Taking Stock of Progress
Board of Education
March 5, 2018

Strategy: Learning

Tactic: Transforming Student Task

Tactic Leader: Jef Fugita
Conversation Structure

1. What are we trying to do?

2. How are we trying to do it?

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

4. If we’re not on track, what are we going to do about it?
Keeping Learning at the center
Structure of the Strategic Plan

- **MISSION**
  - Preparing all students for a successful future

- **VISION**

- **VALUES**
  - Integrity
  - Valuing People
  - Teamwork
  - Exemplary Performance
  - Entrepreneurial Spirit

- **SYSTEM INDICATORS**

- **LEARNING**
  - TACTIC

- **CONDITIONS FOR LEARNING**
  - TACTIC

- **READINESS FOR LEARNING**
  - TACTIC
System Indicators

JEFFCO PUBLIC SCHOOLS

ACADEMIC INDICATORS

- **SAT Math/Reading & Writing**: 560/560
- **7-Year Completion**: 97%
- **7-Year Graduation Rate**: 95%
- **4-Year Graduation Rate**: 90%
- **7th Grade ELA/Math (CMAS)**: 60%/50%
- **3rd Grade ELA/Math (CMAS)**: 60%/60%
- **Kindergarten - 3rd Grade (at or above benchmark DIBELS)**: 90%
System Indicators

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

SECONDARY

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

*Career and College Readiness Index

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

Equity Growth Gaps:
55th Percentile (SAT)

NON-ACADEMIC INDICATORS

Employee Engagement:
85% Positive

Student Engagement:
3.75 on Emotional, Behavior, & Academic Engagement

Family Engagement:
3.75 on National Family Engagement Standards
LEARNING

CREATE A PROFOUNDLY AUTHENTIC STUDENT EXPERIENCE

TACTIC 1: Transforming Student Task
TACTIC 2: Responsive Teaching
TACTIC 3: Customized Pathways
TACTIC 4: Technology to Transform Learning
TACTIC 5: Embracing the Full Range of the Human Experience
TACTIC 6: Student-Directed Learning
Conversation Structure

1. What are we trying to do?

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| Theory of Action |

**IF** teachers are supported with models, resources, and learning opportunities to change student tasks incorporating high standards and Jeffco Generations skills **THEN** students will apply and use content knowledge and essential skills through relevant, engaging, and real world learning experiences.

| SMART Goals |

1. By 2022 the transform the task elementary index (MYVH) will be at least **3.18** (4 point scale)
2. By 2022 the transform the task secondary index (MYVH) will be at least **3.00** (4 point scale)
SMART Goals

1. By 2022 the transform the task elementary index (MYVH) will be at least 3.18 (4 point scale)
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The Make Your Voice Heard Indices

**Elementary** (12 questions)
- My teachers ask difficult questions in class.
- My teachers give me a chance to answer questions.
- My math work is challenging.
- The things my teacher asks me to write are challenging.
- The things I read in school are challenging.
- In my classes, teachers ask me to explain my thinking.
- What I learn in this class is useful to me in my real life.
- My teacher tells us what we are learning and why.
- My classes are very interesting
- My school work is meaningful to me
- My teachers make it fun to be in class.
- I just pretend that I am working in class.

**Secondary** (14 questions)
- My teachers ask difficult questions in class.
- What I learn in this class is useful to me in real life.
- My math work is challenging.
- My writing assignments are challenging.
- The reading materials in my classes are challenging.
- My teachers know when the class understands, and when we do not.
- In my classes, teachers give students time to explain our ideas.
- In my classes, teachers ask me to explain my thinking.
- My teacher checks to make sure we understand what he/she is teaching us.
- My teacher tells us what we are learning and why.
- My teachers encourage me to do my best.
- When I am in class, I just pretend that I am working.
- My classes are very interesting
- My school work is meaningful to me
Theory of Action

IF teachers are supported with **models**, **resources**, and **learning opportunities** to change student tasks incorporating high standards and Jeffco Generations skills THEN students will apply and use content knowledge and essential skills through relevant, engaging, and real world learning experiences.

Milestones

- Bright spot identification and documentation
- Monthly professional learning for instructional coaches
- Teacher outreach and input (500 teachers)
- Learning Lab classrooms in all schools
“Gathering ideas from other teachers, professional development, observations”

“Time to observe other teachers who have been successful in a transformation”

Planning Small Wins - https://tinyurl.com/coach-tasks
- High Expectations, Connected to Curriculum, Standards, Generations Skills
- Student Choice
- Relevant, Real World, Authentic
- Problem Solving
- Collaboration
- Chance to practice vital skills and concepts
- Create a product/presentation
--- what else???
Leading Indicators

- Number of schools sharing examples of “transformed tasks”
- Number of teachers sharing resources in Bridge to Curriculum
- Number of schools participating in Learning Labs
## Conversation Structure

1. **What are we trying to do?**

2. **How are we trying to do it?**

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

4. **If we’re not on track, what are we going to do about it?**
SMART Goal

By 2022 the transform the task elementary index (MYVH) will be at least 3.18 (4 point scale)
| SMART Goal |

By 2022 the transform the task secondary index (MYVH) will be at least 3.0 (4 point scale)
Implementation Heat Map

*Transform the Student Task*

<table>
<thead>
<tr>
<th>Planning</th>
<th>Capacity</th>
<th>Evidence of progress</th>
<th>Likelihood of success</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Highly problematic – requires urgent and decisive action</td>
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<td>Problematic – requires substantial attention, some aspects need urgent attention</td>
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<td>Mixed – aspect(s) require substantial attention, some good</td>
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<td></td>
<td>Good – requires refinement and systematic implementation</td>
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<tr>
<td>Conversation Structure</td>
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<td>------------------------</td>
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<tr>
<td>1</td>
<td>What are we trying to do?</td>
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<td>2</td>
<td>How are we trying to do it?</td>
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Successes

- There is evidence of transforming the task happening in schools
- Professional learning around transforming the task is happening
- Videos of teachers who are demonstrating entrepreneurial spirit in transforming the student task are being created
- Over 70% of the Innovation Fund Applications identified the transforming student task tactic
- We had 126 responses on the teacher input
- We have 29 schools with bright spots identified in padlet
Transform Task Video
Challenges

- Building an infrastructure at scale to sustain transforming the student task
- Continuing to build the mindset to share resources and learning
- Building coherence across all tactics

Resources Required

- Funding to support growth of learning labs in all schools
- Funding to add functionality to Bridge to Curriculum

“Make no mistake - the changes proposed here are deep and meaningful in scope and will take years of focused intensity to execute fully.” - Dr. Jason Glass
Board of Education Ends Alignment

Ends 1- Engaging Climate and Culture

Every school and the district will have an engaging climate and culture that:

- Ensures a safe, caring and engaging environment for students, staff and families.

With the expectation that:

- Every student will develop life skills and a continuous learning mindset to succeed in post-secondary aspirations (Self-Direction and Personal Responsibility competency).
Eeds 2- Career, College and Life Aspiration and Connections

Every school and the district will ensure that every student has the opportunity to work towards being connected to career, college and/or life aspirations through systems and practices that:

- Provide effective teaching and measurement of rigorous student learning expectations

With the expectation that:

- Every student will be able to apply and transfer learning across disciplines and real world contexts (Critical Thinking and Creativity competency).
E 3- Learning Systems and Leadership

Every school and the district will have effective learning systems and shared leadership that:

- Provide high quality core instructional practices, interventions and enrichments.
- Provide high quality professional development and professional growth support structures.
- Utilize continuous improvement processes that incorporate problem-solving approaches to reduce or eliminate root causes of student performance challenges.

With the expectation that:

- Every student will receive the skills, support and educational opportunities needed to achieve his or her full potential.
Thank you