



TULSA PUBLIC SCHOOLS

Board Monitoring Report: Goal 2.1



March 23, 2026



Tonight's Interim Goal Monitoring Focus

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.



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.



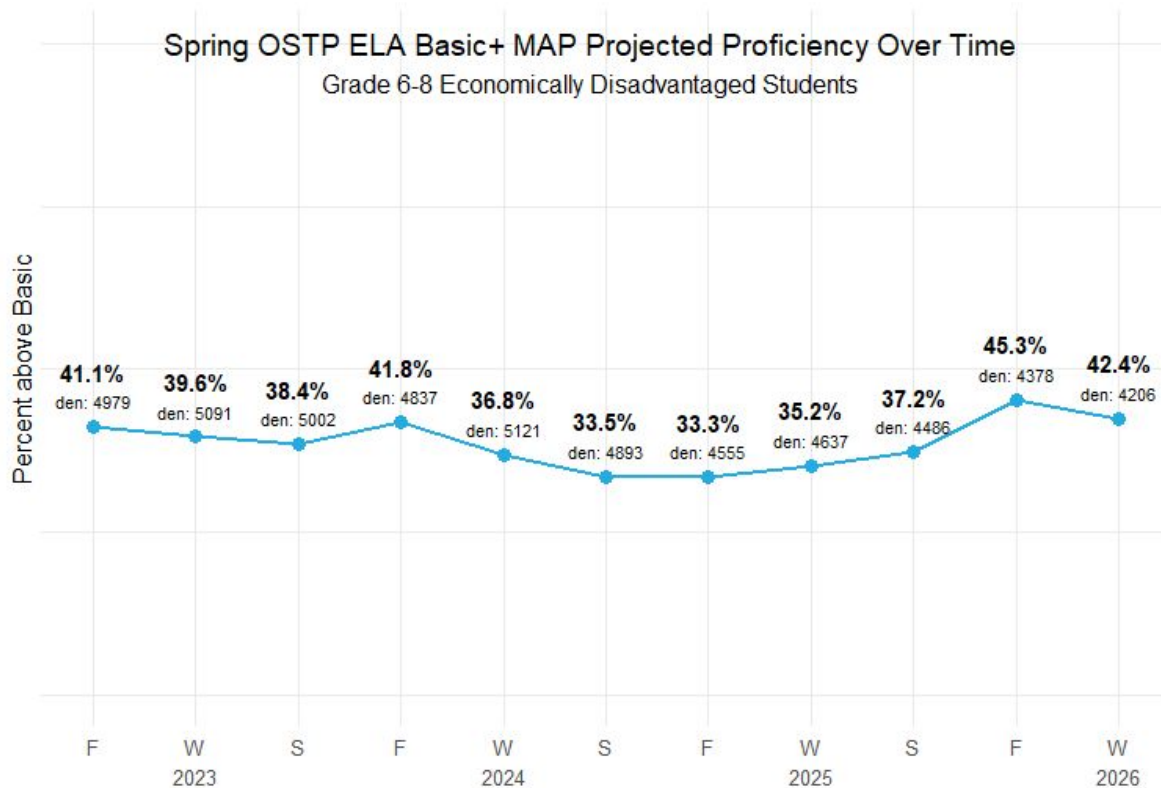
A note about year-over-year comparisons

- A reminder: like our elementary literacy goals, our grade 6-8 (Goal 2.1) 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 6-8 (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, despite the Fall-Winter decline in Goal 2.1.

- Progress on Goal 2.1, which currently stands at 42.4% is off track to reach the goal of 49.4% by Spring 25-26, per our board report.
- The small decline in our projection from Fall to Winter does not mean that students are not learning or increasing their literacy skills.
 - The following slides will show the sustained progress we've had over the last two years.

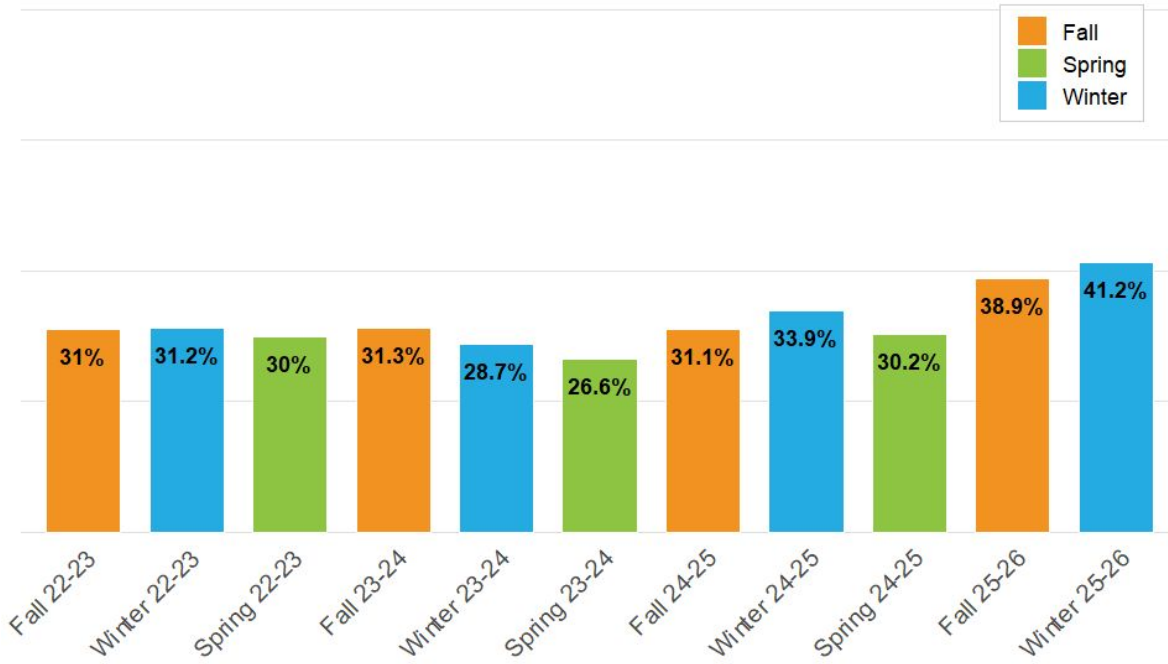




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Grades 6-8 all students, Reading MAP scores over time

Grades 6–8, all students - MAP Reading Proficiency Over Time
Percent of Students Scoring >50th Percentile

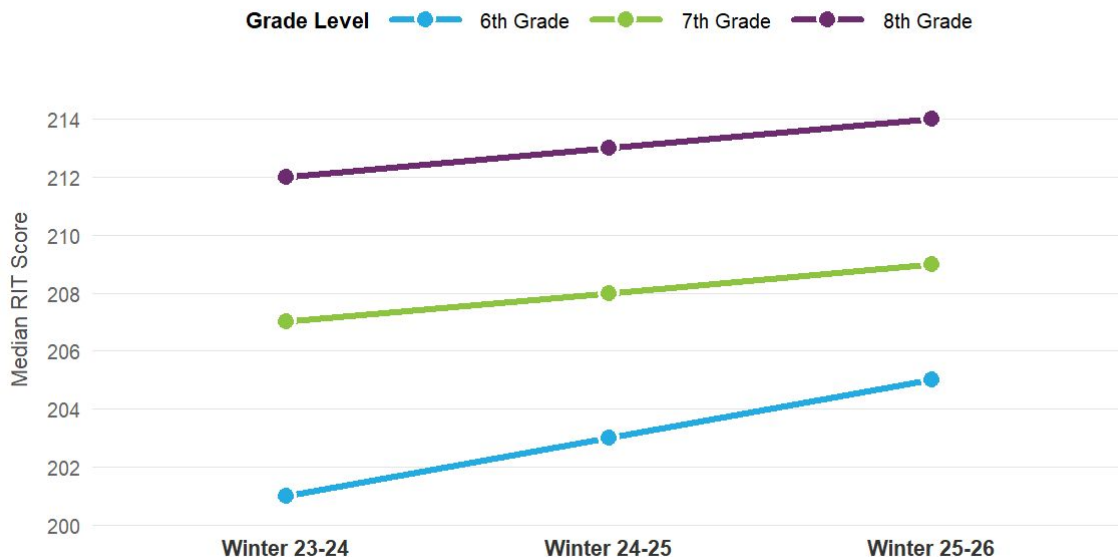




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- Median MAP Reading RIT scores across grades 6-8 have increased year-over-year for the last two years.
- This is a clear, consistent way to compare student progress over the last two years.

Median Winter Year-Over-Year MAP Reading RIT Scores, by Grade

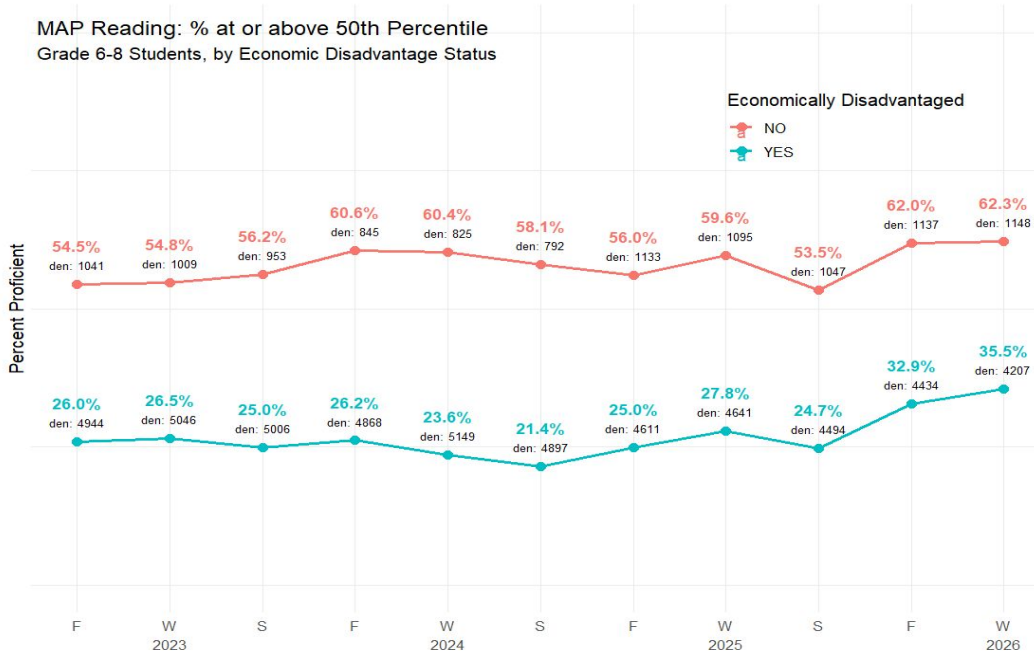




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MAP Reading: % at or Above 50th Percentile by Economic Status

- Economically Disadvantaged: 29% (Fall 25-26) to 35% (Winter 25-26)
- Non-Economically Disadvantaged: 62% (Fall 25-26) to 62% (Winter 25-26)





Strategies Across the District

Strong Tier 1 Instruction

- Ensure all students receive high-quality core instruction.

Targeted Academic Interventions

- Accelerate learning for students performing below grade level

Leadership & Teacher Development

- Strengthen leadership and instructional expertise across schools



School Spotlight: Monroe Demonstration Academy

- **Consistency**
 - Establish clear, predictable assessment routines across classrooms
- **Data Informed Decision Making**
 - Use standard-aligned assessments
 - Common data protocols to regularly analyze student understanding, identify gaps, and guide targeted interventions.
- **Coaching & Support**
 - Build teacher capacity through a structured cycles
 - Introduce strategies in whole-staff PD & practice in PLCs
 - Monitor implementation through pop-ins, and refine practice through ongoing coaching with content chairs using classroom recordings and trend analysis.
- **Goal**
 - Create a sustainable system where consistent routines, real-time data, and instructional coaching work together to improve teaching moves and accelerate student learning.



School Spotlight: Webster Middle School

Reading Proficiency Work: Barriers and Leverage

- **Address Barriers**
 - Increase Attendance through strict tardy policies
 - Incentivize Academic Engagement
- **Leverage Resources**
 - Utilize Curriculum (StudySync, Exact Path, and R180) for Tier 1 and Tier 2 interventions
 - Maximize the Learning Director position through coaching and feedback cycles
- **Summary**
 - Improved reading proficiency by eliminating barriers while leveraging district-supported tools and incentives to strengthen implementation, engagement, and academic growth.