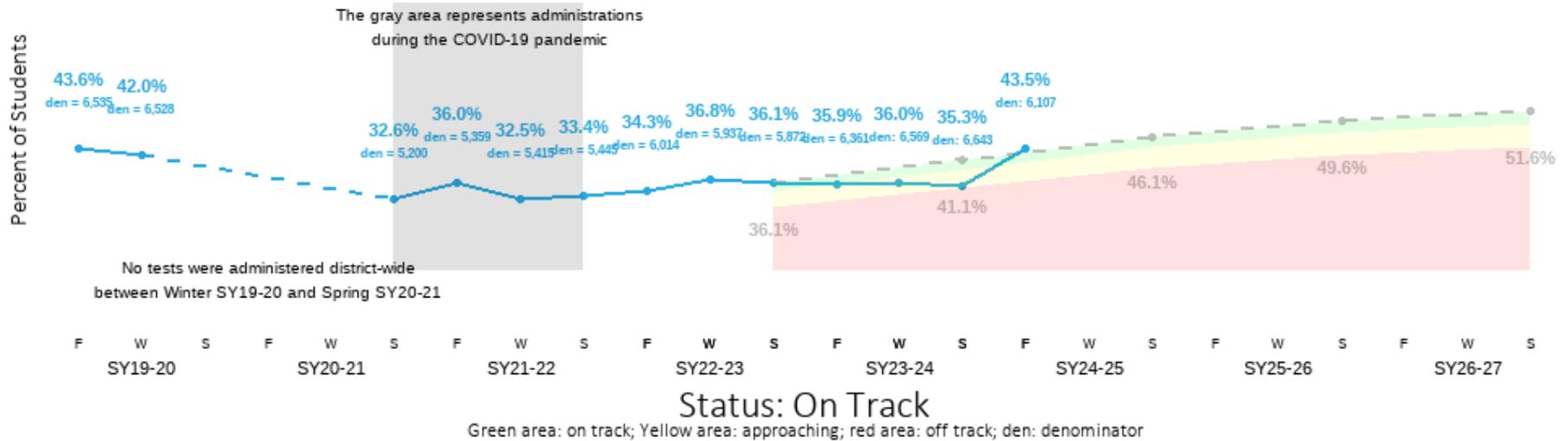# Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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.

The gray area represents administrations during the COVID-19 pandemic

No tests were administered district-wide between Winter SY19-20 and Spring SY20-21

43.6% den = 6,535 42.0% den = 6,528 32.6% den = 5,200 36.0% den = 5,359 32.5% den = 5,415 33.4% den = 5,445 34.3% den = 6,014 36.8% den = 5,933 36.1% den = 5,872 35.9% den = 6,361 36.0% den = 6,569 35.3% den = 6,643 43.5% den: 6,107

36.1% 41.1% 46.1% 49.6% 51.6%

F W S | SY19-20 | F W S | SY20-21 | F W S | SY21-22 | F W S | SY22-23 | F W S | SY23-24 | F W S | SY24-25 | F W S | SY25-26 | F W S | SY26-27

Status: On Track

Green area: on track; Yellow area: approaching; red area: off track; den: denominator

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.

Third through fifth 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.
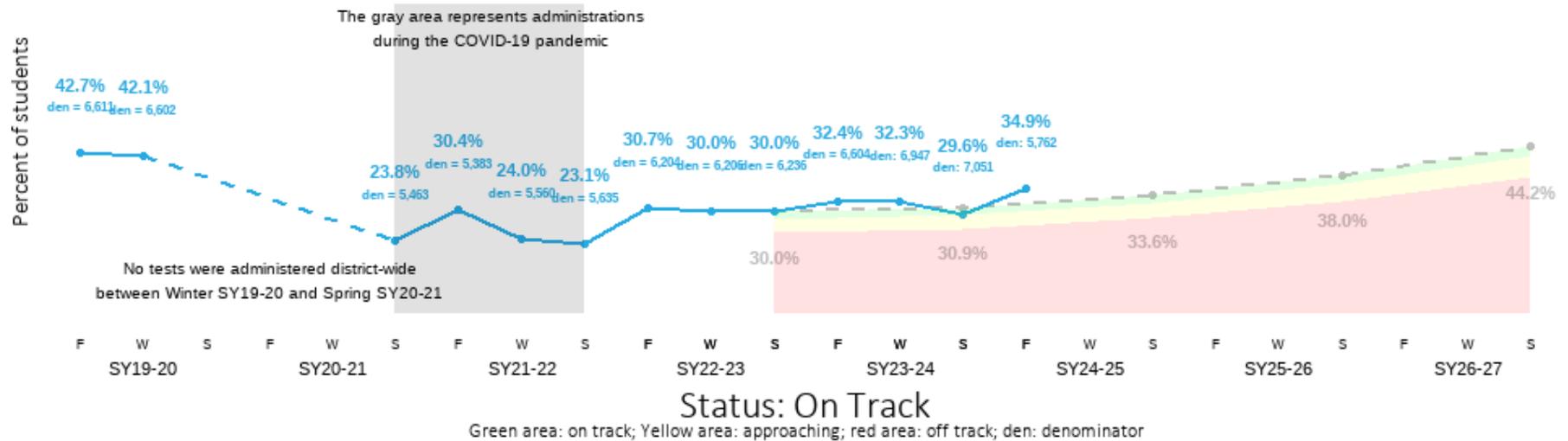
Students are considered "Basic or above" based on how their MAP RIT scores align to performance levels on OSTP, using NWEA's linking study. The OSTP assessment has four performance levels that students can fall into – Below Basic, Basic, Proficient, and Advanced.

This report covers data from administrations during the 2017-2018 school year through the 2024-2025 school year.

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

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.

The gray area represents administrations during the COVID-19 pandemic

Percent of students

42.7% 42.1%
den = 6,611 den = 6,602

30.4%
den = 5,383

23.8%
den = 5,463

24.0%
den = 5,560

23.1%
den = 5,635

30.7%
den = 6,204

30.0%
den = 6,206

30.0%
den = 6,236

32.4%
den = 6,604

32.3%
den: 6,947

29.6%
den: 7,051

34.9%
den: 5,762

44.2%

38.0%

33.6%

30.0%

30.9%

No tests were administered district-wide between Winter SY19-20 and Spring SY20-21

F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
SY19-20			SY20-21			SY21-22			SY22-23			SY23-24			SY24-25			SY25-26			SY26-27		

Status: On Track

Green area: on track; Yellow area: approaching; red area: off track; den: denominator

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.	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.
	We do not project student achievement on the OSTP assessment 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 2024-2025 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
Science of Reading Professional Development: We will continue to ensure that 100% of new teachers are trained in the Science of Reading.	All new teachers and teachers new to Tulsa Public Schools in elementary are expected to complete the OSDE Science of Reading online modules as part of Tulsa Way Academy, the district's pre-service training, or as part of their onboarding. Teachers are invited to the course as they are onboarded.	To date, 94 new teachers have completed the OSDE Science of Reading modules. We are continuing to follow up with teachers and their school leaders to ensure that all new teachers complete the modules.
Amira: Our analysis of mid-year 2023 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.	Based on research from Amira, we increased the threshold from 30 to 40 minutes per week for school year 2024-25. We prioritize ensuring all students meet the weekly dosage threshold on Amira through consistent data monitoring and weekly follow-up.	As of the week of November 4th, 88% of students assigned to Amira used it regularly, and 74% met the threshold for using Amira at least 40 minutes per week.
Common formative assessments: We will continue implementing common formative assessments in elementary literacy in the 24-25 school year. We implement the HMH end-of-module assessments approximately every three weeks.	Teachers participated in professional learning related to end-of-module assessments during the professional learning days in August and October. End-of-module assessments in K-5 literacy launched in September.	The third round of HMH literacy end-of-module assessments was implemented in late October/early November across K-5.
Weekly Data & Planning Meetings: All elementary schools will implement weekly data and planning meetings to support teachers in analyzing the data from the	Each school has a team of teacher leaders who facilitate the weekly data and planning meetings. These teacher leaders engaged in an intensive training institute in August to build understanding and practice engaging in the protocol. Teacher Leaders also	All elementary schools began implementing weekly data meetings in September.

common formative assessments and planning to address gaps in student learning.	participated in additional training and practice facilitation in September and October.	
Multilingual Learners: In 2023-2024, all schools implemented Content Cycles - weekly, peer-led, collaborative learning - focused on the foundations of English Language Development.	In 2024-2025, we will build on that knowledge, and all schools will engage in professional learning on effective language development strategies to integrate into the core reading and writing instruction block.	In October and November, all school leaders participated in professional learning that focused on supporting language learners in core writing instruction. School Leaders then turn-key these strategies with their teachers.

Here's what we see now	Anticipated next steps

Grades 3-5:
● 43.5% of grade 3-5 economically disadvantaged students are projected to score Basic or above on the Spring OSTP ELA assessment based on MAP scores compared with 36.3% in Spring 2024.
● The percentage of grade 3-5 economically disadvantaged students who are projected to score Basic or above on the Spring OSTP ELA assessment based on MAP score increased across all grade levels:
   ○ Third Grade increased from 31.5% to 46.8% of students
   ○ Fourth increased from 35.2% to 41.9% of students
   ○ Fifth Grade increased from 39.4% to 41.5% of students
● The percentage of students on IEPs in grades 3-5 who are projected to score Basic or Above on OTSP increased from 15.5% to 20.9%.
● The percentage of grade 3-5 economically disadvantaged students projected to score Basic or above on the Spring OSTP ELA assessment based on MAP score increased across all ethnic groups. Native American students had the highest percentage of students projected to score Basic or above of all ethnic groups.
● Students who regularly attend school perform better. 45% of economically disadvantaged grade 3-5 students who were NOT chronically absent are projected to score Basic or above on Spring OSTP ELA assessment based on MAP score compared with 39.4% of students who were chronically absent.
	Focus on 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.
	
	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.
	
	Buckle Down: Beginning in the second quarter, students in grades 3-5 will engage in additional practice with key literacy standards assessed on the OTSP. Students will engage in Buckle Down lessons twice weekly during Walk to Read.
	
	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.
	
	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

Grades K-2:
- 34.9% of K-2 economically disadvantaged students performed at or above the 50th percentile on MAP, compared with 29.6% in Spring 2024.
- The percentage of students who performed at or above the 50th percentile increased across all grade levels:
  - Kindergarten students increased from 41.3% to 51.3%
  - First grade 25.9% to 32.8%
  - Second grade 21.7 to 23.4
- Achievement of students on IEPs increased from 17.5% in Spring 2024 to 21.4% in Fall 2024.
- Achievement increased across most ethnic groups, with the exception of Asian and Pacific Islander students.
  - The percentage of African American students increased from 25.4% to 32.8%.
  - The percentage of Hispanic students increased from 25.9% to 29.9%.
  - The percentage of Asian students decreased from 29.5% to 28.3%.
- Students who regularly attend school perform better. 36.3% of economically disadvantaged K-2 students who were NOT chronically absent performed at or above the 50th percentile on MAP compared with 31.6% of students who were chronically absent.

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.

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.

Interim Goal 1.1: 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	Fall SY23-24 %	Fall SY23-24 denom	Winter SY23-24 %	Winter SY23-24 denom	Spring SY23-24 %	Spring SY23-24 denom	Fall SY24-25 %	Fall SY24-25 denom
African American	30.1%	1,463	29.3%	1,493	29.6%	1,508	37.6%	1,437
Asian	39.5%	114	38.1%	118	39.7%	121	43.0%	93
Hispanic/Latino	32.4%	2,646	31.9%	2,809	30.9%	2,886	38.5%	2,404
Multiracial	43.5%	733	47.2%	735	45.0%	722	53.1%	714
Native American	44.4%	241	45.6%	248	45.2%	250	56.5%	253
Pacific Islander	32.4%	102	26.5%	113	28.0%	118	41.1%	112
White	46.3%	1,066	47.3%	1,053	46.7%	1,038	53.4%	1,094

Multilingual Learner	Fall SY23-24 %	Fall SY23-24 denom	Winter SY23-24 %	Winter SY23-24 denom	Spring SY23-24 %	Spring SY23-24 denom	Fall SY24-25 %	Fall SY24-25 denom
Monitored/Exited	98.2%	113	99.1%	114	95.7%	116	97.2%	107
No	40.0%	3,796	40.5%	3,823	39.9%	3,812	48.9%	3,676
Yes	27.1%	2,456	26.9%	2,632	26.2%	2,715	32.5%	2,324

IEP Status	Fall SY23-24 %	Fall SY23-24 denom	Winter SY23-24 %	Winter SY23-24 denom	Spring SY23-24 %	Spring SY23-24 denom	Fall SY24-25 %	Fall SY24-25 denom
No	39.2%	5,522	39.0%	5,707	38.4%	5,783	46.7%	5,342
Yes	15.2%	820	16.1%	821	14.5%	860	20.9%	765

Grade	Fall SY23-24 %	Fall SY23-24 denom	Winter SY23-24 %	Winter SY23-24 denom	Spring SY23-24 %	Spring SY23-24 denom	Fall SY24-25 %	Fall SY24-25 denom
3	26.2%	2,194	28.5%	2,275	31.5%	2,295	46.8%	2,124
4	37.3%	2,100	36.7%	2,177	35.2%	2,194	41.9%	2,031
5	45.4%	2,071	43.5%	2,117	39.4%	2,154	41.5%	1,952

Quadrant	Fall SY23-24 %	Fall SY23-24 denom	Winter SY23-24 %	Winter SY23-24 denom	Spring SY23-24 %	Spring SY23-24 denom	Fall SY24-25 %	Fall SY24-25 denom
1	29.7%	1,442	29.4%	1,427	26.4%	1,505	36.1%	1,398
2	34.4%	1,696	37.5%	1,686	36.1%	1,825	43.8%	1,712
3	37.4%	1,998	36.8%	1,977	35.5%	2,152	44.4%	1,807
4	45.2%	969	47.1%	958	45.3%	1,066	52.9%	885
Out of District	45.1%	113	44.9%	107	40.7%	91	44.3%	79

Gender	Fall SY23-24 %	Fall SY23-24 denom	Winter SY23-24 %	Winter SY23-24 denom	Spring SY23-24 %	Spring SY23-24 denom	Fall SY24-25 %	Fall SY24-25 denom
Female	40.2%	3,061	40.0%	3,183	38.0%	3,215	47.0%	3,022
Male	32.3%	3,304	32.3%	3,386	32.7%	3,428	40.1%	3,085

Cohort	Fall SY23-24 %	denom	Winter SY23-24 %	denom	Spring SY23-24 %	denom	Fall SY24-25 %	denom
2031	45.4%	2,071	43.5%	2,117	39.4%	2,154		
2032	37.3%	2,100	36.7%	2,177	35.2%	2,194	41.5%	1,952
2033	26.2%	2,194	28.5%	2,275	31.5%	2,295	41.9%	2,031
2034							46.8%	2,124

Chronically Absent	Fall SY23-24 %	denom	Winter SY23-24 %	denom	Spring SY23-24 %	denom	Fall SY24-25 %	denom
No	-	-	39.2%	4,532	38.4%	4,499	45.0%	4,684
Yes	-	-	29.0%	2,037	28.7%	2,133	39.4%	1,350

Interim Goal 1.2: Percentage of K-2 economically disadvantaged students who are at/above the national 50th percentile in reading on MAP, breakdowns by demographic

Ethnicity	Fall SY23-24 %	denom	Winter SY23-24 %	denom	Spring SY23-24 %	denom	Fall SY24-25 %	denom
African American	29.8%	1,593	27.5%	1,492	25.4%	1,530	32.8%	1,313
Asian	28.8%	146	33.1%	127	29.5%	132	28.3%	99
Hispanic/Latino	29.4%	2,873	30.1%	2,833	25.9%	2,932	29.9%	2,502
Multiracial	40.7%	962	36.5%	828	36.2%	814	44.0%	752
Native American	38.4%	344	37.0%	300	32.8%	302	40.7%	204
Pacific Islander	19.3%	109	23.9%	117	24.6%	114	19.7%	66
White	48.0%	1,782	39.8%	1,250	38.7%	1,227	45.5%	826

Grade	Fall SY23-24 %	denom	Winter SY23-24 %	denom	Spring SY23-24 %	denom	Fall SY24-25 %	denom
Kindergarten	49.0%	2,505	48.2%	2,276	41.3%	2,336	51.3%	1,688
1	31.1%	2,610	25.9%	2,316	25.9%	2,320	32.8%	2,042
2	26.8%	2,694	23.2%	2,355	21.7%	2,395	23.4%	2,032

Gender	Fall SY23-24 %	denom	Winter SY23-24 %	denom	Spring SY23-24 %	denom	Fall SY24-25 %	denom
Female	38.1%	3,803	33.8%	3,396	31.6%	3,476	38.3%	2,859
Male	32.8%	4,006	30.8%	3,551	27.6%	3,575	31.6%	2,903

Multilingual Learner	Fall SY23-24 %	denom	Winter SY23-24 %	denom	Spring SY23-24 %	denom	Fall SY24-25 %	denom
Monitored/Exited	90.9%	11	87.5%	8	87.5%	8	75.0%	4
No	41.2%	5,389	36.5%	4,478	35.0%	4,457	40.7%	3,975
Yes	22.1%	2,409	24.4%	2,461	19.9%	2,586	21.9%	1,783

Cohort	Fall SY23-24 %	denom	Winter SY23-24 %	denom	Spring SY23-24 %	denom	Fall SY24-25 %	denom
2034	26.8%	2,694	23.2%	2,355	21.7%	2,395		
2035	31.1%	2,610	25.9%	2,316	25.9%	2,320	23.4%	2,032
2036	49.0%	2,505	48.2%	2,276	41.3%	2,336	32.8%	2,042
2037							51.3%	1,688

IEP Status	Fall SY23-24 %	denom	Winter SY23-24 %	denom	Spring SY23-24 %	denom	Fall SY24-25 %	denom
No	36.7%	7,119	33.8%	6,277	30.8%	6,395	36.1%	5,304
Yes	21.2%	626	17.4%	585	17.5%	656	21.4%	458

Chronically Absent	Fall SY23-24 %	denom	Winter SY23-24 %	denom	Spring SY23-24 %	denom	Fall SY24-25 %	denom
No	-	-	34.9%	4,454	32.5%	4,356	36.3%	4,415
Yes	-	-	27.6%	2,493	24.9%	2,680	31.6%	1,011

Quadrant	Fall SY23-24 %	denom	Winter SY23-24 %	denom	Spring SY23-24 %	denom	Fall SY24-25 %	denom
1	31.0%	1,473	27.5%	1,338	24.7%	1,561	31.0%	1,162
2	33.5%	1,889	32.0%	1,712	28.5%	1,913	33.2%	1,430
3	33.4%	2,249	35.7%	1,977	32.1%	2,294	36.1%	1,665
4	44.5%	1,570	37.2%	998	31.3%	1,143	38.4%	783
Out of District	45.7%	221	42.1%	145	40.6%	128	45.5%	112