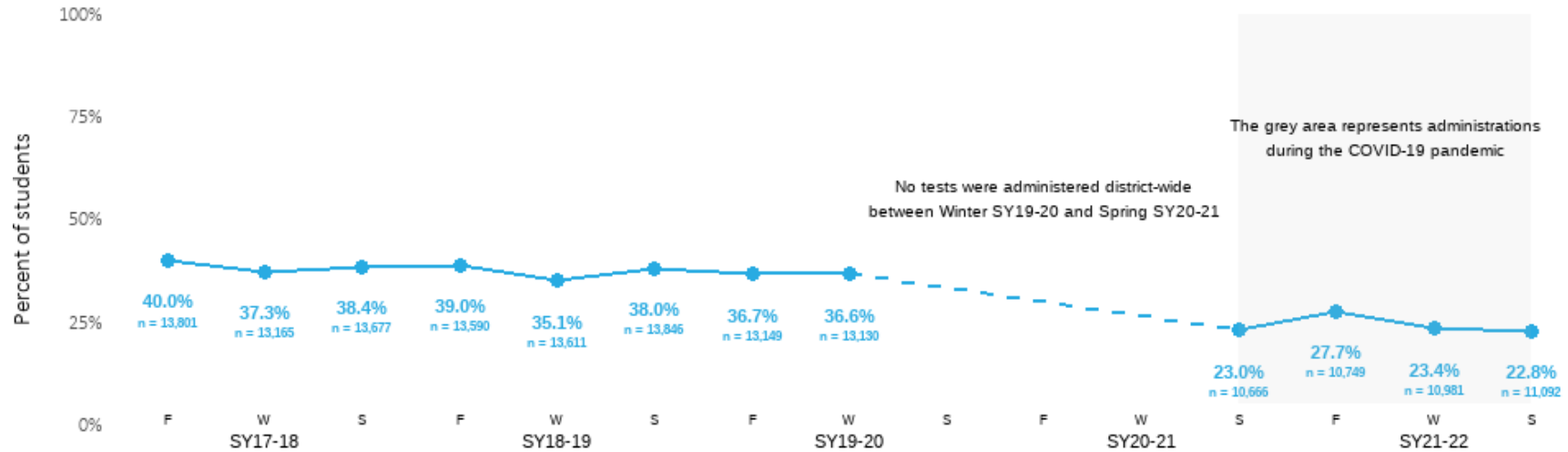
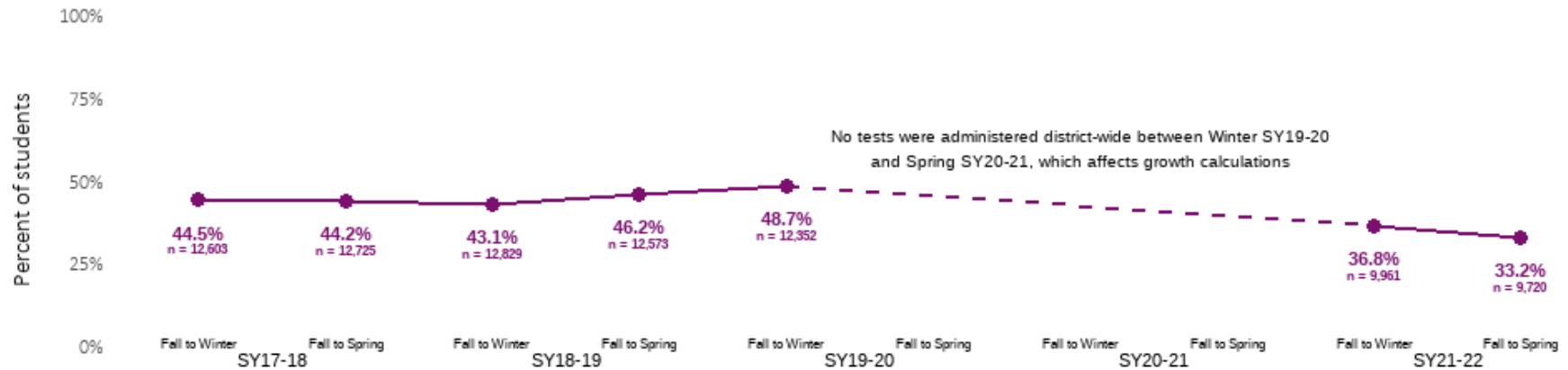


Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Goal 1: The percentage of K-5 students who are economically disadvantaged who are *at/above the national 50th percentile* in reading on MAP will increase from **23%** in May 2022 to **37%** by May 2027.



Interim Goal 1.1: Percentage of K-5 students who are economically disadvantaged meeting their *projected reading growth* on MAP will increase from **33%** in May 2022 to **45%** by May 2027.



Students of interest

- Students are identified as economically disadvantaged through an economic survey included in the district's Back2School form
- Kindergarten through fifth grade students are included
- The count of students included in each 2022 administration has changed slightly from previous reports, due to a change in record keeping methods

Metric definition

- MAP is taken three times per year. This report covers data from administrations during the 2017-18 school year through the 2021-2022 school year
- MAP was not administered in spring SY19-20, fall SY20-21, or winter SY20-21 due to the COVID-19 pandemic
- We will be reporting on fall to winter and fall to spring growth periods.
- Students' proficiency percentile rank is calculated based on how their performance compares to nation-wide student performance
- Students are considered proficient if they score at or above the national 50th percentile, meaning they scored higher than at least 50% of their national peers
- Projected growth is calculated based on how students' performance compares to nation-wide student performance
- Students meet growth if their observed growth is greater than or equal to their projected growth

Insights and anticipated next steps

Insights	Impact	Next Steps																																							
Over the past three MAP administrations, students in grades K-2 improved in the Reading Foundations section of the MAP Growth test (see table below).	This trend tells us that the work our teachers are doing with K-2 students is creating a solid foundation in literacy and students are growing in these targeted areas.	We will continue to focus on strong, first time foundational skills instruction through the implementation of the new literacy curriculum. We will also continue to support students with targeted reading skill development during Walk to Read and provide additional support to students with significant unfinished learning through high dosage tutoring. New teachers will engage in the Science of Reading course during Tulsa Way Academy and throughout the school year so we can ensure all teachers are prepared to implement strong foundational skills instruction.																																							
MAP Growth: Overall RIT Score vs. Reading Foundations RIT Score																																									
<table><tr><th></th><th colspan="2">K</th><th colspan="2">1</th><th colspan="2">2</th></tr><tr><th></th><th>Overall RIT</th><th>RF RIT</th><th>Overall RIT</th><th>RF RIT</th><th>Overall RIT</th><th>RF RIT</th></tr><tr><td>Fall 2021-2022</td><td>135.6</td><td>132.0</td><td>148.2</td><td>145.2</td><td>159.5</td><td>157.1</td></tr><tr><td>Winter 2021-2022</td><td>142.3</td><td>140.4</td><td>154.3</td><td>153.2</td><td>165.5</td><td>163.9</td></tr><tr><td>Spring 2021-2022</td><td>148.0</td><td>147.1</td><td>160.3</td><td>159.8</td><td>170.4</td><td>168.7</td></tr></table>								K		1		2			Overall RIT	RF RIT	Overall RIT	RF RIT	Overall RIT	RF RIT	Fall 2021-2022	135.6	132.0	148.2	145.2	159.5	157.1	Winter 2021-2022	142.3	140.4	154.3	153.2	165.5	163.9	Spring 2021-2022	148.0	147.1	160.3	159.8	170.4	168.7
	K		1		2																																				
	Overall RIT	RF RIT	Overall RIT	RF RIT	Overall RIT	RF RIT																																			
Fall 2021-2022	135.6	132.0	148.2	145.2	159.5	157.1																																			
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Spring 2021-2022	148.0	147.1	160.3	159.8	170.4	168.7																																			
Spring MAP testing is completed after the Oklahoma State Testing Program window (OSTP) in April-May. Students may experience higher levels of testing fatigue at the end of the year.	Students and teachers are worn out from testing at the end of the year--it is unsurprising that back-to-back tests may show different results.	The district teams are working with site teams to support learning environments which promote a positive testing culture. We are also examining our assessment calendar to determine if there is an opportunity to more strategically schedule MAP testing and OSTP testing to more effectively measure student performance.																																							

Insights

The percentage of economically disadvantaged students who met their growth goals decreased by approximately 3.6% from the last growth reporting period to spring 2022.

Impact

Students are lagging in “typical growth”. We expect students to make typical growth and in doing so, their achievement percentile would remain the same.

Growth is happening, but students are not growing at the rate we expect them to. At this rate, the achievement gap will continue to widen.

Next Steps

We are continuing to focus on accelerating learning for students by providing targeted skills intervention during Walk to Read. Schools will also be providing students with additional support through FEV tutoring, as well as other high dosage tutoring programs and supplemental site-based intervention programs.

This summer, we implemented a robust reading program during *Ready. Set. Summer!* with specially trained teachers for 2nd and 3rd grade students needing intensive reading support. The Reading Sufficiency Act (RSA) summer program provided students with 3-4 hours of literacy instruction in a smaller class setting by a highly qualified teacher who is either certified with additional training in the Science of Reading or is a certified reading specialist. The RSA classes have a specialized curriculum that includes robust support in foundational skills instruction in conjunction with a novel study for exposure to complex text.



Percentage of K-5 students who are economically disadvantaged who are *at/above the national 50th percentile* in reading on MAP, breakdowns by category

Ethnicity	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
African American	17.2%	2,547	22.2%	2,598	16.3%	2,653	16.3%	2,659
Asian	33.3%	150	36.3%	157	31.3%	163	24.2%	219
Hispanic/Latinx	20.1%	4,336	22.7%	4,201	19.6%	4,310	19.7%	4,357
Multiracial	28.7%	1,207	35.3%	1,192	31.3%	1,225	28.6%	1,237
Native American	23.0%	470	35.0%	494	30.8%	513	30.3%	508
Pacific Islander	9.2%	120	14.2%	155	14.1%	149	14.0%	150
White	34.1%	1,836	39.8%	1,952	34.7%	1,968	33.3%	1,962

Grade	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
Kindergarten	35.6%	1,772	46.3%	1,804	35.9%	1,910	32.7%	1,949
1	21.1%	1,833	25.5%	1,781	20.0%	1,816	20.7%	1,833
2	15.2%	1,858	19.2%	1,798	15.6%	1,834	15.4%	1,854
3	24.5%	1,776	23.6%	1,847	20.7%	1,880	23.5%	1,898
4	20.5%	1,769	26.8%	1,760	23.8%	1,758	20.8%	1,785
5	21.4%	1,658	24.9%	1,759	24.2%	1,783	23.1%	1,773

Gender	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
Female	24.4%	5,243	30.6%	5,230	25.5%	5,372	23.5%	5,440
Male	21.6%	5,423	25.0%	5,519	21.4%	5,609	22.1%	5,652

Multilingual Learner	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
Former	72.5%	262	78.3%	230	77.4%	230	75.3%	227

Multilingual Learner	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
No	25.6%	6,443	31.1%	6,663	25.6%	6,801	25.1%	6,802
Yes	15.4%	3,961	18.9%	3,856	16.6%	3,950	16.1%	4,063

IEP Status	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
No	25.1%	9,260	30.0%	9,478	25.4%	9,680	24.4%	9,833
Yes	9.3%	1,406	10.7%	1,271	8.8%	1,301	10.4%	1,259

Quadrant	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
1	19.0%	2,350	23.2%	2,427	18.3%	2,471	16.9%	2,438
2	20.9%	2,988	26.2%	2,945	22.2%	3,051	22.8%	3,041
3	22.8%	3,429	28.3%	3,508	24.0%	3,548	23.4%	3,562
4	31.4%	1,784	35.2%	1,724	30.9%	1,769	29.4%	1,787
Out of District	33.7%	95	31.7%	145	30.3%	142	30.1%	143

Cohort	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
Current kindergarteners			46.2%	1,819	35.9%	1,916	32.7%	1,949
Current 1st graders	35.6%	1,772	25.5%	1,771	20.0%	1,814	20.7%	1,833
Current 2nd graders	21.1%	1,833	19.1%	1,797	15.6%	1,832	15.4%	1,855
Current 3rd graders	15.2%	1,858	23.7%	1,846	20.8%	1,882	23.5%	1,897
Current 4th graders	24.5%	1,776	26.7%	1,763	23.7%	1,758	20.8%	1,786
Current 5th graders	20.5%	1,769	24.9%	1,761	24.1%	1,790	23.0%	1,775

Percentage of K-5 students who are economically disadvantaged who are meeting their projected **reading growth** on MAP, breakdowns by category

Ethnicity	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
African American	40.9%	3,121	46.2%	2,931	33.4%	2,363	26.9%	2,308
Asian	48.3%	180	52.2%	157	37.0%	146	37.1%	140
Hispanic/Latinx	47.5%	4,926	48.7%	5,232	36.6%	3,986	33.9%	3,927
Multiracial	47.4%	1,332	49.7%	1,327	38.6%	1,105	34.5%	1,078
Native American	43.9%	569	48.2%	506	40.2%	450	38.7%	439
Pacific Islander	50.0%	118	46.4%	138	32.8%	137	30.8%	130
White	50.2%	2,327	51.5%	2,061	40.4%	1,774	38.0%	1,698

Grade	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
Kindergarten	55.2%	1,977	50.5%	2,101	39.4%	1,634	33.2%	1,593
1	48.8%	1,962	50.2%	2,081	32.5%	1,638	30.8%	1,591
2	45.3%	1,992	48.6%	2,029	32.9%	1,721	29.3%	1,681
3	48.5%	2,332	49.6%	2,111	37.3%	1,710	38.0%	1,681
4	40.7%	2,242	44.1%	2,044	36.9%	1,638	32.4%	1,601
5	39.7%	2,068	49.1%	1,986	42.3%	1,620	35.9%	1,573

Gender	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
Female	45.9%	6,273	49.5%	6,121	37.7%	4,857	33.7%	4,760
Male	46.6%	6,300	47.9%	6,231	36.0%	5,104	32.8%	4,960

Multilingual Learner	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
Former	49.0%	500	50.5%	273	53.8%	117	47.4%	114
No	45.8%	7,756	48.5%	7,373	36.9%	6,077	32.8%	5,903
Yes	46.6%	4,317	48.9%	4,706	36.1%	3,767	33.5%	3,703

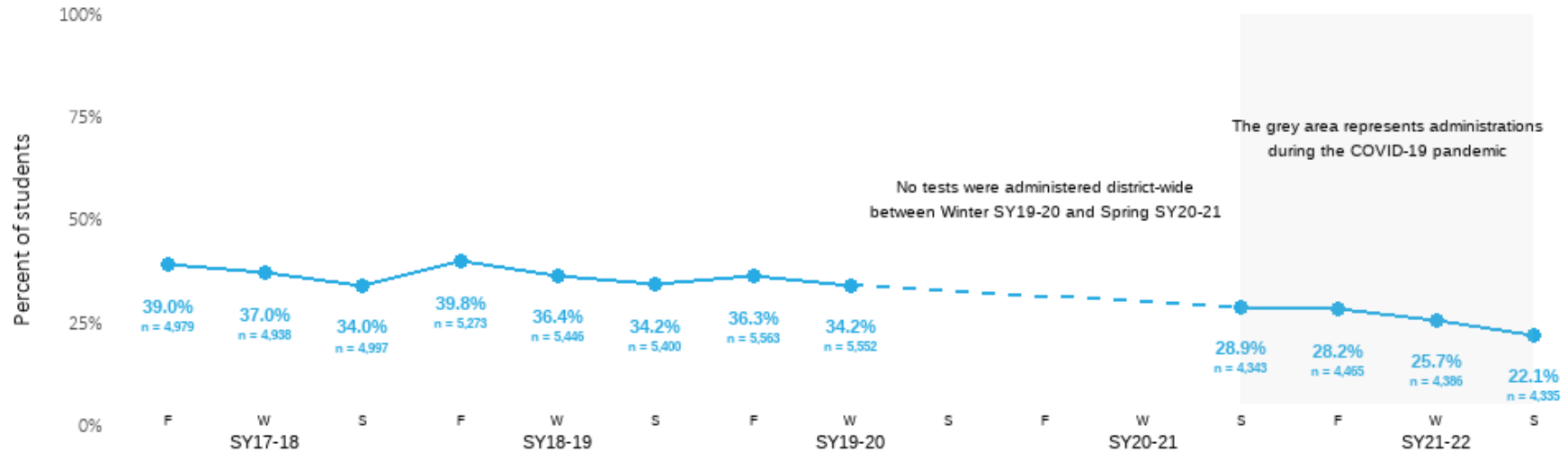
IEP Status	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
No	48.6%	10,333	50.0%	10,441	37.9%	8,796	34.4%	8,607
Yes	35.5%	2,240	41.8%	1,911	29.1%	1,165	24.3%	1,113

Quadrant	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
1	43.5%	2,680	47.9%	2,776	33.4%	2,193	27.1%	2,129
2	45.6%	3,461	47.2%	3,493	36.8%	2,795	33.8%	2,731
3	46.8%	4,253	49.2%	4,060	37.6%	3,254	35.5%	3,181
4	49.4%	2,077	51.4%	1,930	39.8%	1,592	35.4%	1,551
Out of District	55.1%	98	54.3%	92	41.7%	127	41.4%	128

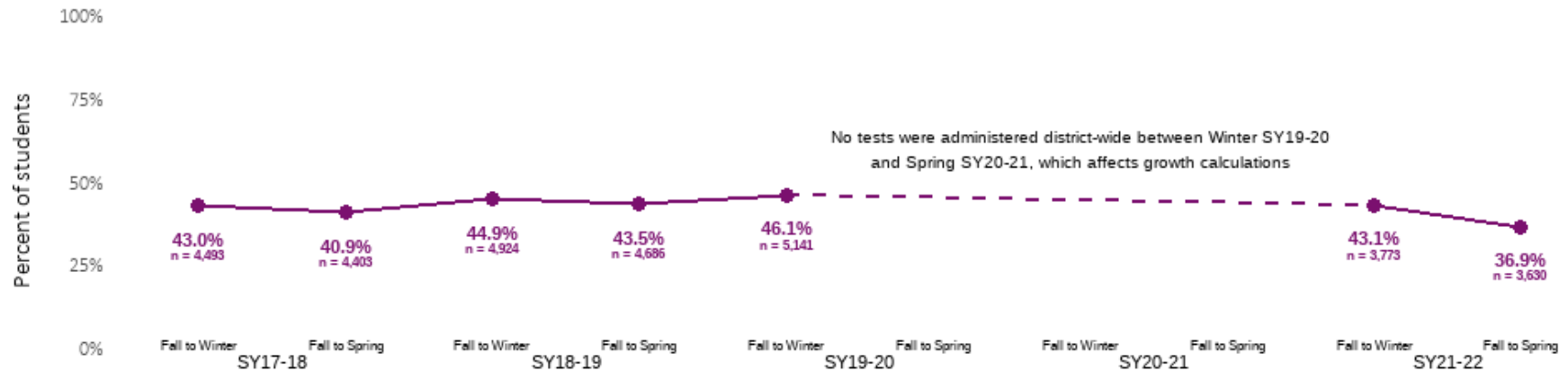
	Fall to Spring SY18-19		Fall to Winter SY19-20			Fall to Winter SY21-22		Fall to Spring SY21-22	
Cohort	%	N	%	N		%	N	%	N
Current kindergarteners						39.4%	1,638	33.2%	1,593
Current 1st graders						32.5%	1,636	30.8%	1,591
Current 2nd graders			50.4%	2,102		32.9%	1,721	29.3%	1,682
Current 3rd graders	55.2%	1,977	50.2%	2,080		37.3%	1,711	38.0%	1,680
Current 4th graders	48.8%	1,962	48.6%	2,029		37.1%	1,641	32.3%	1,603
Current 5th graders	45.3%	1,992	49.6%	2,111		42.1%	1,621	35.9%	1,572

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

Goal 2: The percentage of 6-8 students who are economically disadvantaged who are **at/above the national 50th percentile** in reading on MAP will increase from **22%** in May 2022 to **36%** by May 2027.



Interim Goal 2.1: Percentage of 6-8 students who are economically disadvantaged meeting their **projected reading growth** on MAP will increase from **37%** in May 2022 to **45%** by May 2027.



Students of interest

- Students are identified as economically disadvantaged through an economic survey included in the district's Back2School form
- Sixth through eighth grade students are included
- The count of students included in each 2022 administration has changed slightly from previous reports, due to a change in record keeping methods

Metric definition

- MAP is taken three times per year. This report covers data from administrations during the 2017-18 school year through the 2021-2022 school year
- MAP was not administered in spring SY19-20, fall SY20-21, or winter SY20-21 due to the COVID-19 pandemic
- We will be reporting on fall to winter and fall to spring growth periods
- Students' proficiency percentile rank is calculated based on how their performance compares to nation-wide student performance
- Students are considered proficient if they score at or above the national 50th percentile, meaning they scored higher than at least 50% of their national peers
- Projected growth is calculated based on how students' performance compares to nation-wide student performance
- Students meet growth if their observed growth is greater than or equal to their projected growth

Insights and anticipated next steps

Insights	Impact	Next Steps
<p>The trend of students meeting the 50th percentile has decreased since testing resumed in spring of 2021 and does not indicate our students have rebounded .</p>	<p>According to the latest NWEA findings since the COVID pandemic began, for older students, it will take far longer to recover academically. Notably, in most cases these recovery timelines extend past spending deadlines for federal recovery funds, and for some students, full recovery would not be attainable before the end of high school.</p>	<p>The Teaching and Learning team will provide secondary department chairs and teachers with actionable tools and resources to continue to support students who may be struggling in reading, writing, speaking and listening skills using high quality instructional resources. This includes practical ways to provide scaffolds, or ‘just right supports’, so that students can access grade level activities and complex text to build their knowledge and skills.</p>
<p>Since returning to in person learning, district and school site teams have focused on supporting students’ wellbeing and other immediate needs.</p>	<p>The communication with middle school students and families around the MAP assessment varied by site in terms of the purpose of MAP and how to use the information. As a result, we believe there are inconsistencies in the administration that could negatively impact the overall results.</p>	<p>The district teams are working with site teams to support learning environments which promote a positive testing culture. Last June we provided school leaders with professional learning on how to support positive learning environments, including times when students take assessments. We will be doing a similar professional learning experience with our teachers on the purpose of MAP and how to cultivate a positive assessment experience for students.</p>

Percentage of 6-8 students who are economically disadvantaged who are *at/above the national 50th percentile* in reading on MAP, breakdowns by category

Ethnicity	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
African American	20.4%	956	21.2%	1,056	18.6%	1,067	14.9%	1,034
Asian	40.6%	64	41.1%	56	29.2%	65	18.1%	94
Hispanic/Latinx	25.5%	1,985	26.2%	1,883	23.9%	1,864	20.6%	1,817
Multiracial	37.0%	346	36.0%	378	30.4%	365	27.1%	361
Native American	31.8%	195	29.4%	231	26.0%	215	19.1%	215
Pacific Islander	15.9%	44	7.7%	52	4.2%	48	9.8%	51
White	43.7%	753	38.7%	809	38.8%	762	35.3%	763

Grade	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
6	27.5%	1,607	25.0%	1,549	21.5%	1,521	19.9%	1,500
7	30.8%	1,397	29.7%	1,483	28.0%	1,445	24.0%	1,420
8	28.5%	1,339	30.2%	1,433	27.9%	1,420	22.5%	1,415

Gender	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
Female	31.4%	2,185	32.5%	2,199	29.3%	2,156	25.5%	2,133
Male	26.3%	2,158	24.1%	2,266	22.2%	2,230	18.8%	2,202

Multilingual Learner	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
Monitored/Exited	56.4%	725	65.7%	519	61.1%	514	54.1%	508
No	32.6%	2,262	30.9%	2,492	28.0%	2,443	24.1%	2,382
Yes	7.9%	1,356	10.4%	1,454	9.0%	1,429	7.5%	1,445

IEP Status	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
No	34.0%	3,519	33.6%	3,650	30.0%	3,611	25.9%	3,578
Yes	6.9%	824	4.3%	815	5.7%	775	4.0%	757

Quadrant	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
1	24.8%	828	21.8%	926	22.2%	919	18.2%	873
2	26.4%	1,231	26.7%	1,280	24.2%	1,222	20.6%	1,222
3	24.9%	1,466	28.0%	1,506	25.1%	1,457	21.5%	1,420
4	44.2%	771	38.9%	705	33.6%	743	29.0%	746
Out of District	42.9%	42	43.8%	48	26.7%	45	37.5%	48

Cohort	Spring SY20-21		Fall SY21-22		Winter SY21-22		Spring SY21-22	
	%	N	%	N	%	N	%	N
Current 6th graders	21.4%	1,658	25.1%	1,554	21.6%	1,520	19.9%	1,498
Current 7th graders	27.5%	1,607	29.6%	1,474	27.9%	1,437	24.0%	1,419
Current 8th graders	30.8%	1,397	30.1%	1,444	27.8%	1,435	22.5%	1,418

Percentage of 6-8 students who are economically disadvantaged who are meeting their **projected reading growth on MAP**, breakdowns by category

Ethnicity	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
African American	39.8%	1,181	44.0%	1,263	41.4%	874	35.1%	829
Asian	53.2%	62	52.4%	63	32.0%	50	30.2%	53
Hispanic/Latinx	43.9%	2,010	47.1%	2,285	43.9%	1,662	38.4%	1,603
Multiracial	41.8%	407	42.9%	445	40.3%	313	35.3%	289
Ntve American	43.8%	208	41.7%	228	47.3%	184	33.9%	183
Pacific Islander	51.7%	29	32.4%	37	46.2%	39	34.2%	38
White	47.9%	789	49.8%	820	44.1%	651	37.5%	635

Grade	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
6	46.2%	1,969	47.4%	1,842	39.7%	1,341	34.4%	1,301
7	41.7%	1,599	44.9%	1,692	44.3%	1,236	41.8%	1,182
8	41.6%	1,118	46.0%	1,607	45.7%	1,196	34.5%	1,147

Gender	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
Female	43.3%	2,307	45.5%	2,521	43.5%	1,854	36.7%	1,790
Male	43.7%	2,379	46.7%	2,620	42.7%	1,919	37.0%	1,840

Multilingual Learner	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
Monitored/ Exited	46.0%	1,216	49.0%	1,096	47.5%	459	43.4%	449

Multilingual Learner	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
No	43.2%	2,699	45.4%	2,850	42.1%	2,038	35.4%	1,944
Yes	40.7%	771	45.4%	1,195	43.0%	1,276	36.7%	1,237

IEP Status	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
No	45.5%	3,768	46.8%	4,113	43.9%	3,116	38.0%	2,995
Yes	35.4%	918	43.5%	1,028	39.4%	657	31.3%	635

Quadrant	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
1	43.4%	985	45.1%	1,049	47.2%	763	40.1%	708
2	42.8%	1,252	45.3%	1,425	44.5%	1,085	37.8%	1,059
3	42.3%	1,581	46.1%	1,758	40.4%	1,287	35.7%	1,242
4	46.1%	839	49.2%	862	41.3%	598	33.0%	581
Out of District	71.4%	28	40.4%	47	40.0%	40	45.0%	40

Cohort	Fall to Spring SY18-19		Fall to Winter SY19-20		Fall to Winter SY21-22		Fall to Spring SY21-22	
	%	N	%	N	%	N	%	N
Current 6th graders	48.5%	2,332	44.1%	2,044	39.9%	1,340	34.5%	1,300
Current 7th graders	40.7%	2,242	49.1%	1,987	44.1%	1,231	41.8%	1,182
Current 8th graders	39.7%	2,068	47.4%	1,841	45.8%	1,208	34.4%	1,151

