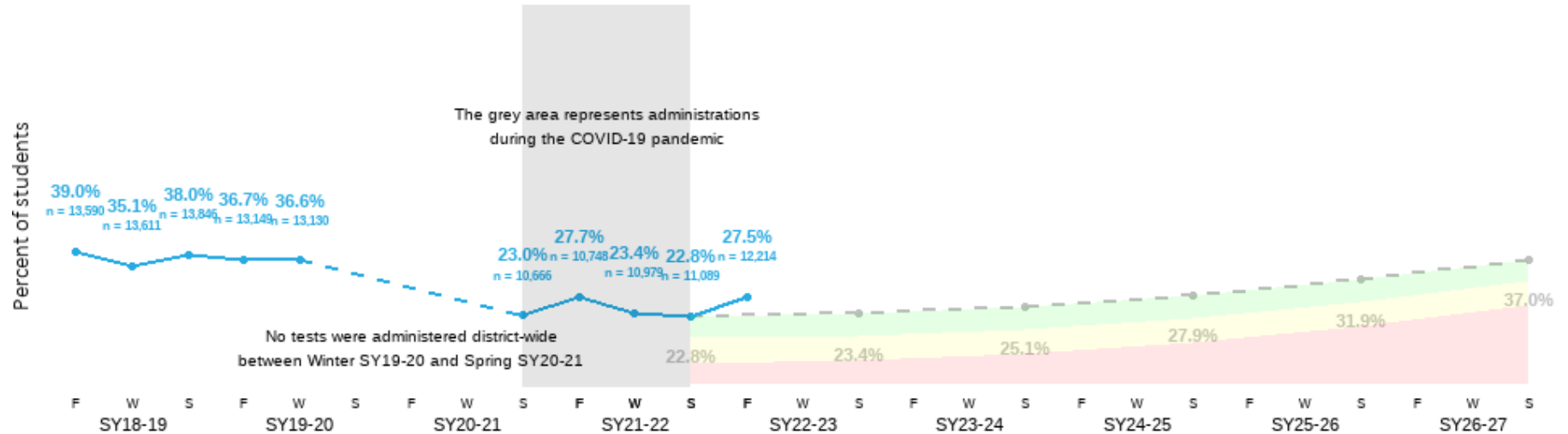


Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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.



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
- 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. Students' 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
- 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

Next steps and current conditions

Anticipated next steps follow up	Action taken	Progress
<p>We will continue to focus on strong, first time foundational skills instruction through the implementation of the new literacy curriculum.</p>	<p>We launched a new literacy curriculum in Fall 2022, which includes explicit instruction in foundational skills.</p> <p>Teachers participated in 5 days of intensive summer training on the new curriculum and have engaged in ongoing training during each district professional learning day.</p> <p>Content Cycles - the weekly collaborative professional learning that all K-5 English Language Arts teachers engage in - were revised to integrate the new curriculum into the learning experiences.</p>	<p>All students are engaging in daily foundational skills instruction including small group instruction as part of core literacy instruction. This ensures students have additional models and practice with targeted foundational skills.</p> <p>During Content Cycles and district professional development days in the fall, teachers engaged in focused professional learning on planning and pacing of foundational skills lessons, effective small group instruction and effective independent practice of foundational skills with the new literacy curriculum.</p>
<p>We will 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.</p>	<p>All elementary schools continue to implement Walk to Read. We have developed additional professional learning for teachers and school leaders to continue to improve the effectiveness of intervention.</p> <p>FEV tutoring is available district-wide to provide students with high dosage tutoring to support unfinished learning and to provide homework support.</p>	<p>Students engage in Walk to Read daily to provide them with targeted support in the literacy skills where they need it the most.</p> <p>In December, all school leaders and teachers are engaging in additional professional learning on Walk to Read, to improve the effectiveness of teacher-led, small group instruction during intervention.</p> <p>In November, we launched Amira, a high dosage virtual tutoring program to provide targeted intervention to K-3 students who were identified as having characteristics of dyslexia and significant reading difficulties.</p>
<p>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.</p>	<p>New teachers have engaged in the Science of Reading course through Tulsa Way Academy.</p>	<p>New teachers will continue to engage in the Science of Reading course throughout the school year.</p>

Anticipated next steps follow up

Action taken

Progress

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 to more effectively measure student performance.

In the fall, all school leaders engaged in professional learning on setting goals (from MAP scores) with students and building a strong, positive testing culture.

Many schools have already implemented goal setting with students. By February, all elementary schools will have implemented goal setting practices with MAP with their students.

We adjusted the assessment calendar so the mid-year MAP Growth assessment will launch during the second week of January, rather than directly after winter break.

Schools will be providing students with additional support through FEV tutoring, as well as other high dosage tutoring programs and supplemental site-based intervention programs.

All schools have selected supplemental, digital intervention programs to use as part of their Walk to Read block.

In November, we launched Amira, a high dosage virtual tutoring program to provide targeted intervention to students who were identified as having characteristics of dyslexia and significant reading difficulties.

Here's what we see now

Anticipated next steps

Though we still have significant work to do to ensure all students are proficient, from Spring to Fall 2022, the percentage of students who tested proficient increased from 22.8% to 27.5%. This is trending above our target for SY23 and puts us on track for our five year goals.

Notably, the percentage of students who demonstrated proficiency increased across nearly every demographic group, with multiracial students demonstrating the largest increase, from 28.6% to 34.4%.

From Spring to Fall 2022, the percentage of students who tested proficient increased for the current cohorts of third, fourth and fifth graders.

From Spring to Fall 2022, the percentage of students on IEPs who tested proficient increased from 10.4 % to 13.2%.

Literacy Strategy

We will continue to focus on strong implementation of the new literacy curriculum, foundational skills instruction and Walk to Read in all schools.

We will continue to implement Content Cycles in all schools, to support teachers in implementing the literacy curriculum, Walk to Read and effective literacy instruction. A recent report from Leading Educators shows that Content Cycles in Tulsa Public Schools are having a positive impact on teachers and schools, including improving the knowledge and practice of teachers in foundational skills, and contributing to retention of teachers and fostering a positive climate in schools.

In December, all school leaders and teachers are engaging in additional professional learning on Walk to Read, to improve the effectiveness of teacher-led, small group instruction during intervention.

We will provide ongoing literacy training and support in curriculum implementation and Walk to Read best practices to instructional mentors that work directly with novice teachers.

Assessment Culture and Goal Setting

We are continuing to focus on improving testing culture and goal setting in schools. During the December School Leader Learning Institute, school leaders will engage in collaborative learning on goal setting and data monitoring. Teachers will engage in additional professional learning on setting goals with students and engaging them in monitoring their own progress during Content Cycles beginning in January.

The Teaching & Learning and Communications teams are working together to develop a stronger communication strategy to support schools and families in understanding how MAP both measures and supports student success. This communication strategy will launch in December.

Here's what we see now

Five schools showed overall improvement in growth and proficiency from Spring 2021 to Spring 2022: Eugene Field, Mitchell, Lewis and Clark, Tisdale, and Robertson.

- Eugene Field Elementary increased proficiency by 16 percentage points and the number of students meeting growth goals increased by 37 percentage points.
- Mitchell Elementary increased proficiency by 4 percentage points and the number of students meeting growth goals by 16 percentage points.
- Lewis and Clark Elementary increased proficiency by 8 percentage points and the percentage of students meeting their growth goals grew by 29 percentage points.
- Tisdale Elementary increased proficiency by 14 percentage points, and increased the percentage of students meeting their growth goals by 20 percentage points.

Spotlight on Schools

During the December School Leader Learning Institute, several schools with demonstrated growth on MAP will share best practices on how they've built strong testing cultures, their approaches to setting goals and investing students in data and progress, and the instructional strategies that have contributed to their progress. Two schools are highlighted below.

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- Robertson Elementary increased proficiency by 12 percentage points, and the percentage of students meeting their growth goals increased by 33 percentage points.

Mitchell Elementary increased proficiency by 4 percentage points and the number of students meeting growth goals by 16 percentage points.

Mitchell Elementary attributes much of their growth in literacy to the strong Walk to Read program they've implemented. Teachers use data from MAP Growth, MAP Fluency and additional formative data to thoughtfully identify the skill gaps students have, create flexible groups, and implement specific lessons focused on those targeted skills. Teachers engage in ongoing monitoring of students and use formative data to fine tune groups and determine the specific skills with which students need support. Teachers also take anecdotal notes and track student data using data folders. Mitchell ensures that groups are truly flexible and meeting student needs - students remain with their Walk to Read teacher only until mastering the requisite skills, then move to the next Walk to Read teacher.

Across the school, teachers are working collaboratively to ensure that students are supported most effectively during Walk to Read. Teachers work together intentionally during staff meetings, and classroom teachers partner with Exceptional Student Services and English Language Development teachers to plan collaboratively, analyze data and regroup students.

Lewis and Clark Elementary increased proficiency by 8 percentage points and the percentage of students meeting their growth goals grew by 29 percentage points.

Lewis and Clark has taken a comprehensive approach to increase the percentage of students who are meeting proficiency in MAP by focusing on robust literacy instruction and strong climate and culture.

They have been implementing small group instruction twice a day in literacy for the past six years, and have used the MAP Growth data and the MAP Learning Continuum to specifically identify the learning gaps of students. They launched this work prior to the district-wide launch of Walk to Read or the new literacy curriculum and as a result, they are already showing gains.

They have also done significant work as a school to build student engagement as well as focus on growth mindsets. Additionally, they implement FEV Tutoring for students who are near proficiency to provide them with additional opportunities to practice reading, and Reading Partners for students who need additional support. Twice a year, Lewis and Clark staff also celebrate MAP Growth with their students with a focus on perseverance and hard work.

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	Fall SY21-22		Winter SY21-22		Spring SY21-22		Fall SY22-23	
	%	N	%	N	%	N	%	N
African American	22.2%	2,598	16.3%	2,653	16.3%	2,659	21.6%	2,971
Asian	36.3%	157	31.3%	163	24.2%	219	27.6%	243
Hispanic/Latinx	22.7%	4,199	19.6%	4,308	19.8%	4,354	24.3%	4,661
Multiracial	35.3%	1,193	31.3%	1,225	28.6%	1,237	34.4%	1,426
Native American	35.0%	494	30.8%	513	30.3%	508	30.1%	515
Pacific Islander	14.2%	155	14.1%	149	14.0%	150	15.8%	190
White	39.8%	1,952	34.7%	1,968	33.3%	1,962	37.8%	2,208

Grade	Fall SY21-22		Winter SY21-22		Spring SY21-22		Fall SY22-23	
	%	N	%	N	%	N	%	N
Kindergarten	46.3%	1,804	35.9%	1,910	32.7%	1,949	46.4%	1,978
1	25.5%	1,781	20.0%	1,816	20.7%	1,832	27.4%	2,155
2	19.2%	1,798	15.6%	1,834	15.4%	1,854	18.8%	2,059
3	23.6%	1,847	20.7%	1,880	23.5%	1,897	21.7%	2,082
4	26.8%	1,757	23.8%	1,756	20.8%	1,785	24.5%	2,014
5	24.9%	1,761	24.2%	1,783	23.1%	1,772	26.6%	1,926

Gender	Fall SY21-22		Winter SY21-22		Spring SY21-22		Fall SY22-23	
	%	N	%	N	%	N	%	N
Female	30.6%	5,229	25.5%	5,370	23.5%	5,438	29.4%	5,992
Male	25.0%	5,519	21.4%	5,609	22.1%	5,651	25.6%	6,222

Multilingual Learner	Fall SY21-22		Winter SY21-22		Spring SY21-22		Fall SY22-23	
	%	N	%	N	%	N	%	N
No	31.1%	6,663	25.6%	6,800	25.1%	6,801	30.8%	7,851
Yes	20.4%	3,964	17.9%	4,060	17.5%	4,172	19.8%	4,247

IEP Status	Fall SY21-22		Winter SY21-22		Spring SY21-22		Fall SY22-23	
	%	N	%	N	%	N	%	N
No	30.0%	9,477	25.4%	9,677	24.4%	9,830	28.9%	10,997
Yes	10.7%	1,271	8.8%	1,302	10.4%	1,259	13.2%	1,177

Quadrant	Fall SY21-22		Winter SY21-22		Spring SY21-22		Fall SY22-23	
	%	N	%	N	%	N	%	N
1	23.2%	2,427	18.3%	2,471	16.9%	2,437	21.9%	2,796
2	26.3%	2,944	22.2%	3,050	22.8%	3,040	25.6%	3,228
3	28.3%	3,510	24.0%	3,549	23.4%	3,564	29.4%	3,926
4	35.2%	1,722	31.0%	1,767	29.4%	1,785	34.6%	1,897
Out of District	31.7%	145	30.3%	142	30.1%	143	33.3%	168

Cohort	Fall SY21-22		Winter SY21-22		Spring SY21-22		Fall SY22-23	
	%	N	%	N	%	N	%	N
Current kindergarteners							46.4%	1,978
Current 1st graders	46.2%	1,819	35.9%	1,916	32.7%	1,949	27.4%	2,155
Current 2nd graders	25.5%	1,771	20.0%	1,814	20.7%	1,832	18.8%	2,059
Current 3rd graders	19.1%	1,797	15.6%	1,832	15.4%	1,855	21.7%	2,082
Current 4th graders	23.7%	1,846	20.8%	1,882	23.5%	1,897	24.5%	2,014
Current 5th graders	26.7%	1,763	23.7%	1,758	20.8%	1,786	26.6%	1,926

Multilingual Learner	Fall SY21-22		Winter SY21-22		Spring SY21-22		Fall SY22-23	
	%	N	%	N	%	N	%	N
Monitored/Exited	85.1%	121	89.1%	119	81.0%	116	81.0%	116

Commonly asked questions

What does “monitored/exited” multilingual student mean? Why is their performance regularly higher than their peers?

The term former multilingual learner was determined to be inaccurate as we are all always growing and developing our language skills in all of our languages. ‘Monitored/exited multilingual learners’ is the term used to indicate that multilingual learners satisfied state requirements of proficiency in the English language. Following the proficient score, we monitor these students for four years to ensure continued success in academics and language. During this period they are still eligible for some supports as needed. Once students successfully complete the four year monitoring period, they then become exited multilingual learners, meaning they have satisfied all requirements of the English language development program.

Students classified as monitored/exited multilingual learners have satisfied the state requirement of a composite score of 4.8 on the ACCESS English language proficiency assessment. This means that the student has achieved an advanced level of proficiency. As we know from research, students who become fully multilingual regularly engage more of their brain capacity and perform at higher levels than students with only one language.

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.