



Future-Driven 2030: Student Outcomes Monitoring Report

Goal 1

Month: November

Year: 2025

Student Outcome Goal: 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.

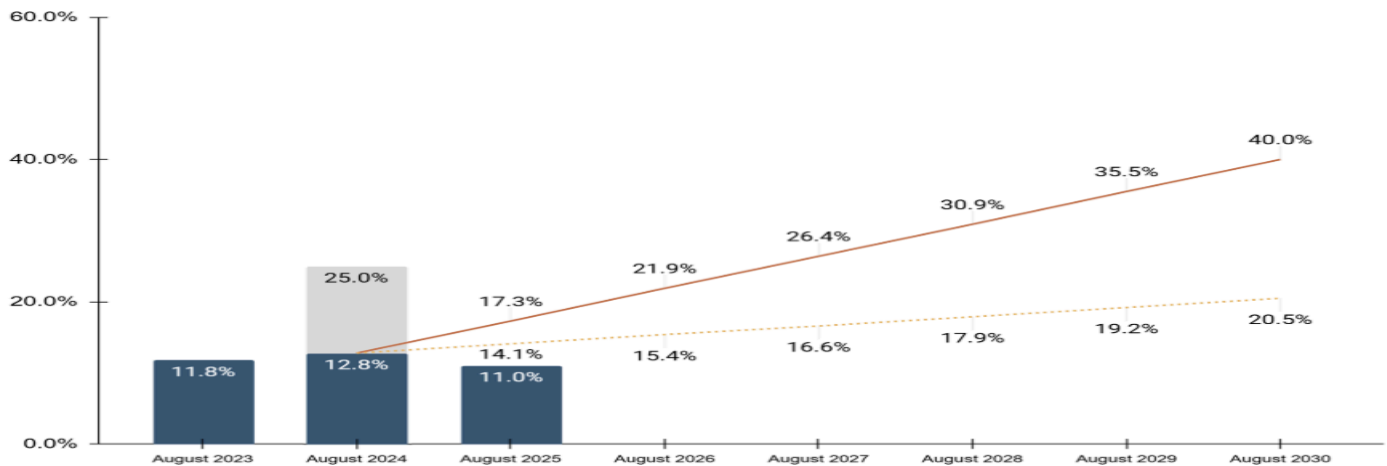
Goal/Interim Established Annual Targets:

Existing Targets	2023-2024 Baseline 12.8%	2024-2025 17.3%	2025-2026 21.9%	2026-2027 26.4%	2027-2028 30.0%	2028-2029 35.5%	2029-2030 40%
Proportional Targets	2023-2024 Baseline 12.8%	2024-2025 14.1%	2025-2026 15.4%	2026-2027 16.6%	2027-2028 17.9%	2028-2029 19.2%	2029-2030 20.5%

Goal/Interim Goal Status:

OFF TRACK ▾

Data Snapshot



Solid Red Line (Represents Original Goal) = Progress toward the final district goal if district performance were to progress yearly in a linear fashion. August 2030 goal according to the original board-approved Goal 1.

Dotted Orange Line (Proportional Goal) = Progress toward the final district goal if district performance were to progress yearly in a linear fashion. August 2030 goal determined to be a proportional increase from the original baseline (25%) to the original goal (40%) according to the old SY23-24 OSTP cut scores, translating to an ~60% increase from the new baseline (12.8%) to the new proposed proportional goal (20.5%).

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Superintendent's Interpretation

Impact of Cut Score Adjustment for 2025

The change in 4th grade reading proficiency reflects an adjustment to the state's cut scores. In 2024, the state temporarily lowered the number of correct answers needed to reach proficiency, setting our baseline at 25%. For 2025, the higher, 2017-2023 cut scores were reinstated, meaning students must now answer more questions correctly to be considered proficient. Under this adjustment, the 25% baseline that was set using the 2024 cut scores would be equivalent to 12.8% proficient using the 2025 cut scores.

Actual 2025 Performance

In the Spring of 2025, 11.0% of 4th graders in OKCPS scored at the proficient or advanced level in Reading on the OSTP. This is 1.8 percentage points lower than Spring 2024 (cut score adjusted). Based on this performance, we are currently **off track** to meet the district's 2030 goal of 40% proficiency, even if the Board later decides to adjust the goal to account for the new cut scores.

Note that this decline is not due to the change in cut scores, because the 2025 cut scores were used for both the 2024 and 2025 assessment interpretations. Recalculating last year's results with the 2025 cut scores gives a baseline of 12.8%, so the current 11.0% shows a real decrease in the number of students reaching the proficient threshold. The percent proficient would have needed to meet 14.1% (cut score adjusted) to reach on-track.

Insights Using NWEA

Looking at NWEA Achievement data for 4th grade, the median achievement percentile increased from 25 in the spring of 2024 to 28 in the spring of 2025. This shows modest growth, but it also highlights the gap that remains. Being on track for proficiency on the OSTP requires a median achievement percentile just above the 70th percentile. The current median of 28 demonstrates that many students are still far from the level needed to reach proficiency, underscoring the work that remains to accelerate learning across the district.

Why We're Seeing These Results

Major Contributing Factors (What's Going Well)

- **Impacting Mindsets Through Literacy Awareness**
 - OKCPS hosted screenings of *The Right to Read* and *Hopeville* to increase awareness about the importance of foundational reading skills.
 - The annual *#WeRead Conference* gives OKCPS educators access to national experts in reading instruction and professional development locally.
 - Literacy leadership teams and professional meetings continue to reinforce shared priorities and consistent implementation across the district.

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- **Building Leader & Teacher Knowledge and Skills**
 - OKCPS offers *LETRS* (Language Essentials for Teachers of Reading and Spelling) training for teachers, administrators, and instructional coaches to deepen understanding of the Science of Reading. Because this is a two-year, high-intensity course, cohort seats are limited each year.
 - New reading teachers in 23-24 completed a one-day Science of Reading training through the *95% Group*, providing consistent foundational knowledge across schools.
 - Many principals have shifted to weekly walkthroughs and feedback conversations, a key *Leverage Leadership* practice.
- **Strengthening Universal Literacy Instruction**
 - All elementary schools are implementing *HMH Into Reading* as the Tier 1 literacy curriculum, with pacing and assessments aligned to standards.
 - Teachers receive coaching and feedback to improve both whole-group and small-group instruction.
 - *Reading Horizons Discovery Version 9* is being used in grades K-4 to strengthen decoding and phonemic awareness skills.
- **Using Data to Inform Instruction**
 - Teachers are increasingly comfortable using data tools (MAP Growth, MAP Reading Fluency, CFA/Interim results) to identify students for targeted intervention, signaling a maturing data culture.

Barriers To Progress (What's Not Going Well)

Several system-level challenges have influenced the district's progress toward this goal. These barriers reflect the complexity of implementing new instructional practices and systems across a large organization and help explain some of the variation in results seen across schools. Adult behavior patterns reveal too much attention to inputs and initiatives versus student outcomes.

- **Inconsistency Tier I Literacy Instruction**

Schools are at different stages in using *HMH Into Reading* and *Reading Horizons* with full alignment to pacing and instructional routines. This variation affects how consistently students experience high-quality reading instruction.
- **Underdeveloped Systems for Reteaching and Interventions**

Some schools report challenges with staffing or scheduling that limit their ability to provide targeted support for students who need additional help beyond core instruction.
- **Teacher Recruitment and Retention**

High teacher turnover and limited coaching cycles in grades K-3 means that not all educators have had the same level of exposure to Science of Reading practices. It takes time for teachers new to the district or profession to develop deep understanding and consistent implementation.
- **Systemwide Implementation**

Implementing major instructional and data-based decision-making practices districtwide is a multi-year process.

These factors highlight where continued attention and support are needed as the district works to ensure that every student benefits from strong, consistent literacy instruction.

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Next Steps

Deepening Existing Strategies

Continue building on these existing strategic areas, making sure proven strategies are implemented consistently across all schools.

- **Strengthen Universal Literacy Instruction:**
Focus on the five essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) using explicit, evidence-based practices from the Science of Reading. **IF** teachers across the organization plan and deliver daily structured literacy lessons aligned to standards and pacing guides, **THEN** students will receive consistent grade level instruction around reading and comprehension.
- **Using Data to Inform Instruction**
IF grade level teams meet regularly to analyze assessment and intervention data and reteach effectively, **THEN** interventions will close achievement gaps for struggling readers.
- **Impacting Mindsets Through Literacy Awareness**
IF school leaders celebrate growth, **THEN** staff morale, student belonging, ownership, and motivation will rise.

Activating New Strategies

- **Aligning Resources to Goals:**
Directing funding to this area in the way of human resources deployed to directly impact student outcomes.
- **Observation and Feedback:**
Instructional Coaches at the elementary level document coaching cycles, quarterly, to refine teacher practice, accelerate student growth, and improve instruction over time.
- **Targeted Tutoring for Foundational Skills:**
Launch Project LIFT (Literacy Impact For Today - a grant opportunity through the Oklahoma State Department of Education), a small-group after-school tutoring program for 1st–4th graders.
 - Focus on phonics and foundational skills using 95 RAP, with teacher training.
- **Enhanced Classroom Discussion:**
As a strategy to enhance universal literacy instruction, teachers will support deeper learning through high-level classroom discussion strategies like Turn and Talk, Jigsaw, and Claim, Evidence, Reasoning (CER).
 - Builds oral language, critical thinking, and collaborative skills.