

Goals & Guardrails

Goal 1

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.

1A

The median achievement percentile for kindergarten students, as measured by the NWEA MAP Growth Reading Assessment, will increase from the 38th percentile in spring 2024 to the 56th percentile in spring 2028.

1B

The percentage of first grade students that have met or exceeded the 70th percentile in growth, as measured by the NWEA MAP Growth Fall to Winter Reading Assessment, will increase from 21.9% in winter 2024 to 34% in winter 2028.

1C

The percentage of third grade students performing at or above the 70th percentile in achievement, as measured by the NWEA MAP Growth Fall Assessment, will increase from 10.4% in fall 2024 to 33% in fall 2028.

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.

2A

The percentage of 3rd grade students realizing growth at or above the 60th percentile, as measured by the NWEA MAP Growth Fall to Winter Math Assessment, will increase from 43.1% in winter 2024 to 56% in winter 2028.

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.

2C

The percentage of 7th grade students performing at or above the 60th percentile in achievement, as measured by the NWEA MAP Growth Fall Math Assessment, will increase from 19.8% in fall 2024 to 28% in fall 2028.

Goal 3

The percentage of students in 11th and 12th grade who have completed a postsecondary option will increase from 37% in August 2024 to 69% in August 2030 as measured by the Postsecondary Opportunities measure on the OSDE School Report Card.

3A

The percentage of 8th grade students enrolled in at least one pre-postsecondary opportunity (such as an honors course, a course for high school credit, or a CTE elective) will increase from 57.2% in the 2024-2025 school year to 68% in the 2027-2028 school year, as measured at the beginning of the 2nd and 4th quarters each school year.

3B

The percentage of on-grade-level 9th grade students who pass Algebra I and English I will increase from 69.5% in the 2023-2024 school year to 78% in the 2027-2028 school year, as measured by grade reporting at the conclusion of summer school.

3C

The percentage of 11th and 12th grade students enrolling in at least one postsecondary opportunity will increase from 40.7% in August 2024 to 60% by August 2028.



Goals & Guardrails

Guardrail 1

Life Skills: The superintendent shall not fail to ensure that life skills learning is incorporated into the student educational experience.

1A Collaborative Problem Solving / Project-Based Learning (PBL)

The percentage of students in grades 4, 6, and 8 participating in a district-supported collaborative problem-solving or project-based learning experience will increase from 0% in baseline participation in May 2025 to 85% teacher participation in all three grades by May 2028, as measured by district supported pacing guides, school-submitted evidence, and teacher participation data.

1B Classroom Discussion - [Instructional Influence]

The percentage of schools where at least 50% of classrooms demonstrate effective classroom discussion strategies as part of strong Tier 1 instruction will increase from 0% in May 2025 to 70% by May 2028, as measured by the classroom discussion-focused classroom visit tool aligned to the OKCPS Instructional Framework.

1C Study Skills [Authentic Engagement/Opportunities]

With support from the Family and Community Engagement team, the percentage of schools that provide students and families with access to a digital or physical study skills toolkit will increase from 0% in May 2025 to 80% by May 2027, as measured by site distribution logs and engagement tracking data.

Guardrail 2

Literacy Instruction and Engagement: The superintendent shall not permit instructional practices that deprioritize foundational literacy, particularly reading and writing development, in early and middle grades.

2A MTSS [Multi-Tiered Systems of Support] Implementation

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.

2B Universal Literacy Instruction

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.

2C Phonemic Awareness and Phonics Curriculum and Instruction [K-4]

The percentage of elementary schools implementing Reading Horizons Version 9 as the supplemental phonemic awareness and phonics curriculum will increase from 18 schools in May 2025 to 31 schools by May 2026, as measured by verified digital curriculum usage reports and district implementation tracking logs.

Guardrail 3

Advanced Learning Access: The superintendent shall not diminish or restrict access to advanced learning opportunities for advanced learners as a means of addressing or narrowing the achievement gap.

3A ICAP Progress

The percentage of students in grades 9–12 who annually complete all required ICAP components will increase from an all cohort average of 40.39% in May 2025 to 60% by May 2027, as measured by district ICAP completion reports.

3B Opportunities for advanced coursework across campuses

The percentage of students in grades 9–12 that are enrolled in advanced coursework [AP, IB, or Concurrent] will increase from 18.8% in May 2025 to 22% by May 2028, as measured by enrollment data sourced from Infinite Campus located in the OKCPS KPI Dashboard.

3C Engagement in extended GT programming

The number of students completing district-led GATE enrichment camps during the 12-month period ending each June will increase from 90 in June 2025 to 250 by June 2028, as measured by district registration and completion records.

Guardrail 4

Fair Access to Enriching Opportunities: The superintendent shall not allow disparities in access to enriching programs such as fine arts, extracurriculars, rigorous coursework, or instructional support across school communities.

4A Visual Performing Arts (VPA) Growth

The percentage of 6th grade students at non-application middle schools who remain enrolled in full-year Visual and Performing Arts (VPA) programming will increase from 33% in January 2025 to 38% by January 2028, as measured by enrollment data in Infinite Campus.

4B Athletic Participation Growth

The percentage of secondary students participating in athletics** will increase from 28% in June 2025 to 35% by June 2028, as measured by verified participation records maintained by the OKCPS Athletic Department.

4C Comprehensive Support and Improvement (CSI) Framework

OKCPS will design and adopt a local CSI framework to ensure schools receive the staffing, instructional, and operational support needed to support student needs. This will include both (1) the development of a data-informed model for school identification and support tiering, (2) a differentiated menu of services, including efforts to ensure schools are staffed with well-qualified educators whose experiences reflect the communities they serve. The framework will be built from 0% completion in May 2025 to 100% completion by May 2026.

*** While interim guardrail 4B currently reflects student participation in athletics, the superintendent and district staff are in the process of collecting accurate baseline data on student participation in all extracurricular activities recognized in the Oklahoma Secondary Schools Activities Association (OSSAA) manual. These include not only athletics, but also activities such as competitive E-Sports, Academic Team, Speech and Debate, and a variety of music programs including band (concert, marching, jazz, etc.), orchestra, choir, Color Guard, guitar, and dance. The district intends to establish a new participation target once a reliable baseline is confirmed. At that time, the interim guardrail will be revised to reflect a broader definition of student engagement, consistent with our belief that participation in meaningful extracurricular activities promotes connection, supports student success, and contributes to on-time graduation.*

