

## APPENDIX A – DPS Milestones

|  | <b>Current Status/<br/>Baseline</b>  | <b>Anticipated Progress or Completion<br/>Year 1 - 2010</b>  | <b>Anticipated Progress or Completion<br/>Year 2 – 2011</b>                               | <b>Anticipated Progress or Completion<br/>Year 3 - 2012</b>   |
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| <p><b>GRANT OUTCOME 1</b><br/>Reliable and accurate Evaluation Tool is in place and in use with all classroom teachers</p> | <p>Current evaluation tool does not differentiate performance or have strong ties to student achievement, only has S/U, not helpful to teachers, overly burdensome to administrators</p> |  |   | <p>75% of classroom teachers at deployed schools receive 3 or more observations a year and one evaluation each year</p> |
| <p><b>Milestone 1-a</b></p>  |  | <p>Job Descriptions created (day 30)</p>   |   |   |
| <p>Job descriptions completed</p>  |  |  |   |   |
| <p><b>Milestone 1-b</b></p>  |  | <p>Core team hired –</p>   | <p>Budget analyst (1/11);</p>   |   |
| <p>Core team hired and put into place</p>  |  | <p>Teacher Evaluation PM (1/10);<br/>Observation PM (9/10);<br/>Coordinators (3/10);<br/>Communications (2/10); Data analyst (3/10); Technology PM</p> | <p>Teacher Leadership (3/11); Call center staff (6/11); Implementation Support (6/11)</p> |   |

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| <p><b>Milestone 1-c</b><br/>Ensure current employee data and tracking systems support new evaluation - ensure each teacher is coded correctly so that the right student data performance measures are mapped to each teacher</p> | <p>(3/10); Technology programmer (6/10);<br/>Audit current data systems that track teacher job codes (6/10)</p>   | <p>Execute action plan against gaps identified in audit (6/11)</p>   |
| <p><b>Milestone 1-d</b><br/>Select partners to assist with development of teacher evaluation system, including observation tool and usage of student data</p>  | <p>Evaluation system partner selected and scope of work finalized (3/10); partner to assist with observation tool selected and scope of work finalized (6/10); partner to assist with audit of DPS assessment systems selected and scope of work finalized (3/10); partner to assist with setting goals/expectations around student data selected and scope of work finalized (6/10);</p> |  |
| <p><b>Milestone 1-e</b><br/>Determine definition of effective teaching for all classroom teachers</p>  | <p>Inventory of national best practice completed (6/10);<br/>Inventory of current DPS tools completed (3/10); Completed definition of effective teaching; alignment built across DPS (12/10); For each measurement tool, develop Rubric to assess performance against each element of effective teaching (depends on which tool, see</p>  | <p>Rubric completed and tested during pilot year to ensure inter-rater reliability (6/11);<br/>Rubric adjusted and rolled out to 80% of schools, within evaluation tool (9/11)</p> |

breakout below)

**Milestone 1-f**

Develop and implement technology systems required for new evaluation system

RFPs issued for new performance management system, including observation tool, PD platform and system to track student data/goals (6/10); contracts in place (9/10)  
Elements identified and ratio of weightings established (12/10)

PD platform, Observation technology and eval. system fully implemented and integrated (6/11)  
Pilot tools, adjust as necessary (more detail below)

**Milestone 1-g**

Determine what tools we are going to use to measure effective teaching & the weighting of each tool

**Milestone 1-h**

Observation & Feedback Loop for Principals piloted and rolled out

Assessment of national best practice (6/10); Technology platform selected (6/10); standards and rubric informed by MET project (10/10); observation protocol developed (12/10)

Observation tool piloted at 10-25 schools (paper version) (1/11); Observation tool refined based on learnings (6/11); Tool (with online capability) rolled out to 80% of schools (9/11)

Rolled out to 100% of schools (9/12)

**Milestone 1-i**

Observation & Feedback Loop for peers/central office support piloted and rolled out

Assessment of national best practice (6/10); Determination of the roles each observer/coach will play in evaluation (outside of administrator) (6/10)

Pilot observation protocol for peers at 10-25 schools (1/11); Test inter-rater reliability structures with peers; Identify which school structures best support peer review (6/11); select and train peer reviewers (6/11); Peer review process rolled out to 80% of schools

Peer review process rolled out to 100% of schools (9/12)

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| <p><b>Milestone 1-j</b><br/>Student Data and Student Work component of Evaluation developed, piloted and rolled out</p> | <p>Audit of current assessments to identify gaps in availability of high quality, rigorous assessments; Audit of process by which student data is used in formative and summative teacher assessments (6/10); inventory of national best practice where student data is linked to evaluation (6/10);</p> | <p>(8/11)<br/>Student work evaluation protocols and rubric developed and piloted (1/11); Assessments, standards and exemplars around student data, for each category of classroom teacher developed (6/11); Roll out of student data and student work components of evaluation to 80% of schools, alongside new CO standards (9/11)</p> | <p>Roll out to 100% of schools as component of eval. (9/12); Rollout of student data element to remaining segments of teachers</p> |
| <p><b>Milestone 1-k</b><br/>Student Perceptions component of Evaluation developed, piloted and rolled out</p>           | <p>Pilot TriPod as component of MET project</p>  | <p>Map TriPod data back to elements of teacher effectiveness definition; Roll out to 80% of schools as component of eval. system (9/11)</p>   | <p>Roll out to 100% of schools as component of eval. system (8/12)</p>   |
| <p><b>Milestone 1-l</b><br/>Elements of evaluation system are seamlessly integrated to end users</p>                    | <p>Determination of how each piece of performance management system will integrate with other components (9/10)</p>  | <p>Development of single interface to see all the data in an integrated way (6/11); development of integrated training modules (6/11); Single interface rolled out, along with training to assist evaluators and coaches with using all</p>   |  |

- elements of evaluation  
in PD discussions  
(9/11)
- (Anticipated) External Factors or Challenges**
- *Challenge in developing tool that is understandable, fair and easy to use*
  - *Challenge in developing tool that applies to all classroom teachers*
  - *Challenge in accessing limited time and capacity of teachers and administrators*

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| <b>GRANT OUTCOME 2</b>  |   |  |  |
| Robust PD system put in place that connects PD to teacher and student performance and PDUs refocused to support compensation of professional development based on demonstration of improvement in student achievement | Over 150 PDUs currently offered; menu of PD |  |  |
| <b>Milestone 2-a</b><br>New Professional Development system designed, linking back to effective teaching standards  |   | RFP issued for new PD platform (6/10)  | Technology fully implemented and integrated (6/11)   |
| <b>Milestone 2-b</b><br>Professional Development mapped to evaluation system  | No alignment between evaluation and PD      | Evaluate effectiveness of current PD (3/10); Inventory PD offerings against elements of effective teaching (12/10)                           | Re-categorize PD against rubric and fill in gaps/eliminate unaligned PD (4/11)<br>New PD system rolled out, in support of new evaluation system (6/11) |
| <b>Milestone 2-c</b><br>School based Teacher Leaders in place to provide peer observations and coaching   |   | Teacher Leader jobs defined (5/10); Teacher Leaders trained for pilot schools (12/10); Teacher Leader role in place at 10-20 schools (12/10) | Teacher Leaders trained on evaluation protocol and feedback loops (8/11); Teacher Leaders in place for 80% of DPS schools (8/11)                       |
| <b>Milestone 2-d (links to Milestone 1-h)</b><br>Regular feedback loops linked to evaluation  |   | See Milestone 1-h and 1-i  | Teacher Leader role in place at 100% of schools<br><br>80% of teachers, evaluators at<br><br>All teachers, evaluators at participating schools         |

put in place for every teacher

participating schools receive initial training on feedback loops (9/11)

fully trained on and using feedback loops (6/11); 80% of teachers at participating schools received feedback at least 3x/yr (06/12)

**Milestone 2-e**

PDU redesigned to support pursuit of professional development in line with needs identified through evaluation process

Assessment of current PDUs, PDU process completed (12/10); focus groups around PDUs completed (12/10); Skill-set required to support new PDU/SGO process determined (3/10); Restructured support team in place (9/10)

Re-design of PDUs to support new PD design (9/11); New PDU process rolled out to 80% of schools, to support evaluation system (9/11)

New PDU process rolled out to 100% of schools, to support evaluation system (9/12)

**Milestone 2-f**

PDU completion approval process redesigned to tie directly to elements of the evaluation system (demonstrated improvement)

Assessment of current standards by which PDUs are approved (12/10);

Redesign of approval process to support improvement in element(s) of evaluation (observation, student work, student data, perceptions, etc.) (3/11); New PDU process rolled out to 80% of schools, to support evaluation system (9/11)

New PDU process rolled out to 100% of schools, to support evaluation system (9/12)

**Milestone 2-g**

% of teachers taking PDUs directly tied to identified needs increased

50% of teachers enrolled in ProComp

75% of teachers enrolled in ProComp

**Milestone 2-h**

X% of Establish baseline of teachers

75% of PDUs paid out

PDU completion / payout tied to demonstrated improvement on an element of the evaluation system

teachers who successfully complete PDU (3/10)  
successfully complete PDUs

are directly linked to teacher performance information captured in the evaluation system

**(Anticipated) External Factors or Challenges**

- *Current contract gives the teacher full flexibility over the PDU selected*
- *Change in culture required to shift perspective of PDUs from self-development to focus on growth in student outcomes*
- *Current PD is department driven and compliance oriented*

**GRANT OUTCOME 3**

Performance elements of ProComp are changed to better align to student achievement

85% of teachers meet at least 1 SGO; 98% of teachers received a Satisfactory Rating

80% of teachers in the bottom 25% on the eval system will NOT be awarded an SGO; 80% of teachers in the top bucket will be awarded an SGO

**Milestone 3-a**

Determine which assessments should be used for SGOs

*See milestone 1-i deliverables*

**Milestone 3-b**

Restructure SGOs to support student data element of eval, system and calibrate SGO award structure to reflect student achievement levels

Select external partner to assist with analysis (3/10); Analyze current SGO structure – when do they work, what assessments do they use, where are they setting expectations, how do they tie to PD (9/10); Determine how to reward high achievers while setting individual goals in SGOs (12/10);

Develop linkages between SGOs and evaluation system (3/11); Redesign SGO enrollment and approval process (3/11); Rollout new SGO process to 75% of classroom teachers at participating schools,

SGO payout reflects performance distribution 75% of the time (9/12); Rollout new SGO process to 85% of classroom teachers at participating schools, to support evaluation system (9/12)

to support evaluation system (8/11);

**Milestone 3-c**

Rollout new standards and exemplars to all classroom teachers

*See milestone 1-j deliverables*

**Milestone 3-d**

Change state law to reflect continuum of ratings

Work with legislature and CDE to craft language to support new evaluation statute (3/10) ; Statute approved (12/10)

**(Anticipated) External Factors or Challenges**

- *Determining rigorous student achievement goals for every subject area and classroom*
- *Consistency in goal setting process across schools*
- *Teachers have incentive to set lower standards (compensation) and principals do not want to be considered the manager who denies staff compensation*
- *Legislature unwilling to make required changes to statute*
- *Race to the Top funding does not materialize, reducing impetus for change*
- *Perception in state that districts can implement revised evaluations within current statute limitations*
- *Need to create ownership over SGO setting to ensure continued rigor*

**GRANT OUTCOME 4**

DPS will have in place a changed culture that is sustainable, centered around a system of frequent evaluation and feedback and will be a best practice model for Colorado and the nation

**Milestone 4-a**

Executive team and advisory board put in place

Executive team in place – Superintendent, CAO, CHRO, CCO, CTO; Advisory board comprised of DCTA, DPS, Outside representatives (3/10)

Regular meetings conducted

Regular meetings conducted

**Milestone 4-b**

DPS stakeholders (T&L, teachers,

Focus groups of teachers and administrators performed to

Work teams believes performance

Work teams champion rollout to schools;

administrators) to support the development and rollout of new evaluation system identified and used to drive project forward

assess baseline and provide input (6/10) ; work teams of teachers and administrators convened for each component of eval to provide input, support work (6/10, ongoing)

management work is critical to district success in survey results (6/11); feels ownership over measurements developed (6/11)  
Survey on same measures (6/11)

serve as SMEs for evaluation tool

**Milestone 4-c**

Teacher Perceptions will be assessed via a survey to ensure performance management system is fair, transparent and supports increases in student achievement/teacher performance

Develop Baseline of teachers who: 1) Understand what they are being evaluated on, 2) Think that the eval system is fair and accurate, 3) Think that PD helps them improve on eval, 4) Know what they need to work on as a result of eval 5) believe all evaluators are accurate and information is value added (6/10)

Improve from baseline by 10% (6/12)

**Milestone 4-d**

Communication / change management plan developed and implemented

Communications consultant hired and scope of work completed (6/10);  
Communications plan developed (6/10); Initial messaging on new evaluation system rolled out to all schools alongside pilot (9/10)

Communications around new evaluation system rolled out (9/11)

**Milestone 4-d**

All teachers, teacher leaders, principals and other evaluators are training on new evaluation and feedback protocol

Training consultant hired and scope of work completed (9/10);  
Training for each component of evaluation fully developed alongside pilot (timing to match rollout of each tool)

Evaluation coaches hired and trained (6/11); Training fully rolled out to all evaluators and teachers (12/11)

3 observations/yr received by 75% of teachers at participating schools

**Milestone 4-e**

Principal evaluation will be restructured to support new evaluation and feedback loops

New principal evaluation framework developed to align to teacher evaluation

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| <p><b>Milestone 4-f</b><br/>DPS will influence state and national policy</p>   | <p>On core team for CO R2T to ensure alignment around Teacher Effectiveness; member of Human Capital TNTP work group of leading districts</p> | <p>Encourage state statute change around evaluation and tenure (3/10); apply for TIF grant (1/10); State R2T proposal aligns with DPS strategy (1/10)</p>  | <p>framework (3/11); new evaluation tool for principals rolled out (9/11)</p> | <p>DPS influences national policy agenda – measures TBD (to include conferences, visits, white papers, etc.)</p> |
| <p><b>(Anticipated) External Factors or Challenges</b></p>   |   | <ul style="list-style-type: none"> <li>• <i>Challenge in training staff to understand and embrace new practices</i></li> <li>• <i>Challenge in rolling out new evaluation tool while state standards are changing</i></li> </ul> |   |  |
| <p><b>Other</b><br/>DPS will put in place an MOU to articulate partnership with DPS Foundation as the fiscal agent</p> | <p>MOU in place (1/10)</p>  |  |   |  |