



Board Member Questions and Feedback

December 8, 2025 - Agenda

Board Member	Agenda Item	Question	Superintendent Feedback
Bowman	6.07	Is Big Ideas Math the name of the new curriculum referred to in the first bullet under Strategies?	Yes. Big Ideas Math is the name of our primary curricular resource that was adopted and purchased beginning in the 24-25 school year.
Bowman	6.07	Is that new curriculum focused on secondary math or does it impact students in all grades?	Big Ideas Math is used for all grade levels.
Bowman	6.07	How do you know that there is inconsistent use of the universal math instruction?	We look at several data sources to understand the consistency of universal math instruction. One of the clearest indicators is the range of NWEA MAP growth percentiles across classrooms and schools. When the spread is wide, it tells us that students are experiencing instruction differently. The data is not a judgment on teachers or schools. It simply helps us see where practices are strong and where we may need to provide more support so instruction is consistent for all students.

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Bowman	6.07	What do teachers think about the new math curriculum?	The curriculum was chosen by the teachers using the state-required textbook adoption process.
Bowman	6.07	Can you tell us more about “Reteaching and Interventions?” Is this referring to strategies that are used in individual classrooms? What type of “interventions” are under consideration?	The type of reteach strategy largely depends on the number of students in the class that still needs additional support in mastering the standard. When over half of the class needs additional support the preferred reteach strategy is explicit modeling in a mini whole-class lesson. When 30-50% of the class needs additional support the preferred reteach is spiraling through Bell Work and/or Guided Discourse. When fewer than 30% of the class needs support, that reteach should be conducted in a small group setting.
Bowman	6.07	Under the Next Steps, what does “intentional professional learning approach” mean? Is this professional learning that will apply to all secondary teachers or certain schools?	The phrase “intentional professional learning approach” ultimately represents the need to explicitly train certain aspects of the instructional design and delivery process that should be guaranteed across all classrooms. There are certain practices that must become “industry standard”, and those must be intentionally trained and developed across the organization. At the same time, providing differentiated professional learning options is also important so educators are able to explore the development of new skills that are unique to them.
Bowman	6.07	What is the difference between district math	OKCPS employs 2 district math coordinators, Ms. Carrie Price (Elementary) and Dr. Scott Paul (Secondary). They are part of the



		coordinators and math department chairs?	district Curriculum, Instruction, and Professional Learning Team. Each secondary site has an identified math department chairperson who teaches in the classroom. The math coordinators provide leadership to the department chairs through regular communication and development opportunities.
Bowman	6.07	Is Core Concepts a new class for the 24-25 SY or has it been in place previously? Can all of our students take advantage of this opportunity or are there limitations for certain student sub-populations?	Core Concepts is a course that was designed and implemented at all non-application middle schools in the 2020-2021 school year. It is automatically scheduled for students in 6-8th grade that are below grade level who need additional time and support to achieve grade-level proficiency in these core areas. The organization has continued to strengthen the structure of Core Concepts, to provide a more clearly defined approach to the course to best address learning gaps. The Core Concepts class is intended to be used as a targeted Tier 2 intervention course to support students in strengthening foundational reading and math skills.
Lewis	6.07	What does the distribution of NWEA scores look like, and what percentage of those students are close to the	For current 7th graders, 22% scored at the 61st percentile or above according to the NWEA MAP Math screener. 15% scored between the 41st and 60th percentiles.



		cutoff for the 60th percentile?	
Lewis	6.07	How many students receiving Core Concepts math intervention demonstrated accelerated or typical growth on NWEA MAP?	Math intervention was introduced in Core Concepts in August of 2025. Our first opportunity to measure growth will be the MOY NWEA window in January.
Lewis	6.07	Are there certain buildings or student groups that are disproportionately represented in the group that scored proficient	Yes. Application schools had significantly higher rates of proficiency than non-application schools. Student groups disproportionately represented in proficiency include Asian, White, Multi-Racial, Non-Economically Disadvantaged, and Gifted/Talented student populations.
Lewis	6.07	What immediate next steps will be taken to accelerate students near the 60th	Our immediate next steps focus on strengthening high-quality tier 1 instruction and consistent reteaching practices across classrooms. While schools review individual student data and make decisions about supports, our district strategy is centered on improving the core instructional experience so all students



		percentile threshold between winter and spring MAP administrations? And why are you taking those specific steps?	can exceed their growth goals. This approach helps students near the 60th percentile and benefits every learner. We are taking these steps because stronger, more consistent instruction is the most reliable way to accelerate growth.
Lewis	6.07	Assuming Core Concepts math intervention is the high leverage strategy to close the gap, how will the district strengthen intervention systems in middle schools where Core Concepts implementation is inconsistent?	Currently, most middle schools utilize many different teachers for Core Concepts. This creates significant challenges for training and implementation. Moving forward, in 2026-2027 sites will be required to create schedules where selected teachers are assigned only Core Concepts classes. This will allow for deeper training and targeted support for implementation.
Lewis	6.07	What changes will be made to ensure incoming 7th graders in 2026 and 2027 are better	We will continue to strengthen tier 1 instruction and effective reteaching practices so they are consistent and engaging across classrooms. Our focus is on supporting teachers through ongoing development, strong professional networks, and protocols that help us monitor the effectiveness of practice. We will also keep working to recruit and place strong talent when vacancies arise.



		positioned to hit the 60th percentile target?	
Thompson	6.07	Given that the NWEA MAP assessment is administered three times per academic year—once at the beginning of the school year, again in December, and a final time in May—according to the test developers, which administration period yields the most valid and reliable data for evaluating student growth?	NWEA states that growth is best measured using the longest interval of time between administrations, because students have had enough instructional time to demonstrate meaningful progress. Therefore, the fall (BOY) to spring (EOY) window produces the most valid and reliable growth data.
Thompson	6.07	What does effective Tier 1 math instruction consist of, and what specific actions and practices would increase instructional fidelity and quality across all classrooms?	From a curricular perspective, it consists of deep understanding and teaching to the level of learning targets outlined in the standards. For this we have implemented structured pacing guides, standard overview resources, and common formative assessments. From an instructional perspective, OKCPS has established a clear instructional framework that outlines effective lesson openings, engaging work sessions, and strong lesson closings. Instruction should be delivered using strategies supported by research. In OKCPS, we have highlighted 6 instructional influences that are to



			be emphasized across all classrooms.
Cifuentes	6.07	When you say “aligning our resources to promote foundational numeracy,” which specific resources are you specifically speaking about?	Aligning resources means ensuring that people, time, materials, and funds are intentionally organized to strengthen early math understanding rather than being spread across uncoordinated efforts.
Cifuentes	6.07	Why were only 5th and 7th grade math teachers initially targeted by M-PRO?	We chose to begin the MPro training with two grade levels to pilot the implementation and support plan before expanding it to grades 6 and 8.
Cifuentes	6.07	How is the NWEA assessment correlated with the OSTP? (The NWEA also has growth norms that change every 4 years, are we using the most updated/scaled data for the NWEA?) I also understand that these are different tests.	NWEA reports that the MAP Growth assessment shows a strong statistical relationship with the Oklahoma State Testing Program (OSTP). To document this, NWEA conducts a linking study with Oklahoma each time the standards are updated. The most current NWEA linking study has been conducted with the OSTP is from 2020, and we expect to receive a new linking study in 2026.



Cifuentes	6.07	With the strength of our community partners, are there any collaborations with STEM programs already established that are helping promote foundational numeracy and problem-solving skills for this area? (re: LCDA Latino Clubs, Southside Robotics, etc?) Is there any evidence that this could help?	Foundational numeracy is reinforced in our STEAM classrooms, where students use prior math knowledge in hands-on, project-based learning. We know organizations like LCDA and others are partnering with some of our schools, but we do not yet have details on how their activities connect to specific math or problem-solving skills. We have not explored aligning external partnerships directly to our middle school math goals, but it may be an area worth learning more about as we continue to refine our approach.
Cifuentes	6.07	Who is taking the Common Formative Assessments?	At the secondary level, all students enrolled in core classes take CFAs.
Cifuentes	6.07	Are there any incentives offered to help retain teachers who are performing at a higher level in Tier 1	OKCPS math teachers have the opportunity to apply to be recognized as an OTEP (Oklahoma Teacher Empowerment Program) teacher. To qualify, applicants must demonstrate strong student outcomes and consistently implement high-quality Tier 1 instructional practices. Those selected receive a significant stipend—up to \$15,000—and have the opportunity to serve as

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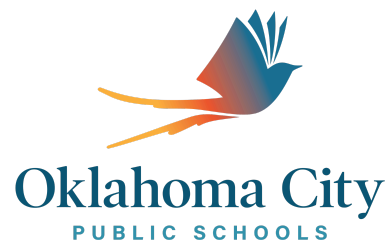
		teaching? (What would motivate them to become mentors and stay in the district, if anything?)	mentors to other OKCPS teachers.
Cifuentes	6.07	How do we determine which students attend the Core Concepts course?	Students who show below-proficient performance in math and/or reading as measured by OSTP or NWEA.
Cifuentes	6.07	How do we determine which educators teach the Core Concepts course?	Site leaders choose teaching assignments for their teachers.
Cifuentes	6.07	Looking at Interim Goal 2C data, we are not far off from our target (0.7%), but comparing this to our Goal 2 data, there seems to be a heavier mismatch. (3.5%) Is there a reason why the target	The two goals use different measures, which is why the gaps look different. Interim Goal 2C uses NWEA and looks at how many 7th graders start the year at the 60th percentile. That is an early milestone, not the same as being proficient on the 8th-grade OSTP. Students usually need to be much higher on NWEA, closer to the 84th percentile, to be on track for proficiency. For Goal 2, the OSTP target was based on last year's cut scores. When the state raised the cut scores, last year's proficiency rate would have been lower. If the target had been adjusted to match



		for the 2C goal seems much closer than for goal 2?	the new cut score, we would have already exceeded it this year. This is why the gap for Goal 2 looks larger than the gap for Goal 2C.
Cifuentes	6.07	Since we have implemented a Core Concepts course in every school, have we learned if the extra class is succeeding in helping our students to grow?	Math intervention was introduced in Core Concepts in August of 2025. Our first opportunity to measure growth will be the MOY NWEA window in January.
Cifuentes	6.07	Do we know which strategies do not help in retaining quality educators in the district or do not help become consistent in our education across the district?	We know that providing teachers with targeted professional development, job-embedded coaching, and consistent instructional resources strengthens both retention and effectiveness. When educators are supported with the training, tools, and feedback they need, they are more likely to remain in the district and to implement aligned, high-quality instruction. Our goal is to continue refining and focusing these supports so that every teacher has what they need to deliver consistent and effective instruction for students.
Shelton	6.07	We keep hearing about pacing problems. As a Board, how are we actually monitoring	Pacing is monitored at the school level through regular classroom walkthroughs, lesson plan reviews, and coaching conversations led by principals and instructional coaches. These touchpoints help leaders see whether teachers are on track with the pacing



		whether teachers are following the pacing guide? We can't fix what we can't see	guide and whether students are engaging with the intended content. When a teacher is not on pace, targeted support and follow-up are provided. Pacing guides also include common formative assessments for each priority standard. Site and district leaders monitor when these assessments are given and use the results to confirm whether instruction is aligned to the expected timeline. At the system level, the Board receives monitoring reports and achievement data that show how instructional systems are supporting student learning. School leaders oversee the day-to-day work of observing classrooms, reviewing lesson plans, and providing coaching to ensure pacing is implemented effectively.
Shelton	6.07	Some schools are growing while others are stagnant, yet they're all implementing the same district strategy. Why are the results so different? What should we, as a Board, expect when the plan isn't working everywhere?	While all schools are implementing the district's strategies, growth can look different from school to school because large-scale improvement takes time and involves many moving parts. Differences in context, experience, and capacity can affect how quickly schools see results. When outcomes aren't consistent, it reflects the complexity of organizational change rather than any shortcoming at an individual school. Our district leadership team monitors these differences and works to provide training, support, and structures that help all schools implement



			strategies effectively and achieve the intended results over time.
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