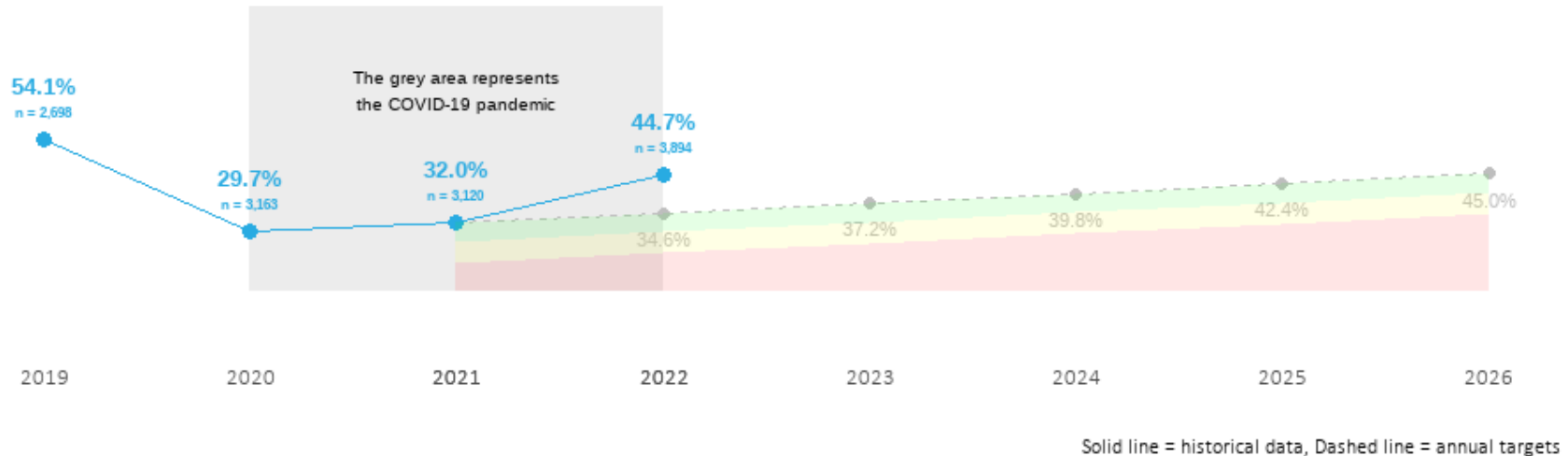


Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Interim Goal 1.3: Percentage of K-5 multilingual learner students meeting their annual English language proficiency growth targets on the ACCESS 2.0 language proficiency assessment will increase from **32%** in May 2021 to **45%** by May 2026.



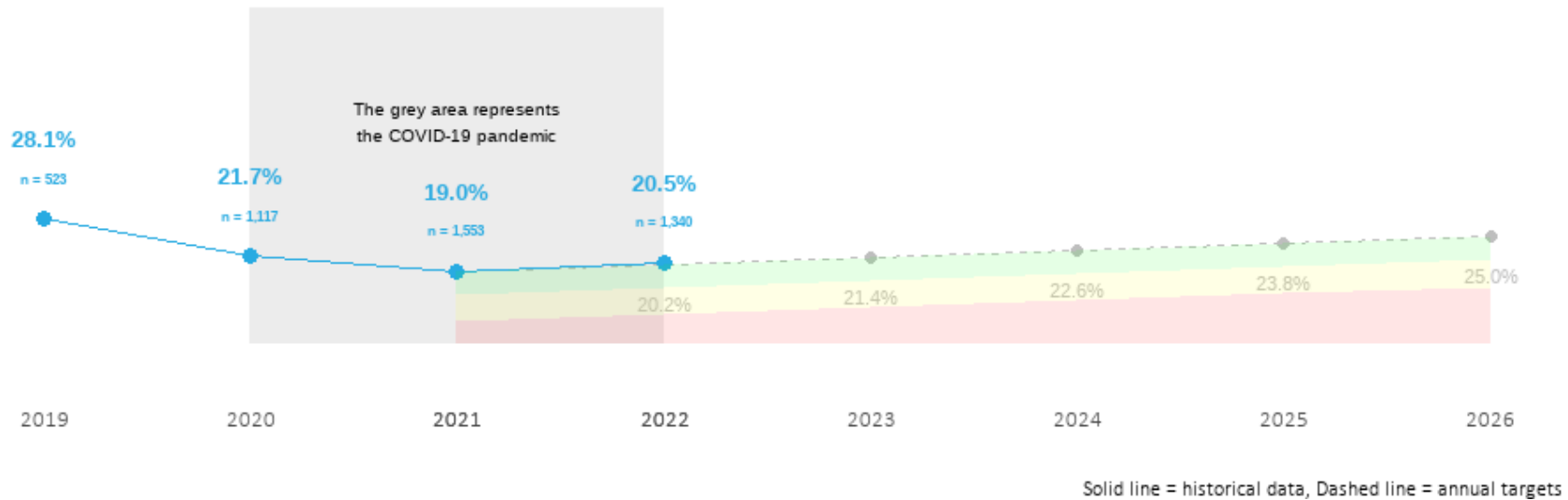
Students of interest

- Students are identified as multilingual learners if they score below a composite proficiency level of 4.8 (on a scale of 6.0) on the ACCESS 2.0 test which is used to monitor students' progress toward English language proficiency.
- Kindergarten through fifth grade students who tested with TPS in 2021 and 2022, which allows for the growth calculation, are included in the denominator.

Metric definition

- Multilingual learner students take the ACCESS 2.0 test administered by the state during the third quarter each school year. The ACCESS 2.0 assesses English language proficiency in listening, speaking, reading, and writing. The overall score used to determine growth targets is comprised of 15% listening, 15% speaking, 35% reading, and 35% writing scores.
- Proficiency goals are set by the state. Target growth goals are based on the difference between the student's initial proficiency score and their target proficiency level divided by the number of years they have to meet proficiency status.
- Students test out of multilingual learner status when they have met the target set by the state for their grade level.

Interim Goal 2.2: Percentage of 6-8 multilingual learner students meeting their annual English language proficiency growth targets on the ACCESS 2.0 language proficiency assessment will increase from **19%** in May 2021 to **25%** by May 2026.



Students of interest

- Students are identified as multilingual learners if they score below a composite proficiency level of 4.8 (on a scale of 6.0) on the ACCESS 2.0 test which is used to monitor students' progress toward English language proficiency.
- Sixth through eighth grade students who tested with TPS in 2021 and 2022, which allows for the growth calculation, are included in the denominator.

Metric definition

- Multilingual learner students take the ACCESS test administered by the state during the third quarter each school year. The ACCESS 2.0 assesses English language proficiency in listening, speaking, reading, and writing. The overall score used to determine growth targets is comprised of 15% listening, 15% speaking, 35% reading, and 35% writing scores.
- Proficiency goals are set by the state. Target growth goals are based on the difference between the student's initial proficiency score and their target proficiency level divided by the number of years they have to meet proficiency status.
- Students test out of multilingual learner status when they have met the target set by the state for their grade level.

Current conditions and next steps

Here's what we see now

Multilingual learners in grades K-5 showed an increase of 12.7% in the percentage of students meeting their annual growth targets in English language proficiency as measured by the ACCESS 2.0 assessment.

The increased percentages across grades K-5 of multilingual learners meeting their growth targets is strongly impacted by the district's focus and professional learning on literacy skill.

Multilingual learners in grades 6-8 showed an increase of 1.5% in the percentage of students meeting their annual growth targets in English language proficiency as measured by the ACCESS 2.0 assessment.

The percentage of multilingual learners in grade 6 have decreased in the percentage meeting their annual growth targets in English language development.

The percentage of multilingual learners in grades 6-8 who identify as Pacific Islander is decreasing in meeting their annual growth targets and is also one of our fastest growing multilingual learner subgroups. The majority of these students are arriving from Micronesia and the Marshall Islands in the Pacific Ocean speaking Chuukese and Marshallese.

Multilingual learners spend the majority of their instructional day with classroom teachers. We are beginning a multi-year training arc with all teachers and school leaders to support the development of academic language in all classrooms which will increase the amount of English language development support and instruction that multilingual learners are receiving.

Anticipated next steps

We will continue to focus on targeted and focused English language development instruction in the elementary grades. We will also continue with the implementation of our new instructional resource for English language development to support students' continued English language proficiency growth.

We will continue to align our training and support for school leaders and teachers in developing strong literacy instructional practices which also provide effective support for multilingual learners who are continuing to acquire English language proficiency.

We will increase the structure and scheduling of English language development courses in the middle school grades. We will also be training English language development teachers and implementing a newly selected English language development curriculum for school year 2023-2024.

We are working to expand the pilot from summer 2022 to provide additional targeted summer learning supports to multilingual learner student groups. In summer 2022 the pilot was specifically designed for our refugee students; however, it is a model that can be adapted to support the needs of different student groups as needed.

As these student language groups are growing, we will be learning more about the Chuukese and Marshallese language and culture and seeking out new resources to analyze language proximity and opportunities to support students with multilingual materials in Chuukese and Marshallese to build English language proficiency off of home language proficiency.

Schools are providing an increased number of professional learning sessions for teachers at an increasing number of school sites. District professional learning time is also being leveraged for both school leaders and teachers to deepen their understanding and practical application of English language development through content areas.



11/28/2022

Percentage of K-5 multilingual learner students meeting their English Language Proficiency targets, breakdowns by category

Ethnicity	2020		2021		2022	
	%	n	%	n	%	n
African American	31.8%	22	47.1%	17	50.0%	28
Asian	38.2%	89	30.4%	92	44.2%	113
Hispanic/Latinx	28.9%	2,830	31.9%	2,749	44.8%	3,407
Multiracial	35.0%	20	54.5%	22	26.3%	19
Native American	29.2%	24	38.9%	18	41.4%	29
Pacific Islander	28.0%	50	24.7%	81	35.6%	101
White	41.4%	128	38.3%	141	48.7%	197

Gender	2020		2021		2022	
	%	n	%	n	%	n
Female	33.0%	1,541	36.2%	1,511	48.9%	1,890
Male	26.6%	1,622	28.6%	1,609	40.7%	2,004

IEP Status	2020		2021		2022	
	%	n	%	n	%	n
No	31.5%	2,668	34.0%	2,772	46.5%	3,558
Yes	20.0%	495	18.7%	348	24.7%	336

Economic Disadvantage	2020		2021		2022	
	%	n	%	n	%	n
No	30.1%	299	36.2%	464	45.6%	816
Yes	29.6%	2,864	31.6%	2,656	44.4%	3,078

Quadrant	2020		2021		2022	
	%	n	%	n	%	n
1	30.5%	393	26.0%	404	42.3%	477
2	27.8%	1,119	31.2%	1,087	46.8%	1,308
3	29.3%	1,317	32.5%	1,320	42.6%	1,692
4	36.8%	315	42.4%	288	46.5%	359
OOD	31.6%	19	57.1%	21	65.5%	58

Grade	2020		2021		2022	
	%	n	%	n	%	n
K			*	*	80.0%	10
1	31.1%	45	44.9%	483	71.0%	689
2	38.2%	747	18.5%	638	27.0%	773
3	17.5%	858	18.9%	629	19.6%	830
4	20.5%	777	42.9%	721	56.1%	798
5	45.0%	736	37.5%	643	53.1%	794

*Some data points were hidden due to small sample sizes

Percentage of 6-8 multilingual learner students meeting their English Language Proficiency targets, breakdowns by category

Ethnicity	2020		2021		2022	
	%	n	%	n	%	n
African American	*	*	*	*	*	*
Asian	34.5%	29	40.0%	40	40.0%	30
Hispanic/Latinx	21.2%	1,028	18.5%	1,392	20.2%	1,168
Multiracial	*	*	30.0%	10	*	*
Native American	*	*	27.3%	22	12.5%	16
Pacific Islander	18.2%	22	4.2%	24	8.6%	35
White	31.6%	19	25.0%	56	24.7%	77

Gender	2020		2021		2022	
	%	n	%	n	%	n
Female	24.4%	509	21.4%	709	23.2%	600
Male	19.4%	608	17.3%	844	18.4%	740

IEP Status	2020		2021		2022	
	%	n	%	n	%	n
No	26.0%	804	22.4%	1,220	23.5%	1,083
Yes	10.5%	313	7.5%	333	7.8%	257

Economic Disadvantage	2020		2021		2022	
	%	n	%	n	%	n
No	32.2%	87	21.2%	66	20.3%	197
Yes	20.8%	1,030	19.1%	1,487	20.6%	1,143

Quadrant	2020		2021		2022	
	%	n	%	n	%	n
1	22.0%	150	19.0%	195	16.8%	197
2	21.9%	379	19.3%	523	19.3%	492
3	19.5%	472	18.5%	666	22.0%	482
4	28.6%	112	22.2%	162	24.5%	159
OOD	*	*	*	*	20.0%	10

Grade	2020		2021		2022	
	%	n	%	n	%	n
6	30.5%	521	21.7%	637	12.4%	283
7	11.1%	398	18.3%	491	21.1%	563
8	19.7%	198	16.5%	425	24.5%	494

*Some data points were hidden due to small sample sizes



11/28/2022

Commonly asked questions

Which students are Out of District?

The majority of our out-of-district students come from three groups: children of district employees, who are allowed to enroll in Tulsa Public Schools no matter where they live; students who are currently at detention centers or hospitals that don't exist in other parts of the state; and other students across Oklahoma, based on Senate Bill 783 which allows students in Oklahoma to enroll in any school across the state that has open seats.