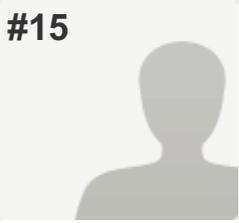


#15



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, June 22, 2015 1:39:51 PM
Last Modified: Tuesday, June 23, 2015 3:35:02 PM
Time Spent: Over a day
IP Address: 209.34.199.18

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Q1: 1a. TLC Local Plan Measure (1)

Increase the number of teachers serving in teacher leadership positions.

Q2: 1b. To what extent has this measure been met?

(no label)

Mostly Met

Q3: 1c. Description of Results (1) (limited to 3000 characters)

Our original goal of 25% of teachers in leadership positions translated into 178 potential teachers. In 2014-15 we succeeded in placing 121 teachers in leadership positions. We anticipate 158 teachers in leadership positions in 2015-16, which will represent 22.7% percent of total teachers.(695). We have 20 positions that were not filled for the upcoming year, due to lack of interested or qualified applicants, but we are pleased that we have made significant progress toward our original goal.

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Q4: 2a. TLC Local Plan Measure (2)

Improve school and district climate and culture.

Q5: 2b. To what extent has this measure been met?

(no label)

Mostly Met

Q6: 2c. Description of Results (2) (limited to 3000 characters)

Humanex Assessment: On a district-wide survey of school culture, 62% of teachers indicated that they were highly engaged and highly satisfied in their positions. This represents over an 8% increase compared the same assessment in the previous year, which had been an increase from the previous year's results. The average engagement score, as established by the creator is 35% to 45%, depending on the profession. The individual item scores increased in every one of the 74 indicators. Mentor / Mentee survey data: The following data is still being fully analyzed, but here are early results: TLC has supported student-centered coaching: Agree (69.7%), Disagree (17%), Unsure (13.2%) TLC has added to "best

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place to work” culture: Agree (52.2%), Disagree (14.5%), Unsure (33.2%) TLC has helped recruit, recognize, retain teachers: Agree (57.7%), Disagree (12.9%), Unsure (29.3%) TLC has positively changed school culture: Agree (51.2%), Disagree (12.5%), Unsure (36.2%) Overall perception of your experience with TLC: Positive (70.7%), Negative (04.4%), Unsure (24.9%) Satisfaction with mentor (from new teachers): Satisfied (78.9%), Dissatisfied (05.2%), Unsure (15.8%) TLC “helped me be effective” (from participants): Agreed (59.0%); Disagreed (15.7%), Unsure (25.3%) Coaching Sessions: A Student-Centered Coaching Cycle is defined as an ongoing relationship between a coach and teacher or small group of teachers where the focus of the work between the coach and teacher is based on a specific student learning target and pre and post assessment data is collected to determine student growth on the target during the coaching cycle. Teachers participated in 211 Student-Centered Coaching Cycles with Instructional Coaches during the 2014-15 school year. The average pre assessment of student proficiency for all coaching cycles was 30.08% proficient. After teacher participation in the coaching cycles, the average post assessment of student proficiency for all coaching cycles was 72.13% proficient. Teacher Attendance Data: Absence rate for teachers in 2013-14 was 5.91%; the same rate in 2014-15 was 6.45%, an increase of 0.54%. Participation and satisfaction with PD: In its initial year, staff-led sessions were well accepted. Council Bluffs University (CBU) provided just-in-time learning, with 971 course registrations for over 50 different courses. Over 400 evaluations of CBU course revealed that teachers were very satisfied with the professional learning provided by CBU. 95% of evaluations reported courses met the teachers’ expectations; 97% of evaluations reported information presented had value in the teachers’ work. Number of Teacher Applicants: Applications have increased from 906 (2013) to 918 (2014) to 810 (in the first 6 months of the year (January - June). Comparison figures for first 6 months were 743 (2013) and 684 (2014).

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Q7: 3a. TLC Local Plan Measure (3)

Increase number of new and experienced teachers who decide to continue to work in CBCSD in first five years and beyond.

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Q8: 3b. To what extent has this measure been met?

(no label)

Somewhat Met

Q9: 3c. Description of Results (3)(limited to 3000 characters)

Of the 104 teachers hired in 2014-15, 12 teachers exited in the first year for an exit rate of 11.5%, a first-year retention rate of 88.5%. In the previous school year (2013-14), the district hired 82 teachers and had 14 teachers exit in the first year for an exit rate of 17%, resulting in a retention rate of 83%. The district showed improvement in the first-year retention rate. Of the 82 teachers hired in 13-14, 22 teachers exited in the first two years (14 in year one and 8 in year 2). First and second-year resignations resulted in a two-year exit rate of 26.8%, or a two-year retention rate of 73.2% for the current year. The district will not be able to measure or compare retention rates at two-years until the conclusion of the next school year. Measurement and comparison of retention rates at three and five years will be deferred until later.

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Q10: 4a. TLC Local Plan Measure (4)

Improve student achievement as measured by district and state assessment data.

Q11: 4b. To what extent has this measure been met?

(no label)

Somewhat Met

Q12: 4c. Description of Results (4)(limited to 3000 characters)

On the Iowa Assessments, 16 out of 20 grade levels increased the percent of student scoring proficient in reading and math. ACT and AP scores will not be available until late summer. Graduation and dropout rates will not be available until February or March, 2016. When that additional data is available, we hope that our self-evaluation will increase to "mostly met."

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Q13: 5a. TLC Local Plan Measure (5)

Respondent skipped this question

Q14: 5b. To what extent has this measure been met?

Respondent skipped this question

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Q15: 5c. Description of Results (5)(limited to 3000 characters)

Respondent skipped this question

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Q16: 6. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).

We have altered the title, definition and selection process for Classroom Strategists (formerly called Model Teachers). We have also made minor changes to some assignment specifications.

Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.

One of the most visible changes is that teacher leaders have been working on curriculum development, alignment and revision throughout the school year, so there is no need for large, lengthy planning meetings all summer. We have also visibly changed methods of professional development to provide more choice and to utilize skills of teacher leaders.

Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

Q19: Name of School District:	Council Bluffs Community School District
Q20: Name of Superintendent	Martha Bruckner
Q21: Person Completing this Report	Martha Bruckner
Q22: Date of Submission	June 23, 2015