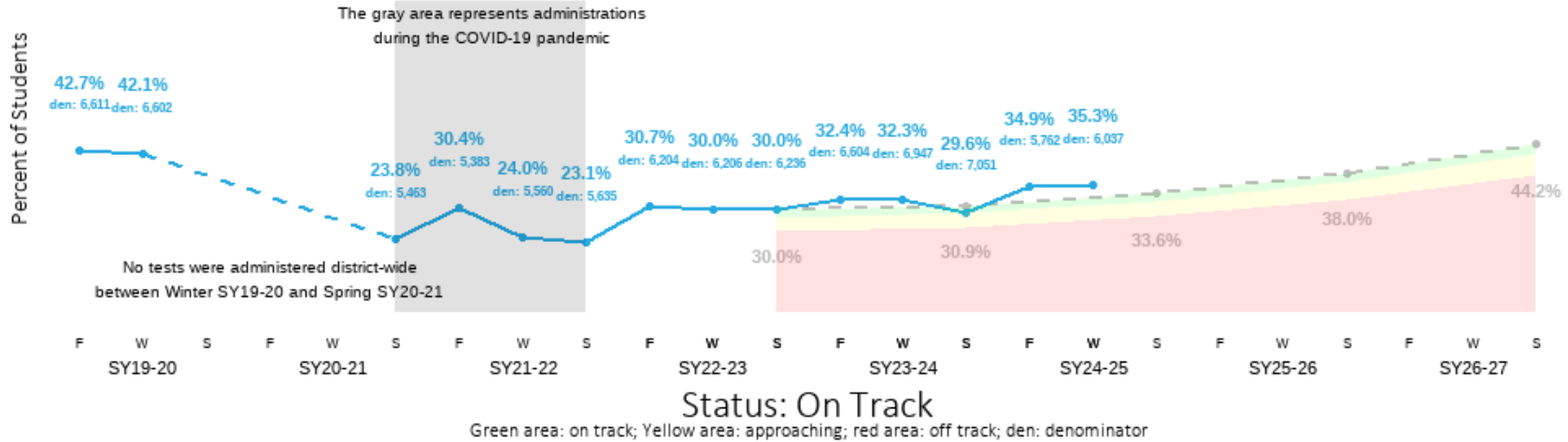




## Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

*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.*



### 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.

Kindergarten through second grade students are included.

### Metric definition

MAP is taken three times per year. Students' percentile rank is calculated based on how their performance compares to nation-wide student performance.

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, or Oklahoma State Testing Program, 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
<p><b>Science of Reading Professional Development:</b> The Educator Effectiveness &amp; 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 continue to follow up with teachers and their school leaders to ensure all new teachers complete the modules.</p>
<p><b>Digital Interventions:</b> 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"> <li>● 87% of students assigned to Amira used it regularly, and 71% met the threshold.</li> <li>● 93% of students assigned to Istation used it regularly, and 62% met the threshold</li> <li>● 91% of students assigned to Imagine Learning used it regularly, and 67% met the threshold.</li> </ul>
<p><b>Common formative assessments:</b> 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 first and second grades have recently completed the 6th HMH literacy end-of-module assessment and Kindergarten students recently completed their 5th assessment.</p> <p>Teachers utilize the end of module assessment data to determine areas for reteaching and extension.</p>

<p><b>Weekly Data &amp; Planning Meetings:</b> 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 consistently implementing weekly data meetings. School Leaders are focused on ensuring that data meetings provide adequate time for teachers to analyze their student assessment data to inform reteaching and the opportunity to plan and practice reteaching.</p>
<p><b>Multilingual Learners:</b> During the 2024-2025 school year, 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 the 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 <b>on track for Interim Goal 1.2</b> (K-2 Reading Proficiency), and are slightly above where we were in the Fall. This is the first time we've seen growth from Fall to Winter in K-2 literacy in several years. And this represents our highest performance overall since the pandemic.</p> <p>The highest percentage of K-2 economically disadvantaged students met their MAP growth goals from fall to winter test administration.</p> <p>TPS Kindergarten students grew faster than their national peers in Reading from Fall to Winter SY25, leading to higher median MAP Reading percentiles. While Kindergarten saw increases, their high rates of exempt and untested students should be taken into consideration.</p> <p>First and second grade performance has remained relatively flat with a slight decrease since the Fall.</p> <p>Students on IEPs, as well as Asian, Hispanic, Pacific Islander and Multilingual Learner students demonstrated improvement from Fall to Winter. 22.7% of students on IEPs performed at or above the 50th percentile, which is the highest Winter MAP proficiency for students on IEPs since we began tracking MAP data proficiency. 41% of students on IEPs met their growth goals, which is the highest percentage of students on IEPs meeting growth goals since we began MAP.</p> <p>Students who regularly attend school perform better. 38.7% of economically disadvantaged K-2 students who were NOT chronically absent performed at or above the 50th percentile on MAP compared with 29.1% of chronically absent students.</p>	<p><b>Effective Literacy Strategies:</b> This spring, schools will continue to focus on implementing 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><b>Literacy Lab:</b> 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 &amp; 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><b>Weekly Data Meetings &amp; Reteaching:</b> A shift for this year was to prioritize essential standards and to ensure 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>

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. School Leaders and district teams are observing weekly data meetings to support teachers in planning and implementing reteaching.

**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 coaching conversations.
- 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.



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

Ethnicity	Winter SY23-24		Spring SY23-24		Fall SY24-25		Winter SY24-25		Multilingual Learner	Winter SY23-24		Spring SY23-24		Fall SY24-25		Winter SY24-25	
	%	denom	%	denom	%	denom	%	denom		%	denom	%	denom	%	denom	%	denom
<b>African American</b>	27.5%	1,492	25.4%	1,530	32.8%	1,313	31.5%	1,380	<b>Monitored/Exited</b>	87.5%	8	87.5%	8	75.0%	4	75.0%	4
<b>Asian</b>	33.1%	127	29.5%	132	28.3%	99	33.7%	101	<b>No</b>	36.5%	4,478	35.0%	4,457	40.7%	3,975	39.8%	4,144
<b>Hispanic/Latino</b>	30.1%	2,833	25.9%	2,932	29.9%	2,502	32.1%	2,603	<b>Yes</b>	24.4%	2,461	19.9%	2,586	21.9%	1,783	25.1%	1,889
<b>Multiracial</b>	36.5%	828	36.2%	814	44.0%	752	41.7%	794									
<b>Native American</b>	37.0%	300	32.8%	302	40.7%	204	39.2%	217									
<b>Pacific Islander</b>	23.9%	117	24.6%	114	19.7%	66	25.0%	76									
<b>White</b>	39.8%	1,250	38.7%	1,227	45.5%	826	44.9%	866									

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
<b>Kindergarten</b>	48.2%	2,276	41.3%	2,336	51.3%	1,688	54.6%	1,690	<b>No</b>	33.8%	6,277	30.8%	6,395	36.1%	5,304	36.5%	5,495
<b>1</b>	25.9%	2,316	25.9%	2,320	32.8%	2,042	32.3%	2,195	<b>Yes</b>	17.4%	585	17.5%	656	21.4%	458	22.7%	542
<b>2</b>	23.2%	2,355	21.7%	2,395	23.4%	2,032	23.1%	2,152									

Gender	Winter SY23-24		Spring SY23-24		Fall SY24-25		Winter SY24-25		Quadrant	Winter SY23-24		Spring SY23-24		Fall SY24-25		Winter SY24-25	
	%	denom	%	denom	%	denom	%	denom		%	denom	%	denom	%	denom	%	denom
<b>Female</b>	33.8%	3,396	31.6%	3,476	38.3%	2,859	37.4%	2,970	<b>1</b>	27.5%	1,338	24.7%	1,561	31.0%	1,162	29.4%	1,400
<b>Male</b>	30.8%	3,551	27.6%	3,575	31.6%	2,903	33.2%	3,067	<b>2</b>	32.0%	1,712	28.5%	1,913	33.2%	1,430	34.2%	1,638
									<b>3</b>	35.7%	1,977	32.1%	2,294	36.1%	1,665	37.5%	1,847
									<b>4</b>	37.2%	998	31.3%	1,143	38.4%	783	39.3%	1,012
									<b>Out of District</b>	42.1%	145	40.6%	128	45.5%	112	47.1%	140



Cohort	Winter SY23-24		Spring SY23-24		Fall SY24-25		Winter SY24-25		Chronically Absent	Winter SY23-24		Spring SY23-24		Fall SY24-25		Winter SY24-25	
	%	denom	%	denom	%	denom	%	denom		%	denom	%	denom	%	denom	%	denom
<b>2034</b>	23.2%	2,355	21.7%	2,395					<b>No</b>	34.9%	4,454	32.5%	4,356	36.3%	4,415	38.7%	3,916
<b>2035</b>	25.9%	2,316	25.9%	2,320	23.4%	2,032	23.1%	2,152	<b>Yes</b>	27.6%	2,493	24.9%	2,680	31.6%	1,011	29.1%	2,060
<b>2036</b>	48.2%	2,276	41.3%	2,336	32.8%	2,042	32.3%	2,195									
<b>2037</b>					51.3%	1,688	54.6%	1,690									

### TPS Quadrant Boundaries

