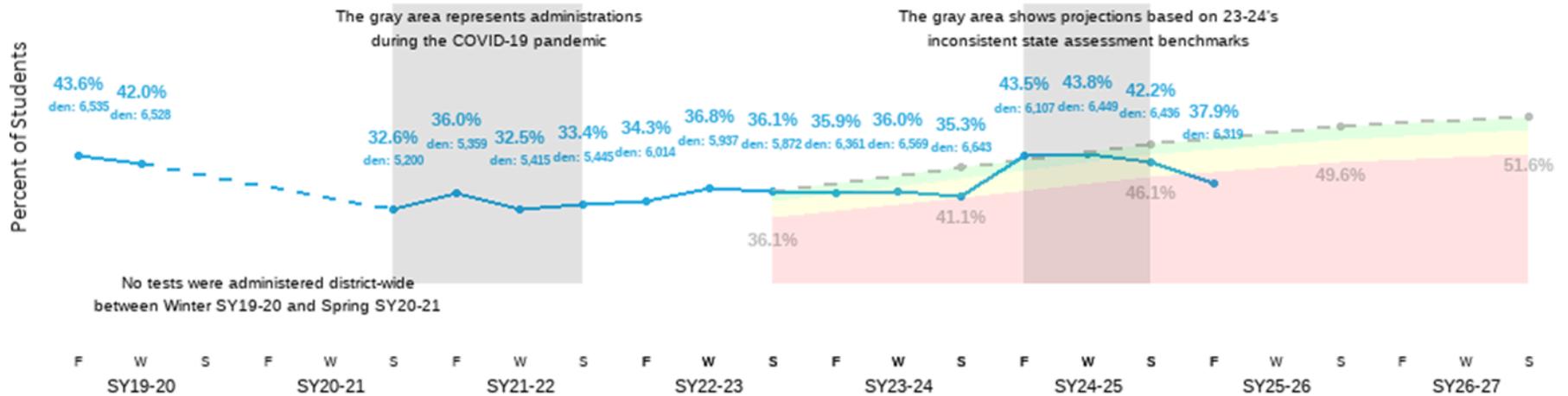




## Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

*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.*



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.

Third through fifth grade students are included.

### Metric definition

MAP is taken three times per year. A study by NWEA, the providers of MAP, is used to project 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 to performance levels on OSTP, using NWEA's linking study. The OSTP assessment has four performance levels that students can fall into - Below Basic, Basic, Proficient, and Advanced.

This report covers data from administrations during the 2017-2018 school year through the 2025-2026 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>This summer:</b> 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>Summer school for elementary students was implemented in 5 sites: Wayman Tisdale, Hoover, Unity, McKinley, and Salk elementaries. Overall in grades 3-8, we saw a decrease in average daily attendance to 66% from 71% in 2024 and 70% in 2023.</p> <p>In summer 2025, 716 students attended Summer School in 3rd - 5th grades. Average daily attendance for 3rd-5th grade summer school students ranged between 41% and 45%.</p>	<p>Of all summer school students, students who attended 8+ days of programming showed a 2.9% increase in average daily attendance this school year compared to similar students.</p> <p>While summer attendance days did not impact student Fall Math or Reading growth overall, summer school students appear to have less negative growth overall; participation in Summer School was associated with less year-over-year backsliding on both MAP Reading and Math.</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>During the summer School Leader Learning Institute, school leaders engaged in professional development and strategic planning to support sustained implementation of best practices, including the key literacy routines for HMH: Partner Reading, Turn and Talk and Writing Response, etc. Then school Leaders planned and implemented back to school professional development to review and deepen teachers' practice with the routines.</p>	<p>School leaders, with support from the district Teaching &amp; Learning team, are providing teachers with opportunities to plan and practice delivery of the literacy routines during faculty meetings and Data &amp; Planning meetings. This ongoing practice helps ensure teachers are well-prepared to engage students in the routines.</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</p>	<p>All elementary teachers participated in an in-person, hands-on training in Writer's Workshop during back to school PD. Teachers also had the option to participate in a 3-day intensive on Writer's Workshop during the</p>	<p>Implementation of Writer's Workshop and monitoring of this practice by school leaders and district team members is in full swing.</p> <p>School leaders report that this year, teachers feel more supported with the tools and time</p>

<p>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>summer. Writer’s Workshop was also a focus of school leader learning during the summer.</p>	<p>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><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 will be offered a minimum of twice a month, including during Tulsa Way Saturdays, to support novice teachers.</p>	<p>There have been two Tulsa Way Saturdays to date. The next one is scheduled for November 8th. Thirty eight (38) teachers have participated in the September and October literacy sessions which have included sessions for English Language Arts and Spanish Language Arts K-5 for both HMH and Walk to Read, as well as PreK literacy routines. Session offerings are listed below.</p> <p>September</p> <ul style="list-style-type: none"> <li>● Elementary ELA: Introduction to Into Reading (3 hrs)</li> <li>● Elementary ELA: Introduction to Walk to Read (3 hrs)</li> </ul> <p>October</p> <ul style="list-style-type: none"> <li>● Elementary ELA: Turn &amp; Talks in HMH</li> </ul>	<p>Teachers have been overwhelmingly positive about the Literacy sessions that have been offered on Tulsa Way Saturdays. On average teachers rated the sessions 5.8 out of 6 on all survey questions, including the questions of “this session was a good use of my time”, “I’m likely to incorporate this into my practice,” and “I’d recommend this session to others.”</p>

	<ul style="list-style-type: none"> <li>● K-5 Spanish Language Arts: Intro to HMH Arriba la Lectura</li> <li>● Pre-K: A Deep Dive into Message of the Day</li> </ul>	
<p><b>OTEP Teachers:</b> 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.</p>	<p>OTEP teachers have begun to develop instructional resources to support teachers during Data &amp; Planning meetings. They are creating charts that unpack essential standards for each grade level to help build teachers' understanding of the detailed skills within each standard as well as be better able to address students' misconceptions.</p>	<p>We are eager to track the implementation and benefit of these teacher-created resources across our cohorts of 3rd through 5th grade teachers once they are completed and distributed.</p>
<p><b>Certified Academic Language Therapist pilot program:</b> 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.</p>	<p>In June, we launched the pilot CALT Certification program for 7 Tulsa Public Schools educators in partnership with the Payne Education Center in Oklahoma City.</p> <p>To date, the educators have completed an initial two-week summer intensive training in Oklahoma City, as well as their two of their monthly Saturday sessions.</p>	<p>In September, the 7 CALT pilot educators began classroom implementation of the program. They are teaching a multisensory literacy intervention curriculum for small groups during Walk to Read every day, targeting students who have flagged for characteristics of dyslexia.</p>
<p><b>Continuous Improvement of Walk to Read for All Students:</b></p>	<ul style="list-style-type: none"> <li>● During the summer, school leaders participated in professional</li> </ul>	<ul style="list-style-type: none"> <li>● Schools have begun to implement opportunities for students at or</li> </ul>

<ul style="list-style-type: none"> <li>● 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 &amp; 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.</li> <li>● 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.</li> <li>● Pending state contract approval, 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>	<p>development on implementing complex texts for students who are above the 60th percentile, and the Teaching &amp; Learning team provided schools with a set of curated questions aligned to key reading comprehension standards.</p> <ul style="list-style-type: none"> <li>● Elementary school leaders have the option to purchase Really Great Reading for use with their students who score at the first percentile on MAP. This intervention has proven to be effective with students learning to read.</li> <li>● Beginning in fall 2025, schools have flexibility as they implement digital intervention programs. Elementary schools can opt to implement either Amira or Imagine Learning for any students, based on students' specific needs.</li> </ul>	<p>above the 60th percentile to participate in experiences that foster reading comprehension at higher levels of rigor, such as novel studies with standards-aligned comprehension questions. During the recent School Leader step backs, many school leaders indicated that they are prioritizing this work and implementing turn-key professional learning for their teachers on complex texts and novel studies.</p> <ul style="list-style-type: none"> <li>● Ten schools have begun implementing Really Great Reading for general education students performing at the 1st percentile. Currently, 258 students are using this resource during Walk to Read.</li> <li>● During the week of Oct. 27th, 74% of K-5 students met or exceeded thresholds on digital platforms - Amira, Imagine Learning or Amira Lectura (formerly Istation).</li> </ul>
---	---	---

Here's what we see now	Anticipated next steps
<p>This report illustrates the percentage of students predicted to perform at <b>Basic or above on OSTP</b> based on MAP data. In 2024, the state <b>raised the OSTP cut scores</b>, which means it is now harder for a given MAP score to be projected as Basic+. As a result, for some groups the percentage projected Basic+ can go down even when their underlying MAP performance is improving.</p> <p>Similar to last month's OSTP board report, the data in the grey band reflects projections aligned <b>to the "new" 2024 OSTP norms</b>. When we look at the projection series using <b>the "old" norms only</b> (a consistent standard across time), we see growth from Spring 2024 to Fall 2025, increasing from 35.3% to 37.9% of economically disadvantaged 3rd–5th grade students projected to score Basic or Above on OSTP.</p> <p>When we look at the <b>MAP scores themselves</b>, in the same way we analyze the K–2 data, we see a clearer picture of the growth students have made this year in their <b>MAP Reading performance</b>, measured as the percentage of students at or above the national 50th percentile:</p> <ul style="list-style-type: none"> <li>● <b>All students in grades 3-5 increased from 31.8% of students in Spring 24-25 to 35.2% in Fall 25-26.</b></li> <li>● <b>Economically disadvantaged students in grades 3-5 increased from 26% in Spring to 29% in Fall.</b></li> <li>● <b>Non-economically disadvantaged students in grades 3-5 increased from 57% in Spring to 62% in Fall.</b></li> </ul> <p>We also saw improvements across the <b>Strong Readers Act tiers</b>, which are based on MAP percentiles and indicate the level of support students need to reach proficiency. In Fall 25–26, we increased the percentage of <b>Tier 1 students</b> (those above the 39th percentile) from <b>39.0% in Spring 24–25 to 43.7%</b>, and we decreased the percentage of <b>Tier 3 students</b> (0–10th percentile) from <b>35.2% in Spring to 30.8% in Fall</b>.</p>	<p><b>Strong Tier 1 Instruction:</b> We will continue our focus as a system on strong tier 1 instruction and ensuring all students engage in 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.</p> <p><b>Academic Ownership:</b> School and district supports are prioritizing essential content and academic ownership work with both novice and veteran teachers. A continued focus for many of our teachers will be ensuring students have enough practice and are owning the "cognitive lift" within each lesson to master skills while reducing the amount of teacher talk time and lift within lessons.</p> <p><b>Literacy Best Practices:</b> We will continue our momentum with two key shifts we made last year that are yielding positive results, including our focus on writing instruction for all students, and engaging students at the 60th percentile and above in additional comprehension skill building through independent reading and novel studies with complex texts.</p> <p><b>Weekly Data &amp; Planning Meetings:</b> We are closely monitoring the implementation of weekly Data &amp; Planning meetings, and working closely with school leaders to remove barriers to ensure teachers can protect this time to review student data, unpack standards, and plan how they will reteach essential standards that students are not yet mastering. During those meetings, schools across the district are prioritizing teachers not only planning but also practicing delivery of effective re-teaching lessons.</p> <p><b>Foundational Literacy Skills:</b> We are also continuing to develop school leaders and teachers in their understanding and implementation of foundational skills work for grades 3-5, which was the focus of a recent</p>

Other Subgroup Findings

- **The current third grade cohort has the lowest percentage of students projected to score Basic or above on OSTP under the new norms. This cohort was also lower-performing as second graders on MAP, so we are looking more closely at both second and third grade instruction and intervention for these students.**
- **Schools that show the greatest improvement in ACCESS test results also show the greatest improvement in MAP scores, reinforcing the need to prioritize high-quality instruction and support for multilingual learners.**

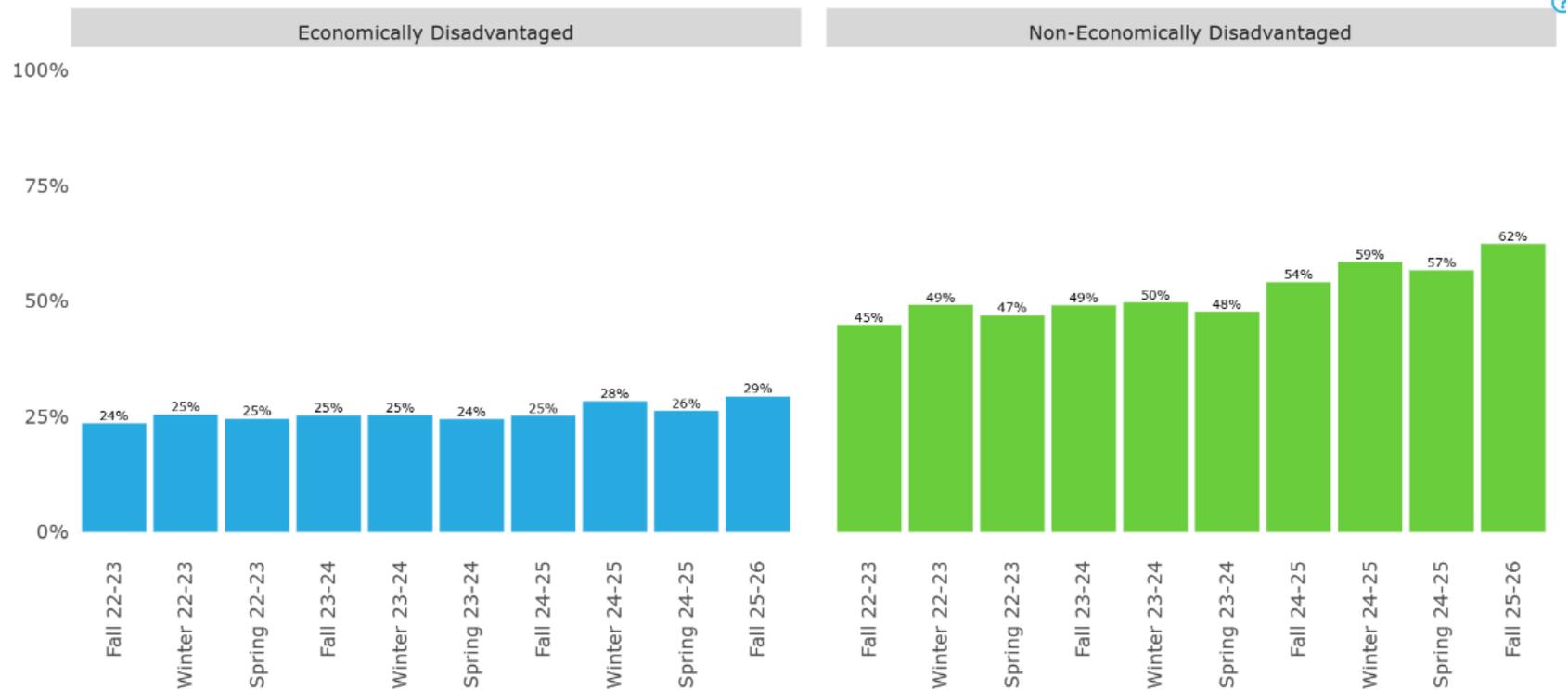
Though many students are demonstrating growth in their MAP performance, we are currently **off track** for this goal. To be on track for the board's 2027 goal of 51% projected Basic+, students in grades 3–5 will need to **grow faster than the national average** and we will need to ensure that MAP gains translate into higher OSTP performance under the new cut scores.

School Leader Learning Institute. 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.

**Learning from Sites:** We are eager to begin to learn more from schools that are growing in literacy achievement at faster rates, and replicating those best practices in other places.

Percentage of 3-5 economically disadvantaged students and non-economically disadvantaged students scoring at or above the 50th percentile on MAP between SY22-23 and SY25-26.

Percentage of Students Scoring at or Above the 50th Percentile on MAP





*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	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>African American</b>	37.6%	1,437	39.7%	1,470	37.7%	1,408	31.8%	1,401
<b>Asian</b>	43.0%	93	44.3%	97	41.3%	104	35.3%	116
<b>Hispanic/Latino</b>	38.5%	2,404	37.4%	2,634	36.5%	2,668	32.6%	2,704
<b>Multiracial</b>	53.1%	714	53.1%	716	51.9%	782	47.8%	732
<b>Native American</b>	56.5%	253	59.8%	254	50.4%	250	46.6%	253
<b>Pacific Islander</b>	41.1%	112	33.9%	121	31.7%	120	30.4%	125
<b>White</b>	53.4%	1,094	55.1%	1,157	54.3%	1,104	52.7%	988

Multilingual Learner	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>Monitored/Exited</b>	97.2%	107	99.1%	114	95.6%	114	99.3%	142
<b>No</b>	48.9%	3,676	50.3%	3,777	48.2%	3,729	43.9%	3,713
<b>Yes</b>	32.5%	2,324	31.7%	2,558	31.2%	2,593	25.3%	2,464

IEP Status	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>No</b>	46.7%	5,342	46.9%	5,648	45.8%	5,606	41.0%	5,512
<b>Yes</b>	20.9%	765	22.1%	801	18.0%	830	16.6%	807

Grade	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>3</b>	46.8%	2,124	46.3%	2,255	43.6%	2,217	28.9%	2,097
<b>4</b>	41.9%	2,031	42.3%	2,144	40.0%	2,158	39.2%	2,161
<b>5</b>	41.5%	1,952	42.5%	2,050	43.1%	2,061	45.7%	2,061

Quadrant	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>1</b>	36.1%	1,398	37.6%	1,519	36.9%	1,514	32.8%	1,443
<b>2</b>	43.8%	1,712	44.3%	1,782	43.2%	1,789	38.0%	1,770
<b>3</b>	44.4%	1,807	43.1%	1,995	41.1%	1,995	36.8%	1,973
<b>4</b>	52.9%	885	52.5%	1,036	50.4%	1,022	45.3%	1,006
<b>Out of District</b>	44.3%	79	50.4%	117	44.0%	116	52.0%	127

Gender	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>Female</b>	47.0%	3,022	46.7%	3,193	45.2%	3,171	40.4%	3,116
<b>Male</b>	40.1%	3,085	41.0%	3,256	39.4%	3,265	35.4%	3,203



Cohort	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>2032</b>	41.5%	1,952	42.5%	2,050	43.1%	2,061		
<b>2033</b>	41.9%	2,031	42.3%	2,144	40.0%	2,158	45.7%	2,061
<b>2034</b>	46.8%	2,124	46.3%	2,255	43.6%	2,217	39.2%	2,161
<b>2035</b>							28.9%	2,097

Chronically Absent	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>No</b>	45.0%	4,684	46.3%	4,471	45.2%	4,442	39.6%	4,916
<b>Yes</b>	39.4%	1,350	38.4%	1,931	35.6%	1,980	31.6%	1,394

