# 2027-2028 Reporting Guidance and Timeline

## Annual District Math Plan

Submit online through the Math Achievement and Proficiency application on Single Sign On (SSO)

**Open: August 1, 2027**

**Due Date: August 30, 2027**

All Oklahoma School Districts must submit their district and site math plans to meet the requirements for the math goal, required assessments, and reporting for the 2027-2028 school year.

- Complete all sections of the elementary math plan for both district and site. All associated sites are approved by school site principals.
- District plans are certified by the district superintendent.
- Submitted for approval to Oklahoma State Department of Education (OSDE).

## Beginning-of-Year (BOY) Report

Submit online through the Math Achievement and Proficiency Survey application on Single Sign On (SSO)

**Open Date: August 15, 2027**

**Due Date: October 1, 2027**

- Math Achievement and Proficiency Child Count
  - Number of students in each grade screened.
  - Number of students in each grade identified as being at-risk for math difficulty (all students below the 30$^{th}$ percentile).
  - Numbers of students identified in each tier (Tier 1+ enhanced support, Tier 2, Tier 3, and Advanced)
  - Number of students who qualify for exemptions.
- Report certified by Superintendent.

**Annual Math Plans and Child Count Surveys must be submitted, certified, and approved by OSDE for every district before any Oklahoma Math Achievement and Proficiency Act Funding can be allocated.**

## Parent Notification

**Must be in place within 30 days of the close of the Universal Screening Assessment Window.** Provide written notification to parents of students in grades 2-5 who score below the 30th percentile or above the 75th percentile. The following information should be included:

| Individualized Math Intervention Plan | Advanced Mathematics Plan |
|---|---|
| Students below the 30th percentile | Students above the 75th percentile |
| Student has been identified as being at-risk for a substantial deficiency in math and needs additional instructional services and support as well as notification of the potential for the student to participate in a Summer Academy Math Program or other program | Student has been found to be exceeding grade-level targets and needs additional instructional services and support as well as notification of the potential for the student to participate in a Summer Academy Math Program or other program |
| A description of proposed supplemental instructional services and supports. | A description of proposed supplemental instructional services and supports. |
| The grade-level performance score on approved screening assessment. | The grade-level performance score on approved screening assessment. |
| Information regarding diagnostic and progress monitoring assessments. | |
| Online resources to support the student's math development at home. | |
| ***Parent signature is required*** | |

## Risk for Characteristics of Dyscalculia

**Screener for eligible students required 30 days after the BOY universal screening is administered.** 70 O.S. § 1210.907

**Parent Notification required 30 days after the dyscalculia screening window closes.** Provide the following to parents of students who are at-risk for characteristics of dyscalculia in writing:

- The results of the screening assessment for characteristics of dyscalculia, material about the characteristics of dyscalculia and resources for additional information. Based on data, make any needed adjustments to the intervention plan outlined in the IMIP.

## End of Year Report

Submit online through the Math Achievement and Proficiency Survey application on Single Sign On (SSO)

**Open Date: April 15, 2028**
**Close Date: May 30, 2028**

- The number of students who were identified as below benchmark on approved screening assessment after the Beginning of Year [BOY] Report
- The number of students who were identified as below benchmark and left or moved from site
- The number of students who completed the program and are at or above benchmark
- The number of students who received intervention and are still demonstrating math difficulty. [System calculated]
- The number of students who received intervention and improved 1 or more tiers during the school year
- The number of students on an IEP who demonstrated grade-level proficiency
- The number of students who demonstrate reading proficiency

### Data for risk of characteristics of dyscalculia is collected in accordance with 70 O.S. § 1210.907:

- The number of students by grade level in second through fifth grade who were **screened for dyscalculia** in a school year.
- The number of students by grade level in second through fifth grade who were **identified as having characteristics of dyscalculia** in a school year.
- The **number of trained school system personne**l or licensed professionals **used to administer** the state-approved screening assessment for characteristics of dyscalculia.
- The number of students in second through fifth grade who were participating in **interventions within the school setting** and the number of students participating in interventions **outside the school setting.**