



Board Member Questions and Feedback

February 9, 2026 - Agenda

Below are Superintendent feedback responding to Board member questions, grounded in OKCPS practice, Student Outcomes–Focused Governance (SOFG), and effective progress monitoring for (Agenda item 6.03) Interim Goal 3A - 8th grade enrollment in a pre-postsecondary opportunity. Also being reviewed is (Agenda item 6.04) Goal 2/Interim Goal 2C from December 8, 2025, discussing 7th and 8th grade math performance.

Board Member	Agenda Item	Question	Superintendent Feedback
Lewis	6.03 6.04	Please provide a high-level disaggregation by school and student groups showing the range of participation and performance for Interim Goal 3A and 2C.	Please see data below the Q & A table
Lewis	6.03	What specific data points and assumptions are being used to project the spring increases for Interim Goal 3A and are the projections sensitive to capacity constraints such as scheduling and staffing?	The PRE team ran simulation data using students that were enrolled on a date in mid-January to get an idea of what the final end of year data would look like when combining the Q2 and Q4 data. At that time, the projection placed us slightly above our goal target. What is unknown at this time is how many students may be added to pre-po courses, will have had a schedule change, or will have withdrawn by the date the Q4 data is captured upon our return from Spring Break. Assumptions are also made by looking at the last two years of trend data, where the final end-of-year percentage saw an increase over the Quarter 2 percentage by 4.3% and 5.8% respectively. This is due to students taking a

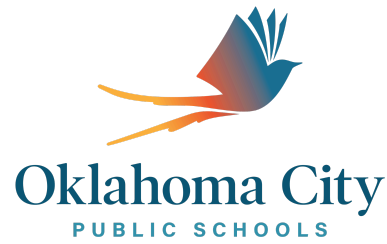
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			pre-postsecondary course in the second semester that was not enrolled in a pre-postsecondary course the first semester. This is mostly going to come by way of CTE course enrollment, since most honors classes and/or courses for high school credit in middle school are full year courses. Capacity constraints and staffing did not get specific consideration regarding the projections for the projected spring increases.
Lewis	6.03	What criteria (metrics) are used to determine if pilots such as Career Explorer and math cohorts are expanded, modified or discontinued?	The Career Explorer program at Webster is a collaborative partnership with Metro Tech, where they've made a significant investment in the physical space and the educator. One key metric is centered around student interest and ease of enrollment. Being an elective, it is important that students have a desire to be in this course and that the school is able to maximize the capacity. Scaling the Explorer program within our Metro Tech partnership would also depend on funding availability and interest from Metro Tech. They support several of opportunities as part of their Extension Programs initiative. Math courses, such as Algebra I, Geometry, or other honors courses at the middle school level are largely influenced by a few key factors: • Student academic readiness. • Student interest in courses with increased rigor and/or opportunity for high school credit • Ability to create courses meeting minimum enrollment



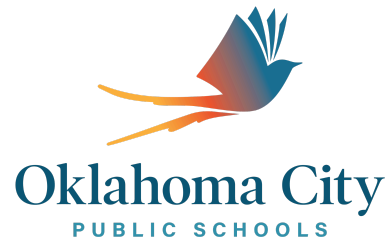
			expectations. While this is not a fixed number, it is important to remember that enrollment realities in one course impacts enrollment in other courses. (ie. Geometry class of 10 students, which is 15 students below the average class size, could lead to increased class sizes across other math sections.) • Teacher certification for advanced mathematics
	6.03	I'm assuming that extra training is required at the site(s) of a pilot program. Do we consider the financial and time cost of a pilot when choosing? Does this time for training prevent staff at that school from receiving district wide PD?	Yes, pilot programs often require extra training at participating sites. We account for both time and financial costs when deciding whether to move forward. As part of our 4A process (Adopt, Abandon, Align, Adapt), we work through a cost/benefit review that looks at alignment to district goals, financial impact, and time and talent demands. During a pilot, we check in more often and prioritize professional development to ensure strong implementation. Fidelity matters, because it allows us to truly assess whether a pilot is worth scaling. We follow an annual PD calendar that includes both site-based and district-wide PD days. While conflicts can occur, we work to resolve them so staff can access all required training. Our goal is to support pilot sites without preventing staff from participating in district PD.
Bowman	6.03	Are there any campus-level variances in how the data is pulled	We have a process established where the PRE team produces a data summary for each goal and interim goal once the data becomes available prior to the monitoring report being produced. The campuses are not involved in the sourcing of the data, which creates reliability in our



		that we should be aware of? Or is it pulled uniformly across campuses?	processes. Centralized sourcing protects comparability across campuses.
Bowman	6.03	Are the gains reported being seen across all campuses or just certain campuses?	Please see data below. Gains vary across campuses. Keep in mind that the data is preliminary, only representing quarter 2. Sites may see a significant increase when factoring in quarter 4 data.
Bowman	6.03	Clarifying on the Curriculum Strategy, are all middle school campuses offering honors classes in all core subjects?	At many schools, yes, but not all. We recently completed a schedule audit and found a few areas where honors courses are not offered in every core subject. Our leadership team will work closely with campus leaders during master schedule planning this spring to close these gaps and ensure honors options are available across all subjects for the 2026–27 school year.
Bowman	6.03	Are there any non-negotiable expectations for principals related to access to honors, CTE, and high school offerings?	All middle schools must offer at least one of the following: Family and Consumer Science, STEM, or Fundamentals of Technology. Schools must also offer Algebra I for high school credit. In addition, honors coursework in all core subject areas has been an expectation since our return from the COVID pandemic. While most schools meet this expectation, we have identified a few gaps and are working to ensure that 100% of our schools across the district provide these opportunities.



Bowman	6.03	Is the pilot program at Webster underway or is this a pilot that will be implemented next school year?	The Career Explorer program at Webster was opened in the Fall of 2025.
Bowman	6.04	Could you give a little more detail around what this means - "Focus the partnership with the University of Virginia to strengthen recruitment and retention of qualified math teachers."	Throughout our longstanding partnership with the University of Virginia, OKCPS has focused on many of the transformational condition areas that districts must address for system-wide success. Previous cohorts have concentrated on strengthening instructional infrastructure, support, and accountability systems. For this cohort, the identified transformation area is Talent Management. Working directly with schools in the Spencer community, both site and district-level leaders have partnered with UVA throughout this cohort to develop a deep understanding of the challenges and opportunities within systems to attract, hire, and retain teachers and staff. Our HR department has walked alongside our school leaders in Spencer to learn from one another and explore innovative actions to positively impact this area. Examples of strategies that have been implemented or are currently under consideration include targeted job fairs; additional, aligned support for new teachers; expanded district support for teachers and staff; low or no-cost childcare for teachers; monetary retention incentives; and more.



3A Summary Data

School	By School					
	Baseline (24-25)		Latest Performance (Qtr 2 25-26)		Growth from Baseline (% points)	Yearly Goal (SY25-26)
	%	# Met Goal	%	# Met Goal		
District (All Schools)	57.2%	1,473	56.1%	1,265	-1.1%	60.8%
Belle Isle MS	100.0%	106	100.0%	109	0.0%	100.0%
Capitol Hill MS	60.7%	108	60.0%	93	-0.7%	63.7%
Classen SAS MS	100.0%	238	100.0%	236	0.0%	100.0%
Emerson South	100.0%	<10	0.0%	<10	-	100.0%
F.D. Moon MS	29.8%	48	36.2%	50	6.4%	36.3%
First Choice Online Academy	9.4%	3	23.5%	8	14.1%	17.8%
Jefferson MS	68.8%	161	49.5%	106	-19.3%	71.7%
John Marshall MS	66.3%	124	56.3%	85	-10.0%	69.0%
Mary Golda Ross MS	44.3%	78	37.3%	59	-7.0%	50.0%
Putnam Heights MS	100.0%	17	100.0%	14	0.0%	100.0%
Rogers MS	56.9%	87	74.2%	71	17.3%	61.0%
Roosevelt MS	53.0%	123	60.3%	120	7.3%	61.0%
Southeast MS	66.9%	101	83.9%	120	17.0%	72.0%
Taft MS	39.9%	129	38.8%	104	-1.1%	46.0%
Webster MS	37.7%	63	27.3%	47	-10.4%	43.5%
Wheeler MS	51.3%	78	35.2%	43	-16.1%	55.6%

School Summary:

Schools Grew:

Schools On Track to Meet Yearly Goal: 6 out of 16

Overall District Growth:

Avg. School Growth:

Students Included:

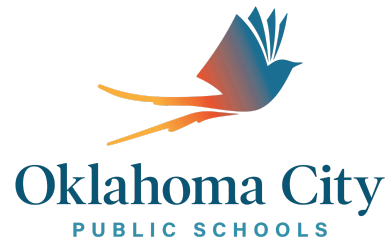
8th grade students of all FAY statuses.

8 out of 15 schools grew or maintained a 100% enrollment rate (excluding Emerson South, <10)

-1.1%

-0.2%

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Race/Ethnicity Summary:

Race/Ethnic Groups Grew: 2 out of 6 (Pacific Islander students excluded, <10)
 Groups in order from **highest** to **lowest** performance (left to right): White, Asian, Multi-Racial, Hispanic, Black, Native American, Pacific Islander
 Groups in order from **highest** to **lowest** growth (left to right): Multi-Racial, White

By Race/Ethnicity					
Race/Ethnicity	Baseline (24-25)		Latest Performance (Qtr 2 25-26)		Growth from Baseline (% points)
	%	# Met Goal	%	# Met Goal	
Hispanic	55.1%	790	53.9%	685	-1.2%
Black	55.4%	284	53.8%	225	-1.6%
White	68.0%	210	69.1%	188	1.1%
Asian	70.0%	49	60.9%	39	-9.1%
Multi-Racial	55.1%	102	58.2%	99	3.1%
Native American	60.7%	34	52.9%	27	-7.8%
Pacific Islander	50.0%	<10	25.0%	<10	-

ELL Summary:

Groups in order from **highest** to **lowest** performance (left to right): Exited ELL, Not ELL, ELL
 Groups in order from **highest** to **lowest** growth (left to right): N/A

By English Learner Status					
ELL Status	Baseline (24-25)		Latest Performance (Qtr 2 25-26)		Growth from Baseline (% points)
	%	# Met Goal	%	# Met Goal	
ELL	42.6%	418	40.5%	333	-2.1%
Exited ELL	89.3%	293	84.2%	277	-5.1%
Not ELL	60.2%	762	59.5%	655	-0.7%

Special Ed. Summary:

Neither group grew
 Group with **highest performance**: Not Special Ed.
 Group with **highest growth**: Not Special Ed.

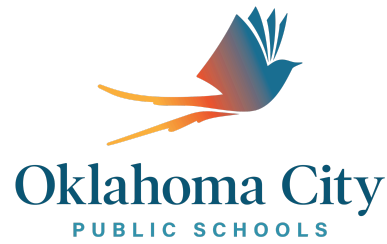
By Special Education Status					
Special Education Status	Baseline (Fall 24-25)		Latest Performance (Qtr 2 25-26)		Growth from Baseline (% points)
	%	# Met Goal	%	# Met Goal	
Special Ed.	45.7%	212	37.5%	141	-8.2%
Not Special Ed.	59.7%	1,261	59.9%	1,124	0.2%

Gender Summary:

Neither group grew
 Group with **highest performance**: Female
 Group with **highest growth**: N/A

By Gender					
Gender	Baseline (24-25)		Latest Performance (Qtr 2 25-26)		Growth from Baseline (% points)
	%	# Met Goal	%	# Met Goal	
Female	58.5%	718	58.4%	624	-0.1%
Male	56.1%	755	54.1%	641	-2.0%

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Econ Status Summary: Only not economically disadvantaged students grew

Group with highest performance:	Not economically disadvantaged
Group with highest growth:	Not economically disadvantaged

By Economic Status					
Economic Status	Baseline (24-25)		Latest Performance (Qtr 2 25-26)		Growth from Baseline (% points)
	%	# Met Goal	%	# Met Goal	
Econ. Disadvantaged	55.7%	1,257	52.5%	1,054	-3.2%
Not Econ. Disadvantaged	67.5%	216	86.5%	211	19.0%

Homeless Summary: Neither group grew	
Group with highest performance:	Not Homeless
Group with highest growth:	N/A

By Homeless Status					
Homeless Status	Baseline (24-25)		Latest Performance (Qtr 2 25-26)		Growth from Baseline (% points)
	%	# Met Goal	%	# Met Goal	
Homeless	42.0%	34	37.8%	17	-4.2%
Not Homeless	57.7%	1,439	56.5%	1,248	-1.2%

Gifted Summary: Only Identified Gifted students grew

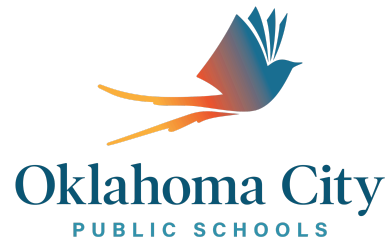
Group with highest performance:	Gifted
Group with highest growth:	Gifted

By Gifted Status					
Gifted Status	Baseline (24-25)		Latest Performance (Qtr 2 25-26)		Growth from Baseline (% points)
	%	# Met Goal	%	# Met Goal	
Gifted	90.4%	292	95.0%	248	4.6%
Not Gifted	52.4%	1,181	51.1%	1,017	-1.3%

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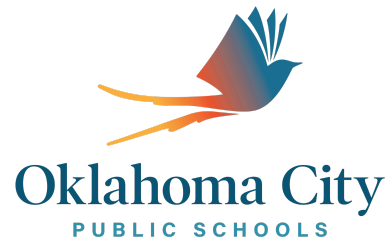
2C Summary Data

School	By School					
	Baseline (Fall 24-25)		Latest Performance (Fall 25-26)		Growth from Baseline (% points)	Yearly Goal (Fall 25-26)
	%	# Met Goal	%	# Met Goal		
District (All Schools)	19.9%	434	21.2%	453	1.3%	21.9%
Belle Isle MS	50.4%	57	61.4%	62	11.0%	53.0%
Capitol Hill MS	7.2%	12	5.5%	7	-1.7%	10.2%
Classen SAS MS	68.5%	163	72.0%	172	3.5%	69.0%
F.D. Moon MS	13.6%	17	10.3%	14	-3.3%	16.3%
First Choice Online Academy	38.5%	10	36.4%	8	-2.1%	40.2%
Jefferson MS	10.7%	21	8.5%	17	-2.2%	13.1%
John Marshall MS	10.0%	15	12.5%	22	2.5%	13.0%
Mary Golda Ross MS	11.3%	18	9.0%	13	-2.3%	15.0%
Putnam Heights MS	0.0%	<10	0.0%	<10	-	90.0%
Rogers MS	8.5%	9	7.9%	8	-0.6%	10.5%
Roosevelt MS	10.0%	20	6.0%	12	-4.0%	14.0%
Southeast MS	36.1%	52	51.7%	77	15.6%	39.0%
Taft MS	9.8%	25	4.7%	11	-5.1%	12.0%
Webster MS	3.6%	6	9.5%	15	5.9%	6.2%
Wheeler MS	7.3%	9	11.2%	13	3.9%	9.5%

School Summary:

Schools Grew: 6 out of 14 (excluding Putnam Heights MS)
 # Schools Met Yearly Goal: 5 out of 14
 Overall District Growth: 1.3%
 Avg. School Growth: 1.5%
 Students Included:

All grade 7 students who took an NWEA math test in the specified testing window (regardless of FAY status).



Race/Ethnicity Summary:

Race/Ethnic Groups Grew: 3 out of 6 (Pacific Islander students excluded, population <10)

Groups in order from **highest** to **lowest** performance (left to right): White, Asian, Native American, Multi-Racial, Hispanic, Black

Groups in order from **highest** to **lowest** growth (left to right): Native American, White, Hispanic, Black, Multi-Racial, Asian

By Race/Ethnicity					
Race/Ethnicity	Baseline (Fall 24-25)		Latest Performance (Fall 25-26)		Growth from Baseline (% points)
	%	# Met Goal	%	# Met Goal	
Hispanic	14.1%	178	16.3%	192	2.2%
Black	13.5%	52	11.3%	44	-2.2%
White	46.4%	127	51.0%	147	4.6%
Asian	46.6%	27	36.1%	22	-10.5%
Multi-Racial	25.3%	37	22.6%	38	-2.7%
Native American	22.2%	12	27.0%	10	4.8%
Pacific Islander	16.7%	<10	0.0%	<10	-

ELL Summary: 2 out of 3 groups grew (Exited ELL and Not ELL)

Groups in order from **highest** to **lowest** performance (left to right): Exited ELL, Not ELL, ELL

Groups in order from **highest** to **lowest** growth (left to right): Exited ELL, Not ELL, ELL

By English Learner Status					
ELL Status	Baseline (Fall 24-25)		Latest Performance (Fall 25-26)		Growth from Baseline (% points)
	%	# Met Goal	%	# Met Goal	
ELL	5.1%	42	3.9%	28	-1.2%
Exited ELL	40.6%	130	46.4%	140	5.8%
Not ELL	25.3%	262	25.5%	285	0.2%

Special Ed. Summary: Both groups grew

Group with **highest performance**: Not Special Ed.

Group with **highest growth**: Not Special Ed.

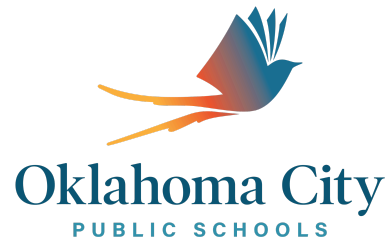
By Special Education Status					
Special Education Status	Baseline (Fall 24-25)		Latest Performance (Fall 25-26)		Growth from Baseline (% points)
	%	# Met Goal	%	# Met Goal	
Special Ed.	2.8%	10	4.0%	13	1.2%
Not Special Ed.	23.2%	424	24.7%	440	1.5%

Gender Summary: Only Males grew

Group with **highest performance**: Males

Group with **highest growth**: Males

By Gender					
Gender	Baseline (Fall 24-25)		Latest Performance (Fall 25-26)		Growth from Baseline (% points)
	%	# Met Goal	%	# Met Goal	
Female	19.3%	198	19.0%	193	-0.3%
Male	20.4%	236	23.7%	260	3.3%



Econ Status Summary: Both groups grew

Group with **highest performance:** Not Econ. Disadvantaged

Group with **highest growth:** Not Econ. Disadvantaged

By Economic Status					
Economic Status	Baseline (Fall 24-25)		Latest Performance (Fall 25-26)		Growth from Baseline (% points)
	%	# Met Goal	%	# Met Goal	
Econ. Disadvantaged	15.0%	292	15.8%	295	0.8%
Not Econ. Disadvantaged	60.9%	142	65.5%	158	4.6%

Gifted Summary: Only Identified Gifted students grew

Group with **highest performance:** Gifted

Group with **highest growth:** Gifted

By Gifted Status					
Gifted Status	Baseline (Fall 24-25)		Latest Performance (Fall 25-26)		Growth from Baseline (% points)
	%	# Met Goal	%	# Met Goal	
Gifted	66.2%	176	68.9%	263	2.7%
Not Gifted	13.5%	258	10.7%	190	-2.8%

Homeless Summary: Both groups grew

Group with **highest performance:** Not Homeless

Group with **highest growth:** Homeless

By Homeless Status					
Homeless Status	Baseline (Fall 24-25)		Latest Performance (Fall 25-26)		Growth from Baseline (% points)
	%	# Met Goal	%	# Met Goal	
Homeless	5.8%	3	11.8%	4	6.0%
Not Homeless	20.2%	431	21.6%	449	1.4%