PONCA CITY PUBLIC SCHOOLS

Celebrating Progress.
Planning for Our Future.

Report Cards • October 1 Enrollment • Special Education • Community Listening

BOARD OF EDUCATION UPDATE | OCTOBER 2026

Ponca City Public Schools
School Report Card Highlights

Current year grade shown first; prior year in parentheses

Celebrating progress while focusing on next steps

STUDENTS | OPPORTUNITIES | STRONGER TOMORROWS

DISTRICT BRIGHT SPOTS | REASONS FOR OPTIMISM

- **2 schools earned a B overall:** Trout Elementary and Woodlands Elementary.
- **3 schools improved overall:** Garfield (F to D), Lincoln (D to C), and Union (D to C).
- **Growth is generally stronger than achievement** across the district.
- **Attendance/Absenteeism improved at 8 sites:** Liberty, Garfield, Lincoln, Roosevelt, Union, Woodlands, West Middle, and Po-Hi.
- **Liberty earned an A in Growth.**
- **Po-Hi Postsecondary improved from C to B.**

ELEMENTARY SCHOOLS

School	Overall	Achievement	Growth	ELPA	Absenteeism
Liberty Elementary	C (C)	C (D)	A (B)	D (D)	B (F)
Trout Elementary	B (B)	B (B)	B (B)	D (D)	A (A)
Garfield Elementary	D (F)	D (D)	D (D)	F (F)	B (F)
Lincoln Elementary	C (D)	D (D)	C (D)	C (F)	C (F)
Roosevelt Elementary	C (C)	C (C)	B (B)	D (D)	B (F)
Union Elementary	C (D)	D (D)	C (C)	D (F)	A (C)
Woodlands Elementary	B (B)	B (B)	C (C)	C (B)	B (C)

SECONDARY SCHOOLS

School	Overall	Achievement	Growth	ELPA	Absenteeism	Graduation	Postsecondary
West Middle School	D (D)	D (C)	C ∫C)	C (B)	D (F)	—	—
East Middle School	D (D)	D (D)	D (D)	C (C)	F (F)	—	—
Ponca City High School (Po-Hi)	D (D)	D (D)	C (C)	C (C)	D (F)	F (D)	B (C)

What's Going Well | BUILDING ON OUR STRENGTHS

- **Elementary overall performance** shows **stability,** with **2 B schools** and 5 C schools.
- **Several schools** posted **improved overall results** compared with last year.
- **Growth indicators are stronger** than achievement in many schools.
- **Absenteeism gains** are visible at many sites.
- **Po-Hi shows strength** in Postsecondary readiness.

Focus Areas for Next Steps | TARGETED SUPPORT FOR CONTINUED PROGRESS

1. **Achievement** remains mostly in the C/D range districtwide.
2. **ELPA** remains a key area for improvement, especially at Garfield and several elementary schools.
3. **Secondary performance** continues to require targeted support.
4. **East Middle absenteeism** remains a significant concern.
5. **Po-Hi Graduation** declined from D to F.

Highlights from the latest school report card data

Celebrate the gains while remaining focused on next steps

3
Elementary schools improved overall

2
Schools earned a B

8
Sites improved absenteeism indicator

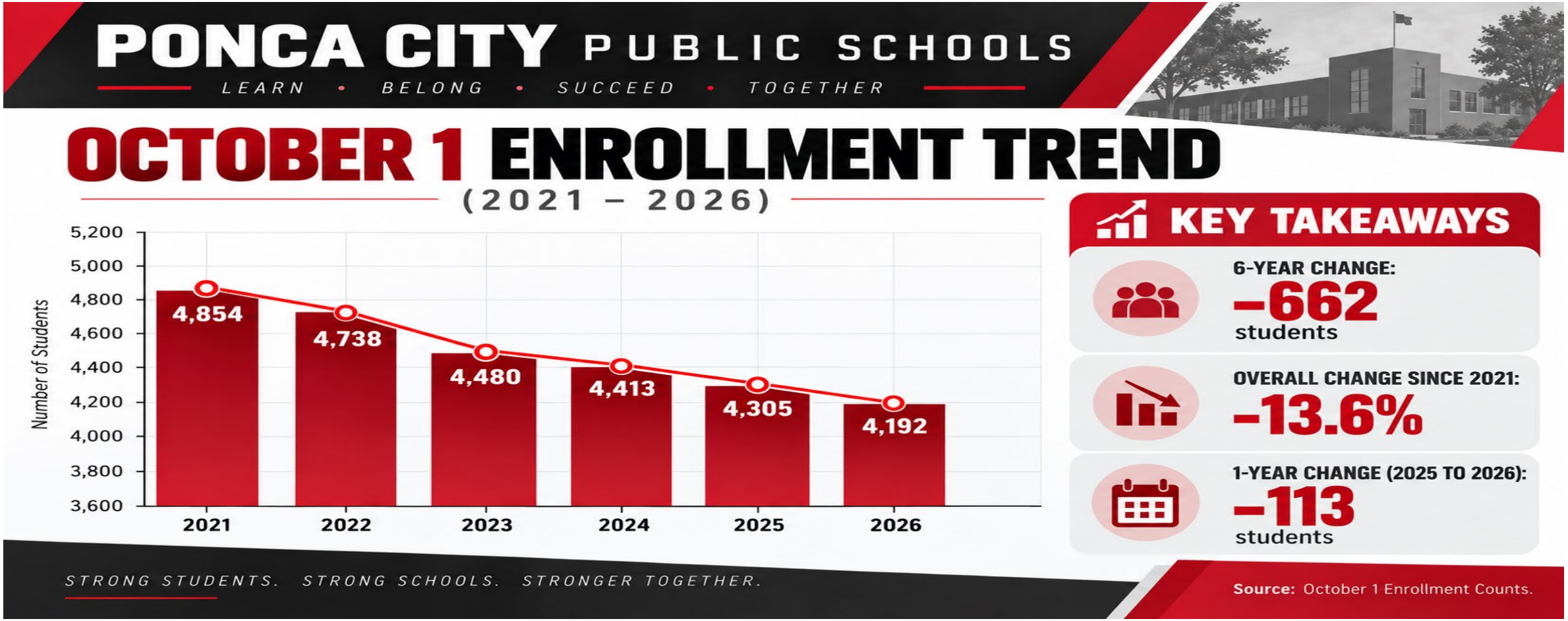
Our strengths

- Growth indicators outpace achievement at many sites
- Several schools moved forward on overall ratings
- Po-Hi postsecondary indicator improved

Our continued work

- Raise student achievement across grade spans
- Strengthen attendance and targeted supports
- Improve secondary outcomes, including graduation

October 1 enrollment: a critical finance and planning marker



October 1 counts are a key enrollment measure in Oklahoma school finance; state aid uses statutory formulas and multiple factors.

Six-year enrollment trend: what is changing?

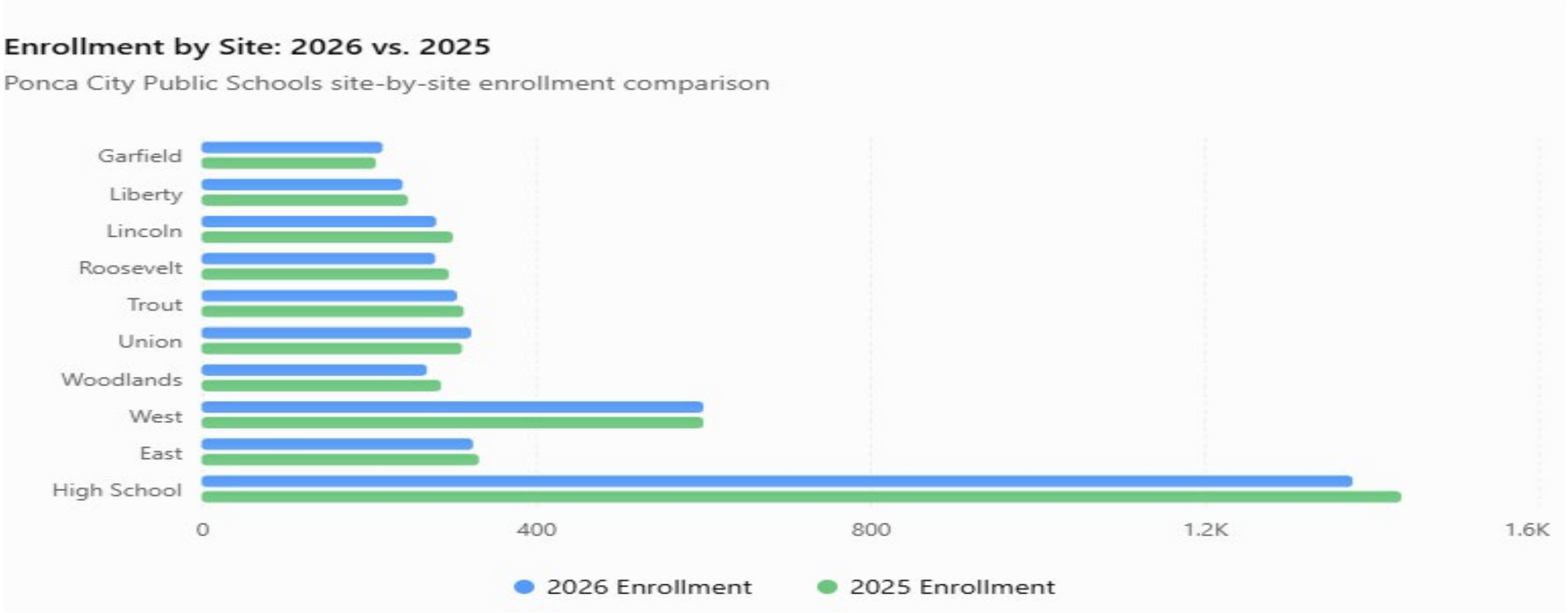
4,854	4,192	−662
2021 district enrollment	2026 district enrollment	Students since 2021 (−13.6%)

2025 → 2026: 113 fewer students (–2.6%)

The planning question

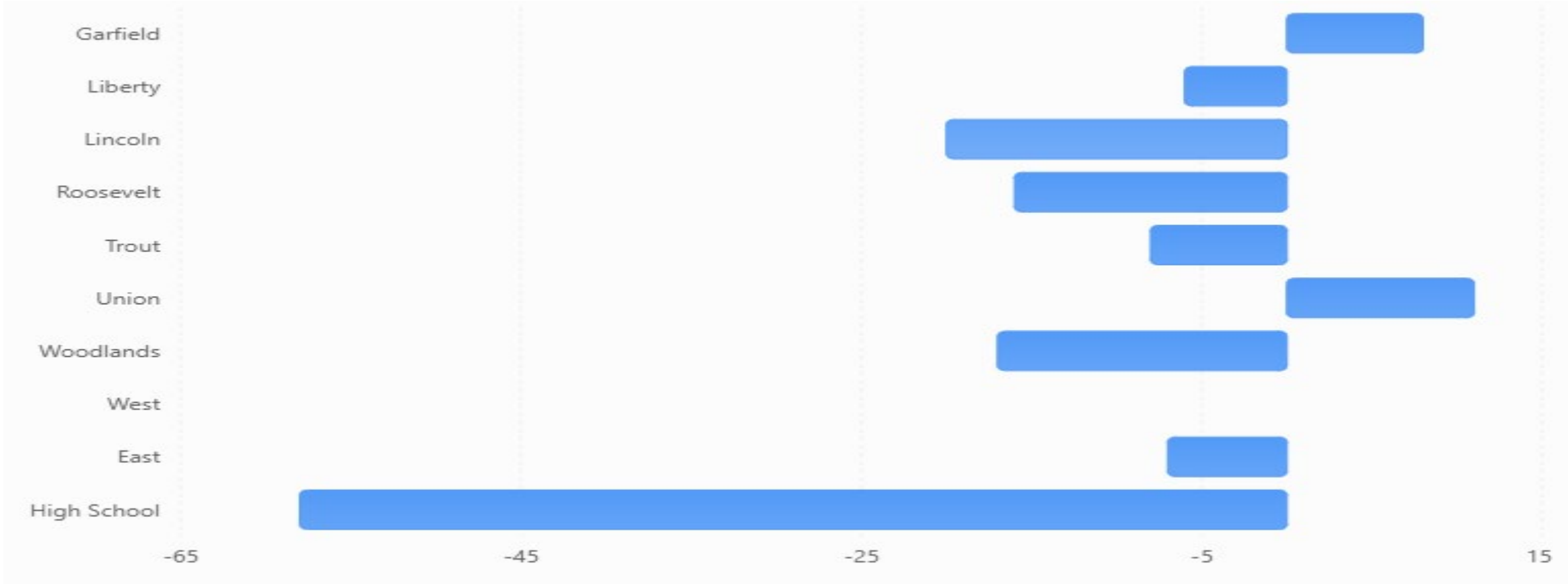
How can we align facilities, staffing, class sizes and services to the students we serve today—and tomorrow?

Enrollment changes are not equal across our schools



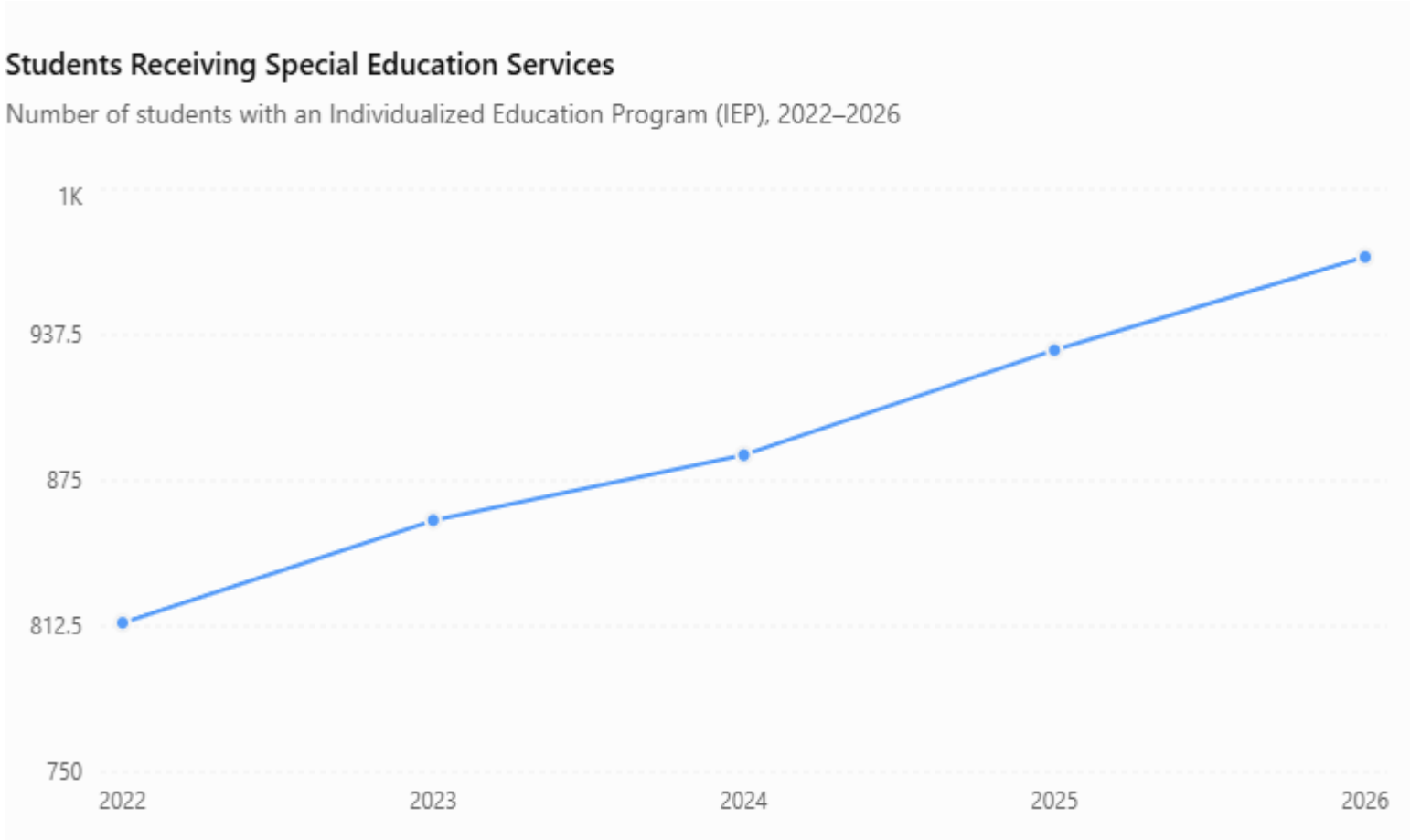
District total: 4,305 (2025) → 4,192 (2026) | Change: −113

Site-by-site change reveals uneven pressure



Growing: Union +11, Garfield +8 Stable: West 0 Largest declines: High School −58, Lincoln −20, Woodlands −17

Special education enrollment is moving in the opposite direction



814

Students with IEPs in 2022

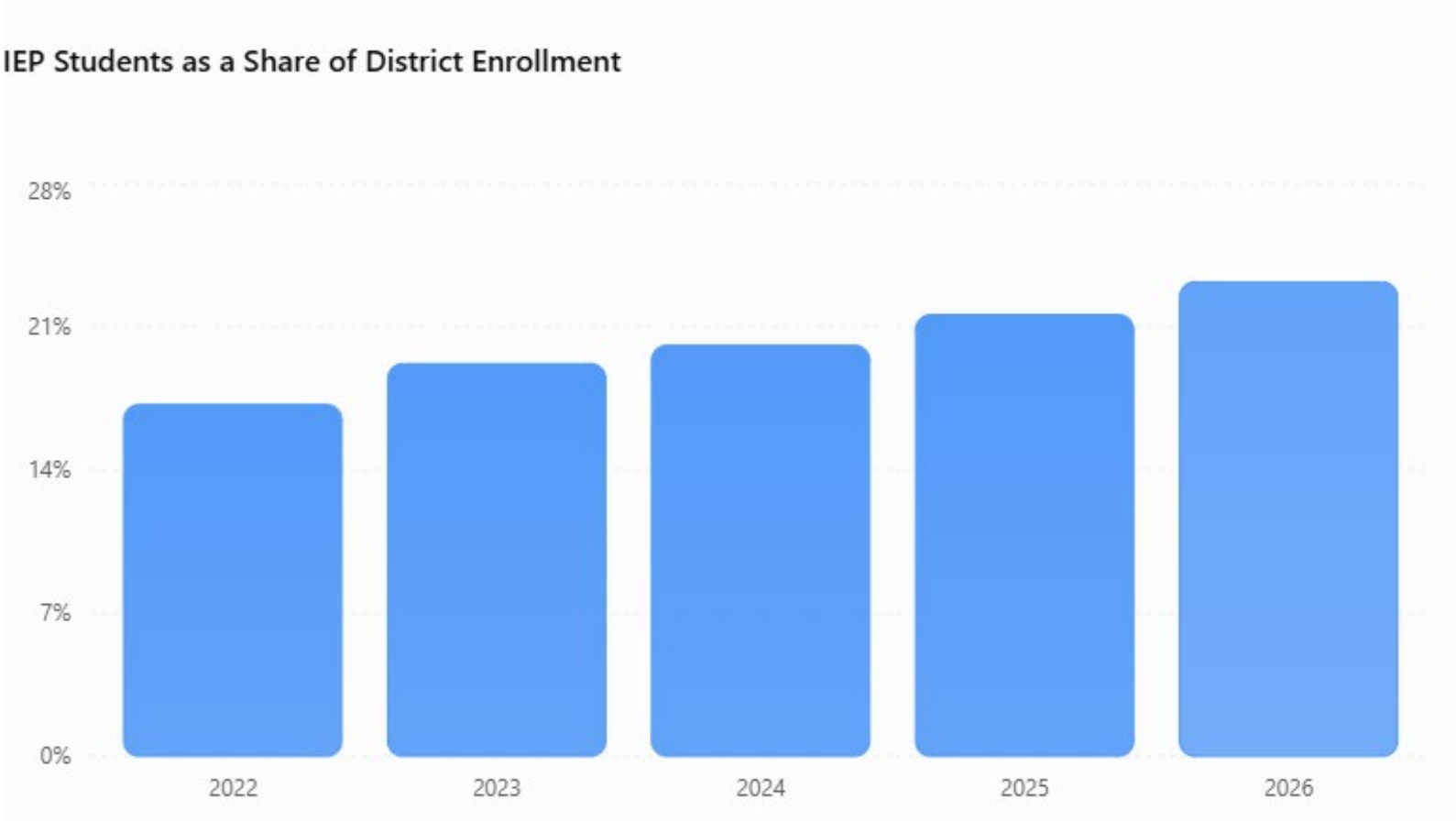
971

Students with IEPs in 2026

+19.3%

IEP increase since 2022

Nearly one in four PCPS students now has an IEP



17.2%

IEP share in 2022

23.2%

IEP share in 2026

+6.0 percentage points

Elementary capacity: the challenge is more than a headcount

Smaller enrollment does not automatically create smaller or more balanced classes.

- Uneven grade-level cohorts complicate classroom sections and staffing
- IEP service models can require specialized personnel, rooms and scheduling
- Neighborhood attendance patterns can create mismatches between capacity and demand
- Our response must protect student services, access and educational quality

Analyze by grade and site: class size • room use • service minutes • staffing • transportation • projected enrollment

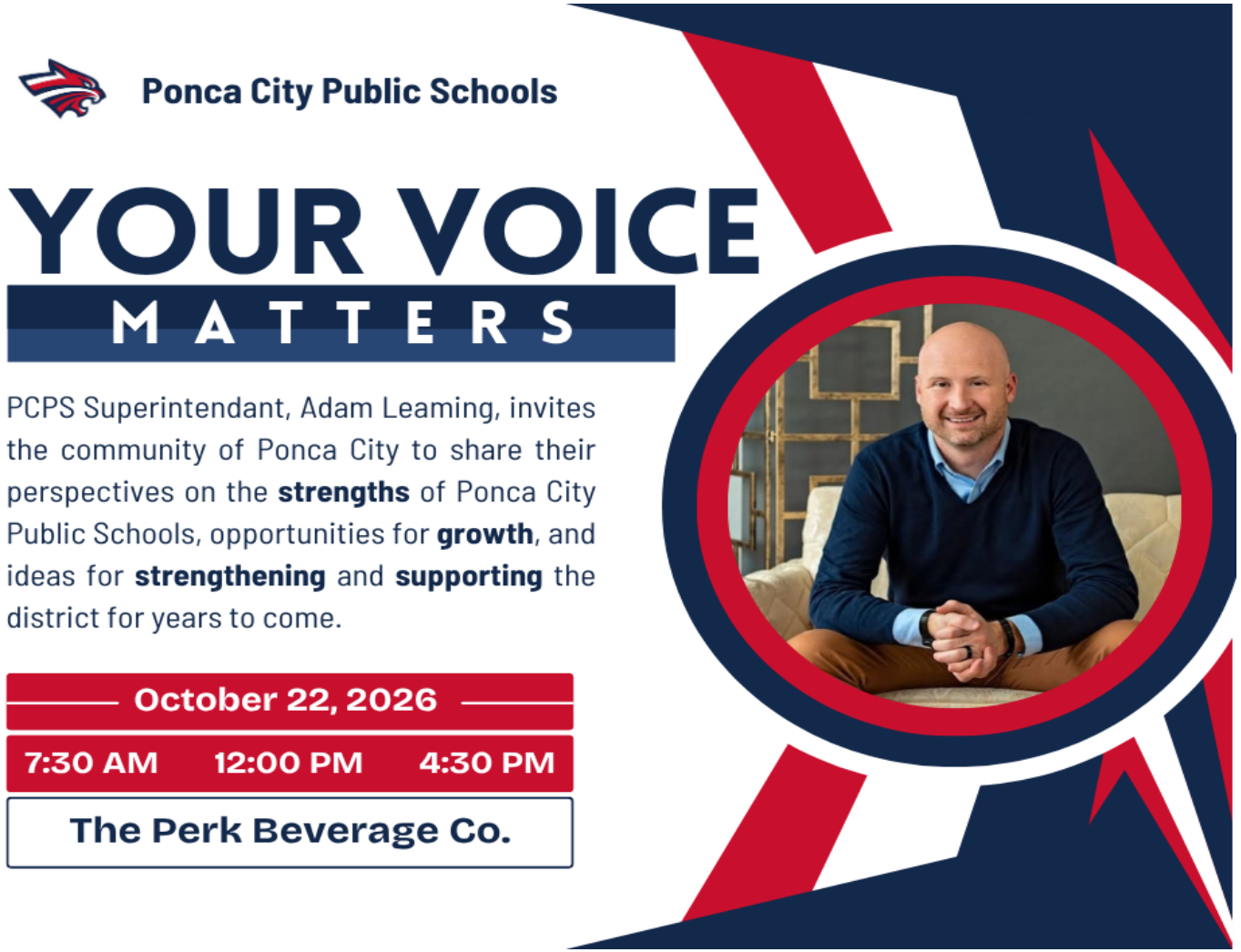
We are listening before shaping recommendations

OCTOBER ENGAGEMENT

- Listening sessions at every school site
- Conversations with district departments and stakeholder groups
- Community listening sessions at The Perk on October 22
- New regular communication with high school student leaders
- Ongoing meetings with site and district Teachers of the Year

What we hear will help identify needs, evaluate options and inform Board discussion.

Join the conversation: October 22 at The Perk



THREE PUBLIC SESSIONS

7:30–8:30 AM
12:00–1:00 PM
4:30–5:30 PM

The Perk Beverage Co.
October 22, 2026

Critical questions for Ponca City's next chapter

- What learning environments and services will students need over the next decade?
- Where are grade-level class sizes and specialized services hardest to balance?
- How do we preserve opportunities while operating facilities responsibly?
- Which projects best connect strategic priorities to student outcomes?
- How can we maintain public trust through transparent options and tradeoffs?

Next: synthesize feedback + verify needs + model options + bring choices to the Board.

Revision to Policy 5.2-7.0 Procurement

Public Construction Contracts under $50,000 but over ~~$10,000~~ $25,000 may be awarded on the basis of written quotes. Contracts for less than ~~$10,000~~ $25,000 ~~(or less than $25,000 for minor maintenance and repair)~~ may be negotiated directly with a qualified contractor. The lowest responsible bidder will be selected in accordance with state law.

Our responsibility is to plan for the students we have— and the opportunities they deserve.

Celebrate progress. Listen broadly. Decide thoughtfully.