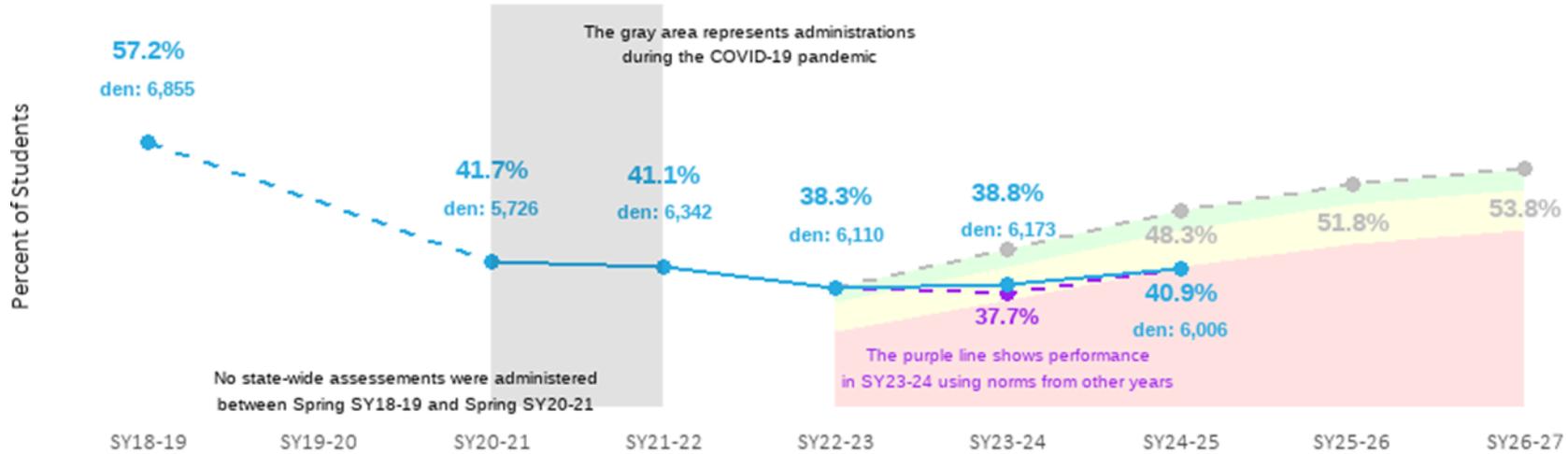




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Goal 2: The percentage of grade 6-8 students who score Basic or above on Spring OSTP ELA assessment will increase from 38% 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

Sixth through eighth 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 Previous Report	Action taken	Progress
<p>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. The ELA team will develop department lead toolkits with planning protocols, discussion guides, and exemplar models of strong instructional practices.</p>	<p>We have established monthly calibration meetings where department leads continue training, review the toolkit/guide, and share implementation feedback.</p> <p>At the district level, we are tracking the fidelity of resource use and training via site visit observations and report findings each month.</p>	<p>Department leads have scheduled their department meetings and have invited district content teams to join them to provide support.</p> <p>We are seeing an increased use of the StudySync platform. The fidelity of implementation is being supported by district teams.</p>
<p>Summer School Program: Content teams are providing comprehensive academic support through a robust plan that leverages standards-aligned curricular materials and assessments to support student progress toward proficiency. Additionally, students will benefit from individualized learning pathways through Exact Path.</p>	<p>Content teams pushed in to provide the planned support in summer school programs. They implemented a student progress monitoring system via daily Exact Path time.</p>	<p>Summer School 2025 served 1,744 students across 12 school sites, with an average daily attendance of 65.6%.</p> <p>Edison and Rogers College Middle Summer School sites experienced great success with average daily attendance exceeding 80%.</p> <p>Through Summer School in 2025, we successfully promoted 91%, or 981 students, of over 1,000 Middle School students at risk of retention at the end of SY25.</p>
<p>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</p>	<p>Expanded leadership development sessions for school leaders and department leads, focusing on leading and evaluating progress of standards-aligned instruction and department data meetings, were held during back-to-school professional development and are scheduled to continue throughout the school year.</p>	<p>School sites are showing growth in their data practices in Department Data Meetings, in which teachers consistently meet in their content departments to bring student work and engage in conversations about that work. While the quality of the data discussions is still developing, the establishment of these routines represents meaningful progress. Emerging shifts in mindset are</p>

<p>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.</p>	<p>We required each site to conduct department data meetings using Mastery Connect benchmarks and provided district content team support.</p> <p>Department Leads attended the monthly training opportunities provided. Attendance tracker was developed and shared with site leaders.</p> <p>We have developed Professional Learning Growth Communities schedules to continue school leader learning in content-aligned, data-driven observation, coaching, and feedback cycles.</p>	<p>also becoming evident, such as moving from viewing student work as “finished” toward recognizing it as a work in progress that can inform improvement. These changes represent a significant step in fostering stronger pathways for student learning.</p> <p>The continuation of Professional Learning Growth Communities has created consistent opportunities for content-aligned, data-driven observation, coaching, and feedback cycles with school leaders. Teachers are demonstrating increased willingness to discuss and adopt different approaches to assessment, which positions us well to deepen professional learning and drive meaningful instructional growth throughout the year.</p>
<p>Common formative assessment and data-driven instruction: District teams will expand the use of 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 assessments in Mastery Connect. Frequent use of common standards-aligned assessments in content 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</p>	<p>We trained all English Language Arts teachers on implementing quarterly benchmarks in Mastery Connect during back-to-school professional development.</p> <p>We provided open access to common formative end-of-unit assessments for all core content teachers to use at will.</p>	<p>The benchmark window for quarter 1 is taking place September 29th - October 10th; as of October 15th, the following percentages of ELA Q1 benchmarks have been implemented district-wide.</p> <ul style="list-style-type: none"> ● 6th grade - 75.1% (1471/1958 students) ● 7th grade - 80.6% (1595/1980 students) ● 8th grade - 67.2% (1295/1928 students) <p>We will be following up with each site’s department leads to learn more about their schedule to review benchmark data.</p> <p>Quarterly benchmark review sessions at sites will be held during department data meetings to identify reteach standards and plan interventions.</p> <p>Teams are developing training for department leads on how to create standards-aligned formative</p>

<p>site level to analyze trends and adjust instruction accordingly.</p>		<p>assessments in Mastery Connect.</p>
<p>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.</p>	<p>We trained all English Language Development teachers on implementing end of unit assessments in Mastery Connect during back-to-school professional development.</p> <p>We trained all English Language Development teachers and school leaders on strong implementation and reporting practices for multilingual instruction to support language acquisition and content learning.</p> <p>We also provided scheduling recommendations to schools for all multilingual learners to ensure that students are enrolled in the correct level of English Language Development courses to support their continued English language acquisition.</p>	<p>Monthly benchmark review sessions with English Language Development teachers will be held to identify reteach standards and plan interventions.</p>
<p>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 support learners effectively. To address these needs, additional tools and resources are</p>	<p>Support for Tier 2 Interventions:</p> <p>We trained teachers and leaders on implementing Exact Path diagnostic assessments. We also provided weekly progress monitoring reports to district and site leaders as a progress monitoring tool.</p> <p>Support for Tier 3 interventions:</p> <p>We began coaching cycle implementation with HMH coaches to support teachers teaching Read 180.</p>	<p>Support for Tier 2 Interventions:</p> <p>Targeted school sites received explicit Exact Path training. Implementation walkthroughs took place and helped shape understanding of what best practices were.</p> <p>Exemplar video was curated to provide understanding of best practices at critical sites. School leaders reviewed and conducted site based walkthroughs at targeted sites using the School Leader Implementation Guide.</p> <p>Support for Tier 3 interventions:</p>

<p>being curated and developed to assist school leaders in supporting both teachers and students.</p> <p>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.</p> <p>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.</p>		<p>All Literacy Skills teachers have access to and have received some coaching or curricular support via HMH coaches or district level coaching.</p> <p>All students in Literacy Skills have been placed according to NWEA performance.</p> <p>Second to 24th percentile level students are targeted for tier 3 intervention with Literacy Skills or Read 180.</p> <p>First percentile level students are targeted for dedicated tier 3 intervention with Really Great Reading.</p>
--	--	---

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</p>	<p>We have seen incremental gains from the initiatives we have invested time and resources in. Our plan is to continue:</p>

to last year’s new norms which tended to inflate progress.) Districts throughout Oklahoma are using concorded data to examine progress.

Overall Performance: The percentage of students in grades 6–8 scoring Basic or Above in ELA increased slightly in 2025 compared to 2024, showing recovery after earlier dips. Continued acceleration is needed to reach the board goal of 53% by 2027.

Growth is uneven across student groups, with some groups showing notable gains while others remain well below the district target.

- White students remain the highest-performing group (60.1% Basic or Above in 2025), followed by Multiracial (52.6%) and Native American students (48.2%). African American (33.9%) and Hispanic/Latino (33.1%) students remain well below the district average. Pacific Islander students continue to have the lowest rates (18.4%), with minimal improvement since 2023.
- 6th grade shows the highest performance (45.6% in 2025), followed by 8th grade (42.0%). 7th grade continues to lag behind (35.1% in 2025), though it rebounded slightly from 2024.
- Females outperform males by ~6 percentage points (43.9% vs. 38.1% in 2025). Both groups showed some recovery in 2025 compared to 2024.
- Monitored/Exited ML students show the strongest growth and highest achievement (89.4% in 2025). The assessment performance of current ML students is showing slight increases as they increase their proficiency in the English language needed to demonstrate their academic knowledge in English effectively. Non-ML students sit in the middle at 47.7%.
- Students without IEPs scored 45.1% in 2025. Students with IEPs improved notably from 9.5% (2022) → 15.8% (2025), but achievement is still very low compared to peers.
- There remains a strong link between student attendance and achievement, with non-chronically absent students scoring much higher (52.2% in 2025) than chronically absent students (27.7%).

- Developing school leaders through PLGCs on supporting content and data aligned best instructional and coaching practices
- Continue supporting teachers’ implementation of district provided standards-aligned curricular resources
- ELA benchmark implementation/review & planning: All ELA teachers have been trained on using Mastery Connect for quarterly benchmarks, and initial benchmark data will be collected for review for department data meetings. Teachers are becoming more comfortable with the platform and are starting to use it consistently. Early evidence shows some departments are identifying priority standards for reteaching and documenting targeted intervention strategies..
- Use of common assessments: Teachers in multiple content areas have begun using the provided common end-of-unit assessments. Early feedback indicates the assessments are helping standardize expectations across classrooms and providing more comparable data for discussions.
- Formative assessment training for DLs: Scaffolded training sessions for Department Leads (DLs) are in progress. Department lead meetings have been scheduled, and DLs have begun to learn how to schedule and lead department data meetings. Future training will include unpacking standards to build standards-aligned formative assessments within Mastery Connect to inform instructional practices, such as reteach.
- District teams will be supporting department leads to prepare to review benchmark data with their departments in October and November.
- Tulsa Public Schools has been the recipient of nearly a \$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

	<p>(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 also be purchased for all students in tutoring, and school sites will receive a \$2,000 allocation for family literacy and math events.</p> <ul style="list-style-type: none"> We will continue to leverage Tulsa Way Saturday as a key lever for teacher professional development in absence of having sufficient professional development days that are required for teachers.
--	---

Percentage of grade 6-8 students who score Basic or above on Spring OSTP ELA assessment, breakdowns by demographic (2024 scores concorded to comparable norms)

Ethnicity	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
African American	32.2%	1,409	29.1%	1,383	30.7%	1,444	33.8%	1,345
Asian	37.2%	121	36.0%	111	47.1%	119	44.9%	127
Hispanic/Latino	34.3%	2,447	32.1%	2,320	29.9%	2,371	33.0%	2,356
Multiracial	50.0%	558	44.9%	579	48.0%	646	52.7%	768
Native American	44.5%	317	41.6%	305	41.1%	275	48.4%	250

Ethnicity	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
Pacific Islander	21.2%	66	17.8%	90	22.8%	127	18.2%	137
White	58.7%	1,418	56.7%	1,321	56.2%	1,191	60.0%	1,022



Grade	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
6	44.0%	2,140	41.4%	1,974	42.3%	2,081	45.5%	2,019
7	35.1%	2,087	30.4%	2,018	31.5%	2,046	35.1%	1,976
8	44.2%	2,115	42.9%	2,118	39.4%	2,046	41.9%	2,011

Quadrant	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
1	32.5%	1,197	32.4%	1,199	33.9%	1,243	36.8%	1,269
2	35.7%	1,547	33.6%	1,495	31.6%	1,536	36.8%	1,455
3	38.0%	2,029	32.4%	1,813	32.4%	1,887	33.7%	1,764
4	58.0%	1,417	56.4%	1,359	53.7%	1,419	56.0%	1,382
Out of District	56.3%	103	54.7%	106	58.7%	75	65.3%	118

Gender	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
Female	46.1%	3,148	41.4%	3,019	41.5%	3,025	43.8%	2,909
Male	36.2%	3,188	35.2%	3,090	34.1%	3,148	38.1%	3,096

Cohort	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
2025	0.0%	1						
2026	44.2%	2,113						
2027	35.0%	2,084	42.9%	2,118				
2028	43.9%	2,138	30.4%	2,017	39.4%	2,048	50.0%	2
2029			41.4%	1,974	31.6%	2,046	42.2%	1,947
2030					42.2%	2,079	35.1%	1,999
2031							45.4%	2,018

Multilingual Learner	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
Monitored/Exited	77.2%	688	78.2%	523	82.8%	413	89.1%	396
No	46.4%	3,742	43.7%	3,681	43.8%	3,681	47.6%	3,611
Yes	17.7%	1,912	16.8%	1,906	18.0%	2,079	19.1%	1,999

IEP Status	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
No	47.0%	5,333	43.7%	5,209	41.7%	5,293	45.1%	5,148
Yes	9.5%	1,003	6.7%	887	14.1%	880	15.5%	857

Chronically Absent	2022		2023		2024 (concorded)		2025	
	%	denom	%	denom	%	denom	%	denom
No	-	-	-	-	48.2%	3,271	52.1%	3,228
Yes	-	-	-	-	25.8%	2,885	27.7%	2,758

Quadrant Map for Reference

