



Future-Driven 2030: Student Outcomes Monitoring Report

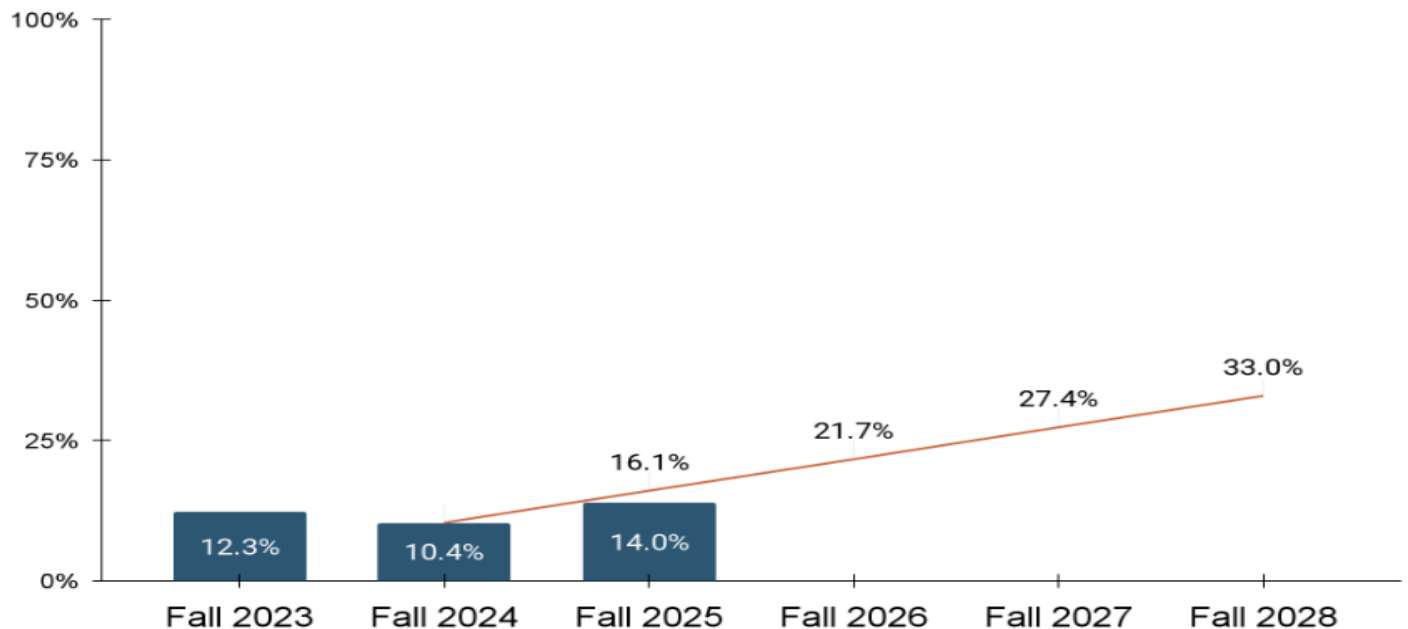
Interim Goal 1C

Month: November		Year: 2025		
Interim Goal: 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.				
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:				
2024-2025 10.4% (Baseline)	2025 - 2026 16.1%	2026 - 2027 21.7%	2027 - 2028 27.4%	2028 - 2029 33.0%

Goal/Interim Goal Status:

OFF TRACK ▾

Data Snapshot





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Interim Goal Rationale

Interim Goal 1C looks at the percentage of third grade students who score at or above the 70th percentile on the NWEA MAP Growth Fall assessment. This assessment is given during the first days of school, so it shows what students know and can do when they enter third grade, not what they learn during the 3rd grade.

The NWEA MAP Growth is a nationally normed assessment, which means student scores are compared to students across the country. Scoring at or above the 70th percentile means that a student performed better than 70 percent of students who took the same assessment nationwide during the norming year. Research from NWEA in 2020 showed that students who reach this level have a strong likelihood of being proficient on the Oklahoma State Testing Program (OSTP). A new study will be completed next year to make sure the two assessments still align as state standards change.

By tracking this measure, we can see how well students are prepared as they move from early childhood into the primary grades. When more students reach this level, it shows that learning and instruction in Pre-K through 2nd grade are improving, which helps more students be ready to succeed by the end of fourth grade.

Superintendent's Interpretation

In the fall of 2024, 10.4% of our third graders scored at or above the 70th percentile on the NWEA MAP Growth assessment. In fall 2025, that number increased to 14.0%. This means that more third graders this year are entering the school year performing at a higher level than third graders last year. OKCPS is currently **off track** toward the goal.

When I look more closely at this year's third-grade class, I see that 12.5% of these same students scored at or above the 70th percentile when they took the NWEA assessment as second graders. This shows a small increase in achievement for this group of students from one year to the next.

Our interim goal sets an ambitious target of 33% of third graders reaching the 70th percentile by fall 2028. To stay on track, the goal for fall 2025 was 16.1%. Although results increased from 10.4% to 14.0%, we did not quite meet this year's target.

This outcome is not unexpected. I anticipate that the largest gains will come later in the cycle as new strategies take root. As we continue to strengthen early reading instruction, build systems of academic support, and align our resources, including how we budget funds, to directly support foundational literacy development, I expect to see steady improvement toward the 2028 goal.

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Why We're Seeing These Results

Major Contributing Factors (What's Going Well)

The 3.6 percentage point increase in the number of third graders performing at or above the 70th percentile is connected to several district-wide actions that support early literacy. Since May 2023, OKCPS has implemented strategies aligned with the Science of Reading. These efforts focus on improving classroom instruction, building staff knowledge, using data to guide decisions, and promoting shared understanding of effective reading practices.

- **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.
 - Literacy leadership teams and professional meetings continue to reinforce shared priorities and consistent implementation across the district.
- **Building Leader & Teacher Knowledge and Skills**
 - OKCPS provides *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.
 - Early childhood reading teachers have completed a one-day Science of Reading training through the *95% Group*, providing consistent foundational knowledge across schools.
 - The annual *WeRead Conference* gives OKCPS educators access to national experts in reading instruction and professional development locally.
- **Strengthening Universal Literacy Instruction**
 - All elementary schools (K - 4) are implementing Reading Horizons Discovery Version 9, giving the district a coherent Tier 1 and Tier 2 structure anchored in the Science of Reading
 - Teachers receive coaching and feedback to improve both whole-group and small-group instruction.
- **Using Data to Inform Instruction**
 - Teachers use *MAP Reading Fluency* and classroom assessments to identify students' reading strengths and needs.
 - Teachers are increasingly comfortable using data tools (MAP Reading Fluency and Multi-Skill Check results) to identify students for targeted intervention, signaling a maturing Culture of Data Use.

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.

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- **Inconsistency Tier I Literacy Instruction**

Schools are at different stages in using *Reading Horizons Discovery Version 9* 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.

Next Steps

Deepening Existing Strategies

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

- **Strengthen Early Reading Foundations (K–2):**

Focus on the five essential elements of Reading Instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) using explicit, evidence-based practices from the Science of Reading. **IF** there is an increased fidelity to the Reading Horizons Version 9 daily lesson delivery, **THEN** student decoding and comprehension will accelerate.

- **Enhance Teaching and Learning Practices:**

Support teachers and leaders in delivering high-quality instruction. **IF** identified teachers receive actionable coaching cycles, **THEN** teachers will refine practices in a timely manner.

- Coaching, professional learning, and classroom visits
- Utilizing identified curricular resources to guide instruction.

- **Use Data and Systems to Support Students:**

Improve instructional decisions based on timely information about student learning. **IF** grade level teams meet regularly to analyze Multi-Skill Check and Intervention data, **THEN** interventions will close achievement gaps faster for struggling readers.

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- Strengthen MTSS systems to identify students needing extra support.
- Use assessment data to guide reteaching and ensure mastery of key skills.

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.