



**New York State Education Department**

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

**Alden Central School District**

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### District Contact Information

	<b>Superintendent</b>	<b>STLE Grant Manager</b>
<b>Name</b>	Adam Stoltman	Scott E. Payne
<b>Phone</b>	716-937-9116 ext. 4171	716-937-9116 ext. 4156
<b>Email</b>	astoltman@aldenschools.org	spayne@aldenschools.org

### Section I – District Description

**Source:** All district description data comes from the Alden Central School District 2012-13 New York State School Report Card except where otherwise noted.

**Most current information as of:** May 1, 2014

<b>District Location</b>	
<b>Region</b>	<b>BOCES</b>
Western	Erie 1 BOCES

<b>District Designations (i.e. DTSDE School, TIF Recipient, etc.)</b>
Good Standing

<b>Student Demographics</b>					
<b>Number of Students</b>	<b>Eligible for Free Lunch</b>	<b>Eligible for Reduced Lunch</b>	<b>Limited English Proficient</b>	<b>Students with Disabilities</b>	<b>Economically Disadvantaged</b>
1,739	18% (319)	169 (10%)	6 (0%)	242 (14%)	501 (29%)

<b>Racial/Ethnic Origin (%)</b>					
<b>American Indian or Alaskan Native</b>	<b>Black or African American</b>	<b>Hispanic or Latino</b>	<b>Asian/Native Hawaiian/Other Pacific Islander</b>	<b>White</b>	<b>Multiracial</b>
0	1	1	1	97	0

<b>Attendance/Suspension Rates (%)</b>	
<b>Annual Attendance Rate</b>	<b>Student Suspensions</b>
96 (2011-12)	3 (2011-12)

<b>Teacher Qualifications</b>				
<b># Teachers</b>	<b>Percent No Valid Teaching Certificate</b>	<b>Percent Teaching Out of Certification</b>	<b>Turnover Rate for Teachers under 5 Years' Experience</b>	<b>Turnover Rate all Teachers</b>
131	0	0	29% (2011-12)	16% (2011-12)

<b>Need Status</b>
Average Need/Resource Capacity

**Section II – Academic Performance**

**Source:** All academic performance data comes from the Alden Central School District 2012-13 New York State School Report Card except where otherwise noted.

**Most current information as of:** May 1, 2014

<b>Student Performance: 2011-12 &amp; 2012-13 New York State ELA Examination</b>				
<b>Grade</b>	<b>% Proficient All</b>	<b>% Proficient SWD</b>	<b>% Proficient ELL</b>	<b>% Proficient ED</b>
3 (2012)	68	35	n<5	60
3 (2013)	34	8	n<5	22
4 (2012)	72	39	None tested	51
4 (2013)	38	0	n<5	11
5 (2012)	62	22	None tested	43
5 (2013)	34	5	None tested	35
6 (2012)	62	27	n<5	41
6 (2013)	24	11	None tested	20
7 (2012)	63	28	None tested	46
7 (2013)	39	11	n<5	24
8 (2012)	52	11	None tested	43
8 (2013)	48	35	None tested	47
<b>District Wide (2011-12)</b>	<b>63</b>	<b>27</b>	<b>Cannot be calculated</b>	<b>47</b>
<b>District Wide (2012-13)</b>	<b>36</b>	<b>12</b>	<b>Cannot be calculated</b>	<b>27</b>

<b>Student Performance: 2011-12 &amp; 2012-13 New York State Mathematics Examination</b>				
<b>Grade</b>	<b>% Proficient All</b>	<b>% Proficient SWD</b>	<b>% Proficient ELL</b>	<b>% Proficient ED</b>
3 (2012)	73	33	n<5	63
3 (2013)	43	15	n<5	34
4 (2012)	71	11	None tested	46
4 (2013)	38	0	n<5	17
5 (2012)	67	22	None tested	60
5 (2013)	25	5	None tested	13
6 (2012)	72	31	n<5	53
6 (2013)	24	11	None tested	7
7 (2012)	83	39	None tested	75
7 (2013)	27	11	n<5	15

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8 (2012)	71	39	None tested	58
8 (2013)	30	18	None tested	23
<b>District Wide (2011-12)</b>	<b>73</b>	<b>29</b>	<b>Cannot be calculated</b>	<b>59</b>
<b>District Wide (2012-13)</b>	<b>31</b>	<b>10</b>	<b>Cannot be calculated</b>	<b>18</b>

<b>Student Performance: 2011-12 &amp; 2012-13 Science Examination</b>				
<b>Grade</b>	<b>% Proficient All</b>	<b>% Proficient SWD</b>	<b>% Proficient ELL</b>	<b>% Proficient ED</b>
4 (2012)	97	84	None tested	94
4 (2013)	98	93	n<5	97
8 (2012)	86	39	None tested	80
8 (2013)	89	59	None tested	85
<b>District Wide (2011-12)</b>	<b>92</b>	<b>62</b>	<b>Cannot be calculated</b>	<b>87</b>
<b>District Wide (2012-13)</b>	<b>93</b>	<b>76</b>	<b>Cannot be calculated</b>	<b>91</b>

<b>Student Performance: 2012-13 New York State Regents Exams</b>				
<b>Exam</b>	<b>All Students</b>		<b>Students With Disabilities</b>	
	<b>% Proficient</b>	<b>% Mastery</b>	<b>% Proficient</b>	<b>% Mastery</b>
Comprehensive English	84	29	45	5
Integrated Algebra	94	24	74	13
Geometry	82	25	75	5
Algebra 2/Trigonometry	80	28	n<5	n<5
Global History and Geography	85	35	68	12
U.S. History and Government	88	60	65	17
Living Environment	91	34	57	14
Physical Setting/ Earth Science	97	56	95	24
Physical Setting/Chemistry	96	22	n<5	n<5
Physical Setting/Physics	91	46	None tested	None tested

<b>Cohort Results In Secondary-Level ELA After Four Years of Instruction</b>				
	<b>2008 Cohort</b>		<b>2009 Cohort</b>	
	<b>% Proficient</b>	<b>% Mastery</b>	<b>% Proficient</b>	<b>% Mastery</b>
<b>All</b>	94	52	95	38
<b>SWD</b>	71	29	6	5
<b>ELL</b>	None tested	None tested	None tested	None tested
<b>ED</b>	97	39	94	27

<b>Cohort Results In Secondary-Level Math After Four Years of Instruction</b>				
	<b>2008 Cohort</b>		<b>2009 Cohort</b>	
	<b>% Proficient</b>	<b>% Mastery</b>	<b>% Proficient</b>	<b>% Mastery</b>
<b>All</b>	97	34	95	34
<b>SWD</b>	88	12	74	5
<b>ELL</b>	None tested	None tested	None tested	None tested
<b>ED</b>	97	26	91	24

<b>2012-13 New York State Alternative Assessment (NYSAA) Grades 3-8</b>						
	<b>Grade</b>	<b>n Tested</b>	<b>Number of students scoring at Level:</b>			
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
English Language Arts	3	2	n<5	n<5	n<5	n<5
	4	3	n<5	n<5	n<5	n<5
	5	3	n<5	n<5	n<5	n<5
	6	1	n<5	n<5	n<5	n<5
	7	3	n<5	n<5	n<5	n<5
	8	6	0	0	0	6
Mathematics	3	2	n<5	n<5	n<5	n<5
	4	3	n<5	n<5	n<5	n<5
	5	3	n<5	n<5	n<5	n<5
	6	1	n<5	n<5	n<5	n<5
	7	3	n<5	n<5	n<5	n<5
	8	6	0	0	1	5
Science	4	3	n<5	n<5	n<5	n<5
	8	6	0	0	0	6

<b>2012-13 New York State Alternative Assessment (NYSAA) Secondary Level</b>					
	<b>n Tested</b>	<b>Number of students scoring at Level:</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
English Language Arts	2	n<5	n<5	n<5	n<5
Mathematics	2	n<5	n<5	n<5	n<5

<b>2011-12 New York State English as a Second Language Achievement Test (NYSESLAT)</b>					
	<b>n Tested</b>	<b>Percent of students scoring in each performance level:</b>			
		<b>Beg.</b>	<b>Int.</b>	<b>Ad.</b>	<b>Prof.</b>
K-6, 8,9,12	0	None tested	None tested	None tested	None tested
Seventh Grade	2	n<5	n<5	n<5	n<5

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Tenth Grade	2	n<5	n<5	n<5	n<5
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2012-13 4 and 5 Year Graduation Rates (From New York State Accountability Report 2011-12)				
Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	152	95	186	94
Students With Disabilities	17	n<30	20	n<30
Limited English Proficient	0	n<30	20	n<30
Economically Disadvantaged	31	94	16	n<30

List Any Measures Where the District Did Not Meet AYP in 2011-12
<ul style="list-style-type: none"> <li>N/A</li> </ul>

List Any Measures Where the District Did Not Meet AYP in 2012-13
<ul style="list-style-type: none"> <li>Secondary-Level English Language Arts- White</li> </ul>

### Section III – District Schools Profile

**Source:** Information in the following table was provided by the district.

**Most current information as of:** June 30, 2014

District Name	Superintendent	Time of Service	Status	# of Students (2012-13)	# of Students (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teachers (2012-13)	# of Teachers (2013-14)
Alden CSD	Dr. Lynn Fusco		Original	1,584	1,713	3 P, 2 AP	3 P, 1 AP	130.82	149
	Adam Stoltman	2013 - 14	New						

School Name	School Principal	Time of Service	Status	Grades Served	# of Students (2012-13)	# of Students (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teachers (2012-13)	# of Teachers (2013-14)
Alden High School	Kevin Ryan	2004 - 14	Con	9-12	434	571	1P, 1 AP	1P	39.62	56
Alden Middle School	Adam Stoltman	2006 - 13	Original	4-8	680	671	1P, 1 AP	1P, 1AP	58.9	68
	William MacCowan	2013 - 14	New							
Alden Primary School	Tom Lyons	2011- 14	Con	K-3	470	471	1P	1P	32.3	25

## Section IV – Annual Professional Performance Review (APPR) Profile

Source: New York State Education Department Analysis

APPR Plan
<b>Current APPR Plan:</b> <a href="http://usny.nysed.gov/rttt/teachers-leaders/plans/districts/alden-central-school-district.html">http://usny.nysed.gov/rttt/teachers-leaders/plans/districts/alden-central-school-district.html</a> <b>Most current version as of: August 20, 2013</b>

Performance Evaluation Rubrics	
Teacher	Principal
Danielson’s <i>Framework for Teaching</i> (2011 Revised Edition)	Multidimensional Principal Performance Rubric

Teacher Evaluation (2012-13)				
Presented as % by rating category	Composite Rating	State-provided growth or other comparable measures	Locally-selected measures of student achievement or growth	Other measures of teaching effectiveness
<b>Highly-Effective</b>	61	60	57	-
<b>Effective</b>	38	34	38	-
<b>Developing</b>	1	6	5	-
<b>Ineffective</b>	1	0	0	-

\*Fields with dashes have data suppressed in order to prevent reporting personally identifiable information

Principal Evaluation (2012-13)				
Presented as % by rating category	Composite Rating	State-provided growth or other comparable measures	Locally-selected measures of student achievement or growth	Other measures of principal effectiveness
<b>Highly-Effective</b>	-	-	-	-
<b>Effective</b>	-	-	-	-
<b>Developing</b>	-	-	-	-
<b>Ineffective</b>	-	-	-	-

\*Fields with dashes have data suppressed in order to prevent reporting personally identifiable information

## Section V – Monitoring History

Source: New York State Education Department Files

School Year	Type of Monitoring	NYSED Staff	Date
2012-13	Year 1 Interim Report	N/A	Submitted by April 1,

	Submitted by District		2013
<b>2012-13</b>	Year 1 Interim Report Status Update Call	Aviva Baff, Project Coordinator; Amy Cox, Project Assistant	May 28, 2013
<b>2013-14</b>	Year 1 Final Report Submitted by District	N/A	Submitted by July 15, 2013
<b>2013-14</b>	Year 1 Final Report Status Update Call	Carrie Smith, Project Coordinator; April Marsh, Project Assistant	September 16, 2013
<b>2013-14</b>	Site Visit	April Marsh, Project Assistant	January 23, 2014
<b>2013-14</b>	Year 2 Interim Report Submitted by District	N/A	Submitted by February 7, 2014
<b>2013-14</b>	Year 2 Interim Report Status Update Call	Carrie Smith, Project Coordinator	March 14, 2014
<b>2013-14</b>	Year 2 Final Report Submitted by District	N/A	Submit by June 30, 2014
<b>2013-14</b>	Year 2 Final Report Status Update Call	April Marsh, Project Assistant	July 28, 2014

**Section VI - STLE Grant Profile**

**Source:** District STLE Grant Application, interim reports, and year end final reports.

<b>Grant Information</b>			
<b>STLE #</b>	<b>Funding Amount</b>	<b>Implementation Dates</b>	<b>Individual or Consortium</b>
5545-13-0001	\$224, 375	10/31/2012 – 6/30/2014	Individual

<b>Key Program Design Elements</b>
1. <b>Preparation</b> – Activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles: <i>This component was not addressed by the STLE grant funded activities.</i>
2. <b>Recruitment and Placement</b> – Activities to attract educators to the district and the schools that need them: <i>This component was not addressed by the STLE grant funded activities.</i>
3. <b>Induction and Mentoring</b> – Individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes: <i>This component was not addressed by the STLE grant funded activities.</i>
4. <b>Evaluation</b> – The new APPR system based on Education Law §3012-c.: <i>District educators participated in book studies and collegial discussions which met the demands of the multiple</i>

<i>measures portion of the district's APPR plan.</i>
<b>5. Professional Development/Growth-</b> Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>The district created career ladder positions to serve as Data Team Leaders and Instructional Coaches</i>
<b>6. Performance Management</b> – Use of evaluation data in development and employment decisions: <i>Candidates for career ladder opportunities were selected across all grade levels (selection criteria based in part on APPR/performance review results) and content areas to ensure equal distribution of talent and the capacity to serve all identified student needs.</i>
<b>7. Career Ladder</b> – Opportunities for advancement for educators identified as highly effective or effective: <i>The District established the positions of grant coordinator, teacher leaders and data team leaders. The district recruited and hired 1 STLE Grant Coordinator, 15 Teacher Leaders and 10 Data Team Leaders, who receive stipends for these additional responsibilities.</i>

<b>Program Goals (Taken from Year 2 Interim Report)</b>	<b>Targets (Taken from Year 2 Interim Report)</b>	<b>Outcomes (Taken from Year 2 Final Report)</b>
Goal I: The overarching goal of this project is to improve our educators' effectiveness and increase their capacity to improve the academic achievement and college/career readiness of our students	<p>By the end of year two, 15% of our educators will be involved in one or more leadership activities (e.g., Data team leadership, Instructional coaching, Teacher center presenter, chair of a building or district committee such as the building leadership team or Response to intervention committee)</p> <p>By the end of year two, 80% of our educators will be actively participating in at least one data team.</p> <p>By the end of year two, a coherent, common language of instruction will be evident in planning, instruction, and evaluation, as measured by lesson plan reviews and teacher evaluations.</p>	<p>27% of 129 teachers have participated in one or more leadership activities.</p> <p>100% of the 129 teachers have actively participated in at least one data team meeting</p> <p>75% of 129 teachers received feedback that drives instruction</p>
Goal II: The project will improve our educators' effectiveness and increase their capacity to improve the academic achievement and college/career readiness of	By the end of year two, a district-wide process and protocol for data analysis and curriculum instruction revision is implemented.	100% of 129 teachers have at least one interim assessment in eDoctrina.

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socioeconomically disadvantaged students and students with disabilities	By the end of year two, improve the overall percentage of economically disadvantaged students and students with disabilities that score proficient in ELA and Math.	Due to changes in State rigor, scoring, and cut scores since the grant goals were conceived, the goals are being revisited.
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<b>Total Grant Award</b>	<b>Year 1 Allocation</b>	<b>Year 2 Allocation</b>
\$224,375	\$23,460	\$200,915

Budget Code	Description of Funded Activities/Strategies/Initiatives (This information is available from STLE interim and final reports)	# In Position/ # Served/ # Purchased	Year 1 Interim Report – School Reported (10/31/12 – 3/1/13)	Year 1 Final – Actual Exp. Per FS-10 F (10/31/12 – 6/30/13)	Year 2 Interim Report – School Reported (7/1/13 – 12/31/13)	Year 2 Final – Actual Exp. Per FS-10 F (7/1/13 - 6/30/14)
15	Project Coordinators	1	\$5,458	\$12,007		\$34,476
15	Substitute Teachers	8	---	\$637	\$21,420	\$41,606
15	Instructional Coaches	15			---	\$37,000
15	Data Team Leaders	10			---	\$5,000
40	eDoctrina Corporation	1	---	\$1,500		\$1,603
40	Professional Development Specialist	1			\$5,500	\$26,000
45	Barnes and Noble	N/S	---	\$764		\$1,047
45	CDW Government	N/S				\$2,709
45	eDoctrina	N/S				\$2,500
45	Houghton Mifflin Harcourt	N/S				\$109
45	Staples – Business Advantage	N/S				\$574
45	GDI – Countryside Inn	N/S				\$317
45	Apple Computer	N/S	---	\$6,220		\$69
49	Purchased Services with BOCES	N/S				\$15,605
46	Grant Coordinator and 2 teachers attended a 4 day Adaptive Schools program and And other BOCES programs on instruction and common core initiatives	3			\$442.8	\$512
80	Employee Benefits	N/S	---	\$2,332	\$7,458	\$23,198
	Grant Preparation		\$4,500			
15	Summer Teacher Work of the 2013 - 2014 school year to further program goals.	21			\$8,562.50	\$8,563
	<b>Total Actual Expenditures</b>		<b>\$9,958</b>	<b>\$23,460</b>	<b>\$49,933</b>	<b>\$200,888</b>

Section VII – STLE Grant Analysis

**Source:** STLE file compiled by the New York State Education Department

*Guiding questions to direct the review:*

*I. Does the school district have a comprehensive systems approach to the recruitment, development, support, retention and equitable distribution of effective teachers and school leaders?*

*II. Is the grant impacting high need students and shortage subject areas?*

**Preparation**

<b>Preparation</b>	
<b>Standard</b>	The district is engaging in activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles within a district’s career ladder. This can include encouraging and/or enhancing pathways for educators to achieve various professional certifications.
<b>Summary:</b> This component was not addressed by the STLE grant funded activities.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
N/A							

**Recruitment and Placement**

<b>Recruitment and Placement</b>	
<b>Standard</b>	The district engages in activities to attract educators to the district. The district engages in targeted placement and recruitment to ensure high needs students and schools has effective or highly effective educators.
<b>Summary:</b> This component was not addressed by the STLE grant funded activities.	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Recruit/ Transfer	Total Amount
N/A							

**Induction and Mentoring**

<b>Induction and Mentoring</b>	
<b>Standard</b>	The district provides individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes.
<b>Summary:</b> This component was not addressed by the STLE grant funded activities.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
N/A							

**Evaluation**

<b>Evaluation</b>	
<b>Standard</b>	The district is fully implementing an APPR plan that complies with Education Law §3012-c and is approved by the commissioner. Through the evaluation system the district has a common language to discuss

effective teaching and leadership practices.

**Summary:** District educators participated in book studies and collegial discussions which met the demands of the multiple measures portion of the district’s APPR plan. These activities supported the district in attaining STLE Goal I- to improve our educators' effectiveness and increase their capacity to improve the academic achievement and college/career readiness of our students and STLE Goal II- improve our educators' effectiveness and increase their capacity to improve the academic achievement and college/career readiness of socioeconomically disadvantaged students and students with disabilities.

Administrators and all Data Team Leaders and Instructional Coaches collaborated with Steven Barkley in order to research and discuss best practices as it relates to the backwards planning model. Administrators and Teacher Leaders met several times throughout the school year in order to develop a common language of instruction. This instructional team also worked with Steven Barkley during three face to face meetings/presentations in addition to frequent contact via SKYPE, e-mail. This work allowed for administrators to utilize this common language throughout the 2013-2014 teacher evaluation process.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
Stephen Barkley was hired as a facilitator and presenter for Instructional Coaches.	T-Eval P-Eval	PD	D Strategy APPR- other, DDI, Grant, SWD, Coach	FP-DS	40	11		\$5,500
Edoctrina software training for assessment of APPR, development of SLOs	T-Eval P-Eval	Resource	APPR- other, Assess, APPR-SLO	NT- Partner	40	129		\$1,500
Books were purchased for book study, review, and collegial discussion which meet the demands of the multiple measures portion of the district APPR.	T-Eval P-Eval	Resource	APPR- other	N/A	45	35		\$764

**Supporting Evidence:**

*Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.*

Evidence from site visit:

- Teacher Leaders reported that the professional development provided by Steven Barkley has increased their ability to provide teachers with more meaningful, targeted feedback in order to improve instruction and in turn, evaluation outcomes.

Evidence from Final Report Year 1:

- Grant Coordinator and District Team identified experts and best practice in various instructional pedagogical processes for staff to study in order develop the common language of instruction.

- Approval of the district APPR plan and district financial constraints has pushed back Alden CSD’s original timeline. It is the districts hope to move forward into Year 2 with the goal of enacting data driven instruction and developing their common language of instruction.

Evidence from Interim Report Year 2:

- A district administrator noted that through the work of Data Teams, common formative assessments have been created allowing for increased opportunities to monitor student progress, as well as make necessary changes to instruction.
- The STLE grant coordinator reported that professional development provided by the Data Team Leaders improved instruction observed during teacher observations, as evidence in part by an increase in the integration of close reading techniques across all subject areas.
- District leaders indicated the common language created by the Leadership team has provided teachers with specific and actionable feedback from evaluations, leading to greater continuity as it relates to evaluations.

Evidence from Final Report Year 2:

- Teacher Leaders reported work with Stephen Barkley, BOCES providers, and Andy Terranova helped to facilitate growth and initiative while working toward their goals.

***Ongoing Professional Development/Professional Growth***

<b>Ongoing Professional Development/Professional Growth</b>	
<b>Standard</b>	The district provides differentiated and ongoing support for teacher and leader effectiveness based on evidence of practice and student learning. Teachers and principals have opportunities to engage in professional development.
<p><b>Summary:</b> The district used STLE funds to successfully provide teacher leaders and administrators with differentiated and on-going support through professional development activities.</p> <p>These activities supported the district in attaining STLE Goal I- to improve our educators' effectiveness and increase their capacity to improve the academic achievement and college/career readiness of our students and STLE Goal II- improve our educators' effectiveness and increase their capacity to improve the academic achievement and college/career readiness of socioeconomically disadvantaged students and students with disabilities.</p> <p>Data Team Leaders were trained in the use of eDoctrina in order to support the district’s Data Driven Instruction (DDI) initiatives. Based on DDI professional development, Data Team Leaders worked with all teachers within the district to develop interim assessments in all subject areas.</p> <p>Teacher Leaders attended two conferences led by Steven Barkley addressing assessment development based on individual student needs and abilities and identifying student and teacher behavior as a means to improve instruction. Teachers were able to provide turnkey training to</p>	

district educators based on Steven Barkley’s trainings.

The STLE coordinator (Director of Student and Staff Learning) attended a four day Adaptive Schools conference allowing him to gain a greater understanding of using collaboration as a tool to address issues around student learning. Skills learned from this conference were used to improve the facilitation of Data Team meetings attended by district educators.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Teacher Leaders attended two conferences led by Steven Barkley addressing assessment development based on individual student needs and abilities and identifying student and teacher behavior as a means to improve instruction.	T-PD external	Group	Assess, Turnkey	FP-DS	46	15	2 conferences	\$512
The Grant Coordinator attended a 4 day Adaptive Schools program	T-PD External	Individual	DDI	FP-DS	46	1	4 days	\$442.78
The Grant Coordinator attended BOCES workshops pertaining to instruction and common core initiatives to turnkey information to the different Data Team groups.	T-PD External	Individual	CC-other, Turnkey	BOCES-DS	49	1	15 workshops	\$15,605

**Supporting Evidence:**

*Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.*

Evidence from site visit notes:

- The district superintendent reported that Data Team Leaders helped to train their peers in order to take on additional Data Team Leader roles in order to expand data initiatives district-wide. Work completed through monthly data team meetings led to increased collaboration among educators as it relates to the analysis of multiple sources of data. This increased collaboration allowed for teachers to better identify individual student’s strengths and weaknesses and modify instruction to meet the diverse needs across their classrooms.
- The superintendent indicated that data teams will continue to analyze data and monitor progress (using common formative assessments, standardized assessments, teacher reports, student work products, etc.) in order to develop student progress reports and instructional plans. These reports were used by teachers in order to identify places in which instruction could be modified to better meet the needs of students, as well as verified strong instructional practice having an impact on students.
- A district principal indicated that through the professional development Teacher Leaders received from Steven Barkley, they were able to successfully facilitate book studies and staff meetings around DDI. This principal noted that due to the book studies and staff meetings, teachers were collaborating much more frequently on ways in which to improve instruction based on student outcomes using multiple sources of data.

- Teacher Leaders reported that Steven Barkley’s professional development in assessing student and teacher behavior increased teacher motivation across the district to better define types of productive student behavior and types of teacher behavior that brought about the desired student behavior.
- Teacher Leaders reported that they were able to work with teachers to assess what additional supports are needed in order to bring about positive student behavior.
- Principals and teachers reported that the professional development conducted by Stephen Barkley with the Teacher Leaders has energized the school community. Teacher Leaders and teachers both shared a renewed sense of passion and drive through the application of Barkley’s "backwards planning" approach to instruction. By targeting student outcomes, teachers voiced that they were better able to see how to improve teaching practices.

Evidence from Final Report Year 1:

- The district work with Stephen Barkley, BOCES providers, and Andy Terranova helped to facilitate growth and initiative while working toward our goals.
- Approval of the district APPR plan and district financial constraints has pushed back Alden CSD original timeline. It is the districts hope to move forward into Year 2 with the goal of enacting data driven instruction and developing their common language of instruction.

Evidence from Final Report Year 2/ Final Status Call Notes Year 2:

- The Project Coordinator, with assistance from BOCES, provided professional development on effective feedback using an *Explicit Direct Instruction* (EDI) model to district administrators and ten teacher leaders. This professional opportunity extended the district goal toward achieving a common language of instruction. The EDI concepts, matched with the backwards planning model of identifying student behaviors, furthers teacher and leader explicit feedback on improving instruction.
- The Grant Coordinator reported that to date, all teachers in the district have participated in a data team meeting and administered at least one interim assessment. Many teacher groups worked with Data Team Leaders, the Project Coordinator, and the BOCES provider to develop discussion protocols, data sheets, assessment maps, and additional interim assessments in eDoctrina.
- The call notes indicate that the Grant Coordinator attended 15 workshops provided by BOCES pertaining to instruction and Common Core initiatives to then be able to turnkey the information to the various Data Team groups.

**Performance Management**

<b>Performance Management</b>	
<b>Standard</b>	The district is systemically using evaluation data in development and employment decisions.
<b>Summary:</b> The district’s career ladder component included financial incentives for effective or highly effective teachers taking on additional responsibilities; ongoing, job-embedded professional development and training for both teachers and administrators; and the development of Data Analysis Teams that support educators and drive the districts instructional approaches. Efforts towards meeting this standard supports the district in meeting its STLE Goal II- improve	

our educators' effectiveness and increase their capacity to improve the academic achievement and college/career readiness of socioeconomically disadvantaged students and students with disabilities.

By identifying highly effective teachers to fulfill these additional responsibilities, the district has successfully distributed the talents of the faculty across content areas and grade levels. Emphasis was placed on supporting high need students through the use of data, mentoring, professional development, and consistent, district-wide utilization of evidence-based strategies that support student success and achievement.

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Served	Total Amount
N/A							

**Supporting Evidence:**

*Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.*

Evidence from the district’s program abstract:

- Candidates for career ladder opportunities were selected across all grade levels (selection criteria based in part on APPR/performance review results) and content areas to ensure equal distribution of talent and the capacity to serve all identified student needs.

Evidence from Final Report Year 1:

- Approval of the district APPR plan and district financial constraints has pushed back Alden CSD original timeline. It is the districts hope to move forward into Year 2 with the goal of enacting data driven instruction and developing their common language of instruction.

Evidence from Interim Report Year 2:

- District leaders indicated the common language created by this team provided teachers with feedback from evaluations, leading to greater continuity as it relates to instruction and evaluations.

Evidence from Final Report Year 2/ Final Status Call Notes Year 2:

- Teacher Leaders reported work with Stephen Barkley, BOCES providers, and Andy Terranova helped to facilitate growth and initiative while working toward their goals.

**Career Ladder for Teachers and Principals**

<b>Career Ladder for Teachers and Principals</b>	
<b>Standard</b>	Effective and highly effective teachers and principals have opportunities for advancement. Teachers and principals with additional roles and responsibilities have the training and preparation needed to fulfill the career ladder positions.
<b>Summary:</b> The district successfully used grant funds to ensure that effective and highly effective	

teachers and leaders have opportunities for advancement. Prior to beginning their career ladder positions, teachers and leaders received training needed to fulfill additional roles and responsibilities. Efforts toward meeting this standard support the district in meeting STLE Goal I- to improve our educators' effectiveness and increase their capacity to improve the academic achievement and college/career readiness of our students and STLE Goal II- improve our educators' effectiveness and increase their capacity to improve the academic achievement and college/career readiness of socioeconomically disadvantaged students and students with disabilities.

Teachers were selected for career ladder, in part by the using teacher evaluation system index of meeting or exceeding standards. The district created 10 Data Team Teacher Leader positions in order to assist teachers in the development of rigorous pre-, interim, and post- assessments that align with the Common Core Learning Standards (CCLS) within eDoctrina. Data Team Leaders also work with teachers to analyze various types of assessment data in order to make continuous instructional improvements. 15 Instructional Coaching positions were created in order to analyze current available research and disseminate effective practices to assist teachers and leaders in determining ways to align Alden CSD practice to determine a common language of instruction.

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
TOSA - Project Coordinator	T-TOSA	STLE 1	Shortage, DDI, Assess, Turnkey, D Strategy	Salary	15	1	\$34,476
Data Team Leader	T-FT	STLE 1	DDI, Assess, Coach	Flat rate based on date of hire	15	10	\$5,000
Mentor Coach	T-FT	STLE 1	CC- Other, policy	Flat rate based on date of hire	15	15	\$37,000

**Supporting Evidence:**

*Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.*

Evidence from site visit:

- Through the work Teacher Leaders have completed with district educators; the principal reported that he is seeing greater and more frequent collaboration among educators.
- The principal indicated that through STLE, the district has been very successful with "growing our own leaders".
- The DDI Project Coordinator’s work with teacher groups to assess understanding and provide additional supports was noted numerous times as being instrumental to ensuring teacher comfort and success when using student data to drive instruction.

Evidence from Final Report Year 1:

- The District budget was originally voted down in May enacting a hiring freeze until after July 1, 2013 so that the positions for 2013 – 2014 Data Team Leaders and Instructional Coaches were not posted until June 27, 2013. Data Team Leaders should be in place by the middle of July and Instructional Coaches will be in place by the middle of August.

Evidence from Final Report Year 2:

- Many teacher groups have worked with Data Team Leaders, the Project Coordinator, and the BOCES provider to develop discussion protocols, data sheets, assessment maps, and additional interim assessments in eDoctrina.
- In the Alden school district, they report that the STLE Grant helped build leadership capacity and growth in their teacher leaders.

*Other*

Other						
<b>Standard</b>	[Note: There is no standard for “Other”.] The district uses grant funds for activities and/or positions that do not directly align with the seven TLE components.					
<b>Summary:</b> The component was not addressed by the STLE grant funded activities.						
Short Description	Code	Purpose	Provider	Budget Code	Compensation	Total Amount
N/A						

**Issues of Equity**

Issues of Equity	
<b>Standard</b>	The district is focused on equitably distributing highly effective and effective teachers and principals working with high need students and in shortage subject areas including Science, Technology, Engineering and Math (STEM), English Language Learners (ELL), bilingual and/or special education.
The district used STLE funded activities to support the distribution of high quality educators. In particular, the district has trained the 15 Data Team Leaders in addition to the grant coordinator in order to train district educators in ways to examine various types of assessment data to ensure students with disabilities and economically disadvantaged students are making continuous improvements.	

**Supporting Evidence:**

*Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.*

Evidence from Final Report Year 1:

- Approval of the district APPR plan and district financial constraints has pushed back Alden CSD original timeline. It is the districts hope to move forward into Year 2 with the

goal of enacting data driven instruction and developing their common language of instruction.

Evidence from Year 2 Interim Report:

- The Teacher Leaders attended two conferences led by Steven Barkley addressing assessment development based on individual student needs and abilities and identifying student and teacher behavior as a means to improve instruction.
- The STLE coordinator attended a four day Adaptive Schools conference allowing him to gain a greater understanding of using collaboration as a tool to address issues around student learning. Skills learned from this conference have been used to improve the facilitation of Data Team meetings attended by district educators.

**Sustainability**

<b>Sustainability</b>	
<b>Standard</b>	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.
The district has used grant funded activities to implement programs and practices that should have a long term impact on the district. The district and the Board of Education are working together in order to build five half days into the district calendar in order for the continuation of DDI initiatives first implemented through STLE. The hiring of a BOCES data expert along with using Race To The Top (RTTT) funding to continue the work started by the data coach are other avenues the district has explored in order to sustain programs and personnel related to the STLE grant.	

<b>Short Description</b>	<b>Code</b>	<b>Type</b>
To build five half days into the district calendar in order for the continuation of DDI initiatives, hiring of a BOCES data expert	Program Personnel	SF, SF

**Supporting Evidence:**

*Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.*

Evidence from Year 1 Interim Report:

- Two main strands of the STLE grant are perceived to be entirely sustainable. The Career Ladder Data Team Leaders will be determining the process of Data Driven instruction district wide, and the leaders will support implementation of DDI now and in the future. The Instructional Coaches are helping to foster the district’s common language of instruction. They will provide training and support on the common practices and associated language which will be folded into future mentor endeavors. Instructional coaching is ongoing and the use of common language around instructional practices is critical to the viability of the district’s APPR plan.

Evidence from Year 2 Interim Report:

- The Board of Education is looking into building 5 district wide student half days for the continuation of data driven instruction meetings. This will eliminate the cost of substitutes moving forward, but still allow for teachers to have dedicated time to discuss interim assessments and curriculum with colleagues. The Data Team Leaders will continue their role in the district. These positions will be paid from the district's general funds.
- The district purchased a data expert from BOCES to help each of the data team leaders to understand the function and role of what happens within data driven instruction. This has allowed for educators to think in terms of not data driven instruction but data informed instruction. This shift in culture will allow for the turnkey training provided by Teacher Leaders to sustain and continue well after STLE.
- The district has intentionally planned funding sources to sustain the work of the data coach for an additional year through the use of other RTTT dollars.

Evidence from Final Report Year 2:

- The District has added back an Assistant Principal who will assume the APPR and eDoctrina duties that the Project Coordinator was completing during the 2013-2014 school year. The District will also retain the Data Team Leader position to lead further implantation of the DDI process. The District modified the school calendar for the 2014 – 2015 school year moving forward creating (5) half days and (2) Superintendent's Conference Days in order for us to implement a true DDI process. This includes the administration of interim assessments with the half days in place for data team meetings as well as on going professional development. The District continues to invest time and resources into the backwards planning model initiated by Stephen Barkley's work. Stephen is scheduled to work with the Administrative Cabinet on sustainability at a retreat .

**Section VIII – Methodology**

Overview of monitoring activities and site visit including a description of individuals interviewed, description of classroom observations including amount of time, student population and any protocol or rubrics used to conduct the observations and/or monitoring of the grant.

Individuals interviewed

*District Level*

Interim Superintendent  
Grant Coordinator  
Data Coach

*Alden High School*

Principal  
Data Team Leaders

*Alden Middle School*

Interim Principal  
Data Team Leaders

Instructional Coaches

Description of classroom observations (including amount of time, student population and rubrics used to conduct observations)

- N/A

Documents and materials reviewed to complete this report

- Alden Year 1 Interim STLE report
- Alden Year 1 Final STLE report
- Alden Year 2 Interim STLE report
- Alden Year 2 Final STLE report
- Alden Final Status Call Year 2 notes
- Alden CSD Site Visit Notes
- Alden STLE Program Abstract