



Board Member Questions and Feedback

April 13, 2026 - Board Agenda

	Board Member	Agenda Item	Question	Superintendent Feedback
1	Lewis	4.01 Interim Goal 2A	Please clarify the range of performance across schools for this goal, and what percentage of schools are currently below the annual target despite the district being “on track”.	<i>Range of performance across schools (IG 2A) feedback</i> (See Appendix A below) 11 of 31 (35%) elementary schools fell below their annual target.
2	Lewis	4.01	What measures/metrics are used to determine that the system is being implemented “with fidelity,” and can you determine the consistency of the measure/metric being implemented based on the outcomes of students at a given school?	<i>Fidelity and consistency of implementation feedback.</i> We know the system is working because student results improved across the district and most student groups grew. We check fidelity in three ways: • What adults are doing in classrooms • How teams are using data • Whether students are growing Where all three are strong, student growth is strong. Where they are not yet consistent, results vary. That is our focus moving forward.

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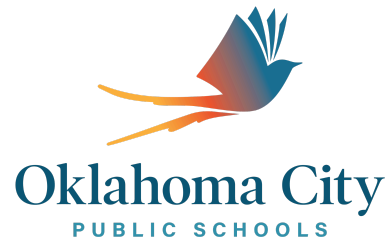
3	Lewis	4.01	How is the district ensuring that coaching cycles and PLC data protocols are implemented consistently across all schools, particularly where documentation has been identified as a gap?	<i>Coaching cycles and PLC consistency feedback.</i> We have established a clear, non-negotiable system across the district to ensure every student receives high-quality instruction. This framework is no longer a set of suggestions; it is our standard operating procedure. To ensure these expectations are met with fidelity, we have implemented the following layers of support and accountability: 1. Data-Driven PLC Meetings • All teams conduct PLC meetings within five days of any assessment. • To ensure these sessions remain high-quality, data-driven, and student-focused, Principal Supervisors and the CIPL team utilize a standardized digital walk-through form. This allows us to calibrate PLC effectiveness across all campuses. 2. Documented Coaching Cycles • Instructional Coaches engage teachers in rigorous, documented coaching cycles. • Professional Development Coordinators monitor these cycles via a shared reporting spreadsheet. Coordinators meet with ICs monthly to analyze coaching data, ensuring that support is targeted and impactful.
4	Lewis	4.01	What adjustments are being made at the school level when	<i>Adjustments when timelines are missed</i>



			assessment calendars or data analysis timelines are not followed as expected?	The district academic's team monitors completion of NWEA, CFAs, and other assessments during the identified window. We respond when timelines are not met. • School leaders meet with supervisors • Barriers to meeting the standard are identified • Additional support is deployed if needed We do not wait for the next testing cycle. We adjust in real time to protect student learning.
5	Cifuentes	4.01	For this quote “The district is no longer making instructional decisions based on incomplete data.” What data is the district now using for these new instructional decisions?	<i>What data is now used for decision feedback.</i> We now use complete and timely data across the system: • NWEA MAP (3 times per year, over 95% participation) • Classroom and Interim assessments • PLC data cycles within 5 days We are no longer making decisions based on incomplete data. That shift is a key reason we are seeing districtwide growth.

6	Cifuentes	4.01	How do we know that the district is optimizing the resources of the Math Act to the best of our ability?	<i>How we know Math Act resources are optimized feedback.</i> We track both use and impact. • Resources are aligned to core instruction and small group support • We monitor whether student growth follows those investments We are seeing gains, including a 3.7 point increase this year, which confirms the work is moving in the right direction. We will continue adjusting to ensure every dollar drives student outcomes.
7	Cifuentes	4.01	How are exemplar model classrooms chosen?	<i>Exemplar classroom feedback.</i> We select classrooms based on sustained student growth, not just high scores. These classrooms are now being used as models so teachers can observe and replicate what is working across the district. *Classrooms demonstrating high growth over multiple NWEA MAP administrations.
8	Cifuentes	4.01	I really loved the last reports found on the last page. Why is	<i>Support for Homeless Students feedback</i> Decline in growth for homeless students feedback.

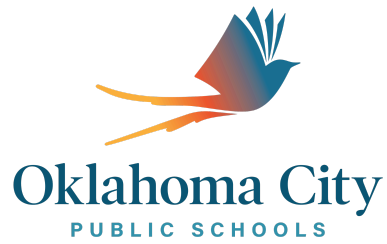
			there a decline in growth in homeless students?	Most student groups improved, but students experiencing homelessness declined slightly. This group faces barriers outside of school, especially attendance and stability. We are keeping an eye on this data to determine whether it represents a trend or a non-significant fluctuation.
9.	Cifuentes	4.01	When we are comparing between school years, are these the same cohort of students tracked over time or a different cohort	<i>Cohort clarification feedback</i> These are different groups of 3rd grade students each year, not the same students tracked over time. That is why we focus on year-over-year growth and system impact, not just cohort comparisons.
10	Cifuentes	5.02	What are the requirements for Roosevelt to continue to be a RAMP designated school?	<i>RAMP requirements feedback</i> To remain a RAMP school, Roosevelt must continue to show that its counseling program is: Fully aligned to the ASCA National Model



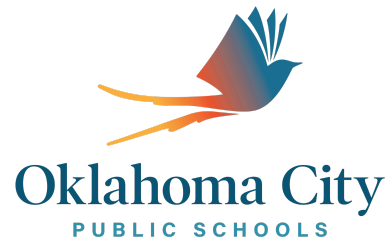
				• Using data to drive decisions • Providing direct services to students • Showing clear impact on student outcomes The designation lasts 5 years, and the school must reapply with evidence of results and continuous improvement. In simple terms: they must prove students are better because of the program.
11	Cifuentes	5.02	How will the district ensure these requirements are met?	<i>RAMP assurance feedback</i> We ensure this in the same way we are improving academic outcomes: • Clear systems and expectations • Ongoing monitoring of implementation and results • Coaching and support for school counselors • Use of data to check what is working and adjust quickly This aligns directly with how we are managing IG 2A. Where systems are implemented well, results improve. Our role is to ensure Roosevelt is not operating in isolation but as part of a strong, districtwide system.

12	Cifuentes	5.02	How does the RAMP program help student outcomes (specifically, how could it help with our district wide goals?)	RAMP alignment feedback. RAMP strengthens student outcomes because it requires: • Data-driven decision making • Focus on the whole child (academic, behavior, and future readiness) • Consistent support for every student Research shows schools with strong counseling programs see: • Higher academic achievement • Better attendance • Fewer discipline issues For OKCPS, this directly supports: • Goal 1 Reading (students supported early) • Goal 2 Math (students stay engaged and supported) • Goal 3 Postsecondary (employment, enlistment enrollment readiness) RAMP is not separate work. It strengthens the work we are already doing.
13	Cifuentes	5.03	How are we ensuring that all families, especially those that are predominantly Spanish	Clear communication for all feedback We are ensuring access in three clear ways: • Communication in families' home language • Multiple platforms (text, calls, meetings, school events)

			speaking, are receiving this information?	• Direct outreach through counselors and school staff RAMP requires strong family engagement and collaboration with stakeholders. We are building that expectation into our system so every family understands the supports available to their child.
14	Cifuentes	5.03	How could we improve communications throughout the district so that all families, including those that do not attend OKCPS, receive these notifications	<i>Communication across all families feedback</i> We are improving communication by treating it as a system, not an event. • Clear message, repeated often: Every school and department shares the same message in simple language • Multiple ways to reach families: text, phone, social media, community events, and local partners • Community-based outreach: churches, neighborhood groups, and city partners help us reach families not currently enrolled • Language access: all major messages are provided in Spanish and other needed languages We are also tracking reach and engagement, not just sending information. This aligns with our overall approach. When systems are clear and consistent, results improve.



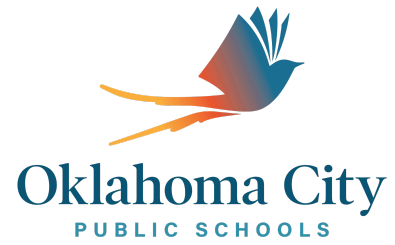
				Our goal is simple: families should hear the same message, multiple times, from multiple trusted sources.
15	Cifuentes	5.03	How are we ensuring that students understand that although we provide all of these opportunities, there are still more options beyond what the district offers?	Expanding student awareness feedback We are helping students see both what we offer and what is possible beyond us. • Clear pathway conversations: counselors and teachers talk with students about college, careers, military, and other options. • Exposure to real opportunities: college visits, career experiences, and partnerships with organizations • Student goal setting: students connect their interests to future choices • Family involvement: families are included so they understand the full range of options



Appendix A - Interim Goal Data By School

School	By School						
	Baseline (Winter 24-25)		Latest Performance (Winter 25-26)		Growth from Baseline (% points)	Yearly Goal (Winter 25-26)	Met Yearly Goal?
	Met 60th Pctl. %	#	Met 60th Pctl. %	#			
District (All Schools)	43.1%	983	46.8%	999	3.7%	46.3%	Yes
Adams ES	62.5%	40	37.8%	17	-24.7%	64.5%	No
Adelaide Lee ES	44.9%	44	51.0%	49	6.1%	49.0%	Yes
Arthur ES	55.1%	49	41.7%	25	-13.4%	57.6%	No
Bodine ES	48.8%	41	51.2%	42	2.4%	51.9%	No
Britton ES	46.0%	40	55.8%	43	9.8%	49.2%	Yes
Buchanan ES	30.8%	24	26.8%	22	-4.0%	31.0%	No
Cesar Chavez ES	38.8%	31	25.0%	20	-13.8%	42.6%	No
Cleveland ES	43.8%	32	51.6%	32	7.8%	47.0%	Yes
Coolidge ES	37.6%	35	39.1%	27	1.5%	42.0%	No
Esperanza ES	47.9%	35	29.2%	19	-18.7%	51.0%	No
Eugene Field ES	66.7%	36	68.8%	44	2.1%	68.0%	Yes
Fillmore ES	34.5%	39	42.9%	33	8.4%	38.0%	Yes
First Choice Online Academy	23.1%	3	13.3%	2	-9.8%	27.0%	No
Hawthorne ES	32.7%	17	42.9%	24	10.2%	36.8%	Yes
Hayes ES	38.6%	27	45.5%	25	6.9%	42.4%	Yes
Heronville ES	40.7%	37	55.6%	45	14.9%	44.3%	Yes
Hillcrest ES	53.0%	44	58.2%	46	5.2%	55.0%	Yes
Kaiser ES	34.7%	26	53.2%	41	18.5%	34.0%	Yes
M.L. King Jr. ES	34.2%	26	27.1%	19	-7.1%	38.1%	No
Mark Twain ES	57.1%	24	48.2%	27	-8.9%	60.0%	No
Monroe ES	37.0%	20	51.1%	24	14.1%	43.0%	Yes
Nichols Hills ES	41.9%	39	45.1%	37	3.2%	45.0%	Yes
Prairie Queen ES	43.3%	45	51.9%	40	8.6%	47.6%	Yes
Quail Creek ES	32.9%	24	62.9%	56	30.0%	39.9%	Yes
Ridgeview ES	38.7%	24	42.9%	15	4.2%	43.0%	No
Rockwood ES	30.2%	19	24.2%	15	-6.0%	32.2%	No
Southern Hills ES	49.2%	29	45.6%	36	-3.6%	51.8%	No
Spencer ES	41.1%	37	52.8%	65	11.7%	50.0%	Yes
Thelma R. Parks ES	38.9%	28	35.2%	25	-3.7%	42.9%	No
Van Buren ES	44.8%	26	53.2%	25	8.4%	33.0%	Yes
Wilson ES	63.1%	41	79.5%	58	16.4%	64.4%	Yes

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