Taking Stock of Progress

Board of Education
November 1, 2018

Strategy: *Conditions for Learning*

Tactic: *A Professional Model of Teaching*

Tactic Leader: David Bell
Conversation Structure

1. What are we trying to do?

2. How are we trying to do it?

3. At any given moment, how will we know if we’re on track?

4. If we’re not on track, what are we going to do about it?
Structure of the Strategic Plan
System Indicators

JEFFCO
PUBLIC SCHOOLS

ACADEMIC INDICATORS

560/560
SAT MATH/READING & WRITING

97%
7-YEAR COMPLETION

95%
7-YEAR GRADUATION RATE

90%
4-YEAR GRADUATION RATE

60%/50%
7TH GRADE ELA/MATH (CMAS)

60%/60%
3RD GRADE ELA/MATH (CMAS)

90%
KINDERGARTEN - 3RD GRADE (at or above benchmark DIBELS)
System Indicators

**4TH - 8TH GRADE**
- **Equity Growth Gaps:** 60th Percentile (CMAS)

**SECONDARY**
- **CCRI**
  - Participation: 50%
  - (IB, AP, CE, Internship, CTE)

- **CCRI Success:** 85%
  - (3+ AP, B or Higher; CE, Apprenticeships, IB exam, Industry Certificate, SAT, Capstone, Seal of Biliteracy; ASVAB (40+))

- **Equity Growth Gaps:** 55th Percentile (SAT)

**NON-ACADEMIC INDICATORS**
- **Employee Engagement:** 85% Positive
- **Student Engagement:** 3.75 on Emotional, Behavior, & Academic Engagement
- **Family Engagement:** 3.75 on National Family Engagement Standards
CONDITIONS FOR LEARNING

BUILD REPEATABLE PROCEDURES WHERE QUALITY LEARNING CAN BE SCALED, REPLICATED, AND PROVIDED EQUITABLY TO EVERY STUDENT

**TACTIC 1**: Professional Model of Teaching
**TACTIC 2**: High Expectations
**TACTIC 3**: Commitment to Equity
**TACTIC 4**: Educator Learning

READINESS FOR LEARNING

CREATE SYSTEMS TO ENSURE EVERY STUDENT COMES TO SCHOOL READY TO LEARN AND BARRIERS TO LEARNING ARE REMOVED

**TACTIC 1**: Schools as Community Hubs
**TACTIC 2**: Social-Emotional Supports
**TACTIC 3**: Expand Early Childhood Education Quantity and Quality
**TACTIC 4**: Family and Community Engagement
Conversation Structure

1. What are we trying to do?

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Theory of Action: A Professional Model of Teaching

**IF** we implement school-specific criteria, and attract, hire and retain educators

**THEN** all Jeffco schools will have classroom teachers prepared to transform student task.
| SMART Goals |

1. **Recruitment:** By 2021 the average number of highly-matched applicants by school-specific criteria for each classroom teaching job opening will be a minimum 10:1 (10 candidates to 1 opening)

2. **Selection/Hiring:** By 2021/22 the average Jeffco starting classroom teacher step placement (average step placement of all hires in a single year) will increase by one-half step

3. **Compensation:** By 2021/22 the average Jeffco classroom educator salary will be within 5% of similar front range districts

4. **Retention:** By 2021/22, Jeffco will have less than 10% turnover rate of ongoing classroom teachers.
Milestones

• Completed stage 1 of pilot program in 8 schools, developing and testing school criteria to drive hiring decisions.
• Review results and modify approach for next staffing season.
• Developing system for candidate ratings within school-specific criteria.
• Adjust job postings for more descriptive presentation of school and position
• Complete 2018-19 start of school data analysis of hired employees, compensation comparisons.
Leading Indicators

1. Number of applications per opening for classroom positions
2. Quality of interviewed applicants in relation to school-specific criteria in pilot program
3. Number of district- and school-based attributes identified, and used to measured candidates (within the pilot).
4. Experience of hired educators (as related to compensation, salary placement, average teacher salary)
How you selected the criteria with your school community or collaborative committee
How you defined with your team each of the selected criteria – to meet your school and student needs
How you altered your selection process to make certain you asked questions or conducted activities to answer the school-specific criteria categories
Did the person(s) you hired using the criteria match the criteria expectations – after the first 8-10 weeks of school?
How you selected the criteria with your school community or collaborative committee

The school selected and school-developed criteria was created during one of our regular instructional leadership team meetings and based upon SCE initiatives (1:1 Chromebook, Restorative Practices, Authentic Tasks, PLC work).
How you defined with your team each of the selected criteria – to meet your school and student needs

Prior to reviewing the list of candidates in Teacher Match, we talked about what we might see on paper as evidence of each; trainings, school experience demographics, etc.
Principal Visit - Stephanie Cavallaro, Stony Creek Elementary

- How you altered your selection process to make certain you asked questions or conducted activities to answer the school-specific criteria categories

The ILT took a look at interview questions used in the past to ensure there was the opportunity to elicit not only knowledge with regard to the school specific criteria; but also that there was an authentic match philosophically for the criteria.

After deliberation and prior to any offer, we put any “wonderings” on the table. We listened and watched for specific wonderings through reference calls and classroom visits.
Principal Visit - Stephanie Cavallaro, Stony Creek Elementary

- Did the person(s) you hired using the criteria match the criteria expectations – after the first 8-10 weeks of school?

I will keep each one given the opportunity!
Principal Visit - Stephanie Cavallaro, Stony Creek Elementary

Criteria:

- **district**: focus on authentic task; content knowledge; instructional knowledge; classroom management; high expectations for learning
- **school-selected**: general experience; collaborative; culturally sensitive/aware
- **school-developed**: experience with 1:1 device; experience with restorative practices; experience with Project Based Learning; experience with students from poverty
Sample Job Posting

Job ID: 1159
Location: D'Evelyn Junior/Senior

APPLICATION INFORMATION

Full/Part Time: Full-Time
Regular/Term: Regular

Apply for Job

ABOUT THE DISTRICT

Jeffco Public Schools, Colorado’s largest K-12 school district, with 85,000 students and approximately 14,000 employees, has provided educational excellence for more than 60 years. Nearly 10 percent of all Colorado K-12 students attend a Jeffco school and our employees benefit from partnerships with experienced, dynamic school leaders throughout our district. Our Jeffco Generations vision document and strategic plan map out with focus and clarity what we expect our schools to accomplish with our graduates. Come join us!

SCHOOL/DEPARTMENT INFORMATION

D'Evelyn Junior/Senior High School is a liberal arts option school serving students in grades 7 - 12. Enrollment is available to Jefferson County students entering 7th, 8th, and 9th grades through an annual lottery process, and the school maintains an out-of-district lottery list as well. D'Evelyn teachers follow a whole-group, teacher-directed instructional model, and all core academic classes are supported by the use of textbooks. The D'Evelyn Founding Document outlines the academic program of the school, and the D'Evelyn Steering Committee, comprised of parents, teachers, and the D'Evelyn principal, serves as the governing board of the school. The D'Evelyn student population is comprised of approximately 1,000 students, about 400 in junior high and 600 in senior high. In addition to the rigorous liberal arts academic program offered to all students, there are many athletic and extracurricular opportunities for D'Evelyn students, including 17 varsity sports and an outstanding performing arts program, including theatre, vocal music, and instrumental music. D'Evelyn students have achieved many outstanding accomplishments in the 25-year history of the school, including earning the highest average ACT and SAT scores among all public, non-charter schools in Colorado for the past 18 years. To learn more about our great school, please visit our website: http://develyn.jeffcopublicschools.org

ABOUT YOU

D'Evelyn teachers are dedicated to developing the minds and character of their students by way of the liberal arts educational model. Interested candidates should be content experts with dedication to teaching students in a teacher-directed, whole-group instructional model. At D'Evelyn, it is the teacher’s responsibility to prepare students for a happy, full, and successful life.
Sample Job Posting

About the School/Department
Carmody is a comprehensive 800 student 6-8 middle school in Lakewood. Carmody’s vast footprint covers many neighborhoods offering great diversity across the student body. On the one year School Performance Framework from CDE, Carmody currently ranks 4/18 Middle Schools in Jeffco. This ranking accounts for high achievement and high growth scores on the state standardized test (CMAS).

Carmody proudly operates within a STEAM (Science, Technology, Engineering, Arts and Math focus). STEAM is about incorporating creative thinking and an integrated project based learning environment in every classroom. The electives boast 24 different offerings with a STEAM lens and 9 licensed CTE (Career Technical Education) certified teachers. Carmody is intentional about a safe and welcoming culture and provides a restorative justice approach to our work. Every student is scheduled into a Connections class where the ratio is 12:1. The class is specifically designed to support the whole student and address any academic or social emotional needs while cheerleading, coaching and building trust between the student, their teacher and their school. Carmody Cougars embrace the following CORE Values: Positive Attitude, Respect, Integrity, Determination and Excellence (PRIDE) throughout all aspects of the school.

About You
All licensed personnel at Carmody believe all students can achieve. We value and engage frequently in collaboration and have knowledge and experience in PLC and Responsive Teaching models. Carmody considers itself a professional lab school, embedded with peer observation and a strong professional learning platform that supports all teachers.
I feel like I'm going to win the lottery because I feel so lucky to work here.

-Ms. Liz
If your actions inspire others to
Do more
Dream more
then you are a leader
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| SMART Goal

**Recruitment:** By 2021 the average number of highly-matched applicants by school-specific criteria for each classroom teaching job opening will be a minimum 10:1 (10 candidates to 1 opening).

*This measurement is in development for the 2019-20 SY hiring period.*

| Trajectories

![Highly-Matched Applicants Graph](image)
SMART Goal

Selection/Hiring: By 2021/22 the average Jeffco starting classroom teacher step placement (average step placement of all hires in a single year) will increase by one-half step.

Trajectories
SMART Goal

**Compensation:** By 2021/22 the average Jeffco teacher salary will be within 5% of similar front range districts

### Trajectories

![Average Teacher Salary Chart]

- **Expected Trajectory**
- **Actual Trajectory**
- **Goal**

**Axes:**
- **X-axis:** Years (2014-15 to 2021-22)
- **Y-axis:** Average Teacher Salary (0.000 to -0.100)
District Compensation

1. Jeffco sits at 8.97% under the comparable market average (metro districts)
2. In rank of 7 districts, we are 5 of 7
3. Jeffco is $18,066 under the highest district
4. Jeffco is $6,397 over the lowest district

<table>
<thead>
<tr>
<th>District</th>
<th>Average Teacher Pay 2017-18</th>
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<tbody>
<tr>
<td>Boulder Valley</td>
<td>$75,220</td>
</tr>
<tr>
<td>Cherry Creek</td>
<td>$71,711</td>
</tr>
<tr>
<td>Littleton</td>
<td>$66,399</td>
</tr>
<tr>
<td>Adams 12/Northglenn</td>
<td>$59,511</td>
</tr>
<tr>
<td>Jeffco</td>
<td>$57,154</td>
</tr>
<tr>
<td>Douglas</td>
<td>$53,080</td>
</tr>
<tr>
<td>Denver</td>
<td>$50,757</td>
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SMART Goal

Retention: By 2021/22, Jeffco will have less than 10% turnover rate of ongoing classroom teachers.
## Implementation Heat Map

*A Professional Model of Teaching*

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<th>Planning</th>
<th>Capacity</th>
<th>Evidence of progress</th>
<th>Likelihood of success</th>
</tr>
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<tbody>
<tr>
<td>Highly problematic – requires urgent and decisive action</td>
<td>Problematic – requires substantial attention, some aspects need urgent attention</td>
<td>Mixed – aspect(s) require substantial attention, some good</td>
<td>Good – requires refinement and systematic implementation</td>
</tr>
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</table>
Summary/Successes

- Compensation measures are changing for the positive, both the Jeffco average and the relationship to comparable districts
- Turnover continued downward trend
- 34 school-based hires made with school-specific criteria in mini-pilot; becomes our pilot cohort for school-year measurements
- Collection of some school-based criteria, to inform process and definitions
- Candidate self-rating system development is in progress for on-time delivery in February
- Reconfigured school-specific job postings are in development for on-time delivery in February
- School-specific criteria are in development for on-time delivery in February
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Challenges

- Implementation and updating of district and school-based criteria for successful recruitment of classroom teachers.
- Linking hiring practices/selection process to the identified school-based criteria.
- Ensure competitive compensation through budget availability and compensation approaches.

Resources Required

- Attraction/Recruitment resources and supports
- Staff support to school hiring processes
- System development support
Jeffco has been home to me since the fall of 1988, when I started my teaching career. I found a place to lead children on their educational journey. Along that journey, I have taught grades 3-6.

I then found my passion and have been teaching kindergarten since 2000. I also became a home owner in this place I already called home. Both of my daughters then went through Jeffco as students, and became strong leaders and learners.

Jeffco has been an integral part of my professional and personal life for 30 years. I'm proud to be a part of this great district!
I chose JEFFCO because I am a product of JEFFCO.

I wanted to serve the community that served me so well.

I stay because I Am JEFFCO.
Thank you