



# TULSA PUBLIC SCHOOLS

## Board Monitoring Report: Goals 1.1 & 1.2



February 23, 2026



## Tonight's Interim Goal Monitoring Focus

**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

**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.

- MAP, an assessment used nationally and internationally, stands for Measures of Academic Progress.
- The MAP Growth assessment measures student achievement and growth in reading and math at the beginning, middle, and end of the school year.
- **Population:** K-8th grade students who participate in MAP.
- **Calculation:** As an adaptive test, MAP adjusts the difficulty of questions based on the student's responses: if a student answers correctly, the next question becomes more challenging; if they answer incorrectly, it becomes easier.



## Why do Goals 1.1 and 1.2 matter?

MAP Growth helps educators, students, and families understand student progress three times a year.

- **Families** can use MAP to know which concepts their child is mastering and what they might be struggling with, allowing parents and guardians to be active participants in student learning.
- Beginning in 5th grade, **students** can begin to connect MAP scores to their college and career goals with MAP Career and College Explorer Tools
- For MAP Growth in reading, **teachers** are provided a breakdown of what students are ready to learn next.



## Context for this Report

- Our board goals are based on **Oklahoma School Testing Program (OSTP)** achievement.
- Tonight's interim goal reports are based on **MAP data** which we use to understand students' long-term academic growth and trajectories – and to monitor student performance more frequently than OSTP's one-time assessment allows.
- MAP scores have traditionally been correlated with OSTP, but MAP is a different assessment than OSTP.



## A note about year-over-year comparisons

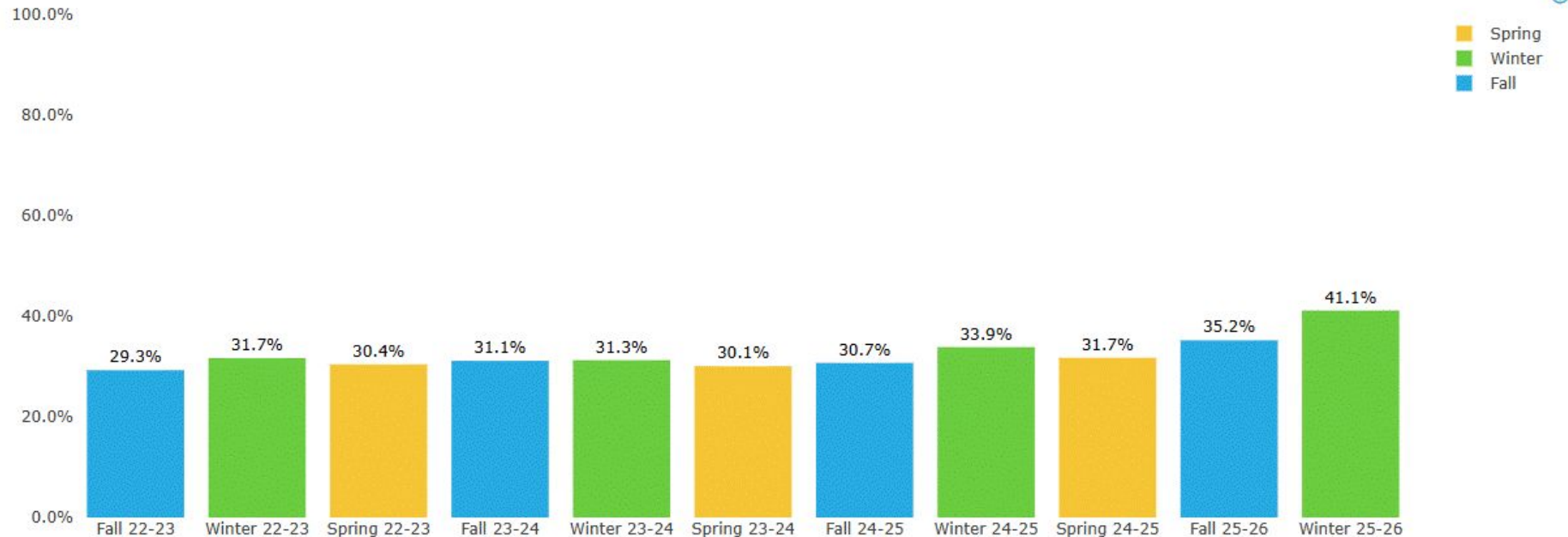
- A reminder: our grade 3-5 (Goal 1.1) report illustrates the percentage of students predicted to perform at **Basic or above on OSTP** based on MAP data.
- The spring 2024 cut scores changed, so a grey bar is displayed on the grade 3-5 (Goal 1.1) report across the 2024-2025 MAP testing windows.
- **We do not recommend using 24-25 data in this report for comparative purposes.** We recommend two key comparison points for longitudinal comparisons:
  - Focus on Fall to Winter scores for a clear answer to “what is the progress of student learning during the current 25-26 school year?”
  - Focus on 22-23 and 23-24 data points in comparison to 25-26 data points for a clear answer to “what is the progress of student learning compared to previous school years?”



# We are seeing slow, steady progress in MAP literacy year-over-year.

## Grades 3-5, Reading MAP scores over time

Percentage of Students Scoring at or Above the 50th Percentile on MAP

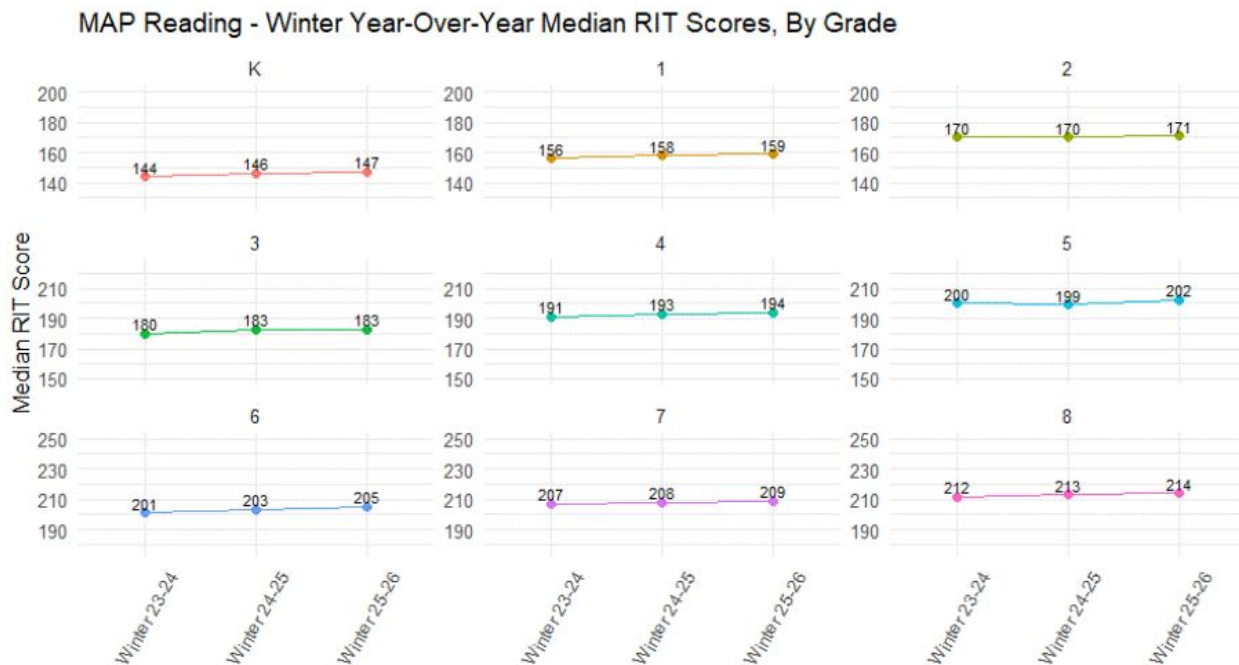




# We are seeing slow, steady progress in MAP literacy year-over-year.

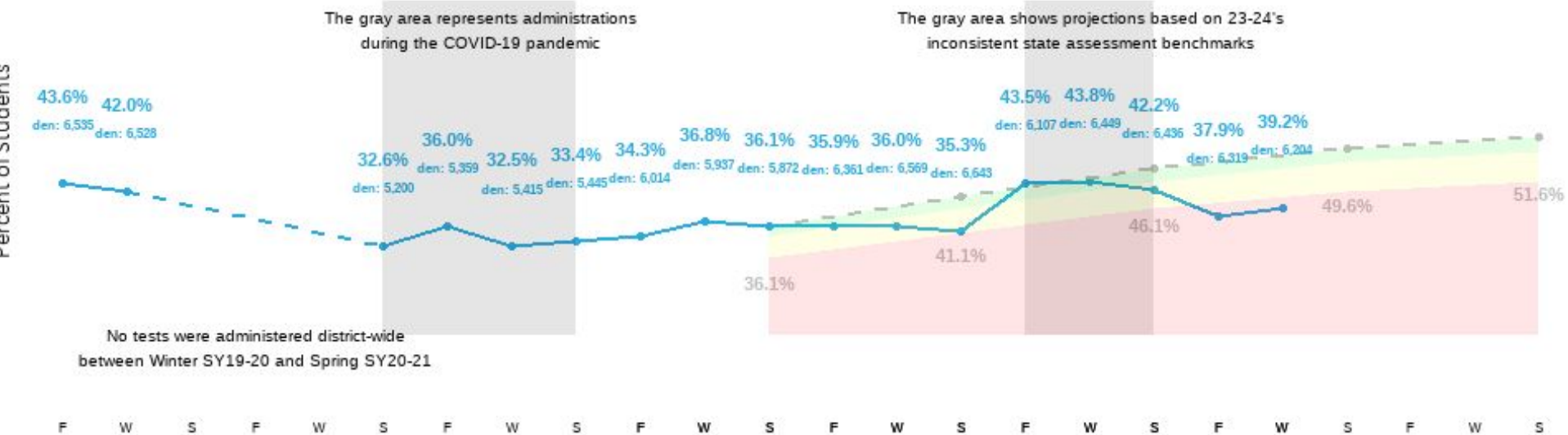
**All Grades** are seeing stable or improving median Winter RIT **Reading** scores, which give us a consistent view into student performance year over year.

ELA



\*RIT score is the numerical value assigned to each individual MAP test.

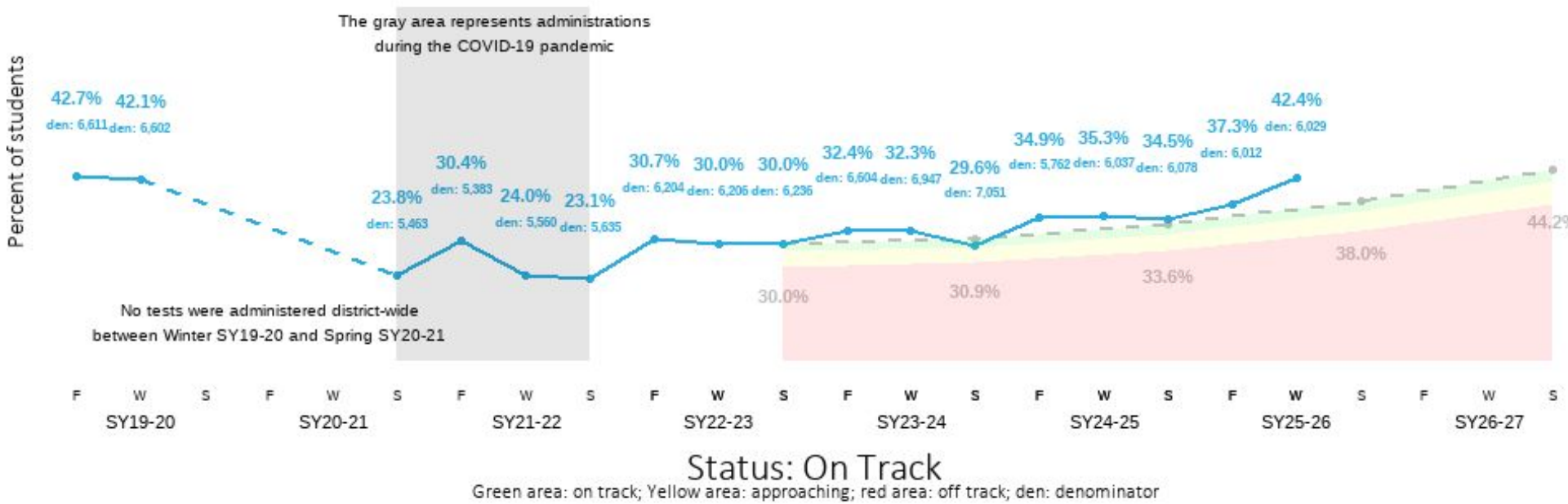
Interim Goal 1.1: The percentage of grade 3-5 economically disadvantaged students who are projected to score Basic or above on Spring OSTP ELA assessment based on MAP scores will increase from 36% in May 2023 to 51% by May 2027.



Status: Off Track

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

Interim Goal 1.2: The percentage of grade 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

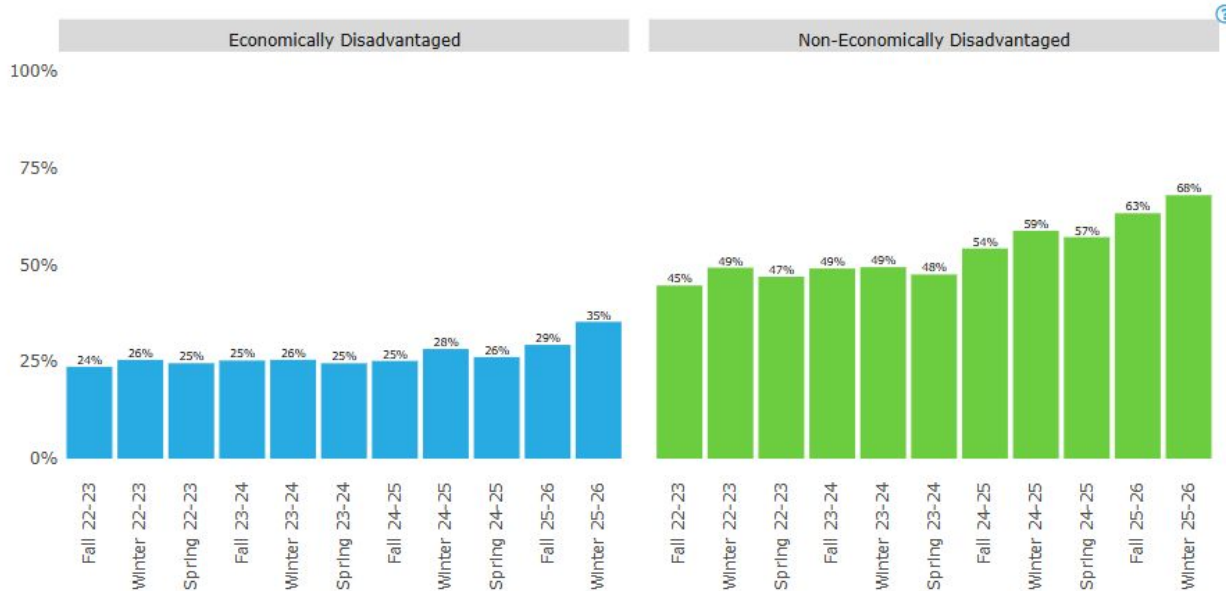


# MAP Reading: % at or Above 50th Percentile (Grades 3-5)

## MAP Reading: % at or Above 50th Percentile by Economic Status

- Economically Disadvantaged: 29% (Fall 25-26) to 35% (Winter 25-26)
- Non-Economically Disadvantaged: 63% (Fall 25-26) to 68% (Winter 25-26)

Percentage of Students Scoring at or Above the 50th Percentile on MAP

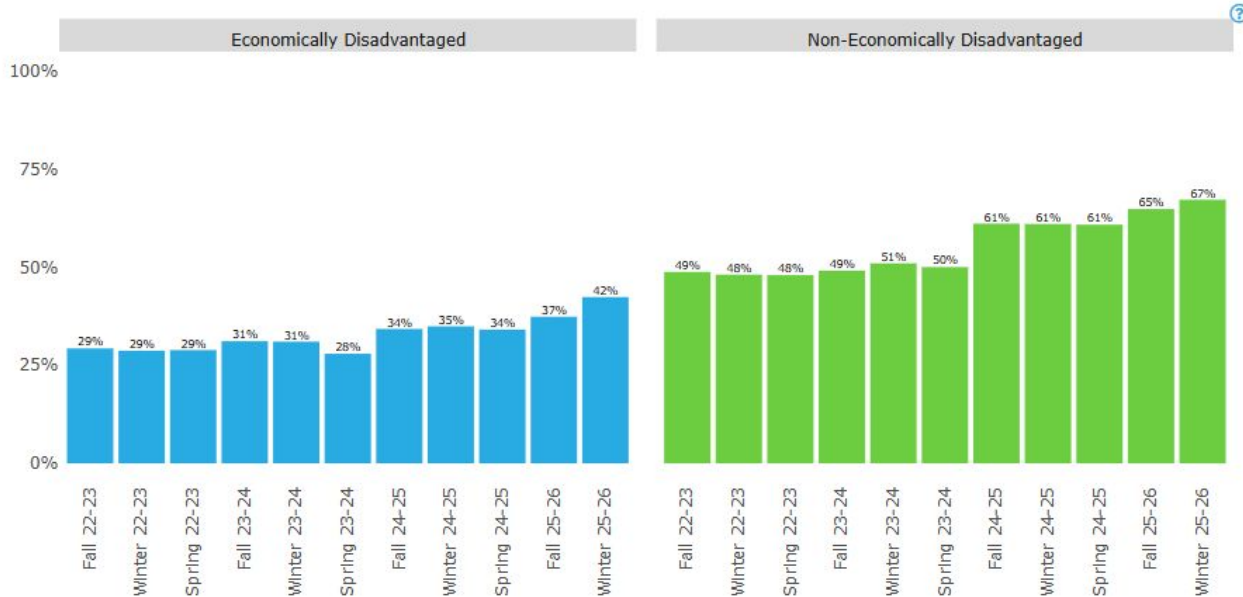


# MAP Reading: % at or Above 50th Percentile (Grades K-2)

## MAP Reading: % at or Above 50th Percentile by Economic Status

- Economically Disadvantaged: 37% (Fall 25-26) to 42% (Winter 25-26)
- Non-Economically Disadvantaged: 65% (Fall 25-26) to 67% (Winter 25-26)

Percentage of Students Scoring at or Above the 50th Percentile on MAP





# Elementary School Highlights: McKinley & Mitchell

## **McKinley Elementary (+10.85% on G1.1 since Fall 25-26 | +10.7% on G1.2)**

- Strategic staffing and co-teaching with protected collaborative planning
- Staggered Walk to Read with expanded ELD support in every classroom
- Imagine Learning grant and Saturday School for targeted intervention
- TLI biweekly coaching in grades 3–5 (shared reading, writing response, writing workshop)
- Intentional focus on staff culture and wellbeing

## **Mitchell Elementary (+8.5% on G1.1 since Fall 25-26 | +9.6% on G1.2)**

- High dosage tutoring
- Enrichment teachers integrated into daily Walk to Read rotation
- Schoolwide writing emphasis
- Relentless focus on attendance and staff buy-in



## School Spotlight: Unity Learning Academy

- **Grades 3-5 (+10.85% on Goal 1.1 since Fall 25-26):**
  - Scholars taught the purpose of MAP; incentives communicated early to build motivation
  - Teachers met individually with scholars to set goals and foster accountability
  - Consistent small-group instruction resumed during Walk to Read for targeted support
  - Strategic testing conditions: small-group administration, reduced distractions, one-on-one testing as needed
  - Growth celebrated as scores came in, reinforcing effort and a positive assessment culture



# School Spotlight: Mayo Demonstration School

- **Grades K–2 (+7.35% on Goal 1.2 since Fall 25-26)**
  - HMH Structured Literacy implementation supported by focused PD, coaching, and data-driven reteaching
  - Slower phonics pacing and consistent routines (Continuous Blending, handwriting, spelling, decodable texts) strengthened retention
  - Increased Academic Ownership through Gradual Release and structured Turn and Talks
- **Grades 3–5 (+12.11% on Goal 1.1 since Fall 25-26)**
  - Strengthened Tier 1 written response and Writer's Workshop fidelity
  - Data and Planning Teacher Leader modeled assessment analysis and reteaching practices
  - Added foundational skills instruction after TLI PLGC workshop