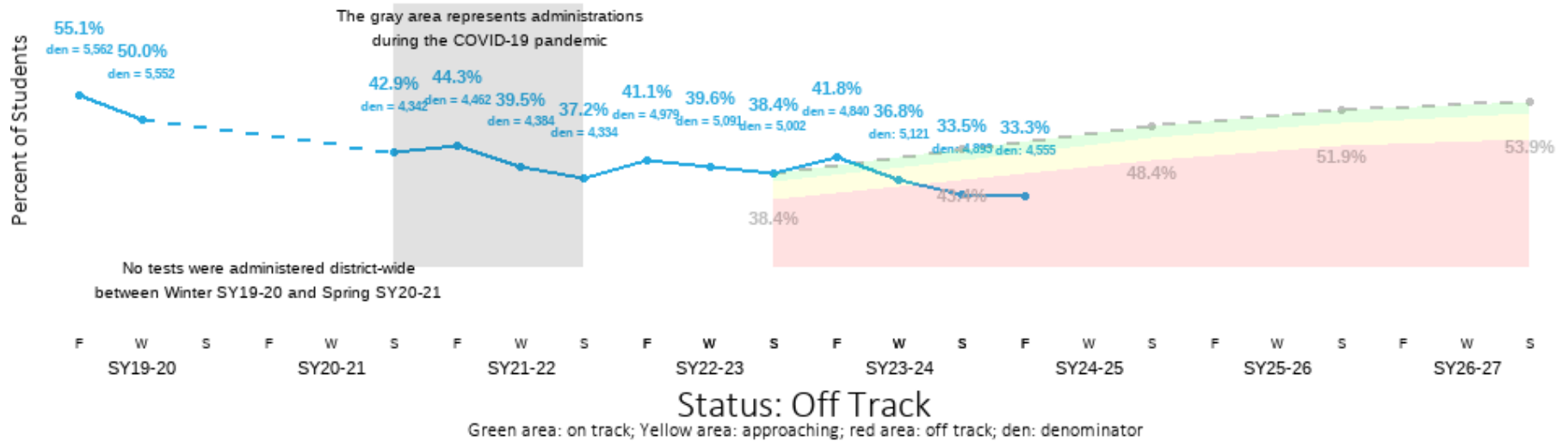




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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 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 |
|---|---|---|
| <p>Professional learning: From February - May 23-24, all district professional learning days were focused on the completion of the Science of Reading OSDE modules. Though it was valuable to ensure that all teachers developed a deeper understanding of the research and best practices in literacy, all teachers did not have the opportunity to also engage more deeply with professional learning on their curricular resources.</p> | <p>We have invested in professional development to support curriculum alignment with the Oklahoma Academic Standards, particularly in ELA. By focusing on district-selected high quality instructional materials, teachers are better equipped to meet the diverse needs of students in literacy and reading intervention.</p> <p>The blend of paid summer learning experiences and Science of Reading foundations are learning opportunities aimed at developing educator capacity and confidence using these resources in their classrooms. The district is prioritizing both Tier 1 instruction (through StudySync) and Tier 2/3 interventions (through HMH R180 and Exact Path) to address the various proficiency levels of our diverse learner populations.</p> | <p>This school year we fully implemented the StudySync literacy platform as our core curriculum for ELA, aligned with the Oklahoma Academic Standards. The ELA team collaborated with teachers to develop updated curriculum maps and pacing guides. The team created online, standards-aligned common assessments for each unit.</p> <p>Both Tier 2 and Tier 3 intervention supports have shifted focus from the amount of instruction (dosage) to student outcomes, using the Exact Path and Read 180 platforms to boost literacy achievement. Teachers also leverage Achieve3000 to deliver differentiated content tailored to multilingual learners' individual reading levels, making data-driven decisions to guide instruction.</p> <p>Currently, 92% of students enrolled in Read 180 are actively engaged with the platform's Student Application. The district aims to support these classrooms in reaching 100% student participation to maximize learning outcomes.</p> |
| <p>Common formative assessment: District teams worked toward the adoption of a</p> | <p>In the 2024-25 school year, the academics and assessment teams initiated the use of</p> | <p>The district has implemented ongoing professional development to assist district</p> |

| Follow Up On Previous Report | Action taken | Progress |
|--|---|--|
| <p>comprehensive assessment system that includes the implementation of a common formative assessment. Coupling our interim and summative assessments with a formative assessment system will provide teachers better information to inform instruction and interventions, as well as equip principals with better data to regularly understand the state of learning and instruction in their buildings.</p> | <p>common formative assessments in literacy through the Mastery Connect platform. District staff collaborated with teacher teams to develop end-of-unit assessments aligned with the curriculum and Oklahoma Academic Standards, which are integrated into teachers' curriculum maps. These assessments offer teachers more timely and detailed insights into student progress on grade-level standards, allowing them to adjust instruction and better support student learning.</p> | <p>teams, site leaders, and teachers in learning the new assessment platform, Mastery Connect. Additionally, department leads have received targeted training to enhance their ability to use assessment data effectively during data meetings. The district has also released end-of-unit assessments for core content through the Mastery Connect platform, and data is now accessible to teachers who have administered these assessments.</p> |
| <p>Teacher vacancies: District teams have examined opportunities to adjust resource allocation to ensure that students receive a full academic year of instruction with a high-quality, certified teacher. We aim to reduce the number of teacher vacancies, particularly in critical content areas, in the 24-25 school year.</p> | <p>District teams evaluated middle school sections that had lower enrollment and ILDs worked with school leaders to determine the appropriate actions for their school site needs. In some instances, classes with low enrollment may have been absorbed into a similar course.</p> | <p>District teams all have a responsibility in recruitment and retention of employees. School leaders will continue to support teacher retention in their building and request district support on an ongoing basis. We have updated our strategy for teacher retention, including a role in Talent Management that is supporting teacher retention by reaching out to teachers who have concerns and providing resources before teachers submit resignations.</p> |
| <p>Student attendance: District and school teams are continuing a relentless focus on combating chronic absenteeism and ensuring rising numbers of student attendance, particularly at sites who are experiencing higher challenges with academic growth. District teams will</p> | <p>Various district teams are working collaboratively to reduce chronic absenteeism and boost daily attendance. Our "Attend to Win" initiative brings together students, families, schools, and the community to address the challenges of chronic absenteeism and improve</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</p> |

| Follow Up On Previous Report | Action taken | Progress |
|---|---|---|
| <p>continue to build partnerships with families and community entities to remove barriers to attendance such as transportation or access to resources.</p> | <p>communication about the importance of regular attendance.</p> <p>This past summer, a call campaign targeted over 500 families of students who were chronically absent last year, reminding them about the first day of school, emphasizing the significance of attendance, and offering necessary support. Attendance clerks, secretaries, counselors, and school leaders received training over the summer to ensure a strong start for the 2024-25 school year. Each school site set specific goals for both average daily attendance (ADA) and reducing chronic absenteeism (CA).</p> | <p>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 hopeful 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>Multilingual learners: To provide increased support to our multilingual learners in middle school, we began piloting a new software platform that is aligned to the WIDA English language development standards, provides progress monitoring of language development aligned to the ACCESS test, and supports the teacher and the student with targeted intervention in the language domains of listening, speaking, reading, and writing. As our multilingual learners gain more English language proficiency, they are more equipped to demonstrate their literacy skills in English on assessments like MAP and OSTP.</p> | <p>Teachers at pilot sites received professional development on the SummitK12 learning platform, designed to enhance students' English language proficiency across all domains—listening, speaking, reading, and writing. The platform offers personalized instruction and differentiated content tailored to each student's English proficiency level. It also provides educators with valuable data to help identify learning trends and make informed instructional decisions.</p> <p>Teachers and school leaders received professional development on the Achieve3000 learning platform, designed</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> |



| Follow Up On Previous Report | Action taken | Progress |
|------------------------------|--|----------|
| | to enhance students' English language proficiency across all domains– listening, speaking, reading, and writing; specifically focusing on increasing literacy for multilingual learners in grades 6-8. | |

| Here's what we see now | Anticipated next steps |
|---|---|
| <p>Grades 6-8 decreased in Tier 1 and 2 students from Fall SY24 to Fall SY25 for Reading (-2.8%)* and Math (-2.1%), but increased in Tier 1 and 2 students from Spring SY24 to Fall SY25 - combating Summer slide.*</p> <p>All grades experienced a typical Spring to Fall drop in raw (RIT) score on MAP Reading, but 10th improved raw scores from Fall SY24.</p> <p>African American, Hispanic/Latino, and Pacific Islander students are projected to have the lowest percentages scoring "Basic or above," with African American students declining from 34.9% in Fall SY23-24 to 28.8% in Fall SY24-25.</p> <p>Asian, White, and Multiracial students show higher performance, but they also experience declines over time.</p> <p>The percentage of 6th graders projected to score Basic or above declines from 50.7% to 36.2% between Fall SY23-24 and Fall SY24-25.</p> <p>7th and 8th graders see smaller percentage decreases compared to 6th graders but still show declines in performance projections.</p> | <p>Curriculum and instructional resources: 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.</p> <p>Professional learning: Building on the Science of Reading modules completed last year, our professional development will continue to focus on grade-level instruction aligned with the Oklahoma Academic Standards. District teams will continue to support teachers with opportunities to dive deeply into their curriculum resources, ensuring they are well-prepared to effectively implement the new literacy platforms and intervention strategies.</p> <p>Common formative assessment and data-driven instruction: We will continue progressing with the implementation of common formative assessments in literacy for the 2024-25 school year using the MasteryConnect platform. To improve the accessibility and usefulness of data, we are enhancing the use of data walls and dashboards across all sites. These tools will play a key role in regular data review meetings, allowing for real-time adjustments to instruction and intervention strategies. Continuous training for site leaders and teachers will ensure that these practices are fully integrated into department meetings and school-level data</p> |

| Here's what we see now | Anticipated next steps |
|---|--|
| <p>Female students show higher projected performance than male students in all seasons. However, both groups experience a decline in percentages, with male students projected to score lower (29.4% by Fall SY24-25) than females (37.3%).</p> <p>The percentage of students from different graduation cohorts shows varying declines, with the Class of 2030 showing the largest drop from 50.7% in Fall SY23-24 to 28.6% in Fall SY24-25.</p> <p>Students who have exited the Multilingual Learner (MLL) program show much higher performance (around 88.5% in Fall SY23-24), while current MLL students are projected to have much lower performance (26.4% declining to 17.3%).</p> <p>Students without Individualized Education Plans (IEPs) are projected to perform significantly better (47.2% in Fall SY23-24) compared to students with IEPs (around 9.8% to 7.8%).</p> <p>Chronically absent students are projected to perform significantly worse, with a projected drop from 28.8% in Winter SY23-24 to 23.7% in Fall SY24-25. Those not chronically absent start higher at 43.1%, dropping to 38.5%.</p> | <p>discussions, helping us achieve our goal of improving student outcomes through focused instruction and timely interventions.</p> <p>Targeted interventions: We will closely monitor Exact Path and Read 180 data to ensure students are meeting usage and mastery targets. District teams will spend time in 6th-8th grade intervention classrooms, offering extra support to maximize students' use of these resources for academic growth. Additionally, we will continue evaluating the effectiveness of these interventions across various demographic groups, with a special emphasis on Hispanic/Latino students and those in Grades 6 and 8, where we have observed a downward trend.</p> <p>Student attendance: Our "Attend to Win" strategy incorporates several key initiatives to help schools address chronic absenteeism. These include: Attendance coordinators assigned to MRI/CSI schools who work directly with families to provide follow-up and identify attendance supports; public-facing attendance data walls at all schools to emphasize the importance of regular attendance and keep families informed; and many schools have introduced specific attendance incentives, such as grade-level or class challenges, to engage students in setting and achieving daily attendance goals.</p> <p>Schools have implemented attendance teams to review attendance data regularly and develop effective site-based strategies to support all families and students in attending school more regularly.</p> <p>Support for multilingual learners: Using the Mastery Connect platform, we will continue to 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</p> |



| Here's what we see now | Anticipated next steps |
|-------------------------------|---|
| | 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. |



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 |
| African American | 31.0% | 1,250 | 32.2% | 1,409 | 29.1% | 1,383 | 31.8% | 1,444 |
| Asian | 53.4% | 88 | 37.2% | 121 | 36.0% | 111 | 47.1% | 119 |
| Hispanic/Latino | 36.8% | 2,324 | 34.3% | 2,447 | 32.1% | 2,320 | 31.3% | 2,371 |
| Multiracial | 47.4% | 523 | 50.0% | 558 | 44.9% | 579 | 48.9% | 646 |
| Native American | 43.0% | 284 | 44.5% | 317 | 41.6% | 305 | 41.8% | 275 |
| Pacific Islander | 20.0% | 50 | 21.2% | 66 | 17.8% | 90 | 22.0% | 127 |
| White | 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 |
| Monitored/Exited | 72.5% | 892 | 77.2% | 688 | 78.2% | 523 | 86.2% | 413 |
| No | 46.1% | 3,297 | 46.4% | 3,742 | 43.7% | 3,681 | 45.0% | 3,681 |
| Yes | 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 |
| No | 48.0% | 4,723 | 47.0% | 5,333 | 43.7% | 5,209 | 42.9% | 5,293 |
| Yes | 11.9% | 999 | 9.5% | 1,003 | 6.7% | 887 | 14.1% | 880 |

| Grade | 2021 | | 2022 | | 2023 | | 2024 | |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|
| | % | n | % | n | % | n | % | n |
| 6 | 46.3% | 2,003 | 44.0% | 2,140 | 41.4% | 1,974 | 38.3% | 2,081 |
| 7 | 33.1% | 1,815 | 35.1% | 2,087 | 30.4% | 2,018 | 36.7% | 2,046 |
| 8 | 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 |
| 1 | 33.2% | 1,086 | 32.5% | 1,197 | 32.4% | 1,199 | 35.7% | 1,243 |
| 2 | 34.4% | 1,420 | 35.7% | 1,547 | 33.6% | 1,495 | 33.5% | 1,536 |
| 3 | 37.8% | 1,838 | 38.0% | 2,029 | 32.4% | 1,813 | 32.8% | 1,887 |
| 4 | 62.0% | 1,272 | 58.0% | 1,417 | 56.4% | 1,359 | 54.3% | 1,419 |
| Out of District | 53.7% | 95 | 56.3% | 103 | 54.7% | 106 | 58.7% | 75 |

| Gender | 2021 | | 2022 | | 2023 | | 2024 | |
|---------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | % | n | % | n | % | n | % | n |
| Female | 44.0% | 2,850 | 46.1% | 3,148 | 41.4% | 3,019 | 42.2% | 3,025 |
| Male | 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 |
| 2025 | 36.2% | 47 | 0.0% | 1 | | | | |



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

| Chronically Absent | 2021 | | 2022 | | 2023 | | 2024 | |
|--------------------|------|---|------|---|------|---|-------|-------|
| | % | n | % | n | % | n | % | n |
| No | - | - | - | - | - | - | 49.8% | 3,271 |
| Yes | - | - | - | - | - | - | 26.4% | 2,885 |

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 | Fall SY23-24 | | Winter SY23-24 | | Spring SY23-24 | | Fall SY24-25 | |
|-------------------------|--------------|-------|----------------|-------|----------------|-------|--------------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| African American | 34.9% | 1,212 | 29.6% | 1,263 | 29.4% | 1,172 | 28.8% | 1,123 |
| Asian | 51.6% | 91 | 45.7% | 94 | 43.6% | 94 | 40.0% | 90 |
| Hispanic/Latino | 38.8% | 1,934 | 33.9% | 2,138 | 28.4% | 2,097 | 30.5% | 1,903 |
| Multiracial | 53.5% | 507 | 45.2% | 500 | 42.9% | 469 | 42.8% | 530 |
| Native American | 48.1% | 212 | 39.6% | 225 | 37.4% | 198 | 38.3% | 175 |
| Pacific Islander | 25.2% | 103 | 22.5% | 120 | 20.4% | 113 | 17.1% | 117 |
| White | 51.5% | 778 | 51.5% | 781 | 48.1% | 750 | 42.9% | 617 |

| Grade | Fall SY23-24 | | Winter SY23-24 | | Spring SY23-24 | | Fall SY24-25 | |
|----------|--------------|-------|----------------|-------|----------------|-------|--------------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| 6 | 50.7% | 1,640 | 39.8% | 1,733 | 36.4% | 1,654 | 36.2% | 1,558 |
| 7 | 35.0% | 1,596 | 30.6% | 1,678 | 28.1% | 1,615 | 28.6% | 1,467 |
| 8 | 39.4% | 1,601 | 39.9% | 1,710 | 36.0% | 1,624 | 34.9% | 1,530 |

| Gender | Fall SY23-24 | | Winter SY23-24 | | Spring SY23-24 | | Fall SY24-25 | |
|---------------|--------------|-------|----------------|-------|----------------|-------|--------------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| Female | 46.6% | 2,406 | 39.7% | 2,557 | 36.2% | 2,446 | 37.3% | 2,257 |
| Male | 37.0% | 2,431 | 34.0% | 2,564 | 30.9% | 2,447 | 29.4% | 2,298 |



| Multilingual Learner | Fall SY23-24 | | Winter SY23-24 | | Spring SY23-24 | | Fall SY24-25 | |
|--------------------------|--------------|-------|----------------|-------|----------------|-------|--------------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| Monitored /Exited | 88.5% | 357 | 86.1% | 352 | 82.0% | 345 | 90.3% | 310 |
| No | 45.1% | 2,801 | 40.2% | 2,880 | 38.6% | 2,683 | 36.7% | 2,597 |
| Yes | 26.4% | 1,679 | 22.5% | 1,889 | 17.3% | 1,865 | 17.3% | 1,648 |

| Cohort | Fall SY23-24 | | Winter SY23-24 | | Spring SY23-24 | | Fall SY24-25 | |
|-------------|--------------|-------|----------------|-------|----------------|-------|--------------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| 2028 | 39.4% | 1,601 | 39.9% | 1,710 | 36.0% | 1,624 | | |
| 2029 | 35.0% | 1,596 | 30.6% | 1,678 | 28.1% | 1,615 | 34.9% | 1,530 |
| 2030 | 50.7% | 1,640 | 39.8% | 1,733 | 36.4% | 1,654 | 28.6% | 1,467 |
| 2031 | | | | | | | 36.2% | 1,558 |

| IEP Status | Fall SY23-24 | | Winter SY23-24 | | Spring SY23-24 | | Fall SY24-25 | |
|------------|--------------|-------|----------------|-------|----------------|-------|--------------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| No | 47.2% | 4,128 | 41.1% | 4,389 | 36.9% | 4,258 | 37.3% | 3,936 |
| Yes | 9.8% | 696 | 10.9% | 709 | 10.6% | 635 | 7.8% | 619 |

| Chronically Absent | Fall SY23-24 | | Winter SY23-24 | | Spring SY23-24 | | Fall SY24-25 | |
|--------------------|--------------|-------|----------------|-------|----------------|-------|--------------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| No | - | - | 43.1% | 2,870 | 40.6% | 2,592 | 38.5% | 3,004 |
| Yes | - | - | 28.8% | 2,251 | 25.5% | 2,290 | 23.7% | 1,478 |

| Quadrant | Fall SY23-24 | | Winter SY23-24 | | Spring SY23-24 | | Fall SY24-25 | |
|------------------------|--------------|-------|----------------|-------|----------------|-------|--------------|-------|
| | % | denom | % | denom | % | denom | % | denom |
| 1 | 38.8% | 1,057 | 34.4% | 1,074 | 32.9% | 1,042 | 30.4% | 1,002 |
| 2 | 39.4% | 1,271 | 36.9% | 1,302 | 31.9% | 1,318 | 34.3% | 1,223 |
| 3 | 41.0% | 1,513 | 36.7% | 1,560 | 29.4% | 1,601 | 30.5% | 1,311 |
| 4 | 50.3% | 865 | 46.1% | 822 | 43.4% | 884 | 41.8% | 784 |
| Out of District | 55.8% | 52 | 50.9% | 55 | 43.5% | 46 | 42.2% | 45 |