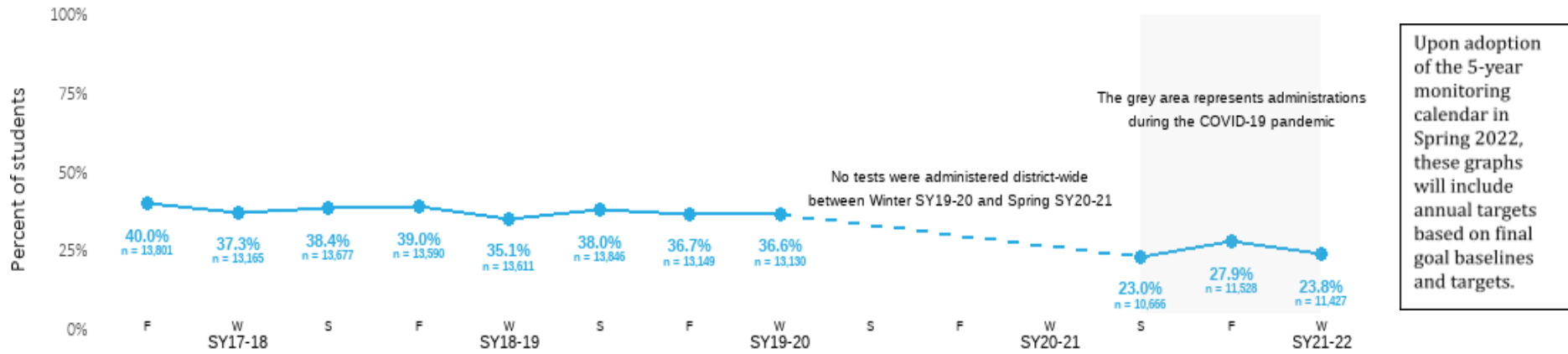
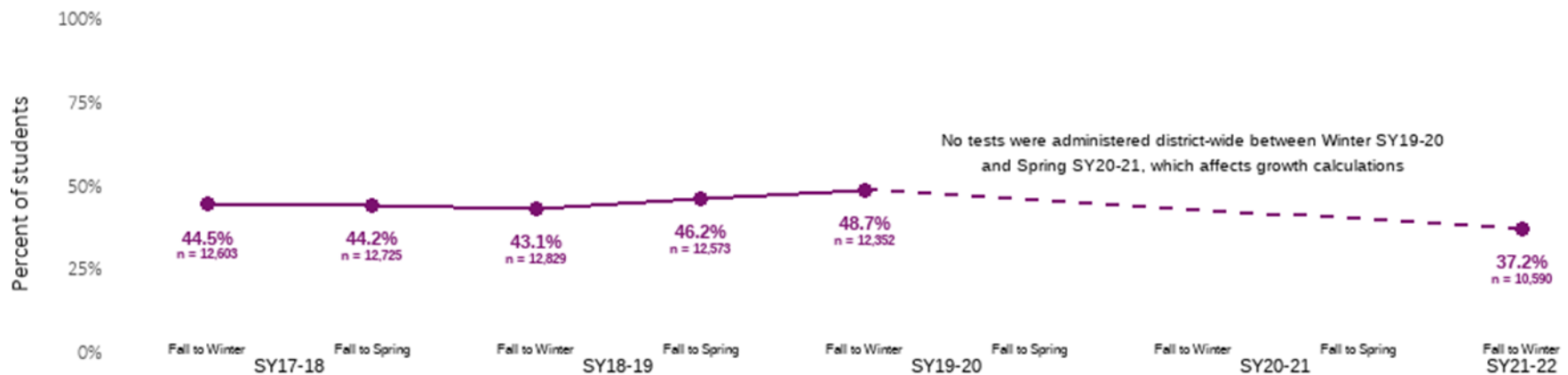


## Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

**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.



**Interim Goal 1.1:** Percentage of K-5 students who are eligible for free/reduced lunch meeting their projected **reading growth** on MAP will increase from 49% 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
- Kindergarten through fifth 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 performance; 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

<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 abreast of national research regarding the pandemic's effect on testing, and readjust our expectations regarding growth accordingly.
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
<p>Proficiency of students decreased from fall to winter 21-22.</p>	<p>The percentage of economically disadvantaged students in grades K-5 who demonstrated proficiency decreased by approximately 4% from fall 21-22 to winter 21-22.</p>	<p>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.</p> <p>Teachers will also continue to engage with data during weekly collaborative professional learning to understand student progress and support student learning.</p>
<p>The percentage of economically disadvantaged students who met their growth goals decreased by approximately 10% from the last growth reporting period to winter 2022.</p> <p>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.</p>	<p>Students are lagging in “typical growth”. We expect students to make typical growth and in doing so, their achievement percentile would remain the same.</p> <p>Growth <i>is</i> happening, but students are not growing at the rate we expect them to. At this rate, the achievement gap will continue to widen.</p> <p>Many students are nearly reaching their growth goals. Approximately 2500 K-5 students were within 5 points of their growth goal.</p>	<p>We are continuing to focus on accelerating learning for students by providing targeted skills intervention during Walk to Read. Many schools are also providing additional support through FEV tutoring, as well as additional supplemental intervention programs. We will also provide K-5 students with robust academic summer programming opportunities.</p> <p>We will continue to work on fostering a strong culture of using data for continuous learning in schools, including engaging students in understanding their own progress and setting goals for their learning and growth.</p>
<p>Students who had higher Average Daily Attendance (ADA) in SY21-22 had higher winter MAP proficiency percentiles</p>	<p>Ensuring students are in school regularly has a positive impact on student achievement.</p>	<p>We are continuing efforts to combat chronic absenteeism. Many schools also already have strong initiatives in place to promote regular attendance.</p>



Percentage of K-5 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
<b>African American</b>	30.7%	3,137	17.2%	2,547	22.2%	2,688	16.6%	2,670
<b>Asian</b>	48.5%	165	33.3%	150	38.9%	157	32.3%	155
<b>Hispanic/Latinx</b>	32.9%	5,457	20.1%	4,336	23.0%	4,619	20.0%	4,642
<b>Multiracial</b>	43.6%	1,432	28.7%	1,207	34.8%	1,287	31.1%	1,269
<b>Native American</b>	40.4%	549	23.0%	470	35.9%	526	32.4%	525
<b>Pacific Islander</b>	26.8%	153	9.2%	120	14.6%	157	14.9%	141
<b>White</b>	48.2%	2,237	34.1%	1,836	39.8%	2,094	35.4%	2,025

Multilingual Learner	Winter SY19-20		Spring SY20-21		Fall SY21-22		Winter SY21-22	
	%	n	%	n	%	n	%	n
<b>Former</b>	82.4%	279	72.5%	262	83.7%	129	86.6%	127
<b>No</b>	39.9%	7,938	25.6%	6,443	31.2%	7,056	26.2%	6,943
<b>Yes</b>	28.7%	4,913	15.4%	3,961	20.9%	4,343	18.2%	4,357

IEP Status	Winter SY19-20		Spring SY20-21		Fall SY21-22		Winter SY21-22	
	%	n	%	n	%	n	%	n
<b>No</b>	40.6%	11,080	25.1%	9,260	29.9%	10,265	25.6%	10,198
<b>Yes</b>	14.8%	2,050	9.3%	1,406	11.5%	1,263	9.0%	1,229

Grade	Winter SY19-20		Spring SY20-21		Fall SY21-22		Winter SY21-22	
	%	n	%	n	%	n	%	n
<b>Kindergarten</b>	51.3%	2,265	35.6%	1,772	46.5%	1,970	36.7%	1,982
<b>1</b>	39.4%	2,206	21.1%	1,833	25.3%	1,910	20.8%	1,890
<b>2</b>	35.1%	2,131	15.2%	1,858	19.3%	1,933	16.3%	1,921
<b>3</b>	30.5%	2,259	24.5%	1,776	24.4%	1,961	21.3%	1,947
<b>4</b>	28.9%	2,159	20.5%	1,769	26.0%	1,878	23.5%	1,824
<b>5</b>	33.9%	2,110	21.4%	1,658	25.2%	1,876	24.0%	1,863

Quadrant	Winter SY19-20		Spring SY20-21		Fall SY21-22		Winter SY21-22	
	%	n	%	n	%	n	%	n
<b>1</b>	34.0%	2,966	19.0%	2,350	23.9%	2,568	18.9%	2,534
<b>2</b>	33.9%	3,650	20.9%	2,988	25.8%	3,189	21.9%	3,203
<b>3</b>	35.2%	4,320	22.8%	3,429	28.8%	3,799	24.8%	3,751
<b>4</b>	47.2%	2,079	31.4%	1,784	34.7%	1,841	32.0%	1,815
<b>Out of District</b>	50.9%	114	33.7%	95	32.1%	131	28.2%	124

Gender	Winter SY19-20		Spring SY20-21		Fall SY21-22		Winter SY21-22	
	%	n	%	n	%	n	%	n
<b>Female</b>	39.7%	6,474	24.4%	5,243	30.7%	5,638	25.9%	5,617
<b>Male</b>	33.6%	6,656	21.6%	5,423	25.2%	5,890	21.8%	5,810

Winter SY19-20	Spring SY20-21	Fall SY21-22	Winter SY21-22
----------------	----------------	--------------	----------------



Cohort	%	n	%	n	%	n	%	n
<b>Current kindergarteners</b>					46.5%	1,970	36.7%	1,983
<b>Current 1st graders</b>			35.6%	1,772	25.3%	1,910	20.8%	1,889
<b>Current 2nd graders</b>	51.3%	2,266	21.1%	1,833	19.3%	1,933	16.3%	1,921

3/21/2022

<b>Current 3rd graders</b>	39.4%	2,205	15.2%	1,858	24.4%	1,961	21.3%	1,947
<b>Current 4th graders</b>	35.1%	2,131	24.5%	1,776	26.0%	1,878	23.5%	1,824
<b>Current 5th graders</b>	30.5%	2,259	20.5%	1,769	25.2%	1,876	24.0%	1,863

Percentage of K-5 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
<b>African American</b>	39.5%	3,194	40.9%	3,121	46.2%	2,931		34.1%	2,423
<b>Asian</b>	41.8%	184	48.3%	180	52.2%	157		39.3%	145
<b>Hispanic/Latinx</b>	43.4%	4,988	47.5%	4,926	48.7%	5,232		36.7%	4,373
<b>Multiracial</b>	45.5%	1,375	47.4%	1,332	49.7%	1,327		38.4%	1,169
<b>Native American</b>	43.6%	587	43.9%	569	48.2%	506		40.6%	473
<b>Pacific Islander</b>	39.4%	127	50.0%	118	46.4%	138		31.2%	138
<b>White</b>	46.2%	2,374	50.2%	2,327	51.5%	2,061		41.0%	1,870

Multilingual Learner	Fall to Winter SY18-19		Fall to Spring SY18-19		Fall to Winter SY19-20			Fall to Winter SY21-22	
	%	n	%	n	%	n		%	n
<b>Former</b>	45.4%	509	49.0%	500	50.5%	273		51.2%	125
<b>No</b>	43.2%	7,952	45.8%	7,756	48.5%	7,373		37.5%	6,347
<b>Yes</b>	42.6%	4,368	46.6%	4,317	48.9%	4,706		36.2%	4,119

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
<b>No</b>	44.9%	10,543	48.6%	10,333	50.0%	10,441		38.0%	9,460
<b>Yes</b>	34.9%	2,286	35.5%	2,240	41.8%	1,911		30.0%	1,131

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
<b>Kindergarten</b>	47.0%	2,012	55.2%	1,977	50.5%	2,101		40.1%	1,762
<b>1</b>	43.7%	2,029	48.8%	1,962	50.2%	2,081		33.0%	1,748
<b>2</b>	41.4%	2,025	45.3%	1,992	48.6%	2,029		33.4%	1,832
<b>3</b>	45.5%	2,356	48.5%	2,332	49.6%	2,111		37.2%	1,798
<b>4</b>	40.3%	2,286	40.7%	2,242	44.1%	2,044		37.8%	1,732
<b>5</b>	40.9%	2,121	39.7%	2,068	49.1%	1,986		41.9%	1,719

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
<b>1</b>	40.9%	2,764	43.5%	2,680	47.9%	2,776		34.0%	2,302
<b>2</b>	44.9%	3,531	45.6%	3,461	47.2%	3,493		36.6%	3,006
<b>3</b>	42.4%	4,315	46.8%	4,253	49.2%	4,060		37.7%	3,494
<b>4</b>	44.3%	2,108	49.4%	2,077	51.4%	1,930		41.1%	1,678
<b>Out of District</b>	44.9%	107	55.1%	98	54.3%	92		41.4%	111

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
<b>Female</b>	42.4%	6,376	45.9%	6,273	49.5%	6,121		38.0%	5,188
<b>Male</b>	43.8%	6,453	46.6%	6,300	47.9%	6,231		36.4%	5,403

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





3/21/2022

Cohort	%	n	%	n	%	n	%	n
<b>Current kindergarteners</b>							40.1%	1,762
<b>Current 1st graders</b>							33.0%	1,748
<b>Current 2nd graders</b>					50.4%	2,102	33.4%	1,832
<b>Current 3rd graders</b>	43.9%	2,013	49.0%	1,955	50.2%	2,080	37.2%	1,798
<b>Current 4th graders</b>	41.6%	2,042	45.0%	2,000	48.6%	2,029	37.8%	1,732
<b>Current 5th graders</b>	45.4%	2,334	48.8%	2,307	49.6%	2,111	41.9%	1,719