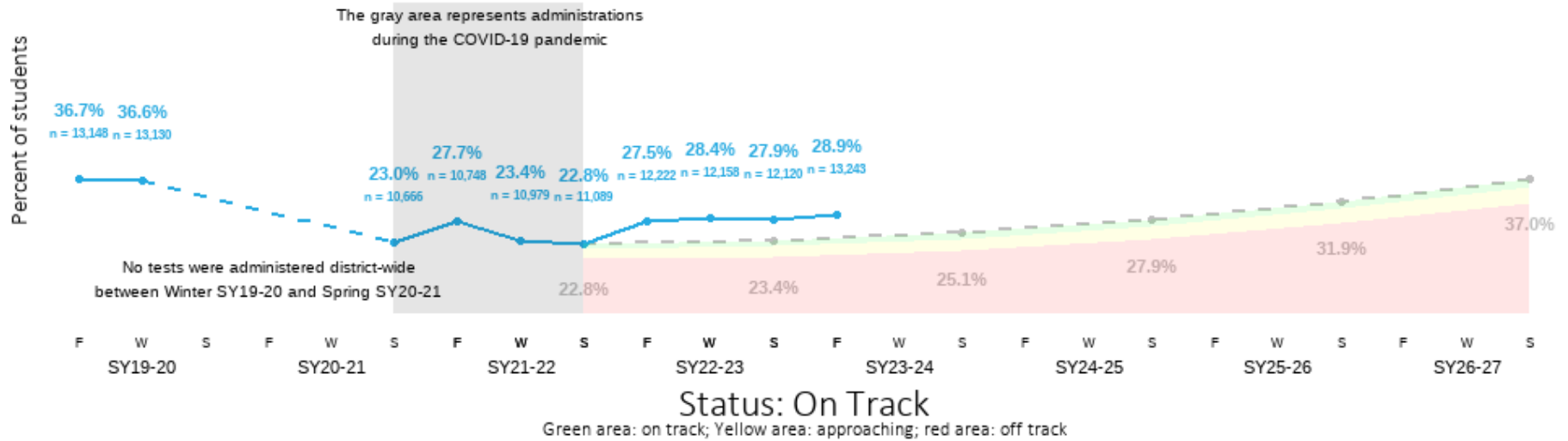




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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.



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

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. Students' 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

This report covers data from administrations during the 2017-2018 school year through the 2023-2024 school year

MAP was not administered in Spring SY19-20, Fall SY20-21, or Winter SY20-21 due to the COVID-19 pandemic





Next steps and current conditions

Follow up on previous report	Action taken	Progress
<p>As part of our effort to continually improve the quality of Walk to Read, all schools will be implementing three high quality resources aligned to the Science of Reading - West Virginia Phonics, Florida Center for Reading Research, and Amira. This consistent approach across the district will foster more effective collaborative learning, better district support, and a better understanding of impact.</p>	<p>In August, both school leaders and teachers engaged in professional learning with the adopted resources for Walk to Read - West Virginia Phonics, Florida Center for Reading Research, and Amira.</p> <p>Additional training was provided to MRI school leaders in August and September.</p>	<p>Beginning of the year observations of Walk to Read indicate that schools are consistently implementing the district-adopted resources.</p>
<p>We are expanding implementation of Amira, a digital intervention program founded in the fundamentals of the Science of Reading, to include 4th and 5th grades across the district and improving our monitoring of Amira usage and achievement data.</p>	<p>In August, both school leaders and teachers engaged in professional learning with Amira.</p> <p>We have developed a data dashboard that tracks engagement with Amira.</p>	<p>All schools launched Amira for K-5 at the beginning of the school year.</p> <p>Instructional Leadership Directors are reviewing Amira usage data bi-weekly. Currently, 58% of all K-5 students are on Amira regularly. (Note: We estimate that approximately 70% of all K-5 students should be on Amira, as we currently only use Amira to support English Language Arts.)</p>
<p>We are also developing better systems for progress monitoring, accountability and continuous improvement for both Walk to Read and core literacy instruction.</p>	<p>We have developed a data dashboard that tracks engagement with Amira, Istation and Imagine Learning; completion and proficiency on HMH end of module assessments; observation data; and Individual Plans for Reading Instruction.</p> <p>Every school leader engages in monthly strategic check-ins focused on continuous improvement with their instructional</p>	<p>The elementary Instructional Superintendent and Instructional Leadership Directors engage in weekly data monitoring conversations of leading indicators tracked on the dashboard.</p> <p>To date, all schools have completed two</p>



	leadership director and network support team to reflect on data and determine action steps.	strategic check-ins.
We will continue to focus on implementing our high quality literacy curriculum for core instruction with fidelity. We will also prioritize using formative curriculum assessment data to monitor student progress and inform effective differentiated instruction for all students.	<p>In August and September, school leaders and teachers engaged in professional learning on formative curriculum assessments - HMH End of Module Assessments, including how to administer to students and how to analyze the data to inform instruction.</p> <p>We have launched a data dashboard that provides tracking of assessment completion and proficiency by grade level. School leaders are reviewing the data regularly to inform teacher and student supports.</p>	<p>Schools implemented the first end of module assessment in mid-September.</p> <p>School leaders are reviewing the module assessment data regularly to inform teacher and student supports.</p> <p>The elementary Instructional Superintendent and Instructional Leadership Directors review the module assessment data after each administration and determine action steps.</p>
<p>School Leaders are setting ambitious MAP goals for their schools, including developing targeted goals and strategies for students who are below the 25th percentile and below the 10th percentile.</p> <p>We will continue to prioritize creating strong assessment cultures in our schools.</p>	<p>In August and September, School Leaders engaged teachers in professional learning focused on assessment culture and goal setting with students. School Leaders also engaged teachers in professional learning on assessment culture in August.</p> <p>During the first quarter Content Cycles - the district's professional learning communities - teachers analyzed MAP data to set goals for students.</p>	<p>In September, schools analyzed their beginning of year MAP data and set goals for all students.</p> <p>As part of the aforementioned strategic check-ins, school leaders are analyzing leading indicator data to forecast the development of the students below the 25th percentile on MAP and determine action steps.</p>



Here's what we see now	Anticipated next steps
<p>28.9% of K-5 students who are economically disadvantaged are at/above the national 50th percentile in reading on MAP, which represents one percentage point improvement from Spring MAP in proficiency. We are currently exceeding our target for this school year (25. 1%) and are on track for our 5 year goal of 37% by May 2027.</p> <p>All ethnicities, except for Pacific Islander and White, increased the percentage of students scoring at or above the 50th percentile on the fall MAP administration.</p>	<p>We are continuing to support implementation with fidelity of the district-adopted literacy curriculum aligned to the Science of Reading for both core instruction and intervention.</p> <p>HMH End of Module assessments were launched in September. They are providing data every three-four weeks on how students are progressing towards the Oklahoma Academic standards for reading. Teachers will analyze this data regularly to inform re-teaching and other student supports.</p>
<p>Our current third, fourth and fifth grade cohorts all demonstrated growth in proficiency from last year to this year. The current first grade and second grade cohorts have both demonstrated declines in proficiency from last year to this year.</p>	<p>All K-3 students below the 40th percentile on MAP receive an Individualized Plan for Reading Instruction (IPRI). Those first through third grade students will also be screened for characteristics of dyslexia by the end of October. Kindergarten students will be screened after the winter MAP administration.</p> <p>District teams are monitoring the HMH end of module assessment data for all grade levels, with particular attention to first and second grade to determine areas for additional teacher and student supports.</p> <p>22 schools have leveraged funds to hire Reading Interventionists to provide additional support to students who most need it. Reading Interventionists will participate in targeted training in October, and approximately 4 other times across the year.</p> <p>All K-5 teachers will engage in additional training on the Science of Reading in the winter.</p> <p>We are developing plans to provide additional training and support to teachers, particularly at our MRI schools. Schools are also examining their site-level data to determine what additional intervention or supports are</p>

	needed for first and second grade students.
The percentage of students on IEPs scoring at or above the 50th percentile increased from 12.7% to 14.7% though this is still below the average of all students.	In elementary special education, we are in the 4th year of implementing Really Great Reading across all mild/moderate programs, and as a result have seen some improvements in reading achievement on MAP. We will continue to implement this program for our students on IEPs.

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

Ethnicity	Fall SY22-23		Winter SY22-23		Spring SY22-23		Fall SY23-24	
	%	n	%	n	%	n	%	n
African American	21.7%	2,959	22.3%	2,893	21.0%	2,891	25.0%	2,955
Asian	27.6%	243	29.2%	250	25.4%	240	30.0%	247
Hispanic/Latino	24.4%	4,683	25.1%	4,713	24.6%	4,762	25.0%	5,462
Multiracial	34.6%	1,427	35.0%	1,405	35.7%	1,371	35.8%	1,533
Native American	30.0%	510	32.2%	528	34.6%	515	35.1%	538
Pacific Islander	14.6%	192	22.8%	197	24.6%	199	19.2%	203
White	37.8%	2,208	38.9%	2,172	38.5%	2,143	38.0%	2,305

Gender	Fall SY22-23		Winter SY22-23		Spring SY22-23		Fall SY23-24	
	%	n	%	n	%	n	%	n
Female	29.4%	5,992	30.1%	5,973	29.3%	5,962	31.7%	6,417
Male	25.7%	6,230	26.8%	6,185	26.5%	6,159	26.3%	6,826

Multilingual Learner	Fall SY22-23		Winter SY22-23		Spring SY22-23		Fall SY23-24	
	%	n	%	n	%	n	%	n
Monitored/Exited	81.2%	117	89.5%	114	81.4%	113	93.5%	124
No	30.9%	7,823	31.5%	7,713	31.2%	7,600	33.9%	8,214
Yes	19.8%	4,282	21.2%	4,331	20.7%	4,408	19.0%	4,905

Grade	Fall SY22-23		Winter SY22-23		Spring SY22-23		Fall SY23-24	
	%	n	%	n	%	n	%	n
Kindergarten	46.4%	1,988	43.2%	2,018	42.6%	2,062	46.8%	2,122
1	27.5%	2,159	28.1%	2,161	28.1%	2,148	27.8%	2,220
2	18.9%	2,057	19.0%	2,027	19.2%	2,027	22.3%	2,395
3	21.8%	2,084	26.7%	2,042	26.5%	2,021	22.8%	2,283
4	24.4%	2,010	25.7%	1,988	25.6%	1,976	27.0%	2,133
5	26.6%	1,924	27.7%	1,922	24.7%	1,887	28.1%	2,090

IEP Status	Fall SY22-23		Winter SY22-23		Spring SY22-23		Fall SY23-24	
	%	n	%	n	%	n	%	n
No	29.1%	10,981	29.9%	10,854	29.8%	10,656	30.5%	11,764
Yes	12.8%	1,203	14.6%	1,244	12.7%	1,402	14.7%	1,323



Cohort	Fall SY22-23		Winter SY22-23		Spring SY22-23		Fall SY23-24		Quadrant	Fall SY22-23		Winter SY22-23		Spring SY22-23		Fall SY23-24	
	%	n	%	n	%	n	%	n		%	n	%	n	%	n	%	n
Current kindergarteners							46.8%	2,122	1	21.8%	2,850	23.1%	2,799	22.2%	2,714	23.7%	2,850
Current 1st graders	46.4%	1,988	43.2%	2,018	42.6%	2,062	27.8%	2,220	2	25.9%	3,283	27.2%	3,221	26.8%	3,172	27.8%	3,634
Current 2nd graders	27.5%	2,159	28.1%	2,161	28.1%	2,148	22.3%	2,395	3	29.3%	3,986	28.9%	3,896	30.2%	3,837	29.6%	4,012
Current 3rd graders	18.9%	2,057	19.0%	2,027	19.2%	2,027	22.8%	2,283	4	34.6%	1,906	36.3%	1,885	33.0%	1,835	36.7%	1,978
Current 4th graders	21.8%	2,084	26.7%	2,042	26.5%	2,021	27.0%	2,133	Out of District	31.8%	176	29.8%	188	32.4%	170	37.3%	244
Current 5th graders	24.4%	2,010	25.7%	1,988	25.6%	1,976	28.1%	2,090									