



Future-Driven 2030: Student Outcomes Monitoring Report

Goal 2 & Interim Goal 2C

Month: December	Year: 2025
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Student Outcome Goal: Goal 2

The percentage of 8th graders demonstrating proficient/advanced performance in Math on the OSTP will increase from 11% in August 2024 to 20% by August 2030.

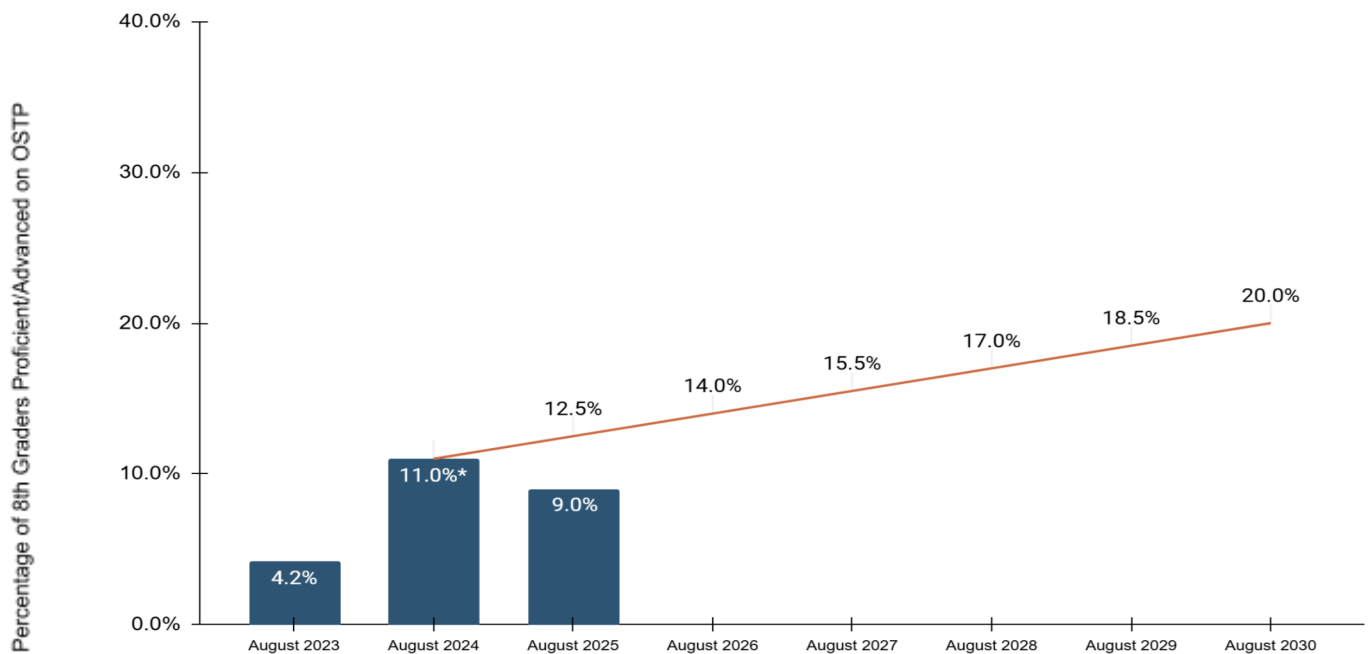
Goal/Interim Established Annual Targets:

Existing Targets As Adopted By the Board	Aug. 2024 Baseline 11.0%*	Aug. 2025 12.5%	Aug. 2026 14.0%	Aug. 2027 15.5%	Aug. 2028 17.0%	Aug. 2029 18.5%	Aug. 2030 20.0%
Proportional Targets	Aug. 2024 Baseline 6.5%**	Aug. 2025 7.4%	Aug. 2026 8.3%	Aug. 2027 9.1%	Aug. 2028 10.0%	Aug. 2029 10.9%	Aug. 2030 11.8%

Goal 2 Status:

OFF TRACK ▾

Data Snapshot



Annual Goal Targets for Percent of 8th Graders Proficient/Advanced on OSTP



Future-Driven 2030: Student Outcomes Monitoring Report

Superintendent's Interpretation

OSTP Performance

In the Spring of 2025, 9% of 8th graders in OKCPS scored at the proficient or advanced level in Math on the OSTP. The annual target to be currently on track for the 2030 goal is 12.5% proficient/advanced. Based on this performance, we are currently **Off Track** to meet the 2030 goal of 20% proficient/advanced.

** The original baseline of 11% proficient/advanced in 2024 is based on adjusted cut scores, which resulted in higher rates of proficiency statewide.*

*** When the new 2025 cut scores are applied to the 2024 data, the percent proficient/advanced for 2024 becomes 6.5%. The 2025 proficient/advanced rate of 9.0% is a real increase of 2.5% using the same measure. The original goal was to grow from 11% to 20% (an 81.8% increase). An 81.8% increase from the adjusted 6.5% baseline would be 11.8% by 2030.*



Future-Driven 2030: Student Outcomes Monitoring Report

Interim Goal 2C

Interim Goal: 2C

The percentage of 7th grade students performing at or above the 60th percentile in achievement, as measured by the NWEA MAP Growth Fall Math Assessment, will increase from 19.8% in fall 2024 to 28% in fall 2028.

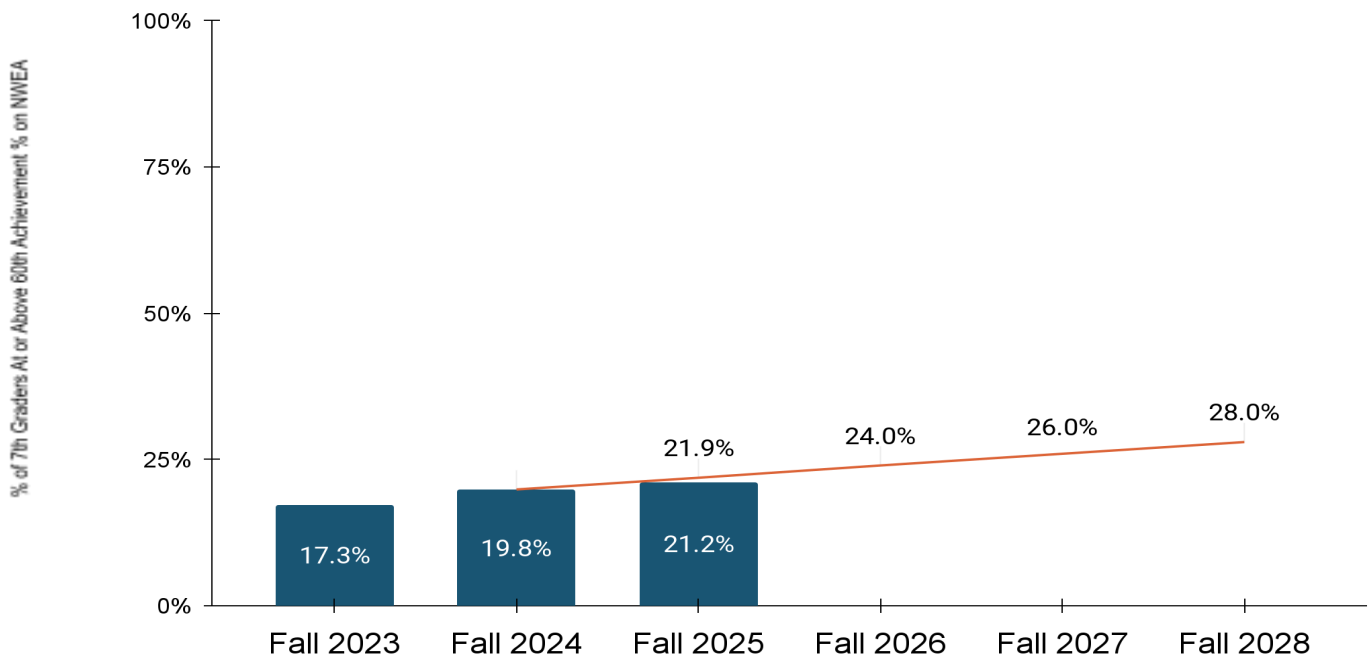
Goal/Interim Established Annual Targets:

2024-2025 Baseline	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029
19.8%	21.9%	24.0%	26.0%	28.0%

Interim Goal 2C Status:

OFF TRACK

Data Snapshot



Annual Goal Targets for % of 7th Graders at or above the 60th Achievement % on Fall NWEA

Future-Driven 2030: Student Outcomes Monitoring Report

Interim Goal Rationale

Interim Goal 2C looks at the percentage of seventh grade students who score at or above the 60th achievement percentile on the NWEA MAP Growth Fall Math assessment.

The NWEA MAP Growth is a nationally normed assessment, which means student scores are compared to students across the country. Scoring at or above the 60th achievement percentile means that a student performed as good or better than 60 percent of students who took the same assessment nationwide during the norming year.

By monitoring this measure at the beginning of seventh grade, we can gauge how well students are positioned to make accelerated progress in middle school mathematics. When more students reach this level, it shows that instruction in elementary and early middle grades is strengthening foundational math skills. It also indicates that more students are on track to make more than one year's growth in both seventh and eighth grade, putting them in position to demonstrate proficiency by the end of eighth grade.

Superintendent's Interpretation

In the fall of 2024, 19.8% of seventh graders scored at or above the 60th percentile on the NWEA MAP Growth Math assessment. In fall 2025, that number increased to 21.2%. To stay on track toward our interim target of 28% of seventh graders reaching the 60th percentile by fall 2028, our target for fall 2025 was 21.9%. Although results improved from 19.8% to 21.2%, we did not meet this year's benchmark. With that, OKCPS is currently **Off Track** in meeting this goal.

This result is not unexpected. I anticipate that the most significant gains will occur in the coming years as instructional strategies and systems of academic support become more deeply embedded in classroom practice. As we continue strengthening Tier 1 math instruction, expanding intervention supports, and aligning our resources to promote foundational numeracy and problem-solving skills, we expect to see steady progress toward the 2028 goal and improved readiness for proficiency by the end of eighth grade.

Why We're Seeing These Results

Major Contributing Factors (What's Going Well)

- **Strategies to Strengthen Universal Math Instruction**
 - **Curriculum**
 - Procured new curricular materials for K-12 mathematics at the beginning of the 24-25 school year.
 - Created standards-aligned pacing guides for math courses.
 - Priority standards identified - With the goal of every student receiving high quality instruction for critical concepts at every site and in every classroom.
 - **Instruction**
 - Design and implementation of the OKCPS Tier 1 Instructional Framework and

Future-Driven 2030: Student Outcomes Monitoring Report

Instructional Influences.

- The district developed Common Formative Assessments (CFA), aligned to the standard, to create a clear and accurate target for instruction.

- **Building Leader/Teacher Knowledge and Skills**

- Targeted training to use the new curriculum and curricular resources provided.

- **Using Data to Inform Instruction and Intervention**

- Use of NWEA Data to inform teachers of students' current skill levels.
- CFAs are used to monitor students' progress toward essential concepts and identify students in need of additional support.

Barriers To Progress (What's Not Going Well)

- **Inconsistent Universal Math Instruction**

- Schools are at varying stages of using the *Big Ideas Math* curriculum with full alignment to pacing, as well as using OKCPS resources for planning.

- **Underdeveloped Systems for Reteaching and Interventions**

- District-wide systems for providing interventions are still developing, which has made it difficult to ensure consistent support for students.

- **Teacher Recruitment and Retention**

- Ensuring that all middle school mathematics classrooms are staffed with teachers who have the specialized content preparation needed for rigorous, standards-aligned instruction remains a system-wide challenge.

Next Steps

Deepening Existing Strategies

We will continue our ongoing commitment to build upon these existing strategic areas, making sure proven practices are implemented consistently across all schools.

- **Strengthen Universal Math Instruction:**

- Focus on increasing the fidelity and quality of Tier 1 math instruction across all classrooms through an intentional professional learning approach.
- **IF** district math teachers deliver high-quality daily math lessons aligned with standards and pacing guides, **THEN** students' likelihood of mastering math standards improve.

- **Using Data to Inform Instruction**

- Using data, teachers see both what students are doing well and where they need help. They use this information to adjust their teaching, reteach important concepts, and provide added support for students who need it.
- **IF** teachers effectively use data to guide their instruction and reteach key skills, **THEN** students will get the support they need to meet grade-level expectations.

- **Teacher Development and Retention**

- Continue to leverage our master teachers identified through the Oklahoma Teacher Empowerment Program (OTEP) to serve as mentors for new math teachers.
- **IF** new teachers have a high quality mentor experience as part of their development, **THEN** they are more likely to experience growth, success, and a desire to stay in OKCPS.

Future-Driven 2030: Student Outcomes Monitoring Report

Activating New Strategies

- **Targeted Training for Middle School Math Teachers**

- This year, all 5th and 7th grade math teachers are part of a cohort group called M-PRO, which stands for Math Professional Development. In this group, teachers meet with district math coordinators four times a year to learn together. These sessions help teachers better understand the math they teach, learn new ways to explain ideas, and build a strong network of other teachers they can rely on for support. We plan to expand this to 6th and 8th grade math teachers for 26-27.
 - **IF** 5th and 7th grade math teachers take part in M-PRO and learn together each quarter, **THEN** they will strengthen their math knowledge and use better teaching strategies to help students learn.
- New math teachers are receiving training led by the Math Core Curriculum Coordinator. This training provides content-specific learning to ensure they receive consistent guidance on curriculum alignment, instructional expectations, and the high-leverage math practices that drive strong student outcomes.
 - **IF** new math teachers receive training led by the Math Core Curriculum Coordinator, **THEN** they will gain the content-specific knowledge and instructional strategies needed to implement high-quality math instruction and improve student outcomes.
- Math Department Chairs engage in monthly professional learning tied to the District's instructional focus. They use these sessions to enhance their ability to support colleagues, provide feedback, and help teachers implement district-aligned math practices within their departments.
 - **IF** Math Department Chairs receive ongoing training tied to the District's instructional priorities, **THEN** students will benefit from more consistent, high-quality math instruction.

- **Implementation of MS Math Intervention**

- To address gaps in math understanding for middle school students, all middle school sites have implemented a research-based math intervention platform through their Core Concepts course. Core Concepts is an extra class during the middle school day that supports students who need help building their math and reading skills.
 - **IF** middle school sites implement a research-based math intervention during Core Concepts, **THEN** students will receive targeted support that addresses gaps in understanding and strengthens overall math outcomes.

- **Intentional Classroom Discussion**

- Effective classroom discussion instructional strategies are strongly supported by research to accelerate learning. We will be strategically designing professional learning to support educators in this area.
- **IF** teachers use intentional classroom discussions that let students explain their thinking, ask questions, and learn from each other, **THEN** students will better understand math concepts, stay engaged, and show what they know, shifting lessons from mostly teacher-led explanations to more student-centered learning.

- **Recruitment and Retention of Qualified Math Teachers**

- The current focus in our partnership with the University of Virginia is in the area of Talent Management. We are currently analyzing options that would have a strong impact on both recruitment and retention of math teachers. We plan on having a well defined strategy in place as we begin the 26-27 school year.
 - **IF** we develop a strong plan to recruit and retain qualified, effective middle school math teachers, **THEN** students will have access to high-quality instruction that improves their learning outcomes.