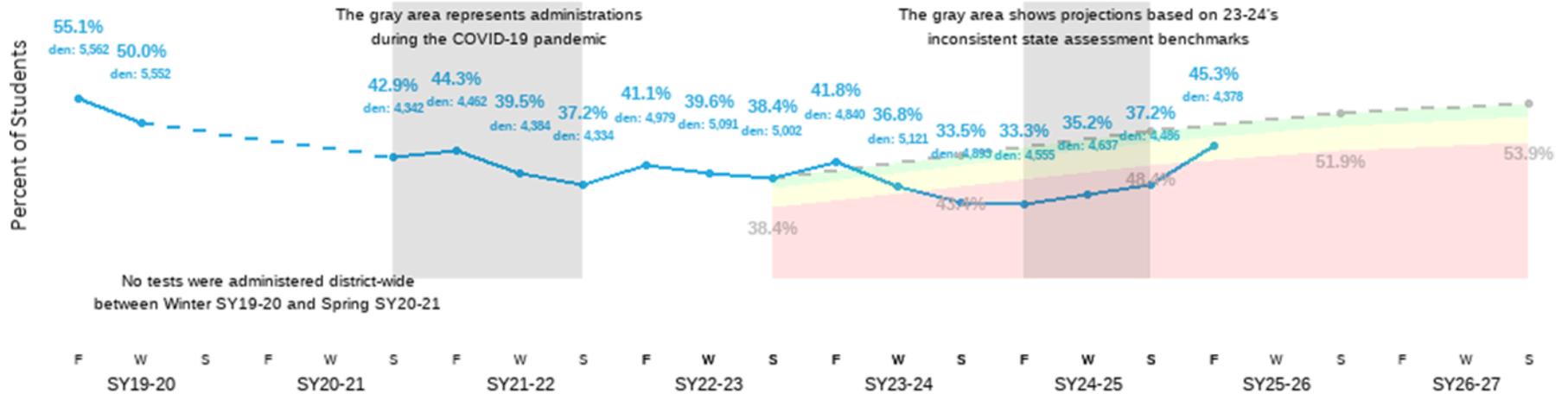




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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: Approaching

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

Students of interest

Students are recognized as economically disadvantaged based on their families' self-reported income levels. 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 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 with 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.



Students of interest

Metric definition

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>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.</p>	<p>District team members are prioritizing weekly site visits and classroom walk-throughs to support literacy instruction implementation and monitor StudySync lesson delivery fidelity, with priority focus on MRI and CSI schools.</p> <p>We are continuing to offer monthly professional development through Tulsa Way Saturdays.</p> <p>District team members are providing classroom support and content-centered coaching on best practices in StudySync and MasteryConnect assessment implementation, including targeted assistance for classrooms with long-term substitute teachers.</p> <p>We held a comprehensive Summer School program in Summer 2025 with standards-aligned curriculum and embedded assessments, including Exact Path for personalized student learning.</p> <p>Department lead toolkits with planning resources and instructional examples have rolled out through a scaffolded training model and are being implemented during monthly department lead meetings to build department lead capacity.</p>	<p>Progress results from three key factors: better alignment of instruction across classrooms, stronger and more consistent use of proven curriculum and intervention programs, and schools' regular use of data to adjust their teaching strategies.</p> <p>Summer School 2025 reached 1,744 students at 12 sites, maintaining an average daily attendance of 65.6%. Edison and Rogers College Middle led the way, each surpassing 80% attendance. The program had a meaningful impact—91% of middle school students at risk of retention, totaling 981, earned promotion through their summer school participation.</p> <p>Department leads are partnering with district content teams by inviting them to upcoming department meetings for added support. StudySync usage continues to rise, with district teams helping ensure consistent and effective implementation.</p>
<p>Professional learning: District teams will continue to support site leaders and teachers through Mastery</p>	<p>District team members have provided ongoing support for teachers in using MasteryConnect for</p>	<p>School sites are demonstrating steady growth in their data practices through Department Data</p>

<p>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.</p>	<p>standards-aligned assessment and data analysis, including monthly direct support from Mastery Connect during Tulsa Way Saturday and in department lead meetings.</p> <p>Site teams are moving toward department teams holding consistent, targeted data meetings to inform instructional planning and adjustment based on student performance. In sites where these meetings are not yet happening, district staff are pushing in to identify and remove barriers.</p> <p>District team members are conducting content-aligned, data-driven observation and coaching cycles for Professional Learning Group Cycles (PLGCs) with school leaders.</p> <p>We have delivered leadership development sessions for department leads focused on data-driven planning, direct training from Mastery Connect, and facilitating collaborative planning sessions during monthly department meetings.</p>	<p>Meetings, where teachers regularly collaborate within their content teams to analyze student work and engage in meaningful dialogue about learning outcomes. While the depth and precision of these data discussions continue to develop, the establishment of consistent structures and routines in some sites reflects notable progress.</p> <p>Teachers are beginning to view student work not as a final product but as an evolving source of insight that informs instruction and supports continuous improvement. This evolution in thinking represents a key step toward building stronger systems that promote student learning and achievement. District team members are pushing in to support sites in which this mindset work is still needed, and helping teachers see their formative assessment data as an opportunity to provide targeted support to students, rather than an evaluation of their practice.</p> <p>The continuation of Professional Learning Growth Communities (PLGCs) has further strengthened instructional capacity across sites. These communities provide ongoing, content-aligned opportunities for observation, coaching, and feedback cycles with school leaders. Teachers are increasingly open to exploring new approaches to assessment and instruction, creating a strong foundation for deepening professional learning and driving sustained, meaningful growth throughout the year.</p>
<p>Formative assessment and data-driven instruction: District teams will expand their use of Mastery</p>	<p>We have expanded MasteryConnect implementation by administering quarterly ELA standards-aligned</p>	<p>ELA Q1 benchmarks have been implemented district-wide.</p>

<p>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.</p>	<p>benchmark assessments to provide predictive data for reteaching decisions. We shifted from end-of-unit assessments to quarterly summative benchmarks in preparation for more consistent and actionable data cycles.</p> <p>School and district teams have promoted frequent use of CFAs to support data-driven instruction, targeted interventions, and teacher collaboration</p> <p>We have continued support of deepened implementation of structured data meetings at school sites to analyze assessment trends and adjust instruction in real-time.</p> <p>We have also continued our support in building teacher capacity for continuous improvement by integrating assessment data into collaborative planning and instructional decision-making through department-led data meetings.</p>	<ul style="list-style-type: none"> ● 6th grade -77.8% (1523/1957 students) ● 7th grade - 81.5% (1618/1986 students) ● 8th grade -77.7% (1499/1930 students) <p>Quarterly benchmark review sessions have begun during Department Data Meetings, where teams will identify priority standards for reteaching and plan targeted interventions.</p> <p>In addition, training is being developed to support department leads in creating standards-aligned formative assessments within Mastery Connect, further strengthening data-informed instructional practices.</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, ensuring students are enrolled in the appropriate 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 indicate opportunities to improve student engagement and enhance teachers' understanding of how to support learners effectively. To address these needs, additional tools and resources are being curated and developed to assist school leaders in supporting both teachers and students.</p>	<p>Tier 2 Action Taken: District teams focused on strengthening Tier 2 interventions through teacher and leader training on Exact Path diagnostics and weekly progress monitoring reports for district and site leaders. Exact Path data is reviewed regularly to track student mastery and guide intervention goals. Early data indicate opportunities to boost student engagement and enhance teacher support strategies. Additional tools and resources are being developed to help school leaders better support both teachers and students.</p> <p>Summer School Implementation: During summer school, students actively engaged in their Exact Path learning paths to continue working on identified growth areas. Teachers used diagnostic and progress data to target specific skill gaps and provided students with opportunities to strengthen foundational skills in both reading and math. This focus on continued learning ensured that students entered the new school year with stronger academic readiness and momentum toward mastery.</p> <p>Beginning-of-Year Training: At the start of the school year, district teams developed and delivered Canvas-based training modules focused on supporting student success through intentional skill acquisition, consistent progress monitoring, and the effective use of data to identify students who require immediate attention. Hosting all training within Canvas ensured equitable access for both returning and newly hired teachers throughout the year, providing a consistent learning experience for all staff. The training also emphasized the importance of recognizing and celebrating mastered skills to sustain motivation and ownership of learning. In addition, teachers completed modules designed to strengthen classroom engagement and</p>	<p>Tier 2 progress: District teams launched a structured four-week implementation cycle targeting designated middle school sites to grow and sustain strong usage practices. Each cycle guides schools through the Exact Path Implementation Guide, providing strategic and in-the-moment feedback to reinforce best practices and promote continuous learning. This approach allows teams to reflect, adjust, and build capacity for effective and consistent implementation across classrooms, ensuring that interventions are both intentional and impactful.</p>
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	<p>foster productive learning environments that support active participation in Exact Path.</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 by improving scheduling and providing training support.</p>	<p>Tier 3 Action: Coaching cycles continue with HMH coaches to support teachers delivering Read 180 instruction. Teachers, school leaders, and district staff regularly review Read 180 data—tracking metrics such as platform usage and segment completion—to monitor student progress and inform targeted instructional strategies. Coaching and leader support continue, with particular focus on MRI and CSI sites, and Tier 3 intervention plans are being refined to include clear entry and exit criteria and progress-monitoring tools for various student subpopulations.</p> <p>Really Great Reading: The District Special Education Team supports students at the first percentile (general education) and first through 10th percentile (special education) through biweekly check-ins or more often if needed or requested.</p> <p>The District Special Education Team’s observations of HD Word at the secondary level includes student participation as a reader or as a checker, finding and underlining answers to comprehension questions, and charting Words Correct Per Minute (WCPM) and Accuracy Percentage daily.</p> <p>The District Special Education Team observes the teacher during the HD Word Lesson by ensuring the teacher has stated the objective for the lesson, modeled and used correct phoneme articulation, that the vowel posters are visible for the students during the lesson, and that the teacher models all concepts with “I DO, WE DO, YOU DO” for guided practice.</p>	<p>Tier 3 Progress: Stronger teacher-led instruction is evident in classroom observations. Whole-group lessons are moving at a faster pace than previously due to HMH coaches supporting directly in classrooms and fewer brand-new Literacy Skills teachers. Data pulled from the student application shows stronger student segment and topic completion rates when compared to this time last year even though several schools are not yet meeting usage targets. Leader support continues with the new Literacy Skills data visualization on the data dashboard and PLGCs.</p> <p>Really Great Reading Progress</p> <p>In the Fall of School Year 24-25, 7.8% of the students with disabilities that were assessed through MAP were predicted to score Basic or better on the 24-25 OSTP assessment. By Fall of School year 25-26 that percentage had increased to 14.7%, which is a 6.9 % increase.</p>

Here's what we see now	Anticipated next steps
<p>Overall MAP Performance</p> <ul style="list-style-type: none"> Based on MAP growth data, the percentage of economically disadvantaged students in grades 6–8 projected to score Basic or Above on OSTP ELA has increased from the baseline of 38% in Spring 2023 to 44% in Fall 25–26, moving us closer to the 2027 target of 54%. This reflects gradual, steady progress, but not yet at the pace needed to fully meet the goal, so this goal is approaching on track but not yet on track. <p>By Grade Level (Fall 25-26 snapshot)</p> <ul style="list-style-type: none"> In Fall 25-26, 6th grade is our highest performing grade, with 53.9% of students projected Basic or Above. 7th grade is at 37.7%, and 8th grade is at 44.3%. This snapshot tells us how current 6th, 7th and 8th graders are doing this fall, and show improvement from last year’s comparable snapshot in Fall 24-25 (36.2%, 28.6%, and 34.9% across 6th, 7th and 8th grade, respectively) <p>By Cohort (longitudinal view)</p> <ul style="list-style-type: none"> To understand progress for the same group of students, we can also look at cohorts. The 2032 cohort (this year’s 6th graders, last year’s 5th graders) increased from 43.1% projected Basic+ as 5th graders in Spring 24-25 to 53.9% as 6th graders in Fall 25-26. The 2030 cohort (current 8th graders) increased from 34.0% projected Basic+ in Spring 24-25 to 44.3% in Fall 25-26. The 2031 cohort (current 7th graders) rose from 36.2% in Fall 24-25 to 39.6% in Spring 24-25, then eased slightly to 37.7% in Fall 25-26. <p>Taken together, the grade-level snapshot and the cohort view suggest a real upward trend in 6–8 ELA, with particularly strong progress for the students now in 6th and 8th grade, and more mixed but improving results for the current</p>	<p>We are beginning to see steady progress from the strategies we’ve committed time, effort, and resources to. Moving forward, we will continue to strengthen the core instructional supports that are showing promise:</p> <p>Instructional Resource Support: Teachers will continue receiving support to implement our district-provided, standards-aligned curriculum in classrooms effectively.</p> <p>ELA and ELD Benchmark Implementation: All ELA and ELD teachers have been trained to use Mastery Connect for quarterly benchmarks. Initial data collection is underway and will be reviewed in department meetings. Teachers’ familiarity with the platform is increasing, and early indicators show that many departments are successfully identifying priority standards and documenting targeted intervention strategies.</p> <p>Common Assessment Usage: A growing number of teachers across content areas are using the district’s common end-of-unit assessments. Feedback suggests that consistent, standards-aligned assessments that check student progress toward mastery of standards are helping establish consistent expectations and produce comparable data for team discussions.</p> <p>Continued Development for DLs: Department Leads are currently participating in scaffolded training on leading data-driven instructional planning. Upcoming sessions will focus on unpacking standards and designing standards-aligned formative assessments in Mastery Connect to better inform reteach actions. District teams will support DLs in reviewing benchmark data with their departments.</p> <p>Professional Learning Access: We will also continue to use Tulsa Way Saturday as a key professional development opportunity, helping ensure teachers receive the ongoing learning they need despite limited dedicated PD days.</p> <p>Leadership Development: We are continuing to develop school leaders through PLGCs, focusing on effective instructional coaching and data-aligned best practices.</p>

7th-grade cohort.

Subgroup Breakdowns

- In Fall 25–26, **White (56.5%), Multiracial (52.0%), and Native American students (49.1%)** outperform the overall average of 44%. **African American (42.7%)** and **Hispanic/Latino students (41.7%)** have made gains since Fall 24–25 but remain slightly below the overall average. Pacific Islander students increased from **19.5% in Spring 24–25 to 30.2% in Fall 25–26**, showing significant growth but still below the district average.
- **Females (49.7%) consistently outperform males (41.1%)**. While a gender gap persists, both groups have shown upward trends across the past year.
- **Monitored/Exited ML students**, who have reached full proficiency in English, show exceptional success with **93.6% projected Basic or Above**, far exceeding the district average. **Current ML students (26.9%)** who are not yet proficient in English showed a 5.3% increase since Spring 24–25, while non-ML students are at 50.0% projected Basic and Above.
- **Students without IEPs** increased from **41.6% in Spring 24–25 to 50.0% in Fall 25–26**. **Students with IEPs** remain well below the district average but increased from **9.8% in Spring 24–25 to 14.7% in Fall 25–26** (and nearly doubled over the past year).
- **Students who are not chronically absent** continue to outperform their peers (**49.0% vs. 36.8% in Fall 25–26**), underscoring the importance of attendance as a driver of academic achievement.

High-Dosage Tutoring Expansion: Tulsa Public Schools has received nearly \$900,000 in state funding to expand TPS READS high-dosage tutoring in CSI and MRI elementary and middle schools. Four teachers per K–8 site will receive a stipend to lead this work, enabling approximately 24 students per school to receive intensive reading and math support aimed at achieving grade-level proficiency. Additionally, each participating student will receive at-home reading resources, and school sites will receive \$2,000 for family literacy and math events.

Multilingual Learners: We will continue to coach, support, and train both ELD and general education teachers and school leaders through PLGCs, Tulsa Way Saturdays, job-embedded coaching, and afterschool trainings on instructional strategies to support multilingual learners in the acquisition of English language proficiency, resulting in the gains we are seeing of both Monitored/Exited ML students and Multilingual Learners.

District Teams’ Collaborative Moves: Instructional Leadership Directors (ILDs) and Academic Partners have begun collaboration cycles to identify schools, based on network data, for targeted classroom observations focused on curriculum implementation. These visits will support teachers in strengthening instructional practices and ensuring students have meaningful opportunities to demonstrate their learning.

Really Great Reading

The Special Education Team will continue to train, coach, and support all teachers who implement Really Great Reading for students who score at the first percentile on the MAP assessments in the area of reading.



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	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
African American	28.8%	1,123	31.4%	1,151	32.9%	1,055	42.7%	1,000
Asian	40.0%	90	37.6%	101	41.6%	101	51.0%	100
Hispanic/Latino	30.5%	1,903	32.0%	1,943	33.8%	1,888	41.7%	1,894
Multiracial	42.8%	530	41.9%	513	47.3%	543	52.0%	527
Native American	38.3%	175	41.2%	187	41.2%	177	49.1%	159
Pacific Islander	17.1%	117	22.0%	118	19.5%	118	30.2%	116
White	42.9%	617	46.8%	624	47.7%	604	56.5%	582

Multilingual Learner	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
Monitored/Exited	90.3%	310	85.4%	316	88.0%	316	93.6%	342
No	36.7%	2,597	38.8%	2,645	40.8%	2,546	50.0%	2,500
Yes	17.3%	1,648	20.0%	1,676	21.6%	1,624	26.9%	1,536

IEP Status	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
No	37.3%	3,936	39.1%	3,999	41.6%	3,863	50.0%	3,791
Yes	7.8%	619	10.5%	638	9.8%	623	14.7%	587

Grade	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
6	36.2%	1,558	37.5%	1,557	39.6%	1,527	53.9%	1,460
7	28.6%	1,467	32.2%	1,523	34.0%	1,454	37.7%	1,474
8	34.9%	1,530	35.8%	1,557	37.7%	1,505	44.3%	1,444

Quadrant	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
1	30.4%	1,002	33.7%	1,055	35.2%	1,054	43.4%	969
2	34.3%	1,223	37.1%	1,225	37.7%	1,201	43.4%	1,197
3	30.5%	1,311	31.6%	1,410	32.8%	1,337	43.4%	1,375
4	41.8%	784	39.2%	887	45.0%	840	53.1%	791
Out of District	42.2%	45	45.0%	60	52.8%	53	54.3%	46

Gender	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
Female	37.3%	2,257	38.9%	2,272	40.7%	2,202	49.7%	2,135
Male	29.4%	2,298	31.6%	2,365	33.8%	2,284	41.1%	2,243



Cohort	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
2029	34.9%	1,530	35.8%	1,557	37.7%	1,505		
2030	28.6%	1,467	32.2%	1,523	34.0%	1,454	44.3%	1,444
2031	36.2%	1,558	37.5%	1,557	39.6%	1,527	37.7%	1,474
2032							53.9%	1,460

Chronically Absent	Fall SY24-25		Winter SY24-25		Spring SY24-25		Fall SY25-26	
	%	denom	%	denom	%	denom	%	denom
No	38.5%	3,004	43.3%	2,412	46.0%	2,387	49.0%	3,052
Yes	23.7%	1,478	26.4%	2,186	27.4%	2,087	36.8%	1,322

