

June 1, 2026 Agenda
Board Questions and Responses Draft
(Agenda item numbers are based on the [Draft June 1 Agenda.](#))

General note:

1. There is a decent reliance on acronyms in the agenda that requires additional work by both the public and board members. It would be beneficial to eliminate that practice.

Thank you for flagging. The team will make an effort to spell out acronyms or initials when applicable.

2. There were also many items that the board would have benefited from seeing align with our goals and guardrails, but that had no indication of that alignment. I'd ask that that be included on every agenda item, and the submitting person can put NA if there is no direct alignment - but in most cases, I'd argue there is.

Thank you for raising this feedback. We agree there is an opportunity for improvement in more consistently documenting the alignment to Board Goals and Guardrails within agenda items, and we appreciate the reminder of how valuable that context is for the Board's review and discussion.

Currently, all agenda templates do include a designated section for Board Goal alignment. In instances where there is not a direct connection, departments sometimes remove that line to help reduce the length of the printed agenda materials, as we are still heavily reliant on paper copies and mindful of printing costs. That said, your point is well taken that including the notation consistently, even if marked "N/A," would provide greater clarity and continuity across agenda items.

We will continue working with departments to encourage more consistent inclusion of this information as part of the agenda development process.

3. How many programs on the agenda are intended to be used as digital learning platforms for our students? Which ones?

- Amira- all K-5 students use the assessment for state requirements to meet the Strong Readers Act, including universal and dyslexia screening
- Amira Lectura- K-5 Spanish instructional programs, including dual language and immersion programs
- Imagine Learning- used by K-5 multilingual learners to support oral language development
- i-Ready- will be used by students in grades K-8 for personalized learning, unless students are in a dual language/immersion program or are multilingual learners

- Exact Path- a high school assessment and personalized learning platform for ELA and math
- Savvas SuccessMaker - all K-5 students will use this platform for math intervention
- College Spring- online ACT prep resource for students in high school
- Ripple Effects- online resource for middle school students to support positive behaviors and skill building as needed

E.7 City Year

4. What schools will participate, and how are those schools selected?

Schools choose if they want to participate as a partner with City Year. That decision weighs both the financial commitment and the school site's needs. The schools participating in the 2026-2027 school year are:

Eugene Field, East Central Middle School, Rogers Middle School, Memorial Middle School, Monroe Demonstration Academy, Hale High School and Middle School, Webster High and Middle School.

E.8 Honest Game

5. This says all high schools will participate, but how do schools identify which students should utilize this program?

This program is for all high school students enrolled in athletics or extracurricular activities.

6. What board goal drives the purchase of this program?

Interim Goal 3.3; Interim Goal 3.1

E.9 Huddle Ticket/GoFan

7. Will this be utilized for all ticket sales for extracurricular events in the '26-'27 school year?

Yes, we are discouraging the cash option at the recommendation of the Student Activity Fund (SAF) office.

8. Will it charge an additional fee/swipe for either consumers or schools?

Yes, there will be a \$1 fee applied to the consumer.

E.10 Internship Representative

9. May the Board see a comprehensive list of internship employers (paid and unpaid) from the 2025/26 AY to have a better understanding of the multitude of opportunities provided to students?

AAA Trucking- LLC	Ms. Miracles Child Care LLC
Academy Sports and Outdoor- INC Owasso	My Brothers Keeper(Impact Tulsa)-LLC
Arrowhead Consulting- LLC	Next Level Athletics-LLC
Accurate Welding-INC	Not Your Average Coffee-INC
Amplify Tulsa-LLC	ONE Gas -INC
Ascension St. John Medical Center-LLC	One Hope Tulsa-501(3)c
Autopilots Central -INC	Pinnacle Prep Academy-LLC
BeHeard Movement-INC	Planned Parenthood/Peoria Health Center - 501 (c)(3)
Belk Mechanical -INC	Posture Leadership Institute- INC
Brent W Laughlin, MD -PLLC	Pryer Aerospace-LLC
Bryant Crematory Services-LLC	Ranch Acres Vet Hospital-PLLC
Catholic Charities - 501 3-c	Rise Consulting-LLC
Cherokee Nation Business-LLC	Robertson Tire- INC
City of Tulsa Municipal Corporation	Ronald McDonald's House Charities -INC
City of Tulsa - Learning with a Wrench	Sheridan Road Veterinary Clinic-PLC
Conсор Engineering -LLC	Shortline Dental-PLLC
Crossover Community Impact -INC	Skyline Animal Hospital-LLC
D. Bailey Evolved -PLLC	Smith's Welding and Fabrication-LLC
Digi Security Systems-LLC	Spirit Aerosystems -INC
Economic Opportunities-LLC	St. Francis Hospital-INC
EDGE Core-LLC	Stonehorse Market and Cafe Utica Square-LLC
Ethic Welding and Fabrication-LLC	The Center for Individuals with Physical Challenges-LTD
Family and Children Services-INC	The Nordam Group-LLC

Financial Literacy-LLC	The Price Law Firm -PLLC
Flameco Industries-INC	The UPS Store-LLC
Food on the Move-INC	The Urban Coders Guide-INC
Frisco Energy-LLC	Thunder Fellows -501 3c
Greenwood Cultural Center-501(c)(3)	Tri-City Collective- 501 (c) 3
Greg's Automotive Service and Tire-LLC	City of Tulsa -501c(3)
Harvey's Detail Connection-LLC	Tulsa Airport Improvement Trust(public trust)
Helix Metalworks-LLC	Tulsa Children's Museum-INC (Discovery Lab)
Henry Orthodontics-LLC	Tulsa City-County Library 501c(3)
Hillcrest Medical Center-LLC	Tulsa District Attorney's Office -501c(3)
Hunger Free Oklahoma-LLC	Tulsa International Airport- INC
Imagicomm Communication-LLC	Tulsa Modern Dental-PLLC
Innovative Outdoor Living and Contracting-LLC	Tulsa Police Department-Tulsa Police Explorers Program -501 (c) (3)
Jeff Martin and Associates-PC	Tulsa Regional Chamber-INC
KinderCare(Champions)-LLC	Veterinary Associates-INC
Lampton Welding and Supply-INC	Vicky B's Dance Company -LLC
Lazar Imports-LLC	Village Vet Animal Clinic-PC
Lewis Home and Landscaping -LLC	Wallace Design Collective PC
Lufthansa Technik Component Services -LLC	Webco -INC
Masterwork Studio-LLC	Williams Companies-INC
MCP McGraw Commercial Properties -LLC	YMCA-INC (Tandy Family YMCA)
Meals on Wheels-INC	Youth Medical Mentorship-INC
Mint Dental- PLLC	TheZone Academy/TOUCH Tulsa-501(c)(3)
	EBSCP Spring Company
	Lewis and Clark Elementary School
	ACG Hospice

10. Board Goal?

Internships alone do not currently count toward Goal 3 or its interim measures. However, students participating in internships are often given opportunities to earn industry-recognized certifications and credentials aligned with their internship experience, such as OSHA-10, ServSafe, Microsoft Office certifications, or pathway-specific credentials tied to their area of interest. Those certifications and credentials do count toward Goal 3 and its associated interim goals.

E.11 JAGOK

11. How and why were the participating schools selected?

McLain High School was selected for the initial pilot of the Jobs for America's Graduates Oklahoma (JAGOK) due to its strong alignment with the program's goals and intended student population. After the pilot, we expanded the program to Nathan Hale High School and Daniel Webster High School based on a combination of factors, including school leader interest, commitment to the model, and student data that aligned with JAGOK eligibility criteria and program expectations.

E.12. Junior Achievement

12. How and why were the participating schools selected?

All middle schools send 8th-grade students to participate in the Junior Achievement (JA) Inspire experience. All high schools will also have the opportunity to send students to JA Finance Park. Beginning this year, the Personal Financial Literacy (PFL) graduation requirement will be embedded within 10th-grade social studies courses. As part of the implementation, participating teachers will determine whether students participate in the in-person JA Finance Park simulation or the virtual simulation.

E.13. OPSRC

13. Who participates in OPSRC's offerings, and how are they selected?

All designated sites (elementary & secondary) participate in the Oklahoma Public School Resource Center (OPSRC) offering. Participation is determined by OSDE designation status for schools identified as needing improvement. Additional sites may opt into OPSRC coaching support services. OPSRC was awarded the RFP to provide leadership and teacher training, and coaching.

E.17. Solution Tree

14. Who participates in these offerings, and how are they selected?

These professional development opportunities are available to all school sites. Participation is determined at the site level based on each school's identified needs and available budget. School leaders may choose whether to allocate funds from their site budgets to support participation in the training offerings.

15. Are we required to pay for participation by some private schools as well?

Yes, under federal law, school districts are required to provide equitable services to eligible private schools that elect to participate in applicable federal programs. We currently partner with 23 private schools in the area to provide services.

E.19. Teaching Channel Platform

16. Do we have data on how this has been utilized?

Yes, we have usage data that shows the number of unique viewers, videos viewed, and time spent. However, the platform is used for more than just individual video views. At this point, the platform's most critical use is connected to Teacher and Leader Effectiveness (TLE), which is a teacher evaluation training.

The entire calibration portion of the certification course is built around Teaching Channel video clips. Additionally, the calibration exam itself uses uncut classroom footage that the district worked with Teaching Channel to record in TPS classrooms. The district also does an annual calibration session with school leaders during School Leader Learning Institute (SLLI) to support accurate scoring on the TLE rubric. Beyond formal TLE training, school leaders have shared anecdotally that they often use these videos as support resources for teachers on professional development plans (PDPs) or goal-setting forms. The district's Instructional Mentors frequently use them during coaching conversations and embed them in the professional learning sessions they design and deliver to support schools.

17. How many videos are being consumed per year?

Again, the full extent of the Teaching Channel's usage and value is not fully reflected in the individual user data, as described above. That said, our 2025 usage data included 854 unique user logins and 500 unique video views.

18. Surveys to determine whether educators find it helpful.

The district has not done any formal surveying to date, but we have anecdotal feedback as mentioned above.

19. Board goal?

While the Teaching Channel, as a resource, does not directly align with a specific board goal or guardrail, it supports the Pathways to Opportunity strategy to develop a skilled team of educators.

E.21 TFA Ignite

20. "Additionally, 67.5% of students who participated in Ignite in the fall of 2025 met or exceeded their expected growth targets in NWEA MAP. For students who engaged in early literacy high-dosage tutoring with Ignite, 81% of them met or exceeded their growth targets." How does this compare to students from similar demographics who did not participate?

The district has not used the Ignite tutoring program in previous years, but Teach For America (TFA) reported the referenced data for the 2025-2026 school year from the following districts: Muskogee Public Schools, OKC Public Schools, RISE STEAM Academy, Harding Charter Prep (OKC), and Millwood Public Schools.

Ignite works to advance each school's vision by strategically aligning high-impact tutoring to the school's goals. As such, schools select the students who participate in Ignite, as well as the schedule and curriculum.

21. What schools and what students within those schools participate? How are sites and students selected?

Last year, the district presented the opportunity to a large group of school sites; Marshall opted in. (Rogers expressed interest, but we were not able to finalize the contract in time for them to begin in 2025-2026. They would be a participant in 2026-2027.) Additionally, to fully implement the program, the site needs a teacher who can prepare lesson plans and is willing to do so. These two sites have identified the components needed for the program to be successful.

E.23 TOSA/ISOGRAD

22. What does TOSA stand for?

TOSA stands for Test On Software Applications. TOSA is the type of industry-recognized certification provided by the company, Isograd. The Oklahoma State Dept of Career Tech has approved Isograd as a curriculum-aligned student certification provider for many of our Career Tech courses.

E.27. Media Services

23. What sort of media services are provided?

Services include those in the scope of the RFP (#26008 Media Services), such as media production, buying, planning, analysis, and account management. This includes paid media placements across platforms for a variety of district initiatives. Sponsoring departments with marketing needs can choose from a menu of media options based on the specific goals, audience, and budget of each campaign. Additionally, monthly reports on reach and effectiveness are submitted to the sponsoring teams to enable careful monitoring and tracking of deliverables.

This centralized process allows the district to benefit from economies of scale and significant value-added opportunities from a variety of vendors. Additionally, by aligning our media buying with our key goals – such as ensuring we reach families of our multilingual learners and families of 5th- and 8th-grade students – we can be sure our marketing investments are working in service of our strategic plan and district objectives.

24. Please explain, in detail, the media services requested in the RFP.

Per the RFP (#26008 Media Services), the scope includes strategic planning, creative development, media placement, and performance analytics. Examples of expected deliverables include television broadcasting services, digital and online media services, radio broadcasting solutions, and print and outdoor advertising. Using predetermined objectives, each sponsoring team within the district can develop a customized campaign that best suits the goals of that unique effort. Each initiative receives a monthly report that provides visibility into its reach, along with analytics for each facet of the effort.

Departments within the district that wish to purchase media and/or creative services outside the district's in-house capacity complete a comprehensive needs analysis before receiving a customized proposal for each campaign. The proposal addresses the objectives outlined by the sponsoring team and offers recommendations on how best to achieve those goals within the associated budget and timeline. The communications team reviews each proposal and then presents it to the sponsoring team for review and final approval.

The communications team reviews the deliverables each month to ensure that reporting and proof of performance meet expectations before sharing the reports and supporting documentation with the sponsoring team for their review and processing.

E.30 School Uniforms

25. For whom do we purchase school uniforms and to what goal does this purchase apply?

The district purchases school uniforms for students experiencing homelessness through the McKinney-Vento Grant program. This agenda item indirectly supports all three Board goals, as access to a required school uniform helps remove barriers to attendance and participation in the instructional program. Meeting students' basic needs is foundational to ensuring they can fully engage in learning and make progress toward the Board's and District's academic and student success goals.

E.31 Staffing Plan

26. Do we have a copy of the school staffing plan for approval?

Yes, of course! An electronic version of the complete 2026 Staffing Plan can be viewed at this [link](#). There are only minimal changes from the 2025 Staffing Plan. The updates related to Alternate Schools will also be provided to the Board in printed form.

E.33 RSI

27. How are teachers chosen to be part of the CALT training at Payne Education Center?

Educators applied in spring 2025 to participate in the program (it's a two-year program; educators will begin their second year of training in June). Elementary Reading Specialists, Reading Interventionists, and ELA teachers were eligible to apply if they had a Master's degree and demonstrated deep expertise in foundational skills instruction. Teachers completed a written application that included short-answer questions and a recommendation by their principal. Where possible, we prioritized selecting teachers from MRI/CSI schools, and only one teacher per site was selected. We hope to have grant funding for another cohort to launch next spring.

E.35 Hoffman Business

28. This says it is for an extension until another temporary service is evaluated and given a contract? Does this just mean we are changing temp agencies for these services, and this is a short-term extension?

This contract is currently out for a request for proposal (RFP), and the contract award will not be ready by the start of the fiscal year. This three-month extension will allow the District the time needed to evaluate the responses and award the contract.

E.36 Kelly

29. How many years have we contracted with Kelly, and how have the dollar amounts spent per year changed over time?

The district has used Kelly Services since 2023. The district pays monthly invoices throughout the year based on the number of subs the district has used during that billing cycle.

2023 - \$3,891,644.37

2024 - \$4,869,700.04

2025 - \$4,165,372.26

2026 - \$3,623,093.40 (as of 5.26.26)

E.39. Amira Elementary Literacy Intervention

30. I continue to receive negative input with the regard to the implementation of this program from parents, teachers, and students. How have we evolved in its usage?

Amira is used as the required screening tool for the Strong Readers Act for both the universal and dyslexia screener. We are required to select an assessment from the state's approved list.

Next year, schools will have the flexibility to use either Amira or i-Ready as their digital intervention platform. Amira has added a resource called Instruct that aligns to Oklahoma state standards and the Houghton Mifflin Harcourt (HMH) reading curriculum. It also does not use the AI tutor or require students to speak into a microphone. Most of the complaints we have received about Amira have centered on the technology components, specifically related to the microphones and headphones. District schools will be able to choose this program and/or the AI Tutor program in Amira.

31. Parents and teachers are both asking to close screens and data support that the 1:1 model of technology has been significantly detrimental to learning and even IQs. How are we ensuring our students aren't negatively impacted by the use of technology in our classrooms?

This is a really important question. In TPS, our philosophy has been to use technology as a tool that supplements teacher and student-led instruction and supports personalized learning. Digital learning platforms should account for a small portion of a student's time during the school day, in alignment with state legislation. The digital interventions we use are closed platforms with no access to the open internet, no social media, and no unrelated content. Personalized Instruction is capped at a recommended 30 to 49 minutes per subject per week, typically delivered as 15-minute sessions two to three

times per week while the teacher leads small-group instruction. Teachers monitor every session through the educator dashboard and can reassign or redirect at any point.

What we are finding, in particular for literacy interventions, is a positive relationship between students' successful use of intervention platforms and their literacy growth. When students are meeting the appropriate weekly thresholds of platform usage (i.e., about 40 minutes a week of active engagement - passing activities and mastering skills), their MAP percentiles are increasing. This suggests that appropriate use of digital literacy interventions is helping TPS students accelerate their learning. This is an overall low percentage of a student's time in school, and time spent on platforms beyond this amount does not yield additional learning gains.

E. 40. Amira Lectura SLA

32. Am I understanding correctly that the state is providing Amira for our English-speaking students but not our Spanish-speaking students? Same concerns regarding technology as above.

Yes, OSDE provides in English at no cost to districts. The Oklahoma State Department of Education does not provide Amira Lectura to districts at no cost. Amira Lectura is used in our dual language schools to support students' literacy development in Spanish Language Arts. Amira Lectura, formerly Istation before being purchased by Amira, retained the original Istation layout, features, and usage, so it offers a different user experience from Amira in English.

Additionally, Amira Lectura retained the teacher table resources and mini-lessons aligned to students' literacy skill development in Spanish. The district has also aligned these to the state's language arts standards. Teachers use these teacher table resources during Walk to Read to provide hands-on, targeted lessons in literacy skills to support students' overall literacy development.

The district recently held a listening session with the Spanish Language Arts teachers in one of the district's dual language schools. The information and feedback shared by the teachers during that session were positive about Amira Lectura, both for teacher use and for student experience.

E.62. I-Ready Assessment and Personalized Instruction

33. I have many concerns about this purchase, including the issues listed in the two agenda items above. Additionally, the lack of data supporting efficacy and lack of alignment to MAP I have seen, is concerning. I have heard from teachers that they didn't feel the data accurately reflected what students learned or demonstrated in the classroom. Finally,

parents and students have filed a federal class-action lawsuit (*M.C. v. Curriculum Associates*) against Curriculum Associates, the maker of the i-Ready platform. The suit alleges the company improperly collects and shares sensitive personal and behavioral data with third parties, such as Google Analytics, without obtaining direct parental consent.

This spring semester, twelve TPS schools have piloted the i-Ready diagnostic assessment and personalized learning intervention platform. Students at pilot sites took both the Winter and Spring MAP reading assessment in addition to the i-Ready reading assessment.

The i-Ready and MAP scale scores are highly correlated ($r = 0.94$), suggesting that both assessments are measuring similar student knowledge and skills. Importantly, this correlation also gives us confidence that i-Ready assessment results will be predictive of OSTP results.

The normed student percentiles are also correlated (0.83 for ELA), but students do tend to receive higher percentiles on MAP compared to i-Ready; this suggests that i-Ready's national sample is slightly higher-performing than MAP's sample. This is consistent across all student groups; i.e., all student groups are achieving higher percentiles on MAP than i-Ready.

Here's some of the feedback we have received from teachers when we surveyed them on their experience using i-Ready this spring:

Interviewed teachers largely preferred i-Ready as an intervention over Amira and Zearn; however, much of this preference was based on the perception of student engagement with i-Ready and fewer technical and logistics problems

"They're not getting the reading aloud as much as they do in Amira, but the tech with Amira was so messed up that most of the time they weren't getting that reading aloud piece anyway."

"I lose so much time with Zearn (math intervention), I cannot run the intervention group almost because they get stuck and frustrated."

Students demonstrate high levels of engagement and buy-in with the platform, especially with the ability to monitor their academic progress, but multiple teachers report difficulties managing the built-in games

"When some of my [5th grade] students saw that they were on kindergarten level it made them work harder."

Teachers find that i-Ready's reports allow them to share students' progress with parents in easier and more meaningful ways across many languages

"It was easier to conference with parents, the parent report is far more pattern-friendly and gives them examples of things they can do with their students to specifically address weaknesses."

"We can actually tell them, this is where your child is struggling specifically and these are some things that you can work with them on."

In terms of the class-action lawsuit filed against Curriculum Associates, this is definitely something we are monitoring closely. Please see the Curriculum Associates response to the lawsuit and data privacy concerns below:

We believe the claims in this lawsuit are legally meritless and are responding through the appropriate legal process. To be direct on the underlying facts: Curriculum Associates does not sell student data, does not use student data for advertising, and does not build commercial profiles of students. Districts own their data. Our practices comply with Federal Education Rights to Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), and applicable state privacy laws, and we share data with third parties only when explicitly authorized by the district and under strict confidentiality protections. Schools are not parties to the litigation and are in no way restricted from using i-Ready.

Additional information regarding student screentime and privacy can be found at this link -  [i-Ready - Screentime and Privacy](#)

E.64. Klasko

34. How long have we worked with this organization?

The district began working with this organization in FY26 following a competitive RFP process to select a legal immigration firm specializing in employment-based visas. RFP #26016 was awarded to Klasko Immigration Law Partners, LLP, and the partnership was approved by the Board at its February 2, 2026 meeting. During FY26, the District has focused on establishing processes and coordination with the firm. To date, the firm has submitted a visa change of status application for one current teacher and is set up to complete the four visa extensions already in progress from the previous firm. For FY27, we are anticipating submitting visa requests for at least 30 additional existing teachers.

E. 70. The Modern Classroom Project Fellowships

35. How are teachers selected to participate in this program and do they participate for a portion of a year, a year, multiple years, etc?

Teachers opt into participating in the Modern Classroom Fellowship program. The Fellowship is a year-long commitment for professional development and coaching around implementing this instructional approach into their classroom. Teachers who have completed the Fellowship typically continue with using Modern Classroom resources and the innovative approach to instruction based on student need.

E.73. OHCA Medicaid School-Based Services

36. Do we anticipate significant losses to Medicaid reimbursements with changes around that program?

Federal law does NOT specifically cut school-based Medicaid services. The changes the Oklahoma Legislature was considering did not make it to the ballot for voter consideration. As a result, Medicaid expansion, previously approved by Oklahoma voters, will continue as it did during this school year.

E.96. SuccessMaker Math

37. I believe the same concerns are relevant for this as for the other digital teaching platforms and would like to know how we are ensuring our kids aren't just sitting in front of screens when research demonstrates that screens are actually detrimental in more ways than are helpful. How will this be used?

Our elementary math team recognizes the importance of ensuring that digital learning tools are used intentionally and in ways that support high-quality teacher instruction. SuccessMaker Math is not designed to have students spend extended periods in front of screens. Instead, it is used as a targeted intervention support within a balanced instructional model that prioritizes teacher-led instruction, small-group learning, and real-time instructional decision-making.

SuccessMaker is also a strong instructional fit for Tulsa Public Schools because it directly aligns to our adopted core resource, enVision Mathematics Oklahoma, and the Oklahoma Academic Standards. Unlike our former math platform, Zearn, which often required teachers to shift students between grade levels manually, SuccessMaker continuously adapts to student performance and automatically adjusts learning pathways based on demonstrated needs.

Most importantly, SuccessMaker is designed to strengthen teacher action — not replace it. The platform provides teachers with targeted reports and small-group recommendations aligned to current learning, so intervention time can focus on unfinished learning, bridging skill gaps, and increasing student access to grade-level

standards. This allows technology to function as a support for instructional decision-making rather than as passive screen time.

Tulsa Public Schools' SuccessMaker Math pilot has demonstrated promising growth in both student usage and academic performance across participating elementary schools. As of May 2026, the district had 1,984 students enrolled across 7 schools (most of whom began the 25-26 school year with MRI or CSI designations). The strongest student outcomes aligned with increased implementation fidelity and consistent usage. Grade 3 students demonstrated the highest average learning gains at 0.82 course levels, and 110 Grade 3 students achieved gains of one full course level or more. Schools with the strongest implementation routines, including consistent usage and teacher-led intervention groups, demonstrated the highest levels of student growth and engagement.

Overall, the pilot demonstrated that SuccessMaker can be an effective intervention support when paired with intentional teacher-led instruction, strategic use of student data, and consistent implementation structures.

Summary of Teacher Feedback:

Teacher feedback on SuccessMaker during the 2025–26 school year was overall positive, particularly regarding its ability to provide targeted intervention support, actionable student data, and individualized learning pathways. Teachers consistently identified the reporting features as one of the program's greatest strengths, noting that the data helped identify learning gaps, guide small-group instruction, and support intervention planning. Many teachers also shared that students generally preferred SuccessMaker over previous digital programs and appreciated being able to see their growth over time.

Teachers also valued the program's ease of use, adaptive structure, and alignment to intervention needs, especially for students performing below grade level. Several educators reported strong student growth and meaningful support for struggling learners when implementation was consistent.

At the same time, teachers identified areas for continued refinement, including increasing alignment to daily enVision instruction and streamlining portions of the ongoing training experience. Some teachers also noted that student engagement required strong teacher monitoring and incentives to maintain consistency over time.

Overall, teacher feedback reflected that SuccessMaker has strong potential as a targeted intervention tool when paired with intentional teacher-led instruction, effective data use, and continued alignment to core curriculum expectations.

E.100. Tools of the Mind Instructional Resources

38. Is this also a platform through which students will be learning online/on screens?

No. The Tools of the Mind digital licenses are for teacher access to the online platform. The platform provides additional resources to support teacher planning, assessment, and communication with families. Tools of the Mind does not have a student-facing digital platform/online learning component.

E.108. Managed Print Services

39. How are teachers feeling about how this model is working for their print needs currently?

We don't have any recent direct feedback on this topic from teachers; however, the Managed Print Services (MPS) model has been successfully implemented across the district for over a decade and continues to effectively support instructional and administrative printing needs. Under this model, teachers benefit from the flexibility to print from any authorized device within their building or across the district, enabling convenience and mobility in their daily workflows.

Printers are strategically placed throughout each building to ensure accessible coverage within reasonable proximity to classrooms, minimizing disruption while maintaining efficient use of shared resources. Additionally, the MPS program alleviates the burden of supply management; toner levels are actively monitored, and replacements are automatically shipped to each site as needed. This ensures consistent printer availability without requiring staff intervention.

Overall, the model is designed to provide reliable, efficient, and user-friendly printing services that support instructional delivery while optimizing General Fund operational costs and resource management.

E.130. Iron Horse Security

40. Last I knew, I believe we were fully staffed for the TPS police department. Is that accurate?

Campus Police currently has five open security positions and one open police officer position. There are a number of part-time positions that are open that will be part of a recommended reorganization of the department.

41. How often do we rely on outside services for security?

Campus Police leverages Iron Horse to supplement security for football and basketball games, as well as other events when additional resources are needed. Fall football is our heaviest utilization for outside security. Year to date, Iron Horse was used for 462.45 hours.

G.1. Preliminary Budget

42. Will we be getting a copy of this to review in advance?

Absolutely!  .FY27 Preliminary Budget Book_E Version.pdf

G.2. Child Nutrition Consultant

43. Is there a reason this item is in action? Curious about the significance of having it here rather than on consent.

School lunches have been a topic of interest, and this item directly relates to the transition plan for school meals. This consultant, pending board approval, will assist the district with developing the transition plan and the contract with Aramark as it sunsets. Additionally, it was discussed with Board Leadership that it may be beneficial for the Board and public to hear from Ms. Griffin directly, and have an opportunity for board questions and discussion.

G.3. Aramark

45. For what portion of the year?

That is part of the discussion with the child nutrition consultant. We don't know exactly how long it will take for us to hire the necessary staff, implement the required backend systems, and supply chains. Per the consultant, it took Oklahoma City Public Schools about six months to bring its food services management back in-house. Also, the current food services management contract allows the district to end the service with 30 days' notice.

G.4. Mark Twain School

46. Will we have an executive session to discuss the valuation, etc., of this facility prior to vote?

Yes. The Board is anticipated to enter into Executive Session for the purpose of discussing the appraisal and proposed sale of the property, as authorized by Title 25, Section 307(B)(3) of the Oklahoma Statutes, prior to Board consideration and vote.