TULSA REGIONAL STEM ALLIANCE • 2025–26 SCHOOL YEAR

# Me & My Math Mentor

## 2025-26 DATA HIGHLIGHTS

Tulsa Regional STEM Alliance

Me & My Math Mentor (M4) uses math games to build elementary students' skills, confidence, and sense of belonging in STEM. It works in two ways: **M4 Collaborator** brings volunteer mentors from Tulsa companies and universities into schools, and **M4 Your Way** trains teachers across Oklahoma to bring the same games into their own classrooms and out-of-school time programs.

**561+**
students served
Across both models

**22**
schools operating 23 sites
Across the state

**4,081**
student experiences
Across 229 sessions

## PART 1 M4 COLLABORATOR • Volunteer mentors in 10 Tulsa-area schools

### REACH

**171**
students mentored at 10 schools
Third-graders, before school, after school, or during lunch

**56**
STEM professionals volunteered as mentors
About 3.5 students per mentor

**2,101**
experiences with a mentor
Across 163 sessions, 30-60 minutes, about 12 per student

**TULSA PUBLIC SCHOOLS**

Kendall-Whittier | Key | Lindbergh | Mayo Demonstration | McClure | Sequoyah

**UNION PUBLIC SCHOOLS**

Darnaby | Ellen Ochoa | Moore | Rosa Parks

### WHO WE SERVE

M4 connects students with STEM professionals from nearby companies and universities, so students can see themselves in STEM careers.

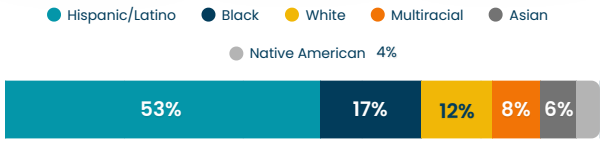
#### Students

**57%** girls

**41%** multilingual learners

**88%** students of color

Race and ethnicity, M4 participants



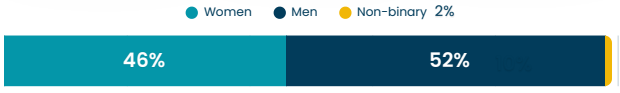

#### Mentors

**56** mentors

**46%** women

**4** partners

Gender, M4 mentors




Industry partners

Garver | QuikTrip | University of Tulsa | John Zink

*Sources:* TRSA program & attendance records; Student demographics provided by Tulsa and Union Public Schools for M4 participants with records (n=167).

## STUDENT GROWTH

Students took The PEAR Institute's Common Instrument Suite (CIS) self-report retrospective survey to measure two constructs: STEM-related attitudes and 21st-century/social-emotional skills. Here is the share who grew on each measure.

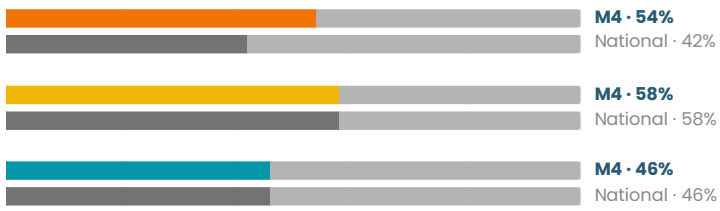
**62%**
developed stronger relationships with adults and their peers

**54%**
grew in STEM identity, feeling they belong in STEM

**53%**
grew more comfortable making mistakes and more confident they can learn

### How M4 students compared with students nationally

Share of students reporting growth, M4 participants vs. the PEAR national average




M4 students outpaced the national average in STEM identity by 12 points and matched it in enjoyment and career interest.



> ***Kids who have a not-so-great relationship with math are so excited to come and engage with the volunteers. Kids developed their favorite mentor to go to and favorite games to play.***
>
> SCHOOL FACILITATOR · DARNABY ELEMENTARY

## MENTORS & PARTNERS

**96.7%**
mentor attendance across 601 mentor visits

**100%**
of surveyed mentors would recommend M4

**52%**
were returning volunteers

**77%**
interested in mentoring again

**100%**
of surveyed school facilitators rated mentors highly effective at building student confidence and skills, including:

- More willing to try hard math problems
- More engaged, and no longer calling math boring
- Stronger basic math fact fluency

*Sources: PEAR Common Instrument Suite (n=134); M4 mentor survey (n=13); school facilitator survey (n=5); TRSA program records.*

## MATH ACHIEVEMENT

### Where students landed on the state math test

Oklahoma State Testing Program (OSTP), Spring 2026. M4 students compared with classmates at the same schools.

Below Basic ▶ Basic ▶ Proficient ▶ Advanced

#### TULSA PUBLIC SCHOOLS

| | | | | | |
|---|---|---|---|---|---|
| **M4 students** 101 students | 42% | 45% | 11% | | **13%** PROFICIENT+ |
| **Classmates** 282 students | 57% | 29% | 11% | | **14%** PROFICIENT+ |

#### UNION PUBLIC SCHOOLS

| | | | | | |
|---|---|---|---|---|---|
| **M4 students** 67 students | 46% | 35% | 12% | 7% | **19%** PROFICIENT+ |
| **Classmates** 144 students | 52% | 34% | 13% | | **14%** PROFICIENT+ |

Combined, **M4 students were 1.1x as likely as their classmates to score Proficient or above** (15.5% vs. 14.1%).

### Tulsa Public Schools

**0.9x**
as likely to score Proficient or above
13% vs. 14%

**56%**
met their MAP growth target
Classmates: 59%

**1.4x**
as likely to score Basic or above
58% vs. 43%

### Union Public Schools

**1.4x**
as likely to score Proficient or above
19% vs. 14%

**76%**
met their Star Math growth target
Classmates: 76%

**1.9x**
as likely to finish at or above grade-level
22% vs. 12%

### Fewer students at the lowest level

M4 students were less likely than their classmates to score Below Basic on the state math test, in both districts.

Schools choose which students join M4, often those who could use extra support in math.

**43%** of M4 students

**56%** of classmates

**scored Below Basic, both districts combined**

Union 46% vs. 52% • Tulsa 42% vs. 57%

## ATTENDANCE

**+4**
more days of school attended than classmates
94.7% vs. 92.5% average daily attendance, both districts

**81%**
average student attendance at M4 sessions
Students chose to come back week after week

**43%**
less likely to be chronically absent than classmates
Union: 7.5% vs. 13.2% (missed 10% or more of school days)



> *It brought joy to my week and was the highlight of my work.*
>
> M4 MENTOR, ELLEN OCHOA ELEMENTARY

*Sources:* Tulsa and Union Public Schools, 2025–26: OSTP results, Star Math results (Union), MAP Growth results (TPS), and attendance data. TRSA mentor survey; TRSA program records.

**PART 2** **M4 YOUR WAY** · Training teachers to bring M4 games into their schools

## REACH

**13**
educators trained at 12 schools
Two training days: Nov. 15, 2025 and Feb. 14, 2026

**390+**
students reached in M4 Your Way classrooms
3rd-6th graders

**1,980**
experiences
Across 66 sessions, in class, afterschool programs, or family nights

### TULSA METRO

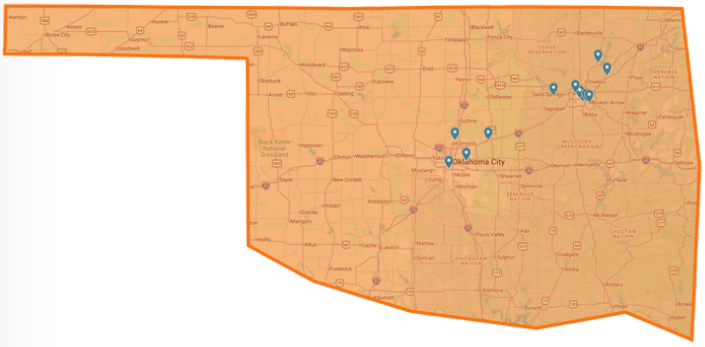
Deborah Brown · Grissom · Immanuel Lutheran Christian Academy · McAuliffe · Patrick Henry

### NORTHEAST OKLAHOMA

Keystone · Oologah Upper · Roosa x2

### CENTRAL OKLAHOMA

Nicoma Park · Prairie Queen · St. Mary's Episcopal · Wellston



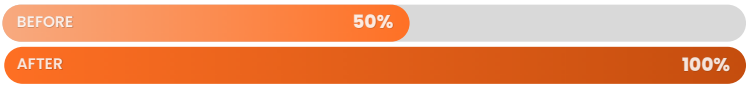

### How educators rated themselves, before & after

Percent of educators who agreed, on a retrospective survey

"I feel **competent** teaching STEM"




"I feel **confident** teaching STEM"




**100%**
understand what high-quality STEM looks like, up from 58%

**100%**
gained knowledge and techniques they can use right away

## GOAL PROGRESS

- **Every mentor completed training** in growth mindset and grade-appropriate learning strategies before working with students.
- **Every industry partner returned** with new mentor teams from Garver, QuikTrip, and John Zink, as well as deeper engagement from the University of Tulsa.
- **Student growth goal in progress:** 54% of students grew in STEM identity, their sense of belonging in STEM, against a 75% goal, 12 points above the national average.
- **New partners still to come:** no new industry partners joined this year against a goal of five. Annual recruitment efforts continue.

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*Sources:* M4 Your Way training surveys (n=13), Nov. 2025 and Feb. 2026; TRSA program records.