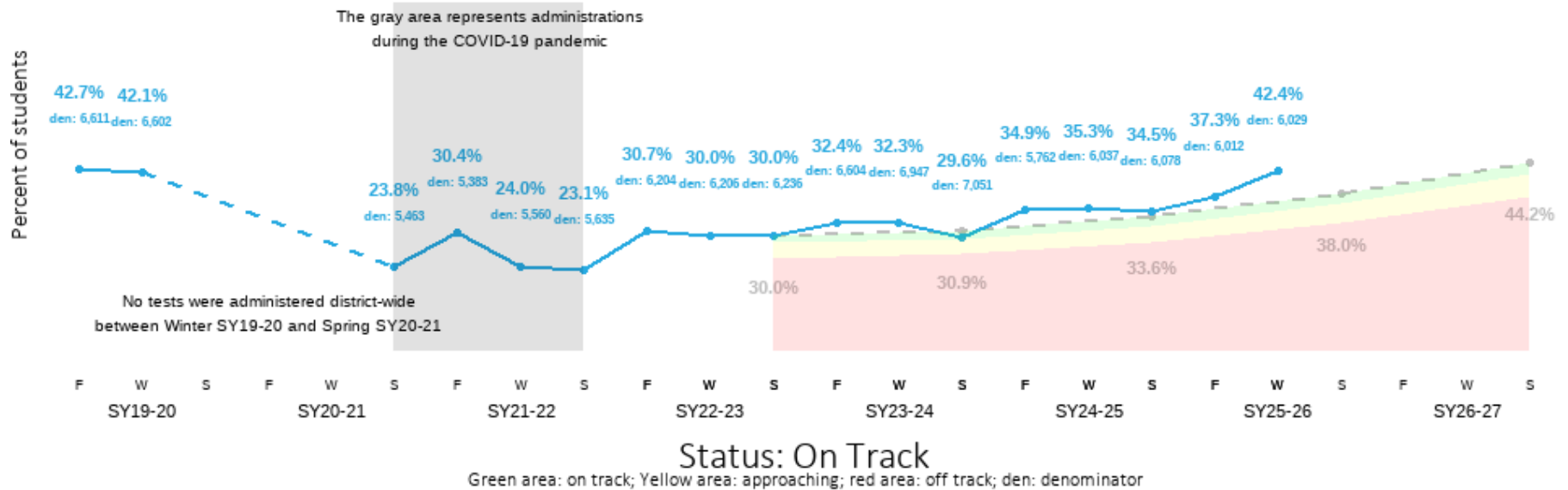




## Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

*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 nationwide 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 the Oklahoma State Testing Program, until students are in third grade. The national 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

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## Metric definition

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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><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>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 &amp; 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 implementation of the district common formative assessment platform is improving. Approximately 77% of all first and second grade students completed the most recent end-of-module assessment in Mastery Connect in December/January, an increase from approximately 70% of grade first and second grade students who completed the first end-of-module assessment in the Fall.</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</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</p>

Follow up on previous report	Action taken	Progress
<p>skills while reducing the amount of teacher talk time and lift within lessons</p>		<p>ownership through the use of collaborative pairs. These sessions were offered during 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><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>With support from the district's Teaching &amp; Learning and Dual Language &amp; World Language Pathways teams, school leaders are providing teachers with structured opportunities to plan and practice implementing literacy routines during faculty and Data &amp; 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 &amp; 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 session, and on average, participants rated</p>

Follow up on previous report	Action taken	Progress
		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><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>To support the effective implementation of weekly Data &amp; Planning Meetings, the Teaching &amp; 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 &amp; Planning meetings.</p> <p>Since September, 77 Teacher Leaders who facilitate these meetings have participated in three professional development workshops led by the Teaching &amp; Learning team.</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 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.</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. 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>
<p><b>Learning from Sites:</b> We are eager to begin to learn more from schools that are growing in literacy achievement at faster rates and</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</p>	<p>At the November School Leader Learning Institute, 11 school leaders shared best practices that have contributed to significant improvements at their schools.</p>



<b>Follow up on previous report</b>	<b>Action taken</b>	<b>Progress</b>
replicating those best practices in other places.	outcomes. District team members documented best practices from schools demonstrating significant growth and implementing intentional, strategic approaches to improving student achievement.	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.

## Next steps and current conditions

Here's what we see now	Anticipated next steps
<p>Overall, Goal 1.2 is on a positive trajectory. With 42.4% of economically disadvantaged students in grades K-2 performing at or above the national 50th percentile in Winter 25-26, the district is on track to reach the May 2027 target of 44%. Progress from Fall 25-26 (+5.1%) has been strong, reflecting meaningful growth across nearly all student groups. Note: this is the first year of updated 2025 national norms, but even with that change, growth from fall to winter during 25-26 has been larger than previous school years. We are confident this reflects real progress for early elementary students.</p> <p>As a reminder, this metric measures the percentage of students scoring at or above the national 50th percentile on MAP, meaning they outperform at least half of students nationally. It is a point-in-time snapshot that typically shows continued growth through spring as instruction continues.</p> <p>Kindergarten showed the most substantial growth this year, moving from 44.7% in Fall 2025 to 55.1% in Winter 2026 (+10.4%). Multilingual learners also showed encouraging progress, improving from 23.8% to 30.3% (+6.5%). However, equity gaps remain a concern, with students with IEPs continuing to perform significantly below their peers without IEPs (23.5% vs. 44.3%, respectively).</p> <p>While the district is well-positioned relative to the 2027 target, sustained focus on foundational literacy instruction and closing gaps for students with IEPs and multilingual learners will be critical to maintaining this trajectory.</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. This winter and spring, schools are implementing reviews of essential standards for students and OSTP test prep during Walk to Read.</p> <p><b>Literacy Best Practices:</b> 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><b>District Team Collaboration:</b> 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><b>The TPS READS grant:</b> 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</p>

	<p>began in late Fall, and book distribution and literacy nights will occur this Spring.</p> <p><b>Tulsa Teacher Corps:</b> Teaching &amp; 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><b>Summer School:</b> 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 K-2 economically disadvantaged students who are at/above the national 50th percentile in reading on MAP, breakdowns by demographic

Ethnicity	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>African American</b>	31.5%	1,380	31.7%	1,352	38.5%	1,326	42.2%	1,326
<b>Asian</b>	33.7%	101	31.4%	105	28.2%	131	31.6%	136
<b>Hispanic/Latino</b>	32.1%	2,603	30.6%	2,650	31.7%	2,748	37.8%	2,768
<b>Multiracial</b>	41.7%	794	41.2%	833	47.1%	724	51.1%	726
<b>Native American</b>	39.2%	217	40.2%	214	44.1%	195	42.8%	187
<b>Pacific Islander</b>	25.0%	76	23.5%	81	21.2%	99	31.1%	103
<b>White</b>	44.9%	866	45.1%	843	47.9%	789	54.2%	783

Grade	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>Kindergarten</b>	54.6%	1,690	52.2%	1,711	44.7%	1,806	55.1%	1,829
<b>1</b>	32.3%	2,195	32.6%	2,206	36.7%	2,052	40.8%	2,045
<b>2</b>	23.1%	2,152	22.5%	2,161	31.7%	2,154	33.1%	2,155

Gender	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>Female</b>	37.4%	2,970	36.4%	2,974	40.0%	2,948	43.9%	2,945
<b>Male</b>	33.2%	3,067	32.7%	3,104	34.8%	3,064	41.0%	3,084

Multilingual Learner	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>Monitored/Exited</b>	75.0%	4	75.0%	4	100.0%	1	100.0%	2
<b>No</b>	39.8%	4,144	40.2%	4,105	44.8%	3,867	49.1%	3,859
<b>Yes</b>	25.1%	1,889	22.7%	1,969	23.8%	2,144	30.3%	2,168

IEP Status	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>No</b>	36.5%	5,495	36.2%	5,460	38.7%	5,529	44.3%	5,475
<b>Yes</b>	22.7%	542	20.2%	618	22.2%	483	23.5%	554

Quadrant	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>1</b>	29.4%	1,400	30.4%	1,393	34.9%	1,346	38.6%	1,342
<b>2</b>	34.2%	1,638	32.0%	1,662	35.4%	1,629	40.3%	1,647
<b>3</b>	37.5%	1,847	37.9%	1,870	37.5%	1,889	43.6%	1,905
<b>4</b>	39.3%	1,012	35.7%	1,008	41.5%	1,012	47.0%	1,009
<b>Out of District</b>	47.1%	140	52.4%	145	52.2%	136	55.6%	126

Cohort	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>2035</b>	23.1%	2,152	22.5%	2,161				



Cohort	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>2036</b>	32.3%	2,195	32.6%	2,206	31.7%	2,154	33.1%	2,155
<b>2037</b>	54.6%	1,690	52.2%	1,711	36.7%	2,052	40.8%	2,045
<b>2038</b>					44.7%	1,806	55.1%	1,829

Chronically Absent	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
<b>No</b>	38.7%	3,916	38.4%	3,891	38.8%	4,456	45.4%	4,215
<b>Yes</b>	29.1%	2,060	27.7%	2,170	33.3%	1,548	35.5%	1,755

### Quadrant Map for Reference

