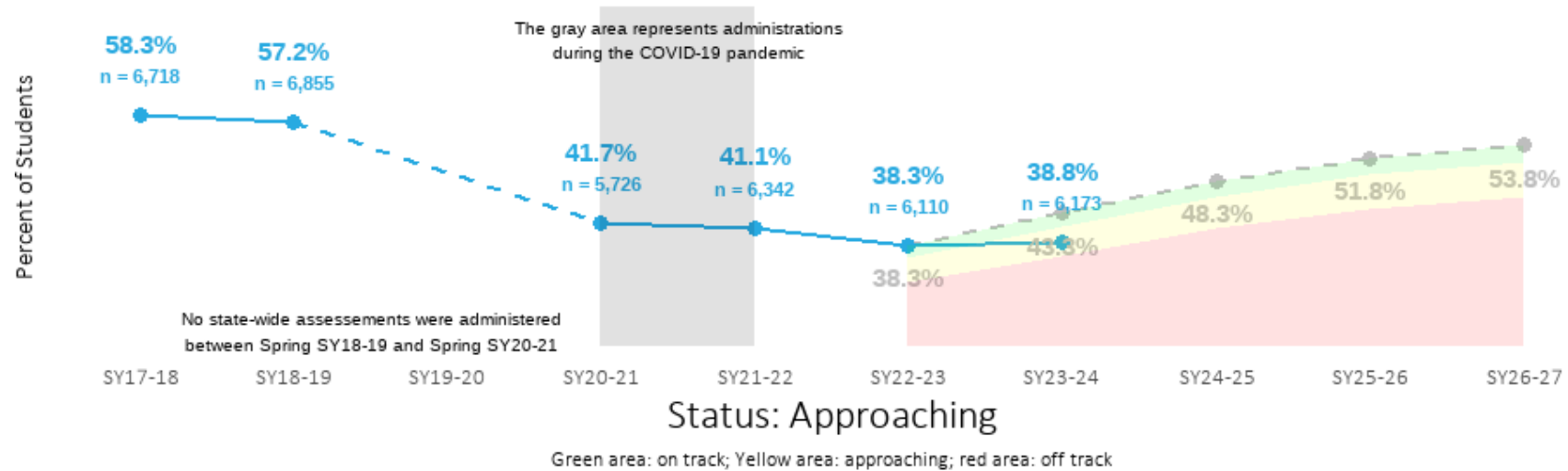




## Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

*Goal 2: The percentage of grade 6-8 students who score Basic or above on the Spring Oklahoma State Testing Program (OSTP) ELA assessment will increase from 38% in May 2023 to 53% by May 2027.*



### Students of interest

Sixth through eighth-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 score is assigned to 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><b>Investment in High Quality Intervention Materials implemented in Middle School:</b> The district adopted Read 180 resources for students that were the furthest from proficiency based on their MAP assessment. We also made Exact Path available to all 6-10 students.</p>	<p>We learned many lessons in year 1 implementation of reading intervention district wide. Strengths of the 23-24 implementation included common resources, additional district professional learning for impacted teachers, and improved use of platform data tools. Areas for improvement in the 24-25 school year include a focus on skill mastery and supporting students to get the recommended dosage for each platform. Additionally, we continue to combat the struggle of ensuring students have strong first time instruction and receive adequate opportunities for extension/remediation.</p>
<p><b>Test Preparation (including Buckle Down Preparation Materials)</b> Last spring, there was a district-wide push to focus explicitly on test preparation experiences and materials that aligned to the OSTP. This included utilizing our ESSER funds to provide all school sites Buckle Down test preparation resources, and standing up tutoring opportunities at middle school sites.</p>	<p>This year we were able to leverage the state ARP grant to purchase Buckle Down for continued use in the 24-25 school year. The team is also wrapping up analysis of the impact of FEV tutoring on student spring assessments. Additionally, we are supporting our middle school teams to leverage Fall MAP data to identify which students would benefit most from additional learning and/or tutoring opportunities this school year.</p>
<p><b>Science of Reading Professional Learning:</b> All secondary teachers engaged in ongoing learning in the Science of Reading. From February to May 2024, all teachers completed an additional 12 hours of training with an approved Science of Reading resource for secondary teachers. As of May 2024, around 2,200 total TPS school-based staff have completed Science of Reading training. As of May 2024, 100% of active secondary teachers and 100% of active secondary school leaders completed the required Science of Reading modules.</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) are completing Science of Reading online modules.</p>
<p><b>Curriculum-embedded professional development support:</b> The district ELA team provided paid summer learning experiences and coaching for teachers to support the implementation of StudySync, the district-adopted curriculum resource while utilizing the learning foundations gleaned from Science of Reading training last year.</p>	<p>Tier 1 work in ELA for the 24-25 school year has moved into full implementation of StudySync literacy platform as the district provided, OSDE standards-aligned curriculum. The ELA team worked with teachers to create new curriculum maps and pacing guides for this school year. The district ELA team created online standards-aligned common unit assessments.</p>

Action taken	Progress
<p><b>Student attendance:</b> Many teams work cross-functionally across the district to reduce chronic absenteeism rates and increase daily attendance. Our Attend to Win strategy focuses on bringing students, families, schools, and our community together to tackle barriers of chronic absenteeism and improve communication around attendance.</p> <p>This summer, we held a call campaign targeting chronically absent students from last year. Over 500 families were called to remind them of the first day of school, discuss the importance of attendance, and identify any needed support. Attendance Clerks, Secretaries, Counselors, and School Leaders were trained this summer to prepare them for a strong start to the 24-25 SY. Every site set an ADA and CA goal for the year.</p> <p>Attendance Recovery Coordinators are supporting MRI sites in developing strong attendance plans for their school sites and providing wraparound support to critically chronic students.</p>	<p>While the overall district ADA has improved from last year (+.7%), including secondary on average 87.4% (+1.7%), middle school ADA has declined to 89.4% (-.5%).</p> <p>As of Day 31, the overall district Chronic Absenteeism rate is 28.5%, compared to 30.4% from Day 31 of school in the 2023-2024 SY. In middle school, the Chronic Absenteeism rate is 33.9%, compared to 32.6% at this time last year.</p> <p>Although CA rates fluctuate more at the beginning of the year, we are thrilled about the almost 2% decrease and expect numbers to drop as more school days accumulate and student attendance improves.</p> <p>We have continued adding information and resources to our web page, as well as a support request form for families. We average about 15 inquiries a day for support.</p>
<p><b>Professional learning:</b> The district team provided learning opportunities for teachers and leaders to support the district-wide intervention platforms like HMH R180 and Exact Path intervention platform rollouts. Professional development was also provided for the Achieve3000 learning platform to help students improve their literacy and ELA skills.</p>	<p>Through the full implementation of Exact Path and Read 180 platforms, both Tier 2 and Tier 3 interventions shifted from focusing on dosage to outcomes to increase student literacy achievement. Teachers use Achieve3000 to provide differentiated content to multilingual learners at individual reading levels and make data-driven instructional decisions.</p> <p>92% of students enrolled in Read 180 are active in the Student Application portion of Read 180. District teams are poised to provide support to Read 180 classes to reach the goal of 100% student activity in the Student Application portion of Read 180.</p>
<p><b>Multilingual learners:</b> Professional development was provided to teachers for the SummitK12 learning platform to help students improve their English language proficiency skills across all language domains, listening, speaking, reading, and writing, through personalized instruction, differentiated content that works with students at their individual English language proficiency levels, and provides educators with data to help them identify patterns and make informed decisions about their instruction.</p>	<p>The initial implementation of Summitk12 has begun. Teachers are using the platform to provide differentiated content at individual English proficiency levels, including listening, speaking, reading, and writing, for multilingual learners. The platform is being used to support personalized instruction in English language development and data-driven decision-making.</p>

Here's what we see now	Anticipated next steps
<p>The June 2024 OSTP results reveal a mixed picture of progress and persistent challenges in our middle school ELA performance. We've seen encouraging improvements in several key areas, particularly among specific student subgroups. Students with IEPs showed a notable 7.4% increase in those scoring Basic or above compared to the previous year. Our multilingual learners who are monitored or have exited the program also demonstrated significant growth, with an 8% increase from 2023 to 2024 and an impressive 13.7% growth over the past four years.</p> <p>Cohort progress has been mixed, with the 2028 cohort (current 9th graders) showing an even more substantial increase of over 11% between the 2023 and 2024 OSTP administrations. However, the 2029 cohort (current 8th graders) experienced a decrease of 4.6%, dropping from 41.4% in 2023 to 36.8% in 2024. The Asian student subgroup, which included 119 6-8th grade students in 2024, also exhibited remarkable growth with an 11% increase between 2023 and 2024.</p> <p>However, we continue to face challenges in certain areas. The Hispanic/Latino student subgroup in grades 6-8 has shown a consistent decline in performance over the past four years of OSTP administration. Additionally, while Grade 7 has shown significant improvement, surpassing all previous years' administrations, Grades 6 and 8 exhibit a downward trend across the last four administrations.</p> <p>Our efforts to implement new curricula and assessment strategies are progressing. The StudySync literacy platform is now fully implemented as our Oklahoma standards-aligned curriculum, supported by summer learning experiences for teachers. We are working toward implementing the MasteryConnect common assessment platform, which will provide teachers with access to standards-aligned ELA unit assessments and reports.</p> <p>We've shifted our intervention strategies to focus on outcomes rather than dosage to support our diverse learner population. The full implementation of Exact Path, Read 180, Achieve3000, and SummitK12 platforms provides more targeted language and literacy improvement support, particularly for our diverse learners.</p>	<p><b>Curriculum and instructional resources:</b> The district ELA team will continue providing paid learning experiences and coaching for teachers to support StudySync implementation, building on Science of Reading training and summer experiences. An ARP grant from OSDE will allow earlier implementation of Buckle Down to the Oklahoma Academic Standards resources, offering teachers an additional tool for OSTP preparation. Our focus remains on effective integration of these materials to improve student outcomes.</p> <p><b>Common formative assessment and data-driven instruction:</b> We will implement common formative assessments in literacy for 2024-25 using the MasteryConnect platform. To enhance data accessibility and actionability, we are refining the use of data walls and dashboards across all sites. These tools will be central to regular data reflection meetings, enabling dynamic adjustments to instruction and intervention plans. Ongoing training for site leaders and teachers will ensure these practices are embedded in department meetings and school-led data discussions, supporting our goal of improved student achievement through targeted instruction and timely interventions.</p> <p><b>Professional learning:</b> Building on the Science of Reading modules completed earlier this year, our professional development will focus more on grade-level learning aligned with Oklahoma Academic Standards. We will allow teachers to engage deeply with their curricular resources, ensuring they can effectively implement our new literacy platforms and intervention strategies.</p> <p><b>Support for multilingual learners:</b> Using the Mastery Connect platform, we will implement common formative assessments in English language development courses for 2024-2025. We will deepen our focus on the Achieve3000 and SummitK12 platforms to provide increased support for our multilingual learners. These software programs are aligned with WIDA English language development standards and enable progress monitoring aligned with the ACCESS test. By targeting instruction in listening, speaking, reading, and writing, we aim to increase English language proficiency so that students have the language skills needed to demonstrate their knowledge and learning on assessments given in English.</p>



<b>Here's what we see now</b>	<b>Anticipated next steps</b>
<p>Despite these positive steps, we recognize that challenges remain, particularly in providing ongoing, curriculum-embedded professional development and addressing teacher vacancies and chronic absenteeism. These factors continue to impact our overall progress towards our 2027 goals and require our continued attention and innovative solutions.</p>	<p><b>Targeted interventions:</b> We will track Exact Path and Read 180 data to ensure we meet student usage and mastery thresholds. District teams will spend time in 6-8th grade intervention classrooms to provide additional support to ensure students fully utilize intervention resources to support their academic growth. We will also continue to analyze the effectiveness of these interventions for different demographic groups, with a particular focus on Hispanic/Latino students and students in Grades 6 and 8, where we've seen a downward trend.</p>



Percentage of grade 6-8 students who score Basic or above on Spring OSTP ELA assessment, breakdowns by demographic

Ethnicity	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
<b>African American</b>	31.0%	1,250	32.2%	1,409	29.1%	1,383	31.8%	1,444
<b>Asian</b>	53.4%	88	37.2%	121	36.0%	111	47.1%	119
<b>Hispanic/Latino</b>	36.8%	2,324	34.3%	2,447	32.1%	2,320	31.3%	2,371
<b>Multiracial</b>	47.4%	523	50.0%	558	44.9%	579	48.9%	646
<b>Native American</b>	43.0%	284	44.5%	317	41.6%	305	41.8%	275
<b>Pacific Islander</b>	20.0%	50	21.2%	66	17.8%	90	22.0%	127
<b>White</b>	59.7%	1,203	58.7%	1,418	56.7%	1,321	57.3%	1,191

Multilingual Learner	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
<b>Monitored/Exited</b>	72.5%	892	77.2%	688	78.2%	523	86.2%	413
<b>No</b>	46.1%	3,297	46.4%	3,742	43.7%	3,681	45.0%	3,681
<b>Yes</b>	14.5%	1,537	17.7%	1,912	16.8%	1,906	18.6%	2,079

IEP Status	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
<b>No</b>	48.0%	4,723	47.0%	5,333	43.7%	5,209	42.9%	5,293
<b>Yes</b>	11.9%	999	9.5%	1,003	6.7%	887	14.1%	880

Grade	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
<b>6</b>	46.3%	2,003	44.0%	2,140	41.4%	1,974	38.3%	2,081
<b>7</b>	33.1%	1,815	35.1%	2,087	30.4%	2,018	36.7%	2,046
<b>8</b>	45.2%	1,908	44.2%	2,115	42.9%	2,118	41.5%	2,046

Quadrant	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
<b>1</b>	33.2%	1,086	32.5%	1,197	32.4%	1,199	35.7%	1,243
<b>2</b>	34.4%	1,420	35.7%	1,547	33.6%	1,495	33.5%	1,536
<b>3</b>	37.8%	1,838	38.0%	2,029	32.4%	1,813	32.8%	1,887
<b>4</b>	62.0%	1,272	58.0%	1,417	56.4%	1,359	54.3%	1,419
<b>Out of District</b>	53.7%	95	56.3%	103	54.7%	106	58.7%	75

Gender	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
<b>Female</b>	44.0%	2,850	46.1%	3,148	41.4%	3,019	42.2%	3,025
<b>Male</b>	39.5%	2,872	36.2%	3,188	35.2%	3,090	35.6%	3,148

Cohort	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
<b>2025</b>	36.2%	47	0.0%	1				



Cohort	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
<b>2026</b>	45.0%	1,890	44.2%	2,113				
<b>2027</b>	33.5%	1,836	35.0%	2,084	42.9%	2,118		
<b>2028</b>	46.4%	1,949	43.9%	2,138	30.4%	2,017	41.5%	2,048
<b>2029</b>					41.4%	1,974	36.8%	2,046
<b>2030</b>							38.2%	2,079

Chronically Absent	2021		2022		2023		2024	
	%	n	%	n	%	n	%	n
<b>No</b>	-	-	-	-	-	-	49.8%	3,271
<b>Yes</b>	-	-	-	-	-	-	26.4%	2,885