

## **Cabarrus County Schools**

### **Proposal for Teacher Compensation Model and Advanced Teaching Roles**



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## **Need statement**

According to Public Impact (2015), “Research continues to confirm that today’s top 25 percent of teachers help students make well over a year of learning growth—or about three times as much growth as the bottom 25 percent of teachers produce. This high growth is essential to help students who start behind catch up, and to help students who are on track leap forward like their peers in the highest-achieving nations. With just today’s “good growth,” students cannot catch up or leap ahead. Students need excellent teachers consistently, year after year. Moreover, all students need the higher-order thinking and social, emotional, and organizational skills that great teachers develop so well in their students” (p. 2).

The Cabarrus County School district, which includes Concord, N.C., has 42 schools and over 32,000 students, 43 percent of whom are eligible for free or reduced-price lunch. Cabarrus County Schools (CCS) strives to ensure that every student will graduate from high school prepared for work, further education, and citizenship (CCS Strategic Plan Goal #1, State Board Goal #1). In addition, we strive for every student, everyday, to have a personalized education (CCS Strategic Plan Goal #2, State Board Goal #2) delivered by excellent educators (CCS Strategic Plan Goal #3, State Board Goal #3). Student achievement and teacher effectiveness data from 2015-2016 indicate the need for continuous improvement in Cabarrus County Schools.

| Cabarrus County Schools - All EOG/EOC Subjects - 2015/2016 |              |       |          |       |       |
|--|--------------|-------|----------|-------|-------|
|  | All Students | Black | Hispanic | White | EDS   |
| College and Career Ready                                   | 52.4%        | 35.3% | 33.1%    | 61.9% | 32.9% |
| Grade Level Proficient                                     | 61.9%        | 45.3% | 42.5%    | 71.4% | 42.7% |

| Cabarrus County Schools – Growth 3 years |                        |             |
|--|------------------------|-------------|
| Year                                     | Met or Exceeded Growth | Region Rank |
| 2013                                     | 90.2%                  | #1          |
| 2014                                     | 90.8%                  |             |
| 2015                                     | 86.4%                  |             |

## Plan Design

One of the ways CCS has sought to meet these goals is through a partnership with Public Impact. Beginning with the 2014-2015 school year, CCS piloted new staffing models at two elementary and six high schools to address our gaps. This extended the reach of excellent teachers and their teams to more students, for more pay, within budget. During the 2015-2016 school year, the model included three elementary, two middle, and six high schools. The staffing model for 2016-2017 includes three elementary schools, two middle schools, and seven high schools. The program began with 14 teachers in 2014-2015 and grew to 26 teachers in 2015-2016 with 29 teachers participating in 2016-2017.

## **Description of the Blended Reach Teacher**

Under the supervision of school leadership, the Blended Reach Teacher (BRT) works in a team that reaches at least 33% more students than a typical team of the same size. The BRT is responsible for planning, preparing and delivering instruction and monitoring student progress to determine instructional needs. The BRT works closely and collaboratively as part of a professional learning community (PLC) to review student progress, change instruction to ensure high-progress and enriched, personalized learning for every child and provide informal leadership and mentorship. The BRT is recognized and must have demonstrated their strengths in instructional planning and differentiation across a wide variety of students in core content areas such as Elementary Education, Math, Science, Social Studies, English/Language Arts, and World Languages. The BRT must successfully complete the CCS Teacher Leader Cohort. This certifies him/her as an in-house provider of professional development to assist other teachers.

The immediate assumption when discussing a blended reach approach where the teacher doubles the size of his or her classroom is that the learning will be less customized, static, and predetermined regardless of the needs of the students. However, the manufacturing industry has figured out mass customization and we argue that the same is possible in education. In the book *Inevitable: Mass Customized Learning*, Schwahn and McGarvey (2012) share examples of mass customization including Apple, Inc, products, Starbucks, and Amazon. These are companies that have figured out ways to personalize the experience for their consumers at the same time increasing the number of consumers they serve. In the classroom, blended learning “aims to transform monolithic, factory-model education systems into student-centered designs that educate successfully every student and enable each to realize his or her fullest potential” (p.

xxv). In the current CCS model, Blended Reach Teachers do double the size of at least one block of instruction, but they never work face-to-face with more than a traditional sized class of students. There are currently two different models, depending on the needs of the school. One model is for the teacher to see the students every other day. On the days that they are not in the classroom with the teacher, they are either working with a paraprofessional or flexing out and working on their own at home through a course in Canvas, the learning management system that CCS has chosen. The other model is for the students to see their teacher for half of a period each day while the other half works with a paraprofessional. Halfway through the block, the students switch. For both of these models to be successful, it is imperative that a rich online experience is created during the summer. This allows the teacher to focus on feedback and personalization instead of building the course during the semester.

### **Description of the Multi-Classroom Leader**

The Multi-Classroom Leader (MCL) leads a team of teachers and other staff responsible for multiple classrooms to meet the leader's standards of excellence. The MCL is responsible for a team of at least 3 teachers. (S)he works with the building level administrators to establish each teacher's roles and goals at least annually, determines how students spend time, and organizes teaching roles to fit each teacher's strengths, content knowledge, and professional development goals. The MCL leads a school-wide effort to implement data-driven instructional models that include blended learning environments, utilizing digital learning and resources, and focusing on methods of improvement for school-wide performance issues. The MCL organizes the team to review student progress and change instruction to ensure high-progress learning for every child. The MCL works collaboratively with the team, using the team's new ideas and innovations that the leader agrees may improve learning. The MCL is fully accountable for learning and

development of all students taught by the team members. (S)he provides feedback to the principal in choosing, evaluating, and developing the team, or dismissing low performers when necessary. The MCL must successfully complete the CCS Teacher Leader Cohort. This certifies him/her as an in-house provider of professional development to assist other teachers.

## **Qualifications for Positions**

In order to be eligible, candidates must have a 3-year growth average of “Meets expected growth.” In addition, they must fulfill at least four of the five following qualifications:

- Advanced certifications, such as National Board for Professional Teaching Standards Certification, or a master’s degree in the areas in which the classroom teacher is licensed and teaching;
- A rating of at least accomplished on each of the Teacher Evaluation Standards 1-5 on the North Carolina Teacher Evaluation Instrument or the equivalent on an out-of-state evaluation system;
- Evidence that the teacher has exceeded expected student growth;
- Demonstrated successful leadership experience (i.e., School Improvement Team, department or grade-level chair, PLC facilitator, district professional development facilitator, etc.); and
- Letter of recommendation from current supervisor.

Candidates who meet all five requirements will be given preference. Meeting the criteria does not guarantee that a teacher will be selected for a position.

## Timeline for Completion

- January 2017: CCS Teacher Compensation Model website goes live.
- January 2017: Advanced teaching roles posted on CCS Curriculum & Instruction and Human Resources websites and communicated through CCS Curriculum & Instruction quarterly newsletter.
- February 2017: Teachers interviewed and selected for a district-level pool.
- March – April 2017: School administrators will conduct interviews of teachers in the district-level pool and make offers to teachers.
- April – May 2017: First cohort of teachers with advanced teaching roles begins professional development. All teachers with advanced roles will have an orientation where they understand the model, the responsibilities associated with their role, and how they will be compensated. After the initial orientation, professional development will be differentiated based on roles. The blended reach teachers (BRT) will begin with a book study of the book *Blended: Using Disruptive Innovation to Improve Schools*, by Michael Horn and Heather Staker. They will learn about personalization and how technology can be leveraged for such a purpose. The multi-classroom leaders will begin with leadership training, including the Crucial Conversations (if they have already completed the CCS Teacher Leader Cohort they will have had this) and Influencer series. Cabarrus County already has trainers that will lead this training. Multi-classroom leaders will begin a study of the book, *Meeting Wise: Making the Most of Collaborative Time for Educators* by Katherine Parker Boudett and Elizabeth A. City.
- June – July 2017: Cabarrus County Schools will submit an application to attend a Solutions and Planning Team session at NCCAT early in the summer. During this

session, blended reach teachers will receive Canvas training from district personnel and work together to begin planning online experiences for students. Multi-classroom leaders will continue their leadership training and collaborate around a plan for working with the teachers they are leading. This plan will be consistent with each multi-classroom leader's school improvement plan as well as the district strategic plan. Administrators will be invited to attend with the multi-classroom leaders from their school.

Blended reach teachers will continue to work on the online, personalized portion of their course throughout the remainder of the summer. Teachers who are developing a new course that has not been taught with the blended reach model in CCS will be paid \$3000 and teachers who are developing a course based on an existing CCS blended reach course will receive \$1000 to modify the course for their teaching style.

- August 2017: Cabarrus County Schools will hold its annual Professional Development Institute. During this institute, teachers with advanced teaching roles will receive additional training. Blended reach teachers will continue to work with design thinking while multi-classroom leaders will receive training on holding effective meetings. By this point, the online portion of the blended reach teachers' courses must be complete.
- September 29, 2017: On this early-release day, teachers with advanced roles will meet in groups around the district to continue their book studies and to problem-solve any issues that have arisen.
- October 2017: Blended reach teachers and their students and parents will take a perceptions survey. Multi-classroom leaders and the teachers they serve will take a perceptions survey.

- October 26, 2017: On this early-release day, teachers with advanced roles will meet in groups around the district to continue their book studies and to collaborate around best practices.
- December 2017: Blended reach teachers and their students and parents will take a perceptions survey. Multi-classroom leaders and the teachers they serve will take a perceptions survey.
- January 19, 2018: On this early-release day, multi-classroom leaders will meet in groups around the district to continue their book study and to collaborate around best practices. Blended reach teachers will meet to continue their book study and discuss best practices for a new semester.
- February 2018: Blended reach teachers and their students and parents will take a perceptions survey. Multi-classroom leaders and the teachers they serve will take a perceptions survey.
- March 29, 2018: On this early-release day, teachers with advanced roles will meet in groups around the district to continue their book studies and to collaborate around best practices.
- April 2018: Blended reach teachers and their students and parents will take a perceptions survey. Multi-classroom leaders and the teachers they serve will take a perceptions survey.
- June 2018: Blended reach teachers and their students and parents will take a perceptions survey. Multi-classroom leaders and the teachers they serve will take a perceptions survey.

- June 8, 2018: On this early-release day, teachers with advanced roles will meet to debrief the year and determine next steps.

## **Communication Strategies**

This proposal was designed and vetted with input from a variety of stakeholders. Educators at all levels were included in the process. The list of those who created and vetted the plan are listed on the first page.

Cabarrus County Schools employees and the public will be informed of these opportunities in multiple ways. The main way CCS will communicate with teachers and the public is through a website linked to the CCS Curriculum and Instruction page. This page will be made public no later than January 1, 2017. The webpage will include updates as the pilot progresses, including survey results and aggregate growth and achievement data. A link to a Frequently Asked Questions page will be included and updated as questions arise.

In addition, the opportunities will be made available by listing the positions on the district employment page (Applitracks) in January 2017. In addition, all CCS certified staff receive a quarterly newsletter from the Curriculum and Instruction department. The opportunities will be outlined in the January 2017 edition of the newsletter with a link to the website where more information can be found. Administrators receive weekly Admin Notes that include information that should be shared with teachers. The positions will be listed in the Admin Notes each week

during the month of January 2017. In addition, presentations will be made to administrators and lead teachers during their monthly meetings.

Prospective candidates will be notified that in order to remain eligible for the advanced teaching roles, teachers must maintain the requirements listed in the qualifications section. In addition to being evaluated on the North Carolina Teacher Evaluation instrument, teachers with advanced roles will also be evaluated based on student growth of the students with whom they work or the students of the teachers with whom they work. If the rolling average three-year growth data dips below “Meets Expected Growth”, the teacher will not be eligible to hold the advanced teaching role for the school year following the release of this data. Candidates who are accepted to fulfill these positions will sign a statement indicating that they are aware of these requirements. The statement will include information about voluntary relinquishment of the position. If a teacher finds him/herself in a situation where the role cannot be continued, the teacher should notify the principal in writing. The statement will note that this will not be considered a demotion.

Cabarrus County Schools focuses on a model of continuous improvement, using student achievement and implementation data. After piloting the Blended Reach Teacher model for two years in Cabarrus County Schools, we surveyed parents, teachers, and students. A summary of the data from the survey is attached in Attachment C. These data helped inform and refine our proposal.

The proposal and results will be widely shared throughout the region and the state. Information will be shared in at least seven job-alike meetings, including the superintendent’s council, the

instructional program chair, personnel, professional development, elementary, middle, and high school meetings. In addition, curriculum and instruction staff will submit proposals to share our plan and results at the NC-ASCD meeting in 2017 and 2018 as well as the Collaborative Conference for Student Achievement in 2018 and 2019.

## **Budget**

The Cabarrus County Schools pilot program used existing ADM allotments to pay for BRT and MCL stipends. Where a school had a vacant position, the allotment could be traded for supplements and teacher assistant pay. Administrators were provided a spreadsheet that automatically calculated fractional amounts of a full teacher salary. A sample version of the spreadsheet is located in Attachment B.

Multi-classroom Leaders will earn an additional \$7000 per year. Middle school and high school Blended Reach Teachers will earn \$3500 per course. While some teachers may only teach one additional course, there will be opportunities to teach multiple courses for additional earning potential. This supplement will not be included in the salary calculation used for budgeting State allotments.

If a classroom teacher in an advanced teaching role (i) fails to maintain the minimum criteria established for the position, (ii) is not successfully performing the additional duties associated with the advanced teaching role, or (iii) voluntarily relinquishes the advanced teaching role, the teacher shall only be paid the salary applicable to that individual on the State teacher salary

schedule and any other local supplements that would otherwise apply to the classroom teacher's compensation.

The teachers selected for these advanced roles are selected based on past performance and demonstration of success, therefore the supplement is not dependent on years of teaching experience. For a teacher with a bachelor's degree in his/her third year, the supplement of \$7000 per year would equate to a 19% increase. For a teacher with a bachelor's degree in his/her 25<sup>th</sup> year, the supplement of \$7000 per year would equate to a 14% increase.

The timeline and attached budget reflect that the program funds will be used to provide professional development to those in advanced roles. In addition, it will be an expectation that the teachers in these advanced roles will also provide leadership and professional development at the school and district levels.

The number of schools served by advanced teaching roles will vary. Teachers interested in serving in these roles will apply for a district-level pool, and then schools will have the opportunity to apply for "mini-grants" to use these advanced roles to meet a need in their school. For the MCLs, schools will have to provide the teaching allotment, but they will be able to apply for one of the 56 mini-grants that will pay the MCL stipend. For blended reach teachers, schools can apply for the "mini-grant" to pay the stipend but the school will be responsible for any additional instructional support required for this model.

Multi-classroom leaders will serve all students in a school. Currently, we have 1,349 students served by these teacher leaders at three schools. With this pilot, the number of schools and students served would increase significantly.

Based on the requirements outlined above, there will be many Cabarrus County teachers eligible for these roles.

A full budget, outlining all aspects of the pilot is included in Attachment A.

## **Sustainability**

This program is already in place in Cabarrus County. The pilot would allow us to increase the number of courses that are built in Canvas to support the Blended Reach model, and those courses would be used by all future Blended Reach Teachers. During the pilot, schools will be provided funding for additional BRT and MCL stipends. They will be expected to continue providing these opportunities using existing ADM allotments and the spreadsheet located in Attachment B.

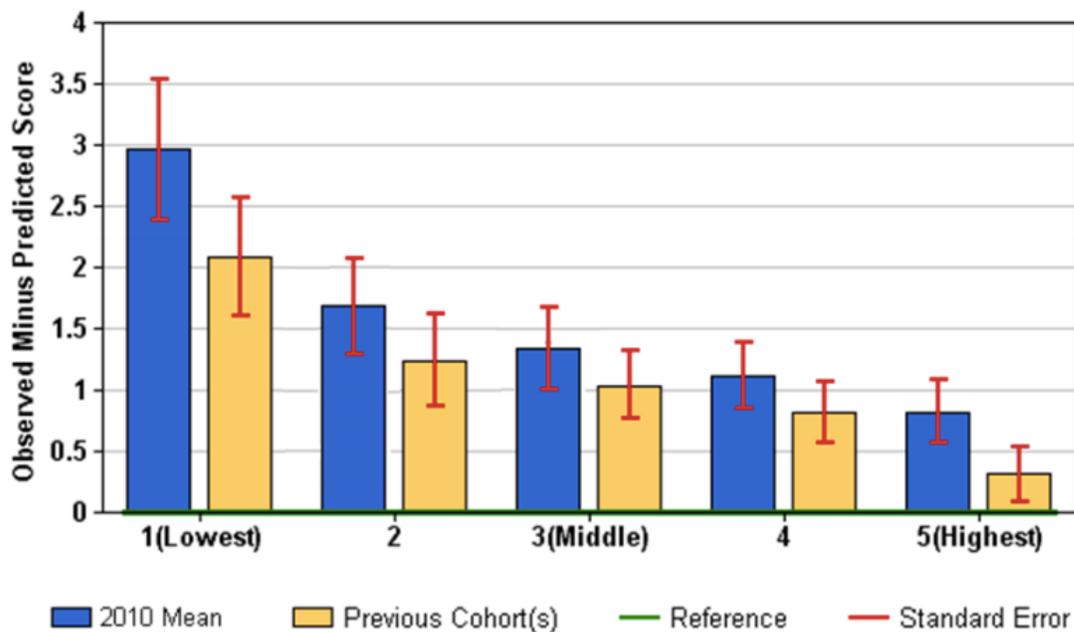
Professional development for MCLs and BRTs will continue through instructional support provided by the Curriculum and Instruction department.

## **Outcomes and Evaluation**

The goal of the Blended Reach Teacher model is to maintain current levels of teacher effectiveness with increased class sizes. These teachers are already demonstrating excellent

outcomes with their students, and by expanding their reach, more students will have an opportunity to experience an excellent teacher. Because excellent teachers are reaching more students, Cabarrus County Schools expects improvement in overall school results. The goal is to improve the School Performance Grade by at least one letter grade. Currently, Cabarrus County Schools only has three schools that received an A for their School Performance Grade. This gives 39 schools the opportunity to grow at least one letter grade.

Multi-Classroom Leaders have an impact on all teachers in the building. The goal of the MCL program is to improve growth and proficiency in schools. For this pilot, the goal is for 100% of students in all quintiles to increase (as defined by EVAAS) within the content areas the MCL works. However, this pilot will aim to close the achievement gap by striving for the desirable diagnostic growth pattern as defined by EVAAS (NC Department of Public Instruction, p. 30). This pattern is displayed below. Currently only two Cabarrus County Schools received the designation of “NG” on the School Performance Grade.



The program will be evaluated annually by the Curriculum and Instruction leadership team once School Performance Grades and EVAAS data are available. Adjustments to the goals and program will be made on an annual basis. If necessary, additional professional development will be provided and personnel adjustments will be made.

## References

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# Attachments

## Attachment A: Budget

| Advanced Teacher Roles & Local Compensation Pilot |  |            |            |
|---|--|------------|------------|
| Account Code                                      | Description  | 17.18      | 18.19      |
| 196   | Develop new courses (7 x \$3,000) one per high school per year   | 21,000.00  | 21,000.00  |
| 196   | Develop new courses (3 x \$3,000) one per middle school per year | 9,000.00   | 9,000.00   |
| 196   | Modify course (7 x \$1,000) one per high school per year         | 7,000.00   | 7,000.00   |
| 196   | Modify course (3 x \$1,000) middle school per year               | 3,000.00   | 3,000.00   |
| 163   | Staff Development - Subs (30 teachers x 2 days)                  | 6,000.00   | 6,000.00   |
| 312   | Staff development supplies (book study)                          | 4,000.00   | 4,000.00   |
| 192   | Blended Learning and/or MCL Stipend (Mini-grants) (56 * 3500)    | 196,000.00 | 196,000.00 |
| 211   | FICA   | 18,513.00  | 18,513.00  |
| 221   | Retirement   | 39,010.40  | 39,010.40  |
|   |  | 303,523.40 | 303,523.40 |

# Attachment B: Spreadsheet for Salary Calculation

## Cabarrus County Schools ABC Transfer- Financial Planning Tool April 2016

|   |    |        |                          |                     |
|---|----|--------|--------------------------|---------------------|
| Average Teacher Cost + supplement             | \$ | 60,250 |                          | ABC Transfer Amount |
| Average Teacher Hourly Rate                   | \$ | 30.39  |                          | <b>\$17,216</b>     |
| Average 6 hr. Teacher Assistant Base          | \$ | 19,175 |                          |                     |
| Average 6 hr. Teacher Assistant (W/ Benefits) | \$ | 29,050 |                          |                     |
| Class per Semester Blended Learning Stipend   | \$ | 3,500  | Plus Fica and Retirement |                     |

**1 Determine the number of regular teaching positions you plan to relinquish in order to implement your Blended Learning Program.**

Source of Relinquished Position (s):  
 - New Allotment  
 - Vacant Position (Enter Existing Staff Name)  
 - Other (Be Specific)

|                                  | Positions                                  |           |
|----------------------------------|--|-----------|
| Teacher Position(s) Relinquished | <b>Vacant Position - Blended Allotment</b> | <b>1</b>  |
| Funds Made Available             |  | \$ 60,250 |

**2 For additional responsibility pay calculations: Determine the number of individual certified teaching positions you plan to use in your Blended Learning Program and enter the number of classes per semester.**

|  |                               | First Semester    | Second Semester   |                                   |          |
|--|-------------------------------|-------------------|-------------------|-----------------------------------|----------|
| Name of Person Filling Position If Known<br>If unknown, list as TBD (To Be Determined) | Number of Classes             | Number of Classes | Number of Classes | Additional Responsibility Expense |          |
| Blended Learning Position 1 (Enter # of Classes per Semester)                          | Sample Blended Reach Teacher  | 1                 | 1                 | Additional Responsibility Expense | \$ 8,608 |
| Blended Learning Position 2 (Enter # of Classes per Semester)                          | Sample Multi-Classroom Leader | 1                 | 1                 | Additional Responsibility Expense | \$ 8,608 |
| Blended Learning Position 3 (Enter # of Classes per Semester)                          |                               | 0                 | 0                 | Additional Responsibility Expense | \$ -     |
| Blended Learning Position 4 (Enter # of Classes per Semester)                          |                               | 0                 | 0                 | Additional Responsibility Expense | \$ -     |
| Blended Learning Position 5 (Enter # of Classes per Semester)                          |                               | 0                 | 0                 | Additional Responsibility Expense | \$ -     |
| Blended Learning Position 6 (Enter # of Classes per Semester)                          |                               | 0                 | 0                 | Additional Responsibility Expense | \$ -     |

**3 Determine the number (and type in terms of daily hours) of teacher assistant positions you plan to use in your Blended Learning Program and enter the number of positions.**

|  |                     | Positions           |                             |      |
|--|---------------------|---------------------|-----------------------------|------|
| Name of Person Filling Position If Known<br>If unknown, list as TBD (To Be Determined) | Number of Positions | Number of Positions | Wage + Fica                 |      |
| 2 Hour Teacher Assistants (\$7,860 each)   | 0                   | 0                   | Wage + Fica                 | \$ - |
| 3 Hour Teacher Assistants (\$11,790 each)  | 0                   | 0                   | Wage + Fica                 | \$ - |
| 4 Hour Teacher Assistants (\$15,720 each)  | 0                   | 0                   | Wage + Fica                 | \$ - |
| 5 Hour Teacher Assistants (19,650 each)  | 0                   | 0                   | Wage + Fica                 | \$ - |
| 6 Hour Teacher Assistants (\$29,050 Each)  | 0                   | 0                   | Wage + Fica + Retire + Ins. | \$ - |
| 7 Hour Teacher Assistants (\$32,980 Each)  | 0                   | 0                   | Wage + Fica + Retire + Ins. | \$ - |
| 8 Hour Teacher Assistants (\$36,910 Each)  | 0                   | 0                   | Wage + Fica + Retire + Ins. | \$ - |

**4 Determine the number of planning period contracts you plan to use each semester.**

|  |                     | First Semester      | Second Semester     |             |      |
|--|---------------------|---------------------|---------------------|-------------|------|
| Name of Person Filling Position If Known<br>If unknown, list as TBD (To Be Determined) | Number of Contracts | Number of Contracts | Number of Contracts | Wage + Fica |      |
| Contract Period (Enter # of Contracts per Semester)                                    | 0                   | 0                   | 0                   | Wage + Fica | \$ - |
| Contract Period (Enter # of Contracts per Semester)                                    | 0                   | 0                   | 0                   | Wage + Fica | \$ - |
| Contract Period (Enter # of Contracts per Semester)                                    | 0                   | 0                   | 0                   | Wage + Fica | \$ - |
| Contract Period (Enter # of Contracts per Semester)                                    | 0                   | 0                   | 0                   | Wage + Fica | \$ - |
| Contract Period (Enter # of Contracts per Semester)                                    | 0                   | 0                   | 0                   | Wage + Fica | \$ - |
| Contract Period (Enter # of Contracts per Semester)                                    | 0                   | 0                   | 0                   | Wage + Fica | \$ - |
| Contract Period (Enter # of Contracts per Semester)                                    | 0                   | 0                   | 0                   | Wage + Fica | \$ - |

(Over) / Under Spent **\$ 43,034**

**NOTES:**

HR will need to stay involved, especially in the event of ending a Blended Learning Program.

Planning period contracts require advance written Superintendent approval. Positions using said contract will plan and teach an extra class during their planning period. Staff will be responsible for signing in and out of Timekeeper for up to two hours for planning. The planning time should be outside regular school day.

\_\_\_\_\_  
School

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Financial Officer

\_\_\_\_\_  
Date

**Next Steps**

- Once the plan is submitted by Principal and approved by Finance;
- 1 Finance will notify Human Resources, the Principal, and Jason VanHeukelum.
- 2 Finance will make the appropriate financial adjustments to accommodate the plan.
- 3 The Principal should prepare "Blue Sheets" and submit them to Human Resources for approval.
  - blue sheet should be submitted for additional responsibility pay with start and end dates (item #2 above)
  - blue sheet should be submitted for TA's with start and end dates (item #3 above)
  - contract should be submitted for approval in CCS contract database for contracts (item #4 above)

# Attachment C: Survey Results

## Parent Survey Data

### Ability of my student to learn how to be self-directed [How do you feel that the following items compare to a traditional classroom?]



### Critical thinking [How do you feel that the following items compare to a traditional classroom?]



### Collaboration with other students [How do you feel that the following items compare to a traditional classroom?]



### Student choice and flexibility [How do you feel that the following items compare to a traditional classroom?]



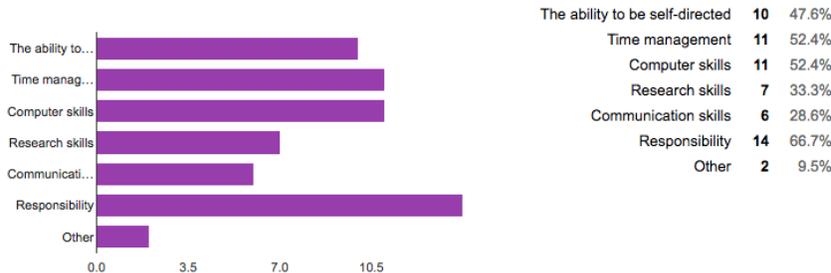
### Variation of activities [How do you feel that the following items compare to a traditional classroom?]



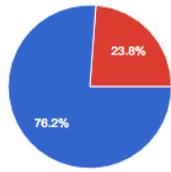
### Personalization [How do you feel that the following items compare to a traditional classroom?]



### Which of the following skills do you feel your child has improved as a direct result of the Blended Reach course?



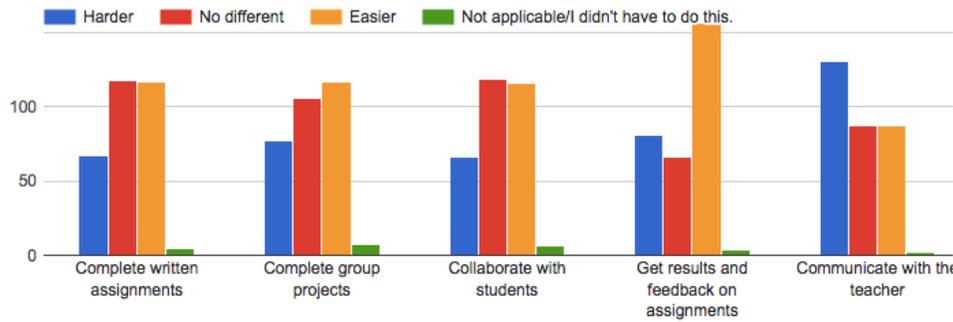
Do you believe that this type of learning will prepare your student for college?



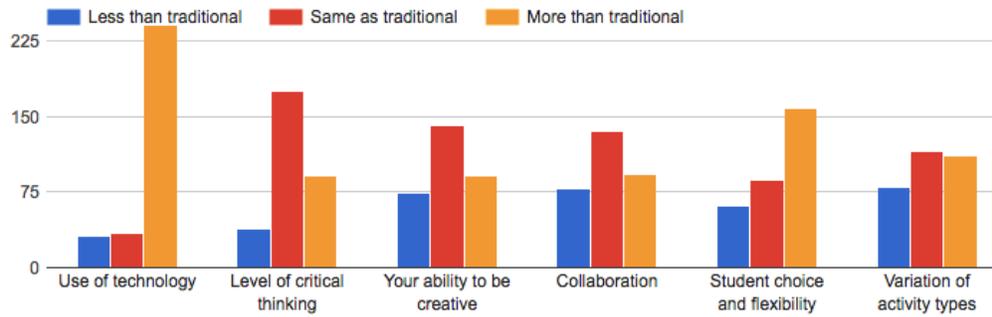
Yes 16 76.2%  
No 5 23.8%

## Student Survey Data

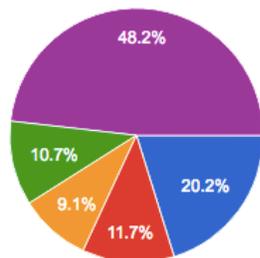
Was it harder or easier to do the following digitally?



How do you feel that the following items compare to a traditional classroom?



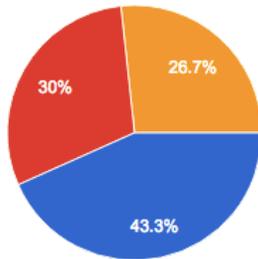
What was the most challenging aspect of the class? (307 responses)



Content of the course  
Critical and creative thinking  
Collaborative work  
Technology  
Managing the time with the workload

## Do you think that the Blended Reach model made this class more or less difficult?

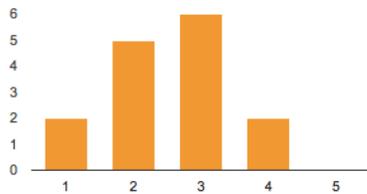
(307 responses)



- More difficult
- Less difficult
- It would have been the same either way.

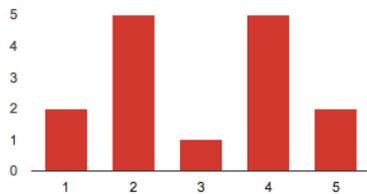
## Teacher Survey Data

### How do you feel your students are progressing toward being more self-directed?



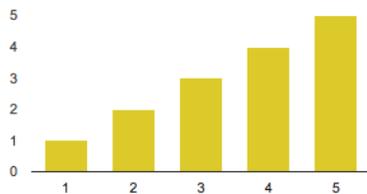
|  |   |   |       |
|--|---|---|-------|
| Not at all. I have to hold their hand through everything.: | 1 | 2 | 13.3% |
|  | 2 | 5 | 33.3% |
|  | 3 | 6 | 40%   |
|  | 4 | 2 | 13.3% |
| Great! They are very self-directed.:                       | 5 | 0 | 0%    |

### How supported do you feel at the school level?



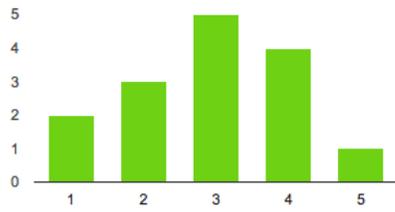
|                  |   |   |       |
|------------------|---|---|-------|
| Not at all.:     | 1 | 2 | 13.3% |
|                  | 2 | 5 | 33.3% |
|                  | 3 | 1 | 6.7%  |
|                  | 4 | 5 | 33.3% |
| Very supported.: | 5 | 2 | 13.3% |

### How supported do you feel at the district level?



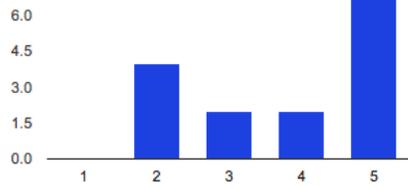
|                  |   |   |       |
|------------------|---|---|-------|
| Not at all.:     | 1 | 1 | 6.7%  |
|                  | 2 | 2 | 13.3% |
|                  | 3 | 3 | 20%   |
|                  | 4 | 4 | 26.7% |
| Very supported.: | 5 | 5 | 33.3% |

**How satisfied are you with your current situation?**



|                    |   |       |
|--------------------|---|-------|
| Not at all.: 1     | 2 | 13.3% |
| 2                  | 3 | 20%   |
| 3                  | 5 | 33.3% |
| 4                  | 4 | 26.7% |
| Very satisfied.: 5 | 1 | 6.7%  |

**How do you feel about the possibility of teaching Reach again next year?**



|  |   |       |
|--|---|-------|
| I do not want to do this again.: 1     | 0 | 0%    |
| 2                                      | 4 | 26.7% |
| 3                                      | 2 | 13.3% |
| 4                                      | 2 | 13.3% |
| I definitely want to do this again.: 5 | 7 | 46.7% |