



Student Outcomes Monitoring Report

Month: June

Year: 2026

Interim Goal 2B:

The percentage of 5th grade students realizing growth at or above the 50th percentile, as measured by the NWEA MAP Growth Fall to Spring Math Assessment, will increase from 23.7% in spring 2024 to 44% in spring 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.

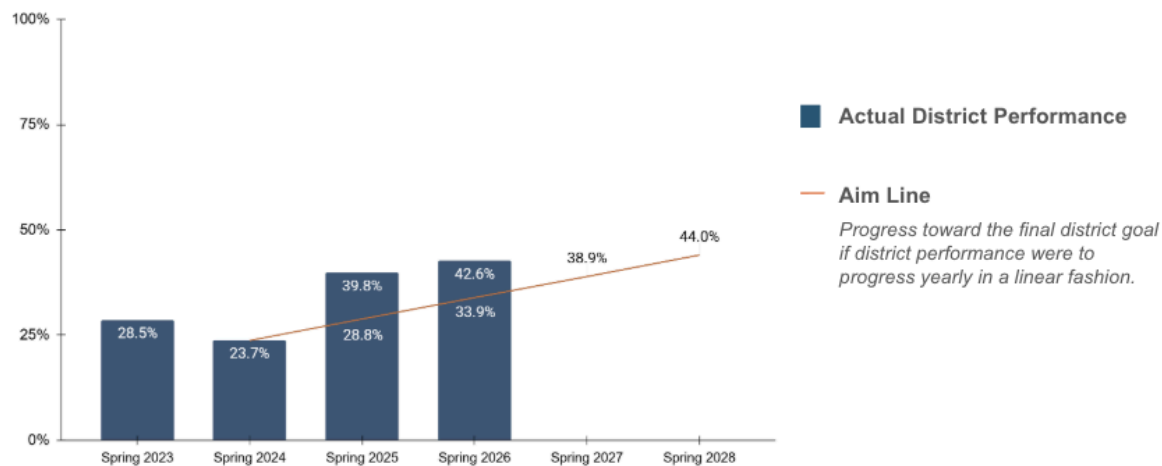
Goal/Interim Established Annual Targets:

Spring 2024 (Baseline) 23.7%	Spring 2025 28.8%	Spring 2026 33.9%	Spring 2027 38.9%	Spring 2028 44%	Spring 2029 N/A
------------------------------------	----------------------	----------------------	----------------------	--------------------	--------------------

Goal/Interim Goal Status:

ON TRACK

Data Snapshot



Key Takeaway

In Spring SY25-26, 42.6% of 5th grade students met the 50th percentile in NWEA Math achievement, an 18.9 percentage point increase from the baseline year and a 2.8 percentage point increase from the previous year, exceeding the yearly goal by 8.7 percentage points.



Student Outcomes Monitoring Report

Interim Goal Rationale

Why Interim Goal 2B Matters

Interim Goal 2B focuses on increasing the percentage of 5th grade students meeting expected growth in mathematics during a critical transition year between elementary and middle school.

Fifth grade is an important bridge year where students begin experiencing:

- Increased academic rigor
- More complex mathematical thinking
- Higher expectations for problem solving and reasoning

Strengthening math growth during this transition year helps:

- Build stronger foundations for middle school mathematics
- Increase readiness for Algebra and advanced math pathways
- Support long-term progress toward Board Goal 2 for 8th grade OSTP Math proficiency

Superintendent's Interpretation

What This Data Means

OKCPS is demonstrating strong momentum toward Interim Goal 2B and has already exceeded the district's spring 2027 target.

Based on Spring 2026 NWEA MAP Growth assessment data:

- 42.6% of fifth-grade students met or exceeded the 50th percentile in growth
- Exceeded the Spring 2026 target of 33.9%
- Student growth increased 18.9 percentage points from the Spring 2024 baseline
- Student growth increased 2.8 percentage points from Spring 2025

This data reflects the early impact of districtwide systems focused on:

- Instructional consistency across schools
- Data cycles within Professional Learning Communities (PLC)
- Instructional Coaching
- Emerging MTSS intervention systems
- Common formative assessment (CFA)

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

Student Outcomes Monitoring Report

- 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.
 - **Systems Implemented**
 - Structured district-developed pacing guides
 - Academic discourse strategies (classroom discussion)
 - Standards-aligned curricular resources
 - **What Adults Are Doing Differently**
 - Teachers are using aligned instructional materials more consistently.
 - Teachers are increasing engagement through classroom discussion strategies.
 - **System Impact**
 - Instruction is becoming more standards-aligned across classrooms.
 - Students are engaging in stronger mathematical thinking and discourse.
- **Assessment Strategy**
 - This strategy ensures that data collection is systematic and used to identify student needs early.
 - **Systems Implemented**
 - NWEA universal screening and growth monitoring in math
 - Common Formative Assessments (CFA)
 - PLC data review cycles
 - **What Adults Are Doing Differently**
 - Teacher teams are reviewing student growth data more consistently.
 - PLC teams are using assessment results to guide reteach planning.
 - Schools are identifying student learning gaps earlier.
 - **System Impact**
 - Instruction is becoming more responsive to student needs
 - Schools are using data more consistently to guide decisions
- **Instructional Monitoring and Support Strategy**
 - This strategy focuses on classroom support through coaching cycles to ensure that high-quality lessons are delivered across classrooms.
 - **Systems Implemented**
 - Instructional coach feedback in math
 - Common classroom look-for tool for site leaders and instructional coaches
 - Classroom walkthrough monitoring
 - **What Adults Are Doing Differently**
 - Instructional coaches are providing more targeted instructional feedback.
 - Principals are monitoring instructional practices more consistently.
 - District leaders are providing more clarity and structure for the instructional coaching program.
 - **System Impact**
 - Greater instructional consistency across middle school math classrooms.

Student Outcomes Monitoring Report

- Teachers are implementing stronger instructional practices.
- Schools are more responsive to instructional concerns.
- **Data-Informed Collaboration and Planning Strategy**
 - This strategy turns assessment data into actionable classroom instructional response through collaborative structures.
 - **Systems Implemented**
 - Data-Based Decision Making Protocols (DBDM)
 - **What Adults Are Doing Differently**
 - Plan - Teach - Assess - Reteach/Enrich protocol cycles
 - Using data to analyze impact of instruction
 - **System Impact**
 - Instructional effectiveness is increasingly defined by student success.
 - Student support systems are becoming more focused

Barriers To Progress (What's Not Going Well)

While we are seeing progress across these four strategic areas, we are also working to address barriers that impede progress.

- **Curriculum Strategy**
 - **Current Challenges**
 - Inconsistent alignment to district pacing expectations
 - Tier 1 instruction quality remains inconsistent
 - **Impact**
 - Students are not experiencing the same levels of instructional rigor across all schools.
 - Student growth outcomes vary across campuses.
- **Assessment Strategy**
 - **Current Challenges**
 - Backwards planning using Common Formative Assessments is still a developing practice.
 - **Impact**
 - Tier 1 instruction preparation for introducing new content, and addressing misconceptions, is not maximized.
- **Instructional Monitoring and Support Strategy**
 - **Current Challenges**
 - Coaching cycles lack full alignment in developing high-quality instructional practices in mathematics.
 - **Impact**
 - Math teachers not being as supported as they could, leading to slower development.
- **Data-Informed Collaboration and Planning Strategy**
 - **Current challenges**
 - Some teacher teams are still developing their practices in data-based decision making.
 - Reteach practices after CFA data are analyzed are inconsistent.
 - **Impact**
 - Students needing intervention are not always receiving just-right

Student Outcomes Monitoring Report

instructional support.

- Growth opportunities are fully realized.

Takeaway

- Strong momentum is building across curriculum, assessment, coaching, and data systems, creating greater alignment in instruction and improving student identification for support.
- Continued improvement will require:
 - Development in CFA practices
 - Refined instructional alignment to math teachers
 - More consistent intervention systems across schools

Next Steps

Deepening Existing Strategies

As we move forward, our focus is on strengthening and refining the initiatives within the four strategic areas that are producing positive growth trends.

- **Curriculum Strategy**
 - **Next Step**
 - Expansion of MPRO (targeted quarterly professional development for math teachers)
 - Deepening implementation of classroom discussion strategies
 - **What We Will Monitor**
 - Math classroom walkthrough data for evidence of pacing alignment, increased use of manipulatives, classroom discussion, and small group instruction
- **Assessment Strategy**
 - **Next Step**
 - Conduct an external audit of math priority standards and common formative assessments for increased alignment opportunities
 - **What We Will Monitor**
 - Evidence of consistent PLC usage of common formative assessments in lesson planning, and improvement in CFA performance
- **Instructional Monitoring and Support Strategy**
 - **Next Step**
 - Strengthen MTSS intervention systems
 - MTSS Support Specialists job-embedded professional development for educators providing math intervention.
 - **What We Will Monitor**
 - Academic growth for students receiving intervention
 - Evidence of Child Study Teams
 - Evidence of delivery of intervention and student progress monitoring
- **Data-Informed Collaboration and Planning Strategy**
 - **Next Step**
 - Continue coaching PLC teams on data-based decision making practices

Student Outcomes Monitoring Report

- **What We Will Monitor**
 - Calendar evidence of reteach delivery
 - CFA and NWEA growth

Takeaway

- Existing strategies are being strengthened through:
 - Expanding professional learning
 - Increasing instructional consistency
 - Improving assessment alignment
 - Strengthening intervention supports
 - Deepening implementation of PLC and MTSS systems

Activating New or Underdeveloped Strategies

The district has identified as necessary to further accelerate student outcomes.

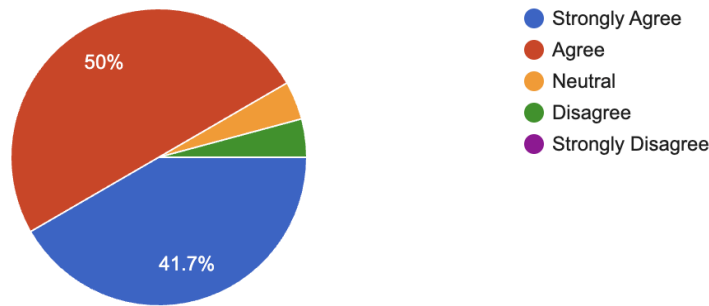
- **Curriculum Strategy**
 - **Next Step**
 - With support from an Oklahoma State Department of Education GAP Grant, all sites with state designations will receive seven days each of job-embedded coaching focused on Big Ideas Math curriculum.
 - Define clear Tier 2 and Tier 3 math intervention systems
 - **Expected Impact**
 - Stronger curriculum implementation
 - Increased instructional quality
 - More targeted intervention support
- **Assessment Strategy**
 - **Next Step**
 - Regular progress monitoring for students receiving intervention
 - **Expected Impact**
 - Deeper understanding of impact on intervention systems
- **Instructional Monitoring and Support Strategy**
 - **Next Step**
 - Add a dedicated middle school Math Professional Development Coordinator
 - Align instructional coaches to provide weekly coaching support to 5th and 6th grade math teachers
 - **Expected Impact**
 - Increased instructional quality
 - Increased teacher support.
- **Data-Informed Collaboration and Planning Strategy**
 - **Next Step**
 - Add a 5th grade math intervention course
 - Add a Math Proficiency and Intervention Coordinator to support the Oklahoma Math Act and MTSS intervention systems
 - **Expected Impact**
 - Increased targeted intervention support and student growth

Student Outcomes Monitoring Report

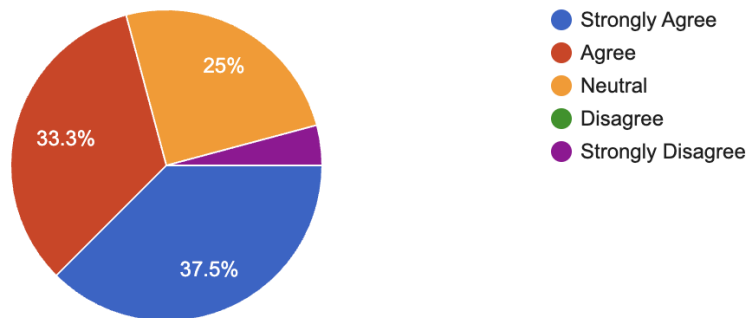
Appendix: 1A - 5th Grade Teacher Survey

The leadership team surveyed 5th grade teachers upon the completion of the NWEA Spring MATH MAP Growth assessments. Below are some insights that emerged from their feedback.

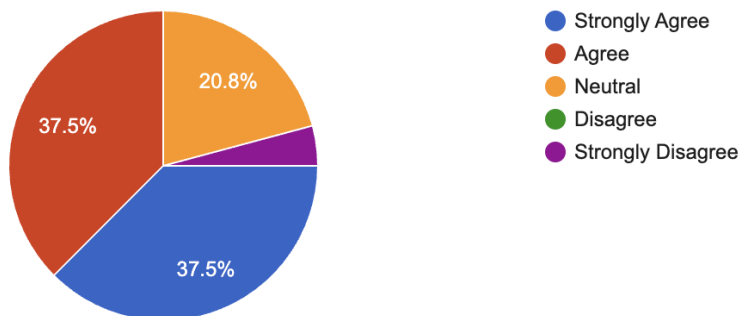
Question: The professional learning sessions for MS math teachers this year were relevant to my instructional needs.



Question: The professional learning helped strengthen my understanding of grade-level math content and instructional strategies.



Question: As a result of the professional learning, I feel my math instruction has improved.





Student Outcomes Monitoring Report

Appendix: 1B - Student Growth At or Above 50th Percentile Disaggregated Data

Race/Ethnicity Summary:

Race/Ethnic Groups Grew from Baseline:

6 out of 6 (excluding Pacific Islander, population <10)

Race/Ethnic Groups Grew from Last Year:

5 out of 6 (excluding Pacific Islander, population <10)

Groups in order from **highest** to **lowest** SY25-26 performance (left to right):

Asian/Pacific Islander, White, Multi-Racial, Hispanic, Native American, Black

Groups in order from **highest** to **lowest** growth from baseline (left to right):

Native American, Multi-Racial, White, Hispanic, Asian, Black

Race/Ethnicity	By Race/Ethnicity					
	Baseline (Spring 23-24)		Year 2 (Spring 24-25)		Latest Performance (Spring 25-26)	
	Met 50th Pctl.	% #	Met 50th Pctl.	% #	Met 50th Pctl.	% #
Hispanic	23.3%	267	39.1%	421	41.8%	421
Black	20.8%	71	37.1%	124	33.0%	98
White	30.6%	78	46.0%	104	55.4%	113
Asian	42.6%	20	52.5%	31	60.0%	24
Multi-Racial	19.4%	28	41.8%	56	45.9%	68
Native American	2.9%	1	21.1%	8	33.3%	11
Pacific Islander	25.0%	<10	41.7%	5	60.0%	<10

ELL Summary: All groups grew from baseline

Groups in order from **highest** to **lowest** SY25-26 performance (left to right):

Exited ELL, Not ELL, ELL

Groups in order from **highest** to **lowest** growth from baseline (left to right):

Exited ELL, Not ELL, ELL

ELL Status	By English Learner Status					
	Baseline (Spring 23-24)		Previous Year (Spring 24-25)		Latest Performance (Spring 25-26)	
	Met 50th Pctl.	% #	Met 50th Pctl.	% #	Met 50th Pctl.	% #
ELL	25.9%	193	40.7%	275	39.4%	265
Exited ELL	25.5%	59	38.0%	93	60.9%	98
Not ELL	21.5%	215	39.7%	381	41.6%	375

Econ Status Summary: Both groups grew from baseline

Group with SY25-26 **highest performance**:

Not Econ. Disadvantaged

Group with **highest growth from baseline**:

Not Econ. Disadvantaged

Economic Status	By Economic Status					
	Baseline (Spring 23-24)		Previous Year (Spring 24-25)		Latest Performance (Spring 24-25)	
	Met 50th Pctl.	% #	Met 50th Pctl.	% #	Met 50th Pctl.	% #
Econ. Disadvantaged	22.5%	409	38.4%	652	40.7%	642
Not Econ. Disadvantaged	36.7%	58	53.0%	97	60.8%	96

Homeless Summary: Both groups grew from baseline

Group with SY25-26 **highest performance**:

Homeless

Group with **highest growth from baseline**:

Not Homeless

Homeless Status	By Homeless Status					
	Baseline (Spring 23-24)		Previous Year (Spring 24-25)		Latest Performance (Spring 24-25)	
	Met 50th Pctl.	% #	Met 50th Pctl.	% #	Met 50th Pctl.	% #
Homeless	29.7%	22	39.7%	25	43.1%	22
Not Homeless	23.4%	445	39.8%	724	42.5%	716

Special Ed. Summary: Both groups grew from baseline

Group with SY25-26 **highest performance**:

Not Special Ed.

Group with **highest growth from baseline**:

Not Special Ed.

Special Education Status	By Special Education Status					
	Baseline (Spring 23-24)		Previous Year (Spring 24-25)		Latest Performance (Spring 25-26)	
	Met 50th Pctl.	% #	Met 50th Pctl.	% #	Met 50th Pctl.	% #
Special Ed.	26.7%	75	44.5%	129	37.1%	85
Not Special Ed.	23.2%	392	39.0%	620	43.4%	653

Gender Summary: Both groups grew from baseline

Group with SY25-26 **highest performance**:

Male

Group with **highest growth from baseline**:

Female

Gender	By Gender					
	Baseline (Spring 23-24)		Previous Year (Spring 24-25)		Latest Performance (Spring 24-25)	
	Met 50th Pctl.	% #	Met 50th Pctl.	% #	Met 50th Pctl.	% #
Female	20.8%	199	39.3%	347	41.1%	354
Male	26.4%	268	40.4%	402	44.0%	384

Gifted Summary: Both groups grew from baseline

Group with SY25-26 **highest performance**:

Gifted

Group with **highest growth from baseline**:

Gifted

Gifted Status	By Gifted Status					
	Baseline (Spring 23-24)		Previous Year (Spring 24-25)		Latest Performance (Spring 24-25)	
	Met 50th Pctl.	% #	Met 50th Pctl.	% #	Met 50th Pctl.	% #
Gifted	28.4%	71	44.6%	149	63.9%	198
Not Gifted	23.0%	396	38.8%	600	37.9%	540