
PIONEERS
OF PERSONALIZED EDUCATION
OCTOBER 6 - 8

Exploring the 4.0: What Does “Advanced” Look Like in a School?

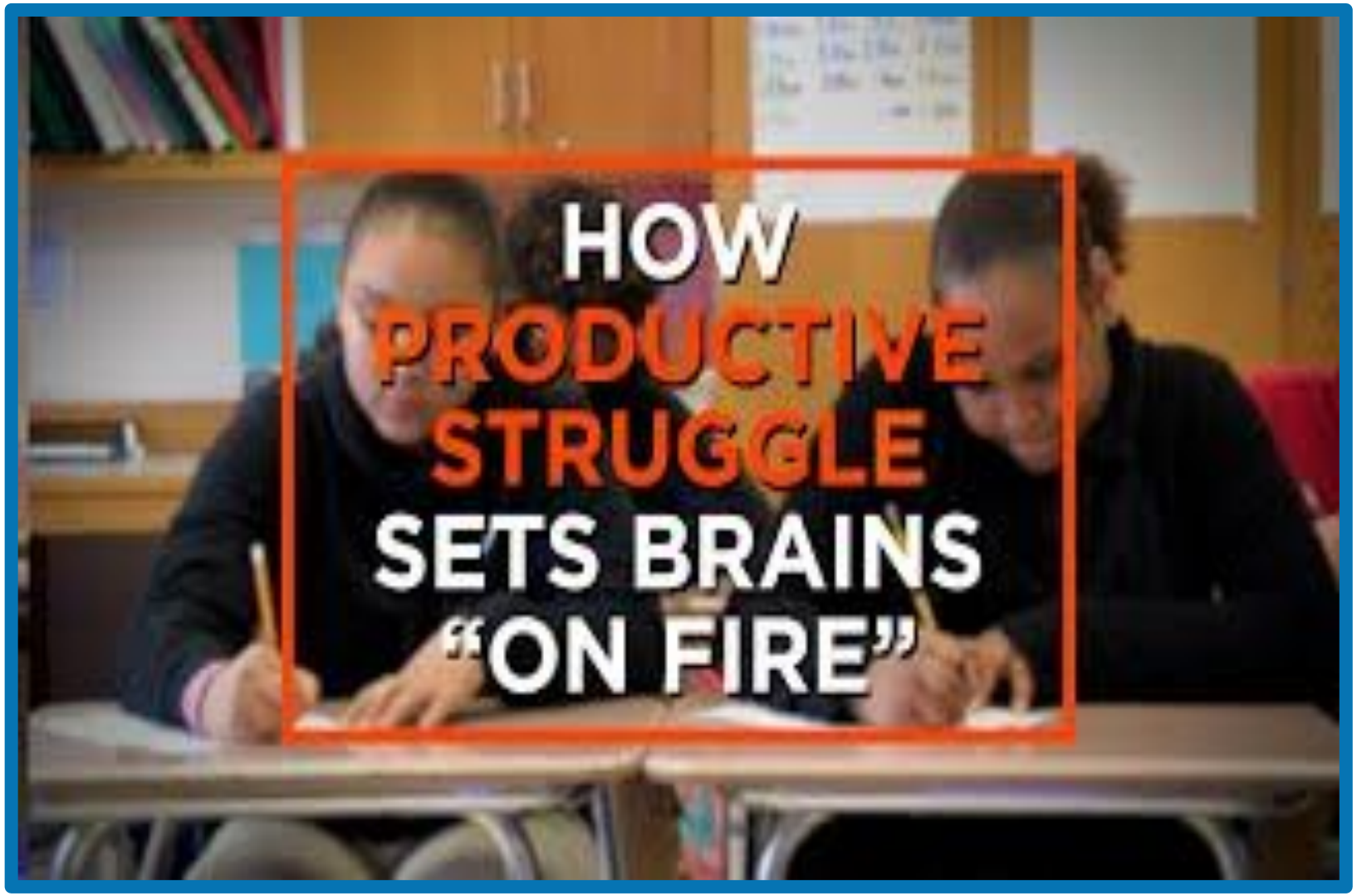
Objectives for Today

- ★ Understand the culture shift required to challenge all learners
- ★ Dive deeper into the concept of academic excellence at at 3.5 and 4.0 level
- ★ Share a variety of district resources that systematically support high-ability learners
- ★ Examine the attributes and benchmarks that define an advanced educational experience
- ★ Explore innovative teaching methods
- ★ Discuss assessment strategies, and technology integration that propel schools towards a 4.0 standard
- ★ Review strategies administrators can use to set goals and delve into schoolwide data on this important topic

WPS SUMMIT

The Why

Rigorous, higher-order thinking promotes deeper, longer-lasting learning because it involves analyzing, synthesizing, and applying one's learning. All of this helps to more meaningfully encode or embed it into *long-term memory.*



Do & Don’ts of Instruction for High-ability Learners

High-ability learners are students from all backgrounds who have a strength in any content area/unit and need additional challenge, complexity, depth, acceleration, and a faster pacing. High-ability learners may or may not be identified for Gifted and Talented Programming. High-ability learners may exceed in one area/standard but struggle in others.

The Do’s

- ★ Do understand that high-ability learners, just like all students, come to school to learn and be challenged.
- ★ Do understand that high-ability learners deserve to learn something new everyday.
- ★ Do encourage high-ability students to take on challenges. Because they're often used to getting good grades, high-ability students may be risk averse (e.g. encouraging a Score of 4.0).

The Don'ts

- ★ Don’t confuse high achievers with high-ability students. High achievers put in the time and effort to succeed in school. This may not be the case with high-ability students. Their gifts may not translate into academic achievement and their behavior can at times appear noncompliant.
- ★ Don’t assume that all high-ability students are the same and that one strategy works for all.
- ★ Don’t confuse extension activities with additional work. High-ability students need deeper and more complex assignments.
- ★ Don’t give too many directions to students about how they should complete a task. Say, "Here's the end result I'm grading. How you get there is your choice."

Processing Time: Share, Share, Trade

1. Write down one way your system, school leaders, or teachers support advanced learners.
2. Pair Up - Use the stand up/hands up/pair up method for participants to find a partner.
3. Partner Teams
    a. Determine a Partner A and Partner B. Partner A is the person who traveled the furthest distance to attend the WPS Summit.
    b. Partner A shares the ideas with their Partner B. Partner B shares with Partner A.
    c. After thanking each other and switch cards.
4. Repeat with a total of two partners to gather a variety of new ideas across the room.

WPS SUMMIT

System Supports for High-Ability Learners

System Tools & Resources to Support Challenge

- ★ High Reliability Schools - Level 5 - Competency Based Education
- ★ 4.0 Example Tasks on all Proficiency Scales
- ★ Multi-Level Tool to support our Accelerated Learning Model
- ★ Digital Resources/Tools that allow access to multiple grade levels
- ★ Permission to use AI aligned with proficiency scales
- ★ District SOPs that support content and grade-level acceleration
- ★ Strategy Toolkit to Challenge All Learners
- ★ PLC process to discuss extensions of learning based on demonstrations of learning.
- ★ Westminster Instructional Model Elements offer Challenge

HRS Level 5: Competency-Based Education (Scheduling, Pacing, Anytime/Anywhere Learning)

- ★ 5.1 Students **move on** to the next level of the curriculum for any subject area only after they have **demonstrated competence** at the previous level
- ★ 5.2 The **school schedule** is designed to accommodate students moving at a pace appropriate to their background and needs
- ★ 5.3 Students who have demonstrated competence levels greater than those articulated in the system are afforded immediate opportunities to begin work on **advanced content and/or career paths of interest.**
- ★ 1.9 The school has programs and practices in place that help develop **student efficacy and agency**.

WPS SUMMIT

How do we measure student competency?

- ★ WPS Proficiency Scales
- ★ Scoring Scale - 1.0 to 4.0
- ★ Targets tracked in Empower

Score 4.0 GOAL	Exceeds minimum competency Deeper learning of the content and complex tasks Application of skills Real-world connection
Score 3.0	Minimum competency (Performance Level Proficiency)
Score 2.0	Below minimum competency
Score 1.0	Far below minimum competency even with help

WPS SUMMIT

Score of 4.0 on All Proficiency Scales

Level 7: Audience, Purpose, and Task

WPS Proficiency Scale

CDE Strand: Writing and Composition **CCSS Strand:** Writing			
Proficiency Scale Theme: Audience, Purpose, and Task			
Empower	**Recorded Learning Target:** LI.07.W1.04.05		**CCSS Domain:** W1.Text Types & Purposes
	Learning Target Breakdown		
Score 4.0	**In addition to exhibiting Score 3.0 performance, in-depth inferences and applications that go BEYOND what was taught in class.** *(Score 4.0 does not equate to more work but rather a higher level of performance as articulated in this sample task.)* • Rewrite a text for a new audience, adjusting style and tone to match the audience and purpose (for example, transform a research report on how astronauts prepare for space travel into a presentation that uses tone to communicate how astronauts feel about different aspects of the training as well as images and interesting facts to appeal to a peer audience). (DOK 3, CR)		
	Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The learner…** **APT1**— Develop writing that demonstrates the most appropriate purpose for a specific task (for example, in response to the question "Who inspires you?", write an informative text about an inspirational historical or living person and explain how this person's actions have influenced your life). (CAS: RW.7.3.4.d) (CCSS: W.7.4) (DOK 2, AP) **APT2**— Develop writing that addresses the most appropriate audience for a specific task (for example, in response to the question "What would you change about your family, if you could?", describe a common disagreement with parents or guardians and write a persuasive letter trying to convince them to agree with your opinion; use reasons and evidence that will appeal to the audience). (CAS: RW.7.3.4.d) (CCSS: W.7.4) (DOK 2, AP) **APT3**— Use a style and tone appropriate to a specific task (for example, in response to a request for an informative text, use a formal writing style and objective or neutral tone). (CAS: RW.7.3.1.a.iv, 7.3.2.a.v, 7.3.4.d) (CCSS: W.7.1d, 7.2e, 7.4) (DOK 2, AP) **The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.**		
	Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).	

WPS SUMMIT

Level+ Math Multi-Level Instructional Progression

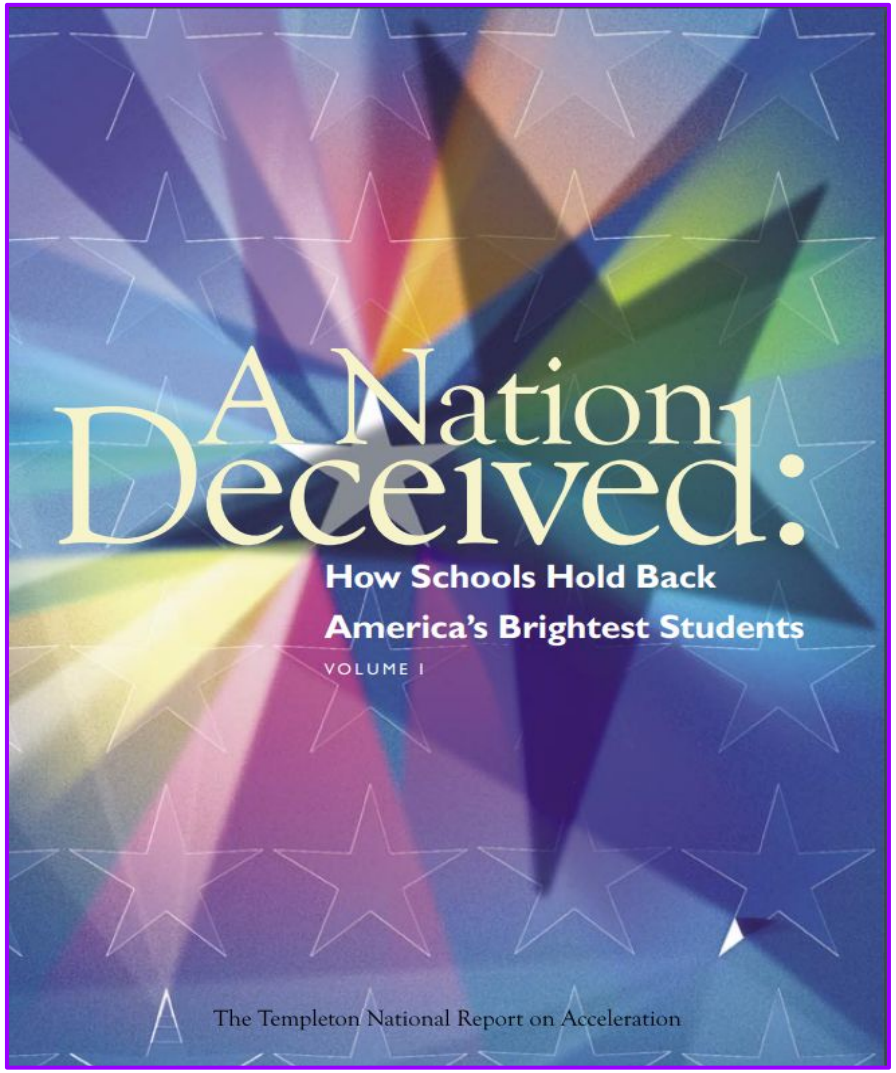
This tool was created to support multi-level planning for Math in WPS. This tool is designed for groups of students who need instruction in the universal level and the level ABOVE.

Level 3+ - Math				
WPS Proficiency Scale	**CCSS**	**Topic**	**Strategic Level Instruction**	**Deeper Learning**
L03 Multiplication L03 Division	3.OA.A	EnVision Topic or Unit 2	enVisions Level 04 Topics 3, 4, 5, 6, 7 & 13	* Pick a Project w/Extension * Enrichment activities in enVision

WPS SUMMIT

Acceleration Matters!

- ★ Content Acceleration
- ★ Grade-Level Reassignment
- ★ Self-paced Proficiency Scale Instruction
- ★ Curriculum Compacting
- ★ Early Graduation
- ★ Concurrent Enrollment
- ★ Early Entrance to High School



WPS SUMMIT

Standard Operating Procedures

Advanced Middle School Learners

The following guidelines prescribe the process for offering and awarding high school level competency credits from WPS District middle schools or K-8s. The opportunity to earn high school credit toward graduation requirements is only available for the content areas of Math, Literacy/Language Arts, Science and Social Studies.

IC COURSES - Middle school schedulers will have access to the following high school level courses. No other High School courses should be scheduled and/or scored for Middle School students:

- **Math**
  - MA09AG11 - Integrated Math 1
  - MA10AG11 - Integrated Math 2
- **Literacy**
  - LI09E111 - Eng/Lang. Arts 1
  - LI10E211 - Eng/Lang. Arts 2
- **Science**
  - SC09PS11 - Physics
- **Social Studies**
  - SS20US11 - US History

Grade Level Re-assignment

Non-sequential grade reassignment assigns a student to a higher grade level than is typical given the student's age full-time to meet the high achieving or gifted student's unique needs. Non-sequential Grade Level Reassignment is rare, and many factors are considered when evaluating whether or not a child is a good candidate.

Example:

- After completing the first-grade year, a student is placed in a third-grade classroom (rather than a second-grade classroom) full-time at the beginning of the next school year.

To be eligible to apply a student must:

- Be at (or on track to attaining by the end of the current academic year) the grade level equivalent performance level in Math, Literacy, Science, and Social Studies for the targeted grade level placement.
- Be at least one performance level above the targeted grade level equivalent in one of the core areas (Math, Literacy, Science, or Social Studies).
- Be at the targeted grade level equivalent performance level in the non-core areas (Performing Arts, Visual Arts, Technology, and Physical Education), or have met the graduation benchmarks in these levels. Note: World Language is not included in this requirement.
- Have demonstrated performance at the Score 4.0 on multiple proficiency scales.
- Have demonstrated Met/Exceed performance on previous CMAS Math and English Language Arts assessments or PSAT 8/9.
- Have met grade level equivalent performance benchmarks on the Renaissance STAR.

WPS SUMMIT

Anytime, Anywhere Learning

The How

Students can master proficiencies outside of school! This can happen through our *Anytime, Anywhere Learning* initiative which puts the ownership of learning in the hands of students by allowing them to connect real-life experiences to the the classroom.

Participation is easy! Students just use the QR Code below to get started. Please encourage your child to apply.

*For more information, please go to the Anytime, Anywhere Learning site.

Anytime, Anywhere Learning Examples

- ★ Creating blueprints for landscaping tree farm.
- ★ Writing poetry, prose, a blog or song lyrics for fun.
- ★ Participating in a community play, chorale, or instrumental group.
- ★ Helping construct a new addition to his house.
- ★ Preparing grandparents' tax returns.
- ★ Providing day care after school.
- ★ Conducting a well-planned, at-home science experiment over break.
- ★ Participating in an individual or team sport & applying leadership skills.

The sky's the limit!

WPS SUMMIT

Professional Development

Toolkits to Challenge All Learners

1. Creativity
2. Divergent Thinking or Cross Cutting Concepts
3. Score of 4.0's
4. Anytime, Anywhere Learning Projects
5. Choice Menus
6. Offering Difficult Problems First
7. Higher Order Questions
8. Depth and Complexity Framework
    a. 11 Icons
    b. Think like an expert
    c. Think across disciplines
    d. Universal Concepts
9. Cognitive Rigor Matrix
10. Differentiation
    a. Products
    b. Process
    c. Content
    d. Environment

Westminster Instructional Model

Elements that offer rigor!

- ★ Similarities and Differences
- ★ Cognitively Complex Tasks
- ★ Generating and Defending Claims
- ★ Revising Knowledge
- ★ Examining and Correcting Errors
- ★ Elaborative Inferences
- ★ Using Long Term Projects

WIM Element - IVf. Revising Knowledge

Question	Strategy
What strategies do you currently use to challenge learners?	What strategies will you use now to challenge learners? I used to think _____ but now I _____.

WPS SUMMIT

WIM Element - IVf. Elaborative Inferences

- What person is associated with this product?
- What time period is associated with this product?
- What event is associated with this product?
- What causes or consequences are associated with this product?
- What places are associated with this product?
- What values are associated with this product?

Classroom Supports for High-Ability Learners

Rigor by Design - Karin Hess- Where do we stop?

Lesson Design	Bloom's Taxonomy	Strategies
Acquire Foundation	**Goal:** Build essential knowledge and basic skills. **Focus:** Surface learning, recall, and comprehension. 💡 *Teacher Role:* Direct and structured guidance. 💬 *Student Role:* Build foundational understanding and basic fluency.	Explicit Instruction, Vocabulary Development, Structured Note-Taking, Retrieval Practice, Think-Alouds, Anchor Charts
Use, Connect, Conceptualize	**Goal:** Move from remembering to applying and making conceptual connections. **Focus:** Application and linking ideas. 💡 *Teacher Role:* Facilitate connections between concepts. 💬 *Student Role:* Apply and relate new learning to prior knowledge.	Concept Sorting, Compare & Contrast, Guided Inquiry, Collaborative Problem Solving, Sentence STEMS
Deepen & Construct Meaning	**Goal:** Develop conceptual understanding and reasoning. **Focus:** Strategic thinking and analysis. 💡 *Teacher Role:* Challenge thinking with probing questions and feedback. 💬 *Student Role:* Analyze, infer, and justify reasoning.	Socratic Seminars, Case studies or Complex Problem Solving, Claim, Evidence, Reasoning, Error Analysis, Metacognition Reflection, Concept Mapping
Extend, Transfer, Broaden Meaning	**Goal:** Transfer understanding to new, unfamiliar contexts. **Focus:** Innovation, synthesis, and real 💡 *Teacher Role:* Coach and facilitator of transfer and creativity. 💬 *Student Role:* Self-directed learners applying knowledge independently -world application.	Performance Tasks, Independent Research Projects, Cross-disciplinary Connections, Teach-back/peer Instruction, Real world Simulation, Service learning/Community Application

Cognitive Rigor and DOK Focus - Hess

TOOL 2

HESS COGNITIVE RIGOR MATRIX | MATH-SCIENCE CRM

Integrating Depth-of-Knowledge Levels with Bloom's Cognitive Process Dimensions

Revised Bloom's Taxonomy	DOK Level 1 Recall and Reproduction	DOK Level 2 Skills and Concepts	DOK Level 3 Strategic Thinking or Reasoning	DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	o Recall, observe, and recognize facts, principles, properties o Recall/ identify conversions among representations or numbers (e.g., customary and metric measures)	Use these Hess CRM curricular examples with most mathematics or science assignments or assessments.		
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare-contrast, match like ideas, explain, construct models	o Evaluate an expression o Locate points on a grid or number on number line o Solve a one-step problem o Represent math relationships in words, pictures, or symbols o Read, write, compare decimals in scientific notation	o Specify and explain relationships (e.g., non examples or examples; cause-effect) o Make and record observations o Explain steps followed o Summarize results or concepts o Make basic inferences or logical predictions from data or observations o Use models or diagrams to represent or explain mathematical concepts o Make and explain estimates	o Use concepts to solve non routine problems o Explain, generalize, or connect ideas using supporting evidence o Make and justify conjectures o Explain thinking or reasoning when more than one solution or approach is possible o Explain phenomena in terms of concepts	o Relate mathematical or scientific concepts to other content areas, other domains, or other concepts o Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	o Follow simple procedures (recipe-type directions) o Calculate, measure, apply a rule (e.g., rounding) o Apply algorithm or formula (e.g., area, perimeter) o Solve linear equations o Make conversions among representations or numbers, or within and between customary and metric measures	o Select a procedure according to criteria and perform it o Solve routine problem applying multiple concepts or decision points o Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps o Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) o Construct models given criteria	o Design investigation for a specific purpose or research question o Conduct a designed investigation o Use concepts to solve non routine problems o Use and show reasoning, planning, and evidence o Translate between problem and symbolic notation when not a direct translation	o Select or devise approach among many alternatives to solve a problem o Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	o Retrieve information from a table or graph to answer a question o Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) o Identify a pattern or trend	o Categorize, classify materials, data, figures based on characteristics o Organize or order data o Compare-contrast figures or data o Select appropriate graph and organize and display data o Interpret data from a simple graph o Extend a pattern	o Compare information within or across data sets or texts o Analyze and draw conclusions from data, citing evidence o Generalize a pattern o Interpret data from complex graph o Analyze similarities-differences between procedures or solutions	o Analyze multiple sources of evidence o Analyze complex or abstract themes o Gather, analyze, and evaluate information
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	"UG"—unsubstantiated generalizations = stating an opinion without providing any support for it!		o Cite evidence and develop a logical argument for concepts or solutions o Describe, compare, and contrast solution methods o Verify reasonableness of results	o Gather, analyze, and evaluate information to draw conclusions o Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns or structures, generate, hypothesize, design, plan, produce	o Brainstorm ideas, concepts, or perspectives related to a topic	o Generate conjectures or hypotheses based on observations or prior knowledge and experience	o Synthesize information within one data set, source, or text o Formulate an original problem given a situation o Develop a scientific/mathematical model for a complex situation	o Synthesize information across multiple sources or texts o Design a mathematical model to inform and solve a practical or abstract situation

- **Tool #1:** Close Reading & Listening CRM
- **Tool #2:** Math & Science CRM
- **Tool #3:** Written & Oral Communication CRM
- **Tool #4:** Social Studies & Humanities CRM
- **Tool # 5A:** Fine Arts CRM
- **Tool # 5B:** Health & Physical Education CRM
- **Tool # 5C:** World Languages CRM
- **Tool # 5D:** Career & Technical Education CRM

The How

- ★ What routines and systems need to be in place to make this happen?
- ★ How will you share this opportunity with your students and their families?
- ★ How you will incorporate into instructional planning?
- ★ How do we increase student agency through this opportunity?

WPS SUMMIT

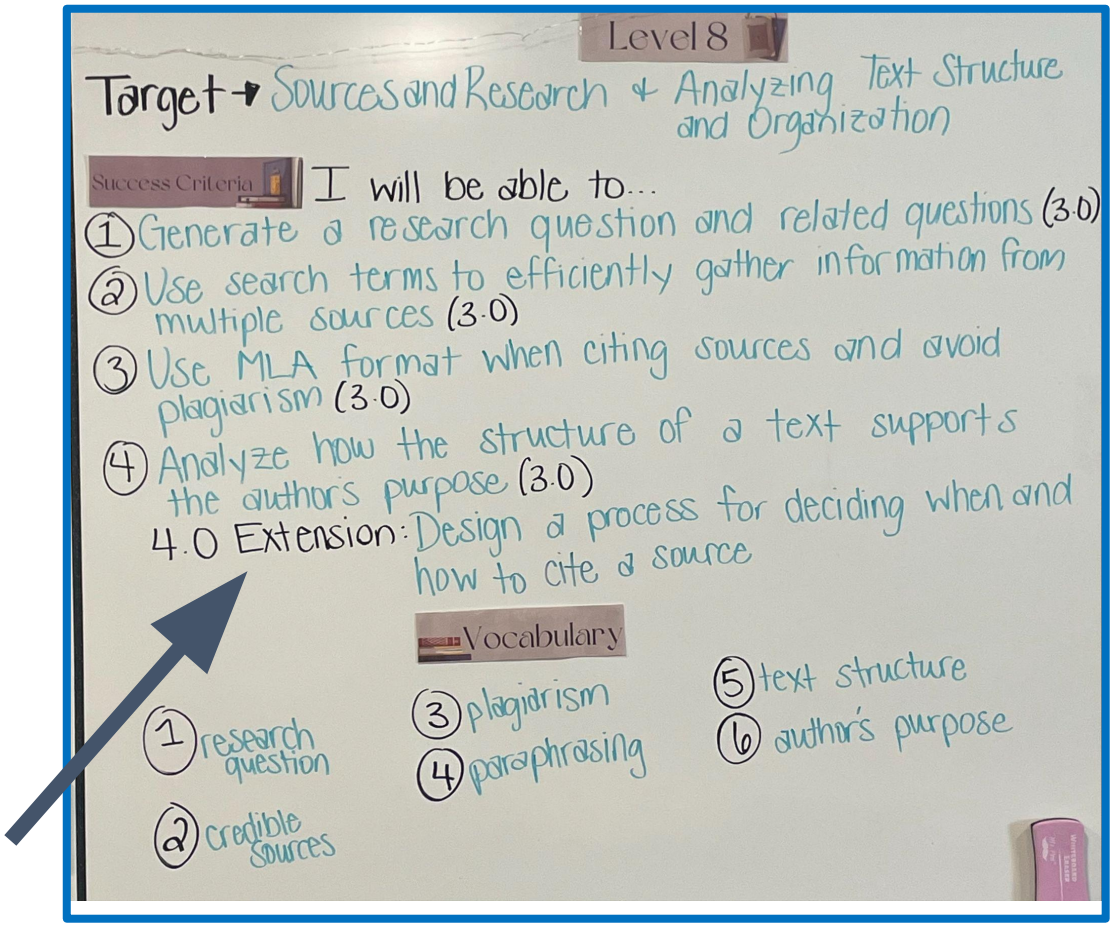
Student Agency & Teacher as Facilitator

1. Students review objective for the Score of 4.0.
2. Student think and action planning how to accomplish or have teacher created support (flowchart, choice board, steps on objective board, planning sheet).
3. Scaffolded support time as needed
4. Demonstration of learning for class or audience.

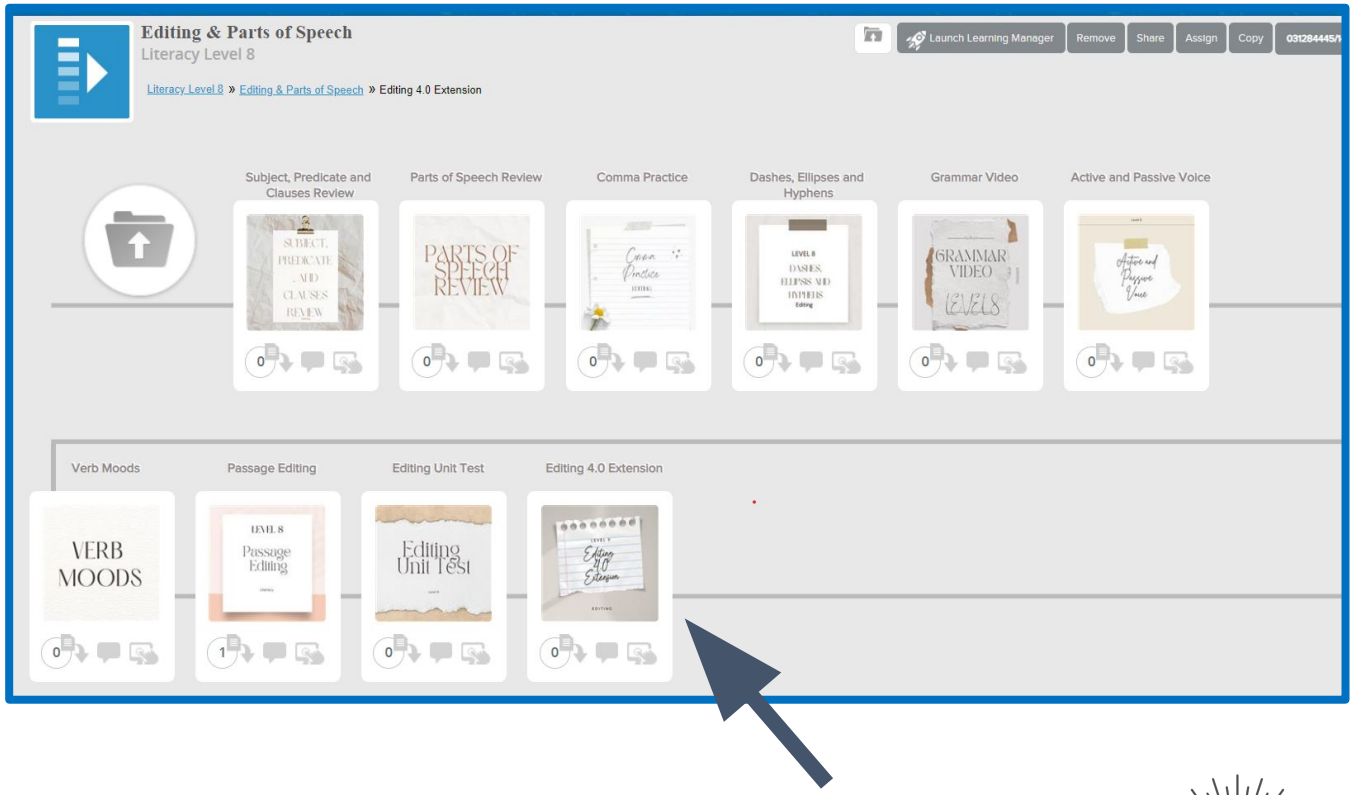
WPS SUMMIT

Instructional Strategies

Including the 4.0 extension with the success criteria for the unit you are working on.



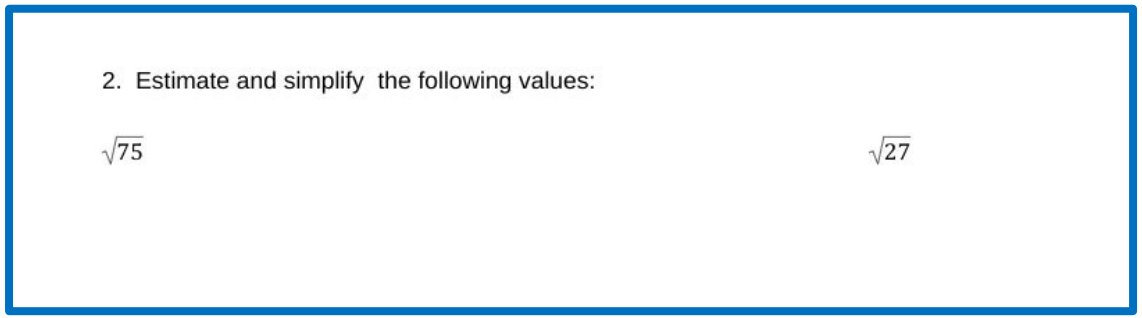
Creating a specific 4.0 assignment in Empower for students to submit their work and receive feedback/grade.



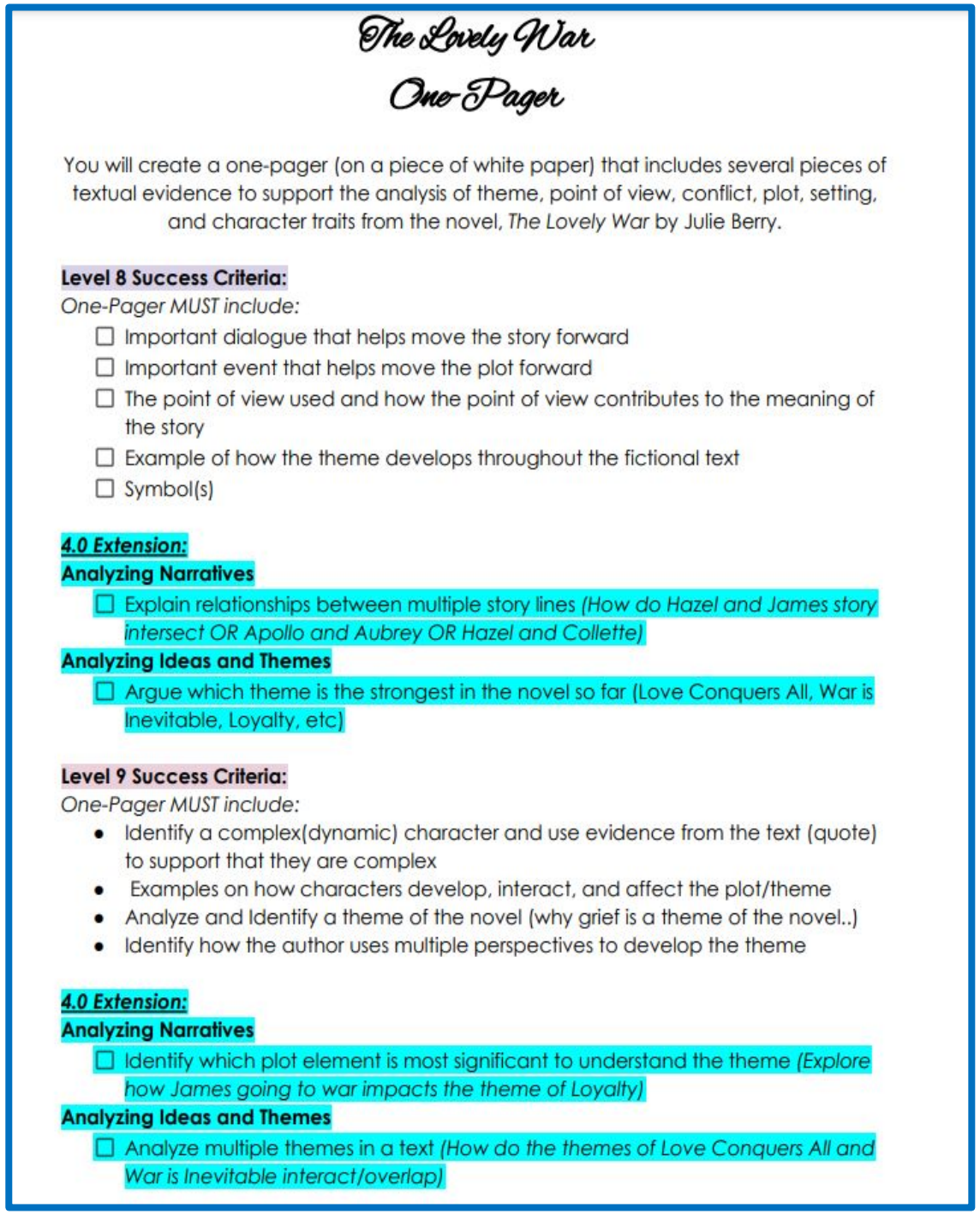
WPS SUMMIT

Assessment Strategies

- ★ When assessing students, add a 4.0 extension. Students completed a One-Pager assessment during a novel study, and the criteria for a 4.0 was included in their rubric.
- ★ Students in a Level 8 math class have a 4.0 question included on their test. Their level 8 target has them estimating these answers on a number line. Their teacher, Ms. Giovengo, takes it deeper and teaches how to simplify as well. Simplifying will be a skill they learn in high school. She does not expect all kids to master this skill, so it is a 4.0 for those who do.


2. Estimate and simplify the following values:

$\sqrt{75}$ $\sqrt{27}$


The Lovely War

One-Pager

You will create a one-pager (on a piece of white paper) that includes several pieces of textual evidence to support the analysis of theme, point of view, conflict, plot, setting, and character traits from the novel, *The Lovely War* by Julie Berry.

Level 8 Success Criteria:

One-Pager MUST include:

- ☐ Important dialogue that helps move the story forward
- ☐ Important event that helps move the plot forward
- ☐ The point of view used and how the point of view contributes to the meaning of the story
- ☐ Example of how the theme develops throughout the fictional text
- ☐ Symbol(s)

4.0 Extension:

Analyzing Narratives

- ☐ Explain relationships between multiple story lines *(How do Hazel and James story intersect OR Apollo and Aubrey OR Hazel and Collette)*

Analyzing Ideas and Themes

- ☐ Argue which theme is the strongest in the novel so far (Love Conquers All, War is Inevitable, Loyalty, etc)

Level 9 Success Criteria:

One-Pager MUST include:

- Identify a complex(dynamic) character and use evidence from the text (quote) to support that they are complex
- Examples on how characters develop, interact, and affect the plot/theme
- Analyze and Identify a theme of the novel (why grief is a theme of the novel..)
- Identify how the author uses multiple perspectives to develop the theme

4.0 Extension:

Analyzing Narratives

- ☐ Identify which plot element is most significant to understand the theme *(Explore how James going to war impacts the theme of Loyalty)*

Analyzing Ideas and Themes

- ☐ Analyze multiple themes in a text *(How do the themes of Love Conquers All and War is Inevitable interact/overlap)*

Using Artificial Intelligence to Differentiate for Advanced Learners

Higher-order questions encourage critical thinking and deeper understanding of the topic. Here are some higher-order questions to ask learners during the lesson on multiplying fractions by whole numbers:

1. Analysis (Evaluating and Comparing):

- "Compare and contrast the process of multiplying a fraction by a whole number to multiplying a fraction by another fraction. How are they similar, and how are they different?"
- "Evaluate the impact of multiplying a fraction by a whole number on the size of the product. How does the size of the whole number and the fraction affect the result?"

2. Application (Real-World Scenarios):

- "Can you think of a real-world situation where multiplying a fraction by a whole number is essential? How would you use this operation to solve a problem in that context?"
- "Imagine you're a chef preparing a recipe. Explain how you would use fraction multiplication to adjust the ingredients based on the number of servings."

3. Synthesis (Creating New Ideas):

- "Develop a set of rules or strategies for multiplying fractions by whole numbers that can be used as a reference guide. How can you make these rules easy to remember?"
- "Invent a scenario where multiplying a fraction by a whole number results in a product that is neither a fraction nor a whole number. Describe the scenario and explain your reasoning."

Interdisciplinary Connections for Enhanced Rigor:

To increase the rigor and deepen students' understanding of fraction multiplication, you can incorporate interdisciplinary connections that relate this mathematical concept to other subject areas. These connections will encourage students to see the real-world applications of fractions and how they are used in various contexts. Here are some interdisciplinary connections:

1. Science - Cooking Chemistry:

- Explore the chemistry behind cooking by discussing how fraction multiplication is used in recipes to adjust ingredient quantities based on the number of servings. Discuss topics like ratios, chemical reactions, and the role of fractions in creating different recipes. For example:
  - "How do chemical reactions change when you adjust the ingredients in a recipe using fraction multiplication?"
  - "Can you explain how fractions are used to create a balanced flavor profile in cooking?"

2. Art - Geometric Patterns:

- Connect fraction multiplication to art by exploring how fractions are used to create geometric patterns and designs. Discuss the use of fractions in art forms like tessellations, mosaics, and stained glass windows. Encourage students to create their own geometric artwork using fractions.
  - "How can you use fraction multiplication to design a mosaic with different fractional shapes?"
  - "Explore how famous artists have used fractions to create symmetry and patterns in their works."

Increasing Rigor in the Lesson Plan for Advanced Learners:

To enhance rigor in the lesson plan for advanced learners, we can incorporate challenging activities and higher-order thinking tasks. Here are some additional components:

1. Real-World Problem Solving (Application):

- Present advanced learners with complex real-world scenarios that require the multiplication of fractions by whole numbers. These scenarios should involve multi-step problem-solving and decision-making. For example:
  - "You are planning a party with recipes that require you to multiply fractions. Calculate the exact quantities of ingredients needed to serve a specific number of guests."
  - "In a construction project, how would you use fraction multiplication to determine the dimensions of materials needed?"
- Encourage students to explain their strategies, justify their choices, and communicate their solutions effectively.

2. Math Discourse (Communication):

- Foster rigorous mathematical discussions among advanced learners by using Socratic questioning techniques. Encourage them to engage in debates, analyze each other's solutions, and defend their reasoning. Promote the use of precise mathematical language. For example:
  - "Can you think of a situation where multiplying a fraction by a whole number might result in a product that doesn't make sense? Explain your reasoning."
  - "How can you prove that multiplying two fractions will always result in a smaller fraction?"

Technology Integration

Technology is a great way to support students who are ready to move to a 3.5 or 4.0 level on a learning target.

Tech Tools for the classroom:

- IXL Learning
  - Allows students to work on multiple levels and/or provides extensions
- CommonLit
  - Provides multiple levels of text with analysis questions and writing prompts included for each
- Newsela
  - Allows teachers to change reading level to differentiate for high level readers
- Empower
  - Proficiency scales for multiple levels are readily available for teachers and students

Processing Time: Depth and Complexity Framework

Strategies for Advanced Learners

Details

1. What key details or characteristics define the topic?
2. Which important details make this topic different from other topics?

Language of the Discipline

1. What special vocabulary is needed to understand this topic?
2. What tools are needed for experts of this discipline?

Multiple Perspectives

1. How do different people view this topic?
2. What perspectives do experts have?
3. How does this perspective change in different environments?

Ethics

1. What are some beliefs, values, or judgements that exist?
2. How does ethical issues affect the topic we are learning?

WPS SUMMIT

School Leaders Supports for Accountability

How do we monitor our progress with this goal?

HRS Data Collection

Leading Indicator 5.3: Students who have demonstrated competence levels greater than those articulated in the system are afforded immediate opportunities to begin work on advanced content and/or career paths of interest (Cognia LL.14, EL.19, EL.21, EL.22, GL.28, CBE.3, CBE.4, CBE.6; CDE Principal I.E, II.C).

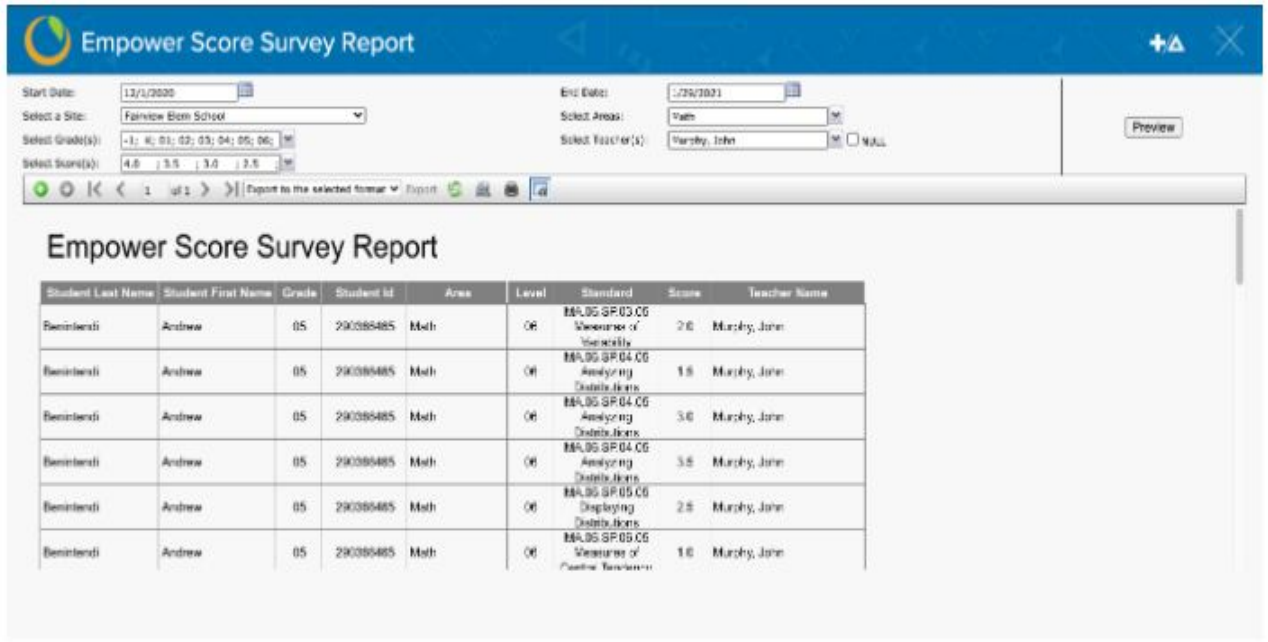
Sub-indicators for 5.3. Reference List

Data Indicator	2022	2023	2024	2025	2026
Number of individual students who scored a 4.0 on any **evidence** on a proficiency scale at EOY.	593	974	2346	4229	**Goal: 5,000**
% increase from the previous year	N/A	61%	42%	**80%**	**Goal: 85%**
Number of individual students who scored a 4.0 on any **overall** proficiency scale at EOY.	N/A	N/A	1794	**Goal: 2500**	**Goal: 2500**

WPS SUMMIT

How do we collect this data?

Empower Score Survey Report



This report shows individual evidence scores (with the ability to filter particular scores) on standards in selected content areas.

Filter scores that are at a 3.5 or 4.0 in each content area to show the number of students achieving at these higher levels.

WPS SUMMIT

Exit Ticket & Closing

Depth and Complexity Exit Ticket

INSERT TITLE OF SESSION

How did we do?

Please scan the QR code or go to bit.ly/2025WPSsummit to share your feedback on today's session.

imagine learning
empower potential®

empower
LEARNING

MARZANO ACADEMIES

IXL

SAVVAS
LEARNING COMPANY

cognia

Renaissance
See Every Student.

THANK YOU