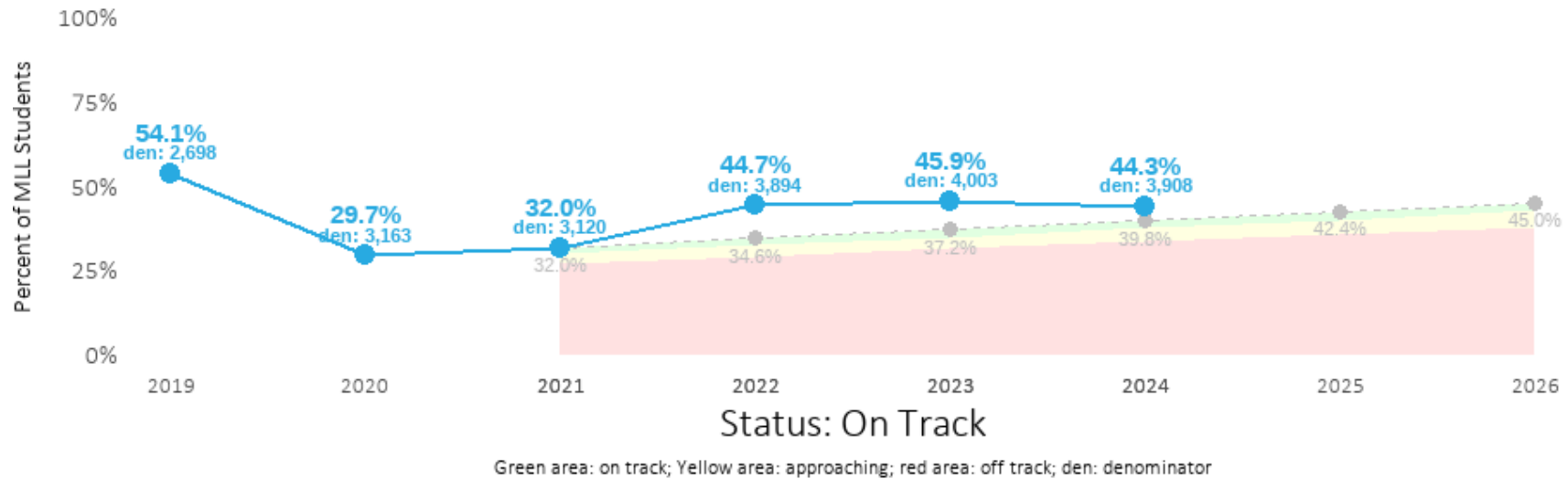




## Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

*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 monitors students' progress toward English language proficiency.

This group includes multilingual students who have attained English proficiency and are continuing to be monitored for success.

The denominator includes kindergarten through fifth-grade students who were enrolled in TPS at the end of the previous school year and had a prior test score; 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 2.0 test administered by the state during the third quarter of 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 comprises 15% listening, 15% speaking, 35% reading, and 35% writing scores.

The state sets proficiency goals. Target growth goals are based on the difference between the student's initial proficiency score and 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 state's target for their grade level.



## Next steps and current conditions

### Follow up on previous report

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 continuing and expanding current multilingual learner practices and strategies critical in all classrooms and schools to ensure our new multilingual learner students continue to grow at these same rates.

We have implemented services and supports specifically for refugee students through a partnership and dedicated funding source through the Oklahoma Department of Human Services. We are learning from the unique support we can 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.

### Action taken

While we continued to welcome new multilingual learners throughout the year, we saw a notable decrease in the enrollment volume of students new to the country. However, the awareness of improving instructional practices for multilingual learners spread across schools around the district. Site-based requests for professional learning increased. Team Language and Cultural Services provided various professional learning sessions and series customized to meet the specific needs of the requesting school and student population.

We continued to iterate and expand on the resources and training to support refugee students, which an increasing number of teachers participated in. We did this by recruiting and developing our after-school tutoring opportunities, family engagement experiences with refugee families, and professional learning opportunities to support staff in learning more about various cultures and classroom practices to build relationships with refugee students, which helped to create welcoming learning spaces in our schools.

### Progress

Our expansion of professional learning opportunities has continued to grow. Team Language and Cultural Services presented sessions about instruction for multilingual learners and refugee students at multiple sites at the beginning of the year and have continued with specific schools to provide professional learning sessions and series customized based on the school's needs and the needs of their multilingual learner student population. These learning sessions offer hands-on opportunities in which teachers develop plans to increase support of scaffolding language within content area learning and build writing skills in all content areas. This year, we worked directly with school leaders to provide more context around the ACCESS test and offer support in breaking down scores and school-level data before the school year started.

Additionally, our dual language schools continue to grow through targeted coaching and professional learning with teachers. Through these efforts, we are seeing increased student achievement and learning outcomes, often performing at a higher level than non-multilingual learners and multilingual learners not enrolled in dual language classes,

During this school year, we have received a second grant from the Oklahoma Department of Human Services, which has allowed us to expand and grow resources and tools for our refugee students. We have purchased a literacy development curriculum for our after-school tutoring sessions to provide targeted and individual learning experiences for students to increase their literacy skills in English. We have increased the number of family engagement sessions with additional orientation sessions for families to learn more about opportunities and expectations in Tulsa Public Schools, as well as both student and family field trips around Tulsa, which present great learning environments to increase English language development within the community and various locations, like Fab Lab and the Discovery Lab.



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

While the overall percentage of multilingual learners in K-5 meeting their annual English language proficiency growth target decreased by 1.6%, we continue to exceed our yearly district target metric and are on track to meet it in 2026.

The data trends across various demographic identifiers show some increases and some decreases. This variation underscores the diversity of students identified as multilingual learners, emphasizing the need for multiple instructional strategies and scaffolds that are easily adapted to each student's English language proficiency level and target growth.

## **Anticipated next steps**

We are working with our data team to identify trends in the language domain subtests of the ACCESS test, specifically the expressive language domains of speaking and writing. The focus across elementary schools on increasing writing opportunities and practice will bolster the expressive language domains, resulting in improved outcomes on the ACCESS test by multilingual learners.

We continue to provide professional learning opportunities to all staff that are presented as an integrated practice within instruction and not as a separate or additional task or process on top of existing instruction. Outside of dual language, studies have shown that developing language within content area learning is the most effective way of acquiring language. As this is the first year in which we are approaching professional learning in this integrated manner, we anticipate that there will be a greater understanding of language development and deeper implementation of language development strategies into content area learning, resulting in increased student outcomes.



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

Ethnicity	2021		2022		2023		2024	
	%	denom	%	denom	%	denom	%	denom
<b>African American</b>	40.9%	22	50.0%	28	65.5%	29	55.2%	29
<b>Asian</b>	30.2%	106	44.2%	113	44.3%	140	43.9%	139
<b>Hispanic/Latino</b>	29.3%	3,178	44.8%	3,407	44.4%	3,254	45.1%	3,203
<b>Multiracial</b>	50.0%	20	26.3%	19	55.6%	27	36.8%	19
<b>Native American</b>	40.0%	25	41.4%	29	58.8%	51	45.2%	42
<b>Pacific Islander</b>	24.7%	89	35.6%	101	43.0%	114	43.8%	121
<b>White</b>	35.2%	159	48.7%	197	55.4%	388	36.6%	355

Economically Disadvantaged	2021		2022		2023		2024	
	%	denom	%	denom	%	denom	%	denom
<b>No</b>	33.0%	558	45.6%	816	44.7%	667	39.6%	225
<b>Yes</b>	29.1%	3,041	44.4%	3,078	46.1%	3,336	44.6%	3,683

Grade	2021		2022		2023		2024	
	%	denom	%	denom	%	denom	%	denom
<b>Kindergarten</b>	58.3%	12	80.0%	10	83.3%	6	16.7%	6
<b>1</b>	46.8%	654	71.0%	689	70.0%	759	71.3%	668
<b>2</b>	15.9%	717	27.0%	773	29.7%	784	34.4%	817
<b>3</b>	16.6%	740	19.6%	830	23.3%	831	17.7%	808
<b>4</b>	42.4%	814	56.1%	798	60.6%	867	53.1%	831

Grade	2021		2022		2023		2024	
	%	denom	%	denom	%	denom	%	denom
<b>5</b>	26.4%	662	53.1%	794	46.0%	756	50.1%	778

Gender	2021		2022		2023		2024	
	%	denom	%	denom	%	denom	%	denom
<b>Female</b>	33.0%	1,751	48.9%	1,890	48.3%	1,927	47.6%	1,869
<b>Male</b>	26.7%	1,848	40.7%	2,004	43.6%	2,076	41.3%	2,039

IEP Status	2021		2022		2023		2024	
	%	denom	%	denom	%	denom	%	denom
<b>No</b>	31.1%	3,231	46.5%	3,558	47.0%	3,676	45.6%	3,561
<b>Yes</b>	17.7%	368	24.7%	336	33.1%	326	30.8%	347

Quadrant	2021		2022		2023		2024	
	%	denom	%	denom	%	denom	%	denom
<b>1</b>	22.0%	418	42.3%	477	40.6%	510	39.4%	492
<b>2</b>	28.0%	1,217	46.8%	1,308	47.0%	1,318	47.4%	1,312
<b>3</b>	31.0%	1,593	42.6%	1,692	46.2%	1,756	42.7%	1,673
<b>4</b>	38.1%	341	46.5%	359	46.4%	358	44.6%	361
<b>Out of District</b>	43.3%	30	65.5%	58	49.2%	59	58.6%	70



Chronically Absent	2021		2022		2023		2024	
	%	denom	%	denom	%	denom	%	denom
<b>No</b>	-	-	-	-	-	-	46.2%	2,892
<b>Yes</b>	-	-	-	-	-	-	39.1%	987