



Student Outcomes Monitoring Report

Month: February

Year: 2026

Interim Goal 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 2024-25 school year to 68% in the 2027-28 school year, as measured at the beginning of the 2nd and 4th quarters each school year.

Connecting to Student Outcome 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.

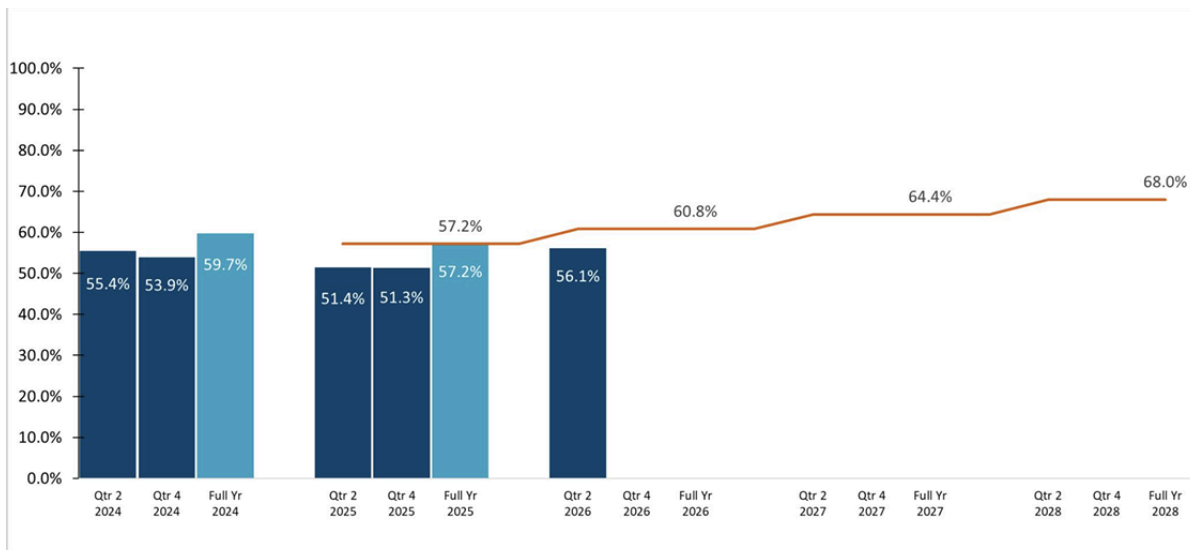
Goal/Interim Established Annual Targets:

2024-2025 (Baseline)	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030
57.2%	60.8%	64.4%	68%	N/A	N/A

Goal/Interim Goal Status:

ON TRACK ▼

Data Snapshot



■ Actual District Progress (By Quarter) ■ Actual District Performance (Cumulative)



Student Outcomes Monitoring Report

Interim Goal Rationale

Why Interim Goal 3A Matters

Interim goal 3A measures the percentage of 8th grade students enrolled in at least one pre-postsecondary opportunity, which includes honors courses, a high school credit-bearing course, or a CTE (Career and Technical Education) elective. This is a critical leading indicator for the Board's 2030 goal of students experiencing a postsecondary opportunity in 11th and 12th grade because students who access advanced or career connected coursework before entering high school are more likely to:

- Enter 9th grade on track academically
- Persist in rigorous coursework through high school
- Complete a postsecondary option before graduation
- This interim goal is an early indicator of whether our system is creating real access to postsecondary opportunities, not just offering them on paper.

Takeaway

If students receive early exposure to postsecondary opportunities in middle school, then it increases the likelihood that they will continue exploration in a postsecondary option as an 11th and 12th grader.

Superintendent's Interpretation

What This Data Means

- 56.1% of 8th grade students were enrolled in at least one pre-postsecondary opportunity when data was collected at the beginning of the 2nd quarter (October 2025).
- When the same data was collected from October 2024, 51.4% of students were enrolled.
 - This represents a 4.7% increase as compared to last year.
- This goal is measured twice each year:
 - Fall - at the beginning of the 2nd quarter.
 - Spring - at the beginning of the 4th quarter.
- Historically we see a 5-6% increase when spring data is combined with fall data to represent full year student participation.
 - With these historical trends, we predict that we are **ON TRACK** to meet the interim goal 3A annual target of 60.8% participation by the 4th quarter measurement.

Takeaway

More 8th graders are accessing pre-postsecondary opportunities than this time last year, and growth we are seeing is steady and expected. We are on track to meet our annual target.

Student Outcomes Monitoring Report

Why We're Seeing These Results

Major Contributing Factors (What's Going Well)

- **Three overarching strategies have contributed positively to the current results we are seeing in our 8th grade student enrollment.**
 - Systems for Bold Change and Transformation
 - Integrated Strategies to Enable Learning Focus for Every Student
 - Curriculum Strategy
- **Systems for Bold Change and Transformation** (Early Awareness and Leadership Focus)
 - Once the interim goal was adopted in June 2025, middle school principals and counselors quickly became aware of the focus on 8th grade pre-postsecondary enrollment as a priority.
 - District and site leaders began early conversations about how to support more students in accessing these courses.
- **Integrated Strategies to Enable Learning Focus for Every Student** (Maximizing Existing Opportunities)
 - Even with limited flexibility in schedules due to the time of the goal adoption, schools worked to maximize enrollment in existing honors, CTE, and high school credit courses.
 - Schools focused on filling available seats in current CTE sections, which are capped at 25 students per section
- **Curriculum Strategy** (Established Honors Expectations)
 - For several years, the district has expected all middle schools to offer honors courses in core subjects.
 - This created a baseline level of access to advanced coursework across schools.

Takeaway

- School leaders worked intentionally to maximize enrollment in existing courses prior to the start of the school year.
- Equitable opportunities for honors coursework exists across schools.

Barriers To Progress (What's Not Going Well)

- **Three areas have emerged as barriers to advancing this interim goal, and are contributing negatively to the results we are seeing in our 8th grade enrollment.**
 - Action Planning Strategy
 - Integrated Strategies to Enable Learning Focus for Every Student
 - Tight/Loose Defined Principal Autonomy
- **Action Planning Strategy** (Support and Accountability)
 - **Timeline of the Interim Goal Adoption**
 - This interim goal was adopted mid-cycle in June 2025, after master schedules and staffing decisions for the upcoming school year were largely finalized.
 - Adult systems were not yet structured to translate urgency into executable plans at the site level within the same planning window.
 - Leaders were aware of the goal, but systems were not yet aligned to support rapid execution.

Student Outcomes Monitoring Report

- **Integrated Strategies to Enable Learning Focus for Every School**

- **Limits on Expanding CTE and Honors Courses**

- CTE sections are capped at 25 students per course.
 - Fixed Schedules
 - Staffing Availability
 - Facility and equipment limitations
- While schools worked to maximize enrollment in existing seats, student interest in courses also is a contributing factor. If students do not want to take a pre-postsecondary course in 8th grade, they are not required to do so.

- **Tight/Loose Defined Principal Autonomy**

- **Uneven Access Across Schools**

- Access to honors, CTE, and high school credit courses varies significantly by campus due to:
 - Size of middle schools. Schools with larger enrollments have more elective teachers and elective offerings. This has a significant effect on CTE offerings between sites.
 - Differences in scheduling practices
 - Counselor capacity and individualized advising practices
 - Autonomy existing without clearly defined guardrails tied to our outcome goals.

Takeaway

- The timing of the goal adoption made strategic scheduling difficult. Additional pre-postsecondary course offerings could not easily be added to school master schedules.
- Not every school can offer the same variety of courses due to principal autonomy and school size variability.
- District leadership is developing systems-level expectations for sites to help support this goal, but that has been in design after the school year began.

Next Steps

Deepening Existing Strategies

- **As we move forward, a key part of our approach is to address gaps in the strategic areas we've identified.**
 - Integrated Strategies to Enable Learning Focus for Every Student
- **Integrated Strategies to Enable Learning Focus for Every Student**
 - **Focused Use of Current Offerings**
 - Continue to work with school leaders, counselors, and other staff around strategies to maximize enrollment in pre-postsecondary coursework.
 - Maintaining consistent district-level messaging that pre-postsecondary access and enrollment is an expectation.
 - Reinforce counselor and administrator norms that open seats represent an unrealized opportunity.
 - Support principals in examining site-level scheduling decisions that might limit access.

Student Outcomes Monitoring Report

- Maintain regular district-to-school check-ins focused on enrollment.

Takeaway

- OKCPS staff already has awareness in working to maximize enrollment, deepening this strategy means ensuring there are systems that support repeatable adult behaviors across schools.

Activating New or Underdeveloped Strategies

- **Since so much of our current results were due to the awareness of the goal and individual efforts, the true systemwide strategic approach to this interim goal has been in design during the 25-26 school year. The following areas are being layered into the existing strategies named above.**
 - Action Planning Strategy
 - Integrated Strategies to Enable Student Learning Focus
 - Tight/Loose Defined Principal Autonomy
- **Action Planning Strategy**
 - **Strengthening Individualized Advising**
 - Leverage the student-level data dashboards to identify 8th graders not enrolled in a pre-postsecondary option, and engage conversations around possible courses that might fit their interests. Leader training Spring 2026, with full implementation by August 2026.
 - Support schools in using data to prioritize outreach, especially historically underrepresented in advanced coursework.
 - Maintain shared expectations that every identified student receives an intentional advising conversation, beyond those that self-advocate.
 - Theory of Action **(IF-THEN)**
 - If school staff successfully leverage student data to engage in individualized advising conversations, then more students are likely to participate in a pre-postsecondary option in 8th grade.
- **Integrated Strategies to Enable Student Learning Focus**
 - **Pilot Program Alignment**
 - Launch the Career Explorer course at Webster Middle School in partnership with Metro Tech as a middle school capacity expansion effort.
 - Define metrics of success for the Career Explorer program during year one
 - Use the pilot to determine if a replication at other middle schools is something to pursue.
 - Theory of Action **(IF-THEN)**
 - If students at Webster Middle School participate in the new *Career Explorer* program with Metro Tech and it is successful, then the district can explore opportunities to expand the concept to other schools.
- **Tight/Loose Defined Principal Autonomy**
 - **Master Schedule Alignment**
 - Maintaining tight expectations that every middle school offers honors coursework for core classes and at least one CTE offering.
 - Site and district leaders collaborating around opportunities to expand CTE elective offerings and/or courses for high school credit based on staffing and student interest.
 - Monitor schedules annually in the spring during master schedule creation.
 - Theory of Action **(IF-THEN)**



Student Outcomes Monitoring Report

- If scheduling decisions present opportunities to adjust course offerings or student placement, then principals will consider actions that increase access to pre-postsecondary courses.