



Board Member Questions and Feedback

March 9, 2026 - Board Agenda

	Board Member	Agenda Item	Question	Superintendent Feedback
1	Bowman	4.01 1B Monitoring Report	Do all elementary schools still have instructional coaches? Can you share a little information about how they work together across the district, if at all?	Yes. Most elementary schools have an instructional coach on site. • About 80% of elementary schools have a full-time instructional coach. • Four schools chose to use those funds in other ways, but those teachers still receive support from district Professional Development Coordinators. Instructional coaches meet once each month as a district team. During these meetings they: • Study student reading data • Align instructional strategies • Learn Science of Reading practices • Receive training on Reading Horizons and literacy instruction This ensures teachers across the district receive consistent support to improve reading instruction for students.
2	Bowman	4.01	Are all first graders represented in this data or	Almost all students are represented. Our district goal is 95% or higher participation in assessments. A small group of students are not included because:

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			are there students who are not represented?	• They were absent on testing days, or • They participate in the Oklahoma Alternative Assessment Program (OAAP) due to significant cognitive disabilities. Most students with Individualized Education Programs still participate in the regular assessments with supports. This means the data reflects nearly all first-grade students in OKCPS.
3	Bowman	4.01	What percentage of first graders participated in the MAP winter reading assessment?	2,247 1st Graders participated in the NWEA Winter assessment. Our current 1st grade enrollment is at 2,306. The participation percentage was 97.4%.
4	Bowman	4.01	Can you describe Project LIFT a bit more? Is it a pilot program or happening at all elementary sites?	Project LIFT stands for Literacy Impact For Today. It is a high-dosage after-school tutoring program designed for students in grades 1–4 who need extra reading support. Key features include: • Small group tutoring (1 teacher to 4 students) • Focus on phonics and foundational reading skills • Use of the research-based 95 RAP literacy program The program currently operates at six elementary schools: • Adelaide Lee • Hayes



				• Cesar Chavez • Coolidge • Heronville • Prairie Queen Students participate three days per week for six-week cycles. The goal is to accelerate reading growth for students who are significantly behind.
5	Cifuentes	4.01	What is the alignment between the OSTP Reading scores and the NWEA?	First graders do not take the state test yet. The OSTP reading assessment begins in third grade. To monitor early reading progress, OKCPS uses NWEA assessments. NWEA conducts research studies that show how their scores predict future performance on state assessments. Because of these studies, NWEA data helps us: • Identify struggling readers early • Predict future OSTP performance • Adjust instruction before students reach third grade This allows us to act early so more students reach reading proficiency later.
6	Cifuentes	4.01	Why are there variations in the pacing of	Schools adopted a new literacy curriculum and digital platform this year. Because of this, schools are at different stages of implementation.



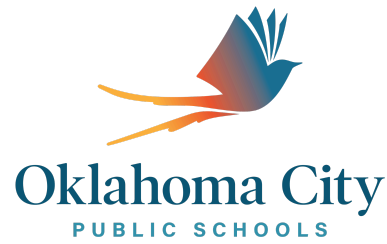
			implementation of the curriculum?	To address this, the district is providing: • Coaching support from instructional coaches • Guidance from the CIPL team • Support from building leaders These supports help teachers learn the new routines and keep instruction aligned. The goal is consistent high-quality reading instruction across all schools.
7	Cifuentes	4.01	Why is there inconsistency in coaching documentation?	In the past, documenting coaching cycles was encouraged but not required. This year the district moved to require documentation of coaching cycles. This change helps the district: • Track how often coaching occurs • Monitor the quality of feedback teachers receive • Align with Bambrick-Santoyo leadership practices Better documentation ensures that coaching is consistent and focused on improving instruction.
8	Cifuentes	4.01	Do we have a system in place for progress monitoring data outlined for educators?	Yes. OKCPS follows the Strong Readers Act by using NWEA MAP Reading Fluency to track reading progress. This system allows teachers to: • Identify reading challenges early

				• Check student progress frequently • Adjust instruction based on real-time data Students who need more support are monitored more often. This ensures teachers make instructional decisions based on clear data, not guesswork.
9	Cifuentes	4.01	How do we know that LIFT, the “small-group after-school” program actually works in our overarching goal? Do we have data to show us this?	Project LIFT effectiveness is measured in three ways: 1. Student growth on NWEA reading assessments 2. Improvement in phonics skills 3. Movement of students out of intensive reading support Students are assessed before and after tutoring cycles. If the data does not show strong progress, we adjust: • tutoring groups • instructional strategies • coaching support This ensures the program is focused on accelerating student reading outcomes.
10	Cifuentes	4.01	Can you explain what direct supports have been given to educators to help them collect data or implement assessments that have been working?	Teachers receive three main supports. Clear assessment tools: Teachers use NWEA MAP, MAP Reading Fluency, and classroom checks to monitor reading progress.



				Coaching support: Instructional coaches help teachers understand the data and plan lessons based on student needs. Data meetings: Teacher teams meet regularly to review student progress and decide what to reteach or accelerate. These supports help teachers make decisions based on real student data.
11	Cifuentes	4.01	For the Reading Horizons and HMH curriculum, is there an overlap of skills in both curricula that could be combined for teachers so they have more time to cover more material?	The two programs work together but serve different purposes. • Reading Horizons teaches phonics and decoding. • HMH Into Reading focuses on comprehension, vocabulary, and writing. District pacing guides help teachers know when to use each program. This ensures students build both foundational reading skills and deeper comprehension.

12	Cifuentes	4.01	Can we see this data broken down into EL students vs non-EL students? What are the specific supports in place that are closing this gap, if any?	<table><tr><th colspan="6">By English Learner Status</th></tr><tr><th rowspan="2">ELL Status</th><th colspan="2">Baseline (Winter 24-25)</th><th colspan="2">Latest Performance (Winter 25-26)</th><th rowspan="2">Growth from Baseline (% points)</th></tr><tr><th>%</th><th># Met Goal</th><th>%</th><th># Met Goal</th></tr><tr><td>ELL</td><td>17.5%</td><td>153</td><td>24.6%</td><td>201</td><td>7.1%</td></tr><tr><td>Exited ELL</td><td>25.0%</td><td><10</td><td>33.3</td><td><10</td><td>-</td></tr><tr><td>Not ELL</td><td>24.7%</td><td>345</td><td>31.9%</td><td>408</td><td>7.2%</td></tr></table> EL students enrolled in sheltered instruction sections are regularly exposed to sheltered instructional strategies, which are also effective in any classroom.	By English Learner Status						ELL Status	Baseline (Winter 24-25)		Latest Performance (Winter 25-26)		Growth from Baseline (% points)	%	# Met Goal	%	# Met Goal	ELL	17.5%	153	24.6%	201	7.1%	Exited ELL	25.0%	<10	33.3	<10	-	Not ELL	24.7%	345	31.9%	408	7.2%
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13	Cifuentes	11.01 Guardrail 1 Monitoring Report	How will the district ensure that this great information, including how to build good study habits, building independence, and other information is getting to all families in all areas, including the areas where the participation rates of FACE (Family and Community Engagement)	The Study Skills Toolkit and other resources will be shared directly with families through schools, text messages, videos, and the district website. Materials will also be translated so families can receive information in their preferred language. Workshops will support learning, but every family will still receive the resources even if they cannot attend. Please see the graphic below the table regarding event participation.																																		



			Free Family Workshops is low? Could we incorporate translating all of our meetings and other resources (Spanish media) into the budget for family engagement (see next question). I would like to see our participation rates.	
14	Cifuentes	11.01	I understand that public schools have a budget specifically set in place for family engagement. What is our family engagement budget and how is it being utilized in the district now?	Our Family Engagement team works with both district funds and community partnerships. For example, Cox Charities provides a yearly grant that helps support meals and incentives at family events. Community partners such as Feed the Children and local businesses also donate materials. These partnerships allow us to provide learning resources, workshops, and community events while keeping the focus on supporting student success.

15	Cifuentes	11.01	How is family engagement related to our student outcomes?	When families are involved, students do better in school. Family engagement helps students build study habits, responsibility, and confidence. These skills support stronger attendance, academic growth, and preparation for graduation and life after high school. By aligning family workshops and tools with district learning goals, we strengthen the connection between school and home learning.
16	Cifuentes	12.04 Financial Services Report	I see that our ADM adjustment on slide 3 went down from 32,412 to 30,692. Is this enrollment from the period stated in the same slide? Can you help explain why this occurred and any financial impacts to the district?	The ADM number reflects student enrollment during a specific reporting period. The adjustment occurred because enrollment counts were updated after the reporting window closed. Changes like student transfers or enrollment corrections can affect this number. Financially, enrollment affects state funding. Our finance team monitors these adjustments closely to ensure the district plans responsibly for staffing and services.
17	Cifuentes	15.05 Facilities Master	When reading that there is a “goal [...] to obtain feedback from larger stakeholder	We will gather feedback from many voices across the city. This includes community surveys, public forums, small group meetings, and discussions with staff and families. Information



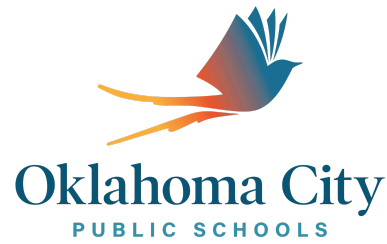
		Planning	groups that will inform and shape the overall planning process,” I wanted some clarification. What will this look like?	will also be shared through the district website, social media, and simple one-page summaries. Our goal is to make sure families and community members have clear opportunities to share input before decisions are made.
18	Cifuentes	15.05	Is this \$887,046.00 for consulting services?	Yes. This fee covers the expert manpower and technical work from four specialized firms (MA+, RSP, Willowbrook, and Gooden Group). This includes physical tours of our sites, professional demographic research, cost estimating for future projects, and the creation of the final Master Plan document. It is a not-to-exceed fee, billed hourly--meaning the district only pays for the actual work performed up to that amount.
19	Cifuentes	15.05	Is there a plan for what the district is going to do with all the research once received? (In other words, what is the purpose of hiring a consulting firm for us to	The research will guide future decisions about school buildings and resources. This information will help the Board consider possible boundary adjustments, building improvements, future bond proposals, and long-term planning for the district.



			obtain this information? Does the district have a plan?)	The process will follow Board Policy D-12 and will align with the district's Goals and Guardrails.
20	Cifuentes	15.05	How will all of the findings from RSP be made available to all of our families and stakeholders?	We will share the findings openly with the community. Information will be presented to the Board and shared through the district website, social media, and community meetings. We will also provide clear summaries and digital resources so families can easily understand the results. Our goal is to make sure families and stakeholders have access to the information and understand how it may impact future decisions.
21	Lewis	4.01	What percentage of first-grade classrooms are currently meeting the defined fidelity standards for Reading Horizons (lesson pacing, 30–50 minute block, and 15 minutes of	The district measures fidelity through classroom walkthroughs. The key indicators are: • A 30–50 minute phonics lesson block • Correct lesson pacing • Differentiated practice time Many classrooms are meeting the key components, but we are continuing to improve consistency across schools.

			differentiated practice), and how does that correlate with growth outcomes?	Schools with stronger fidelity are already showing greater reading growth on NWEA assessments.
22	Lewis	11.01 Guardrail 1 Monitoring Report	How are we calibrating implementation quality across schools to ensure teacher self-reported survey data (1A) and classroom visit tool data (1B) are reliable and consistent across observers?	The district uses three strategies: • Shared observation tools: All observers use the same rubric. • Calibration training: Administrators and coaches review lessons together to align scoring. • Coaching documentation: Instructional coaches record coaching cycles to ensure consistent support. These steps help ensure observation data is reliable and consistent across schools.
23	Lewis	11.01	What early indicators will tell us whether we are moving from participation to high-quality, impactful implementation — and what	The district monitors three early indicators. Teacher practices • Strong phonics instruction • Structured small-group learning • Correct lesson pacing Student evidence • Improved decoding accuracy

			corrective actions will trigger if we are not?	• Increased reading fluency • NWEA reading growth System indicators • Completion of coaching cycles • Strong fidelity scores in classroom visits If these indicators decline, additional coaching and leadership support are provided.
24	Meister	4.01	How were the 18 schools using Reading Horizons chosen?	Eighteen schools purchased Reading Horizons V9 before the program became a district-wide initiative.
25	Meister	4.01	How do the 13 schools not using RH compare on the NWEA assessment?	The district is reviewing this closely. Early analysis suggests that schools implementing Reading Horizons show stronger growth in foundational reading skills. Schools not using the program continue to use the district's core reading curriculum. This comparison will help determine whether expansion of the program is needed.
26	Meister	4.01	How can the district balance the use of RH data with NWEA assessment to	Each tool measures different parts of reading. Reading Horizons assessments show student progress in phonics skills. NWEA assessments measure overall reading ability and growth. Together they provide a full picture of student reading development. The district assessment team monitors these data systems to guide instructional decisions.



			create a complete picture of student achievement? Whose responsibility is it to keep track of the data?	
27	Meister	4.01	What metrics are used to measure the effectiveness of the RH V9 curriculum?	The district uses several measures: • Student phonics assessments • Reading fluency scores • NWEA reading growth • OSTP reading projections • Classroom fidelity observations These indicators help determine whether the program is improving student reading outcomes.
28	Meister	4.01	Do the Instructional Coaches go to the 13 schools not using RH? And if so, are steps being taken to introduce those teachers to the curriculum in advance of implementation?	Yes, all elementary schools currently use Reading Horizons V9.

29	Meister	4.01	What barriers exist in the district wide implementation of RH?	The main barriers include: • Time needed for teacher training • Scheduling dedicated reading blocks • Supporting new teachers • Learning new technology tools The district is addressing these challenges through coaching, professional learning, and clearer pacing guidance.
30	Meister	4.01	Is there a specific staff/cabinet member in charge of organizing/implementing the assessment calendar? If so, what steps are being taken to ensure the development and adherence to a comprehensive schoolwide calendar?	Yes, the CIPL team is responsible for creating the district assessment calendar in collaboration with a district committee. The Principal Supervisors work directly with the principals to create the school-wide comprehensive calendars.
31	Meister	4.01	Time restraints are mentioned in several	Some teachers feel the program moves too quickly. To address this concern the district is: • Adjusting pacing guides

			iterations. How do you plan to address the “too fast” issue related to RH?	• Allowing reteach days when needed • Providing additional coaching support The goal is to ensure students master skills before moving forward.
32	Meister	4.01	What are some of the barriers with “Pacing Gaps” and how are they being addressed?	Pacing gaps occur when schools move through lessons at different speeds. This can happen because of: • Teacher experience levels • Student learning needs • Scheduling challenges The district addresses pacing gaps through: • Coaching support • Monitoring lesson completion • Leadership check-ins with schools These actions help keep instruction aligned across the district.
33	Meister	4.01	Not a tactical or technical question, but this is a lot of extra work for the teachers.	Yes. Teacher input has been gathered through: • Teacher leadership teams



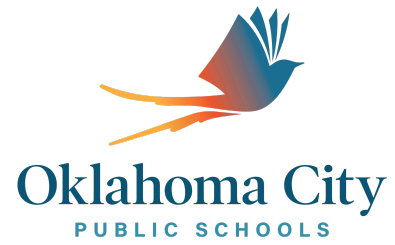
			Have they been consulted about their needs in implementing it? Are there any perks associated with taking this on? Is this something taught in education classes?	• Surveys • Professional learning sessions • Coaching conversations Based on teacher feedback, the district has adjusted pacing guides and increased instructional support. Teacher voice is important to ensure strong implementation while keeping the focus on improving student reading outcomes.
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Family and Community Engagement Data - Question #13

Topic	Site	Date	Adult attendees	Presentation Language	Materials distributed	Incentive Provide
Back to School Bash	Douglass High School	8/2/2025	1668		School supplies, Food, resources, backpacks	
Back to School Bash	US Grant	8/9/2025	2659		School supplies, Food, resources, backpacks	
Literacy and Title I Feedback	Roosevelt Middle School	9/29/2025	9	English/ Spanish	Learning support materials	Dinner, Gift cards
Newcomer Family Night: Navigating the US School system, academic support	Cantera Event Center	11/11/2025	39	Spanish		Dinner, Gift cards
Postsecondary Readiness	Northwest Classen High School	11/13/2025	87	English/ Spanish	Food boxes, Hygiene boxes, Learning support materials	Dinner, Gift cards
Literacy	Hillcrest Elementary School	11/14/2025	36	English/ Spanish	Food boxes, Hygiene boxes, Learning support materials	Dinner, Gift cards
Family Engagement	Spencer Elementary School	12/16/2025	21	English/ Spanish	Food boxes, Hygiene boxes, Learning support materials	Dinner, Gift cards
Postsecondary Readiness	Douglass High School	2/12/2026	11	English/ Spanish	Food boxes, Hygiene boxes	Dinner, Gift cards

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