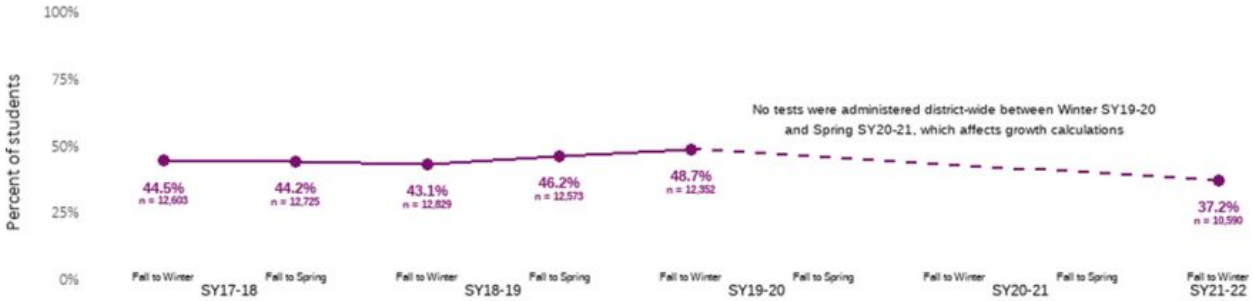
3/21/2022

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

***Goal 1**: The percentage of K-5 students who are eligible for free/reduced lunch who are at/above the 50th percentile indicating grade-level **proficiency in reading** on MAP will increase from 23% in May 2021 to 40% by May 2027.*

Upon adoption of the 5-year monitoring calendar in Spring 2022, these graphs will include annual targets based on final goal baselines and targets.

***Interim Goal 1.1**: Percentage of K-5 students who are eligible for free/reduced lunch meeting their projected **reading growth** on MAP will increase from 49% in January 2020 to 60% by May 2027*



Upon adoption of the 5-year monitoring calendar in Spring 2022 and the implementation of the new strategic plan in 2022-2023, these graphs will include the superintendent's evaluation of performance, including whether the district is on track, approaching, or off track to achieve the goal.

Students of interest

- Students are self-identified as receiving free or reduced lunch by a form submitted to the district, and are eligible based on income level
- Kindergarten through fifth grade students are included

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 districtwide 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. Only one growth period has happened during the pandemic (Fall to Winter SY21-22)
- 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 50th percentile, meaning they scored higher than at least 50% of their peers nationally
- Projected growth is calculated based on how students' performance compares to nation-wide student performance; nationally, 50% of students meet their projected growth
- Students meet growth if their observed growth from one test administration to the next is greater than or equal to their projected growth across the same period

Testing

Conditions	Impact	Next Steps
Testing over the past two years was interrupted by the COVID-19 pandemic.	Test windows are missing, which affects over-time comparisons.	We will continue to stay abreast of national research regarding the pandemic's effect on testing, and readjust our expectations regarding growth accordingly.
Historically we've seen a drop in proficiency from fall to winter administration.	Testing students directly after the winter break may have an impact on how students engage with the test.	We are examining testing culture and working to understand how we can ensure the winter test is an accurate measure of student performance.

Insights and anticipated next steps

Insights	Impact	Next Steps
Proficiency of students decreased from fall to winter 21-22.	The percentage of economically disadvantaged students in grades K-5 who demonstrated proficiency decreased by approximately 4% from fall 21-22 to winter 21-22.	We will continue our intensive focus on foundational literacy skills instruction in elementary. We will continue to support teachers in utilizing MAP data to inform planning and instruction, including using MAP data to form groups for targeted skill instruction in Walk to Read. Teachers will also continue to engage with data during weekly collaborative professional learning to understand student progress and support student learning.
The percentage of economically disadvantaged students who met their growth goals decreased by approximately 10% from the last growth reporting period to winter 2022. Fifty percent of students meeting their growth goals represents the normed or typical growth. Students at the highest achievement (scoring at the 75th percentile or higher in MAP reading proficiency) are making the highest gains in meeting their growth goals.	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. Many students are nearly reaching their growth goals. Approximately 2500 K-5 students were within 5 points of their growth goal.	We are continuing to focus on accelerating learning for students by providing targeted skills intervention during Walk to Read. Many schools are also providing additional support through FEV tutoring, as well as additional supplemental intervention programs. We will also provide K-5 students with robust academic summer programming opportunities. We will continue to work on fostering a strong culture of using data for continuous learning in schools, including engaging students in understanding their own progress and setting goals for their learning and growth.
Students who had higher Average Daily Attendance (ADA) in SY21-22 had higher winter MAP proficiency percentiles	Ensuring students are in school regularly has a positive impact on student achievement.	We are continuing efforts to combat chronic absenteeism. Many schools also already have strong initiatives in place to promote regular attendance.

*Percentage of K-5 students who are eligible for free/reduced lunch scoring **proficient in reading** on MAP, breakdowns by category*

Ethnicity	Winter SY19-20 %	Winter SY19-20 n	Spring SY20-21 %	Spring SY20-21 n	Fall SY21-22 %	Fall SY21-22 n	Winter SY21-22 %	Winter SY21-22 n
African American	30.7%	3,137	17.2%	2,547	22.2%	2,688	16.6%	2,670
Asian	48.5%	165	33.3%	150	38.9%	157	32.3%	155
Hispanic/Latinx	32.9%	5,457	20.1%	4,336	23.0%	4,619	20.0%	4,642
Multiracial	43.6%	1,432	28.7%	1,207	34.8%	1,287	31.1%	1,269
Native American	40.4%	549	23.0%	470	35.9%	526	32.4%	525
Pacific Islander	26.8%	153	9.2%	120	14.6%	157	14.9%	141
White	48.2%	2,237	34.1%	1,836	39.8%	2,094	35.4%	2,025

Multilingual Learner	Winter SY19-20 %	Winter SY19-20 n	Spring SY20-21 %	Spring SY20-21 n	Fall SY21-22 %	Fall SY21-22 n	Winter SY21-22 %	Winter SY21-22 n
Former	82.4%	279	72.5%	262	83.7%	129	86.6%	127
No	39.9%	7,938	25.6%	6,443	31.2%	7,056	26.2%	6,943
Yes	28.7%	4,913	15.4%	3,961	20.9%	4,343	18.2%	4,357

IEP Status	Winter SY19-20 %	Winter SY19-20 n	Spring SY20-21 %	Spring SY20-21 n	Fall SY21-22 %	Fall SY21-22 n	Winter SY21-22 %	Winter SY21-22 n
No	40.6%	11,080	25.1%	9,260	29.9%	10,265	25.6%	10,198
Yes	14.8%	2,050	9.3%	1,406	11.5%	1,263	9.0%	1,229

Grade	Winter SY19-20 %	Winter SY19-20 n	Spring SY20-21 %	Spring SY20-21 n	Fall SY21-22 %	Fall SY21-22 n	Winter SY21-22 %	Winter SY21-22 n
Kindergarten	51.3%	2,265	35.6%	1,772	46.5%	1,970	36.7%	1,982
1	39.4%	2,206	21.1%	1,833	25.3%	1,910	20.8%	1,890
2	35.1%	2,131	15.2%	1,858	19.3%	1,933	16.3%	1,921
3	30.5%	2,259	24.5%	1,776	24.4%	1,961	21.3%	1,947
4	28.9%	2,159	20.5%	1,769	26.0%	1,878	23.5%	1,824
5	33.9%	2,110	21.4%	1,658	25.2%	1,876	24.0%	1,863

Quadrant	Winter SY19-20 %	Winter SY19-20 n	Spring SY20-21 %	Spring SY20-21 n	Fall SY21-22 %	Fall SY21-22 n	Winter SY21-22 %	Winter SY21-22 n
1	34.0%	2,966	19.0%	2,350	23.9%	2,568	18.9%	2,534
2	33.9%	3,650	20.9%	2,988	25.8%	3,189	21.9%	3,203
3	35.2%	4,320	22.8%	3,429	28.8%	3,799	24.8%	3,751
4	47.2%	2,079	31.4%	1,784	34.7%	1,841	32.0%	1,815
Out of District	50.9%	114	33.7%	95	32.1%	131	28.2%	124

Gender	Winter SY19-20 %	Winter SY19-20 n	Spring SY20-21 %	Spring SY20-21 n	Fall SY21-22 %	Fall SY21-22 n	Winter SY21-22 %	Winter SY21-22 n
Female	39.7%	6,474	24.4%	5,243	30.7%	5,638	25.9%	5,617
Male	33.6%	6,656	21.6%	5,423	25.2%	5,890	21.8%	5,810

Cohort	Winter SY19-20 %	Winter SY19-20 n	Spring SY20-21 %	Spring SY20-21 n	Fall SY21-22 %	Fall SY21-22 n	Winter SY21-22 %	Winter SY21-22 n
Current kindergarteners					46.5%	1,970	36.7%	1,983
Current 1st graders			35.6%	1,772	25.3%	1,910	20.8%	1,889
Current 2nd graders	51.3%	2,266	21.1%	1,833	19.3%	1,933	16.3%	1,921
Current 3rd graders	39.4%	2,205	15.2%	1,858	24.4%	1,961	21.3%	1,947
Current 4th graders	35.1%	2,131	24.5%	1,776	26.0%	1,878	23.5%	1,824

Cohort	Winter SY19-20 %	Winter SY19-20 n	Spring SY20-21 %	Spring SY20-21 n	Fall SY21-22 %	Fall SY21-22 n	Winter SY21-22 %	Winter SY21-22 n
Current 5th graders	30.5%	2,259	20.5%	1,769	25.2%	1,876	24.0%	1,863

*Percentage of K-5 students who are eligible for free/reduced lunch meeting their projected **reading growth** on MAP, breakdowns by category*

Ethnicity	Fall to Winter SY18-19 %	Fall to Winter SY18-19 n	Fall to Spring SY18-19 %	Fall to Spring SY18-19 n	Fall to Winter SY19-20 %	Fall to Winter SY19-20 n	Fall to Winter SY21-22 %	Fall to Winter SY21-22 n
African American	39.5%	3,194	40.9%	3,121	46.2%	2,931	34.1%	2,423
Asian	41.8%	184	48.3%	180	52.2%	157	39.3%	145
Hispanic/Latinx	43.4%	4,988	47.5%	4,926	48.7%	5,232	36.7%	4,373
Multiracial	45.5%	1,375	47.4%	1,332	49.7%	1,327	38.4%	1,169
Native American	43.6%	587	43.9%	569	48.2%	506	40.6%	473
Pacific Islander	39.4%	127	50.0%	118	46.4%	138	31.2%	138
White	46.2%	2,374	50.2%	2,327	51.5%	2,061	41.0%	1,870

Grade	Fall to Winter SY18-19 %	Fall to Winter SY18-19 n	Fall to Spring SY18-19 %	Fall to Spring SY18-19 n	Fall to Winter SY19-20 %	Fall to Winter SY19-20 n	Fall to Winter SY21-22 %	Fall to Winter SY21-22 n
Kindergarten	47.0%	2,012	55.2%	1,977	50.5%	2,101	40.1%	1,762
1	43.7%	2,029	48.8%	1,962	50.2%	2,081	33.0%	1,748
2	41.4%	2,025	45.3%	1,992	48.6%	2,029	33.4%	1,832
3	45.5%	2,356	48.5%	2,332	49.6%	2,111	37.2%	1,798
4	40.3%	2,286	40.7%	2,242	44.1%	2,044	37.8%	1,732
5	40.9%	2,121	39.7%	2,068	49.1%	1,986	41.9%	1,719

Gender	Fall to Winter SY18-19 %	Fall to Winter SY18-19 n	Fall to Spring SY18-19 %	Fall to Spring SY18-19 n	Fall to Winter SY19-20 %	Fall to Winter SY19-20 n	Fall to Winter SY21-22 %	Fall to Winter SY21-22 n
Female	42.4%	6,376	45.9%	6,273	49.5%	6,121	38.0%	5,188
Male	43.8%	6,453	46.6%	6,300	47.9%	6,231	36.4%	5,403

Multilingual Learner	Fall to Winter SY18-19 %	Fall to Winter SY18-19 n	Fall to Spring SY18-19 %	Fall to Spring SY18-19 n	Fall to Winter SY19-20 %	Fall to Winter SY19-20 n	Fall to Winter SY21-22 %	Fall to Winter SY21-22 n
Former	45.4%	509	49.0%	500	50.5%	273	51.2%	125
No	43.2%	7,952	45.8%	7,756	48.5%	7,373	37.5%	6,347
Yes	42.6%	4,368	46.6%	4,317	48.9%	4,706	36.2%	4,119

IEP Status	Fall to Winter SY18-19 %	Fall to Winter SY18-19 n	Fall to Spring SY18-19 %	Fall to Spring SY18-19 n	Fall to Winter SY19-20 %	Fall to Winter SY19-20 n	Fall to Winter SY21-22 %	Fall to Winter SY21-22 n
No	44.9%	10,543	48.6%	10,333	50.0%	10,441	38.0%	9,460
Yes	34.9%	2,286	35.5%	2,240	41.8%	1,911	30.0%	1,131

Quadrant	Fall to Winter SY18-19 %	Fall to Winter SY18-19 n	Fall to Spring SY18-19 %	Fall to Spring SY18-19 n	Fall to Winter SY19-20 %	Fall to Winter SY19-20 n	Fall to Winter SY21-22 %	Fall to Winter SY21-22 n
1	40.9%	2,764	43.5%	2,680	47.9%	2,776	34.0%	2,302
2	44.9%	3,531	45.6%	3,461	47.2%	3,493	36.6%	3,006
3	42.4%	4,315	46.8%	4,253	49.2%	4,060	37.7%	3,494
4	44.3%	2,108	49.4%	2,077	51.4%	1,930	41.1%	1,678
Out of District	44.9%	107	55.1%	98	54.3%	92	41.4%	111

Cohort	Fall to Winter SY18-19 %	Fall to Winter SY18-19 n	Fall to Spring SY18-19 %	Fall to Spring SY18-19 n	Fall to Winter SY19-20 %	Fall to Winter SY19-20 n	Fall to Winter SY21-22 %	Fall to Winter SY21-22 n
Current kindergarteners							40.1%	1,762
Current 1st graders							33.0%	1,748
Current 2nd graders					50.4%	2,102	33.4%	1,832
Current 3rd graders	43.9%	2,013	49.0%	1,955	50.2%	2,080	37.2%	1,798
Current 4th graders	41.6%	2,042	45.0%	2,000	48.6%	2,029	37.8%	1,732
Current 5th graders	45.4%	2,334	48.8%	2,307	49.6%	2,111	41.9%	1,719

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

***Goal 2**: The percentage of 6-8 students who are eligible for free/reduced lunch who are at/above the 50th percentile indicating grade-level **proficiency in reading** on MAP will increase from 29% in May 2021 to 40% by May 2027.*

Upon adoption of the 5-year monitoring calendar in Spring 2022, these graphs will include annual targets based on final goal baselines and targets.

***Interim Goal 2.1**: Percentage of 6-8 students who are eligible for free/reduced lunch meeting their projected **reading growth** on MAP will increase from 46% in January 2020 to 60% by May 2027*

Upon adoption of the 5-year monitoring calendar in Spring 2022 and the implementation of the new strategic plan in 2022-2023, these graphs will include the superintendent's evaluation of performance, including whether the district is on track, approaching, or off track to achieve the goal.

Students of interest

- Students are self-identified as receiving free or reduced lunch by a form submitted to the district, and are eligible based on income level
- Sixth through eighth grade students are included

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 districtwide 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. Only one growth period has happened during the pandemic (Fall to Winter SY21-22)
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- Students are considered proficient if they score at or above the 50th percentile, meaning they scored higher than at least 50% of their peers nationally
- Projected growth is calculated based on how students' performance compares to nation-wide student growth; nationally, 50% of students meet their projected growth
- Students meet growth if their observed growth from one test administration to the next is greater than or equal to their projected growth across the same period

Testing

Conditions	Impact	Next Steps
Testing over the past two years was interrupted by the COVID-19 pandemic.	Test windows are missing, which affects over-time comparisons.	We will continue to stay abreast of national research regarding the pandemic's effect on testing, and readjust our expectations regarding growth accordingly.
Testing conditions in Spring SY20-21 were a mix of at-home and in-school testing.	The impact of these varied conditions on test scores is unknown, and makes comparing proficiency rates between administrations difficult.	
Historically we've seen a drop in proficiency from Fall to Winter administration.	Testing students directly after the winter break may have an impact on how students engage with the test.	We are examining testing culture and working to understand how we can ensure the winter test is an accurate measure of student performance.

Insights and anticipated next steps

Insights	Impact	Next Steps
Learning over the past two years was interrupted by the COVID-19 pandemic.	We saw a significant decrease in proficiency from winter 19-20 to spring 20-21.	We will continue to support literacy work across the content areas with secondary teachers and school leaders. We will lay the groundwork to support teachers in utilizing MAP data to inform planning and instruction. District Teaching and Learning teams will collaborate to better support the integration of MAP data with professional learning in literacy with secondary department chairs at school sites to support student learning.
Proficiency decreased from fall to winter.	Students qualifying for free and reduced lunch in grades 6-8 decreased in proficiency by approximately 1%.	We will continue to provide 6-8 students with targeted academic summer programming opportunities. We will recruit external partners, including City Year and FEV Tutoring, to expand academic offerings for summer learning in middle schools.
Fifty percent of students meeting their growth goals represents the normed or typical growth. Students at the highest achievement (scoring at the 75th percentile or higher in MAP reading proficiency) are making the highest gains in meeting their growth goals.	Students are lagging in "typical growth". Growth *is* happening, but the vast majority of students are not growing at the rate we expect them to grow. At this rate, the achievement gap will continue to widen.	In the long term, we will work on supporting middle school teams by utilizing best practices in goal setting with students in order to increase growth as a way to move the needle on proficiency.

Percentage of 6-8 students who are eligible for free/reduced lunch scoring **proficient in reading** on MAP, breakdowns by category

Ethnicity	Winter SY19-20 %	Winter SY19-20 n	Spring SY20-21 %	Spring SY20-21 n	Fall SY21-22 %	Fall SY21-22 n	Winter SY21-22 %	Winter SY21-22 n
African American	25.1%	1,407	20.4%	956	21.4%	1,091	19.0%	1,082
Asian	56.9%	65	40.6%	64	44.8%	58	34.4%	61
Hispanic/Latinx	33.4%	2,411	25.5%	1,985	25.5%	2,063	23.8%	1,997
Multiracial	38.6%	487	37.0%	346	36.6%	410	30.6%	386
Native American	33.1%	248	31.8%	195	29.6%	260	27.2%	235
Pacific Islander	26.1%	46	15.9%	44	12.7%	55	9.8%	51
White	47.3%	888	43.7%	753	38.1%	848	39.2%	781

Multilingual Learner	Winter SY19-20 %	Winter SY19-20 n	Spring SY20-21 %	Spring SY20-21 n	Fall SY21-22 %	Fall SY21-22 n	Winter SY21-22 %	Winter SY21-22 n
No	34.4%	3,141	32.6%	2,262	30.9%	2,641	28.6%	2,510
Yes	12.5%	1,278	7.9%	1,356	11.1%	1,612	9.8%	1,557

IEP Status	Winter SY19-20 %	Winter SY19-20 n	Spring SY20-21 %	Spring SY20-21 n	Fall SY21-22 %	Fall SY21-22 n	Winter SY21-22 %	Winter SY21-22 n
No	40.9%	4,411	34.0%	3,519	33.6%	3,879	30.7%	3,745
Yes	8.2%	1,141	6.9%	824	4.3%	906	5.4%	848

Grade	Winter SY19-20 %	Winter SY19-20 n	Spring SY20-21 %	Spring SY20-21 n	Fall SY21-22 %	Fall SY21-22 n	Winter SY21-22 %	Winter SY21-22 n
6	34.3%	1,996	27.5%	1,607	25.5%	1,680	22.4%	1,614
7	33.8%	1,821	30.8%	1,397	28.8%	1,585	27.6%	1,505
8	34.4%	1,735	28.5%	1,339	30.1%	1,520	28.4%	1,474

Quadrant	Winter SY19-20 %	Winter SY19-20 n	Spring SY20-21 %	Spring SY20-21 n	Fall SY21-22 %	Fall SY21-22 n	Winter SY21-22 %	Winter SY21-22 n
1	29.2%	1,169	24.8%	828	22.1%	959	22.3%	936
2	33.4%	1,540	26.4%	1,231	26.1%	1,373	24.5%	1,283
3	32.2%	1,868	24.9%	1,466	27.9%	1,628	25.0%	1,553
4	44.5%	917	44.2%	771	38.3%	779	34.9%	777
Out of District	56.9%	58	42.9%	42	43.5%	46	29.5%	44

Gender	Winter SY19-20 %	Winter SY19-20 n	Spring SY20-21 %	Spring SY20-21 n	Fall SY21-22 %	Fall SY21-22 n	Winter SY21-22 %	Winter SY21-22 n
Female	37.2%	2,720	31.4%	2,185	32.5%	2,365	29.9%	2,268
Male	31.3%	2,832	26.3%	2,158	23.8%	2,420	22.3%	2,325

Cohort	Winter SY19-20 %	Winter SY19-20 n	Spring SY20-21 %	Spring SY20-21 n	Fall SY21-22 %	Fall SY21-22 n	Winter SY21-22 %	Winter SY21-22 n
Current 6th graders	28.9%	2,159	21.4%	1,658	25.5%	1,680	22.4%	1,614
Current 7th graders	33.9%	2,111	27.5%	1,607	28.8%	1,585	27.6%	1,505
Current 8th graders	34.3%	1,995	30.8%	1,397	30.1%	1,521	28.4%	1,474

Multilingual Learner	Winter SY19-20 %	Winter SY19-20 n	Spring SY20-21 %	Spring SY20-21 n	Fall SY21-22 %	Fall SY21-22 n	Winter SY21-22 %	Winter SY21-22 n
Former	58.0%	1,133	56.4%	725	65.2%	532	62.0%	526

*Percentage of 6-8 students who are eligible for free/reduced lunch meeting their projected **reading growth** on MAP, breakdowns by category*

Ethnicity	Fall to Winter SY18-19 %	n	Fall to Spring SY18-19 %	n	Fall to Winter SY19-20 %	n	Fall to Winter SY21-22 %	n
African American	43.7%	1,228	39.8%	1,181	44.0%	1,263	41.6%	892
Asian	43.8%	64	53.2%	62	52.4%	63	32.7%	52
Hispanic/Latinx	44.9%	2,103	43.9%	2,010	47.1%	2,285	43.8%	1,814
Multiracial	41.4%	435	41.8%	407	42.9%	445	40.5%	336
Native American	46.4%	237	43.8%	208	41.7%	228	47.8%	205
Pacific Islander	50.0%	32	51.7%	29	32.4%	37	46.3%	41
White	48.1%	825	47.9%	789	49.8%	820	44.5%	678

Multilingual Learner	Fall to Winter SY18-19 %	n	Fall to Spring SY18-19 %	n	Fall to Winter SY19-20 %	n	Fall to Winter SY21-22 %	n
Former	45.9%	1,274	46.0%	1,216	49.0%	1,096	48.7%	487
No	45.2%	2,849	43.2%	2,699	45.4%	2,850	42.4%	2,126
Yes	42.3%	801	40.7%	771	45.4%	1,195	42.6%	1,405

IEP Status	Fall to Winter SY18-19 %	n	Fall to Spring SY18-19 %	n	Fall to Winter SY19-20 %	n	Fall to Winter SY21-22 %	n
No	46.1%	3,951	45.5%	3,768	46.8%	4,113	43.9%	3,284
Yes	40.0%	973	35.4%	918	43.5%	1,028	40.2%	734

Grade	Fall to Winter SY18-19 %	n	Fall to Spring SY18-19 %	n	Fall to Winter SY19-20 %	n	Fall to Winter SY21-22 %	n
6	44.8%	2,005	46.2%	1,969	47.4%	1,842	40.6%	1,447
7	45.2%	1,709	41.7%	1,599	44.9%	1,692	43.7%	1,314
8	44.7%	1,210	41.6%	1,118	46.0%	1,607	45.8%	1,257

Quadrant	Fall to Winter SY18-19 %	n	Fall to Spring SY18-19 %	n	Fall to Winter SY19-20 %	n	Fall to Winter SY21-22 %	n
1	46.1%	1,039	43.4%	985	45.1%	1,049	47.6%	787
2	43.7%	1,328	42.8%	1,252	45.3%	1,425	44.6%	1,157
3	45.3%	1,655	42.3%	1,581	46.1%	1,758	40.0%	1,391
4	44.5%	868	46.1%	839	49.2%	862	42.2%	644
Out of District	48.5%	33	71.4%	28	40.4%	47	46.2%	39

Gender	Fall to Winter SY18-19 %	n	Fall to Spring SY18-19 %	n	Fall to Winter SY19-20 %	n	Fall to Winter SY21-22 %	n
Female	44.5%	2,426	43.3%	2,307	45.5%	2,521	43.6%	1,981
Male	45.3%	2,498	43.7%	2,379	46.7%	2,620	42.9%	2,037

Cohort	Fall to Winter SY18-19 %	n	Fall to Spring SY18-19 %	n	Fall to Winter SY19-20 %	n		Fall to Winter SY21-22 %	n
Current 6th graders	45.5%	2,356	48.5%	2,332	44.1%	2,044		40.6%	1,447
Current 7th graders	40.3%	2,286	40.7%	2,242	49.1%	1,987		43.7%	1,314
Current 8th graders	40.9%	2,121	39.7%	2,068	47.4%	1,841		45.8%	1,257