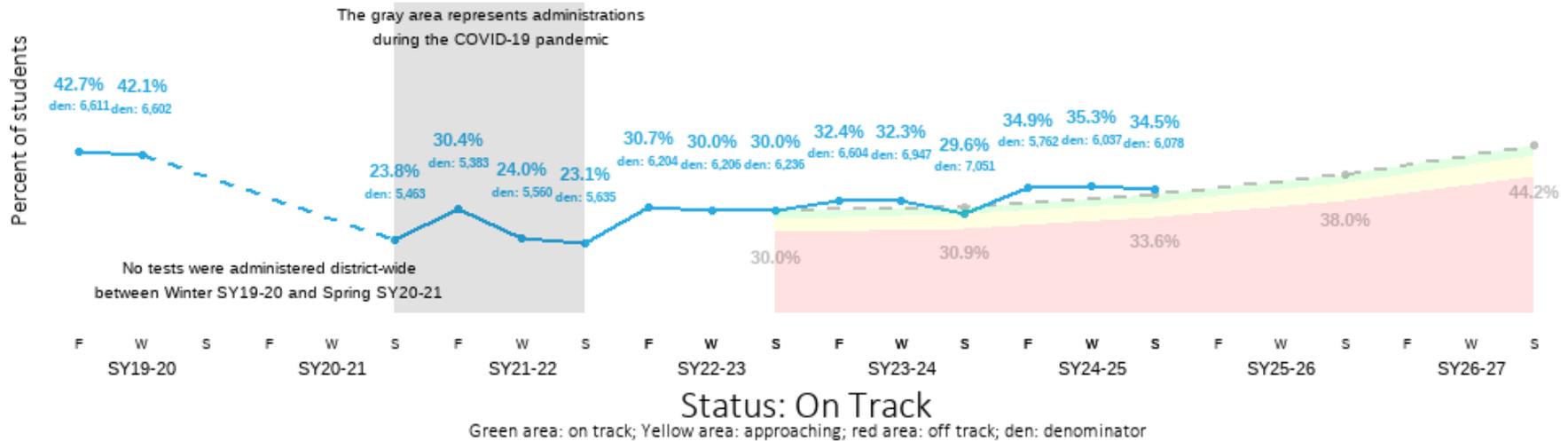# Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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.

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.

Kindergarten through second-grade students are included.

Metric definition

MAP is taken three times per year. Students' percentile ranks are calculated based on how their performance compares to national 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 the 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 in their success the following year.

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

Students of interest	Metric definition
	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: The Educator Effectiveness & Professional Learning team continues 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 they are onboarded.	During School Year 2024-25, 127 new teachers completed the OSDE Science of Reading modules. 143 teachers participated in Literacy Lab sessions during Tulsa Way Saturdays. 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.
Digital Interventions: 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.	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. Instructional Leadership Directors also monitored schools' participation and followed up with school leaders as appropriate.	As of the week of May 12-16: ● 82% of students assigned to Amira used it regularly, and 68%met the threshold. ● 95% of students assigned to Istation used it regularly, and 70% met the threshold. ● 93% of students assigned to Imagine Learning used it regularly, and 64% met the threshold.

Common formative assessments: Elementary schools implemented common formative assessments in literacy in the 24-25 school year.	Students were assessed on the HMH end-of-module assessments every three weeks in grades 1 and 2, and every four weeks in kindergarten.	95% of students in kindergarten through second grades completed approximately 8 or 9 end-of-module assessments across the year. Teachers utilized the end-of-module assessment data to determine areas for reteaching and extension.
Weekly Data & Planning Meetings: 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.	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.	All elementary schools consistently implemented weekly data meetings. 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.
Multilingual Learners: 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.	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.	Many School Leaders implemented this same professional learning with their teachers during professional development days or faculty meetings. School Leaders observed and monitored classrooms to support the implementation of the Writing Response routine and scaffolds for multilingual learners.

Here's what we see now	Anticipated next steps
Based on the Spring MAP data we are still **on track for Interim Goal 1.2** (K-2 Reading Proficiency), despite being slightly below (.8 percentage points) where we were in the Winter. First grade showed very slight growth from Winter to Spring, improving from 32.3% of students to 32.6% of students performing at or above the 50th percentile on MAP. Both Kindergarten and second grade showed slight dips. Native American students and White students showed slight improvement on MAP from Winter to Spring. Native American students increased from 39.2% to 40.2% and White students increased from 44.9% to 45.1% of students performing at or above the 50th percentile on MAP. White, Multicracial and Native American students are the highest performing demographic groups, with each having more than 40% of students performing at or above the 50th percentile on MAP. Students who regularly attend school perform better. 38.4% of economically disadvantaged K-2 students who were NOT chronically absent performed at or above the 50th percentile on MAP compared with 27.7% of chronically absent students. 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	Next school year, we will focus on sustaining best practices and continuous improvement based on data and feedback from both teachers and school leaders. This includes: **Effective Literacy Strategies:** 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. **Writer's Workshop:** We 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, we will focus both teacher and school leader professional development on the consistent and effective implementation of the Writer's Workshop component of the curriculum. **Literacy Lab:** The Teaching & Learning 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 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.

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.

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.
- Students who struggle with oral language in grades K-3 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.

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

Ethnicity	Spring SY23-24 %	denom	Fall SY24-25 %	denom	Winter SY24-25 %	denom	Spring SY24-25 %	denom
African American	25.4%	1,530	32.8%	1,313	31.5%	1,380	31.7%	1,352
Asian	29.5%	132	28.3%	99	33.7%	101	31.4%	105
Hispanic/Latino	25.9%	2,932	29.9%	2,502	32.1%	2,603	30.6%	2,650
Multiracial	36.2%	814	44.0%	752	41.7%	794	41.2%	833
Native American	32.8%	302	40.7%	204	39.2%	217	40.2%	214
Pacific Islander	24.6%	114	19.7%	66	25.0%	76	23.5%	81
White	38.7%	1,227	45.5%	826	44.9%	866	45.1%	843

Multilingual Learner	Spring SY23-24 %	denom	Fall SY24-25 %	denom	Winter SY24-25 %	denom	Spring SY24-25 %	denom
Monitored/Exited	87.5%	8	75.0%	4	75.0%	4	75.0%	4
No	35.0%	4,457	40.7%	3,975	39.8%	4,144	40.2%	4,105
Yes	19.9%	2,586	21.9%	1,783	25.1%	1,889	22.7%	1,969

IEP Status	Spring SY23-24 %	denom	Fall SY24-25 %	denom	Winter SY24-25 %	denom	Spring SY24-25 %	denom
No	30.8%	6,395	36.1%	5,304	36.5%	5,495	36.2%	5,460
Yes	17.5%	656	21.4%	458	22.7%	542	20.2%	618

Grade	Spring SY23-24 %	denom	Fall SY24-25 %	denom	Winter SY24-25 %	denom	Spring SY24-25 %	denom
Kindergarten	41.3%	2,336	51.3%	1,688	54.6%	1,690	52.2%	1,711
1	25.9%	2,320	32.8%	2,042	32.3%	2,195	32.6%	2,206
2	21.7%	2,395	23.4%	2,032	23.1%	2,152	22.5%	2,161

Quadrant	Spring SY23-24 %	denom	Fall SY24-25 %	denom	Winter SY24-25 %	denom	Spring SY24-25 %	denom
1	24.7%	1,561	31.0%	1,162	29.4%	1,400	30.4%	1,393
2	28.5%	1,913	33.2%	1,430	34.2%	1,638	32.1%	1,663
3	32.1%	2,294	36.1%	1,665	37.5%	1,847	38.1%	1,848
4	31.3%	1,143	38.4%	783	39.3%	1,012	36.2%	983
Out of District	40.6%	128	45.5%	112	47.1%	140	50.7%	144

Gender	Spring SY23-24 %	denom	Fall SY24-25 %	denom	Winter SY24-25 %	denom	Spring SY24-25 %	denom
Female	31.6%	3,476	38.3%	2,859	37.4%	2,970	36.4%	2,974
Male	27.6%	3,575	31.6%	2,903	33.2%	3,067	32.7%	3,104

Cohort	Spring SY23-24 %	denom	Fall SY24-25 %	denom	Winter SY24-25 %	denom	Spring SY24-25 %	denom
2034	21.7%	2,395						
2035	25.9%	2,320	23.4%	2,032	23.1%	2,152	22.5%	2,161
2036	41.3%	2,336	32.8%	2,042	32.3%	2,195	32.6%	2,206
2037			51.3%	1,688	54.6%	1,690	52.2%	1,711

Chronically Absent	Spring SY23-24 %	denom	Fall SY24-25 %	denom	Winter SY24-25 %	denom	Spring SY24-25 %	denom
No	32.5%	4,356	36.3%	4,415	38.7%	3,916	38.4%	3,891
Yes	24.9%	2,680	31.6%	1,011	29.1%	2,060	27.7%	2,170

Quadrant Map for Reference