



Student Outcomes Monitoring Report

Month: (Original) December / (Revised) February

Year: 2025/2026

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.

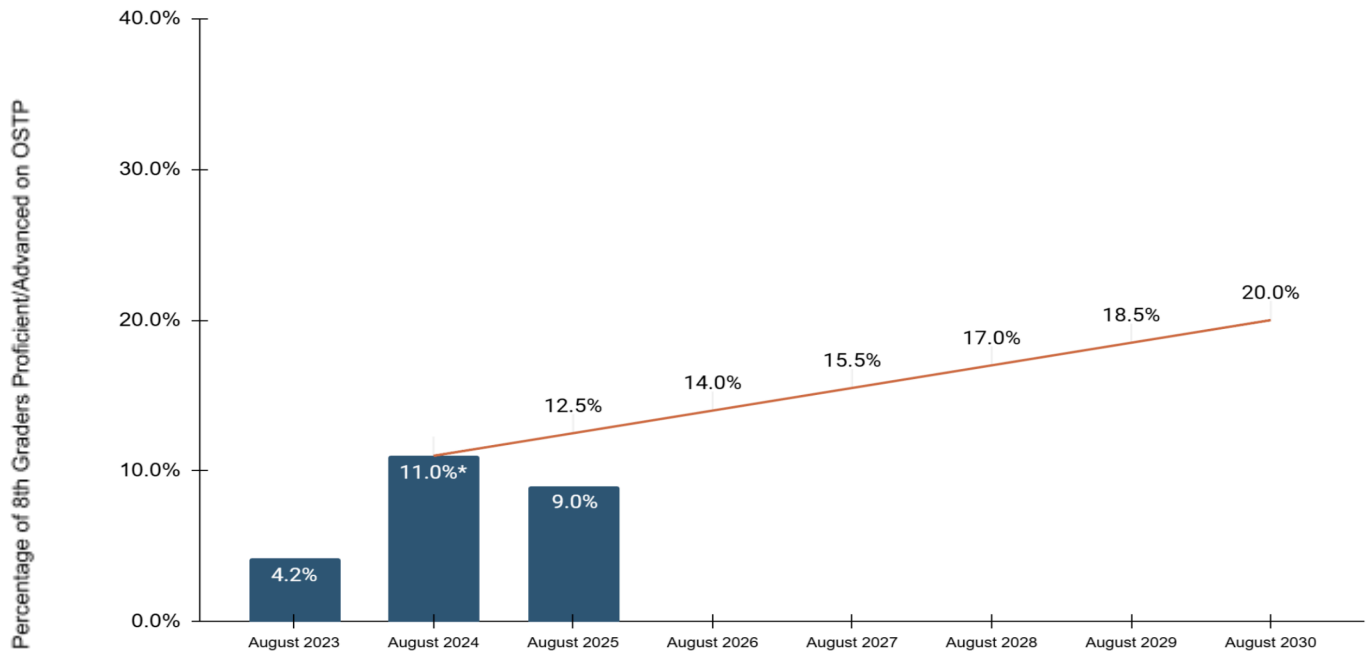
Goal/Interim Established Annual Targets:

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



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Superintendent's Interpretation

What This Data Means

- 9% of OKCPS 8th graders scored at the proficient or advanced level of the OSTP in Spring 2025
- The annual target for OKCPS to be on track to meet the 2030 goal is 12.5%
- OKCPS is currently **Off Track** to meet the 2030 goal of 20% reaching proficient or advanced
- Statewide cut scores were adjusted for the Spring of 2025, making it more difficult to score proficient or advanced. This positions OKCPS further from away from meeting the 2030 goal. See *explanation below*

Takeaway

- We are well below our annual target. While student performance improved in 2025, it is not represented in the data due to the state cut score adjustments.

** 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.*



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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.

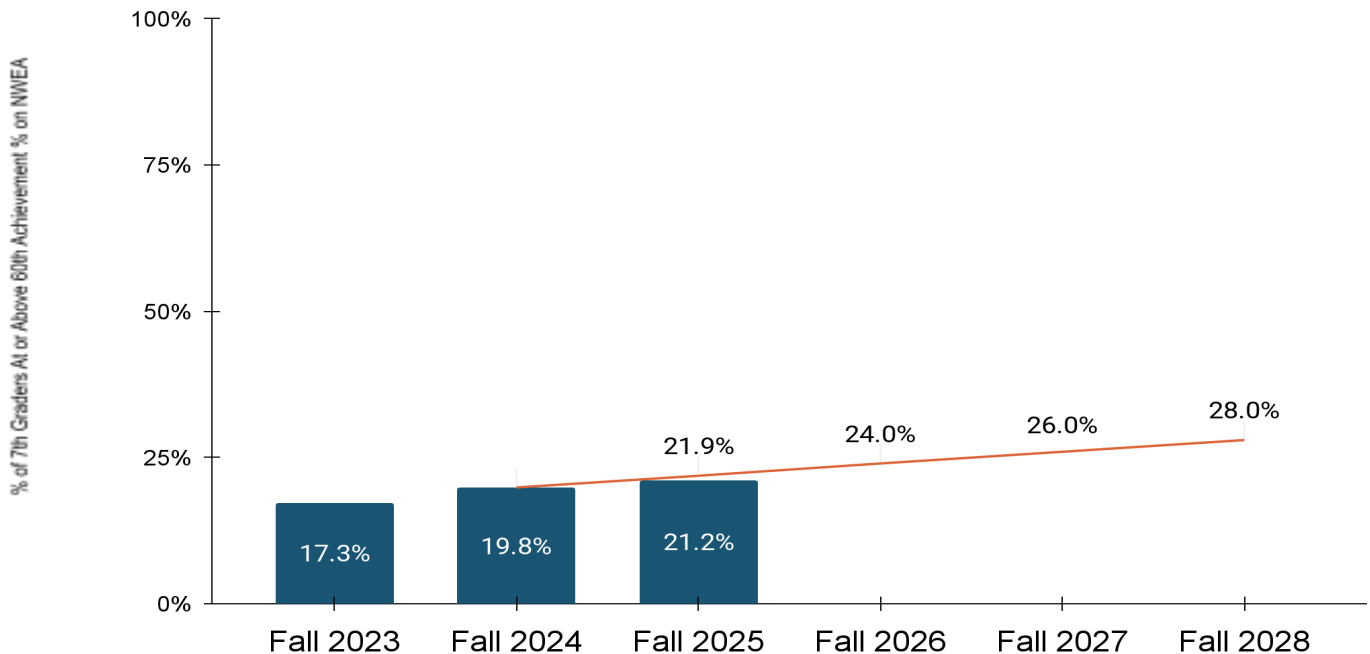
Goal/Interim Established Annual Targets:

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



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Interim Goal Rationale

Why Interim Goal 2C Matters

- It measures the percentage of 7th graders scoring at or above the 60th achievement percentile on the NWEA MAP Growth assessment at the beginning of the year. This is nearly two full instructional years before the 8th grade OSTP is administered, where students need to be near the 70th achievement percentile to be on track for proficiency.
 - NWEA MAP is a nationally normed benchmark, meaning students are compared to peers across the country. NWEA has published research that allows educators to predict OSTP performance based on NWEA MAP performance.
- Students who reach the 60th achievement percentile by the beginning of 7th grade are well positioned to reach proficiency by the end of 8th grade with strong 7th and 8th grade instruction.

Takeaway

- This interim goal is an early indicator of both student and systems progress toward the 8th grade OSTP proficiency goal.

Superintendent's Interpretation

What This Data Means

- 21.2% of 7th graders scored at or above the 60th percentile on the NWEA MAP math assessment in Fall 2025
- In Fall 2024, the number was 19.8%.
- We improved by 1.4%, but that fell .7% short of our annual target of 21.9%
- With that, we are currently **Off Track** on interim goal 2C.

Takeaway

- More students are achieving at higher levels, but not enough of them to place us above our goal target.

Why We're Seeing These Results

Major Contributing Factors (What's Going Well)

- **There are four overarching strategic areas that have been the focal point of our systems transformation related to middle level math. By strategically addressing these four areas, it positions OKCPS to have a strong instructional infrastructure.**
 - Assessment Strategy

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- Curriculum Strategy
- Instructional Monitoring and Support Strategy
- Data-Informed Collaboration and Planning Strategy
- **Assessment Strategy (Using assessments to understand learning and adjust instruction)**
 - Districtwide use of NWEA MAP Growth provides a reliable, standards-aligned picture of student readiness and growth across classrooms.
 - Teachers regularly use Common Formative Assessments (CFAs) to check understanding during instructional cycles.
 - Data is beginning to inform short-cycle instructional adjustments, particularly around priority learning standards.
- **Curriculum Strategy (Ensuring access to high-quality, aligned instructional materials)**
 - A new math curriculum is fully in place, aligned to Oklahoma Academic Standards and state assessment blueprints.
 - Updated K-12 instructional materials provide coherence across grade levels, supporting stronger vertical alignment in middle level math instruction.
 - Clear pacing guides help teachers focus instructional time on priority standards (ie. proportional relationships, linear equations, and geometry)
 - Priority standards across grade levels have been identified.
- **Instructional Monitoring and Support Strategy (Strengthening Tier 1 Instruction at grade level through observation, and feedback)**
 - A Tier 1 Instructional Framework is setting expectations for daily math instruction across classrooms.
 - Instructional leaders are data, observations, and student work to identify where instructional practice is strong and where support is needed.
 - Targeted professional development is improving practice in classrooms, particularly around clarity of learning targets and use of manipulatives.
- **Data-Informed Collaboration and Planning Strategy (Turning data into instructional action)**
 - Teachers are beginning to use NWEA and CFA results to collaboratively plan reteaching and enrichment opportunities.
 - Instructional conversations are increasingly centered on what students need next. This is a focus on shifting to prioritizing what is learned over what is taught.
 - Grade-level teams are showing evidence of aligning instructional responses to data, contributing to pockets of accelerated growth.

Takeaway

- When strong curriculum, clear assessment, and data-informed instructional practices are strong, students grow.
- When instruction varies, growth slows.
- These strategic instructional infrastructure systems are backed by effective schools research, and OKCPS has been laying a strong foundation across the system.

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Barriers To Progress (What's Not Going Well)

- **We have identified three areas that have emerged as presenting barriers to our progress in middle level math. Two of these areas have been highlighted above also as areas of promise. They emerge on both lists due to depth of implementation and fidelity of the identified systems.**
 - Systems to Attract, Hire, and Retain Teachers and Staff
 - Instructional Monitoring and Support Strategy
 - Data-Informed Collaboration and Planning Strategy
- **Systems to Attract, Hire, and Retain Teachers and Staff**
 - The district continues to face the challenge staffing middle level classrooms with teachers who are fully certified and deeply prepared in math content.
 - Staffing gaps and reliance on less-experienced or out-of-subject teachers affect instructional consistency and teacher clarity, making it harder for students to clearly understand learning expectations.
- **Instructional Monitoring and Support Strategy**
 - While NWEA MAP Growth is administered districtwide, schools are not yet consistently using the full suite of tools, including the Learning Continuum and detailed reports, to inform instructional adjustments.
 - Reteaching and intervention practices following CFAs are inconsistently delivered across schools. Modeling and Guided Discourse practices for structured reteach opportunities are still developing among teachers.
 - Instructional leadership practices are still emerging across the organization, and consistency of quality feedback that teachers receive to improve instruction is developing.
- **Data-Informed Collaboration and Planning Strategy**
 - Collaborative planning time used to analyze student work, data, and to plan specific instructional responses is a developing practice.
 - Districtwide systems for planning and delivering interventions at the middle level are in development. This results in uneven support for students who are not yet meeting grade level expectations.

Takeaway

- Middle level math classrooms (in OKCPS and across the state) are challenging to staff with highly qualified teachers.
- Deeply training teachers in the most effective instructional practices takes a strategic approach over time.
- Deeply training instructional leaders so they are able to deliver high-quality and high-leverage feedback to teachers is an area of focus.
- Reteaching and intervention systems are not fully installed.

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**

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schools. Each of these strategic areas of instructional infrastructure have an established continuous improvement framework, with next steps clearly identified.

- **Assessment Strategy**

- Deepen teacher and leader use of NWEA MAP data beyond overall scores to identify skill gaps aligned to grade level standards.
- Align NWEA MAP and CFA analysis explicitly to content emphasis (ie. proportional relationships, linear equations, and geometry), which comprises a large portion of OSTP assessments.

- **Curriculum Strategy**

- Reinforce consistent use of district pacing guides and priority standards to reduce variation in instructional focus.
- Continue district monitoring of pacing guide usage and lesson alignment to priority standards across classrooms.

- **Instructional Monitoring and Support Strategy**

- Narrow expectations for Tier 1 math instruction so teachers across schools are clear on what strong daily instruction looks like in practice.
- Focus support on improving the quality and consistency of Tier 1 math instruction, recognizing it is the fastest way to reach most students.
- Ensuring instructional leaders consistently observe, name, and coach toward the same instructional practices.
- Prioritize support to schools and teams where student growth is not yet on pace.

- **Data-Informed Collaboration and Planning Strategy**

- Provide clarity around expectations for how NWEA MAP and CFAs inform reteaching plans within a defined instructional cycle.
- Increase consistency in how instructional teams review data and decide on next instructional moves.

Takeaway

- The development of a strong instructional infrastructure is a continuous improvement journey.
- OKCPS has clarity on where implementation needs effective monitoring and support to get the full benefit of the developed strategies.

Activating New Strategies

- **In addition to the deepening of existing strategies around the identified strategic areas, below are new strategies that have been identified and developed to impact the overall goal.**

- **Assessment Strategy**

- Use NWEA MAP and CFA results to inform placement and instructional focus within the Core Concepts math intervention course.
- **Theory of Action (IF-THEN)**
 - If teachers consistently use NWEA and CFA data to identify precise skill gaps and adjust instruction, then students will receive more targeted support and more will progress toward the benchmark.
- **Who we will monitor for growth**
 - Middle grade students that scored between the 40th-59th percentile on NWEA.
 - Students enrolled in Core Concepts math intervention course.

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- **Curriculum Strategy**

- Strengthen curriculum fidelity through content-specific training led by the Math Core Curriculum Coordinator for new middle school math teachers.
- Ensure new teachers receive consistent guidance on curriculum alignment, instructional expectations, and high-leverage math practices.
- **Theory of Action (IF-THEN)**
 - If teachers receive clear, content-specific guidance on curriculum use and instructional expectations, then instruction will become more consistent and students will experience clearer, standards-aligned instruction.
- **Who we will monitor for growth**
 - Instructional growth by new or early-career math teachers.

- **Instructional Monitoring and Support Strategy**

- M-PRO (Math Professional Development) Cohort for all 5th and 7th grade math teachers, with quarterly connections led by the district math coordinators.
- Expand M-PRO to include 6th and 8th grade math teachers beginning in the 26-27 school year.
- Adding a professional learning focus on intentional classroom discussion practices beginning in the 25-26 school year, shifting to instruction that is more student-centered discourse and reasoning.
- Align coaching and observation/feedback to instructional practices emphasized in M-PRO.
- **Theory of Action (IF-THEN)**
 - If teachers engage in ongoing, content-focused professional learning and apply strategies such as intentional classroom discussion, then instructional quality and student engagement will improve, leading to stronger math understanding and growth.
- **Who we will monitor for growth**
 - Classroom with M-PRO cohort members.
 - Student's CFA data.

- **Data-Informed Collaboration and Planning Strategy**

- Support math department chairs through monthly professional learning aligned to district instructional priorities, strengthening their ability to facilitate data-driven planning and feedback.
- **Theory of Action (IF-THEN)**
 - If department chairs and teacher teams consistently use data to plan, reteach, and monitor progress, then instructional responses will become more timely and effective, accelerating student growth.
- **Who we will monitor for growth**
 - Students receiving reteaching following CFA version A, by monitoring results of CFA version B.
 - Grade-level teams where student growth has not yet reached expected growth targets.

- **Talent Management Connection Strategy**

- Focus the partnership with the University of Virginia to strengthen recruitment and retention of qualified math teachers.
- Develop a clear, defined talent strategy for math teacher recruitment and retention to be implemented at the start of the 26-27 school year.
- **Theory of Action (IF-THEN)**
 - If the district implements a strong recruitment and retention strategy for effective math teachers, then students will have sustained access to high-quality instruction

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that improves learning outcomes.

- **Who we will monitor for growth**
 - Student growth trends in classrooms with stabilized staffing.

Takeaway

- Activating the following new initiatives will support stronger math instruction across middle grades:
 - More focused teacher support from district math leaders. Specifically new teachers, M-PRO cohort members, and department chairs.
 - A targeted approach to advance classroom discussion strategies districtwide.
 - Building a plan to better recruit and retain middle level math teachers in partnership with the University of Virginia.