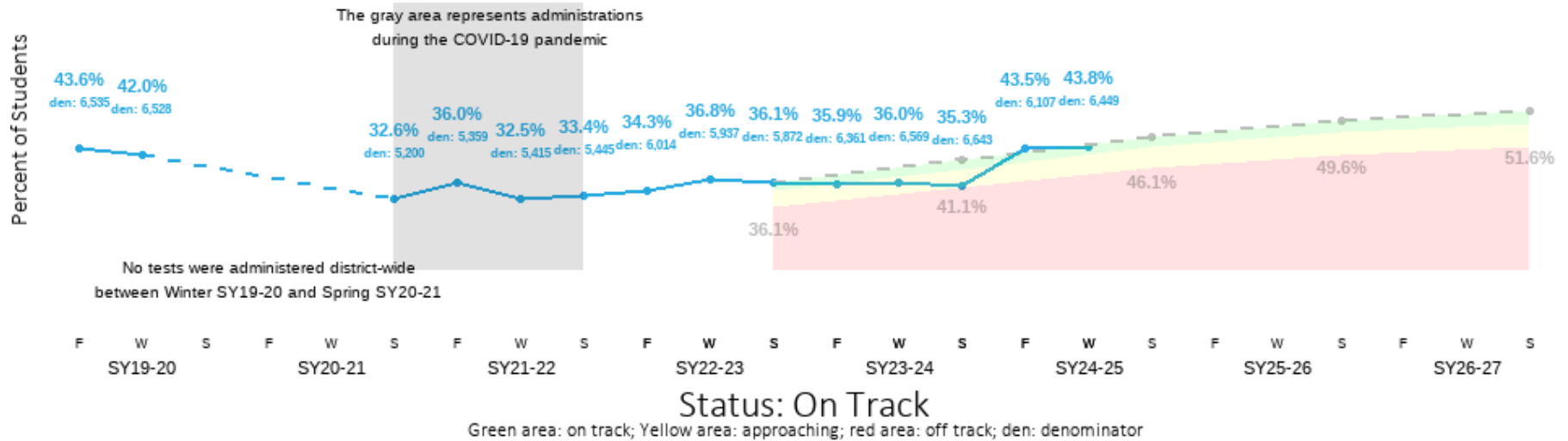




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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.



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



Next steps and current conditions

Follow up on previous report	Action Taken	Progress
<p>Science of Reading Professional Development: The Educator Effectiveness & Professional Learning team will continue to ensure that 100% of new teachers are trained in the Science of Reading.</p>	<p>All new teachers and teachers new to Tulsa Public Schools in elementary are expected to complete the OSDE Science of Reading online modules as they are onboarded.</p>	<p>To date, 120 new teachers have completed the OSDE Science of Reading modules, and an additional 112 are in progress. We are continuing to follow up with teachers and their school leaders to ensure that all new teachers complete the modules.</p>
<p>Digital Interventions: TPS prioritizes ensuring all students meet the weekly dosage threshold on their assigned digital platforms through consistent data monitoring and weekly follow-up.</p>	<p>Schools are closely monitoring participation in digital intervention platforms, including posting threshold goals and student trackers in visible locations and providing incentives to students for meeting or exceeding their goals.</p> <p>Instructional Leadership Directors also continue to monitor schools' participation and follow up with school leaders as appropriate.</p>	<p>As of the week of January 27:</p> <ul style="list-style-type: none"> ● 87% of students assigned to Amira used it regularly, and 71% met the threshold. ● 93% of students assigned to Istation used it regularly, and 62% met the threshold ● 91% of students assigned to Imagine Learning used it regularly, and 67% met the threshold.
<p>Common formative assessments: Elementary schools will continue implementing common formative assessments in literacy in the 24-25 school year. Students are assessed on the HMH end-of-module assessments approximately every three weeks.</p>	<p>Mastery Connect provided on-site, in-person and virtual support to teachers and school leaders in December to ensure teachers can effectively administer the end of module assessments and teachers and school leaders can analyze assessment data to inform reteaching.</p>	<p>Students in grades 3-5 have recently completed the 6th HMH literacy end-of-module assessment. Teachers utilize the end of module assessment data to determine areas for reteaching and extension.</p> <p>In December, students in grades 3-5 also completed a mid-year benchmark</p>

		<p>assessment. The data from this assessment has informed instructional decisions including essential standards for reteaching across the district.</p>
<p>Weekly Data & Planning Meetings: All elementary schools implement weekly data and planning meetings to support teachers in analyzing the data from the common formative assessments and planning to address gaps in student learning. Each school has a team of teacher leaders who facilitate the weekly data and planning meetings.</p>	<p>In January, School Leaders and Teacher Leaders participated in training on effective reteaching strategies - modeling and guided discourse - and had the opportunity to plan and practice an upcoming lesson they would be reteaching.</p>	<p>All elementary schools are regularly implementing weekly data meetings. School Leaders are focused on ensuring that data meetings provide adequate time for teachers to analyze student assessment data to inform reteaching and the opportunity to plan and practice reteaching.</p>
<p>Multilingual Learners: During school year 2024-2025, all school leaders have engaged in professional learning on effective language development strategies to integrate into the core reading and writing instruction block.</p>	<p>In December and January, all school leaders participated in professional learning that focused on supporting language learners in core writing instruction, including implementing strategic scaffolds during the Writing Response routine.</p>	<p>Many School Leaders have implemented this same professional learning with their teachers during professional development days or faculty meetings. School Leaders are also observing and monitoring classrooms to support implementation of the Writing Response routine and scaffolds for language learners.</p>

Here's what we see now	Anticipated next steps
<p>Based on the Winter MAP data we are on track for Interim Goal 1.1 (3-5 Reading Proficiency).</p> <ul style="list-style-type: none"> ● Grades 3-5 saw an overall slight increase from Fall to Winter SY25 in students projected to score Basic or Above on OSTP. ● The Winter MAP data represents our highest performance overall since before the pandemic ● The Winter MAP data represents the highest percentage of economically disadvantaged 3-5 students meeting their growth goals in Winter since we began using MAP, and the highest percentage of 3rd grade students meeting growth goals at any time. ● Both 4th and 5th grade showed slight increases in the percentage of students projected to score Basic or Above, while 3rd grade showed a slight decline from Fall to Winter. ● Using our OSTP proficiency band projections, grades 3-5 are moving students out of the Below Basic category, and increasing numbers of students in Advanced. <ul style="list-style-type: none"> ○ There was a decrease in the percentage of students in the bottom 10th percentile, and an increase of 5% in students scoring in Tier 1. ● All racial groups, except Hispanic and Pacific Islander, increased the percentage of students projected to score Basic or Above on OSTP. ● We are seeing important improvements for students in IEPs: <ul style="list-style-type: none"> ○ Students on IEPs improved slightly from 20.9% to 22.1% of students projected to score Basic or Above. ○ Economically disadvantaged students on IEPs meeting growth goals increased from 30% last Winter to 41% this Winter. 	<p>Effective Literacy Strategies: This spring, schools will continue to focus on implementing effective strategies that foster reading comprehension including implementation of the partner reading routine and writing response routine during the literacy block. These routines help students to build proficiency with the standards related to listening, reading, speaking and writing about complex text and using text evidence.</p> <p>Literacy Lab: The academic team is expanding the Literacy Lab professional learning experience, to provide more teachers with hands-on practice with effective literacy routines, including partner reading, writing response and Walk to Read. The Literacy Lab trainings are offered twice a month, including during Tulsa Way Saturdays to support novice teachers. With our partners at The Teaching & Leading Initiative of Oklahoma (TLI), we have launched a pilot program to bring Literacy Lab to select school sites with customized professional learning sessions, targeted to the specific needs of the school site.</p> <p>Weekly Data Meetings & Reteaching: A shift we made this year was to more clearly prioritize essential standards and to ensure that student mastery of standards drives instruction. To that end, this winter we've sharpened our focus on reteaching - ensuring that students who have not yet mastered a standard have additional opportunities with strong models and practice. Teachers analyze data from the end of module assessments in weekly data meetings to determine specific standards where students need reteaching. In January, school leaders and teacher leaders engaged in professional learning focused on effective reteaching strategies, and Teacher Leaders will have additional training</p>

- There was a 5% increase in economically disadvantaged students on IEPs scoring in tier 1 on MAP.
- Students who regularly attend school perform better. 46.3 % of economically disadvantaged 3-5 students who were NOT chronically absent are projected to score Basic or Above compared with 38.4% of students who were chronically absent.

The work TPS is doing with the Walk to Read intervention program is likely having a small, but positive effect on MAP scores. We need to keep doing what's working and continue accelerating progress towards our goals.

this spring. Teachers and School Leaders will have additional optional support in Mastery Connect in February. School leaders and district teams observe weekly data meetings to support teachers in planning and implementing reteaching.

Targeting Gaps in Essential Standards:

- In December, students in grades 3-5 completed a **mid-year benchmark assessment**. Trends in the data have indicated specific essential standards that are gaps for students across the district and that may require reteaching. In response to this data, the Teaching & Learning team is developing targeted mini-lessons and videos to support teachers in reteaching key standards, such as the main idea.
- We have also provided teachers in grades 3-5 with **anchor charts** for standards that have a high frequency on OSTP. These charts are a visual tool that serves as a reference point for students to reinforce learning throughout a unit, to “anchor” their understanding of the specific standard.
- **Buckle Down:** Students in grades 3-5 are engaging in additional practice with key literacy standards assessed on the OTSP. Students complete Buckle Down lessons twice weekly during Walk to Read.

Development of Leaders and District Teams with The Teaching & Leading Initiative of Oklahoma (TLI):

- Leaders from schools designated as CSI or MRI are engaging in monthly Professional Learning and Growth Communities focused on deepening their understanding of literacy practices and bolstering their teacher coaching skills. These sessions include classroom walkthroughs to calibrate on observations and practice of coaching conversations.

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| | <ul style="list-style-type: none">• We are also aligning more tightly with the Instructional Mentor team to support strong literacy instruction for new teachers. Instructional Mentors are participating in intensive, ongoing training in key literacy routines in the curriculum, with a specific focus on improving elementary writing. |
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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	Winter SY23-24		Spring SY23-24		Fall SY24-25		Winter SY24-25		Gender	Winter SY23-24		Spring SY23-24		Fall SY24-25		Winter SY24-25	
	%	denom	%	denom	%	denom	%	denom		%	denom	%	denom	%	denom	%	denom
African American	29.3%	1,493	29.6%	1,508	37.6%	1,437	39.7%	1,470	Female	40.0%	3,183	38.0%	3,215	47.0%	3,022	46.7%	3,193
Asian	38.1%	118	39.7%	121	43.0%	93	44.3%	97	Male	32.3%	3,386	32.7%	3,428	40.1%	3,085	41.0%	3,256
Hispanic/Latino	31.9%	2,809	30.9%	2,886	38.5%	2,404	37.4%	2,634	Multilingual Learner	Winter SY23-24		Spring SY23-24		Fall SY24-25		Winter SY24-25	
Multiracial	47.2%	735	45.0%	722	53.1%	714	53.1%	716		%	denom	%	denom	%	denom	%	denom
Native American	45.6%	248	45.2%	250	56.5%	253	59.8%	254	Monitored/Exited	99.1%	114	95.7%	116	97.2%	107	99.1%	114
Pacific Islander	26.5%	113	28.0%	118	41.1%	112	33.9%	121	No	40.5%	3,823	39.9%	3,812	48.9%	3,676	50.3%	3,777
White	47.3%	1,053	46.7%	1,038	53.4%	1,094	55.1%	1,157	Yes	26.9%	2,632	26.2%	2,715	32.5%	2,324	31.7%	2,558

Grade	Winter SY23-24		Spring SY23-24		Fall SY24-25		Winter SY24-25		IEP Status	Winter SY23-24		Spring SY23-24		Fall SY24-25		Winter SY24-25	
	%	denom	%	denom	%	denom	%	denom		%	denom	%	denom	%	denom	%	denom
3	28.5%	2,275	31.5%	2,295	46.8%	2,124	46.3%	2,255	No	39.0%	5,707	38.4%	5,783	46.7%	5,342	46.9%	5,648
4	36.7%	2,177	35.2%	2,194	41.9%	2,031	42.3%	2,144	Yes	16.1%	821	14.5%	860	20.9%	765	22.1%	801
5	43.5%	2,117	39.4%	2,154	41.5%	1,952	42.5%	2,050	Quadrant	Winter SY23-24		Spring SY23-24		Fall SY24-25		Winter SY24-25	
								%		denom	%	denom	%	denom	%	denom	
								1	29.4%	1,427	26.4%	1,505	36.1%	1,398	37.6%	1,519	



Quadrant	Winter SY23-24		Spring SY23-24		Fall SY24-25		Winter SY24-25	
	%	denom	%	denom	%	denom	%	denom
2	37.5%	1,686	36.1%	1,825	43.8%	1,712	44.3%	1,782
3	36.8%	1,977	35.5%	2,152	44.4%	1,807	43.1%	1,995
4	47.1%	958	45.3%	1,066	52.9%	885	52.5%	1,036
Out of District	44.9%	107	40.7%	91	44.3%	79	50.4%	117

Chronically Absent	Winter SY23-24		Spring SY23-24		Fall SY24-25		Winter SY24-25	
	%	denom	%	denom	%	denom	%	denom
No	39.2%	4,532	38.4%	4,499	45.0%	4,684	46.3%	4,471
Yes	29.0%	2,037	28.7%	2,133	39.4%	1,350	38.4%	1,931

Cohort	Winter SY23-24		Spring SY23-24		Fall SY24-25		Winter SY24-25	
	%	denom	%	denom	%	denom	%	denom
2031	43.5%	2,117	39.4%	2,154				
2032	36.7%	2,177	35.2%	2,194	41.5%	1,952	42.5%	2,050
2033	28.5%	2,275	31.5%	2,295	41.9%	2,031	42.3%	2,144
2034					46.8%	2,124	46.3%	2,255

TPS Quadrant Boundaries

