



Guardrail Monitoring Report

Month: April

Year: 2026

Guardrail 4 (Fair Access To Enriching Opportunities):

The superintendent shall not allow disparities in access to enriching programs such as fine arts, extracurriculars, rigorous coursework, or instructional support across school communities.

Interim Guardrail 4A (Visual Performing Arts Growth): **ON TRACK** ▾

The percentage of 6th grade students at non-application middle schools who remain enrolled in full-year Visual and Performing Arts (VPA) programming will increase from 33% in January 2025 to 38% by January 2028, as measured by enrollment data in Infinite Campus.

- **2025-2026 Data as of April 2026 - 34.8%**

Interim Guardrail 4B (Athletic Participation Growth): **ON TRACK** ▾

The percentage of secondary students participating in athletics** will increase from 28% in June 2025 to 35% by June 2028, as measured by verified participation records maintained by the OKCPS Athletic Department.

- **2025-2026 Data as of April 2026 - 33% (with a +/- 2% Standard Error of Measure)**

Interim Guardrail 4C (OKCPS Comprehensive Support and Improvement (CSI) Framework) **ON TRACK** ▾

OKCPS will design and adopt a local CSI framework to ensure schools receive the staffing, instructional, and operational support needed to support student needs. This will include both (1) the development of a data-informed model for school identification and support tiering, (2) a differentiated menu of services, including efforts to ensure schools are staffed with well-qualified educators whose experiences reflect the communities they serve. The framework will be built from 0% completion in May 2025 to 100% completion by May 2026.

Guardrail Overview

Guardrail 4 ensures that every student gets a fair education with the same high-quality support, no matter where they live. We know that students who participate in sports and the arts do better in their classes and feel more connected to their peers, so we are tracking 6th-grade arts enrollment and athletic participation. We are also building a stronger support system to provide extra help and better resources to schools that need them most. These steps protect the programs that help students grow academically, socially, and emotionally while we work toward our district goals in reading, math, and postsecondary readiness. Our mission is to make sure every part of our district has the opportunities students need to thrive.



Guardrail Monitoring Report

Interim Guardrail 4A Rationale

Why Interim Guardrail 4A Matters

We are focusing on full-year enrollment in visual and performing arts (VPA) courses in 6th grade because it is a key entry point for many programs, such as band and orchestra. These programs require students to begin building foundational skills early, and without strong participation at the middle school level, it is difficult to develop and sustain high-quality programs in high school.

By increasing the number of students enrolled in full-year VPA courses, we are expanding access to these opportunities across more schools. This creates a stronger pipeline into advanced arts programs and ensures that more students can continue developing their skills over time. Research supports that VPA engagement benefits student academic success, behavior, and attendance.

Interim Guardrail 4A: Key Vocabulary

1. **VPA** - Visual & Performing Arts
2. **Arts Programs** - Includes all visual and performing arts courses, including film and video production (Scissortail Studios).
3. **Full Year Course** - A course that requires completion of both the Fall and Spring semesters.
4. **Infinite Campus** - The OKCPS Student Information System that houses online enrollment, attendance, scheduling, grading, etc.
5. **PRE** - The OKCPS Planning, Research, and Evaluation Department
6. **Academic Planning Guide (APG)** - Board approved list of all available OKCPS courses, their codes, descriptions, and prerequisites.

Interim Guardrail 4A: Measurement

Enrollment Systems & Student Recruitment/Retention Evidence

- **Infinite Campus and Academic Course Guide** - Establish and implement clear, districtwide systems to ensure consistency in site enrollment procedures and master schedule planning.
- **Participation and Retention Data** - Track arts program participation and enrollment, including total numbers, demographics (gender, grade, school, art genre), and retention trends across semesters.
- **Professional Learning & Mentoring Impact** - Monitor how VPA teacher training, mentoring, and curriculum alignments influence participation, belonging, and retention of VPA students.

Where We Measure

- Interim Guardrail 4A - **Grade 6 enrollment in full year VPA courses.**
- Additional Data Strategy Includes:



Guardrail Monitoring Report

- Grades 5-12 VPA Enrollment
- Enrollment data will be used to analyze how participation in art programs affects overall student success.
- Student success data will be used to ensure arts programming is maintained where student interest as well as benefit is determined.
- Feeder pattern (elementary to middle school to high school transitions) recruitment and retention activities, and rates.

How We Measure

- **Infinite Campus Roster Data** - Primary source for enrollment percentage
- **Academic Planning Guide Alignment Checks** - Cross-reference enrollment and adherence to district enrollment policies.
- **PRE Data** - Primary source for student success data
- **Recruitment & Professional Learning Data** - Track data on enrollment rates in secondary VPA courses, but also on how our VPA program recruitment strategies and teacher professional learning are reflected in the data.

Interim Guardrail 4A: Initiative Priorities

- Retire outdated and non-compliant VPA course codes in Infinite Campus.
- Train and reinforce the use of the board approved Academic Planning Guide course codes, course length, and course prerequisites when sites establish master schedules and schedule students. This helps to ensure that enrollment data is accurate across schools.
- Establish and implement master schedule training for site principals and counselors as it relates to Guardrail 4A and to the new Graduation Pathways requirements.
- Establish, implement, and track recruitment strategies and requirements for our VPA teachers.
- Establish and implement strategies to highlight how arts courses can lead to college and career including Honors, Pre-AP, AP, concurrent enrollment, and VPA internships.
- Establish and implement use of batch enrollment methods for students in grades 6 - 11 where all qualified students are automatically enrolled in the next advancing class of specific courses which require highly skilled pre-requisite fulfillment.
 - Example: Band 6 to Band 7, Orchestra 8 to HS Orchestra I, etc... Students would be able to opt out of the course advancement with parent permission.

Interim Guardrail 4A: Project Timelines and Milestones

This timeline outlines the key phases and milestones for 6th grade full year VPA enrollment growth. It demonstrates the plan to meet the SMART goal by May 2028 and how progress is being monitored.

Guardrail Monitoring Report

Phase 1 – Establishment of Priorities (Completed)

- **Spring–Summer 2025:** Reviewed ongoing challenges including improper use of Infinite Campus, master scheduling issues, and unmonitored VPA program changes.
- **Spring–Summer 2025:** Established collaboration with Workforce Development to begin creating VPA graduation pathways by site.
- **Spring–Summer 2025:** Developed baseline 6th grade VPA enrollment data using manual tracking due to system limitations.

Phase 2 – Data Collection Systems (In Progress)

- **Fall 2025:** Established Guardrail 4A team, including key stakeholders across data, counseling, and leadership.
- **Fall 2025:** Conducted review of VPA course codes and developed a data cleanup plan.
- **Winter–Spring 2026:** Submitted corrected course codes for accurate data pulls. Conducted initial comparison between baseline and current enrollment data.
- **Summer 2026:** Provide training for administrators and counselors on master scheduling and enrollment practices.

Phase 3 – Implementation Plan and Supports

- **Fall 2026:** Monitor implementation of Infinite Campus usage and VPA master scheduling.
- **Fall 2026:** Establish beginning-of-year enrollment data.
- **Fall 2026:** Submit new course proposals (Pre-AP and Honors VPA pathways).
- **Fall 2026:** Initiate batch enrollment training with IC team, administrators, and counselors.
- **Fall 2026:** Analyze partnership data and prepare reports.
- **Spring 2027:** Establish end-of-year enrollment data.

Phase 4 – Progress Monitoring (Ongoing)

- **2026–2028:** Regularly review enrollment and retention data to monitor progress toward district goals.
- **2026–2028:** Identify needed supports and make adjustments to ensure VPA programs meet enrollment and retention targets.



Guardrail Monitoring Report

Interim Guardrail 4B Rationale

Why Interim Guardrail 4B Matters

Athletics provide students with important opportunities to stay connected to school, build relationships, and develop skills such as teamwork, discipline, and goal setting. For many students, participation in sports is a key factor in feeling a sense of belonging and staying engaged in their education.

By increasing athletic participation across secondary schools, the district is working to ensure that more students have access to these experiences, regardless of where they attend school. Expanding participation helps remove barriers and creates more equitable opportunities for students to be involved.

Interim Guardrail 4B: Key Vocabulary

1. **OSSAA**- Oklahoma Secondary Schools Athletic Association: Athletic programs recognized and governing body for the state of Oklahoma.
2. **RankOne** - The primary platform used by OKCPS Athletics to manage rosters, eligibility, and participation tracking.
3. **Infinite Campus** - The OKCPS Student Information System that houses online enrollment, attendance, scheduling, grading, etc....
4. **Athletic Participation** - Defined involvement of a scholar-athlete in grades 7-12 on a at least one (1) official team roster for an OSSAA sanctioned-OKCPS athletic program, as tracked through Infinite Campus sport class enrollment and RankOne completion.
5. **C4 Framework** - Coaching leadership model focused on Care, Cadence, Confidence, and Connection to drive participation, belonging, and retention.
6. **Retention Rate** - The percentage of scholar-athletes who continue participation from one season to the next or year-over-year.
7. **Community Partnerships** - External organizations (Fields and Futures, OKC PAL, YMCA, First Tee, First Serve, etc.) that support access and participation opportunities for OKCPS scholar-athletes.

Guardrail Monitoring Report

Interim Guardrail 4B: Measurement

Participation Systems & Scholar-Athlete Evidence

- **Defined athletic participation criteria** - Establish and implement a clear, districtwide definition of athletic participation to ensure consistency in what counts and how it is tracked (RankOne + Infinite Campus).
- **Participation and retention data** - Track scholar-athlete participation, including total numbers, demographics (gender, grade, school, sport), and retention trends across seasons.
- **Coaching leadership impact (C4)** - Monitor how coaching behaviors aligned to Care, Cadence, Confidence, and Connection influence participation, belonging, and retention.
- **Access and opportunity expansion** - Measure the impact of school-based programs and community partnerships (Fields and Futures, OKC PAL, YMCA, First Tee, First Serve) on increasing participation and reducing barriers.

Where We Measure

- Grades 7-12 across all secondary sites
- OSSAA-sanctioned sports and approved athletic programs
- Feeder patterns (middle school to high school transitions).
- Community partnership programs connected to OKCPS Athletics and scholar participation.

How We Measure

- RankOne roster data - Primary source for participation, retention, and demographic tracking.
- Infinite Campus alignment checks - Cross-reference enrollment and eligibility to ensure data accuracy.
- Additional Data Strategy Includes:
 - End of season participation data from OKCPS Athletic Partnerships
 - Participation dashboards - Ongoing monitoring of baseline, growth, and subgroup trends aligned to Interim Guardrail 4B goals.
 - Coach and athlete feedback tools - Surveys and reflections to assess C4 implementation, belonging, and program experience.
 - Partnership tracking - Monitoring scholar engagement and entry points created through community organizations.

Interim Guardrail 4B: Initiative Priorities

- Establish and communicate a clear, districtwide definition of “athletic participation,” including which activities count and how participation is tracked (RankOne + IC), to ensure consistent data collection, accurate reporting, and alignment to board goals.
- Establish systemwide expectations for coaching leadership development through the C4 framework (Care, Cadence, Confidence, Connection), ensuring that coach behaviors directly



Guardrail Monitoring Report

support increased participation, belonging, and retention of scholar-athletes.

- Strengthen partnerships with community organizations (Fields and Futures, OKC PAL, YMCA, First Tee, First Serve, and others) to expand access, reduce barriers, and create additional entry points for scholar-athletes across the district.
- Track and monitor athletic participation data in grades 7–12 across OSSAA-sanctioned sports, including disaggregation by gender, grade level, school, and sport, while also measuring retention trends and entry/exit points throughout each season.

Interim Guardrail 4B: Project Timelines and Milestones

Phase 1: Foundation & Alignment (2025–Winter 2025)

- **Summer 2025:** Established baseline athletic participation rate (28%) through collaboration with internal teams and partners.
- **Fall 2025:** Launched regular Guardrail 4B meetings with Athletics, Site ADs, and key departments to align goals and monitor participation data.
- **Winter 2025:** Reviewed fall participation data; identified inconsistencies across data systems, leading to the need for a unified definition of participation and improved data alignment.

Phase 2: Data Expansion & Systems Development (Winter–Spring 2026)

- **Winter 2026:** Convened Athletic Partners Coalition to review school and community data; updated participation rate to 30% (13,000+ scholars engaged).
- **Spring 2026:** Established criteria for a preliminary participation dashboard, including aligned definitions and consistent coding practices.
- **Spring 2026:** Set systemwide expectations to strengthen participation and data integrity, including scheduling athletic periods and aligning course coding for implementation in the following school year.

Phase 3: Implementation & Continuous Improvement (Spring 2026–2027)

- **Spring 2026:** Define consistent recruitment expectations, including targeted outreach, feeder school engagement, and strategies to increase female participation.
- **Summer 2026:** Deliver professional learning for coaches and Site ADs focused on program quality, culture, and participation strategies.
- **Summer 2026:** Implement and monitor athletic period expectations and ensure alignment with data systems for equitable access.
- **2026–2027 School Year:** Conduct ongoing roster audits and alignment checks between systems, with site leadership accountable for data accuracy.



Guardrail Monitoring Report

Interim Guardrail 4C: Rationale

Why Interim Guardrail 4C Matters

The OKCPS CSI (Comprehensive School Improvement) framework is designed to ensure schools receive the right level of support based on their specific needs.

- Schools need the right support to meet student needs.
- Right now, support is not always clear or consistent.
- This framework ensures every school gets what it needs to succeed.
- Adults must build a system that matches support to student needs.

Interim Guardrail 4C: Key Vocabulary

1. **CSI**- Comprehensive School Improvement is the designation given to schools by the State Department of Education to identify underperforming schools
2. **Tiering** - Levels of school support
3. **Differentiation** - Different support for different needs
4. **Capacity** - The ability of a school to improve
5. **Accountability** - Monitoring results

Interim Guardrail 4C: Measurement

What We Measure

This goal measures the district's progress in designing and fully implementing an OKCPS Comprehensive Support and Improvement (CSI) Framework. It focuses on the system's ability to:

- Identify and tier schools based on data (OSTP, NWEA, WIDA, etc.)
- Provide differentiated supports, including staffing, instruction, and operations, to meet student needs.
- Monitor schools at each tier for improvement

How We Measure

- Progress is measured by completion and implementation milestones of the framework from 0% (May 2025) to 100% (May 2026)



Guardrail Monitoring Report

Interim Guardrail 4C: Initiative Priorities

Initiative Priorities (Adult Actions)

- Build a clear school tiering system
 - **School-Wide Support:** Schools under the 50th percentile in NWEA growth receive direct intervention from the District CIPL Department.
 - **Classroom-Level Support:** Classrooms under the 50th percentile in growth are supported by the Building Administration.
 - **Teacher-Specific Coaching:** Individual teachers under the 50th percentile in growth engage in Coaching Cycles led by the Site Instructional Coach.
- Define a support menu for each tier
- Align staffing to school needs
- Train leaders on how to use the OKCPS CSI Framework
- Monitor school progress regularly

Interim Guardrail 4C: Project Timelines and Milestones

- **Spring, 2026:** Design framework
- **Summer, 2026:** Train leaders and finalize tools
- **Fall, 2026 (Q2):** Begin implementation
- **Winter, 2027 (Q4):** Monitor impact and adjust