<table>
<thead>
<tr>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong> Westminster Public Schools (WPS) serves a diverse group of approximately 8320 students in 18 schools, including two Early Learning Centers (Infant-Preschool), three elementary schools (PK-5), two PK-6, four PK-8 schools, four Innovation Schools (PK-8), one middle school (6-8), one comprehensive high school, one alternative high school, one online program (Westminster Virtual Academy), and a highly structured therapeutic Day Treatment Program (Instructional Services Center). The district employs about 1,070 personnel including 650 licensed teachers and administrators and 420 educational support professionals. Of the licensed teachers, 70 percent have advanced degrees with an average of 11-15 years of teaching. Students are characterized by significant socioeconomic challenges, a high rate of mobility, and English language barriers. The majority of students are Hispanic (75 percent), most qualify for free or reduced lunch (76 percent) with (63 percent) of the 77 percent are free, and just under half (34 percent) being English learners. WPS has (9.3 percent) of students moving in or out of the District several times during a given school year.</td>
</tr>
</tbody>
</table>
| **Competency-Based Education** In the 2009-10 school year, Westminster Public Schools elected to move from the traditional method of schooling toward an innovative approach which is referred to as a "Competency Based System (CBS)". The entire school district from preschool through grade 12 is organized around engaging learners in 21st-century skills, working at learner developmental instructional levels, and advancing only when they have demonstrated competency or mastery of each concept and skill. WPS is known locally and nationally as an early adopter and leader in Competency-Based Education. WPS’ approach to schooling is based on four core beliefs:  
  ● Learning is the Constant (learning matters most)  
  ● Time is the Variable (time matters least)  
  ● Personalized Delivery  
  ● Systemic and Systematic  
In addition to recording and reporting individual student’s attainment of the Proficiency Scales in all courses as a key component of our CBS, the district also monitors course selection and participation to align with each student’s ICAP and trajectory toward graduation as well as identifying any disparities with regard to equity. |

**High-Reliability Schools™ framework**
Dr. Marzano’s High-Reliability Schools™ framework is supported by forty years of educational research. A HRS™ is one in which all students learn the content and skills they need for success in college, careers, and beyond. The framework consists of five levels:

- Level 1: Safe and Collaborative Culture
- Level 2: Effective Teaching in Every Classroom
- Level 3: Guaranteed and Viable Curriculum
- Level 4: Standards-Referenced Reporting
- Level 5: Competency-Based Education

The framework is based on the notion of continuous improvement, via the use of leading and lagging indicators. In order for educators to know what to work on and how to measure success at each level, school leaders need ways to assess their school’s current status, gauge their progress through each HRS™ level and confirm achievement for each level. Leading and lagging indicators are useful tools to these ends. The distinction between leading and lagging indicators is: that leading indicators show what a school should work on to achieve a high-reliability level (indicators provide direction), and lagging indicators are the evidence a school provides to validate its achievement of a high-reliability level (educators provide proof), particularly in areas where there is general agreement that the school is not doing well.

As all schools engage in pursuing High-Reliability Schools (HRS) levels 1-5, the HRS framework allows autonomy for schools to approach unified improvement planning by encompassing their unique student needs, school data, priority performance challenges, and root causes. Balancing its priorities with those of the district not only improves alignment but becomes more meaningful for all stakeholders. The High-Reliability Schools™ framework guides deeper systemic implementation of competency-based education and the Westminster Instructional Model, which is comprised of 60 strategies that fall within five domains: (1) Feedback, (2) Content, (3) Context, (4) Agency, and (Professionalism).

**Renaissance STAR Assessment**

Last year, Westminster began the transition to a new district assessment tool, and after one year of district-wide implementation, it is evident that Renaissance STAR Assessment Suite has provided WPS with accurate, trustworthy data about students’ achievement and growth. Benchmark assessments will continue to be given three times a year to gather relevant information about a student’s performance and progress throughout the school year so that the teachers, administrators, and other stakeholders can take actionable steps to support our students and their needs. This suite provides diagnostic and formative/summative assessments that will be used in Unified Improvement Planning for state reporting with a pilot of the Curriculum Based Measures (CBMs).

**State Accreditation Status**

- State: Currently, WPS is designated as accredited with an 'Improvement' rating in Colorado's accountability system.
- Cognia: Fully accredited for a five-year term.
## Prior Year Targets

### Report on efforts and outcomes related to last year’s performance indicators

- **Indicator: Academic Achievement**
  - **Target Description:** To achieve fifty percent of our students meeting the at/above the fiftieth percentile on Star 360 Reading and Star 360 Math.
    - **Literacy:** Looking at 21-22 EOY data showed that 21% of grades 3-10 met the district’s benchmark for literacy.
      - Due to the Pandemic, the district did not test on Acadience Reading during the end of year in 2019-2020. Although the district did see a slight decrease in the percent of students who performed well below grade level, the decrease was lower than pre-pandemic school year. With this said, Kindergarten decreased (23%), 1st grade (11%), 2nd grade (6%), 3rd grade (4%), 4th grade (14%), and 5th grade stayed the same (0%).
    - **Math:** Looking at 21-22 EOY data showed that 31% of grades 3-10 met the district’s benchmark for math.

- **Indicator: Academic Growth**
  - **Target Description:** To increase the median growth percentile for all students to 55.0 by the end of the year on CMAS in math and literacy.
    - **ELA:** Looking at 21-22 median growth percentile, 52% of students met this target. This data point should be interpreted with caution, due to the sample size, based on testing changes and implications from COVID-19 pandemic.
      - Due to pandemic complications and data gaps, we will continue with previous data trends from 2015-2019. Over the last three years prior to the pandemic, the WPS GT learners’ achievement performance in 2019 was higher in ELA than in math (30% exceed vs. 25% exceed, respectively). As well, growth performance was higher in ELA than in Math (69 MGP vs. 55 MGP, respectively).
    - **Math:** Looking at 21-22 median growth percentile, 40% of students met this target. This data point should be interpreted with caution, due to the sample size, based on testing changes and implications from COVID-19 pandemic.
      - The pandemic has had a negative effect on students’ growth performance. The district saw an increase over the last three years. In spring 2021, CDE only required grades 3, 5, and 7 to test on ELA and 4, 6, and 8 on math. When reviewing growth, the district decreased to 38.0 median growth percentile. On a normal basis, the district would see an increase from 51.0 in 2017, 55.0 in 2018, and 56.0 in 2019.

- **Target Description for GT:**
  - To increase % of GT students exceeding CMAS ELA to within 5% of the state average (now 30% vs. 40% respectively) by July 2023.
    - **PYT Reflection:** 22.4% of WPS GT students exceeded CMAS ELA, while 36.9% of Colorado GT learners exceeded CMAS ELA. We did not meet our goal of coming within 12% of the state average.
  - To increase % of GT students exceeding in CMAS Math to within 3% of the state average (now 25% vs. 32% respectively) by July 2023.
    - **PYT Reflection:** 17.8% of WPS GT students exceeded CMAS Math, while 26.9% of Colorado GT learners exceeded CMAS Math. We did meet our goal of coming within 12% of the state average.
○ To increase % of GT students that met/exceeded CMAS ELA to within 3% of the state average (now 85% vs. 91%, respectively) by July 2023.
  ■ PYT Reflection: 81.6% of WPS GT students exceeded or met CMAS ELA, while 89.1% of Colorado GT learners exceeded or met CMAS Math. We did not meet our goal of coming within 3% of the state average.
○ To increase % of GT students that met/exceeded CMAS Math to within 3% of the state average (now 84% vs. 89%, respectively) by July 2023.
  ■ PYT Reflection: 78.8% of WPS GT students exceeded or met CMAS Math, while 83.9% of Colorado GT learners exceeded or met CMAS Math. We did not meet our goal of coming within 3% of the state average.

● Indicator: PWR
○ Concurrent Enrollment
  ■ Increase student enrollment and completion of concurrent enrollment by 20% over 2020-2021 number
  ■ 20-21: 94 students with a completion rate of 89%
  ■ 21-22: 202 students with a completion rate of 86%
  ■ Current Performance: Currently, 134 students enrolled, but it is too early to determine the completion rate. MGD courses were not offered this year, due to GDIM; WPS was not able to hire a teacher in time to satisfy the program requirements with FRCC. The overall numbers are lower, due to these two courses not being taught as they were taught historically.
    ○ Based on the numbers from the first semester of this year and with spring enrollment typically being higher than fall enrollment; an anticipated increase of >20% is anticipated, despite the MGD (GDIM) vacancy.
○ Graduation Guidelines
  ■ Completion of Graduation Guidelines tracking tool to assist high school staff in supporting student successful completion and demonstrated readiness for graduation.
  ● Update: The graduation guideline tracking tool was successfully created (Tableau) during the 21-22 school year.

Current Performance

Much like every other school district, WPS saw a decline in student achievement during the pandemic. However, as the CMAS scores show, the district is beginning to recapture student growth and achievement from those lost years. The results of the current district-wide feedback survey, which measures perceptions of culture, climate, and topics related to Personal Relational Competencies (SEL), correlate with these positive changes observed in academic performance. Lastly, WPS is making significant strides within systemic efforts relating to High-Reliability Schools. Key current performance academic, personal-relational, environmental, and HRS indicators are detailed below.

Noteworthy Outcomes
● Considering the readjustment and recovery from pandemic pivots, WPS is closing achievement and growth gaps. WPS was the only district in the metro area to meet state expectations for participation (95% or greater) and show an increase in framework points. The distinction is important because WPS
staff, students, and parents worked hard to test as many students as possible during the state’s 2022 spring testing window. Low participation rates typically result in lower ratings for schools and districts, but the penalty was waived this year at the direction of the Colorado Department of Education.

- Not surprisingly, the pandemic years impacted student achievement in WPS. Due to the disruptive nature of schooling through the years of 2020 and 2021, the district did not have consistent data collection or consistent teaching and learning practices in place. These lost years impacted student achievement and created an environment where students and instructional staff now have to make up lost learning opportunities.

- Looking at CMAS data, in 2019 the Elementary Math median scaled score was 722.9, while in 2021 it was 713.9, or a 9-point drop. Conversely, the Middle School Math median scaled score in 2019 was 714.3 and dropped 9.3 points to 705 in 2021. Looking at ELA, the Elementary median scaled score in 2019 was 726.2 and dropped 7.9 points to 718.3. The Middle School median ELA score in 2019 was 730.7 and dropped 14.2 points to 716.5. Unfortunately, we are not able to measure the pandemic impact using the Renaissance Star 360 assessment because the district adopted the tool in the 2021-2022 school year. However, we can look to Acadience Reading for K-5 to see similar impacts to student achievement that CMAS shows.

**CMAS**

- WPS saw an increase of 5 points in Elementary median ELA scaled scores from 718 in 2021 to 723 in 2022. Likewise, WPS saw an increase of 8 points in Middle School median ELA-scaled scores from 717 in 2021 to 725 in 2022. When looking at Math achievement, WPS saw an increase of 3 points in Elementary median scaled scores from 714 in 2021 to 717 in 2022. Likewise, WPS saw an increase of 6 points in Middle School median ELA-scaled scores from 705 in 2021 to 711 in 2022.

- WPS saw increases in the Median Growth Percentile (MGP) in both ELA and Middle School Math, with a decrease in Elementary School Math. The state MGP expectation is 50. WPS saw an increase in Elementary ELA MGP from 47 in 2021 to 55 in 2022. Likewise, WPS saw an increase in Middle School ELA MGP from 37 in 2021 to 52 in 2022. Although still below state expectations, WPS saw an increase in Middle School Math MGP 39 in 2021 to 44 in 2022. However, WPS did see a decrease in Elementary School Math MGP from 51 in 2021 to 36 in 2022.

**Renaissance Star 360 Achievement and Growth**

- **Early Literacy:**
  - The 22-23 BOY data showed 18.7% of K-2 students met the district’s benchmark for Early Literacy (+2.5% from 21-22 BOY), while 8% of students with a disability (+2.4% from 21-22 BOY) and 7.9% of ELLs (+.30% from 21-22 BOY) met district benchmark. Looking at 21-22 EOY data showed 33.1% of K-2 students met the district’s benchmark for Early Literacy, while 15.6% of students with disabilities and 19.7% of ELLs met the district benchmark.
  - The Star 360 Growth report in reading for Early Literacy (K-2) showed that 65% of students made adequate gains from BOY 21—BOY 22, while 56.3% of students who have a disability met adequate gains, and 62.7% of ELLs met adequate gains.

- **Reading:**
○ Looking at 22-23 BOY Star 360 Reading (grades 3-10) data, 16.9% of students met the district’s benchmark (+.20% from 21-22 BOY), while 3.6% of students with a disability (+.40% from 21-22 BOY) and 17.9% of ELLs (+.10% from 21-22 BOY) met district benchmarks. Looking at 21-22 EOY data showed that 20.5% of grades 3-10 students met the district’s benchmark for Literacy, while 6.5% of students with disabilities and 4.1% of ELLs met the district benchmark.
○ The Star Growth report in Reading (grades 3-10) showed that 65.9% of students made adequate gains from BOY 21→BOY 22, while 62.9% of students who have a disability met adequate gains, and 64% of ELLs met adequate gains.

- Math:
  ○ Looking at the 22-23 BOY Star 360 Math (K-10) data, 26.4% of students met the district’s benchmark (+3.3% from 21-22 BOY), while 8.1% of students with disabilities (+.90% from 21-22 BOY) and 12.9% of ELLs (+2.6% from 21-22 BOY) met district benchmark. The 21-22 Star 360 EOY data showed that 30.8% of K-10 students met the district’s benchmark for Math, while 15.6% of students who have a disability and 19.7% of ELLs met the district benchmark.
  ○ The Star 360 Growth report in Math (grades K-10) showed that 62.6% of students made adequate gains from BOY 21→BOY 22, while 49.4% of students who have a disability met adequate gains, and 59.8% of ELLs met adequate gains.

**PSAT/SAT Achievement**
- Looking at 21-22 PSAT (9th and 10th graders) ELA scores, 40.9% of students met or exceeded the College Readiness metric on PSAT, an increase of 3.4% from the previous year, while 20.6% of students who have a disability (an increase of 20% from the previous year) and 7.4% of ELLs (an increase of 2.9% from previous year) met or exceeded expected benchmark.
- Looking at 21-22 SAT (11th graders) ELA scores 28% of students met or exceeded the College Readiness metric (no data for the previous comparison), while 0% of students who have a disability and 29.7% of ELLs met or exceeded the expected benchmark.
- Looking at 21-22 PSAT (9th and 10th graders) Math scores, 13% of students met or exceeded the College Readiness metric on PSAT (+3.1% from the previous year), while 2.9% of students who have a disability (+2.9% from the previous year) and 0% of ELLs (no change from previous year) met or exceeded expected benchmark.
- Looking at 21-22 SAT (11th grade) Math scores, 6.8% of students met or exceeded the College Readiness metric (no data for the previous comparison), while 5.7% of students who have a disability and 0% of ELLs met or exceeded the expected benchmark.

**Acadience Reading**
- Based on the Acadience Reading results, K-5 grade students’ composite at/above benchmark scores have shown an increase from BOY to the EOY over the last 3 years averaging a 12-point increase. The number of K-5 students who are well below the benchmark from BOY to EOY have declined over the last 3 years averaging a 12-point decrease.

**Climate and Culture Supports and Environment Survey; Personal Relational Competencies Survey using Panorama Education Platform**
All students, staff, and families are offered the opportunity to take the survey. The most recent complete data set resulted in 81% of students (N=5030). Tables two and three contain a demographic summary, including gender, race, CLDE, IEP, and PEDAL status. In addition, 1,179 parents/guardians, and 587 staff members completed the survey. WPS staff are provided time within their buildings to complete the survey, within a three-week district administration window. The items on the Panorama student survey are based on a Likert scale, and the percentage of favorable responses is calculated to interpret the results. For example, a score of “81% favorable” means that 81% of students selected a favorable answer choice. School and district leaders utilize multiple tools and processes to analyze data during data cycles such as Panorama survey data and the Unified Improvement Plan. Panorama data continues to inform building and district leaders of High-Reliability Schools data to continuously improve through careful analysis of leading and lagging indicators. A summary of current key performance indicators are as follows:

**Supports and Environment Survey**

- **Student Climate**
  - (3-5): 81%
  - (6-12): 71%
- **Teacher Climate (HRS 1 Indicators)**
  - 86%
- **Student Sense of Belonging**
  - (3-5): 79%
  - (6-12): 56%

**Student Cultural Awareness and Action**
- (6-12) 61%

**Supportive Relationships**
- (2-5): 88%
- (6-12) 74%

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**Personal-Relational Competencies Administered and Analyzed using Panorama Education Platform**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teamwork - 90%</td>
<td>Perspective Taking - 84%</td>
<td>Teachers report a 71% favorable response with their self-perceived confidence with integrating PRC topics into instruction.</td>
</tr>
<tr>
<td>Empathy and Compassion - 89%</td>
<td>Teamwork - 90%</td>
<td></td>
</tr>
<tr>
<td>Accurate Self-Perception - 87%</td>
<td>Empathy and Compassion - 89%</td>
<td>Teachers report a 76% favorable response with their self-perceived confidence with integrating trauma-responsive practices.</td>
</tr>
<tr>
<td>Perspective Taking - 84%</td>
<td>Evaluating and Reflecting - 83%</td>
<td></td>
</tr>
<tr>
<td>Evaluating and Reflecting - 83%</td>
<td>Accurate Self-Perception - 87%</td>
<td></td>
</tr>
<tr>
<td>Problem-Solving - 78%</td>
<td>Self-Discipline - 78%</td>
<td></td>
</tr>
<tr>
<td>Self-Discipline - 78%</td>
<td>Communication - 68%</td>
<td></td>
</tr>
<tr>
<td>Motivation and Resilience - 75%</td>
<td>Relationship Building - 68%</td>
<td></td>
</tr>
<tr>
<td>Cultural Responsiveness - 74%</td>
<td>Cultural Responsiveness - 74%</td>
<td></td>
</tr>
<tr>
<td>Analyzing and Decision-Making - 72%</td>
<td>Evaluating and Decision-Making - 72%</td>
<td></td>
</tr>
<tr>
<td>Goal-Setting - 72%</td>
<td>Growth Mindset - 72%</td>
<td></td>
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<tr>
<td>Self-Advocacy - 72%</td>
<td>Problem-Solving - 78%</td>
<td></td>
</tr>
<tr>
<td>Relationship Building - 68%</td>
<td>Motivation and Resilience - 75%</td>
<td></td>
</tr>
<tr>
<td>Communication - 68%</td>
<td>Self-Advocacy - 72%</td>
<td></td>
</tr>
<tr>
<td>Emotional Regulation - 51%</td>
<td>Goal-Setting - 72%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emotional Regulation - 51%</td>
<td></td>
</tr>
</tbody>
</table>
High-Reliability Schools:

- **Indicator: School HRS Level Certification**

  - Prior to the formation of a survey steering committee and adoption of Panorama as a survey platform, only one school had achieved HRS level one certification (John E. Flynn a Marzano Academy). While two other schools were taking steps toward level one certification pre-pandemic during the 19-20 school year, the commitment to use stakeholder perceptual data for continuous improvement became truly evident during the 2021-22 school year. It was during this school year, when WPS implemented Panorama, that 11 of 18 schools in WPS achieved HRS level one certification. Leveraging stakeholder perceptual data was a key part of this process. In July of 2022, two additional schools were certified, increasing the total number of HRS Level One certified schools to 14 (Table 1). In addition, three schools received level 2 certification (Effective Instruction in every classroom).

Table 1 *WPS Schools and Dates of HRS Level 1 Certification*

<table>
<thead>
<tr>
<th>School</th>
<th>Date Achieved Level 1 Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>John E. Flynn a Marzano Academy</strong></td>
<td>December 2018</td>
</tr>
<tr>
<td>*Sunset Ridge</td>
<td>January 2022</td>
</tr>
<tr>
<td>*Metropolitan Arts Academy</td>
<td>February 2022</td>
</tr>
<tr>
<td>*Colorado STEM Academy</td>
<td>February 2022</td>
</tr>
<tr>
<td>Early Learning Center at Gregory Hill</td>
<td>February 2022</td>
</tr>
<tr>
<td>Orchard Park Academy</td>
<td>April 2022</td>
</tr>
<tr>
<td>Josephine Hodgkins Leadership Academy</td>
<td>May 2022</td>
</tr>
<tr>
<td>Shaw Heights Middle School</td>
<td>June 2022</td>
</tr>
<tr>
<td>Westminster Academy for International Studies</td>
<td>June 2022</td>
</tr>
<tr>
<td>Hidden Lake High School</td>
<td>June 2022</td>
</tr>
<tr>
<td>Harris Park Elementary School</td>
<td>June 2022</td>
</tr>
<tr>
<td>Mesa Elementary School</td>
<td>June 2022</td>
</tr>
<tr>
<td>Tennyson Knolls Preparatory School</td>
<td>July 2022</td>
</tr>
<tr>
<td>Fairview Elementary School</td>
<td>September 2022</td>
</tr>
</tbody>
</table>

* School received level 2; ** School is certified for all five levels.
**WESTMINSTER PUBLIC SCHOOLS**

**GRADUATION RATES FROM 2012 THROUGH 2021**

<table>
<thead>
<tr>
<th>Table 1 - District</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate (4 Year)</td>
<td>56.3</td>
<td>57.8</td>
<td>67.9</td>
<td>69.3</td>
<td>72.5</td>
<td>68.2</td>
</tr>
<tr>
<td>Graduation Rate (5 Year)</td>
<td>69.8</td>
<td>69.0</td>
<td>70.4</td>
<td>78.9</td>
<td>79.7</td>
<td><strong>81.6</strong></td>
</tr>
<tr>
<td>Graduation Rate (6 Year)</td>
<td>70.9</td>
<td>73.1</td>
<td>72.0</td>
<td>74.4</td>
<td><strong>81.6</strong></td>
<td><strong>83.7</strong></td>
</tr>
<tr>
<td>Graduation Rate (7 Year)</td>
<td>78.4</td>
<td>72.3</td>
<td>73.5</td>
<td>73.4</td>
<td>75.2</td>
<td><strong>81.9</strong></td>
</tr>
</tbody>
</table>

- **Indicator: Concurrent Enrollment**
  - Current Performance: Currently, 134 students enrolled, but it is too early to determine the completion rate. MGD courses were not offered this year, due to GDIM; WPS was not able to hire a teacher in time to satisfy the program requirements with FRCC. The overall numbers are lower, due to these two courses not being taught as they were taught historically.
  - Based on the numbers from the first semester of this year and with spring enrollment typically being higher than fall enrollment; an anticipated increase of >20% is anticipated, despite the MGD (GDIM) vacancy.

**Trend Analysis**

1. **Star 360 Literacy ↔**
   - During BOY 2021 15.9% of students performed at/above the expectation of the 50%ile and during BOY 2022 the district had 16.1% of students performing at/above the 50%ile.

2. **Star 360 Math ↗**
   - The district percentage increased from BOY 2021. During BOY 2021 23.1% of students performed at/above the expectation of the 50%ile and during BOY 2022 the district had 26.5% of students performing at/above the 50%ile.

3. **CMAS ELA Median Growth Percentile ↗ ↔**
   - The areas that WPS saw above the expected levels of performance for the overall growth of all students as well as some sub-groups (FRL and Minority) on CMAS ELA. The expected MGP for the state is 50 or above. Minority students are outperforming non-minority peers with an increase of 2-points since 2019 from 51.0 to 53.0. WPS also was stable in student growth (53.0) when comparing economically disadvantaged students. When compared to their peers there was an MGP of 3-points difference.

4. **CMAS Math Median Growth Percentile ▼**
   - The pandemic has had a negative effect on students' growth performance. In spring 2021, CDE only required grades 3, 5, and 7 to test on ELA and 4, 6, and 8 on math. When reviewing growth, the district decreased to 40.0 median growth percentile. On a normal basis, the district would see
an increase from 51.0 in 2017, 55.0 in 2018, and 56.0 in 2019.

5. **Acadience Reading Data**
   - Looking at the Acadience Reading data, in the 2019-2020 school year, the percentage of district students performing with a significant reading deficiency (SRD) at the BOY benchmark was 44%. Looking at the 2021-2022 school year, the percent of district students performing with a significant reading deficiency (SRD) at the BOY benchmark was 51% or a 7% increase from pre-pandemic years.

6. **PWR: Concurrent Enrollment**
   - Based on enrollment numbers for this semester, WPS anticipates a 33% increase in the number of students for concurrent enrollment, if the enrollment of the spring semester is equal to or greater than the fall. Currently, there are 134 students enrolled for fall, and last year the total for both spring and fall was 202. From the 2020-21 school year to the 21-22 school year, the number of students enrolled doubled, but the completion rate decreased from 89% to 86%.

7. **PWR Industry Credentials Earned**
   - In 2020-21, the total number of industry credentials earned was 83. In 2021-22, this number increased to 266.

8. **PWR Dropout Rate**
   - Westminster Public Schools has experienced a decrease in the dropout rate over the past three years (2018=3.3%; 2019=2.8%; 2020=2.2%). In 2021, the district saw an increase (2.8%) due to the pandemic. Dropout rates for 2022 are not yet available.

9. **Student Climate**
   - (3-5): 81% (4% increase)
   - (6-12): 71% (3% increase)

10. **Student Sense of Belonging**
    - (3-5): 79% (6% increase)
    - (6-12): 56% (4% increase)

11. **Student Cultural Awareness and Action**
    - (6-12) 61% (1% increase)

12. **Supportive Relationships**
    - (3-5): 88% (4% increase)
    - (6-12) 74% (1% increase)

13. **Teacher Self-Reported Confidence Levels with PRC Integration**
    - 75% (20-point increase from 55%)

14. **Teacher Confidence with Trauma Responsive Practices**
    - 76% (5% decrease)

15. **GT Achievement**
    - Since 2018, the WPS GT learner’s achievement performance in ELA has been stable, except for higher achievement in 2019 (2018 - 80%, 2019 - 85%, 2022 - 81.6%).
Since 2018, the WPS GT learner's achievement performance in Math has been stable, except for higher achievement in 2019 (2018 - 74%, 2019 - 84%, 2022 - 78.8%).

The number of WPS GT students performing within the lowest three performance levels of CMAS ELA has decreased significantly to 3.4%.

Over the last two years, approximately 28% of WPS GT learners performed with the lowest three performance levels of CMAS Math. In the spring of 2021, the percentage decreased to 17% The N Count for 2022 is below 16.

16. GT Growth

Over the last three years, the ELA MGP for gifted learners has remained stable but decreased rapidly during spring 2022. (2018 - 66, 2019 - 69, 2022 - 53.50)

Over the last three years, the Math MGP for gifted learners has remained stable but decreased during the spring of 2022 (2018-55, 2019 - 55, 2022 - 50.00)

17. ACCESS

Over the last 3 years WPS Multilingual students scoring FEP on ACCESS has declined slightly, 14% in 2020, 14% in 2021 and 13% in 2022.

2022 ACCESS growth results for WPS as a whole show a Median Growth Percentile of 51 which is one over the state average.

2022 ACCESS results show that of all WPS Multilingual Students, 29% scored NEP, 57% scored LEP and 13% scored FEP. 2021 ACCESS results showed that of all WPS Multilingual Students, 19% scored NEP, 66% scored LEP and 14% scored FEP.

Priority Performance Challenges

- **PPC1: Academic Growth**
  - ELA - To increase the median growth percentile for all students (subgroups including GT) to 55.0 by the end of the year on CMAS in ELA.
  - Math - To increase the median growth percentile for all students (subgroups including GT) to 55.0 by the end of the year on CMAS in Math.

- **PPC2: Academic Achievement**
  - To achieve fifty percent of our students meeting the at/above the fiftieth percentile on Star 360 Reading and Star 360 Math.
  - To strive to meet state achievement academic expectations across all content areas and all levels (Math, English Language Arts, and Science) on CMAS and Acadience Reading for primary grades including all groups of students (ELL, IEP, FRL, and GT)

- **PPC 3: High-Reliability Schools**
  - Many schools engaged in the process for achieving High-Reliability Schools Level 1, but they did not all complete certification for Level 1. In addition, they are almost all in the beginning stages of Levels 2 and 3, which focus on instruction and curriculum.

- **PPC4: High percentage of Long Term English Language Learners (LTELLs)**
  - Providing quality tier 1 instruction as well as additional services beyond the forty-five-minute ELD block and other language development opportunities for LTELLs so they can achieve academic and English language proficiency.

- **PPC5: Mental health and personal relational needs continue to intensify post-pandemic.**
  - Teachers continue to need professional learning opportunities in personal-relational competencies.
  - To students need to feel safe and related with a strong sense of belonging in their community.
- **PPC6: Balancing individual school priorities with District Initiatives**
  - Increased emphasis on the Westminster Instructional Model is a system-wide change, which has involved teachers learning new instructional initiatives including Year-at-a-Glance, Unit Planning, and increased focus on the instructional model. Each school has varying needs and are in various stages of implementation, requiring differentiated support.

## Root Causes

### Root Cause Analysis

Without question, the first root cause of the above findings was the disruptions to daily school life during the pandemic years. Although WPS minimized the amount of time schools were closed and already had one-to-one computing technology in place pre-pandemic, there is no denying the disruption to student learning was severe. This was especially true with our youngest learners who struggled with remote learning, especially if parental support was not consistent. Also, math achievement across all levels was impacted due to the cumulative nature of the content.

In response to the increased demand of mental health needs, education, in general, has experienced changing mindsets, shifting priorities, and evolving instructional practices. WPS is no exception. While CBS has been in place for more than a decade, prioritizing mental health and social-emotional support is a topic that has become more widely discussed since the onset of COVID-19. Teacher confidence levels with implementing PRC in WPS have increased from last year to this year, and currently, 75% of teachers are reporting a favorable response in this area. This compares to 55% only one year ago. However, students in many districts are demonstrating significant academic needs, as a result of lost instructional time. Last year, WPS prioritized a push for professional development in trauma-responsive practices, and this year professional learning emphasized instructional support for academics, which explains the slight decrease in teacher-reported confidence levels in this area.

Once students returned to in-person learning, daily school life was far from normal. In addition to students and staff being forced into mandatory 5-10 day leave of absence due to contracting COVID, in order to maintain biosecurity, schools were also forced to abandon our competency-based instructional grouping model to instead implement a cohort model that ensured isolation from one classroom to the next. Although better than remote learning, this was not congruent with our past practices that effectively grouped students by performance level, which ensured targeted instruction with minimal differentiation requirements of the teacher.

- **RC 1: Math Scores** - Based on 2021 Renaissance data, it is evident that students have demonstrated substantial losses in math scores based on a lack of consistent instruction during the pandemic. (**PPC 1, PPC 2**)
- **RC 2: District early literacy instruction does not lead to 3rd-grade proficiency** - WPS 3rd-grade reading scores have consistently indicated that our literacy instruction is not robust enough to bring students to proficiency. This can be attributed to a variety of individual factors including online learning during the pandemic, lack of school readiness skills, the impact of learning a second language, and the conditions of poverty. In addition, district early literacy staff need additional professional development on how to analyze early literacy data to make appropriate instructional decisions. Finally, the
increase in overall rigor of the CAS and CCSS has made for additional expectations for students. Over the past 18 months, WPS has ensured that all K-5 teachers have completed the necessary requirements to come into compliance with the Colorado READ Act. The majority of the teaching staff completed LETRS 3rd Edition by the August 2022 deadline and there is a strong focus in schools this year to take the learning from the LETRS course and apply it to the instructional practices in classrooms. WPS is providing additional instructional coaching in this area as well as offering Structured Literacy training to intervention teams and specific schools as a part of CDE's SIMR project.  

- RC 3: Students are demonstrating significant learning gaps and loss of momentum - At the beginning of the pandemic students were learning remotely and then throughout the 2020-2021 school year some students were learning in person while others were still learning remotely. This affected how often students were tested over the course of two years as well as how students were instructed. 

- RC 4: Instructional Practices need to be Strengthened, including Tiered Differentiation - Lack of consistent Tier 1 instruction in reading, writing, and mathematics with adequately embedded and reinforced SIOP strategies

- RC 5: Need for Integrated Mental Health and Personal Relational Competencies - Teachers are reporting 4% decrease from last year with their confidence levels of implementation of trauma-responsive practices. Efforts in this area need to be re-energized. Losing ground in this area shows a need that our balance of academic support and personal relational support needs to be recalibrated. As is evidenced by Panorama survey data, student behavioral outbursts, and parent report, it is evident that students have negatively been impacted by the trauma of the COVID-19 pandemic. A need has emerged that mental health and personal relational competency can be strengthened with reduced siloes and increased collaboration.

- RC 6: Sense of Belonging - is a relative area of growth, according to student perceptions. This data point is not unexpected, and the WPS team is proud of the progress made to date. While the lower percentage rating in this area is understandable, it is not acceptable; and strategies for cultural responsiveness, improving student-perceived connection to adults, and structures for peer-to-peer connection will be critical. In addition, successful strategies for sustaining a safe and collaborative climate will continue to be a crucial part of continuous improvement planning.

- RC 7: Schools have Varying Priorities - School administrators and teachers have varying degrees of comfort with new instructional initiatives, based on pre-pandemic implementation. Teachers need opportunities to observe and discuss effective teaching and strengthen their instruction, based on the Westminster Instructional Model Elements. Instructional rounds or systems for teacher-to-teacher observations are an area of growth, according to teacher perceptions from the survey.

- RC 8: Instructional Practices - Finally, even last school year, which was largely not impacted by pandemic realities, we realized that many of our best past instructional practices were not consistently being implemented across all schools. Although the abandonment of these practices may have initially occurred because of pandemic learning, we know this problem is persistent despite daily school operations having been fully restored.

As WPS follows the theory of action (“focus-evaluate-plan-implement”) process to generate and implement major improvement strategies, the next steps district-wide for continuous improvement will be grounded in 5 Levels of the High-Reliability Schools Framework and focused on specific and relevant performance leading indicators within each of these levels. Gathering, analyzing, and interpreting performance data will be ongoing to monitor and adjust strategies on a quarterly basis. Schools will not only select leading indicators that focus on specific needs of their schools, but they will also use lagging indicators for action planning and target setting.
**Major Improvement Strategy 1**

**Name:** HRS Level 1: A Safe and Orderly Environment that Supports Cooperation and Collaboration. *(PPC 3, PPC 4, PPC 5; RC 5, RC 6)*

**What success looks like**
- District-Wide, % favorable response for the following leading indicators will show a 5-7% increase:
  - 1.2 Students, parents, and community perceive the school environment as safe and orderly.
    *(Cognia CL.2, CL.4, EL.18, EL.19, CBE.3, CBE. 4, CBE.6; CDE Principal II.A, II.C)*
  - 1.9 The school has programs and practices in place that help develop student efficacy and agency.
    *(Cognia CL.3, LL.8, LL.9; CDE Principal I.E, II.B, II.D, II.E, IV.C)*
  - Systemic support and structures will be designed and implemented to support each school with identifying leading and lagging indicators for a safe and collaborative climate and culture.
  - The number of eligible schools that achieve HRS Level 1 certification will increase to 100%.

<table>
<thead>
<tr>
<th>MIS 1 Action Steps (Systems Process &amp; Targets)</th>
<th>Resources</th>
<th>Implementation Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Design and implement systemic structures and processes to support each school with identifying leading and lagging indicators for a safe and collaborative climate and culture.</td>
<td>• District-wide Panorama platform for surveys</td>
<td>• By September 2022, create a template for schools to use for continuous improvement planning (aligning UIP/HRS).</td>
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<tr>
<td>• Begin implementation of Integrated Mental Health and Personal Relational Competency</td>
<td>• Personal-Relational Targeted Specialist in each School</td>
<td>• By September 2022, assign leading and lagging indicators to district-wide surveys.</td>
</tr>
<tr>
<td>• Incorporate district-wide support for Personal Relational Competencies.</td>
<td>• HRS Level 1 Leading and Lagging Indicators Planning Document.</td>
<td>• By September 2022, introduce integrated model concepts to all mental health teams.</td>
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<tr>
<td>• Increase focus on cultural responsiveness</td>
<td>• Allocated time for professional learning in the area of PRC.</td>
<td>• By November 2022, survey mental health to gather perspectives on the new model</td>
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<tr>
<td>• Improve student-perceived connection to adults and structures for peer-to-peer connection.</td>
<td>• WPS Integrated Mental Health Model</td>
<td>• Hold end-of-year mental health retreat to discuss implementation year one and next steps for 2023-24</td>
</tr>
<tr>
<td>• Provide professional learning opportunities for teachers, specifically to support them with Personal Relational Competency (PRC) integration and trauma-responsive practices.</td>
<td>• WPS Instructional Model and Folio Strategies</td>
<td>• Update mental health and PRC site with links for instructional support on climate, culture, and personal-relational competencies.</td>
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<td>• Cultural Responsiveness Proficiency Scale</td>
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</tbody>
</table>
Distribute student-specific relationship data after each survey administration, to support those reporting minimal adult connection.

Select one representative from each building to serve as a PRC targeted specialist.

By January 2023, design two asynchronous learning studies for self-paced professional growth.

By May 2023, design additional two asynchronous learning studies for self-paced professional growth.

**MIS 1 - Target Setting (Student Metrics)**

- **Panorama Supports and Environment Key Metrics**
  - HRS Level 1 Targets for 1.2 and 1.9: Student perceived response rate will show a 5-7% increase for indicators <80% and sustain performance for indicators >80%.
    - School Climate (Baseline: 74%, 3-5; 71%, 6-12)
    - Cultural Awareness and Action (Baseline: 61%, data point for 6-12 only)
    - Sense of Belonging (Baseline: 79%, 3-5; 57%, 6-12)
    - Supportive Relationships (Baseline: 88%, 3-5; 74%, 6-12)

**Major Improvement Strategy 2**

**Name:** HRS Level 2: Instructional Framework that Develops and Maintains Effective Instruction in Every Classroom (PPC 1, PPC 2, PPC 3, PPC 4, PPC 6, RC 3, RC 4, RC 7, RC 8)

**What success looks like:**

1. **Adoption of the Westminster Instructional Model, which is used to provide feedback to teachers regarding their status and growth on specific pedagogical skills.**

2. **Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.**

3. **Predominant instructional practices throughout the school are known and monitored.**

   - Systemic processes will be designed and implemented to support each school with the implementation of the Westminster Instructional Model.
     - Learning walks process will be implemented during the 22-23 school year to gather baseline district-wide observational data.
     - The number of schools that achieve HRS Level 2 certification will increase by 50%.
Panorama survey platform will be used to initiate systemic survey data collection supports for the Level 2 Leading Indicators.

- Although the district adopted the WIM several years ago, much like many past good practices, the WIM was not a central focus during the pandemic years. Knowing that high-quality teaching begins with a detailed instructional model, the district has put in place several implementation goals to bring the WIM back into practice.

### Action Steps (Systems Process & Targets)

- Teachers will set professional goals using individual instructional elements from the WIM, a process that requires deep learning of the instructional element, as well as a commitment to attempt specific associated instructional strategies in the classroom.
- WPS will use updated observational tools and protocols that ensure school and district walkthroughs are aligned to the WIM.
- A new Instructional Support Team (IST) will be formed and will convene weekly to discuss the rollout of WIM instructional elements and action steps for learning walk observational data.

### Resources

- Westminster Instructional Model Folios and Elements Elaborative Inferences
- RANDA Professional Evaluations
- WIM teacher assessments, rubrics, and coaching tools
- Reviewing Content YAG, Unit Plans, Differentiation Activities, Item Frames, Cumulative Learning documents

### Implementation Benchmarks

- By September 15, 2022 RANDA elements will be cross-walked with WIM teacher self-assessment to ensure alignment between the two tools.
- By October 31, 2022, >85% of principals will work with all teaching staff to set a minimum of three WIM goals as a part of staff evaluation tools by the end of October.
- IST will begin meeting in September 2022 and will hold regularly scheduled meetings each Friday for continuous improvement planning and implementation of learning walks.
- Beginning in September, school administrators will discuss monthly school and district walkthrough processes with staff to determine the efficacy of school WIM focus areas of differentiation based on feedback data collected from other administrators.

### MIS 2 - Target Setting (Student Metrics)

- **CMAS:** The target for 2022-23 SY is to increase the median growth percentile for all students to 59.0 by the end of the year on CMAS in 2023 (ELA and Math).
- **Acadience:** The target for 2022-23 SY is for 85% of students to meet individual growth metrics based on BOY-EOY progress metrics on Acadience.
- **GLE Expectations:** When the Action Steps and Implementation Benchmarks occur, we expect 85% of students to achieve their individual EOY GLE expectations as reported in the Empower Pacing.
- **STAR Growth:** Using BOY→MOY and MOY→EOY on the Renaissance STAR Math and Literacy Assessments, PK-8 will ensure ≥85% of CLD/SPED/FRL are on track to achieve 1.5 years of growth
  - Median Student Growth Percentile Goal: >50th percentile for both reading and math as measured by BOY to MOY and BOY to EOY Renaissance testing; 85% of students should meet student-specific appropriate growth metrics in literacy and math as preset in the system on STAR.
**Empower GLE:** Using the WPS Empower GLE Growth goal metric, each learner will have a personalized Empower Growth Goal established at BOY that will range from 1.0 to 1.5 years of growth; and 85% of students will attain individual GLE growth goals in Empower; 85% of students will meet or exceed his/her Empower Growth Goal in Literacy, Science, Social Studies, Math and Specials for the academic term.

**Student HRS 2 Indicators:** Baseline established this year, and the following metrics will be key areas of district-wide focus

<table>
<thead>
<tr>
<th>Major Improvement Strategy 3</th>
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<tbody>
<tr>
<td><strong>Name:</strong> HRS Level 3: A Guaranteed and Viable Curriculum Focused on Enhancing Student Learning (PPC 1, PPC 2, PPC 3, PPC 5, RC 1, RC 2, RC 3, RC 5)</td>
</tr>
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</table>

**What success looks like:**

1. **All students have the opportunity to learn the critical content of the curriculum.**
   - District-wide use of *Year-at-a-Glance* to support pacing and curriculum planning
   - District-wide use of *Unit Overview*

2. **Schools engage in continuous improvement processes that produces evidence, with measurable results of improving student learning and professional practice.**
   - The number of schools that achieve HRS Level 3 certification will increase by 20%.
   - Plan and implement data cycle support for schools

3. **The school has well-articulated domains and accompanying proficiency scales for cognitive and metacognitive skills that are systematically taught and assessed through...**
   - Systemic support and structures will be designed and implemented to support each school with the implementation of the Westminster PRC Proficiency Scales.

**GT**

3. **Schools engage in continuous improvement processes that produces evidence, with measurable results of improving student learning and professional practice.**
   - 3.5.3: Gifted Learners’ progress is measured through a balanced system that includes assessment both for learning and of learning *(Cognia GL.30).*

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<tbody>
<tr>
<td>Support schools with identifying HRS Level 3 leading and lagging indicators for prioritization in each building</td>
<td>Templates for <em>Year-at-a-Glance</em></td>
<td>Fall 2022, Provide professional learning and templates for teachers to create year-at-a-glance to appropriately pace instruction, based on student levels.</td>
</tr>
<tr>
<td>District-wide use of <em>Year-at-a-Glance</em> to support pacing and curriculum planning</td>
<td><em>Unit overview template and reflection questions.</em></td>
<td>Add survey items for HRS Level 2 and 3 to the district-wide survey for baseline data.</td>
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<tr>
<td>District-wide use of <em>Unit Overview</em></td>
<td><em>HRS Level 3 leading lagging</em></td>
<td>In October 2022, introduce PRC scales to IST.</td>
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<tr>
<td>Increase integration of personal relational competency scales</td>
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<td>IST to support schools with the development and consistent implementation of 6-week data cycles, using Renaissance, Acadience, and teacher-created formative assessments.</td>
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</tbody>
</table>
● Plan and implement data cycle support for schools
● GT Action Plan: Teachers will utilize planning documents (YaaG, Unit Plans, enVisions scope and sequence, Westminster Instructional Model) to implement appropriate instructional pacing and assessments to ensure students are learning across the school year. (gifted, CLD).

<table>
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<th>indicators</th>
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<tr>
<td>● GT: YaaG Unit Planning Templates, Depth and Complexity FW, WIM</td>
<td>● GT Implementation Benchmarks:</td>
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<td></td>
<td>○ Math: Renaissance (STAR) local assessment data, Empower Target Browser data, enVisions Mathematics assessments, curriculum-based math tools will be used to monitor, predict and adjust instruction for gifted learners in math.</td>
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<tr>
<td></td>
<td>○ ELA: Renaissance (STAR) local assessment data, Empower Target Browser data, Wonders assessments, curriculum-based ELA tools will be used to monitor, predict and adjust instruction for gifted learners in ELA.</td>
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**MIS 3 - Target Setting (Student Metrics)**

Based on the spring 2022 Star 360 Reading results, 18.7% of the grade K-2 students and 30.8% of the grade 3-8 students, 12% of high school students were at district benchmark in Literacy. Using the spring 2022 Star 360 Math results, K-8 had 30.8% of K-8 students and 8% of high school students were at district benchmark in Math. WPS would like to see improvement by increasing all students’ achievement in Literacy and Math.

- **Acadience**: The target for 2022-23 SY is for 85% of students to meet individual growth metrics based on BOY-EOY progress metrics on Acadience.
- **GLE Expectations**: When the Action Steps and Implementation Benchmarks occur, we expect 85% of students to achieve their individual EOY GLE expectations as reported in the Empower Pacing.
- **STAR Growth**: Using BOY→MOY and MOY→EOY on the Renaissance STAR Math and Literacy Assessments, PK-8 will ensure ≥85% of CLD/SPED/FRL are on track to achieve 1.5 years of growth
  - Median Student Growth Percentile Goal: +50th percentile for both reading and math as measured by BOY to MOY and BOY to EOY Renaissance testing; 85% of students should meet student-specific appropriate growth metrics in literacy and math as preset in the system on STAR.
- **Empower GLE**: Using the WPS Empower GLE Growth goal metric, each learner will have a personalized Empower Growth Goal established at BOY that will range from 1.0 to 1.5 years of growth; and 85% of students will attain individual GLE growth goals in Empower; 85% of students will meet or exceed his/her Empower Growth Goal in Literacy, Science, Social Studies, Math and Specials for the academic term.
- **Student HRS 3 Indicators**: Baseline established this year, and the following metrics will be key areas of district-wide focus:
  - PRC Scales
- **GT 2023 Achievement & Growth Targets**
  1. Achievement scores for CMAS-identified PEDAL students would improve mean scale score points by ten points from the previous school year (781.6 for ELA and 783.9 for Math).
  2. Growth scores from CMAS for our identified PEDAL students will improve by 10% from the previous school year (58.50 in ELA and 55.0 in Math).
- **GT 2024 Achievement & Growth Targets**
  3. Achievement scores for CMAS-identified PEDAL students would improve mean scale score points by ten points from the previous school year (791.6 for ELA and 793.9 for Math).
Growth scores from CMAS for our identified PEDAL students will improve by 10% from the previous school year (64.00 in ELA and 60.5 in Math.

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**Major Improvement Strategy 4**

**Name:** High-Reliability Level 4: A Standards-Referenced System for Reporting Student Progress (PPC 1, PPC 2, PPC 3, PPC 4, RC1, RC 2, RC 4)

**What success looks like:**

4.1 Clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

- Cogina EL.17, GL.28, CBE.3, CBE.5, CBE.6; CDE Principal III.A, IV.B)

4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

- (Cognia GL.30, CBE.2, CBE.5; CDE Principal I.E, II.D, III.A, IV.B)

**MIS 4 Action Steps (Systems Process & Targets)**

- Every student has an expected Empower GLE growth goal (1.0-1.5 years growth) in Literacy, Math, Science, and Social Studies
- Empower GLEs are accurate and correlate to local and external assessment results
- Empower GLEs are set for new students using initial placement assessments, within 2 weeks of arrival.
- Professional goals: Use students’ data and WIM self-reflection to help teachers to identify their professional goals and SLO academic goals

**Resources**

- GLE Reports
- Empower Reports
- READ Plans
- RANDA Evaluations: Professional Growth Plan and RANDA SLO academic goals
- WIM

**Implementation Benchmarks**

- A GLE report is run in the fall and the class rosters are checked against it for student-class accuracy. These can be run as needed throughout the year.
- Empower GLE growth goals should be monitored and included in the data cycle process
- Routine and regular student pieces of evidence are assessed and recorded. Students enter benchmarks into their Data Binders from STAR assessment and Acadience Assessment and other formative assessments.

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**MIS 4 - Target Setting (Student Metrics)**
WPS believes that all individuals are capable of achieving at the highest of levels if high expectations are present. Toward this end, we set a 1.5 year growth expectation for every student who is behind grade level, with the belief that acceleration of learning will successfully close achievement gaps and get kids back to grade-level learning.

Using our Empower Learning Management system, a grade-level equivalency (GLE) score will be used to calculate academic goals of 1.0-1.5 years growth for each student in every classroom. Within the Empower system, student goal dashboards update annual progress every time a teacher inputs new learning evidence for a student. These dashboards are a daily tracker of student progress toward annual GLE goals. Setting rigorous goals is only the first step to accelerating student achievement and growth, there must also be systemic support and design in place as well.

Major Improvement Strategy 5

Name: Competency-Based System that Ensures Students’ Mastery of Content  (PPC 1, PPC 2, PPC 3, PPC 4, PPC 6, RC 4, RC 8)

What success looks like:

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. (Cognia LL.14, EL.17, EL.21, EL.22, CBE.2, CBE.3, CBE.4, CBE.6, CBE.7; CDE Principal I.E, II.C)

5.2: The school schedule is designed to accommodate students moving at a pace appropriate to their background and needs. (Cognia CL.4, EL.17, CBE.3, CBE.4, CBE.6, CBE.7; CDE Principal II.B, II.C, III.A)

5.3: Students who have demonstrated advanced competence are afforded immediate opportunities in 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)

MIS 5 - Action Steps (Systems Process & Targets)  

- Empower Projected EOY GLEs are the data source used for scheduling students into class rosters. Teachers do look at other assessment data to triangulate the student levels.
- Students are academically grouped by Literacy and Math separately. Students may have different teachers for literacy and math instruction, based on academic needs and level of Empower.
- Core teachers are provided with suggested core instruction levels for each class roster they are responsible to teach.
- Blended Services and MTSS dialogue includes a deep analysis of students who are not making projected growth.

Resources

- Empower Projected EOY GLE Reports
- Results from CMAS, STAR, Acadiance, and Empower are used to triangulate data
- Professional development on differentiation and rigor. Followed by observation and coaching. Record student progress in Empower.
- Initial class rosters, with the recommended primary instruction level, are created before the first day of school using the previous year’s EOY data
- Priority Performance Challenges and Root Causes are monitored in Empower.
- Class rosters are adjusted by the end of the third week of school after new students are properly leveled.
- Schedules are built to accommodate all the instruction needed to address the priority performance challenges and root causes, specifically in small groups and independent learning time.

- Buildings’ master schedule to provide all levels with WIN time in math and literacy (Social Studies and Science are embedded).

- Through observation and feedback teachers are coached on their increased efforts to include differentiation and rigor in their WIN time to perfectly match the students’ needs

**MIS 5 - Target Setting (Student Metrics)**

- 100% of students are rostered into classrooms with the primary instructional level that matches his or her Projected EOY GLE.
- 100% of students are academically grouped into appropriate Literacy and Math classrooms.