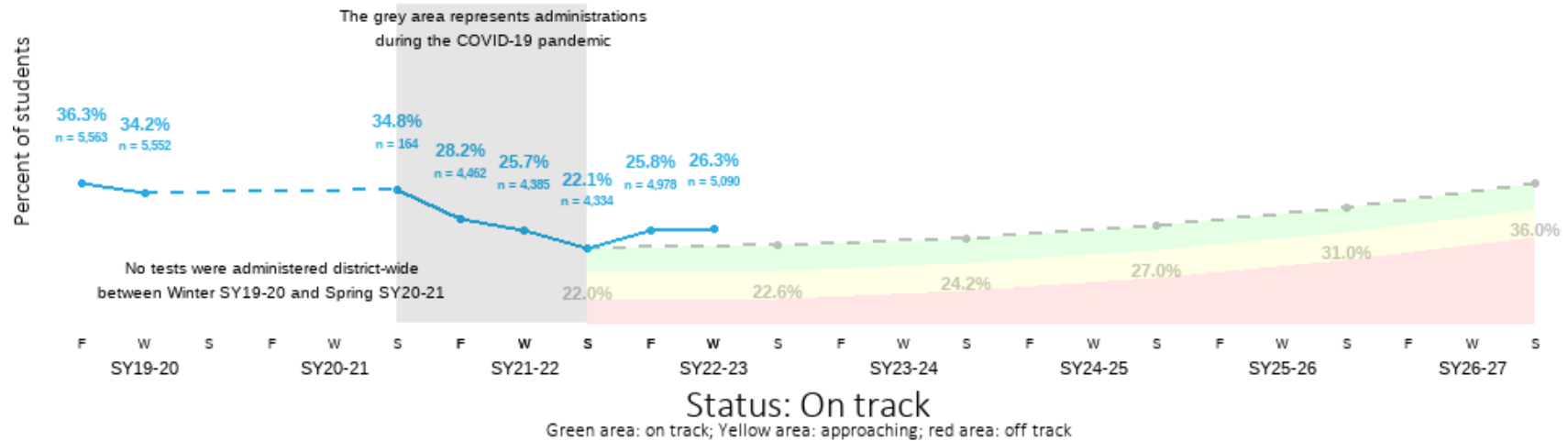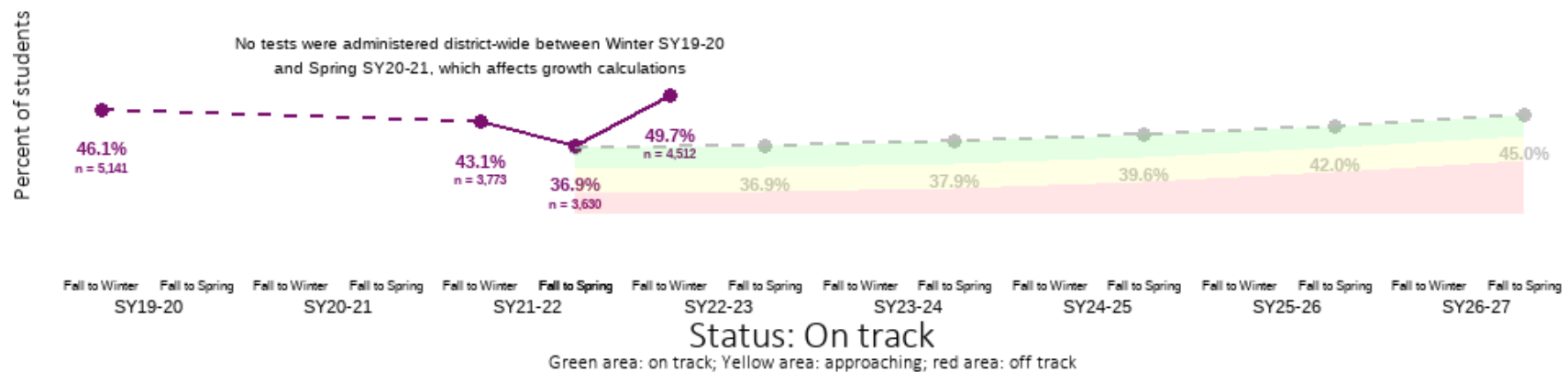# Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

*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.*



Percent of students

The grey area represents administrations during the COVID-19 pandemic

36.3%
n = 5,563

34.2%
n = 5,552

34.8%
n = 164

28.2%
n = 4,462

25.7%
n = 4,385

22.1%
n = 4,334

25.8%
n = 4,978

26.3%
n = 5,090

No tests were administered district-wide between Winter SY19-20 and Spring SY20-21

22.0%   22.6%   24.2%   27.0%   31.0%   36.0%

| F | W | S | F | W | S | F | W | S | F | W | S | F | W | S | F | W | S | F | W | S | F | W | S |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SY19-20 | | | SY20-21 | | | SY21-22 | | | SY22-23 | | | SY23-24 | | | SY24-25 | | | SY25-26 | | | SY26-27 | | |

## Status: On track

Green area: on track; Yellow area: approaching; red area: off track

*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.*



Percent of students

No tests were administered district-wide between Winter SY19-20 and Spring SY20-21, which affects growth calculations

46.1%
n = 5,141

43.1%
n = 3,773

49.7%
n = 4,512

36.9%
n = 3,630

36.9%   37.9%   39.6%   42.0%   45.0%

| Fall to Winter | Fall to Spring | Fall to Winter | Fall to Spring | Fall to Winter | Fall to Spring | Fall to Winter | Fall to Spring | Fall to Winter | Fall to Spring | Fall to Winter | Fall to Spring | Fall to Winter | Fall to Spring | Fall to Winter | Fall to Spring |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SY19-20 | | SY20-21 | | SY21-22 | | SY22-23 | | SY23-24 | | SY24-25 | | SY25-26 | | SY26-27 | |

## Status: On track

Green area: on track; Yellow area: approaching; red area: off track

## 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

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 2022-2023 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 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

Students meet growth if their observed growth is greater than or equal to their projected growth

## Next steps and current conditions

| Next steps follow up | Action taken | Progress |
|---|---|---|
| We have continued to focus on supporting literacy across the content areas with department chairs leading the work in their buildings with their content teams. Teams meet at least once monthly to learn how to leverage their curriculum to support building content knowledge and literacy skills. | In the fall, secondary teacher professional learning focused on identifying student evidence of learning during instruction in order to respond more quickly to student learning. | We will continue to work with teachers to provide professional learning experiences that highlight the integration of reading, writing, listening and speaking using curricular resources in their content areas. |
| School leaders have continued to participate in learning experiences that continue to develop their instructional leadership skills in supporting reading across content areas. | Secondary leaders continue to engage in work on instructional leadership in literacy across content areas, strengthening their skills to identify high leverage instructional practices that incorporate literacy across courses. | Middle school principals and assistant principals continue to log their classroom walkthroughs to identify when they notice teachers using the high leverage practices around literacy in their classrooms. |
| We are continuing to focus on improving testing culture and goal setting in schools. During the December School Leader Learning Institute, school leaders will engage in collaborative learning on goal setting and data monitoring.  Teachers will engage in additional professional learning on setting goals with students. | In our December professional learning with school leaders, middle school leaders shared their resources and testimony on how they have included student goal setting to develop learner agency for moving forward in their learning journey. | Some middle school sites implemented 1:1  goal setting  conversations with students prior to the winter MAP window. In schools where students were engaged in goal setting conversations, more students met or exceeded their growth goals and increased their proficiency levels. |
| Teaching & Learning and Communications are working together to develop a stronger communication strategy to support schools and families. This communication strategy launched in December, ahead of the winter MAP testing window in January. | The Teaching and Learning and Communications Teams provided families with information about the winter MAP window in the weekly parent emails. This included information on what the MAP Growth assessment is and how to support their student in preparing for the assessment. | We will continue these efforts in spring, communicating with families broadly with district messaging. School sites will also continue to message MAP testing dates and information to families. School sites will continue to improve upon Individual goal setting, building family awareness about the importance of MAP testing,  and designing testing schedules to maximize student focus time. |

| Here's what we see now | Anticipated next steps |
|---|---|
| Students in 7th and 8th grades showed the higher percentages of students meeting proficiency from the fall testing window to the winter testing window.  The current 8th graders have continued to increase proficiency percentages across the last year on MAP. | Work with school leaders to determine the needs of 6th graders at their school sites and supports needed for the remainder of the school year for struggling readers. |
| Quadrants 1 and 4 showed an increase in the percentage of students scoring at the 50th percentile while quadrants 2 and 3 indicated less than a 1% drop from fall testing. | Continue to learn from our school leaders and teachers on how they promoted positive testing environments and goal setting conversations with their students to determine what actions proved to be successful for students. |
| There continue to be gaps in the percentage of students scoring 'proficient' across ethnicity, multilingual learner status, IEP status, and quadrant. | We need to continue to provide resources for our students who have the lowest levels of proficiency in order to accelerate their growth as a way to move their learning forward in reading. |
| All subgroups of students showed positive growth from fall to winter. African American and white student groups had an increase of 17% more students meeting or exceeding their growth goals this year from fall to winter compared to last school year's overall growth. The group with the lowest growth was  Hispanic/Latinx students with an increase of 9.7% more students meeting or exceeding their growth goal. This same student group saw a slight decrease in the percentage of students scoring at the 50th percentile from fall to winter (-6% decrease).  The percentage of students meeting growth goals across the breakdown categories does not indicate a large gap for any student group. | The Academics teams will continue to provide school leaders and teachers with learnings around the best instructional ways to provide support for diverse learners. It is important that all learners have daily access to grade level content and multiple opportunities to demonstrate their learning in meaningful ways. |

*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 | Winter SY21-22 | | Spring SY21-22 | | Fall SY22-23 | | Winter SY22-23 | |
|---|---|---|---|---|---|---|---|---|
| | % | N | % | N | % | N | % | N |
| African American | 18.6% | 1,067 | 14.9% | 1,034 | 18.3% | 1,227 | 19.2% | 1,242 |
| Asian | 29.2% | 65 | 18.1% | 94 | 25.0% | 92 | 25.3% | 95 |
| Hispanic/Latinx | 23.9% | 1,864 | 20.6% | 1,817 | 24.8% | 1,993 | 24.2% | 2,070 |
| Multiracial | 30.5% | 364 | 27.2% | 360 | 28.0% | 439 | 29.8% | 443 |
| Native American | 26.0% | 215 | 19.1% | 215 | 28.5% | 242 | 26.1% | 253 |
| Pacific Islander | 4.2% | 48 | 9.8% | 51 | 8.1% | 74 | 13.6% | 81 |
| White | 38.8% | 762 | 35.3% | 763 | 37.9% | 912 | 40.8% | 907 |

| Grade | Winter SY21-22 | | Spring SY21-22 | | Fall SY22-23 | | Winter SY22-23 | |
|---|---|---|---|---|---|---|---|---|
| | % | N | % | N | % | N | % | N |
| 6 | 21.5% | 1,521 | 19.9% | 1,500 | 26.9% | 1,663 | 25.0% | 1,654 |
| 7 | 28.0% | 1,445 | 24.0% | 1,420 | 21.7% | 1,638 | 24.2% | 1,692 |
| 8 | 27.9% | 1,419 | 22.6% | 1,414 | 28.8% | 1,678 | 29.7% | 1,745 |

| Gender | Winter SY21-22 | | Spring SY21-22 | | Fall SY22-23 | | Winter SY22-23 | |
|---|---|---|---|---|---|---|---|---|
| | % | N | % | N | % | N | % | N |
| Female | 29.3% | 2,156 | 25.5% | 2,133 | 29.6% | 2,487 | 29.2% | 2,524 |
| Male | 22.3% | 2,229 | 18.9% | 2,201 | 22.2% | 2,492 | 23.5% | 2,567 |

| Multilingual Learner | Winter SY21-22 | | Spring SY21-22 | | Fall SY22-23 | | Winter SY22-23 | |
|---|---|---|---|---|---|---|---|---|
| | % | N | % | N | % | N | % | N |
| Monitored/Exited | 60.5% | 496 | 53.5% | 490 | 69.9% | 439 | 68.9% | 441 |
| No | 28.1% | 2,442 | 24.1% | 2,381 | 28.1% | 2,891 | 29.0% | 2,927 |
| Yes | 9.8% | 1,447 | 8.3% | 1,463 | 10.2% | 1,649 | 10.9% | 1,723 |

| IEP Status | Winter SY21-22 | | Spring SY21-22 | | Fall SY22-23 | | Winter SY22-23 | |
|---|---|---|---|---|---|---|---|---|
| | % | N | % | N | % | N | % | N |
| No | 30.0% | 3,611 | 25.9% | 3,578 | 29.9% | 4,158 | 30.5% | 4,266 |
| Yes | 5.7% | 774 | 4.0% | 756 | 4.9% | 813 | 4.9% | 814 |

| Quadrant | Winter SY21-22 | | Spring SY21-22 | | Fall SY22-23 | | Winter SY22-23 | |
|---|---|---|---|---|---|---|---|---|
| | % | N | % | N | % | N | % | N |
| 1 | 22.2% | 919 | 18.2% | 873 | 21.8% | 1,100 | 23.3% | 1,109 |
| 2 | 24.2% | 1,222 | 20.6% | 1,222 | 25.2% | 1,379 | 24.3% | 1,401 |
| 3 | 25.1% | 1,456 | 21.6% | 1,419 | 24.5% | 1,558 | 23.9% | 1,551 |
| 4 | 33.6% | 743 | 29.0% | 746 | 33.5% | 878 | 36.5% | 917 |
| Out of District | 26.7% | 45 | 37.5% | 48 | 40.3% | 62 | 43.5% | 62 |

| Cohort | Winter SY21-22 | | Spring SY21-22 | | Fall SY22-23 | | Winter SY22-23 | |
|---|---|---|---|---|---|---|---|---|
| | % | N | % | N | % | N | % | N |
| Current 6th graders | 24.2% | 1,788 | 23.1% | 1,773 | 26.9% | 1,663 | 25.0% | 1,654 |
| Current 7th graders | 21.6% | 1,520 | 19.9% | 1,498 | 21.7% | 1,638 | 24.2% | 1,692 |
| Current 8th graders | 27.9% | 1,437 | 24.0% | 1,419 | 28.8% | 1,678 | 29.7% | 1,745 |

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

| Ethnicity | Fall to Winter SY19-20 | | Fall to Winter SY21-22 | | Fall to Spring SY21-22 | | Fall to Winter SY22-23 | |
|---|---|---|---|---|---|---|---|---|
| | % | N | % | N | % | N | % | N |
| **African American** | 44.0% | 1,263 | 41.4% | 874 | 35.1% | 829 | 51.2% | 1,101 |
| **Asian** | 52.4% | 63 | 32.0% | 50 | 30.2% | 53 | 47.0% | 83 |
| **Hispanic/Latinx** | 47.1% | 2,285 | 43.9% | 1,662 | 38.4% | 1,603 | 48.1% | 1,834 |
| **Multiracial** | 42.9% | 445 | 40.3% | 313 | 35.3% | 289 | 46.9% | 397 |
| **Native American** | 41.7% | 228 | 47.3% | 184 | 33.9% | 183 | 44.2% | 217 |
| **Pacific Islander** | 32.4% | 37 | 46.2% | 39 | 34.2% | 38 | 58.7% | 63 |
| **White** | 49.8% | 820 | 44.1% | 651 | 37.5% | 635 | 53.5% | 817 |

| Grade | Fall to Winter SY19-20 | | Fall to Winter SY21-22 | | Fall to Spring SY21-22 | | Fall to Winter SY22-23 | |
|---|---|---|---|---|---|---|---|---|
| | % | N | % | N | % | N | % | N |
| **6** | 47.4% | 1,842 | 39.7% | 1,341 | 34.4% | 1,301 | 44.9% | 1,482 |
| **7** | 44.9% | 1,692 | 44.3% | 1,236 | 41.8% | 1,182 | 51.5% | 1,496 |
| **8** | 46.0% | 1,607 | 45.7% | 1,196 | 34.5% | 1,147 | 52.5% | 1,534 |

| Gender | Fall to Winter SY19-20 | | Fall to Winter SY21-22 | | Fall to Spring SY21-22 | | Fall to Winter SY22-23 | |
|---|---|---|---|---|---|---|---|---|
| | % | N | % | N | % | N | % | N |
| **Female** | 45.5% | 2,521 | 43.5% | 1,854 | 36.7% | 1,790 | 50.2% | 2,258 |
| **Male** | 46.7% | 2,620 | 42.7% | 1,919 | 37.0% | 1,840 | 49.2% | 2,254 |

| Multilingual Learner | Fall to Winter SY19-20 | | Fall to Winter SY21-22 | | Fall to Spring SY21-22 | | Fall to Winter SY22-23 | |
|---|---|---|---|---|---|---|---|---|
| | % | N | % | N | % | N | % | N |
| **Former** | 49.0% | 1,096 | 47.5% | 459 | 43.4% | 449 | 50.1% | 423 |

| Multilingual Learner | Fall to Winter SY19-20 | | Fall to Winter SY21-22 | | Fall to Spring SY21-22 | | Fall to Winter SY22-23 | |
|---|---|---|---|---|---|---|---|---|
| | % | N | % | N | % | N | % | N |
| **No** | 45.4% | 2,850 | 42.1% | 2,038 | 35.4% | 1,944 | 49.9% | 2,590 |
| **Yes** | 45.4% | 1,195 | 43.0% | 1,276 | 36.7% | 1,237 | 49.2% | 1,499 |

| IEP Status | Fall to Winter SY19-20 | | Fall to Winter SY21-22 | | Fall to Spring SY21-22 | | Fall to Winter SY22-23 | |
|---|---|---|---|---|---|---|---|---|
| | % | N | % | N | % | N | % | N |
| **No** | 46.8% | 4,113 | 43.9% | 3,116 | 38.0% | 2,995 | 50.3% | 3,798 |
| **Yes** | 43.5% | 1,028 | 39.4% | 657 | 31.3% | 635 | 46.5% | 708 |

| Quadrant | Fall to Winter SY19-20 | | Fall to Winter SY21-22 | | Fall to Spring SY21-22 | | Fall to Winter SY22-23 | |
|---|---|---|---|---|---|---|---|---|
| | % | N | % | N | % | N | % | N |
| **1** | 45.1% | 1,049 | 47.2% | 763 | 40.1% | 708 | 52.0% | 999 |
| **2** | 45.3% | 1,425 | 44.5% | 1,085 | 37.8% | 1,059 | 49.5% | 1,284 |
| **3** | 46.1% | 1,758 | 40.4% | 1,287 | 35.7% | 1,242 | 44.4% | 1,353 |
| **4** | 49.2% | 862 | 41.3% | 598 | 33.0% | 581 | 55.4% | 823 |
| **Out of District** | 40.4% | 47 | 40.0% | 40 | 45.0% | 40 | 58.5% | 53 |

| Cohort | Fall to Winter SY19-20 | | Fall to Winter SY21-22 | | Fall to Spring SY21-22 | | Fall to Winter SY22-23 | |
|---|---|---|---|---|---|---|---|---|
| | % | N | % | N | % | N | % | N |
| **Current 6th graders** | 44.7% | 1,961 | 42.1% | 1,621 | 35.9% | 1,572 | 44.9% | 1,482 |
| **Current 7th graders** | 48.3% | 1,965 | 39.9% | 1,340 | 34.5% | 1,300 | 51.5% | 1,496 |
| **Current 8th graders** | 47.1% | 1,875 | 44.1% | 1,231 | 41.8% | 1,182 | 52.5% | 1,534 |

## Commonly asked questions

**What does "monitored/exited" multilingual student mean? Why is their performance regularly higher than their peers?**

The term former multilingual learner was determined to be inaccurate as we are all always growing and developing our language skills in all of our languages. 'Monitored/exited multilingual learners' is the term used to indicate that multilingual learners satisfied state requirements of proficiency in the English language. Following the proficient score, we monitor these students for four years to ensure continued success in academics and language. During this period they are still eligible for some supports as needed. Once students successfully complete the four year monitoring period, they then become exited multilingual learners, meaning they have satisfied all requirements of the English language development program.

Students classified as monitored/exited multilingual learners have satisfied the state requirement of a composite score of 4.8 on the ACCESS English language proficiency assessment. This means that the student has achieved an advanced level of proficiency. As we know from research, students who become fully multilingual regularly engage more of their brain capacity and perform at higher levels than students with only one language.

**Which students are Out of District?**

The majority of our out-of-district students come from three groups: children of district employees, who are allowed to enroll in Tulsa Public Schools no matter where they live; students who are currently at detention centers or hospitals that don't exist in other parts of the state; and other students across Oklahoma, based on Senate Bill 783 which allows students in Oklahoma to enroll in any school across the state that has open seats.