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

1) Teachers' instructional performance

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

(no label)

Somewhat Met

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

We conducted a survey, using the TAP (Teacher Advancement Program) assessment tool, which is provided to the district from NIET (National Institute for Excellence in Teaching). We asked master teachers (some were answered by administrators, as well) to provide responses to questions related to observations of career teachers and their teaching practices in the classroom.

Statement:

The career teacher selects specific activities, content knowledge or pedagogical skills to enhance and improve his/her proficiency.

The Master Teacher for the Elementary level reported that 12 of the teachers "regularly" do this and 4 of the teachers "sometimes" do this.

The Master Teacher for the Secondary level reported that 10 of the teachers "regularly" do this and 8 of the teachers "sometimes" do this.

Statement:

The career teacher offers specific actions to improve his/her teaching.

The Master Teacher for the Elementary level reported that 12 of the teachers "regularly" do this and 4 of the teachers "sometimes" do this.

The Master Teacher for the Secondary level reported that 5 of the teachers "regularly" do this and 13 of the teachers "sometimes" do this.

Statement:

The career teacher utilizes student achievement data to address the strengths and weaknesses of students and guide instructional decisions.

The Master Teacher for the Elementary reported that 13 of the teachers "regularly" do this and 3 of the teachers "sometimes" do this.

The Master Teacher for the Secondary reported that 5 of the teachers "regularly" do this and 13 of the teachers "sometimes" do this.

Q4: 2a. TLC Local Plan Measure (2)	
2) Student achievement growth a teacher makes in the classroom.	
Q5: 2b. To what extent has this measure been met?	
(no label)	Mostly Met
Q6: 2c. Description of Results (2) (limited to 3000 characters)	Growth that students show in each of their classrooms can be based on two things: formative and summative assessments. Summative assessment data information will be addressed more fully in the section for Goal #3. The formative assessments are specific to each teacher’s classroom. Our students’ growth is based on the fact that we are using a “no fail” grading system and teachers are expected to assist students in their learning until every student achieves mastery of the “graded” projects and tests. This has been a shift in our grading practices from five years ago. Teachers are to differentiate and provide students with a variety of options to demonstrate what they have learned. Also, our expectations for students at the Secondary level are that they must reach a score of 2.5 on a 4 point rubric to be considered “proficient” in meeting the standards that are being addressed in that particular project or assessment at the Middle and High Schools. In the Elementary grades, students are also expected to demonstrate a certain score on classroom projects that are reflective of their learning. Because all teachers have made this shift in their grading practices and we do not excuse or allow any “D’s” or “F’s” without providing additional support for the students to enable them to show mastery, our district considers this to be student achievement growth that is demonstrated in the classroom.

Q7: 3a. TLC Local Plan Measure (3)	
3) Student achievement growth the school makes as a whole.	
Q8: 3b. To what extent has this measure been met?	
(no label)	Somewhat Met
Q9: 3c. Description of Results (3)(limited to 3000	The following is a synopsis of the district’s summative assessment data: FAST for Grades

characters)

JK/K- 5: Most students in grades JK/K, 1, 2, and 5 showed gains from fall to spring in fluency. The percentage of students in grade 3 decreased from fall to spring and remained flat for grade 4. CBM Reading: Grades 2, 3, 4, and 5. The measurement for reading accuracy showed that most of the students in all of these grades increased their accuracy. In fact, the percentage of students who achieved the benchmark score for accuracy ranges from 84% to 97% in these grades. Guided Reading Scores: This measures the percentage of students in grades K-5 who have achieved at least one year's growth. Aggregated data show 82% of the students in grades K-5 achieved at least one year's growth. MAP (Measures of Academic Progress) Grades K-5: Reading- A significant number of students in grades K (94%) and 2 (78%) met or increased their RIT goals, when comparing fall 2014 scores to spring 2015. Students in grade 1 (70%) and grade 3 (74%) made small gains from fall to spring. The percentage of students in grade 4 decreased (72%). Math- The percentage of students in grade 1 (86%), grade 3 (67%), grade 4 (78%) met or increased their RIT goals, when comparing fall 2014 scores to spring 2015. Students in grade 2 (86%) and grade 5 (90%) made small gains from fall to spring. The percentage of students in grade K decreased, but remained high (90%). MAP (Measures of Academic Progress) Grades 6-10: Reading- The percentage of students in grade 6 (74%), grade 7 (65%), grade 8 (81%), grade 9 (67%), grade 10 (78%) all showed significant gains from fall to spring. Math- The percentage of students in grade 6 (66%), grade 7 (82%), grade 8 (77%), grade 9 (64%), and grade 10 (71%) all showed significant gains from fall to spring. While significant gains were shown, we would expect that at least 80% or more of our students would meet or exceed their RIT goals, so we will be striving to increase these numbers. Iowa Assessment – (Using cohort groups, comparing the percentage of students who have proficient scores. Scores are included for students who were in the district less than two years.) Percentage of students with proficient scores: Grades 2-5/Reading – Grade 2- 78%, Grade 3- 65% (increase from previous year), Grade 4 - 63% (increase), Grade 5 - 68% (increase) Grades 2-5/Math – Grade 2- 76%, Grade 3- 58% (decrease from the previous year), Grade 4 - 75% (increase), Grade 5 - 54% (decrease) Grades 6-11/Reading – Grade 6- 85% (decrease from the previous year), Grade 7- 73% (slight increase), Grade 8 - 60% (decrease), Grade 9 - 59% (decrease), Grade 10- 82% (increase), Grade 11- 71% (decrease) Grades 6-11/Math – Grade 6- 69%

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(decrease from the previous year), Grade 7- 54% (decrease), Grade 8 - 63% (decrease), Grade 9 - 70% (slight increase), Grade 10- 82% (increase), Grade 11- 66% (slight increase).

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Q10: 4a. TLC Local Plan Measure (4)	<i>Respondent skipped this question</i>
Q11: 4b. To what extent has this measure been met?	<i>Respondent skipped this question</i>
Q12: 4c. Description of Results (4)(limited to 3000 characters)	<i>Respondent skipped this question</i>

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Q13: 5a. TLC Local Plan Measure (5)	<i>Respondent skipped this question</i>
Q14: 5b. To what extent has this measure been met?	<i>Respondent skipped this question</i>
Q15: 5c. Description of Results (5)(limited to 3000 characters)	<i>Respondent skipped this question</i>

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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).	These questions were asked of Master Teachers for Career Teachers in their schools: 1. The career teacher is prompt, in attending, prepared for and participates in cluster meetings, bringing student artifacts (student work) when requested. 2. The career teacher appropriately attempts to implement new learning in the classroom following presentations in cluster. 3. The career teacher develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment and input from the master/mentor teacher and principal observations. 4. The career teacher selects specific activities, content knowledge or pedagogical skills to enhance and improve his/her proficiency. 5. The career teacher makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation. 6. The
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career teacher offers specific actions to improve his/her teaching. 7. The career teacher accepts responsibilities contributing to school improvement. 8. The career teacher utilizes student achievement data to address the strengths and weaknesses of students and guide instructional decisions. The TAP survey that all Master Teachers, Mentor Teachers, and administrators and most Career Teachers completed gives us data that provide information that inform our next steps. We have learned, based on the data, that not all teachers are working or striving to be at the highest performance levels we wish to see. The data give us information on the strengths teacher leaders possess and those areas which need to be strengthened. These data were produced in May, after one full year of TAP implementation. Career teachers and Administrators provided responses to additional statements regarding the qualities and observed actions of the teacher leaders. Most data show that the teacher leaders are effective, based upon Career Teachers' survey responses. Not all teacher leaders, however, are at the highest level we want and expect. This may be due to 1) lack of clarity regarding job expectations, 2) time factors, or 3) inability to perform the function. Administration will be carefully monitoring another year and gauging the effectiveness of the lead teachers in their second year. It is likely that this same survey tool will be used again and in mid-year, so that data can be collected and compared with that of the previous year. If there are lead teachers who show inability for high performance and efficacy, changes in assignments will be made, based upon the selection criteria for the TLC program.

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

The data will be used in the planning that takes place for each principal's Individual Professional Development Plan, as they look for ways they can continue to support the lead teachers, as well as what to observe in classrooms regarding instructional practices. Certain questions that showed us to be areas where a greater number of teachers were not fully engaged will enable administrators to have specific focus and goal areas to be established.

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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.

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.

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.

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.

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

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Q19: Name of School District:	East Union Community School District
Q20: Name of Superintendent	Dr. Pam Vogel
Q21: Person Completing this Report	Dr. Pam Vogel
Q22: Date of Submission	7-10-2015