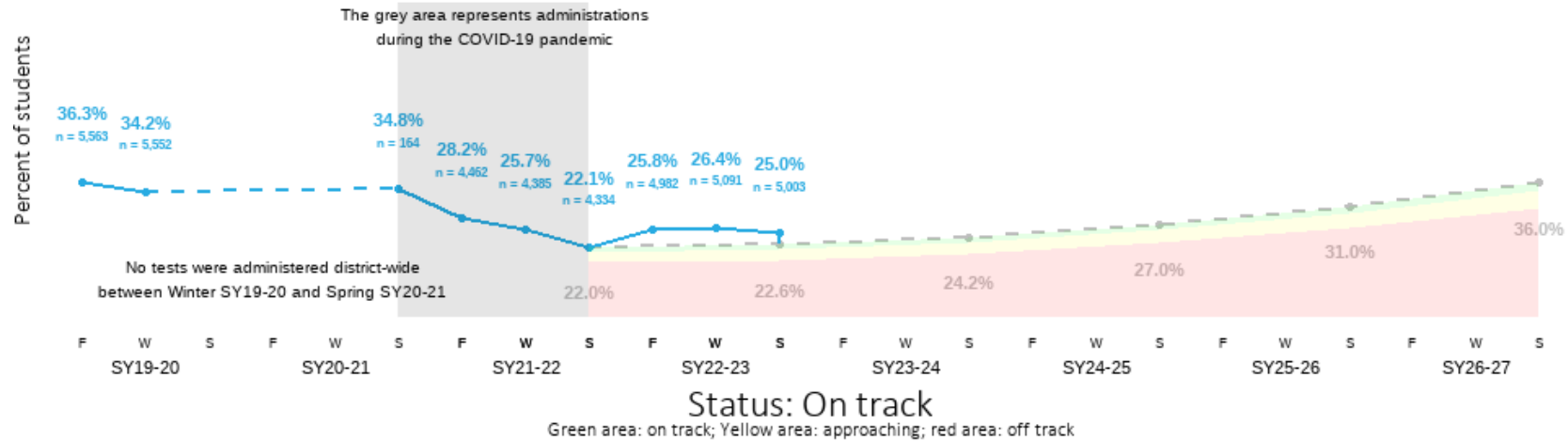
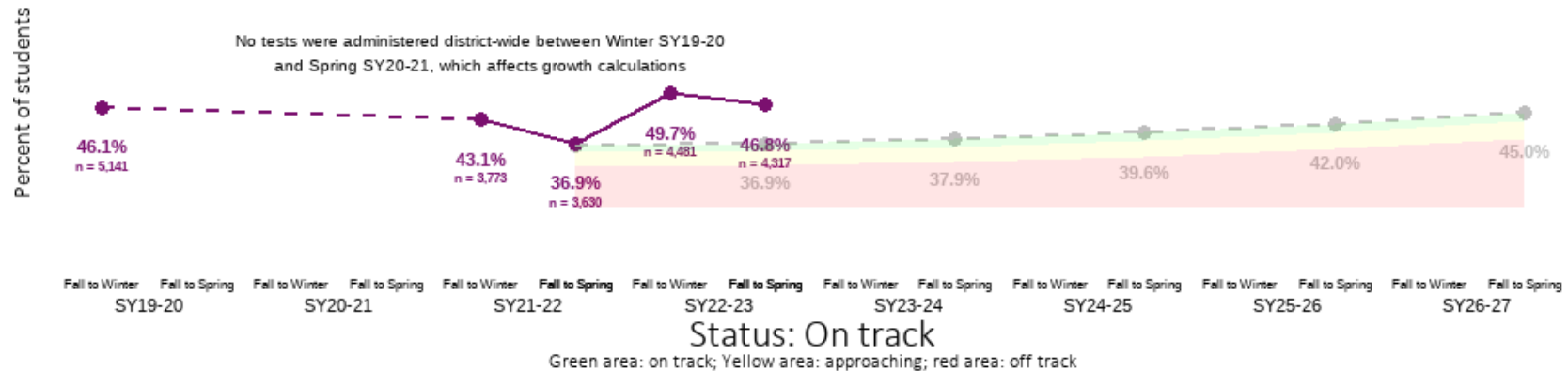


## Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

*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.*



*Interim Goal 2.1: Percentage of 6-8 students who are economically disadvantaged meeting their projected reading growth on MAP will increase from 37% in May 2022 to 45% by May 2027.*



## Students of interest

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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

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

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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

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Work with school leaders to determine the needs of 6th graders at their school sites and support needed for the remainder of the school year for struggling readers.

### Action taken

School leaders identified which students needed additional support in reading and identified specific actions within their school site to address these needs. The data team developed a scheduling tool to aid school teams in identifying which students in their school need intervention services based on MAP and ACCESS data.

### Progress

The number of 6th grade students that scored in the 10th percentile or below in the winter decreased by nearly 20% in the spring window. School leaders are currently using data for incoming 6th-8th grade students to develop schedules that support intervention. This means that school leaders are prioritizing 1.) grade level learning in English language arts classes, 2.) personalized learning using Exact Path, and 3.) intensive intervention aligned to the science of reading with Read 180 for students who need additional instruction in phonics and/or comprehension.

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Continue to learn from our school leaders and teachers on how they promoted positive testing environments and goal setting conversations with their students to determine what actions proved to be successful for students.

In January, middle school leaders shared their goal setting success stories and resources with their colleagues. This included student facing goal setting documents that could be used with students. Some middle schools implemented goal setting conversations as part of their advisory class.

During the 22-23 school year, the teaching and learning team began the work with school teams around assessment culture. School leaders have engaged in learning opportunities throughout the year to identify ways to get student and family buy-in with goal setting using MAP.

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Continue to provide resources for our students who have the lowest levels of proficiency in order to accelerate their growth as a way to move their learning forward in reading.

The teaching and learning team has developed tighter guidance to ensure all students have access to a guaranteed and viable curriculum for tier 1 English Language Arts and intervention resources for middle schools.

Across all middle schools, leaders have used the reading guidance to develop schedules for the upcoming school year that prioritize reading intervention using high quality resources. The guidance identifies the research based resources to support tier 1, tier 2, and tier 3 instruction in reading.

## Follow up on previous report

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## Action taken

## Progress

Students enrolled in Ready.Set.Summer! will continue to learn ELA skills using text from Amplify ELA and have access to personalized learning in reading using Exact Path over the summer months.

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The Academics teams will continue to provide school leaders and teachers with learnings around the best instructional ways to provide support for diverse learners. It is important that all learners have daily access to grade level content and multiple opportunities to demonstrate their learning in meaningful ways.

School leaders spent time in February and March learning about scaffolding strategies to support student learning in their building. Department leads learned how to apply a scaffolding strategy within their content area and then shared their learning and takeaways with their colleagues during the March district professional learning day.

In the spring semester, the department leads focused time with their teacher teams at their school to build the skill of scaffolding using a set of strategies from Ellevation. Teachers are using the Ellevation online platform to view their multilingual learners' MAP data alongside strategies to directly support students' learning in their classroom.

### **Here's what we see now**

Overall, the percent of students scoring at or above the 50th percentile decreased from winter to spring by 1.4% and the percent of students meeting their growth goal decreased by 2.9%.

Across grades 6-8, our 6th graders dropped in achievement across the testing windows during the 22-23 school year. 7th and 8th graders scoring at or above the 50th percentile slightly increased from the fall assessment with about 30 more students per grade meeting the 50th percentile by spring.

The current 6th graders have a lower percentage of students meeting or exceeding growth goals when comparing growth from fall to spring scores from 21-22 to 22-23. Additionally, this cohort of students decreased with the transition from elementary to middle school while the 7th and 8th grade cohorts with comparable growth scores grew in size along with the percentage of students meeting growth goals.

### **Anticipated next steps**

Middle schools will be implementing Read180 intervention in their schedule in order to support students who need additional instruction in developing reading skills. School leaders are already reviewing student data for incoming 6th graders to ensure students with unfinished learning in phonics and comprehension are scheduled into an intervention class. For students entering middle school, intervention will be a similar, consistent experience like they had in Walk to Read intervention in elementary.

The district teams will work with school leaders to develop better systems for progress monitoring, accountability, and continuous improvement for both core literacy instruction and intervention.

The teaching and learning team will develop consistent protocols for school leadership teams to use for reviewing data from Read180 to determine student progress and develop exit criteria for students exiting intervention.

For the upcoming school year, some of our middle school sites will begin an early implementation of a new ELA curriculum, StudySync, which was selected by Tulsa teachers in the spring. The teaching and learning team will work closely with the teachers piloting the new, high quality literacy resource in order to prepare for a full launch in the 24-25 school year in all our middle school sites.

The teaching and learning team will work with the school teams to identify best practices for goal setting with students so that we can replicate tools and practices across the middle schools.

### **Here's what we see now**

### **Anticipated next steps**

The teaching and learning team will continue to work with our school leaders and teachers on ways to develop and support a positive culture of learning and assessment culture within their buildings.

*Percentage of 6-8 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
<b>African American</b>	14.9%	1,034	18.4%	1,226	19.2%	1,242	19.0%	1,239
<b>Asian</b>	18.1%	94	25.0%	92	25.3%	95	27.3%	88
<b>Hispanic/Latino</b>	20.6%	1,817	24.8%	1,989	24.2%	2,070	22.2%	2,039
<b>Multiracial</b>	27.2%	360	28.0%	447	29.8%	443	27.3%	433
<b>Native American</b>	19.1%	215	28.8%	243	26.1%	253	30.8%	234
<b>Pacific Islander</b>	9.8%	51	8.1%	74	13.6%	81	9.2%	87
<b>White</b>	35.3%	763	37.7%	911	40.8%	907	38.7%	883

IEP Status	Spring SY21-22		Fall SY22-23		Winter SY22-23		Spring SY22-23	
	%	n	%	n	%	n	%	n
<b>No</b>	25.9%	3,578	29.9%	4,149	30.5%	4,266	28.8%	4,165
<b>Yes</b>	4.0%	756	5.1%	825	4.9%	814	5.7%	824

Quadrant	Spring SY21-22		Fall SY22-23		Winter SY22-23		Spring SY22-23	
	%	n	%	n	%	n	%	n
<b>1</b>	18.2%	873	21.8%	1,104	23.3%	1,109	22.3%	1,088
<b>2</b>	20.6%	1,222	25.3%	1,382	24.3%	1,401	23.1%	1,345
<b>3</b>	21.6%	1,419	24.4%	1,556	23.9%	1,551	23.7%	1,530
<b>4</b>	29.0%	746	33.1%	879	36.5%	917	34.0%	871
<b>Out of District</b>	37.5%	48	40.7%	59	43.5%	62	32.4%	68

Grade	Spring SY21-22		Fall SY22-23		Winter SY22-23		Spring SY22-23	
	%	n	%	n	%	n	%	n
<b>6</b>	19.9%	1,500	27.0%	1,666	25.0%	1,654	21.5%	1,629
<b>7</b>	24.0%	1,420	21.7%	1,641	24.2%	1,692	23.9%	1,672
<b>8</b>	22.6%	1,414	28.7%	1,675	29.7%	1,745	29.6%	1,702

Cohort	Spring SY21-22		Fall SY22-23		Winter SY22-23		Spring SY22-23	
	%	n	%	n	%	n	%	n
<b>Current 6th graders</b>	23.1%	1,773	27.0%	1,666	25.0%	1,654	21.5%	1,629
<b>Current 7th graders</b>	19.9%	1,498	21.7%	1,641	24.2%	1,692	23.9%	1,672
<b>Current 8th graders</b>	24.0%	1,419	28.7%	1,675	29.7%	1,745	29.6%	1,702

Gender	Spring SY21-22		Fall SY22-23		Winter SY22-23		Spring SY22-23	
	%	n	%	n	%	n	%	n
<b>Female</b>	25.5%	2,133	29.5%	2,490	29.2%	2,524	27.5%	2,476
<b>Male</b>	18.9%	2,201	22.1%	2,492	23.5%	2,567	22.6%	2,527

Multilingual Learner	Spring SY21-22		Fall SY22-23		Winter SY22-23		Spring SY22-23	
	%	n	%	n	%	n	%	n
<b>Monitored/Exited</b>	53.5%	490	69.8%	437	68.9%	441	64.0%	442
<b>No</b>	24.1%	2,381	28.0%	2,895	29.0%	2,927	28.1%	2,851
<b>Yes</b>	8.3%	1,463	10.3%	1,650	10.9%	1,723	9.9%	1,710

*Percentage of 6-8 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
<b>African American</b>	41.4%	874	35.1%	829	51.1%	1,092	48.7%	1,078
<b>Asian</b>	32.0%	50	30.2%	53	46.2%	80	48.0%	75
<b>Hispanic/Latino</b>	43.9%	1,662	38.4%	1,603	48.2%	1,824	44.3%	1,764
<b>Multiracial</b>	40.3%	313	35.3%	289	46.9%	392	46.4%	366
<b>Native American</b>	47.3%	184	33.9%	183	44.2%	215	46.5%	202
<b>Pacific Islander</b>	46.2%	39	34.2%	38	57.8%	64	42.4%	66
<b>White</b>	44.1%	651	37.5%	635	53.7%	814	50.5%	766

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
<b>6</b>	39.7%	1,341	34.4%	1,301	44.9%	1,475	38.2%	1,414
<b>7</b>	44.3%	1,236	41.8%	1,182	51.5%	1,481	50.9%	1,437
<b>8</b>	45.7%	1,196	34.5%	1,147	52.7%	1,525	51.1%	1,466

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
<b>Female</b>	43.5%	1,854	36.7%	1,790	50.1%	2,249	46.2%	2,157
<b>Male</b>	42.7%	1,919	37.0%	1,840	49.3%	2,232	47.5%	2,160

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
<b>Monitored/Exited</b>	47.5%	459	43.4%	449	50.0%	424	45.4%	421
<b>No</b>	42.1%	2,038	35.4%	1,944	50.0%	2,565	48.4%	2,460
<b>Yes</b>	43.0%	1,276	36.7%	1,237	49.1%	1,492	44.6%	1,436

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
<b>No</b>	43.9%	3,116	38.0%	2,995	50.3%	3,785	47.7%	3,625
<b>Yes</b>	39.4%	657	31.3%	635	46.2%	690	42.3%	686

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
<b>1</b>	47.2%	763	40.1%	708	52.1%	989	51.2%	968
<b>2</b>	44.5%	1,085	37.8%	1,059	49.5%	1,276	45.8%	1,201
<b>3</b>	40.4%	1,287	35.7%	1,242	44.4%	1,348	43.6%	1,315
<b>4</b>	41.3%	598	33.0%	581	55.5%	811	48.9%	777
<b>Out of District</b>	40.0%	40	45.0%	40	56.1%	57	39.3%	56





6/20/2023

Cohort	Fall to Winter SY21-22		Fall to Spring SY21-22		Fall to Winter SY22-23		Fall to Spring SY22-23		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		%	n	%	n	%	n	%	n
<b>Current 6th graders</b>	42.1%	1,621	35.9%	1,572	44.9%	1,475	38.2%	1,414	<b>Current 8th graders</b>	44.1%	1,231	41.8%	1,182	52.7%	1,525	51.1%	1,466
<b>Current 7th graders</b>	39.9%	1,340	34.5%	1,300	51.5%	1,481	50.9%	1,437									