



TULSA PUBLIC SCHOOLS

Board Monitoring Report: Goals 1.1, 1.2 & 2.1

June 15, 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.

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.



What these goals measure

Our board goals track projected OSTP achievement based on MAP performance, a more frequent read on the same trajectory.

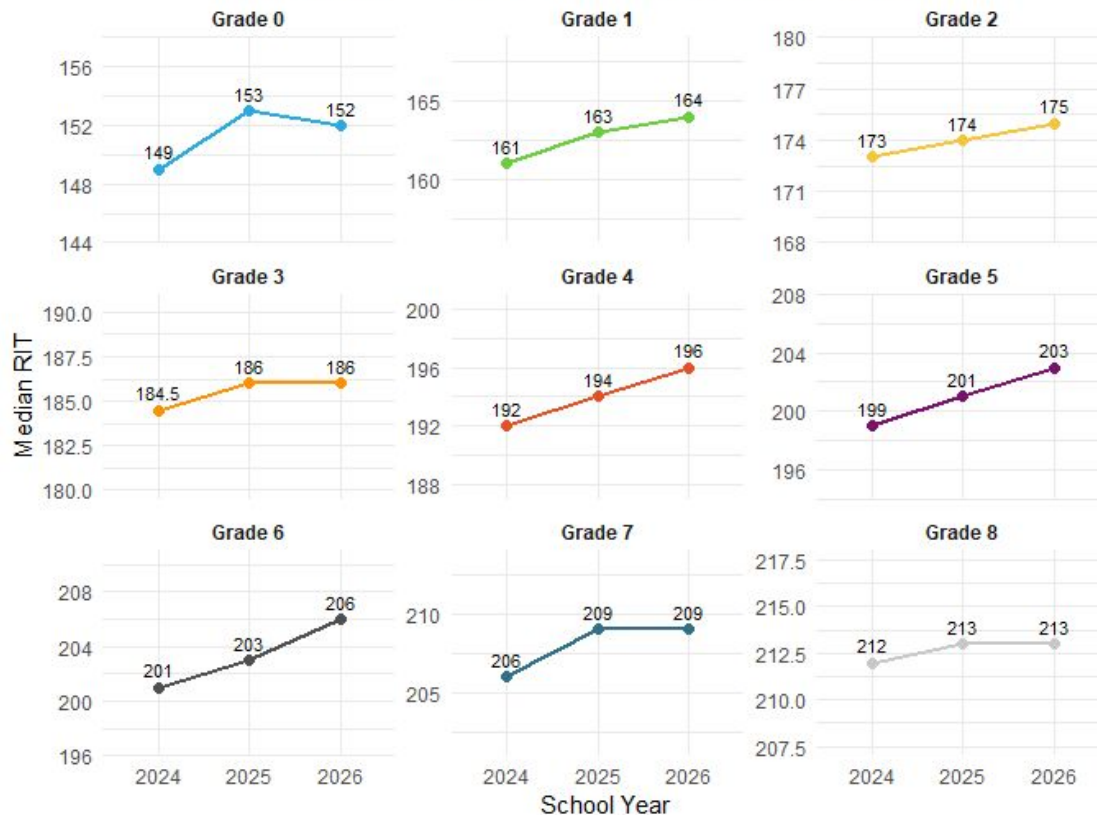
- All three goals focus on economically disadvantaged students, our central equity commitment.
- Board goals are based on Oklahoma School Testing Program (OSTP) achievement. We monitor with MAP because it's given three times a year, not once, so we can see learning as it happens.
- For grades 3-8, MAP scores are projected to OSTP using NWEA's linking study. For K-2, we measure against the national 50th percentile in reading.
- MAP and OSTP are correlated but different assessments, an important caveat we'll return to when we look at this year's projections.





The Big Picture: over two years, students are reading at higher levels across nearly every grade.

Median MAP RIT Score — Spring Year Over Year (Reading)





Where the Three Goals Stand

We are still seeing consistent improvements in raw MAP scores, and we are projecting a corresponding increase in OSTP performance from 2025 to 2026.

However, our progress is not keeping pace with our board targets as two of three goals are off track.

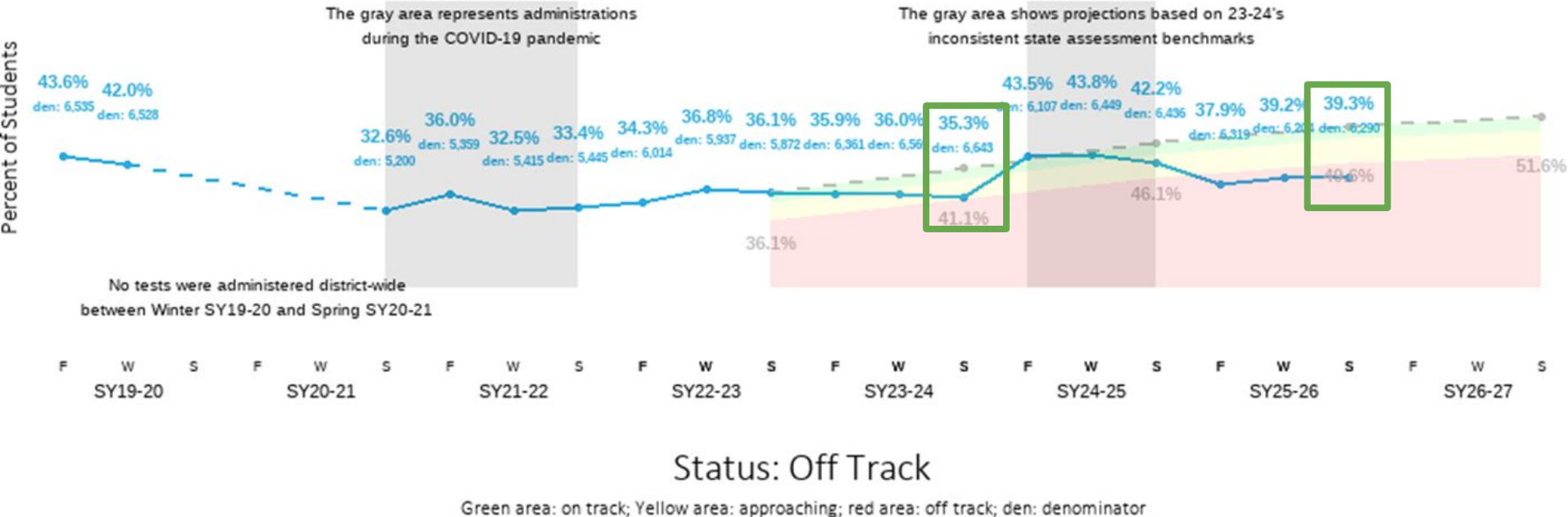
- Goal 1.1 (3-5 ELA): Off Track — 39.3%, with 5-year target of 51%.
- Goal 1.2 (K-2 reading): On Track — 42.3%, with 5-year target of 44%.
- Goal 2.1 (6-8 ELA): Off Track — 39.0%, with 5-year target of 54%.



What are we projecting for OSTP performance?

- The 3-5 and 6-8 goals are MAP-to-OSTP projections; while there is natural variance between the tests and how students perform, **we do expect an improvement in OSTP scores which are released later this summer.**
 - Overall, we are projecting increases in the percentage of students scoring Basic, Proficient, and Advanced:
 - **Grades 3-5:** 1.5 to 2.5 point improvement
 - **Grades 6-8:** 1 to 2 point improvement
- As a reminder:
 - From 2023 to 2025 OSTP scores dropped across the state.
 - During this period, TPS increased grades 3-5 by 2 points and grades 6-8 by 2.5 points.

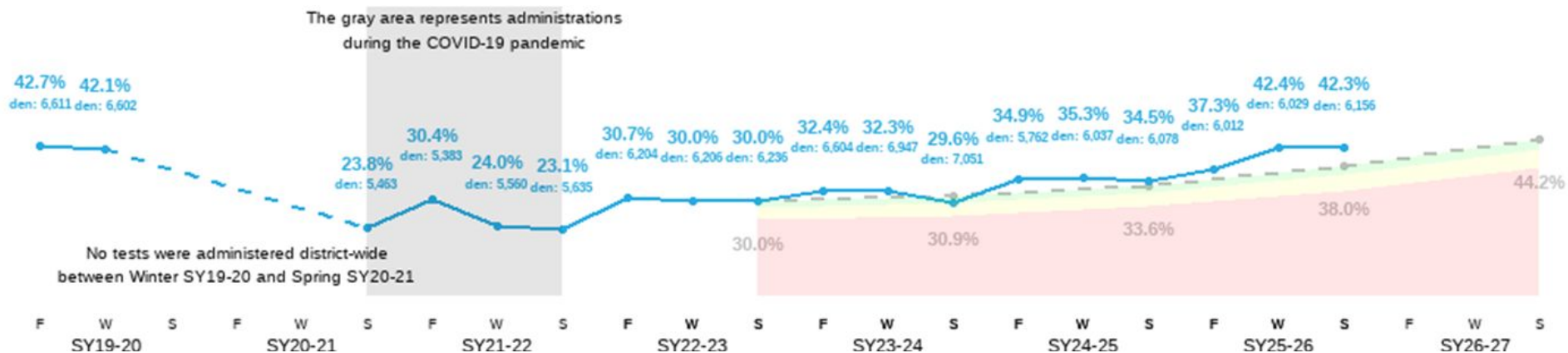
Goal 1.1: Grades 3-5 ELA — Trending Upward but Off Track





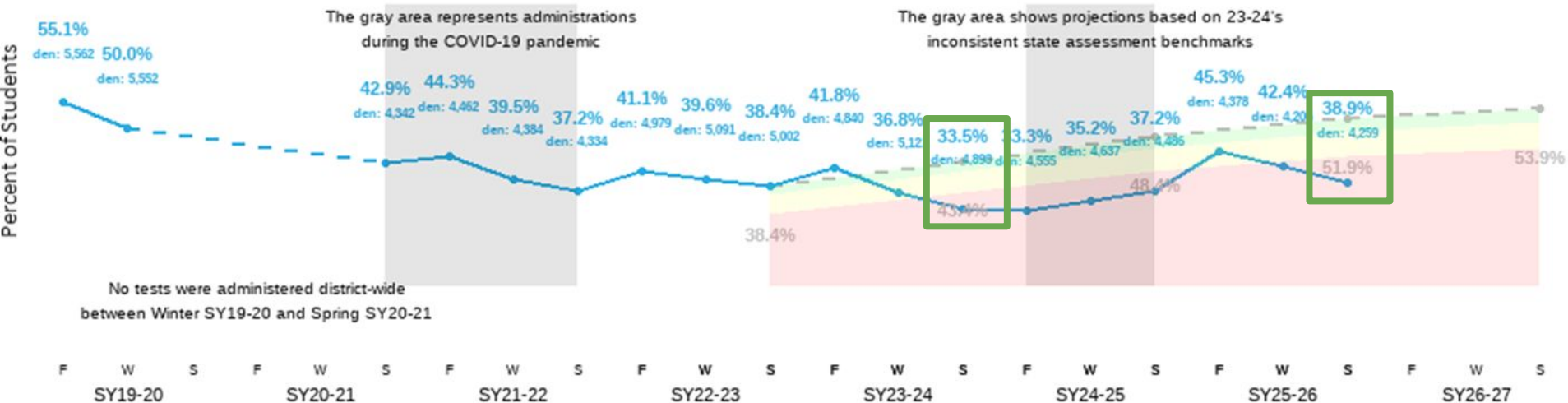
Goal 1.2: Grades K-2 ELA — On Track

Percent of students



Status: On Track

Goal 2.1: Grades 6-8 ELA — Trending Upward but Off Track



Status: Off Track

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

Gaps to Address

The same student groups remain well behind in every band:

- Students with IEPs are our furthest-behind group: 16.4% projected Basic+ in grades 3-5 and 14.3% in grades 6-8.
- Multilingual learners: English language proficiency is improving on the WIDA ACCESS assessment, but it hasn't translated to MAP reading growth.
- Chronically absent students consistently underperform: 30.3% in grades 3-5 and 29.5% in grades 6-8, well below their peers.
- These patterns hold whether a goal is on track or off. Understanding how to close these gaps is the central work for next year, as we focus on improving Tier 1 instruction.



Next Steps: Elementary

Strengthen the foundation and move more students past proficiency.

- Proficiency: move students into and beyond proficiency, including extension for students at or above grade level, not only raising the lowest performers.
- Foundational skills: launch a 12-week Science of Reading PD program for K-2 teachers at CSI/MRI schools this fall, funded in part by the OSDE GAP grant.
- Multilingual learners: continue English language development instruction to support the continued language proficiency growth of our multilingual learners so that as they make progress towards English language proficiency, they will be better equipped to demonstrate their literacy skills in English.
- Strong Readers Act & summer literacy: prepare for implementation (transitional grades, retained 3rd grade) and run summer school for K-5 students below the 25th percentile.



Next Steps: Secondary

Move from stabilizing middle school to driving academic growth.

- 6th grade shows what is possible: sustained year-over-year RIT growth; we are extending coaching for the 5th-to-6th transition, supporting continuity in the instructional experience for students moving to middle school.
- Consistency is the lever: ensure interventions (Read180, Exact Path) are implemented with fidelity and students get protected intervention time in SY 26-27 schedules.
- What we are building: site-tailored Professional Learning Growth Community support and a sustained focus on rigor and academic ownership in daily instruction.