



Board Member Governance Concepts and Superintendent Feedback

June 8, 2026 - Board Agenda

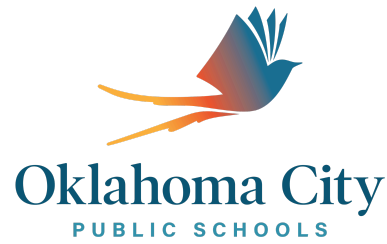
Interim Goal 2B: 5th Grade NWEA Math Growth Progress Monitoring

	Board Member	Agenda Item	Governance Concepts	Superintendent Feedback
1	Lewis	3.01	The district exceeded the annual target by a significant margin. Can you provide the school-by-school distribution of results and identify how many schools remain below the district target despite the overall district performance? The report acknowledges variation across campuses but does not quantify it.	School Performance Distribution See Appendix A below. It provides the school-by-school results and allows us to identify which schools exceeded the district target and which remain below it. - Economically disadvantaged students increased from 22.5% to 40.7% meeting expected growth, representing an 18.2 percentage-point increase from baseline. - The strongest results are occurring in schools such as Wheeler MS (+37.6 points), Belle Isle MS (+35.9 points), and Classen SAS MS (+34.1 points), which have demonstrated the largest gains since baseline. - Districtwide, growth is being supported through stronger implementation of standards-aligned curriculum, PLC data cycles, instructional coaching, common formative assessments, and emerging MTSS intervention systems. - Our focus is scaling the practices producing the strongest student growth across the district.
2	Lewis	3.01	What specific metrics are used to determine that instructional consistency, coaching effectiveness, PLC implementation, and MTSS systems are improving, and	Implementation Metrics Instructional consistency: Monitored primarily through the CFA tracker, which captures assessment administration, student proficiency rates, and use of reteaching/enrichment strategies

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			what are the current implementation rates across schools? The report repeatedly attributes success to these systems but provides limited fidelity data.	• CFA participation rates for 5th grade: 87% (CFA 1) and 58% (CFA 2) Instructional coaching: • Tracked through coaching logs documenting frequency, focus, and duration of coaching cycles • Coaching cycle data indicates implementation on 100% of middle school campuses PLC / Data-Based Decision Making: • A digital observation tool was introduced at the end of Quarter 3 to capture PLC practices • Insufficient data currently available to report a reliable systemwide implementation rate MTSS implementation: • Monitored through digital reporting systems • 77% of middle schools currently have MTSS systems in place • All sites are in early implementation and require strengthened intervention supports, indicating variability in fidelity Beginning next year:
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				- Coaching expectation established at 2 hours per week for 5th and 6th grade math teachers, with fidelity tracked through coaching logs - Effectiveness will be measured by correlating coaching cycles with student growth using MOY and EOY NWEA data - Implementation of clearer student progress goals and a more tightly monitored Tier 2/3 MTSS system to improve fidelity across schools
3	Lewis	3.01	The report notes that coaching cycles and CFA practices are still developing. What baseline implementation data exists today, and what improvement targets have been established for the next monitoring cycle? This helps assess whether implementation improvements can be objectively measured.	Baseline Implementation Data - Current data show that an average of 87% of 5th-grade students participated in CFA 1, compared to 58% in CFA 2, indicating that reteach/enrichment cycles and completion of the full instructional cycle are not yet consistently implemented. - Coaching trackers show that coaching cycles are occurring at all middle school sites; however, they are not consistently aligned to district-prioritized math strategies. - Beginning next year, all 5th- and 6th-grade math teachers will receive a minimum of two hours of weekly coaching support. - District Professional Development Coordinators will support instructional coaches in implementing and reinforcing high-impact instructional strategies, including student



				discourse and the use of manipulatives. - Progress will be measured through: - Increased proficiency rates on CFA 1 - Higher student participation and completion rates on CFA 2 - Stronger alignment of coaching cycles to district math priorities and instructional expectations.
4	Lewis	3.01	How frequently are principals and instructional coaches reviewing walkthrough, coaching, and PLC implementation data, and what process is used when schools fall below expected implementation levels? The report references monitoring systems but does not describe the cadence or response process.	Monitoring and Accountability Cycle - Weekly site instructional team reviews - Principal Supervisor reviews / monthly Principal cluster meetings - Monthly district team reviews When a school is below implementation expectations: - Targeted support via Team of Teams - Principal Supervisor coaching - Follow-up - Escalation if necessary
5	Lewis	3.01	What specific evidence will be collected to determine whether the planned expansion of MTSS supports and intervention systems is improving student	MTSS Success Measures Lead Behaviors - Evidence of monthly Child Study Teams - Evidence of delivery of interventions



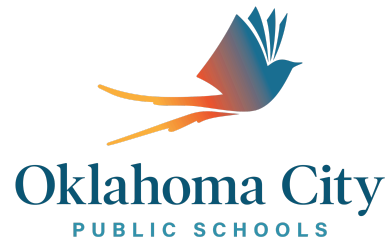
			outcomes? The report identifies MTSS as a key next step but does not define success measures.	Lag Measures - Evidence of growth in progress monitoring measurements - Establish baseline - Set aimline target - Weekly or bi-weekly progress monitoring checks 4X4 decision rules. Progress above the aimline for 4 consecutive data points. - NWEA Growth and Achievement improvement		
6	Lewis	3.01	How will the district determine whether the additional investments proposed (Math Professional Development Coordinator, Intervention Coordinator, coaching supports, intervention courses) are producing measurable improvements in student growth? Several new positions and supports are being added, but the report does not specify return-on-investment indicators.	Investment Math PD Coordinator Intervention Coordinator	Lead Behavior Measurement - PD Provided to Instructional Coaches - Monitoring coaching cycles - Targeted support based on gaps - Systems to deliver interventions - Systems to support Child Study Teams	Expected Student Outcome Impact - Increased CFA Performance - Increased NWEA Academic Growth and Achievement percentiles - Measurable improvement in progress monitoring - Improved NWEA Achievement percentiles

				<table><tr><td>Coaching support</td><td>- Coaching cycle implementation for 5th and 6th grade math teachers</td><td>- Increased CFA performance - Increased NWEA Academic Growth percentiles - Increased Teacher retention</td></tr><tr><td>Intervention Courses</td><td>- Fidelity of “Do the Math” lesson and module curriculum delivery</td><td>- Demonstrated mastery on “Do the Math” module assessments - Increased NWEA Academic Growth percentiles</td></tr></table>	Coaching support	- Coaching cycle implementation for 5th and 6th grade math teachers	- Increased CFA performance - Increased NWEA Academic Growth percentiles - Increased Teacher retention	Intervention Courses	- Fidelity of “Do the Math” lesson and module curriculum delivery	- Demonstrated mastery on “Do the Math” module assessments - Increased NWEA Academic Growth percentiles
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7	Cifuentes	3.01	How do we know that “math teachers [are] not being supported as much as they could”?	Teacher Support • The statement was not intended to suggest that we have evidence that math teachers are currently not being supported. • Rather, it was identified as a potential impact of coaching cycles that are not fully aligned to district-prioritized mathematics instructional practices.						

				- When coaching is not consistently focused on key instructional priorities, there is a risk that teachers may not receive the most targeted support possible to strengthen mathematics instruction. - To mitigate that risk, next year coaching expectations will be more clearly defined, including a minimum of two hours of weekly coaching for 5th- and 6th-grade math teachers and a stronger emphasis on district-prioritized mathematics strategies.
8	Cifuentes	3.01	How do we know if small groups are more effective than full classroom lectures for math?	Small Group Instruction Impact - Effective math instruction includes a balance of whole-group and small-group learning opportunities, with each serving a different purpose. - Whole-group instruction provides all students access to grade-level content, common learning experiences, and core mathematical concepts. - Small-group instruction allows teachers to provide targeted support, enrichment, or additional practice based on students' individual learning needs. - Research indicates that targeted small-group instruction can positively impact student achievement, particularly when it is informed by student data and includes timely feedback. - Our assessment system and PLC processes help teachers identify specific skills students need to strengthen and determine when small-group support may be beneficial.



9	Cifuentes	3.01	How does the district help attain more “hands” to help in the classroom for those small groups?	Small Group Supports • Small-group instruction does not necessarily require additional staff. Teachers can provide targeted support to a small group while other students work independently or collaboratively. • Effective small-group instruction relies on strong classroom management, flexible grouping, and strategic use of instructional time. Teacher teams can also share students based on specific learning needs. • Schools may expand support through interventionists, teacher assistants, tutors, and volunteer partnerships, often using available federal or grant funding to help provide additional capacity.
10	Cifuentes	3.01	I see lots of interventions for educators, which is so great, but how are the students and families owning their own data? (How are they involved in our new or growing systems to help achieve the math goals?)	Student and Family Ownership Strong systems include: • Student goal-setting • Student data notebooks • Family conferences and/or Free family workshops • Individual growth reports Students should know: • Where they are • Where they need to go • What actions they must take
11	Cifuentes	3.01	Future-focused: How does the district help students to link	Math and Future Readiness



			the fact that these math goals are related to our post-secondary opportunity goal and future careers in the physical sciences?	• Strong math skills are foundational to success in college, career training, military service, and many high-demand careers, including engineering, technology, health care, skilled trades, and the sciences. • As we strengthen our college and career readiness efforts, we need to be intentional about helping students connect what they are learning in the classroom to the opportunities and careers available to them after graduation.
12	Cifuentes	3.01	Can you explain what is backwards planning using CFAs and why that is a challenge?	Backward Planning with FCAs • What it is: Teachers take the Common Formative Assessment themselves before they start planning their daily lessons. • Why it helps: It helps teachers see exactly what students need to know by the end of the unit. This makes it easier to spot tricky areas early and plan better lessons together. • Why it's a challenge: This is not how teachers have traditionally planned lessons. To change this habit, they need extra time to work together and training on how to use the assessments to guide their teaching.



13	Cifuentes	3.01	What type of PD do staff receive on “data-based decision making?”	Data-Based Decision Making • Appendix B outlines the key components of an effective data-based decision-making system. • Leaders and teachers receive both stand-alone and job-embedded professional development from internal and external experts to strengthen these practices. • The goal is not simply to collect more data, but to make better instructional decisions that improve student outcomes.
14	Cifuentes	3.01	Based on the sub-categorical data of SPED vs non-SPED students, do we know which strategies work the best and which are not working for our SPED students? (Looking at the -7.4% from the growth from previous year the largest negative number on the sub-categorical data)	Special Education Student Growth • SPED students grew 10.4 points from baseline, but declined 7.4 points from last year. • Non-SPED students increased 4.4 points, creating a widening performance gap. • At this time, the data does not tell us which specific strategies are driving higher or lower performance. • The instructional strategies being supported are designed to improve outcomes for all students when implemented with fidelity, but results can vary based on context, implementation, and student needs. • Our next step is a deeper analysis of where SPED student growth is strongest and weakest across schools, combined with identifying barriers, effective practices, and implementation factors that may be influencing results.

15	Cifuentes		Why do females have less growth than males from the previous year? (Growth from previous year is exactly $\frac{1}{2}$ of the male data with 1.8% vs 3.6%). I am also thinking about how this may affect females getting into male-dominated physical sciences careers.	Gender Growth Trend - From baseline to now, both groups show strong overall growth (female students: 20.8% to 41.1%, +20.3 points; male students: 26.4% to 44.0%, +17.6 points). The most recent year-to-year change (female 1.8% vs. male 3.6%) reflects normal short-term variation across different student cohorts being measured each year and, on its own, does not indicate a clear trend or cause. - We will continue to examine multiple years of data to better understand whether any patterns emerge over time, while ensuring all students have equitable access to high-quality math instruction and sustained opportunities for growth.
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16	Cifuentes	3.01	What is the overall best-glimmering strategy that has been working for our low-income students?	Success for Economically Disadvantaged Students - Economically disadvantaged students increased from 22.5% to 40.7% meeting expected growth, a gain of 18.2 percentage points from baseline. - This growth exceeds the district baseline gain and demonstrates meaningful improvement for one of our largest student groups. - The strongest evidence suggests that consistent implementation of high-quality standards-aligned instruction is most impactful. - Our focus now is to identify the schools producing the strongest outcomes and replicate those practices across the district. - The goal is to make success predictable for every student, regardless of income.
17	Cifuentes	3.02	Is there the possibility that students could attend a program not at their home school without needing to fully transfer to that campus in the future?	Future Program Access Options Yes, this possibility is currently being explored in collaboration with the Workforce Development and Transportation teams for the 2027–28 school year. The goal is to identify options that would allow students to access career pathway programs at campuses other than their home school while remaining enrolled at their home site. As planning continues, factors such as transportation, scheduling, program capacity, and student support will be carefully considered



				to ensure equitable access for all students. More information will be shared as decisions are finalized.
18	Cifuentes	10.01	When looking at our instructional approaches, does the district plan to teach every single concept for each of the assessments during one calendar year (WIDA, NWEA, OSTP, etc) or is there a percentage that we aim to teach in a calendar year (for example, teaching 90% really well but leaving off 10% of what is tested on one of these tests)?	Standards Mastery vs. Test Coverage - The district does not approach instruction as test coverage of every assessed concept. Instead, the focus is mastery of grade-level standards through a guaranteed and viable curriculum that prioritizes depth of understanding over exposure to every tested skill. - Because there are more standards than can be taught to mastery in a single year, we identify priority standards that represent the most essential learning for each grade level. These are embedded in pacing guides, reinforced through instruction, and monitored through common formative assessments, while supporting standards are still addressed within units. - This approach ensures students build strong conceptual understanding of the most critical skills, which are heavily represented on summative assessments, while avoiding a fragmented test-prep model that sacrifices depth for coverage.
19	Cifuentes	11.06	In this lease revenue bond, how much is the total interest that the district will be paying for all of our projects outside of the original lease?	Bond Interest and Debt Cost We will seek additional clarification on the specific information being requested and work with the Chief Financial Officer to provide an accurate response regarding the lease revenue bond and its associated interest costs.



20	Bowman	3.01	What sites have state designations that will allow them to benefit from the OSDE Gap grant?	GAP Grant School Eligibility • CAPITOL HILL MS (SKYLINE) • F.D. MOON • JEFFERSON MS • JOHN MARSHALL MS • MARY GOLDA ROSS • PUTNAM HEIGHTS MS • ROGERS MS • ROOSEVELT MS • TAFT MS • WEBSTER MS • WHEELER MS (SKYLINE) ◦ We will monitor whether the additional coaching and support produce stronger math growth in participating schools than in prior years.
21	Bowman	3.01	Can you share more about the math intervention class for fifth graders? Will this be implemented district-wide beginning in the 26-27 school year?	Fifth Grade Math Intervention Course • This course is also responsive to the recent Oklahoma Math Act legislation. • Application schools are not required to have a course, but are required by the Math Act to provide the interventions. • The purpose of the intervention course is to provide additional instructional time for students who are not yet meeting grade-level expectations. • Success will be measured by levels of mastery on module assessments within the “Do the Math” curriculum.



22	Bowman	3.01	What percentage of schools met or exceeded the district target?	Schools Meeting the District Target • Eight of fourteen schools met or exceeded the district target of 33.9%, representing approximately 57% of schools. • District exceeded its target, the variation among schools indicates continued opportunity for improvement. • Our next responsibility is to identify what is occurring in the highest-growth schools and replicate those practices across the system
23	Bowman	3.01	Can you share more about the Math PD Coordinator? Is this something that we will see in the 2027 budget request?	Math Professional Development Leadership • The Math Professional Development Coordinator is designed to strengthen mathematics instruction by supporting instructional coaches through targeted coaching, professional learning, and support for instructional monitoring and feedback practices. • The role focuses on building capacity within schools so that coaching and support for math instruction is consistent, high-quality, and aligned to district expectations for student learning. • This position is included in the 2027 budget as part of SOFG-aligned investments to strengthen instructional quality and student outcomes.

24	Bowman	3.01	What evidence tells us that the schools with the strongest implementation of these four strategies are also the schools generating the strongest student growth?	Implementation-to-Outcome Connection - Current data (such as NWEA Growth across classrooms, CFA completion rates, curriculum usage) shows a relationship between strong implementation of key instructional practices and stronger student growth, but it does not yet establish causation. The evidence remains correlational and is being examined across schools. - Early indicators suggest that classrooms consistently implementing data-based decision making, teaching to the depth of standards, following district curriculum and pacing, leveraging the instructional framework, and engaging in effective instructional coaching tend to show stronger student outcomes. These results reflect the combined impact of multiple aligned practices rather than any single strategy. - As we move into next year, we are strengthening how we measure implementation by more intentionally tracking lead behaviors of these practices, which will help identify where support is strongest and where more targeted coaching and resources are needed.
25	Bowman	3.01	The district exceeded its 2027 target two years early. What evidence suggests this improvement is systemic and sustainable rather than temporary?	Sustainability of Improvement Improvement has been seen across multiple years and student groups, supported by district-wide Tier 1 instructional improvements along with system practices such as curriculum alignment, PLCs, instructional coaching, common formative assessments, and instructional design.

				Because this growth is not tied to a single year or group of students, it provides early evidence of system-level improvement. • Additional math-specific strategies were recently developed due to the timing of the goal setting and will begin full implementation in 2026–27. These strategies are grounded in research and are designed to build on current gains through more focused support in mathematics. • We will look for sustainability as these practices are implemented with fidelity and student growth remains steady over multiple years.
26	Meister	3.01	What steps are being taken to ensure Tier 1 instruction quality is more consistent and uniform?	Steps to Ensure High Quality Tier 1 Instruction • OKCPS has an established Instructional Framework that serves as the foundation for lesson design. • All middle school math teachers will receive quarterly professional learning focused on high-impact Tier 1 instructional strategies, including student discourse and the use of manipulatives • Site instructional coaches will support implementation through a minimum of two hours of weekly coaching per teacher • Coaching will focus on ensuring consistent application and reinforcement of Tier 1 instructional practices across classrooms



27	Meister	3.01	Can we identify the issue of varying instructional data rigor?	• Yes. CFA performance, NWEA data, and OSTP data help identify inconsistencies in instructional rigor across classrooms and schools. • Teacher experience levels can also present a barrier to academic rigor, elevating the need for high-quality coaching cycles.
28	Meister	3.01	Can you further explain "Backwards planning using Common Formative Assessment" and the steps being taken to alleviate the issue?	See Question #12
29	Meister	3.01	How can we help math teachers be more supported	See Question #7 See Question #3 See Question #23



Appendix A

Appendix A provides the school-level performance data supporting Interim Goal 2B. The purpose of Appendix A is to help the Board understand whether district improvement is broadly distributed across schools or concentrated in a smaller number of campuses. It also helps identify schools demonstrating exceptional growth so successful practices can be studied and replicated throughout the district.

By School										
School	Baseline (Spring 23-24)		Year 2 (Spring 24-25)		Latest Performance (Spring 25-26)		Growth from Prev. Year (% points)	Growth from Baseline (% points)	Yearly Goal (Spring 25-26)	Met Yearly Goal?
	Met 50th Pctl.		Met 50th Pctl.		Met 50th Pctl.					
	%	#	%	#	%	#				
District (All Schools)	23.7%	467	39.8%	749	42.6%	738	2.8%	18.9%	33.9%	Yes
Belle Isle MS	23.5%	24	49.5%	52	59.4%	60	9.9%	35.9%	53.0%	Yes
Capitol Hill MS	20.6%	26	40.3%	56	42.1%	48	1.8%	21.5%	42.3%	No
Classen SAS MS	38.9%	77	53.7%	108	73.0%	127	19.3%	34.1%	43.0%	Yes
F.D. Moon MS	34.7%	41	35.9%	42	29.1%	32	-6.8%	-5.6%	42.0%	No
First Choice Online Academy	44.4%	8	N/A	N/A	11.8%	2	N/A	-32.6%	48.9%	No
Jefferson MS	18.7%	37	28.9%	48	35.7%	45	6.8%	17.0%	33.3%	Yes
John Marshall MS	13.1%	17	31.5%	45	43.5%	60	12.0%	30.4%	35.0%	Yes
Mary Golda Ross MS	11.9%	16	30.2%	42	40.5%	49	10.3%	28.6%	24.0%	Yes
Putnam Heights MS	20.0%	<10	N/A	N/A	0.0%	<10	N/A	-	60.0%	No
Rogers MS	9.1%	9	32.7%	33	30.1%	25	-2.6%	21.0%	18.0%	Yes
Roosevelt MS	15.8%	31	38.3%	62	34.4%	53	-3.9%	18.6%	39.5%	No
Southeast MS	31.2%	48	43.8%	60	52.0%	77	8.2%	20.8%	37.0%	Yes
Taft MS	27.7%	69	31.8%	71	30.6%	74	-1.2%	2.9%	35.0%	No
Webster MS	23.1%	33	39.2%	51	22.1%	25	-17.1%	-1.0%	41.4%	No
Wheeler MS	29.4%	30	68.7%	79	67.0%	61	-1.7%	37.6%	35.3%	Yes

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Utilize Assessments to Monitor Student Progress
Data-Based Decision-Making and Systems of Support Checklist



Data-Based Decision-Making Goal: Improving literacy achievement is incumbent on discussions about the current state of literacy achievement.

Critical Elements	Level of Implementation	Plan of Action and/or Resources Needed, including Evidence
<i>Reflect on the implementation of data-based decision-making in the overall literacy program.</i>	2 - Fully in Place 1 - Partially In Place 0 - Not In Place	<i>Link evidence below</i>
1. A schoolwide assessment (instructional cycle) calendar is developed and monitored, outlining all key testing dates—including NWEA, CFAs, interims, benchmarks, WIDA and OSTP—and includes a system to ensure that at least 95% of students are assessed on time.	0 (0 - 49%) -	
2. The school dedicates sufficient time for grade-level, school, and/or district teams to analyze student data collaboratively as part of its regular schedule.	0 (0 - 49%) -	
3. A clear Elementary data protocol and Secondary data protocol is consistently used to guide analysis of data at the student, classroom, and building level. The protocol navigates the data team through the following steps: a. Plan b. Instruct c. Assess d. Reteach/Enrich	0 (0 - 49%) -	
4. A district-adopted technological data-collection system is in place that supplies various short-and long-term reports. All educators can readily access reports to assist in analyses of trends and growth at the classroom, grade, and school levels.	0 (0 - 49%) -	
5. Teams demonstrate a sense of urgency and a strong commitment to improving student achievement by reviewing assessment data by the next scheduled PLC (within 5 school days).	0 (0 - 49%) -	
6. Grade-level teams create short-term, interim goals on a monthly basis by teacher, grade level, and school in order to monitor progress toward these goals throughout the year.	0 (0 - 49%) -	
7. Administrators regularly attend data meetings and participate while in attendance.	0 (0 - 49%) -	
8. Administrators know the reading achievement levels for each grade and use necessary supports, teacher evaluation, and professional development to ensure increased achievement at each level.	0 (0 - 49%) -	
9. Teams create middle of year and end of year goals for growth and achievement. Progress toward these goals is systematically monitored throughout the year by building, subject, grade, and student levels to ensure continuous improvement.	0 (0 - 49%) -	
10. A system is in place for the universal screener (NWEA) to be administered to students within the first 30 days of enrollment to identify students reading above and below expectations and that 95% of the student population will be assessed.	0 (0 - 49%) -	