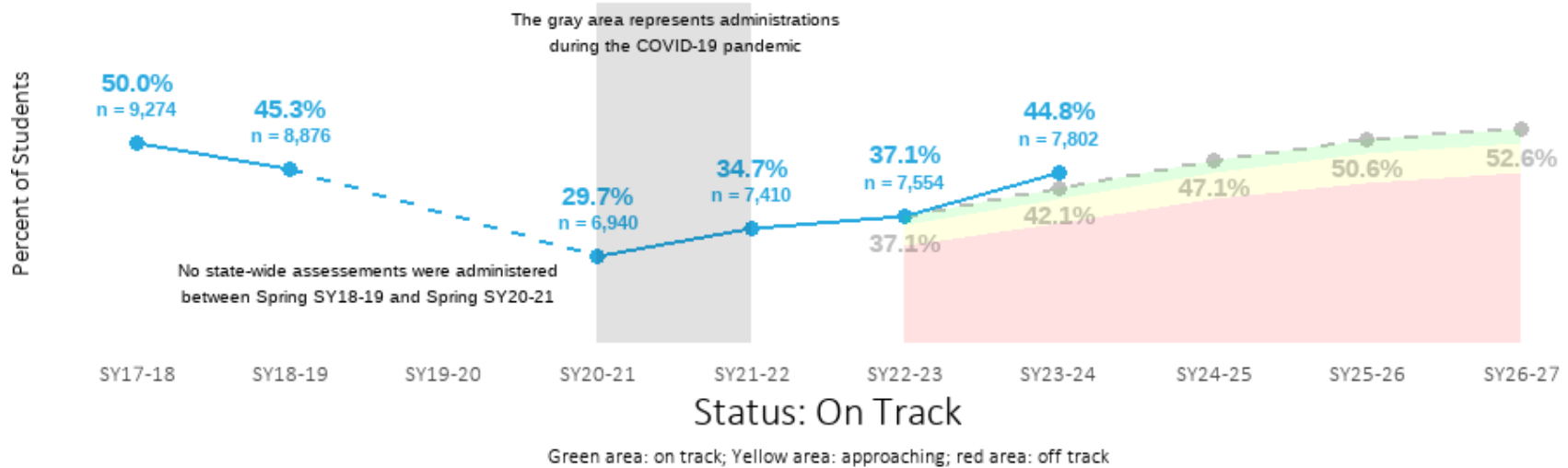




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Goal 1: The percentage of grade 3-5 students who score Basic or above on the Oklahoma School Testing Program (OSTP) ELA assessment will increase from 37% in May 2023 to 53% by May 2027.



Students of interest

Third through fifth-grade students assessed for the OSTP - the Oklahoma State Testing Program - are included in this metric.

Metric definition

Students take the OSTP once a year in the Spring, and their scores are assigned one of four performance levels: below basic, Basic, Proficient, and Advanced.

Basic, Proficient, or Advanced students are counted as Basic or Above in this metric.

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

OSTP was not administered in Spring SY19-20 due to the COVID-19 pandemic.



Next steps and current conditions

Action taken	Progress
<p>Buckle Down Test Preparation Materials: During the second semester of SY23-24, elementary literacy teachers prepared for the Spring OSTP by using the <i>Buckle Down to the Oklahoma Academic Standards</i> resources. Teachers implemented this resource weekly during the Walk to Read intervention block to provide students with additional practice with target standards as well as practice with the format of the OSTP.</p>	<p>The OSDE awarded Tulsa Public Schools an ARP grant for the 24-25 school year to purchase <i>Buckle Down to the Oklahoma Academic Standards</i>. We will launch these materials in our schools during the second quarter, which is earlier than last year’s implementation. This will provide teachers with an additional instructional tool to prepare students for their end-of-year assessment on the OSTP.</p>
<p>Walk to Read: During School Leader Learning Institute in June, all school leaders participated in a week-long learning experience focused on deepening their understanding of the elementary intervention resources. School Leaders also strategically designed the Walk to Read experience so their schools would be ready to launch Walk to Read during the first full week of school in August. This included using data from end-of-year MAP, Amira, and other assessments to create small instruction groups and design schedules.</p>	<p>All schools were expected to launch Walk to Read by August 26th to maximize targeted instructional time for students. School Leaders' work in the summer set their schools up for success, and most elementary schools had Walk to Read fully operational during the two weeks of school.</p>
<p>Amira: Our analysis of mid-year MAP data showed that the interventions schools are implementing were associated with MAP growth. There was a positive association between students who consistently met the weekly threshold of at least 30 minutes on Amira and increased MAP percentiles.</p>	<p>During the first six weeks of school, 80% of students assigned to Amira used it regularly, and 61% met the threshold for using Amira at least 40 minutes per week. Based on research from Amira, we increased the threshold from 30 to 40 minutes per week this year. We prioritize ensuring all students meet the weekly dosage threshold on Amira through consistent data monitoring and weekly follow-up.</p>
<p>Science of Reading Professional Learning: All elementary teachers and leaders engaged in ongoing learning in the Science of Reading. From February to May 2024, all elementary teachers completed an additional 19 hours of training with the OSDE Science of Reading online modules and communities of practice. As of May 2024, around 2,200 TPS school staff have completed Science of Reading training.</p> <p>As of May 2024, 100% of active elementary teachers (including classroom</p>	<p>As part of Tulsa Way Academy's new teacher in-service training in August, all new teachers (or teachers new to the district) complete the OSDE Science of Reading online modules.</p>



Action taken	Progress
teachers, counselors, librarians, and deans) and 100% of active elementary school leaders have completed the required Science of Reading modules.	

Here's what we see now	Anticipated next steps
<p>44.8% of students in grades 3-5 performed Basic or Above on OSTP Spring 2024 compared to 37.1% in Spring 2023. TPS met the goal of improving by 5%, which was set by the Oklahoma State Board of Education. We are currently on track to meet the Tulsa Public Schools Board goal of 53% of students in grades 3-5 performing Basic or Above by May 2027.</p> <p>On Spring 2024 OSTP, we saw significant gains for African American students, which increased from 25% to 35.9% in performing Basic or Above.</p> <p>We also saw significant gains for Pacific Islander students, who increased from 19.2% to 38.8% of students performing at Basic or Above.</p> <p>Students on IEPs who scored Basic or Above increased from 12.4% to 20.2% between the 2023 and 2024 administrations of OSTP.</p> <p>Multilingual learners continue to be both a bright spot and an area for growth. We continue to see students who are monitored or exited performing strongly - 97.5% of multilingual learners who are monitored or exited scored Basic or Above on 2024 OSTP, highlighting the assets of bilingualism for our students. However, only 26.8% of multilingual</p>	<p>Common Formative Assessments: We are building on the work we launched last year and continuing to implement common formative assessments in literacy - the HMH End of Module assessments. These assessments align with the Oklahoma Academic Standards and provide our school teams with data every 3-4 weeks on how students progress on Reading and Writing standards. This helps teachers to adjust instruction based on where students are mastering standards and where they are struggling. These assessments are also designed to mirror the experience of completing MAP or OSTP, providing students with additional practice with various question formats and completing online assessments. In response to feedback from school leaders, we have added a short answer writing component to the module assessments to ensure our students have more opportunities to practice critical writing skills.</p> <p>Weekly Data Meetings: In Fall 2024, we launched weekly Data and planning meetings in our elementary schools. Teachers engage in 90-minute weekly collaboration using a data protocol that includes analyzing data from student assessments to determine whether or not students have mastered the content, identifying common misconceptions, and planning how to reteach critical concepts and skills most effectively.</p>

students in programs scored Basic or Above compared to 51.7% of students who are not multilingual learners. While the achievement of our multilingual learners has increased by 13.3% in this area over the past four years, with 36% of our students being multilingual learners, representing more than 68 different languages, we need to continue to work to ensure more support is provided to our students.

Though most student groups showed improvement on the OSTP from Spring 2023 to Spring 2024, we continue to face challenges in specific areas. Among chronically absent students, only 34.1% scored Basic or Above on the OSTP compared to 49.9% of students who were not chronically absent. Ensuring students are in school daily is a critical component of ensuring students learn and achieve.

Walk to Read: A recent grant from the state has allowed us to purchase additional resources for Walk to Read, our district intervention program. All English Language Arts and Spanish Language Arts classes are receiving sets of decodable readers. The readers will provide students with additional opportunities for in-context practice with foundational literacy skills and comprehension skills. The readers will pair with the district-adopted intervention curricula- West Virginia Phonics and the Florida Center for Reading Research.

Core Reading and Writing (HMH Curriculum): Upcoming teacher and school leader professional learning will focus on building students' writing skills in both the Reading and Writing blocks. Students need more opportunities to write each day to build the skills and confidence of effective writers. This is currently a gap in many of our classrooms.

Multilingual Learners: We continue to focus on ensuring that all teachers provide instruction that supports learning content and academic language for all multilingual learners and that all teachers implement language learning supports in their general education lessons. This year, professional learning for teachers and school leaders will incorporate effective language learning strategies into core reading and writing lessons.



Percentage of grade 3-5 students who score Basic or above on OSTP ELA assessment, breakdowns by demographic

Ethnicity	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
African American	18.8%	1,516	23.0%	1,605	25.0%	1,669	35.9%	1,662
Asian	43.6%	101	43.8%	137	41.5%	142	48.9%	139
Hispanic/Latino	22.2%	2,668	28.5%	2,911	30.9%	2,947	36.9%	3,164
Multiracial	37.1%	731	44.1%	805	47.8%	839	54.5%	881
Native American	33.5%	340	41.2%	340	42.3%	317	55.7%	305
Pacific Islander	11.2%	80	15.4%	104	19.2%	130	38.8%	129
White	49.7%	1,504	53.2%	1,508	56.4%	1,507	63.0%	1,522

Multilingual Learner	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
Monitored/Exited	81.6%	315	92.8%	153	93.2%	132	97.5%	315
No	34.9%	4,245	39.4%	4,533	41.7%	4,713	51.7%	4,723
Yes	13.5%	2,380	23.7%	2,724	26.4%	2,709	26.8%	2,764

IEP Status	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
No	33.5%	5,819	38.4%	6,413	40.9%	6,536	48.7%	6,721
Yes	10.0%	1,121	11.3%	997	12.4%	995	20.2%	1,081

Grade	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
3	25.5%	2,341	31.9%	2,563	32.2%	2,579	45.1%	2,725
4	25.1%	2,366	29.2%	2,440	33.1%	2,537	44.8%	2,553
5	39.0%	2,233	43.3%	2,407	46.3%	2,438	44.4%	2,524

Quadrant	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
1	20.6%	1,418	24.4%	1,543	27.5%	1,645	35.2%	1,681
2	23.3%	1,754	30.0%	1,816	32.6%	1,804	43.1%	1,988
3	25.6%	2,180	32.1%	2,318	34.7%	2,345	41.4%	2,416
4	51.4%	1,468	53.6%	1,542	56.6%	1,474	60.7%	1,565
Out of District	43.5%	92	52.3%	128	56.2%	128	65.9%	138

Gender	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
Female	32.5%	3,431	36.8%	3,628	39.4%	3,713	48.6%	3,769
Male	27.0%	3,509	32.7%	3,782	34.8%	3,838	41.2%	4,033

Cohort	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
2028	42.7%	89						



Cohort	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
2029	38.3%	2,211	43.3%	2,407				
2030	25.0%	2,341	29.2%	2,440	46.3%	2,439		
2031	25.8%	2,299	31.9%	2,563	33.1%	2,535	44.4%	2,524
2032					32.2%	2,577	44.8%	2,555
2033							45.1%	2,723

Chronically Absent	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
No	-	-	-	-	-	-	49.9%	5,299
Yes	-	-	-	-	-	-	34.1%	2,479