



Student Outcomes Monitoring Report

Interim Goal 1A - Kindergarten Reading Achievement

Board Monitoring at a Glance

Month: July	Year: 2026
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Goal Anchor

Interim Goal 1A:

Kindergarten students' median achievement percentile in NWEA Reading will increase from 38 to 56 by Spring 2028.

Goal 1 | 2030 Outcome Goal:

The percentage of 4th graders demonstrating proficient/advanced performance in Reading on the OSTP will increase from 25% in August 2024 to 40% by August 2030.

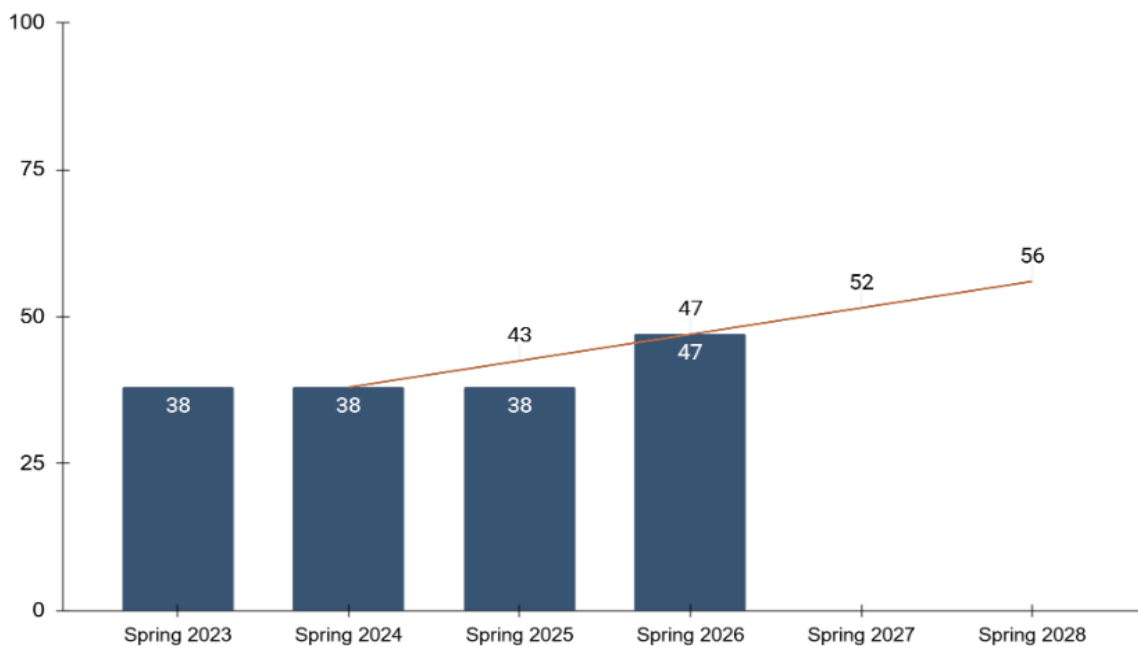
Interim Goal Annual Targets & Actual Results:

2024-2025 (Baseline)	Actual 2025	Target 2025	Actual 2026	Target 2026	Actual 2027	Target 2027	Actual 2028	Target 2028
38%	38%	43%	47%	47%	TBD	52%	TBD	56%

Interim Goal 1A Status:

ON TRACK

Data Snapshot





Student Outcomes Monitoring Report

Interim Goal 1A - Kindergarten Reading Achievement

Board Monitoring at a Glance

Why This Matters

Kindergarten reading achievement on the Spring NWEA MAP assessment increased from the 38th percentile in 2025 to the 47th percentile in 2026. This met the current yearly target of the 47th percentile. The next target is 52nd percentile in Spring of 2027, and the 2028 target of the 56th percentile.

This matters because kindergarten reading skills lay the foundation for future 4th-grade reading success. In kindergarten, students need strong foundational skills in hearing and producing sounds, rhyming, blending sounds, and breaking words into sounds. These skills are part of Oklahoma's kindergarten Reading and Writing Foundations state standards, and aligned to Science of Reading best practices.

Current Reality - Student Outcomes

The district is making significant progress, but not all students and schools are moving at the same pace. Across OKCPS, 26 of 30 schools grew from the baseline, 21 of 30 schools grew from last year, and 15 schools met the yearly goal.

Schools showing the strongest performance:

Arthur ES, Wilson ES, Hayes ES, and Mark Twain ES had kindergarten median achievement above the 60th percentile. [Appendix A].

Schools needing the most support:

Britton ES, Heronville ES, Van Buren ES, Eugene Field ES, Esperanza ES, and Prairie Queen ES were below the 40th percentile.

Student groups to monitor closely:

English Learners, Special Education students, Economically Disadvantaged students, Native American students, and Multi-Racial students will be monitored closely. Native American students were the only group lower than the baseline year, and Multi-Racial students improved from baseline but declined from the prior year.

Student Outcomes Takeaway:

We are on track as a district. As we move into this school year, we must effectively monitor the implementation of identified initiatives across schools and provide targeted support accordingly.

Root Cause Analysis - Evidence

The district uses the University of Virginia's District Transformation Conditions Resource (DTCR) to help guide the development of the systems that support



Student Outcomes Monitoring Report

Interim Goal 1A - Kindergarten Reading Achievement

Board Monitoring at a Glance

teaching and learning. This research-based framework identifies the key conditions needed for long-term improvement by focusing on four areas: school leadership, support and accountability, talent management, and instructional infrastructure. Together, these areas provide a roadmap for building stronger systems that lead to better outcomes for students.

The improvement in kindergarten reading achievement is consistent with the district's adoption of a strong, research-based curriculum and more effective explicit instruction in foundational reading skills, including phonemic awareness, phonics, vocabulary, fluency, and comprehension, during the daily literacy block.

A review of school-level results suggests that schools demonstrating the strongest growth were more likely to execute highly effective instructional practices. These schools consistently delivered Tier 1 instruction using district-approved materials, monitored student learning through formative assessments, used the Data-Based Decision Making (DBDM) process to adjust instruction, and provided timely reteaching when students did not demonstrate mastery.

At the same time, the variation in results across schools suggests that implementation of these practices remains uneven. While some schools have established strong systems for monitoring learning and responding to student needs, others have not yet demonstrated the same level of consistency in instructional execution, assessment use, and intervention planning. Additionally, differences in staff experience must be considered. Schools with higher numbers of new teachers require additional coaching and support as teachers build instructional expertise, strengthen assessment practices, and implement intervention systems with greater consistency.

A central problem of practice is not whether the district has the right instructional expectations. The district has established clear effective practices through our OKCPS Instructional Framework. The challenge is ensuring those expectations are implemented consistently across every classroom, every school, and for every student group.

Root Cause Takeaway

The evidence suggests that kindergarten reading achievement improves when schools consistently execute the district's instructional model. The next phase of work is not creating new initiatives; it is strengthening implementation, monitoring fidelity, and holding all levels of the organization accountable for the professional learning and adult actions that lead to student learning.

To ensure consistent implementation, the district must regularly monitor key adult practices, including the quality of Tier I instruction, use of instructional materials, participation in professional learning, effective PLCs, use of assessment data, and timely intervention for students who need additional support. These measures will be reviewed alongside student reading outcomes to ensure that improvements in

Student Outcomes Monitoring Report

Interim Goal 1A - Kindergarten Reading Achievement

Board Monitoring at a Glance

adult practice are translating into improved student achievement.

Strategic Adjustments - Adult Behavior

The root cause analysis suggests that variation in kindergarten reading outcomes is primarily connected to inconsistent implementation of the district's instructional infrastructure. The district has established clear expectations through the Universal Literacy Checklist, Reading Horizons curriculum, district assessments, pacing guides, Data-Based Decision Making (DBDM) protocols, and instructional coaching expectations..

Clarifying Initiatives and Establishing Internal Measures

Initiative 1: Strengthen Foundational Literacy Instruction

- **DTCR Lever 4:** Instructional Infrastructure
- **SMART Goal:** The percentage of OKCPS elementary and middle schools that meet or exceed a score of 14 on the OKCPS Universal Literacy Checklist, reflecting strong systems and instructional practices in literacy, will increase from 0% in May 2025 to 90% by May 2028, as assessed independently by site administrators and principal supervisors using evidence-informed ratings.
- **Leading Indicators:**
 - Evidence of daily literacy instruction is documented on a schoolwide master schedule 120-150 minutes in Kindergarten
 - Daily learning targets and success criteria are clearly stated and posted
 - NWEA MAP Growth reading data is analyzed with the PLC/Grade Level Team three times a year

Initiative 2: Coaching Cycles for Kindergarten Teachers

- **DTCR Lever 3 and 4:** Talent Management and Instructional Infrastructure
- **SMART Goal:** The percentage of K reading teachers receiving at least 4 hours of monthly coaching will increase from 0% in Spring 2026 to 80% in Spring 2027.
- **Leading Indicator:**
 - Instructional coaching logs monitored at both the site and district levels.

Initiative 3: Reading Horizons Curriculum Fidelity

- **DTCR Lever 4:** Instructional Infrastructure
- **SMART Goal:** The percentage of Kindergarten classes on track with Reading Horizons lessons based on the District Pacing Guides will increase from 20% in May 2026 to 60% by May 2027.
- **Leading Indicators:**
 - Percentage of kindergarten classrooms meeting district pacing expectations.



Student Outcomes Monitoring Report

Interim Goal 1A - Kindergarten Reading Achievement

Board Monitoring at a Glance

- Skills Checks for letters and sounds
- Multi-Skills Checks at 60% or higher (beginning after lesson 30 in second semester)

Initiative 4: MTSS (Intervention for struggling students)

- **DTCR Lever 2 and 4:** Support & Accountability and Instructional Infrastructure
- **SMART Goal:** The percentage of OKCPS elementary and middle schools reaching a combined score of 28 or higher on the OKCPS Data-Based Decision Making and the MTSS and Assessment Checklist rubrics will increase from 0% of schools in May 2025 to 80% of schools by May 2028.
- **Leading Indicator:**
 - Schools below target will implement reteaching plans and progress-monitor student mastery every three to four weeks.
 - Functioning Child Study Teams

Initiative 5: Strengthen Data-Based Decision Making

- **DTCR Lever 4:** Instructional Infrastructure
- **SMART Goal:** During the 2026–2027 school year, 80% of kindergarten teams will complete a documented DBDM cycle within five school days of each common assessment. Principals will review evidence monthly, and principal supervisors will verify implementation during school monitoring visits.
- **Leading Indicator:** Percentage of DBDM cycles completed within five school days and resulting in documented instructional adjustments.

Initiative 6: System Leadership - Monitoring Initiative Measures

- **SMART Goal:** Beginning August 2026, owners of identified initiatives (listed above) will review at established identified intervals at 80% fidelity by May 2027.
- **Leading Indicator:**
 - Percentage of schools meeting implementation benchmarks and student growth expectations.
 - Schools not meeting targets for two consecutive monitoring cycles will implement a corrective action plan and receive additional support.

Superintendent's Closing | Investment

The Kindergarten reading data show that OKCPS is on track for Interim Goal 1A. Kindergarten achievement increased from the 38th percentile to the 47th percentile, meeting the current annual target.

While this progress is encouraging, the data also reveals variation among schools and student groups. Our responsibility is not simply to celebrate growth but to continue to strengthen systems to strengthen effective instruction and support across schools and classrooms.



Student Outcomes Monitoring Report

Interim Goal 1A - Kindergarten Reading Achievement

Board Monitoring at a Glance

The root cause analysis indicates that the challenge is not the absence of a literacy strategy. The challenge is ensuring consistent implementation of the instructional systems, practices, and expectations already established through the Instructional Framework and Science of Reading aligned practices.

As Superintendent, I am accountable for ensuring these systems are implemented with fidelity across the district. Cabinet is accountable for monitoring execution, removing barriers, and supporting schools. Principals are accountable for instructional leadership and implementation. Teachers are accountable for delivering high-quality instruction and responding when students are not yet learning.

Going forward, we will continue to focus on strengthening instructional infrastructure, increasing support and accountability, building staff capacity, and exercising disciplined system leadership. We will monitor leading indicators closely, intervene when implementation falls below expectations, and return to the Board with evidence that adult actions are producing improved outcomes for students.

Evidence the Board Should Expect Next Monitoring Cycle

By the next monitoring cycle, the Board should look for the following evidence:

1. More kindergarten students meeting or exceeding NWEA ELA Academic growth Goals.
2. More kindergarten students meeting proficiency on Letters and Sounds assessments.
3. More kindergarten classrooms at or above 60% on Reading Horizons Multi-Skill Checks.
4. More kindergarten classrooms on track with Reading Horizons pacing.
5. Fewer gaps between schools above the 60th percentile and schools below the 40th percentile on NWEA.
6. Stronger growth for English Learners, Special Education students, Economically Disadvantaged students, Native American students, Multi-Racial students, and students experiencing homelessness.
7. Evidence that teachers are using the Data-Based Decision-Making Protocol (DBDM).

Next Monitoring Cycle Takeaway:

The Board should not only look for more activity. The Board should look for evidence that adult actions are helping students learn.

Board Decision: Accept / Table / Not Accept

Recommended Decision: Accept

The Board can accept the report because:



Student Outcomes Monitoring Report

Interim Goal 1A - Kindergarten Reading Achievement

Board Monitoring at a Glance

1. **Reality matches the vision enough to show progress.**
kindergarten achievement increased from 38 to 47 and met the current target.
2. **There is growth toward the vision.**
Most schools grew from baseline, and the district met the yearly goal.
3. **There is a strategy and plan to keep growing.**
The district has clear next steps through clearly defined goal-aligned initiatives that are strongly supported by leading research.

If the Board accepts the report:

We will continue the strategy and return with evidence of whether the next leading indicators are improving.

If the Board tables the report:

We will return with clearer evidence connecting adult actions to student learning.

If the Board does not accept the report:

That would signal the Board does not believe the report shows enough growth, enough clarity, or a strong enough plan.