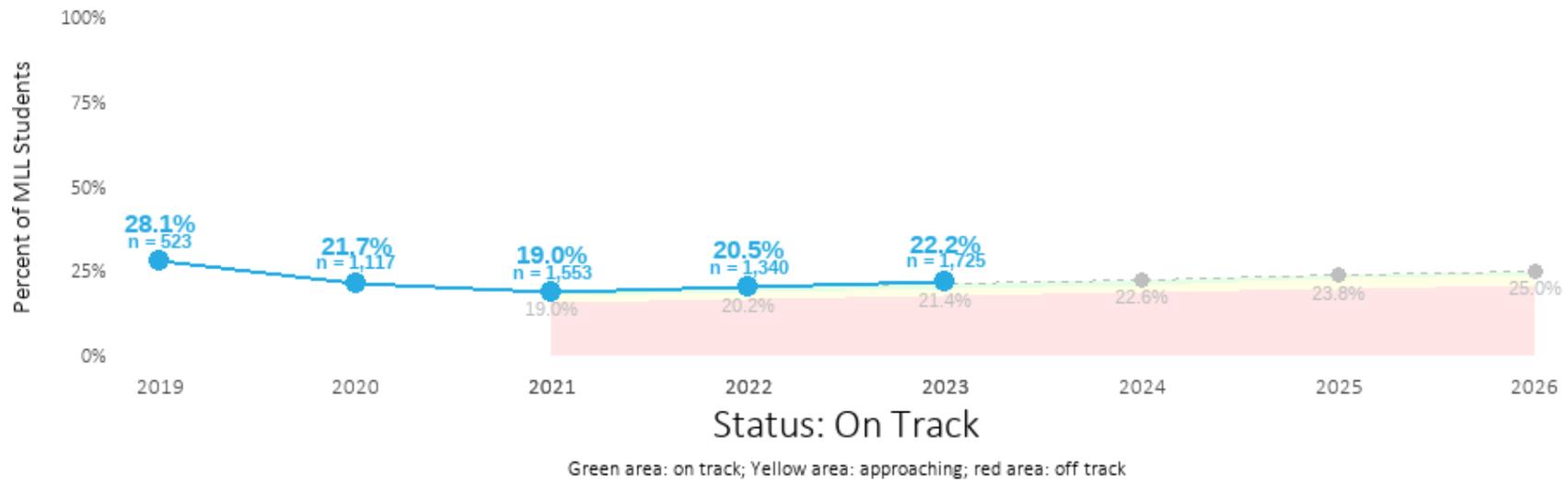




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Interim Goal 2.2: Percentage of 6-8 multilingual learner students meeting their annual English language proficiency growth targets on the ACCESS 2.0 language proficiency assessment will increase from 19% in May 2021 to 25% 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.

Sixth through eighth grade students who were enrolled in TPS at the end of the previous school year and had a prior test score are included in the denominator; this captures students who received instruction within TPS during the year in which their results are reported.

Metric definition

Multilingual learner students take the ACCESS 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 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
<p>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.</p>	<p>Throughout school year 2022-2023 we partnered with team academics to integrate effective practices for multilingual learner instruction into all professional learning opportunities for content area teachers in secondary schools. We aligned professional learning for school leaders with a similar focus on effective key practices for multilingual learners. Additionally, we partnered with individual school sites to provide 15 site-based professional learning sessions on multilingual learner instruction across middle schools customized to the specific needs of the school site.</p>	<p>For school year 2023-2024, all secondary schools identified one of the effective key practices for multilingual learners as a consistent focus for implementation by all teachers in all classrooms across the building. We are continuing to partner with school leaders to track and analyze implementation through regular check-ins and customizing specific professional learning opportunities to support site implementation at school leader request.</p>
<p>We will increase the structure and scheduling of English language development courses in the middle school grades. We will also be training English language development teachers and implementing a newly selected English language development curriculum for school year 2023-2024.</p>	<p>A new English language development curriculum was selected by English language development teachers for implementation in school year 2023-2024. We have provided initial curriculum training embedded in the instructional framework of 3Ls: Language, Literacy, and Learning to support structured and strong instruction for our multilingual learners in secondary schools to accelerate language and literacy development.</p> <p>Additionally, we built a scheduling framework for secondary schools to use to provide more targeted support for multilingual learners based on various factors like their English language proficiency and number of years in English language development.</p>	<p>We are at the beginning of initial implementation and, due to a great increase in the population of multilingual learner students, are continuing to make additional curriculum purchases to ensure all teachers and students have the necessary resources. We have launched a series of co-design opportunities for small groups of English language development teachers to collaborate on lesson plan and resource design to support implementation of the curriculum within the 3Ls instructional framework.</p> <p>The scheduling framework was implemented in school year 2023-2024 to provide multilingual learners who have been in English language development for less than five years with targeted access to Achieve3000 to support their language and literacy development. For those who have been in English language development for more than five years, also referred to as long-term multilingual learners, we have recommended participation in Read180 to receive more intensive foundational skill development in literacy.</p>

Here's what we see now

22.2% of multilingual learners in grades 6-8 are meeting their annual growth target on the English language proficiency assessment, ACCESS 2.0. This is an increase of 1.7% from the previous year. There was also a notable increase of 22% in the number of multilingual learners in grades 6-8. This population increase is believed to be due to the growing number of students we have welcomed who have recently arrived in the United States. With that we remain on track to meet our goal of 25% on target for meeting their annual growth target on the English language proficiency assessment in 2026.

All races and ethnicities showed increased percentages of students meeting their annual growth target on the English language proficiency assessment, ACCESS 2.0, with the exception of our Asian and Pacific Islander students. These two multilingual learner subgroups have increased greatly in population size over the past few years with Chuukese now being the second largest language group in the district, following Spanish, as of school year 2023-2024.

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 6-8, 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.

Additionally, we are seeing that of the multilingual learners in the newcomer cohort, consistently and across multiple years more than half of the students in the newcomer cohort are in their first year of identification and services as a multilingual learner. These students are

Anticipated next steps

As our student population of multilingual learners makes progress towards English language proficiency, those that meet the English language proficiency benchmark will transition from multilingual learner to monitored/exit status. Simultaneously we are seeing great growth in the number of new multilingual learners we are serving in our schools. Therefore, it is critical that we continue to refine and expand on the instructional practices with which we are seeing success for our multilingual learners in all classrooms. This would include expanded professional learning for all staff as well as targeted supports and interventions for multilingual learners based on their specific needs.

We are continuing to build partnerships within the Chuukese community in Tulsa to support family engagement and ensure effective communication with parents on their students' education. We are building on our collaboration with the Hawaii Department of Education to learn from their successful instructional and engagement practices with the Chuukese community, which is their largest language subgroup. Finally we are reaching out to professional organizations like Pacific Resources for Education and Learning (PREL) to learn more about Chuukese and Marshallese languages and cultures to better support and engage our students and families in school partnerships and their students' education.

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 grades 6-8 are identified in the long-term cohort distributed evenly across the grade levels. Through the new scheduling framework launched in middle schools in school year 2023-2024 to provide targeted literacy interventions, we are hoping to see positive growth in the number of long-term multilingual learners meeting their English language proficiency annual growth targets and meeting the English language proficiency benchmark.

Additionally, 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



Here's what we see now

not included in the growth target data analysis due to only having one English language proficiency test score.

Anticipated next steps

meet their annual growth target and meet the English language proficiency benchmark.



Percentage of 6-8 Multilingual Learner students meeting their English Language Proficiency targets, breakdowns by demographic

Ethnicity	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
African American	*	*	*	*	*	*	13.3%	15
Asian	34.5%	29	40.0%	40	40.0%	30	33.9%	56
Hispanic/Latino	21.2%	1,028	18.5%	1,392	20.2%	1,168	21.7%	1,481
Multiracial	*	*	30.0%	10	*	*	*	*
Native American	*	*	27.3%	22	12.5%	16	27.3%	22
Pacific Islander	18.2%	22	4.2%	24	8.6%	35	7.7%	52
White	31.6%	19	25.0%	56	24.7%	77	30.9%	97

Gender	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
Female	24.4%	509	21.4%	709	23.2%	600	22.8%	806
Male	19.4%	608	17.3%	844	18.4%	740	21.7%	919

IEP Status	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
No	26.0%	804	22.4%	1,220	23.5%	1,083	24.7%	1,472
Yes	10.5%	313	7.5%	333	7.8%	257	7.9%	253

Economically Disadvantaged	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
No	32.2%	87	21.2%	66	20.3%	197	28.4%	134
Yes	20.8%	1,030	19.1%	1,487	20.6%	1,143	21.7%	1,591

Quadrant	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
1	22.0%	150	19.0%	195	16.8%	197	19.9%	211
2	21.9%	379	19.3%	523	19.3%	492	21.0%	596
3	19.5%	472	18.5%	666	22.0%	482	21.4%	715
4	28.6%	112	22.2%	162	24.5%	159	31.0%	184
Out of District	*	*	*	*	20.0%	10	31.6%	19

Grade	2020		2021		2022		2023	
	%	n	%	n	%	n	%	n
6	30.5%	521	21.7%	637	12.4%	283	17.8%	584
7	11.1%	398	18.3%	491	21.1%	563	24.6%	558
8	19.7%	198	16.5%	425	24.5%	494	24.4%	583

*Some data points were hidden due to small sample sizes