, the specific skills students are tested on changes as students build skills in foundational literacy. For example, students in kindergarten are expected to take the *Foundational- Beginner* test in the Fall, then progress to *Foundational* in Winter/Spring. The assessment is adaptive, so students who demonstrate proficiency on the *Foundational* test will then progress to the *Adaptive Oral Reading Fluency* test. The skills increase on each test and each test has a different set of expectations. The charts below show examples of what tests students are expected to take and demonstrate proficiency in each quarter.

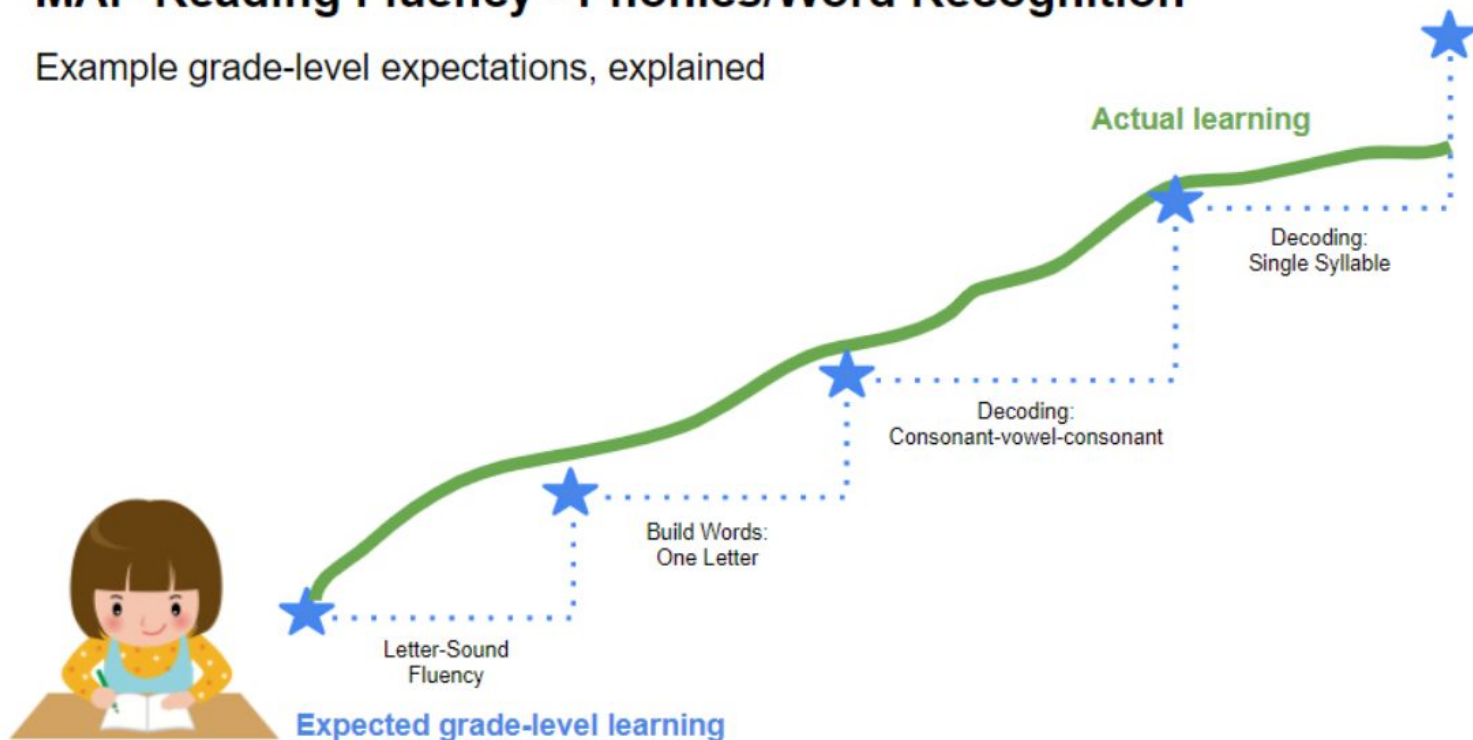
Correlation to MAP Growth: According to NWEA, MAP Reading Fluency is “ideally paired” with MAP Growth, which addresses the breadth of reading skills outside of oral reading fluency, in order to understand students’ overall growth and proficiency in reading. There is some positive correlation between MAP Fluency and MAP Growth where the test domains overlap (in Print Concepts, Phonological Awareness and Phonics/Word Recognition).

The tests assigned to students change as students progress through the year

Grade-level	K			1			2			3
Term	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	All-year
Expected performance-level (more closely aligned to grade-level content)	Foundational-Beginner									
	Foundational									
						Adaptive Oral				
							Adaptive Oral-Passages Only			
Grade-level	K			1			2			3
Term	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	All-year
Grade-Level Appropriate (the grade levels for which the test form may be appropriate)	Foundational-Beginner									
	Foundational									
	Adaptive Oral									
							Adaptive Oral-Passages Only			

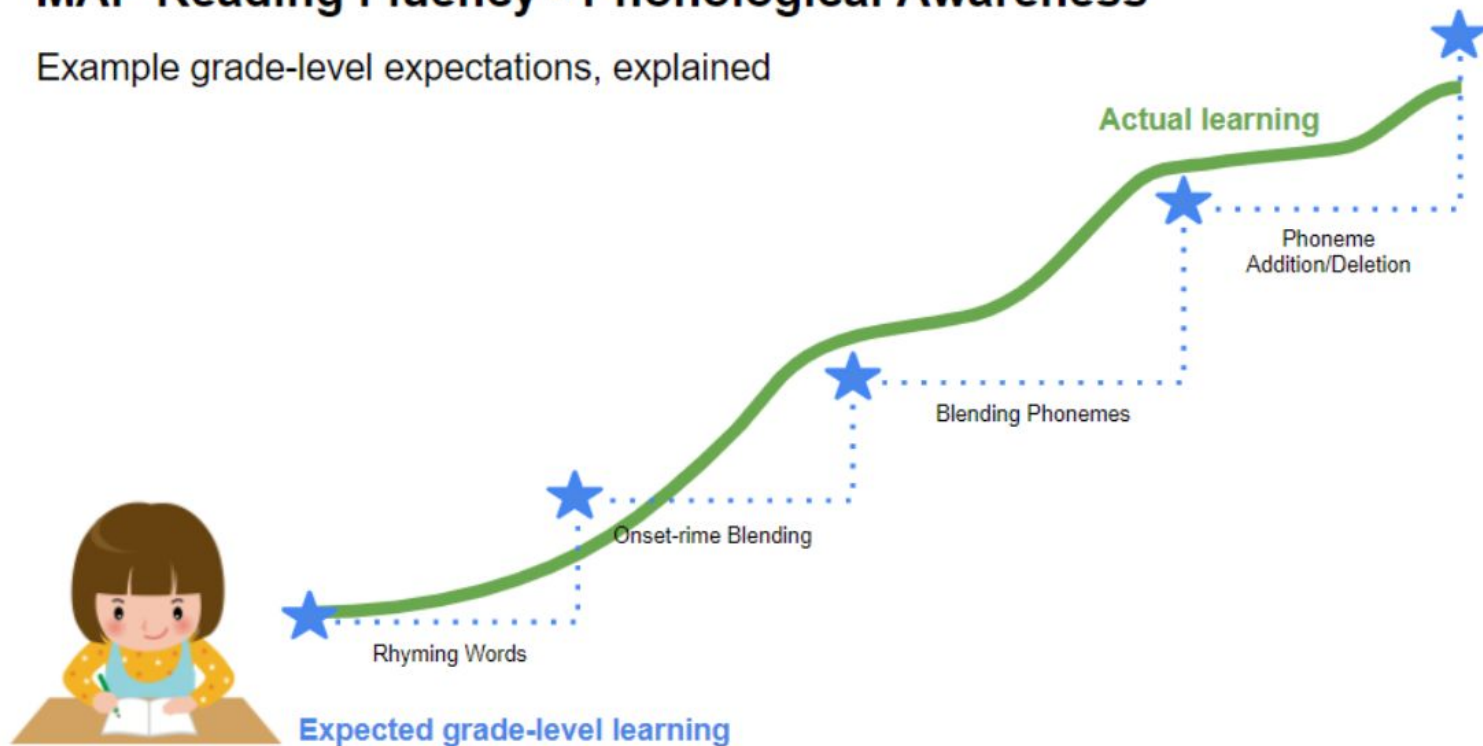
MAP Reading Fluency - Phonics/Word Recognition

Example grade-level expectations, explained



MAP Reading Fluency - Phonological Awareness

Example grade-level expectations, explained



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Students of interest

- Kindergarten through third grade students who took the MAP Reading Fluency test are included.

Metric definition

- Kindergarten through third grade students took the MAP Reading Fluency test during four different windows throughout the 2021-2022 school year. These windows were set by the district team.
- Students take the test multiple times a year because teachers utilize the test data for progress monitoring students in foundational reading skills. Teachers also use the data to group and regroup students in Walk to Read, and determine targeted skills for intervention.

National norms are not currently available for this aggregate measure. We expect them to be available beginning this summer.

Insights	Impact	Next Steps
<p>Across all grades, 44% or fewer students demonstrated Majority Proficiency.</p>	<p>Over the course of the year, the specific skills increase on each test and each test has a different set of expectations.</p> <p>During the March-April testing window, many students were being tested on specific skills for the first time, including some skills they are just beginning to learn. For example, Kindergarten students are tested on “Sentence Reading Fluency” for the first time, and this is a skill they begin working on during the second half of the year.</p>	<p>We are continuing our intensive focus on foundational literacy skills instruction grounded in the Science of Reading.</p> <p>We are continuing to focus on accelerating learning for students by providing targeted skills instruction during Walk to Read, our district-wide intervention program. We will continue to support teachers and school leaders to effectively use classroom-level and student-level MAP Reading Fluency data to group and regroup students for Walk to Read and to inform instruction.</p>
<p>In first and second grades, the percentage of students demonstrating Majority Proficiency was significantly lower.</p>	<p>It is critical that all students receive strong foundational skills instruction in order to be on track for grade level reading by third grade.</p> <p>COVID significantly impacted the critical early years of foundational reading skill development for first and second grade students.</p>	<p>Teachers are also continuing to engage with weekly Content Cycles focused on Foundational Skills instruction. Teachers collaborate to review data, understand student progress and develop effective instruction and interventions.</p> <p>In 2022-23, we will also focus on improving the proficiency of students in foundational skills through implementation of a new literacy curriculum. This will provide teachers with additional tools and resources to accelerate learning for students. All teachers will have robust training in the new curriculum, beginning with a 5 day training this summer and will include ongoing training and coaching throughout the school year.</p> <p>In 2022-23, we will launch our initial steps to better support multilingual learners by focusing on strong language development in all classrooms.</p> <p>We will also provide elementary students with robust academic learning opportunities during <i>Ready.Set.Summer!</i> this summer.</p>

Percentage of K-3 students who have demonstrated grade-level appropriate foundational reading skills (based on MAP fluency assessment), breakdowns by category

Ethnicity	Mar 2022	
	%	n
African American	24.3%	1,702
Asian	38.3%	115
Hispanic/Latinx	23.6%	3,105
Multiracial	34.9%	1,025
Native American	36.3%	397
Pacific Islander	24.0%	104
White	40.6%	2,015

Gender	Mar 2022	
	%	n
Female	31.3%	4,153
Male	28.7%	4,314

Multilingual Learner	Mar 2022	
	%	n
Former	82.6%	23
No	33.4%	5,513
Yes	23.1%	2,931

Economically Disadvantaged	Mar 2022	
	%	n
No	40.8%	1,794
Yes	27.0%	6,663

IEP Status	Mar 2022	
	%	n
No	31.1%	7,736
Yes	17.5%	731

Grade	Mar 2022	
	%	n
0	40.8%	2,216
1	12.4%	2,167
2	22.1%	2,017
3	44.4%	2,067

Quadrant	Mar 2022	
	%	n
1	22.4%	1,632
2	28.9%	2,334
3	29.2%	2,489
4	38.3%	1,804
Out of District	38.6%	171