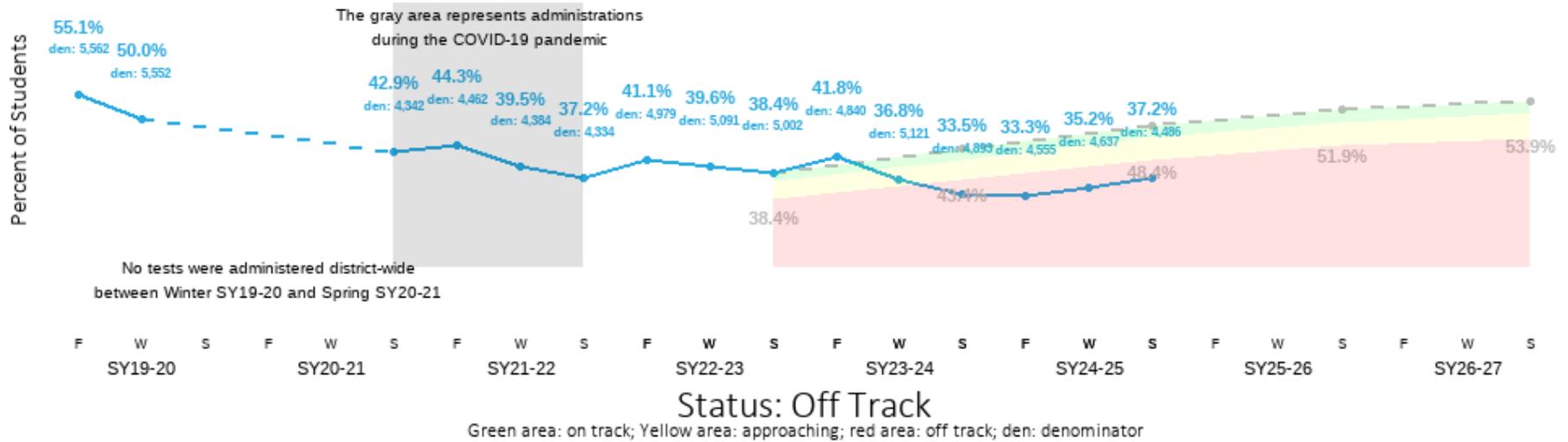# Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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.

Status: Off 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.

Sixth through eighth-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

1

Next steps and current conditions

Follow Up On Previous Report	Action taken	Progress
Curriculum and instructional resources: Implementation data demonstrates strong adoption across the district, with 90% of teachers now implementing StudySync in their classrooms. This widespread adoption has significantly increased student access to grade-appropriate, standards-aligned content. Students demonstrate meaningful engagement with the curriculum, particularly in developing their grade-level academic vocabulary, reading fluency, and comprehension of rigorous texts. Department leads have shown growing capacity to support their colleagues in planning and implementation.	The English Language Arts (ELA) team strategically monitored and supported instructional fidelity by conducting classroom walk-throughs and classroom support focused on best practices in StudySync lesson delivery and MasteryConnect assessment implementation, prioritizing More Rigorous Intervention (MRI) and Comprehensive Support and Improvement (CSI) designated sites. The team observed in classrooms, attended ELA department meetings, and provided support in classrooms with long-term substitute teachers. Team ELA has also collected feedback from teachers about the instructional resources and aligned supports.	The district has made measurable progress toward increasing the percentage of grade 6–8 economically disadvantaged students projected to score Basic or above on the Spring OSTP ELA assessment, as indicated by MAP performance. This growth reflects the collective impact of stronger instructional alignment, widespread adoption of StudySync, and more consistent implementation of high-quality curricular and intervention resources. Since the last report, these efforts have strengthened lesson delivery and assessment practices. Notably, 90% of teachers are now implementing StudySync ELA with fidelity, increasing student access to grade-level, standards-aligned content. Students are demonstrating meaningful engagement, especially in vocabulary development, reading fluency, and comprehension of rigorous texts. Curriculum guides for 25-26 SY will be streamlined and more useful, especially for novice teachers.
Professional learning: Department leads are more willing to examine and share teaching practices with their colleagues. The district has achieved a significant assessment milestone, with 65% of students in grades 6-12 completing end-of-unit common assessments as of February 5, with additional benchmark assessments scheduled for grades 6-8 in the week of February 10. This success is attributed to support from Tulsa Way Saturday sessions and ongoing work with department leads. School leaders continue to learn in multiple ways, from group learning experiences to site data	Across six Tulsa Way Saturdays, Team ELA offered ten different sessions, attended by approximately 20 different teachers. About half of those attending were "regulars" who came every Saturday. One Saturday participant was a department lead who used the new learning to lead her department team and encouraged those teachers to attend on Saturdays as well. Department leads were supported in Department Leads meetings, though attendance across the year was only 64%. In training offered both at Department Leads meetings and on Saturdays,	As a result of Department Leads' professional learning opportunities, Department Leads have developed strategies for leading department meetings, skills for addressing data meetings with their teams, and stronger relationships with other department leads. Professional Learning Growth Communities (PLGCs) have significantly strengthened observation and feedback cycles across school sites. These communities create structured opportunities for school leaders, ILDs, and instructional coaches to collaboratively analyze instructional practices, align feedback with academic goals, and build shared expertise around high-impact

Follow Up On Previous Report	Action taken	Progress
meetings. This growth is further demonstrated during school leader share-outs and monthly whole-staff data meetings, with many sites effectively utilizing data walls and tracking tools to promote student ownership of learning. School leaders have effectively utilized MasteryConnect to analyze Semester 1 end-of-unit ELA assessment data, identifying specific standards where students show gaps in understanding. This analysis has enabled ELA departments to prioritize areas for targeted reteaching strategies, ensuring students receive additional opportunities to achieve standards proficiency. Professional Learning Growth Communities (PLGCs) have resulted in enhanced observation and feedback cycles, as evidenced in Tulsa Way rubric data showing more frequent and targeted observation notes that explicitly reference observed data-driven instructional strategies.	teachers learned about leveraging standards-aligned instructional resources and MasteryConnect assessment data to prioritize best classroom practices. Professional Learning Growth Communities continued to support School Leader learning and development by creating structured, collaborative spaces to reflect on instructional practice and strengthen leadership capacity. Through regular engagement with peer leaders and district facilitators, principals and instructional leaders refine their ability to observe, analyze, and give targeted feedback aligned to student learning data. Professional Learning Group Communities also promote shared problem-solving and continuous improvement, empowering leaders to drive effective teaching and learning at their sites.	teaching strategies. Evidence from Tulsa Way rubric data indicates a marked improvement in both the frequency and quality of observation notes. Feedback is now more targeted, actionable, and explicitly linked to data-driven instructional strategies observed in classrooms. This shift reflects a deeper understanding among leaders of how to identify and reinforce effective teaching practices that are aligned with student learning data. As a result, teachers receive more meaningful feedback that supports continuous improvement and fosters a stronger culture of instructional excellence.
Common formative assessment and data-driven instruction: English teachers consistently deliver standards-aligned assessments through MasteryConnect, with monthly data meetings examining student achievement factors. Student mastery of grade-level literacy standards shows measurable improvement in MAP assessments and unit tests. Departments have strengthened their ability to use assessment data to inform instruction, while site leaders receive ongoing coaching aligned with data protocols.	During the spring semester, 85% of secondary teachers implemented standards-aligned common assessments in MasteryConnect. The resulting data is analyzed during department-led meetings to guide real-time instructional decisions, including identifying students who have or have not demonstrated proficiency on key standards. This process helps teachers determine whether to advance to new grade-level content or pause to reteach essential skills.	The consistent use of data-informed instruction has contributed to ELA growth in grades 6–8. As a result of targeted professional development and ongoing teacher support, 82% of secondary students have participated in district-provided, standards-aligned common assessments in MasteryConnect.

Follow Up On Previous Report	Action taken	Progress
Targeted interventions: Progress in Exact Path usage and Read 180 growth is evident in semester 1 reports. Both intervention platforms document student progress, which can be correlated with Middle of the Year (MOY) MAP growth. To support school leaders' understanding of Exact Path implementation, exemplar videos from middle and high school levels have been captured and annotated to help build school leaders' and teachers' understanding of what Tier 2 intervention might look like and sound like. Additionally, semester 1 snapshots of Exact Path have been prepared to share with school leaders to help them understand first-semester successes and second-semester growth opportunities. Read 180 coaching is a continual process and will continue through the second semester. HMH coaches provide 1:1 support, focusing on More Rigorous Intervention (MRI) and Comprehensive Support and Improvement (CSI) designated sites, supporting teachers' growth in student learning. Data reviews are continual and a regular part of conversations between ILDs and school leaders. Understanding the thresholds is ongoing and targeted in teacher learning opportunities via Tulsa Way Saturdays, site visit coaching, and classroom-level data reviews.	Teams provided frequent, targeted support in 6th–8th grade classrooms, modeling instructional strategies, offering real-time coaching, and ensuring effective student engagement with the programs. Clear expectations for scheduling, usage, structured intervention time, and integration into daily instruction helped maximize program impact. Instructional strategies and intervention plans were continually refined based on real-time data. Teachers adapted lessons to address skill gaps, while district and HMH teams offered personalized support to sites in need. District teams closely monitored Exact Path and Read 180 data to track student progress and ensure consistent usage and assessment completion. Regular reports identified trends and gaps, prompting schedule adjustments in middle schools to better support intervention time requirements. To evaluate effectiveness, district teams regularly reviewed assessment data, tracked student growth, and analyzed outcomes by demographic group to address disparities. Special attention was given to underperforming sites, where disaggregated data informed tailored interventions.	Cycles of continuous improvement were sustained through regular data review meetings with school leaders and intervention teams, focusing on student progress, best practices, and next steps for strengthening implementation. Grade 6–8 students enrolled in Read 180 for the 2024–25 academic year fell short of their projected growth, averaging 2.69 percentile points below target. This represents an improvement compared to the 2023–24 academic year, when Read 180 students lagged 5.03 percentile points behind their projected growth. A key factor to the narrowing of this literacy gap is teachers' preparedness and training through coaching and continued professional learning in the Read 180 platform. Tier 2 intervention, Exact Path, for grades 6-8 has remained consistent throughout the academic year with 1185 students (21.4%) measuring within the range of the 26th to 49th Percentiles on the Spring MAP assessment. This is in contrast to 1235 students (21.5%) falling within the tier 2 range at the beginning of the academic year. 8th grade has the most movement out of the tier 2 intervention.
Student attendance: We continue to monitor chronic absenteeism rates across the district and have seen improvement at most sites from the 23-24 SY. Recent widespread illnesses in our community have impacted attendance rates; however, with the testing season right around the	All sites should be working towards an attendance goal by regularly reviewing attendance data and providing tiered supports laid out in their site plan for students needing an intervention or early support.	The district continues to make progress in addressing chronic absenteeism through data-driven strategies and targeted interventions. Most sites have shown improvement in attendance rates compared to the 2023–24 school year, even in the face of recent community-wide illness spikes. With testing season

Follow Up On Previous Report	Action taken	Progress
corner, we feel a big push for testing attendance will support a strong finish to this year's attendance.	Seven middle schools participated in Attend to Win Friends, a mentor pilot program focusing on students who are at-risk for becoming chronically absent for the year. At these sites, Parent Involvement Facilitators provided targeted and intentional support for students and families by attempting to have at least 25 meaningful connections with students and families to understand the root cause of attendance issues, and making referrals to Attendance Recovery Coordinators when more support is needed. Central MS, East Central MS, Hale MS, Memorial MS, Rogers JH, Thoreau, and Webster MS were participating sites. Of those sites, all but two saw a decrease in their overall chronic absenteeism for the school year. ● Central MS–decreased 5.7% ● ECMS–*increased 4.6%* ● Hale MS–decreased 5.5% ● Rogers JH–decreased 2.6% ● Thoreau–decreased 10.2% ● Webster MS–decreased 5.5% ● Memorial MS–*increased .2%*	approaching, schools are planning a focused push to encourage strong attendance during this critical period. To further support this goal, all school sites are actively working toward their attendance targets by consistently reviewing attendance data and implementing tiered interventions outlined in their site plans. Notably, seven middle schools—East Central MS, Hale MS, Memorial MS, Rogers JH, Thoreau, and Webster MS—participated in the Attend to Win Friends mentor pilot program. Through this initiative, Parent Involvement Facilitators provided targeted support to students at risk of becoming chronically absent by making at least 25 meaningful contacts with students and families, identifying root causes of absenteeism, and referring cases to Attendance Recovery Coordinators when necessary. These layered, proactive efforts demonstrate a deepening commitment across the district to improving student attendance and ensuring all students have equitable access to instruction and support.
Support for multilingual learners: We continue to support department leads in implementing departmental data meetings utilizing the end-of-unit assessment information from MasteryConnect. Through additional, targeted professional learning with both intervention platforms, we see stronger implementation, and schools can meet weekly thresholds.	We continued to support department leads to implement data meetings and end of unit assessments. Assessment schedules made this continued support a challenge to prioritize in the second semester of school, and team members struggled to complete remaining units. We implemented targeted intervention at multiple sites where we saw improvements in thresholds. While we continued to face challenges in Achieve 3000 data, we have received positive feedback on	We have completed curriculum maps for Mastery Connect for next year. We have revised assessments based on feedback from department leads and teachers. We have also revised pacing expectations based on user feedback. District teams will host ELD-specific professional learning communities in which data will be analyzed and acted upon. We are providing additional in-person support to

Follow Up On Previous Report	Action taken	Progress
	targeted professional learning that we were offering on intervention platforms.	ELD teachers at the beginning of the school year connecting Mastery Connect to their Canvas courses. Due to strong positive feedback on the on-site learning and modeling provided, we will continue this support next school year.

Next steps and current conditions

Here's what we see now	Anticipated next steps

From Winter to Spring, the percentage of 6th-8th grade economically disadvantaged students projected to score Basic or above on the Spring OSTP ELA assessment increased from 35.2% to 37.2%, the strongest overall performance we've seen in this grade band since Fall SY23-24.
● Growth was consistent across all grade levels:
    ○ 6th grade increased from 37.5% to 39.6%
    ○ 7th grade increased from 32.2% to 34.0%
    ○ 8th grade increased from 35.8% to 37.7%
● African American students rose from 31.4% to 32.9%
● Hispanic/Latino students continued a steady upward trend, improving for the third straight window — now at 33.8%, up more than 5 points from Spring SY23-24.
● Multiracial students saw the largest gain this round, jumping from 41.9% to 47.3%.
● Current multilingual learners rose from 20.0% to 21.6%, while monitored/exited MLLs remain the highest-performing subgroup at 88.0%.
● Chronically absent students improved from 26.4% to 27.4%, while non-chronically absent students grew from 43.3% to 46.0%.
● Students with IEPs declined slightly, from 10.5% to 9.8%, continuing to lag significantly behind their peers (41.6% among students without IEPs).
 	
These improvements reflect the cumulative impact of aligned instruction, more consistent implementation of high-quality curriculum and intervention tools, and data-informed adjustments at the school level. District and school teams continue to prioritize deeper use of MasteryConnect, targeted supports like Exact Path and Read 180, and coaching cycles designed to reinforce standards-aligned instruction.
	Curriculum and instructional resources: The Teaching and Learning team collaborates closely with educators to implement high-quality literacy resources through weekly site visits, Tulsa Way Saturdays, and monthly department lead meetings. For the Summer School program, the team is providing comprehensive academic support through a robust plan that leverages standards-aligned curricular materials and incorporates an embedded assessment strategy to monitor student progress toward proficiency. Additionally, students will benefit from individualized learning pathways through Exact Path. The ELA team will develop department lead toolkits with planning protocols, discussion guides, and exemplar models of strong instructional practices.
	
	Professional learning: District teams will continue to support site leaders and teachers through the use of Mastery Connect, standards-aligned assessment data, and targeted data meetings to inform instructional planning. This support includes content-aligned, data-driven observation, coaching, and feedback cycles conducted during monthly department lead meetings and PLGCs with school leaders. Build on Department Lead Capacity by offering leadership development sessions for department leads focused on peer coaching, data-driven planning, and facilitating collaborative planning sessions.
	
	Common formative assessment and data-driven instruction: District teams will expand using Mastery Connect by administering quarterly ELA standards-aligned benchmark assessments to provide predictive data for identifying essential standards that need reteaching. In preparation for the next school year, district teams are shifting end-of-unit (EOU) common assessments to quarterly summative benchmarks. They will train teachers to create standards-aligned common formative assessments (CFAs) in Mastery Connect. Frequent use of CFAs supports data-driven instruction, targeted interventions, and teacher collaboration while promoting student ownership, reducing test anxiety, and fostering continuous improvement. Deepen the implementation of structured data meetings at the site level to analyze trends and adjust instruction accordingly.

Here's what we see now	Anticipated next steps
	Support for multilingual learners: Leveraging the Mastery Connect platform, the Teaching and Learning team will continue implementing common formative assessments in English Language Development courses through spring 2025, with ongoing updates to ensure strong alignment with essential standards. The team will also monitor the impact of the Achieve3000 and SummitK12 platforms on multilingual learners' academic performance across content areas. Both programs are aligned with WIDA English Language Development Standards and support progress monitoring in alignment with the ACCESS assessment. **Support for Tier 2 intervention learners:** Exact Path data is continuously reviewed to monitor platform usage and evaluate skills mastery thresholds. These insights are shared with school leaders to inform Tier 2 intervention goals for the spring semester. Ongoing data monitoring will guide district support, including targeted training to strengthen teachers' roles as mentors in student intervention. Semester 1 data indicates opportunities to improve student engagement and enhance teachers' understanding of how to effectively support learners. To address these needs, additional tools and resources are being curated and developed to assist school leaders in supporting both teachers and students. **Support for Tier 3 intervention learners:** Teachers, HMH coaches, school leaders, and district staff regularly review Read 180 data to track key metrics like platform usage and segment completion, providing insight into student progress and guiding targeted instructional support. Coaching for teachers and support for school leaders will continue, with a continued focus on MRI and CSI sites. Refine Tier 2 intervention plans to include clear entry/exit criteria and progress-monitoring tools for various subpopulations. The Really Great Reading (RGR) curriculum is available to all students scoring in the first percentile on the NWEA MAP, not just those with disabilities. Implementation at the secondary level has faced challenges due to teacher vacancies, limited trained staff, and scheduling constraints. District teams will continue to collaborate with schools to address these barriers through improved scheduling and training support.

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	Spring SY23-24 %	denom	Fall SY24-25 %	denom	Winter SY24-25 %	denom	Spring SY24-25 %	denom
African American	29.4%	1,172	28.8%	1,123	31.4%	1,151	32.9%	1,055
Asian	43.6%	94	40.0%	90	37.6%	101	41.6%	101
Hispanic/Latino	28.4%	2,097	30.5%	1,903	32.0%	1,943	33.8%	1,888
Multiracial	42.9%	469	42.8%	530	41.9%	513	47.3%	543
Native American	37.4%	198	38.3%	175	41.2%	187	41.2%	177
Pacific Islander	20.4%	113	17.1%	117	22.0%	118	19.5%	118
White	48.1%	750	42.9%	617	46.8%	624	47.7%	604

Multilingual Learner	Spring SY23-24 %	denom	Fall SY24-25 %	denom	Winter SY24-25 %	denom	Spring SY24-25 %	denom
Monitored/Exited	82.0%	345	90.3%	310	85.4%	316	88.0%	316
No	38.6%	2,683	36.7%	2,597	38.8%	2,645	40.8%	2,546
Yes	17.3%	1,865	17.3%	1,648	20.0%	1,676	21.6%	1,624

IEP Status	Spring SY23-24 %	denom	Fall SY24-25 %	denom	Winter SY24-25 %	denom	Spring SY24-25 %	denom
No	36.9%	4,258	37.3%	3,936	39.1%	3,999	41.6%	3,863
Yes	10.6%	635	7.8%	619	10.5%	638	9.8%	623

Grade	Spring SY23-24 %	denom	Fall SY24-25 %	denom	Winter SY24-25 %	denom	Spring SY24-25 %	denom
6	36.4%	1,654	36.2%	1,558	37.5%	1,557	39.6%	1,527
7	28.1%	1,615	28.6%	1,467	32.2%	1,523	34.0%	1,454
8	36.0%	1,624	34.9%	1,530	35.8%	1,557	37.7%	1,505

Quadrant	Spring SY23-24 %	denom	Fall SY24-25 %	denom	Winter SY24-25 %	denom	Spring SY24-25 %	denom
1	32.9%	1,042	30.4%	1,002	33.7%	1,055	35.2%	1,054
2	31.9%	1,318	34.3%	1,223	37.1%	1,225	37.6%	1,209
3	29.4%	1,601	30.5%	1,311	31.6%	1,410	33.0%	1,332
4	43.4%	884	41.8%	784	39.2%	887	45.5%	827
Out of District	43.5%	46	42.2%	45	45.0%	60	52.9%	51

Gender	Spring SY23-24 %	denom	Fall SY24-25 %	denom	Winter SY24-25 %	denom	Spring SY24-25 %	denom
Female	36.2%	2,446	37.3%	2,257	38.9%	2,272	40.7%	2,202
Male	30.9%	2,447	29.4%	2,298	31.6%	2,365	33.8%	2,284

Cohort	Spring SY23-24		Fall SY24-25		Winter SY24-25		Spring SY24-25	
	%	denom	%	denom	%	denom	%	denom
2028	36.0%	1,624						
2029	28.1%	1,615	34.9%	1,530	35.8%	1,557	37.7%	1,505
2030	36.4%	1,654	28.6%	1,467	32.2%	1,523	34.0%	1,454
2031			36.2%	1,558	37.5%	1,557	39.6%	1,527

Chronically Absent	Spring SY23-24		Fall SY24-25		Winter SY24-25		Spring SY24-25	
	%	denom	%	denom	%	denom	%	denom
No	40.6%	2,592	38.5%	3,004	43.3%	2,412	46.0%	2,387
Yes	25.5%	2,290	23.7%	1,478	26.4%	2,186	27.4%	2,087

Quadrant Map for Reference