

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND
PROGRAM**

CFDA # 84.385A

PR/Award # S385A100084

OMB No. 1810-0700, Expiration Date: 11/30/2010
Closing Date: JUL 06, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/2/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Jefferson County Public School District R-1

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
██████████	██████████

d. Address:

* Street1:	██
Street2:	
* City:	██████████
County:	██████████
State:	██
Province:	
* Country:	USA
* Zip / Postal Code:	██████████

e. Organizational Unit:

Department Name:	Division Name:
Human Resources	Division of Chief Financial Officer

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Ms.	* First Name:	Kristy
Middle Name:			

* Last Name: Parsons

Suffix:

Title: Teacher on Special Assignment

Organizational Affiliation:

Jefferson County Public School District

* Telephone
Number:

██████████

Fax Number:

██████████

* Email:

██

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

NA

Title:

NA

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Jefferson

*** 15. Descriptive Title of Applicant's Project:**

Jeffco Strategic Compensation Project

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 7

* b. Program/Project: 7

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$	████████
b. Applicant	\$	████████
c. State	\$	
d. Local	\$	
e. Other	\$	
f. Program Income	\$	
g. TOTAL	\$	████████

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Cynthia

Middle Name:

* Last Name: Stevenson

Suffix: Ph.D

Title: Superintendent

* Telephone Number: [REDACTED] Fax Number: [REDACTED]

* Email: [REDACTED]

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Jefferson County Public School D...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
2. Fringe Benefits	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
3. Travel	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
6. Contractual	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
10. Indirect Costs*	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Colorado Department of Education The Indirect Cost Rate is 4.63%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Jefferson County Public School D...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. "794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Cynthia Stevenson

Title: Superintendent

Date Submitted: 06/15/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Jefferson County Public Schools Address: 1829 Denver West, #27 City: Golden State: CO Zip Code + 4: 80401-	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Cynthia Stevenson Title: Superintendent Applicant: Jefferson County Public School District R-1 Date: 06/18/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION
Jefferson County Public School District R-1
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Ms. First Name: Cynthia Middle Name:
Last Name: Stevenson Suffix: Ph.D.
Title: Superintendent
Signature: _____ Date: 06/15/2010
ED 80-0013 03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : Jeffco GEPA Statement

File : C:\Documents and Settings\dbussey\My Documents\Grants\Federal Forms\TIF GEPA.doc

Section 427 of General Education Provision Act

Jefferson County Public Schools (Jeffco) has long been committed to ideals of equal opportunity. Our policy states that we do not discriminate on the basis of gender, disability, race, color, religion, sex, sexual orientation, national origin or age in our programs and activities. Specifically, Jeffco will take the following steps to ensure equity and participation, **where applicable**:

- The district will meet ADA requirements for access to classrooms and media centers supported through federal funding.
- The district will take steps to review the academic materials to make sure that they contain stories and illustrations that depict diversity in families, including race and national origin.
- The project staff will encourage participation by a broad spectrum of the community in activities both in and out of school.
- The district will provide brochures and other print media in Spanish or other languages to meet the needs of families, community members, and staff.
- The district will provide IDEA-approved or recommended hardware, software, and assistive technology to support disabled students.
- The district will not use materials or strategies that promote or show disrespect to any religious group.

We do not anticipate any segment of the target population would be prohibited from participation in this project, or any or its activities, due to any barrier related to gender, ethnicity, language, culture, national origin or physical handicap. To accommodate the needs of participants that speak languages other than English, translators, interpreters, or bilingual personnel will be incorporated into project activities.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Ms. Kristy Parsons

Address:

* Street1: [REDACTED]
Street2:
* City: [REDACTED]
County: [REDACTED]
* State: CO* Zip / Postal Code: [REDACTED] * Country: USA

* Phone Number (give area code) Fax Number (give area code)
[REDACTED] [REDACTED]

Email Address:

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :
File :

Project Narrative

Project Abstract

Attachment 1:

Title: **TIF Abstract** Pages: **1** Uploaded File: **C:\Documents and Settings\dbussey\My Documents\Proposals in Progress\10-11\TIF\TIF abstract 063010.doc**

PART 3 – PROJECT ABSTRACT ATTACHMENT

Jefferson County Public Schools (Jeffco) submits the attached application for [REDACTED] to the Teacher Incentive Fund's (TIF) Evaluation grant competition, in support of its Jeffco Strategic Compensation (JSC) plan. This innovative plan makes differentiated teacher and principal compensation, promotion, and retention decisions on the basis of demonstrated effectiveness in achieving student learning growth (Priority 1). The JSC will rely on multiple measures, including results from the Colorado Growth Model and locally-developed value-added models (Priority 4) and a rigorous new evaluation system that balances individual, team and school-level measures of effective teaching and leadership.

However, JSC goes beyond simple bonus structures. We propose to reconfigure the Jeffco salary schedule into a nine-level system that rewards teachers both for student growth and their own leadership in spreading their teaching expertise. Peer and administrator observations will lead not only human capital decision-making, but professional development plans that will serve to grow teacher leadership capacity and human capital in the district, particularly in the highest-need schools that will serve as pilot sites (Priorities 3 and 5).

This plan is the result of a two-year study and planning process on behalf of Jeffco, the Jefferson County Education Association, and their partners. This district-union partnership, which has received promising state and foundation financial support to date, suggests that Jeffco has the capacity to implement comprehensive reforms and evaluation successfully. These factors indicate that we are well-positioned to sustain, and potentially scale-up district wide, the proposed JSC plan (Priority 2).

Project Narrative

Application Narrative

Attachment 1:

Title: **Part 4 Application Narrative + Table of Contents** Pages: **58** Uploaded File: **C:\Documents and Settings\dbussey\My Documents\Proposals in Progress\10-11\TIF\Part 4 Application Narrative + Table of Contents.doc**

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PART 4: PROJECT NARRATIVE

Section 1: Need for the Project

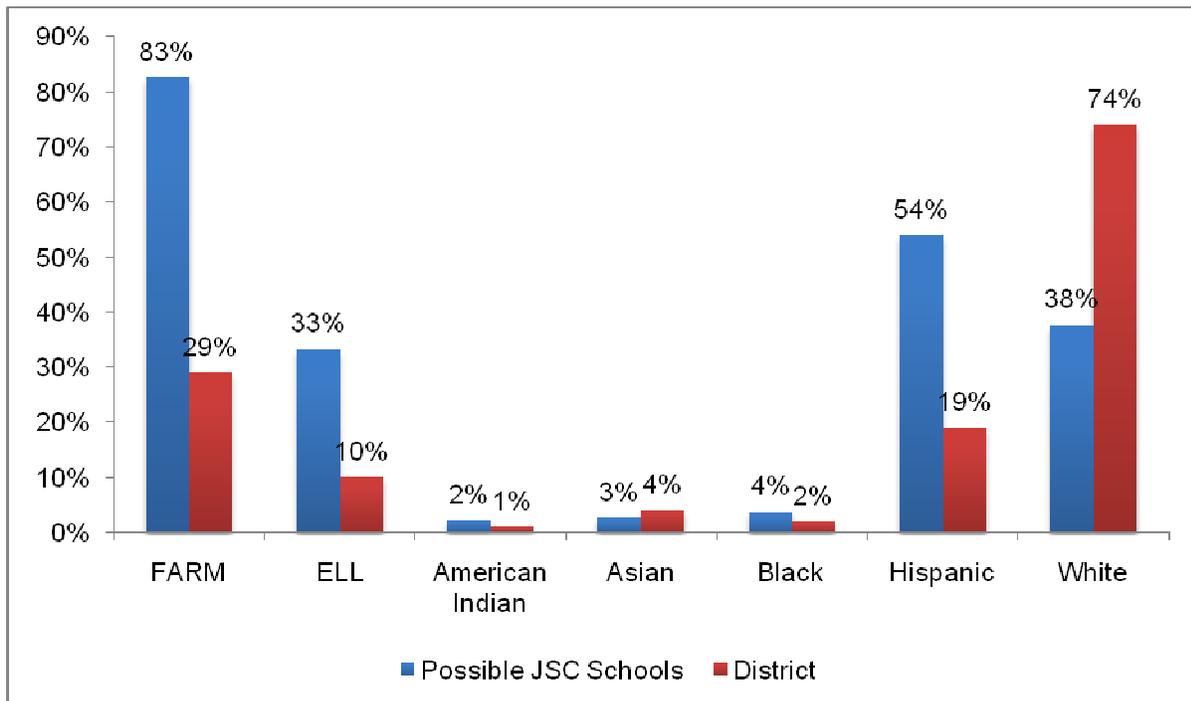
Jefferson County Public Schools (Jeffco) is the largest school district in the state of Colorado, with more than 84,000 students, 12,000 employees, approximately 5,000 teachers, and 155 schools. Currently, teachers in Jeffco are compensated on a traditional salary schedule based on steps and levels for experience and education. The current system contains no incentives for teachers to learn about or lead innovative and successful efforts to help our increasingly diverse students become college and career ready. Teacher salary schedules like the one used in Jeffco were conceived in the 1920s to ensure fair and equal treatment for all (Cuban & Tyack, 2000; The Teaching Commission, 2004). Essentially, that salary structure has remained the same over the past 90 years.

Public Impact's cross-sector work found that the education sector stands alone in its extreme reluctance to modify compensation in service of its ultimate mission (Kowal, Hassel, & Hassel, 2008). Jeffco has a demonstrable need to transform compensation as well as to create a more robust system of development for teachers and principals. Over the last two years, we have studied a variety of different models and examined the evidence on performance pay systems in both public and private sectors. Jeffco educators are ready to take bold steps in discarding the single-salary schedule in its entirety and creating a forward-looking approach in how educators are evaluated and paid.

Overall, Jeffco's students have achieved at high levels. However, some schools within Jeffco have not achieved at levels commensurate with the rest of the district. These schools serve far more high-needs students than other Jeffco schools.

An internal review identified 41 Jeffco schools that meet the poverty threshold for the Teacher Incentive Fund (TIF) award competition. These schools all had free-and-reduced meal rates (FARM) of 50% or more. From this group, 20 schools with the highest percentages of FARM eligibility were selected for review and possible implementation of the proposed compensation reforms described herein. This decision ensures that federal TIF funds will target schools and students in the greatest need. Of these 20 schools, 16 are elementary schools, three are middle schools, and one is a high school. The average FARM rate in these schools is 83% compared to the district average of 29%. In addition to the significantly higher FARM rate, Hispanic students represent a majority of the students in these schools at 54%, compared to the district average of 19%. The number of English language learners is 33% in these schools, compared to the district average of 10%. The number of English language learners is 33% in these schools, compared to the district average of 10%. (See Appendix A for a school-by-school breakdown and Figure 1 for a summary.)

Figure 1: Demographic Comparison: Possible JSC Schools (n=20) v. Remaining Jeffco Schools (n=135)



Jeffco Strategic Compensation (JSC) is designed to support and reward educators in order to improve student outcomes. The following data will demonstrate need in the 20 eligible schools. The student outcomes in these schools lag significantly behind the remainder of the schools in the district. For instance, the 20 eligible TIF schools face significant challenges based on achievement data derived from the Colorado Student Assessment Program (CSAP) as compared to other Jeffco schools. Figure 2 demonstrates the disparity in performance on the CSAP reading assessment in grades three through ten. Only 30% of tenth grade students in the targeted schools attain proficiency on the reading assessment. Moreover, this represents an average 47 percentage points below the remaining schools in the district. The disparity in performance begins in third grade and grows through tenth grade. In other words, students in the targeted schools start out behind and appear to lose ground as they move through elementary, middle, and high school with an increasing number of students not demonstrating college or workforce readiness.

The trend observed in reading is repeated in math, writing, and science (Figures 3, 4, and 5). The math scores (Figure 3) are particularly problematic as district performance trends down from third to tenth grade but are especially pronounced for the targeted schools. By tenth grade, only 41% of students in the non-targeted schools are proficient or above, but only 3% of students in the targeted schools are proficient. Again a gap that is 19 percentage points in third grade, between targeted and non-targeted school averages, grows to 38 percentage points by tenth grade. While the increased number of ELL students in the targeted schools could explain some of the disparity in performance on reading and writing assessments, the fact that the weakest results are in math, where language typically does not play as large a factor, indicate more significant issues.

The state of Colorado uses a writing assessment in grades three through ten providing more data that can be used to triangulate possible issues. The highest performance of any grade level averages in the targeted schools is 42% and the low is 15% (Figure 4). Neither of these results is acceptable, particularly when compared to the significantly better performance of other Jeffco schools, in which the lowest district average writing score, 57% in tenth grade is 15 percentage points better than the top performance in any year of the targeted schools.

The Jeffco CSAP science averages provide a final data point to substantiate the difference in performance occurring in the district (Figure 5). At each tested grade level, the average performance of students in the targeted schools is at least 32 percentage points lower than in other Jeffco schools. Only 7% of students in targeted schools are proficient or above in science by tenth grade.

Figure 2: CSAP Reading: Percentage of Student Proficient or Above in Possible JSC Schools (n=20) v. Remaining Jeffco Schools (n=135)

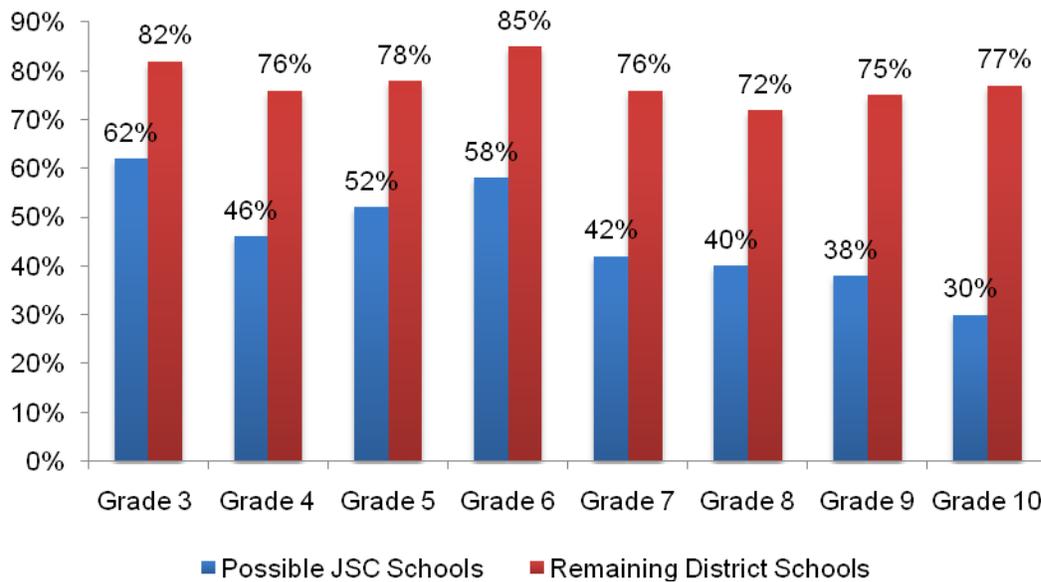


Figure 3: CSAP Math: Percentage of Students Proficient or Above in Possible JSC Schools (n=20) v. Remaining Jeffco Schools (n=135)

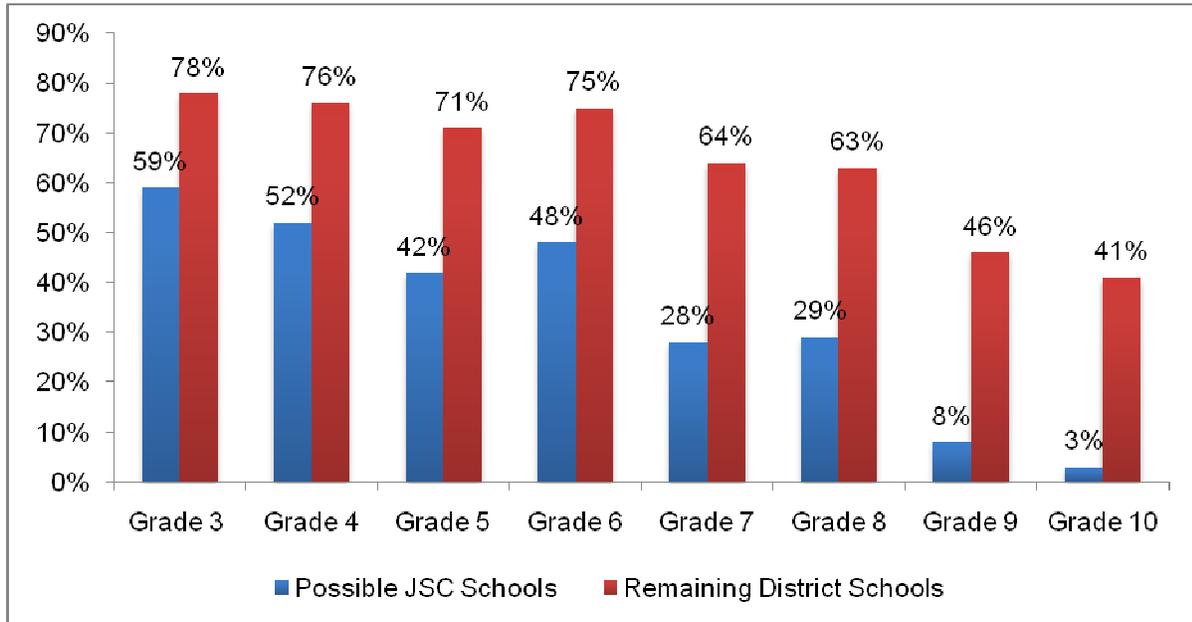


Figure 4: CSAP Writing: Percentage of Students Proficient in Possible JSC Schools (n=20) v. Remaining Jeffco Schools (n=135)

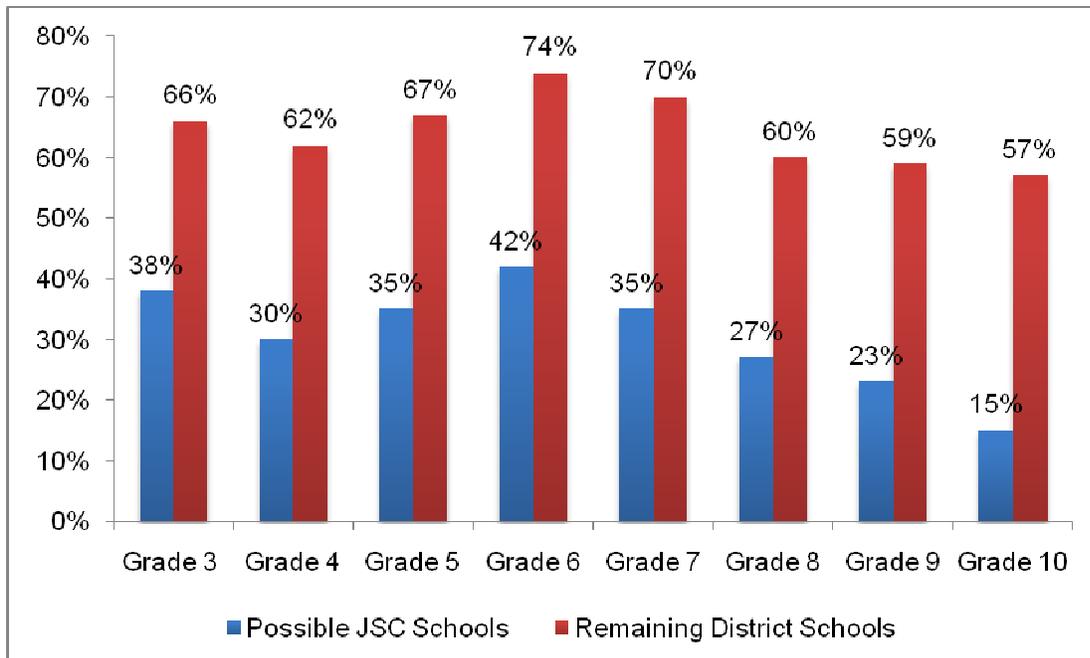
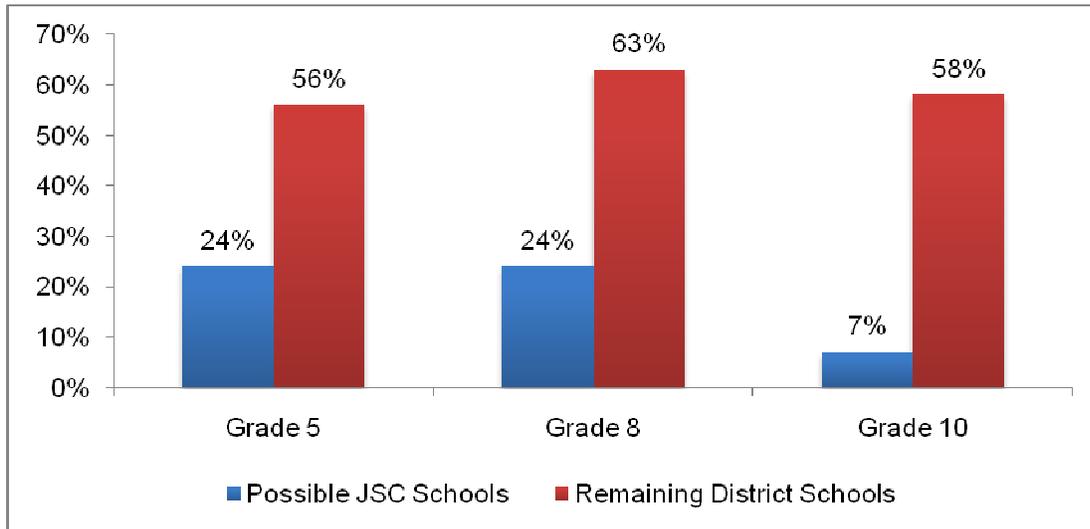


Figure 5: CSAP Science: Percentage Proficient in Possible JSC Schools v. Remaining Jeffco Schools (n=135)



These data clearly indicate that student performance in the identified schools is lagging behind the district. A comparison of traditional measures of educator quality indicates that teachers and principals in the eligible schools do not differ greatly from the rest of the district. For years of experience in teaching, teachers in eligible JSC schools report 8.69 years of experience in Colorado on average compared to the district average of 10.06. Teachers in potential JSC schools average 7.61 years of continuous service compared to 9.13 for the rest of the district. Even the seemingly slight difference of approximately a year and a half in experience could indicate a potentially significant difference in the number of first and second-year teachers in the targeted buildings.

Potential JSC schools retain approximately 83% of teachers compared to all other Jeffco schools' teacher retention rate of 85%. In 2009, teachers that met the requirements of Highly Qualified Teachers (HQT) filled 100% of positions in the eligible schools. This percentage slightly exceeded the district average of 99% HQT. For principals, the retention rate in possible JSC schools is lower than in other Jeffco schools, with 73% retained compared to 85% retained.

However, principals in both groups are retained in the district at a rate of 94% and 99% respectively. This indicates that principals are leaving potential JSC schools but typically stay in the district. Given the significantly poorer performance of the eligible schools, an even higher turnover rate might be expected.

On the surface, teacher recruitment at the eligible schools does not appear to be a significant problem. For each available position in eligible JSC schools there were 21.3 applicants. In comparison, the average for the remainder of the district was 23.6 applicants per position. Nonetheless, it is difficult to determine whether applicant quality might be higher or lower at potential pilot schools versus others in the district. Targeted schools may thus be at a currently undetectable recruitment disadvantage.

The data the district has available on teacher quality compared to the student performance data highlight some alarming trends that are occurring nationwide. Teacher quality has tremendous effect on student achievement and this effect varies widely (Aaronson, Barrow, & Sander, 2007; Goldhaber, 2007; Haycock, 1998; Kane, Rockoff, & Staiger, 2006; Murnane, 1975; Murnane & Phillips, 1981; Rockoff, 2004). To illustrate, Eric Hanushek (1992) found that the difference in student performance in a single academic year from having a “good” as opposed to a “bad” teacher could be more than one full year of standardized achievement using a value-added model. In a study of students in Texas, results suggest that there is greater benefit in improving the quality of the teacher in a classroom by one standard deviation, as measured by student achievement, than in a ten-student reduction in class size (Rivkin, Hanushek, & Kain, 2005). Moreover, a seminal study of teacher effect on Tennessee students found that differences in student achievement of 52 to 54 percentile points were observed as a result of teacher sequence after three years. The study divided teachers into quintiles based on longitudinal value-

added data. In other words, students of teachers in the top quintile for three consecutive years did significantly better than students with similar test scores at the beginning of the sequence who had teachers in the bottom quintile. Further, lowest achieving students benefited the most from effective teachers, and students of different ethnicities responded similarly within teacher quartiles (Sanders & Rivers, 1996). Teacher effects are dominant and highly significant factors affecting student academic gains, relative to classroom context variables such as heterogeneity of students and class size (Wright, Horn, & Sanders, 1997).

The current teacher compensation system rewards observable teacher characteristics, namely experience and degree attainment, and districts across the U.S. spend over \$8.6 billion on the master's salary increase alone (Roza & Miller, 2009). Yet studies have shown that neither a master's degree nor teaching experience beyond the first five years are strong predictors of a teacher's effectiveness, as measured by student achievement gains (Aaronson, Barrow, & Sander, 2007; Murnane, 1975; Murnane & Phillips, 1981; Rice, 2003; Rivkin, Hanushek, & Kain, 2005). Administrator evaluations are currently the primary measure of teacher effectiveness. However, The New Teacher Project's "Widget Effect Report" found that teacher evaluations are problematic. In this report, 12 districts across four states discovered that 99% of teachers receive satisfactory ratings when the options are either "satisfactory" or "unsatisfactory." Even when based on a broader range of rating options, less than 1% of teachers receive a rating of unsatisfactory (Weisberg, Sexton, Mulhern, & Keeling, 2009).

These findings, in combination with district data, demonstrate need in targeted Jeffco schools in a profound way despite the relatively strong profile of the district as a whole. The purpose of JSC is to fundamentally change the way teachers and principals are both monetarily and otherwise compensated, so that effective educators can spread their expertise to improve

student outcomes. The juxtaposition of the student achievement data with the human resources data in Jeffco make clear that these two data sets are not aligned. Clearly, students are not learning at acceptable or equitable rates in prospective JSC schools, despite the fact that teachers in these schools appear to be similar to teachers in more advantaged Jeffco schools.

JSC pushes beyond traditional measures of HQT, experience, and educational attainment for educators to supporting and facilitating increased teaching effectiveness. Teachers and principals will be evaluated, supported professionally, advanced in their careers, and compensated based on how educator leadership and learning impact student learning. The above data make clear that this is absolutely necessary for the students in the eligible schools. The TIF grant period, including the planning year, will assist Jeffco in identifying what factors matter most in their teachers and principals for student learning.

Commitment to Participate in the National Evaluation

The 20 high-need schools profiled previously present very different challenges and opportunities when compared to the remaining schools in the district. If TIF grant funds are awarded as part of the Evaluation competition, 12 of these schools will be selected (10 elementary schools and 2 middle schools). From this group of 12, the national evaluators will randomly select 5 elementary and 1 middle school for the experimental group and 5 elementary and 1 middle school for the control group. In addition to the national evaluation, Jeffco will also employ a local independent evaluator to collect additional qualitative and quantitative data to develop a robust picture of the elements of their comprehensive compensation and supports structures.

A letter of support for JSC and the evaluation competition from Superintendent Cynthia Stevenson is included as part of this application. An additional letter of support from the Jeffco research department is included that verifies the department's ability to support the evaluation.

The district will fully support the implementation of the experiment including the random selection of schools for control and experimental treatment from the pool of 12 identified schools. Principal support letters from participating schools will be obtained prior to the awarding of grant funds. Per Mathematica (the national evaluator), this requirement of principal letters of support in the application package has been set aside for initial application into the evaluation competition, but must be addressed prior to receipt of funds.

The importance of the JSC plan for state, regional and national education reform initiatives cannot be overstated. First, the district is Colorado's largest school system, and Jeffco's launch of a performance pay system will help spread new ideas and opportunities to the rest of the state. Because Colorado is in the process of implementing aggressive teacher reforms outlined in SB 191, Colorado could learn a great deal about how to implement these reforms with teachers in ways that will improve student outcomes and working conditions for teachers. Participation in Mathematica's national evaluation will give Jeffco a prominent role in national and state reform as the results from JSC will be disseminated to a wide audience.

Second, Jeffco is geographically situated within the context of four other area districts (Denver Public Schools, Harrison County 2, Eagle County, and Douglas County) that are also implementing alternative compensation systems; other smaller districts may do so in coming years with state support. With Jeffco's entry into performance pay there are enormous opportunities for cross-district collaboration and the spread of effective policies and practices with common metrics. Our proposal includes a structure for such collaboration, via a consortium

of districts who are implementing performance-based compensation plans on either a pilot or full-scale basis. The Colorado Department of Education (CDE) has expressed interest in working with Jeffco to convene this consortium.

Third, the State of Colorado just launched the Governor's Council for Educator Effectiveness. The purpose of the council is to provide a forum for considering options and providing recommendations to ensure that every educator is evaluated using multiple, fair, transparent, timely, rigorous and valid methods, at least 50% of which is determined by academic growth of their students. Among other charges, the council was given a December 31, 2010 deadline to draft definitions of teacher effectiveness and principal effectiveness and to develop and recommend guidelines for adequate implementation of a high-quality educator evaluation system. Council membership represents diverse stakeholders: the business community, teachers, higher education, school districts, school district administrators, school board members, charter schools, parents, students and the CDE. Kerrie Dallman, president of Jefferson County Education Association (JCEA) is also a council member.

Finally, the state's Race to the Top application (submitted May 26, 2010) includes provisions for developing sustainable teacher leadership teams to build capacity in using data to drive instruction, longitudinal data systems, increased teacher and principal effectiveness based on performance, and supports to ensure that effectiveness is enhanced. Additionally, the Colorado state legislature approved the Colorado Growth Model in 2009, which will link teachers to student growth across the state on the Colorado School Assessment Program (CSAP). Our proposal calls for Jeffco to work with state officials to align the identification of the district's effective teachers, and provide opportunities for them to lead school reforms across Colorado.

Section 2: Project Design

Support of Teachers and Principals

For the past two years, with content expertise of the Center for Teaching Quality (CTQ) and funding support from the Rose Foundation and the Colorado Department of Education (CDE), Jeffco's administration and teachers have worked together on developing a compensation structure that fundamentally changes the way teachers advance through their careers. CTQ has been Jeffco's partner in assessing district needs, reviewing the research base, and studying cutting-edge performance-based compensation systems nationwide.

A Steering Committee for the Jeffco Strategic Compensation plan, comprised of district and union leaders, has been working with the CDE and other districts in the state to determine how best to compensate and support teachers. (Details on the Steering Committee are available in Section 3.) A recent twelve-month [REDACTED] grant from the CDE has allowed the Steering Committee to enter an initial design phase to develop a performance-based compensation system that is designed to pay teachers more for improving student learning, developing advanced pedagogical skills that accelerate progress towards district goals, and taking on leadership roles to ensure that effective teachers spread their expertise to their colleagues and remain in positions in which they serve students with the highest needs (see Appendix B). Additional information on funding support from public and private sources (beyond TIF funds) is contained in Section 3.

Both the foundation and state grants have given Jeffco a two-year head start on the program design of the Jeffco Strategic Compensation (JSC) system. The Jefferson County Education Association (JCEA), Jeffco superintendent Dr. Cynthia Stevenson, and key administrative staff and personnel have designed the model. The design work has been supported by the work of several contractors, including the Center for Teaching Quality (CTQ), Saltzman

Communications and Augenblick, Palaich and Associates, Inc. (APA). CTQ has assisted with facilitating meetings and connecting the Steering Committee with relevant research and experts to guide planning. Saltzman Communications has surveyed teachers and administrators and is developing a comprehensive communication plan (see Appendix C). APA is developing a dynamic cost model to ensure adequate funding and dispersal of funds and to develop estimates for how pilot efforts can ultimately drive district-wide strategic compensation reforms (see Appendix D). This groundwork has afforded Jeffco the opportunity to gain enough support from the administration and the union to participate in the experimental evaluation competition.

In a phone survey conducted in May 2010, over 500 JCEA members responded to probes on their willingness to move toward this new support and strategic compensation structure. Of the 502 respondents, 67% felt that moving to this strategic compensation model was a step in the right direction. While most of these teachers were supportive of the alternative compensation model, 93% cited the additional time for collaboration as a “plus” for the system. Additional supports beyond compensation were repeatedly cited as significant advantages to the proposed model. Concerns do exist among teachers about how supports and compensation will change based on the survey data. Having a communication consulting team in place, in addition to a team that has been working for two years already provides Jeffco with a significant advantage in developing a plan that will work effectively and has buy-in from affected stakeholders.

To understand the conditions that allow teachers to teach effectively in high-needs schools in deeper detail, the work of the Local Evaluation Consultant will create and administer an annual survey of teaching and learning conditions to be administered in pilot schools for the JSC plan and the comparison group. Other districts and states commonly use such surveys to evaluate and guide efforts to support teachers through professional development, collaboration,

mentoring and induction, effective principal and district leadership, and opportunities for teacher leadership. In Jeffco, this type of survey could also be used to determine whether and how the implementation of the JSC impacts school climate, staff morale, and student achievement.

Theory of Change

Our proposed design is based on key findings from other successful TIF sites. Based on information from the U.S. Department of Education and a review of sites with greater than expected student achievement gains, improved school climate, and solid implementation, the compensation systems were framed by four major elements:

- 1) **The model must be comprehensive.** Increased teaching effectiveness in these sites is the integration and purposeful alignment of professional development, collaboration, compensation, and evaluation as a comprehensive approach to system-wide improvement. Researchers support the need for job-embedded professional development (Desimone, et al., 2002), multiple career paths (Elmore, 2000), robust evaluation (Danielson, 1996), and differentiated compensation (Greenwald, Hedges, & Laine, 1996). As these efforts are sustained, labor market sorting could significantly alter the compositional make-up of the schools at these sites. Certain types of teachers that are interested in robust evaluation, professional development, career advancement, and differentiated pay based on their effectiveness would seemingly be more likely to work in these types of systems (Goldhaber, 2006; Goldhaber, DeArmong, Liu, & Player, 2007; Milanowski, 2006).
- 2) **Wide stakeholder involvement is essential.** The available research supports this finding (Milanowski, 2003; Odden, Kelley, Heneman, & Milanowski, 2001). Stakeholders include teachers, principals, district administrators, district staff, and

sometimes community members. Implementation also involves significant communication and stakeholder involvement up front, as well as on a regular basis once the program is in place.

3) Teachers and administrators need the support, collegiality, professional development and growth opportunities embedded in the programs to drive

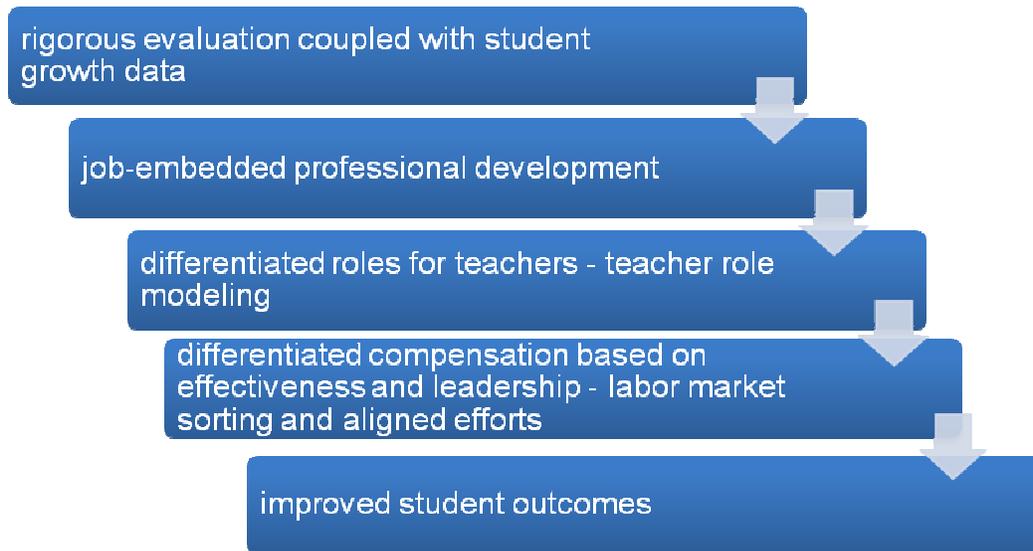
improvement. The components of a comprehensive set of supports are as important as changing compensation. While researchers suggest that there is not ample evidence to determine the optimal incentive amount (Podgursky & Springer, 2007), there is general consensus that the amount needs to be meaningful: approximately 5% or more of total compensation and possibly significantly more in high-needs schools (Heneman, Milanowski, & Kimball, 2007; Odden & Wallace, 2007). While substantial rewards are necessary, they are not sufficient for successful implementation (Sawchuk, 2009).

4) Selecting the right people into leadership positions is necessary for success. Strong principals working with effective teacher leaders are essential (Darling-Hammond, Bullmaster, & Cobb, 1995; Elmore, 2000; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Waters, Marzano, & McNulty, 2003). Teacher leaders must have proven records of success in working with students, and also must be able to communicate well with other teachers. By comprehensively addressing teaching effectiveness, through multiple evaluations by multiple evaluators and value-added calculations where available, these sites identify potential leaders using multiple measures of effectiveness. Sites with solid implementation create a leadership pipeline through differentiated roles for teachers. Once this pipeline is in place, selection of the right people to implement a rigorous program with fidelity becomes significantly easier.

The JSC plan is responsive to the findings in these “promising practices” studies. The proposed plan will combine rigorous new teacher and principal evaluation with targeted professional development that will allow teachers to advance their skills, knowledge, and careers while simultaneously earning performance-based pay, aligned to district goals. Additionally, the JSC plan will prioritize school as well as teacher team objectives that will spread teaching expertise through differentiated roles for teachers. This type of school and team alignment will fundamentally change the dynamics of teacher collaboration, the hallmark of effective performance pay systems.

Affirming and advancing effective teachers will result in a role modeling effect that will spread effective practice, as effective teachers will be recognized and rewarded in ways that are not possible in the current salary system. The actual JSC compensation structure will undergird the theory of change by significantly rewarding and identifying the most effective teachers. This should align efforts around student outcomes for individual, teams, and schools of teachers so that efforts are aligned. This alignment of key levers for change will result in improved student outcomes. Ultimately, this will impact labor market sorting, as teachers who are drawn by this system will eventually form the faculties of these schools as other teachers opt out.

Figure 6: Theory of Change



The objectives of the JSC are:

- To improve student learning and teacher learning, so that all students graduate college- and career-ready;
- To pay and support teachers and principals as professionals by enhancing and linking evaluation, collaboration, professional development, and career advancement; and
- To fundamentally change the salary structure in Jeffco from a traditional salary schedule to a system that reflects the contribution educators make to student learning and the spread of teaching expertise.

The four key elements – evaluation, professional development, differentiated roles, and compensation – of the JSC plan are described below.

Student Growth and Evaluation: How Effectiveness Is Measured

The JSC plan will use multiple measures in order to determine the effectiveness of teachers, principals, and other personnel. The newly adopted Colorado Growth Model (CGM) will be used as one measure of student learning growth, and thus effectiveness for teachers in

grades four through ten in reading, writing and math. For every student, teacher, school and district in Colorado, the CGM provides reports on each student's academic growth and achievement history, and delivers clear, visual analysis of that student's track to reach proficiency or advanced proficiency. CGM also highlights educator effectiveness based on student growth. Colorado has just begun the second of a three-phase process to assign unique identifiers to each and every educator in the state, which will further the state's ability to examine many aspects of educator effectiveness across grade levels. All of this information is or soon will be accessible through SchoolView, an online web portal that provides student growth data for every school in the state.

Currently, Colorado's system meets 11 of the 12 elements of the America COMPETES Act. Colorado was recently awarded a [REDACTED] statewide longitudinal data system (SLDS) grant to expand the SchoolView platform. By 2012, the State is planning to fund regional data coaches to train all Colorado educators to use and incorporate the information available through SchoolView in differentiated instructional practices.

The CGM is an elegantly simple model that is readily accessible to educators. The model plots a trajectory for each student based on test data from previous years. The student is compared to other students who scored at a similar level from year to year. If a student performs at the predicted level of growth in a given year, then a year's growth has occurred. If a student performs above that growth trajectory, then more than a year's growth has occurred. If the student performs below the expected growth trajectory, then less than a year's growth has occurred. Student results are then averaged for each teacher and this average growth score determines the teacher effect.

Schools must show adequate growth, which is based on the trajectory of their students. For schools and districts whose students are on a relatively solid track toward college and career readiness, the schools must score at the 45th percentile for growth. For schools and districts where this is not the case, the schools must score at the 55th percentile for growth. This provides a quantitative measure for “keep up” and “catch up” schools. The design of JSC is to support individual and team contributions toward these growth trajectories.

The growth demonstrated on CSAP tests will provide the classroom level growth used to determine effectiveness of teachers in those grades and subjects and will allow the district to advance these teachers on the JSC plan. Effectiveness is not always isolated in individuals. Teams of effective teachers, working together can build the capacity of the group. To acknowledge and reward this, teams of teachers will work together toward the collective goal of improving student achievement. This will be another factor in advancing teachers in terms of compensation and leadership opportunities. These teams will be formed in collaboration with teachers and principals, and will include all instruction staff including but not limited to classroom, special education, ELL, art, music, and physical education teachers. An example would be a grade level team that includes the art or physical education teacher, the teacher librarian, and the grade level teachers to identify and support a grade level writing goal. These teams would then meet weekly to analyze and support writing achievement.

Jeffco is taking a balanced approach to rewarding individual, teams, and schools of teachers. Research is not definitive about the best way to reward teachers (Podgursky & Springer, 2007; Springer & Gardner, 2010). The district also is taking a decidedly comprehensive stance by rewarding individuals, teams, and schools to encourage and reward

collaboration over competition and to ensure that teams and schools are working toward common goals.

An issue with which every state and district in the country is grappling currently is how to measure teachers' contributions toward student outcomes in non-tested subject areas and grades. With states such as Colorado and Tennessee mandating that student growth must account for 50% of teachers' evaluations, this is not an issue that can be ignored any longer. Flexibility, collaboration, and adaptability are necessary in the current Colorado context, where growth scores are available for fewer than 40% of teachers. Colorado has received funding as a state to address this issue and is seeking further funding through its Race to the Top application.

In accordance with SB 191, Colorado is developing assessments in non-CSAP tested grade levels and subject areas that will be used for individual contribution to student growth. The State's planned availability of these assessments is targeted for November 11, 2011. Jeffco has already identified several ways to measure student growth beyond the CSAP. Several illustrative, though not comprehensive, examples have been gleaned from other sites that have had some success with prior TIF grants. For K-3 teachers, Amphitheater Unified School District has used improvement in reading skills on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to determine growth at the individual and team levels.

In addition to these growth measures, teacher evaluations will be significantly enhanced in frequency, intensity, and reliability. All teachers will be observed four to six times per year by multiple evaluators. (See Appendix E for a sample of the evaluation form that will be used.) The current evaluation rubric will need to be reviewed and updated to be more robust and to better align with the JSC evaluation components. On the *Teaching, Learning, and Leading* rubric, there are four possible levels, "distinguished," "effective," "emerging," and "ineffective." Teachers

will be evaluated on 20 different indicators. Each year, at least three different evaluators will formally observe each teacher a total of four to six times. Of those observations, two will be announced with the remaining two to four being unannounced. The principal (or assistant principal) will conduct two observations per year. Master teachers and mentor teachers serving as peer evaluators will conduct the remaining observations. To ensure inter-rater reliability, all evaluators will go through five days of intensive training on the rubric and will be asked to score videotaped lessons. Training will be conducted each summer to re-calibrate scoring. If disparities exist in evaluation scores, the teacher and evaluators will meet to reconcile differences in evaluations. Greater detail of the evaluation's impact will be provided in the compensation and supports sections.

Career Advancement and Compensation

The ultimate goal of the JSC plan is to change the way teachers develop and work as professionals. To that end, the supports, career advancement, and compensation are inextricably linked. Jeffco currently uses a traditional salary structure (Table 2). By Year 3 of the grant, all teachers in the JSC schools will be placed on one of three tiers (Table 3). This is a significant and substantial departure from the current, traditional salary structure. The JSC will use robust evaluations from multiple evaluators and adequate student growth demonstrated by individuals, teams, and schools to move teachers up and down the compensation structure. Additionally, consequential decisions such as tenure and offering a continuing contract will be embedded in the tiered structure of JSC. In essence, all teachers in the targeted schools will sign on to participate in the new compensation system or will transfer to other non-JSC schools. The structure represents a substantial increase in pay for effective teachers as a trade-off for the security and stability of the current salary schedule.

Jeffco Strategic Compensation: Evaluation Competition

After a planning year, and one transition year that will provide bonuses to teachers based on evaluations and student growth, all teachers will enter the tiered salary structure in experimental schools. In control schools, the transition year supports will be in place, but the only bonuses teachers will receive will be the additional 1% salary increase. The multiple evaluations by multiple evaluators will be conducted in both the control and experimental schools with the additional costs in both groups of schools covered by TIF. Teachers will be placed in the appropriate tier and step based on evaluation and growth data collected in the first two years of implementation. Teachers will move across the structure based on evaluations and student growth. In Tier 2, they will move up and down the structure based on individual, team, and school student growth. In Tier 3, highly effective teachers will move down the tier based on differentiated roles for master teachers. Two years of data will be required for any movement across, up or down the salary schedule.

The proposed pay scale is in keeping with The New Commission on the Skills of the American Workforce (2006) that recommends the education field should recruit the top third of the high school graduates going on to college for the next generation of teachers. Their recommendation was to increase pay to a national average salary range of \$45,000-\$110,000 for working the same hours that professionals typically work.

Table 1: Jeffco’s Current (2009-2010) Salary Schedule

Salary Plan PRF	Level 1 B.A.	Level 2 *B.A. +20	Level 3 **B.A. +40	Level 4 **B.A. +60	Level 5 **B.A. +75
		(See Below)	**Or Masters (See Below)	**Incl. Masters (See below)	**Incl. Masters (See Below)
Grade	(O)	(O)	(O)	(O)	(O)
Steps					
1	██████	██████	██████	██████	██████
2	██████	██████	██████	██████	██████
3	██████	██████	██████	██████	██████
4	██████	██████	██████	██████	██████

Jeffco Strategic Compensation: Evaluation Competition

5	██████	██████	██████	██████	██████
6	██████	██████	██████	██████	██████
7	██████	██████	██████	██████	██████
8	\$-	██████	██████	██████	██████
9	\$-	██████	██████	██████	██████
10	\$-	██████	██████	██████	██████
11	\$-	\$-	██████	██████	██████
12	\$-	\$-	\$-	██████	██████
13	\$-	\$-	\$-	\$-	██████
14	\$-	\$-	\$-	\$-	██████
15	\$-	\$-	\$-	\$-	██████
16	\$-	\$-	██████	██████	██████
17	\$-	\$-	██████	██████	██████
18	\$-	\$-	██████	██████	██████
19	██████	██████	██████	██████	██████
20	\$-	██████	██████	██████	██████
21	\$-	██████	██████	██████	██████
22	██████	██████	██████	██████	██████
23	\$-	██████	██████	██████	██████
24	\$-	██████	██████	██████	██████
25	██████	██████	██████	██████	██████
26	\$-	\$-	\$-	\$-	\$-
27	\$-	\$-	\$-	\$-	\$-
28	\$-	██████	██████	██████	██████

Table 2: Jeffco’s Proposed Strategic Compensation Structure

	Tier 1	Tier 2	Tier 3
Step 1	██████	██████	██████
Step 2	██████	██████	██████
Step 3	██████	██████	██████

A cost of living raise will be based on the negotiated agreement between the district and JCEA. Teachers can move up, down, and across based on two years of evaluation and student growth data.

Clearly, JSC is a bold step toward aligning compensation to effectiveness. Unlike most performance pay models that simply layer bonuses on top of a traditional salary schedule, this is clearly compensation reform. Also, this model is a departure from career ladders in that teachers

can drop back down within and between Tiers 2 and 3 based on two years of evaluation and student growth data.

JSC addresses Absolute Priority 2, fiscal sustainability, partially because it is an overhaul of the entire salary schedule. Although the top and bottom of the scale have been raised significantly, a teacher through growth measures and evaluations must demonstrate significant effect on students, teams, and schools in order to move to the upper end of the scale. The fact that teachers can drop back down the salary schedule decreases the likelihood of undifferentiated compensation inflation over time. Based on the criteria described below, only 15-20% of teachers in the JSC schools will achieve Tier 3.

The key to this model is transparency. The tiers and steps are understandable to teachers. Table 3 demonstrates explicitly how teachers move across and down the compensation structure. This structure will remain in place over the course of the TIF grant and will be subject to the negotiated amount of cost of living raises in accordance with other district employees each year. Tier 1 is reserved for teachers who are new to the district, with no teaching experience, who will enter the district at [REDACTED]. This is a significant increase from the current beginning salary, to entice more new teachers to these high-needs schools. Teachers with three years of experience or more who can provide evidence of effective evaluations will enter the district at [REDACTED]. Any teachers with three years of experience or more who can provide evidence of effectiveness through evaluation reports and impact on student achievement growth can enter the district with a [REDACTED] contract. The decision to move teachers from Tier 1 to Tier 2 will coincide with the decision to give tenure. A team of peer evaluators in conjunction with administrators will have observed and evaluated these teachers between 12 and 18 times when the tenure decision is

made. Additionally, three years of student growth data will also be available to substantiate the conclusions of the evaluators providing a robust perspective on the quality of beginning teachers.

Table 3: How Teachers Advance on the Proposed JSC Salary Structure

	Tier 1 Can only remain at Tier 1 for 3 years – tenure decision and move to Tier 2 coincide	Tier 2	Tier 3
Step 1	Beginning teacher	100% or better of effective ratings on evaluation when all raters are averaged and individual, team, or school student growth of more than one year (1 of 3)	70% distinguished ratings on evaluation (this will need to include leadership and ability to work with colleagues) when all raters are averaged and individual student growth on CSAP or other subject measure is above the 60 th percentile – these teachers will have model classrooms and receive 20% release to mentor other teachers
Step 2	Teacher from another district with at least 3 years of experience and evidence of strong evaluations	30% distinguished ratings on evaluation, and no emerging or ineffective ratings, when all raters are averaged and individual, team, or school student growth of more than one year (2 of 3)	Same as above. However, after their first year, evaluation will be based on ability to work with other teachers and growth of teams and school. Master teachers will be on full release and will sign a 200-day contract to provide time for leadership roles
Step 3	Teacher from another district with at least 3 years of experience, evidence of strong evaluations with evidence of impact on student learning	40% distinguished ratings on evaluation, and no emerging or ineffective ratings, when all raters are averaged and individual, team, and school student growth or more than one year (3 of 3)	Same as above. However, after their first year, evaluation will be based on ability to work with other teachers and growth of teams and school. Master teachers will be on full and will sign a 215-day contract to provide extended time for leadership roles
<p>Cost of living increases will be based on the negotiated agreement between the district and JCEA. Teachers can move up, down, and across based on two years of evaluation and student growth data.</p>			

Tier 2 is where approximately 80-85% of the non-probationary teachers in Jeffco will be. When teachers are granted tenure and earn at least 100% or better of effective ratings, with no emerging or ineffective ratings, on the rubric, they will be moved to the first step of Tier 2. Teachers in schools selected as pilot sites will be given the choice not to participate by leaving a selected school and being re-assigned to a non-participating school. All teachers in a school that is selected must participate in the new system. Current tenured teachers will be initially placed in Tier 2 at or above their current salary until sufficient data are collected to evaluate them under the JSC system. Additionally, teachers must demonstrate contribution to student learning individually, as part of a team, or as a school. According to the standards set by the Colorado Growth Model for Jeffco, this growth rate must exceed the 45th percentile. This jump to Tier 2 could be a [REDACTED] increase in salary. The reason for the substantial increase is to demonstrate the value this teacher brings to the district, value that has been validated by multiple evaluations and student growth.

Another unique aspect of the JSC plan is that to move forward in Tier 2, teachers, teams, and/or schools must improve student outcomes. Data will be collected for at least two years to maintain some stability in the ratings, but teachers move up and down Tier 2 based on their individual effectiveness, team effectiveness, and school effectiveness. To move to Step 2, [REDACTED], teachers must earn 30% distinguished ratings and two of the following categories must also demonstrate at least a year's growth: individual, team, and school. To move to Step 3, [REDACTED], all three categories must demonstrate a year or more of growth and evaluation ratings must be 40% distinguished or greater. While the district anticipates growth measures will eventually be in place for all teachers according to SB 191, until those have been developed, some teachers, such as physical education, music, or art teachers may not be able to advance to

Step 3 of Tier 3. At present, this will decrease the cost of the model and ensure core teachers moving into the teacher leadership roles needed at the scale of 12 schools. If this model is adopted district wide at the conclusion of the grant period, there will likely be a need for master teachers in non-core subject areas at which time growth measures will likely be available for all teachers.

Tier 2 ends [REDACTED] shy of the top of the current salary schedule. This is intentional as it will be necessary for very good teachers to remain in Tier 2 for sustainability purposes. This is not a deficit category for teachers. Teachers can move back down Tier 2 if evaluation scores, or individual, team, and school student growth rates decline. This will be an adjustment for teachers, but is essential if performance is what truly drives this compensation structure. Another strength of this tier is its ability to capture teachers in their fifth through twelfth years in Jeffco. Within four years of being in the district, outstanding teachers could potentially make [REDACTED] more than a less effective 30-year teaching veteran. However, if these two teachers are in the same building, the incentive in this tier is to work together for the good of the team and school so that both can advance and student outcomes can improve.

Tier 3 teachers are the essential piece to this compensation and support reform. In order to be programmatically and fiscally sustainable, these teachers must add tremendous value to the district. As instructional leaders, these teachers will provide leadership that has traditionally resided in the central office and school administration. These teachers will be designated master and mentor teachers and will provide evaluation, job-embedded professional development, lesson modeling, data and student work analysis, and weekly strategy review for collaborative teams. These teachers must be excellent with students and also able to encourage and develop colleagues. With this additional responsibility comes additional compensation. Mentor teachers

will reside in Step 1 of Tier 3 and will make [REDACTED] These teachers must earn 70% distinguished ratings on their evaluations, and demonstrate significant student growth such as median growth on CSAP of greater than the 60th percentile. Teachers who meet these criteria must submit a portfolio of work that demonstrates their ability to work with students, colleagues, and data. A panel of peer evaluators and administrators will review the portfolios. These teachers will continue to teach but will be released 20% of their time to work with other teachers. Mentor teachers will be responsible for approximately 10 other teachers. Their 20% release time includes observation, co-teaching, data analysis, professional development facilitation, and lesson modeling. Lesson modeling could include being a model classroom for other teachers to come and observe, or teaching a lesson that implements a strategy being studied in the collaborative group in a developing teacher's classroom.

If Step 1, Tier 3 teachers demonstrate that they can help move a team and school of teachers forward by moving student growth targets and evaluations they can apply to move to Step 2, Tier 3. In order to maximize these teachers' potential contributions to the effectiveness of teams and schools, they will sign 200-day contracts as opposed to the typical 187-day contract. These teachers will be designated master teachers and will be released full-time from their teaching responsibilities. This extended contract will give these teachers time to develop curriculum, research strategies, examine data, undergo training, and develop as leaders. These teachers will lead weekly collaborative meetings that will focus on student work. Based on the student work, master teachers will research strategies that will assist teachers in improving student results. Additionally, the master teachers will co-teach, model lessons, and provide any supports needed by the approximately 20 teachers for whom they are responsible. Their growth evaluation will be completely dependent on the student gains of their teams and schools.

Tier 3, Step 3 teachers will make [REDACTED] per year. The primary difference between Step 2 and Step 3 is that teachers at this level will be on 215-day contracts. These teachers will also be designated as master teachers. Along with other master and mentor teachers in the buildings, these teachers will comprise the leadership teams in schools and for the district and support with school leadership. Additionally, Colorado's Race to the Top proposal describes the need for teacher leaders to consult at the state level. This could be another potential role for these master teachers and could aid sustainability as a portion of these master teachers' salaries could be covered by the state.

In the control group of schools, teachers will not be eligible to move into JSC. They will remain on the traditional salary schedule with a 1% annual bonus for participation. However, in order to receive the same interventions afforded the experimental group of schools, mentor and master teachers in addition to release time will be covered by TIF. In control schools, mentor teachers will receive a stipend of [REDACTED]. Master teachers on a 200-day contract will receive a [REDACTED] stipend, and master teachers on a 215-day contract will receive a [REDACTED] stipend. This will create the capacity in these schools to deliver the job-embedded professional development, additional evaluation, and support that Jeffco is proposing.

The size of the pay increases at all levels is substantial. Much is expected of these teachers in the JSC, and therefore substantial rewards are necessary to change the behavioral and compositional aspects of these schools' faculties. Based on survey data that the JCEA has gathered, some teachers at or near the top of the current salary schedule may choose to leave, resulting in a decrease of overall staffing costs. The program evaluation will monitor this effect to analyze such possible reductions and their impact on sustainability for continuation or scale-up. The compressed structure of the JSC plan and its basis on performance will likely impact the

compositional aspects of the schools, attracting a different type of teacher that might be more motivated by a compensation structure that rewards performance. The evaluation plan will address how this will be monitored and analyzed.

Student learning, teacher learning, and teacher leadership drive the new JSC. This new compensation structure will be phased in over the first three years of the grant project. The first year of the grant will serve as a planning and data collection year. The second year, Jeffco will provide payouts to teachers and principals who demonstrate effectiveness as defined below, but will not move to the tiered structure until the third year. This dramatically different approach to compensation and career advancement will require the collective expertise of Jeffco's teachers and administrators. To facilitate this, trust in and credibility of the JSC are essential. Year 1 of the grant (see the Project Management Plan in Appendix F and related discussion in Section 3 below) will engage all stakeholders, particularly teachers, the JCEA, and the administration. At the same time, student growth data and evaluation scores for teachers will be collected. In Year 2, these data collection efforts will continue and payouts will be made that year.

Because this model is about more than compensation, its success is dependent on the leadership of teachers in Tier 3. If teachers do not see those teachers who are elevated to Tier 3 as effective teacher leaders, then the model will lack credibility and will not result in the desired changes. Therefore, allowing an additional year of data collection will enhance the likelihood that the teachers who achieve Tier 3 status will be the right teachers to lead the changes in the involved schools. In order to begin payouts in Year 2, a modified stipend structure is described below that will serve as a more traditional payout model for Year 2 only (see Table 5). In addition to student growth, all teachers in the targeted schools will be evaluated twice by an administrator, and four times by peer evaluators. A panel of teachers and administrators will

select these peer evaluators in the planning year. These peer evaluators will be trained on the evaluation rubric to ensure inter-rater reliability. With multiple people evaluating all teachers multiple times throughout the year, the likelihood of the identification of effective teachers increases.

The primary focus of Year 2's stipends will be student learning. This will serve two purposes. First, this will allow teachers to become acclimated to this type of pay-for-performance. Second, and more importantly, this transition year will identify where teachers will fall on the tiered-structure for the following year. In addition to these data, to move into Tier 3 in Year 3, teachers will need to submit a portfolio including data analysis, writing sample, and teaching sample that will be evaluated by peer reviewers and administration.

Because no teachers will have been identified for Tiers 2 or 3 during the initial year of pilot implementation, Jeffco and the JCEA will jointly nominate members of a Jeffco Peer Evaluation Program (JPEP) Committee before the start of the 2011-12 school year. The committee will review applications from accomplished, effective teachers in the district to select peer evaluators during this transition year. Subsequently, the JPEP will continue to offer support to mentor teachers in terms of training them to evaluate reliably and carefully, and to develop relevant professional development plans for the teachers whom they evaluate.

Table 4: Modified Payout Structure for Transitional Year (Project Year 2 Only)

Payout	<i>Teaching, Learning, and Leading</i> score – based on administrator and peer review – 50%	Student achievement growth (based on team and classroom level growth if available) – 50%
\$4,000*	20% “distinguished” ratings	Average median growth of students is greater than the 45 th percentile
\$6,000	40% “distinguished” ratings	Average median growth of students is greater than the 55 th percentile
\$8,000	60% “distinguished” ratings	Average median growth of students is greater than the 65 th percentile

* Teachers can earn half of the payout by achieving either the percent “distinguished” or the student growth standard.

Professional Development

The purpose of the three pillars of *Teaching, Learning, and Leading* is to ensure an accurate appraisal of teachers’ strengths and areas that can be supported by professional development. In addition to informal development by more clearly identifying teaching effectiveness, teacher professional growth occurs through repeated observations, growth producing feedback, and structured reflection. Each observation will be followed by a conference including the observer and teacher. Areas of strength for each teacher will be identified, in addition to areas of refinement that will be improved through supports.

These supports will include robust job-embedded professional development with teams of teachers led by master and mentor teachers who have expertise in teaching, learning, data analysis, and group facilitation. A ratio of one master teacher to every 20 classroom teachers and one mentor teacher to every 10 classroom teachers will be maintained to ensure adequate observation and support. The master teachers will be released full-time from their teaching responsibilities to support other teachers. The mentor teachers will be released from 20% of their teaching loads to support other teachers. The school leadership teams will include the principal, master, and mentor teachers. Together, based on the needs identified in classrooms, achievement

data, and school improvement goals, this team will identify the strategies needed to increase student achievement.

Student work will be at the center of weekly collaborative group meetings. Master and mentor teachers will lead the analysis of student work to look for areas of misconceptions and develop strategies to remediate students. This analysis will create an iterative process of reflection and action that will improve student learning. When necessary, master and mentor teachers will teach or co-teach lessons in classrooms to model effective classroom practice. Professional development in this model is not about telling; instead, it is about showing and then assessing resulting actions.

Principal Evaluation and Compensation

The effectiveness of the principal will be determined based on the Vanderbilt Assessment of Leadership in Education (VAL-ED) and school-wide measures of student learning. “The VAL-ED is a paper and on-line assessment which utilizes a multi-rater, evidence-based approach to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning. The VAL-ED measures core components and key processes. Core components refer to characteristics of schools that support the learning of students and enhance the ability of teachers to teach. Key processes refer to how leaders create those core components” (VAL-ED, 2010). Half of principal effectiveness will be determined by VAL-ED. The other half of the principal’s evaluation will be based on student learning growth toward school accountability goals. For elementary and middle school principals school-wide growth on CSAP scores will determine the other half. For high school principals, growth on grades 9 and 10 CSAP scores, ACT scores, attendance, and/or graduation rate will determine the remainder of their measure of effectiveness based on performance.

For principals, incentives will be determined by the percentage of each school accountability goal accomplished with payouts of up to [REDACTED]. Additionally, performance on VAL-ED and could result in another payout of up to [REDACTED].

Data-Management System

Combined with the Colorado data system to track student growth, Jeffco has a strong data team that will work to align individual, team, and school data with school-wide goals. Multiple central departments in Jeffco Schools will provide the expertise to enhance the data-management system for this initiative. The central department staff members hold expertise in such areas as statistical and psychometric analyses, IT custom application development, research and program evaluation. These departments (e.g., Human Resources, Information Technology, Accounting, and Instructional Data Services) already provide web-based systems that accurately link Jeffco educators with their students' achievement data, and automated systems for teacher payroll. For this initiative, those existing systems would be enhanced to ensure all facets of the strategic compensation plan are included (e.g., online collection system for school, team and teacher goals and alignment of payroll systems to new salary schedules).

Section 3: Adequacy of Support for the Proposed Project

Strength of Management Plan

The greatest strength of the management plan for this project is that it is not merely a proposed process and structure. Rather, the process is already underway and thus can demonstrate prior success in moving recommendations forward. For the last two years, Jeffco Public Schools has been engaged in the work of reforming its compensation system for teachers and principals. These efforts have been led by a Strategic Compensation Steering Committee (the Steering Committee), comprised of a broad group of district stakeholders most likely to be

immediately impacted by a strategic compensation plan: the superintendent and other senior district staff; Jeffco school board members; principals; teachers; and representatives of the Jefferson County Education Association (JCEA), the local teachers' union, University staff, and community members.. During this time, the Steering Committee has engaged in study of research and best practices related to compensation reforms, and examined a variety of models to determine the compensation structure that would best fit with Jeffco's particular needs.

The Steering Committee developed a series of recommendations last year, contained in its Compensation Framework that suggests the underlying principles and rationale for the proposed Jeffco Strategic Compensation (JSC) plan. This framework has now been referred to a smaller but still representative 11-member Infrastructure Committee (IC). (A list of all IC members and their affiliations is contained in Appendix G.) Currently led by a half-time project director (Warren Blair, a veteran principal currently on half-time release from his administrative duties) and advised by the Center for Teaching Quality (a national nonprofit organization with expertise in compensation reform policies, school change, and teacher leadership and professionalism), the Infrastructure Committee is tasked with designing a strategic compensation system that aligns with framework goals. (The complete list of goals appears within the framework, found in Appendix H.)

A recent grant from the Colorado Department of Education (CDE), made possible by funding from the American Recovery and Reinvestment Act of 2009 (ARRA), is supporting the initial design phase for JSC. The CDE grant has permitted the hiring of a full time project manager, Kristina Parsons, from July through December 2010. (Part 6 contains additional detail on her qualifications for this role, as well as those of other Jeffco staff who are principally involved in this project.) Ms. Parsons' expanded role will augment the district's current staffing

investment in the project, and the continuance of this position, with TIF support, will substantially speed the pace at which the project can move forward during Year 1.

Starting in October 2010, TIF funds will supplement CDE grant monies, allowing Jeffco to continue to move forward with design, implementation and evaluation plans in a timely way. The project management timeline provided in Appendix F outlines our proposed activities during the TIF grant period and indicates benchmarks for their completion, as well as the district staff or contractors who will bear primary responsibility for overseeing each. Pursuant to Jeffco's current CDE grant obligations, some contractors do currently occupy some of the defined contractor roles through December 2010. If Jeffco receives a TIF award in September 2010, the district will reopen an RFP for contractors who can complete the obligations for design, pilot implementation and evaluation under the TIF grant.

Compensation model design. We anticipate that current CDE funds will underwrite the bulk of the remaining compensation model design process between now and the end of the calendar year. The IC's Cost Modeling and Funding Sources Team (CMFST) is leading this work, informed by the recommendations made by the IC at large. Using CDE funds, they have engaged Augenblick, Palaich and Associates, Inc. (APA) through December 2010 to develop cost and models and related implementation scenarios. (See Section 2 for discussion of the design and cost model.) TIF support will allow the CMFST to continue its efforts to refine and target the model based on formative evaluations, surveys of teachers and other district or community stakeholders, or other considerations. A consultant will be retained effective January 2011 to conduct the technical aspects of this work on an ongoing basis, under the CMFST's direction.

As discussed previously in Section 2, the Colorado Growth Model cannot currently provide data on student learning growth for all grade levels and subject areas. Assessments will be developed by the Colorado Department of Education as required by SB 191. We will utilize these assessments for our program as they become available. District staff in the Instructional Data Services (IDS) and Human Resources divisions will be responsible for providing relevant data (e.g., linked student-teacher and student-principal data, school composition data used as controls) to the CMFST and consultants with whom the team works, including the Evaluation Consultant. Assistant Project Manager for Human Resources and additional JSC data analysts will guide these day-to-day efforts under the direction of the Project Manager.

Finally, a Facilitation Consultant will work with the IC and its component teams throughout this design and implementation process, in collaboration with the Project Manager. Additionally, this consultant will facilitate the convening of a Denver Metro Alternative Compensation Consortium, allowing Jeffco to come together with four other local districts also operating strategic compensation programs (Denver Public Schools, Douglas County, Eagle County, Harrison County 2) to share information and best practices to help additional school districts around the state in implementing a performance-based compensation system.

Professional development and evaluations for teachers and other staff. As outlined in Section 2, mentor or master teachers (on part- or full-time release from regular classroom instruction duties) or school administrators will conduct most teacher observations, guided by the Jeffco Peer Evaluation Program (JPEP) structure to ensure that evaluation and professional development are seamlessly integrated. Observation data will be used to drive ongoing professional development for teachers, guided by these mentor and master teachers. Coaching and professional development work will complement but not supplant regular district-provided

professional development opportunities. Other professional development needed for teachers to qualify for more advanced tiers, such as license endorsements or National Board certification, will continue to be obtained by teachers independently.

Master and mentor teachers will be supported with training and support provided by outside experts and curriculum and data experts within the district, and will be evaluated in turn by administrators and peer master teachers. School and team gains will also demonstrate the effectiveness of master and mentor teachers. Mentor and master teachers, in concert with Jeffco professional development office staff, will create most professional development materials not already available. This work will be managed on a day-to-day basis by the Assistant Project Manager for the Division of Instruction, and overseen by the JSC Project Manager.

Evaluation. In addition to participating in the national evaluation, evaluation will be a centerpiece of the JSC project implementation and management plan. The Research/Evaluation Team (RET) of the IC will contract with an external consultant to conduct quarterly formative evaluations based on quantitative and qualitative feedback. (Additional detail about the local evaluation plan is available in Section 4 below.) The evaluation consultant will also provide a summative evaluation before the conclusion of Year 5 of the project.

Formative evaluation results will guide subsequent work in an iterative fashion, while the summative evaluation will offer direction for sustaining the JSC plan permanently and may be useful to other districts pursuing similar compensation reforms in years to come. The Project Manager and IC will bear responsibility for ensuring that evaluation results are incorporated into ongoing planning processes, by coordinating with Jeffco staff and other contractors or stakeholders to ensure that model designs, implementation plans, or other strategies are adjusted to address evaluators' concerns and/or recommendations adequately.

As described in Section 2, a survey of all staff in the pilot and comparison group schools will be administered annually in Years 2 through 5 of the project. This survey will be developed in a manner that allows for collection of feedback on school climate and conditions generally as well as specifically related to the design and implementation of the Strategic Compensation Plan.

Communications and Outreach. The Communications Team of the IC will coordinate outreach to local stakeholders beyond those directly affiliated with the district and union, including parents, interested community-based organizations (CBOs), the media, policymakers and the general public. The team will work in collaboration with the district's Communication Services staff and a Communications Consultant. This consultant will bear responsibility for conducting ongoing surveys and interviews of Jeffco stakeholders beyond staff (e.g., parents, policymakers, community members). These feedback mechanisms will allow the IC and district to determine levels of support for the JSC plan, learn areas in which certain groups need additional information about how the plan works, or have input that may be valuable to improving buy-in among district teachers and principals or other stakeholders. Results from surveys and interviews will be made available to the evaluation consultants, and a review of these will constitute portions of formative and summative evaluations.

The Communications Consultant will develop strategies for two-way communication about the JSC plan and its anticipated or actual impacts on Jeffco teachers, principals, and students, and will work jointly with the Jeffco Communications Services staff to execute these plans. They will also collaborate with the IC Communications Team and JCEA to conduct ongoing outreach programs, to keep the community and stakeholders informed about the progress and results of JSC. These outreach programs will include regular electronic and print communications tools, and face-to-face contact, such as quarterly community-wide meetings in

several locations throughout the district and events in specific school sites as the plan is rolled out district-wide.

Funding and Sustainability. In the current economic environment, affordability and sustainability of the JSC plan are central concerns – both practically and in terms of improving local “political will” and buy-in for its implementation. Cost modeling work will offer the IC and district a much clearer picture of short- and long-term cost projections for the plan, allowing them to incorporate budgetary considerations as one factor in the final design phase. Any options – however attractive from a policy perspective – that do not meet the essential criterion of being sustainably affordable will be removed from consideration. As such, the IC’s CMFST will work both with the cost modeling consultant and the district’s budget office to ensure that the final plan satisfies that concern. Moreover, the CMFST will work with the Grants Management staff at the Jeffco central office to identify and secure funding from state and local sources to supplement TIF funds during the project period, and to sustain the JSC program thereafter.

Ultimately, this model will only be fiscally and programmatically sustainable if several issues are addressed. Superintendent Stevenson and school board members are considering a millage tax for implementing this plan across the district. Additionally, the district has already received funds from several foundations, including the Rose Community Foundation, to explore how to develop a strategic compensation system. Jeffco also received a recent \$457,000 grant from the Colorado Department of Education. If a TIF award is made, it will increase the likelihood that more funds could be raised from grant sources and other state and local sources. There may also be uncovered cost savings in the transfer of teachers from the current salary schedule to the new Tier system that will be realized through implementation. This could include how we currently finance and staff schools and re-allocate this current funding to the new

system. Finally, using this compensation structure in targeted schools with the greatest needs could also reduce overall costs. By the end of the 5-year period, Jeffco will assume all costs associated with JSC. Table 5 indicates the level of resources Jeffco will commit to matching federal funds.

Table 5: Fiscal Sustainability

	Year 1	Year 2	Year 3	Year 4	Year 5	Beyond Year 5
District Portion	5%	10%	15%	30%	50%	100%
Grant Portion	95%	90%	85%	70%	50%	0%

Clearly, JSC addresses the comprehensive approach to educator supports and compensation described in Absolute Priority 3. Moreover, programmatically, this structure is designed for sustainability as teacher leaders are developed throughout the tier structure. The capacity of facilitating growth in others is measured and rewarded in this system. Weekly collaboration meetings should begin to develop a reliance on others to improve as a team so that success can be sustained. Additional information on fiscal resources and sustainability of our proposal is contained in Section 4 below.

Qualifications of Key Personnel

The two-year process of study and discussion among district and union leaders has been instrumental in making all parties in Jeffco much more qualified to handle the demands of research-based decision-making, close project and fiscal management, and spirit of compromise in order to benefit student learning opportunities. Even apart from this, however, Jeffco is fortunate to have an excellent team of professionals in place to manage the implementation of a compensation reform of this scope and size. Detailed information on these individuals’

experience and qualifications can be found in Part 6 of this application. A few key central office leaders include:

Superintendent Cynthia Stevenson has led Jeffco Public Schools since 2002, and has over 35 years of experience in educational leadership in the district. Dr. Stevenson holds a Ph.D. in Administration, Supervision and Curriculum Development from the University of Colorado, and was recently a national Superintendent of the Year finalist.

Executive Director of Instructional Data Services (IDS) Carol Eaton directs several Jeffco divisions including assessment, research, program evaluation, accreditation, accountability, and student data reporting. Dr. Eaton received her Ph.D. from Syracuse University in 1999.

Director of Professional Development Sue Gill has served Jeffco for 32 years as a teacher and administrator. She created the district's teacher induction program, and has chaired a variety of district-wide committees, including one on strengthening teacher evaluation processes and policies.

Executive Director of Human Resources Amy Weber has spent a dozen years as a human resources manager in large school districts nationwide, including Fairfax County, VA. Ms. Weber earned her MBA and Senior Professional Human Resources certification, and spent 10 years as a human resources consultant.

Effective this summer, the **Project Manager**'s role is increasing from 0.5 to 1 FTE, and it will continue at this level over the next five years with TIF support. This individual will thus have adequate time to conduct proper oversight of all consultants for the project, as well as to act as an overall coordinator for the day-to-day work associated with design, evaluation, strategic and implementation of the JSC plan. Kristina Parsons currently is in the PM role. She

brings extensive experience as an award winning teacher and science department chair, as well as expertise in project management, and has deep experience with both Jeffco and the JCEA. Thus, she is ideally suited to work with the various stakeholders involved in moving the JSC project forward successfully. (Ms. Parson's resume is included in Part 6 of the application.)

TIF funds will also support the hiring of a **Project Assistant** by December 2010, who will take on many of the logistical, basic communications and clerical functions for the IC currently associated with the coordinator's role, and will also provide administrative support to the Project Manager and other staff. Two full-time **Assistant Project Managers** will also be hired in fall 2010. One will be embedded in the Human Resources division at Jeffco and another in Division of Instruction, to execute the evaluation and professional development programs that undergird the JSC plan. The plan will also require three positions to develop and support the collection of data needed for the JSC plan. A systems analyst will work on developing supporting data systems. Initial work will focus on implementing an on-line evaluation module that collects performance ratings for each of the evaluation categories. The Assessment Systems Analyst will develop and define the technical requirements that will support appropriate data collection and analysis. An Assessment and Research Analyst will develop valid and reliable processes to support the goal setting at an individual, team or school level. They will determine existing and new data sources that might be required and partner with schools to train, monitor and evaluate goals. All these positions will report to the Project Manager.

As indicated in the project management plan in Appendix F, consultants are expected to play a significant role in many of the more technical or shorter-term aspects of the JSC program's development and implementation. Pursuant to the TIF guidelines, Jeffco has not made agreements with any consultants who may participate in this work, beyond the scope of work

already funded via the CDE grant through December 2010. However, we anticipate that contractors will need the following expertise to be successful candidates for project work:

Evaluation Consultant. The consultant(s) selected for this work must have demonstrated expertise in evaluation of district-level funding and programs related to compensation and/or labor markets in the public schools; experience in analysis of public school compensation policies, preferably at the district level; and knowledge of the Colorado policy and funding landscape, as well as local teacher labor markets.

Cost Modeling Consultant. Education consultants in this area will require expertise in cost modeling; significant capacity for sophisticated quantitative and qualitative analyses; and extensive experience in developing and analyzing district and state policies. Special consideration for this contract will be extended to consultants with prior experience in development and implementation of alternative compensation programs.

Communications Consultant. This consultant will need successful experience not only in working with traditional media and publicity and two-way communications campaigns, but also with conducting public opinion research using both qualitative and quantitative data collection and analysis methods. The consultant must also have a track record of successful grassroots outreach efforts around education policy initiatives among community stakeholders. Preference will be given to consultants or firms with extensive experience in and knowledge of the Denver metro area and/or the state of Colorado.

Facilitation Consultant. This consultant will have a proven track record of successfully convening stakeholders at the district or regional level and facilitating joint policy or research initiatives. The consultant also will need extensive experience in working with Colorado school districts around issues of evaluation, compensation, and/or assessment policies

at the state or local levels. Preference will be given to consultants with experience in Denver metro area districts.

Other Funding Sources for JSC Design and Implementation

As mentioned previously, Jeffco is fortunate to have a two-year history of local and state support for its efforts to develop a strategic compensation program, totaling nearly \$849,000 to date (over \$570,000 in state and district funding and over \$278,000 in private grant funds). Most recently, Jeffco received an ARRA grant from the CDE, which will allow Jeffco and the IC to complete the main design process for the JSC compensation model. (At the time of submission we were still waiting for letters of support from the Colorado Department of Education.)

The Rose Community Foundation (RCF) – a large private foundation in the Denver metro area that has been a leading funder of other local compensation reform efforts, including Denver Public Schools’ groundbreaking ProComp program – has also made significant investments totaling nearly \$235,000 to date. As part of these early grants, the Center for Teaching Quality was contracted to facilitate Steering Committee and IC meetings, guide their study of national research and best practices on alternative compensation policies, and assist the district in obtaining additional funding to support the project design and implementation phases. The Foundation expects to offer continued strategic and advisory support to the IC, and has indicated strong interest in considering follow-on proposals from the district to ensure that JSC is developed and implemented successfully and reasonably swiftly. (A letter of support from Phillip Gonring, Senior Education Program Officer at RCF and a leader in their grant-making for education compensation reforms, is attached to this proposal in Part 6.)

Despite a recession-strained budget, Jeffco has also made relatively modest, but continued and critical, in-kind investments in the development of JSC thus far. The district made time available for central office staff, principals, and teachers to participate in the Steering Committee and IC, including covering expenses for substitute time that teachers needed in order to attend meetings. The district also gave a veteran principal and IC member (Warren Blair) part-time release during the first two quarters of 2010 to act as a local project coordinator until CDE funds enabled the hiring of a full-time coordinator. The district has also offered meeting space for the Steering Committee, IC, and their contractors, as well as logistical and clerical assistance from the superintendent's personal office staff. Similarly, the JCEA's senior staff have been involved extensively throughout this process, constituting another significant source of in-kind support that is expected to continue throughout the proposed project period.

Perhaps most importantly, the early and ongoing participation and encouragement of key Jeffco officials – including the Superintendent and the President and Executive Director of the JCEA – have demonstrated to other staff, union members, and stakeholders that this project is and will remain a unified district priority. Their involvement – both in terms of their symbolic and leadership roles and the in-kind gift of their time – will be a critical component of the outreach and communications plan around the JSC plan.

Finally, the IC's subcommittee structure does include a Cost Modeling and Funding Sources Team (CMFST). The CMFST is charged in part with identifying and securing state and local funding sources that can be phased in during the five-year period for the TIF grant, and then to sustain the JSC program thereafter. The Grants Administration staff of the Jeffco central office will take the lead in coordinating efforts with the CMFST during the project period, to better fit them for carrying out this work on an ongoing basis at the conclusion of the TIF grant.

The fact that sustained funding has been made an explicit priority for the IC and district, and that the project management plan includes a formal structure for carrying out this work, is a significant strength of this proposal.

Justification for TIF Grant Request and Project Costs

Jeffco is requesting [REDACTED] in TIF funds in support of the JSC. We are aware that this would constitute a very substantial award to the district. However, as discussed in Sections 1 and 2 of this proposal, the JSC goes well beyond typical bonus systems to address a variety of teacher quality issues comprehensively, in accord with Absolute Priority 3: building sensitive, accurate and fair evaluation processes that incorporate multiple measures; constructing professional development systems that are tied to evaluation results; and rewarding not only excellent teaching, but the spread of that expertise within teams and schools.

Moreover, educators will be relinquishing the security of the single salary schedule completely, so that their entire salaries, not only bonuses, depend on performance. The typical performance-based compensation system merely layers bonuses on top of larger compensation structures that are not aligned with performance goals. Entire salaries for teachers in JSC schools will be based on performance as a consequence of this new system (Absolute Priority 1). The bold and comprehensive nature of this program is what the Duncan Department of Education has been promoting, and its unique structure would supply useful information in the context of the national evaluation as well.

As outlined above, Jeffco anticipates substantial investments from other sources as well, many of whom have already contributed generously towards JSC planning efforts to date. The district itself has committed to phasing in additional funds, through in-kind support to the program and/or external funders, beginning in Year 1. By Year 5, Jeffco will be providing

approximately a 1:1 match of TIF funds, and will have arranged for funding for continuation or scale-up of the JSC plan as appropriate, fulfilling Absolute Priority 2.

Current CDE funding for the first phase of the JSC plan design includes consultancy from Augenblick, Palaich and Associates, Inc. (APA), to develop a sound cost model for the pilot of the program. Moreover, our proposed activities for the TIF grant include continued cost modeling throughout the five-year grant period from a yet-to-be-identified consultant. This additional planning effort will significantly improve the accuracy of the cost estimates we present as part of the pilot model – and of its expansions. As a consequence, Jeffco can be confident that any changes in the district’s compensation policy are affordable in the short-term, given budget constraints and a challenging fundraising environment, and sustainable for the long-term.

Section 4: Quality of the Local Evaluation

In addition to participation in the national evaluation, Jeffco is committed to quality local evaluation. As discussed in Section 3, the IC will contract with an external evaluator to conduct a summative evaluation as well as formative assessments. This local evaluation will augment the national evaluation with additional quantitative and qualitative data. The summative evaluation will offer direction for sustaining the JSC plan permanently. It will also provide evidence on the efficacy of compensation reforms akin to the JSC plan, which should be useful to other districts considering or pursuing similar compensation reforms. The formative assessments will be designed to facilitate better JSC implementation and success during the course of the TIF grant.

A review of Jeffco human resources data in Section 1 suggests that teachers in target JSC plan schools are not markedly less qualified or more transient than teachers in other schools. However, it seems clear from the student achievement data that there are large differences in

their efficacy as compared with peers in other schools – whether because of unmeasured differences under the current evaluation system, or due to lack of specific preparation and support for teaching in the context of high-needs schools.

These interpretive issues aside, there remain three distinct avenues through which we anticipate that the JSC plan may lead to better student achievement: 1) teacher effort; focus 2) formal performance feedback and professional development; and 3) informal role modeling effects. Specifically, we would expect teachers who are being rewarded under the JSC for student achievement gains on the CSAP tests to focus their instruction and effort around student achievement on these tests. Moreover, to the degree that the feedback and professional development teachers receive formally under JSC makes them more productive, we should observe greater teacher effectiveness. Similarly, we might expect teachers to improve through peer learning and mentoring effects (e.g., novice Tier 1 teachers seeking informal guidance from Tier 3 teachers) that occur because the JSC is identifying teacher excellence in a way that the old compensation system did not.

Connected to the theory of action, there are a number of specific project performance objectives and research questions we plan to have an evaluator address in formative and summative evaluations:

1. 100% of all pilot schools will make adequate percentile point gains to meet or exceed CDE's School Performance Framework proficiency goals (or "status" on CSAP and CSAP alternate measures) in the four implementation years. Year 1 will establish baseline proficiency measures. Incremental proficiency goals will be calculated and evaluated annually for each pilot school based on the trajectory of meeting or exceeding the four-year proficiency targets on the CDE Framework. Did pilot schools meet these

targets, and how does their performance trajectory – using both status and growth measures – compare to that of control schools or to comparable schools in other Colorado districts?

2. Schools in the JSC will meet or exceed the adequate state CSAP growth targets set for them by CDE’s School Performance Framework for three out of the four years in the pilot program, years 2-5 of the grant, with year 1 being a benchmark year. Each school will be given an adequate CSAP growth score by CDE each year that will be easily provided and compared for the evaluation.
3. Are the teachers who advance through the JSC plan and/or receive pay increases more effective, based on student achievement data, than those who do not do so?
4. Jeffco intends to identify the most effective 20% of teachers in pilot schools over the four implementation years and ensure that they meet standards for Tier 2, Step 3 (and possible movement to Tier 3) by the end of the project period. Was that objective achieved, and what factors mediated the district’s success in pilot schools?
5. Jeffco further intends to assure that the system allows them to offer a 20:1 ratio of master teachers to other teaching staff, and 10:1 ratios of mentor teachers to other teachers. Was that objective achieved, and what factors mediated the district’s success in pilot schools?
6. Is there evidence that the professional development teachers experience in JSC pilot schools are connected to subsequent teacher effectiveness?
7. What is the effectiveness level, based on evaluation scores and student growth data, of teachers who stay in JSC schools versus those teachers who voluntarily leave JSC implementing schools?

8. What is the correlation between teachers' evaluation scores under the new observation rubric and student growth data?
9. How does the *differential* in the effectiveness level of teachers who stay in JSC schools versus those who leave compare to the differential between teacher “stayers” and “movers” in other schools in Jeffco?

It is anticipated that these questions will be addressed using quasi-experimental methods, including regression models. This randomized design will provide more convincing evidence on the efficacy of the compensation reform because any differences between average student achievement or teacher outcomes in the treatment and control groups would be expected to an unbiased estimate of JSC program impacts.

During the course of the evaluation, the Evaluation Consultant will also be expected to conduct a number of formative assessments that will occur yearly starting in year 2. Specifically, at the end of years 2, 3, and 4, the evaluator will answer questions 1, 2, and 3. This will help ensure that the program is functioning as intended with the “right” teachers moving through the JSC system and being rewarded for student achievement, and that the professional development activities connected to the JSC program are connected to teacher productivity.

Additionally, the annual survey of teachers and staff in pilot and comparison schools will provide useful information about the JSC plan implementation in their schools and how these processes may mediate program effects. The Evaluation Consultant will develop this survey and to analyze the survey results. Moreover, comparing the fidelity of treatment and control schools at a given point in time will suggest how implementation fidelity changes as schools gain experience with the program. This assessment will allow the district to make mid-course

corrections to messaging, performance feedback, or professional development during the course of the TIF grant period.

Importantly, the survey analyses will also help determine how teacher attitudes and knowledge about the program differ between JSC and non-JSC schools as well as how attitudes evolve over time. We consider this to be important information as evidence (Ballou and Podgursky, 1993) suggests that teacher experiences with performance-based compensation affect their views of compensation reform whether or not they themselves receive additional pay. Moreover, teacher attitudes, both in JSC and non-JSC Jeffco schools, influence the sustainability of the program and the potential political challenges of implementing the JSC program more widely in the district. Finally, knowledge gained from the survey analyses may inform Jeffco’s communication strategy around the JSC program.

Table 6: Key Evaluation Research Questions and Data To Be Used

Performance Objective to Be Evaluated	Relevant Evaluation Data	Data Source(s)
Development of other accurate and fair measures of teacher and principal effectiveness	<ul style="list-style-type: none"> ■ Copies of observation rubrics or other documentation for collected artifacts of teaching, leadership ■ Copies of policies and procedures related to observations or other types of qualitative evaluation 	<ul style="list-style-type: none"> ■ RET and Jeffco Human Resources or Professional Development staff ■ RET and Human Resources or Professional Development staff

Jeffco Strategic Compensation: Evaluation Competition

Performance Objective to Be Evaluated	Relevant Evaluation Data	Data Source(s)
Development of a compensation system that adequately and meaningfully rewards teacher and principal effectiveness	<ul style="list-style-type: none"> ■ Copies of JSC salary schedules ■ Copies of prior salary schedules ■ Actual salary data for teachers and principals in implementation sites before and after JSC ■ Linked learning growth data for students in implementation sites before and after JSC 	<ul style="list-style-type: none"> ■ IC and Human Resources staff ■ Human Resources staff ■ Human Resources staff ■ Assessment staff
Targeting phase-in of the compensation system to high-needs and low-performing schools	<ul style="list-style-type: none"> ■ Updated school-level data on demographics and achievement ■ Documentation of criteria for selecting new implementation sites 	<ul style="list-style-type: none"> ■ Assessment staff ■ IC
Increasing retention of the most effective teachers and principals, especially within high-needs and low-performing schools	<ul style="list-style-type: none"> ■ Linked data on teaching effectiveness, as above ■ School- and individual-level turnover data that can be linked with effectiveness data 	<ul style="list-style-type: none"> ■ Assessment and Human Resources staff ■ Human Resources staff
Increasing leadership capacity among teachers and principals in Jeffco	<ul style="list-style-type: none"> ■ Percentage of teachers in each school, by their tier (school by school, and also aggregated by whether the schools are implementation sites) 	<ul style="list-style-type: none"> ■ Human Resources staff
Communicating effectively with Jeffco teachers, principals, families and other stakeholders about the JSC plan and its implementation	<ul style="list-style-type: none"> ■ Survey and focus group data from teachers and other stakeholders 	<ul style="list-style-type: none"> ■ Communications consultant

All evaluation reports will offer recommendations to the IC and Jeffco about how well the project aligns with stated performance goals at that point in time. These recommendations will include (but are not limited to): refinements to the compensation model that improve the strength or fairness of incentives and rewards; strengthening implementation or communications

plans; making student growth measures or other metrics for teacher and principal effectiveness more reliable and valid; assessing accuracy of cost projections provided by other consultants; assessing the appropriateness of the targeted sites for the JSC plan; and the impacts of the new compensation system on student learning growth and on recruiting and retaining the most effective teachers. The Project Manager and the IC will be responsible for seeing that the appropriate district staff or consultant(s) respond in a timely and adequate fashion, by incorporating these recommendations into ongoing planning and strategy.

Priority 4 (Competitive Preference) – Use of Value-Added Measures of Student Achievement

Value-added measures of student achievement are an essential piece of Jeffco’s Strategic Compensation Plan for teachers and principals. The Colorado Growth Model will serve as the primary measure of teacher, team, and school impact in grades four through ten in reading, writing, and math. These data will be available in 2010-2011 and will plot trajectories for students based on the performance of students who score similarly across the state. While not a traditional “value-added” model, the trajectory created by multiple years of student data compared to performance of a similar group across the state, will provide an acceptable measure of teacher impact. The elegance of the Colorado Growth Model is its simplicity and accessibility for educators. While the growth measure is new, the model is quite similar to work done by the National Center for Performance Incentives at Vanderbilt University, and is valid and reliable. Moreover, Colorado Department of Education will be developing assessments to measure student growth in currently untested grades and subject areas. Student growth is the primary driver of the Jeffco Strategic Compensation Plan. In order to move across and down the tiered compensation structure, student growth must be demonstrated at the individual classroom level, the team level, and/or the school level. Principals will earn payouts based on how teachers, teams

of teachers, and their schools add value to student achievement and the attainment of school accountability goals.

The state of Colorado has developed the data system to link students to teachers. The information is clearly presented on the Colorado Department of Education's website through its Schoolview portal. The Jeffco data team has the capacity to interface with the state on these data.

Multiple channels of communication will be established to ensure that teachers are familiar with how the growth model will be used, and how they can use the data to inform their instruction. The work funded by the Colorado Department of Education already underway in Jeffco has already begun the work of communication about value-added measures. Continued work from a communications firm will help disseminate information and collect survey data on understanding and use of value-added data. Additionally, district staff and outside experts will provide professional development on how the Colorado Growth Model works and can be used with instruction. District staff and an outside consultant will train master and mentor teachers in how to use these data to improve teaching practice and will share this knowledge through their collaborative groups.

Priority 5 (Competitive Preference) – Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools

Targeting 12 schools within a district of 155 schools based on high poverty numbers, while simultaneously re-structuring compensation and supports at the targeted school, should dramatically impact recruitment and retention of effective teachers. The proposed strategic compensation plan represents a 25% increase in the range of salaries available with larger salaries available at all tiers. In order to move across and down the new compensation structure,

teachers must demonstrate effectiveness in multiple ways. Therefore recruitment and retention of effective teachers will be tied to teachers who are effective receiving substantially larger salaries over time, thus broadening the incentive to work in high-needs schools. Other models might provide signing bonuses, or relatively small bonuses; in the targeted Jeffco schools, the entire compensation structure will change and will result in opportunity to make 25% more than any other teacher in the district if a teacher can demonstrate effectiveness. Principals at the targeted schools will also have the opportunity to earn substantial bonuses unavailable to principals at schools with less socioeconomic need.

Fundamentally, the way teachers are evaluated, supported, and compensated will change in these targeted schools. Evaluations by multiple evaluators, multiple times a year, and student growth data will determine where the greatest needs are for teachers. This combination of evaluations and student growth will define effectiveness for Jeffco, thereby moving beyond simplistic Highly Qualified Teacher measures that often do little to determine impact on student outcomes. Professional development to assist teachers in their growth toward greater effectiveness will be tied to student data and teacher evaluation. Finally, effective teachers will advance on the salary scale as well as increase their responsibilities based on their effectiveness in working with students in any subject area. For hard-to-staff positions such as teachers of English language learners, special education students, math, and science, these supports and strategic compensation will be especially important. The targeted Jeffco schools are lagging significantly behind in these areas and will benefit by attracting strong teachers due to their significantly higher compensation structure, focused professional support, and emphasis on student learning.

The recruitment of effective educators will be communicated through district-wide channels. The work that has already occurred in the development of the Strategic Compensation Plan demonstrates the communication that will occur. From the beginning, teachers, administrators, and union leaders have discussed how best to attract and retain the best teachers to Jeffco and these schools specifically. Saltzman Communications has already surveyed teachers about their thoughts on strategic compensation and supports. On-going support from a communications firm will ensure wide-coverage of Jeffco teachers of the work going on in the targeted schools. This will occur through a web portal on the district site, quarterly meetings with teachers and administrators, and regular email updates of what is occurring.

Priority 6 (Competitive Preference): New Applicants to the Teacher Incentive Fund

Jeffco is a new applicant to the Teacher Incentive Fund.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **Possible TIF Schools Pages: 1** Uploaded File: **C:\Documents and Settings\dbussey\My Documents\Proposals in Progress\10-11\TIF\High Needs Schools Doc.pdf**

Appendix A: Possible TIF Schools (n=20) v. Remaining Jeffco Schools (n=135)

School 2009-2010	Free and Reduced Meal Eligibility		ELL		American Indian		Asian		Black		Hispanic		White	
	School	District	School	District	School	District	School	District	School	District	School	District	School	District
Allendale Elementary	70.1%	29.2%	20.5%	9.6%	1.3%	1.3%	1.3%	3.9%	3.6%	2.0%	36.6%	19.3%	57.1%	73.5%
Arvada Middle School	81.1%	29.2%	24.6%	9.6%	4.2%	1.3%	2.3%	3.9%	4.2%	2.0%	40.2%	19.3%	49.2%	73.5%
Deane Elementary	82.4%	29.2%	47.3%	9.6%	1.3%	1.3%	4.6%	3.9%	3.7%	2.0%	67.5%	19.3%	23.0%	73.5%
Edgewater Elementary	93.9%	29.2%	57.5%	9.6%	2.6%	1.3%	0.0%	3.9%	5.0%	2.0%	76.8%	19.3%	15.6%	73.5%
Eiber Elementary	88.8%	29.2%	35.4%	9.6%	2.3%	1.3%	4.4%	3.9%	5.9%	2.0%	54.6%	19.3%	32.8%	73.5%
Foster Elementary	72.8%	29.2%	44.2%	9.6%	0.2%	1.3%	0.5%	3.9%	2.4%	2.0%	55.1%	19.3%	41.7%	73.5%
Jefferson High School	87.0%	29.2%	45.9%	9.6%	2.7%	1.3%	0.7%	3.9%	4.3%	2.0%	73.6%	19.3%	18.7%	73.5%
Kuller- strand Elementary	77.3%	29.2%	21.9%	9.6%	2.5%	1.3%	0.4%	3.9%	2.5%	2.0%	31.3%	19.3%	63.3%	73.5%
Lasley Elementary	78.8%	29.2%	40.2%	9.6%	2.2%	1.3%	8.5%	3.9%	2.8%	2.0%	61.0%	19.3%	25.5%	73.5%
Lawrence Elementary	72.8%	29.2%	13.7%	9.6%	4.7%	1.3%	4.7%	3.9%	4.1%	2.0%	23.8%	19.3%	62.7%	73.5%
Lumberg Elementary	89.3%	29.2%	49.4%	9.6%	2.5%	1.3%	0.6%	3.9%	4.5%	2.0%	75.2%	19.3%	17.2%	73.5%
Molholm Elementary	93.8%	29.2%	47.5%	9.6%	1.7%	1.3%	0.2%	3.9%	3.3%	2.0%	73.4%	19.3%	21.4%	73.5%
O'Connell Middle School	83.9%	29.2%	39.2%	9.6%	2.4%	1.3%	7.7%	3.9%	3.4%	2.0%	62.7%	19.3%	23.8%	73.5%
Pennington Elementary	81.6%	29.2%	15.1%	9.6%	2.1%	1.3%	0.4%	3.9%	2.9%	2.0%	39.7%	19.3%	54.8%	73.5%
Pleasant View Elementary	73.4%	29.2%	15.0%	9.6%	1.4%	1.3%	1.0%	3.9%	1.9%	2.0%	24.4%	19.3%	71.5%	73.5%
Russell Elementary	87.4%	29.2%	19.9%	9.6%	2.2%	1.3%	5.1%	3.9%	3.2%	2.0%	42.2%	19.3%	47.3%	73.5%
Stein Elementary	90.7%	29.2%	50.7%	9.6%	2.1%	1.3%	0.7%	3.9%	3.6%	2.0%	80.1%	19.3%	13.5%	73.5%
Stevens Elementary	78.8%	29.2%	19.7%	9.6%	1.3%	1.3%	2.1%	3.9%	5.2%	2.0%	48.4%	19.3%	43.0%	73.5%
Swanson Elementary	78.3%	29.2%	24.6%	9.6%	1.8%	1.3%	7.9%	3.9%	2.4%	2.0%	42.5%	19.3%	45.4%	73.5%
Wheat Ridge Middle	87.8%	29.2%	33.0%	9.6%	2.3%	1.3%	0.0%	3.9%	4.9%	2.0%	68.3%	19.3%	24.4%	73.5%
Average percentage	82.5%	29.2%	33.3%	9.6%	2.2%	1.3%	2.7%	3.9%	3.7%	2.0%	53.9%	19.3%	37.6%	73.5%

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Appendix L** Pages: **10** Uploaded File: **C:\Documents and Settings\dbussey\My Documents\Proposals in Progress\10-11\TIF\Appendix L_ Letters of Support.pdf**

June 4, 2010

Mr. Arne Duncan
U.S. Secretary of Education
Lyndon Baines Johnson (LBJ)
Department of Education Building
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary Duncan,

Rose Community Foundation has a long-standing history of supporting reforms in the area of teacher effectiveness. For instance, it invested more than \$4 million in the research, development and implementation of ProComp, Denver's groundbreaking teacher compensation system.

Since August of 2007, Rose has provided significant financial support to a similar effort in Colorado's largest school district, the Jefferson County Public Schools (Jeffco). That support has allowed district leadership, the Jefferson County Education Association, and community to work with the Center for Teaching Quality to examine pay reforms of the past and present and new opportunities presented by breakthroughs in technology, assessment and evaluation. Now they are at the exciting stage of designing the elements of a new and far more strategic compensation system.

This work is not easy. From the start, the school district and the union have engaged in candid dialogue about the benefits and challenges of changing the way educators are paid. Their more than two year history of participating in these conversations will provide a strong foundation for the next phase of work with a TIF grant. It is remarkable how far this team has come, and I am happy to report that one of the most interesting and aggressive pay plans in the country is within Jeffco's reach – particularly now with the passage of Colorado's Senate Bill 10-191, which requires at least fifty percent of every teacher's evaluation to be tied to student growth.

Jeffco will be ahead of the curve in addressing changes required by 10-191. As a result of their two-year history of deliberations about replacing the existing compensation system, the district and local union are well-poised to adopt new ways to evaluate and reward teachers for their performance.

I must note that I have been particularly impressed by the leadership of the union, as it has taken on the sacred cows of teacher compensation. It has proposed the elimination of the single salary system and replacing it with one that puts student growth at its center. Moreover, it continues to push teacher pay into a new frontier by joining other efforts that make performance pay more than a bonus on top of salary.

I am proud to support the strong and brave work of the Jefferson County Education Association and the Jeffco Schools and am even more proud to endorse their application to the Teacher Incentive Fund.

Sincerely,

A handwritten signature in black ink, appearing to read "Phillip A. Gonring". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Phillip A. Gonring
Senior Program Officer
Rose Community Foundation



Building Bright Futures

Dr. Cynthia Stevenson

Superintendent

1829 Denver West Drive #27

Golden, Colorado 80401-0001

email: cstevens@jeffco.k12.co.us

office: 303-982-6800

fax: 303-982-6806

July 1, 2010

TO: TIF Selection Committee

The purpose of this letter is to share with you my full support for Jefferson County Public Schools' TIF (Teacher Incentive Fund) grant application. Over the last two years, the Jeffco Strategic Compensation committee has been engaged in a very serious study of teacher compensation reform. Working with North Carolina's Center for Teaching Quality, we assembled a task force, met monthly, examined components of 21st Century compensation systems – including student growth, market incentives, and teacher leadership – and whole systems themselves, including those being implemented in our state. Members of the task force have twice visited Austin, Texas to learn from what the school district and union are piloting there. In addition to teachers and administrators, the task force has included university professors, parents, school board members, business, PTA, and the former Chair of Colorado's Senate Education Committee.

The result of this deliberate and rigorous examination has been an agreement to pursue the development and pilot of a compensation system that includes student learning, teacher leadership, and teacher knowledge and skills.

With our nearly 85,000 students and 5,000 licensed professionals, Jeffco is the largest school district in Colorado and 34th largest in the nation. Covering the entire county of Jefferson, the school district is unique because it includes seven municipalities and urban, suburban, and rural communities.

As you know, there are a number of important teacher compensation reforms being implemented in Colorado. Nevertheless, we would like you to know that we believe our urban/suburban/rural school district of 85,000 students has the opportunity to set new standards for our state and nation.

Thank you for your consideration of our application.

Sincerely,

A handwritten signature in cursive script that reads "Cynthia Stevenson".

Dr. Cynthia Stevenson
Superintendent

Our Mission: To provide a quality education that prepares all children for a successful future.



Building Bright Futures

Assessment & Research

1829 Denver West Drive, Building #27

Golden, Colorado 80401-0001

phone: 303-982-6565

fax: 303-982-0841

web site: <http://jeffcoweb.jeffco.k12.co.us/assessment>

July 1, 2010

To: TIF Selection Committee

This letter is in support of Jefferson County Public Schools' (Jeffco Schools) Teacher Incentive Fund (TIF) grant application.

As executive director of the district's Instructional Data Services department, I commit to providing the requested grant related data, while ensuring compliance with Jeffco Schools' district policy governing release of student data, e.g. JRA/JRC, as well as FERPA and any other federal or state laws that may apply. The department will also provide teacher/staff data unless the release is prohibited by district policies, e.g. GBEE, KFD, etc. or applicable state privacy laws.

Jeffco Schools does not release personally identifiable information of students or staff unless appropriate permissions have been obtained and also does not release any student information in the aggregate where counts are low enough to allow any inadvertent identification of students. Depending on the nature of the data requested, Jeffco may require that a confidentiality agreement be signed by researchers who will be working with Jeffco's data.

The department will make every effort to provide the requested data in a timely manner.

Sincerely,

A handwritten signature in cursive script, appearing to read "Carol Eaton".

Dr. Carol Eaton
Executive Director
Instructional Data Services

Our Mission: To provide a quality education that prepares all children for a successful future.

June 24, 2010

To Whom It May Concern:

I am writing to express my enthusiasm and support for a strategic compensation program in my school district, Jefferson County Public Schools (Jeffco). I have been teaching for eleven years, nine of them in this district. Throughout my career, I have educated exclusively in low-income schools as both a special education teacher and a Title I literacy teacher. I would be very excited to see Jeffco receive a Teacher Incentive Fund grant to become more competitive with our neighboring Colorado school districts in the area of performance pay.

The school where I work, O'Connell Middle School, is 78% free and reduced lunch and 80% minority. Statistically, my students should not succeed as well as their more affluent peers. However, last year, 87% of my students earned typical to high growth on the CSAP Reading test. Our low-income students can and will grow with effective and engaging teachers both educating and supporting them. We need teachers who are motivated to do difficult work in great areas of need, and providing merit pay would be an incentive.

There is one thing most teachers in my district have had in common for decades: our evaluations and pay. Most teachers have been rated as "meets or exceeds expectations," regardless of what students achieve. This means that I received the same rank on my evaluation as a teacher with student test scores significantly lower than mine. Also, we are all placed on a salary schedule where we earn more pay for more years in the classroom or more post-secondary education. Our effectiveness with the students is not a factor.

If we do not have the belief that our students can adequately grow in a year and are not held accountable for it, then we are failing them. They deserve higher expectations than that, every day, no matter what income, race, or gender. Studies have shown that the effectiveness of the teacher trumps curriculum, and I have seen this to be true. My students succeed against the odds because I expect them to, I deliver the instruction they need, and because they can. I tell them this daily. I want to be held accountable for my effectiveness and treated as a professional, and part of this should be compensation to show my value in the classroom.

The ability to share my expertise with other teachers really speaks to me. I have a Master of Arts in Teaching from Johns Hopkins University and a Master of Public Policy from the University of Denver. Unless I earn an administrative license, there is little to no opportunity for me to impact student achievement outside my classroom. The idea that I could be rewarded for working with other teachers to spread best practice and increase achievement is very exciting. We are losing some of our brightest and most engaging teachers every year to careers with more opportunity for increased pay, and I want to see this end.

I have researched teacher evaluation and compensation programs in Colorado, and there are already some amazing programs in place, such as in Harrison and Eagle counties. I look forward to seeing this expand to my school district. In fact, I would be excited to see my school selected to participate in a pilot program for Jeffco. Our students, parents, teachers, and administrators deserve it.

Thank you,

Amy Spicer
Title I Reading Intervention Teacher
O'Connell Middle School, Lakewood, CO



JEFFERSON COUNTY EDUCATION ASSOCIATION - CEA/NEA

1447 Nelson Street
Lakewood, CO 80215
303.232.6405 / FAX: 303.238.2215
www.jcea-cea.org

June 24, 2010

To Whom It May Concern:

The Jefferson County Education Association prides itself as being a progressive union of teaching professionals. We are proud that we have been advocating for teachers and students since negotiating our first contract in 1968. We firmly believe that: 1) teachers' working conditions are students' learning conditions, and 2) the future of public education depends on having a high quality teacher in every classroom in our district. We are committed to the belief that *every* child has a right to a great public school education. Our history is that we welcome any conversation that moves us in that direction.

While we know there are many factors that impact how JPS recruits and retains high quality teachers, we know that primary among them is salary. To that end, in November 2007 JCEA chose to collaborate with district administrators "to review and make recommendations on alternative ways to compensate educators in Colorado's largest school district." In November 2008, JCEA again chose to continue that collaboration by moving to Phase II, an investigation of specific pay plans that would meet established district outcomes and objectives.

At each step in this process we have communicated with our members and maintained a transparent process. We have made considerable investments of both leadership and staff time and have committed budgetary resources to support the Jeffco Strategic Compensation Steering Committee. Our governing bodies— the JCEA Board of Directors and the JCEA Council— have supported our continued participation.

Because of the controversy regarding "pay for performance" plans, we commissioned a poll of our members by Harstad Strategic Research, Inc. The goal of this research was to gauge the degree to which our members were open to continuing our work on teacher compensation. The poll, conducted May 3-9, 2010, indicated our members remain constructively skeptical but want us to continue to move forward.

For example, after hearing the "strategic compensation" proposal, 67% of our members indicated the task force was moving in the *right direction* [emphasis added]. Of equal importance is that 68% favor "having the Jeffco school district use it [the "strategic compensation" proposal] as a PILOT program on a trial basis in some of the district's

high needs schools.” Clearly, our members are open to further collaboration regarding changes in compensation, and they are solidly supportive of piloting the program and assessing its impact.

We have done the necessary background study and work, and we are now ready to pilot the proposal. We see the piloting step as an essential one that will help us identify unexpected problems and concerns and build members’ support if the outcomes of the pilot warrant that support.

If the TIF grant is approved, we will be able to pilot what we believe is a comprehensive shift in teacher compensation, leadership, evaluation, professional development, and collaborative planning for the benefit of students. We are excited about how this may change the way teachers work together, learn together, and lead each other to better professional practices.

Sincerely,



Kerrie Dallman
President



Lisa Elliott
Executive Director



Jefferson County Administrators Association
1829 Denver West Drive, Building 27
Golden, CO 80401-0001

Working Together for Better Schools
(303) 982-6839 www.jcaajeffco.org

June 14, 2010

JCAA is interested and invested in the Strategic Compensation plan being collaboratively developed by the District, teacher's union and members of our association. We believe an effective way to enable principals to lead their schools is to link how educators teach to how students perform. If teachers are encouraged to evaluate the needs of their students, then respond with appropriate instruction, we believe Strategic Pay will provide educators with the tools to effectively address student needs and drive student achievement.

JCAA's mission is "working together for better schools." We believe that by collaborating through efforts such as this Strategic Compensation plan, we can meet all aspects of our mission, working together with the District and union and non-union teachers to help produce a quality education for all Jeffco students. Hiring and retaining quality teachers is a priority for principals. JCAA believes that Strategic Compensation is a key component in enabling principals to hire and retain teachers who can consistently cultivate achievement in their students.

JCAA believes Jeffco's career tiered program and compacted salary plan will provide opportunities for all teachers to earn competitive salaries comparable to private industry throughout their entire careers. More importantly, these salaries are significantly tied to Colorado's accountability standards of student growth. Consequently, young teachers can be upwardly mobile within the pay system, mid-career teachers are provided incentives to stay in the profession and veteran teachers are provided opportunities to lead within their school. Moreover, the Strategic Pay plan encourages and creates incentives around teacher collaboration and teacher leadership based on common academic and achievement goals that will ultimately lead to increased student performance and achievement growth.

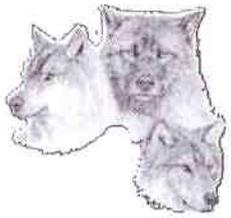
JCAA fully supports this plan, believing it will change the way teachers are compensated, motivated and developed. It gives principals another desperately needed tool at a critical time in the development of education.

Respectfully submitted,



Executive Director

Brady Stroup
President



CONIFER HIGH SCHOOL

10441 County Hwy 73

Conifer, CO 80433

Phone: 303-982-5255

Fax: 303-982-5256

July 1, 2010

Dear Selection Committee

The Jeffco Strategic Pay plan developed collaboratively with our teachers association (JCEA) and our district leadership will be the single most important and impactful program or policy, enabling principals to lead their schools effectively. Embedded in this program is the shared belief that if school personnel maintain a constant focus on student achievement and teachers approach their instruction in a reflective and responsive manner, the plan will provide principals and teachers with the tools to address the needs of their students productively.

The Jefferson County School District mission statement states, *“To provide a quality education that prepares all children for a successful future.”* or simply, *“All Means All.”* To insure a quality education for all students, the most significant objective of my job as a building principal is to hire and retain quality teachers who can consistently generate student achievement. I believe this comprehensive and strategic pay-for-performance system will be the vehicle for me and my fellow principals to achieve this objective.

The Jeffco Strategic Pay program through its career-tiered program and compacted salary plan provides opportunities for all teachers to earn competitive salaries, comparable to private industry, throughout their entire careers. More importantly, these salaries are significantly tied to Colorado’s accountability standards for student growth. This compensation plan will provide young teachers the opportunity to progress upwardly within the pay system, will provide inducements for mid-career teachers to remain in the profession and will provide opportunities for veteran teachers to lead within their schools. Moreover, the Jeffco Strategic Pay plan encourages and creates incentives around teacher collaboration and teacher leadership based on common academic and achievement goals, ultimately leading to increased student performance, accomplishment and growth.

This is a visionary plan that will fundamentally change the way we compensate, motivate and develop teachers. Consequently, I enthusiastically support this plan.

Respectfully submitted,

Michael P. Musick, principal
Conifer High School

Our Mission: To provide a quality education that prepares all children for a successful future.



Hackberry Hill Elementary School
Warren L. Blair, Principal
7300 West 76th Ave
Arvada CO. 80003
phone: 303-982-0260
fax: 303-982-0261

June 14, 2010

Dear TIF Selection Committee,

Over the past 2 and half years Jeffco Schools has worked closely with the Jefferson County Education Association (JCEA), Jefferson County Administrators Association (JCAA), school board and community members and district leadership to explore issues and develop an understanding of Performance Based Compensation Systems (PBCS). We started our work with a grant from the Rose Community Foundation. This grant provided us support from The Center for Teaching Quality. We met with people in several Colorado districts that had implemented PBCS. We studied the work being done in districts across the nation. We learned what had worked and what had not worked. We also reviewed the ideas and research of Susan Moore Johnson and John P. Papay in their study on *Redesigning Teacher Pay*. This study helped deepen our thinking of what a PBCS might look like, and work in, Jeffco Schools.

During this first phase we had many differing viewpoints. There were times of great distance and times of great agreement. At the end of the study phase we mutually agreed to proceed with developing a possible PBCS that would work in the context of Jeffco Schools. The State of Colorado provided Jeffco Schools with a grant of \$457,000 to use in developing the details of a PBCS. This grant has provided us a great "head start". We have already struggled with many of the PBCS issues a district would expect. We have thoughtfully, and with our partners, proceeded into the creation of a PBCS. One of our stated goals was to be *Big and Bold*. We did not just want to "tinker around the edges" or develop an "add-on" type of system. We wanted this PBCS work to fundamentally change how the work of teachers, and their demonstrated results, would be rewarded differently.

We believe our work is substantially different than giving teachers stipends. Our Tier system is designed to support teachers in teacher learning, teacher leadership and in increased student learning. We have one early poll that shows over 67% of teachers in Jeffco support this continued work. Teachers want to have time to be collaborative, to review student data, to modify instruction, to work in effective teams and to make a difference that focuses on student achievement. This work will impact every aspect of our organization and has the potential to change the way we staff buildings and work as educators. This is an innovative plan that deserves strong consideration.

Sincerely,

A handwritten signature in cursive script that reads "Warren L. Blair".

Warren L. Blair
Principal, Hackberry Hill Elementary School

Project Narrative

Other Attachments

Attachment 1:

Title: **Appendices A-K** Pages: **94** Uploaded File: **K:\GRANTS\Budgets\10-11\TIF\Appendices A-K.pdf**

Appendix A: Possible TIF Schools (n=20) v. Remaining Jeffco Schools (n=135)

School 2009-2010	Free and Reduced Meal Eligibility		ELL		American Indian		Asian		Black		Hispanic		White	
	School	District	School	District	School	District	School	District	School	District	School	District	School	District
Allendale Elementary	70.1%	29.2%	20.5%	9.6%	1.3%	1.3%	1.3%	3.9%	3.6%	2.0%	36.6%	19.3%	57.1%	73.5%
Arvada Middle School	81.1%	29.2%	24.6%	9.6%	4.2%	1.3%	2.3%	3.9%	4.2%	2.0%	40.2%	19.3%	49.2%	73.5%
Deane Elementary	82.4%	29.2%	47.3%	9.6%	1.3%	1.3%	4.6%	3.9%	3.7%	2.0%	67.5%	19.3%	23.0%	73.5%
Edgewater Elementary	93.9%	29.2%	57.5%	9.6%	2.6%	1.3%	0.0%	3.9%	5.0%	2.0%	76.8%	19.3%	15.6%	73.5%
Eiber Elementary	88.8%	29.2%	35.4%	9.6%	2.3%	1.3%	4.4%	3.9%	5.9%	2.0%	54.6%	19.3%	32.8%	73.5%
Poster Elementary	72.8%	29.2%	44.2%	9.6%	0.2%	1.3%	0.5%	3.9%	2.4%	2.0%	55.1%	19.3%	41.7%	73.5%
Jefferson High School	87.0%	29.2%	45.9%	9.6%	2.7%	1.3%	0.7%	3.9%	4.3%	2.0%	73.6%	19.3%	18.7%	73.5%
Kullerstrand Elementary	77.3%	29.2%	21.9%	9.6%	2.5%	1.3%	0.4%	3.9%	2.5%	2.0%	31.3%	19.3%	63.3%	73.5%
Lasley Elementary	78.8%	29.2%	40.2%	9.6%	2.2%	1.3%	8.5%	3.9%	2.8%	2.0%	61.0%	19.3%	25.5%	73.5%
Lawrence Elementary	72.8%	29.2%	13.7%	9.6%	4.7%	1.3%	4.7%	3.9%	4.1%	2.0%	23.8%	19.3%	62.7%	73.5%
Lumberg Elementary	89.3%	29.2%	49.4%	9.6%	2.5%	1.3%	0.6%	3.9%	4.5%	2.0%	75.2%	19.3%	17.2%	73.5%
Molholm Elementary	93.8%	29.2%	47.5%	9.6%	1.7%	1.3%	0.2%	3.9%	3.3%	2.0%	73.4%	19.3%	21.4%	73.5%
O'Connell Middle School	83.9%	29.2%	39.2%	9.6%	2.4%	1.3%	7.7%	3.9%	3.4%	2.0%	62.7%	19.3%	23.8%	73.5%
Pennington Elementary	81.6%	29.2%	15.1%	9.6%	2.1%	1.3%	0.4%	3.9%	2.9%	2.0%	39.7%	19.3%	54.8%	73.5%
Pleasant View Elementary	73.4%	29.2%	15.0%	9.6%	1.4%	1.3%	1.0%	3.9%	1.9%	2.0%	24.4%	19.3%	71.5%	73.5%
Russell Elementary	87.4%	29.2%	19.9%	9.6%	2.2%	1.3%	5.1%	3.9%	3.2%	2.0%	42.2%	19.3%	47.3%	73.5%
Stein Elementary	90.7%	29.2%	50.7%	9.6%	2.1%	1.3%	0.7%	3.9%	3.6%	2.0%	80.1%	19.3%	13.5%	73.5%
Stevens Elementary	78.8%	29.2%	19.7%	9.6%	1.3%	1.3%	2.1%	3.9%	5.2%	2.0%	48.4%	19.3%	43.0%	73.5%
Swanson Elementary	78.3%	29.2%	24.6%	9.6%	1.8%	1.3%	7.9%	3.9%	2.4%	2.0%	42.5%	19.3%	45.4%	73.5%
Wheat Ridge Middle	87.8%	29.2%	33.0%	9.6%	2.3%	1.3%	0.0%	3.9%	4.9%	2.0%	68.3%	19.3%	24.4%	73.5%
Average Percentage	82.5%	29.2%	33.0%	9.6%	2.2%	1.3%	2.7%	3.9%	3.7%	2.0%	53.9%	19.3%	37.6%	73.5%

Appendix A: Possible TIF Schools

Appendix B: Proposal for Colorado Department of Education (CDE) Grant

Design and Development of Plan to Alternatively Compensate Teachers (ACT)

Submitted by Jeffco Public Schools to CDE

Brief Overview of Proposal

Jeffco Public Schools is Colorado’s largest school district, and we are rapidly changing. Of our 85,000 students, 27% are minority and 29% qualify for free or reduced lunch, while 9% are classified as special needs and 9% as second language learners. Our teacher workforce is aging and turnover is too high, especially in schools serving our most at-risk students. Our hiring practices rest on increasingly outdated organizational assumptions about teaching and learning, as well as the career mobility patterns of Baby Boomers — not those of Generation Y. As our state and nation face incredible economic challenges, now is the time for Jeffco to develop a transformative system of compensation that drives major changes in who enters teaching, how they are recognized for excellence, and how school systems identify and capitalize on effective teachers for the benefit of all our students. This proposal outlines our plans to design a reformed compensation program, which will pay teachers more for improving student achievement, participating in strategically targeted teacher learning, and advancing teacher leadership including spreading pedagogical expertise.

SECTION 1: NEEDS

Jeffco, the largest district in Colorado, serves a diverse population of 85,000 students in 141 schools. More than 5,000 teachers work daily to positively affect student achievement. Within that population, 58% hold Master’s degrees and 7% are teachers of color. The district hires approximately 500 teachers each year. Support provided to new teachers includes six induction

days, a building-assigned mentor in their content area or grade level (when possible), and access to instructional coaches who have as one of their primary responsibilities assisting new teachers. For novices who are struggling, the district does have some additional supports that can be tapped.

Like most school districts across the United States, Jeffco's current teacher compensation system does not place its primary value on the accomplishment of its students. Instead, teachers are primarily compensated based on their years of experience and the number of academic credits or workshops they accrue — with little regard for how these metrics actually affect students' learning.

Current lock-step teacher compensation systems ensure uniformity and predictability for teachers and the school boards who pay them. But the price of predictability is unacceptably high. These archaic systems stifle teacher creativity and collaboration, ignore market realities, isolate teaching expertise, and sidestep student achievement outcomes. All too often, human capital management exacerbates the current inequities of teaching talent — with the most inexperienced and least effective teachers assigned to our highest needs schools and students. Few compensation approaches, if any, focus on what matters most — student learning.

Faced with rapidly changing student needs, we know that learning must remain central to our strategic compensation plan. Of Jeffco's 85,000 students, 27% are minority and 29% qualify for free or reduced lunch while 9% are classified as special needs and 9% as second language learners. Graduation rates are at 81% while 44% of all ninth graders have taken algebra. Achievement gaps continue to be challenging obstacles for the district, particularly in literacy and especially among minority and free/reduced lunch populations in high impact schools. Currently, Jeffco's 70 high impact schools, as defined by percent of students receiving free or

reduced lunch services and minority status of students, are serving approximately 37,300 students – which represents 44% of our total student enrollment. Given this significant population of students, although Jeffco has generally shown overall increases in proficiency on state tests, the challenge of closing the achievement gap is an urgent one.

These quantitative findings are further explicated through our qualitative research efforts. In a recent survey of teachers in high impact schools, we learned that over 18 percent are planning to leave teaching in the next two years and another 33 percent are planning to move to a different school. Teachers cited student behavior and discipline issues as key reasons for their intentions to leave. However, we also learned that many were not prepared to teach the students they must serve. The professional development that teachers received was not targeted enough to give them the tools they need; furthermore, Jeffco has no incentives in place to encourage teachers to stay in the district long enough to develop these skills.

Although the district's I²a assessments show promise for just-in-time student growth measurement, teachers are not generally satisfied with how student results are currently measured, a factor that greatly impacts their sense of efficacy and therefore their willingness to stay in their classrooms. Based on focus groups conducted with teachers in our high impact schools, teachers there are frustrated by the current accountability system — focusing solely on proficiency levels on the CSAPs — which they believe does not adequately capture the progress their students are making in tested subjects. Teachers felt that more comprehensive accountability measures (beyond CSAP proficiency scores) could give them a chance to demonstrate the success they are having with students, and in doing so, encourage them to remain in teaching.

Finally, the Center for Teaching Quality conducted focus group interviews with young Denver-area teachers (including those from Jeffco) and found that many of them would stay in teaching for a career if two conditions were met: 1) they were paid more earlier in their career, and 2) they were able to take on more formal leadership roles, while still teaching students for at least part of the day. These young teachers sought to have more time during the workday to study and implement innovative, research-based teaching practices and to have the opportunity to advance on a career ladder without losing the title of “teacher.”

Jeffco teachers currently earn [REDACTED] as beginning teachers and by the end of their career can earn [REDACTED] if they have a master’s degree (and \$ [REDACTED] if they have a doctorate). There is little formal recognition of additional achievements or markers of teaching excellence (National Board Certification and Specialist in Education degrees are the current exceptions and garner nominal pay increases). Overall, our current compensation system fails to support our school improvement efforts because:

1. We do not necessarily reward teachers for learning the skills they need to teach more effectively;
2. We have no means to reward teachers to spread their expertise to their colleagues; and
3. We do not reward teachers for teaching in high need schools and for taking on meaningful leadership roles.

A new teacher pay framework can alleviate the issues listed above by creating a transformed career ladder for teachers that rewards them as individuals, small teams and schools and highlights accountability in achieving multiple desired outcomes — including decreasing dropout rates, closing achievement gaps, and increasing the number of post-secondary degrees

and endorsements. Approximately 10 percent of the nation's 13,000 school districts have instituted some form of alternative professional compensation — and Jeffco is now working to join the ranks of those who seek to alternatively compensate teachers (ACT).

Since late November 2007, a team of Jeffco teachers, principals, district administrators, school board members, and community leaders have studied a wide variety of innovative alternative compensation models — as close by as Denver, Eagle County, and Douglas County and as far away as Singapore. Based on this work, we recognize that the onus for achieving the measures described above does not fall on teachers alone. Jeffco will need to support our educators in continuing to grow as professionals who are capable of meeting these goals and as leaders who will spread their expertise to colleagues. During our last year of strategic compensation deliberations, the Jefferson County Education Association (JCEA) Executive Director Lisa Elliott observed, “Our efforts are not just about compensation reform; they are about teacher development reform.”

With support from the Rose Community Foundation and the Center for Teaching Quality, our team has reviewed research reports, studied cost-benefit analyses, met with experts who have first-hand experience implementing teacher pay reforms, and engaged leading scholars who are studying these efforts. We have worked with researchers and reformers involved with Vanderbilt University's National Center on Performance Incentives (NCPI) and University of Wisconsin's Strategic Management of Human Capital (SMHC) Initiative. For the past two years, our investigation has included a study team that twice visited Austin, Texas — a school district that shares many of Jeffco's characteristics and has completed one full year of pilot implementation for a new teacher and principal compensation system. We have learned a great deal and have crafted our own Jeffco Compensation Study Team Framework (see Appendix A).

As an education community, we are ready to move forward. As we believe will become evident, Jeffco has already invested significant time and resources toward the goal of alternatively compensating teachers, and we are therefore poised to take full advantage of additional CDE resources. We have begun our next steps, using our Title IIA Reallocation Grant funds awarded in the spring of 2008 to collect data on how to best recruit and retain highly qualified and effective teachers and to identify how to more effectively document where our teachers come from, how long they teach, where they go if they leave, and ultimately how effective they are. Sound information is critical to the strategic management of our human capital system. While we have made progress in our development process, we recognize we need to accelerate the pace of our work and widen our outreach to key stakeholders. Given current budget challenges, we feel it is particularly critical to take this time to think strategically about how to best invest in Jeffco's future.

In short, the timing of the Colorado Department of Education Request for Proposal could not be better. Representatives of JCEA, the district administration and the school board are ready to move forward together. Our request of [REDACTED] to CDE will allow us to escalate our ACT efforts to:

1. Design the parameters of paying teachers more for improving student achievement, participating in strategically targeted teacher learning, and advancing teacher leadership including spreading pedagogical expertise;
2. Develop a specific plan for phase-in implementation in four to eight of the district's high impact schools;
3. Calculate the costs for phase-in implementation and ongoing funding requirements;
4. Expand our outreach to key stakeholders in our local community and statewide; and

5. Take advantage of national best practices and lessons learned by connecting our compensation reform efforts to a larger network of school districts involved in transforming their human capital systems.

SECTION 2: PROJECT MANAGEMENT PLAN/ACTIVITIES

As a result of the two years of work of the Jeffco Strategic Compensation Study Team (JSCST, now renamed as the Steering Committee), Jeffco has already developed a Compensation Framework (see Appendix A), which provides the compensation model and underlying principles and rationale for an alternative compensation approach. As a continuation of these efforts, the project management plan and activities will allow the district to position key personnel to continue the momentum of the previous work as it moves into the next phase of plan design and implementation. To facilitate this process, we will identify a full time Project Manager and administrative assistant to coordinate all project activities. (Currently, Jeffco has in place a half time Project Manager through June 2010 and administrative support is being provided through the Superintendent's office.) As mentioned above, the existing JSCST has been transformed into the Jeffco Strategic Compensation Steering Committee (JSCSC), and now includes five distinct work groups to maximize the capacities and time of key participants.

One of the focus areas for the work groups, the Strategic Compensation Communications Team, will be led by nationally recognized communications experts Gonder-Baird Communications and/or Saltzman Communications and will work to expand our outreach to local stakeholders, including teachers, administrators, and the public. The outcomes of JSCST have not yet received broad exposure throughout the district. Interviews, polls, site visits, and a continuously updated website will provide the opportunity to gain diverse feedback on the initial

design elements to help define the details, as well as build district and community support for moving forward. With input from these critical groups about different aspects of the plan, we will then be able to leverage the expertise of Augenblick, Palaich and Associates, Inc. (APA) to build a dynamic cost model that will be based on likely teacher and principal responsiveness to the proposed plan.

Creating this repository of information around stakeholders’ interests and concerns, as well as detailed cost models, will put us in the best possible position to finalize the specific parameters for paying teachers more for improving student achievement, participating in strategically targeted teacher learning, and advancing teacher leadership including spreading pedagogical expertise. Equally important, we can then use the specific plan details to work with key research and evaluation experts (including Jon Eckert, Dan Goldhaber, Susan Moore Johnson, Lorrie Shepherd, Mathew Springer) and build an evaluation plan that uses measurable outcomes and focuses on our most critical element for intervention — improved student learning.

PART I: Convene the Jeffco Strategic Compensation Steering Committee (JSCSC) and work groups to design and review the compensation plan, determine costs, market plan, and address potential implementation issues

Activities	Timing	Key person(s) responsible
Employ full time Project Manager (PM) and administrative assistant (AA) support to oversee project, beginning in July. (Currently, a half time Project Manager is being funded by Jeffco thru June 30, 2010 and a full time Project Manager will be funded for July-December 2010 with ACT funds.)	Jan. - Dec.	Warren Blair (Principal in Jeffco) is serving in PM role currently with AA support from Supt. Stevenson’s office.
Contract with CTQ to work with Project Manager to staff and facilitate the IC, JSCSC, IRPs, and Teams to utilize national best practices in development efforts	Feb. - Dec.	Project Manager, CTQ staff

Activities	Timing	Key person(s) responsible
Conduct monthly meetings of the IC and bi-monthly meetings of the JSCSC (up to six) to monitor progress, make decisions and revise design of plan, based on feedback	Feb. - Dec.	IC, JSCSC, CTQ, APA, Gonder-Baird Communications and/or Saltzman Communications
Meet up to three times with each IRP (and other key personnel as needed) to finalize the details of the strategic compensation plan	Feb. - Dec.	IRPs, staffed by facilitators — perhaps also attended by additional members of IC
Contract with APA to develop cost model and determine funding sources (see Part III)	Feb. – Oct.	IC, JSCSC, CTQ, APA, Gonder-Baird Communications and/or Saltzman Communications

PART II: Expand our outreach to key stakeholders in our local community and statewide to obtain broad support for the Jeffco Compensation Framework

Activities	Timing	Key person(s) responsible
Hold a Board of Education work session to share Jeffco Strategic Compensation Framework and progress report on plan design and implementation	April BOE meeting and future meetings for updates	BOE members on JSCSC (Jane Barnes and Paula Noonan)
Develop and execute communications plan	Feb. - Dec.	Gonder-Baird Communications and/or Saltzman Communications
Conduct stakeholder meetings to obtain feedback on initial Framework and solicit their ideas for revisions	Feb. - Dec	Gonder-Baird Communications and/or Saltzman Communications
Conduct employee poll(s) to ascertain level of support for proposed alternative compensation strategies	March - Dec	Gonder-Baird Communications and/or Saltzman Communications

Activities	Timing	Key person(s) responsible
Conduct site visits in school buildings to directly communicate details around ongoing developments and solicit feedback/buy-in	Mar. - June	Gonder-Baird Communications and/or Saltzman Communications
Establish and manage website with detailed updates as work develops and seek feedback via web	Launch in Mar., ongoing updates	Gonder-Baird Communications and/or Saltzman Communications

PART III: Calculate the costs for the phase-in implementation and ongoing funding requirements

Activities	Timing	Key person(s) responsible
Work with IC and IRPs to build initial phase-in implementation and district-wide cost model, with an emphasis on high impact schools for phase-in. (Section 3 provides details of this activity.)	Feb. - Oct.	APA and selected Jeffco personnel
Work with Jeffco Human Resources to obtain necessary HR data to support the cost model	Feb. - Oct.	Jeffco HR personnel TBD
Work with Instructional Data Services to obtain necessary student data to support the cost model	Feb. - Oct.	IDS, APA
Begin to determine potential long-term funding sources to sustain the implementation of an alternative compensation strategy	Feb. - Oct.	APA

PART IV: Analyze existing Jeffco data on teacher recruitment, hiring, and retention —

particularly for high impact schools

Activities	Timing	Key person(s) responsible
Leverage the work already completed by Jeffco under CDE-funded Title IIA grant monies in the spring of 2008 and the dollars that will be requested and used in spring of 2010, if grant request is approved; ensure the IC and JSCSC have all relevant information that is helpful to make sound design decisions	Feb. - Nov.	Project Manager coordinates on behalf of IC, JSCSC and other involved parties
Provide key data to Research/Evaluation Team, as needed	Feb. - Nov.	Project Manager coordinates on behalf of IC, JSCSC and Research/Evaluation Team

PART V: Develop an evaluation approach to the plan

Activities	Timing	Key person(s) responsible
Contract with nationally-recognized evaluation expert(s) to work with the IC to determine evaluation model for the planning and design work (up to four meetings, as needed)	April - June	Project Manager, CTQ to coordinate with Research/Evaluation Team members

SECTION 3: OUTCOMES

More than 5,000 teachers work in Jeffco’s 141 schools. We believe, in a fully implemented Strategic Compensation Program, incentives for student learning must be available to all licensed faculty, and not limited to those teaching in the tested, core content areas. In order to bring this full implementation vision to fruition, we will have completed the following outcomes by the conclusion of the grant funded period:

1. Obtained general support throughout the Jeffco Community for the Jeffco Strategic Compensation Framework already developed (to be refined, based on emerging work).
2. Developed operational details based upon the Compensation Framework. The Framework maps out three models that support strategic compensation that we believe will impact student achievement: 1) Student Learning; 2) Teacher Learning; and 3) Teacher Leadership. Additionally, the Framework describes guiding principles, which provide the backbone of a revised compensation approach. The details about what these models and principles would look like in Jeffco have not been fully described, however, and warrant further research and consideration. As a result of obtaining CDE funding, the details will be defined and described in a level of detail that allows for, and is also informed by, outcome #3.

3. Developed a cost model based upon the detailed features of the Jeffco Strategic Compensation approach. The cost model will map out the initial costs for a pilot project as well as district-level rollout costs and funding prospects.
4. Created a process for evaluating the alternative compensation strategy that aligns with the ACT grant goals that include but are not limited to improving the academic performance of all students, decreasing the dropout rate, closing the achievement gap and increasing the number of post secondary degrees and certificates awarded to Colorado students.

1. Outreach for community support

Learning from the lessons of Denver's ProComp implementation, we feel it is critically important to gain the support of education stakeholders and the general Jeffco community in order to successfully deploy any alternative compensation framework. Working with Gonder-Baird Communications and/or Saltzman Communications, we will execute a strategic outreach effort that includes conducting a series of facilitated discussions, polls and site visits with teachers and principals from throughout the district in order to gain an informed understanding of how personnel might respond to the incentives included in a new compensation approach. This process will serve several purposes, including 1) gathering data that can help refine specific details in our plan to ACT; 2) dispelling any possible misinformation about the proposed plan through direct communication with those most affected; and 3) building momentum and support for the alternative compensation approach. This communication with Jeffco's educators will follow an inclusive development process that has involved a variety of stakeholders throughout the community and additional outreach that includes a continuously updated public website.

2. Data-informed operational details

Data gathering efforts will be central to our work in developing the details of our current Compensation Framework (see Appendix A) focused on student learning, teacher learning, and teacher leadership. We will continue our work to define what and how to measure and reward teacher performance in each of these three areas based on lessons learned from other successful and not-so-successful programs. Additionally, we will leverage existing Jeffco data to understand and inform our detailed plan development. For example, attracting and retaining the best teachers to Jeffco — and particularly to high impact schools — is critical to student learning and closing achievement gaps. We believe that alternative compensation programs should incorporate market incentives for high needs schools. We will use existing data to understand patterns of teacher hiring, retention, and assignment and to assess the needs of high impact schools in particular. We will focus on answering questions such as, how teachers in high impact schools compare to those in the rest of the district in terms of experience, education, turnover, and student achievement growth. We will use already gathered data, or new data if necessary, to examine the kinds of working conditions necessary to attract and retain talented teachers for our high impact schools.

We have also identified the importance of providing strong Jeffco teachers with opportunities to pursue multiple career paths, including administrative positions and hybrid roles that allow them to act as leaders while remaining in the classroom. We will conduct analyses of existing data to better understand the career trajectories of teachers in Jeffco. Are the best teachers retained? How do their teaching assignments evolve over time? Which teachers move into administration? Using both quantitative and qualitative data gathered through the outreach strategies described above, we will build a better understanding of teachers' career paths and

interests. This knowledge will inform the development of alternative paths to promote teacher leadership that makes best use of our highly accomplished teachers for the benefit of student learning.

3. Cost model development

An essential aspect of the work that needs to be done to implement any new teacher compensation program is to understand the cost impacts associated with specific policy choices. Understanding such cost impacts is critical for districts to properly plan their budgets to accommodate any new expenditures that might be required and to ensure that the resources are actually in place to allow district leaders to follow through on implementing any policy changes that are agreed upon and promised to teachers, administrators, and the public.

Developing such a cost estimate will be a key element to Jeffco's proposed use of funds to support its strategic compensation efforts and will be conducted under a contract with Augenblick, Palaich, and Associates, Inc. (APA). Founded in 1983, APA is a privately owned company located in Denver with extensive experience analyzing public education systems and policies and developing cost estimates for specific programs.

Fleshing out detailed policy ideas for rewarding teachers for student learning, teacher learning, and teacher leadership will not be possible without detailed information and data regarding the potential costs associated with such ideas. For instance, a new policy might be created to financially reward teachers for meeting a specific student performance or professional development goal. In order to implement this new policy properly, an analysis is needed to help the district estimate and plan for the dedication of funds needed to provide the financial incentives. Similarly, it may be necessary to estimate the cost of changes in working conditions

and support mechanisms that accompany compensation changes. For example, teachers may need more time to review information, undertake joint planning with other personnel, or receive help in understanding and fulfilling specific salary incentives, particularly those having to do with professional development and student learning.

As part of this grant, Jeffco will therefore conduct a cost analysis to accompany any proposed changes to its strategic compensation system. This analysis will help the district:

- Understand both long and short-term budget implications. Such implications may change over time as a new system is phased in, particularly if personnel have a choice as to which system they use for compensation.
- Estimate costs associated with any pilot project that might take place in specific Jeffco schools following the completion of this proposed grant.
- Strategically identify and examine available sources of revenue for a new compensation system and provide the public with data to support any potential new expenditure of funds.
- Begin to identify and develop appropriate new revenue streams to support the long-term implementation of new teacher compensation components beyond the life of the current grant. For instance, accurate program cost information will play a crucial role in justifying any future attempts by the district to seek public support for additional funding to sustain new strategic compensation initiatives.
- Accurately examine costs in relation to benefits so that a new compensation system can be designed to produce benefits whose value exceeds its costs.

4. ACT research and program evaluation

We have plans to work with Dr. Dan Goldhaber of the University of Washington and Dr. Sarah Reber of UCLA to design our evaluation plan for the phased-in implementation. (Dr. Goldhaber is one of the nation's leading experts on developing teacher-student databases and calculating value-added measures of teacher effectiveness. Dr. Reber has a Spencer Fellowship to work in Jeffco to determine how well principals identify teachers who are effective at raising student achievement).

Our plans during the design phase include assessing existing data capabilities to support our strategic compensation plan; analyzing current Jeffco data around teacher recruitment, hiring, and retention — particularly around high impact schools; and developing protocols for assessing the effectiveness of our student learning, teacher learning, and teacher leadership measures as described in the data-informed operational details above.

We will also work with Vanderbilt University's National Center on Performance Incentives as we finalize our long-term evaluation plans. Currently, NCPI is collaborating with the Metropolitan Nashville Public Schools to study the effects of a multi-year performance pay experiment on student achievement as well as on teacher behavior and organizational dynamics. We will ask Dr. Mathew Springer of NCPI to assist in designing our evaluation, particularly on how to measure the effects of individual teachers (and small teams of them) on student learning using multiple measures that include student achievement data, graduation rates, and information on closing the achievement gaps. In addition, we also have plans to involve Dr. Lorrie Shepherd at UC Denver and/or selected colleagues (Drs. Derek Briggs and Ed Wiley) to offer advice on the most reliable methods for using CSAP scores and other state standardized measures to assess teacher effectiveness and make high stakes decisions about compensation.

SECTION 4: KEY STAKEHOLDERS

Jeffco Strategic Compensation Steering Committee Members:

- Robert Archibold, Executive Director for Employee Relations, joined Jeffco Public Schools in 2001. He has practiced employee relations and provided consultative advice on employment and human resource issues ranging from administrative matters, grievances, collective bargaining, labor relations, and employment law. He received a BS from the University of Northern Colorado and an M.P.A. from the University of Colorado.
- Debbie Backus, Chief Academic Officer, joined Jeffco in 2006 after serving as principal and Assistant Superintendent for Instruction in the Aurora Public Schools. She is a graduate of Boston College and Harvard University with 32 years in public education. She serves as a national consultant for leadership development and is on the board of directors for McREL.
- Jane Barnes was elected to the Board of Education in November 2003. Ms. Barnes brings considerable expertise in community involvement to the Board. Her recent time on the D'Evelyn Jr/Sr High School Steering Committee, District Budget Workgroups and the 2003 Operating Expenses Review Committee are examples from among a history of community work in Jefferson County.
- Warren Blair, half time Project Director and half time Principal of Hackberry Hill Elementary, has served as a principal in Jeffco Public Schools for 12 years and in three different school communities. He has been the principal at Hackberry Hill for the last five years and has more than 22 years of overall experience in education. Mr. Blair is the current president-elect of the Jefferson County Administrators Association (JCAA) representing administrators within the district.

- Greg Bushey, Principal of Wayne Carle Middle School, has served as an administrator with Jeffco schools for 15 years. He was principal of Fairmount Elementary for seven years, Director of Administrative Employment for three years and principal of Wayne Carle Middle School for five years. Prior to working in Jeffco, he served as a teacher and assistant principal in Gwinnett County, Georgia in the Atlanta metro area. Greg received his B.S. from Indiana University and his M.Ed. and Ed.S. from the University of Georgia.
- Kerrie Dallman is a secondary social studies teacher and President of the Jefferson County Education Association (JCEA). JCEA is both a professional association and an advocacy organization representing over 5,000 non-administrative professional educators working in Jeffco Public Schools.
- Carol Eaton is the Executive Director of Instructional Data Services for Jeffco Public Schools. In this role, she directs several departments that encompass assessment, research, program evaluation, accreditation, accountability, and student data reporting. She earned a doctorate from Syracuse University in 1999.
- Lisa Elliott is Executive Director of the Jefferson County Education Association. She is a 20-year veteran of a secondary English classroom. She previously served as President and then Director of the Shawnee Mission NEA local in Kansas.
- Jim Ellis, Principal of Ralston Valley Senior, is in his twenty-fourth year in public education. This year marks his fifteenth year as a middle and high school principal after two years as an assistant principal. Prior to that, he worked as a math and science teacher at both the middle and high school levels.
- Mary Everson is a self-employed Certified Public Accountant with over 35 years of experience, working for myriad Colorado businesses ranging from real estate development to

not-for-profit organizations. She has been an active volunteer within Jeffco Schools for many years. Currently she serves on the Financial Oversight Committee, the Budget Advisory Committee, the Charter School Review Committee, and the JSCSC (among others). Mary and her husband Jim have four sons, all of who have graduated from Jefferson County Schools.

- Julie R. Friedemann teaches at Green Mountain High School and has 33 years experience in mathematics (grades 9-12). She currently teaches Geometry, Honors-Pre Calculus and AP Calculus.
- Deborah Gard is the Principal at McLain Community High School and Long View High School, both alternative option schools in Jeffco. She has been a teacher, assistant principal and principal during her twenty-one year tenure in the district.
- Sue Gill, Director for Professional Development, has worked for Jeffco Public Schools for 32 years as a teacher and central administrator in Human Resources and most recently as the Director of Professional Development. She created Jeffco's teacher induction program and has been instrumental in recruiting and retaining qualified teachers. She regularly chairs district-wide committees, such as the 1338 Council focused on teacher evaluations.
- Lorie Gillis is the Chief Financial Officer for Jeffco Public Schools and has worked in the district since 2002. As a member of Jeffco's top leadership team, she is responsible for managing the financial, human resource and information technology needs.
- Nancy Henderson was the President of JCEA from 2004-2008 and is currently working as a mathematics teacher at Pomona High School. She has taught in Jeffco for 16 years.
- Mike Jagel teaches at West Jefferson Elementary. He has been a teacher of Vocal Music and Physical Education for 18 years in Jefferson County.

- Katie Micek is in her fifth year of teaching elementary art at Powderhorn Elementary. For her undergraduate work, Katie studied visual arts and education at Regis University in Denver. She will graduate in spring 2010 from the University of Colorado at Denver with a M.A. in Curriculum and Instruction with an emphasis in linguistically diverse education. Katie is a member of CTQ's New Millennium Teacher Leader Think Tank.
- Mark Molello teaches 6th grade at Stevens Elementary. He started teaching in Jeffco in 1978. After an 11 year stint in private business, he returned to teaching in 1996 and has since served on the Board of Directors of JCEA.
- Mike Musick, Principal at Conifer Senior High School, has worked for Jeffco for two years after retiring from Missouri following 27 years as a teacher and administrator in that state. Dr. Musick has a Master's degree from Truman State University and earned his doctorate from St. Louis University.
- Paula Noonan, Principal of Colorado Capitol Watch and Capitol Contact (web legislative advocacy platforms), was elected to the Jefferson County School Board in 2009. She has been actively involved in Jeffco school issues since 1983, helping the district to pass several bond and mill issues. She is a long time educator in higher education and in the private sector with Fortune 500 companies.
- Kristy Parsons has taught physical science at Carmody Middle School for ten years and also taught high school biology for three years in another state.
- Laura Queen has seven years of teaching experience and currently teaches 7th grade special education at Summit Ridge Middle School.
- Lynn Rhodes has been the Dean of the School of Education and Human Development at the University of Colorado Denver since 2001. She began her career at UC Denver in 1978,

serving in roles such as faculty member in literacy and as the Associate Dean of Teacher Education.

- Cindy Stevenson was appointed Superintendent of Schools for Jeffco Public Schools in 2002. She has more than 35 years experience as a Jeffco Public Schools educational leader, including time as a teacher, a principal, and deputy superintendent. She is the first Jeffco Public Schools alumnus to lead Colorado's largest public school system. Dr. Stevenson earned her university degrees, including a Ph.D. in Administration, Supervision and Curriculum Development, from the University of Colorado.
- Amy Weber, Executive Director of Human Resources, has 12 years of experience in human resources management in large school districts, including Fairfax, Virginia. Prior to working in education, she had ten years of consulting and public sector experience, managing projects in the area of human resources. Ms. Weber has an MBA and her SPHR (Senior Professional Human Resources) certification.
- Brooke Williams, teaches art at South Lakewood Elementary. She has been in education for seven years, the last five in Jeffco. Ms. Williams had the opportunity to view the compensation model in Austin, Texas and believes Jeffco can learn and benefit from their successful example.
- Sue Windels, former Colorado State Senator and State Representative, is a board member for Great Education Colorado and a consultant for the Colorado Department of Education. Her prior teaching experience includes Migrant Education, Bilingual Education and secondary Spanish.

- Michelle Winzent is the President of the Jefferson County PTA and has been a member of PTA for 13 years. She co-owns a small business, works as a program administrator for a non-profit, and is the financial secretary for her church.

Other Key Project Collaborators

CTQ, one of the three subcontractors on this project, has been working with Jeffco since the beginning of this project with the initial design of the Framework for the Jeffco plan (see Appendix A). The design and development work slated for the work plan described in this proposal requires adding two additional subcontractors, APA, to provide cost modeling and potential funding sources and Gonder-Baird Communications and/or Saltzman Communications, to expand our outreach to key stakeholders in our local community and statewide to obtain broad support for the plan. Brief descriptors for each follow:

Founded in 1983, Augenblick, Palaich and Associates, Inc. (APA) is a privately owned company with extensive experience analyzing public education systems and policies, with particular expertise in identifying alternative ways of paying teachers. Its mission is to help clients solve problems so they can meet student performance goals and improve the quality, effectiveness, and efficiency of our nation's public schools. APA also helps clients understand the fiscal, legal, and policy implications of implementing education reforms, including both short and long term impacts. APA uses a variety of research techniques including data analysis, literature reviews, interviews, surveys, guided panel and focus group discussions, and statistical analyses. Denver Public Schools and Austin Independent School District both relied upon APA's expertise in implementing manageable and meaningful performance-based teacher compensation programs.

The Center for Teaching Quality (CTQ) seeks to improve student learning and advance the teaching profession by cultivating teacher leadership, conducting timely research, and crafting smart policy, all in an effort to ensure that every student in America has a qualified, well-supported and effective teacher. Since 1999, CTQ's work — rooted in the National Commission on Teaching and America's Future (1996) landmark report *What Matters Most* — has sought to promote a coherent system of teacher recruitment, preparation, induction, professional development, compensation and leadership that can dramatically close the nation's student achievement gap. CTQ has emerged as a leader in the area of comprehensive alternative compensation strategies, building on its 2006 report — authored with 18 of the nation's best teachers — *Performance-Pay for Teachers: Designing a System that Students Deserve*. CTQ has facilitated Jeffco's study team through two years of intensive resource identification, research, collaboration, and planning.

Gonder-Baird Communications and/or Saltzman Communications will be retained to develop and support the communications plan and work directly with the Communications Team. Peggy Gonder and Cary Baird, principals of Gonder-Baird Communications, are experts in communications for organizational change in public schools. Since 2001 when they partnered for six years to support Denver Public Schools and the Denver Classroom Teachers Association in communicating about ProComp, Gonder and Baird have worked together and separately on organizational change to support human capital management in a variety of settings. They have a national reputation, working with school districts and states from Florida to Utah. Gonder and Baird have a track record of achieving results on campaigns to build public awareness and support for organizations. Their extensive research experience helps organizations identify the barriers and misinformation that thwart change initiatives. They advise clients and devise

materials and delivery systems to address those fears in support of organizational goals. They also meet client goals for communicating through strategic messaging delivered across a variety of communications channels.

Founded in 2002, Saltzman Communications has worked extensively with clients in education on strategic communications; internal and external communications research, planning and implementation; crisis communications; special projects communications; materials development; and program evaluation. Clients include Jefferson County Public Schools, Denver Public Schools and Platte Canyon Schools. As part of a collaborative team, Saltzman Communications has worked with such clients as the Daniels Fund, National Education Association, and Greeley-Evans, Poudre, Littleton, Adams 12 and Adams 50 school districts in Colorado.

SECTION 5: TIMELINE

As described in Parts I - V of SECTION 2, the timeline for this proposal includes ongoing, multiple activities from February - December 2010. A summary of each month’s activities is included below.

Month	Activities
February	<ul style="list-style-type: none"> • Project Manager coordinates activities with CTQ staff, Jeffco admin, JCEA and other subcontractors to complete work plan (includes weekly check-in calls and monthly face-to-face meetings) • Project Manager monitors the ACT ARRA fund reporting statements and submits them to CDE by the due date each month, as well as reviews and updates the CDE evaluation in preparation for the final report • Monthly meeting of the Infrastructure Committee to continue development of plan design • Communications Team finalizes specifics of outreach plan, begins work on materials to present to IC in March for review, and conducts stakeholder meetings • APA to create initial concept of model and support costs and collect data from HR and Research

Month	Activities
March	<ul style="list-style-type: none"> • Project Manager coordinates activities with CTQ staff, Jeffco admin, JCEA and other subcontractors to complete work plan (includes weekly check-in calls and monthly face-to-face meetings) • Project Manager monitors the ACT ARRA fund reporting statements and submits them to CDE by the due date each month, as well as reviews and updates the CDE evaluation in preparation for the final report • Monthly meeting of the Infrastructure Committee to continue development of plan design and review outreach plan • Bi-monthly meeting of the Jeffco Strategic Compensation Steering Committee to monitor progress and provide feedback • Communications Team begins to solicit feedback on Framework document, develops comprehensive outreach plan, launches public website, begins employee polling, and conducts site visits • Internal Review Panels (IRPs) focus on design specifics for their respective component of the framework (Student Learning, Teacher Learning, Teacher Leadership) and provide feedback to the Infrastructure Committee for revision prior to seeking approval from the Steering Committee — up to three meetings of each IRP • APA to create initial concept of model and support costs and collect data from HR and Research • Research/Evaluation Team meets as needed with IC and other key personnel to (1) provide relevant data and expertise to guide plan design and (2) work on evaluation model for plan as details are finalized
April	<ul style="list-style-type: none"> • Project Manager coordinates activities with CTQ staff, Jeffco admin, JCEA and other subcontractors to complete work plan (includes weekly check-in calls and monthly face-to-face meetings) • Project Manager monitors the ACT ARRA fund reporting statements and submits them to CDE by the due date each month, as well as reviews and updates the CDE evaluation in preparation for the final report • Monthly meeting of the Infrastructure Committee to continue development of plan design • Communications Team conducts session with the Board of Education, solicits feedback while implementing outreach plan, continues employee polling, and conducts site visits • Internal Review Panels (IRPs) focus on design specifics for their respective component of the framework (Student Learning, Teacher Learning, Teacher Leadership) and provide feedback to the Infrastructure Committee for revision prior to seeking approval from the Steering Committee — up to three meetings of each IRP • APA to identify policy intervention points

Month	Activities
May	<ul style="list-style-type: none"> • Project Manager coordinates activities with CTQ staff, Jeffco admin, JCEA and other subcontractors to complete work plan (includes weekly check-in calls and monthly face-to-face meetings) • Project Manager monitors the ACT ARRA fund reporting statements and submits them to CDE by the due date each month, as well as reviews and updates the CDE evaluation in preparation for the final report • Monthly meeting of the Infrastructure Committee to continue development of plan design • Bi-monthly meeting of the Jeffco Strategic Compensation Steering Committee to monitor progress and provide feedback • Communications Team continues implementation of outreach plan and conducts site visits • Internal Review Panels (IRPs) focus on design specifics for their respective component of the framework (Student Learning, Teacher Learning, Teacher Leadership) and provide feedback to the Infrastructure Committee for revision prior to seeking approval from the Steering Committee — up to three meetings of each IRP • APA to solicit feedback from Committee members and continue work on model • Research/Evaluation Team meets as needed with IC and other key personnel to (1) provide relevant data and expertise to guide plan design and (2) work on evaluation model for plan as details are finalized
June	<ul style="list-style-type: none"> • Project Manager coordinates activities with CTQ staff, Jeffco admin, JCEA and other subcontractors to complete work plan (includes weekly check-in calls and monthly face-to-face meetings) • Project Manager monitors the ACT ARRA fund reporting statements and submits them to CDE by the due date each month, as well as reviews and updates the CDE evaluation in preparation for the final report • Monthly meeting of the Infrastructure Committee to continue development of plan design • Communications Team continues implementation of outreach plan and conducts site visits • Internal Review Panels (IRPs) focus on design specifics for their respective component of the framework (Student Learning, Teacher Learning, Teacher Leadership) and provide feedback to the Infrastructure Committee for revision prior to seeking approval from the Steering Committee — up to three meetings of each IRP • APA to solicit feedback from Committee members and continue work on model

Month	Activities
July	<ul style="list-style-type: none"> • Project Manager coordinates activities with CTQ staff, Jeffco admin, JCEA and other subcontractors to complete work plan (includes weekly check-in calls and monthly face-to-face meetings) • Project Manager monitors the ACT ARRA fund reporting statements and submits them to CDE by the due date each month, as well as reviews and updates the CDE evaluation in preparation for the final report • Monthly meeting of the Infrastructure Committee to continue development of plan design • Bi-monthly meeting of the Jeffco Strategic Compensation Steering Committee to monitor progress and provide feedback • Communications Team continues implementation of outreach plan • Internal Review Panels (IRPs) focus on design specifics for their respective component of the framework (Student Learning, Teacher Learning, Teacher Leadership) and provide feedback to the Infrastructure Committee for revision prior to seeking approval from the Steering Committee — up to three meetings of each IRP • APA to work on parameters for salary grid, add-on incentives and support costs
August	<ul style="list-style-type: none"> • Project Manager coordinates activities with CTQ staff, Jeffco admin, JCEA and other subcontractors to complete work plan (includes weekly check-in calls and monthly face-to-face meetings) • Project Manager monitors the ACT ARRA fund reporting statements and submits them to CDE by the due date each month, as well as reviews and updates the CDE evaluation in preparation for the final report • Monthly meeting of the Infrastructure Committee to continue development of plan design • Communications Team continues implementation of outreach plan • Internal Review Panels (IRPs) focus on design specifics for their respective component of the framework (Student Learning, Teacher Learning, Teacher Leadership) and provide feedback to the Infrastructure Committee for revision prior to seeking approval from the Steering Committee — up to three meetings of each IRP • APA to work on parameters for salary grid, add-on incentives and support costs; gather feedback • Research/Evaluation Team meets as needed with IC and other key personnel to (1) provide relevant data and expertise to guide plan design and (2) work on evaluation model for plan as details are finalized

Month	Activities
September	<ul style="list-style-type: none"> • Project Manager coordinates activities with CTQ staff, Jeffco admin, JCEA and other subcontractors to complete work plan (includes weekly check-in calls and monthly face-to-face meetings) • Project Manager monitors the ACT ARRA fund reporting statements and submits them to CDE by the due date each month, as well as reviews and updates the CDE evaluation in preparation for the final report • Monthly meeting of the Infrastructure Committee to continue development of plan design • Bi-monthly meeting of the Jeffco Strategic Compensation Steering Committee to monitor progress and provide feedback • Communications Team continues implementation of outreach plan • Internal Review Panels (IRPs) focus on design specifics for their respective component of the framework (Student Learning, Teacher Learning, Teacher Leadership) and provide feedback to the Infrastructure Committee for revision prior to seeking approval from the Steering Committee — up to three meetings of each IRP • APA to work on parameters for salary grid, add-on incentives and support costs; gather feedback
October	<ul style="list-style-type: none"> • Project Manager coordinates activities with CTQ staff, Jeffco admin, JCEA and other subcontractors to complete work plan (includes weekly check-in calls and monthly face-to-face meetings) • Project Manager monitors the ACT ARRA fund reporting statements and submits them to CDE by the due date each month, as well as reviews and updates the CDE evaluation in preparation for the final report • Monthly meeting of the Infrastructure Committee to continue development of plan design • Communications Team continues implementation of outreach plan • Finalize model, based on feedback; prepare materials for final report • Research/Evaluation Team meets as needed with IC and other key personnel to (1) provide relevant data and expertise to guide plan design and (2) work on evaluation model for plan as details are finalized
November	<ul style="list-style-type: none"> • Project Manager coordinates activities with CTQ staff, Jeffco admin, JCEA and other subcontractors to complete work plan (includes weekly check-in calls and monthly face-to-face meetings) • Project Manager monitors the ACT ARRA fund reporting statements and submits them to CDE by the due date each month, as well as reviews and updates the CDE evaluation in preparation for the final report • Monthly meeting of the Infrastructure Committee to continue development of plan design • Bi-monthly meeting of the Jeffco Strategic Compensation Steering Committee to monitor progress and provide feedback • Communications Team continues implementation of outreach plan

Month	Activities
December	<ul style="list-style-type: none"> Project Manager coordinates activities with CTQ staff, Jeffco admin, JCEA and other subcontractors to complete work plan (includes weekly check-in calls and monthly face-to-face meetings) Project Manager monitors the ACT ARRA fund reporting statements and submits them to CDE by the due date each month, as well as reviews and updates the CDE evaluation in preparation for the final report due on January 7, 2011 by 4:00 PM Monthly meeting of the Infrastructure Committee to continue development of plan design Additional meeting of the Jeffco Strategic Compensation Steering Committee (if needed) to monitor progress and provide feedback Communications Team continues implementation of outreach plan

BUDGET

LINE ITEM	Requested from CDE	In-Kind	Other Funding Sources	TOTAL
<i>DISTRICT PERSONNEL</i>				
Project Manager - full-time position to oversee all grant activities from July to December (to replace part time position currently in place) Half time from Jan 4, 2010 to June 30, 2010 (paid by Jeffco Schools)	██████████	██████		██████████
Administrative Assistant - full-time support to Project Manager with meeting logistics, coordination with subcontractors and outreach	██████████			██████████
Data Collection Assistance in Human Resources and Instructional Data Services Manager - collect and analyze district data needed to inform cost modeling and design development	██████████			██████████
Teacher Incentives - stipends for teachers to participate in focus groups and on Internal Review Panels (100 hours of teacher time paid @ \$50 per hour)	██████████			██████████
<i>MEETING EXPENSES - up to nine Infrastructure Committee Meetings, up to six Steering Committee meetings, up to nine IRP meetings, and other Team meetings, as needed</i>				
Sub pay for teachers for meetings Aug. - Dec.	██████████			██████████
Off contract pay for teachers and in-kind cost to Jeffco for administrators to participate (up to five days)	██████████			██████████

LINE ITEM	Requested from CDE	In-Kind	Other Funding Sources	TOTAL
Meeting supplies/expenses				
<i>SUBCONTRACTORS</i>				
Augenblick, Palaich and Associates, Inc. (See Appendix B for itemized budget.)				
Center for Teaching Quality, Inc. (See Appendix C for itemized budget.)				
Gonder-Baird Communications and/or Saltzman Communications (See Appendix D for itemized budget.)				
Research/Evaluation Team members: [REDACTED] in consultant fees and travel expenses of [REDACTED]				
TOTAL				\$

Appendix C: Focus Group Results and Communication Plan

In mid-May, Saltzman Communications launched a two-week online survey open to all Jeffco licensed staff. The survey link was e-mailed to 5,969 licensed staff members, and 2,367 responded – a solid response rate of 40 percent.

After receiving preliminary results from the Harstad phone poll and online survey, Saltzman Communications conducted three focus groups in early June – two with teachers (12 attendees) and one with principals (11 attendees). Participants were chosen from lists provided by JCEA and JCAA. Highlights include:

- Both the online survey and the focus group data indicate that principal observation and review can be an accurate measure of teacher performance.
- While there is agreement that student growth during one school year is an accurate measure of student learning, there is no single trusted measure that rises to the top.
- In the online survey, teachers ranked team goals over school goals, while principals ranked school goals slightly higher than team goals.
- In the focus groups, both teachers and principals favored individual and school goals – not team goals.
- Focus group findings about teacher learning underscore the priority to help educators share their expertise and collaborate with each other.
- When asked about what teacher leadership opportunities should be rewarded, online survey participants ranked mentoring other teachers as the top priority.
- Evaluation ranked higher than working in high needs schools or hard-to-fill content areas in determining compensation.

- More time to collaborate with other educators is among the top two hopes for strategic compensation.
- Issues of greatest concern about strategic compensation are evaluation methodology, fairness and being judged on standardized tests.
- Sustainability is the number-one factor that would lead to support for strategic compensation.
- Next steps for communications efforts are to develop key messages, two communications plans (one to focus specifically on schools that could be selected for the pilot) and further research.

Appendix D: Dynamic Cost Modeling

Creating, maintaining, and updating a comprehensive program cost model is an important part of developing Jeffco's overall strategic compensation program. The modeling required for this effort can be broken into three distinct areas:

- 1) Pilot School Modeling – Using cost modeling to understand the costs to the district of implementing a new educator compensation system in each of the identified pilot schools.
- 2) Sustainability Modeling – Using cost modeling to project costs and to allow the district to understand the resources needed to ensure program sustainability over time.
- 3) Teacher Education – Creating a simple model that allows all educators in the district to understand how the new compensation system could impact their personal compensation.

As the district's alternative compensation system planning year starts in 2010-11, Jeffco will be able to model the costs associated with each of the three above areas using a baseline cost model that is being constructed in 2010. This baseline model will be electronic, customizable, and unique to Jeffco's particular approach to strategic compensation.

To construct this baseline model, data has already been gathered for every school in the district. Such data includes staff characteristics, current compensation of staff, school level demographics, and school performance information. This data will allow users to quickly understand the impact of decisions made with regard to the compensation plan. Users can make a number of choices including, for example, which schools to include in the program, the types of stipends to be included, the level of stipends, the percent of staff who will qualify for an individual stipend, and more. This level of flexibility will allow district leaders to immediately

understand the fiscal impact of any changes they might consider making to the system as it is developed. It will also allow leaders to understand the long term costs associated with the system at either current levels of school site participation or if the number of schools participating were to increase over time.

Though there are three distinct areas of emphasis for the cost modeling, each is accomplished using a single, underlying data set. During the five years of the proposed TIF project, a number of tasks will need to be undertaken each year to maintain this data set and to keep the model up to date as changes occur to the alternative compensation program and the school district itself.

Some of these tasks include:

- Updating school-level data each year for each school in the district including staff characteristics, current compensation of staff, school level demographics and school performance.
- Incorporating changes to the existing salary schedule.
- Adding, changing, or removing specific types of educator stipends.
- Updating the model to reflect best estimates on district growth or decline.

This updating will allow for greater accuracy and customization in each of the key modeling areas discussed below.

Pilot School Modeling

The Pilot School Model (PSM) will focus on the projected costs of the new strategic compensation system in the selected pilot schools. PSM will evolve from estimating the costs in each school site based on best research from other districts who have implemented alternative compensation plans to creating estimates based on the actual decisions made by Jeffco educators.

The PSM will also evolve as district policy makers review the system and make needed changes to ensure the new system is impacting student achievement in the best possible way.

Development of the PSM will see several stages over the five years of proposed work.

2010-11

During the 2010-11 planning year the PSM work will first focus on understanding the costs associated with implementing a stipend-based approach in selected pilot schools during the first year of program implementation. The model will predict staff behavior associated with available stipends once the pilot schools are identified. These predictions will be based on research done on districts with similar types of stipends and the numbers and types of personnel that qualify for such stipends.

Additional work on the PSM will also be required once any change is made from a system focusing on stipends only to a tiered system of pay. The model will need to change substantially, allowing for the identification of pay not based on years of teacher experience, education, and associated stipends, but focusing on the pay tiers into which teachers are likely to be placed.

2011-12

The 2011-12 PSM work will begin to incorporate actual data from Jeffco pilot schools regarding the numbers of teachers that qualified for specific alternative pay components. Once such actual data is gathered it can then also be compared to prior cost estimates to identify any differences or anomalies. The analysis of the differences will inform new estimates for the coming years of the program. It will also allow district leaders to consider any needed design changes in order for the system to better produce the intended policy outcomes.

The final design of the tiered compensation system will also likely occur during the 2011-12 timeframe. In order to conduct complete modeling of the new tiered approach, an estimate of what types and how many teachers will qualify for each tier in each school will need to be created. This will be accomplished using two approaches. First, actual data from the first year of the implementation will be gathered to understand which types of teachers are receiving which stipends. This information will then be measured against the expectations of each tier to inform which types of teachers will move into each tier. Second, interviews will be undertaken in each pilot school with the principal and teachers. The interviews will also inform the modeling on which types of teachers are likely to move into each tier and will to understand the number of teachers needed in each school, in each tier.

2012-13, 2013-14 and 2014-15

PSM work during the final three years of the grant will generally be similar. Actual data from the pilot schools will be gathered and incorporated into the model. Once the actual data is in the system, it will be compared to the cost estimates to identify any differences. The analysis of the differences will inform the creation of cost estimates and accurate projections for the coming years of the program. It will also allow the district to consider any needed changes to the program in order to produce intended outcomes.

Sustainability Modeling

The Sustainability Model (SM) will allow the district to understand the difference in costs between the new strategic compensation system and the current salary system. It will also allow for estimating the long term costs of the new system. Both of these analyses will enable

the district to create the best plan to ensure sustainability of the new strategic compensation system.

The SM will be built in a manner that allows district leaders to examine the difference in costs between the new strategic compensation system and the current salary system under various scenarios. A policy maker can look at these differences for the pilot schools, an expanded set of high poverty schools, or even for all schools in the district. This information can be teamed with information on the performance successes of the pilot schools to better understand the long term returns on investment associated with either sustaining or scaling up the system after the pilot school period is finished. The model will be updated each year with the latest information to ensure that these cost comparisons can occur with current data.

The model will also allow the district to consistently have an understanding of the long term costs of the program. These costs will be modeled 10 years into the future and will allow the district to create estimates for various groups of schools. This will allow leaders to identify the most effective compensation strategies for either sustaining the pilot schools, including more high poverty schools, or scaling up to all district schools.

Teacher Education

A key aspect to the success of any compensation system is the buy-in of employees. With this in mind, a Teacher Model (TM) will also be created as part of the overall cost modeling effort. This model is not designed to create district-specific estimates, but is rather an education tool designed for individual staff members to explore and use for themselves to expand their understanding of the new compensation system. The model will be part of the larger district alternative compensation communications plan and will allow educators to estimate their

earnings under a variety of scenarios within the framework of a new compensation system. A user could either rely on the model to predict the type of placement they would have in the new system – and their resulting compensation – or they could choose where they think they would fall in the system to see the resulting impact on pay. The model would therefore allow each teacher to see for themselves the differences in potential and expected earnings between the old and new pay systems. Throughout the course of this effort, the TM model will need to be consistently updated to include the latest data and the latest components that are included in the district’s new compensation system.

Appendix E: Teaching, Learning, and Leading Evaluation Tool

JEFFCO PUBLIC SCHOOLS TEACHER RUBRIC: NEW PROCESS

<p>Professional Preparation</p> <p>Purposeful planning for instruction as evidenced by:</p> <ul style="list-style-type: none"> • knowledge of current District curriculum and school goals • knowledge of subject matter • knowledge of research-based best practices

Indicator	Distinguished	Effective	Emerging	Ineffective
a. Demonstrates accurate, up-to-date, and extensive knowledge of subject(s)	Actively seeks current research and resources through professional organizations, colleagues, or the community to improve knowledge base and enhance teaching effectiveness	Accesses and uses current research, district professional development, and professional resources within subject area to increase and apply knowledge in order to teach timely and accurate content	Accesses a few resources to teach timely and accurate content	Teaches outdated, inaccurate, or inadequate content
b. Demonstrates knowledge of how subject matter/ disciplines are integrated	Collaboratively contributes to district curriculum through curriculum review and leads enhancement for grade level(s) and course(s) Purposely creates and provides connections with other subject areas, previous/successive learning, life experiences, and future careers	Consistently follows current district curriculum for grade level(s) and course(s) and participates in curriculum enhancement Provides consistent connections and relevancy to other subject areas, previous/successive learning, life experiences, and future careers	Inconsistently follows district curriculum for grade level(s) and course(s) Occasionally provides connections and relevancy to other subject areas, previous/successive learning, life experiences, or future careers	Infrequently follows district curriculum Infrequently provides connections or relevancy to other subject areas or life experiences
c. Implements research-based best practices	Knows content in such a thorough way to predict possible student conceptions and misconceptions of particular topics and adjusts depth of content to meet varying learning needs of students	Identifies depth of knowledge and subset of skills essential for accomplishing instructional goals and adjusts content to meet student needs	Uses content from curriculum and instructional resources to teach goals but presents same content to all students	Displays limited understanding of content and student needs

	Enhances content and applies with effective learning strategies to establish rigorous expectations which exceed district/state standards at grade level(s)/course(s)	Incorporates content necessary to meet district/state standards at grade level(s)/courses(s)	Inconsistently incorporates standards at grade level(s)/course(s)	Displays limited understanding of district/state standards at grade level(s)/course(s)
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Professional Preparation - Levels Of Performance

Indicator	Distinguished	Effective	Emerging	Ineffective
d. Develops lesson plans incorporating effective lesson design	Incorporates, adapts and refines elements of an effective lesson design, including a stated learning goal, a variety of guided and independent practices, differentiation, closure and assessment	Incorporates elements of an effective lesson design resulting in a coherent, appropriately sequenced lesson including a stated learning goal, guided and independent practices, differentiation, closure and assessment Utilizes district curriculum consistently	Demonstrates evidence of an incorporating elements of an effective lesson design including a learning goal Utilizes district curriculum in planning but not consistently in implementation of lessons	Demonstrates little or no evidence of the elements of an effective lesson design Rarely utilizes district curriculum in instruction or planning
e. Implements district-adopted curriculum through alignment of resources and assessments	N/A Knows the level of student proficiencies for current, preceding and subsequent course(s)/grade(s) Demonstrates enhanced use of the pacing guide to develop course outline and for lesson planning Aligns content within own grade level(s) and course(s) to coordinate with previous and/or succeeding grade level(s) and course(s) Enriches content through supplemental materials using a variety of relevant examples and illustrations that lead to transfer of understanding across content	Knows the level of student proficiencies required Consistently refers to the pacing guide to develop course outline and for lesson planning Aligns content within own grade level(s)/course(s) with some reference to previous and/or succeeding grade level(s) and course(s) Presents content in relevant context using appropriate examples and illustrations	Some evidence of knowledge of the level of student proficiency required Refers to the pacing guide for lesson planning Displays some understanding of content at own and previous and/or succeeding grade level(s) and course(s) Presents content using adequate examples and illustrations but inconsistently references relevant context	Little evidence of knowledge of the level of student proficiencies Displays limited awareness of the pacing guide Displays limited understanding of content at own and previous and/or succeeding grade level(s) and course(s) Presents content with few or inadequate examples or illustrations

	Develops and adapts yearly, semester, unit, monthly, and weekly plans, including topic, sequence, resources, and assessment	Develops yearly, semester, unit, monthly, and weekly plans, including topic, sequence, resources, and assessment	Develops unit, monthly, and weekly plans, referencing topic, sequence, resources, and/or assessment	Develops lessons that display little connection or progression
f. Maximizes available instructional time	Matches appropriate instructional time for content, incorporates appropriate pacing, has smooth transitions between activities, engages students in learning for the entire time period and modifies based on student need	Matches appropriate instructional time for content, incorporates appropriate pacing, has smooth transitions between activities, and engages students in learning for the entire time period	Matches appropriate instructional time for content, pacing is inconsistent, transitions between activities are sometimes awkward, and students are inconsistently engaged during instructional time	Inappropriately allocates time for content with pacing that is too slow or too rushed, transitions between activities that are not well planned and executed, students frequently not engaged in the learning

Professional Techniques

- Utilizes effective teaching strategies that enhance student learning
- Establishes a classroom environment conducive to learning

Indicator	Distinguished	Effective	Emerging	Ineffective
a. Communicates to students expectations for learning	Communicates long- and short-term learning goals so that students are able to articulate identified goals	Clearly communicates learning goals so that students are able to articulate goals	Inconsistently identifies learning goals for students	Rarely communicates learning goals to students
b. Models and facilitates higher-level thinking, problem solving, creativity, and flexibility	Includes strategies that facilitate the transfer of higher-level thinking to new and/or unpredictable situations	Includes strategies to promote higher-level thinking	Includes strategies to promote higher-level thinking	Focuses on low-level skills, drill/practice
	Uses questioning reflecting the levels of the taxonomy of critical thinking resulting in high levels of student engagement and student-generated questions	Uses questioning to demonstrate and reflect the levels of the taxonomy of critical thinking and elicits thoughtful responses from students	Uses questioning that is a combination of low and high level questioning	Uses questioning that is virtually all low level critical thinking
c. Adapts instruction to meet the instructional needs of all students	Consistently demonstrates and adapts appropriate and varied teaching strategies, lessons, and techniques to meet the needs of all students and are research based	Consistently demonstrates appropriate and varied teaching strategies, lessons, and techniques that meet the needs of all students and are research based	Implements research based, effective strategies and techniques to accommodate the learning needs of students	Uses strategies that rarely meet the needs of students

	Presents and adapts instruction that actively engages and motivates students	Presents instruction that actively motivates and engages students	Presents instruction that actively engages students	Presents instruction that does not actively engage or motivate students
	Implements modifications for individuals as prescribed in individualized plans, and supplements these modifications with other strategies as needed	Implements modifications for individuals as prescribed in individualized plans	Implements some modifications for individuals as prescribed in individualized plans	Implements few or no modifications for individuals as prescribed in individualized plans
d. Administers all building, District and State assessments with fidelity	N/A	Administers all building, District and State assessments with fidelity	N/A	Does not administer building, District and State assessments with fidelity

Professional Techniques - Levels of Performance

Indicator	Distinguished	Effective	Emerging	Ineffective
e. Uses a variety of assessments to make instructional decisions	Uses previous assessment data to plan whole-group and individualized instruction	Uses assessment data to adjust instruction showing evidence including pacing and reteaching	Inconsistently uses assessment results to adjust instruction	Rarely uses assessment results to adjust instruction
	Modifies instruction based on thorough on-going data analysis	Modifies instruction for remedial and advanced groups based on periodic data analysis	Inconsistently matches instructional strategies to prior assessment data	Rarely matches instructional strategies to prior assessment data
	Makes instructional modifications based on assessment results and uses a spiraling curriculum	Integrates previously taught material and re-teaches as necessary	Modifies instructional pace and repetition based on analysis of whole-group data and infrequently re-teaches as necessary	Rarely modifies instructional pace and does not re-teach as necessary
f. Explicitly communicates criteria for student success	N/A	Provides clear performance criteria in advance of assessment (i.e. rubrics, exemplars, etc.)	Consistently provides performance criteria	Seldom provides students with performance criteria

Provides frequent and varied opportunities for demonstration of student learning including student choice	Provides frequent and varied opportunities for demonstration of student learning	Provides frequent opportunities for demonstration of student learning	Does not regularly provide opportunities for demonstration of student learning
Provides students with timely and meaningful feedback to scaffold future learning, self-assess and set goals	Provides students with timely and meaningful feedback	Supports summative information with meaningful feedback	Provides students with summative information but seldom provides meaningful feedback
Articulates how instructional activities are congruent with standards and assessments so that students can make connections	Provides opportunities for students to self-assess their work	Inconsistently provides opportunities for students to self-assess their work	Does not regularly provide opportunities for students to self-assess their work
Provides exemplars and guidance for students to determine performance levels	Provides exemplars in order for students to self-assess	Inconsistently provides exemplars in advance of assessment	Does not regularly provide exemplars in advance of assessment

Professional Techniques - Levels of Performance

Indicator	Distinguished	Effective	Emerging	Ineffective
g. Develops a safe and welcoming learning environment	N/A	Consistently has positive interactions with students	Inconsistently has positive interactions with students	Rarely has positive interactions with students
	Creates an environment which promotes genuine caring and respect among students	Creates an environment which promotes polite and respectful interactions and does not tolerate negative interactions	Establishes an environment which discourages students to negatively interact with one another	Allows negative interaction among students
	Sets aside time to listen to and acknowledge needs and concerns of all students	Listens to and acknowledges needs and concerns of all students	Listens to and acknowledges the needs and concerns of some students	Fails to listen to or acknowledge individual student needs and concerns regularly
	Provides many opportunities for success to all students	Provides several opportunities for success to all students	Limits opportunities for success to groups of students	Limits opportunities for success to a minority of students

	Consistently produces evidence of learning and applying new skills while continuously refining and seeking additional effective strategies	Shows evidence of learning and applying new skills (ex. lesson plans, reflection journal, professional dialogue with others)	Shows some evidence of learning and applying new skills	Shows little evidence of learning and applying new skills
b. Establishes and maintains professional communication which is clear, responsible, and respectful	Models for others, using precise, accurate language appropriate to the situation and audience	Uses language that is precise, accurate, and appropriate to the situation and audience	Expresses ideas clearly and is appropriate to the situation and audience	Does not express ideas clearly and disregards the needs and perspective of others and/or is disrespectful
c. Establishes and maintains meaningful two-way communication in a timely manner with students and guardians	Utilizes multiple avenues for communication, follows school policies and practice in regard to communication, and proactively communicates as needed	Follows school policies and practice in regard to communication and proactively communicates as needed	Does follow school policies and practice in regard to communication	Does not follow school policies or practice in regard to communication
d. Collaborates to accomplish team, school-wide, and district-wide goals and practices	Makes a substantial contribution by providing leadership through collaboration with others to establish and accomplish team, school, and district goals Maintains information and evidence of student completion of assignments, assessments, and attendance in an organized, understandable, and timely manner	Actively collaborates to establish and accomplish team, school, and district goals Maintains information on student completion of assignments, assessments, and attendance in a partially organized or understandable system	Participates as requested in accomplishing team, school, and district goals	Does not actively participate in accomplishing team, school, and district goals on a regular basis
e. Maintains up-to-date records of student progress according to District policy and school norms	Maintains information and evidence of student completion of assignments, assessments, and attendance in an organized, understandable, and timely manner	Maintains information on student completion of assignments, assessments, and attendance in an organized, understandable, and timely manner	Maintains information on student completion of assignments, assessments, and attendance in a system of disarray or non-existence	Maintains information on student completion of assignments, assessments, and attendance in a system of disarray or non-existence

Appendix F: Jeffco Strategic Compensation Project Management Plan

ACTIVITY	TIMING	KEY PERSON(S) RESPONSIBLE
<i>Year 1 - Focus: Program Design and Stakeholder Support</i>		
Hire Project Manager, Assistant Project Managers, Data Analysts and Project Assistant	September-October 2010	Human Resources Director manages process; current Project Coordinator and IC develop job descriptions and desired qualifications in conjunction with Executive Director of Human Resources (or designee)
RFP processes for all consultants	September--December 2010	Purchasing division manages process with input from Superintendent and IC
General oversight and management of the project, including coordination and facilitation of monthly meetings for the Infrastructure Committee, and bimonthly meetings for the Steering Committee, to develop and refine plans.	Ongoing	Project Manager
Administrative support for project, including scheduling, staffing meetings, facilitating communications, etc.	Ongoing	Project Assistant
Establish and manage website, electronic newsletter and other communications materials with detailed updates as work develops	Ongoing	Communications Consultant
Establish Denver Metro Area Alternative Compensation Consortium and facilitate ongoing local study and collaboration	October-December 2010 for initial convening; quarterly meetings thereafter	Facilitation Consultant
Cost modeling for compensation plan finalized	October - November 2010	Cost Modeling and Funding Sources Team advise; Cost Modeling Consultant executes; Assistant Project Manager for Human Resources coordinates
Funding sources for sustaining the compensation plan identified	October - December 2010	Cost Modeling and Funding Sources Team; Cost Modeling Consultant

ACTIVITY	TIMING	KEY PERSON(S) RESPONSIBLE
Conduct stakeholder meetings and school site visits to obtain feedback on initial framework and solicit input	August-October 2010	Communications Consultant JSC Project Team
JPEP policies and processes developed and appropriately staffed	October-December 2010	DOL Assistant Project Manager leads, in collaboration with Executive Director of Human Resources and Director of Professional Development (or designees)
Applications for supplemental state/local funding sources for Year 2 pilot developed and submitted	November 2010-April 2011	Project Manager; Cost Modeling and Funding Sources Team
Develop final evaluation plan for the pilot and JSC plan model	December 2010-January 2011	Evaluation Consultant; Research/Evaluation Team; Project Manager
Identify initial pilot sites, guided by Jeffco budget and student achievement, human resources, and school composition data	July-September, 2010	Project Manager coordinates; Jeffco HR staff; Research/Evaluation Team
Initial pilot sites approved by Jeffco Board of Education	September-December, 2010	Project Manager and HR staff present; Research/Evaluation Team also develops materials and consults
Conduct stakeholder meetings (both community-wide and at identified pilot sites) to discuss rollout of pilot	January-April, 2011	Communications Consultant and Project Manager strategize and develop in consultation with JCEA and Communications Team; Communications Consultant publicizes; PM and project staff coordinate
Design professional development program for teachers and develop professional development materials needed	April-May 2011	Assistant Project Manager and Professional Development staff
Develop and execute trainings for teachers and principals who will conduct teacher observations	May-July 2011	HR and PD staff
Initial pilot implementation at identified sites	August 2011	HR and IDS staff; school site staff
Data collection begins for evaluation	August 2011	Assistant Program Manager for HR and Data Analysts transmit data as required by evaluation plan; evaluators collect additional data according to plan; Research/Evaluation Team consults

ACTIVITY	TIMING	KEY PERSON(S) RESPONSIBLE
<i>Year 2 - Focus: Pilot Implementation and Initial Evaluation</i>		
General oversight and management of the project, including coordination and facilitation of monthly meetings for the Infrastructure Committee, and bimonthly meetings for the Steering Committee, to develop and refine plans.	Ongoing	Project Manager
Administrative support for project, including scheduling, staffing meetings, facilitating communications, etc.	Ongoing	Project Assistant
Establish and manage website with detailed updates as work develops	Ongoing	Communications Consultant
Data collection for evaluation	Ongoing	Assistant Program Manager for HR and Data Analysts transmit data as required by evaluation plan; evaluators collect additional data according to plan; Research/Evaluation Team consults
Conduct observations of teachers (up to 8 per year, per teacher) and analyze resulting data	Ongoing throughout academic year	Principals and Mentor or Master Teachers conduct; HR maintains data; Asssitant Project Manager coordinates process with HR and PD for follow-up
Provide formative evaluation reports (in brief written summaries and/or presentations) to the Infrastructure Committee and other relevant stakeholders	Quarterly	Evaluation Consultant
Coordinate Denver Metro Area Alternative Compensation Consortium and facilitate ongoing local study and collaboration	Quarterly	Facilitation Consultant
Supplementary funding sources for compensation plan scale-up identified	October - December 2011	Project Manager (with other district-based project staff); Cost Modeling and Funding Sources Team
Generate cost estimates for expansion sites, based on cost modeling	November-December 2011	Project Manager facilitates; Cost Modeling Consultant executes; HR staff assist as needed with data provision, etc.
Applications for supplemental state/local funding sources for Year 3 pilot developed and submitted	November 2011- April 2012	Project Manager (with other district-based project staff)

ACTIVITY	TIMING	KEY PERSON(S) RESPONSIBLE
Conduct stakeholder meetings (both community-wide and at identified pilot sites) to discuss rollout of pilot at second-wave site. Develop two-way communication, including print, electronic and face-to-face strategies	April 2012	Communications Consultant and Project Manager strategize and develop in consultation with JCEA and Communications Team; Communications Consultant publicizes; PM and project staff coordinate
Survey educators in pilot sites to determine response to plan and obtain additional feedback	April 2012	Survey Consultant executes; Communications Team and Communications Consultant support and assists in publicizing results; Evaluators receive data to incorporate into evaluation
Execute trainings for teachers and principals who will conduct teacher observations	May-July 2012	Assistant Project Manager in conjunction with Human Resources and Professional Development staff
Produce formal year-end report based on analysis of first year's data from initial pilot sites	June 2012	Evaluation Consultant
Determine next year's tier and step salary placements for teachers at pilot sites, based on multiple measures of effectiveness	July 2012	HR staff executes; IDS and other staff provide data as needed
Refine compensation plan, assessment modeling or evaluation plan as needed based on evaluators' report	July 2012	Evaluation Consultant makes recommendations; Research/Evaluation Team makes determinations; Project Manager executes with school site, IDS and HR staff
<i>Year 3 - Focus: Implementation Scale-Up</i>		
General oversight and management of the project, including coordination and facilitation of monthly meetings for the Infrastructure Committee, and bimonthly meetings for the Steering Committee, to develop and refine plans.	Ongoing	Project Manager
Administrative support for project, including scheduling, staffing meetings, facilitating communications, etc.	Ongoing	Project Assistant

ACTIVITY	TIMING	KEY PERSON(S) RESPONSIBLE
Establish and manage website with detailed updates as work develops. Develop two-way communication, including print, electronic and face-to-face strategies for all key internal and external stakeholders, including media and policymakers	Ongoing	Communications Consultant
Data collection for evaluation	Ongoing	Assistant Program Managers for HR and Assessment transmit data as required by evaluation plan; evaluators collect additional data according to plan; Research/Evaluation Team consults
Conduct observations of teachers (up to 8 per year, per teacher) and analyze resulting data	Ongoing throughout academic year	Principals and Mentor or Master Teachers conduct; HR maintains data; JPEP Coordinator coordinates process with HR and PD for follow-up
Provide formative evaluation reports (in brief written summaries and/or presentations) to the Infrastructure Committee and other relevant stakeholders	Quarterly	Evaluation Consultant
Coordinate Denver Metro Area Alternative Compensation Consortium and facilitate ongoing local study and collaboration	Quarterly	Facilitation Consultant
Applications for supplemental state/local funding sources for Year 4 pilot developed and submitted	November 2012-April 2013	Project Manager (with other district-based project staff)
Survey educators in pilot sites to determine response to plan and obtain additional feedback	April 2013	Survey Consultant executes; Communications Team and Communications Consultant supports and assists in publicizing results; evaluators receive data to incorporate into evaluation
Conduct stakeholder meetings (both community-wide and at identified pilot sites) to discuss pilot. Continue two-way communication, including print, electronic and face-to-face strategies	April 2013	Communications Consultant and Project Manager strategize and develop in consultation with JCEA and Communications Team; Communications Consultant publicizes; PM and project staff coordinate

ACTIVITY	TIMING	KEY PERSON(S) RESPONSIBLE
Execute trainings for teachers and principals who will conduct teacher observations	May-July 2013	Assistant Project Manager in conjunction with Human Resources and Professional Development staff
Determine next year's tier and step salary placements for teachers at pilot sites, based on multiple measures of effectiveness	July 2013	HR staff executes; IDS and other staff provide data as needed
Produce report based on analysis of first and second year's data from pilot sites	June 2013	Evaluators; Evaluation Consultant advises
Refine compensation plan, assessment modeling or evaluation plan as needed based on evaluators' report	July 2013	Evaluators and Evaluation Consultant make recommendations; Research/ Evaluation Team makes determinations; Project Manager executes with school site, IDS and HR staff
<i>Year 4 – Focus: Refining Compensation Plan and Assuring Sustainability</i>		
General oversight and management of the project, including coordination and facilitation of monthly meetings for the Infrastructure Committee, and bimonthly meetings for the Steering Committee, to develop and refine plans.	Ongoing	Project Manager
Data collection for evaluation	Ongoing	Assistant Program Managers for HR and Assessment transmit data as required by evaluation plan; Evaluation Consultant collects additional data according to plan; Research/Evaluation Team consults
Administrative support for project, including scheduling, staffing meetings, facilitating communications, etc.	Ongoing	Project Assistant
Conduct observations of teachers (up to 8 per year, per teacher) and analyze resulting data	Ongoing throughout academic year	Principals and Mentor or Master Teachers conduct; HR maintains data; Assistant Project Manager coordinates process with HR and PD for follow-up
Provide formative evaluation reports (in brief written summaries and/or presentations) to the Infrastructure Committee and other relevant stakeholders	Quarterly	Evaluation Consultant

ACTIVITY	TIMING	KEY PERSON(S) RESPONSIBLE
Coordinate Denver Metro Area Alternative Compensation Consortium and facilitate ongoing local study and collaboration	Quarterly	Facilitation Consultant
Generate cost estimates for Year 5, based on cost modeling	November-December 2013	Project Manager facilitates; Cost Modeling consultant executes; HR staff assist as needed with data provision, etc.
Applications for supplemental state/local funding sources for Year 5 pilot developed and submitted	November 2013-April 2014	Project Manager (with other district-based project staff)
Survey educators in sites to determine response to plan and obtain additional feedback Refine two-way communication, including print, electronic and face-to-face strategies based on survey results	April 2014	Communications Consultant executes; Communications Team supports and assists in publicizing results; evaluators receive data to incorporate into evaluation
Execute trainings for teachers and principals who will conduct teacher observations	May-July 2014	Assistant Project Manager in conjunction with Human Resources and Professional Development staff
Produce report based on analysis of all data from school sites	June 2014	Evaluation Consultant
Determine next year's tier and step salary placements for teachers at pilot sites, based on multiple measures of effectiveness	July 2012	HR staff executes; IDS and other staff provide data as needed
Refine compensation plan, assessment modeling or evaluation plan as needed based on evaluators' report	July 2014	Evaluation Consultant makes recommendations; Research/Evaluation Team makes determinations; Project Manager executes with school site, IDS and HR staff
<i>Year 5 – Focus: Summative Evaluation and Assuring Sustainability</i>		
General oversight and management of the project, including coordination and facilitation of monthly meetings for the Infrastructure Committee, and bimonthly meetings for the Steering Committee, to develop and refine plans.	Ongoing	Project Manager

ACTIVITY	TIMING	KEY PERSON(S) RESPONSIBLE
Data collection for evaluation	Ongoing	Assistant Program Managers for HR and Assessment transmit data as required by evaluation plan; evaluators collect additional data according to plan; Research/Evaluation Team consults
Administrative support for project, including scheduling, staffing meetings, facilitating communications, etc.	Ongoing	Project Assistant
Conduct observations of teachers (up to 8 per year, per teacher) and analyze resulting data	Ongoing throughout academic year	Principals and Mentor or Master Teachers conduct; HR maintains data; Assistant Project Manager coordinates process with HR and PD for follow-up
Coordinate Denver Metro Area Alternative Compensation Consortium and facilitate ongoing local study and collaboration	Quarterly	Facilitation Consultant
Applications for continuation funding developed and submitted	November 2014-April 2015	Project Manager (with other district-based project staff)
Survey educators in sites to determine response to plan and obtain additional feedback	April 2015	Project Manager and Communications Team supports and assists in publicizing results; evaluators receive data to incorporate into evaluation
Execute trainings for teachers and principals who will conduct teacher observations	May-July 2015	HR and PD staff
Produce final summative report based on analysis of all data from school sites	June 2015	Evaluation Consultant
Determine next year's tier and step salary placements for teachers at pilot sites, based on multiple measures of effectiveness	August 2012	HR staff executes; IDS and other staff provide data as needed
Refine compensation plan, assessment modeling or evaluation plan as needed based on evaluators' report with recommendations for how the plan might function at scale district-wide.	July 2015	Evaluation Consultant makes recommendations; Research/Evaluation Team makes determinations; Project Manager executes with school site, IDS and HR staff

Appendix G: Jeffco Strategic Compensation Plan Infrastructure Committee

- Warren Blair – *Principal, Hackberry Hill Elementary School; outgoing Project Coordinator*
- Tanya Caughey – *Program Manager, Saltzman Communications*
- Kerrie Dallman – *President, Jefferson County Education Association (JCEA)*
- Carol Eaton – *Executive Director, Jeffco Instructional Data Services (IDS)*
- Lisa Elliott – *Executive Director, JCEA*
- Sue Gill – *Director, Jeffco Professional Development*
- Mike Musick – *Principal, Conifer Senior High School*
- Paula Noonan – *Jeffco Board of Education*
- Kristy Parsons – *Teacher, Carmody Middle School; current Project Coordinator*
- Marilyn Saltzman – *Owner, Saltzman Communications*
- Cynthia Stevenson – *Superintendent, Jeffco Public Schools*
- Amy Weber - *Executive Director, Jeffco Human Resources*

Appendix H: Conceptual Framework for Jeffco Strategic Compensation

Jeffco Compensation Study Team *Compensation Framework, January 2009*

An Open Letter to Our Colleagues

In November 2007, teachers and administrators in the Jefferson County School District (Jeffco) created a study group to review and make recommendations on differentiated or professional level pay for educators in Colorado's largest school district. The participants all share two primary, interlocking goals: (1) improve student learning, and (2) pay educators as professionals.

Improve student learning

The challenge of educating students in the 21st century is profound. Jeffco students must compete in a global marketplace, in a world that gets both smaller and faster at the same time. Legislators and policymakers can no longer view teachers as interchangeable cogs in the bureaucratic wheels of district operations if they truly expect the higher student achievement we all desire. Novices can no longer be given the same responsibility as their seasoned counterparts. And teaching can no longer remain a flat, isolated profession where expertise is not recognized, shared and rewarded. Teachers touch the American future every day: by educating the entrepreneurs, public officials, public safety officers, teachers, business managers, members of the military and elected officials who will lead our very state and nation. That's why Jeffco's teachers must be able to create diverse and valid forms of assessment and use the data to diagnose individual student learning challenges and develop strategies to address them.

Pay educators as professionals

For starters, teacher base pay must be commensurate with the level of value provided to our community. Jeffco has long been a magnet community *because* of its public schools. However, if

we want to attract the best and brightest to education, we must offer a more competitive salary. We believe that Jeffco must design a compensation system that honors the professional, differentiated work of teachers and administrators. Such a system will increase teacher pay, increase student learning, and attract and retain quality professionals to the district.

The adoption of the salary schedule in the 1960s and 70s in districts around the country was a huge step forward for the advancement of the teaching profession. However, progress does not stand still. According to the National Education Association (NEA), teachers are paid less than those who work in other professions requiring similar education and responsibilities. Some 20 percent of new public school teachers leave the profession by the end of the first year, and almost half leave within five years. Pay-related turnover is especially high for minorities, males, and teachers under the age of 30. Right here in Jeffco we face economic pressure from Boulder, Cherry Creek and others who compete for our teachers. Paying teachers as professionals will require major changes in what teachers do every day and how they can document their accomplishments with students. As Jefferson County Education Association (JCEA) Executive Director Lisa Elliott observed, “This isn’t about compensation reform as much as it is about teacher development reform.” Jeffco has a long-standing history of teacher-centered education reform. This is a teaching quality issue and educators must be the leaders on compensation reform as taxpayers and policymakers alike look to improve student learning in the midst of daunting economic realities.

Who is paying teachers more and/or differently and how does it work?

Between 2007 and early 2009, study group participants completed Phase I, which allowed the team to learn about other plans and compensation ideas in communities from around the country. Many experts were convened, studies reviewed, and reformers engaged. This included

two trips to Austin, Texas to conduct on-site reviews of their new plan now in formation.

Representatives of the JCEA and district administrators have met monthly to critically examine compensation reform, review the literature and discuss the topic with experts. Much has been gleaned from this initial process, including some important myth-busting from both sides and candid, yet respectful, discussions of core values. While it has never been the intent of this study group to jump into a new system, perhaps the most critical thing learned from the last year is the importance of moving Jeffco forward — together.

The study team has agreed, through consensus, to move into Phase II. It is vital to note that no decisions have been made by JCEA or the administration regarding the specific details of compensation reform. In fact, Phase II will allow the study team to garner input and buy-in of stakeholders to create and implement a strategic compensation plan that “fits Jeffco,” with an eye toward the design of a model that can be presented to peers and colleagues for a pilot program in the future.

We recognize that much has changed economically since the work began in 2007. Our school district, state, and nation face many new challenges, as a result of the economic downturn. We believe now, more than ever, however, that this work must continue in spite of — and because of — these financial challenges. We encourage you to imagine how we might utilize compensation reform to serve as an economic stimulus plan — as a means to recruit and retain the teachers for the profession that makes all others possible.

In the months to come, the Jeffco Steering Committee will continue to examine the positives and negatives of teacher development and compensation reform. We have completed the first step and believe it is important to share our initial thoughts with you. There is still much to be done and no plan has been designed or decisions made. We are establishing a web site and other

communication vehicles to allow you to see the work of the study team and provide your feedback to us. We look forward to hearing from you in the future.

Sincerely,

Jeffco Compensation Steering Committee

Introduction

In November 2007, 11 teacher representatives from the Jefferson County Education Association, 14 administrators from Jeffco, two school board members, and a community representative began meeting regularly to study teacher compensation reform.¹ The goal of our group has been to envision ways Jeffco Public Schools might utilize compensation strategies to improve teaching and learning and attract and retain quality educators. It is important to emphasize that our team has gathered to simply study reform — not devise a plan or craft policies. We have done our homework, examining initiatives across the country and reviewing the historical context of differential pay in Jeffco. Now we are ready to share our initial thoughts about three potential categories for compensation reform in the district: (1) teacher learning, (2) student learning, and (3) teacher leadership. We begin with an overview of the national context of differentiated compensation.

Overview

With teacher shortages escalating, the student achievement gap widening, and current measures of teaching quality questioned of late, growing groups of education stakeholders have called for a renewed focus on professional compensation or pay for performance. More so than ever before, policymakers and the public believe the fate of American public education rests with teachers. Over the last 15 years, study after study points to the powerful effects of qualified

¹ The composition of the team increased when it transitioned to a Steering Committee in May 2009.

teachers and quality teaching on student achievement. However, poor children and those of color are still far less likely to be taught by good teachers — no matter how “good” is defined.

Unfortunately, debates continue to rage among policymakers and researchers regarding what qualities make a qualified and effective teacher. One thing is certain: The system of how to prepare, support, and reward teachers must be modified if our nation is going to recruit and retain teachers needed for 21st century schools. Paying teachers and administrators differently is increasingly seen as a key tool to transform public education’s “human capital” system.

Researchers have documented that efforts to pay educators – particularly teachers – on the basis of performance have long been difficult. Twenty years ago Susan Moore Johnson,ⁱ and then later, Richard Murnane and David Cohenⁱⁱ presented a concise overview of failed efforts from years past – including those in the 1920s, 1950s, and 1980s. These initiatives floundered, in large part, due to unresolved technical and political issues. In some cases, student test scores could not validly and reliably measure teacher effectiveness. In other instances, poorly trained administrators could not produce useful and trusted teacher evaluation results, or union leaders resisted merit pay plans that focused on individual performance and ignored the importance of teamwork in increasing student achievement. Often, teachers were not adequately involved in the development of the performance pay plans and/or policymakers did not fulfill all of their obligations.

In most school communities, district goals are decoupled from how educators are paid. The public has demonstrated a willingness to invest more in teachers – especially when accountability and performance measures are included in the design of new pay systems that focus on effective teaching and learning. Nationwide, a range of reformed compensation systems are being implemented with varying degrees of success. In some cases, lessons of the past (e.g.,

in how to use or not use standardized student test results) are being heeded. In other cases, they are not. Nevertheless, policymakers are beginning to promote these reforms.

Currently, more than 180 schools nationally are implementing teacher development and pay reforms as part of the Teacher Advancement Program (TAP), which includes multiple career paths and performance pay for relevant knowledge and skills, as well as individual and school-wide performance-based compensation. The U.S. Department of Education's Teacher Incentive Fund (TIF) – currently funded at \$99 million and increased by \$200 million with the American Recovery and Reinvestment Act of 2009 – has offered grants to 30 states, districts, and education agencies to implement performance-based compensation systems for teachers and principals serving in high-need schools. Several of these school communities are in Colorado, including Eagle and Douglas counties as well as Denver. Current budget negotiations are proposed by the Obama administration – to increase opportunities for districts and partnerships to apply for TIF dollars. A request for proposals for new TIF funding should be available soon for dissemination in spring 2010.

Local Jeffco Context

The design and implementation of a professional compensation system is both a challenging and complex undertaking that requires time, money and commitment on the part of a district and its community. The thoughtful deliberation process of our Jeffco study team has provided a solid beginning for moving the discussion forward toward a compensation model that will pay teachers and administrators differently to improve teaching and learning and to recruit and retain the best educators in an increasingly competitive labor market — both locally and nationally. Our next step is to formulate specific principles upon which the district's system could be built.

It is important to keep in mind that professional compensation models do not have to be built from scratch. Rather, the ideas and considerations put forth should result from the study of other models that have enjoyed different levels of success and are in varying stages of implementation. Careful study of those models provides lessons learned on what works, and just as importantly, on what may not work for Jeffco.

The new learning, rich experiences, and key insights of our study team have begun to shape a framework. What follows is a DRAFT of ideas and considerations for the committee's review and discussion. This outline begins with general goals for the compensation model, followed by guiding principles and rationales organized into three major categories: teacher learning, student learning, and teacher leadership. The final section provides general concerns and questions to be considered. All information included here is based on comments and feedback from our study team discussions.

Phase I of this work concluded in early 2009, and at that point, the team unanimously decided to proceed to Phase II, which will involve seeking the feedback and buy-in of constituents and stakeholders to create and implement a strategic compensation plan for the Jeffco School District. Jeffco's current success reveals a number of components that are essential to a comprehensive compensation model that addresses student learning: common assessments, SMART goals, curriculum alignment, essential knowledge and skills, and access to student data. Taking those to the next level as part of a comprehensive strategy to pay teachers differently in a sustainable plan offers great promise in meeting the challenges of attracting and keeping the best possible educators, while also meeting the needs of all learners.

General Goals for Compensation Model

Designing a new professional compensation model specific to Jeffco can present many challenges. To counteract these obstacles, we have outlined a list of our general goals for compensation reform that served as a reminder for our team throughout this work. We begin with our goals for student learning, the cornerstone upon which a new compensation model would be built.

- Focus resources on student learning
- Create plan that addresses compensation of teachers and administrators
- Fundamentally promote professional salaries for teachers through increased compensation
- Meet NEA General Policy Parameters for Pay for Performance and adapted locally by JCEA and Jeffco:
 - The strategic compensation model must be developed in collaboration with local association — and be subject to collective bargaining process and/or a memorandum of understanding (MOU).
 - All teachers must have access to additional compensation, and the plan cannot be only for specific content areas/disciplines.
 - Pay incentives will be linked to growth in student learning, based on multiple measures, including state assessments.
 - Pay increases cannot be tied to individual teacher's performance evaluations; however, the district and association will continue to improve the evaluation system, which may be included in future compensation plans.
 - The revised strategic compensation plan will be an add-on to single salary schedule, but the salary schedule may look different.

- No individual will make more at the expense of another individual teacher's basic compensation.
- A new strategic compensation plan must be financed with sustainable, significant dollars.
- Support teacher collaboration and efficacy through a variety of opportunities to be rewarded as members of a team
- Attract teachers to the profession as well as incentivize teachers to remain in the classroom
- Utilize teacher expertise in identifying and developing measures of student success
- Reward teacher learning, improvement and development
- Address high-needs subjects and schools (e.g., special education, math and science instruction, low income schools)
- Address sustainability and affordability by developing plan with tiered approach to implementation
- Develop plan with enough transparency and simplicity to be easily understandable and easily communicated to both educators and non-educators
- Involve stakeholders with ongoing evaluation of program (with a commitment to modifying as needed) through effective and timely communication.

We turn next to our proposed guiding principles for teacher learning, student learning, and teacher leadership. These principles have been drafted based on discussions among our study team during our meetings.

PART ONE OF MODEL: TEACHER LEARNING

Learning is our work and as Michael Fullan says, “Effective organizations see working and learning to work better as one and the same.” Teachers learning together can create a powerful model for change and increased student achievement. In today’s classrooms, teachers face a number of challenges. In order to prepare their students for the 21st century world, teachers must know their content and how to teach it in a variety of ways to meet the needs of diverse learners. They must understand how to bridge the gap between school and community to connect with their students’ parents, as well as organizations that provide supplemental assistance, such as after-school tutoring, health care, and social services. They must also stay abreast of new technologies and the skills necessary to navigate our connected world. Indeed, if students are to be successful, teachers must continually improve their own knowledge and skills.

Imagine the power created when a group of teachers identifies what they need to learn to better serve their students. Such building-level teacher learning happens in many of our Jeffco schools already. For example, teachers in one elementary school identified what they needed to learn and then changed their teaching strategies to meet the needs of increased numbers of English as a Second Language (ESL) students in their classes. These teachers met as a team, read articles and books, consulted district staff and administration, took college courses, developed a cohort of support, shared their learning and ideas in staff meetings, and made a commitment to use these newly gained strategies with their students. This type of focused professional development is only one example of strong teacher learning that will make a difference for students. Strategic compensation reform could honor this type of teacher learning, so we begin our discussion of guiding principles here.

GUIDING PRINCIPLE: A differentiated approach to professional development offers a viable strategy to address a balance of both individual and school needs.

Rationale: In most successful schools, professional development is aligned with the school’s mission and goals, while honoring the diverse needs of the teaching staff. Teachers, as active and reflective learners, must be the drivers of their own professional development. Too often, they are forced to sit in “one-size-fits-all” workshops, regardless of whether the focus is important for their own development. To better facilitate their learning, teachers should be allowed to determine their learning goals, which align with their individual and school needs, in collaboration with their administrators. Creating such learning goals with a compensation system will, in turn, strengthen a comprehensive approach to paying teachers more and differently.

GUIDING PRINCIPLE: In order to effectively implement viable options for professional development, sufficient time during the school day must be considered as a critical resource in allowing teachers to collaborate, plan, analyze student data, etc.

Rationale: Today’s class schedules in most schools across the country offer little opportunity for teachers and administrators to work collectively on issues related to teaching and learning. To better meet the learning needs of educators, the district should consider setting aside dedicated time for professional development during the regular school day on an ongoing basis for these two groups to collaborate. In other nations with whom America competes economically, teachers routinely are offered at least 10 hours a week of collaborative professional development time, within the school day, to learn from each other, assess student work, and use data to make sound instructional decisions. Reflection and collaborative work among staff is a necessity to a team-based approach to addressing student learning.

GUIDING PRINCIPLE: Teachers should be rewarded for gaining knowledge and skills and then demonstrating their impact on learning.

Rationale: Teachers are often required to attend professional development sessions, but rarely asked to demonstrate how their participation impacted their teaching or their students' learning. A comprehensive system of teacher compensation would better align teacher learning with professional pay by requiring teachers to analyze the value-added effect. The *Take One!* program of National Board Certification and the full National Board process are two effective ways to recognize teachers for acquiring knowledge and skills and could serve as options for increased compensation. Other examples include action research projects and graduate courses that require portfolios.

GUIDING PRINCIPLE: Market incentives for both subject areas and schools assigned should be considerations in a differentiated compensation system.

Rationale: A supply and demand analysis of Jeffco's current recruitment and retention trends must be conducted to determine if there is a need to provide targeted incentives for specific subjects and/or specific schools. After doing so, if necessary, the process used to identify hard-to-staff subjects and schools must be transparent to teachers, parents, and community members so that everyone understands how they were identified. Subjects, such as math and science, which are recognized as high-needs areas nationally, may be identified, but our local needs may vary. Schools should have flexibility in determining their "high needs," as market incentives should be based on real supply and demand issues faced by local schools.

PART TWO OF MODEL: STUDENT LEARNING

In today's culture of high-stakes accountability, student learning has risen to the forefront of conversations about education. As a result of these discussions, standardized test scores have

been identified by many as the sole indicator of student learning. Accomplished teachers understand that these tests provide only a narrow snapshot of what students know and can do. Jeffco has long emphasized the importance of rigor for student learning, but also acknowledges that CSAP scores alone are not complete measures of achievement. In fact, the testing experts from the American Psychological Association concur. More comprehensive systems, which allow students to demonstrate what they have learned through performance assessments, are critical for 21st century schools. Teachers who are able to demonstrate their students' success on these instruments should be rewarded for their efforts. Therefore, we next turn our attention to the role student learning can play in compensation reform.

GUIDING PRINCIPLE: A skillful teacher is the most critical determinant in student learning; therefore, teachers must be rewarded for their efforts.

Rationale: Research shows that teachers have a greater effect on student learning than any other in-school factor. Consequently, a differentiated compensation system should reward behaviors that are productive for student learning. Teachers and administrators can work collaboratively to identify the teaching strategies to be included on each list.

GUIDING PRINCIPLE: Successful schools need successful leaders; therefore, administrators must be recognized for their efforts in instructional leadership.

Rationale: In order to cultivate strong leadership, administrators should be provided opportunities for ongoing professional development, particularly in instructional leadership. Administrators that are well-versed in helping their teachers improve instruction, utilize formative assessments to assess student learning, and meet the needs of diverse learners should be rewarded for their efforts through a strategic compensation plan.

GUIDING PRINCIPLE: A strategic compensation plan must include rewards for student growth, but not be limited solely to student achievement on standardized tests.

Rationale: Too many reform initiatives have failed to recognize the importance of rewarding student growth, rather than just absolute levels of student proficiency. High-needs students, for instance, may come to school many grade levels behind. The current standardized tests they take may not easily measure the growth that teachers facilitate. Teachers who demonstrate that they have helped to move them forward with their progress deserve to be rewarded for their efforts, even if they fall short of grade level proficiency at the end of the year. At the same time standardized test scores cannot be the sole determinant of academic progress. In fact, more proponents of No Child Left Behind and its rigid use of standardized test scores are now calling for “comprehensive models (that) capture a much richer picture of a teacher’s performance.”ⁱⁱⁱ A combination of assessments should be utilized to more fully assess student learning. The Austin plan, for instance, presents a viable option of teacher-created Student Learning Objectives (SLOs), based on student needs. The Eagle County plan also focuses on multiple measures. The driver of both plans is the ownership and empowerment of classroom teachers to determine feasible goals, using a variety of measures. A CSAP growth model is another possible vehicle for creating a robust achievement evaluation system. Jeffco must also consider how school district accreditation plans align with these diverse markers of student learning.

GUIDING PRINCIPLE: Incentives for student learning must be available to all teachers, not just those teaching in the tested, core content areas; therefore, rewards for student learning should be offered to individual teachers, teams, and whole schools.

Rationale: Teachers, both individually and as a group, are the most significant factor in a student’s learning. Having both individual and team-based approaches to meeting student

learning goals allows for needed flexibility in the system. Teams and entire school faculties who collaborate to meet objectives address the concern of including all teachers in the opportunity to earn additional compensation and share ownership of the success of the students. The variety of options to meet student learning goals provides teachers with more flexibility to make the best decisions on how to successfully meet the needs of their students, regardless of their ability levels.

GUIDING PRINCIPLE: Multiple measures of evaluation, including teacher-created, classroom-based assessments and district-developed common assessments, should be utilized to determine rewards for student learning.

Rationale: Using both formative and summative assessment data is the key to unlocking student learning. Teachers should be allowed to develop their own evaluations, within established guidelines and through an approved process. Content area objectives and performance skills should form the basis for these assessments. Schools should encourage teachers to work collaboratively to develop common assessments and then analyze the student data as teams. Connecting this information back to classroom practice will provide a solid foundation upon which to build the continued development of multiple measures of evaluation.

PART THREE OF MODEL: TEACHER LEADERSHIP

As previously mentioned, today's schools face many challenges. Schools ought to be structured to help students succeed and roles designed accordingly. Unfortunately, many of them are structured in ways that inhibit teachers' abilities to work with their administrators collaboratively to devise strategies for student success. For example, time may not be available during the day for teachers to tackle new responsibilities or they do not feel empowered to share their ideas with others. Models of shared leadership, with embedded opportunities for teachers to

receive additional compensation for their efforts, hold great promise for increasing student success and teacher retention; thus, we now examine the guiding principles which outline how and why teacher leadership should be included in compensation reform.

GUIDING PRINCIPLE: A teacher’s voice at the table at multiple levels of district decision-making is valuable.

Rationale: Teacher leadership opportunities should go beyond the typical department chair, committee representative, and mentor positions — which will require a shift in school cultures. This is about enhancing the role of the administrator as a leader among leaders. Clearly defining essential job functions is a first step toward reaching consensus around what “beyond the norm” means when it comes to compensation. If teachers are to have meaningful leadership opportunities, the organization of the school day must change from the current custodial and pedagogical responsibilities of teachers. “Extra involvement” that contributes to the success of students and/or to the overall success of the school and district should be valued.

GUIDING PRINCIPLE: Creating incentives and job descriptions for teacher leadership provides multiple career paths for teachers, accommodating those who do wish to go into traditional administrative roles as well as those who wish to have hybrid roles that allow them to remain in the classroom.

Rationale: Multiple career paths that support teachers as continuing practitioners communicate a strong value for an expanding role of the teacher as a leader and partner in reform. As with the overall compensation plan, the career path for teachers must be transparent. It would be valuable for the district to define roles that move students forward and help teachers be successful. When teachers have the opportunity to explore multiple career paths, the likelihood of them staying in the profession increases, resulting in a more stable teaching corps for students. Therefore

differentiating leadership opportunities for teachers at diverse points in their careers can be a valuable retention tool.

GUIDING PRINCIPLE: The district would benefit by developing innovative ways to help teachers to share their expertise and lead among a variety of stakeholders.

Rationale: The diverse needs of the district require a system that allows for teachers to lead in various communities: (1) pre-service education programs that provide candidates to the district; (2) high-needs areas requiring targeted expertise to connect with children and families who are part of the learning community; and (3) policymakers and other stakeholders who will benefit from the perspective of teachers who must live the policies. Providing opportunities for teachers to lead in all of these areas will reap huge benefits for the teachers themselves (as they feel rewarded and appreciated for their contributions), the district (as they observe the impact on student learning), and the community at large (as schools become more connected with the citizens they serve).

GUIDING PRINCIPLE: Strong teachers should be provided with opportunities to consider and pursue administration as one of their multiple career options.

Rationale: The best source of principals for the district is its most accomplished teachers. Grow-your-own programs for administrators could provide a rich pool of candidates for school leadership openings. Current teachers, who are effective in the classroom and show promise as school leaders, should be allotted time to intern with administrators to see how good a fit this option might be for them.

GENERAL CONCERNS/QUESTIONS FOR CONSIDERATION AND DISCUSSION

Our study team realizes that there is still much to be discussed and decided before Jeffco considers moving forward with a compensation reform plan. Indeed, the “devil is in the details.”

As we continue our conversations, we propose a few general questions and concerns that should be considered during the deliberations:

- It is critical to develop a timeline that will be most likely to yield a blueprint for success.
- Most of our discussion to this point has focused on teachers only. How do we also include administrators (or not) in this plan? How will support staff compensation be addressed (or not) in this plan?
- What impact, if any, will this plan have on the ongoing development and process of teacher evaluations in the district?
- What infrastructure needs to be in place to support this plan and offer the strongest possibility of successful implementation?
 - Task force to set parameters for plan? Expand membership of current study team for this purpose? Community involvement of parents and business?
 - Steering committee to focus on policy development?
 - What type of data system needs to be developed/implemented to support the plan?
 - What personnel are needed at the district and building levels to successfully implement plan? What training and ongoing development are necessary to ensure that success?
- What funding sources may need to be explored for phased implementation?
- How will this plan be evaluated? What process will be use to seek feedback and refine?
What data will be gathered and how will it be shared with constituents?

Endnotes

- ⁱ Johnson, S. M. (1986, Summer). Incentives for teachers: What motivates, what matters. *Educational Administration Quarterly*, 22(3), 54-79.
- ⁱⁱ Murnane, R. & Cohen, D. (1986, February). Merit pay and the evaluation problem: Why most merit pay plans fail and a few survive. *Harvard Educational Review*, 56, 1-17.
- ⁱⁱⁱ See <http://www.annenberginstitute.org/VUE/summer08/Toch.php/>

Appendix I: References

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Dr. Cynthia Stevenson

Resume

- < **Service to Jefferson County Public Schools**
- < **Service to the State of Colorado**
- < **Service to the Colorado University System**
- < **Service to the Community**
- < **Honors and Elected Positions**
- < **Publications**
- < **Professional Membership**
- < **Education**

Service to Jefferson County Public Schools

- **Superintendent** 2002 – Present
- **Deputy Superintendent** 1999-2002
- **Assistant Superintendent for Instructional Services** 1997-1999
- **Area Administrator** 1995-1997
- **Principal On Special Assignment for Performance Based Compensation** 1995
- **Middle School Principal** 1991-1994
- **Elementary School Principal** 1985-1991
- **Assistant Principal** 1984-1985
- **Resource Specialist: Language Arts** 1983-1984
- **Elementary Classroom Teacher** 1972-1983

Educational Leadership for the State of Colorado

- **Chair: Denver Area School Superintendents Council** 2005 - 2007
- **Chair: State Principal and Administrator Professional Standards Board** 1992-1997
- **Interim Executive Director: Colorado Principals Center** 1990-1991

University Service

- **Adjunct Faculty Member of the Graduate School of Education: University of Colorado at Denver** 1987-1999

Community Service and Community Involvement

- Serving on Jefferson Economic Council Board of Directors
- Appointed by the Governor to the Caring for Colorado Board of Directors
- Serving on the Arvada Food Bank Board of Directors
- Serving on the West Chamber of Commerce Board of Directors
- Serving on Red Rocks Community College Advisory Council
- Serving on the Jefferson County Children and Youth Leadership Commission
- Serving on Jefferson County Criminal Justice Strategic Planning Committee
- Serving on The Jefferson Foundation Board of Directors
- Serving on Public Education & Business Coalition Board of Directors
- Serving on the Second Wind Suicide Prevention Honorary Board of Directors

Honors and Elected Positions

- **Colorado Superintendent of the Year** **2010**
- **Arvada Northwest Business and Professional Women:
Woman of the Year Award** **2009**
- **University of Colorado at Denver Alumni Leadership Award** **2008**
- **President: Jefferson County Administrators Association** **1992-1993**

Publications

- Wolf, K., Lichtenstein, G., and Stevenson, C. (1997) Portfolios in teacher evaluation. In J.H.

Dr. Cynthia Stevenson

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Stronge (Ed.), Evaluating teaching: A guide to current thinking and best practices (pp.193-214). Thousand Oaks, CA: Corwin Press.

- Doctoral Dissertation: An Investigation into the Rewards in Teaching for High Performing Elementary School Teachers

Professional Membership

- Association for Supervision and Curriculum Development
- Phi Delta Kappa
- Colorado Association of School Executives
- American Association of School Administrators
- Denver Area School Superintendents Council
- Arvada Jefferson Kiwanis Club

Education

- **Ph.D.:** **UNIVERSITY OF COLORADO** **1986**
- **M.A.:** **UNIVERSITY OF COLORADO** **1978**
- **B.S.:** **UNIVERSITY OF COLORADO** **1972**

B. Carol Eaton, Ph.D.

Jefferson County Public Schools
1829 Denver West Drive, Bldg. #27
Golden, Colorado 80401

Phone: (303) 982-6566
Fax: (303) 982-0841
E-mail: ceaton@jeffco.k12.co.us

PROFESSIONAL EXPERIENCE

Jefferson County Public Schools

Executive Director, Instructional Data Services

2002 - present

Responsible for Jefferson County Public Schools' Assessment & Research, Instructional Data Reporting, and Student Records departments. Departmental responsibilities include state and district assessments, student data reporting, accreditation reporting, program evaluation, survey research, and data-decision making initiatives.

Jefferson County Public Schools

Communication Research Specialist

2000 - 2002

Responsible for Jefferson County Public Schools' district-wide research programs.

National Public Radio

Research Manager, Programming

1998 - 2000

Management of all facets of research and analysis for NPR's programming and strategic plan research agenda.

EDUCATION

Syracuse University, Syracuse, New York

Ph.D. in social science research, May 1999

University of Georgia, Athens, Georgia

M.A. in research methods, 1988

James Madison University, Harrisonburg, Virginia

B.A. in English and communication arts, Spanish minor, 1986

TEACHING EXPERIENCE

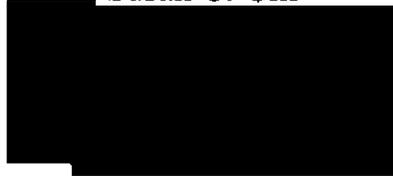
Syracuse University

Teaching Associate, 1996 - 1998

Graduate Teaching Assistant, 1995 - 1996

University of Georgia
Teaching Associate, 1986 - 1987

References available upon request



EDUCATION

- 1999 Principal Licensure, K-12
University of Denver
- M.A. 1981 Master of Arts, Special Education, EMH, K-12
University of Northern Colorado
- B.A. 1976 Bachelor of Arts, Elementary Education
University of Northern Colorado
- B.A. 1976 Bachelor of Arts, Mental Retardation, K-12
University of Northern Colorado

WORK EXPERIENCES

DIRECTOR, PROFESSIONAL DEVELOPMENT, DIVISION OF INSTRUCTION, 2007-present
Responsible for coordinating professional development across Jeffco that leads to ensuring a highly skilled teacher and leader for every student.

DIRECTOR, LICENSED EMPLOYMENT, HUMAN RESOURCES , 2000 to 2007
Responsible for the continued improvement and implementation of the teacher induction program and the alternative licensure programs. Development and implementation of a comprehensive recruitment program for educators. Daily problem solving with Community Superintendents, Department for Learning and Educational Achievement members, principals and teachers to ensure a quality education for all students. Management of employment and processing technicians as they work within the Peoplesoft system to hire educators. Responsible for compliance of all licensed employees with state licensing laws, the negotiated agreement and the Federal No Child Left Behind law. Process owner within the re-engineering of the human resource information and recruiting system. Represent Jefferson County Schools across state organizations. Facilitate district committees. Manage several budgets within Human Resources. Partner in HR web design, application and new employee orientation.

TEACHER ON SPECIAL ASSIGNMENT, TEACHER INDUCTION, 1997 to 2000

Responsible for developing and implementing the teacher induction program for teachers in their first two years. Represent Jefferson County Schools in organizations promoting the retention of teachers across the state. Work with principals, mentors and teachers to ensure a quality teacher in every classroom.

TEACHER, October, 1976 to June, 1997

- 1989-1997 Adams Elementary, Kindergarten, First and Second grade multi-age classroom, full inclusion model classroom, self-contained Communication Center
- 1984-1989 Juchem Elementary, Fremont Elementary, self-contained Communication Center
- 1983-1984 Witt Elementary, First Grade Classroom
- 1978-1983 Leawood Elementary, First and Second Grade Classroom
- 1976-1978 Juchem Elementary, Kindergarten- third grade classrooms

LEADERSHIP AND RECOGNITION

Past President, President and President Elect, Metro Area Representative, Colorado Association of School Personnel Administrators, 2003 to 2007 (CASPA)

CASE Coordinating Council, 2004 to 2006

Colorado Principal's Center, Administrative Employer Panel, resume review, 2004 to 2007

Central Area Representative, Jefferson County Administrator Association, 2002 to 2004

Chairperson, Jeffco 1338 Evaluation Council, 1998 to present

Chairperson, Jeffco Co-operative Decision Making Coordinating Committee, A6, and the Parent and Family Involvement Coordinating Committee, 1993 to present

Co-Chairperson, Contract Variance Review Committee, 2001 to 2007

Co-Chairperson, member, Class- Size Relief Committee, 1998 to 2007

District Liaison, Partner Schools , UCD, 2002 to present

Jefferson County Budget Review Committee, 2002 to 2006

Governing Board Member, Colorado Partnership for Educational Renewal, 2003 to 2006

Executive Committee Member, Alliance for Quality Teaching, 2004 to 2009

Teacher Cadet Consortium, 2004 to 2009

Red Rocks Community College Advisory Board, 2004 to present

Metropolitan College Education Department Advisory Council, 2004 to present

Colorado Department of Education, development of Highly Qualified Teacher Definition, 2003 to 2004

ISO Process Consultant and Internal Auditor, 1999 to 2003

Accreditation Contract Committee, 2000 to 2002

District Staffing Task Force, 1995 to 1997

Jefferson County Education Association

Board Member, 1993 to 1998, Association Representative, 1980 to 1998, chairperson of Instructional Advocacy Committee, 1995 to 1998, facilitator of KEYS (Keys to Excellence in Your Schools) Initiative, 1997 to 1999, awarded Jeffrey Award, 1996

PRESENTATIONS

“Partnering for Student Success, K-16 Partnerships”, Shanghai, China, October 16-20, 2005

“Bridging the Generations”, UCD site professors and coordinators, Jeffco Schools, JCAA Professional Development, HR Training series

“Motivating the Average Employee-From Good to Great”, Nov., 2004, JCAA Professional Development

“Motivating the Average Teacher”, July 2003, March, 2004, JCAA Professional Development

“Nuts and Bolts, Evaluation for New Administrators”, July 2003, 2004

“Evaluation Training”, July 2001, 2002, 2003, 2004, 2005, 2006 all administrators

“Mentor Training: Making a World of Difference”, 1997-2001

“Evaluation: An Opportunity for Professional Development”, UCD Leadership Academy, 2004, 2005, 2006, 2007

“Co-operative Decision Making”, UCD Leadership Academy, 2004, 2005, 2006

EMPLOYMENT

Fairfax County Public Schools (FCPS)
Fairfax, Virginia

February 2007—present

- Direct strategic HR and Division-wide projects focused on improving school performance. Examples include a turnover study at hard-to-staff schools, coordinating a review of and recommendations for professional development, and a retention study of bus drivers.
- Direct strategic HR communications for Department including a new Total Compensation Statement, a role-based redesigned HR web site, and a 'Passport to Employment.'
- Direct the implementation of new HR programs and processes including the creation of an FCPS Welcome Center at a new administrative building, implementing a new 457 plan, developing and implementing COBRA processes, and implementing multiple databases that link to Lawson HRIS and provide enhanced functions not delivered by the software. Examples include No Child Left Behind reports to track teacher qualifications; an enhanced 'non-renewal process' for personnel not yet fully licensed; summer school staffing and payment; and HR inclusion in FCPS decision support system.
- Directed business team focused on improving all aspects of 'on boarding' new employees. Resulted in revamping the New Employee Orientation Manual, redesigning a database that supports orientation, and rewriting two videos used for Orientation.
- Directed development of on-line vacancy listing tool for school-based administrators to use to post instructional vacancies. Required careful coordination with regard to all cyclical hiring activities including staffing meetings, internal transfers, and school calendars.
- Directed development of on-line employee self-service product to deliver pay, benefit, and personal information including the development of on-line benefit open enrollment processing and the implementation of the dependent record-keeping module in the HRIS.
- Directed human resources business unit with 26 employees responsible for processing new employees; managing employee data; implementing and maintaining desktop computing resources; and compensation and classification.
- Attended School Board meetings and responded to budget questions. Developed costing details around employee association proposals and participated in all 'meet and confer' meetings with employee groups.
- Directed \$5 million project to implement a new HR/Payroll information system (HRIS) including day-to-day supervision of eight functional staff and coordination with technical consultants and staff. Proposed and implemented significant business changes regarding how instructional staff are paid, leave programs, and a new managed disability program.
- Managed procurement process for system selection and all on-going vendor relationships. Completed the procurement process for HRIS in approximately five months and negotiated short- and long-term savings of more than \$1.8 million.
- Developed business case and requested multi-year funding to support implementation of a new HRIS including multiple presentations to elected School Board and FCPS leadership team. Directed change management program to ensure changes were clearly communicated and understood by all affected employees throughout the system.
- Established a multi-functional Human Resources Call Center to answer questions during the implementation of the new HR/payroll system. Call Center became on-going business unit at conclusion of the project.

Coopers and Lybrand, L.L.P.
Rosslyn, Virginia

Feb. 1992—Jan. 1997

- Provided consulting services to improve operational performance for commercial and governmental organizations, particularly in all facets of human resources. Services included conducting cultural assessments and developing management action plans; facilitating business process reengineering teams; developing and delivering training; and developing, administering and analyzing customer satisfaction surveys.

EDUCATION/CERTIFICATIONS

Senior Professional in Human Resources, Spring 2006
Master of Business Administration, University of Maryland, 1991
Bachelor of Science in Education, University of Idaho, *Summa Cum Laude*, 1984

PUBLICATIONS/PRESENTATIONS

Attracting and Retaining Great Employees for the 21st Century, Conference Presentation
Transforming HR in the Public Sector, Conference Presentation
Performance Measurement, Guest Lecturer, George Mason University MBA Program
Restructuring Training to Meet Organizational Needs, Conference Presentation
Performance Measurement, Monograph published by Coopers & Lybrand
Benchmarking: A Managers Guide, Monograph published by Coopers & Lybrand
How to Design Useable Customer Surveys, Post-Conference Workshop

REFERENCES

Brad Draeger, Ed. D.
Superintendent of Schools
Livingston Board of Education
973-535-8000

Joel S. Trosch
Retired HR Executive
United States Postal Service
703-486-3832

Debra Reeder
Director of Employment
Fairfax County Public Schools
571-423-3103

Kevin North (*current supervisor; please let me know prior to contacting*)
Assistant Superintendent of Human Resources
Fairfax County Public Schools
571-423-3150

Amy W. Weber has held the position of Executive Director, Human Resources for Jeffco Public Schools since January 8, 2007. The job description for that position is included.

ADMINISTRATIVE & PROFESSIONAL/TECHNICAL JOB DESCRIPTION

Job Title: Executive Director, Human Resources
Date Prepared: December 4, 2009
Job Code: 1125
Position A/P/T: Administrative
Salary Grade: G-12
Work Year: 12 months
Department: Human Resources
Division: Human Resources
Reports To: Chief Financial Officer

SUMMARY Develop and implement comprehensive systems, programs, processes and procedures in the area of employment, personnel record maintenance and record retention, job classifications and compensation, human resource information systems, benefits administration, recruitment, orientation, leave programs, substitute teacher program, unemployment, and employee assistance program.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Oversee human resource activities and functions supporting more than 14,000 employees. This includes maintaining information on all Jeffco employees to ensure pay and benefits are accurate, providing competitive benefit programs, ensuring fair, consistent and results-focused hiring practices, providing leave programs to meet employee needs, meeting federal and state mandates for reporting, and individual counseling and work place interventions through EAP services.

Serve on multiple different District-level committees designed to ensure a smooth operation and integration of human resource activities aligned with strategic business objectives.

Manage Human Resources budget including several district-level accounts such as unemployment and employee professional development funds.

Establish and maintain positive working relations with key District staff and association/bargaining units' leadership in order to maximize effectiveness of Human Resources toward the achievement of Strategic Plans.

Maintain current knowledge of and ensure that Human Resources and District staff comply with Board of Education policies and interpretations, state and federal laws and negotiated agreements. Meet with association representatives in appropriate forums to problem solve and update practices.

Provide and expand functionality of human resources information systems for use in departmental and organizational decisions which can lead to increased efficiency in District practices, expenditures of less revenue and improvement in attainment of departmental and organizational ends. Actively participate in business process redesign ideas and teams.

Ensure that the District maintains a viable and competitive image within the organization and community by engaging in proactive human resource activities and analyzing current data and information with regard to compensation programs; benefits; administrative service center; and employment and labor relations practices.

Ensure that all personnel practices are reasonably designed to conscientiously balance the needs of the District and the District employees.

Work directly with Employee Relations in conjunction with Board of Education Policies to ensure development of contract language, through negotiations and interpretation on achievement of Board ends statements. Serve on District negotiation teams.

Perform other duties as assigned.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EXPERIENCE 7-10 years minimum experience in Human Resources including 3 years experience in negotiated agreements.

EDUCATION AND TRAINING Master's degree in Business Administration, Human Resource Management or other related field.

CERTIFICATES, LICENSES, REGISTRATIONS Professional in Human Resources (PHR) or Senior Profession in Human Resources (SPHR) certification required for hire. Certified Compensation Professional (CCP) and Certified Employee Benefits Specialist preferred at hire.

SKILLS, KNOWLEDGE, & EQUIPMENT Ability to use computers and familiarity with standard software (MS Windows & Office Suites, internet and email) required for hire. Exposure to human resource information systems is critical with a preference for experience with PeopleSoft. Strong technical skills and knowledge of human resource related laws and regulations on federal, state and local level. Excellent interpersonal skills inclusive of the ability to mediate and facilitate. Understand human resource programs and activities in a public sector environment. Experience in a unionized setting and knowledge of labor relations laws, practices and procedures, preferred. Ability to promote and follow Board of Education policies, and building and department procedures. Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds. Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.

DECISION MAKING Responsible for decisions regarding policy interpretation and implementation ensuring consistent communication and enforcement of policies. Decisions require significant independent judgment and could impact key areas of the District and impact the employee workforce. Ability to make decisions regarding compensation, benefit eligibility and other critical Human Resource practices. Decisions could impact all District employees in the areas of compensation, benefits and employment. Decisions could impact the District's ability to recruit and retain highly qualified employees. Community perception of business practices will be impacted by the leadership and initiative of this person. Errors could potentially result in substantial embarrassment and/or cost to the District.

COMMUNITY RELATIONS Daily contact with classified staff within/outside department to discuss routine internal matter, obtain/furnish information, resolve routine corrections/adjustments, interpret policy, and negotiate controversial matters; with professional staff within/outside department to discuss routine internal matters, obtain/furnish information, resolve routine corrections/adjustments, interpret policy, and maintain relationships; and with the administrative leadership team to maintain relationships, negotiate controversial matters, and set critical policy. Weekly contact with the school support team to maintain relationships, negotiate controversial matters, and set critical policy; and with the general public and community members and public agencies such as Colorado Department of Education and Council for Achievement and Support of Education (CASE) to furnish information and maintain relationships. Monthly contact with advisory committees to discuss routine internal matters, obtain/furnish information, resolve routine corrections/adjustments, interpret policy, and maintain relationships; with the Board to maintain relationships, recommend policy, and set critical policy; with citizen or patron committees, local government, state legislature or Congressional staff, and the media which could include news, press, television, etc. to furnish information and maintain relationships; with students and parents to furnish information; and vendors, contractors, engineers, and developers to negotiate controversial matters.

SPAN OF CONTROL Directly supervises 6 employees in the Human Resources Division. Human resources has a total of 45 employees for which this position is ultimately responsible. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; and addressing complaints and resolving problems. Responsible for both budget development and accountability.

EDUCATIONAL DELIVERY Responsible for establishing, maintaining, and enforcing Human Resource policies, procedures and programs for the District workforce. Under their leadership, they ensure that the District recruits, hires, and retains the most qualified candidates for all classified, licensed, and administrative positions. This position ensures that through compensation and benefit packages it attracts qualified candidates and that it is considered an employer of choice in the surrounding communities. Supports the school site administrators, and department heads and managers in all Human Resources policies and procedures. Provide support service for Human Resources. The majority of time is not spent on the school site.

COMPLEXITY OF WORK Work is initiated and assigned by demands of the position. Responsible for policy interpretation and revisions. Must have strong knowledge and be able to interpret District policies and State and Federal regulations. Requires independent thinking which is governed by the Board of Education. Ability to make difficult and complex decisions in multiple areas and fields such as hiring, recruitment, employee benefits, compensation, and Human Resource Systems.

The physical demands, mental functions, and work environment characteristics describe here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals to perform the essential functions of this job.

PHYSICAL DEMANDS While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to stand and sit. The employee is occasionally required to walk; use hands to finger, handle or feel; reach with hands and arms; and stoop, kneel, or crouch. The employee may occasionally lift and/or move up to 50 pounds. There are no specific vision requirements for this position. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

MENTAL FUNCTIONS While performing the duties of this job, the employee is regularly required to communicate, synthesize, and use interpersonal skills. The employee is frequently required to compare, analyze, coordinate, instruct, compute, evaluate, compile, and negotiate. The employee is occasionally required to copy.

WORK ENVIRONMENT The noise level in the work environment is usually moderate.

----- FY 2008-2009 ----- FY 2010-2011 -----

(a) APPLIED COSTS:
 (from 2 years prior)

 Fixed Rate Per Negotiation Agreement (Max 10.5%) (A / B)
 Direct Costs (34 CFR 75.567)
 Indirect Costs:
 Admin. Charges (34 CFR 75.565)
 Carry Forward

Total Indirect Costs

(b) ACTUAL COSTS:
 (From FY 2008-2009)

 Actual Direct Costs
 Actual Indirect Costs:
 Admin. Charges
 Carry Forward

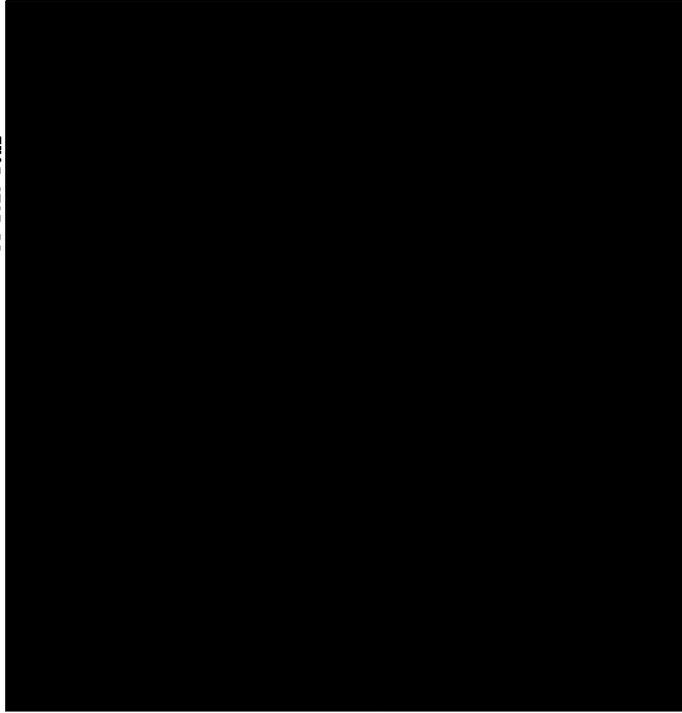
Total Indirect Costs

(c) CAREY FORWARD COMPUTATION:

 Recovered:
 Fixed Rate x Actual Direct Costs
 5.7 % x 702,892.7

Should Have Recovered Actual
 Indirect Costs for FY 2008-2009

Under or (Over) Recovery
 for use in FY 2010-2011 (F - B)



Budget Narrative

Budget Narrative

Attachment 1:

Title: **Part 5 TIF budget narrative** Pages: **23** Uploaded File: **C:\Documents and Settings\dbussey\My Documents\Proposals in Progress\10-11\TIF\Part 5 TIF budget narrative.doc**

PART 5: BUDGET NARRATIVE ATTACHMENT

Line 1: Personnel

The chart below shows personnel who will be employed by Jefferson County Public Schools (Jeffco) in connection with the Jeffco Strategic Compensation project throughout the project term. Where staff members are already in existing positions, the resumes for key personnel are contained in Part 6 of this application package. Part 2, Section 3 of the application outlines qualifications to be sought in contractors through the RFP, should a TIF award be made.

Please note that costs shown are higher in Years 2-4 and lower in Years 1 and 5 because these reflect the portion of the relevant school years (2011-12 through 2014-15) that will be paid for out of each project year’s funding.

At right, the “Total TIF Funds” column indicates the total of TIF funds that would be applied towards overall costs for that budget line item. The “total Other Funds column indicates the total amount other funding to be applied toward costs on that line, whether from general district budgets, in-kind from Jeffco, or other funding sources.

Position	FTE x Salary Allocation					Total TIF	Other Total
	Year 1	Year 2	Year 3	Year 4	Year 5		
<p>Project Manager: This individual will be responsible for day-to-day coordination of the design and pilot implementation of the Jeffco Strategic Compensation (JSC) plan, including securing sustaining funding, coordinating the ongoing work of the Infrastructure Committee (IC), managing communications efforts, and managing contracts for the project. He or she will also be the direct supervisor for the Assistant Project Managers, Project Assistant, and JPEP Coordinator. Salary is estimated based on the third quartile of the central office salary grade 9.</p>	<p>██████ █ ██████</p>	<p>██████ █ ██████</p>	<p>██████ █ ██████</p>	<p>██████ █ ██████</p>	<p>██████ █ ██████ ██████ ██████</p>	<p>██████</p>	<p>██████</p>

Jeffco Strategic Compensation: Evaluation Competition

Position	FTE x Salary Allocation					Total TIF	Other Total
<p>IT Systems Analyst: The systems analyst will work on developing supporting data systems. Initial work will focus on implementing an on-line evaluation module that collects performance ratings for each of the evaluation categories. Beginning in year two the systems analyst will be responsible for developing systems needed to support strategic pay approach. Salary is estimated based on the upper end of pay grade 5.</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>Assessment Systems Analyst: This assessment analyst will develop and define the technical requirements that will support appropriate data collection and analysis to support both the transition year (Year 2 of the grant application) and the on-going strategic compensation data needs. Salary is estimated at the middle of grade 5</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>

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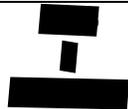
e2

Jeffco Strategic Compensation: Evaluation Competition

Position	FTE x Salary Allocation					Total TIF	Other Total
<p>Assessment and Research Analyst: This position will develop valid and reliable processes to support the goal setting at an individual, team or school level. Determine existing and new data sources that might be required. Partner with schools to train, monitor and evaluate goals. Salary is estimated based on middle of pay grade 7.</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>

Position	FTE x Salary Allocation					Total TIF	Other Total
<p>Assistant Project Manager for the Division of Instruction: This individual will oversee the development and implementation of the new JPEP program, including finalizing observation rubrics, training teacher and principal evaluators to observe teachers, developing professional development plans for teachers as necessary to fill needs identified during observation or other evaluations, and coordinating with Human Resources and Professional Development staff at the central office as appropriate. Salary is estimated based on a midpoint of grade 8 on the central office salary schedule.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>Project Assistant: This individual will assist the PM with carrying out logistical and administrative tasks related to the JSC plan, and will provide administrative support to the PM and the IC. He or she may also provide some support to the Assistant PMs and the JPEP Coordinator as designated by the PM.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Jeffco Strategic Compensation: Evaluation Competition

Position	FTE x Salary Allocation					Total TIF	Other Total
<p>Superintendent: Cynthia Stevenson will participate in the IC, advise senior Jeffco staff, facilitate internal communications with the school board about ACT, and participate in any public events as appropriate to her leadership role.</p>							
<p>Director of Human Resources: Amy Weber will be responsible for overseeing development of data management and other systems for implementation of ACT, as well as updating district policies regarding compensation, evaluation and retention.</p>							

Jeffco Strategic Compensation: Evaluation Competition

Position	FTE x Salary Allocation					Total TIF	Other Total
<p>Executive Director, Instructional Data Services: Carol Eaton will oversee updates to academic data management systems, to allow linkage of student achievement data with teacher and principal data, and make other adjustments to IDS systems and policies as needed to accommodate new assessments, growth models, and associated reporting for teacher and principal evaluations.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>Director of Professional Development: Sue Gill will work with the JPEP Coordinator to construct the initial staff support for the JPEP team and oversee the development process for new PD protocols arising from the new JPEP observation and evaluation system.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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e6

Position	FTE x Salary Allocation					Total TIF	Other Total
<p>Implementation site principals: Principals at initial implementation sites will engage in pre-implementation training and planning activities with district and school staff to ensure a smooth transition to the new pilot compensation plan.</p>	<p>██████ ██████ ██████ ██████</p>	<p>██████</p>	<p>██████</p>	<p>██████</p>	<p>██████</p>	<p>██████</p>	<p>██████</p>
<p>JPEP transitional evaluators: Teachers will be identified by the JPEP Review Board to serve as peer evaluators and coaches until the JSC system is able to identify and place teachers in Tier 3 to fill these roles. The number of teachers needed will thus decrease as the project moves forward and these Tier 3 teachers are identified.</p>	<p>██████</p>	<p>██████ ██████ ██████ ██████</p>	<p>██████ ██████ ██████ ██████</p>	<p>██████</p>	<p>██████</p>	<p>██████</p>	<p>██████</p>
<p>Teacher stipends for performance during transitional year: We assume here that 5% of teachers in the first wave of pilot schools receive no performance stipend; 25% receive ██████ 50% receive ██████ and 5% each receive ████████████████████ and ██████</p>	<p>██████</p>	<p>██████████████████</p>	<p>██████</p>	<p>██████</p>	<p>██████</p>	<p>██████████████████</p>	<p>██████</p>

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e7

Position	FTE x Salary Allocation					Total TIF	Other Total
<p>Performance-based teacher salaries under new JSC schedule: We assume roughly equal distribution among steps within tiers. Costs shown reflect projected total increases over what these teachers would make if compensated on the current Jeffco salary schedule; Jeffco will absorb these “base” salary costs throughout the project term.</p>							
<p>Tier 1, Step 1 The average cost for each teacher, including estimated cost of living increases, is [REDACTED]</p>	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0
<p>Tier 1, Step 2 The average cost for each teacher, including estimated cost of living increases, is [REDACTED]</p>	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0
<p>Tier 1, Step 3 The average cost for each teacher, including estimated cost of living increases, is [REDACTED]</p>	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0

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Position	FTE x Salary Allocation					Total TIF	Other Total
Tier 2, Step 1 The average cost for each teacher, including estimated cost of living increases, is [REDACTED]	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0
Tier 2, Step 2 The average cost for each teacher, including estimated cost of living increases, is [REDACTED]	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0
Tier 2, Step 3 The average cost for each teacher, including estimated cost of living increases, is [REDACTED]	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0
Tier 3, Step 1 The average cost for each teacher, including estimated cost of living increases, is [REDACTED]	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0
Tier 3, Step 2 The average cost for each teacher, including estimated cost of living increases, is [REDACTED]	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0

Position	FTE x Salary Allocation					Total TIF	Other Total
<p>Tier 3, Step 3 The average cost for each teacher, including estimated cost of living increases, is [REDACTED]</p>	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0
<p>Teacher FTEs for master teachers: The district will pay for 12 of the master teachers in the last two years, shown as in-kind. In Years 2-4, FTE allocations shift with the start of new Jeffco fiscal years and concurrent COLA increases, necessitating changes in mid-project year; base salaries shown in these years represented a weighted average cost for salaries over the project year.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>Teacher FTEs to allow for release time for mentor (or other) teacher leaders: Salary estimates are adjusted as noted above, and assume that Tier 3 master/mentor teachers will be replaced by teachers at the equivalent of Tier 2.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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Position	FTE x Salary Allocation				Total TIF	Other Total	
<p>Principal Stipends for performance in pilot schools: Principals will be able to earn up to \$[REDACTED] each year. 40% will be based on the results of individual evaluation using the Val-Ed evaluation tool and 30% will be based on the aggregate increase of school CSAP growth scores, 15% based on a percentage of school team goals accomplished and 15% percent based on an individual goal set by the principal that is aligned with state accreditation.</p>	0	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED]	0

Position	FTE x Salary Allocation					Total TIF	Other Total
<p>Assistant Principal Stipends for performance in pilot schools: Assistant Principals will be able to earn up to [REDACTED] each year. 40% will be based on the results of individual evaluation using the Val-Ed evaluation tool and 30 % will be based on the aggregate increase of school CSAP growth scores, 15% based on a percentage of school team goals accomplished and 15% percent based on an individual goal set by the principal that is aligned with state accreditation.</p>	\$0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0
<p>Teacher Salary 1% Increase In Control Schools: Average base salaries and FTEs are adjusted as above to account for shifts in fiscal/academic years in mid-project year.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0
<p>Principal/Assistant Principal Salary 1% Increase In Control Schools: Average base salaries and FTEs are adjusted as above to account for shifts in fiscal/academic years in mid-project year.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0

Jeffco Strategic Compensation: Evaluation Competition

Position	FTE x Salary Allocation					Total TIF	Other Total
Peer Evaluator Training: [REDACTED]0 per mentor in first year, [REDACTED] per mentor in following years	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0	[REDACTED]	0
TOTAL PERSONNEL	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Line 2: Fringe Benefits

All benefits costs shown below are estimated actual costs for Jeffco employee benefits, based on current benefits plans. The district benefits are usually approximately 25% of salaries, though actual costs may range higher or lower depending on individual factors at enrollment. The percentage of fringe benefits covered by TIF funds will match the FTE allocation for positions listed.

Personnel (See Line 1 itemization for detail on each position listed here.)	Percentage of Fringe Benefits x Benefits Cost					Total	In-kind
	Year 1	Year 2	Year 3	Year 4	Year 5		
Project Manager	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████	██████████
IT Systems Analyst	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████	██████████
Assessment Systems Analyst	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████	██████████
Assessment and Research Analyst	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████	██████████
Assistant Project Manager for Division of Instruction	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████	██████████
Project Assistant	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████	██████████

Personnel	Percentage of Fringe Benefits x Benefits Cost					Total	In-kind
Superintendent	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Director of Human Resources	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Executive Director, Instructional Data Services	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Director of Professional Development	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Implementation site principals	[REDACTED]	0	0	0	0		[REDACTED]
JPEP peer evaluators	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0
Teacher benefit increases due to bonuses during stipend year: See Line 1 detail for assumptions on salary bonus allocations among staff.	0	[REDACTED]	0	0	0	[REDACTED]	[REDACTED]

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Personnel	Percentage of Fringe Benefits x Benefits Cost					Total	In-kind
<p>Teacher benefits costs resulting from performance-based teacher salaries under new JSC schedule: We assume roughly equal distribution among steps within tiers. Costs shown reflect projected total increases over what these teachers would receive in benefits based on the current Jeffco salary schedule; Jeffco will absorb these “base” fringe benefits costs throughout the project term.</p>							
<p>Tier 1, Step 1 The average cost for each teacher, including estimated cost of living increases, for benefits is [REDACTED]</p>	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0
<p>Tier 1, Step 2 The average cost for each teacher, including estimated cost of living increases, is [REDACTED]</p>	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0

Personnel	Percentage of Fringe Benefits x Benefits Cost				Total	In-kind	
Tier 1, Step 3 The average cost for each teacher, including estimated cost of living increases, is [REDACTED]	0	[REDACTED] (for 20.7 teachers at 6 schools)	[REDACTED] (for 20.7 teachers at 6 schools)	[REDACTED] (for 20.7 teachers at 6 schools)	[REDACTED] (for 20.7 teachers at 6 schools)	[REDACTED]	0
Tier 2, Step 1 The average cost for each teacher, including estimated cost of living increases, is [REDACTED]	0	[REDACTED] (for 57.6 Teachers at 6 schools)	\$4 [REDACTED] (for 57.6 Teachers at 6 schools)	\$ [REDACTED] (for 57.6 Teachers at 6 schools)	[REDACTED] (for 57.6 Teachers at 6 schools)	[REDACTED]	0
Tier 2, Step 2 The average cost for each teacher, including estimated cost of living increases, is \$ [REDACTED]	0	[REDACTED] Teachers at 6 schools)	[REDACTED] Teachers at 6 schools)	[REDACTED] Teachers at 6 schools)	[REDACTED] Teachers at 6 schools)	[REDACTED]	0
Tier 2, Step 3 The average cost for each teacher, including estimated cost of living increases, is [REDACTED]	0	[REDACTED] Teachers at 6 schools)	[REDACTED] Teachers at 6 schools)	[REDACTED] Teachers at 6 schools)	[REDACTED] Teachers at 6 schools)	[REDACTED]	0
Tier 3, Step 1 The average cost for each teacher, including estimated cost of living increases, is [REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]	[REDACTED]
[REDACTED] The average cost for each teacher, including estimated cost of living increases, is [REDACTED]	0	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]	0

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Personnel	Percentage of Fringe Benefits x Benefits Cost					Total	In-kind
Tier 3, Step 3 The average cost for each teacher, including estimated cost of living increases, is [REDACTED]	0	[REDACTED] (for 4.7 Teachers at 6 schools)	[REDACTED] (for 4.7 Teachers at 6 schools)	[REDACTED] (for 4.7 Teachers at 6 schools)	[REDACTED] (for 4.7 Teachers at 6 schools)	[REDACTED]	0
Teacher FTEs to allow for master teachers' release time	25% X [REDACTED] (for each of 18.3 positions)	100% X \$ [REDACTED] (for each of 18.3 positions)	100% X \$ [REDACTED] 18.3 positions)	100% X [REDACTED] (for each of 18.3 positions)	75% X [REDACTED] (for each of 18.3 positions)	[REDACTED]	\$ [REDACTED]
Teacher FTEs to allow for mentor teachers and other release time	25% X [REDACTED] (for each of 19.6 positions)	100% X \$ [REDACTED] (for each of 19.6 positions)	100% X \$15 [REDACTED] (for each of 19.6 positions)	100% X [REDACTED] 7 (for each of 19.6 positions)	75% X [REDACTED] 19.6 positions)	[REDACTED]	0
Benefits Principal Stipends for performance at pilot schools:	0	[REDACTED] X 6 Principals	[REDACTED] X 6 Principals	[REDACTED] 6 Principals	[REDACTED] X 6 Principals	[REDACTED]	0
Benefits for Assistant Principal Stipends for performance at pilot schools:		[REDACTED] X 10 Assistant Principals	[REDACTED] X 10 Assistant Principals	[REDACTED] X 10 Assistant Principals	[REDACTED] X 10 Assistant Principals	[REDACTED]	0

Jeffco Strategic Compensation: Evaluation Competition

Personnel	Percentage of Fringe Benefits x Benefits Cost					Total	In-kind
Teacher Salary 1% Increase In Control Schools - The basis of the calculation is [redacted] benefits each year for each new FTE and then the PERA amount for the year ranging from 16.75% up to 19.5%.	25% X 1% of [redacted] (for each of 204.7 positions)	100% X 1% of \$9,461 (for each [redacted] positions)	100% X 1% of \$9,971 (for each of [redacted] positions)	100% X 1% of \$10,466 (for each of [redacted] positions)	75% X 1% of \$11,125 ([redacted] positions)	[redacted]	0
Principal Salary 1% Increase In Control Schools - The basis of the calculation is [redacted] fixed benefits each year for each new FTE and then the PERA amount for the year ranging from 16.75% up to 19.5%.	25% X 1% of [redacted]0 (for each of 16 positions)	100% X 1% of [redacted] (for each of 16 positions)	100% X 1% of [redacted]8 (for each of 16 positions)	100% X 1% of [redacted] (for each of 16 positions)	75% X 1% of [redacted] (for each of 16 positions)	\$9,651	0
Peer Evaluator Training: Benefits based on \$1,150 per mentor in first year, [redacted] mentor in following years	[redacted] 100% X 19.56 X	[redacted] 100% X 19.56 X	[redacted] 100% X [redacted]	[redacted] 100% X 19.56 X	0	[redacted]	0
TOTAL BENEFITS	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

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Line 3: Travel

Purpose of Travel and Included Expenses	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<p>TIF Grantee Annual Meeting: This meeting is required by the Department for all TIF grantees. Average expenses include: [REDACTED]0 airfare, [REDACTED]ight accommodations (for each of 4 nights), [REDACTED] per diem (for each of 5 days), and [REDACTED] transportation costs.</p>	<p>[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]</p>	<p>[REDACTED]</p>				

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Purpose of Travel and Included Expenses	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<p>TIF Annual Topical Meeting: This meeting is required by the Department for all TIF grantees. Average expenses for each of two attendees include: [redacted]0 airfare, [redacted]/night accommodations (for each of 4 nights), [redacted] day per diem (for each of 5 days), and [redacted] local transportation costs.</p>	<p>[redacted] [redacted] [redacted] [redacted] [redacted] [redacted]</p>	<p>[redacted] [redacted] [redacted] [redacted] [redacted] [redacted]</p>	<p>[redacted] [redacted] [redacted] [redacted] [redacted] [redacted]</p>	<p>[redacted] [redacted] [redacted] [redacted] [redacted] [redacted]</p>	<p>[redacted] [redacted] [redacted] [redacted] [redacted] [redacted]</p>	<p>[redacted] [redacted]</p>
<p>Local ground transportation in Denver metro area for Project Manager and other project staff to attend meetings with the IC, stakeholders, consultants, and for other project business.</p>	<p>[redacted] [redacted] [redacted]</p>	<p>[redacted] [redacted] [redacted]</p>	<p>[redacted] [redacted] [redacted]</p>	<p>[redacted] [redacted] [redacted]</p>	<p>[redacted] [redacted] [redacted]</p>	<p>[redacted] [redacted]</p>

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Purpose of Travel and Included Expenses	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local ground transportation in Jefferson County for peer evaluators, mentor and master teachers to conduct evaluation observations in pilot sites.		██████████ ██████████	██████████ ██████████ ██████████	██████████ ██████████ ██████████	██████████ ██████████ ██████████	██████████
TOTAL TRAVEL	██████████	██████████	██████████	██████████	██████████	██████████

Line 4: Equipment

Consistent with Jeffco Public Schools’ district policies, “equipment” is defined as an item with a cost greater than \$5,000.

Item Description and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Other
A server will be needed to accommodate storage and analysis of linked student-teacher and student-principal data at the individual, team and school levels. The district will share space on one of their new servers, 1 ██████████	0	0	0	0	0	0	██████████

Line 5: Supplies

Jeffco Public Schools defines “supplies” as an item with a cost of less than [REDACTED] right, the “Total TIF” column shows TIF funds to be expended on each line item; the “Other Funds” column at far right indicates the total value of in-kind contributions or other non-TIF funds to be applied.

Item Description and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total TIF	Other Funds
<p>Laptop computers are needed for staff hires, including Project Manager and Project Assistant, who may frequently attend meetings outside their office spaces.</p>	[REDACTED]	0	0	0	0	[REDACTED]	0
<p>Desktop computers, including monitors and other peripherals, will be needed for 2 Assistant Project Managers and the JPEP Coordinator. ([REDACTED] Year 1)</p>	0	0	0	0	0	0	[REDACTED]

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Item Description and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total TIF	Other Funds
A color printer/fax is needed to accommodate printing needs of staff, which may include color materials for use in communications work in order to save printing costs. [REDACTED]	0	0	0	0	0	0	[REDACTED]
Desks and desk chairs are needed for Project Manager, Project Assistant, JPEP Coordinator, and 2 Assistant PMs. [REDACTED] in YR 1)	0	0	0	0	0	0	[REDACTED]
Filing cabinets and other office storage and shelving units are needed for Project Manager, Project Assistant, JPEP Coordinator, and 2 Assistant PMs. [REDACTED] YR 1)	0	0	0	0	0	0	[REDACTED]
Cellular phones will be needed for all dedicated project staff except the Project Assistant so that they may be “on call” at all times.	5 x [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]	0
Desk phones will be used to communicate with contractors, staff, principals, and teachers. [REDACTED] YR 1)	0	0	0	0	0	0	[REDACTED]

Jeffco Strategic Compensation: Evaluation Competition

Item Description and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total TIF	Other Funds
<p>Office supplies (e.g., paper, writing instruments) to conduct communications and other ongoing work for dedicated project staff and the IC. Copier and printing costs for outreach and communications materials related to the JSC plan .</p>	██████████	██████████	██████████	██████████	██████████	██████████	█
<p>Vanderbilt Assessment of Leadership in Education (VAL-ED) will be the central quantitative assessment measure – alongside school growth data – for principal evaluation under the JSC plan. Jeffco does not currently have access rights for this assessment.</p>	██████████ ██████████ █ ██████████	██████████ ██████████ █ ██████████	██████████ ██████████ █ ██████████	██████████ ██████████ █ ██████████	0	██████████	0
<p>Catering for meetings of the Consortium or IC</p>	██████████	██████████	██████████	██████████	██████████	██████████	0
<p>TOTAL SUPPLIES</p>	██████████	██████████	██████████	██████████	██████████	██████████	██████████

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Line 6: Contractual

Jeffco will contract with the external consultants below for the services indicated. More detail about their specific activities and timing are contained in the project management plan in Appendix F.

Purpose of Contract and Timing of Work	Year 1	Year 2	Year 3	Year 4	Year 5	Total
A communications consultant will coordinate outreach to local stakeholders regarding the TIF award and ACT, inform pilot schools about implementation and implications, and launch and maintain the project website. All activities will be ongoing over the project period, with costs slightly higher in Year 2 (to cover additional outreach for the initial implementation of JSC) and Year 4 (to cover efforts to garner new and traditional media coverage of preliminary results of JSC).	██████	██████	██████	██████	██████	██████
A cost modeling consultant finalizes models for the proposed design, and assists the Cost Modeling and Funding Sources Team (CMFST) in identifying prospective funding sources.	\$██████	██████	██████	██████	██████	██████
An evaluation consultant will conduct data collection for the evaluation and submit quarterly formative reports, as well as a final summative report.	██████	██████	██████	██████	██████	██████

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Purpose of Contract and Timing of Work	Year 1	Year 2	Year 3	Year 4	Year 5	Total
A facilitation consultant will convene and facilitate the quarterly meetings of the Denver Metro Area Alternative Compensation Consortium, including coordination of ongoing common study and evaluation and production of related reports or briefs. Consultant will also provide related support to Project Manager and IC at monthly IC meetings.	██████████	██████████	██████████	██████████	██████████	██████████
PROJECT TOTAL	██████████	██████████	██████████	██████████	██████████	██████████

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Line 7: Construction

Not applicable to this proposal.

Line 8: Other

None.

Line 9: Total Direct Costs

Please reference Part 2, Form ED 524, of the application for a summary of year-by-year total direct costs for the project. The total Direct Costs for this project ██████████.

Line 10: Indirect Costs

Indirect costs are calculated at a rate of 4.63% for each project year, [REDACTED] over the five project years. Jeffco will not be charging indirect costs to the TIF grant, but will instead offer these as part of its in-kind contribution towards the project beginning in Year 1. Please reference Part 2, Form ED 524, of the application for a year-by-year summary of total indirect costs for the project. Jeffco’s indirect cost agreement letter may be found in the Other Attachments section of this application.

Line 11: Training Stipends

Not applicable.

Line 12: Total Costs

Please reference Part 2, Form ED 524, of the application for a summary of the total year-by-year costs for the project. The total requested costs (direct + indirect) [REDACTED]. Jeffco’s in-kind contribution to this project, or funding from other sources, total [REDACTED] or a Project Total of [REDACTED]