



Third Future Schools

TFS Board Meeting

January 2021

Published on January 21, 2021 at 10:34 AM MST

Date and Time

Thursday January 21, 2021 at 1:00 PM MST

Location

Online via Zoom

Zoom link for meeting: <https://zoom.us/j/97748810496>

Agenda

	Purpose	Presenter	Time
I. Opening Items			1:00 PM
A. Record Attendance			1 m
B. Call the Meeting to Order			
C. Approve Agenda			2 m
D. Approve Minutes	Approve Minutes		2 m
II. Updates			1:05 PM
A. NWEA results	FYI		5 m
B. Vaccinations	FYI		5 m

	Purpose	Presenter	Time
C. Facilities	FYI		5 m
D. Ector County Application	FYI		5 m
III. Discussion and possible approval of FY21 Amended Budget			1:25 PM
A. Discussion and possible approval of FY21 Amended Budget	Discuss		15 m
IV. Evaluation rating and compensation briefing			1:40 PM
A. Evaluation rating and compensation briefing	Discuss		20 m
V. Proposed Amendment to Bylaws (Board meetings)			2:00 PM
A. Proposed Amendment to Bylaws (Board meetings)	Vote		15 m
VI. CEO's automatic renewal clause			2:15 PM
A. CEO's automatic renewal clause	Discuss		5 m
VII. Executive Session			2:20 PM
A. Executive Session	Discuss		10 m
			<ul style="list-style-type: none"> • To discuss personnel matters related to succession planning • Board recruitment
VIII. Closing Items			2:30 PM
A. Adjourn Meeting	Vote		

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	D. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	TFS Board Minutes -- 17 Dec 2020.pdf



TFS Board Meeting Minutes – 17 Dec 2020

1:00 p.m. to 2:15 p.m. – Zoom Meeting

DRAFT

<https://zoom.us/j/97811216911>

This Board meeting will be held via Zoom. The public is welcome to view the meeting live by joining the Zoom meeting (link included above). The Board welcomes input and questions from the community. Should a member of the public wish to provide input or notify the Board of a concern, he/she should send an email to the Board at board@thirdfuture.org. All emails sent to the Board at that address and prior to 48 hours before the start of the Board meeting will be disseminated to the Board prior to the next scheduled Board meeting.

Attendance: Rachel Trice, Patrick Mills, Jenn Seward-Miller, Kim Sanchez, Mike Miles, Michele Moore, Zach Craddock, various community members

- 1:00 – 1:05 Welcome-Meeting called to order at 1:04
- Approval of agenda
 - Motion by Trice, second by Sanchez, all approve
 - Approval of November 19 minutes
 - Motion by Sanchez, second by Mills, all approve
- 1:05 – 1:15 Update on Instruction and COVID
- NWEA-Testing completed for MOY reports. Data will be analyzed over the Winter Break. Data is looking fairly good, but first glance shows that in-person learners outperformed the remote learners
 - Health and Safety Guidance-Mr. Miles is on the Governor’s Working Group on Schools/COVID-19. TFS is following the guidance. Mr. Miles provided clarification on new quarantine regulations and the new definitions of “close contact.” Preliminary reports show that teachers will be “second in line” to get new vaccines. Anticipated rollout of this is mid-February. Parents will still have a choice to enroll their students in remote learning
- 1:15 – 1:30 Other Updates
- Facilities
 - Renovations – Phase 1 and Phase 2 at AAL-West Campus is behind schedule on the development of the Team Centers. General Contractor anticipates completion no later than 12/18. HVAC is awaiting final inspections
 - Roof repair at C3-Completed, only edging to be completed and leaks have been repaired

- Outdoor classrooms-groundbreaking has begun, and foundation should be completed by end of December. Canopy completion by the end of January
- Grants
 - Safe Schools Reopening Grant -- \$120,000-funds to be used for the outdoor classroom completion
 - Louis Calder Grant-invitation received to apply for TFS-Texas and Mr. Miles is taking the lead on this
- Ector County Application-Capacity interview was held on 12/11 and we should here of next steps no later than January 5. Final board approval would be in late January
- Budget and finance-Finance committee will meet in January and conduct a thorough review of the budget prior to January Board meeting

1:30 – 2:00

Executive session

- To discuss personnel matters related to succession planning
 - Motion by Trice, second by Sanchez, all approve
 - Board entered Executive Session at 1:44
 - Board exited Executive Session at 2:40

2:00

Adjourn-meeting adjourned at 2:41

Coversheet

Evaluation rating and compensation briefing

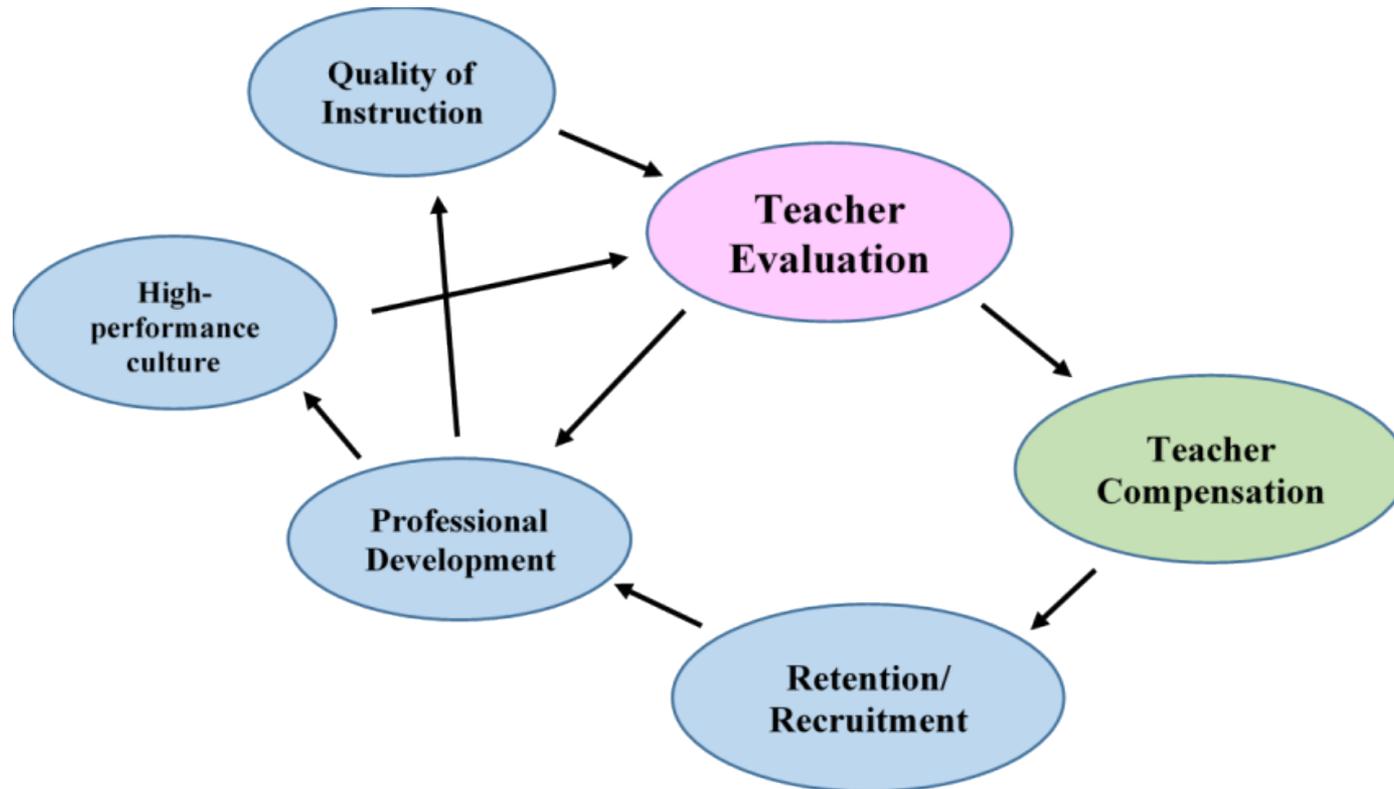
Section: IV. Evaluation rating and compensation briefing
Item: A. Evaluation rating and compensation briefing
Purpose: Discuss
Submitted by:
Related Material:
Teacher evaluation, compensation, and support -- 16 Dec 2020.pptx

TEACHER EVALUATION, COMPENSATION, AND SUPPORT

COLORADO SCHOOLS, 16 DEC 2020



Teacher evaluations should be an integral part of any school *system* – aligned with professional development, compensation, continuous improvement, recruitment and retention, and the development of a high-performance culture.



PRINCIPLES OF AN EFFECTIVE EVALUATION SYTEM

- **Includes student achievement results**
- **Focused on results**
- **Includes individual accountability**
- **Must be fair, accurate, and rigorous**

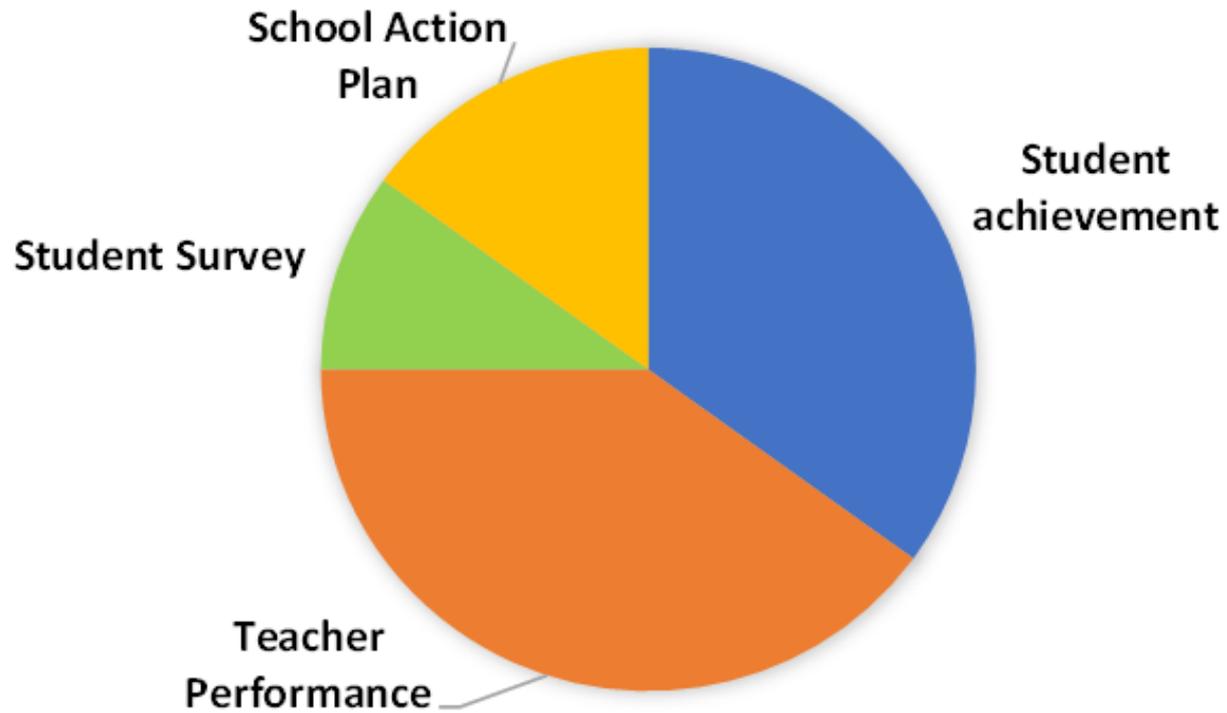


PRINCIPLES OF AN EFFECTIVE EVALUATION SYSTEM



- Equally rigorous for all grades and disciplines
- Must be standardized across the Network
- Aligned with the compensation plan
- Aligned with professional development
- Allow for revisions over time

EFFECTIVENESS AREAS



Category

Category A: teacher has district, state, or national achievement data

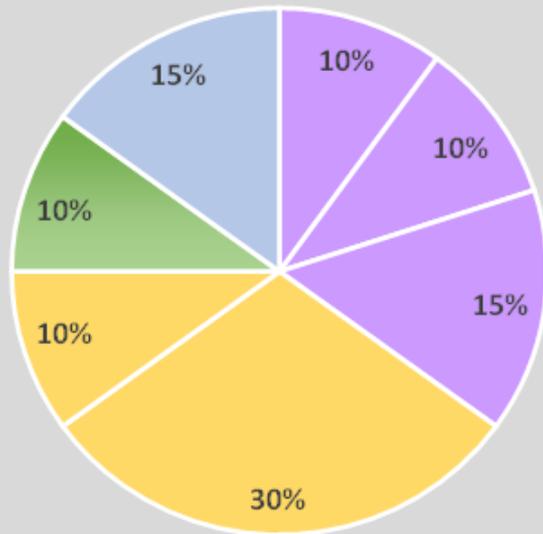
Category B: teacher has achievement data, but students do not participate in the survey

Category C: student achievement data is not available, but students take the survey

Category D: student achievement data is not available nor are student survey data

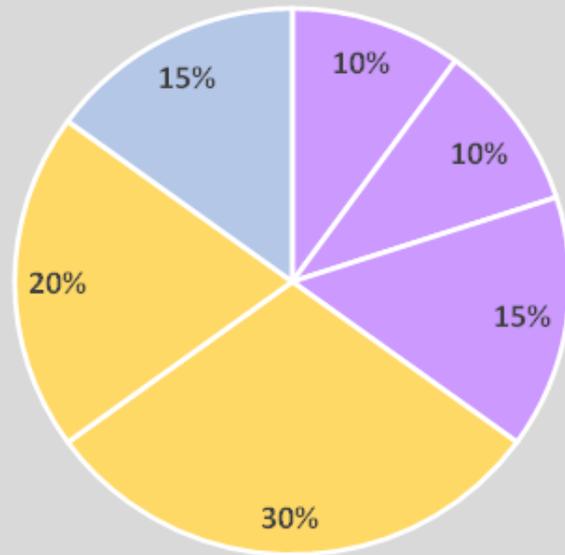
Percentage of the evaluation devoted to each effectiveness area				
Category	Student achievement data	Teacher Performance	Student Survey data	School Action Plan
Category A: teacher has district, state, or national achievement data	35%	40%	10%	15%
Category B: teacher has achievement data, but students do not participate in the survey	35%	50%	0%	15%
Category C: student achievement data is not available, but students take the survey	35%	40%	10%	15%
Category D: student achievement data is not available nor are student survey data	35%	50%	0%	15%

Category A Effectiveness Components



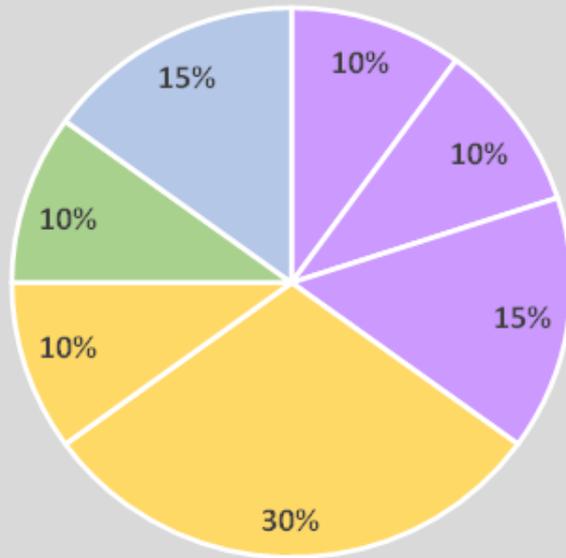
- Student achievement: school-wide
- Student achievement: MOY
- Student achievement: EOY
- Performance: Quality of instruction
- Performance: Teacher eval. rubric
- Student survey
- School Action Plan

Category B Effectiveness Components



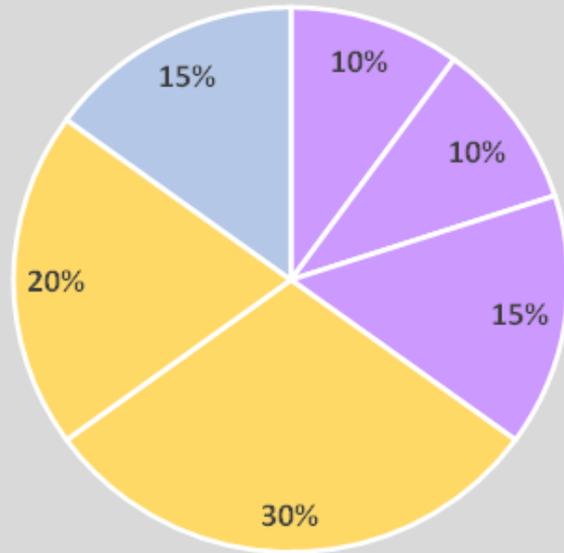
- Student achievement: school-wide
- Student achievement: MOY
- Student achievement: EOY
- Performance: Quality of instruction
- Performance: Teacher eval. rubric
- School Action Plan

Category C Effectiveness Components



- Student achievement: school-wide
- Student Learning Objective: MOY
- Student Learning Objective: EOY
- Performance: Quality of instruction
- Performance: Teacher eval. rubric
- Student survey
- School Action Plan

Category D Effectiveness Components



- Student achievement: school-wide
- Student Learning Objective: MOY
- Student Learning Objective: BOY
- Performance: Quality of instruction
- Performance: Teacher eval. rubric
- School Action Plan

A teacher may earn up to 100 points. The scores from each effectiveness component are added to get the *teacher evaluation rating* (a score out of 100 points). The scores equate to the following seven *effectiveness levels*.

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10-18	19-29	30-42	43-57	58-71	72-85	86-100

School-wide student achievement (10 pts.)

School-wide achievement data				
X = % of total points possible for school academic growth (from School Performance Framework)				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
X < 50	$50 \leq X < 60$	$60 \leq X < 70$	$70 \leq X < 80$	$X \geq 80$

School-wide achievement data				
X = NWEA composite average annual growth for reading and math for grades 2 through 8				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
X < 1.1	$1.1 \leq X < 1.3$	$1.3 \leq X < 1.5$	$1.5 \leq X < 1.7$	$X \geq 1.7$

Take the higher of the state accountability score or the composite NWEA score.

Student achievement EOY (15 pts.)

Student achievement EOY				
X = Individual teacher's NWEA EOY data -- % of students who scored at least 1.50 annual growth				
6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

Student achievement EOY				
X = Individual teacher's DIBELS data -- % of students above or well above typical growth in the year				
6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

Quality of Instruction (30 pts.)

The teacher receives up to 10 points for each of 8 spot observations.

Unsat	Progressing	Proficient	Proficient II	Exemplary
4	6	8	9	10

The evaluator then adds up to 20 more points based on the day-to-day coaching and general, informal observations conducted throughout the year.

2	4	6	8	10	12	14	16	18	20
Unsat		Prog.		Prof. I		Prof. II			Exemp.

$$\text{Quality of Instruction Points} = (\text{Total score} \times 30) \div 100$$

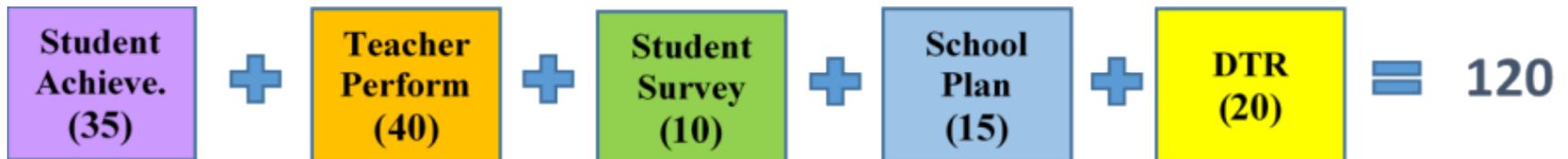
DISTINGUISHED TEACHERS

Distinguished



Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10-18	19-29	30-42	43-57	58-71	72-85	86-100

DISTINGUISHED TEACHERS



DTR Attribute	Max. Points
Quality of instruction	5
Leadership	5
Lifelong learning	5
Contributions to the profession	5
TOTAL	20

CERTIFICATION OF SCHOOL LEADERS

- **Attend and complete specific training**
- **Observe instruction and calibrate**
- **Certification assessment**
- **Calibration monitoring**

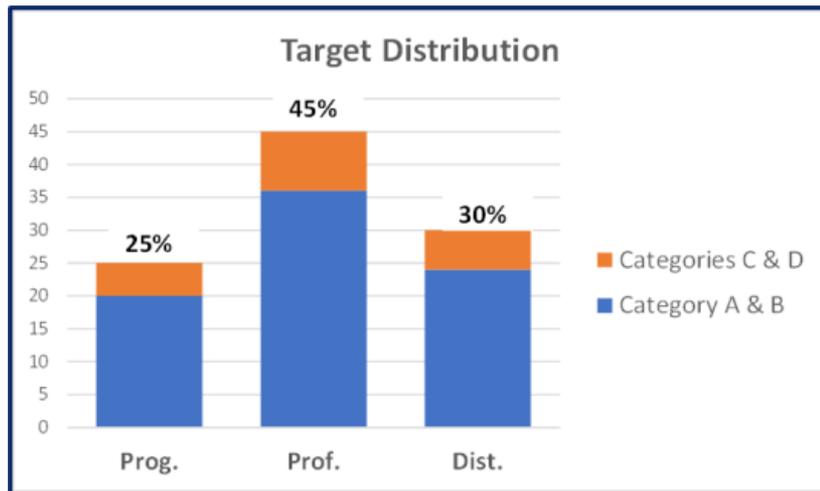


THE TARGET DISTRIBUTION

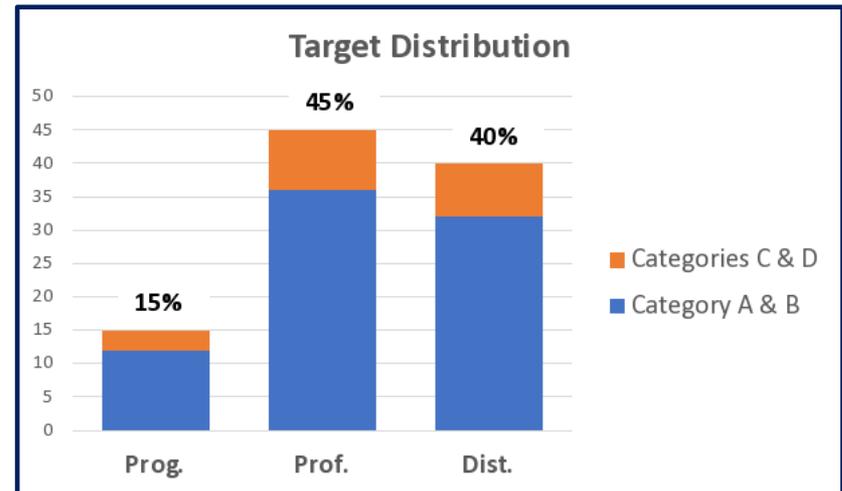
The method of linking cut-points to a “target distribution” is an elegant solution to the problem of ensuring equal rigor across the system.

TARGET DISTRIBUTION

School in its first or second year of operation:



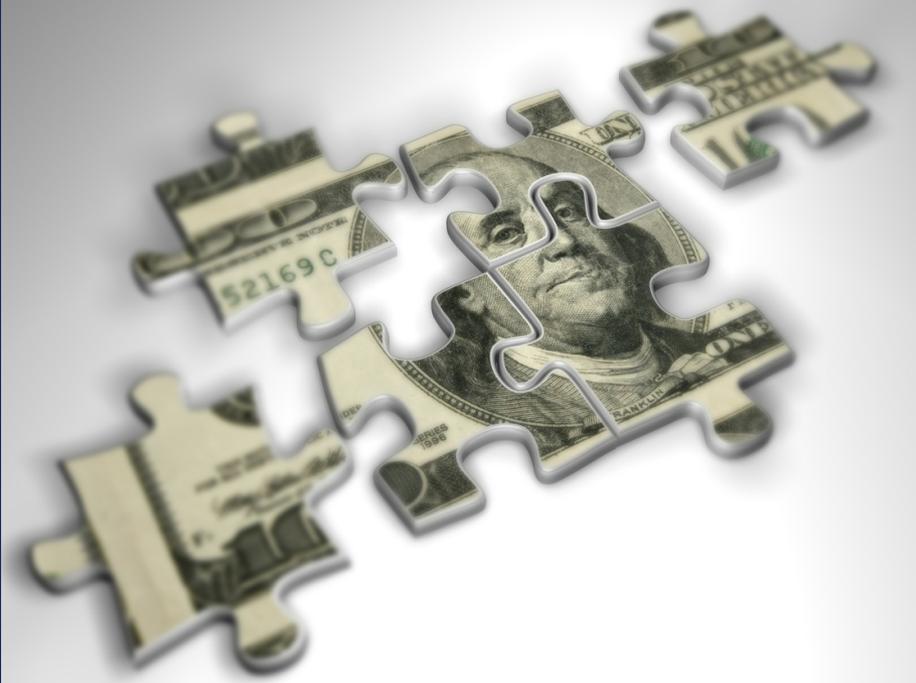
School in its third or higher year of operation:



CUT POINT ADJUSTMENT

The network may adjust the initial cut-points after each evaluation cycle. Cut-point adjustment is necessary to ensure that not only are the assessments across grades and disciplines similarly rigorous, but they are also correlated with the state and national assessments. Cut-point adjustment will also ensure that no evaluation component is “too easy” or “too hard” relative to the other factors of effective teaching. This process is key to making the entire evaluation system more fair, accurate, and valid.

COMPENSATION



COMPENSATION

- **No organization can maximize its effectiveness if what it values is disconnected from how it compensates its employees.**



The incentive

2022-2023 school year [base salary is the 2021-2022 salary]

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
na	99%	102%	104%	106%	107%	na

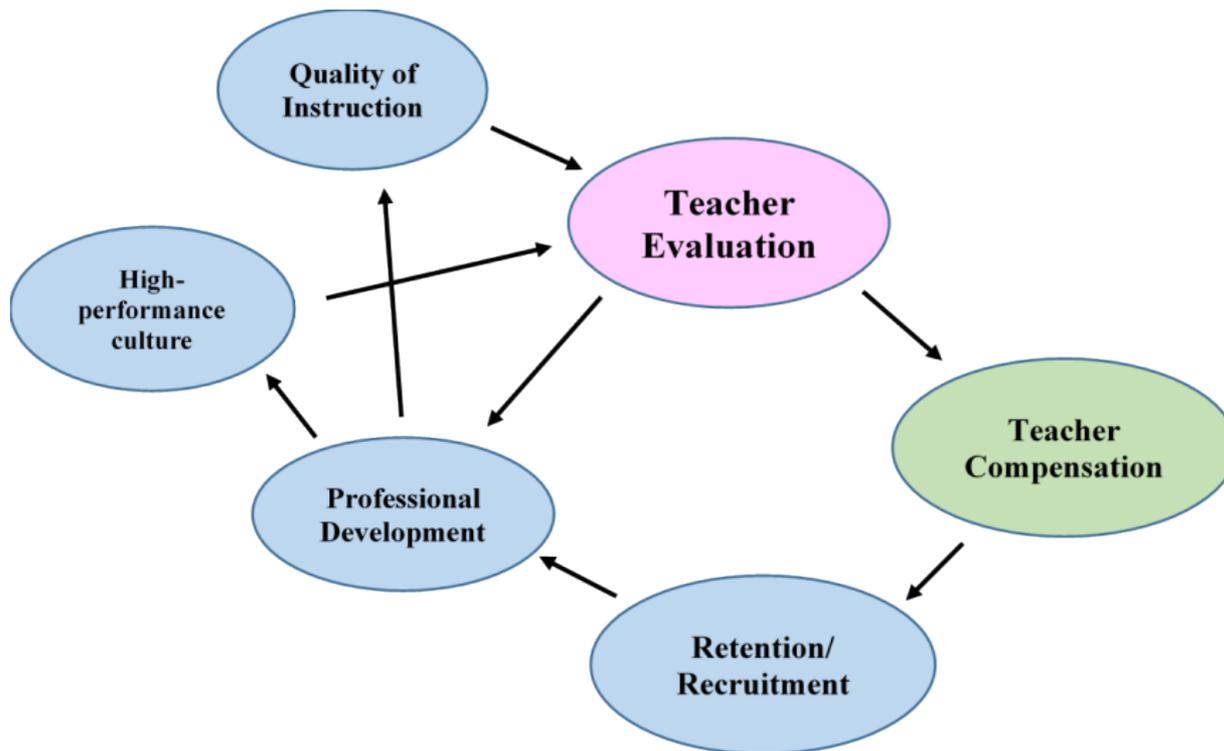
2023-2024 and the 2024-2025 school years [base salary is the 2022-2023 salary]

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
na	98%	101%	103%	105%	107%	109%

PROFESSIONAL DEVELOPMENT



We are keenly aware that high accountability without a high level of support only breeds a climate of fear. Thus, the teachers at our schools will receive a lot of support and professional development that is directly tied to the evaluation rating.



PROFESSIONAL DEVELOPMENT AND COACHING



- On-the-job coaching every day
- Spot observations
 - At least once a month
- 17 scheduled professional development or teacher work days
- Additional support from teacher leaders and instructional coaches

PROFESSIONAL DEVELOPMENT TOPICS

- The why; vision and mission
- The quality of instruction and Third Future Ready characteristics
- Creating a high-performance culture
- Teacher evaluation and compensation
- Curriculum alignment
- The LSAE model

PROFESSIONAL DEVELOPMENT TOPICS

- One classroom – three locations
- Model instruction practice
- School Action Plan
- PLC's and use of data
- Team building
- Leadership density
- Continuous improvement of the quality of instruction

Coversheet

Proposed Amendment to Bylaws (Board meetings)

Section: V. Proposed Amendment to Bylaws (Board meetings)
Item: A. Proposed Amendment to Bylaws (Board meetings)
Purpose: Vote
Submitted by:
Related Material:
Proposed Amendment 1 to Board Bylaws -- 17 Jan 2021 -- clean.pdf



Proposed Amendment 1 to Board Bylaws

17 January 2021

The current Bylaws (dated 9 March 2018) do not include provisions for meeting electronically. It also does not address public comments at Board meetings. Amendment 1 addresses these two omissions.

To be added to Section 1A of Article III, Meetings of the Board of Directors:

Board members may meet in-person or electronically (virtually) so long as all board members participating and the public can all hear each other during the meeting, and technology is in place to ensure such. Board members attending virtually shall be counted as present for all purposes, and Virtual attendance shall count toward a quorum. Should any Board member plan to attend a Board meeting virtually, they will make that known to the Board President at least 24 hours in advance of the scheduled Board meeting. The Board President shall then provide for virtual access to the meeting to Board members and members of the public.

The Board will allow for input and questions from the community via email. Should a member of the public wish to provide input or notify the Board of a concern, he/she may send an email to the Board at board@thirdfuture.org. All emails sent to the Board at that address and prior to 48 hours before the start of the Board meeting will be disseminated to the Board prior to the next scheduled Board meeting. The Board will generally not allow for verbal public comment at Board meetings.

Should any part of this amendment related to public comments conflict with any other part of the Bylaws, the language and intent of the original bylaws (dated 9 March 2018) shall prevail.

To be added to Section 1A of Article VI, Meeting of the Council

Council members may meet in-person or electronically (virtually) so long as all board members participating and the public can all hear each other during the meeting, and technology is in place to ensure such. Board members attending virtually shall be counted as present for all purposes, and Virtual attendance shall count toward a quorum. Should any Council member plan to attend a Council meeting virtually, they will make that known to the Council President at least 24 hours in advance of the scheduled Council meeting. The Council President shall then provide for virtual access to the meeting to Council members and members of the public.

The Council is not obligated to take input or questions from the community.