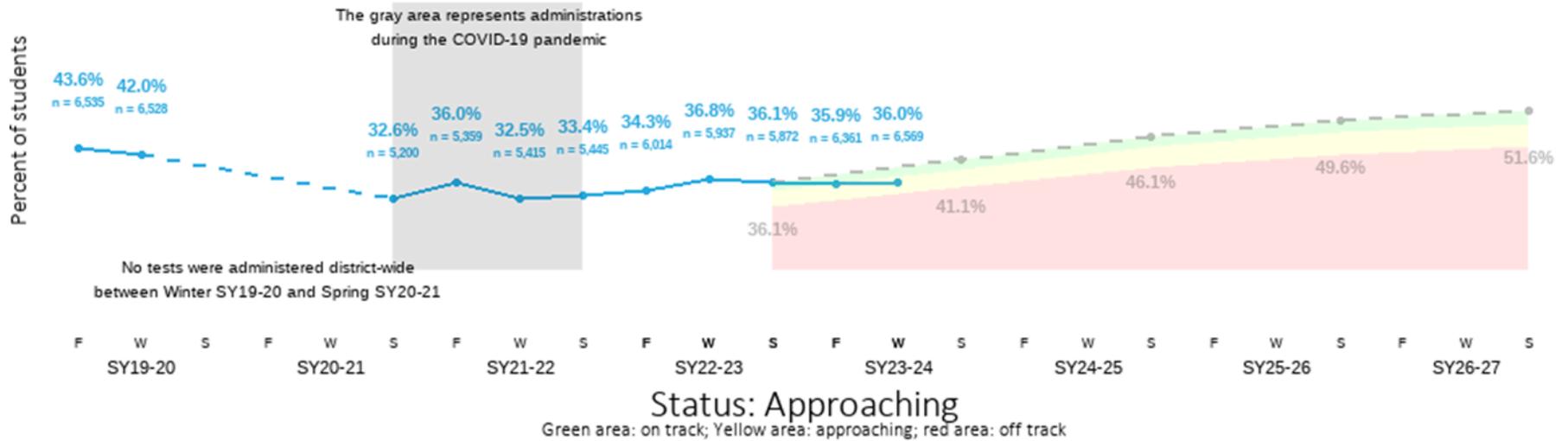# Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Interim Goal 1.1: The percentage of grade 3-5 economically disadvantaged students who are projected to score Basic or above on Spring OSTP ELA assessment based on MAP scores will increase from 36% in May 2023 to 51% by May 2027.

Students of interest

Students are recognized as economically disadvantaged based on self-reporting by families on income level. This information is collected to identify eligibility for free or reduced lunch.

Third through fifth-grade students are included.

Metric definition

MAP is taken three times per year. A study by NWEA, the provider of MAP, is used to project students' scores from MAP to OSTP - the Oklahoma State Testing Program.

Students are considered "Basic or above" based on how their MAP RIT scores align to performance levels on OSTP, using NWEA's linking study. The OSTP assessment has four performance levels that students can fall into – Below Basic, Basic, Proficient, and Advanced.
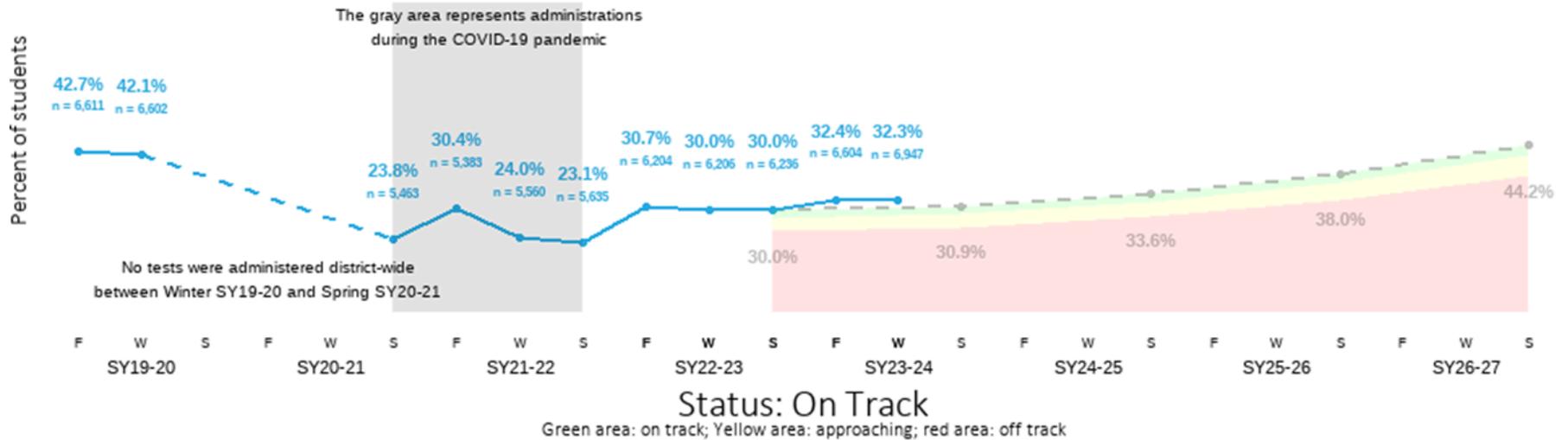
This report covers data from administrations during the 2017-2018 school year through the 2023-2024 school year

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

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

Interim Goal 1.2: The percentage of K-2 economically disadvantaged students who are at/above the national 50th percentile in reading on MAP will increase from 30% in May 2023 to 44% by May 2027.

Status: On Track
Green area: on track; Yellow area: approaching; red area: off track

Students of interest	Metric definition
Students are recognized as economically disadvantaged based on self-reporting by families on income level. This is collected to identify eligibility for free or reduced lunch.	MAP is taken three times per year. Students' percentile rank is calculated based on how their performance compares to nation-wide student performance.
Kindergarten through second grade students are included.	When a student is at or above the 50th percentile, they scored higher than at least 50% of their peers nationally and are on-track to likely score at least "Basic" on the 3rd grade OSTP assessment.
	We do not project student achievement on the OSTP assessment, or Oklahoma State Testing Program, until students are in third grade. The 50th percentile for students in second grade is a rigorous standard that provides a strong measure of confidence for their success the following year.
	This report covers data from administrations during the 2017-2018 school year through the 2023-2024 school year.

Students of interest	Metric definition
	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
Amira All schools launched Amira for K-5 English Language Arts intervention at the beginning of the school year.	Amira data is available to schools on the dashboard and leaders are monitoring participation and threshold data weekly. Instructional Leadership Directors are reviewing Amira usage data bi-weekly. In October, we launched Amira Champions - representatives from each school who support their site in the effective implementation of the program.	Usage of Amira continues to increase across sites. Currently, 75% of assigned students are using Amira; 58.1% of elementary students are meeting the recommended time dosage of at least 30 minutes a week.
HMH Module Assessments We have prioritized using formative curriculum assessment data to monitor student progress and inform effective differentiated instruction for all students.	All schools have implemented the HMH module assessments on Canvas. School Leaders and teachers engage in regular analysis of the data to determine gaps in mastery of key standards that require re-teaching and to plan the reteach lessons. The elementary Instructional Superintendent and Instructional Leadership Directors review the module assessment data after each administration and determine action steps.	First through fifth grade students have completed the Module 6 assessment and kindergarten students have completed the Module 5 assessment. We have analyzed the mid-year MAP data to the HMH module assessments, and found that there is a positive correlation Meaning as HMH module scores increase, MAP scores tend to increase
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.	In September, schools analyzed their beginning-of-year MAP data and set goals for all students.	Following mid-year MAP, schools engaged students in reflections on their goals and implemented incentives to recognize students who met their growth goals, increased their

	School leaders analyzed leading indicator data to forecast the development of the students below the 25th percentile on MAP and determine action steps.	achievement and showed grit and persistence in working toward their goals.

Here's what we see now	**Anticipated next steps**
Grades 3-5 The percentage of grade 3-5 economically disadvantaged students who are projected to score Basic or above on Spring OSTP ELA assessment based on MAP scores increased from 35.9% in Fall 2023 to 36% in Winter 2024. This slight increase suggests that despite some stagnation, gains in student learning have generally been sustained and the literacy strategies and resources Tulsa Public Schools has invested in have solidified children's literacy skills. There are some bright spots in grades 3-5 including improvement in the percentage of students achieving at or above the 50th percentile for Multiracial, Native American, and White students from Fall 2023 to Winter 2024. Third grade improved, with 2.3% more students meeting the achievement threshold. And there was an increase in the percentage of students on IEPs achieving from 15.2% to 16.1%. **Grades K-2** On the Winter 2024 MAP Growth assessment, 32.3% of K-2 economically disadvantaged students are at/above the national 50th percentile in reading on MAP. This represents a year over year increase of 2.3 percentage points (p.p.) from winter 2023 and a very slight decrease of 0.1 p.p. from Fall 2023. Much like grades 3-5, this data shows that students are always learning though they didn't quite keep up with national peers during this period. Though students in K-2 showed small declines from Fall 2023, there are several bright spots when we look at year over year growth K-2. The current kindergarten cohort has 5 p.p. more students achieving at or above the 50th percentile than last year's cohort at the same point in time. And this year's second grade has 4 p.p. more students achieving at or above the 50th percentile compared with last year's cohort at the same point in time.	**High-quality instruction:** Experienced, certified district staff members have been deployed to provide support to grades 3-5 classrooms at MRI and CSI schools with critical vacancies. District teams are providing high-quality instruction and support during both the core literacy block and Walk to Read. **High-dosage tutoring**: Schools are implementing high-dosage tutoring programs for 4th and 5th-grade students in MRI/CSI schools. **Preparation for OSTP:** To provide additional test practice, and provide re-teaching of key standards to students, teachers in grades 3-5 are implementing Buckle Down twice weekly during Walk to Read. **Amira:** Our analysis of mid-year MAP data shows that the interventions we are implementing are associated with MAP growth. There was a positive association between students who consistently meet the weekly threshold of at least 30 minutes on Amira and increased MAP percentiles. Currently 58.1% of elementary students are meeting the recommended time dosage. However, only about 25% of elementary students are consistently hitting the dosage every week. We are prioritizing ensuring all students consistently meet this dosage threshold. **Science of Reading Professional Learning:** All elementary teachers and leaders are engaging in ongoing learning in the Science of Reading. In January and February, all teachers participated in 6 hours of live training in the foundations of Science of Reading. All teachers are also completing an additional 19 hours of training with the OSDE Science of Reading online modules and communities of practice. **Literacy Lab:** A cohort of teachers from MRI and CSI schools (92 teachers and 25 district staff that support teachers) are participating in intensive district-led literacy professional learning which provides teachers with hands-on practice with both the core HMH curriculum and Walk to Read intervention resources. The program launched in January and will continue through the Spring.

There was an increase in the percentage of Asian students (from 28.8% to 33.1%), students demonstrating achievement from Fall to Winter. Though most ethnic subgroups showed a decline from Fall to Winter, all ethnic groups, except Pacific Islander, showed an improvement from Winter 2023 to Winter 2024.	**Coaching 101 for CSI Schools**: 18 school leaders and 9 district content specialists attended hands-on coaching training in January. Participants practiced coaching skills through video case studies (of Tulsa Public Schools classrooms), exemplar coaching analysis, planning, and role-playing coaching conversations. **Strategic school staffing**: Many schools have departmentalized content (assigning each teacher either Math or Literacy to teach), This helps ensure every grade level has at least one highly experienced teacher who is responsible for teaching all students literacy to ensure higher quality instruction. **Data-informed Instruction:** Teachers and school leaders are engaging in regular analysis of HMH module assessment data, including identifying state standards that students are yet to master, and planning effective strategies for re-teaching those standards. **MRI/CSI Observations:** The elementary Instructional Superintendent is conducting observations of classrooms in MRI/CSI schools to identify trends and inform more tailored district professional learning and support. **Focus on Reading Comprehension:** Schools are prioritizing supporting students in reading comprehension skills aligned to state standards, including engaging in weekly collaborative professional learning in Content Cycles and supporting strong implementation of shared reading and partner reading routines in core literacy instruction.

Percentage of grade 3-5 economically disadvantaged students who are projected to score Basic or above on Spring OSTP ELA assessment based on MAP scores, breakdowns by demographic

Ethnicity	Winter SY22-23		Spring SY22-23		Fall SY23-24		Winter SY23-24	
	%	n	%	n	%	n	%	n
African American	29.6%	1,448	29.4%	1,431	30.1%	1,463	29.3%	1,493
Asian	46.3%	123	44.5%	119	39.5%	114	38.1%	118
Hispanic/Latino	33.4%	2,429	32.4%	2,447	32.4%	2,646	31.9%	2,809
Multiracial	45.2%	637	44.3%	621	43.5%	733	47.2%	735
Native American	38.1%	244	41.5%	229	44.4%	241	45.6%	248
Pacific Islander	28.4%	102	29.7%	101	32.4%	102	26.5%	113
White	50.5%	951	49.1%	919	46.3%	1,066	47.3%	1,053

Multilingual Learner	Winter SY22-23		Spring SY22-23		Fall SY23-24		Winter SY23-24	
	%	n	%	n	%	n	%	n
Monitored/Exited	94.3%	105	97.2%	106	98.2%	113	99.1%	114
No	39.4%	3,595	39.1%	3,503	40.0%	3,796	40.5%	3,823
Yes	30.1%	2,234	28.6%	2,258	27.1%	2,456	26.9%	2,632

IEP Status	Winter SY22-23		Spring SY22-23		Fall SY23-24		Winter SY23-24	
	%	n	%	n	%	n	%	n
No	40.0%	5,149	39.9%	5,049	39.2%	5,522	39.0%	5,707
Yes	15.7%	771	12.0%	798	15.2%	820	16.1%	821

Grade	Winter SY22-23		Spring SY22-23		Fall SY23-24		Winter SY23-24	
	%	n	%	n	%	n	%	n
3	29.9%	2,037	30.9%	2,015	26.2%	2,194	28.5%	2,275
4	35.5%	1,979	34.5%	1,969	37.3%	2,100	36.7%	2,177
5	45.6%	1,918	43.3%	1,883	45.4%	2,071	43.5%	2,117

Quadrant	Winter SY22-23		Spring SY22-23		Fall SY23-24		Winter SY23-24	
	%	n	%	n	%	n	%	n
1	31.4%	1,434	29.6%	1,388	29.7%	1,442	29.4%	1,427
2	33.9%	1,530	33.3%	1,507	34.4%	1,696	37.5%	1,686
3	37.4%	1,958	37.9%	1,911	37.4%	1,998	36.8%	1,977
4	48.6%	889	47.5%	866	45.2%	969	47.1%	958
Out of District	46.3%	67	47.4%	57	45.1%	113	44.9%	107

Gender	Winter SY22-23		Spring SY22-23		Fall SY23-24		Winter SY23-24	
	%	n	%	n	%	n	%	n
Female	39.8%	2,944	38.6%	2,907	40.2%	3,061	40.0%	3,183
Male	33.9%	2,990	33.6%	2,960	32.3%	3,304	32.3%	3,386

Cohort	Winter SY22-23 %	Winter SY22-23 n	Spring SY22-23 %	Spring SY22-23 n	Fall SY23-24 %	Fall SY23-24 n	Winter SY23-24 %	Winter SY23-24 n
2030	45.6%	1,918	43.3%	1,883				
2031	35.5%	1,979	34.5%	1,969	45.4%	2,071	43.5%	2,117
2032	29.9%	2,037	30.9%	2,015	37.3%	2,100	36.7%	2,177
2033					26.2%	2,194	28.5%	2,275

Chronically Absent	Winter SY23-24 %	n
No	39.2%	4,532
Yes	29.0%	2,037

Percentage of K-2 economically disadvantaged students who are at/above the national 50th percentile in reading on MAP, breakdowns by demographic

Ethnicity	Winter SY22-23 %	n	Spring SY22-23 %	n	Fall SY23-24 %	n	Winter SY23-24 %	n
African American	24.0%	1,445	23.3%	1,460	29.8%	1,593	27.5%	1,492
Asian	24.6%	126	20.7%	121	28.8%	146	33.1%	127
Hispanic/Latino	27.1%	2,259	27.0%	2,294	29.4%	2,873	30.1%	2,833
Multiracial	35.9%	768	37.3%	750	40.7%	962	36.5%	828
Native American	33.5%	284	36.1%	285	38.4%	344	37.0%	300
Pacific Islander	27.4%	95	29.6%	98	19.3%	109	23.9%	117
White	39.0%	1,221	38.8%	1,221	48.0%	1,782	39.8%	1,250

Multilingual Learner	Winter SY22-23 %	n	Spring SY22-23 %	n	Fall SY23-24 %	n	Winter SY23-24 %	n
Monitored/Exited	88.9%	9	100.0%	7	90.9%	11	87.5%	8
No	33.2%	4,118	33.5%	4,095	41.2%	5,389	36.5%	4,478
Yes	23.5%	2,071	23.1%	2,127	22.1%	2,409	24.4%	2,461

IEP Status	Winter SY22-23 %	n	Spring SY22-23 %	n	Fall SY23-24 %	n	Winter SY23-24 %	n
No	30.8%	5,681	31.1%	5,587	36.7%	7,119	33.8%	6,277
Yes	20.0%	471	19.0%	599	21.2%	626	17.4%	585

Grade	Winter SY22-23 %	n	Spring SY22-23 %	n	Fall SY23-24 %	n	Winter SY23-24 %	n
Kindergarten	43.2%	2,018	42.6%	2,062	49.0%	2,505	48.2%	2,276
1	28.1%	2,161	28.1%	2,148	31.1%	2,610	25.9%	2,316
2	19.1%	2,019	19.2%	2,019	26.8%	2,694	23.2%	2,355

Quadrant	Winter SY22-23 %	n	Spring SY22-23 %	n	Fall SY23-24 %	n	Winter SY23-24 %	n
1	24.8%	1,361	25.2%	1,323	31.0%	1,473	27.5%	1,338
2	30.3%	1,670	29.7%	1,646	33.5%	1,889	32.0%	1,712
3	31.2%	1,938	33.2%	1,926	33.4%	2,249	35.7%	1,977
4	33.8%	995	31.1%	966	44.5%	1,570	37.2%	998
Out of District	28.1%	121	31.0%	113	45.7%	221	42.1%	145

Gender	Winter SY22-23 %	n	Spring SY22-23 %	n	Fall SY23-24 %	n	Winter SY23-24 %	n
Female	31.4%	3,017	31.4%	3,044	38.1%	3,803	33.8%	3,396
Male	28.8%	3,181	28.7%	3,185	32.8%	4,006	30.8%	3,551

Cohort	Winter SY22-23		Spring SY22-23		Fall SY23-24		Winter SY23-24	
	%	n	%	n	%	n	%	n
2033	19.1%	2,019	19.2%	2,019				
2034	28.1%	2,161	28.1%	2,148	26.8%	2,694	23.2%	2,355
2035	43.2%	2,018	42.6%	2,062	31.1%	2,610	25.9%	2,316
2036					49.0%	2,505	48.2%	2,276

Chronically Absent	Winter SY23-24	
	%	n
No	34.9%	4,454
Yes	27.6%	2,493