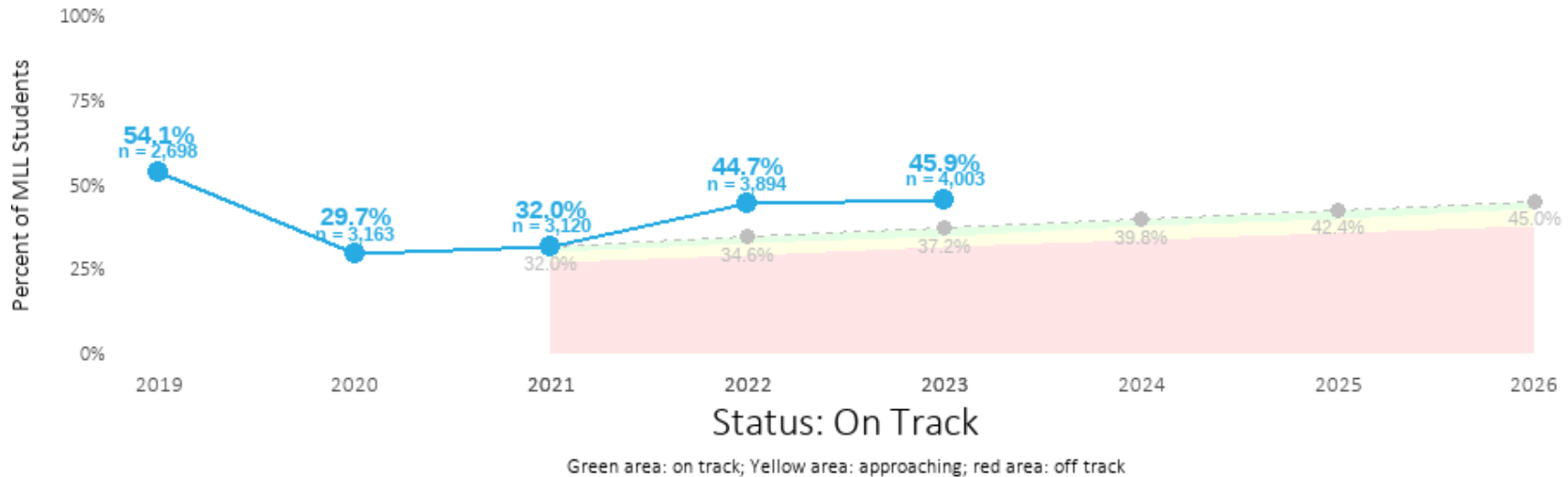




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Interim Goal 1.3: Percentage of K-5 multilingual learner students meeting their annual English language proficiency growth targets on the ACCESS 2.0 language proficiency assessment will increase from 32% in May 2021 to 45% by May 2026.



Students of interest

Students are identified as multilingual learners if they score below a composite proficiency level of 4.8 (on a scale of 6.0) on the ACCESS 2.0 test which is used to monitor students' progress toward English language proficiency.

Students who are multilingual learners who have attained English proficiency and are continuing to be monitored for success are included in this group.

Kindergarten through fifth grade students who were enrolled in TPS at the end of the previous school year and had a prior test score

Metric definition

Multilingual learner students take the ACCESS 2.0 test administered by the state during the third quarter each school year. The ACCESS 2.0 assesses English language proficiency in listening, speaking, reading, and writing. The overall score used to determine growth targets is comprised of 15% listening, 15% speaking, 35% reading, and 35% writing scores.

Proficiency goals are set by the state. Target growth goals are based on the difference between the student's initial proficiency score and their target proficiency level divided by the number of years they have to meet proficiency status.



Students of interest

are included in the denominator; this captures students who received instruction within TPS during the year in which their results are reported.

Metric definition

Students test out of multilingual learner status when they have met the target set by the state for their grade level.



Next steps and current conditions

Follow up on previous report	Action taken	Progress
We will continue to focus on targeted and focused English language development instruction in the elementary grades. We will also continue with the implementation of our new instructional resource for English language development to support students' continued English language proficiency growth.	In school year 2022-2023 we implemented a new elementary English language development curriculum, Our World, which is aligned with the state-adopted WIDA English language development standards and provided extensive training and coaching to English language development teachers to support effective instruction. Additionally we expanded the implementation of Imagine Learning as a hybrid instructional resource in both digital and hands-on format for all multilingual learners.	We reached 100% implementation of the new curriculum and saw increased language usage and practice from students in speaking, listening, reading, and writing in English through engaging, project based learning experiences. For Imagine Learning we saw an increase in the impact of English language development growth resulting in higher student performance on the MAP reading growth assessment by multilingual learners.
We will continue to align our training and support for school leaders and teachers in developing strong literacy instructional practices which also provide effective support for multilingual learners who are continuing to acquire English language proficiency.	We partnered with school leaders across elementary sites to provide 24 professional learning sessions at school sites to engage all teachers in deepening their understanding and refining their instructional practices to effectively support the English language development of multilingual learners in all classrooms.	Building on that learning, we are continuing site specific professional learning opportunities and expanding to additional school sites in partnership with school leaders to ensure training is customized to site specific needs focusing on multilingual learners.
Schools are providing an increased number of professional learning sessions for teachers at an increasing number of school sites. District professional learning time is also being leveraged for both school leaders and teachers to deepen their understanding and practical application of English language development through content areas.	As a continuation of the professional learning sessions provided at school sites and during district professional learning time, we designed a series of structured professional learning opportunities, also called content cycles, grounded in the Tulsa Way for Multilingual Learner Instruction to be led by site based teacher leaders with all teachers.	The content cycle grounded in the Tulsa Way for Multilingual Learner Instruction is being implemented in quarter two of school year 2023-2024. Teacher leaders have engaged in training on the cycles in preparation of the launch. Teachers will begin engagement with the content cycles at the end of October 2023.

Here's what we see now

45.9% of K-5 multilingual learner students are meeting their annual growth targets on the English language proficiency assessment, ACCESS 2.0. This is an increase of 1.2% from the previous year. We are exceeding our target of 37.2% for the school year and are on track for continued increase of multilingual learners meeting their annual growth targets towards meeting English language proficiency status.

55.4% of white multilingual learners increased in the number meeting their annual growth targets on the English language proficiency assessment by 6.7% from the previous year. The n-size of the population also increased by 49%. The majority of the students in the increased population are refugee students from Afghanistan.

Slight decreases in multilingual learners meeting their annual growth targets on the English language proficiency assessment were seen in quadrant 1 and quadrant 4. While quadrants are based on the home addresses of students, schools in these quadrants typically have smaller numbers of multilingual learners enrolled in their schools which may equate to less professional learning support for teachers in effective instruction for multilingual learners.

By analyzing the cohorts of multilingual learners based on the number of years they have been identified as a multilingual learner, we have three cohorts: newcomer (0-2 years), general (3-5 years), and long-term (more than 5 years). In K-5, the newcomer cohort and the long-term cohort are showing the strongest growth in the number of students meeting their growth goal for the English language proficiency target. The general cohort remains relatively consistent over the past year in the number of students meeting their annual growth goal for English language proficiency.

Anticipated next steps

As current multilingual learner students meet their annual growth targets and eventually transition to monitored/exited multilingual learner status, our enrollment of new multilingual learner students who are just beginning to acquire proficiency in the English language is increasing. This makes the continuation and expansion of current multilingual learner practices and strategies critical in all classrooms and schools to ensure our new multilingual learner students continue and grow at these same rates.

We have implemented services and supports specific for refugee students through a partnership and dedicated funding source through the Oklahoma Department of Human Services. We are learning from the unique support that we are able to provide for the refugee students to identify opportunities we can replicate for our non-refugee multilingual learners, such as targeted tutoring, youth mentoring, and family engagement.

We will analyze the school enrollment of students in quadrants 1 and 4 to identify schools in which we can deepen our partnerships and support to increase opportunities for teacher coaching and professional learning for all staff.

We are working collaboratively across Language and Cultural Services, Team Academics, and Team Schools to raise awareness of the different instructional and support needs of multilingual learners in these cohorts. As the majority of students in the long-term cohort in grades K-5 are in grades 4 and 5, we are piloting goal setting conversations with these students to ensure they understand their current scores as well as the growth needed to meet the English language proficiency benchmark. By actively empowering these students in their learning, we are hoping to see an increase in the number who meet their annual growth target and meet the English language proficiency benchmark.



Percentage of K-5 Multilingual Learner students meeting their English Language Proficiency targets, breakdowns by demographic

Ethnicity	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
African American	31.8%	22	47.1%	17	50.0%	28	65.5%	29
Asian	38.2%	89	30.4%	92	44.2%	113	44.3%	140
Hispanic/Latino	28.9%	2,830	31.9%	2,749	44.8%	3,407	44.4%	3,254
Multiracial	35.0%	20	54.5%	22	26.3%	19	55.6%	27
Native American	29.2%	24	38.9%	18	41.4%	29	58.8%	51
Pacific Islander	28.0%	50	24.7%	81	35.6%	101	43.0%	114
White	41.4%	128	38.3%	141	48.7%	197	55.4%	388

Economically Disadvantaged	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
No	30.1%	299	36.2%	464	45.6%	816	44.7%	667
Yes	29.6%	2,864	31.6%	2,656	44.4%	3,078	46.1%	3,336

Grade	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
Kindergarten	*	*	*	*	80.0%	10	*	*
1	31.1%	45	44.9%	483	71.0%	689	70.0%	759
2	38.2%	747	18.5%	638	27.0%	773	29.7%	784
3	17.5%	858	18.9%	629	19.6%	830	23.3%	831
4	20.5%	777	42.9%	721	56.1%	798	60.6%	867
5	45.0%	736	37.5%	643	53.1%	794	46.0%	756

Gender	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
Female	33.0%	1,541	36.2%	1,511	48.9%	1,890	48.3%	1,927
Male	26.6%	1,622	28.6%	1,609	40.7%	2,004	43.6%	2,076

IEP Status	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
No	31.5%	2,668	34.0%	2,772	46.5%	3,558	47.0%	3,676
Yes	20.0%	495	18.7%	348	24.7%	336	33.1%	326

*Some data points were hidden due to small sample sizes



Quadrant	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
1	30.5%	393	26.0%	404	42.3%	477	40.6%	510
2	27.8%	1,119	31.2%	1,087	46.8%	1,308	47.0%	1,318
3	29.3%	1,317	32.5%	1,320	42.6%	1,692	46.2%	1,756
4	36.8%	315	42.4%	288	46.5%	359	46.4%	358
Out of District	31.6%	19	57.1%	21	65.5%	58	49.2%	59