Administrator Kick-Off

Welcome & Charge for the Year

7.19.18

Jason E. Glass, Ed.D.
Superintendent & Chief Learner
Welcome & Introductions

- Welcome from Gina Rivas, Principal – Arvada High Schools
- Welcome from Ron Mitchell, President – Board of Education
- New School Administration Introductions
- New District Administration Introductions
Welcome & Introductions

- Welcome from Gina Rivas, Principal – Arvada High Schools
- Welcome from Ron Mitchell, President – Board of Education
- New School Administration Introductions
- New District Administration Introductions
- Welcome from JCAA
My Summer Vacation
My Summer Vacation
My Summer Vacation
My Summer Vacation
My Summer Vacation

What School Could Be
Ted Dintersmith

Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen's d)

Source: J. Hattie (December 2017) visiblelearningplus.com

Key Knowledge, Understanding, & Success Skills

Essential Project Design Elements

Gold Standard PBL
Why Learning (& Teaching) Must Change

Defining the Skills Gap

- **Applied Skills**: Critical Thinking, Problem Solving, Innovation (77%)
- **Workplace Skills**: Teamwork, Communication, Leadership (65%)
- **STEM Skills**: Data analytics, computer science, engineering (63%)
- **Basic Skills**: Reading, Writing, Math (30%)

BestSchoolsCO.org | #BestSchoolsCO
Macro
(large-scale, distant, removed)
Micro
(small, close, personal)
Student Experience
Keeping the Main Thing the Main Thing.
TASK PREDICTS PERFORMANCE
Wheat Ridge High School Students Make Waves At International Competition

April 25, 2018 at 9:46 pm   Filed Under: California, Local TV, Shell Eco-Marathon, Sonoma, STEM, Wheat Ridge, Wheat Ridge High School

https://cbsloc.al/2I0pitx
• Has a working accessory system ... that all works.
• Duke won first ... unfortunately.
• We designed for months, manufactured it.
• We were here until like, 1 o’clock in the morning working on it.
• You get to see it. You get to see it work.
• We learned from our mistakes, and that is how we are successful.
• Building new friendships is amazing. It feels good to do it with people on your team.
• It’s amazing what a couple of kids and some nerds can do.
TASK PREDICTS PERFORMANCE
TASK PREDICTS PERFORMANCE
Hattie’s (New) Effect Sizes

Hattie’s 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen’s d)

Source: J. Hattie (December 2017) visiblelearningplus.com

<table>
<thead>
<tr>
<th>Factor</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective teacher efficacy</td>
<td>1.57</td>
</tr>
<tr>
<td>Self-reported grades</td>
<td>1.33</td>
</tr>
<tr>
<td>Teacher estimates of achievement</td>
<td>1.29</td>
</tr>
<tr>
<td>Cognitive task analysis</td>
<td>1.29</td>
</tr>
<tr>
<td>Response to intervention</td>
<td>1.29</td>
</tr>
<tr>
<td>Piagetian programs</td>
<td>1.28</td>
</tr>
<tr>
<td>Jigsaw method</td>
<td>1.20</td>
</tr>
<tr>
<td>Conceptual change programs</td>
<td>0.99</td>
</tr>
<tr>
<td>Prior ability</td>
<td>0.94</td>
</tr>
<tr>
<td>Strategy to integrate with prior knowledge</td>
<td>0.93</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>0.92</td>
</tr>
<tr>
<td>Teacher credibility</td>
<td>0.90</td>
</tr>
<tr>
<td>Micro-teaching/video review of lessons</td>
<td>0.88</td>
</tr>
<tr>
<td>Transfer strategies</td>
<td>0.86</td>
</tr>
<tr>
<td>Classroom discussion</td>
<td>0.82</td>
</tr>
<tr>
<td>Scaffolding</td>
<td>0.82</td>
</tr>
<tr>
<td>Deliberate practice</td>
<td>0.79</td>
</tr>
<tr>
<td>Summarization</td>
<td>0.79</td>
</tr>
<tr>
<td>Effort</td>
<td>0.77</td>
</tr>
<tr>
<td>Interventions for students with learning needs</td>
<td>0.77</td>
</tr>
</tbody>
</table>

Hinge point 0.4
Hattie’s Top Effect Sizes
.... & What They Mean

- Collective Teacher Efficacy
- Self-Reported Grades
- Teacher-Estimates of Achievement
- Cognitive Task Analysis
- Response to Intervention
- Piagetian Programs
- Jigsaw Method
Hattie’s Top Effect Sizes
…. & What They Mean

• #1 - Collective Teacher Efficacy
  o Build up, support & love your teachers
  o PLC Model
• #2 - Self-Reported Grades
  o Student-directed learning; student agency
• #3 - Teacher-Estimates of Achievement
  o High expectations; strong relationships & knowledge of students
• #4 - Cognitive Task Analysis
  o School/team task analysis; deeply understanding what the students are doing as part of the task
Hattie’s Top Effect Sizes

... & What They Mean

• # 5 - Response to Intervention (MTSS)
  – “Responsive Teaching” = (1) evaluate how students are doing (2) identify struggling/disengaged students (3) adapt (4) repeat.

• # 6 - Piagetian Programs
  – Sensorimotor stage (infant – 2)
  – Pre-operational stage (2-7)
  – Concrete operational stage (7-12)
  – Formal operational stage (12 +)

• # 7 - Jigsaw Method
  – Problem/project-based
  – Mixed groups/teams of students assigned parts of a complex task
  – Sharing of information, learning
  – Assembly of final project
# Hattie’s (New) Effect Sizes

<table>
<thead>
<tr>
<th>Factor</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance goals</td>
<td>-0.01</td>
</tr>
<tr>
<td>Summer vacation effect</td>
<td>-0.02</td>
</tr>
<tr>
<td>Lack of sleep</td>
<td>-0.05</td>
</tr>
<tr>
<td>Surface motivation and approach</td>
<td>-0.11</td>
</tr>
<tr>
<td>Family on welfare/state aid</td>
<td>-0.12</td>
</tr>
<tr>
<td>Parental military deployment</td>
<td>-0.16</td>
</tr>
<tr>
<td>Television</td>
<td>-0.18</td>
</tr>
<tr>
<td>Students feeling disliked</td>
<td>-0.19</td>
</tr>
<tr>
<td>Suspension/expelling students</td>
<td>-0.20</td>
</tr>
<tr>
<td>Non-standard dialect use</td>
<td>-0.29</td>
</tr>
<tr>
<td>Retention (holding students back)</td>
<td>-0.32</td>
</tr>
<tr>
<td>Corporal punishment in the home</td>
<td>-0.33</td>
</tr>
<tr>
<td>Moving between schools</td>
<td>-0.34</td>
</tr>
<tr>
<td>Depression</td>
<td>-0.36</td>
</tr>
<tr>
<td>Boredom</td>
<td>-0.49</td>
</tr>
<tr>
<td>Deafness</td>
<td>-0.61</td>
</tr>
<tr>
<td>ADHD</td>
<td>-0.90</td>
</tr>
</tbody>
</table>
Task predicts performance
The Content Challenge

Ask students to retake the same exams they just took in May and see what they retained and if they can still pass the tests that they took just 3 months ago.
<table>
<thead>
<tr>
<th>Century-Old Model</th>
<th>A New Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial</td>
<td>Innovative</td>
</tr>
<tr>
<td>Centralized</td>
<td>Decentralized</td>
</tr>
<tr>
<td>Data-Driven</td>
<td>Purpose-Driven</td>
</tr>
<tr>
<td>Micromanaged Classrooms</td>
<td>Trusted Classrooms</td>
</tr>
<tr>
<td>Standardized Curriculum</td>
<td>Organic Learning</td>
</tr>
<tr>
<td>Drill</td>
<td>Create</td>
</tr>
<tr>
<td>Content &amp; Low-Level Skills</td>
<td>Essential Skill Sets/Mind Sets</td>
</tr>
<tr>
<td>College-Ready</td>
<td>Life-Ready</td>
</tr>
</tbody>
</table>
If you’re looking for eye-popping optimism, spend time with young children.

They’re natural learners, brimming with curiosity, audacity and creativity. Again and again, adults would share, “You know, nowadays, a child that gets interested in something can become an expert in a matter of days.”

This simple, staggering observation is knocking on the front door of every school in America. Time to let it in.

Ted Dintersmith, author
“The difficulty lies not so much in developing new ideas as in escaping from old ones.”

John Maynard Keynes, Economist
Election Information

Jeffco Public Schools is Strongly Considering:

- Bond for construction needs
- Ongoing Needs
  - Mill Levy Override and/or
  - Amendment 73 (Great Schools, Thriving Communities)
Why Now?

- Electoral demographics likely to favor school tax questions
- Internal/non-scientific & external/scientific polling shows a pathway to victory
- Conditions have sufficiently changed in Jeffco – opportunity exists
Key Takeaways

- Election Cycle Timing
- Credibility/Community Support
- Right Package/Proposal
Bond Tax Impact?

$650 million proposal

- Per $100k in value (residential)
  - $2.07 per month
- $300k home
  - $6.20 per month
- $500k home
  - $10.35 per month
$550 million proposal

- Per $100k in value (residential)
  - $1.75 per month
- $300k home
  - $5.26 per month
- $500k home
  - $8.76 per month
Bond Focus Areas (Possible)

- Capital Funds to Address:
  - Safety & Security
  - Basic Needs/Improvements, Renovations, Upkeep
  - Expanded Career/Technical Options
Bond Tax Impact?

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Great Schools, Thriving Communities
What might be in a Mill Levy Override OR GSTC

• Ongoing Funds to:
  – Attract & Retain Quality Teachers & Staff
  – Counselors, Mental Health Supports
  – Career programs in Science, Tech, Engineering, & Math – workforce readiness
  * Lower Class Size – probably only if through GSTC
Mill Levy Tax Impact

- Per $100k in value (residential)
  - $15 million = $0.95 per month
  - $20 million = $1.27 per month
  - $25 million = $1.59 per month
  - $30 million = $1.91 per month
  - $35 million = $2.23 per month
  - $40 million = $2.54 per month
**Expectations re: Bond/ Mill/ 73**

1. **Pre-August 23**: Engage your community in back to school events related to the bond/mill/73 questions.

2. **Post August 23**: Provide balanced information to inform our community on what benefits ballot questions would bring and what the tax impact is.

- **You can**: inform, educate, engage, answer questions factually, provide a balanced perspective.
- **You cannot**: ask people to vote for or against.
Keeping in Simple: Your Charge

3 Things

1. Keep the main thing the main thing - student experience
   - task, agency, engagement

2. Prepare & inform your community for possible ballot questions
   - Key Bond points = safety & security, maintaining what we have, career/technical additions
   - Key MLO/GSTC points = attract & retain teachers & staff, mental health & counseling, career/technical ... & possibly lower class size

3. Love your people
JEFFCO PUBLIC SCHOOLS

EDUCATING OUR CHILDREN FOR GENERATIONS.

Learn more about continuing our tradition of excellence:
www.jeffcopublicschools.org/futurefunding