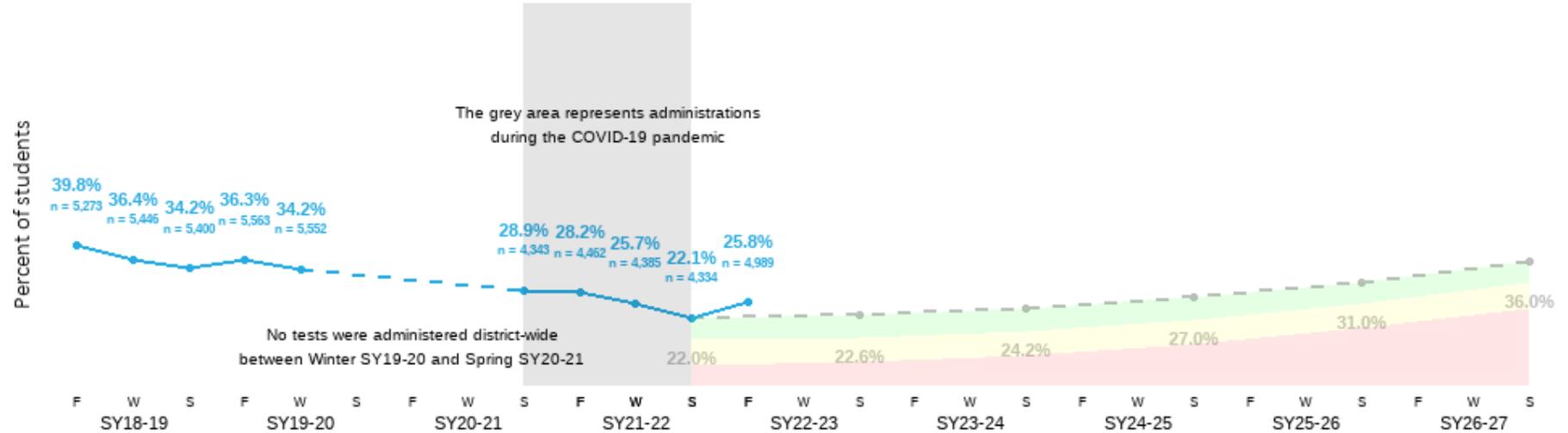


Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Goal 2: The percentage of 6-8 students who are economically disadvantaged who are at/above the national 50th percentile in reading on MAP will increase from **22%** in May 2022 to **36%** 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
- Sixth through eighth grade students are included

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>The Teaching and Learning team will provide secondary department chairs and teachers with actionable tools and resources to continue to support students who may be struggling in reading, writing, speaking and listening skills using high quality instructional resources. This includes practical ways to provide scaffolds, or ‘just right supports’, so that students can access grade level activities and complex text to build their knowledge and skills.</p>	<p>The Teaching and Learning team has collaborated with our Language and Cultural Services team to develop an integrated approach to support building our teachers’ skills in supporting multilingual learners with grade level learning with reading, writing, speaking and listening integrated across content areas.</p>	<p>Content managers have met with department chairs twice a month to share literacy strategies using the curriculum. Content for professional learning with teachers has been responsive to feedback from department chairs on the needs of their content teams at their schools.</p>
<p>The district teams are working with site teams to support learning environments which promote a positive testing culture. Last June we provided school leaders with professional learning on how to support positive learning environments, including times when students take assessments. We will be doing a similar professional learning experience with our teachers on the purpose of MAP and how to cultivate a positive assessment experience for students.</p>	<p>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.</p> <p>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.</p>	<p>Some middle school sites implement goal setting with students. In schools where students are engaged in goal setting conversations, more students are meeting or exceeding their growth goals and increasing their proficiency levels.</p>

Here's what we see now

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 22.1% to 25.8%. We are on track for the year in meeting our goal based on the fall assessment.

Females increased slightly higher than males from Spring to Fall with a difference of 4.2 percentage points. Male proficiency increased by 3.1 percentage points.

The largest gain in proficiency within an ethnic group was by the Native American student group at 10.7%. However, this group of students represents less than 5% of the tested population from Fall 2022.

The current 6th grade cohort had a higher percentage of students proficient in Fall 2022, and the previous year, than the 7th and 8th grade cohorts of students. This is the first year the data in the chart reflects all 6th graders being served in a middle school setting. The work that elementary teams have done to support students in the upper elementary grades with intervention is proving to be effective for supporting the development of reading skills.

Anticipated next steps

We will continue to focus on supporting literacy across the content areas with department chairs leading the work in their buildings with their content teams. Teams meet at least once monthly to learn how to leverage their curriculum to support building content knowledge and literacy skills.

In October, we began a series of MAP Growth data dives to reacquaint seasoned teachers and support new teachers in understanding how to use fall MAP data from MAP Growth reports to uncover students' reading strengths and target areas for growth. In the spring semester, we will continue this series with teachers using the winter MAP data.

School leaders will continue to participate in learning experiences that continue to develop their instructional leadership skills in supporting reading across content areas.

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.

Teaching & Learning and Communications are working together to develop a stronger communication strategy to support schools and families. This communication strategy will launch in December, ahead of the winter MAP testing window in January.

Percentage of 6-8 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	21.2%	1,054	18.6%	1,067	14.9%	1,034	18.3%	1,228
Asian	41.1%	56	29.2%	65	18.1%	94	24.7%	93
Hispanic/Latinx	26.2%	1,883	23.9%	1,864	20.6%	1,817	24.8%	1,990
Multiracial	36.1%	377	30.5%	364	27.2%	360	27.8%	443
Native American	29.4%	231	26.0%	215	19.1%	215	29.8%	245
Pacific Islander	7.7%	52	4.2%	48	9.8%	51	8.2%	73
White	38.7%	809	38.8%	762	35.3%	763	37.7%	917

Grade	Fall SY21-22		Winter SY21-22		Spring SY21-22		Fall SY22-23	
	%	N	%	N	%	N	%	N
6	24.9%	1,548	21.5%	1,521	19.9%	1,500	27.2%	1,669
7	29.8%	1,482	28.0%	1,445	24.0%	1,420	21.6%	1,643
8	30.2%	1,432	27.9%	1,419	22.6%	1,414	28.6%	1,677

Gender	Fall SY21-22		Winter SY21-22		Spring SY21-22		Fall SY22-23	
	%	N	%	N	%	N	%	N
Female	32.4%	2,198	29.3%	2,156	25.5%	2,133	29.7%	2,488
Male	24.2%	2,264	22.3%	2,229	18.9%	2,201	22.0%	2,501

Multilingual Learner	Fall SY21-22		Winter SY21-22		Spring SY21-22		Fall SY22-23	
	%	N	%	N	%	N	%	N
Monitored/Exited	65.3%	502	60.5%	496	53.5%	490	69.9%	435
No	30.9%	2,489	28.1%	2,442	24.1%	2,381	28.1%	2,901
Yes	11.1%	1,471	9.8%	1,447	8.3%	1,463	10.3%	1,653

IEP Status	Fall SY21-22		Winter SY21-22		Spring SY21-22		Fall SY22-23	
	%	N	%	N	%	N	%	N
No	33.6%	3,648	30.0%	3,611	25.9%	3,578	30.0%	4,149
Yes	4.3%	814	5.7%	774	4.0%	756	5.2%	829

Quadrant	Fall SY21-22		Winter SY21-22		Spring SY21-22		Fall SY22-23	
	%	N	%	N	%	N	%	N
1	21.8%	925	22.2%	919	18.2%	873	21.7%	1,093
2	26.7%	1,280	24.2%	1,222	20.6%	1,222	25.3%	1,374
3	28.0%	1,504	25.1%	1,456	21.6%	1,419	24.3%	1,556
4	38.9%	705	33.6%	743	29.0%	746	34.1%	877
Out of District	43.8%	48	26.7%	45	37.5%	48	40.0%	60

Cohort	Fall SY21-22		Winter SY21-22		Spring SY21-22		Fall SY22-23	
	%	N	%	N	%	N	%	N
Current 6th graders	24.9%	1,760	24.2%	1,788	23.1%	1,773	27.2%	1,669
Current 7th graders	25.0%	1,553	21.6%	1,520	19.9%	1,498	21.6%	1,642
Current 8th graders	29.7%	1,473	27.9%	1,437	24.0%	1,419	28.6%	1,677

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.