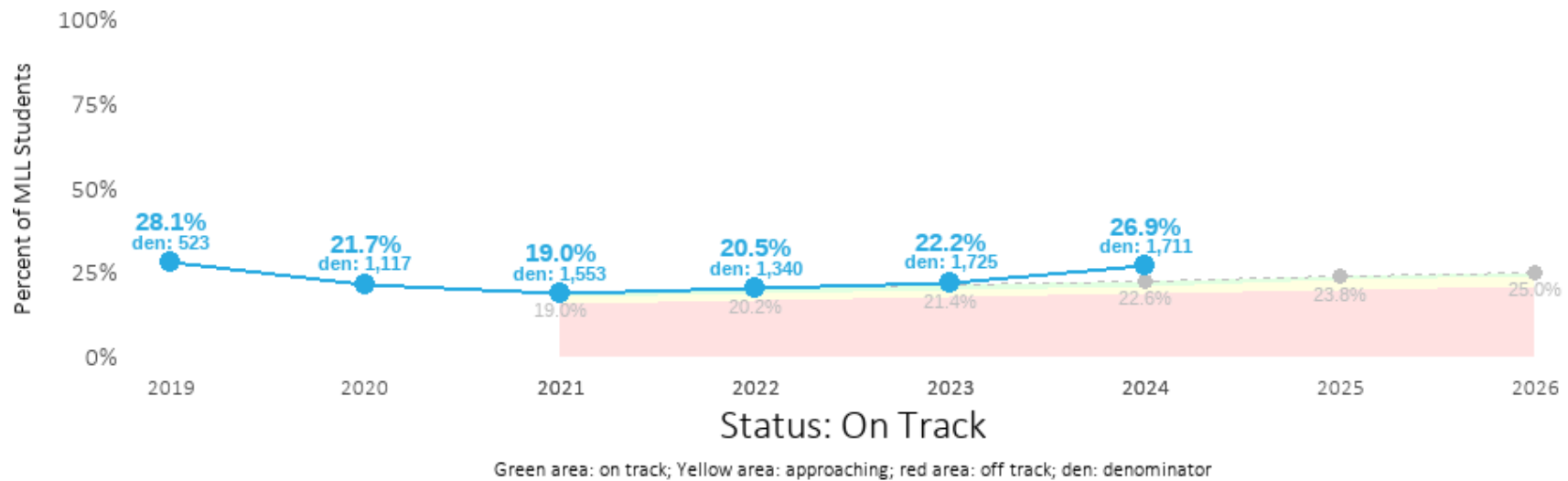




## Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

*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

### 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 of interest

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

As our student population of multilingual learners progresses toward English language proficiency, those who meet the English language proficiency benchmark transition from multilingual learner to monitored/exit status. Simultaneously, we saw growth in the number of new multilingual learners we served in our schools. We continued to refine and expand on the instructional practices with which we saw success for our multilingual learners in all classrooms. This included expanded professional learning for all staff and targeted support and interventions for multilingual learners based on their specific needs.

We piloted goal-setting conversations with all multilingual learners in grades 6-8 to ensure they understood their previous scores and the growth needed to meet their individual English language

### 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 worked with our school leaders and English language development teachers to complete individual goal-setting forms with individual multilingual learners. The goal-setting forms identified the

### 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 to the particular school based on the school's needs and the needs of their multilingual learner student population and teachers. Specific to school leader learning, 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, we have launched professional learning and growth communities at the secondary level, where a cohort of school leaders selected the multilingual learner focus and participated in a monthly professional learning series. These learning sessions have supported school leaders in exploring and digging into the English language development curriculum standards and instructional practices to deepen their understanding. These sessions have also included classroom observations of English language development classrooms in which participating school leaders immediately use learning from the session provided to identify instructional practices and resources, ask questions to solidify their understanding of what effective English language development instruction should look like, and then debrief to highlight learning and calibrate observations.

At the secondary level, we saw that students had the maturity and understanding to see the benefit of the goal-setting documents. Many of our long-term multilingual learners who did not want to continue to take the test annually began to understand their role and actions needed to reach proficiency so that they would not have to continue to test annually.



## **Follow up on previous report**

proficiency benchmark. By actively empowering these students in their learning, we hoped to increase the number of students who met their annual growth target and the English language proficiency benchmark.

## **Action taken**

student's previous score and the growth needed, the student's commitment to targeted focus and growth in English language proficiency, and what the student needed from the teacher or in the classroom to support this development.

## **Progress**

Although student scores are shared annually with each student and family, participating in a conversation about the data and process rather than just reviewing a score report helped students understand their scores, meaning, and impact. For some, there was a realization that due to the level of engagement and effort on the test, there was a disconnect between the English language proficiency they had and what was demonstrated which resulted in lack of annual progress.

## Here's what we see now

Overall, we saw an increase in the percentage of multilingual learners in grades 6-8 who met their annual growth target in English language proficiency by 4.7%. This is the most significant increase in the percentage of students meeting their yearly growth target that we've seen in middle school, which bucks a common trend with assessment data at those grade levels, in which data trends often show zero to minimal growth.

We saw a consistent trend by grade level, with increasing percentages of students meeting their annual growth target from grade 6 to grade 8.

## Anticipated next steps

The implementation of the goal-setting forms, ensuring that students understood their scores, and the actions needed to show growth contributed significantly to these increased outcomes. This action was part of a more considerable effort to improve the overall school assessment culture. We created and shared an assessment culture document with school teams (leaders, testing coordinators, and English language development teachers) with role-specific action steps they could take to ensure a positive assessment culture for students. For the goal-setting forms, we determined that completing paper-based forms and attaching them to the student information system took a lot of time, interrupting instruction and other tasks during initial implementation in the school year 2023-2024. In 2024-2025, we changed to complete these forms online, supported by individual conversations with the English language development teacher within the first 30 days of the school year to reduce the time needed to upload and attach each student's goal-setting form to their student record. English language development teachers will also begin revisiting the goal-setting forms with students through individual conversations starting in December and continuing in January as part of the preparation for the ACCESS test window that opens in late January.

This is likely due to the structure of the test itself. The ACCESS test is administered in grade bands. In middle school, this includes grades 6-8 in one test, slightly adapted by tiers A and B/C to meet the needs of students from lower proficiency levels to higher proficiency levels in that grade band. However, the test is the same at all three grade levels within the grades 6-8 grade band. One-third of the questions are changed each year, and the difficulty of the language assessed increases by each grade band as language vocabulary and complexity increase as students progress to grade levels. This means that we would anticipate lower percentages in grade 6 when it's the first time they have tested in this grade band, higher percentages in grade 7, and even higher percentages in grade 8. By identifying these test structure patterns, we can better prepare students for the upcoming assessment within the given grade band.



*Percentage of 6-8 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>	0.0%	13	25.0%	8	13.3%	15	17.6%	17
<b>Asian</b>	22.2%	27	34.9%	43	33.9%	56	25.9%	58
<b>Hispanic/Latino</b>	9.9%	1,285	19.1%	1,478	21.7%	1,481	27.8%	1,416
<b>Multiracial</b>	36.4%	11	14.3%	7	50.0%	2	12.5%	8
<b>Native American</b>	21.4%	14	12.5%	24	27.3%	22	14.3%	21
<b>Pacific Islander</b>	3.3%	30	7.1%	42	7.7%	52	12.6%	87
<b>White</b>	14.3%	56	22.7%	97	30.9%	97	31.7%	104

Gender	2021		2022		2023		2024	
	%	denom	%	denom	%	denom	%	denom
<b>Female</b>	11.9%	638	22.2%	779	22.8%	806	30.0%	827
<b>Male</b>	9.1%	798	17.0%	920	21.7%	919	24.0%	884

IEP Status	2021		2022		2023		2024	
	%	denom	%	denom	%	denom	%	denom
<b>No</b>	11.9%	1,114	22.2%	1,370	24.7%	1,472	28.2%	1,522
<b>Yes</b>	5.0%	322	7.6%	329	7.9%	253	16.4%	189

Economically Disadvantaged	2021		2022		2023		2024	
	%	denom	%	denom	%	denom	%	denom
<b>No</b>	9.7%	62	18.5%	275	28.4%	134	20.5%	88
<b>Yes</b>	10.4%	1,374	19.5%	1,424	21.7%	1,591	27.2%	1,623

Quadrant	2021		2022		2023		2024	
	%	denom	%	denom	%	denom	%	denom
<b>1</b>	10.9%	174	18.1%	210	19.9%	211	23.5%	234
<b>2</b>	9.7%	497	18.5%	579	21.0%	596	30.6%	540
<b>3</b>	10.8%	618	19.2%	733	21.4%	715	23.3%	726
<b>4</b>	10.6%	141	24.2%	165	31.0%	184	32.3%	201
<b>Out of District</b>	0.0%	6	25.0%	12	31.6%	19	60.0%	10

Grade	2021		2022		2023		2024	
	%	denom	%	denom	%	denom	%	denom
<b>6</b>	4.4%	565	13.8%	616	17.8%	584	16.3%	575
<b>7</b>	13.0%	462	20.8%	577	24.6%	558	28.9%	570
<b>8</b>	15.6%	409	24.5%	506	24.4%	583	35.5%	566

Chronically Absent	2021		2022		2023		2024	
	%	denom	%	denom	%	denom	%	denom
<b>No</b>	-	-	-	-	-	-	33.4%	883
<b>Yes</b>	-	-	-	-	-	-	19.9%	826