



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Duanesburg Central School District

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District Contact Information

	Superintendent	STLE Grant Manager
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Section I – District Description

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

Most current information as of: March 19, 2014

District Location	
Region	BOCES
Upper Hudson	Capital Region BOCES

District Designations (i.e. DTSDE School, TIF Recipient, etc.)
Good Standing

Student Demographics					
Number of Students	Eligible for Free Lunch	Eligible for Reduced Lunch	Limited English Proficient	Students with Disabilities	Economically Disadvantaged
806	99	20	-	74	153

Racial/Ethnic Origin (Percent)					
American Indian or Alaskan Native	Black or African American	Hispanic or Latino	Asian/Native Hawaiian/Other Pacific Islander	White	Multiracial
0	1	3	1	94	0

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
95	2

Teacher Qualifications				
# Teachers	Percent No Valid Teaching Certificate	Percent Teaching Out of Certification	Turnover Rate for Teachers under 5 Years' Experience	Turnover Rate all Teachers
68	0	0	25	19

Need Status
Average Need District

Section II – Academic Performance

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

Most current information as of: June 18, 2014

Student Performance: 2011-12 & 2012-13 New York State ELA Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	75	0	None tested	60
3(2012-13)	32	0	None tested	7
4(2011-12)	68	n<5	None tested	50
4(2012-13)	47	0	n<5	27
5(2011-12)	55	18	None tested	35
5(2012-13)	25	n<5	None tested	9
6(2011-12)	54	22	None tested	67
6(2012-13)	29	8	None tested	18
7(2011-12)	60	30	n<5	50
7(2012-13)	39	n<5	0	42
8(2011-12)	75	0	None tested	82
8(2012-13)	43	10	None tested	15
District Wide (2011-12)	64	17	n<5	56
District Wide (2012-13)	36	5	Not available (n<5)	19

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	82	0	None tested	67
3(2012-13)	22	0	None tested	0
4(2011-12)	77	n<5	None tested	57
4(2012-13)	48	0	n<5	33
5(2011-12)	70	18	None tested	65
5(2012-13)	25	n<5	None tested	0
6(2011-12)	58	13	None tested	53
6(2012-13)	11	8	None tested	6
7(2011-12)	81	50	n<5	71
7(2012-13)	28	n<5	0	25
8(2011-12)	69	17	None tested	55
8(2012-13)	43	20	None tested	23

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

District Wide (2011-12)	73	22*	n<5	62
District Wide (2012-13)	29	7	Not available (n<5)	14

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	98	n<5	None tested	100
4(2012-13)	95	50	n<5	100
8(2011-12)	94	40	None tested	100
8(2012-13)	88	44	None tested	83
District Wide (2011-12)	96	40*	None tested	100
District Wide (2012-13)	91	46	Not available (n<5)	92

*Does not include grades with n<5.

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	94	43	67	0
Integrated Algebra	90	22	36	9
Geometry	84	20	83	0
Algebra 2/Trigonometry	30	2	0	0
Global History and Geography	82	30	46	15
U.S. History and Government	94	51	83	17
Living Environment	96	76	80	20
Physical Setting/Physical Earth	92	52	55	18
Physical Setting/Chemistry	74	13	0	0
Physical Setting/Physics	79	25	0	0

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	86	36	95	58
SWD	56	0	57	14
ELL	None tested	None tested	n<5	n<5
ED	71	14	100	38

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	87	19	92	25

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

SWD	44	0	43	0
ELL	None tested	None tested	n<5	n<5
ED	79	7	100	13

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

2012-13 New York State English as a Second Language Achievement Test (NYSESLAT)					
	n Tested	Percent of students scoring in each performance level:			
		Beg.	Int.	Ad.	Prof.
Fourth Grade					
All Students	1	-	-	-	-
General Education	-	-	-	-	-
SWD	1	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	77	94	77	92
Students With Disabilities	9	n<30	8	n<30
Limited English Proficient	0	n<30	0	n<30
Economically Disadvantaged	14	n<30	8	n<30

List Any Measures Where the District <u>Did Not</u> Meet AYP in 2011-12
<ul style="list-style-type: none"> • Secondary- Level ELA – White • Secondary-Level Math – White
List Any Measures Where the District <u>Did Not</u> Meet AYP in 2012-13
<ul style="list-style-type: none"> • None

Section III – District Schools Profile

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

Most current information as of: April 4, 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)
Duanesburg CSD	Christine Crowley	2007 – Present	Con	806	770	3 P	3 P	72	64

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)
Duanesburg ES	Andrea Conover	2012 - Present	Con	K-5	329	320	1 P	1 P	28	22
Duanesburg MS	Penny Hardenstine	2010 - Present	Con	6-8	209	187	1 P	1 P	23	21
Duanesburg HS	Beth DeLuke	2009 - 2013	Original	9-12	268	-	1 P	-	21	-
	Leslie Wehner	2013 - Present	New	9-12	-	263	-	1 P	-	21

Section IV – Annual Professional Performance Review (APPR) Profile

Source: New York State Education Department Analysis

APPR Plan
Current APPR Plan: http://usny.nysed.gov/rtt/teachers-leaders/plans/docs/duanesburg-appr-plan.pdf
Most current version as of: April 22, 2014

Performance Evaluation Rubrics	
Teacher	Principal
Danielson's <i>Framework for Teaching</i>	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
Highly-Effective	0	34	16	0
Effective	63	43	84	84
Developing	15	9	0	9

Ineffective	22	15	0	7
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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
Highly-Effective	-	-	-	-
Effective	-	-	-	-
Developing	-	-	-	-
Ineffective	-	-	-	-

*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 Submitted by District	N/A	Submitted by April 1, 2013
2012-13	Year 1 Interim Report Status Update Call	Aviva Baff, Project Coordinator; April Marsh, Project Assistant	May 10, 2014
2013-14	Year 1 Final Report Submitted by District	N/A	Submitted by July 15, 2013
2013-14	Year 1 Final Report Status Update Call	Carrie Smith, Project Coordinator; April Marsh, Project Assistant	September 10, 2013
2013-4	Site Visit	Courtney Jablonski, Project Coordinator	October 22, 2013
2013-14	Year 2 Interim Report Submitted by District	N/A	Submitted by February 7, 2014
2013-14	Year 2 Interim Report Status Update Call	Carrie Smith, Project Coordinator	March 26, 2014
2013-14	Year 2 Final Report Submitted by District	N/A	Submitted by June 30, 2014
2013-14	Year 2 Final Report Status Update Call	Robert Husain, Program Assistant	July 31, 2014

Section VI - STLE Grant Profile

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

General Grant Information			
STLE #	Funding Amount	Implementation Dates	Individual or Consortium
5545-13-0011	\$109,125	10/31/2012 – 6/30/2014	Individual

Key Program Design Elements
1. Preparation – 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>The district has developed a formal partnership with several Institutes of Higher Education to prepare new teacher leaders on the districts’ career ladder with skills to support their new roles.</i>
2. Recruitment and Placement – Activities to attract educators to the district and the schools that need them: <i>This component was not addressed by STLE funded activities.</i>
3. Induction and Mentoring – 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 provided training and technical assistance on implementation of Positive Behavioral Interventions & Supports (PBIS) at the school wide level in a wider effort to improve school culture.</i>
4. Evaluation – The new APPR system based on Education Law §3012-c.: <i>This component was not addressed by STLE funded activities.</i>
5. Professional Development/Growth- Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>The district has hired three teachers who were selected to lead Positive Behavioral Interventions & Supports (PBIS) and three administrators who were selected to “push” the program and support the teachers.</i>
6. Performance Management – Use of evaluation data in development and employment decisions: <i>The district utilized Northwest Evaluation Association (NWEA) testing which is administered three times during the year to inform instruction and evaluate student growth.</i>
7. Career Ladder – Opportunities for advancement for educators identified as highly effective or effective: <i>The district created and filled career ladder positions to help implement the Positive Behavioral Interventions & Supports (PBIS) program which will improve school culture, and in turn, improve student achievement.</i>

Program Goals (Taken from Year 1 Final Report)	Targets (Taken from Year 1 Final Report)	Outcomes (Taken from Year 2 Final Report)
Goal I: Improve math scores through the middle and high school. 80% of students will achieve at least half of the Northwest Evaluation	Align Curriculum with the Common Core Learning Standards. Determine target areas based on student need, review shifts and align	Professional teachers with the support of the Professional Leader aligned curriculum with the Common Core Learning Standards,

<p>Association (NWEA) Normative Growth Projection (grades 6-10)</p>	<p>curriculum to meet the targeted areas.</p> <p>NWEA testing is administered three times during the year to inform instruction and evaluate student growth.</p>	<p>determined target areas based on student need, and reviewed shifts and aligned curriculum to meet the targeted areas</p> <p>80% of students will achieve at least half of the NWEA Normative Growth Projection (grades 6-10)</p> <p>Geometry 75% met the Projected growth Goal for NWEA</p> <p>Algebra I 65% met the projected Growth Goal for NWEA</p> <p>8th Grade 87% met the Projected Growth Goal for NWEA</p> <p>7th Grade 77% met the Projected Growth Goal for NWEA</p> <p>6th Grade 86% met the Projected Growth Goal for NWEA</p>
<p>Goal II: To raise student achievement (k-12) through Positive Behavior Intervention Supports for ELA scores. 80% of students in grades K-10 will achieve at least half of the NWEA Normative Growth Projection</p>	<p>Meetings to develop implementation plans, Develop a behavior expectations matrix, survey the staff to determine focus areas. Shared survey data with staff</p> <p>Major and minor behavior assignments were distributed to staff.</p>	<p>In the elementary school the overall referrals decreased after November with the exception of April where students tended to act up before spring break.</p> <p>In the middle school the overall referral rates decreased substantially from September.</p> <p>In the high school the overall referrals decreased after November for three months</p>
<p>Goal III: Identify areas of weakness in the district's math curriculum in grades 6-8 and high school trigonometry to receive additional math mentoring from the math coach. Increasing the district's pass rate in the</p>	<p>Meetings to development team awareness of changes to take place. Introduce math coach and survey current program.</p> <p>Evaluate current program and establish a plan moving forward.</p>	<p>Math scores in Regents exams improved from 29% in the 2012-2013 school year to 74.4% during the 2013-2014 school year.</p> <p>Zero students achieved 89 or higher last school year while</p>

<p>Trigonometry Regents in June by 10% compared to last year in June 2013.</p>	<p>Monitor student progress and show areas of growth.</p>	<p>thirteen students received an 89 or higher this year and the highest received a 100%.</p>
<p>Goal IV: Any math teacher rated as ineffective or developing will receive a Teacher Improvement Plan (TIP) and mentored to improve their rating for the 2013-14 school year.</p>	<p>Evaluate teachers through Annual Professional Performance Reviews and determine areas in need of improvement for teachers that will be given a TIP.</p> <p>After re-teaching and coaching new styles of teaching math coach and administration will re-evaluate progress made to improve skills.</p> <p>Monitor student progress and show areas of growth.</p>	<p>All teachers were rated as Effective or Highly Effective.</p> <p>Zero students achieved 89 or higher during the last school year while thirteen students received an 89 or higher this year and the highest received a 100%.</p>
<p>Goal V: Full implementation of Positive Behavioral Interventions & Supports (PBIS). Decrease the district's office referral rate for student disrespectful behavior and bullying district wide.</p>	<p>Implement PBIS and establish trust amongst entire district staff of PBIS program. Establish introduction of PBIS with students and great understanding of the purpose for PBIS.</p> <p>Evaluate data for disciplinary referrals made in each building. Establish a set of data that will be distributed to teachers for evidence of program success.</p> <p>Continue to evaluate incident data and determine areas in need of growth for the PBIS program within each building.</p>	<p>In the elementary school the overall referrals decreased after November with the exception of April where students tended to act up before spring break.</p> <p>In the middle school the overall referral rates decreased substantially from September.</p> <p>In the high school the overall referrals decreased after November for three months.</p>

<p>Total Grant Award</p>	<p>Year 1 Allocation</p>	<p>Year 2 Allocation</p>
<p>\$109,125</p>	<p>\$21,550</p>	<p>\$87,575</p>

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	Positive Behavioral Interventions & Supports (PBIS) Program training and coaching support through Capital Region BOCES.	6	\$0	-	\$5,000	\$17,250
49	Math coaches working with math department and grade level teachers to identify areas for improvement and plan with new teaching styles.	3	\$0	-	\$23,877	\$67,325
	Purchase Supplies and Materials	All	\$0	-	-	-
49	Capital Region BOCES	6	-	\$21,550	-	-
45	Tools for teachers packets, Code of conduct finalizing, and incident reporting setup.	All	-	-	\$2,309	\$3,000
	Total Actual Expenditures		\$0	\$21,550	\$31,186	\$87,575

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

Preparation	
Standard	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.
Summary: The district has met this standard by developing a formal partnership with several	

institutes of higher education (IHE's). Student teachers are placed in the district from The College of St. Rose, SUNY Plattsburgh, SUNY Potsdam, Sage Graduate School, SUNY Oswego and Union College and district personnel have presented at the College of St. Rose to prepare new teacher leaders on the district's career ladder with skills to support their new roles. The activities associated with PBIS assisted the district in achieving its Goal V: Full implementation of Positive Behavioral Intervention and Support (PBIS). Decrease the district's office referral rate for student disrespectful behavior and bullying district wide. The district supported pre-service or new teachers through a "Kick Off" for the implementation of PBIS training and coaching support provided through Capital Region BOCES.

Additionally, the district supported the creation of the Professional Teacher and Professional Leader positions encouraging pathways for educators to take leadership roles within their district without leaving the present positions.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Pre-Service Teachers from IHE's at DCS	Pre-Service	T - PS	D Strategy	District	N/A	N/A	N/A
Professional Teacher	New Role	T - CL	Grant, D Strategy	District	15	3	\$3,400
Professional Leader	New Role	P - CL	Grant, D Strategy	District	14	3	\$6,000

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 Final Report Year 1:

- Partnerships were put into place and planning stages were created to work with student teachers.
- Planning for PBIS "Kickoff" took place.

Evidence from Interim Report Year 2:

- Student teachers were placed in the district from The College of St. Rose, SUNY Plattsburgh, SUNY Potsdam, Sage Graduate School, SUNY Oswego and Union College.
- District personnel, including the superintendent presented at the College of St. Rose in graduate and/or undergraduate courses.
- Positive Behavioral Intervention and Support (PBIS)- developed matrix, student code of conduct, open house information, video for opening day, skit planning for students for opening day, and communication planning all occurred.
- PBIS tools for teacher's packets were created, the code of conduct was finalized, and incident reporting was setup.

Evidence from Final Report Year 2:

- The PBIS committee continued to view data in different ways and most importantly implemented Tier 2 approaches to intervention. Students in need of additional contact

received an appointment of daily routine to check-in and check-out. It was noticed that behaviors and academics were improved by implementing this system.

Recruitment and Placement

Recruitment and Placement	
Standard	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 have effective or highly effective educators.
Summary: This component was not addressed by STLE funded activities.	

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

Induction and Mentoring

Induction and Mentoring	
Standard	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.
<p>Summary: The activities associated with this Standard helped the district to meet its STLE Goal II- To raise student achievement (K-12) through Positive Behavior Intervention Supports (PBIS) for ELA scores. 80% of students in grades K-10 will achieve at least half of the Northwest Evaluation Association (NWEA) Normative Growth Projection. The activities also helped the district meet its STLE Goal IV- Any math teacher rated as ineffective or developing will receive a Teacher Improvement Plan and mentored to improve their rating for the 2013-14 school year.</p> <p>The district used grant funds to ensure new and or experienced educators helped to create a cultural shift within its buildings. The implementation of PBIS and mentoring attached to the program by the Professional Teacher/Leader positions resulted in fewer discipline issues and less referrals.</p>	

Short Description	Code	Type	Purpose	Provider	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 Final Report Year 1:

- Staff was surveyed to get a picture of where the district wanted to focus their time and energy in order to successfully begin Positive Behavior Intervention Supports (PBIS).
- Work was done with staff members to create the district behavior expectations matrix.
- The math department met regularly with and embedded math coach.

Evidence from Interim Report Year 2:

- The student teachers were placed in the district from The College of St. Rose, SUNY Plattsburgh, SUNY Potsdam, Sage Graduate School, SUNY Oswego and Union College.
- The district paid for administrators to either have a mentor from the School Administrators’ Association of New York State (SAANYS) or attend a principal series at Capital Region BOCES.
- The district provided effective teachers to mentor new teachers for two years and to provide on-going mentoring for teachers that have a Teacher Improvement Plan (TIP). School leaders worked closely with SAANYS to provide mentoring for new principals and any principals with deficient areas.
- The math coaches/mentors worked with the math department and grade level teachers to identify areas for improvement and to plan with new teaching styles.

Evidence from Final Report Year 2:

- The results from meetings that were held to develop implementation plans for PBIS, to develop a behavior expectations matrix, and to survey the staff to determine focus areas were shared.
- Those on the career ladder created and provided major and minor behavior assignments which were distributed to staff for implementation of PBIS.
- At the elementary school the overall referrals have decreased after November with the exception of April where students tended to act up before spring break. At the middle School the overall referral rates decreased substantially from September. At the high school the overall referrals decreased after November for three months

Evaluation

Evaluation	
Standard	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: This component was not addressed by STLE funded activities.	

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

Ongoing Professional Development/Professional Growth

Ongoing Professional Development/Professional Growth	
Standard	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.
Summary: The district used grant funds to successfully implement a Positive Behavioral Interventions & Supports (PBIS) program at the district level to resolve areas of concern related to behaviors and/or the alarming increase in discipline referrals with Duanesburg Central School.	

These efforts helped the grantee to accomplish one of their major STLE goals, Goal V- Full implementation of PBIS. Decrease the district’s office referral rate for student disrespectful behavior and bullying district wide.

Additionally, the district focused on improving math scores throughout the district, and supported professional development, data analysis through Northwest Evaluation Association (NWEA) testing and the creation of the position of Math Coach, to help the district succeed in accomplishing the other major goal set forth in STLE, Goal I- Improve math scores through the middle and high school. 80% of students will achieve at least half of the NWEA Normative Growth Projection (grades 6-10), Goal II- To raise student achievement (k-12) through Positive Behavior Intervention Supports for ELA scores. 80% of students in grades K-10 will achieve at least half of the NWEA Normative Growth Projection, and Goal III- Identify areas of weakness in the district’s math curriculum in grades 6-8 and high school trigonometry to receive additional math mentoring from the math coach. Increasing the district’s pass rate in the Trigonometry Regents in June by 10% compared to last year in June 2013.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
PBIS Teams sent to training	T-PD P-PD External	Group	D - Strategy	BOCES – Partner	49	Full Faculty & Admin	10 Days – School Year 8 Days – Summer 5 Days – Site Visits	\$15,000
Math Coaches sent to training	T-PD External	Group	CC – Math, DDI	BOCES – District Superintendent	49	All Math Coaches	5 Days during School Year	\$6,550

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 Interviews:

- The Math Coaches and teachers reported favorable impressions of the structure and support in place. The math coaches also mentioned that they are meeting weekly to discuss modules and instructional shifts which have allowed for manageable amounts of material to be digested between sessions.

Evidence from Final Report Year 1:

- The report included examples of the effort of the Math Coach. The Math Coach met with the math department to discuss content standards and critical focus standards. The Math Coach also met with all math teachers as a group and individually to discuss Common Core modules and the components of a module. Examples provided of what a typical day for the math coach is below:
 - Overview : focusing on standards, foundational standards, new terminology, familiar terminology, suggested representation
 - Lessons: Conceptual and Application activities, exit tickets, homework

- Assessments: mid-module and end of module assessments with rubrics timeline for modules. Also worked on 9th grade resources. Looked at Atlas maps to determine what the focus of curriculum work should be.

Evidence from Interim Report Year 2:

- The district belongs to Model Schools and supports attendance at BOCES and other trainings for their professional growth on topics such as curriculum mapping, NYS Common Core Learning Standards and using data to inform instruction.
- The district paid for administrators to either have a mentor from the School Administrators’ Association of New York State (SAANYS) or attend a principal series at BOCES.
- A major component of the district’s professional development plan was that they implement Positive Behavior Intervention Supports (PBIS) and establish trust amongst entire district staff of PBIS program.

Evidence from Final Report Year 2:

- The district accomplished its goals from professional development designed to ensure the successful implementation of PBIS.
- At the elementary school the overall referrals have decreased after November with the exception of April where students tended to act up before spring break. At the middle School the overall referral rates decreased substantially from September. At the high school the overall referrals decreased after November for three months. The data driven instruction was successfully used in accomplishing goals related to improving math scores. The STLE grant goal was: Improve math scores through the middle and high school. 80% of students will achieve at least half of the Northwest Evaluation Association (NWEA) Normative Growth Projection (grades 6-10)
 - Geometry 75% met the Projected growth Goal for NWEA
 - Algebra I 65% met the projected Growth Goal for NWEA
 - 8th Grade 87% met the Projected Growth Goal for NWEA
 - 7th Grade 77% met the Projected Growth Goal for NWEA
 - 6th Grade 86% met the Projected Growth Goal for NWEA
 - 83% met the STLE Goal at the MS.
 - 70% met the STLE Goal at the HS
 - Grades 6-10 - 78% of the students met the Projected Growth Goal for the NWEA as set by the STLE Grant.

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.
Summary: The district met the STLE Goal I- indicates that the district will work to improve math scores through the middle and high school; reaching for 80% of students will achieve at least half of the NWEA Normative Growth Projection (grades 6-10).	
In addition, the full implementation of Annual Professional Performance Reviews (APPR)	

allowed the district to make personnel decisions relating to ineffective and developing teachers and principals as applicable.

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:

- The district aligned curriculum with the Common Core Learning Standards. The district determined target areas based on student need, reviewed shifts and aligned curriculum to meet the targeted areas.
- The new teacher APPR system has been implemented. Ineffective and developing teachers were to be given Teacher Improvement Plans, teacher mentors were used where appropriate and expedited Education Law §3020-a disciplinary proceedings were used where necessary.
- The new principal APPR has been implemented. Ineffective and developing principals were given Principal Improvement Plans, and School Administrators’ Association of New York State (SAANYS) mentors used where appropriate. Expedited Education Law §3020-a disciplinary proceedings were used where necessary.

Evidence from Interim Report Year 2:

- The district evaluated teachers through Annual Professional Performance Reviews and determined areas in need of improvement for teachers that will be given a Teacher Improvement Plan.
- In meetings with professional teachers and after re-teaching and coaching new styles of teaching, the math coach and administration were to re-evaluate progress made to improve skills.
- The district through their career ladder positions continued to monitor student progress and show areas of growth

Evidence from Final Report Year 2:

- The Positive Behavior Intervention Supports (PBIS) committee continued to view data in different ways and most importantly implemented Tier 2 approaches to intervention. Students in need of additional contact received an appointment of daily routine to check-in and check-out. It was noticed that behaviors and academics were improved by implementing this system.

Career Ladder for Teachers and Principals

Career Ladder for Teachers and Principals	
Standard	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>Summary: The district effectively used grant funds to ensure that effective and highly effective teachers and principals had opportunities for advancement. Teachers Leaders were selected to lead Positive Behavioral Interventions & Supports (PBIS) with three Administrators who were selected to “push” the program and support the teachers. Multiple sessions were facilitated by Teacher/Principal Leaders and attended by all faculty and staff on PBIS at the School-wide Level.</p>	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Professional Teacher	T –FT	STLE 1	Coach, D Strategy	15	Stipend	3	\$3400
Professional Leader	P – FT	STLE 1	Coach, D Strategy	15	Stipend	3	\$6000

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 Interviews:

- The Math coaches and teachers reported favorable impressions of the structure and support in place. They also mentioned that there are weekly meetings to discuss modules and instructional shifts which has allowed for manageable amounts of material to be digested between sessions.

Evidence from Interim Report Year 2:

- Those on the career ladder helped to implement Positive Behavioral Interventions & Supports (PBIS) and establish trust amongst the entire district staff of PBIS program. They also established the introduction of PBIS with students and provided a thorough understanding of the purpose for PBIS.
- Those on the career ladder helped to evaluate data for disciplinary referrals made in each building and established a set of data that would be distributed to teachers for evidence of program success.
- Those on the career ladder helped to continue to evaluate incident data and determine areas in need of growth for the PBIS program within each building.

Evidence from Final Report Year 2:

- The Professional Teachers, with the support of the Professional Leader, aligned curriculum with the Common Core Learning Standards, determined target areas based on student need, and reviewed shifts and aligned curriculum to meet the targeted areas
- The Professional Teacher/Leaders held multiple meetings to develop implementation plans, developed a behavior expectations matrix, and surveyed the staff to determine focus areas. They then shared survey data with staff.
- The Professional Teacher/Leaders created major and minor behavior assignments which were distributed to staff to assist in the process of implementing PBIS, thereby improving the school culture.

Other

Other	
Standard	[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.
Summary: This component was not addressed by the STLE grant funded activities.	

Issues of Equity

Issues of Equity	
Standard	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.
Summary: This component was not addressed by STLE grant funded activities.	

Sustainability

Sustainability	
Standard	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.
Summary: The district has used grant funded activities to implement programs and practices that should have a long term impact on the district. The district has indicated that they have created stipends for both Math Coach and Positive Behavioral Interventions & Supports (PBIS) Teacher Leader within the 2014-15 Budget.	

Short Description	Code	Type
Math Coach and PBIS Teacher Leader	Personnel	Shift

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 during this time period that it had no plans to continue the career ladder positions beyond the life of the grant.

Evidence from Interim Report Year 2:

- The district reported during this time period that it had no plans to continue the career ladder positions beyond the life of the grant.

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

- The district has built both the continuation of the math coach and the PBIS teacher leader stipend into the 2014-2015 school year budget.

- The district has reported that they have shifted funds to sustain this position/program. Professional Development funds were diverted. The district reported that they will not be using Title IIA funds.

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
- Business Administrator

Building Level

- Middle School Principal
- High School Principal
- Administrator
- Teacher on Career Ladder
- Mentee
- Mentee
- Teacher Leader
- Elementary Principal

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

- Duanesburg Year 1 Interim Report
- Duanesburg Year 1 Final Report
- Duanesburg Year 2 Interim Report
- Duanesburg Year 2 Final Report
- Duanesburg Year 2 Final Update Status Call Notes