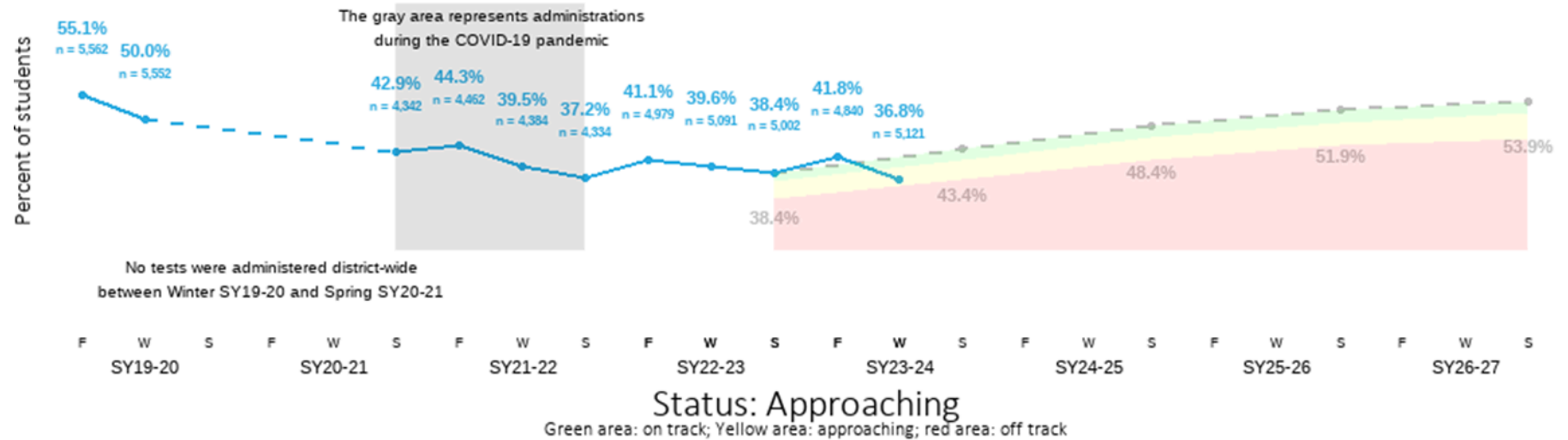




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Interim Goal 2.1: The percentage of grade 6-8 economically disadvantaged students who are projected to score Basic or above on Spring OSTP ELA assessment based on MAP scores will increase from 38% in May 2023 to 54% by May 2027.



Students of interest

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.

Sixth through eighth grade students are included.

Metric definition

MAP is taken three times per year. A study by NWEA, the providers 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



Next steps and current conditions

Follow up on previous report	Action taken	Progress
<p>Curriculum Implementation</p> <p>All middle schools are implementing a new, guaranteed and viable curriculum in English Language Arts classes. Additionally, middle schools are providing students with intervention, replacing an elective class. Intervention for students reading far below grade level using HMH Read180 is offered across sites.</p>	<p>The teaching and learning team has worked with department leads on implementing the new English Language Arts curricula. The teaching and learning team leveraged district professional learning times to support teachers with implementing the curriculum, understanding the data, and applying the Oklahoma Academic Standards in reading.</p>	<p>The district team, including the Transformation team and ELA team, are supporting teachers who need additional 1:1 support with implementing the new curricula. These teams are also involved in team meetings to support school teams on how to best use the resources to meet their goals for students.</p>
<p>ELA Quarterly Assessments</p> <p>In October, students participated in the first formative assessment across all secondary schools. The quarter 2 assessment was administered in January during districtwide professional development.</p>	<p>Teachers conducted a data analysis of the district data and then applied the protocol to their class data for the ELA common assessment. Teachers were able to identify which standards students needed additional support in mastering along with student strengths.</p>	<p>Teachers will leverage quarter 3 instruction to address the most tested standards on the Oklahoma State Testing Program (OSTP) assessments.</p>
<p>Goal Setting</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>In September, schools analyzed their beginning-of-year MAP data and set goals for all students.</p> <p>School leaders analyzed leading indicator data to forecast the development of the students below the 25th percentile on MAP and determine action step and determine how to best support students needing intervention support.</p>	<p>This year, middle school teams began implementing goal-setting conversations with students. Students worked with their teachers or counselors to set growth goals. The 1:1 conversations will continue after the middle of year MAP for teachers and leaders to understand how to best support students in meeting their goals for the rest of the semester.</p>

Here's what we see now	Anticipated next steps
<p>Middle school projections for economically disadvantaged students scoring in the Basic performance band or above decreased by 5% from fall to winter testing on the MAP assessment. New ELA curricula were implemented in middle schools in August 2024. Training for the curricula occurred the week before the start of school. Michael Fullan defines the “implementation dip” as “the inevitable bumpiness and difficulties encountered as people learn new behaviors and beliefs.”</p> <p>In <i>Leading in a Culture of Change</i> (2001), Fullan writes, "The implementation dip is a dip in performance and confidence as one encounters an innovation that requires new skills and new understandings. All innovations worth their salt call upon people to question and in some respects to change their behavior and their beliefs — even in cases where innovations are pursued voluntarily.</p> <p>Winter 2024 MAP testing had the highest number of students taking the MAP reading assessment. Enrollment from fall to winter increased across the district, with a net increase of nearly 600 newly enrolled and/or identified multilingual students across the district since the start of the school year.</p> <p>6th grade experienced the largest decrease in the percent of students meeting the Basic threshold.</p> <p>Significantly more middle school students with chronic absenteeism (10 or more absences) are scoring in the projected category of Below Basic.</p> <p>Nearly 5% more females than males are meeting the threshold for scoring Basic.</p>	<p>Ongoing professional development support: The district ELA team will provide learning opportunities for teachers to support their implementation of the new resources. We know the new resource is high-quality and will continue supporting teachers in using the new materials.</p> <p>Science of Reading Professional Learning: All secondary teachers and leaders will complete professional 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.</p> <p>High dosage tutoring: Schools are beginning to implement high-dosage tutoring for students in reading and math. Students identified for tutoring will receive at least 3 sessions per week.</p> <p>Preparation for OSTP: Collaborate with teachers to identify specific standards where students or groups of students struggle and tailor support accordingly. School sites recently received Buckle Down to the Oklahoma Academic Standards resources. Specific lessons in these resources have been identified to provide additional test practice and re-teaching of key standards to students, teachers in grades 6-8 are implementing Buckle Down twice weekly, targeting additional instruction in the most assessed Oklahoma Academic Standards on the Oklahoma State Testing Program in April.</p> <p>Family Communications: School teams will increase communications with families who have students at risk for chronic absenteeism. District and site teams will provide parents with strategies to support reading at home, creating a collaborative effort between school and home environments.</p> <p>Monitoring Interventions: Regular check-ins with students and progress monitoring using data will help school teams assess the effectiveness of interventions like Exact Path and HMH Read180.</p>



Percentage of 6-8 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	30.8%	1,242	31.2%	1,239	34.9%	1,212	29.6%	1,263
Asian	35.8%	95	33.3%	87	51.6%	91	45.7%	94
Hispanic/Latino	37.9%	2,070	36.5%	2,040	38.8%	1,934	33.9%	2,138
Multiracial	45.8%	443	45.3%	433	53.5%	507	45.2%	500
Native American	42.3%	253	44.0%	234	48.1%	212	39.6%	225
Pacific Islander	24.7%	81	20.7%	87	25.2%	103	22.5%	120
White	53.3%	907	50.7%	882	51.5%	778	51.5%	781

Multilingual Learner	Winter SY22-23		Spring SY22-23		Fall SY23-24		Winter SY23-24	
	%	n	%	n	%	n	%	n
Monitored/Exited	82.3%	441	82.6%	442	88.5%	357	86.1%	352
No	42.3%	2,927	41.7%	2,848	45.1%	2,801	40.2%	2,880
Yes	24.0%	1,723	21.7%	1,712	26.4%	1,679	22.5%	1,889

Grade	Winter SY22-23		Spring SY22-23		Fall SY23-24		Winter SY23-24	
	%	n	%	n	%	n	%	n
6	45.0%	1,654	40.9%	1,628	50.7%	1,640	39.8%	1,733
7	31.1%	1,692	31.5%	1,671	35.0%	1,596	30.6%	1,678
8	42.6%	1,745	42.9%	1,703	39.4%	1,601	39.9%	1,710

IEP Status	Winter SY22-23		Spring SY22-23		Fall SY23-24		Winter SY23-24	
	%	n	%	n	%	n	%	n
No	44.6%	4,266	43.6%	4,179	47.2%	4,128	41.1%	4,389
Yes	13.0%	814	11.7%	809	9.8%	696	10.9%	709

Gender	Winter SY22-23		Spring SY22-23		Fall SY23-24		Winter SY23-24	
	%	n	%	n	%	n	%	n
Female	42.9%	2,524	41.9%	2,475	46.6%	2,406	39.7%	2,557
Male	36.2%	2,567	35.1%	2,527	37.0%	2,431	34.0%	2,564

Quadrant	Winter SY22-23		Spring SY22-23		Fall SY23-24		Winter SY23-24	
	%	n	%	n	%	n	%	n
1	34.9%	1,109	35.0%	1,088	38.8%	1,057	34.4%	1,074
2	39.4%	1,401	37.9%	1,344	39.4%	1,271	36.9%	1,302
3	36.6%	1,551	36.8%	1,530	41.0%	1,513	36.7%	1,560
4	49.5%	917	46.7%	870	50.3%	865	46.1%	822
Out of District	59.7%	62	54.4%	68	55.8%	52	50.9%	55



Cohort	Winter SY22-23		Spring SY22-23		Fall SY23-24		Winter SY23-24	
	%	n	%	n	%	n	%	n
2027	42.6%	1,745	42.9%	1,703				
2028	31.1%	1,692	31.5%	1,671	39.4%	1,601	39.9%	1,710
2029	45.0%	1,654	40.9%	1,628	35.0%	1,596	30.6%	1,678
2030					50.7%	1,640	39.8%	1,733

Chronically Absent	Winter SY23-24	
	%	n
No	43.1%	2,870
Yes	28.8%	2,251