**Monitoring Report: Outstanding Educators and Staff**
*Report Date: March 28, 2023*

## I.     Overview

Board of Education Ends - Outstanding Educators and Staff

- Quality educators and staff have been recruited, developed, supported, retained and celebrated.
- A positive, growth-oriented performance assessment system has been identified, adopted, and implemented.
- Research-based professional development opportunities are consistently provided, reflect best practices, allow for innovation, and promote lifelong learning.
- Communication between and among students, parents, community, educators and staff is frequent, collaborative, and helpful.
- Educators and staff are valued and given multiple opportunities for their voices to be heard.

Associated Executive Limitations:
- EL-11: Staff Treatment
- EL-12: Staff Compensation
- EL-13: Staff Evaluation

## II.    Board of Education Ends Monitoring

**Policy End: (II-A) -** Quality educators and staff have been recruited, developed, supported, retained and celebrated.

**Interpretation:**  We have interpreted "Quality educators and staff have been recruited, developed, supported, retained and celebrated" to mean we have established partnerships to access candidate pipelines, effective and responsive systems for onboarding and ongoing professional development, and a supportive work environment that values educators and staff.

**Evidence** -
   a. **Teacher Induction** - DCSD implements a Colorado Department of Education (CDE) approved Induction program for all new licensed staff.  (Current participation - High School: 165; Middle School: 93;  Elementary School: 340; Total: 598)

   b. **Classified Mentor Program** - DCSD implements a Classified Mentor Program that assigns Mentors to assist in the on-boarding of new classified employees and provide two-way communication to and from the District for all classified staff. (Current participation - 66 Mentors representing 18 different job profiles from 57 schools and 9 departments supporting 1871 classified staff members

   c. **Student Teacher Mentor Program** - DCSD implements a Student Teacher Mentor Program to train and support teachers that are mentors for student teachers.  (Current participation - 37 student teachers supported by 46 mentors)

   d. **Leadership Institute** - DCSD offers an opportunity for administrators and professional technical staff to expand their leadership knowledge and skills.  This program focuses on leadership knowledge, skills, and tools development for leaders of all work groups.  (Current participation - 22 staff from 12 departments)

   e. **Recruitment** - DCSD recruits year round both in and out of state.  We explore recruitment trends from out of state hires as part of our continuing to build and strengthen candidate pipelines.  We secure hires from our own cadet programs (currently 40), student teachers, and through direct recruitment fairs at universities and consortium fairs nationwide.  University diversity designations including Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) and Hispanic Serving Institutions (HSI) are also part of our consideration of job fair selections in addition to strong teacher preparation

programs (Ex: Vanderbilt) and hiring trends (Ex: IL and TX).  DCSD also partners with education organizations for methods in addressing candidate shortages and building pipelines for recruitment.These organizations include: American Association for School Personnel Administrators (AASPA), Colorado Association for School Personnel Administrators (CASPA), Colorado Association of School Executives (CASE), American Association for Employment in Education (AAEE).

f.  **Appreciation**  - DCSD provides opportunities for staff to be celebrated and to offer positive work environments.
    - *Staff Spotlights (newsletters)*
    - *Employee Rock Star Awards program*
    - *Apple Awards (Foundation for Douglas County Schools)*
    - *Staff Wellness Offerings*
    - *Employee Appreciation Days/Weeks (School Counselors, School Resource Officers, School Librarians, Teachers, Principals, Assistant Principals, School Nurses, Custodians, Occupational Therapists, Kitchen Workers, All Staff Appreciation Week, etc.)*
    - *Retirement Ceremony*

g.  **Retention Strategies** - DCSD explores and implements creative ways to retain staff.
    - September 13, 2022 - Turnover and Hiring Report
    - January 10, 2023 - Retention Strategies
    - February 28, 2023 - HR Updates

Preliminary Returning Staff Data (Staff counts effective June 30,2022)

Staff from 21-22          8,781
Returning Staff          7,333 (**92% retention**)
Staff from 22-23          8,893

| Job Family | # of Employees |
| --- | --- |
| Administrative | 212 |
| Classified | 2,831 |
| Licensed | 3,995 |
| Professional | 252 |

| | |
|---|---|
| Technical | 43 |
| **Grand Total** | **7,333** |

Excludes - Charter Employees, Temporary Employees and Terminations

h. [**Grow Our Own Initiatives**](#) - DCSD has created pipelines to develop and grow our own educators.
   - DCSD staff has submitted an application to CDE to be authorized as a designated agency to offer [alternative licensure](#) in DCSD.  If approved, the program will start in the fall of 2023.
   - DCSD is partnering with the University of Colorado Denver to develop and implement a Teacher Cadet program at the Legacy Campus.  Students will start in the Fall of 2023.

i. **District Supports** - DCSD's building leaders responded more favorably on the District Supports construct of the TLCC as compared to the previous state-wide administration (2020).

| Construct | DCSD 2022 | State 2022 | Difference |
|---|---|---|---|
| District Supports* | **81%** | 79%% | 2% |

*Questions for this section were unique to building leaders

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**Policy End: (II-B) -** A positive, growth-oriented performance assessment system has been identified, adopted, and implemented.

**Interpretation:** We have interpreted "A positive, growth-oriented performance assessment system has been identified, adopted, and implemented" to mean that we have adopted an evaluation system that is based on best practices and meets state expectations.

**Evidence -**
   a. **Educator Evaluation [Assurances](#)** - The DCSD educator evaluation system has met or exceeded CDE requirements for educator evaluation systems.  According to the Colorado Board of Education rules ([1 CCR 301-87](#)), locally written (or unique) evaluation systems must meet, and can exceed, the requirements for evaluations systems set forth within the rules.

| Educator Evaluation | Evaluation Assurances Submission | Colorado Department of Education - Unique Model Submission Feedback |
|---|---|---|

| | Meets | District's unique model for educator evaluation was found to be in alignment with the state model evaluation system. |
|---|---|---|

b. **CITE and LEAD Focus Groups** - DCSD has implemented a locally developed unique evaluation system, called Continuous Improvement of Teacher Effectiveness (CITE), for all licensed employee groups (teacher, Special Service Provider (SSP), and principal). The system is continuously evaluated by staff in order to increase the fidelity of implementation and improve the evaluation system. The main vehicle for staff engagement in the continuous improvement process is through the various focus groups made up of licensed practitioners in DCSD. Focus groups are primarily responsible for evaluating, revising, and/or creating rubrics for use in DCSD's unique evaluation system, as well as gathering periodic feedback from staff.

For 2022 - 2023, there are 5 rubrics in the revision and design process. If approved, they will be used beginning the 2023-2024 school year:

- Mental Health: Psychologist/Social Worker
- Occupational Therapist
- Speech Language Pathologist
- Teacher of the Visually Impaired
- Child Find Assessment Professional

c. **Advisory Personnel Performance Evaluation Council (DAC)** - The council has provided feedback and input on the development and approval of evaluation rubrics. Prior to being submitted to the Board of Education for approval, the DAC will make recommendations for the rubrics.

**Compliant**

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**Policy End: (II-C) -** Research-based professional development opportunities are consistently provided, reflect best practices, allow for innovation, and promote lifelong learning.

**Interpretation:** We have interpreted "Research-based professional development opportunities are consistently provided, reflect best practices, allow for innovation, and promote lifelong learning" to mean that professional development needs are met to improve outcomes for all students.

**Evidence** -

a. **[Teaching & Learning Conditions Colorado](#) (2022) -** Staff would respond favorably to questions within the Professional Development Construct on the TLCC survey.

| Construct - Professional Development | DCSD 2022 | State 2022 | Difference |
|---|---|---|---|
| **Professional Development (Overall)** | **75%** | 66% | 9% |
| The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices. | **79%** | 71% | 8% |
| Professional learning opportunities are personalized and aligned to teachers' needs and strengths. | **71%** | 59% | 12% |
| The effectiveness of professional development is assessed regularly. | **70%** | 55% | 15% |
| Professional learning opportunities (e.g., instructional coaching, PLCs, training) improve instruction in this school. | **80%** | 72% | 8% |
| Teachers and support personnel receive ongoing support and coaching to improve their practice. | **76%** | 67% | 9% |
| Teachers receive adequate professional development to effectively use student data (e.g., assessments, surveys). | **77%** | 71% | 6% |
| Teachers and support personnel receive adequate professional development to support their students' social and emotional learning. | **80%** | 67% | 13% |
| Professional learning opportunities are reinforced through coaching (e.g., knowledge building over time). | **72%** | 64% | 8% |
| Support personnel are able to participate in the professional development that is offered. | **90%** | 84% | 6% |
| Support personnel are appropriately compensated for professional development. | **55%** | 61% | -6% |
| Support personnel feel that their employer invests in their career. | **66%** | 63% | 3% |
| Support personnel receive adequate professional development to carry out their job responsibilities. | **86%** | 77% | 9% |

b. **Aligned Professional Development** - DCSD provides a variety of professional development (PD) opportunities aligned with district goals and focus areas (Literacy, Data-driven Professional Learning Communities, and Essential Skills

for Success).  These [opportunities](#) include embedded staff development, host classrooms, peer observations, lesson studies, vendor provided PD, office hours and district lead PD sessions.

c. **Calendar** - DCSD created an academic [calendar](#) that includes additional time during the school year and in the summer for staff to participate in professional development.
   - New Teacher Orientation (750 participants) - August 1 and 2
   - Professional Days - August 3, September 23, October 31, February 17, and April 24
   - Teacher Work Days - August 4, August 5, December 22, January 9 and May 26
   - Summer Summit (350 participants) - May 31, June 1, July 26, July 27 and July 28

d. **School-level Coaching and Support** - Professional Learning Specialists (PLS) are provided learning opportunities throughout the year to support their role as an instructional coach at their respective schools.

   [Focus Areas](#) for 2022 - 2023 - Literacy, Math, Data-Driven Professional Learning Communities

**Compliant**

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**Policy End: (II-D) -** Communication between and among students, parents, community, educators and staff is frequent, collaborative, and helpful.

**Interpretation:** We have interpreted "Communication between and among students, parents, community, educators and staff is frequent, collaborative, and helpful" to mean we have systems in place to provide timely, transparent communications and established two-way feedback mechanisms.

**Evidence** -
a. **DCSD Communications** - DCSD staff provides consistent communications through a variety of avenues.
   - *[Week in Review](#)* *(weekly)*
   - *[Across the Board](#)* *(Board Meeting Summaries) (twice a month)*
   - *[DCSD News](#)* *(monthly - to families)*
   - *[Insights Newsletter](#)* *(monthly - to staff)*
   - *Superintendent Updates (as needed, generally at least monthly)*

- *[Emergency Communications](weather closures, delays, school security posture change, etc. as needed)* — rendered as: *Emergency Communications (weather closures, delays, school security posture change, etc. as needed)*
- *Parent University*
- *DCSD Website/Mobile App*
- *Social Media Channels (Facebook, LinkedIN, Twitter, Instagram)*
- *Comcast Channel 54 / Live Streaming*
- *Earned Media*
- *DCSD Lunch & Learn Series*
- *Revisions to Policy KE*
- *Weekly or Bi-weekly Updates and Newsletters (Principal Notes, Special Education Notes, Teacher Notes, PLS Notes, Business Office Bulletin, English Language Development Newsletter, Gifted Education Newsletter, Management Seminar Newsletter)*

b. **Feedback** - DCSD provides consistent and frequent opportunities to gather feedback.
- *Teacher Connect*
- *Employee Council*
- *Equity Advisory Council*
- *Douglas County Special Education Advisory Committee*
- *Douglas County Gifted Education Advisory Council*
- *Douglas County Safety and Security Committee*
- *DCSD Board Committees - District Accountability Committee, Fiscal Oversight Committee, Long Range Planning Committee, and Student Advisory Group*
- *District Leadership Team Meetings*
- *Principal Meetings: Level Principal, Regional Principal, Assistant Principal/Dean, Activities and Athletic Director, and New Leader*
- *Superintendent Town Halls*
- *Special Education Talks and Parent Engagement Events*
- *Surveys*

c. **Listening/Two-Way Communication** - DCSD utilizes a variety of mechanisms to engage in two-way communication
- *Website feedback form*
- *Social media private messages/comments*
- *Phone calls and emails*
- *Let's Talk Forms (Transportation and I.T.)*
- *Special Education Talks and Parent Engagement Events*
- *Conexion*

- *[Gifted Education](#)*

**Compliant**

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**Policy End: (II-E) -** Educators and staff are valued and given multiple opportunities for their voices to be heard.

**Interpretation:** We have interpreted "Educators and staff are valued and given multiple opportunities for their voices to be heard" to mean we have systems in place to provide timely, transparent communications and established two-way feedback mechanisms.

**Evidence** -
a. **Appreciation** - DCSD provides opportunities for staff to be acknowledged and to offer positive work environments.
   - *Staff Spotlights (newsletters)*
   - *[Employee Rock Star](#) Awards program*
   - *[Apple Awards](#) (Foundation for Douglas County Schools)*
   - *[Staff Wellness](#) Offerings*
   - *Employee Appreciation Days/Weeks (School Counselors, School Resource Officers, School Librarians, Teachers, Principals, Assistant Principals, School Nurses, Custodians, Occupational Therapists, Kitchen Workers, All Staff Appreciation Week, etc.)*
   - *Retirement Ceremony*

b. **Feedback** - DCSD provides consistent and frequent opportunities to gather feedback from educators and staff.
   - *Teacher Connect*
   - *[Employee Council](#)*
   - *[Equity Advisory Council](#)*
   - *[DCSD Board Committees](#) - District Accountability Committee, Fiscal Oversight Committee, Long Range Planning Committee, and Student Advisory Group*
   - *Superintendent Town Halls*
   - *Surveys*
   - *Direct communication (emails, phone calls, face-to-face meetings)*

c. **Climate and Culture** - DCSD is implementing initiatives that promote a positive climate and culture.
   - DCSD will be starting a pilot program to provide free school lunches for all employees.

- DCSD will be enhancing workspaces in our transportation, operations and maintenance departments.
- DCSD will be offering an employee discount of 20% who use our BASE programs.

**Compliant**

## III. Executive Limitations Monitoring

| EL-11: Staff Treatment | |
|---|---|
| EL-11: Staff Treatment - With respect to treatment of staff, the Superintendent will promote practices so that working conditions, procedures, or actions supported or taken by the district's administration are lawful, ethical, safe, dignified, and in compliance with Board policy. | |
| Interpretation:  The Superintendent will clearly communicate employee expectations and rights, have procedures in place for staff grievances, and promote a positive atmosphere that allows for mistakes and growth. | |
| **Measure** | **Status** |
| **Teaching & Learning Conditions Colorado Survey** - The Teaching and Learning Conditions in Colorado (TLCC) Survey provides data to schools, districts, and the state about whether educators have the supportive school environment necessary to remain working and be successful with students. | **Compliant** |
| **DCSD Employee Guide** - DCSD's guide for employees to understand benefits, programs, expectations and rights. | **Compliant** |
| **Superintendent Climate and Culture Norms:**<br>        Presume Positive Intent<br>        Exude and Expect Optimism<br>        Address Concerns the Right Way<br>        Create a Culture of Safe Mistakes<br>        Communicate Kindly and Respectfully<br><br>These norms were shared with all staff via livestream at the beginning of the school year and have been built into district leadership meetings and professional development. | **Compliant** |

| EL-12: Staff Compensation | |
|---|---|
| EL-12: Staff Compensation - With respect to employment compensation and benefits for employees, the Superintendent shall promote a compensation and benefits plan that furthers the fiscal integrity of the district. | |
| Interpretation: The Superintendent maximizes resources to compensate staff. | |
| **Measure** | **Status** |

| | |
|---|---|
| DCSD salary schedules were updated for the 2022-2023 school year and the 2023-2024 school year.<br>2023-24 Licensed Salary Schedule<br>DCSD 2022-2023 Licensed Salary Guide<br>2022-23 Additional Pay Compensation Schedules A & B<br>2022-23 Salary Schedule - School Admin<br>2022-23 Licensed Salary Schedule<br>2022-23 ProTech Salary Schedule<br>Licensed Position Classification<br>2022-23 Salary Schedule - Classified<br>2022-23 Salary Schedule - BASE | **Compliant** |
| DCSD Benefits Program was updated for the 2022 - 2023 school year. Benefits website<br>2022 - 2023 DCSD Benefits Guide | **Compliant** |
| Board of Education Presentations - Compensation and Benefits<br>March 8, 2022<br>August 9, 2022<br>August 23, 2022<br>January 10, 2023<br>February 28, 2023 (2023-2024 Salary schedules) | **Compliant** |

| **EL-13: Staff Evaluation** | |
|---|---|
| EL-11: Staff Evaluation - With respect to evaluation of employees, the Superintendent shall further the development and implementation of an evaluation system that links employee performance with the district's mission statement and belief system, complies with state law, and measures employee performance consistent with achieving the Board's Ends policies | |
| Interpretation:  The Superintendent will implement an evaluation system that is aligned to best practices and meets or exceeds state expectations. | |
| **Measure** | **Status** |
| **Educator Evaluation Assurances** - The DCSD educator evaluation system has met or exceeded CDE requirements for educator evaluation systems. | **Compliant** |
| **Advisory Personnel Performance Evaluation Council (DAC)** - The council provided feedback and input on the development and approval of evaluation rubrics. | **Compliant** |
| **CITE and LEAD Focus Groups -** Focus groups were primarily responsible for evaluating, revising, and/or creating rubrics for use in DCSD's unique evaluation system, as well as gathering periodic feedback from staff | **Compliant** |

Appendix A - Focus Group Meetings

| CITE Focus Group | Special Service Providers Focus Group | LEAD Focus Group |
|---|---|---|
| Membership is open to all licensed teacher positions including classroom, specials/electives, interventionist, mild/moderate special education, center-based special education. Principals, assistant principals and deans are welcome to participate. | Membership is open to all licensed SSP positions including audiologist, counselor, nurse, psychologist, social worker, speech language pathologist, occupational therapist, and orientation and mobility specialist. Department leads and coordinators are welcome to participate. | Membership is open to all principals, assistant principals and deans. EDOS and district level leaders are welcome to participate. |
| **Meeting Dates:**<br>9.29.22<br>10.25.22<br>11.15.22<br>2.2.23<br>3.23.23<br>4.27.23<br>5.18.23 | **Meeting Dates:**<br>9.15.22<br>10.6.22<br>11.3.22<br>12.1.22<br>1.10.23<br>2.2.23<br>3.2.23<br>4.6.23<br>5.4.23 | **Meeting Dates*:**<br>9.7.22<br>1.24.23<br>3.8.23<br>4.4.23<br>5.2.23<br><br>*Note: The LEAD Focus Group met on an as needed basis this year. |

Appendix B - District Level sessions aligned to Literacy/PLC for Certified Staff and Admin

Literacy Sessions for Certified Staff/Admin (191 sessions, 85 Locations, 1003 Participants, 2232 Participations)

Benchmark Advance Read to Self & Read to Others - Independent Student Work Ideas
Benchmark Advance Trainer of Trainers Writing & Conferring
Benchmark Advance Word Work - Independent Work Ideas
Benchmark Advance Writing - Student Work Ideas
Benchmark Assessment & Small Group Instruction
Benchmark Assessment & Small Group Instruction & GT
Benchmark Grade Level Colleague Coffee Chats
Benchmark Grade Level Training August 3-4, 2022
Benchmark Grade Level Training October 31, 2022
Benchmark Intervention Kit Training
Benchmark Phonics Intervention
Benchmark Phonics Intervention & GT
Benchmark Workshop Trainer of Trainers Writing & Conferring
Celebrating Literacy & Community: Lessons & Activities for DCSD's One Book, One District Program
Clarifying PLOs with a Focus on Rigor and the Domains of Literacy
CommonLit FAQ for Middle and High Schools
Comprehensive Literacy Instruction for Beginning Readers and Writers by Dr. Caroline Musselwhite
Elementary Core Reading: Benchmark Assessment
Elementary Core Reading: Benchmark Digital Tools
Elementary Core Reading: Wonders
Elementary Core Reading: Wonders Assessments
Elementary Core Reading: Wonders Digital Tools
Elementary Literacy Assessment in DCSD
Elementary Literacy in DCSD - Benchmark Advanced
Elementary Literacy in DCSD - Benchmark For Kindergarten Teachers
Elementary Literacy in DCSD - Benchmark Workshop
Elementary Literacy in DCSD - Wonders
Helping Students Read in Your Content Area
Helping Support Students on READ Plans
Integrating Play into the Core Reading Programs
iReady Early Reading Tasks - Deep Dive
iReady Literacy Tasks: Early Reading Tasks and Passage Reading Fluency
iReady Oral Reading
Moving Readers Above and Beyond 4th -12th
Moving Readers Forward 4th -12th Abbreviated
Moving Readers Forward 4th -12th Comprehensive
Moving Readers Forward: An Overview of the Science of Reading
Moving Readers Forward: Comprehension Strategies
Moving Readers Forward: Vocabulary Instruction
Overview of Elementary Reading Assessment in DCSD
READ Contact Year Long Training
READ Plan Basics for Teachers
READ180 & System 44: Getting Started
READ180 & System 44: How to Get the Most Growth
READ180 & System 44 Professional Learning Modules
READ180 Specific Topics & Q/A (Face to Face)
READ180 Specific Topics & Q/A (Self-Paced)
Readtopia Pilot Schools - How to Manage Small Groups and Interactive Shared Reading
Secondary Literacy Assessment in DCSD
Wonders Assessment & Small Group Instruction
Wonders Grade Level Sessions
Wonders Grade Level Training August 3-4, 2022
Wonders Specialist Session
WonderWorks Overview
WonderWorks Follow-Up

PLC Sessions for Certified Staff/Admin (24 sessions, 71 Locations, 612 Participants, 732 Participations)

Clarifying PLOs with a Focus on Rigor and the Domains of Literacy
Developing Common Formative Assessments
Engaging Staff and Building Knowledge Around Gifted Through PLCs
Facilitating Collaborative Teams
Increase Your Emotional Intelligence to Support Collaborative Teams
iReady Standards Mastery for Teachers
Leveraging Global PD to Support PLCs in your Building
PLCs: Laying the Foundation
Reflecting on our District Level Data Story to Inform our Next Steps with DCSD PLOs
Setting Goals to Support Collaborative Teams
Tips and Tricks for Supporting Collaborative Teams
Unpacking Learning Targets
Using Canvas to Support Professional Learning Communities
Using PLC Structures to Provide Behavior Supports Utilizing Your MTSS Structures

Appendix C - Professional Learning Specialists and Coaching Meeting Sessions

Literacy Sessions for PLS

Benchmark Q & A
Wonders  Q&A
Elementary Reading Assessment
Making Sense of our District's Literacy Data
Benchmark: Building Common Understanding
Wonders: Building Common Understanding
Exploring the Domains of Literacy
Passage Reading (Fluency) and Early Literacy Tasks
Supporting Student Success with College Board Resources
Maximizing iReady Data to Support Small Group Instruction within your Core Program
Next Steps with Wonders  & Benchmark
K-12 Writing with the 2020 CAS Standards in Mind
READ Act Support Session
Implementing Close Reading Routines to Support Comprehension of Complex Texts
Benchmark Workshop Writing/Conferring Updates

PLC Sessions for PLS

Preparing for Facilitating Collaborative Teams
Disciplinary Literacy & the DCSD PLOs
Road Map to PLCs:  Assessing Readiness and Planning Next Steps for Your School
Using i-Ready to Monitor School Goals
Protocol for Digging into Instructional Focus Areas with Staff
MTSS Systems to Support Academic and Behavior Interventions
MTSS Laying the Foundation
Student Work Dialogues
Reflecting on PLC Tiers of Instruction, K-12
Continuing Our Data Story: i-Ready MOY and  PSAT/NMSQT
Coaching Matters: Planning Map for Individuals & PLC Groups

Math Session for PLS

Math Language Routines that Empower Students
Math: Promoting Student Discourse, K-12