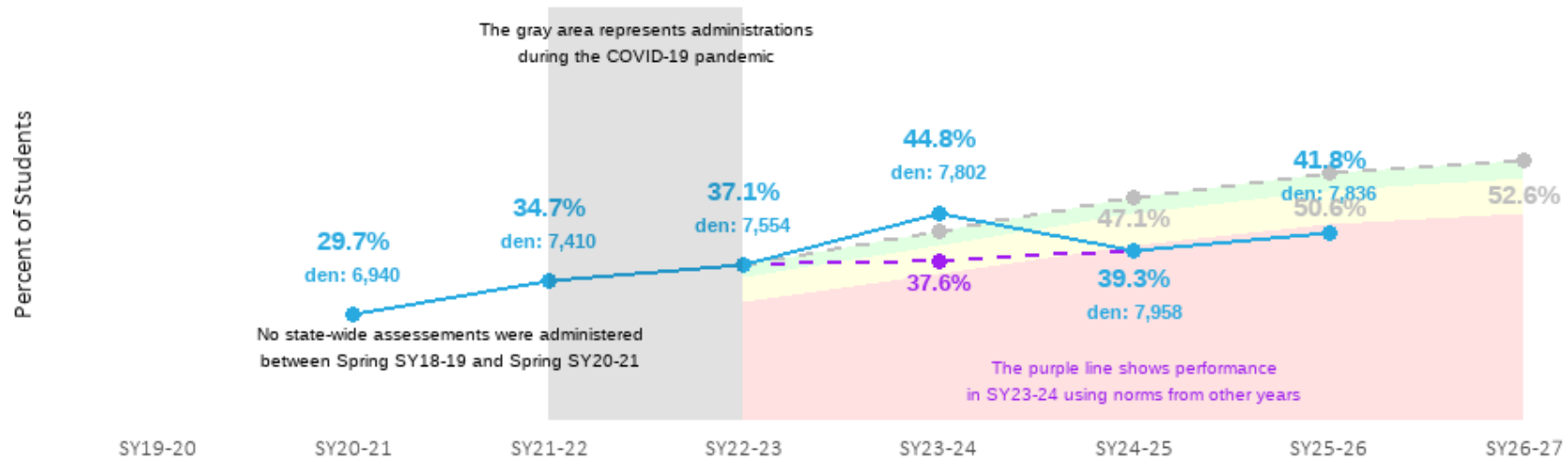


Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Goal 1: The percentage of grade 3-5 students who score Basic or above on OSTP ELA assessment will increase from 37% in May 2023 to 53% by May 2027.



Status: Off Track

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

Students of interest

Third through fifth grade students assessed for the OSTP - the Oklahoma School Testing Program - are included in this metric.

Metric definition

Students take the OSTP once a year in the Spring and their score is assigned one of four performance levels: Below Basic, Basic, Proficient, and Advanced.

Students who are Basic, Proficient, or Advanced are counted as Basic or Above in this metric.

This report covers data from administrations during the 2017-2018 school year through the 2025-2026 school year

OSTP was not administered in Spring SY19-20 due to the COVID-19 pandemic

Next steps and current conditions

Follow up on previous report	Action taken	Progress
<p>Teaching and Learning</p> <ul style="list-style-type: none"> We remain sharply focused on ensuring all students engage in strong, 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 year, students who are performing at or above the 60th percentile on MAP or Amira are not required to utilize a digital platform during Walk to Read. Instead, schools have the autonomy within the district curriculum to provide those students with other experiences to build comprehension skills, including reading independently, completing novel studies or participating in book groups. We are continuing to hold weekly Data & Planning meetings to guide and improve instruction. During those meetings, schools are prioritizing planning and practicing effective re-teaching of essential skills based on student needs <p>Professional Learning and Support</p> <ul style="list-style-type: none"> We are continuing to focus professional learning on building students' writing skills in both the Reading and Writing blocks. 	<p>In SY25-26, elementary instructional support remained focused on strengthening Tier 1 core instruction through targeted professional learning, practice-based support, and teacher leadership development.</p> <p>Key efforts included:</p> <ul style="list-style-type: none"> Strengthening literacy instruction: School leaders and teachers received training on using complex texts, with many schools implementing novel studies in Walk to Read for students above the 60th percentile. All K-5 teachers also completed in-person Writer's Workshop training during August 2025 back-to-school professional development. Building instructional leadership: At the November 2025 School Leader Learning Institute, 11 leaders shared practices contributing to school improvement, including data use, academic ownership, teacher goal setting, Data & Planning meetings, Start Right Readers, new teacher support, ELD co-teaching, attendance, and family engagement. Increasing application of learning: Professional Learning & Growth Communities introduced a practice-based model in which school leaders applied instructional strategies directly with students, strengthening the connection 	<p>Strengthening Core Instruction and Intervention: Schools and district teams continue to strengthen Tier 1 core instruction and Walk to Read intervention, with improved implementation across the district and increased use of district-selected curricula.</p> <p>Complex Text Groups: Early implementation for students performing above the 60th percentile has received positive feedback from teachers and school leaders, with several schools reporting notable student growth. All schools will implement Complex Text Groups in SY26–27. To support this, departmentalized elementary ELA teachers were trained on Complex Text during 2026 back-to-school professional development.</p> <p>Sustained Professional Learning: Throughout SY25–26, the Teaching & Learning and Language & Cultural Services teams provided ongoing professional learning opportunities during every Tulsa Way Saturday, supporting consistent instructional improvement across schools.</p> <p>Building Instructional Capacity</p> <ul style="list-style-type: none"> Writing and Language Development: 2026 back-to-school

Follow up on previous report	Action taken	Progress
<p>Students need more opportunities to write each day to build the skills and confidence of effective writers. This is currently a gap in many of our classrooms. During back to school professional development in August 2025, all K-5 elementary teachers participated in an in-person, hands-on training on implementing the HMH Writer's Workshop.</p> <ul style="list-style-type: none"> • The Elementary Literacy team is taking a multifaceted approach to school support this year. We are implementing cycles of continuous learning for teachers that include demonstrating effective instructional practices in classrooms, observations and coaching, and site-based, targeted professional learning. We are also working to better align our support with other district teams, including Instructional Mentors, Leadership Development Coaches, as well as external partners for greater impact. • Professional learning for school leaders will also focus on strengthening the implementation of foundational literacy skills across all grade levels. 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. • Despite the limited number of district professional development days, we are 	<p>between professional learning and classroom practice.</p> <ul style="list-style-type: none"> • Supporting ongoing implementation: Teachers continued practicing core literacy strategies, including partner and shared reading, through Tulsa Way Saturdays. Teacher leaders also received ongoing training and support in facilitating effective Data & Planning meetings. • Maximizing available resources: With little to no Title funding available for additional professional development, schools are strategically using available teacher learning time to sustain and deepen instructional practices. 	<p>professional development strengthened teacher expertise in Writer's Workshop and strategies to build student schema that support language development, vocabulary, and writing, with particular emphasis on multilingual learners. Schools demonstrating strong OSTP growth among multilingual learners consistently emphasized high-quality writing instruction and targeted language-development strategies.</p> <ul style="list-style-type: none"> • Standards Internalization and Intellectual Preparation: During 2026 back to school professional development, all elementary teachers participated in sessions on unpacking standards and planning, deepening their understanding of the Oklahoma Academic Standards and strengthening lesson preparation.

Follow up on previous report

Action taken

Progress

<p>committed to providing teachers with opportunities to continue improving their literacy practices. Every month, during Tulsa Way Saturdays, we continue to host Literacy Lab, which engages teachers in hands-on planning and practice with key literacy routines, including Partner Reading, Turn & Talk, and Small Group Instruction. And at least twice a year, we'll provide a make-up curriculum orientation for late hires.</p>		
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Here's what we see now

Anticipated next steps

<p>Grade 3-5 performance on the OSTP ELA assessment increased from 39.3% Basic or above in SY24-25 to 41.8% in SY25-26, continuing a pattern of steady but modest growth. This rate of improvement remains below the trajectory needed to reach 53% by 2027, and the goal remains Off Track.</p> <ul style="list-style-type: none"> • 3rd grade increased from 35.6% to 36.7% of students performing at Basic or above. • 4th grade increased from 36.0% to 38.1% of students performing at Basic or above. • 5th grade increased from 46.7% to 51.0% of students performing at Basic or above, the strongest growth of any grade level. <p>Students across most demographic groups showed improvement from 2025 to 2026. Growth was particularly strong among Pacific Islander students (18.9% to 28.4%) and Asian students (32.6% to 36.6%). African American, Hispanic/Latino, Multiracial, and White</p>	<p>Sustained focus on high-quality core instruction and targeted intervention has played a key role in our consistent growth over the past several years. While we continue to make progress, the pace of growth must accelerate significantly to achieve more substantial gains for students and meet our annual state target of 5% growth. To build on the strong practices already in place, we will continue to strengthen core instruction and intervention while making several key shifts:</p> <p>Walk to Read</p> <ul style="list-style-type: none"> • Teacher-led Instruction and Literacy Centers: <ul style="list-style-type: none"> ○ During our first five years of implementation, we focused on establishing strong practices across sites, with an emphasis on small-group instruction at the teacher table and digital platforms to support individualized learning. ○ In year 6, we will continue to prioritize teacher-led instruction while expanding the use of literacy centers for all K-5 students. These centers will provide more hands-on, independent opportunities for students to
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Here's what we see now

students all showed gains of two to four percentage points, and students on IEPs improved from 18.4% to 21.0%. However, Native American students showed a decrease (51.9% to 47.2%), and multilingual learners' performance remained consistent (23.5% to 23.6%), as they are continuing to acquire the English language proficiency required to perform on an assessment in English.

Anticipated next steps

practice targeted literacy skills. Schools may continue to incorporate digital platforms into their center rotations; however, technology will no longer serve as the primary independent learning tool.

- As a result, students will spend significantly less time working on digital platforms while gaining more opportunities for meaningful, skills-focused practice and engagement.
- **Complex Texts:** All schools will implement Complex Text groups for students at or above the 60th percentile during SY26-27. This continues to be a focus area for school leader learning and was a component of the 2026 back to school teacher professional development.
- **Support for at-home literacy:** We will pilot some at-home literacy support strategies during SY26-27 in targeted schools. This will include providing families with text messages in their home language featuring short, daily activities to help students build literacy skills at home. The activities align with the district's core curriculum and the Science of Reading.

Core Instruction

Multilingual Learners and focus on language development, vocabulary and writing: The district will continue prioritizing teacher and school leader capacity to support multilingual learners in all classrooms, with a focus on building background knowledge, vocabulary, and writing skills. Collaborative teaching is strongest and outcomes are better when all teachers—not just ELD teachers—use multilingual learner-supportive strategies, recognizing that language development benefits every student.

Strong Readers Act:

- Students who performed below the 40th percentile on the beginning of year universal screener have each received an

Here's what we see now

Anticipated next steps

	<p>individualized Student Literacy Intervention Plan. Each month, families will receive a progress report for those students.</p> <ul style="list-style-type: none">• During SY26-27, a cross-functional group of district staff and principals will determine our approach to transitional first and second grades as well as the learning experience for students who will be retained in third grade.
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Percentage of grade 3-5 students who score Basic or above on OSTP ELA assessment, breakdowns by demographic

Ethnicity	2023		2024		2025		2026		Multilingual Learner	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom		%	denom	%	denom	%	denom	%	denom
African American	25.0%	1,669	35.9%	1,662	31.2%	1,577	33.3%	1,593	Monitored/Exited	93.2%	132	97.5%	315	97.1%	140	100.0%	173
Asian	41.5%	142	48.9%	139	32.6%	132	36.6%	142	No	41.7%	4,713	51.7%	4,723	47.3%	4,832	50.0%	4,904
Hispanic/Latino	30.9%	2,947	36.9%	3,164	30.1%	3,116	32.9%	3,098	Yes	26.4%	2,709	26.8%	2,764	23.5%	2,986	23.6%	2,759
Multiracial	47.8%	839	54.5%	881	49.3%	1,002	53.0%	968									
Native American	42.3%	317	55.7%	305	51.9%	324	47.2%	301	IEP Status	%	denom	%	denom	%	denom	%	denom
Pacific Islander	19.2%	130	38.8%	129	18.9%	132	28.4%	134	No	40.9%	6,536	48.7%	6,721	42.8%	6,817	45.5%	6,644
White	56.4%	1,507	63.0%	1,522	57.8%	1,674	61.3%	1,600	Yes	12.4%	995	20.2%	1,081	18.4%	1,139	21.0%	1,192

Grade	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
3	32.2%	2,579	45.1%	2,725	35.6%	2,781	36.7%	2,616
4	33.1%	2,537	44.8%	2,553	36.0%	2,646	38.1%	2,686
5	46.3%	2,438	44.4%	2,524	46.7%	2,531	51.0%	2,534

Gender	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
Female	39.4%	3,713	48.6%	3,769	41.5%	3,887	43.1%	3,862
Male	34.8%	3,838	41.2%	4,033	37.1%	4,070	40.5%	3,974

Quadrant	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
1	27.5%	1,645	35.2%	1,681	31.0%	1,707	33.5%	1,682
2	32.6%	1,804	43.1%	1,988	36.3%	2,038	39.8%	1,955
3	34.7%	2,345	41.4%	2,416	35.2%	2,399	37.6%	2,356
4	56.6%	1,474	60.7%	1,565	56.2%	1,604	56.6%	1,622
Out of District	56.2%	128	65.9%	138	55.4%	195	59.6%	218

Cohort	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
2030	46.3%	2,439						
2031	33.1%	2,535	44.4%	2,524	33.3%	3		
2032	32.2%	2,577	44.8%	2,555	50.0%	14		
2033			45.1%	2,723	46.6%	2,529	51.0%	2,535
2034					36.0%	2,652	38.0%	2,686
2035					35.7%	2,759	36.7%	2,615

Chronically Absent	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
No	-	-	49.9%	5,299	43.5%	5,696	46.2%	5,812
Yes	-	-	34.1%	2,479	28.6%	2,243	29.2%	2,011

Quadrant Map for Reference

