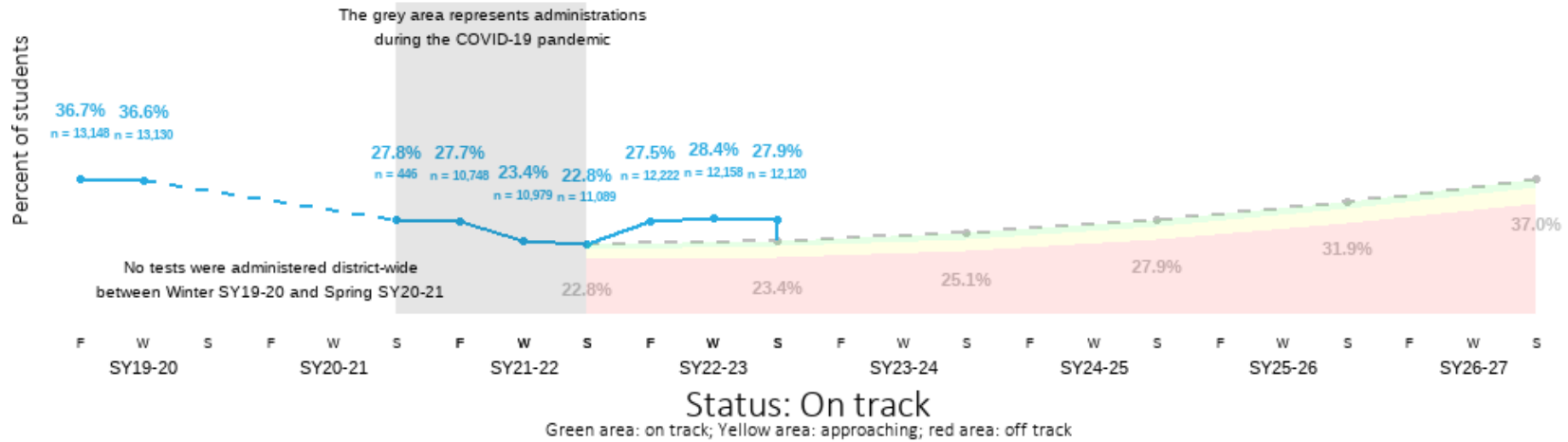


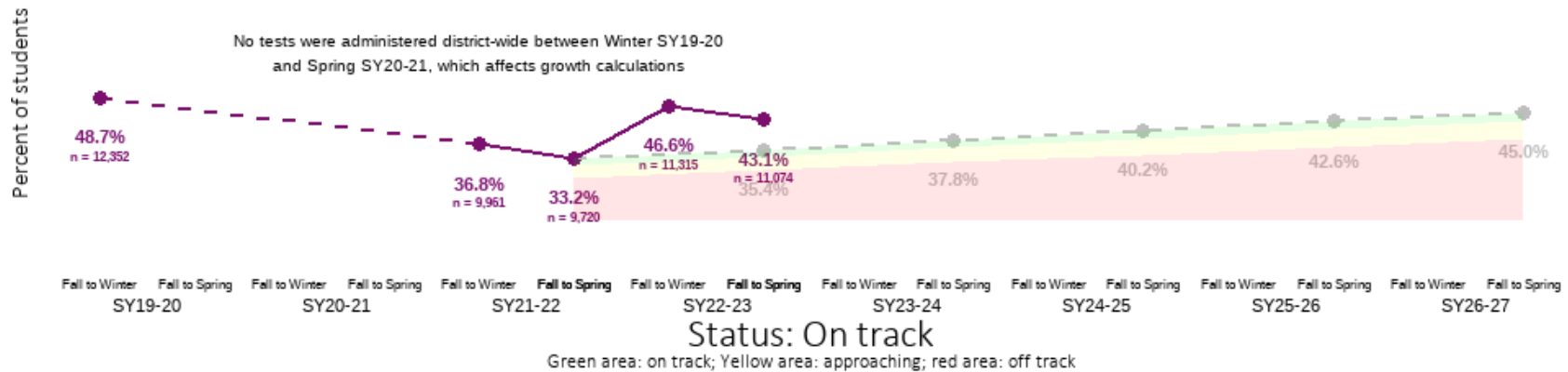


Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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. 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

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

Next steps and current conditions

Follow up on previous report	Action taken	Progress
<p>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.</p>	<p>Throughout the spring, school leaders and teachers engaged in ongoing professional learning to deepen their understanding of best practices in the curriculum that most effectively support building fluency and comprehension.</p>	<p>During spring observations, district teams observed strong fidelity of curriculum implementation. In particular, they observed consistent implementation of routines and best practices grounded in the Science of Reading that have been a focal point of professional learning.</p>
<p>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.</p>	<p>School leaders identified which students needed additional support in reading and identified specific actions within their school site to address these needs.</p> <p>Throughout the spring, we continued to expand the implementation of Amira, a digital intervention program founded in the fundamentals of the Science of Reading. We've prioritized increased usage to better support students' development of foundational literacy skills and fluency.</p>	<p>School leaders have worked with network support teams throughout the spring to develop master schedules that ensure all students receive sufficient time for reading intervention daily.</p> <p>Research on Amira shows that when used at least 30 minutes weekly, students' reading accelerates and students make gains comparable to those from working with an in-person tutor. From February to April the number of students reading with Amira increased from 532 students to 2,598 students. While using Amira, students are averaging 30 minutes per week, which meets the required usage to lead to impact on reading proficiency.</p>
<p>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.</p>	<p>The Teaching & Learning and Data Driven Assessment team conducted reviews of plans at a cross-section of schools. The teams then provided targeted support to schools to ensure that the plans met student needs.</p>	<p>The Teaching & Learning and Data teams have begun creating a digital Individualized Program of Reading Instruction that can be completed and tracked on a dashboard. This will allow school leaders and district teams to more effectively monitor and support the development and implementation of strong intervention plans for</p>

Follow up on previous report	Action taken	Progress
		each student. The digital tool and dashboard for Individualized Program of Reading Plans will be rolled out in August.
<p>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.</p>	<p>School leaders determined specific next steps for their schools to support both students and teachers.</p> <p>During the 22-23 school year, the teaching and learning team began the work with school leaders around assessment culture.</p>	<p>Throughout School Leader Learning in late May/early June, school leaders have been reflecting on end of year MAP data and engaging in goal setting for their schools, including developing targeted strategies for students who are below the 23rd percentile and below the 10th percentile. They also began planning for implementation of a strong assessment culture in their schools next year.</p>
<p>In order to continue to improve reading growth and proficiency, the district is launching an increased effort to recruit students who scored in the bottom quartile of MAP for participation in Ready.Set. Summer! and to ensure strong participation by third graders in Reading Sufficiency Act Summer School.</p>	<p>This spring, all school sites received targeted enrollment lists for <i>Ready.Set.Summer!</i> of students that scored below the 23rd percentile in MAP Reading.</p> <p><i>Ready.Set.Summer!</i> has the potential to significantly impact student literacy through the intensive reading support offered. School staff at all sites have reached out to the families of students on these lists to encourage enrollment. Schools have also implemented communication strategies to encourage strong participation by qualified third graders in Reading Sufficiency Act Summer School.</p>	<ul style="list-style-type: none"> ● 6,122 students applied for elementary <i>Ready.Set.Summer!</i> ● 2,503 students in the bottom quartile applied for <i>Ready.Set.Summer!</i> ● 38% of students who were targeted for recruitment applied for <i>Ready.Set.Summer!</i> ● 383 students enrolled in RSA summer school. We are providing RSA summer school at each summer site, with smaller classes and 3 hours of intensive, daily literacy instruction beginning in July.

Here's what we see now

Achievement:

27.9% of K-5 students who are economically disadvantaged are at/above the national 50th percentile in reading on MAP. Though we experienced a .5 percentage point decline from Winter to Spring MAP in proficiency, we have exceeded our target for this school year (23.4%) and are on track for our 5 year goal of 37% by May 2027.

Despite the slight decrease overall, we have increased the percent of third graders who met OSDE's Reading Sufficiency Act (RSA) criteria on OSTP from 40% to 44%. This means these third graders met the Oklahoma State Department-identified target in the areas of vocabulary and comprehension. This number is directly related to student proficiency, as meeting RSA criteria generally represents students that are less at-risk of falling behind in other areas of reading. If a student meets OSTP criteria, they no longer are required to have a reading plan per the RSA state law and are promoted to 4th grade. This is most likely a result of strong core literacy instruction aligned to the Science of Reading and walk-to read intervention block.

Anticipated next steps

As part of our effort to continually improve the quality of Walk to Read, all schools will be implementing three high quality resources aligned to the Science of Reading - West Virginia Phonics, Florida Center for Reading Research, and Amira. This consistent approach across the district will foster more effective collaborative learning, better district support, and a better understanding of impact. In August, both school leaders and teachers will engage in professional learning with these resources.

We are expanding implementation of Amira, a digital intervention program founded in the fundamentals of the Science of Reading, to include 4th and 5th grades across the district and improving our monitoring of Amira usage and achievement data.

We are also developing better systems for progress monitoring, accountability and continuous improvement for both Walk to Read and core literacy instruction.

We will continue to focus on implementing our high quality literacy curriculum for core instruction with fidelity. We will also prioritize using formative curriculum assessment data to monitor student progress and inform effective differentiated instruction for all students.

School Leaders are setting ambitious MAP goals for their schools, including developing targeted goals and strategies for students who are below the 23rd percentile and below the 10th percentile.



Here's what we see now

Growth:

43.1% of K-5 students who are economically disadvantaged met their projected reading growth on MAP. Though this represents a 3.5 percentage point decline from Winter to Spring, we have exceeded our target for this school year (34.6%) and are on track for our 5 year goal of 45% by May 2027.

11 of 47 elementary schools have over 50% of economically disadvantaged students meeting reading growth. Those schools are: Carnegie, Council Oak, Eliot, Eisenhower, Hoover, Lanier, Lewis and Clark, Owen, Skelly and Zarrow.

Anticipated next steps

We will continue to prioritize creating strong assessment cultures in our schools. In August, School Leaders will engage teachers in professional learning focused on assessment culture and goal setting with students.

We are working to better understand the best practices at the schools that are seeing the most significant growth and what can be replicated across schools.



Percentage of K-5 students who are economically disadvantaged who are at/above the national 50th percentile in reading on MAP, breakdowns by demographic

Ethnicity	Spring SY21-22		Fall SY22-23		Winter SY22-23		Spring SY22-23	
	%	n	%	n	%	n	%	n
African American	16.3%	2,658	21.7%	2,959	22.3%	2,893	21.0%	2,890
Asian	24.2%	219	27.6%	243	29.2%	250	25.4%	240
Hispanic/Latinx	19.8%	4,354	24.4%	4,683	25.1%	4,713	24.6%	4,762
Multiracial	28.6%	1,238	34.6%	1,427	35.0%	1,405	35.8%	1,373
Native American	30.3%	508	30.0%	510	32.2%	528	34.6%	515
Pacific Islander	14.0%	150	14.6%	192	22.8%	197	24.5%	200
White	33.3%	1,962	37.8%	2,208	38.9%	2,172	38.5%	2,140

Grade	Spring SY21-22		Fall SY22-23		Winter SY22-23		Spring SY22-23	
	%	n	3 %	n	%	n	%	n
Kindergarten	32.7%	1,949	46.4%	1,988	43.2%	2,018	42.6%	2,062
1	20.7%	1,832	27.5%	2,159	28.1%	2,161	28.1%	2,149
2	15.4%	1,854	18.9%	2,057	19.0%	2,027	19.2%	2,026
3	23.5%	1,897	21.8%	2,084	26.7%	2,042	26.5%	2,021
4	20.8%	1,785	24.4%	2,010	25.7%	1,988	25.6%	1,975
5	23.1%	1,772	26.6%	1,924	27.7%	1,922	24.7%	1,887

Gender	Spring SY21-22		Fall SY22-23		Winter SY22-23		Spring SY22-23	
	%	n	%	n	%	n	%	n
Female	23.5%	5,439	29.4%	5,992	30.1%	5,973	29.3%	5,961
Male	22.1%	5,650	25.7%	6,230	26.8%	6,185	26.5%	6,159

IEP Status	Spring SY21-22		Fall SY22-23		Winter SY22-23		Spring SY22-23	
	%	n	%	n	%	n	%	n
No	24.4%	9,831	29.1%	10,981	29.9%	10,854	29.7%	10,688
Yes	10.4%	1,258	12.8%	1,203	14.6%	1,244	13.1%	1,369

Multilingual Learner	Spring SY21-22		Fall SY22-23		Winter SY22-23		Spring SY22-23	
	%	n	%	n	%	n	%	n
Monitored/Exited	81.0%	116	81.2%	117	89.5%	114	81.6%	114
No	25.1%	6,801	30.9%	7,823	31.5%	7,713	31.3%	7,601
Yes	17.5%	4,172	19.8%	4,282	21.2%	4,331	20.7%	4,405

Quadrant	Spring SY21-22		Fall SY22-23		Winter SY22-23		Spring SY22-23	
	%	n	%	n	%	n	%	n
1	16.9%	2,437	21.8%	2,850	23.1%	2,799	22.2%	2,717
2	22.8%	3,040	25.9%	3,283	27.2%	3,221	26.9%	3,172
3	23.4%	3,564	29.3%	3,986	28.9%	3,896	30.2%	3,836
4	29.4%	1,785	34.6%	1,906	36.3%	1,885	33.0%	1,832
Out of District	30.1%	143	31.8%	176	29.8%	188	32.4%	170



Cohort	Spring SY21-22		Fall SY22-23		Winter SY22-23		Spring SY22-23	
	%	n	%	n	%	n	%	n
Current kindergarteners			46.4%	1,988	43.2%	2,018	42.6%	2,062
Current 1st graders	32.7%	1,949	27.5%	2,159	28.1%	2,161	28.1%	2,149
Current 2nd graders	20.7%	1,832	18.9%	2,057	19.0%	2,027	19.2%	2,026
Current 3rd graders	15.4%	1,855	21.8%	2,084	26.7%	2,042	26.5%	2,021
Current 4th graders	23.5%	1,897	24.4%	2,010	25.7%	1,988	25.6%	1,975
Current 5th graders	20.8%	1,786	26.6%	1,924	27.7%	1,922	24.7%	1,887



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

Ethnicity	Fall to Winter SY21-22		Fall to Spring SY21-22		Fall to Winter SY22-23		Fall to Spring SY22-23	
	%	n	%	n	%	n	%	n
African American	33.4%	2,363	26.9%	2,308	45.1%	2,681	39.9%	2,611
Asian	37.0%	146	37.1%	140	51.4%	218	44.5%	211
Hispanic/Latinx	36.6%	3,986	33.9%	3,927	45.5%	4,491	41.8%	4,462
Multiracial	38.6%	1,105	34.5%	1,078	48.4%	1,278	46.3%	1,241
Native American	40.2%	450	38.7%	439	50.5%	467	46.5%	449
Pacific Islander	32.8%	137	30.8%	130	46.7%	169	44.4%	162
White	40.4%	1,774	38.0%	1,698	48.6%	2,011	47.3%	1,938

Grade	Fall to Winter SY21-22		Fall to Spring SY21-22		Fall to Winter SY22-23		Fall to Spring SY22-23	
	%	n	%	n	%	n	%	n
Kindergarten	39.4%	1,634	33.2%	1,593	50.1%	1,810	48.2%	1,792
1	32.5%	1,638	30.8%	1,591	44.4%	1,992	42.1%	1,948
2	32.9%	1,721	29.3%	1,681	41.7%	1,918	39.1%	1,870
3	37.3%	1,710	38.0%	1,681	49.2%	1,943	46.4%	1,902
4	36.9%	1,638	32.4%	1,601	45.8%	1,861	41.7%	1,819
5	42.3%	1,620	35.9%	1,573	49.1%	1,791	41.1%	1,743

Gender	Fall to Winter SY21-22		Fall to Spring SY21-22		Fall to Winter SY22-23		Fall to Spring SY22-23	
	%	n	%	n	%	n	%	n
Female	37.7%	4,857	33.7%	4,760	48.1%	5,569	42.9%	5,446
Male	36.0%	5,104	32.8%	4,960	45.2%	5,746	43.2%	5,628

Multilingual Learner	Fall to Winter SY21-22		Fall to Spring SY21-22		Fall to Winter SY22-23		Fall to Spring SY22-23	
	%	n	%	n	%	n	%	n
Monitored/Exited	53.8%	117	47.4%	114	52.2%	115	50.9%	114
No	36.9%	6,077	32.8%	5,903	47.8%	7,057	44.4%	6,834
Yes	36.1%	3,767	33.5%	3,703	44.6%	4,143	40.7%	4,126

IEP Status	Fall to Winter SY21-22		Fall to Spring SY21-22		Fall to Winter SY22-23		Fall to Spring SY22-23	
	%	n	%	n	%	n	%	n
No	37.9%	8,796	34.4%	8,607	47.6%	10,025	44.2%	9,815
Yes	29.1%	1,165	24.3%	1,113	39.1%	1,262	34.1%	1,234

Quadrant	Fall to Winter SY21-22		Fall to Spring SY21-22		Fall to Winter SY22-23		Fall to Spring SY22-23	
	%	n	%	n	%	n	%	n
1	33.4%	2,193	27.1%	2,129	46.2%	2,606	38.2%	2,526
2	36.8%	2,795	33.8%	2,731	45.7%	3,095	42.4%	3,069
3	37.6%	3,254	35.5%	3,181	46.2%	3,700	46.2%	3,630
4	39.8%	1,592	35.4%	1,551	49.9%	1,747	45.1%	1,690
Out of District	41.7%	127	41.4%	128	46.4%	166	41.8%	158



Cohort	Fall to Winter SY21-22		Fall to Spring SY21-22		Fall to Winter SY22-23		Fall to Spring SY22-23	
	%	n	%	n	%	n	%	n
Current kindergarteners					50.1%	1,810	48.2%	1,792
Current 1st graders	39.4%	1,638	33.2%	1,593	44.4%	1,992	42.1%	1,948
Current 2nd graders	32.5%	1,636	30.8%	1,591	41.7%	1,918	39.1%	1,870
Current 3rd graders	32.9%	1,721	29.3%	1,682	49.2%	1,943	46.4%	1,902
Current 4th graders	37.3%	1,711	38.0%	1,680	45.8%	1,861	41.7%	1,819
Current 5th graders	37.1%	1,641	32.3%	1,603	49.1%	1,791	41.1%	1,743