



**New York State Education Department**

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

**Chatham Central School District**

**Table of Contents**

**Contents**

District Contact Information ..... 3

Section I – District Description..... 3

Section II – Academic Performance ..... 4

Section III – District Schools Profile ..... 7

Section IV – Annual Professional Performance Review (APPR) Profile..... 7

Section V – Monitoring History ..... 8

Section VI - STLE Grant Profile ..... 9

Section VII – STLE Grant Analysis ..... 12

    Preparation ..... 12

    Recruitment and Placement ..... 13

    Induction and Mentoring..... 14

    Evaluation ..... 15

    Ongoing Professional Development/Professional Growth ..... 16

    Performance Management ..... 18

    Career Ladder for Teachers and Principals..... 20

    Other ..... 21

    Issues of Equity..... 21

    Sustainability..... 22

Section VIII – Methodology ..... 23

## District Contact Information

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## Section I – District Description

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

**Most current information as of:** March 3, 2014

<b>District Location</b>	
<b>Region</b>	<b>BOCES</b>
Upper Hudson	Questar III 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>
1204	244	120	14	139	387

<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%	4%	4%	1%	90%	1%

<b>Attendance/Suspension Rates</b>	
<b>Annual Attendance Rate</b>	<b>Student Suspensions</b>
94%	3%

<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>
109	0%	1%	22%	23%

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

## Section II – Academic Performance

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

**Most current information as of:** June 18, 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(2011-12)	50	0	n<5	27
3(2012-13)	35	0	None tested	10
4(2011-12)	64	25	n<5	50
4(2012-13)	25	0	n<5	11
5(2011-12)	62	0	n<5	55
5(2012-13)	28	8	n<5	20
6(2011-12)	65	0	None tested	59
6(2012-13)	40	0	n<5	23
7(2011-12)	55	0	None tested	44
7(2012-13)	40	0	None tested	28
8(2011-12)	54	9	n<5	45
8(2012-13)	43	0	0	29
District Wide (2011-12)	58	6	Cannot be calculated	48
District Wide (2012-13)	35	1	Not available (n<5)	21

<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(2011-12)	60	36	n<5	50
3(2012-13)	30	0	0	14
4(2011-12)	64	17	n<5	65
4(2012-13)	31	0	n<5	14
5(2011-12)	65	8	n<5	48
5(2012-13)	26	0	n<5	10
6(2011-12)	78	27	None tested	70
6(2012-13)	44	0	n<5	30
7(2011-12)	70	17	None tested	63
7(2012-13)	25	11	None tested	17
8(2011-12)	58	36	n<5	47
8(2012-13)	21	0	0	15

Chatham Central School District STLE 1 Summary Report (2012-2014)

District Wide (2011-12)	66	23	Cannot be calculated	58
District Wide (2012-13)	29	1	Not available (n<5)	17

<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(2011-12)	95	83	n<5	91
4(2012-13)	91	67	n<5	85
8(2011-12)	84	67	n<5	73
8(2012-13)	80	38	0	67
District Wide (2011-12)	89	76	Cannot be calculated	81
District Wide (2012-13)	85	52	Not available (n<5)	38

<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	100	53	100	0
Integrated Algebra	89	19	80	0
Geometry	68	24	13	0
Algebra 2/Trigonometry	63	21	n<5	n<5
Global History and Geography	84	34	54	0
U.S. History and Government	93	41	44	0
Living Environment	91	43	58	8
Physical Setting/Physical Earth	86	42	57	0
Physical Setting/Chemistry	53	9	0	0
Physical Setting/Physics	81	26	n<5	n<5

<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>	90	60	93	61
<b>SWD</b>	67	20	73	27
<b>ELL</b>	None tested		n<5	n<5
<b>ED</b>	74	21	87	37

<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>	90	16	90	17
<b>SWD</b>	67	13	60	7
<b>ELL</b>	None tested		n<5	n<5
<b>ED</b>	84	5	83	3

<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:</b>			
			<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
English Language Arts	3	1	-	-	-	-
	5	1	-	-	-	-
	6	1	-	-	-	-
	7	1	-	-	-	-
Mathematics	3	1	-	-	-	-
	5	1	-	-	-	-
	6	1	-	-	-	-
	7	1	-	-	-	-
Science	none	-	-	-	-	-
	none	-	-	-	-	-

<b>2012-13 New York State Alternative Assessment (NYSAA) Secondary Level</b>					
	<b>n Tested</b>	<b>Number of students scoring at:</b>			
		<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
English Language Arts	none	-	-	-	-
Mathematics	none	-	-	-	-

<b>Group</b>	<b>2007 Cohort 5 Year</b>		<b>2008 Cohort 4 Year</b>	
	<b>n</b>	<b>Graduation Rate (%)</b>	<b>n</b>	<b>Graduation Rate (%)</b>
All	110	92	107	84
Students With Disabilities	6	n<30	15	n<30
Limited English Proficient	0	None tested	0	n<30
Economically Disadvantaged	25	n<30	19	n<30

<b>List Any Measures Where the District <u>Did Not</u> Meet AYP in 2011-12</b>
<ul style="list-style-type: none"> <li>Elementary/Middle-Level ELA – Students With Disabilities</li> </ul>

<ul style="list-style-type: none"> <li>Elementary/Middle-Level Math – White</li> <li>Elementary/Middle-Level Math – Students With Disabilities</li> </ul>
<b>List Any Measures Where the District <u>Did Not</u> Meet AYP in 2012-13</b>
<ul style="list-style-type: none"> <li>Secondary Level Math-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 26, 2014

District Name	Superintendent	Time of Service	Status	# of Students (12-13)	# of Students (13-14)	# of Admin (12-13)	# of Admin (13-14)	# of Teachers (12-13)	# of Teachers (13-14)
Chatham Central School District	Cheryl Nuciforo	2009-2014	Original	1,204	1,163	3 P, 1 AP	3 P, 3 AP	109	112

School Name	School Principal	Time of Service	Status	Grades Served	# of Students (12-13)	# of Students (13-14)	# of Admin (12-13)	# of Admin (13-14)	# of Teachers (12-13)	# of Teachers (13-14)
Chatham High School	John Thorsen	2010-14	Con	9-12	435	409	1 P, 1 AP	1 P, 1 AP	35	43
Chatham Middle School	Annemarie Barkman	2011-13	Original	6-8						
Chatham Middle School	Amy Potter	2013-14	Other New	6-8	291	270	1 P	1 P	26	28
Mary E. Dardess Elementary	Kristen Reno	2009-14	Con	K-5	478	481	1 P	1 P	37	41

### 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/docs/chatham-appr-plan.pdf">http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/chatham-appr-plan.pdf</a>
<b>Most current version as of:</b> October 16, 2012

Performance Evaluation Rubrics	
Teacher	Principal
Marzano's Causal Teacher Evaluation Model	Multidimensional Principal Performance Rubric

<b>Teacher Evaluation (2012-13)</b>				
Presented as % by rating category	<b>Composite Rating</b>	<b>State-provided growth or other comparable measures</b>	<b>Locally-selected measures of student achievement or growth</b>	<b>Other measures of teaching effectiveness</b>
<b>Highly-Effective</b>	72	62	74	9
<b>Effective</b>	27	34	20	91
<b>Developing</b>	1	3	5	0
<b>Ineffective</b>	0	1	0	0

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

<b>School Year</b>	<b>Type of Monitoring</b>	<b>NYSED Staff</b>	<b>Date</b>
<b>2012-13</b>	Year 1 Interim Report Submitted by District	N/A	Submitted by April 1, 2013
<b>2012-13</b>	Year 1 Interim Report Status Update Call	Aviva Baff, Project Coordinator; Carrie Smith, Project Coordinator; April Marsh, Project Assistant	May 21, 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; Megan Lee Collins, Project Assistant	December 2, 2013

<b>2013-14</b>	Site Visit	Courtney Max, Project Coordinator; Carrie Smith, Project Coordinator; April Marsh, Project Assistant	October 28, 2013
<b>2013-14</b>	Year 2 Interim Report Submitted by District	N/A	Submitted by February 7, 2014
<b>2013-14</b>	Year 2 Final Report Submitted by District	N/A	Submitted by June 30, 2014
<b>2013-14</b>	Year 2 Final Report Stats Update Call	Robert Husain, Project Assistant	July 28, 2014

## Section VI - STLE Grant Profile

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

<b>General Grant Information</b>			
<b>STLE #</b>	<b>Funding Amount</b>	<b>Implementation Dates</b>	<b>Individual or Consortium</b>
5545-13-0007	\$157,000	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>The district’s focus was to offer a superior climate of teacher support that enhances the district’s ability to attract, employ, and retain top ranked candidates for teacher and administrative positions.</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>The district supported new staff by providing new staff with a mentor that is assigned to them. Both the mentor and the new teacher will be able to utilize the services of the teacher coaches.</i>
4. <b>Evaluation</b> – The new APPR system based on Education Law §3012-c.: <i>The district, utilizing grant funds, purchased eDoctrina to assist with their evaluation data. Teacher Coaches and Principals engaged in Annual Professional Performance Review activities.</i>
5. <b>Professional Development/Growth-</b> Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>Teacher Coaches act as instructional coaches to teachers to support improvement of instructional and professional practice. Administrators, Teacher -Coaches and Questar III BOCES professional development specialists works with small groups of teachers.</i>

**6. Performance Management** – Use of evaluation data in development and employment decisions: *Candidates for career ladder opportunities were selected across all grade levels, selection criteria based in part on Annual Professional Performance Review results, to ensure equal distribution of talent.*

**7. Career Ladder** – Opportunities for advancement for educators identified as highly effective or effective: *The District established the positions of Teacher Coaches.*

<b>Program Goals (Taken from year 1 Final Report)</b>	<b>Targets (Taken from year 1 Final Report)</b>	<b>Outcomes (Taken from Year 2 Final Report)</b>
<p>Goal I: Increase teacher leadership within the District</p>	<p>Create two teacher coach positions (teachers on special assignment for the 2013-14 school year).</p> <p>Create an application process for the teacher-coach positions that includes timetable and selection criteria.</p> <p>Establish an agreement with the teachers' association regarding changes in the teacher leadership structure and career ladder.</p> <p>Create a plan for deployment of teacher-coaches that prioritizes underperforming students, student sub-groups and teachers.</p> <p>Develop a system to record and monitor teacher-coach assistance time.</p>	<p>Hiring two full time teacher coaches, the hiring of replacement teachers, developed a plan for utilizing teacher coaches and providing professional development on assessment and using assessment data to guide instruction.</p> <p>Teacher coaches used formative and summative assessment data to identify priority teachers. District has identified teachers with low effectiveness ratings or low growth scores.</p>
<p>Goal II: Offer a superior climate of teacher support that enhances the District's ability to attract, employ, and retain top-ranked candidates for teacher and administrative positions.</p>	<p>Teacher coaches will observe, co-teach, model, plan and assist priority teachers.</p> <p>Teacher coaches will train priority teachers in the use of data driven instructional decision making.</p>	<p>Teacher coaches prioritize assistance to new teachers and log visits with new teachers</p> <p>Teacher coaches utilized logs and spreadsheets to document the teacher or team of teachers that they worked with and the focus of that training.</p>
<p>Goal III: Improve student performance.</p>	<p>Increase the passing rate on NYS assessments by 10% from 2012-13 to 2013-4.</p>	<p>Outcome for the first target (Increase the passing rate on NYS assessments by 10% from 12-13 to 13-14): 3-8</p>

Chatham Central School District STLE 1 Summary Report (2012-2014)

	<p>Increase the number of student achieving mastery level on NYS assessments by 5% from 2012-13 to 2013-14.</p> <p>Increase the rate of students in grades K-5 who are reading at or above grade level by 5%.</p>	<p>ELA proficiency results remained constant at 35% for both 12-13 and 13-14. Math Proficiency results increased from 29% in 12-13 to 40% in 13-14. The next section in Goal III (Increase the number of students achieving mastery level on NYS assessments by 5% from 12-13 to 13-14) should read as follows in the outcome column: 3-8 ELA mastery rates increased from 11% in 12-13 to 14% in 13-14. Math mastery increased from 8% in 12-13 to 15% in 13-14.</p> <p>2012-13:                  Kindergarten = 66%                  First Grade = 94%                  Second Grade = 84%                  Third Grade = 65%                  Fourth Grade = 70%                  Fifth Grade = 72%</p> <p>2013-14:                  Kindergarten =94%                  First Grade =92%                  Second Grade =86%                  Third Grade= 88%                  Fourth Grade= 53%                  Fifth Grade=40%.</p>
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<b>Total Grant Award</b>	<b>Year 1 Allocation</b>	<b>Year 2 Allocation</b>
\$157,000	\$4,000	\$154,480

Budget Code	Description of Funded Activities/Strategies/Initiatives ( <i>This information is available from STLE interim and final reports</i> )	# 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	Implement 3 part time teacher coach positions during the 3rd quarter of the 2012-13 school year and provide coaching support specific to Annual Professional Performance Review plan	3	-	\$2,520	-	-
15	Select two full time teacher-coaches for the 2013-14 school year and hire replacement teachers.	2	-	-	\$38,306	\$89,375
40	Provide teacher-coaches with training	5	-	-		\$6,586.50

Chatham Central School District STLE 1 Summary Report (2012-2014)

	opportunities to expand their knowledge base outside of grades/subject previously taught.				\$1,232	
45	Provide professional literature and supplies as requested by teacher-coaches.		-	-	\$551	\$3,667
46	Teacher-coaches travel to conferences to expand their knowledge base.	5	-	-	\$420	\$300
80	Benefits provided to replacement teachers per teacher contract.	2	-	-	\$14,838	\$21,780.63
40	Edoctrina software is purchased, extensive training program for teacher and teacher-coaches increases staff ability to assess student progress, and analyze data from assessments to improve instruction and student achievement.		-	-	\$10,000	\$5,080
40	State Education Department Registrations		-	-	-	\$350
40	Heinemann Workshops		-	-	-	\$219
40	Judy Matthews	1	-	-	-	\$937
49	Questar III BOCES professional development staff assists in providing support to teachers to increase understanding of Common Core Learning Standards, assessment, and Annual Professional Performance Review.		-	-	\$6,937	\$11,136
<b>Total Actual Expenditures</b>			<b>\$0</b>	<b>\$2,520</b>	<b>\$72,284</b>	<b>\$139,431.13</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 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> The district achieved its Goal II: offer a superior climate of teacher support that enhances the district's ability to attract, employ, and retain top-ranked candidates for teacher and administrative positions. The district is successfully meeting this standard through grant funded activities that attract educators to the district. Teacher coaches will observe, co-teach, model, plan and assist priority teachers. Teacher coaches will train priority teachers in the use of data driven instructional decision making.	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Recruit/ Transfer	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 Interim Report Year 1:

- The district calculated baseline data on number of top-ranked interviewees who are assigned to teaching contracts and the retention rate of desired teachers through their tenure career. By September 2013, the district had recorded baseline data and developed a record keeping system to monitor changes in this data.
- The district developed grade level specific teacher coaches who supported the development and retention of professional staff.

Evidence from Final Report Year 1:

- The district created two teacher coach positions. These teachers were on special assignment for the 2013-14 school year.
- The district was able to highlight the availability of support through their new teacher coaches as they have interviewed candidates for employment.
- The district's new teacher coach role allowed the attraction of promising young educators to apply.
- The district has hired a new middle school principal from a pool of highly qualified candidates. The district indicates the reason behind attracting highly qualified individuals was due to the supports the district has in place to assist principals with Annual Professional Performance Review implementation.

Evidence from Site Visit:

- The district indicates that recruitment activities do not occur as this is an appealing district and they do not have to recruit. People stay and want to come to the district.

Evidence from Interim Report Year 2:

- The district indicates teacher coaches targeted new and less effective teachers to assist in improving teaching and therefore improving student performance.

Evidence from Final Report Year 2:

- The district indicates teacher coaches utilized logs and spreadsheets to document the teacher or team of teachers that they worked with and the focus of that training.

***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> The district has achieved its Goal III: improve student performance. The district is using grant funds to ensure that new and early career educators have mentoring. Induction and mentoring program has been in place for a number of years, and the availability of the new teacher coach career ladder positions to work individually with teachers, especially newer teachers, has benefitted the district’s teachers. Teacher coaches are well positioned to support new and early career educators to improve their ability to produce positive student outcomes. Teacher coaches are acting as instructional coaches to teachers to support improvement of teaching practice.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Teacher coaches have been selected and the replacement teachers hired.	T-Mentor	Group	Coach	District	15	2	\$89,375

**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 Interim Report Year 1:

- The district developed a record keeping system to follow and monitor requests from non-tenured teachers for specific assistance from teacher coaches.

Evidence from Interim Report Year 2:

- The district indicated: “While the district has had an induction and mentoring program in place for a number of years, the availability of the teacher-coaches to work individually with teachers, especially newer teachers, has benefitted the district’s teachers and, therefore, students. Teacher-coaches are responsive to individual teacher requests or to

requests to work with grade levels or departments. The coaches are also directed by administrators as needs are observed”.

- In addition to the services of the teacher coaches, the grant has provided additional professional development via Questar III BOCES to teachers in areas related to Annual Professional Performance Reviews, Common Core and data development and use. The districts states that this has been helpful for all teachers but most especially for early career teachers.
- Teacher coaches initially prioritized new teachers for contact. The coaches visited all new teachers during the first weeks of school and offered many different types of assistance depending on the teachers' requests, prior experience, and administratively identified needs.

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

- The district indicated the district has utilized teacher coaches to work with targeted teachers, curriculum area teachers and grade levels in the development of formative and summative assessments.
- The district indicated through the work of the teacher coaches and providing professional development they are not only collecting data, but utilizing this data for the purpose of guiding instruction and improving student performance.
- The call notes indicate that teacher coaches worked with two teachers on Teacher Improvements Plans for 2013–2014, and that they are now off of the Teacher Improvement Plan.

*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
<b>Summary:</b> In meeting this standard the district has achieved its Goal II: offer a superior climate of teacher support that enhances the district’s ability to attract, employ, and retain top ranked candidates for teacher and administrative positions and Goal III: improve student performance.	
Development though BOCES (Questar III) has been provided to all teachers, in small grade level or subject area groups during release time. The training has focused on Common Core Learning Standards, Annual Professional Performance Reviews, and highest impact instructional strategies.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
Questar III BOCES professional development staff assists in providing support to teachers to increase understanding of Common Core Learning Standards, assessment, and Annual Professional Performance Reviews.	T-Eval	PD	APPR-Other, CC-other	BOCES-DS	49	112		\$11,136

**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:

- The district reported that the use of teacher-coaches to help staff members with end of year Annual Professional Performance Review activities was very helpful. Teachers were calculating Student Learning Objectives with real data for the first time and many teachers and principals needed help with these activities. In addition, teachers needed reminders and repetition regarding the calculation of State or Local growth scores. Teacher coaches had been prepared with full understanding of these steps of the Annual Professional Performance Review process and were able to reassure teachers with their knowledgeable assistance.

Evidence from Interim Report Year 2:

- Teachers received assistance from teacher coaches, in addition to administrators, in developing Student Learning Objectives and preparing for the Annual Professional Performance Review cycle.
- Teacher coaches targeted new and less effective teachers to assist in improving teacher and therefore student performance.

Evidence from Site Visit:

- Teachers with Teacher Improvement Plans are mentored. Areas of need are addressed for each teacher by a mentor and targeted Professional Development.
- Teacher Improvement Plans for new teachers are more formal. A non-formal structure is used for all other teachers. Teacher coaches observed classes and through natural progression, teachers sought assistance in areas of questions of weaknesses.

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

- The district has utilized teacher coaches to work with targeted teachers, curriculum area teachers and grade levels in the development of formative and summative assessments.
- The district administrators identified teachers in need of support from teacher coaches based on effectiveness ratings and growth scores.
- The call notes indicate that the district purchased and provided training on “Nspire Handhelds” and clickers to improve gathering of assessment data.

***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.
<b>Summary:</b> The district has achieved its Goal III: improve student performance. The district has met this standard by collaborating with the help of the Professional Development Committee to prepare teacher coaches and administrators with proper skills to support their new roles; and to	

assist teachers with professional development focused around district/school goals of improving all areas of instruction. Questar III BOCES professional development staff assists in providing support to teachers.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Teacher-coaches engage in conferences and training.	T-PD External	Group	Grant	FP-DS	40	2		\$6,586.50
Materials provided for teacher-coaches.	Material	Books	Grant	FP-DS	45	53		\$3667
Travel reimbursed when coaches travel to conferences.			Grant	FP-DS	46	2		\$300
Questar III BOCES professional development staff assists in providing support to teachers to increase understanding of Common Core Learning Standards, assessment, and Annual Professional Performance Reviews.	T-PD External	Group	APPR-Other, CC-other	BOCES-DS	49	112		\$11,136

**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:

- Teacher coaches provided assistance to content area teachers as they developed assessments during Year 1. The teacher coaches were available during the third quarter of Year 1 to help individual teachers as needed with questions and matters pertaining to Annual Professional Performance Reviews, student assessment, and data. The teacher coaches supplemented the districts already strong professional development system by individualizing assistance to teachers based on student outcomes and principal evaluations.

Evidence from Interim Report Year 2:

- The teacher coaches were provided with training opportunities to expand their knowledge base outside of grades and subjects previously taught.
- Teacher-coaches traveled to conferences to expand their knowledge base.
- Edocrina software was purchased with STLE funds and an implementation plan has successfully trained all teachers, paraprofessionals and administrators. Staff is able to tie assessments to Common Core Learning Standards and/or local curricula and produce analyses of student performance. Administrators led discussions regarding this data and implications for instruction.
- Teachers can access immediate and imbedded support through teacher coaches to assist with challenges of understanding and implementing Common Core Learning Standards.

Evidence from Site Visit:

- Every Professional Development event had an evaluation form and the Professional Development committee tracked the results. Evaluations are a higher level evaluation to assess knowledge and comfort gained. Teachers reported the evaluations take around 30 minutes to complete.
- Professional Development is focused around district/school goals of improving all areas of instruction. Working with the Professional Development Committee, the district developed Professional Development sessions based on teacher need.
- “Teachers are seeking the help of the ELA and math coaches to better meet the needs of their students. We have been able to really craft assessments to better align with curriculum. Building Professional Development into the school year helps us to look ahead and fully prepare for the Professional Development sessions.” –Principal
- There are three areas of focus: data and instruction, instructional practices, inclusion of technology. Teacher leaders and administrators are used to support Professional Development. Professional Development plans organized around the three areas of focus. Professional Development begins in departments and expands outward. People chose their workgroups to work on things that are meaningful, i.e. one group works on 9th grade and another works on 10th grade. Two full days and two half days of Professional Development were provided. October 21, November 5, March and February. Professional Development time was provided every Monday for 1hr from 2:45-3:45. Based on the building, Professional Development occurs in a group and/or department.

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

- The district indicated the entire teaching staff has been trained in Edocrina and has utilized this software. During the 2013-14 school year this included 112 teachers.
- The entire teaching staff has attended trainings provided by Questar III BOCES. During the 2013-14 school year this included 112 teachers.
- The teacher coaches worked with a professional development plan to assist teachers in creating formative and summative assessments and use of data produced to direct changes in instruction.
- Half-day professional development time was used for teachers to work with administrators, teacher coaches and Questar III specialists on how to utilize mid-year data to both guide instruction and make adjustments to instructional plans where needed.
- A second professional development half day release was provided for all teachers to continue their work on utilizing assessment and data to improve progress towards meeting district goals.
- The call notes indicated that 112 teachers participated in half day Professional Development.

***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 has achieved its STLE Goal I target - increase teacher leadership within the district and STLE Goal II- Offer a superior climate of teacher support that enhances the District's ability to attract, employ, and retain top-ranked candidates for teacher and	

administrative positions. The district is using grant funded activities to systemically use evaluation data in development and employment decisions. Teacher coaches worked with teachers to increase data driven instructional decisions, thereby increasing teacher effectiveness.

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Hired/ Developed	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 Final Report Year 1:

- Teacher coaches worked with teachers to increase data driven instructional decisions, thereby increasing teacher effectiveness.
- School leaders in preparation for Year 2 devised a plan to deploy the services of the full time, Year 2 teacher coaches strategically to provide support to teachers demonstrating the most need. This plan allowed principals to provide ongoing support and to collect continuous monitoring data on teacher effectiveness.

Evidence from Interim Report Year 2:

- The teacher-coaches used formative and summative assessment data to identify priority teachers and students, and retained analysis after discussions with teachers.
- The district identified teachers with low effectiveness ratings or low growth scores for teacher coach priority and coaches logged visits with priority teachers.
- The teacher coaches prioritized assistance to new teachers and logged visits with new teachers.

Evidence from Site Visit:

- For teachers on Teacher Improvement Plans and for new teachers, evaluation procedures are more formal. A non-formal structure is used for all other teachers. Teacher coaches observed classes and through natural progression, teachers sought assistance in areas of questions of weaknesses.
- Teacher coaches met with the superintendent and had a separate meeting with principals once a month.
- Teachers have become comfortable identifying areas of need and requesting assistance.

Evidence from Final Report Year 2:

- The year two goals were accomplished by creating a teacher coach job description, establishing an agreement with the teachers association, hiring two full time teacher coaches, and the hiring of replacement teachers.
- The district developed a plan for utilizing teacher coaches and providing professional development on assessment and using assessment data to guide instruction.
- The teacher coaches utilized both formative and summative student assessments to identify teachers to work with both directly and indirectly.

- The district administrators identified teachers in need of support from teacher coaches based on effectiveness ratings and growth scores.
- The teacher coaches prioritized assistance to new teachers and logged visits with new teachers.

***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.
<p><b>Summary:</b> The district has achieved its Goal I: increase teacher leadership within the district. The district effectively used grant funds to ensure that effective and highly effective teachers and principals had opportunities for advancement. Career ladder opportunities have been supported by the STLE grant through the establishment of Teacher Coach positions. Two professional teaches have been placed on special assignment and grant funds have paid the cost of replacement teachers. The special assignment teachers serve as teacher coaches throughout the district.</p>	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Select two full time teacher-coaches for the 2013-2014 school year and hire replacement teachers.	T-TOSA	STLE1	DDI, Coach	15	Salary	2	\$89,375
Benefits provided to replacement teachers per teacher contract.				80			\$21,780.63

**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:

- The district planned for teacher coaches through the establishment of a career ladder that allowed high quality teachers to step into higher profile roles within the District. Teachers were given special assignments that utilized their experience and their desire to further the profession by helping others without risking loss of their permanent position or seniority status.

Evidence from Interim Report Year 2:

- Grant funds allowed teacher coaches to attend conferences to extend their professional knowledge by focusing their learning on grade levels outside of their certification and direct teaching experience.

Evidence from Site Visit:

- Overall, there has been a positive impact on the district system which has allowed for a greater number of teachers to take on leadership roles. Some work has been able to be

reassigned from administrators to teacher leaders. Faculty is much more willing to learn from their colleagues and have a deep desire to improve professionally.

- If interest is expressed by a teacher, they can join a committee. E.g. co-chairing a committee. Participation in a committee helps to increase buy-in and produces a higher quality because the committee is then shaped by teachers.
- Teacher coaches are veteran teachers whose input is respected.
- Teachers feel more supported and administrators have been able to shift some responsibilities to the teacher leaders. This has helped administrators focus their efforts on other important school and district programs.

Evidence from Final Report Year 2:

- The year two goals were accomplished by creating a teacher coach job description, establishing an agreement with the teachers association, hiring two full time teacher coaches, and the hiring of replacement teachers.
- The district developed a plan for utilizing teacher coaches and providing professional development on assessment and using assessment data to guide instruction.
- The district has utilized teacher coaches to work with targeted teachers, curriculum area teachers and grade levels in the development of formative and summative assessments.
- Through the work of the teacher coaches and provided professional development the district is not only collecting data, but utilizing this data for the purpose of guiding instruction and improving student performance.

*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> This component is 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 STEM, ELL, bilingual and/or special education or in schools identified as at-risk.
<b>Summary:</b> The district has been able to achieve its STLE Goal III- Improve student performance. The district is using STLE funded activities to support the equitable distribution of high quality educators. District goals for improvement of overall student performance on New York State assessments; including grades 3-8 and Regents exams. Two teacher coaches are working with staff at all levels to ensure adherence to curricula, monitoring of performance, and use of best strategies. Areas of focus include students with disabilities and white students since those are the sub-groups that did not make adequate yearly performance in last report card. Best	

practice indicates that strategies to reach out to sub performing groups impact performance of the total population.

**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 Interim Report Year 2:

- The district is experimenting with different indicators that can be used to monitor or predict year end results on New York State assessments. The district has been tracking course failures, quarterly grades, and teacher predictions to use as proxy measures.
- Administrators participated in Edocrina activities to the degree needed for them to understand the availability of new student achievement data. Administrators now have more timely tools to monitor student learning.

Evidence from Final Report Year 2:

- The district indicated work with curriculum teams and grade level teams in the development of both formative and summative assessments. This process included how to utilize the obtained data to guide and make changes in the instruction of the students.
- The district indicated half-day professional development time was used for teachers to work with administrators, teacher coaches and Questar III specialists on how to utilize mid-year data to both guide instruction and make adjustments to instructional plans where needed.

***Sustainability***

Sustainability	
<b>Standard</b>	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.
<b>Summary:</b> The district has used grant funded activities to implement programs and practices that should have a long term impact on the district. District administrators met with current teacher coaches to discuss the current teacher coach model and to develop plans to move forward. The district superintendent worked with the teachers’ association regarding the teacher coach model for the 2014-15 school year and the development of a Memorandum of Understanding.	

Short Description	Code	Type
Teacher Coach	Personnel	Grant

**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 Interim Report Year 2:

- The district states that they are pleased to have been awarded a round two STLE grant that will focus on updating and improving their induction and mentor program in light of accelerated demands of Annual Professional Performance Review, Common Core Learning Standards, and Race to the Top requirements.
- While negotiations are underway the district's challenge is to continue the exciting momentum of the teacher coach program until their long term sustainability plan is in place. The district hopes to be granted an amendment in their STLE 2 project to allow for continuation of the teacher coaches for one additional year with grant funds until the district funded plan to sustain this successful endeavor is completed.

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

- The district indicated that they have worked with the teachers association in developing a framework for the continuation of a new teacher leader model for the 2014-15 school year.
- The call notes indicated that a structural change by the Superintendent has been made from two to one full time teacher coaches. The superintendent felt this change can accomplish needs through one coach. New positions created include a mentor coach and 22 instructional leaders for STLE 2.

**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*

- Superintendent
- Director of Pupil Services
- Director Special Education, School Psychologist
- District Teacher Leader Coach
- District Teacher Leader Coach

*Mary E. Dardess Elementary School*

- Principal
- Grade 4 Teacher

*Chatham Middle School*

- MS Dean of Students
- MS Math AIS Teacher

*Chatham High School*

- Principal
- Interim Assistant Principal

- Science Teacher
- English Teacher
- English Teacher
- Math Teacher

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

- Chatham Year 1 Interim Report
- Chatham Year 1 Final Report
- Chatham Year 2 Interim Report
- Chatham Year 2 Final Report
- Chatham Year 2 Final Status Call Notes
- Chatham Site Visit Notes