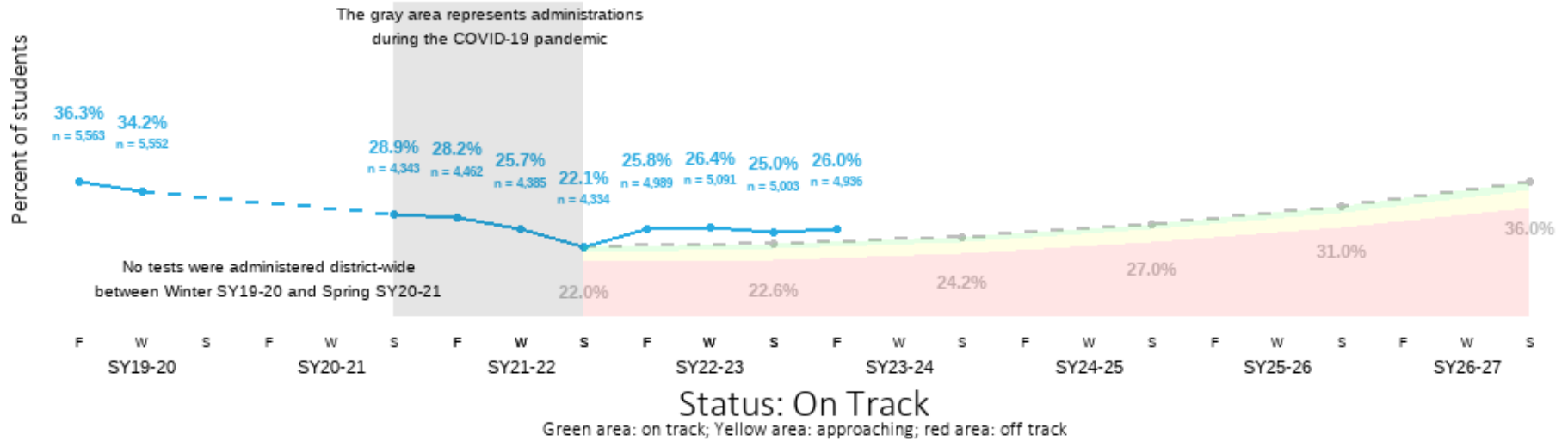


Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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 2023-2024 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

Follow up on previous report

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.

District teams are supporting school teams on implementing tighter district 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.

Middle school English Language Arts teachers are using the district adopted curriculum aligned to the Oklahoma Academic Standards for ELA instruction in grades 6-8.

We will 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.

Action taken

The data team has provided school leaders with the lists of students who need the most (tier 3) support in developing reading skills. Students who need direct instruction in their reading or language skills are enrolled in Read180 or Achieve3000 to become grade-proficient, confident readers.

School leaders and department leads have engaged in learning about how to implement the new curriculum. The network support teams have been working with school leaders to identify how to leverage resources like people, time, and money, to provide students with the most opportunities for success in reading skill development. These teams help with scheduling and creative ways to provide resources directly to students.

Teachers have spent time during three of the district professional development days learning how to implement the English Language Arts curriculum. Teachers have had the opportunity to learn and apply their learning in between professional learning sessions so that their needs can be met in supporting the year one implementation of new curriculum.

During the summer, school leaders evaluated our MAP data alongside our Panorama data, ACCESS data and student feedback. They also spent time identifying best practices in communicating with students, teacher and families about MAP Growth and set expectations for the testing environment.

Progress

Currently, there are 1,125 students enrolled in Read180 and 2,201 students enrolled in Achieve3000. Additionally, last week, 1,302 students spent time on Exact Path. We will continue to communicate with the families of our secondary students about the availability of Exact Path for extra practice reading (and math) outside of school.

All middle schools are using a guaranteed and viable curriculum in on-level and advanced English Language Arts classes.

The teaching and learning team will continue to be responsive to teacher requests in the implementation of the new English Language Arts curriculum. We will continue to leverage district professional learning times to best support their use of the curriculum, understanding the data, and applying the Oklahoma Academic Standards to address reading, writing, speaking and listening skills throughout instruction.

School leaders will continue to evaluate school assessment culture in their buildings to improve upon best practices for creating positive learning environments for their students.



Here's what we see now

Every ethnicity, except for white, increased the percentage of students scoring at or above the 50th percentile on the fall MAP administration. 29.6% of female students compared to 22.5 % of male students are scoring at or above the 50th percentile for the fall MAP administration.

Across each of the grade level cohorts, the percent of students scoring at or above the 50th percentile from spring to fall increased. However, when comparing the fall 2022-2023 to fall2023-2024 scores, only the 8th grade group of students increased the number of students at or above the 50th percentile. The 6th and 7th grade cohorts show a slight decrease in the number of students in this category.

Middle school multilingual learners increased the number of students by a little more than 2% (+7 students) in meeting the 50th percentile from spring to fall and the monitored/exited multilingual learners group increased by 7% (-82 students). Note: This is not the same cohort of students, but a comparison of the students who were enrolled in grades 6-8 last spring compared to this fall.

Students on an IEP continue to demonstrate much lower achievement levels on MAP when compared to students not on an IEP.

Anticipated next steps

Middle school leaders will continue to identify ways to provide more opportunities for students to use with intervention resources like Exact Path and Read180 in their schedule in order to support students who need additional instruction in developing reading skills.

The teaching and learning team will provide professional development for our school leaders, department leads, and teachers to strengthen the implementation of the new resources. The team will develop consistent protocols for school leadership teams to use for reviewing data to inform instruction and understand student progress in mastering reading skills in middle school.

Instructional strategies that support language acquisition will be embedded in professional learning opportunities with department leads and teachers to provide daily opportunities for students to expand their vocabulary and language use across classrooms. The academics team initiated this work with teachers in the winter of 2022 and will continue to promote ways to implement Ellevation strategies alongside grade level curriculum when working with teachers. Additionally, the academics team worked with school leaders to name school wide strategies to support academic language in content areas.

Some of our special education teachers in middle school are piloting a new curriculum, Really Great Reading, with their students this school year. Elementary students who have been using this program for the last four years have shown increases in their reading achievement on MAP.

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	Fall SY22-23		Winter SY22-23		Spring SY22-23		Fall SY23-24	
	%	n	%	n	%	n	%	n
African American	18.4%	1,226	19.2%	1,242	19.0%	1,239	19.4%	1,234
Asian	25.0%	92	25.3%	95	27.6%	87	36.2%	94
Hispanic/Latino	24.8%	1,989	24.2%	2,070	22.2%	2,040	23.7%	1,969
Multiracial	28.0%	447	29.8%	443	27.3%	433	33.9%	511
Native American	28.8%	243	26.1%	253	30.8%	234	32.7%	217
Pacific Islander	8.1%	74	13.6%	81	9.2%	87	11.3%	106
White	37.7%	911	40.8%	907	38.7%	882	35.8%	805

Gender	Fall SY22-23		Winter SY22-23		Spring SY22-23		Fall SY23-24	
	%	n	%	n	%	n	%	n
Female	29.5%	2,490	29.2%	2,524	27.4%	2,475	29.6%	2,453
Male	22.1%	2,492	23.5%	2,567	22.6%	2,527	22.5%	2,483

Multilingual Learner	Fall SY22-23		Winter SY22-23		Spring SY22-23		Fall SY23-24	
	%	n	%	n	%	n	%	n
Monitored/Exited	69.8%	437	68.9%	441	64.0%	442	71.1%	360
No	28.0%	2,895	29.0%	2,927	28.1%	2,848	28.6%	2,871
Yes	10.3%	1,650	10.9%	1,723	9.9%	1,712	12.1%	1,705

Grade	Fall SY22-23		Winter SY22-23		Spring SY22-23		Fall SY23-24	
	%	n	%	n	%	n	%	n
6	27.0%	1,666	25.0%	1,654	21.5%	1,628	26.3%	1,659
7	21.7%	1,641	24.2%	1,692	23.8%	1,671	25.2%	1,628
8	28.7%	1,675	29.7%	1,745	29.5%	1,703	26.4%	1,649

IEP Status	Fall SY22-23		Winter SY22-23		Spring SY22-23		Fall SY23-24	
	%	n	%	n	%	n	%	n
No	29.9%	4,149	30.5%	4,266	28.7%	4,180	29.6%	4,197
Yes	5.1%	825	4.9%	814	5.8%	808	5.6%	716

Cohort	Fall SY22-23		Winter SY22-23		Spring SY22-23		Fall SY23-24	
	%	n	%	n	%	n	%	n
Current 6th graders	26.6%	1,924	27.7%	1,922	24.7%	1,887	26.3%	1,659
Current 7th graders	27.0%	1,666	25.0%	1,654	21.5%	1,628	25.2%	1,628
Current 8th graders	21.7%	1,641	24.2%	1,692	23.8%	1,671	26.4%	1,649

Quadrant	Fall SY22-23		Winter SY22-23		Spring SY22-23		Fall SY23-24	
	%	n	%	n	%	n	%	n
1	21.8%	1,104	23.3%	1,109	22.3%	1,088	23.9%	1,070
2	25.3%	1,382	24.3%	1,401	23.1%	1,344	25.1%	1,300
3	24.4%	1,556	23.9%	1,551	23.7%	1,530	23.2%	1,551
4	33.1%	879	36.5%	917	34.0%	870	34.8%	879
Out of District	40.7%	59	43.5%	62	32.4%	68	40.4%	52