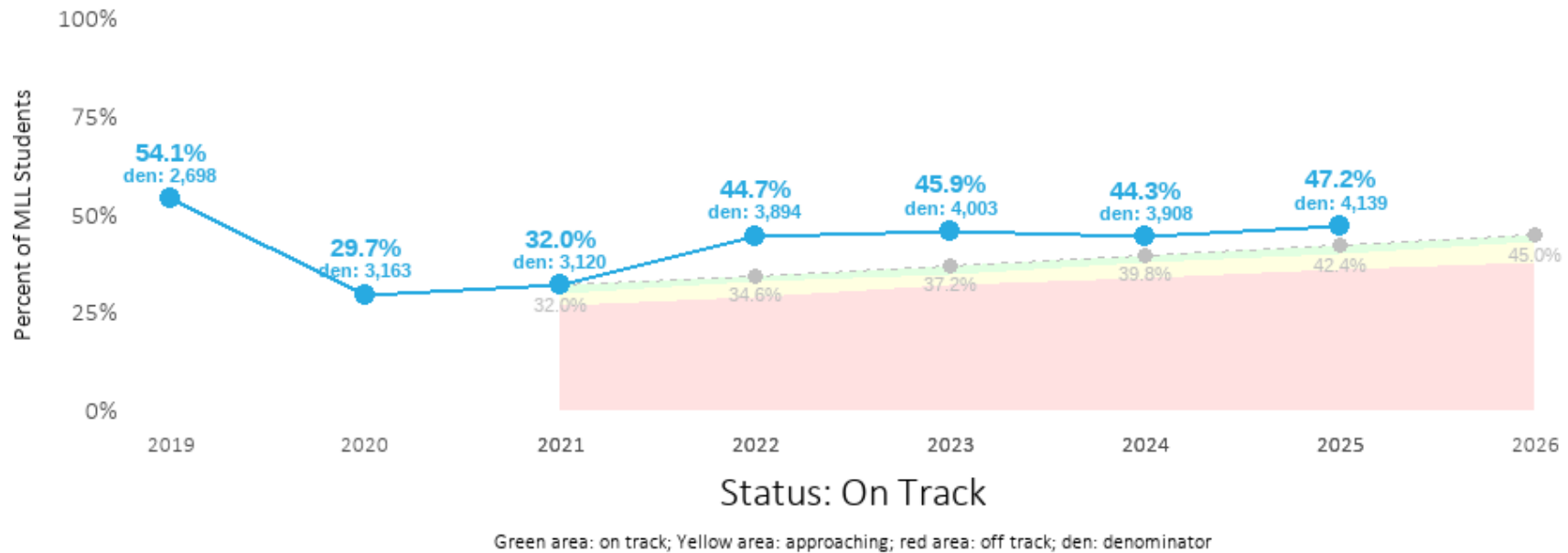




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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.

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

Kindergarten through fifth 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>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.</p>	<p>Through further data analysis, we identified a need for targeted language development in the expressive language domains of speaking and writing. During SY24-25, we partnered with Teaching and Learning during school leader professional learning to train leaders on instructional routines in the classroom to increase student speaking opportunities and content-embedded writing practice.</p>	<p>As a result of the school leader training on the importance of student speaking opportunities and content-embedded writing practice, many school leaders invited Team LCS to provide direct professional learning to their teachers on key instructional practices to support the development of the expressive domains. This continues to be a focus of learning in our professional learning opportunities with teachers and school leaders, all embedded in instructional routines and practice of our current curriculum of HMH Into Reading/Arriba la Lectura.</p>
<p>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.</p>	<p>During SY24-25, Team LCS had many opportunities to lead professional learning with both teachers and school leaders embedded in classroom instructional practice and routines through both district and site-based training sessions. In supporting these instructional moves in all classrooms, opportunities for multilingual learners to practice and grow their proficiency in the English language continued in a positive direction, as demonstrated on the ACCESS test.</p>	<p>We clearly saw the impact of instructional practices and routines that supported expressive language domains in our student performance on the ACCESS test. Speaking and writing, or the expressive domains, are some of the most difficult aspects of language to develop. By approaching these domains in an integrated manner embedded in instructional content practices in all classrooms, multilingual learners were able to more deeply engage, not only in academic language development, but also in rigorous academic content learning.</p>

Here's what we see now

The percentage of K–5 multilingual learners meeting their English language proficiency growth targets on the ACCESS 2.0 assessment rose to 47.2% in 2025, the highest level for the district since 2019. This marks steady progress over four consecutive years and confirms that more students are reaching expected language growth, not just getting close

The strongest gains are in **4th and 5th grade**, where roughly half or more of students met their targets this year. **Kindergarten and 1st grade** also remain bright spots, with strong language-rich instruction in listening, reading, speaking, and writing embedded in rigorous content classroom instruction, translating into language growth.

However, **2nd and 3rd grades are clear outliers**. Only about a third of 2nd graders and one in five 3rd graders met their targets, far behind other grades. Historically, the 2nd-3rd grade band is the grade band with the smallest percentage of students meeting the ELPA progress. Since we started tracking this measure, 2nd grade has continued to improve the number of students meeting the ELPA progress. This year, 3rd grade had a rebound after dipping significantly in the number of students meeting the ELPA progress.

By ethnic subgroup, **Hispanic/Latino and Asian multilingual learners** continue to post gains, now approaching the 50% mark. **White, Native American, and Pacific Islander students**, though smaller groups, have slipped since 2023, a reminder that overall growth can mask pockets of decline that warrant school-level follow-up.

All four quadrants improved year-over-year, led by **Quadrant 4 at 51%**. Attendance continues to make or break progress: multilingual learners who are chronically absent meet growth targets roughly **nine points less often** than peers with strong attendance.

Overall, elementary multilingual learners are showing their best growth in six years, but the gains are uneven. 2nd–3rd grade, students with IEPs, and attendance remain the decisive barriers to full system-wide improvement.

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 pull-out, English language development at the elementary level, it is designed specifically for students at lower proficiency levels to provide basic foundational language development. Students at proficiency levels of 3 and up participate in integrated, or co-teaching, English language development instruction to support their English development and academic language learning in context.

Additionally, it is notable that much of the increased gains of Hispanic/Latino multilingual learners in elementary is due to the dual language programs that we can provide at 10 elementary sites. The seminal Thomas and Collier study showed that two-way dual language instruction, in which the class is comprised of 50% dominant Spanish speakers and 50% dominant English speakers, is the most effective instructional model to support the English language development of multilingual learners due to the opportunity to develop both languages simultaneously.

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

Ethnicity	2022		2023		2024		2025	
	%	denom	%	denom	%	denom	%	denom
African American	50.0%	28	65.5%	29	55.2%	29	46.2%	26
Asian	44.2%	113	44.3%	140	43.9%	139	52.9%	121
Hispanic/Latino	44.8%	3,407	44.4%	3,254	45.1%	3,203	48.4%	3,472
Multiracial	26.3%	19	55.6%	27	36.8%	19	33.3%	18
Native American	41.4%	29	58.8%	51	45.2%	42	34.4%	32
Pacific Islander	35.6%	101	43.0%	114	43.8%	121	33.8%	130
White	48.7%	197	55.4%	388	36.6%	355	40.0%	340

Economically Disadvantaged	2022		2023		2024		2025	
	%	denom	%	denom	%	denom	%	denom
No	45.6%	816	44.7%	667	39.6%	225	43.6%	376
Yes	44.4%	3,078	46.1%	3,336	44.6%	3,683	47.6%	3,763

Grade	2022		2023		2024		2025	
	%	denom	%	denom	%	denom	%	denom
Kindergarten	80.0%	10	83.3%	6	16.7%	6	100.0%	2
1	71.0%	689	70.0%	759	71.3%	668	76.3%	776
2	27.0%	773	29.7%	784	34.4%	817	34.0%	776
3	19.6%	830	23.3%	831	17.7%	808	20.9%	906
4	56.1%	798	60.6%	867	53.1%	831	58.6%	857
5	53.1%	794	46.0%	756	50.1%	778	49.3%	822

Gender	2022		2023		2024		2025	
	%	denom	%	denom	%	denom	%	denom
Female	48.9%	1,890	48.3%	1,927	47.6%	1,869	48.8%	1,981
Male	40.7%	2,004	43.6%	2,076	41.3%	2,039	45.7%	2,158

IEP Status	2022		2023		2024		2025	
	%	denom	%	denom	%	denom	%	denom
No	46.5%	3,558	47.0%	3,676	45.6%	3,561	48.9%	3,790
Yes	24.7%	336	33.1%	326	30.8%	347	29.2%	349



Quadrant	2022		2023		2024		2025	
	%	denom	%	denom	%	denom	%	denom
1	42.3%	477	40.6%	510	39.4%	492	43.4%	519
2	46.8%	1,308	47.0%	1,318	47.4%	1,312	48.8%	1,397
3	42.6%	1,692	46.2%	1,756	42.7%	1,673	46.2%	1,741
4	46.5%	359	46.4%	358	44.6%	361	51.3%	398
Out of District	65.5%	58	49.2%	59	58.6%	70	45.6%	79

Chronically Absent	2022		2023		2024		2025	
	%	denom	%	denom	%	denom	%	denom
No	-	-	-	-	46.2%	2,892	49.1%	3,221
Yes	-	-	-	-	39.1%	987	40.6%	917

Quadrant Map for Reference

