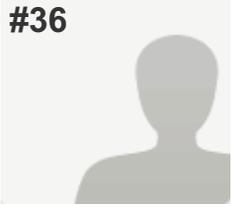


#36



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, June 25, 2015 12:18:36 AM
Last Modified: Friday, August 21, 2015 2:49:29 PM
Time Spent: Over a month
IP Address: 50.244.199.164

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

Iowa Assessments

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

(no label)

Somewhat Met

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

This measure supports our effort and intent to improve instruction and increase student achievement in the 5 key areas: specifically, reading, math, and science.

4th grade students at Linn-Mar grew in reading from 84.2 in 2014 to 86.9 in 2015. In Math, 4th grade students decreased from 91.3 in 2014 to 87.2 in 2015. In science, 4th grade students decreased from 89.2 in 2014 to 87.9 to 2015.

At 8th grade level, students grew from 81 in 2014 to 84 in 2015 in Reading. In math, 8th grade students increased from 77.8 in 2014 to 82.7 in 2015. 8th grade students also increased from 87.5 in 2014 to 90.3 in 2015 in Science.

At 11th grade students decreased in reading scores from 94.9 in 2014 to 91.8 in 2015. In Math, students decreased from 94.4 in 2014 to 89.3 in 2015. In science, 11th grade students decreased from 93.3 in 2014 to 90.7 in 2015.

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

This measure supports our effort and intent to improve instruction and increase student achievement in reading and math. This test is given three times a year in grades second through eighth grade, and tenth grade. That data we are reporting shows the percentage of students meeting or exceeding growth targets in math and reading on the spring assessment.

Math:

- 58.2% of Grade 2 students met or exceeded growth targets in Math. This group of 555 students grew 13.5 from fall of 2014 to spring of 2015. This is a growth index of 1.2.
- 55.5% of Grade 3 students met or exceeded growth targets in Math. This group of 555 students grew 11.4 from fall of 2014 to spring of 2015. This is a growth index of .6.
- 70% of Grade 4 students met or exceeded growth targets in Math. This group of 527 students grew 11.7 from fall of 2014 to spring of 2015. This is a growth index of 2.9.
- 60.5% of Grade 5 students met or exceeded growth targets in Math. This group of 531 students grew 9.1 from fall of 2014 to spring of 2015. This is a growth index of 1.1.
- 47.6% of Grade 6 students met or exceeded growth targets in Math. This group of 569 students grew an average of 5.0 from fall of 2014 to spring of 2015. This is a growth index of -1.0.
- 45.9% of Grade 7 students met or exceeded growth targets in Math. This group of 518 students grew 4.1 from fall of 2014 to spring of 2015. This is a growth index of -.9.
- 52.4% of Grade 8 students met or exceeded growth targets in Math. This group of 487 students grew 3.9 from fall of 2014 to spring of 2015. This is a growth index of -.1.
- 70% of Grade 10 students met or exceeded growth targets in Math. This group of 435 students grew 5.1 from fall of 2014 to spring of 2015. This is a growth index of 2.9.

Reading:

- 54.2% of Grade 2 students met or exceeded growth targets in Reading. This group of 555 students grew 13.7 from fall of 2014 to spring of 2015. This is a growth index of .7.
- 54.3% of Grade 3 students met or exceeded growth targets in Reading. This group of 556 students grew 8.5 from fall of 2014 to spring of 2015. This is a growth index of 0.0.
- 58.9% of Grade 4 students met or exceeded growth targets in Reading. This group of 528 students grew 7.3 from fall of 2014 to spring of 2015. This is a growth index of .9.
- 55.9% of Grade 5 students met or exceeded growth targets in Reading. This group of 531 students grew 5.4 from fall of 2014 to spring of 2015. This is a growth index of .5.
- 53.9% of Grade 6 students met or exceeded growth targets in Reading. This group of 568 students grew 3.9 from fall of 2014 to spring of 2015. This is a growth index of 0.0.
- 58.7% of Grade 7 students met or exceeded growth targets in Reading. This group of 521 students grew 3.6 from fall of 2014 to spring of 2015. This is a growth index of .5.
- 57.5% of Grade 8 students met or exceeded growth targets in Reading. This group of 487 students grew 2.9 from fall of 2014 to spring of 2015. This is a growth index of .1.
- 52.4% of Grade 10 students met or exceeded growth targets in Reading. This group of 439 students grew 1.5 from fall of 2014 to spring of 2015. This is a growth index of -.5.

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

(no label)

Fully Met

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

MAPS-NWEA: In Part 8 of our plan we knew we would look at MAPs/NWEA data for math and reading for students in grades 2nd-10th. In looking at the data each of the grade levels show growth in math and reading from the fall of 2014- spring of 2015. The data for each of these grade levels led us to mark this goal fully met.

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

Gallop Poll

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

(no label)

Not At All

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

Given in the fall of 2013. We will still use the data reported on Part 8 of the grant application for baseline data. Our district will be given this survey again in the fall of 2015. We will have this data to share at a later date.

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

This survey was given in the fall of 2014. This was given during the first few months of our implementation of teacher leadership in our district. This measure supports our effort and intent to improve instruction and increase student achievement in the 5 key areas: specifically, our safe schools goal as part of our district CSIP plan.

In looking at the Iowa Youth Survey Results, we focused on questions within the key areas of safe and supportive school climate and commitment to school and learning. The data reported below is a total percentage of students at 6th, 8th, and 11th grade.

- 86% of students agree/strongly agree that the school principal and teachers consistently enforce school rules
- 92% of students agree/strongly agree that teachers care about them.

- 83% of students strongly agree/strongly agree that teachers notice when they are doing a good job and the let students know about it.

- 91% of students agree/strongly agree that adults who work in the school treat students with respect.

- 93% of students agree/strongly agree they feel safe at school.

- 97% of students agree/strongly agree that they try to do their best in school.

- 98% of students agree/strongly agree that they plan to finish high school.

- 94% of students agree/strongly agree that they do the homework that is assigned.

This survey is tentatively planned for the fall of 2016. This would be our baseline data to compare with those results.

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

(no label)

Somewhat Met

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

Iowa Youth Survey

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

In surveying our stakeholders over the course of the year and at the end of the year we saw a marked increase in staff utilizing teachers and initiatives within our Teacher Leadership Program. In a survey distributed on May 11, 2015, 399 of our 464 certified teaching staff responded to the survey. This was up from 161 respondents on our end of the first quarter survey. Findings from this survey are as follows:

- 89% of respondents reported that they have worked with an Instructional Coach
- 88% of respondents reported that they have worked with a Technology Integration Coach
- 92% of first/second year teacher respondents found their Mentor Coach to be helpful and beneficial
- 89% of teachers holding in-classroom stipend positions feel their meetings (for the programs/initiatives they lead) are a highly effective use of their time

In our survey administered at the end of the first quarter, 18% of respondents had not ever worked with a Teacher Leader, at the end of the year that number had decreased to 11%.

66% of respondents believe that Teacher Leaders usually or consistently help to overcome barriers to teaching and learning (22% N/A or do not know).

77% of respondents believe that Teacher Leaders usually or consistently contribute positively to improvement of instruction (17% N/A or do not know).

79% of respondents believe that Teacher Leaders usually or consistently help create a school environment conducive to increasing student achievement (16% N/A or do not know).

66% of respondents believe that Teacher Leaders usually or consistently model research-based instructional procedures and help teachers implement these procedures (10% N/A or do not know).

86% of respondents believe that Teacher Leaders usually or consistently add to the positive work environment of their school (11% N/A or do not know).

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

(no label)

Mostly Met

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

Stakeholder Surveys

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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 are decreasing the number of Induction Specialists and adding two full-time Instructional Coaches in the area of Special Education.

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

As space here is extremely limited, please access our TLC blog which includes 41 anecdotal stories about how our leaders have impacted our SIP:
<http://1mlionleaders.blogspot.com>

Impact of TLC Plan

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:	Linn-Mar
Q20: Name of Superintendent	Katie Mulholland
Q21: Person Completing this Report	Debra Barry & Erin Watts
Q22: Date of Submission	6/24/15
