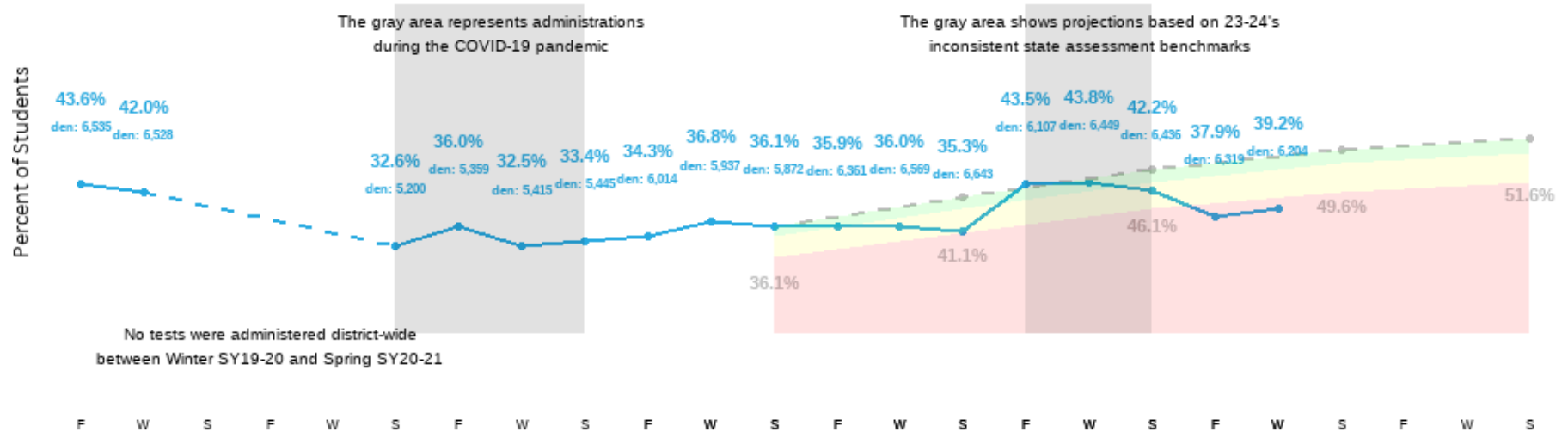




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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.

Follow up on previous report	Action taken	Progress
<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>On January 28, school leaders participated in professional learning that included an in-depth review of the OSTP and ACCESS assessments, with a focus on aligning test items to academic standards and Tier 1 curriculum components.</p> <p>Teachers administer end-of-module literacy assessments approximately every three weeks, along with benchmark assessments three times per year, to monitor student proficiency on individual standards and identify areas for reteaching. Students complete these assessments in Mastery Connect.</p> <p>At-home resources were created for students to utilize with families during winter break. These activities focused on high-frequency phrases, comprehension, and critical thinking. In January, all schools received additional resources to strengthen student understanding of the Oklahoma Academic Standards. These resources were compiled by the Teaching & Learning team to support vocabulary, comprehension, and word recognition.</p>	<p>Many school leaders are applying their learning by implementing training on standards, Tier 1 curriculum, and state testing for teachers during faculty meetings and the February district professional development day.</p> <p>District-level Mastery Connect data shows that the implementation of district common formative assessment platforms is improving. Approximately 86% of grade 3-5 students completed their middle-of-year literacy benchmark assessment in Mastery Connect in December, an increase from approximately 75% who completed the beginning-of-year benchmark.</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>During two workshops this fall, Teacher Leaders (who facilitate the data and planning meetings) engaged in professional learning on using academic discourse in their classrooms as a key strategy for reteaching content and ensuring students own the cognitive lift of the lesson.</p>	<p>Teacher Leaders are sharing best practices for academic discourse with their grade-level teams during Data and Planning meetings.</p> <p>The Dual Language and World Language Pathways team also facilitated professional learning centered on fostering academic ownership through the use of collaborative pairs. These sessions were offered during</p>

Follow up on previous report	Action taken	Progress
		<p>Tulsa Way Saturdays and on-site at Celia Clinton, Disney, Skelly, and Springdale, reaching approximately 140 teachers.</p> <p>During Fall School Leader reflections, many leaders set specific schoolwide goals focused on increasing students' academic ownership, including prioritizing opportunities for students to productively grapple with content through strategies such as partner reading and structured academic discourse.</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>With support from the district's Teaching & Learning and Dual Language & World Language Pathways teams, school leaders are providing teachers with structured opportunities to plan and practice implementing literacy routines during faculty and Data & Planning meetings. This ongoing practice ensures teachers are well prepared to effectively engage students in routines that build reading fluency, comprehension, and writing skills.</p> <p>District teams also continue to offer professional learning on literacy routines through the monthly Tulsa Way Saturdays sessions.</p>	<p>To date, the Teaching & Learning team has delivered 57 site-based literacy workshops focused on key instructional practices, including Partner Reading, Small Group Instruction, Writing Response, Writer's Workshop, and Walk to Read, reaching more than 700 teachers.</p> <p>The Dual Language and World Language Pathways team has also conducted site-based professional learning sessions on effective writing instruction for approximately 150 teachers at Celia Clinton, Cooper, Disney, Skelly, and Springdale.</p> <p>Teachers have responded overwhelmingly positively to the five literacy sessions offered through Tulsa Way Saturdays. A total of 57 teachers have participated in a literacy</p>

Follow up on previous report	Action taken	Progress
		<p>session, and on average, participants rated the sessions 5.8 out of 6 across all survey questions, including “This session was a good use of my time,” “I am likely to incorporate this into my practice,” and “I would recommend this session to others.”</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 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>To support effective implementation of weekly Data & Planning Meetings, the Teaching & Learning team provides comprehensive professional learning for Teacher Leaders who facilitate these sessions. This training focuses on identifying the most relevant data to review, analyzing data to pinpoint priority areas for reteaching, and planning targeted, high-impact instructional responses.</p>	<p>All schools are implementing weekly Data & Planning meetings.</p> <p>Since September, 77 Teacher Leaders who facilitate these meetings have participated in three professional development workshops led by the Teaching & Learning team.</p>
<p>Foundational Literacy Skills: 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 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.</p>	<p>This fall, school leaders engaged in hands-on professional learning to build their expertise in foundational skills. They observed effective foundational skills lessons, then planned and delivered instruction to small groups of students in grades 3–5. School leaders received peer feedback and participated in reflective debriefs on their experiences. They then applied their learning by reflecting on and planning how to facilitate a foundational skills training session with their own teachers.</p>	<p>School leaders across the district have made foundational skills instruction a priority for students and have applied their learning by implementing professional development for teachers focused on foundational skills. Several school leaders have also modeled effective lessons with small groups of students in their own schools.</p>



Follow up on previous report	Action taken	Progress
<p>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.</p>	<p>In the fall, school leaders participated in mid-year reflection discussions with district leadership. During these presentations, leaders highlighted their successes and the strategies that contributed to those outcomes. District team members documented best practices from schools demonstrating significant growth and implementing intentional, strategic approaches to improving student achievement.</p>	<p>At the November School Leader Learning Institute, 11 school leaders shared best practices that have contributed to significant improvements at their schools. Presentations covered a wide range of topics, including effective use of assessments and data, fostering academic ownership, goal setting with teachers, leading impactful Data & Planning meetings, implementing Start Right Readers, supporting new teachers, leveraging co-teaching in English Language Development, improving attendance, and strengthening family engagement.</p>



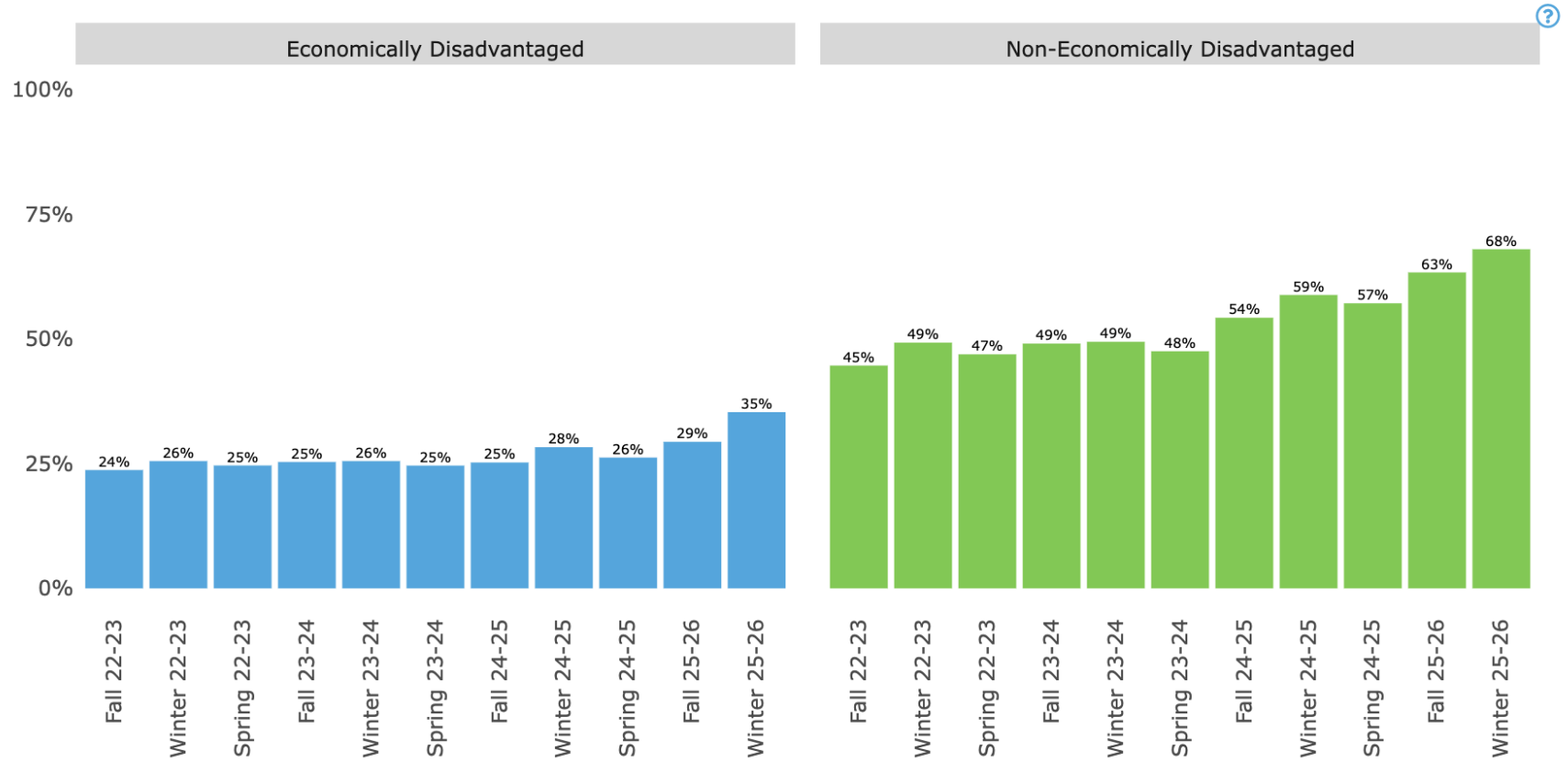
Next steps and current conditions

Here's what we see now	Anticipated next steps
<p>Overall, Goal 1.1 is off track. With 39.2% of economically disadvantaged students in grades 3-5 projected to achieve Basic or above on the OSTP, the district must make substantial progress to meet the spring target of 49.6%. While comparisons to last year are difficult due to the state's change in OSTP benchmarks, progress from Fall 25-26 (+1.3%) has been modest.</p> <p>Both third and fifth grade showed modest growth from Fall to Winter, with third grade improving from 28.9% to 31.9% projected to achieve Basic or above on OSTP and fifth grade improving from 45.7% to 47.4%. Fourth grade showed a slight drop from 39.2% to 38.5%.</p> <p>As a reminder, this metric is a MAP-to-OSTP projection using NWEA's linking study, a point in time snapshot of where students are currently performing relative to OSTP cut scores. Scores do typically grow between winter and spring as instruction continues.</p> <p>Part of the year-over-year decline reflects cohort composition. The current 3rd grade cohort entered at 28.9%, meaningfully lower than prior 3rd grade cohorts. Equity gaps, including students with IEPs at 16.3% (vs. 42.6% without) remain wide and are a significant concern for the district.</p> <p>While there are encouraging signs of steady growth and progress, including most grades K-8 showing year-over-year growth in median MAP reading scores, growth has not been fast enough to reach our board-set targets. Our district is focused on addressing systemic factors in grades 3-5 that are barriers to growth on goal 1.1 to make progress between now and the spring.</p>	<p>Across the district, schools and district teams are prioritizing a focus on improving outcomes for 3rd - 5th grade students.</p> <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. This winter and spring, schools are implementing reviews of essential standards for students and OSTP test prep during Walk to Read.</p> <p>Literacy Best Practices: We will continue to prioritize strong literacy practices that are driving positive results, including high-quality writing instruction for all students, consistent implementation of Partner Reading, and expanded opportunities for students at or above the 60th percentile to deepen comprehension through independent reading and novel studies with complex texts.</p> <p>District teams will sustain site-based professional learning on literacy routines and continue offering workshops through Tulsa Way Saturdays. In upcoming School Leader Learning sessions, leaders will observe targeted small-group instruction using complex texts and engage in planning and practice focused on effectively teaching with complex texts.</p> <p>District Team Collaboration: Monthly collaboration between Academic Partners and Instructional Leadership Directors began in the fall and will continue through the spring to ensure alignment on school needs and provide coordinated, strategic support to schools.</p>

	<p>The TPS READS grant: The state has provided funds for high-dosage tutoring at targeted schools, take-home book backpacks for students receiving tutoring and family literacy nights. High dosage tutoring began in late Fall for approximately 240 students in grades 3-5, and book distribution and literacy nights will occur this Spring.</p> <p>Tulsa Teacher Corps: Teaching & Learning and the Educator Effectiveness teams are collaborating to refine the Tulsa Teacher Corps training this Spring to provide stronger literacy instructional support to novice teachers.</p> <p>Summer School: We have begun planning for summer school, which will focus on improving literacy skills and will serve students in K-5 who are performing below the 25th percentile. Students will engage in 3 hours of intensive literacy instruction for 16 days.</p>
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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	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
African American	39.7%	1,470	37.7%	1,408	31.8%	1,401	34.2%	1,354
Asian	44.3%	97	41.3%	104	35.3%	116	33.6%	116
Hispanic/Latino	37.4%	2,634	36.5%	2,668	32.6%	2,704	34.0%	2,660
Multiracial	53.1%	716	51.9%	782	47.8%	732	45.4%	725
Native American	59.8%	254	50.4%	250	46.6%	253	48.2%	253
Pacific Islander	33.9%	121	31.7%	120	30.4%	125	36.7%	120
White	55.1%	1,157	54.3%	1,104	52.7%	988	54.1%	976

Multilingual Learner	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
Monitored/Exited	99.1%	114	95.6%	114	99.3%	142	97.1%	140
No	50.3%	3,777	48.2%	3,729	43.9%	3,713	45.1%	3,635
Yes	31.7%	2,558	31.2%	2,593	25.3%	2,464	27.0%	2,429

IEP Status	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
No	46.9%	5,648	45.8%	5,606	41.0%	5,512	42.6%	5,399
Yes	22.1%	801	18.0%	830	16.6%	807	16.3%	805

Grade	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
3	46.3%	2,255	43.6%	2,217	28.9%	2,097	31.9%	2,079
4	42.3%	2,144	40.0%	2,158	39.2%	2,161	38.5%	2,119
5	42.5%	2,050	43.1%	2,061	45.7%	2,061	47.4%	2,006

Quadrant	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
1	37.6%	1,519	36.9%	1,514	32.8%	1,443	34.6%	1,435
2	44.3%	1,782	43.2%	1,789	38.0%	1,770	40.0%	1,714
3	43.1%	1,995	41.1%	1,995	36.8%	1,973	38.8%	1,934
4	52.5%	1,036	50.4%	1,022	45.3%	1,006	43.2%	997
Out of District	50.4%	117	44.0%	116	52.0%	127	53.2%	124

Gender	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
Female	46.7%	3,193	45.2%	3,171	40.4%	3,116	41.8%	3,065
Male	41.0%	3,256	39.4%	3,265	35.4%	3,203	36.6%	3,139



Cohort	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
2032	42.5%	2,050	43.1%	2,061				
2033	42.3%	2,144	40.0%	2,158	45.7%	2,061	47.4%	2,006
2034	46.3%	2,255	43.6%	2,217	39.2%	2,161	38.5%	2,119
2035					28.9%	2,097	31.9%	2,079

Chronically Absent	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
No	46.3%	4,471	45.2%	4,442	39.6%	4,916	41.7%	4,658
Yes	38.4%	1,931	35.6%	1,980	31.6%	1,394	31.3%	1,493

Quadrant Map for Reference

