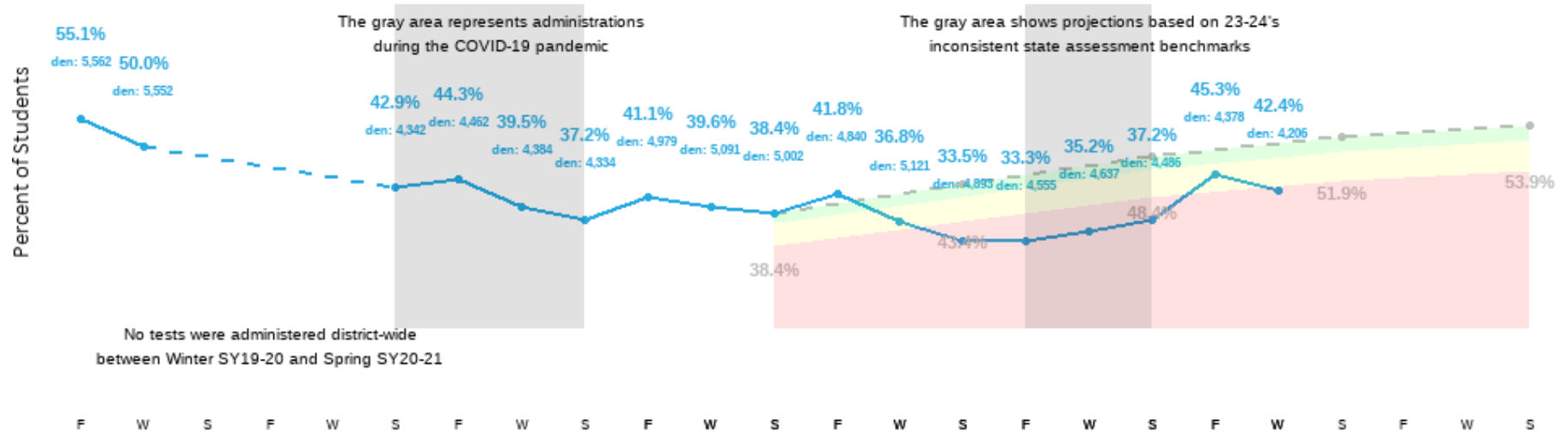




Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

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: 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.

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 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



Students of interest

Metric definition

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>Instructional Resource Support: Teachers will continue receiving support to implement our district-provided, standards-aligned curriculum in classrooms effectively.</p>	<p>District teams continued weekly site visits and classroom walkthroughs to support StudySync implementation, with intensified focus on MRI and CSI schools.</p> <p>ELA and ELD teams deliver a weekly newsletter with shared resources, updates, and instructional guidance supporting Oklahoma State Testing Program (OSTP) and WIDA ACCESS preparation.</p> <p>BuckleUP/OSTP prep resources were developed with student and teacher facing resources.</p>	<p>ELA and ELD Content managers and academic partners continue conducting strategic classroom walkthroughs and teacher meetings to support instruction using the district adopted curricular resources.</p> <p>ELA and ELD teams’ weekly newsletters have exceeded 85% views/week. Consistently high readership indicates strong teacher engagement.</p> <p>OSTP preparation- Sites are actively utilizing BuckleUP materials, with high demand for additional resources signaling growing teacher engagement with OSTP-aligned tools.</p>
<p>ELA Common Benchmark Implementation: All ELA 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>This school year, district teams shifted from implementing various end-of-unit assessments in every core content with various assessment windows, to implementing four common quarterly benchmarks. This shift allowed a more strategic progress monitoring assessment strategy and reduced the number of assessments teachers had to push out during the school year. It also allowed for a more streamlined assessment implementation process.</p> <p>Thoreau is piloting the i-Ready diagnostic assessment. Schoolwide results indicate that the data provides valuable insight to guide instructional planning.</p>	<p>Following the successful quarter 1 and quarter 2 benchmark administration, the district academic team supported sites that launched quarterly benchmark review sessions during department data meetings, where teams identified priority standards for reteaching opportunities.</p> <p>i-Ready pilot: students demonstrated the greatest need in academic vocabulary development and reading comprehension, specifically in both Literature and Informational Text, which reflected the lowest performance across all grade levels. Teachers are using these results to inform instruction by targeting identified skill gaps and providing focused reteaching where needed. Additionally, during study skills classes, educators are leveraging the platform’s instructional resources to deliver targeted remediation and support differentiated learning.</p>

Follow up on previous report	Action taken	Progress
<p>End of Unit Common Assessment Usage: A number of teachers across content areas, including ELD courses, 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>While not mandatory, district teams supported teachers’ use of common end-of-unit assessments across content areas, with department leads and district teams facilitating collaborative analysis conversations of assessment data when teachers used the common assessments.</p>	<p>Several departments’ leads and site leaders reported that standards-aligned assessments have strengthened team discussions and helped establish consistent expectations across grade-level content bands.</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 department leaders in reviewing benchmark data with their departments.</p>	<p>Department Leads have participated in scaffolded training sessions focused on unpacking standards and analyzing standards-aligned assessment data in Mastery Connect. District teams provided direct support during department meetings to review benchmark data and plan reteach actions based on student performance trends.</p> <p>Content managers began strategic 1:1 meetings with DLs to identify DL and site-level department needs to inform CMs and APs where they can differentiate support. CMs continue to support department leads’ growing capacity in standards-aligned work.</p>	<p>Monthly Department Lead meetings have focused on deepening teacher understanding of ELA standards and connecting instruction to curriculum with a clear throughline. Department leads continue to build their data analysis skills using quarterly benchmarks to inform instructional next steps, such as reteach or extension.</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</p>	<p>Tulsa Way Saturday sessions continued monthly, providing critical professional development opportunities despite limited dedicated PD days. Differentiated sessions for grades 6-8 ELA focused on data-driven instructional planning and best practices, data analysis informing next steps, and targeted support for Mastery Connect implementation and reports. Additionally, all teachers can</p>	<p>Tulsa Way Saturday sessions for ELA, Read180, Mastery Connect, ELD and Special Education Services (SES) with favorable teacher feedback averaging 5.8/6 scaled points in survey domains.</p> <p>Multiple sessions have been offered at sites, during site professional development days, staff meetings</p>

Follow up on previous report	Action taken	Progress
<p>learning they need despite limited dedicated PD days.</p>	<p>select to participate in the Tulsa Way for Multilingual Learners. This learning series supports content teachers to understand how instructional supports are selected and implemented to support the academic language of all students in their classrooms.</p> <p>ELD Partners continue to engage directly with school staff to deliver professional learning and how to support multilingual learners along with all students learning academic language.</p>	<p>before and after school, and during department meetings focused on unpacking standards, connecting the standards to the curriculum, and creating a throughline to lesson plans. The sessions are in support of teachers, learning directors, and administration teams.</p> <p>ELD Partners and School leaders follow up these sessions with walkthroughs to ensure implementation expectations are being met building wide.</p>
<p>Leadership Development: We are continuing to develop school leaders through our ILD and academic partner-led Professional Learning Growth Communities (PLGCs), focusing on effective instructional coaching and data-aligned best practices.</p>	<p>PLGCs continued with school leaders, emphasizing content-aligned observation and coaching cycles. Sessions focused on building leaders' capacity to conduct data-driven instructional walkthroughs and provide meaningful feedback to teachers on curriculum implementation and student engagement strategies.</p>	<p>S1 PLGCs focused on building site leader capacity in implementing best instructional practices using district-adopted ELA, ELD, and R180 resources.</p>
<p>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</p>	<p>Five sites (Central, East Central, Hale, Monroe, and Webster) participate in TPS READS High-Dosage tutoring for grades 6-8. Session 1 was completed Oct. 28 through Dec. 19, 2026. Session 2 started Jan. 13 and will conclude Mar. 13, 2026.</p> <p>Tutors are providing intensive support to students primarily with scores below the 25th percentile in MAP reading and math. This spring, participating schools will host a Family Night with hands-on literacy or math activities, encouragement for students during the testing window, and guidance for providing at-home support for families.</p>	<p>Session 1 had 52 students with an average attendance of 5.5 tutoring sessions. Session 2 currently has 35 students enrolled.</p> <p>16 tutors, supported by 4 site coordinators, conducted 152 tutoring sessions during Session 1. Currently, Session 2 is ongoing with 102 sessions conducted by 11 tutors.</p> <p>Sites will receive book bundles for each student attending the tutoring program to support literacy engagement at home.</p>



Follow up on previous report	Action taken	Progress
sites will receive \$2,000 for family literacy and math events.		
<p>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 Multilingual students and Multilingual Learners.</p>	<p>While not mandatory, ELD teachers' use of common end-of-unit assessments, with department leads and district teams facilitating collaborative analysis conversations of assessment data when teachers used the common assessments.</p> <p>The ELD PLGC continued with school leaders, emphasizing content-aligned observation and coaching cycles. Sessions focused on building leaders' capacity to conduct data-driven instructional walkthroughs and provide meaningful feedback to teachers on curriculum implementation and student engagement strategies.</p> <p>Additionally, all teachers can select to participate in the Tulsa Way for Multilingual Learners series that supports content teachers understand how instructional supports are selected and implemented to support the academic language of all students in their classrooms.</p>	<p>ELD school teams and site leaders reported that standards-aligned assessments have strengthened team discussions and helped establish consistent expectations across proficiency bands.</p> <p>S1 PLGCs focused on building site leader capacity in implementing best instructional practices using district-adopted ELA, ELD, and R180 resources.</p> <p>Tulsa Way Saturday sessions for ELA, Read180, Mastery Connect, ELD and special education with favorable teacher feedback averaging 5.8/6 scaled points in survey domains.</p>
<p>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</p>	<p>Instructional Leadership Directors (ILDs), content managers, and academic partners initiated collaboration cycles to identify schools for targeted classroom observations based on network data. During these monthly meetings, ILDs and content district teams share field notes, site-based initiatives and plan strategic next steps that have encouraged alignment across teams and a tiered strategy for site level response.</p>	<p>Content managers and academic partners met with the ILDs to catalog ACT preparatory initiatives occurring at each site, with the goal of strengthening teacher support.</p>

Follow up on previous report	Action taken	Progress
<p>opportunities to demonstrate their learning.</p>		
<p>Interventions: Exact Path Tier 2 intervention in secondary is monitored weekly by ILDs, site leaders and the program manager. Each site determines either a whole-school or targeted approach to serve students who fall below the 50th percentile in MAP or the Exact Path Diagnostic Assessment. Students engage with personalized learning paths during a dedicated time during the school day in an advisory, study skills class, or other designated period.</p> <p>Literacy Skills is an elective class that utilizes Read180 as a Tier 3 intervention and focuses on students who fall in the lowest quartile of MAP for grades 6-8 or the Exact Path Diagnostic Assessment for grades 9 and 10. Secondary Literacy Skills teachers have access to coaching for all secondary sites via HMH coaching or the program manager. Data tracking is key to meeting district targets in usage and segment/topic completion.</p> <p>The Special Education Team will continue to train, coach, and support all teachers who implement Really Great Reading for students who score</p>	<p>All teachers were asked to complete a Canvas Training course on Exact Path as a tier 2 intervention as a part of their in-service training before the 25-26 academic year. The program manager provides site based training at school leader requests and also communicates training force completion as requested. As well, the program manager partners with ILDs, site leaders, and teachers to understand and analyze data trends.</p> <p>The manager of academic programming manages HMH coaching at secondary sites to support teachers' implementation of Read180 in Literacy Skills. Professional learning opportunities have occurred during Tulsa Way Saturdays. Regular classroom walkthroughs occur with a focus on MRI and CSI sites. Data tracking of platform engagement is ongoing and shared with ILDs, site leaders, and teachers. A weekly newsletter is shared to provide important information and communicate district expectations and goals.</p> <p>The Special Education Instructional Coordinators coach SES teachers in the implementation of the Really Great Reading curriculum. Support SES teachers in differentiated training based on programmatic initiatives.</p> <p>ELD Partners work directly with school leadership and ELD teachers to understand student usage and performance data with the intervention platforms. Teachers received modeling and coaching to improve implementation and student performance.</p>	<p>The manager of intervention programming has provided site-based training at site leader's requests. Exact Path data is reviewed monthly at ILD and partner collaborative meetings. Middle- of-year MAP and Exact Path Diagnostic Assessments indicate that effective intervention has a positive effect on student performance.</p> <p>Middle-of-year MAP and Exact Path data indicate that students in Literacy Skills show significant growth from beginning-of-year assessments. 52% of Literacy Skills students grades 6-8 met or exceeded projected growth which matches overall district levels of growth for grades 6-8.</p> <p>HMH MOY review shows that students are closer to meeting district goals of platform usage and competition in Read180.</p> <p>Professional learning opportunities have occurred during the summer, at Tulsa Way Saturdays, and in the special education teachers' classrooms as requested by the teacher or the building leader.</p> <p>80-90% of students using Achieve3000 are getting at least 1 first try score with 75% or higher each month. Lexile growth is consistent across schools on track to complete at least 40 lessons with a first try score of 75% or higher. Schools piloting the SummitK12 platform are meeting the usage minute threshold inconsistently.</p>



Follow up on previous report	Action taken	Progress
<p>at the first percentile on the MAP assessments in the area of reading.</p> <p>Multilingual learners engage with the Achieve3000 and the SummitK12 to develop literacy and language skills.</p>		

Next steps and current conditions

Here's what we see now	Anticipated next steps
<p>Winter 2025-26 shows 42.4% of economically disadvantaged students projected to score Basic or above, a decline from Fall 2025-26 (45.3%) but still an improvement over the baseline of 38% from May 2023. The district's average MAP Reading RIT scores for grades 6–8 increased both year over year and from Fall to Winter, indicating that students are demonstrating stronger reading proficiency than at this point last year.</p> <p>However, student growth from Fall to Winter did not keep pace with the growth assumptions embedded in the projection model used to track this goal. For the past several years, TPS students have shown less growth in the spring semester than in the fall, and the projection model accounts for this pattern, resulting in a lower Winter projection despite objective gains in student performance.</p> <p>As a result, progress on goal 2.1 remains "Off Track" to reach 54% by May 2027, requiring approximately 11–12 percentage points of growth in just over a year.</p> <p>Chronic absence remains one of the most consequential patterns in our secondary MAP progress. Students who are not chronically absent are projected Basic or above at 48.2%, while chronically absent students sit at 31.3%, a nearly 17-point gap. Students with disabilities remain at 14.1% projected Basic or above, active multilingual learners remain at 25.3%, among the lowest subgroups.</p>	<p>Instructional resources and intervention support</p> <ul style="list-style-type: none"> ● District adopted curriculum support: continue supporting teachers and school leaders with Tier 1 instructional resources and strategies. ● SES support: continue supporting special education teachers in the implementation of Tier 1 instructional resources and the OSTP Buckle Up resources. ● OSTP resource support: continue to support schools to implement the Buckle Up materials effectively. ● Interventions support: HMH site-based coaching for Read180 will continue until April 22nd with weekly coaching opportunities at selected sites. Exact Path support is available at site leader request. End-of-year assessments present the opportunity to understand the impact of Exact Path and Literacy Skills as interventions for students who assessed on both beginning and end of year assessments. <p>Multilingual learner support</p> <ul style="list-style-type: none"> ● ML support: April Tulsa Way Saturday will be hosted by the Language and Cultural Services team with the annual Language and Cultural Services Summit. ELD Partners will work with school leaders to create school plans that incorporate action steps to support multilingual learners with building academic language and build literacy and language through scaffolded instructional practices. ELD Manager and Partners will continue to conduct walkthroughs to monitor best practices for multilingual learners and implementation of best practices. <p>Professional learning and instructional leadership support</p> <ul style="list-style-type: none"> ● Professional learning: tiered teacher preparation, planning, and best instructional practices support (novice, MRI/CSI targets); iReady preparation and planning support. ● Department lead support: content managers will continue their work developing department leads in managing and conducting department meetings and supporting teachers on their team with data-informed instructional practices. ● Shift in PLGCs: during the spring semester, ILDs will collaborate with Teaching and Learning Initiative (TLI) to shift the PLGCs to provide more individualized, site-based walkthroughs with

Here's what we see now	Anticipated next steps
	<p>leadership teams, ILDs, and academic partners. The focus of these PLGCs will be designed based on the school leader's needs.</p> <p>Cross-functional district support and planning</p> <ul style="list-style-type: none"> ● District teams' collaboratives: continue to work across departments to assure aligned support for sites. ● Secondary Scheduling Meetings: a cross-functional district team will be collaborating with school leaders to examine current site schedules based on enrollment and student-teacher ratios in order to improve teacher utilization and best meet students' instructional needs.



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	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
African American	31.4%	1,151	32.9%	1,055	42.7%	1,000	39.1%	948
Asian	37.6%	101	41.6%	101	51.0%	100	51.5%	97
Hispanic/Latino	32.0%	1,943	33.8%	1,888	41.7%	1,894	39.7%	1,842
Multiracial	41.9%	513	47.3%	543	52.0%	527	47.1%	497
Native American	41.2%	187	41.2%	177	49.1%	159	45.0%	160
Pacific Islander	22.0%	118	19.5%	118	30.2%	116	34.2%	111
White	46.8%	624	47.7%	604	56.5%	582	51.9%	551

Multilingual Learner	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
Monitored/Exited	85.4%	316	88.0%	316	93.6%	342	91.5%	340
No	38.8%	2,645	40.8%	2,546	50.0%	2,500	46.0%	2,390
Yes	20.0%	1,676	21.6%	1,624	26.9%	1,536	25.3%	1,476

IEP Status	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
No	39.1%	3,999	41.6%	3,863	50.0%	3,791	46.7%	3,647
Yes	10.5%	638	9.8%	623	14.7%	587	14.1%	559

Grade	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
6	37.5%	1,557	39.6%	1,527	53.9%	1,460	48.9%	1,417
7	32.2%	1,523	34.0%	1,454	37.7%	1,474	35.3%	1,403
8	35.8%	1,557	37.7%	1,505	44.3%	1,444	42.9%	1,386

Quadrant	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
1	33.7%	1,055	35.2%	1,054	43.4%	969	42.3%	849
2	37.1%	1,225	37.7%	1,201	43.4%	1,197	42.6%	1,158
3	31.6%	1,410	32.8%	1,337	43.4%	1,375	39.1%	1,362
4	39.2%	887	45.0%	840	53.1%	791	48.0%	794
Out of District	45.0%	60	52.8%	53	54.3%	46	39.5%	43

Gender	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
Female	38.9%	2,272	40.7%	2,202	49.7%	2,135	45.0%	2,057
Male	31.6%	2,365	33.8%	2,284	41.1%	2,243	39.9%	2,149



Cohort	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
2029	35.8%	1,557	37.7%	1,505				
2030	32.2%	1,523	34.0%	1,454	44.3%	1,444	42.9%	1,386
2031	37.5%	1,557	39.6%	1,527	37.7%	1,474	35.3%	1,403
2032					53.9%	1,460	48.9%	1,417

Chronically Absent	Winter SY24-25		Spring SY24-25		Fall SY25-26		Winter SY25-26	
	%	denom	%	denom	%	denom	%	denom
No	43.3%	2,412	46.0%	2,387	49.0%	3,052	48.2%	2,730
Yes	26.4%	2,186	27.4%	2,087	36.8%	1,322	31.3%	1,433

Quadrant Map for Reference

