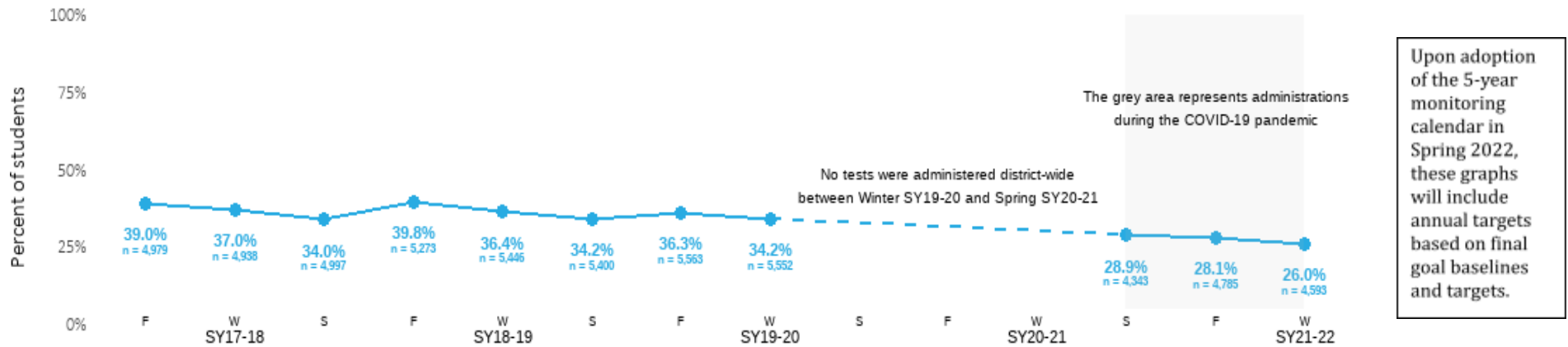
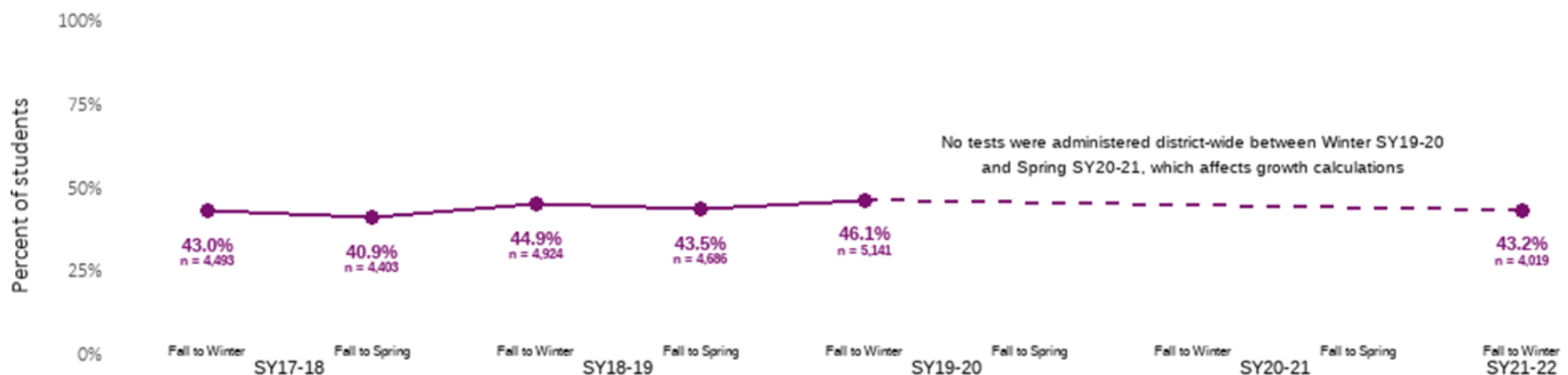


Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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.



Interim Goal 2.1: Percentage of 6-8 students who are eligible for free/reduced lunch meeting their projected **reading growth** on MAP will increase from 46% in January 2020 to 60% 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, these graphs 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. This report covers data from administrations during the 2017-18 school year through the 2021-2022 school year
- MAP was not administered districtwide 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. Only one growth period has happened during the pandemic (Fall to Winter SY21-22)
- 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 50th percentile, meaning they scored higher than at least 50% of their peers nationally
- Projected growth is calculated based on how students' performance compares to nation-wide student growth; nationally, 50% of students meet their projected growth
- Students meet growth if their observed growth from one test administration to the next is greater than or equal to their projected growth across the same period

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 abreast of national research regarding the pandemic's effect on testing, and readjust our expectations regarding growth accordingly.
Testing conditions in Spring SY20-21 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.	
Historically we've seen a drop in proficiency from Fall to Winter administration.	Testing students directly after the winter break may have an impact on how students engage with the test.	We are examining testing culture and working to understand how we can ensure the winter test is an accurate measure of student performance.

Insights and anticipated next steps

Insights	Impact	Next Steps
Learning over the past two years was interrupted by the COVID-19 pandemic.	We saw a 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.
Proficiency decreased from fall to winter.	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 schools.
Fifty percent of students meeting their growth goals represents the normed or typical growth. Students at the highest achievement (scoring at the 75th percentile or higher in MAP reading proficiency) are making the highest gains in meeting their growth goals.	Students are lagging in “typical growth”. Growth <i>is</i> happening, but the vast majority of students are not growing at the rate we expect them to grow. At this rate, the achievement gap will continue to widen.	In the long term, we will work on supporting middle school teams by utilizing best practices in goal setting with students in order to increase growth as a way to move the needle on proficiency.

Percentage of 6-8 students who are eligible for free/reduced lunch scoring **proficient in reading** on MAP, breakdowns by category

Ethnicity	Winter SY19-20			Spring SY20-21		Fall SY21-22		Winter SY21-22	
	%	n		%	n	%	n	%	n
African American	25.1%	1,407		20.4%	956	21.4%	1,091	19.0%	1,082
Asian	56.9%	65		40.6%	64	44.8%	58	34.4%	61
Hispanic/Latinx	33.4%	2,411		25.5%	1,985	25.5%	2,063	23.8%	1,997
Multiracial	38.6%	487		37.0%	346	36.6%	410	30.6%	386
Native American	33.1%	248		31.8%	195	29.6%	260	27.2%	235
Pacific Islander	26.1%	46		15.9%	44	12.7%	55	9.8%	51
White	47.3%	888		43.7%	753	38.1%	848	39.2%	781

Former	58.0%	1,133		56.4%	725	65.2%	532	62.0%	526
No	34.4%	3,141		32.6%	2,262	30.9%	2,641	28.6%	2,510
Yes	12.5%	1,278		7.9%	1,356	11.1%	1,612	9.8%	1,557

IEP Status	Winter SY19-20			Spring SY20-21		Fall SY21-22		Winter SY21-22	
	%	n		%	n	%	n	%	n
No	40.9%	4,411		34.0%	3,519	33.6%	3,879	30.7%	3,745
Yes	8.2%	1,141		6.9%	824	4.3%	906	5.4%	848

Grade	Winter SY19-20			Spring SY20-21		Fall SY21-22		Winter SY21-22	
	%	n		%	n	%	n	%	n
6	34.3%	1,996		27.5%	1,607	25.5%	1,680	22.4%	1,614
7	33.8%	1,821		30.8%	1,397	28.8%	1,585	27.6%	1,505
8	34.4%	1,735		28.5%	1,339	30.1%	1,520	28.4%	1,474

Quadrant	Winter SY19-20			Spring SY20-21		Fall SY21-22		Winter SY21-22	
	%	n		%	n	%	n	%	n
1	29.2%	1,169		24.8%	828	22.1%	959	22.3%	936
2	33.4%	1,540		26.4%	1,231	26.1%	1,373	24.5%	1,283
3	32.2%	1,868		24.9%	1,466	27.9%	1,628	25.0%	1,553
4	44.5%	917		44.2%	771	38.3%	779	34.9%	777
Out of District	56.9%	58		42.9%	42	43.5%	46	29.5%	44

Gender	Winter SY19-20			Spring SY20-21		Fall SY21-22		Winter SY21-22	
	%	n		%	n	%	n	%	n
Female	37.2%	2,720		31.4%	2,185	32.5%	2,365	29.9%	2,268
Male	31.3%	2,832		26.3%	2,158	23.8%	2,420	22.3%	2,325

Cohort	Winter SY19-20			Spring SY20-21		Fall SY21-22		Winter SY21-22	
	%	n		%	n	%	n	%	n
Current 6th graders	28.9%	2,159		21.4%	1,658	25.5%	1,680	22.4%	1,614
Current 7th graders	33.9%	2,111		27.5%	1,607	28.8%	1,585	27.6%	1,505
Current 8th graders	34.3%	1,995		30.8%	1,397	30.1%	1,521	28.4%	1,474

Multilingual Learner	Winter SY19-20			Spring SY20-21		Fall SY21-22		Winter SY21-22	
	%	n		%	n	%	n	%	n

Percentage of 6-8 students who are eligible for free/reduced lunch meeting their projected **reading growth** on MAP, breakdowns by category

Ethnicity	Fall to Winter SY18-19		Fall to Spring SY18-19		Fall to Winter SY19-20			Fall to Winter SY21-22	
	%	n	%	n	%	n		%	n
African American	43.7%	1,228	39.8%	1,181	44.0%	1,263		41.6%	892
Asian	43.8%	64	53.2%	62	52.4%	63		32.7%	52
Hispanic/Latinx	44.9%	2,103	43.9%	2,010	47.1%	2,285		43.8%	1,814
Multiracial	41.4%	435	41.8%	407	42.9%	445		40.5%	336
Native American	46.4%	237	43.8%	208	41.7%	228		47.8%	205
Pacific Islander	50.0%	32	51.7%	29	32.4%	37		46.3%	41
White	48.1%	825	47.9%	789	49.8%	820		44.5%	678

Multilingual Learner	%		n		%		n		%		n	
	Former	45.9%	1,274	46.0%	1,216	49.0%	1,096		48.7%	487		
No	45.2%	2,849	43.2%	2,699	45.4%	2,850		42.4%	2,126			
Yes	42.3%	801	40.7%	771	45.4%	1,195		42.6%	1,405			

IEP Status	Fall to Winter SY18-19		Fall to Spring SY18-19		Fall to Winter SY19-20			Fall to Winter SY21-22	
	%	n	%	n	%	n		%	n
No	46.1%	3,951	45.5%	3,768	46.8%	4,113		43.9%	3,284
Yes	40.0%	973	35.4%	918	43.5%	1,028		40.2%	734

Grade	Fall to Winter SY18-19		Fall to Spring SY18-19		Fall to Winter SY19-20			Fall to Winter SY21-22	
	%	n	%	n	%	n		%	n
6	44.8%	2,005	46.2%	1,969	47.4%	1,842		40.6%	1,447
7	45.2%	1,709	41.7%	1,599	44.9%	1,692		43.7%	1,314
8	44.7%	1,210	41.6%	1,118	46.0%	1,607		45.8%	1,257

Quadrant	Fall to Winter SY18-19		Fall to Spring SY18-19		Fall to Winter SY19-20			Fall to Winter SY21-22	
	%	n	%	n	%	n		%	n
1	46.1%	1,039	43.4%	985	45.1%	1,049		47.6%	787
2	43.7%	1,328	42.8%	1,252	45.3%	1,425		44.6%	1,157
3	45.3%	1,655	42.3%	1,581	46.1%	1,758		40.0%	1,391
4	44.5%	868	46.1%	839	49.2%	862		42.2%	644
Out of District	48.5%	33	71.4%	28	40.4%	47		46.2%	39

Gender	Fall to Winter SY18-19		Fall to Spring SY18-19		Fall to Winter SY19-20			Fall to Winter SY21-22	
	%	n	%	n	%	n		%	n
Female	44.5%	2,426	43.3%	2,307	45.5%	2,521		43.6%	1,981
Male	45.3%	2,498	43.7%	2,379	46.7%	2,620		42.9%	2,037

Cohort	Fall to Winter SY18-19		Fall to Spring SY18-19		Fall to Winter SY19-20			Fall to Winter SY21-22	
	%	n	%	n	%	n		%	n
Current 6th graders	45.5%	2,356	48.5%	2,332	44.1%	2,044		40.6%	1,447

	Fall to Winter SY18-19		Fall to Spring SY18-19		Fall to Winter SY19-20			Fall to Winter SY21-22	
	%	n	%	n	%	n		%	n



3/21/2022

Current 7th graders	40.3%	2,286	40.7%	2,242	49.1%	1,987		43.7%	1,314
Current 8th graders	40.9%	2,121	39.7%	2,068	47.4%	1,841		45.8%	1,257