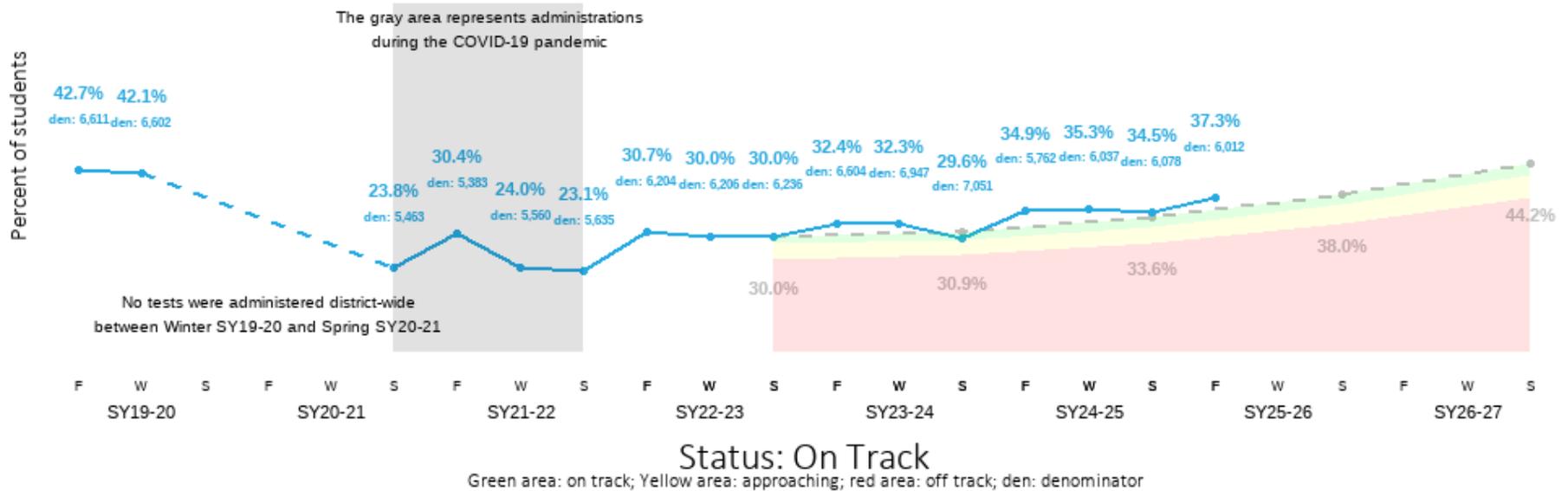




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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.



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 rank is calculated based on how their performance compares to nation-wide 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 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 for their success the following year.



Students of interest

Metric definition

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>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.</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 & Learning team, are providing teachers with opportunities to plan and practice delivery of the literacy routines during faculty meetings and Data & Planning meetings. This ongoing practice helps ensure teachers are well-prepared to engage students in the routines.</p>
<p>Writer’s Workshop: 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 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>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 summer. Writer’s Workshop was also a focus of school leader learning during the summer.</p>	<p>Implementation of Writer’s Workshop and monitoring of this practice by school leaders and district team members is in full swing. School leaders report that this year, 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>Literacy Lab: The Teaching & 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</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</p>	<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</p>

<p>month, including during Tulsa Way Saturdays, to support novice teachers.</p>	<p>literacy routines. Session offerings are listed below.</p> <p>September</p> <ul style="list-style-type: none"> ● Elementary ELA: Introduction to Into Reading (3 hrs) ● Elementary ELA: Introduction to Walk to Read (3 hrs) <p>October</p> <ul style="list-style-type: none"> ● Elementary ELA: Turn & Talks in HMH ● K-5 Spanish Language Arts: Intro to HMH Arriba la Lectura ● Pre-K: A Deep Dive into Message of the Day 	<p>practice,” and “I’d recommend this session to others.”</p>
<p>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.</p>	<p>OTEP teachers have begun to develop instructional resources to support teachers during Data & 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 K through 2nd grade teachers once they are completed and distributed.</p>
<p>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,</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>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>Continuous Improvement of Walk to Read for All Students:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • During the summer, school leaders participated in professional development on implementing complex texts for students who are above the 60th percentile, and the Teaching & Learning team provided schools with a set of curated questions aligned to key reading comprehension standards. • 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. • 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. 	<ul style="list-style-type: none"> • Schools have begun to implement opportunities for students at or 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. • 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. • 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).

<ul style="list-style-type: none"> ● 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. 		
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Here's what we see now	Anticipated next steps
<p><i>Reminder: K–2 uses MAP national percentile; 3–8 uses MAP-to-OSTP Basic+ projections; they're not directly comparable.</i></p> <ul style="list-style-type: none"> ● We continue to see growth in our K–2 students. On the Fall 25–26 MAP, the percentage of K–2 students who were economically disadvantaged and performed at the national 50th percentile or above increased from 34.5% in Spring 24–25 to 37.3% in Fall 25–26. ● Second graders showed the most growth, moving from 22.5% in Spring to 31.7% in Fall of students performing at or above the national 50th percentile. ● Growth looks different by grade. First grade increased from 32.6% to 36.7%, while Kindergarten declined from 52.2% to 44.7%. We are monitoring this Kindergarten decline closely while continuing to build on the strong gains in 2nd grade. ● All racial and ethnic groups, except Asian and Pacific Islander students, showed increases from Spring to Fall. In fact, African American, multiracial and Native American students not only showed growth, but outperformed the Fall average of 37.3%. From Spring 24-25 to Fall 25-26: <ul style="list-style-type: none"> ○ African American students increased from 31.7% in 38.5% ○ Multiracial students increased from 41.2% to 47.1% ○ Native American students increased from 40.2% to 44.1% 	<p>Strong Tier 1 Instruction: 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>Academic Ownership: 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>Literacy Best Practices: 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>Weekly Data & Planning Meetings: We are closely monitoring the implementation of weekly Data & Planning meetings, and working closely with school leaders to remove barriers to ensure teachers can protect this time to</p>

- Students on IEPs also showed progress, increasing from **20.2% in Spring to 22% in Fall.**
- In order to reach the board's 2027 goal of **44%**, we'll need to **accelerate growth so that students grow more than the national average** over the next two years. Based on current progress, this goal is **approaching on track but not yet fully on track.**

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.

Foundational Literacy Skills: We are also continuing to develop school leaders and teachers in their understanding and implementation of foundational skills work for grades K-2, which was the focus of a recent School Leader Learning Institute. As part of this work, we're developing more resources and guidance to support teachers in implementing the high frequency words routine, and supporting students to practice those words in a variety of settings.

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

Ethnicity	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
African American	32.8%	1,313	31.5%	1,380	31.7%	1,352	38.5%	1,326
Asian	28.3%	99	33.7%	101	31.4%	105	28.2%	131
Hispanic/Latino	29.9%	2,502	32.1%	2,603	30.6%	2,650	31.7%	2,748
Multiracial	44.0%	752	41.7%	794	41.2%	833	47.1%	724
Native American	40.7%	204	39.2%	217	40.2%	214	44.1%	195
Pacific Islander	19.7%	66	25.0%	76	23.5%	81	21.2%	99
White	45.5%	826	44.9%	866	45.1%	843	47.9%	789

Grade	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
Kindergarten	51.3%	1,688	54.6%	1,690	52.2%	1,711	44.7%	1,806
1	32.8%	2,042	32.3%	2,195	32.6%	2,206	36.7%	2,052
2	23.4%	2,032	23.1%	2,152	22.5%	2,161	31.7%	2,154

Gender	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
Female	38.3%	2,859	37.4%	2,970	36.4%	2,974	40.0%	2,948
Male	31.6%	2,903	33.2%	3,067	32.7%	3,104	34.8%	3,064

Multilingual Learner	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
Monitored/Exited	75.0%	4	75.0%	4	75.0%	4	100.0%	1
No	40.7%	3,975	39.8%	4,144	40.2%	4,105	44.8%	3,867
Yes	21.9%	1,783	25.1%	1,889	22.7%	1,969	23.8%	2,144

IEP Status	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
No	36.1%	5,304	36.5%	5,495	36.2%	5,460	38.7%	5,529
Yes	21.4%	458	22.7%	542	20.2%	618	22.2%	483

Quadrant	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
1	31.0%	1,162	29.4%	1,400	30.4%	1,393	34.9%	1,346
2	33.2%	1,430	34.2%	1,638	32.0%	1,662	35.4%	1,629
3	36.1%	1,665	37.5%	1,847	37.9%	1,870	37.5%	1,889
4	38.4%	783	39.3%	1,012	35.7%	1,008	41.5%	1,012
Out of District	45.5%	112	47.1%	140	52.4%	145	52.2%	136



Cohort	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
2035	23.4%	2,032	23.1%	2,152	22.5%	2,161		
2036	32.8%	2,042	32.3%	2,195	32.6%	2,206	31.7%	2,154
2037	51.3%	1,688	54.6%	1,690	52.2%	1,711	36.7%	2,052
2038							44.7%	1,806

Chronically Absent	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
No	36.3%	4,415	38.7%	3,916	38.4%	3,891	38.8%	4,456
Yes	31.6%	1,011	29.1%	2,060	27.7%	2,170	33.3%	1,548

Quadrant Map for Reference

