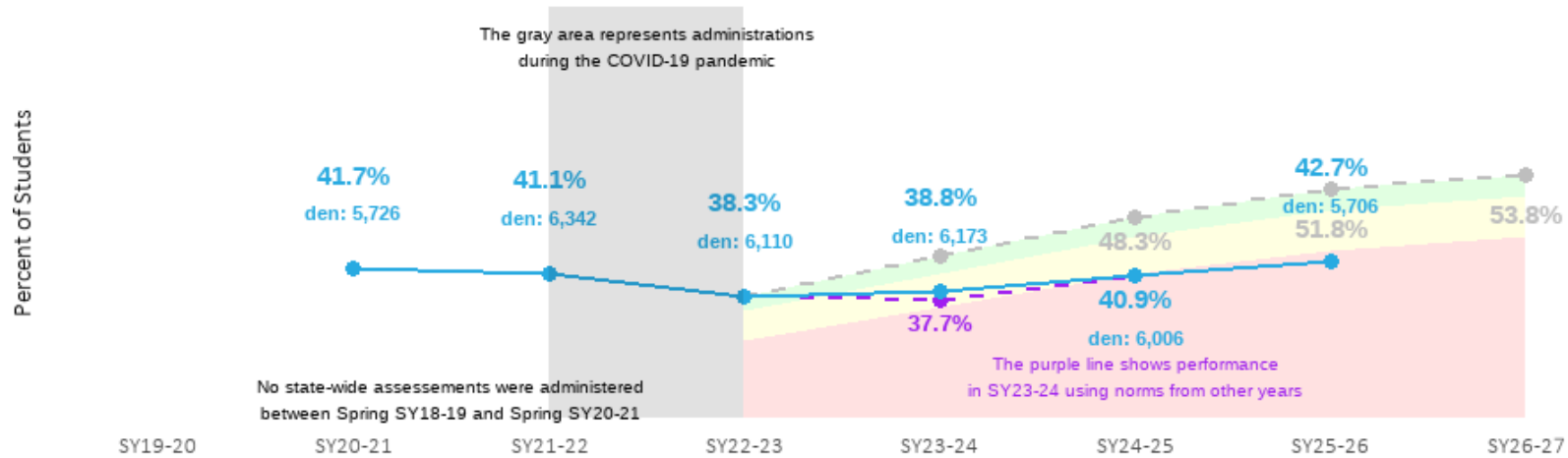


Tulsa Public Schools 2022-2027 Strategic Plan: Goal Monitoring Report

Goal 2: The percentage of grade 6-8 students who score Basic or above on Spring OSTP ELA assessment will increase from 38% 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

Sixth through eighth 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>Strengthening instructional leadership: Continue developing school leaders and Department Leads through Professional Learning Growth Communities and targeted professional learning focused on content, data use, instructional best practices, and effective coaching.</p>	<p>Continue site-focused Professional Learning Growth Community model: Pairing School Leadership Directors (SLDs), school leaders, and their tiered teachers around individualized, data-informed coaching, building on the site-based walkthrough approach piloted with Instructional Leadership Directors and the Teaching and Learning Initiative last spring.</p> <p>Content managers began the new year continuing Department Lead development, now oriented around Exact Path and StudySync data rather than Mastery Connect.</p>	<p>Last spring's version of this model drew strong leader feedback and tighter alignment between observations and site priorities. District teams are carrying that momentum into this year's Professional Learning Growth Community cycle. The new Spring model shifted from whole-group school leader learning to a site-level model for a more targeted approach. In this approach, site-level leadership teams partnered with their Instructional Leadership Director and district academic teams in an effort to tailor school leader and teacher support to meet individualized site needs. Additional progress indicators will be available once the first round of site-based walkthroughs under the new differentiated structure is complete.</p>
<p>Supporting standards-aligned instruction: Continue supporting teachers in the implementation of district-provided, standards-aligned curricular resources and using common assessments to establish consistent expectations and generate comparable data across classrooms.</p>	<p>Strengthened ELA Assessment Practices: Teachers continued implementing StudySync as the core standards-aligned ELA resource, with Modern Classroom Project resources being built to ensure vacancies and substitute coverage don't disrupt grade-level instruction.</p> <p>To strengthen the use of common assessments and generate more consistent, comparable data across classrooms, a standards-aligned pretest/posttest has been added to each semester.</p>	<p>Fall 2026 is the first semester of pretest/posttest implementation, so unit-level growth data is not yet available. Early classroom walkthroughs and teacher meetings are being used to monitor uptake and fidelity of StudySync and the new assessment structure at MRI and CSI schools in particular.</p>

Follow up on previous report	Action taken	Progress
<p>Increasing the use of data to drive instruction: Continue ELA benchmark implementation and review through Mastery Connect. Teachers are becoming more comfortable with quarterly benchmarks, and early data meetings are helping departments identify priority standards, reteaching needs, and targeted intervention strategies. District teams will continue supporting Department Leads in preparing for benchmark data reviews with their departments in October and November.</p>	<p>Tier 1 instruction and Intervention data drivers: Mastery Connect and MAP were eliminated this year and replaced with Exact Path as the primary diagnostic and benchmark tool for measuring ELA growth. District teams built an Exact Path Canvas asynchronous course with tracking data for School Leadership Directors and site leaders, and developed a school leader facilitation guide and walkthrough tool to support this transition. StudySync benchmarks continue alongside the new pretest/posttest strategy.</p>	<p>Teachers are building familiarity with Exact Path diagnostics and curriculum benchmarks in place of MAP and quarterly Mastery Connect benchmarks. District teams are prioritizing training and walkthrough support so that departments are prepared to review initial diagnostic data and identify reteaching needs later this fall. As of mid-September, 89% of teachers have completed training on Exact Path.</p>
<p>Building formative assessment capacity: Continue scaffolded training for Department Leads on scheduling and facilitating department data meetings, unpacking standards, and developing standards-aligned formative assessments in Mastery Connect to inform reteaching and other instructional responses.</p>	<p>Scaffolded training for Department Leads: Training for department leads focused on scheduling and facilitating department data meetings using Exact Path diagnostic data and StudySync ELA pretest/posttest results, rather than Mastery Connect.</p> <p>The school leader facilitation guide and walkthrough tool developed for Exact Path is being used to support this transition.</p>	<p>Given the fall 2026 assessment tool changes (Mastery Connect and Exact Path), Department Leads are in the early stages of applying prior formative-assessment facilitation skills to review the Exact Path data and their ELA pretest data. Last spring's cohort of department leads reported growing confidence using benchmark data for reteaching and extension, which district teams are building on as Department Leads adapt to Exact Path and the new assessment cycle.</p>
<p>Leveraging professional learning opportunities: Continue using Tulsa Way Saturday as a key professional</p>	<p>Tulsa Way Saturday continues as a key professional development lever, with beginning of year sessions focused on</p>	<p>Last year's Tulsa Way Saturday sessions averaged 5.7 out of 6.0 across survey domains, reflecting strong teacher engagement with this model heading into the new year.</p>

Follow up on previous report	Action taken	Progress
development lever to provide teachers with ongoing learning and instructional support, particularly given the limited number of required professional development days available during the school year.	Exact Path implementation and data analysis, StudySync ELA, and the new Tier 1 pretest/posttest strategy alongside continued support for Read180, Achieve 300, and Really Great Reading.	
Maintaining an equity-focused approach: Continue monitoring achievement and growth across Multilingual Learner and Special Education student groups to ensure overall gains translate into meaningful progress for students with exceptional learning needs.	District teams continued monitoring achievement and growth for multilingual learners and Special Education student groups. English Language Development Partners and Special Education Coordinators continued coaching and support, including Achieve 3000 and Really Great Reading coaching support for students with disabilities, carrying into this year the recommendation to extend eligibility to the 10th percentile for SY26-27.	<p>Last year, 45% of Really Great Reading participants improved above the 11th percentile, supporting continued and expanded use of that intervention this year.</p> <p>Last year, 1.9% of Achieve 3000 users in grades 6-8 started the year “CCR: on track” based on Lexile and 21.4% of Achieve 3000 users in grades 6-8 ended the year “CCR: on track” based on Lexile scores. We saw an average Lexile growth of 189L for users, leading to expanded use of that intervention across all in-person learning middle schools for multilingual learners this school year.</p>

Here's what we see now	Anticipated next steps
<p>Overall Performance: The percentage of students in grades 6–8 scoring Basic or Above in ELA increased for the third consecutive year, rising from 40.9% in 2025 to 42.7% in 2026. This continues the recovery trend seen since 2023.</p> <p>Growth is uneven across student groups, with some groups showing notable gains while others remain well below the district target.</p> <ul style="list-style-type: none"> • Monitored/Exited Multilingual Learners show the strongest achievement (87.9% in 2026), while current Multilingual Learners continue to perform at a lower rate in English, as they are not yet proficient in the language of assessment, at 19.3%. Non-Multilingual Learners sit in the middle at 49.0%. • There remains a strong link between student attendance and achievement, with non-chronically absent students scoring nearly twice as high (51.9% in 2026) as chronically absent students (28.0%). • White students remain the highest-performing group (61.2% Basic or Above in 2026), followed by Multiracial (50.1%) and Native American students (49.4%). African American (37.8%) and Hispanic/Latino (35.3%) students remain well below the district average. Pacific Islander students continue to have the lowest rates (21.4%), though this reflects a rebound from 18.2% in 2025. • 6th grade shows the highest performance (48.5% in 2026), followed by 8th grade (40.8%) and 7th grade (39.0%). Notably, 8th grade performance declined slightly from 2025 (41.9%) while 6th and 7th grade both improved. • Females outperformed males by ~5.6 percentage points (45.6% vs. 40.0% in 2026), though both groups continued to improve from 2025. 	<p>Secondary scheduling: SY26-27 master schedules provide consistent, protected intervention time for students below the 50th percentile, with fidelity to Read180 and Exact Path dosage expectations.</p> <p>Cross-functional team collaboratives: continuing Team Schools/Academics collaboration to support the targeted MRI/CSI schools to address teacher and school leader instructional development and capacity.</p> <p>Middle school targeted strategies by grade band: Build a 6th-grade partner-reading bridge from elementary into middle school; address the persistent 7th-grade performance gap through staffing decisions, early intervention, and continued OSTP-aligned support; and help 8th-grade teachers build students' reading stamina with complex texts to prepare them for high school.</p> <p>Curriculum and instruction: Strengthen StudySync implementation at MRI and CSI schools; continue building out the pretest/posttest/quarter benchmark strategy to generate more consistent instructional data; focus fall/winter ELA professional learning on using Exact Path diagnostic and StudySync assessment data alongside teacher feedback; and streamline support so department data meetings are fully and consistently implemented district-wide. Leveraging our new SS curriculum to support literacy skills; ELA and Social Studies teams are partnering to share literacy strategies and leverage English Language Development strategies and graphic organizers. We started training social studies teachers during the onboarding sessions of the newly adopted curricular resources to utilize literacy strategies such as partner reading, turn/talk, etc., supporting students' reading, writing and speaking engagement with informational, complex text.</p>

Here's what we see now	Anticipated next steps
<ul style="list-style-type: none"> Students with IEPs scored 15.4% in 2026, essentially flat compared to 2025 (15.5%) after several years of improvement, while students without IEPs continued to climb to 47.4%. Quadrant 4 continues to significantly outperform the rest of the district (57.1% in 2026), while Quadrants 1–3 remain clustered between 36.8% and 39.3%. 	<p>Learning Director Development: Academics partnered with SLDs to develop a scope and sequence for Learning Director monthly PD. Meetings with LDs will inform academic teams on how</p> <p>Intervention implementation: Build the capacity of teachers, Department Leaders, and school leaders to understand and use the diagnostic data to drive instruction and intervention decisions through targeted training and site-based coaching. Strengthen program fidelity across sites by using the school leader facilitation guide and walkthrough tool to monitor implementation and identify areas of support. Maintain strong R180 implementation and progress monitoring while leveraging HMH coaches to provide targeted support for R180 teachers.</p> <p>Multilingual Learners: Continue English language development instruction across all domains in all content areas as well as increasing co-teaching in content areas to support students in developing language proficiency and academic knowledge in partnership; analyze diagnostic data alongside WIDA ACCESS results to target support; and provide targeted English Language Development coaching and staff professional learning at the sites with the greatest need.</p> <p>Special Education Services: Continue enrolling grade 6-8 students with disabilities below the 1st percentile in Reading Skills, building on this past year's outcome of 45% of Really Great Reading participants improving above the 1st percentile, with a recommendation to extend eligibility to the 10th percentile for SY26-27.</p>



Percentage of grade 6-8 students who score Basic or above on Spring 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	29.1%	1,383	31.8%	1,444	33.8%	1,345	37.8%	1,221	Monitored/Exited	78.2%	523	86.2%	413	89.1%	396	87.9%	439
Asian	36.0%	111	47.1%	119	44.9%	127	46.4%	112	No	43.7%	3,681	45.0%	3,681	47.6%	3,611	49.0%	3,486
Hispanic/Latino	32.1%	2,320	31.3%	2,371	33.0%	2,356	35.3%	2,264	Yes	16.8%	1,906	18.6%	2,079	19.1%	1,999	19.3%	1,781
Multiracial	44.9%	579	48.9%	646	52.7%	768	50.1%	711									
Native American	41.6%	305	41.8%	275	48.4%	250	49.4%	235	IEP Status	%	denom	%	denom	%	denom	%	denom
Pacific Islander	17.8%	90	22.0%	127	18.2%	137	21.4%	145	No	43.7%	5,209	42.9%	5,293	45.1%	5,148	47.4%	4,874
White	56.7%	1,321	57.3%	1,191	60.0%	1,022	61.2%	1,018	Yes	6.7%	887	14.1%	880	15.5%	857	15.4%	832

Grade	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
6	41.4%	1,974	38.3%	2,081	45.5%	2,019	48.5%	1,891
7	30.4%	2,018	36.7%	2,046	35.1%	1,976	39.0%	1,917
8	42.9%	2,118	41.5%	2,046	41.9%	2,011	40.8%	1,898

Gender	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
Female	41.4%	3,019	42.2%	3,025	43.8%	2,909	45.6%	2,766
Male	35.2%	3,090	35.6%	3,148	38.1%	3,096	40.0%	2,940

Quadrant	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
1	32.4%	1,199	35.7%	1,243	36.8%	1,269	37.5%	1,176
2	33.6%	1,495	33.5%	1,536	36.8%	1,455	39.3%	1,383
3	32.4%	1,813	32.8%	1,887	33.7%	1,764	36.8%	1,689
4	56.4%	1,359	54.3%	1,419	56.0%	1,382	57.1%	1,344
Out of District	54.7%	106	58.7%	75	65.3%	118	57.1%	112

Cohort	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
2027	42.9%	2,118						
2028	30.4%	2,017	41.5%	2,048	50.0%	2		
2029	41.4%	1,974	36.8%	2,046	42.2%	1,947		
2030			38.2%	2,079	35.1%	1,999	40.8%	1,899
2031					45.4%	2,018	39.1%	1,918
2032					33.3%	39	48.5%	1,889

Chronically Absent	2023		2024		2025		2026	
	%	denom	%	denom	%	denom	%	denom
No	-	-	49.8%	3,271	52.1%	3,228	51.9%	3,524
Yes	-	-	26.4%	2,885	27.7%	2,758	28.0%	2,174

Quadrant Map for Reference

