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Guardrail Monitoring Report

Month: September	Year: 2026

Guardrail 3 (Advanced Learning Access):

The superintendent shall not diminish or restrict access to advanced learning opportunities for advanced learners as a means of addressing or narrowing the achievement gap.

Interim Guardrail 3A (ICAP Progress):

PROGRESSING

The percentage of students in grades 9–12 who annually complete all required ICAP components will increase from an all cohort average of 40.39% in May 2025 to 60% by May 2027, as measured by district ICAP completion reports.

Interim Guardrail 3B (Opportunities for advanced coursework across campuses):

ON TRACK

The percentage of students in grades 9-12 that are enrolled in advanced coursework [AP, IB, or Concurrent] will increase from 18.8% in May 2025 to 22% by May 2028, as measured by enrollment data sourced from Infinite Campus located in the OKCPS KPI Dashboard.

Interim Guardrail 3C (Engagement in extended GT programming):

PROGRESSING

The number of students completing district-led GATE enrichment camps during the 12-month period ending each June will increase from 90 in June 2025 to 250 by June 2028, as measured by district registration and completion records.

Guardrail Overview

As the district works to improve outcomes for all students and close achievement gaps, it is equally important to ensure that students who are ready for additional challenges continue to have access to meaningful opportunities. This guardrail helps protect access to advanced learning, college preparation, and enrichment opportunities across the district.

Progress is being monitored in three areas: increasing completion of Individual Career and Academic Plans (ICAP), expanding access to advanced coursework such as AP, IB, and concurrent enrollment, and increasing participation in district-led gifted and talented enrichment opportunities.

The intent is simple: raise achievement for all students while continuing to support students who are ready to go further.

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Interim Guardrail 3A Rationale - ICAP

Why Interim Guardrail 3A Matters

ICAP helps students think about their interests, goals, courses, and plans for life after high school. Completing the ICAP process helps ensure students are actively planning for college, career, or other opportunities that fit their goals.

Student Impact:

- ICAP helps students identify their interests, strengths, and career options.
- ICAP allows students to connect their current coursework to future goals.
- The ICAP process helps students explore future opportunities across our three focus areas of enrollment, enlistment, and employment while connecting their ICAP to meaningful career exploration and pathway experiences.
- The annual ICAP plan informs and connects directly to students' career pathway selections.
- ICAP requires students to develop a personalized plan for their future with goals that are reviewed each year. This allows students to take ownership of their future and align their courses to that plan.
- ICAP moves students from simply attending school to actively planning for their future.

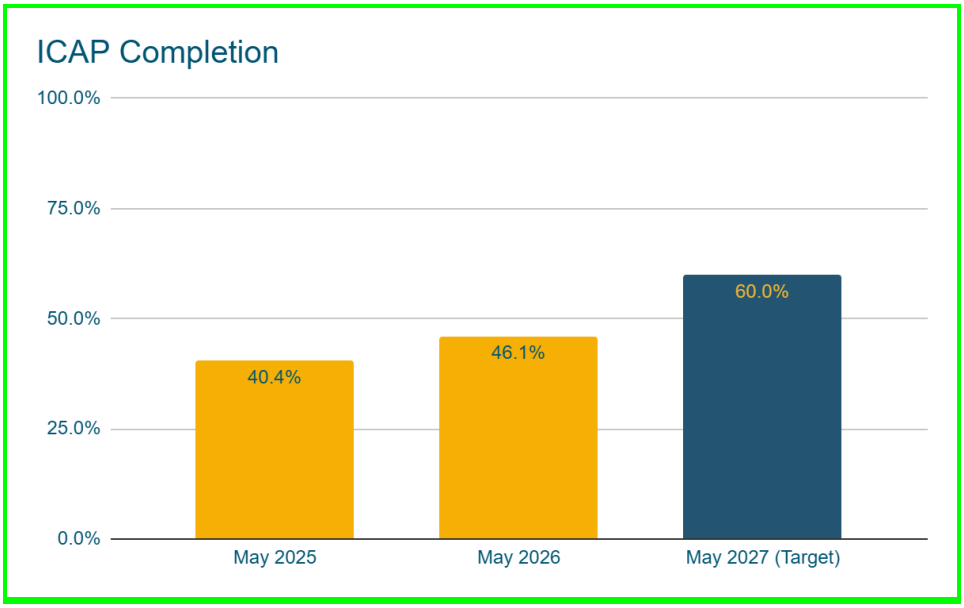
Interim Guardrail 3A: Key Vocabulary

- **ICAP-** Individualized Career Academic Plan
- **Annual ICAP Plan**- One assessment (about career Interests, skills Confidence, and/or work values), one education plan (ex. Credit check document), and one goal (related to academics, career, personal, etc.)
- **Career Pathway**- A structured sequence of courses, experiences, credentials, and work-based learning opportunities that helps students explore a career field and develop the knowledge and skills needed for success in postsecondary education, enlistment, or employment.
- **OK Career Guide**- A free, statewide online career planning and education system sponsored by the Oklahoma Department of Career and Technology Education.
- **Kuder Navigator** - An online education and career planning system designed for students in grades 6 through 12 that helps students learn about their strengths, explore future jobs, and plan for life after high school
- **CTE** - Career and Technical Education
- **WFD**- Work Force Development

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Interim Guardrail 3A: Measurement



Interim Guardrail 3A ICAP Progress for SY25-26 at **46.1%**. This is an increase of 5.7% points from last school year, and is 13.9% points away from the 60% May 2027 target.

What We Measure

- The percentage of students in grades 9-12 who annually complete all required ICAP components.

Where We Measure

- OKCareerGuide featuring Kuder Navigator

How We Measure

OKCareerGuide featuring Kuder Navigator

- Interim Guardrail 3A ICAP Progress for SY25-26 is at **46.1%**. This is an increase of 5.7% points from last school year, and is 13.9% points away from the 60% May 2027 target. Having "completed" the required ICAP components means having completed at least one assessment (Career Interests, Skills Confidence, and/or Work Values assessments), one education plan, and one goal (Academic, Career, Personal, and/or Other goals) per year (ex. a ninth grader is expected to have completed one of each by the end of their ninth-grade year, a tenth grader is expected to have completed 2 of each, etc). Additionally, seniors are expected to report having completed either the ACT or the SAT, and at least one work- or service-based learning opportunity by the end of their senior year. This percentage includes 9-12 grade students having completed the expected grade-level ICAP requirements by the end of May, out of all 9-12 grade students enrolled as of the end of that school year.

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Interim Guardrail 3A: Initiative Priorities

System Priorities

- Ensure every student has access to ICAP from 8th grade to 12th grade
- Established consistent district expectations for ICAP, including training program for students, teachers, counselors, and principals
- Provide opportunities for students to explore career pathways aligned to their ICAP

Adult Actions:

- Teachers
  - Integrate ICAP into classroom instruction
  - Provide time and support for students to complete and reflect on ICAP activities.
  - Encourage students to take ownership of their goals and plans
  - Communicate student needs or barriers to counselors & administrators
- Counselors
  - Provide ICAP advising and support.
  - Review student ICAPs and help students develop realistic academic and postsecondary plans.
  - Use ICAP information when supporting course selection, and pathway decisions.
  - Identify students who are off-track or need additional support.
  - Connect students with CTE, college, career, credential, military, and workforce opportunities.
  - Engage families in the ICAP process.
- Site Administrators
  - Establish ICAP as a schoolwide priority and expectation.
  - Ensure teachers and counselors have dedicated time and resources for ICAP implementation.
  - Monitor ICAP participation and completion across the school.
  - Ensure ICAP is integrated into existing advising, registration, and student-support processes.
  - Use school-level data to identify gaps and develop action plans.
- Central Office Leader
  - Establish districtwide ICAP expectations, processes, and implementation standards.
  - Provide professional development, resources, and ongoing support to schools.
  - Monitor districtwide ICAP implementation and student outcomes.
  - Use data to identify implementation gaps and provide targeted support to schools.
  - Develop and maintain partnerships that expand student access to career, college, credential, and work-based learning opportunities.
  - Ensure alignment between ICAP, CTE, WFD, graduation planning, postsecondary readiness, and district strategic priorities.

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Interim Guardrail 3A: Project Timelines and Milestones

What was done in SY25-26 and will be done on 26-27 to reach the end of year goal for the percentage of students in grades 9–12 who annually complete all required ICAP components will have an all cohort completion average of 60% in May 2027, as measured by district ICAP completion reports.

Phase 1 (2025-2026):

- Reviewed current ICAP practices, completion data, and areas of need across schools.
- Provided professional learning (including the semesterly Postsecondary Summit and monthly site Postsecondary Success Team Meetings) and support to counselors, teachers, and school staff on ICAP expectations and the use of Kuder/OK Career Guide.
- Provided collaborative professional development time for school feeder patterns to have vertical alignment that connects the process and experience from middle to high school.

Phase 2 (2026-2027):

- Establish consistent districtwide expectations for annual completion of all required ICAP components for students in grades 9–12.
- Provide targeted training and ongoing support for teachers and counselors based on identified implementation needs.
- Integrate ICAP activities into existing counseling, advising, course-selection, and career-readiness practices rather than treating ICAP as a separate compliance activity.
- Use district and school-level ICAP completion reports to monitor progress throughout the year and identify students and schools requiring additional support.
- Increase alignment between ICAP, career pathways, work-based learning, credentials, college and career opportunities, and graduation planning.
- Share progress data with site administrators and district leadership monthly to support accountability and continuous improvement.

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Interim Guardrail 3B Rationale - Advanced Coursework

Why Interim Guardrail 3B Matters

Students should be encouraged to recognize when they are ready for greater challenges and to take advantage of opportunities that stretch their learning. Increasing participation in AP, IB, and concurrent enrollment is one way to encourage students to challenge themselves, prepare for their next steps, and reach their full potential. This also helps the district identify where additional support or program opportunities may be needed.

Student Impact:

Students have equitable access to rigorous coursework and are empowered to pursue academic challenges that build confidence, deepen learning, and prepare them for success in college, career, and life.

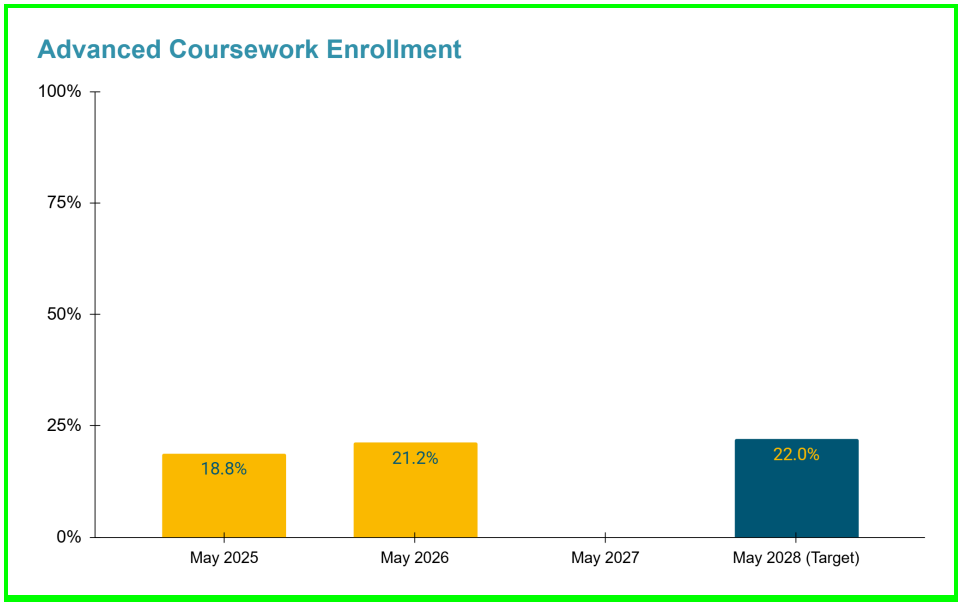
Interim Guardrail 3B: Key Vocabulary

- **AP (Advanced Placement)** - College-level coursework and exams that provide students opportunities to engage in rigorous academic experiences and potentially earn college credit or advanced placement.
- **IB (International Baccalaureate)** - Rigorous, inquiry-based coursework that develops students' academic knowledge, critical thinking, research skills, and global perspectives, with opportunities to earn college credit or advanced standing based.
- **Concurrent Enrollment** - An opportunity for eligible high school students to take college-level courses while in high school and earn both high school and college credit, providing an early pathway to postsecondary education.
- **Rigorous Coursework** - Challenging academic experiences that stretch students' thinking, build college- and career-ready skills, and prepare them for success in postsecondary education and beyond.
- **AP Classroom** - A College Board digital platform that provides AP teachers and students with course-aligned instructional resources, practice, assessments, and progress-monitoring tools.
- **FAY** - Students who attended school the Full Academic Year. **NFAY** students are identified as students who enroll after the 10th day of school beginning, or who have a break in attendance exceeding 10 days within the school year.

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Interim Guardrail 3B: Measurement



Interim Goal 3B Advanced Coursework SY25-26 May enrollment for grades 9-12 was **21.2%**.
This is an increase of 2.4 percentage points from last school year, and is .8 percentage points short of the May 2028 goal of 22%. We are on track.

What We Measure

- The percentage of students in grades 9-12 that are enrolled in advanced coursework (AP, IB, and concurrent)

Where We Measure

- Infinite Campus

How We Measure

- "Enrollment" is a course enrollment record listed in Infinite Campus. Students enrolled in any AP, IB, or concurrent course will be counted. Students are only counted once. The numerator is the number of 9-12 grade students enrolled in at least one advanced course. The denominator is all 9-12 grade students. The count includes all students with a Quarter 4 course enrollment record regardless of FAY status. Withdrawn courses are excluded.

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Interim Guardrail 3B: Initiative Priorities

System Priorities

- Track AP/IB/concurrent enrollment recruitment through the number of advising and recruitment sessions, targeted students reached, students expressing interest, and students advancing to enrollment.
- Ensure AP teachers receive targeted professional learning and ongoing support to strengthen effective instruction and create a high-quality student experience that supports student recruitment and retention.

Adult Actions:

- Teachers
  - Provide high-quality AP experiences that engage students, build confidence, and encourage continued participation and recruitment of other students.
- Counselors
  - Identify, advise, and recruit students for AP/IB/concurrent enrollment and support them through the course selection process.
- Site Administrators
  - Create the conditions for AP success by providing teacher support, access to training, monitoring outcomes, and removing barriers to student access and achievement.
- Central Office Leader
  - Build AP teacher capacity through aligned professional learning, resources, and instructional support to ensure high-quality AP instruction.
  - Build counselor capacity to effectively advise and recruit students for AP and concurrent enrollment opportunities.

Interim Guardrail 3B: Project Timelines and Milestones

Phase 1: (2025–2026)

- Launched an enhanced vision for AP through a district-hosted one-day summit for AP teachers.
- Established ongoing professional learning through two AP teacher job-alike PLCs during the school year.
- Established the use of AP Classroom as an instructional expectation for all AP teachers to support aligned instruction, practice, and student progress monitoring.
- Established AP Professional Learning Expectations: Set expectations for AP teachers to participate in summer professional learning a minimum of every two years.
- Counselors recruited and supported students in accessing AP/IB courses and concurrent enrollment opportunities, including the Early Start program, which allows eligible students to begin concurrent enrollment as early as 10th grade.
- Counselors identified students who met qualification requirements, presented them with the opportunities available to them through AP, IB, and concurrent enrollment, and advised them through the next steps for enrollment.
- Application to expand access to IB through the MYP (middle years program) offered at Classen SAS Middle School to prepare students and increase participation in the IB program at Classen SAS at Northeast High School.

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Phase 2: (2026–2027)

- Provide Targeted AP Teacher Training: Two focused professional learning days addressing priority instructional needs, including a review of previous-year AP exam results and a February analysis of mock exam results.
- Utilize Ongoing Data-Based Decision-Making: Use AP exam and mock exam data to identify instructional priorities and provide targeted support to teachers.
- Host a District AP Summer Institute: Host a four-day, district-based AP Summer Institute in summer 2027 to build teacher capacity and sustain high-quality, aligned AP instruction.
- Counselors will support and recruit students in accessing AP/IB courses and concurrent enrollment opportunities, including the Early Start program, which allows eligible students to begin concurrent enrollment as early as 10th grade.
- Counselors will identify students who met qualification requirements, presented them with the opportunities available to them through AP, IB, and concurrent, and advised them through the next steps for enrollment.
- Through individual counseling and advisement meetings, students learn that the district helps eliminate financial barriers to enrollment by covering typical costs placed on students and families for books and fees.
- Counselors and site administration will build a pipeline of students beginning in middle school through honors, pre-AP, advanced, and accelerated courses.
- Provide families with clear information about the benefits of AP/IB and how courses can connect to college and career goals.
- Expanded access to IB through the MYP (middle years program) offered at Classen SAS Middle School to prepare students and increase participation in the IB program at Classen SAS at Northeast High School.

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

- Sustain High-Quality AP Instruction: Continue targeted professional learning and ongoing support focused on aligned AP instruction and a high-quality student experience.
- Use Data to Drive Continuous Improvement: Monitor AP enrollment, persistence, course performance, and exam results to identify trends, celebrate successes, and address areas for improvement.
- Measure Student Impact: Evaluate whether improvements in instructional quality and the AP student experience are contributing to increased student success.
- Sustain previous efforts by counselors to sustain supporting, recruiting, and individually advising students in accessing AP/IB courses and concurrent enrollment opportunities, including the Early Start program, which allows eligible students to begin concurrent enrollment as early as 10th grade.
- Sustain middle grades pipeline programs that allow student access to advanced programming by maintaining family and student communications about the benefits of AP/IB and how courses can connect to college and career goals.

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Interim Guardrail 3C Rationale - Gifted and Talented Programming

Why Interim Guardrail 3C Matters

Students benefit from opportunities to explore their interests more deeply, discover new areas of curiosity, and develop a passion for learning beyond the classroom. GATE enrichment experiences provide opportunities to extend students' thinking, explore areas that may not be part of the regular course of study, and connect students with experiences that can broaden their interests and possibilities.

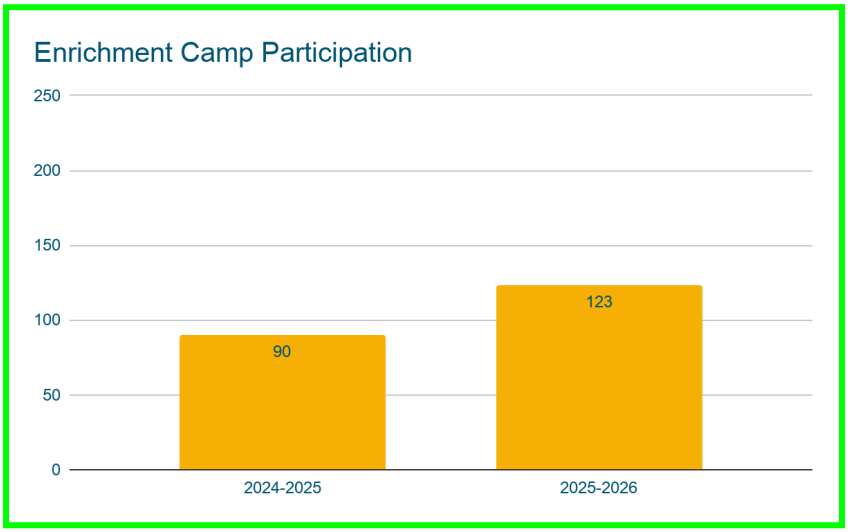
Student Impact:

- **Academically Prepared and Motivated:** Enrichment camps deepen foundational skills by challenging students to apply critical thinking, solve non-routine problems, and persist through complex tasks.
- **Resilient, Self-Aware, and Goal-Oriented:** Advanced learners tackle high-rigor, open-ended tasks that foster a growth mindset, encourage productive struggle, and connect personal interests to post-secondary pathways leading to enrollment, enlistment, or employment.
- **Collaborative Leaders and Effective Communicators:** The enrichment camp groups diverse peers together, requiring students to share ideas clearly, listen actively, and lead collaborative teams to solve real-world problems.
- **Civic-Minded and Emotionally Competent:** Broadened course topics encourage students to explore diverse perspectives, navigate new social environments, and build self-confidence in an inclusive space.

Interim Guardrail 3C: Key Vocabulary

- **Enrichment:** Learning opportunities designed to go beyond the core curriculum, offering advanced concepts and exploratory topics outside the scope of grade-level standards.

Interim Guardrail 3C: Measurement



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What We Measure

- Total number of students completing district-led GATE enrichment camps per 12-month period.

Where We Measure

- Centralized district GATE registration and daily attendance records

How We Measure

- Annual year-over-year completion counts evaluated every June against the target trajectory

Interim Guardrail 3C: Initiative Priorities

System Priorities

- **Multi-Tiered Enrichment Pipeline:** Establish a dual-tier model where school-site enrichment programs throughout the school year spark student interest and serve as a feeder system into high-demand district-led camps.
- **Diverse, High-Interest Offerings:** Maintain a balanced suite of non-traditional courses utilizing course viability and student survey data to optimize course selection.
- **Cross-District Collaboration and Mentorship:** Partner with high schools to integrate student volunteers as camp mentors, providing service-learning opportunities for older students while enriching younger learners' experience.

Adult Actions:

- **Teachers**
  - Actively identify and encourage advanced and curious learners to participate in campus and district enrichment opportunities.
- **Site Administrators**
  - Through collaboration with the Gifted and Talented Site Coordinator, establish and support campus-level, ongoing enrichment opportunities during the school year.
- **Central Office Leader**
  - Design and curate the overarching district camp curriculum, ensuring course tracks align with the Profile of a Graduate competencies and offer high-interest topics beyond grade-level standards.
  - Manage camp logistics and secure qualified instructional staff and high school volunteer mentors.
  - Analyze registration, attendance, and post-camp student survey data to refine course offerings and ensure steady progress toward the goal.

Interim Guardrail 3C: Project Timelines and Milestones

Phase 1:

- 2024-2025
  - **Structure:** 1 site, Grades 3-8, 5 engineering focused course opportunities using Engineering is Elementary (EiE) Kits
  - **Outcome:** Established a baseline of 90 completed students focused primarily on academic problem-solving.

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Phase 2:

- 2025-2026
  - **Structure:** 2 sites, Grades 3-8, 6 diverse course options (coding, drones, Esports, innovations, civilization building, and creative storytelling)
  - **Outcome:** 1 course didn't make because of low enrollment, reached 123 students, conducted a student survey to refine course viability and high-interest offerings in the future

Phase 3:

- 2026-2027
  - **Target:** approximately 170 students by June 2027
  - **Milestones:** Launch 1-day sessions for grades 1-2 to instill early academic motivation, create a leadership pipeline by engaging high school volunteers as camp mentors, earning service hours while building real-world communication and civic leadership skills

Phase 4:

- 2027-2028
  - **Target Completion:** 250 students by June 2028
  - **Milestones:** Establish a dual-tier enrichment ecosystem where individual school sites are providing ongoing school-based enrichment opportunities throughout the academic year.