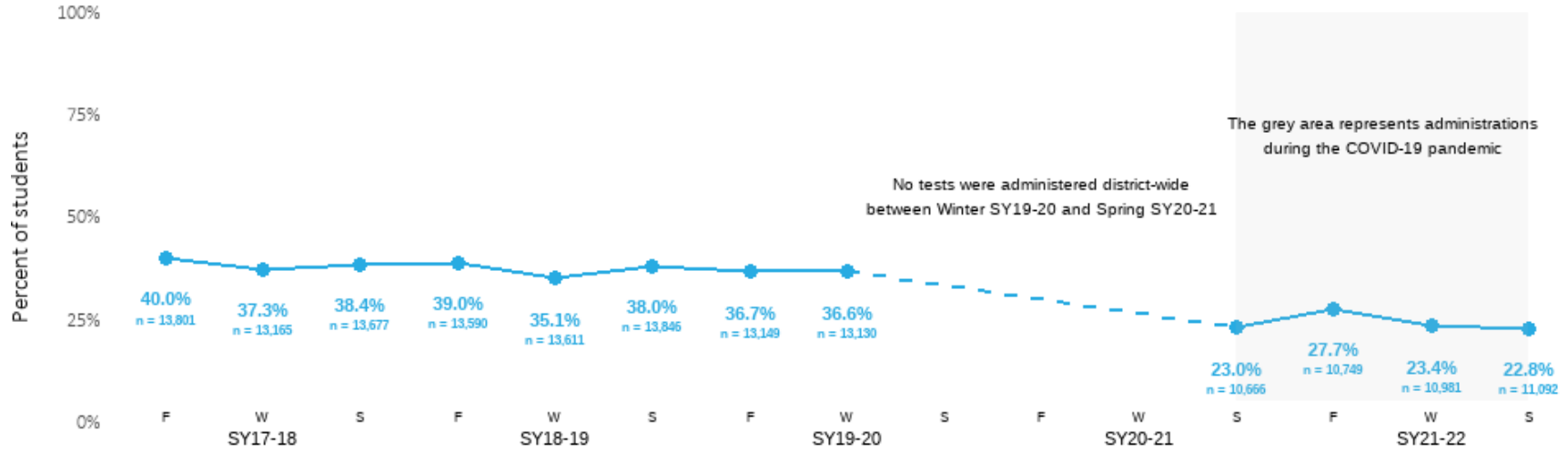
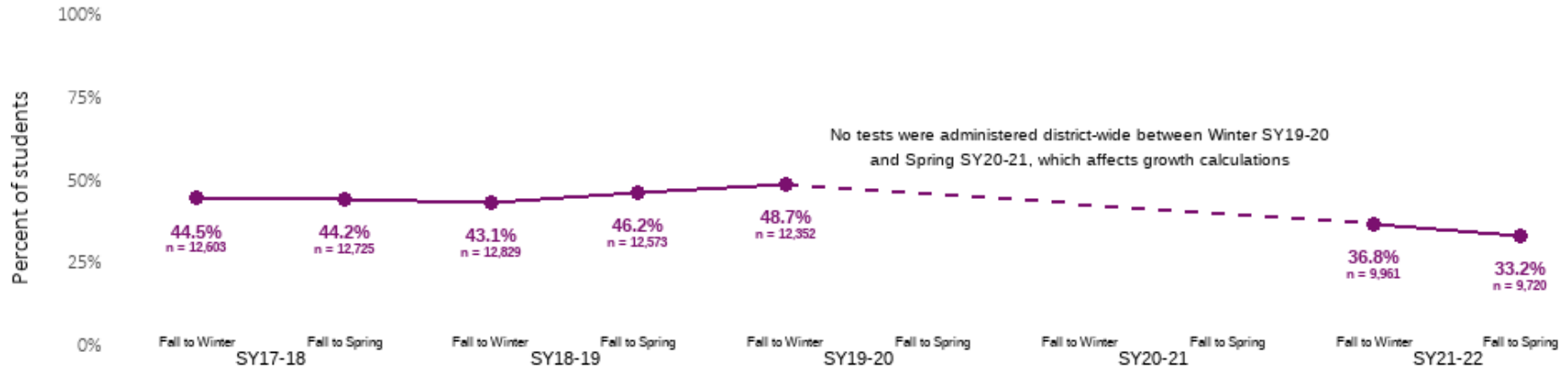


Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Goal 1: The percentage of K-5 students who are economically disadvantaged who are *at/above the national 50th percentile* in reading on MAP will increase from **23%** in May 2022 to **37%** by May 2027.



Interim Goal 1.1: Percentage of K-5 students who are economically disadvantaged meeting their *projected reading growth* on MAP will increase from **33%** in May 2022 to **45%** by May 2027.





Students of interest

- Students are identified as economically disadvantaged through an economic survey included in the district's Back2School form
- Kindergarten through fifth grade students are included
- The count of students included in each 2022 administration has changed slightly from previous reports, due to a change in record keeping methods

Metric definition

- MAP is taken three times per year. This report covers data from administrations during the 2017-18 school year through the 2021-2022 school year
 - MAP was not administered in spring SY19-20, fall SY20-21, or winter SY20-21 due to the COVID-19 pandemic
 - We will be reporting on fall to winter and fall to spring growth periods.
 - Students' proficiency 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 national 50th percentile, meaning they scored higher than at least 50% of their national peers
 - Projected growth is calculated based on how students' performance compares to nation-wide student performance
 - Students meet growth if their observed growth is greater than or equal to their projected growth



Insights and anticipated next steps

Insights

Over the past three MAP administrations, students in grades K-2 improved in the Reading Foundations section of the MAP Growth test (see table below).

Impact

This trend tells us that the work our teachers are doing with K-2 students is creating a solid foundation in literacy and students are growing in these targeted areas.

Next Steps

We will continue to focus on strong, first time foundational skills instruction through the implementation of the new literacy curriculum. We will also continue to support students with targeted reading skill development during Walk to Read and provide additional support to students with significant unfinished learning through high dosage tutoring.

New teachers will engage in the Science of Reading course during Tulsa Way Academy and throughout the school year so we can ensure all teachers are prepared to implement strong foundational skills instruction.

MAP Growth: Overall RIT Score vs. Reading Foundations|RIT Score

	K		1		2	
	Overall RIT	RF RIT	Overall RIT	RF RIT	Overall RIT	RF RIT
Fall 2021-2022	135.6	132.0	148.2	145.2	159.5	157.1
Winter 2021-2022	142.3	140.4	154.3	153.2	165.5	163.9
Spring 2021-2022	148.0	147.1	160.3	159.8	170.4	168.7

Spring MAP testing is completed after the Oklahoma State Testing Program window (OSTP) in April-May. Students may experience higher levels of testing fatigue at the end of the year.

Students and teachers are worn out from testing at the end of the year--it is unsurprising that back-to-back tests may show different results.

The district teams are working with site teams to support learning environments which promote a positive testing culture. We are also examining our assessment calendar to determine if there is an opportunity to more strategically schedule MAP testing and OSTP testing to more effectively measure student performance.



Insights

The percentage of economically disadvantaged students who met their growth goals decreased by approximately 3.6% from the last growth reporting period to spring 2022.

Impact

Students are lagging in “typical growth”. We expect students to make typical growth and in doing so, their achievement percentile would remain the same.

Growth is happening, but students are not growing at the rate we expect them to. At this rate, the achievement gap will continue to widen.

Next Steps

We are continuing to focus on accelerating learning for students by providing targeted skills intervention during Walk to Read. Schools will also be providing students with additional support through FEV tutoring, as well as other high dosage tutoring programs and supplemental site-based intervention programs.

This summer, we implemented a robust reading program during *Ready. Set. Summer!* with specially trained teachers for 2nd and 3rd grade students needing intensive reading support. The Reading Sufficiency Act (RSA) summer program provided students with 3-4 hours of literacy instruction in a smaller class setting by a highly qualified teacher who is either certified with additional training in the Science of Reading or is a certified reading specialist. The RSA classes have a specialized curriculum that includes robust support in foundational skills instruction in conjunction with a novel study for exposure to complex text.



Percentage of K-5 students who are economically disadvantaged who are *at/above the national 50th percentile* in reading on MAP, breakdowns by category

Ethnicity	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
African American	17.2%	2,547	22.2%	2,598	16.3%	2,653	16.3%	2,659
Asian	33.3%	150	36.3%	157	31.3%	163	24.2%	219
Hispanic/Latinx	20.1%	4,336	22.7%	4,201	19.6%	4,310	19.7%	4,357
Multiracial	28.7%	1,207	35.3%	1,192	31.3%	1,225	28.6%	1,237
Native American	23.0%	470	35.0%	494	30.8%	513	30.3%	508
Pacific Islander	9.2%	120	14.2%	155	14.1%	149	14.0%	150
White	34.1%	1,836	39.8%	1,952	34.7%	1,968	33.3%	1,962

Grade	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
Kindergarten	35.6%	1,772	46.3%	1,804	35.9%	1,910	32.7%	1,949
1	21.1%	1,833	25.5%	1,781	20.0%	1,816	20.7%	1,833
2	15.2%	1,858	19.2%	1,798	15.6%	1,834	15.4%	1,854
3	24.5%	1,776	23.6%	1,847	20.7%	1,880	23.5%	1,898
4	20.5%	1,769	26.8%	1,760	23.8%	1,758	20.8%	1,785
5	21.4%	1,658	24.9%	1,759	24.2%	1,783	23.1%	1,773

Gender	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
Female	24.4%	5,243	30.6%	5,230	25.5%	5,372	23.5%	5,440
Male	21.6%	5,423	25.0%	5,519	21.4%	5,609	22.1%	5,652

Multilingual Learner	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
Former	72.5%	262	78.3%	230	77.4%	230	75.3%	227

Multilingual Learner	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
No	25.6%	6,443	31.1%	6,663	25.6%	6,801	25.1%	6,802
Yes	15.4%	3,961	18.9%	3,856	16.6%	3,950	16.1%	4,063

IEP Status	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
No	25.1%	9,260	30.0%	9,478	25.4%	9,680	24.4%	9,833
Yes	9.3%	1,406	10.7%	1,271	8.8%	1,301	10.4%	1,259

Quadrant	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
1	19.0%	2,350	23.2%	2,427	18.3%	2,471	16.9%	2,438
2	20.9%	2,988	26.2%	2,945	22.2%	3,051	22.8%	3,041
3	22.8%	3,429	28.3%	3,508	24.0%	3,548	23.4%	3,562
4	31.4%	1,784	35.2%	1,724	30.9%	1,769	29.4%	1,787
Out of District	33.7%	95	31.7%	145	30.3%	142	30.1%	143

Cohort	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
Current kindergarteners			46.2%	1,819	35.9%	1,916	32.7%	1,949
Current 1st graders	35.6%	1,772	25.5%	1,771	20.0%	1,814	20.7%	1,833
Current 2nd graders	21.1%	1,833	19.1%	1,797	15.6%	1,832	15.4%	1,855
Current 3rd graders	15.2%	1,858	23.7%	1,846	20.8%	1,882	23.5%	1,897
Current 4th graders	24.5%	1,776	26.7%	1,763	23.7%	1,758	20.8%	1,786
Current 5th graders	20.5%	1,769	24.9%	1,761	24.1%	1,790	23.0%	1,775



Percentage of K-5 students who are economically disadvantaged who are meeting their projected **reading growth** on MAP, breakdowns by category

Ethnicity	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
African American	40.9%	3,121	46.2%	2,931	33.4%	2,363	26.9%	2,308
Asian	48.3%	180	52.2%	157	37.0%	146	37.1%	140
Hispanic/Latinx	47.5%	4,926	48.7%	5,232	36.6%	3,986	33.9%	3,927
Multiracial	47.4%	1,332	49.7%	1,327	38.6%	1,105	34.5%	1,078
Native American	43.9%	569	48.2%	506	40.2%	450	38.7%	439
Pacific Islander	50.0%	118	46.4%	138	32.8%	137	30.8%	130
White	50.2%	2,327	51.5%	2,061	40.4%	1,774	38.0%	1,698

Multilingual Learner	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
Former	49.0%	500	50.5%	273	53.8%	117	47.4%	114
No	45.8%	7,756	48.5%	7,373	36.9%	6,077	32.8%	5,903
Yes	46.6%	4,317	48.9%	4,706	36.1%	3,767	33.5%	3,703

IEP Status	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
No	48.6%	10,333	50.0%	10,441	37.9%	8,796	34.4%	8,607
Yes	35.5%	2,240	41.8%	1,911	29.1%	1,165	24.3%	1,113

Grade	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
Kindergarten	55.2%	1,977	50.5%	2,101	39.4%	1,634	33.2%	1,593
1	48.8%	1,962	50.2%	2,081	32.5%	1,638	30.8%	1,591
2	45.3%	1,992	48.6%	2,029	32.9%	1,721	29.3%	1,681
3	48.5%	2,332	49.6%	2,111	37.3%	1,710	38.0%	1,681
4	40.7%	2,242	44.1%	2,044	36.9%	1,638	32.4%	1,601
5	39.7%	2,068	49.1%	1,986	42.3%	1,620	35.9%	1,573

Quadrant	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
1	43.5%	2,680	47.9%	2,776	33.4%	2,193	27.1%	2,129
2	45.6%	3,461	47.2%	3,493	36.8%	2,795	33.8%	2,731
3	46.8%	4,253	49.2%	4,060	37.6%	3,254	35.5%	3,181
4	49.4%	2,077	51.4%	1,930	39.8%	1,592	35.4%	1,551
Out of District	55.1%	98	54.3%	92	41.7%	127	41.4%	128

Gender	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
Female	45.9%	6,273	49.5%	6,121	37.7%	4,857	33.7%	4,760
Male	46.6%	6,300	47.9%	6,231	36.0%	5,104	32.8%	4,960



Cohort	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
Current kindergarteners					39.4%	1,638	33.2%	1,593
Current 1st graders					32.5%	1,636	30.8%	1,591
Current 2nd graders			50.4%	2,102	32.9%	1,721	29.3%	1,682
Current 3rd graders	55.2%	1,977	50.2%	2,080	37.3%	1,711	38.0%	1,680
Current 4th graders	48.8%	1,962	48.6%	2,029	37.1%	1,641	32.3%	1,603
Current 5th graders	45.3%	1,992	49.6%	2,111	42.1%	1,621	35.9%	1,572