

Indicator 16: Third grade reading proficiency by income

Ratio of 3rd grade reading/language arts proficiency levels for not economically disadvantaged to economically disadvantaged Tulsa Public Schools students

Report Year	2018	2019	2020	2021	2022
Score	37	31	31	19	32
Not economically disadvantaged third graders	35.1%	39.9%	49.0%	21.8%	22.7%
Economically disadvantaged third graders	14.3%	11.7%	14.4%	4.0%	6.9%
Ratio	2.455	3.410	3.403	5.498	3.273

Change
2018 to 2022

-5

2022 Report Source

Tulsa Public Schools
unpublished data, SY
2022



Non-disadvantaged students are over 3 times as likely to score proficient or advanced on 3rd grade reading test than disadvantaged students.

The Oklahoma State Department of Education has the following note: "Due to the ongoing challenges related to COVID-19, testing data from the 2021 school year should not be interpreted as they would in a normal year. We urge caution when examining summary reports because of the possibility of uneven participation rates or because of changes to learning conditions that may have been disrupted by the pandemic. Other information (e.g., opportunity to learn, mode of learning, access to grade-level content, attendance, course grades) should be considered when reviewing your data. Additionally, because of the unique context due to any COVID-related disruptions, please consider your local context before comparing 2021 data to previous years or other school sites." Economically disadvantaged students are defined as those qualifying for the free and reduced lunch program.

Tulsa Public Schools unpublished data, School Years 2017, 2018, 2019, 2021, & 2022