

Human Resources Updates Effective & Engaged Staff


Priority 3 – Retention & 5 Essentials

Priority 4 – Professional Practice


10/2/2017

Priority 3 - Retention Rate

Definition: Rate at which employees remain / stay in the district (“Stayers”)

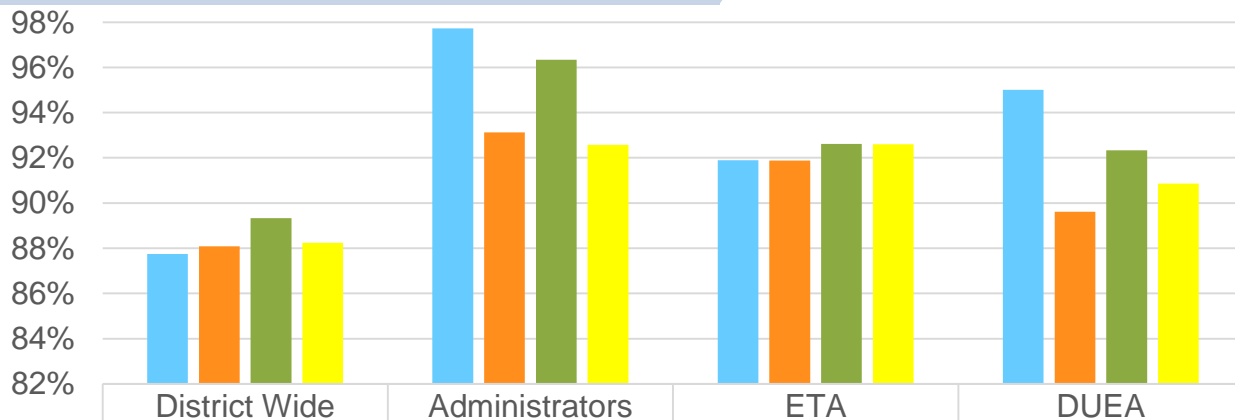

Formula =

$$\frac{\text{Number of employees who remain employed for the entire measurement period}}{\text{Number of employees at start of the measurement period}} \times 100$$

- 
 Measurement period is a data snapshot at the end of each school year. This analysis includes both full-time and part-time employees. Seasonal/temporary employees are not included in this report. (e.g. summer workers, coaches, substitutes, and retirees)

Retention Rate – Annual

Priority 3 Metric

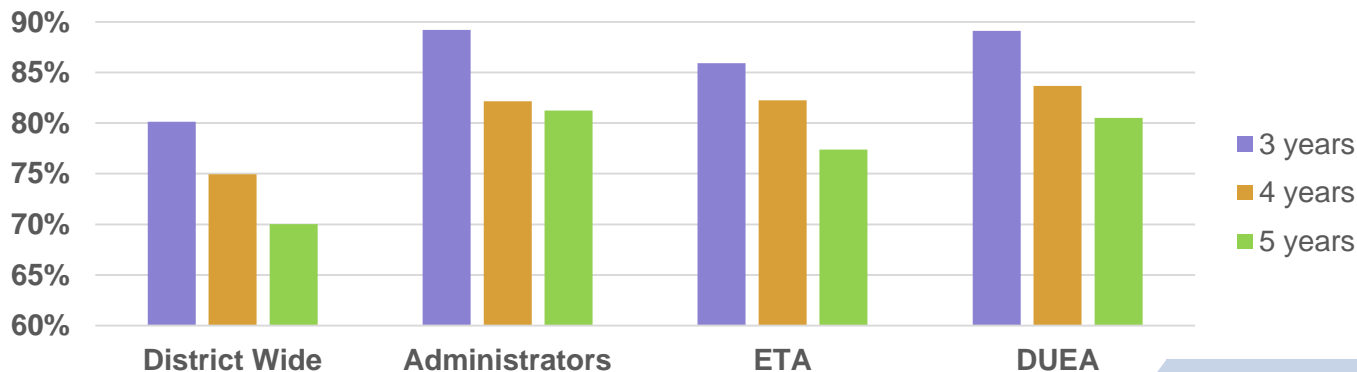


■ 2013-2014	87.74%	97.73%	91.90%	95.01%
■ 2014-2015	88.08%	93.12%	91.88%	89.62%
■ 2015-2016	89.33%	96.34%	92.61%	92.34%
■ 2016-2017	88.24%	92.57%	92.60%	90.86%

<u>4 Years Avg.</u>	88.34%	94.94%	92.24%	91.96%
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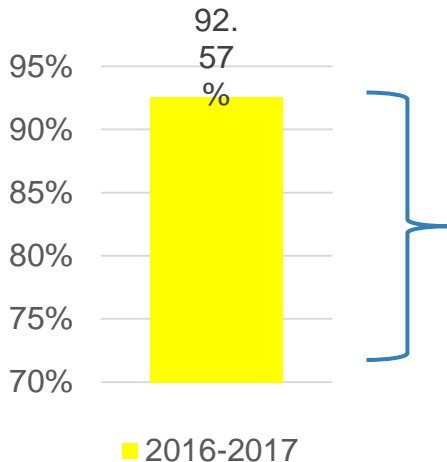
Retention Rate – Over Time

School year	3 years 2012-13 to 2014-15	4 years 2012-13 to 2015-16	5 years 2012-13 to 2016-17
District Wide	80.12%	74.95%	70.03%
Administrators	89.20%	82.16%	81.25%
ETA	85.91%	82.24%	77.37%
DUEA	89.12%	83.67%	80.50%



Retention vs. Evaluation

Administrators

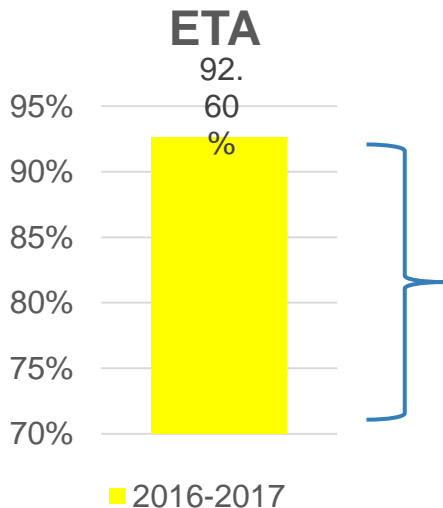


Evaluation Rating	Headcount	%
Exceeds Expectations	135	72.19%
Proficient	49	26.20%
Needs Improvement	3	1.60%
Unsatisfactory	0	0.00%
Not Started / Incomplete	0	0.00%
Grand Total	187	100.00%

Overall – Administrator Group 2016-2017

Rated Proficient or Higher = 98.39 %

Retention vs. Evaluation

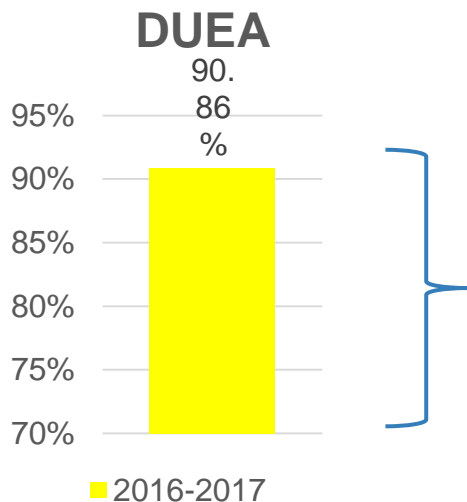


Evaluation Rating	Headcount	%
Exceeds Expectations	1326	58.85%
Proficient	893	39.64%
Needs Improvement	28	1.24%
Unsatisfactory	0	0.00%
Not Started / Incomplete	6	0.27%
Grand Total	2253	100.00%

Overall – ETA Group 2016-2017

Rated Proficient or Higher = 98.49 %

Retention vs. Evaluation



Evaluation Rating	Headcount	%
Exceeds Expectations	371	71.76%
Proficient	86	16.63%
Needs Improvement	9	1.74%
Unsatisfactory	4	0.77%
Not Started / Incomplete	47	9.09%
Grand Total	517	100.00%

Overall – DUEA Group 2016-2017

Rated Proficient or Higher = 88.39 %

Summary: Retention

- District wide – the annual retention rate is constant, with an average over 4 years of approx. 88 %.
- Administrator, Teachers (ETA), Para educator (DUEA) groups also show a similar pattern (within 5 %).
- District wide – Retention is trending downward across the board. This trend is in part a result of low retention rate from some Non-Union positions (e.g. Noon Hour Supervisor, Interventionist, etc.).
- Overall, current available data demonstrates a consistent [positive] correlation between retention and evaluations rated proficient or above for the Administrator, Teacher (ETA), and Para Educator (DUEA) groups (school year 2016-2017).

Effective & Engaged Staff – Priority 3

5 Essentials Survey

Metric: Increase the percentage of staff who rate principals as highly effective in creating a strong school culture

Definition: Increase annually by 4 scale points the rating of schools that communicate a clear vision as measured by the 5Essentials Survey

Essential	Actual 2015	Actual 2016	Goal 2017	Actual 2017	Goal 2018	Goal 2019	Goal 2020
Instructional Leadership	Average Implementation 46	Less Implementation 35	Average Implementation 54	Less Implementation 37	58	62	66

Effective Leadership

Teachers report that a member of the school improvement team

- knows what is going on in their classroom
- provides them with useful feedback to improve their teaching
- has provided them with the support they need to improve their teaching
- presses teachers to implement what they have learned in professional development
- communicates a clear vision for their school
- makes clear to the staff the leadership's expectation for meeting instructional goal

Effective & Engaged Staff – Priority 4

5 Essentials Survey

Metric: Increase the percentage of teachers who agree that their professional development is rigorous and focused on student learning

Definition: Increase annually by 4 scale points the rating of schools that communicate a clear vision as measured by the 5Essentials Survey

Essential	Actual 2015	Actual 2016	Goal 2017	Actual 2017	Goal 2018	Goal 2019	Goal 2020
Quality of Professional Development	Average Implementation 46	Average Implementation 54	Average Implementation 54	Average Implementation 54	58	62	66
Collaborative Teachers							
Teachers report that professional development this year has							
• included opportunities to work productively with teachers from other schools							
• included enough time to think carefully about, try, and evaluate new ideas							
• been sustained and coherently focused, rather than short-term and unrelated							
• included opportunities to work productively with colleagues in my school							
• been closely connected to my school's improvement plan							

Effective & Engaged Staff

Teacher Appraisal

Priority 4

- We will encourage collaboration and provide differentiated support to all staff members to grow as professionals throughout their career.

Metric:

- Increase the percentage of teachers and school leaders who perceive the evaluation process as improving their professional practice.

Frameworks for Teachers

Teacher

COMPONENTS OF PROFESSIONAL PRACTICE

DOMAIN 1: PLANNING AND PREPARATION

- 1a: **Demonstrating Knowledge of Content & Pedagogy**
 - Knowledge of content and the structure of the discipline
 - Knowledge of prerequisite relationships
 - Knowledge of content related pedagogy
- 1b: **Demonstrating Knowledge of Students**
 - Knowledge of child and adolescent development
 - Knowledge of the learning process
 - Knowledge of students' skills, knowledge, language proficiency
 - Knowledge of students' interests and cultural heritage
 - Knowledge of students' special needs
- 1c: **Setting Instructional Outcomes**
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse learners
- 1d: **Demonstrating Knowledge of Resources**
 - Resources for classroom use
 - Resources to extend content knowledge and pedagogy
 - Resources for students
- 1e: **Designing Coherent Instruction**
 - Learning Activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f: **Designing Student Assessments**
 - Congruence with instructional outcomes
 - Criteria and standards
 - Design of formative assessments
 - Use for planning

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a: **Reflection on Teaching**
 - Accuracy
 - Use in future teaching
- 4b: **Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning
 - Non instructional records
- 4c: **Communicating with Families**
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
- 4d: **Participating in a Professional Learning Community**
 - Relationships with colleagues
 - Involvement in a culture of professional inquiry
 - Service to the school
 - Participation in school and district projects
- 4e: **Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues
 - Service to the profession
- 4f: **Showing Professionalism**
 - Integrity and ethical conduct
 - Service to students
 - Advocacy
 - Decision making
 - Compliance with school and district regulations

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a: **Creating an Environment of Respect and Rapport**
 - Teacher interaction with students
 - Student interactions with other students
- 2b: **Establishing a Culture for Learning**
 - Importance of the content
 - Expectations for learning and achievement
 - Student pride in work
- 2c: **Managing Classroom Procedures**
 - Management of Instructional Groups
 - Management of transitions
 - Management of materials and supplies
 - Performance of non instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d: **Managing Student Behavior**
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- 2e: **Organizing Physical Space**
 - Safety and accessibility
 - Arrangement of furniture and use of physical resources

DOMAIN 3: INSTRUCTION

- 3a: **Communicating with Students**
 - Expectations for learning
 - Directions and procedures
 - Explanations of content
 - Use of oral and written language
- 3b: **Using Questioning and Discussion Techniques**
 - Quality of questions
 - Discussion techniques
 - Student participation
- 3c: **Engaging Students in Learning**
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- 3d: **Using Assessment in Instruction**
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring of progress
- 3e: **Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to students
 - Persistence

- Domain 1 – Planning and Preparation
- Domain 2 – The Classroom Environment
- Domain 3 – Instruction
- Domain 4 - Professional Responsibilities
- 22 Components/Teachers
- **11 – Specialized Frameworks:

➤ **Teachers, School Psych, School Nurse (CSN), Diagnostician, Itinerant, Instructional Mentor, Instructional Coach, Speech Lang Path, School Social Worker, School Counselor, Library/Media Specialist

Teacher Appraisal Plan Survey

Spring 2017

➤ Number of responses

	2013	2014	2015	2016	2017
Teachers	704	815	608	595	815
Appraisers	51	63	79	82	98

Increase the percentage of teachers and school leaders who perceive the evaluation process as improving their professional practice.

“The appraisal process strengthened my skills and knowledge in Domains 1, 2, 3, & 4.” *TAP Survey question*

	2015-2016 (Baseline) (responses related to D1, D2, D3 only)	2016-2017	2017-2018	2018-2019	2019-2020
Target		82%	83%	84%	85%
Actual	81%	81%			

Summary: Effective and Engaged Staff

- Increase annually the retention rate for employees who rate proficient or higher as measured on their employee evaluations.

District wide – the annual retention rate is constant, with an average over 4 years of approx. 88 %.

- Increase annually the rating of the appraisal process as improving professional practice as measured by the responses on the questions related to the Framework for Teaching Domains 1,2,3 and 4.

“The appraisal process strengthened my skills and knowledge in Domains 1, 2, 3, & 4.”

Metric 16/17 = 81% TAP Survey question –

- The presented metrics outline the 5 year cycle with baseline information about retention, communicating a clear vision, professional development and professional practice supporting the Districts strategic plan supporting Priorities 3 & 4.