



Board Member Questions and Feedback

November 10, 2025 - Agenda

Board Member	Agenda Item	Question	Superintendent Feedback
Bowman	5.01	Given the impact of the new cut scores, does the board need to officially alter the goal language? Do we anticipate another change to the cut scores this year?	Because of the potential for the OSTP cut scores to fluctuate, it may be appropriate to adjust baseline and target percentages for Goals 1 (4th Grade Reading) and 2 (8th Grade Math) to maintain alignment with the Board's original intent of measuring proficiency that aligns with the community's vision. I'd like to spend more time reviewing this, and have an off-cycle monitoring conversation. There is currently no indication that the cut scores will be adjusted for the upcoming year, but it is possible that an adjustment will be made before the end of the 2030 monitoring cycle.
Bowman	5.01	What percentage of our teachers, administrators, and instructional coaches are trained in the LETRS? Are these LETRS-certified staff members distributed	LETRS is a two-year, 180 hour high-level course on the science of reading provided through the OSDE. Less than 10% of our teachers, principals, and instructional coaches have completed LETRS training to date. These trained staff are spread across the district, and at this time not every elementary school has a LETRS trained teacher. We are just in the beginning stages of scaling

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		throughout the district (e.g. are there specific elementary schools that are without any)?	LETRS as a strategy that will be guaranteed and viable in the future. Our goal is to support every school in having a focused understanding of how children learn to read aligned to the Science of Reading.
Bowman	5.01	Do you see a correlation between schools with high LETRS-certified staff members and achievement?	Research shows that LETRS training strengthens teachers' understanding of the science of reading and can improve classroom practice. Currently, the number of LETRS-trained teachers in OKCPS is too limited to show a measurable, system-wide correlation with student outcomes.
Bowman	5.01	How are you determining who gets targeted tutoring (in Project LIFT) for foundational skills?	Students who have significant literacy skill deficits and have not demonstrated significant growth over consecutive years in grades 1-4, as measured by NWEA, are our highest priority for targeted tutoring.
Bowman	5.01	Is this (Project LIFT) targeted at certain schools, certain subsets of students?	Project LIFT serves six OKCPS schools with the highest literacy needs and high English Language Learner populations. The criteria used was Spring 2025 NWEA MAP median achievement percentiles and current enrollment data.
Bowman	5.01	Who is struggling the most among these 4 th grade	Students identified as Homeless and English Language Learners are the two student groups who are struggling the most.



		students being measured?	
Bowman	5.01	Any specific patterns emerging?	ELL students are performing lower than Non-ELL and exited ELL program students, but all saw similar declines from baseline. More time is needed to determine emerging patterns for both groups.
Bowman	5.01	What initiatives can we expect to see going forward?	The strategic initiative areas are: • Aligning Resources to Goals • Coaching, Observation, and Feedback • Ongoing Targeted Tutoring • Advancing High-Quality Instructional Practices (Tier I).
Bowman	5.01	How will they impact the budget?	We are continuing to evaluate all initiative expenditures in line with the strategy of Adapt, Adopt, Align, or Abandon to determine where further investment is needed.
Bowman	5.01	What initiatives, if any, are you recommending for abandonment?	To align instruction with the Science of Reading, the district is abandoning the three-cueing system model of teaching students to read as outlined in Oklahoma's Early Literacy Law. Discontinuing this approach is essential to ensuring consistency with the Science of Reading.