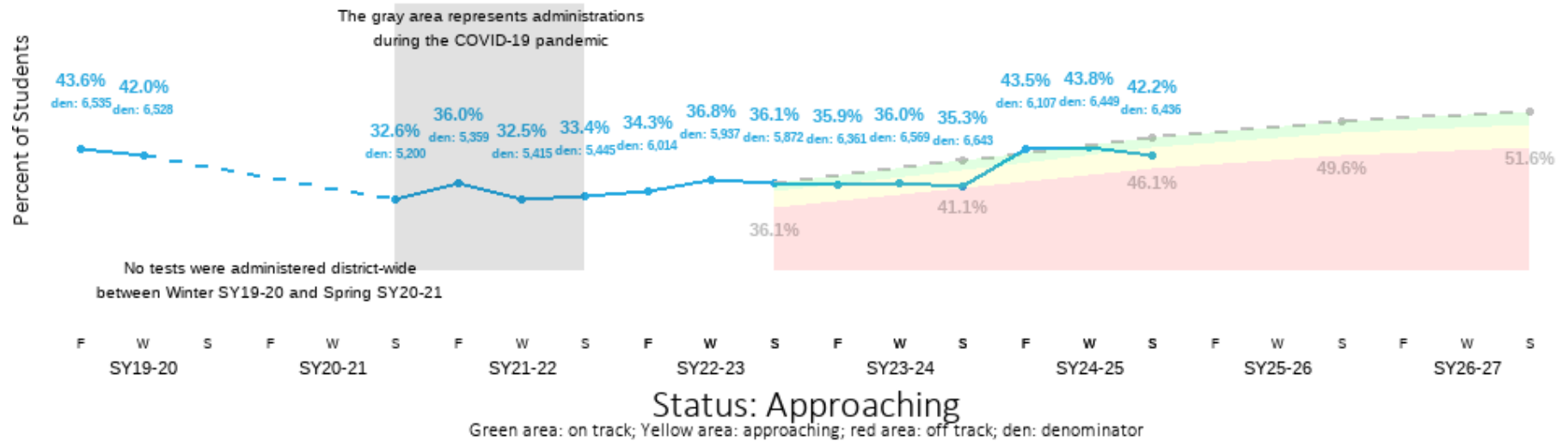


## Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

*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 provider of MAP, projects 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 with performance levels on the OSTP assessment, using NWEA’s linking study. The OSTP assessment has four performance levels: 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><b>Science of Reading Professional Development:</b> The Educator Effectiveness &amp; Professional Learning team continues 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>During School Year 2024-25, 127 new teachers completed the OSDE Science of Reading modules.</p> <p>143 teachers participated in Literacy Lab sessions during Tulsa Way Saturdays.</p> <p>During Tulsa Way Academy this summer, the next crop of new teachers will be introduced to the Science of Reading and will begin completing the course.</p>
<p><b>Digital Interventions:</b> The elementary team prioritized ensuring all students meet the weekly dosage threshold on their assigned digital platforms through consistent data monitoring and weekly follow-up.</p>	<p>Schools closely monitored participation in digital intervention platforms, including posting threshold goals and student trackers in visible locations and incentivizing students to meet or exceed their goals.</p> <p>Instructional Leadership Directors also monitored schools' participation and followed up with school leaders as appropriate.</p>	<p>As of the week of May 12-16:</p> <ul style="list-style-type: none"> <li>● 82% of students assigned to Amira used it regularly, and 68% met the threshold.</li> <li>● 95% of students assigned to Istation used it regularly, and 70% met the threshold.</li> <li>● 93% of students assigned to Imagine Learning used it regularly, and 64% met the threshold.</li> </ul>
<p><b>Common formative assessments:</b> Elementary schools implemented common formative assessments in literacy in the 24-25 school year.</p>	<p>Students were assessed on the HMH end-of-module assessments every three weeks in grades 3-5.</p>	<p>95% of students in third through fifth grades completed approximately 8 or 9 end-of-module assessments across the year.</p>

		<p>Assessments measured student progress on essential standards aligned to the OSTP blueprint.</p> <p>Teachers utilized 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 implemented 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 had a team of teacher leaders who facilitated the weekly data and planning meetings.</p>	<p>Each school’s Teacher Leaders engaged in professional learning throughout the Winter and Spring focused on facilitating effective data and planning meetings. The professional learning included effective strategies for reteaching.</p>	<p>All elementary schools consistently implemented weekly data meetings.</p> <p>School Leaders 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 engaged in professional learning on effective language development strategies to integrate into the core reading and writing instruction block.</p>	<p>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 implemented this same professional learning with their teachers during professional development days or faculty meetings.</p> <p>School Leaders observed and monitored 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 Spring MAP data, we are <b>approaching on track for Interim Goal 1.1</b> (3-5 Reading Proficiency). This is a result of a decline from 43.8 to 42.2% of economically disadvantaged students who are projected to score Basic or Above on Spring OSTP.</p> <p>Students who regularly attend school perform better. 45.2% of economically disadvantaged 3-5 students who were NOT chronically absent are projected to score Basic or Above on Spring OSTP compared with 35.6% of chronically absent students.</p> <p>Students in 5th grade showed slight improvement from Winter to Spring, from 42.5% to 43.1% of economically disadvantaged students who are projected to score Basic or Above on Spring OSTP. The 5th grade cohort (cohort 2032) has also shown slight but sustained improvement on each MAP administration since last Spring.</p> <p>Students in both 3rd and 4th grade showed a decline in performance:</p> <ul style="list-style-type: none"> <li>● 3rd grade: from 46.3% to 43.6% of economically disadvantaged students who are projected to score Basic or Above on Spring OSTP</li> <li>● 4th grade: from 42.3% to 40% of economically disadvantaged students who are projected to score Basic or Above on Spring OSTP</li> </ul> <p>The most significant decline was for Native American students. Performance decreased from 59.8% to 50.4% of economically disadvantaged students projected to score Basic or Above on Spring OSTP. However, Native American students, along with Multiracial and White students, are the highest performing demographic groups, with each having more than 50% of students projected to score Basic or Above on OSTP.</p>	<p><b>This summer:</b></p> <p>This year, Summer School will focus on students in grades 3-5 who performed below the 25th percentile. Each day, students will engage in a half day of literacy instruction - a combination of core, grade-level instruction and targeted intervention. Each summer school site will also have a Strong Readers Act teacher serving as a Reading Interventionist, who will pull small groups of students who performed below the 10th percentile for additional, intensive support.</p> <p><b>Next school year:</b></p> <p>We will focus on sustaining best practices and continuous improvement based on data and feedback from both teachers and school leaders. This includes:</p> <p><b>Effective Literacy Strategies:</b> Next year, schools will continue to focus on implementing strategies that foster reading comprehension, including the 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>Writer's Workshop:</b> Schools will also work on expanding our students' writing proficiency in all grade levels. The daily schedule in our elementary schools includes a 30-minute block of time dedicated to Writer's Workshop. During the school year 2025-26, both teacher and school leader professional development will focus on the consistent and effective implementation of the Writer's Workshop component of the curriculum.</p> <p><b>Literacy Lab:</b> The Teaching &amp; Learning team has expanded 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</p>

Despite the decline in overall students at or above the 50th percentile, several schools showed significant growth for students, and showed significant growth for our lowest performing students. Key bright spots:

- At Eugene Field, 59.64% of students met their growth goals on MAP.
- Several schools showed significant growth for Tier 3 students (students performing below the 10th percentile.):
  - 65.8% of Tier 3 students at Eugene Field met their growth goals
  - 50% of Tier 3 students at both Kerr and Owen met their growth goals.
- 1492 K-3 students moved up a Tier based on MAP across the school year
- 257 students on IEPs in K-3 scored at the 60th percentile or above on MAP.

will be offered a minimum of twice a month, including during Tulsa Way Saturdays, to support novice teachers.

**OTEP Teachers:** We plan to utilize OTEP teachers to offer additional Literacy Lab sessions to teachers as well as to provide additional curricular and instructional support to new teachers, including drafting sample weekly assessments.

**Certified Academic Language Therapist pilot program:** We are launching a pilot program to train a small group of educators as Certified Academic Language Therapists (CALTs), through the Payne Center in Oklahoma City. CALTs are recognized nationally as exceptionally skilled reading teachers and this certification verifies that trainees have achieved the highest level of competency in the field of dyslexia education. Our pilot cohort will begin their training in June, and will continue for two years. During that time, they will implement the multisensory reading techniques from the training during Walk to Read. This program has a high success rate in remediating language-learning differences, including students with dyslexia.

**Continuous Improvement of Walk to Read for All Students:**

- Our data analysis of MAP data and Amira usage shows that students at or above the 60th percentile aren't receiving the same benefit from engaging with Amira as students below the 60th percentile. During the 2025-26 school year, students who performed at or above the 60th percentile on MAP will no longer be required to use Amira during Walk to Read. Rather, these students will engage in independent reading and book studies with a focus on comprehension skills. The Teaching & Learning team will be providing schools with a set of curated questions aligned to key reading comprehension standards that students will use during Walk to Read.
- We are also implementing new strategies to support our lowest-performing students. Schools have the option to purchase and implement Really Great Reading during Walk to Read for students at the 1st percentile.

	<ul style="list-style-type: none"><li>● Students who struggle with oral language in third grade will have the opportunity to engage with Imagine Learning in place of Amira. Imagine Learning does not require students to respond orally, and has embedded specific language development strategies in the program.</li></ul>
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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	Spring SY23-24		Fall SY24-25		Winter SY24-25		Spring SY24-25		Multilingual Learner	Spring SY23-24		Fall SY24-25		Winter SY24-25		Spring SY24-25	
	%	denom	%	denom	%	denom	%	denom		%	denom	%	denom	%	denom	%	denom
<b>African American</b>	29.6%	1,508	37.6%	1,437	39.7%	1,470	37.7%	1,408	<b>Monitored /Exited</b>  <b>No</b>  <b>Yes</b>	95.7%	116	97.2%	107	99.1%	114	95.6%	114
<b>Asian</b>	39.7%	121	43.0%	93	44.3%	97	41.3%	104		39.9%	3,812	48.9%	3,676	50.3%	3,777	48.2%	3,729
<b>Hispanic/Latino</b>	30.9%	2,886	38.5%	2,404	37.4%	2,634	36.5%	2,668		26.2%	2,715	32.5%	2,324	31.7%	2,558	31.2%	2,593
<b>Multiracial</b>	45.0%	722	53.1%	714	53.1%	716	51.9%	782									
<b>Native American</b>	45.2%	250	56.5%	253	59.8%	254	50.4%	250									
<b>Pacific Islander</b>	28.0%	118	41.1%	112	33.9%	121	31.7%	120									
<b>White</b>	46.7%	1,038	53.4%	1,094	55.1%	1,157	54.3%	1,104									

IEP Status	Spring SY23-24		Fall SY24-25		Winter SY24-25		Spring SY24-25	
	%	denom	%	denom	%	denom	%	denom
<b>No</b>	38.4%	5,783	46.7%	5,342	46.9%	5,648	45.8%	5,606
<b>Yes</b>	14.5%	860	20.9%	765	22.1%	801	18.0%	830

Grade	Spring SY23-24		Fall SY24-25		Winter SY24-25		Spring SY24-25	
	%	denom	%	denom	%	denom	%	denom
<b>3</b>	31.5%	2,295	46.8%	2,124	46.3%	2,255	43.6%	2,217
<b>4</b>	35.2%	2,194	41.9%	2,031	42.3%	2,144	40.0%	2,158
<b>5</b>	39.4%	2,154	41.5%	1,952	42.5%	2,050	43.1%	2,061

Quadrant	Spring SY23-24		Fall SY24-25		Winter SY24-25		Spring SY24-25	
	%	denom	%	denom	%	denom	%	denom
<b>1</b>	26.4%	1,505	36.1%	1,398	37.6%	1,519	36.9%	1,514
<b>2</b>	36.1%	1,825	43.8%	1,712	44.3%	1,782	43.2%	1,789
<b>3</b>	35.5%	2,152	44.4%	1,807	43.1%	1,995	41.1%	1,995
<b>4</b>	45.3%	1,066	52.9%	885	52.5%	1,036	50.4%	1,022
<b>Out of District</b>	40.7%	91	44.3%	79	50.4%	117	44.0%	116

Gender	Spring SY23-24		Fall SY24-25		Winter SY24-25		Spring SY24-25	
	%	denom	%	denom	%	denom	%	denom
<b>Female</b>	38.0%	3,215	47.0%	3,022	46.7%	3,193	45.2%	3,171
<b>Male</b>	32.7%	3,428	40.1%	3,085	41.0%	3,256	39.4%	3,265



5/19/2025

Cohort	Spring SY23-24		Fall SY24-25		Winter SY24-25		Spring SY24-25	
	%	denom	%	denom	%	denom	%	denom
<b>2031</b>	39.4%	2,154						
<b>2032</b>	35.2%	2,194	41.5%	1,952	42.5%	2,050	43.1%	2,061
<b>2033</b>	31.5%	2,295	41.9%	2,031	42.3%	2,144	40.0%	2,158
<b>2034</b>			46.8%	2,124	46.3%	2,255	43.6%	2,217

Chronically Absent	Spring SY23-24		Fall SY24-25		Winter SY24-25		Spring SY24-25	
	%	denom	%	denom	%	denom	%	denom
<b>No</b>	38.4%	4,499	45.0%	4,684	46.3%	4,471	45.2%	4,442
<b>Yes</b>	28.7%	2,133	39.4%	1,350	38.4%	1,931	35.6%	1,980

Quadrant Map for Reference

