



Guardrail Monitoring Report

Month: June

Year: 2026

Guardrail 2 (Literacy Instruction and Engagement):

The superintendent shall not permit instructional practices that deprioritize foundational literacy, particularly reading and writing development, in early and middle grades.

Interim Guardrail 2A (MTSS [Multi-Tiered Systems of Support] Implementation):

ON TRACK

The percentage of OKCPS elementary and middle schools reaching a combined score of 28 or higher on the OKCPS [Data-Based Decision Making](#) (Appendix A) and the [MTSS and Assessment](#) (Appendix B) Checklist rubrics will increase from 0% of schools in May 2025 to 80% of schools by May 2028.

Interim Guardrail 2B (Universal Literacy Instruction):

ON TRACK

The percentage of OKCPS elementary and middle schools that meet or exceed a score of 14 on the [OKCPS Universal Literacy Checklist](#) (Appendix C), reflecting strong systems and instructional practices in literacy, will increase from 0% in May 2025 to 90% by May 2028, as assessed independently by site administrators and principal supervisors using evidence-informed ratings.

Interim Guardrail 2C (Phonemic Awareness and Phonics Curriculum and Instruction [K-4])

ON TRACK

The percentage of elementary schools implementing Reading Horizons Version 9 as the supplemental phonemic awareness and phonics curriculum will increase from 18 schools in May 2025 to 31 schools by May 2026, as measured by verified digital curriculum usage reports and district implementation tracking logs.

Guardrail Overview

Guardrail 2 emphasizes that the district must prioritize strong, evidence-based literacy instruction across early and middle grades so all students develop the foundational reading and writing skills needed for long-term success.

This guardrail focuses on:

- Strong Tier 1 literacy instruction
- Consistent instructional practices across schools
- Early identification of student literacy needs
- Timely intervention and support
- Use of research-based literacy strategies aligned to the science of reading

To monitor progress, the district established measurable interim guardrails that provide ongoing evidence of:

- High-quality universal literacy practices

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- Developed data-based decision making practices and multi-tiered systems of support
- Phonics curriculum implementation

The district remains focused on building systems that:

- Improve literacy instruction
- Strengthen intervention supports
- Promote high-quality literacy learning experiences across all schools

Interim Guardrail 2A Rationale

Why Interim Guardrail 2A Matters

Interim Guardrail 2A focuses on building strong MTSS systems that ensure students receive foundational literacy support based on their individual needs.

Why This Matters:

- Schools need systems to identify specific needs of struggling readers early
- Strong interventions help close literacy gaps
- Regular progress monitoring allows educators to both measure impact of interventions, and determine where additional support is needed.

Student Impact:

- Students receive interventions that match their reading deficits
- Literacy gaps are addressed more consistently across schools

Interim Guardrail 2A: Key Vocabulary

- **MTSS (Multi-Tiered System of Support):** A framework used to provide targeted support to struggling students.
- **Universal Screener (NWEA):** An assessment administered to all students (typically 3x per year) to identify a student's reading level.
- **Diagnostic:** An assessment for students below the 40th percentile to pinpoint specific intervention needs.
- **4x4 Decision Rules:** A data protocol used to evaluate intervention effectiveness.
- **Aimline/Goalline:** A line graph showing a student's path toward a literacy target.



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Interim Guardrail 2A: Measurement

Evaluation Milestone	% Met	Actual Number Met	Focus Cohort
Baseline (May 2025)	0%	0	None
Year 1 (May 2026)	20.4%	9	Blueprint / Pilot Schools

What We Measure

- Combined Checklist Score: The percentage of schools reaching a score of 28+ on the MTSS and Assessment checklists.
- Screening Compliance: Ensure at least 95% of the student population is assessed.
- Intervention and Progress Monitoring Fidelity: Frequency of progress monitoring

Where We Measure

- School Sites: Elementary and middle schools
- District Data Systems
- MTSS Team Logs

How We Measure

- Checklist Audits
- MTSS Implementation Rubric
- Student Line Graphs

Interim Guardrail 2A: Initiative Priorities

System Priorities

- Standardize Assessment Calendars
- Job-Embedded MTSS Professional Development
- Create Structures for Collaborative Data Analysis
- Improve Administrator Participation in Data Meetings
- Increase Urgency in Student Intervention and Progress Monitoring

Adult Actions:

- Teachers
 - Uses literacy data to adjust instruction quickly
 - Actively engage in Data-Based Decision Making protocols for Tiers 2 and 3
 - Deliver reteach after assessment analysis
- Site Administrators
 - Monitors intervention implementation
 - Attends data meetings
 - Develops schoolwide assessment calendar
- Central Office Leader



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- Organizes and delivers PD
- Supports schools through coaching
- Monitors fidelity of implementation

Interim Guardrail 2A: Project Timelines and Milestones

Phase 1 (2025-2026):

- Establish baseline data for schools using the Data-Based Decision Making and MTSS and Assessment checklists to identify current implementation levels.

Phase 2 (2026-2027):

- Train all sites on the district-approved diagnostic and intervention tools, and the 4x4 Decision Rules for Tier 2 and Tier 3 interventions.

Phase 3 (2027-2028):

- Systematically monitor beginning, middle, and end-of-year growth goals to reach the target of 80% of school sites reaching proficiency on the combined rubrics.



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Interim Guardrail 2B Rationale

Why Interim Guardrail 2B Matters

Interim Guardrail 2B focuses on building strong literacy systems and instructional practices that improve reading outcomes for students.

Why This Matters:

- Strong literacy instruction increases long-term academic success.
- Research supports that certain practices are more effective in developing reading proficiency.

Student Impact:

- Students receive a better learning experience and greater success in becoming proficient readers.

Interim Guardrail 2B: Key Vocabulary

- **Literacy Systems** – Structures used to support strong reading instruction.
- **Tier I Instruction** – High-quality core instruction provided to all students.
- **MTSS (Multi-Tiered System of Support)**: A framework used to provide targeted support to struggling students.
- **Science of Reading** – Research-based practices focused on how students learn to read.
- **Fidelity of Implementation** – Delivering curriculum and instructional practices as designed.
- **PLC (Professional Learning Community)** – Teacher collaboration focused on improving instruction.
- **Differentiated Instruction** – Instruction tailored to meet students' individual learning needs.
- **Scaffolded Instruction** – Temporary supports provided to help students learn new skills or concepts.
- **Data-Driven Instruction** – Using student data to make instructional decisions and adjustments.
- **Progress Monitoring** – Regularly tracking student growth to guide interventions and instruction.
- **Intervention** – Additional support provided to students who need extra help.

Interim Guardrail 2B: Measurement

Evaluation Milestone	% Met	# of Schools Met	Focus Cohort
May 2025 (Baseline)	0%	0	
May 2026	40.9%	18 Schools • 15 Elementary • 3 Middle	All Elementary (31 Schools) All Middle (13 Schools)

What We Measure

- The percentage of OKCPS elementary and middle schools that meet or exceed a score of 14 or higher on the OKCPS Universal Literacy Checklist.



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Where We Measure

- Across all OKCPS elementary and middle school districtwide

How We Measure

- Universal Literacy Checklist audits
- Principal Supervisor walkthrough evidence
- Site administrator evidence

Interim Guardrail 2B: Initiative Priorities

System Priorities

- Standards-aligned literacy instruction delivered districtwide
- Protect literacy instruction blocks within master schedules
- Weaving word-recognition and comprehension skills together through instruction that is delivered in a clear, logical sequence ensures that every student builds a solid foundation for long-term academic success.
- Differentiated small group instruction

Adult Actions:

- Teachers
 - Uses clear learning targets daily
 - Implements universal literacy strategies consistently
 - Uses student data to adjust instruction
- Site Administrators
 - Monitors and supports literacy instruction
 - Supports PLC cycles
- Central Office Leader
 - Organizes and delivers PD
 - Supports schools through coaching and feedback
 - Monitors fidelity of implementation
 - Uses walkthrough evidence to determine where support is needed

Interim Guardrail 2B: Project Timelines and Milestones

Phase 1: Build Foundations (2025–2026)

- Train school leaders and teachers on the Universal Literacy Checklist expectations
- Ensure all schools implement district-approved literacy curriculum with fidelity
- Establish protected literacy instructional blocks and PLC routines
- Begin walkthroughs, coaching, and baseline scoring using the checklist
- Align Tiered Support structures, schedules, and intervention supports

Phase 2: Strengthen Implementation (2026–2027)

- Deepen instructional rigor and Science of Reading practices



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- Strengthen data-driven intervention systems and resources
- Increase consistency in PLC data analysis and instructional adjustments based on data

Phase 3: Sustain and Scale Excellence (2027–2028)

- Achieve consistent implementation across 90% of elementary and middle schools
- Refine systems based on student outcomes data
- Sustain strong literacy instruction through leadership accountability and monitoring
- Develop campus literacy systems to support long-term district-wide literacy success



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Interim Guardrail 2C Rationale

Why Interim Guardrail 2C Matters

Oklahoma City Public Schools uses a program called Reading Horizons V9 to teach reading and phonics.

Why This Matters:

- Strong phonics instruction improves reading development
- Having one district-wide phonics curriculum better positions the district to support foundational reading development

Student Impact:

- Students receive hands-on help to learn how to sound out words
- Students develop stronger decoding skills
- Students receive research-aligned instruction, and build skills logically from K-4th

Interim Guardrail 2C: Key Vocabulary

- **Reading Horizons Version 9** - The district's phonics reading curriculum
- **Phonemic Awareness:** the ability to hear and manipulate sounds in a word.
- **Phonics:** the ability to connect letter(s) to sounds.
- **Skills Check:** 5 question assessment at the end of each lesson.
- **Multi-Skills Check:** 15 word spelling test given to students every 3-5 lessons.
- **Science of Reading:** Research-based practices focused on how students learn to read.

Interim Guardrail 2C: Measurement

Evaluation Milestone	% Met	# of Schools Met
May 2025 (Baseline)	58%	18
May 2026	100%	31

What We Measure

- **System Adoption:** Monitoring teacher activation of classrooms in the Reading Horizons platform
- **Instructional Delivery:** Tracking the average number of lessons delivered
- **Skill Acquisition:** Analyzing Multi-Skills Check assessments to measure student growth and mastery.

Where We Measure

- Reading Horizons V9 platform

How We Measure



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- Verified digital curriculum usage reports & district coaching logs.

Interim Guardrail 2C: Initiative Priorities

System Priorities

- Scale Reading Horizons Version 9 to all 31 elementary schools
- Familiarize new schools to the V9 platform
- Support implementation fidelity

Adult Actions:

- Teachers
 - Engage in regular phonics instruction using V9
 - Administer skill checks and multi-skill checks consistently
 - Use assessment data to guide instruction
- Site Administrators
 - Monitor V9 usage and engagement
 - Monitor assessment data to support teachers in PLC
- Central Office Leader
 - Organize and deliver PD
 - Monitor fidelity of implementation
 - Provide summary data to schools
 - Use data to deepen implementation beyond usage

Interim Guardrail 2C: Project Timelines and Milestones

Phase 1:

- 2023-2024
 - 6 of 31 elementary schools piloted Reading Horizons V9

Phase 2:

- 2024-2025
 - 18 of 31 elementary schools adopted and implemented Reading Horizons V9

Phase 3:

- 2025-2026
 - ALL 31 elementary schools adopted and implemented Reading Horizons V9

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Appendix A - 2A

Data-Based Decision Making Checklist



Utilize Assessments to Monitor Student Progress

Data-Based Decision-Making and Systems of Support Checklist



Data-Based Decision-Making Goal: Improving literacy achievement is incumbent on discussions about the current state of literacy achievement.

Critical Elements	Level of Implementation	Plan of Action and/or Resources Needed, including Evidence
<i>Reflect on the implementation of data-based decision-making in the overall literacy program.</i>	2 - Fully in Place 1 - Partially In Place 0 - Not In Place	<i>Link evidence below</i>
1. A schoolwide assessment (instructional cycle) calendar is developed and monitored, outlining all key testing dates—including NWEA, CFAs, interims, benchmarks, WIDA and OSTP—and includes a system to ensure that at least 95% of students are assessed on time.	0 (0 - 49%) ▾	
2. The school dedicates sufficient time for grade-level, school, and/or district teams to analyze student data collaboratively as part of its regular schedule.	0 (0 - 49%) ▾	
3. A clear Elementary data protocol and Secondary data protocol is consistently used to guide analysis of data at the student, classroom, and building level. The protocol navigates the data team through the following steps: a. Plan b. Instruct c. Assess d. Reteach/Enrich	0 (0 - 49%) ▾	
4. A district-adopted technological data-collection system is in place that supplies various short-and long-term reports. All educators can readily access reports to assist in analyses of trends and growth at the classroom, grade, and school levels.	0 (0 - 49%) ▾	
5. Teams demonstrate a sense of urgency and a strong commitment to improving student achievement by reviewing assessment data by the next scheduled PLC (within 5 school days).	0 (0 - 49%) ▾	
6. Grade-level teams create short-term, interim goals on a monthly basis by teacher, grade level, and school in order to monitor progress toward these goals throughout the year.	0 (0 - 49%) ▾	
7. Administrators regularly attend data meetings and participate while in attendance.	0 (0 - 49%) ▾	
8. Administrators know the reading achievement levels for each grade and use necessary supports, teacher evaluation, and professional development to ensure increased achievement at each level.	0 (0 - 49%) ▾	
9. Teams create middle of year and end of year goals for growth and achievement. Progress toward these goals is systematically monitored throughout the year by building, subject, grade, and student levels to ensure continuous improvement.	0 (0 - 49%) ▾	
10. A system is in place for the universal screener (NWEA) to be administered to students within the first 30 days of enrollment to identify students reading above and below expectations and that 95% of the student population will be assessed.	0 (0 - 49%) ▾	

Areas of Strength:

Areas to Improve:



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Appendix B - 2A

MTSS & Assessment Checklist



Utilize Assessments to Monitor Student Progress

MTSS and Assessment Checklist



Assessment Goal: Valid and reliable screening instruments and progress-monitoring assessments of reading achievement are used. These tools are clearly specified and used to guide instruction. Procedures for using assessments are clearly defined. Screening assessments are used at a minimum of three times a year and more often for students reading below grade level.

Critical Elements	Level of Implementation	Plan of Action and/or Resources Needed
<i>Reflect on the implementation of data-based decision making in the overall literacy program.</i>	Completed In Progress Not Started	<i>What support is needed for this element?.</i>
1. A schoolwide assessment calendar including testing dates for screening and diagnostics is shared with staff.	Not Started ▾	
2. The school implements universal screening three times a year, using data to inform interventions for all students. MTSS Rubric #1 - Screening and Identification	Not Started ▾	
3. The universal screener is administered to students within the first 30 days of enrollment and on an as needed basis to identify students reading above and below expectations.	Not Started ▾	
4. Diagnostic assessment is administered by those delivering student interventions and they receive ongoing, job-embedded professional development related to the administration and interpretation of assessments. MTSS Rubric #2 - Diagnostics	Not Started ▾	
5. The school utilizes the district-approved diagnostic assessment tools that are given to all students identified for Tier 2 & 3 Interventions. Diagnostic data is used to determine intervention needs. MTSS Rubric #2 - Diagnostics	Not Started ▾	
6. Students identified as needing targeted interventions (Tier 2) are monitored weekly, bi-weekly, or monthly for progress and data is documented with fidelity. MTSS Rubric #3 - Progress Monitoring	Not Started ▾	
7. Students receiving intensive interventions (Tier 3) are monitored every 1-2 weeks and data is documented with fidelity. MTSS Rubric #3 - Progress Monitoring	Not Started ▾	
8. Teachers and the MTSS Team are collecting progress monitoring data and that data is being recorded on a student line graph (with an appropriate aimline/goalline), and teachers and the MTSS teams are using the 4x4 Decision Rules to make decisions on intervention effectiveness. MTSS Rubric #5 - Data-Based Decision- Making	Not Started ▾	
9. Teachers and the MTSS Team have regularly scheduled meetings to review students' progress with interventions. Teachers and the MTSS Team are problem-solving on student mastery of this foundational skill utilizing suggested methods from the OKCPS MTSS handbook MTSS Rubric #5 - Data-Based Decision-Making	Not Started ▾	
10. Students reading above expected goals are monitored monthly for progress to ensure expected growth is maintained or exceeded for grade-level proficiency.	Not Started ▾	
11. Fidelity of assessment administered is routinely verified a minimum of twice per year.	Not Started ▾	

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Appendix C - 2B Universal Literacy Checklist



Align Instruction and Curriculum to Oklahoma Academic Standards

MTSS and Universal Literacy Instruction Checklist


Universal (Tier I) Literacy Instruction Goal: Evidence substantiates that every student (EL including Newcomers, SPED, and Enrichment) is receiving effective, differentiated Tier I core literacy instruction from high-quality, district-adopted curricula and instructional strategies aligned to state standards.

Critical Elements	Level of Implementation	Plan of Action, Resources Needed, and Evidence
<i>Reflect on the implementation of data-based decision-making in the overall literacy program.</i>	2 - Fully In Place 1 - Partially In Place 0 - Not in Place	<i>What support is needed for this element?</i>
1. All Tier I (at grade level) literacy instruction is based on Oklahoma Academic Standards supported by district-adopted curriculum, reflective of the population of students, and implemented with accuracy as designed. Elementary: <i>Reading Horizons, HMH Into Reading, and Heggerty</i> Middle School: <i>Reading Horizons (5th grade), Savvas MyView (5th grade), and Savvas MyPerspective (6th-8th grade)</i> High School: <i>HMH Into Literature (9th-12th Grade)</i> Centralized Programs: (OAAP) <i>TeachTown, (OSTP) Reading Horizons, (Newcomers) EL-Engage, or EL-Inside</i>	0 (0 - ...)	
2. Daily literacy instruction is documented on a schoolwide master schedule with all students receiving Elementary: 120-150 minutes in grades K-2 and 90-120 minutes in grades 3-4. Middle School: 5th Grade Reading/Writing course (<i>Reading Horizons- 110606-course code</i>) and ELA course (<i>MyView- 110103-course code</i>). Middle School: 6th-8th- Additional reading skills support during Core Concepts course (<i>Lexia</i>) and ELA course (<i>MyPerspective</i>). High School: Minimum of 40 minutes per week of additional Reading Skills support (<i>Read180 or Lexia</i>) and the appropriate grade level English course (<i>Into Literature</i>).	0 (0 - ...)	
3. Daily learning targets and success criteria are clearly stated, and the focus and expectations for the lesson are communicated throughout instruction.	0 (0 - ...)	
4. Daily literacy instruction is aligned with the Oklahoma Academic Standards and delivered with rigor at the appropriate grade level. Rigorous instruction emphasizes complexity and autonomy. Complexity involves engaging students with challenging content, requiring them to think critically, analyze, and synthesize information. Autonomy refers to giving students opportunities to take ownership of their learning, make decisions, demonstrate independence, and successfully engage with interdependent groups in their thinking and problem-solving.	0 (0 - ...)	
5. Literacy instruction across all content areas and grade levels includes skill development in word recognition (Decoding (phonics), phonological awareness, sight recognition of familiar words) and language comprehension (including background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge) as illustrated in Scarborough's Reading Rope. Explicit: Teaching specific skills or concepts directly, with clear explanations and guided practice. Systematic: Teaching skills and concepts in a planned, logical sequence, building upon each other in complexity. Cumulative-Based: Learning that builds upon background knowledge, continually reinforcing previously taught skills while adding new ones.	0 (0 - ...)	
6. Whole-group Tier I (at grade level) literacy instruction is delivered daily and aligned with the district's Instructional Framework. Instructional supports are provided to ensure all students have access to grade-level content. Year at a glance, pacing guides, and unit plans are followed with accuracy.	0 (0 - ...)	
7. Small-group Tier I (at grade level) literacy instruction is consistently adjusted based on student data and aligned with the district's Instructional Framework. The instruction allows for repetition and assessment of skill mastery and includes Differentiated Instruction: Focuses on tailoring instruction to meet the diverse needs, interests, and abilities of students. Scaffolded Instruction: Focuses on providing temporary support, guidance, and structure to help students grasp new concepts, skills, or tasks. Accelerated/Enriched Instruction: Focuses on providing activities and experiences that stimulate and expand intellectual curiosity while deepening learning beyond the regular curriculum.	0 (0 - ...)	
8. NWEA MAP Growth reading data is analyzed with the PLC/Grade Level Team three times a year. Additionally, a schedule is created that includes ongoing meetings to discuss formative literacy data with the PLC/Grade Level Team. A protocol is used to analyze assessment data in alignment with the OAS standards. Based on the data, changes (in materials, instructional practices, progress-monitoring assessment, or instructional time) are implemented for core instruction.	0 (0 - ...)	
9. The school fully allocates resources and aligns schedules to support MTSS implementation and staff collaboration. MTSS Rubric #9 - School Infrastructure and Resources - Ensure resources are fully allocated to support MTSS. - Align school schedules with Tiered intervention times and collaboration.	0 (0 - ...)	



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Appendix D - 2B

OKCPS Instructional Framework



TIER 1 INSTRUCTIONAL FRAMEWORK

Opening Secure the Foundation		10% of Lesson
Teacher Actions - Teacher activates prior knowledge, identifies preconceptions, reviews, and provides feedback to students about their performance on formative assessment items based on success criteria previously established. Teachers may also strategically execute a "you do" activity to activate prior knowledge, create cognitive dissonance, and curiosity in the learning.	Student Actions - Students reflect on their own performance and connect their next learning steps to their current performance.	"Looks Like" - "Do now" routine, problem of the day, review CFA, engage w/ticket out of the door (previous day) or ticket in the door (current day), KWL chart, review classwork/homework from previous day, reinforce prior learning to strengthen learning concepts, address and correct misconceptions. Tier 1 reengagement opportunity based on known skill or concept gaps.
Opening Set the Purpose		10% of Lesson
Teacher Actions - Teacher leads the students to activate the learning by creating interest, making applications to prior learning, and making real world connections. Build student's knowledge by previewing the learning targets, intentionally addressing content, academic vocabulary and known misconceptions.	Student Actions - Students engage in activating prior knowledge and building new knowledge.	"Looks Like" - Provide an overview of key concepts or learning, introduce daily learning targets, identify and scaffold difficult learning, establish success criteria, address both academic and social language found in the content, use visual tools to organize the learning and thinking
Work Session Construct the Learning		70% of Lesson
⇌ "I Do" ⇌ Direct Instruction	⇌ "We Do" ⇌ Scaffolded Transition	⇌ "You Do" ⇌ Student Work Session
20% of Lesson	20% of Lesson	30% of Lesson
Teacher Actions - Teacher provides guided standards aligned instruction through a mini-lesson that occurs in whole group or small group. Teachers provide directions, model, and/or explain how to approach the learning. Student Actions - Students primarily listen, take notes, and observe. Create their own visual representation of concepts for future reference. "Looks Like" - Teacher uses modeling strategies: Exemplar worked examples, "think aloud", demonstration. Teacher utilizes direct instruction techniques such as: lecture, note taking, visual representations, relevant video clips. Teacher intentionally connects to the learning target.	Teacher Actions - Teacher provides a support structure to get students to the next level. Guides learning through the use of effective questioning, chunked learning, or dissecting the skill, process, or concept in order to clarify the learning. Student Actions - Students interact, question, collaborate, and attempt new learning "Looks Like" - Guided practice, building anchor charts, graphic organizer, think-(write)-pair-share, group practice problems, using manipulatives, formative strategies to assess learning progress and drive work session groups etc.... Teacher intentionally connects to the learning target.	Teacher Actions - Teacher actively monitors learning, captures data, and provides feedback via effective questioning, clarifying, coaching, scaffolding, validating, and confirming student progress. Teacher takes a data-informed approach to differentiation. Teacher uses techniques to foster student metacognition Student Actions - Using a balance of print and digital resources, students engage either independently or in groups with the learning to practice the new skill and/or concepts in order to implement new learning at the level of the standard. "Looks Like" - Independent or group learning that is aligned to the content associated with the mini-lesson and level of rigor of the standard, classroom discussion strategies around the learning, small group instruction based on formative assessment results. Teacher intentionally connects to the learning target.
Closing Secure the Learning		10% of Lesson
Teacher Actions - Teacher guides students through a closing where the teacher reviews/evaluates/connects the learning, checks for understanding and/or previews upcoming new concepts or next steps.	Student Actions - Students engage in the teacher's guidance, making connections of new concept(s) within their existing conceptual framework of the content.	"Looks Like" - Assess student learning (CFA or ticket out the door), assign additional practice as needed, clarify as needed through feedback, written or oral summarizing. Teacher intentionally connects to the learning target.

Point of note - Percent of instruction (named above) is approximate and should be used as a guide, however there are learning situations and/or activities that will not fit into the prescribed percentages

