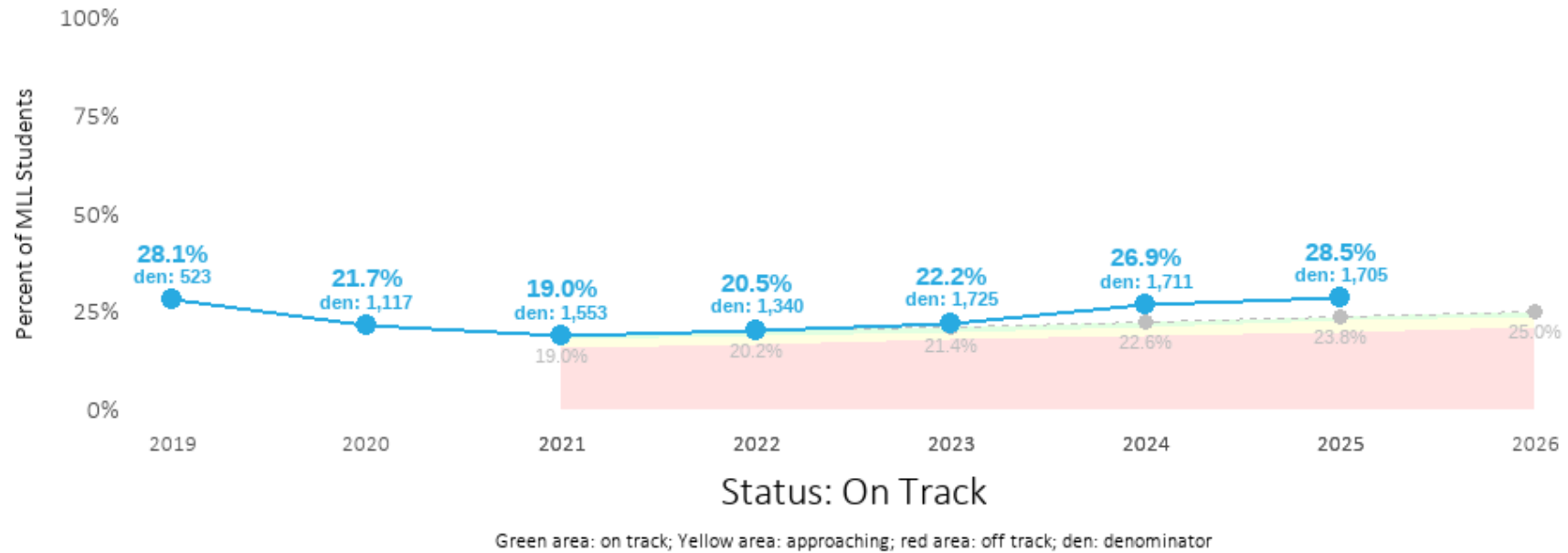




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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.

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

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

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>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.</p>	<p>We have continued with the completion of goal-setting forms with individual multilingual learners to ensure that they understand their previous ACCESS scores by language domain, listening, reading, speaking, and writing, what their growth goal is, and how they meet an overall proficiency score to be reclassified as ML-proficient. We have also worked with schools to identify students whose current ACCESS scores show that they have the ability to test proficiently with more attention and focus on discrete language development needs.</p>	<p>We have seen great outcomes of these conversations, particularly in our subgroup of long-term multilingual learners who have been classified as multilingual learners for more than five years. The goal-setting knowledge has empowered them as they approach the ACCESS test to increase focus and dedication to providing strong responses that truly demonstrate their English language proficiencies, helping them to attain, or make progress in attaining, full English language proficiency. Additionally, we saw a notable increase in students' overall achievement of English language proficiency and in meeting their growth goals.</p>
<p>The ACCESS test is administered in grade bands. In middle school, this includes grades 6-8 in one</p>	<p>In alignment with the goal-setting work and the identification of students close to</p>	<p>We made great gains in the percentage of grade 6-8 multilingual learners meeting their growth target and/or attaining full English</p>



Follow up on previous report

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 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.

Action taken

attaining full English language proficiency, we increased our focus on test preparation through unique lessons prepared by Team LCS to ensure students were familiar and prepared for the structure, flow, and expectations of the test. We were able to target discrete language skill instruction and test preparation to ensure our students had a solid foundation and were prepared for the assessment.

Progress

language proficiency. We will continue these practices with the goal-setting forms, individual student conversations, identification of students poised to attain proficiency, and test preparation to ensure our students understand the expectations of the test, how to maximize their language abilities, and what to expect from the test.

Here's what we see now

The share of secondary multilingual learners meeting ACCESS growth targets has risen from **19.5% in 2022 to 29.6% in 2025, a 10-point gain in three years**. The growth is real and sustained across most middle-grade cohorts, reflecting stronger instruction and goal-setting around language progress.

Even with that progress, **roughly seven in ten students still miss their growth target each year**. By grade, results follow the expected curve: **6th grade** continues to post the lowest outcomes (17%), while **7th–8th grade** show steady improvement, topping out at 37%. This is anticipated based on the structure of the WIDA ACCESS assessment. The test is broken into grade clusters, with a grade 6-8 cluster. This means that multilingual learners in grades 6-8 take the same assessment, with one-third of the questions or prompts being changed each year. This structure provides a challenge for students in grade 6 and an advantage to those in grades 7 and 8 who have had the opportunity to become more familiar based on previous test administrations.

Across student groups, **Hispanic/Latino multilingual learners** have made the clearest and most consistent gains — up roughly 10 points since 2022. **Native American students and those with IEPs** have also improved from very low baselines. In contrast, **Asian, Pacific Islander, and White multilingual learners** have been flat or declined since 2022, a sign that targeted attention is needed even in smaller subgroups.

Students with IEPs continue to trail peers: **fewer than one in five** meet growth targets, compared with about one in three for peers without IEPs. The gap has narrowed slightly but remains one of the most persistent equity divides in the data.

Attendance is a consistent differentiator. Students with strong attendance hit growth targets at **36%**, compared with **20%** for chronically absent peers.

Overall, secondary multilingual learners are growing faster than at any time in recent years. More work remains to translate that steady progress into a majority of students meeting their targets.

Anticipated next steps

With our multilingual learner student population remaining the largest population of multilingual learners in the state, student progress towards English language proficiency goals will remain a strong priority.

We will continue our integrated approach to English language development by partnering with Teaching and Learning on academic language development strategies embedded in rigorous academic content in all classrooms. Research supports that multilingual learners who acquire English language proficiency in the context of academic content learning with effective language development scaffolds achieve their learning targets faster than those who develop their English language proficiency in targeted pull-out services. While we will still continue providing designated, or scheduled, English language development courses to target language development based on proficiency level, multilingual learners also receive integrated, or co-teaching, in content area classrooms to support their English development and academic language learning in context.

It is critical to note that the 2025 WIDA ACCESS test was aligned to previous WIDA English language development standards and is the last of its series. The 2026 WIDA ACCESS test will be a new assessment aligned to the current WIDA English language development standards. The 2026 assessment will not be comparable to previous WIDA ACCESS assessments and will establish a new baseline for future WIDA ACCESS assessments. In the summer of 2026, the Oklahoma State Department of Education will engage in a standards-setting process based on the new WIDA ACCESS 2026 scores to establish new proficiency level expectations and growth targets.



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

Ethnicity	2022		2023		2024		2025	
	%	denom	%	denom	%	denom	%	denom
African American	25.0%	8	13.3%	15	17.6%	17	43.8%	16
Asian	34.9%	43	33.9%	56	25.9%	58	20.7%	58
Hispanic/Latino	19.1%	1,478	21.7%	1,481	27.8%	1,416	29.8%	1,451
Multiracial	14.3%	7	50.0%	2	12.5%	8	9.1%	11
Native American	12.5%	24	27.3%	22	14.3%	21	33.3%	12
Pacific Islander	7.1%	42	7.7%	52	12.6%	87	12.1%	91
White	22.7%	97	30.9%	97	31.7%	104	27.3%	66

Economically Disadvantaged	2022		2023		2024		2025	
	%	denom	%	denom	%	denom	%	denom
No	18.5%	275	28.4%	134	20.5%	88	27.1%	177
Yes	19.5%	1,424	21.7%	1,591	27.2%	1,623	28.7%	1,528

Grade	2022		2023		2024		2025	
	%	denom	%	denom	%	denom	%	denom
6	13.8%	616	17.8%	584	16.3%	575	17.3%	543
7	20.8%	577	24.6%	558	28.9%	570	30.0%	580
8	24.5%	506	24.4%	583	35.5%	566	37.5%	582

Gender	2022		2023		2024		2025	
	%	denom	%	denom	%	denom	%	denom
Female	22.2%	779	22.8%	806	30.0%	827	31.4%	814
Male	17.0%	920	21.7%	919	24.0%	884	25.8%	891

IEP Status	2022		2023		2024		2025	
	%	denom	%	denom	%	denom	%	denom
No	22.2%	1,370	24.7%	1,472	28.2%	1,522	29.6%	1,539
Yes	7.6%	329	7.9%	253	16.4%	189	18.7%	166

Quadrant	2022		2023		2024		2025	
	%	denom	%	denom	%	denom	%	denom
1	18.1%	210	19.9%	211	23.5%	234	26.4%	231
2	18.5%	579	21.0%	596	30.6%	540	34.3%	539
3	19.2%	733	21.4%	715	23.3%	726	25.6%	702
4	24.2%	165	31.0%	184	32.3%	201	24.8%	222
Out of District	25.0%	12	31.6%	19	60.0%	10	55.6%	9

Chronically Absent	2022		2023		2024		2025	
	%	denom	%	denom	%	denom	%	denom
No	-	-	-	-	33.4%	883	35.9%	891
Yes	-	-	-	-	19.9%	826	20.4%	814

