

June 15, 2026 Agenda
Draft Board Questions and Responses Draft
(Agenda item numbers are based on the [Draft June 15 Agenda](#))

General question:

1. Please explain the TIPS Purchasing cooperative.

TIPS is an acronym for The Interlocal Purchasing System. TIPS is a national cooperative that offers access to competitively procured purchasing contracts to its members. Each contract is supported by a competitive bidding process, and TPS has access to and reviews all bids before deciding to use an awarded contract.

Membership with TIPS provides savings of time and financial resources necessary to fulfill bid/RFP requirements.

E.1 Anatomage Anatomy Table

According to the information provided, it appears that these anatomy tables provide learning opportunities with both human and animal digital cadavers.

2. Is that correct, and if so, does that include domestic, agricultural, and wild animals? Having all of these options if available would provide our students an opportunity to explore anatomy and career opportunities in all areas of medical sciences.

Yes, that is correct.

E.12. I-Ready Assessment and Personalized Instruction

3. What is the actual cost savings of moving to I-Ready? The board agenda lists the cost not to exceed 1.3 million dollars.

The board agenda now lists “not to exceed \$800,000.” Elementary school leaders are currently evaluating which digital ELA intervention platform to utilize within their school for the upcoming school year. This amount will provide sufficient flexibility for purchasing licenses and professional development based on the interest of school leaders.

4. What efficacy studies show the effectiveness of the I-Ready platform?

i-Ready is one of the most extensively studied K-8 programs in the country. It meets ESSA Tier 2 evidence standards, has been reviewed by Evidence for ESSA and the What Works Clearinghouse (Meets WWC Standards with Reservations), and is supported by

independent, third-party research from HumRRO and Johns Hopkins CRRE. Gains hold across multilingual learners, students with disabilities, and historically underserved populations. The full research portfolio is at <https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact>.

5. Why are we adopting a learning platform that is not aligned to Oklahoma Academic Standards?

i-Ready has aligned the standards on the diagnostic assessment and personalized learning platform to the Oklahoma Academic Standards. This was piloted in the spring.

6. Why are we adopting a new learning platform and measurement of student success when the state will provide a universal platform for all required metrics in the near future?

We are not implementing a new district-wide assessment for the upcoming school year. The Amira screener will continue to serve as our Strong Readers Act assessment for all K-5 students. We are allowing our school leaders to select their digital ELA intervention platform for the upcoming school year. Schools that piloted i-Ready in the spring have the option to continue using the platform for the upcoming school year.

7. How will i-Ready metrics compare to MAP metrics, and how will this affect board goals?

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.

Without MAP data available in the upcoming school year, the Data Team will work on reporting an equivalent measure of student achievement aligned to the board goals.

8. What about the i-Ready lawsuits? Why are we pursuing this when there is ongoing litigation?

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](#)

9. Teachers have expressed concern about the lengthy diagnostic assessment and how it cuts into instructional time. How has that been managed at the pilot sites, and what is the end-of- year teacher feedback?

The i-Ready assessment has taken a longer time for schools to complete than other assessments administered. We are currently working toward reducing the number of assessments students take, especially in the spring, with state testing also occurring.

10. Have we listened to students about their iReady experience?

We have had the opportunity to hear from our middle school students from the pilot. We received mixed feedback from middle schoolers on their perceptions of i-Ready. Most of the feedback we received was from our educators. 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 logistical 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."

11. Much of what I found relates back to the ELLEVATION Platform and WIDA – is this a program for all or is this a program for ELs that we are trying to push on all?

The item on the agenda, i-Ready, is to purchase i-Ready diagnostic and benchmark assessments, personalized learning content for students, and professional development to support data-driven instruction and accelerate student achievement in reading and mathematics for grades K-5.

Although Ellevation is not on this agenda, we are happy to give more context on this platform as well. It is a platform that the district uses instructional planning and compliance tasks for multilingual learners. All instructional staff have access in Ellevation to view and collaborate on the instructional strategies and individual student needs to support our multilingual learners in continuing to increase their English language proficiency and academic content learning. It is also the platform that we use to manage and complete compliance tasks required by Title III of the Every Student Succeeds Act including drafting English language academic plans (individualized learning plans for multilingual learners); tracking identification of, modifications for, and instructional services for multilingual learners; student goal setting for English language proficiency growth; and drafting parent letters regarding the scores and services of multilingual learners. The platform also includes professional learning modules and resources to support educators in learning best practices to serve multilingual learners.

WIDA is the consortium of which Oklahoma is a member state. The WIDA consortium drafted the WIDA English language development standards which are the adopted English language development standards for Oklahoma. The standards guide the WIDA Screener, used to identify multilingual learners, and the WIDA ACCESS, used to annually assess the English language proficiency of multilingual learners. As a member state, Oklahoma State Department of Education has adopted the WIDA standards and assessments to serve

multilingual learners as required by Title III of the Every Student Succeeds Act. WIDA scores are uploaded into Ellevation to guide student instruction in English language development, set student growth goals, and track their progress towards English language proficiency as part of their English language academic plan.

12. What will be the prescribed usage? Are we going to monitor minutes our students are on the program and then use this to punish teachers like happened with AMIRA?

Across all ELA intervention platforms, students should spend no more than 40 minutes per week engaged in digital intervention. Principals and teachers are expected to ensure students consistently meet the recommended usage expectations and demonstrate mastery of lessons within the evidence-based intervention.

Schools will be monitored for both underuse and overuse of intervention platforms, as well as student lesson mastery rates, to ensure implementation aligns with research-based recommendations and supports improved student outcomes.

E.16 Charter Contract Amendment

13. May we see a redline version of the contract and framework?

Yes, of course! We will provide a redlined version of the performance framework along with the final agenda this Friday. Currently, the charter contracts referenced in this agenda item are with the legal team. However, the amendment to the contracts is limited to replacing the performance framework with the revised version that you will receive this Friday.