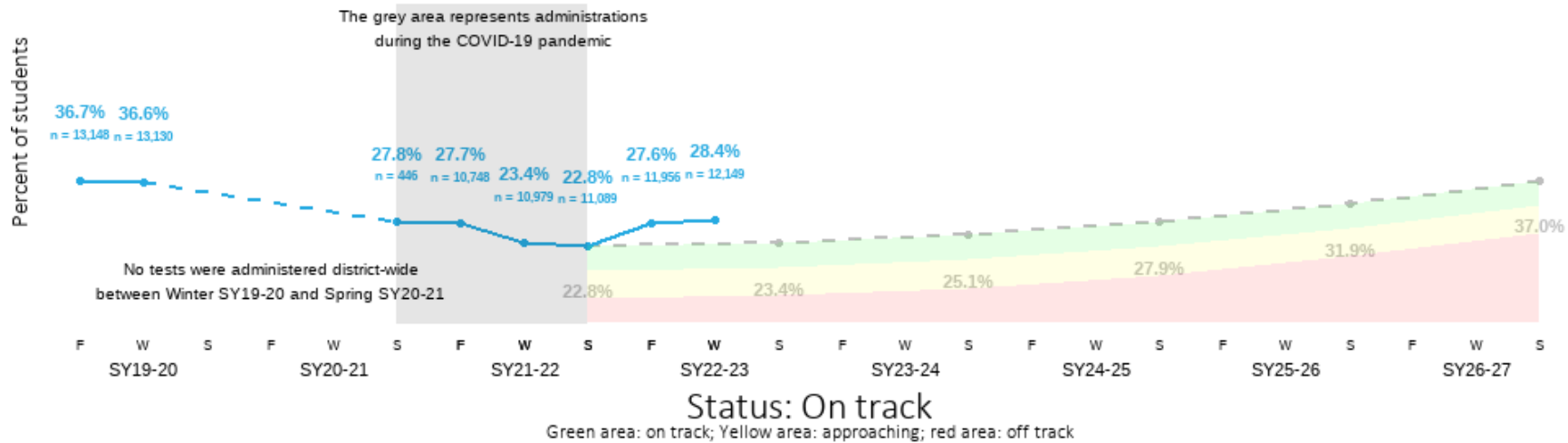
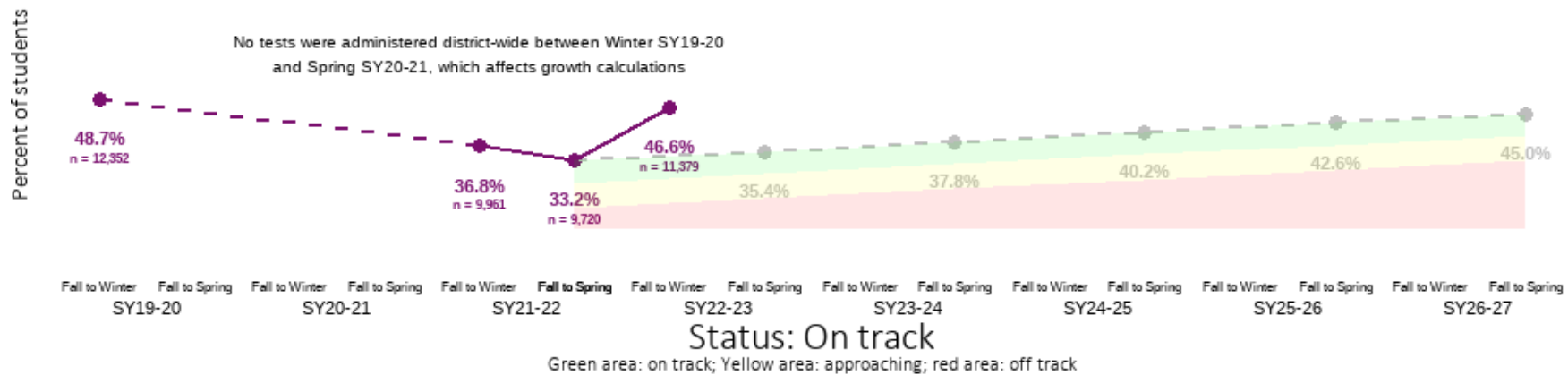


## Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

**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.



**Interim Goal 1.1:** Percentage of K-5 students who are economically disadvantaged meeting their *projected reading growth* on MAP will increase from **33%** in May 2022 to **45%** 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. This report covers data from administrations during the 2017-18 school year through the 2022-2023 school year

MAP was not administered 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

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

Students meet growth if their observed growth is greater than or equal to their projected growth

## Next steps and current conditions

Next steps follow up (from previous report)	Action taken	Progress
<p><b>Curriculum</b> We will continue to focus on strong implementation of the new literacy curriculum, foundational skills instruction and Walk to Read in all schools.</p> <p>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.</p>	<p><b>Curriculum</b> During School Leader Learning Institutes from December through February, School Leaders focused on effective implementation of key components of the literacy curriculum which most support student success in reading, including small group instruction and daily partner reading. School Leaders in turn, engaged their staff in professional learning on those curricular components.</p> <p>In January and February, we implemented training on the literacy curriculum for instructional mentors on best practices for planning and pacing and implementing key instructional routines, such as partner reading. Academic Partners and Instructional Leadership Directors also engaged in deepening their knowledge of the curriculum in order to better support School Leaders.</p>	<p><b>Curriculum</b> During walkthroughs in January and February, School Leaders observed significantly more teachers implementing the literacy curriculum with fidelity and more effectively implementing small group instruction. More teachers are also implementing partner reading regularly. These key instructional strategies contribute to students’ reading growth.</p> <p>Instructional mentors are better prepared to support novice teachers in effective implementation of the curriculum.</p>

Next steps follow up (from previous report)	Action taken	Progress
<p><b><i>Walk to Read Intervention</i></b></p> <p>Walk to Read is our K-5 intervention strategy to support all students in receiving daily, targeted foundational skills instruction in small groups.</p> <p>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.</p> <p>In December, all school leaders and teachers engaged in additional professional learning on Walk to Read to improve the effectiveness of teacher-led, small group instruction during intervention.</p>	<p><b><i>Walk to Read Intervention</i></b></p> <p>Schools are focused on improving the quantity and quality of intervention instruction during Walk to Read. In December through February, school leaders engaged in additional professional learning on Walk to Read to improve the effectiveness of teacher-led, small group instruction during intervention and to more effectively support students in upper grades.</p> <p>During January and February, School Leaders conducted targeted observations of Walk to Read to support teachers in implementing critical features of effective teacher-led intervention, including strong models and practice with foundational skills.</p> <p>All schools are implementing Amira, a personalized digital tutoring program, to support students with characteristics of dyslexia as well as other struggling readers in K-3. Identified students engage with Amira at least three times a week.</p>	<p><b><i>Walk to Read Intervention</i></b></p> <p>In February, School Leaders reported that teachers are more consistently implementing effective teacher-led instruction during Walk to Read. Teachers are more likely to use the appropriate resources and meet expectations for small group instruction, including having clear objectives, modeling and independent practice. Stronger instruction during intervention contributes to improved growth and proficiency for students.</p> <p>Schools report a high degree of satisfaction with Amira and believe it is providing a key support to struggling readers in K-3.</p>

**Next steps follow up (from previous report)**

**Action taken**

**Progress**

---

***Assessment Culture and Goal Setting***

We have continued to focus on improving testing culture and goal setting in schools. During the December School Leader Learning Institute (SLLI), school leaders engaged in collaborative learning on goal setting and data monitoring. In January, teachers engaged in additional professional learning on setting goals and engaging with students in monitoring their own progress during Content Cycles.

School Leaders have focused on the importance of assessment culture during ongoing School Leader Learning Institutes. In December, School Leaders engaged in professional learning on goal setting and data monitoring. In February, school leaders engaged in analysis of their site's Winter MAP data.

In January and February teachers engaged in collaborative professional learning on MAP, goal setting and monitoring during Content Cycles.

All schools engaged students in individual goal setting based on their Winter MAP results by the end of February.

Several schools have also begun setting class-level goals and grade level goals as they continue to focus on creating a strong data culture for both students and teachers.

## Here's what we see now

***Our target is 45% of students meet their projected reading growth by May 2027.*** We are currently exceeding that target, with 46.6% of students meeting their growth goals as of Winter 2023.

- All ethnic groups, grade levels and cohorts demonstrated significant increases in the percentage of students meeting their projected growth.
- 40.6% of students on IEPs met their growth goals, so we are starting to close the gap for growth between students on IEPs and students who are not.

***Currently, 28.4% of economically disadvantaged students are at or above the 50th percentile in reading.***

- This is an increase since the fall. Performance is trending above our target for SY23 and puts us on track for meeting the five year goals.
- Historically, we've seen a drop from Fall to Winter, but this year we experienced a slight increase.
- Though we still have significant work to do, this is the highest percentage of students demonstrating proficiency since before the pandemic.
- All grade levels increased in proficiency from Fall to Winter, except for Kindergarten.
- Currently, only 19% of second graders are demonstrating proficiency.

## Anticipated next steps

We continue to focus on effective implementation of the literacy curriculum in all schools including ensuring strong small group instruction and sufficient opportunities for student independent practice.

We continue to focus on strong implementation of Walk to Read in all schools, with a minimum of 30 minutes of intervention daily for all students. Schools are working to ensure that all students scoring below the 10th percentile receive at least 45-60 minutes of reading intervention daily with high quality teacher-led instruction.

As part of the Reading Sufficiency Act, an Individualized Program of Reading Instruction is developed for each K-3 student scoring below the 40th percentile on MAP Growth. The Teaching & Learning team is currently conducting reviews of plans to better support schools in meeting the needs of the lowest performing students.

In February, district leadership team members learned from school leaders who showed the biggest gains in both MAP growth and proficiency as part of our continuous learning and improvement process. Additionally, all school leaders analyzed Winter MAP data and identified the specific sub-groups of students including grade levels and ethnicity who are furthest from proficiency and growth goals in their schools. School leaders are determining specific next steps for their schools to support both students and teachers. Some examples from different schools include:

- Leveraging teacher assistants to pull out first and second grade students for additional small group intervention instruction;
- Providing after school tutoring with FEV Tutoring and Amira for targeted students;
- Observing Walk to Read daily and providing targeted feedback to teachers to continue to improve small group instruction;
- Having all first grade and second grade students engage with Amira - an online tutoring program - for 15 minutes every day;
- Providing additional support to first and second grade teachers with weekly touchpoints with the curriculum coach;
- Engaging all adults in the building to lead small groups during Walk to Read to ensure the groups can be very small and targeted;
- Targeting students who scored in the bottom quartile of MAP for participation in *Ready.Set. Summer!*;
- Ensuring strong participation by third graders in Reading Sufficiency Act Summer School which provides intensive, daily literacy instruction.

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	Winter SY21-22		Spring SY21-22		Fall SY22-23		Winter SY22-23	
	%	N	%	N	%	N	%	N
<b>African American</b>	16.3%	2,652	16.3%	2,658	21.9%	2,868	22.3%	2,893
<b>Asian</b>	31.3%	163	24.2%	219	26.9%	238	29.2%	250
<b>Hispanic/Latinx</b>	19.6%	4,308	19.8%	4,354	24.4%	4,636	25.1%	4,713
<b>Multiracial</b>	31.2%	1,226	28.6%	1,238	34.5%	1,381	35.0%	1,406
<b>Native American</b>	30.8%	513	30.3%	508	29.7%	498	32.2%	528
<b>Pacific Islander</b>	14.1%	149	14.0%	150	14.9%	188	22.8%	197
<b>White</b>	34.7%	1,968	33.3%	1,962	38.2%	2,150	38.9%	2,172

Grade	Winter SY21-22		Spring SY21-22		Fall SY22-23		Winter SY22-23	
	%	N	%	N	%	N	%	N
<b>Kindergarten</b>	35.9%	1,910	32.7%	1,949	46.8%	1,966	43.2%	2,018
<b>1</b>	20.0%	1,816	20.7%	1,832	27.3%	2,117	28.1%	2,161
<b>2</b>	15.6%	1,834	15.4%	1,854	18.7%	1,997	19.0%	2,027
<b>3</b>	20.7%	1,880	23.5%	1,897	22.0%	2,034	26.7%	2,042
<b>4</b>	23.8%	1,756	20.8%	1,785	24.6%	1,970	25.6%	1,989
<b>5</b>	24.2%	1,783	23.1%	1,772	26.4%	1,875	27.7%	1,922

Gender	Winter SY21-22		Spring SY21-22		Fall SY22-23		Winter SY22-23	
	%	N	%	N	%	N	%	N
<b>Female</b>	25.5%	5,371	23.5%	5,439	29.6%	5,856	30.1%	5,973
<b>Male</b>	21.5%	5,608	22.1%	5,650	25.7%	6,103	26.8%	6,186

Multilingual Learner	Winter SY21-22		Spring SY21-22		Fall SY22-23		Winter SY22-23	
	%	N	%	N	%	N	%	N
<b>Monitored/Exited</b>	89.1%	119	81.0%	116	81.6%	114	89.5%	114
<b>No</b>	25.6%	6,800	25.1%	6,801	31.1%	7,596	31.5%	7,714
<b>Yes</b>	17.9%	4,060	17.5%	4,172	19.8%	4,249	21.2%	4,331

IEP Status	Winter SY21-22		Spring SY21-22		Fall SY22-23		Winter SY22-23	
	%	N	%	N	%	N	%	N
<b>No</b>	25.4%	9,678	24.4%	9,831	29.2%	10,710	29.9%	10,855
<b>Yes</b>	8.8%	1,301	10.4%	1,258	12.8%	1,212	14.6%	1,244

Quadrant	Winter SY21-22		Spring SY21-22		Fall SY22-23		Winter SY22-23	
	%	N	%	N	%	N	%	N
<b>1</b>	18.3%	2,471	16.9%	2,437	21.9%	2,776	23.1%	2,799
<b>2</b>	22.2%	3,050	22.8%	3,040	25.9%	3,220	27.2%	3,222
<b>3</b>	24.0%	3,549	23.4%	3,564	29.3%	3,901	28.9%	3,896
<b>4</b>	31.0%	1,767	29.4%	1,785	34.9%	1,866	36.3%	1,885
<b>Out of District</b>	30.3%	142	30.1%	143	32.6%	175	29.8%	188

Cohort	Winter SY21-22		Spring SY21-22		Fall SY22-23		Winter SY22-23	
	%	N	%	N	%	N	%	N
<b>Current kindergarteners</b>					46.8%	1,966	43.2%	2,018
<b>Current 1st graders</b>	35.9%	1,916	32.7%	1,949	27.3%	2,117	28.1%	2,161
<b>Current 2nd graders</b>	20.0%	1,814	20.7%	1,832	18.7%	1,997	19.0%	2,027
<b>Current 3rd graders</b>	15.6%	1,832	15.4%	1,855	22.0%	2,034	26.7%	2,042
<b>Current 4th graders</b>	20.8%	1,882	23.5%	1,897	24.6%	1,970	25.6%	1,989



March 20, 2023

Cohort	Winter SY21-22		Spring SY21-22		Fall SY22-23		Winter SY22-23	
	%	N	%	N	%	N	%	N
<b>Current 5th graders</b>	23.7%	1,758	20.8%	1,786	26.4%	1,875	27.7%	1,922



Percentage of K-5 students who are economically disadvantaged meeting their **projected reading growth on MAP**,  
breakdowns by category

Ethnicity	Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22		Fall to Winter SY22-23	
	%	N	%	N	%	N	%	N
<b>African American</b>	46.2%	2,931	33.4%	2,363	26.9%	2,308	44.8%	2,696
<b>Asian</b>	52.2%	157	37.0%	146	37.1%	140	51.3%	228
<b>Hispanic/Latinx</b>	48.7%	5,232	36.6%	3,986	33.9%	3,927	45.6%	4,507
<b>Multiracial</b>	49.7%	1,327	38.6%	1,105	34.5%	1,078	48.8%	1,286
<b>Native American</b>	48.2%	506	40.2%	450	38.7%	439	50.6%	472
<b>Pacific Islander</b>	46.4%	138	32.8%	137	30.8%	130	46.2%	169
<b>White</b>	51.5%	2,061	40.4%	1,774	38.0%	1,698	48.3%	2,021

Grade	Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22		Fall to Winter SY22-23	
	%	N	%	N	%	N	%	N
<b>Kindergarten</b>	50.5%	2,101	39.4%	1,634	33.2%	1,593	50.0%	1,813
<b>1</b>	50.2%	2,081	32.5%	1,638	30.8%	1,591	44.5%	2,004
<b>2</b>	48.6%	2,029	32.9%	1,721	29.3%	1,681	41.8%	1,928
<b>3</b>	49.6%	2,111	37.3%	1,710	38.0%	1,681	49.0%	1,959
<b>4</b>	44.1%	2,044	36.9%	1,638	32.4%	1,601	45.8%	1,868
<b>5</b>	49.1%	1,986	42.3%	1,620	35.9%	1,573	48.9%	1,807

Gender	Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22		Fall to Winter SY22-23	
	%	N	%	N	%	N	%	N
<b>Female</b>	49.5%	6,121	37.7%	4,857	33.7%	4,760	48.1%	5,599
<b>Male</b>	47.9%	6,231	36.0%	5,104	32.8%	4,960	45.1%	5,780

Multilingual Learner	Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22		Fall to Winter SY22-23	
	%	N	%	N	%	N	%	N
<b>Monitored/Exited</b>	50.5%	273	53.8%	117	47.4%	114	52.6%	114
<b>No</b>	48.5%	7,373	36.9%	6,077	32.8%	5,903	47.6%	7,110
<b>Yes</b>	48.9%	4,706	36.1%	3,767	33.5%	3,703	44.7%	4,155

IEP Status	Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22		Fall to Winter SY22-23	
	%	N	%	N	%	N	%	N
<b>No</b>	50.0%	10,441	37.9%	8,796	34.4%	8,607	47.3%	10,220
<b>Yes</b>	41.8%	1,911	29.1%	1,165	24.3%	1,113	40.6%	1,124

Quadrant	Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22		Fall to Winter SY22-23	
	%	N	%	N	%	N	%	N
<b>1</b>	47.9%	2,776	33.4%	2,193	27.1%	2,129	46.1%	2,618
<b>2</b>	47.2%	3,493	36.8%	2,795	33.8%	2,731	45.6%	3,121
<b>3</b>	49.2%	4,060	37.6%	3,254	35.5%	3,181	46.2%	3,714
<b>4</b>	51.4%	1,930	39.8%	1,592	35.4%	1,551	49.9%	1,758
<b>Out of District</b>	54.3%	92	41.7%	127	41.4%	128	47.3%	167

Cohort	Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22		Fall to Winter SY22-23	
	%	N	%	N	%	N	%	N
<b>Current kindergarteners</b>							50.0%	1,813
<b>Current 1st graders</b>			39.4%	1,638	33.2%	1,593	44.5%	2,004
<b>Current 2nd graders</b>	50.0%	1,985	32.5%	1,636	30.8%	1,591	41.8%	1,928
<b>Current 3rd graders</b>	50.2%	2,053	32.9%	1,721	29.3%	1,682	49.0%	1,959
<b>Current 4th graders</b>	49.1%	2,055	37.3%	1,711	38.0%	1,680	45.8%	1,868
<b>Current 5th graders</b>	49.7%	2,098	37.1%	1,641	32.3%	1,603	48.9%	1,807

## 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 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 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 test, an 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 who enroll based on Senate Bill 783 which allows students in Oklahoma to attend any school across the state that has open seats.