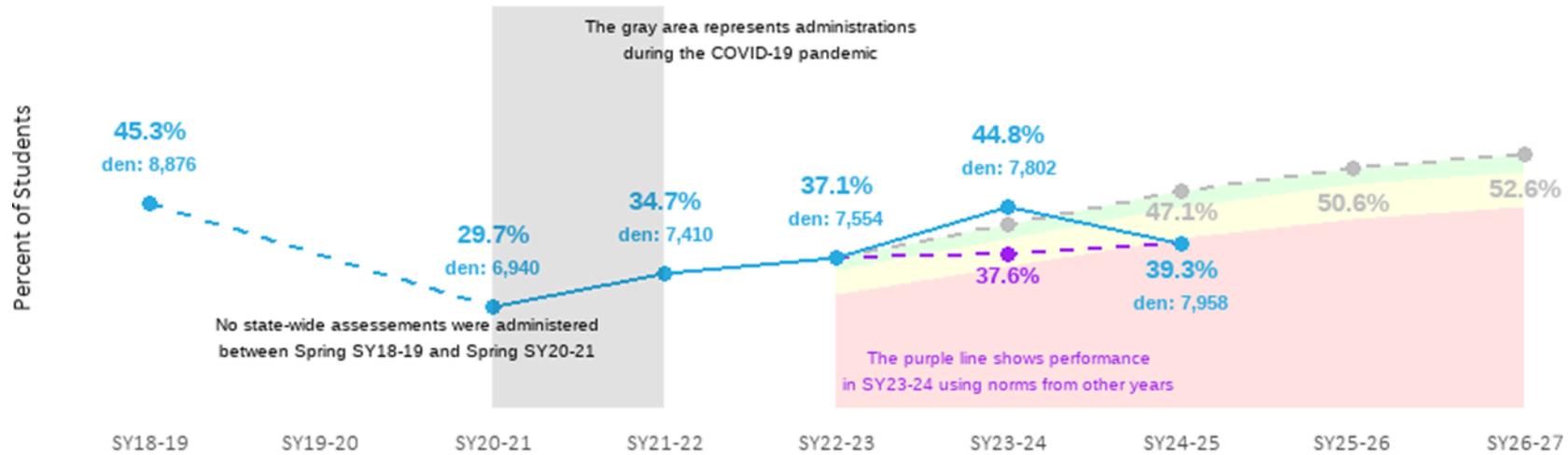




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Goal 1: The percentage of grade 3-5 students who score Basic or above on OSTP ELA assessment will increase from 37% in May 2023 to 53% by May 2027.



Status: Off Track

Green area: on track: Yellow area: approaching: red area: off track: den: denominator

Students of interest

Third through fifth-grade students assessed for the OSTP - the Oklahoma State Testing Program - are included in this metric.

Metric definition

Students take the OSTP once a year in the Spring, and their score is assigned one of four performance levels: Below Basic, Basic, Proficient, and Advanced.

Students who score Basic, Proficient, or Advanced are counted as Basic or Above in this metric.

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

OSTP was not administered in Spring SY19-20 due to the COVID-19 pandemic.

Next steps and current conditions

Follow up on the previous report	Action taken	Progress
<p>Common Formative Assessments: We are building on the work we launched last year and continuing to implement common formative assessments in literacy, specifically the HMH End-of-Module assessments. These assessments align with the Oklahoma Academic Standards and provide our school teams with data every 3-4 weeks on how students progress on Reading and Writing standards. This helps teachers to adjust instruction based on where students are mastering standards and where they are struggling. These assessments are also designed to mirror the experience of completing MAP or OSTP, providing students with additional practice with various question formats and completing online assessments. In response to feedback from school leaders, we have added a short answer writing component to the module assessments to ensure our students have more opportunities to practice critical writing skills.</p>	<p>For the 2024-2025 school year, all elementary schools implemented common formative assessments in literacy through the Mastery Connect platform. These assessments took place every 3-4 weeks.</p> <p>All teachers were provided with professional development on how to access Mastery Connect assessments, and how to use Mastery Connect reports to interpret assessment data.</p>	<p>In SY 24-25, at least 86% of grade 3-5 students completed the literacy end of module assessments in Mastery Connect.</p> <ul style="list-style-type: none"> - Grade 3: 87.2% completion - Grade 4: 86.1% completion - Grade 5: 86.6% completion <p>During SY25-26, we will be supporting schools to increase the rate of completion of end of module assessments.</p>
<p>Weekly Data Meetings: In Fall 2024, we launched weekly Data and planning meetings in our elementary schools. Teachers engage in 90-minute weekly collaboration using a data protocol that includes analyzing data from student assessments to determine whether or not students have mastered the content, identifying common misconceptions, and planning how to reteach critical concepts and skills most effectively.</p>	<p>All elementary schools implemented weekly Data & Planning meetings during the 2024-2025 school year.</p> <p>School Leaders and Teacher Leaders, who facilitate the weekly Data & Planning meetings, were provided with professional development on how to use the assessment data to inform re-teaching plans.</p> <p>Teachers at all school sites continued to meet consistently across Fall 2024 and Spring 2025 to review student data from HMH end-of-module assessments in English Language Arts and Spanish Language Arts, and use that data to inform their instruction to close student learning gaps.</p>	<p>Throughout the spring, schools prioritized effective implementation of the Data & Planning meetings. Several schools innovated to create best practices for their meetings including:</p> <ul style="list-style-type: none"> - Council Oak teachers collaborated to create Know/Do posters for essential standards - Zarrow supported all teachers in implementing stand and deliver practice of their reteaching plans - Lewis and Clark implemented exit tickets for Data & Planning meetings - Dolores Huerta created and reviewed a progress monitoring tracker that captured

		student mastery of lessons and skills
<p>Walk to Read: A recent grant from the state has allowed us to purchase additional resources for Walk to Read, our district intervention program. All English Language Arts and Spanish Language Arts classes are receiving sets of decodable readers. The readers will provide students with additional opportunities for in-context practice with foundational literacy skills and comprehension skills. The readers will pair with the district-adopted intervention curricula- West Virginia Phonics and the Florida Center for Reading Research.</p>	<p>We used the grant to purchase classroom libraries in English and Spanish that included both decodables and complex texts.</p>	<p>Schools are leveraging the new books during Walk to Read. This includes providing additional in-context practices for foundational skills and providing students at the 60th percentile or above more opportunities for reading independently and engaging in book groups or novel studies to build key comprehension skills.</p>
<p>Core Reading and Writing (HMH Curriculum): Upcoming teacher and school leader professional learning will focus on building students’ writing skills in both the Reading and Writing blocks. Students need more opportunities to write each day to build the skills and confidence of effective writers. This is currently a gap in many of our classrooms.</p>	<p>During the 2024-2025 school year, both school leader and teacher professional development focused on building students’ writing skills. Participants built skills to support implementation of writing strategies in the HMH curriculum, including writing in response to texts.</p>	<p>School leaders report that teachers feel more supported with the tools and time needed to prioritize writing instruction. Leaders also feel clearer on expectations for the writing block and better equipped to support effective writing instruction.</p> <p>Increased instructional time and higher-quality instruction in writing will support students in being better prepared for the 5th-grade writing assessment in the OSTP.</p>
<p>Multilingual Learners: We continue to focus on ensuring that all teachers provide instruction that supports learning content and academic language for all multilingual learners and that all teachers implement language learning supports in their general education lessons. This year, professional learning for teachers and school leaders will</p>	<p>Throughout 2024-2025, school leaders engaged in professional learning on key writing strategies, including building their understanding of writing in our dual language programs and writing supports for multilingual learners.</p>	<p>School leaders engaged in professional learning opportunities around key writing routines in the HMH Into Reading curriculum. All elementary principals engaged in writing lessons through the lens of multilingual learners, analyzing student work across proficiency levels and identifying effective scaffolding strategies to support their growth.</p> <p>Principals of dual language schools experienced</p>

<p>incorporate effective language learning strategies into core reading and writing lessons.</p>		<p>additional professional development for writing in the dual language classroom. They reviewed writing opportunities across content areas, examined the embedded supports for dual language learners, and experienced scaffolding strategies by engaging in lessons in languages other than English.</p>
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Here's what we see now	Anticipated next steps
<p>NOTE: The data breakdowns provided below utilize concorded scores. Concorded data represents a truer apples to apples comparison by converting last year's data to the updated/original OSTP norms (as opposed to last year's new norms which tended to inflate progress.) Districts throughout Oklahoma are using concorded data to examine progress.</p> <p>Growth is positive across grades 3-5, with students making steady, but modest improvement year over year on the concorded data from 2024 to 2025:</p> <ul style="list-style-type: none"> • 3rd grade increased from 34% to 35.7% students performing at basic or above. • 4th grade increased from 35.7% to 36.0% students performing at basic or above. • 5th grade increased from 43.8% to 46.1% students performing at basic or above. <p>Students across demographic groups also showed continued improvement from 2024 concorded data to 2025. Multilingual learners improved from 19.8% to 23.5% of students performing at basic or above, while students on IEPs increased from 15.8% to 18.4%. African American, Hispanic, Multiracial and Native American students all showed increases in the percentage of students performing at basic or above.</p> <p>However, Asian and Pacific Islander students showed concerning decreases in the percentage of students performing basic or above, which we are analyzing carefully to better understand this trend.</p> <p>Despite our continued incremental improvement in achievement, we did not</p>	<p>Teaching and Learning:</p> <ul style="list-style-type: none"> • We remain sharply focused on ensuring all students engage in strong, grade-level learning by deepening teachers' understanding of standards, strengthening both initial instruction and re-teaching, and consistently implementing the district-adopted curriculum with high expectations for all learners. • This year, students who are performing at or above the 60th percentile on MAP or Amira are not required to utilize a digital platform during Walk to Read. Instead, schools have the autonomy within the district curriculum to provide those students with other experiences to build comprehension skills including reading independently, completing novel studies or participating in book groups. • We are continuing to hold weekly Data & Planning meetings to guide and improve instruction. During those meetings, schools are prioritizing planning and practicing effective re-teaching of essential skills based on student needs <p>Professional Learning and Support</p> <ul style="list-style-type: none"> • We are continuing to focus professional learning on building students' writing skills in both the Reading and Writing blocks. Students need more opportunities to write each day to build the skills and confidence of effective writers. This is currently a gap in many of our classrooms. During back to school professional development in August 2025, all K-5 elementary

Here's what we see now	Anticipated next steps
<p>make the 5% growth that is required by the state for accreditation. While we celebrate the continued growth that we see from the investments and strategies we've been implementing, it is clear that the rate of growth needs to increase significantly for us to make the needed progress.</p>	<p>teachers participated in an in-person, hands-on training on implementing the HMH Writer's Workshop.</p> <ul style="list-style-type: none"> ● The Elementary Literacy team is taking a multifaceted approach to school support this year. We are implementing cycles of continuous learning for teachers that includes demonstrating effective instructional practices in classrooms, observations and coaching, and site-based, targeted professional learning. We are also working to better align our support with other district teams, including Instructional Mentors, Leadership Development Coaches as well as external partners for greater impact. ● Professional learning for school leaders will also focus on strengthening the implementation of foundational literacy skills across all grade levels. Many students in upper elementary still struggle with phonics and reading fluency, and our curriculum offers effective, grade-level instruction to support their development in these areas. ● Despite the limited number of district professional development days, we are committed to providing teachers with opportunities to continue improving their literacy practices. Every month, during Tulsa Way Saturdays, we continue to host Literacy Lab, which engages teachers in hands-on planning and practice with key literacy routines, including Partner Reading, Turn & Talk, and Small Group Instruction. And at least twice a year, we'll provide a make-up curriculum orientation for late hires. <p>Expanded Learning:</p> <ul style="list-style-type: none"> ● Tulsa Public Schools has been the recipient of a nearly \$900,000 grant from the Oklahoma State Department for high-dosage tutoring in our CSI and MRI elementary and middle schools. TPS READS high-dosage tutoring is designed to provide students with the intensive reading support they need to succeed academically. This comprehensive program focuses on delivering personalized reading and math support to help students reach grade-level proficiency. Four teachers per site (K-8th grades) will receive a stipend to implement this program, which will result in the ability to serve approximately 24 students per school site. At-home reading resources will



Here's what we see now	Anticipated next steps
	<p>also be purchased for all students in tutoring, and school sites will receive a \$2,000 allocation for family literacy and math events.</p> <p>Strategic Planning:</p> <ul style="list-style-type: none"> We are engaged with the board and community in designing our next strategic plan which will also inform elementary literacy strategy for school year 2026.

Percentage of grade 3-5 students who score Basic or above on OSTP ELA assessment, breakdowns by demographic (2024 scores concorded to comparable norms)

Ethnicity	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
African American	23.0%	1,605	25.0%	1,669	28.0%	1,662	31.2%	1,577
Asian	43.8%	137	41.5%	142	40.3%	139	32.6%	132
Hispanic/Latino	28.5%	2,911	30.9%	2,947	29.9%	3,164	30.1%	3,116
Multiracial	44.1%	805	47.8%	839	46.2%	881	49.3%	1,002
Native American	41.2%	340	42.3%	317	48.2%	305	51.9%	324
Pacific Islander	15.4%	104	19.2%	130	27.1%	129	18.9%	132
White	53.2%	1,508	56.4%	1,507	57.4%	1,522	57.8%	1,674

Grade	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
5	43.3%	2,407	46.3%	2,438	43.3%	2,524	46.7%	2,531

Gender	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
Female	36.8%	3,628	39.4%	3,713	40.8%	3,769	41.5%	3,887
Male	32.7%	3,782	34.8%	3,838	34.5%	4,033	37.1%	4,070

Grade	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
3	31.9%	2,563	32.2%	2,579	34.0%	2,725	35.6%	2,781
4	29.2%	2,440	33.1%	2,537	35.6%	2,553	36.0%	2,646

Multilingual Learner	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
Monitored/Exited	92.8%	153	93.2%	132	94.3%	315	97.1%	140
No	39.4%	4,533	41.7%	4,713	44.1%	4,723	47.3%	4,832
Yes	23.7%	2,724	26.4%	2,709	19.8%	2,764	23.5%	2,986



IEP Status	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
No	38.4%	6,413	40.9%	6,536	41.1%	6,721	42.8%	6,817
Yes	11.3%	997	12.4%	995	15.8%	1,081	18.4%	1,139

Quadrant	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
1	24.4%	1,543	27.5%	1,645	28.6%	1,681	31.0%	1,707
2	30.0%	1,816	32.6%	1,804	35.4%	1,988	36.3%	2,038
3	32.1%	2,318	34.7%	2,345	34.3%	2,416	35.2%	2,399
4	53.6%	1,542	56.6%	1,474	53.4%	1,565	56.2%	1,604
Out of District	52.3%	128	56.2%	128	57.2%	138	55.4%	195

Cohort	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
2029	43.3%	2,407						
2030	29.2%	2,440	46.3%	2,439			33.3%	3
2031	31.9%	2,563	33.1%	2,535	43.3%	2,524	50.0%	14
2032			32.2%	2,577	35.6%	2,555	46.6%	2,529

Cohort	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
2033					34.0%	2,723	36.0%	2,652
2034							35.7%	2,759

Chronically Absent	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
No	-	-	-	-	42.5%	5,299	43.5%	5,696
Yes	-	-	-	-	27.3%	2,479	28.6%	2,243

Quadrant Map for Reference

