

Student Outcomes Monitoring Report

Month: April	Year: 2026
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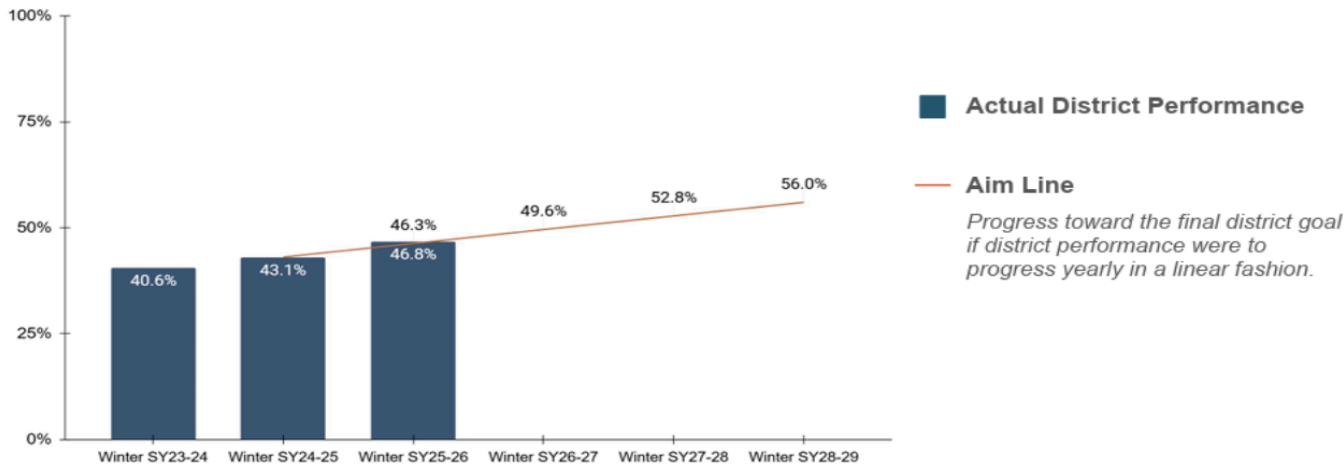
Interim Goal 2A:
 The percentage of 3rd grade students realizing growth at or above the 60th percentile, as measured by the NWEA MAP Growth Fall to Winter Math Assessment, will increase from 43.1% in winter 2024 to 56% in winter 2028.

Connecting to Student Outcome 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:					
Winter 2024	Winter 2025 (Baseline)	Winter 2026	Winter 2027	Winter 2028	Winter 2029
40.6%	43.1%	46.3%	49.6%	56%	N/A

Goal/Interim Goal Status: ON TRACK

Data Snapshot



Key Takeaway

In Winter SY25-26, 46.8% of third grade students met the 60th percentile in NWEA math growth, a 3.7 percentage point increase from the previous year, exceeding the yearly district goal by 0.5 percentage points.



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Interim Goal Rationale

Why Interim Goal 2A Matters

This goal matters because third grade is a critical point where students move from learning basic math skills to applying them in more complex ways. Increasing the percentage of students achieving growth at or above the 60th percentile on the NWEA MAP math assessment means more students are making strong, above-average progress compared to their peers. By raising this percentage from 43.1% to 56%, the district is ensuring that more students are not just keeping up, but accelerating and building a strong math foundation for long-term achievement.

Superintendent's Interpretation

What This Data Means

OKCPS is currently on track to meet Interim Goal 2A and more importantly, we understand why.

In the recent Winter NWEA MAP assessment, 46.8% of third-grade students met or exceeded the 60th percentile in growth. This performance surpasses our annual target of 46.3% and represents a significant 3.7 percentage point increase over the 2024-2025 winter results.

This growth is not the result of chance or isolated effort. It reflects the district becoming more aligned in how we do our work. Our curriculum, assessment practices, instructional support, and use of data are beginning to operate as a coherent system.

Where that system is implemented with consistency, we are seeing stronger student growth. Where it is not yet consistent, performance varies.

Our focus moving forward is to ensure these systems are implemented with fidelity in every school so that every student experiences the same level of quality and support.

Why We're Seeing These Results

Major Contributing Factors (What's Going Well)

The following four strategic areas represent the core conditions necessary to accelerate student learning. While each area continues to evolve and improve, we are seeing positive momentum as we strengthen systems and move toward aspirational levels of implementation.

- Curriculum Strategy
- Assessment Strategy

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- Instructional Monitoring and Support Strategy
- Data-Informed Collaboration and Planning Strategy

- **Curriculum Strategy**

- This strategy focuses on providing every student with access to high-quality, evidence-based materials, specifically aligned with Oklahoma Academic Standards.
 - **Strengthening Tier 1 Instruction:** All elementary schools (K - 4) have implemented Every Day Counts Calendar Math and Big Ideas Math curriculum that provides the district with a Tier 1 structure anchored in brain-based learning, prioritizing engagement, repetition, and deep number sense.
 - **Structured Pacing Guides:** District pacing guides and unit plans have been enhanced to include a daily Problem of the Day (POD), academic vocabulary, clear success criteria, and essential questions. These resources ensure teachers possess the necessary scaffolding to deliver high-quality, standards-aligned lessons.

- System Impact:**

- Students are experiencing more consistent, standards-aligned instruction across classrooms.

- **Assessment Strategy**

- This strategy ensures that data collection is systematic and used to identify student needs early.
 - **Universal Screening in Math:** The district uses NWEA MAP Growth MATH as the universal screener, three times a year. 95%+ of the student population is assessed within each assessment window. New students are assessed within the first 30 days of enrollment.

- System Impact:**

- The district is no longer making instructional decisions based on incomplete data.

- **Instructional Monitoring and Support Strategy**

- This strategy focuses on classroom support through coaching cycles to ensure that high-quality lessons are delivered across classrooms.
 - **Coaching Cycles:** Instructional Coaches document coaching cycles to refine teacher practice and accelerate student growth.
 - **“Look-Fors”:** Leaders use specific Look-Fors during classroom visits to collect data on effective implementation, which determines areas for celebration or further calibration and support.
 - **Building Teacher Leaders in Knowledge and Skills:** Elementary mathematics teachers completed a one-day Big Ideas training to provide consistent foundational knowledge in Tier 1 instruction across all elementary schools during the district job-alike professional learning day in the Fall.

- System Impact:** Classroom instruction is increasingly supported by structured feedback and monitoring.

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

- This strategy turns assessment data into actionable classroom instruction through collaborative structures.
 - **Data-Based Decision-Making (DBDM):** Grade-level teams use a clear data protocol to navigate through the stages of Plan, Instruct, Assess, and Reteach/Enrich.
 - **Professional Learning Communities (PLCs):** Grade-level teams are expected to review assessment data by the next scheduled PLC (within 5 school days)

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and create reteaching plans.

- **Using Data to Inform Instruction:** Teachers use *MAP Math Growth* and classroom assessments to identify students' math strengths and needs. Teachers are increasingly comfortable using data tools to identify students for targeted intervention, signaling a maturing culture of data use.

System Impact:

Instructional decisions are becoming supported by structured feedback and monitoring.

Barriers To Progress (What's Not Going Well)

- **While we are seeing progress across these four strategic areas, we are also working to identify barriers that may impede progress**
 - Curriculum Strategy
 - Assessment Strategy
 - Instructional Monitoring and Support Strategy
 - Data-Informed Collaboration and Planning Strategy
- **Curriculum Strategy**
 - **Differentiated Practice:** We are focusing on ensuring that every student receives skill-aligned reinforcement that bridges the gap between core Tier 1 instruction and individual mastery.
- **Assessment Strategy**
 - **Site Assessment Calendar:** The lack of a fully monitored, schoolwide assessment calendar that includes all key testing dates (NWEA and Interims) and data analysis dates can disrupt the rhythm of data review and response.
- **Instructional Monitoring and Support Strategy**
 - **Coaching and Feedback Cycles:** This strategy relies on Instructional Coaches documenting coaching cycles to refine practice; inconsistent documentation can lead to gaps in teacher support.
 - **Calibration Needs:** Moving from a general discussion to a structured "Plan, Instruct, Assess, Reteach/Enrich" protocol requires a high level of implementation discipline that is still evolving.
- **Data-Informed Collaboration and Planning Strategy**
 - **Time Constraints:** Dedicating sufficient time for teams to analyze data collaboratively is a frequent obstacle for elementary schools.
 - **Depth in our Response:** Teams are being trained to look more closely at the data to identify specific student misconceptions, ensuring that reteaching and enrichment are highly targeted.

Takeaway

- Progress is underway across key math strategies, but barriers remain around consistent implementation, structured use of systems (assessment, coaching, and collaboration), and effective use of data to inform instruction and interventions.

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Next Steps

Deepening Existing Strategies

- **As we move forward, our focus is on strengthening and refining the initiatives already in place within these four strategic areas.**
 - Curriculum Strategy
 - Assessment Strategy
 - Instructional Monitoring and Support Strategy
 - Data-Informed Collaboration and Planning Strategy
- **Curriculum Strategy**
 - **Instructional Effectiveness:** Leverage units plans with daily implementation of all three elements found in the math curriculum: Problem of the Day, Calendar Math, and Big Ideas textbook, and improve the quality of the instructional delivery.
 - **Bridging the Gap:** In alignment with the 2026-2027 Math Act, we are prioritizing comprehensive teacher training on the use of manipulatives. This initiative ensures students develop the concrete understanding necessary to strengthen foundational numeracy and number sense.
- **Assessment Strategy**
 - **Calendar Fidelity:** The development and monitoring of a comprehensive schoolwide assessment calendar that includes all key testing dates (NWEA and Interims) and data analysis dates, aligned with PLCs.
- **Instructional Monitoring and Support Strategy**
 - **Coaching Cycles:** Documenting formal coaching cycles to pivot from general support to observation-led practice refinement.
 - **Wider use of Look-For tools:** Standardize the use of "Look-For" tools to aggregate implementation data, enabling sites to align their professional learning with specific instructional needs.
 - **Exemplar Classrooms:** Establish a network of model classrooms to serve as hubs for peer observation and the scaling of best practices district-wide.
- **Data-Informed Collaboration and Planning Strategy**
 - **Consistent Analysis:** More dedicated time to ensure we are reviewing assessment data during PLCs to ensure instructional adjustments are timely.
 - **Data-Based Decision-Making Protocol:** Implement a consistent data protocol (Plan, Instruct, Assess, Reteach/Enrich) to guide the analysis of student, classroom, and building-level data.

Takeaway

- Our greatest opportunity lies in leveraging the Math Act legislation to extend the math block and intentionally plan, design, and deliver professional development focused on effectively using math manipulatives in small-group instruction.

Activating New or Underdeveloped Strategies

- **This section outlines the additional actions we have identified as necessary to further accelerate student outcomes.**

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- Curriculum Strategy
- Assessment Strategy
- Instructional Monitoring and Support Strategy
- Data-Informed Collaboration and Planning Strategy
- **Curriculum Strategy**
 - **Targeted Professional Development:** We are committed to continuous professional growth for teachers that includes summer learning opportunities, district-wide job-alike sessions, and the daily, targeted support of job-embedded learning aligned to our math goals.
 - **Classroom Discussion:** Enhance the classroom discussion strategy currently being used to move beyond basic mathematics into the integration of high-level discussion techniques such as Turn and Talk, Jigsaw, and Partner Summarizing “Math Talk.”
- **Assessment Strategy**
 - **Tiered Supports:** To ensure instructional coherence, we are defining Tier 2 and Tier 3 interventions that function as a direct extension of our Tier 1 curriculum.
- **Instructional Monitoring and Support Strategy**
 - **Coaching Cycle:** We are formalizing our instructional coaching protocols to move beyond general support and into documented, data-driven coaching cycles that precisely target and refine classroom instruction.
- **Data-Informed Collaboration and Planning Strategy**
 - **Goal Setting:** By focusing on short-cycle student outcomes rather than solely on year-end data, grade-level teams can more effectively bridge learning gaps as they emerge. Addressing student gaps and gains by need and by name.



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Appendix: 1A - 3rd Grade Teacher Survey

The leadership team surveyed 3rd grade teachers upon the completion of the NWEA Winter MATH MAP Growth assessments. Below are some insights that emerged from their feedback.

Question: What is the single most important factor, in your opinion, that contributed to the district exceeding the 3rd Grade Math Growth target this year?

- **Big Ideas:** The Big Ideas Curriculum, including its resources and age-appropriate pacing, was a key factor mentioned by multiple respondents, along with the organization of unit plans and pacing guides, which made expectations clear. Specifically, Calendar Math was noted for spiraling content throughout the year, and "Dig Ins" in Big Idea Math Books were also mentioned.
- **Teacher Practices and Determination:** Teacher determination, making students aware of previous scores to motivate them to score higher, teaching discipline about taking the test, and awesome teachers were cited as contributing factors.
- **Instructional Focus and Time:** Having adequate time for the math block and instructional time was important, alongside the ability to teach the content and focus on the objective rather than just the textbook.

Question: If you implemented any new strategies or routines this year, please briefly describe the one you feel had the biggest positive impact on MATH growth.

- **Targeted Practice & Small Group Instruction:** Small group instruction, math centers, and dedicated time for small groups based on NWEA data were implemented.
- **Collaborative Learning:** Implementing partner work and group work has had a significant positive impact, allowing students to help one another and learn from peers. This also included having students discuss math problems together.
- **Curriculum & Routine:** Following the Big Ideas Curriculum consistently, using problem strings/number strings as the problem of the day, and changing the calendar math time to be feasible with no interruptions increased student engagement.
- **Varied Instructional Methods:** Positive impact was also seen from using visual learning and pictures to describe skills, utilizing math manipulatives, and integrating "real-world" connections to math.



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Appendix: 1B - Student Growth At or Above 60th Percentile Disaggregated Data

IG 2A: 3rd Grade NWEA Math Growth

Race/Ethnicity Summary:

Race/Ethnic Groups Grew: 6 out of 6 (Pacific Islander students excluded, population <10)
 Groups in order from **highest** to **lowest** performance (left to right): Asian, White, Black, Multi-Racial, Hispanic, Native American, Pacific Islander
 Groups in order from **highest** to **lowest** growth (left to right): Asian, Black, White, Multi-Racial, Native American, Hispanic

By Race/Ethnicity					
Race/Ethnicity	Baseline (Winter 24-25)		Latest Performance (Winter 25-26)		Growth from Baseline (% points)
	Met 60th Pctl.		Met 60th Pctl.		
	%	#	%	#	
Hispanic	43.5%	583	44.5%	554	1.0%
Black	40.1%	165	49.5%	193	9.4%
White	48.6%	123	53.8%	128	5.2%
Asian	39.5%	15	58.7%	27	19.2%
Multi-Racial	40.6%	80	45.4%	77	4.8%
Native American	40.0%	14	41.9%	18	1.9%
Pacific Islander	37.5%	<10	28.6%	<10	-

Special Ed. Summary: Both groups grew

Group with **highest performance**: Special Ed.
 Group with **highest growth**: Special Ed.

By Special Education Status					
Special Education Status	Baseline (Winter 24-25)		Latest Performance (Winter 25-26)		Growth from Baseline (% points)
	Met 60th Pctl.		Met 60th Pctl.		
	%	#	%	#	
Special Ed.	43.3%	125	50.2%	136	6.9%
Not Special Ed.	43.1%	858	46.3%	893	3.2%

ELL Summary: All groups grew

Groups in order from **highest** to **lowest** performance (left to right): Exited ELL, Not ELL, ELL
 Groups in order from **highest** to **lowest** growth (left to right): Exited ELL, Not ELL, ELL

By English Learner Status					
ELL Status	Baseline (Winter 24-25)		Latest Performance (Winter 25-26)		Growth from Baseline (% points)
	Met 60th Pctl.		Met 60th Pctl.		
	%	#	%	#	
ELL	44.9%	447	45.1%	372	0.2%
Exited ELL	44.8%	13	53.8%	7	9.0%
Not ELL	41.6%	523	47.8%	620	6.2%

Gender Summary: Both groups grew

Group with **highest performance**: Male
 Group with **highest growth**: Male

By Gender					
Gender	Baseline (Winter 24-25)		Latest Performance (Winter 25-26)		Growth from Baseline (% points)
	Met 60th Pctl.		Met 60th Pctl.		
	%	#	%	#	
Female	42.9%	470	45.0%	491	2.1%
Male	43.3%	513	48.7%	508	5.4%

Econ Status Summary: Both groups grew

Group with **highest performance**: Not Econ. Disadvantaged
 Group with **highest growth**: Not Econ. Disadvantaged

By Economic Status					
Economic Status	Baseline (Winter 24-25)		Latest Performance (Winter 25-26)		Growth from Baseline (% points)
	Met 60th Pctl.		Met 60th Pctl.		
	%	#	%	#	
Econ. Disadvantaged	42.2%	893	45.9%	917	3.7%
Not Econ. Disadvantaged	53.6%	90	60.3%	82	6.7%

Gifted Summary: Both groups grew

Group with **highest performance**: Gifted
 Group with **highest growth**: Gifted

By Gifted Status					
Gifted Status	Baseline (Winter 24-25)		Latest Performance (Winter 25-26)		Growth from Baseline (% points)
	Met 60th Pctl.		Met 60th Pctl.		
	%	#	%	#	
Gifted	40.6%	154	48.7%	112	8.1%
Not Gifted	43.6%	829	46.5%	887	2.9%

Homeless Summary: Not Homeless grew

Group with **highest performance**: Not Homeless
 Group with **highest growth**: Not Homeless

By Homeless Status					
Homeless Status	Baseline (Winter 24-25)		Latest Performance (Winter 25-26)		Growth from Baseline (% points)
	Met 60th Pctl.		Met 60th Pctl.		
	%	#	%	#	
Homeless	45.8%	27	41.3%	19	-4.5%
Not Homeless	43.0%	956	46.9%	980	3.9%