New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Greece Central School District

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District Contact Information

	Superintendent	STLE Grant Manager
Name	Barbara Deane-Williams	Sheila Robinson
Phone	(585) 966-2301	(585) 966-2427
Email	barbara.deane-williams@greece.k12.ny.us	sheila.robinson@greece.k12.ny.us

Section I – District Description

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

Most current information as of: May 1, 2014

District Location	
Region	**BOCES**
Genesee Finger Lakes	Monroe 2 – Orleans 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**
11,281	3,524 (31%)	1,353 (12%)	264 (2%)	1,357 (12%)	4, 995 (44%)

Racial/Ethnic Origin					
American Indian or Alaskan Native	**Black or African American**	**Hispanic or Latino**	**Asian/Native Hawaiian/Other Pacific Islander**	**White**	**Multiracial**
23 (0%)	1,498 (13%)	1,102 (10%)	331 (3%)	8,075 (72%)	252 (2%)

Attendance/Suspension Rates	
Annual Attendance Rate	**Student Suspensions**
96%	7%

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**
973	0%	1%	39%	13%

Need Status
Average Need District

Section II – Academic Performance

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

Most current information as of: May 1, 2014

Student Performance: 2011-12 & 2012-13 New York State ELA Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3 (2011-12)	61	12	35	45
3 (2012-13)	35	5	12	23
4 (2011-12)	65	10	18	48
4 (2012-13)	33	2	0	19
5 (2011-12)	58	8	11	45
5 (2012-13)	29	0	0	20
6 (2011-12)	62	12	6	44
6 (2012-13)	30	3	0	21
7 (2011-12)	52	8	7	37
7 (2012-13)	29	2	3	16
8 (2011-12)	53	11	17	40
8 (2012-13)	34	1	0	19
District-wide (2011-12)	**58**	**10**	**16**	**43**
District-wide (2012-13)	**32**	**2**	**3**	**20**

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3 (2011-12)	73	26	56	61
3 (2012-13)	40	11	24	31
4 (2011-12)	76	30	41	64
4 (2012-13)	39	12	17	26
5 (2011-12)	75	25	47	66
5 (2012-13)	31	4	14	18
6 (2011-12)	76	23	42	63
6 (2012-13)	31	6	0	20
7 (2011-12)	74	29	50	58
7 (2012-13)	34	3	6	20
8 (2011-12)	67	28	38	55
8 (2012-13)	31	3	13	16
District-wide (2011-12)	**73**	**27**	**46**	**61**
District-wide (2012-13)	**34**	**7**	**12**	**22**

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4 (2011-12)	94	73	93	89
4 (2012-13)	94	73	83	90
8 (2011-12)	80	55	42	75
8 (2012-13)	74	45	73	64
District-wide (2011-12)	**87**	**64**	**68**	**82**
District wide (2012-13)	**84**	**59**	**78**	**77**

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	85	33	47	3
Integrated Algebra	81	19	48	1
Geometry	74	18	39	0
Algebra 2/ Trigonometry	62	19	20	0
Global History and Geography	75	33	39	4
U.S. History and Government	85	52	56	12
Living Environment	84	32	54	5
Physical Setting/ Earth Science	77	35	41	7
Physical Setting/ Chemistry	78	13	33	17
Physical Setting/ Physics	82	28	83	50

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	**86**	**33**	**87**	**46**
SWD	44	3	43	6
ELL	29	0	44	0
ED	78	18	79	30

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	**89**	**23**	**91**	**25**
SWD	47	1	53	3
ELL	57	0	67	0
ED	85	9	87	15

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	3	5	0	0	0	5
	4	7	2	0	2	3
	5	7	0	0	3	4
	6	11	2	1	6	2
	7	12	0	0	2	10
	8	14	0	0	4	10
Mathematics	3	5	0	0	2	3
	4	7	0	0	5	2
	5	7	0	0	4	3
	6	11	1	0	6	4
	7	12	0	0	5	7
	8	14	0	0	12	2
Science	4	7	0	0	1	6
	8	14	1	1	4	8

2012-13 New York State Alternative Assessment (NYSAA) Secondary Level					
	n Tested	**Number of students scoring at:**			
		Level 1	**Level 2**	**Level 3**	**Level 4**
English Language Arts	7	0	1	0	6
Mathematics	7	0	1	2	4

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.**
Kindergarten					
All Students	34	3	15	65	18
General Education	32	-	-	-	-
SWD	2	-	-	-	-
First Grade					
All Students	36	3	28	53	17
General Education	32	-	-	-	-
SWD	4	-	-	-	-
Second Grade					

All Students	26	15	0	58	27
General Education	25	-	-	-	-
SWD	1	-	-	-	-
Third Grade					
All Students	29	14	24	34	28
General Education	28	-	-	-	-
SWD	1	-	-	-	-
Fourth Grade					
All Students	18	11	28	44	17
General Education	13	15	8	62	15
SWD	5	0	80	0	20
Fifth Grade					
All Students	22	5	14	59	23
General Education	15	7	20	40	33
SWD	7	0	0	100	0
Sixth Grade					
All Students	13	15	15	54	15
General Education	7	29	0	57	14
SWD	6	0	33	50	17
Seventh Grade					
All Students	32	6	28	28	38
General Education	22	5	32	27	36
SWD	10	10	20	30	40
Eighth Grade					
All Students	17	12	12	47	29
General Education	14	-	-	-	-
SWD	3	-	-	-	-
Ninth Grade					
All Students	14	0	14	57	29
General Education	5	0	40	40	20
SWD	9	0	0	67	33
Tenth Grade					
All Students	18	17	28	22	33
General Education	16	-	-	-	-
SWD	2	-	-	-	-
Eleventh Grade					
All Students	10	0	40	20	40

General Education	9	-	-	-	-
SWD	1	-	-	-	-
Twelfth Grade					
All Students	9	11	33	56	0
General Education	8	-	-	-	-
SWD	1	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	**Graduation Rate (%)**	**n**	**Graduation Rate (%)**
All	999	85	1111	86
Students With Disabilities	138*	55*	162*	60*
Limited English Proficient	7	n < 30	11	n < 30
Economically Disadvantaged	342	78	309	80

*Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

List Any Measures Where the District Did Not Meet AYP in 2011-12
• Elementary/Middle-Level ELA – Students with Disabilities
• Elementary/Middle-Level Math – Students with Disabilities
• Secondary-Level ELA – White
• Secondary-Level ELA – Students with Disabilities
• Secondary-Level Math – White
• Graduation Rate (4 or 5-Year Graduation Rate) – Hispanic or Latino
• 4-Year Graduation-Rate – Black or African American
• 4-Year Graduation-Rate – Hispanic or Latino
• 4-Year Graduation-Rate – Students With Disabilities
• 4-Year Graduation-Rate – Economically Disadvantaged
• 5-Year Graduation-Rate – Hispanic or Latino
List Any Measures Where the District Did Not Meet AYP in 2012-13
• Secondary-Level ELA – Students with Disabilities
• Graduation Rate (4 or 5-Year Graduation Rate) – Students with Disabilities

Section III – District Schools Profile

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

Most current information as of: April 4, 2014

School Name	School Principal	Time of Service	Status	Grades Served	# of Stud (2012-13)	# of Stud (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teach (2012-13)	# of Teach (2013-14)
Autumn Lane ES	Tasha Potter	2009 – 14	Cont.	PreK-2	410	385	1 P, .5 AP	1 P, .5 AP	31.35	30.45
Brookside	Elizabeth	2006 – 14	Cont.	K-5	354	374	1 P, .5	1 P, .5	37.45	36.65

							AP	AP		
ES	Bentley									
Buckman Heights ES	Anitra Huchzermeier	2011 – 14	Cont.	3-5	335	314	1 P, .5 AP	1 P, .5 AP	33.65	30.85
Craig Hill ES	Melissa Pacelli	2009 – 14	Cont.	3-5	342	323	1 P, .5 AP	1 P, .5 AP	31.05	29.75
English Village ES	Kathy Zodarecky	2007 – 14	Cont.	PreK-2	466	458	1 P, .5 AP	1 P, .5 AP	34.35	36.75
Holmes Road ES	Kristin Tsang	2009 – 14	Cont.	PreK-2	411	410	1 P, .5 AP	1 P, .5 AP	33.35	34.15
Lakeshore ES	Douglas Pacelli	1994 – 14	Cont.	3-5	382	383	1 P, .5 AP	1 P, .5 AP	34.95	35.95
Longridge ES	Susan Streicher	2006 – 13	Orig	PreK-5	834	852	2 P, 1 AP	1 P, 2 AP	67.70	68.80
	Jeremy Smalline	2010 – 14	Orig							
Paddy Hill ES	Lisa Johnson	2005 – 13	Orig	K-5	541	554	1 P, .5 AP	1 P, .5 AP	42	41.30
	Susan Streicher	2013 – 14	New							
Pine Brook ES	Elizabeth Boily	2005 – 14	Cont.	K-5	618	589	1 P, .5 AP	1 P, .5 AP	43.60	43.50
West Ridge ES	Mark Balsamo	2004 – 14	Cont.	PreK-5	493	467	1 P, .5 AP	1 P, .5 AP	39.85	38.75
Greece Arcadia MS	Linda Pickering	2007 – 14	Cont.	6-8	843	812	1 P, 2 AP	1 P, 2 AP	77.4	76.1
Greece Athena MS	David Richardson	2011 – 14	Cont.	6-8	844	856	1 P, 2 AP	1 P, 2 AP	80	80.6
Greece Arcadia HS	Lesley Flick	2004 – 14	Cont.	9-12	1100	1101	1 P, 3 AP	1 P, 3 AP, 1 AD	93.2	97
Greece Athena HS	Jason Gianotti	2011 – 14	Cont.	9-12	1255	1205	1 P, 3 AP	1 P, 3 AP, 1 AD	94.5	99.8
Greece Odyssey Academy MS/HS	Susan Meier	2001 – 14	Cont.	6-12	1144	1150	1 P, 2 AP	1 P, 2 AP, 1 AD	MS – 46.9 HS – 51.6	MS – 47.1 HS – 62.7
Greece Olympia MS/HS	Christina Sloane	2003 - 14	Cont.	7-12	1250	1139	1 P, 4 AP	1 P, 4 AP, 1 AD	MS – 39.1 HS – 85.8	MS – 33.9 HS – 81.4

* Number of teachers includes Full Time Equivalents (FTE).

Section IV – Annual Professional Performance Review (APPR) Profile

Source: New York State Education Department Analysis

APPR Plan
Current APPR Plan: http://usny.nysed.gov/rttt/teachers-leaders/plans/districts/greece-central-school-district.html
Most current version as of: February 12, 2014

Performance Evaluation Rubrics	
Teacher	**Principal**
NYSUT Teacher Practice Rubric	Marzano's School Administrator 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	32	36	28	36
Effective	58	42	67	63
Developing	10	13	5	1
Ineffective	0	9	1	0

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	36	-	-	-
Effective	64	-	-	-
Developing	0	-	-	-
Ineffective	0	-	-	-

*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	Carrie Smith, Project Coordinator; April Marsh, Project Assistant	May 29, 2013
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; Meghan Lee Collins, Project Assistant	August 27, 2013

2013-14	Site Visit	Julia Rafal-Baer, Assistant Commissioner; Courtney Jablonski, Project Coordinator; Carrie Smith, Project Coordinator	November 23, 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	April Marsh, Project Assistant; Sean Fitzsimons, Project Assistant	March 11, 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, Project Assistant	August 12, 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**
5545-13-0015	$1,478,750	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. *The district contracted with the New York City Leadership Academy to co-develop a curriculum and program for training district administrators and Teacher Leaders to serve as turn-key trainers.*
2. **Recruitment and Placement** – Activities to attract educators to the district and the schools that need them. *The district recruited and hired a Turnaround Initiative Principal.*
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. *The district created the position of Turnaround Initiative Principal to mentor newly hired school leaders in the first two years of their careers.*
4. **Evaluation** – The new APPR system based on Education Law §3012-c. *Teacher Leaders served as coaches in the Annual Professional Performance Review (APPR) process.*
5. **Professional Development/Growth-** Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning. *Teacher Leaders, Lead Principals, and the Turnaround Initiative Principal acted as instructional coaches to teachers*

and principals to support improvement of instructional and professional practice.	
6. **Performance Management** – Use of evaluation data in development and employment decisions. *Teacher Leaders, Lead Principals and the Turnaround Initiative Principal were selected based upon data-driven criteria.*	
7. **Career Ladder** – Opportunities for advancement for educators identified as highly effective or effective. *The district established the positions of Teacher Leaders, Lead Principals and Turnaround Initiative Principal, who received stipends for the completion of additional responsibilities.*	

Program Goals (Taken from year 1 Final Report)	Targets (Taken from Year 1 Final Report)	Outcomes (Taken from Year 2 Final Report)
Goal I – To develop a career ladder for teachers and building principals which utilizes their expertise to support other faculty to improve student outcomes.	Teacher Leaders and Lead Principals will be identified and selected based on criteria indicating their history of successful practice.	The district identified and selected 26 Teacher Leaders and 2 Lead Principals.
Goal II – To improve instructional and professional practice, increasing student learning and achievement.	Instructional coaching of teachers and principals by Teacher Leaders and the Turnaround Initiative Principal will result in annual increases of 5% or more in scores related to reading, writing, and numeracy in grades 1-8.* Instructional coaching of teachers and principals by the Teacher Leaders and the Turnaround Initiative Principal will result in annual increases of 5%* or more in metrics related to being on track to graduate with the appropriate credits, academic acceleration, and College and Career Readiness skills.	100% - 26 Teacher Leaders worked to support all teachers in all 17 buildings in all 10 coaching roles. For student achievement outcomes, please see Appendix B.
Goal III – Continue to implement the Annual Professional Performance Review (APPR) process and use data to inform instruction.	APPR Teacher Leaders will assist and support teachers and principals in implementing the teacher evaluation system according to agreements between the district and Greece Teachers Association.	APPR Teacher Leaders have attended workshops and turn-keyed training to educators. 98.6% of teachers achieved a rating of effective or highly

	APPR Teacher Leaders will assist teachers as coaches in the APPR process. Through this process of support 90%* of teachers will achieve effective or highly effective using the APPR evaluation instrument.	effective for the 2013-14 school year.
Goal IV - To refine and enhance Leadership Skills.	A 10-day intensive Summer Leadership Academy with robust curriculum aligned with district's Strategic Plan and NYS Regents Reform Agenda will be held for all district administrators and Teacher Leaders. Supported by coaching from the Turnaround Initiative Principal, building leaders will continue to grow in their leadership capacity and learning of the turnaround schools model resulting in 10%* increases in graduation rates within a 2 year period in the identified schools. Through the leadership capacity building done at the Leadership Institute and through the coaching work done with the Turnaround Initiative Principal, 90% of building administrators will be judged as effective or highly effective using the Greece Administrators and Supervisors Association (GASA) and District approved leadership evaluation rubrics.	The district held a 10 day intensive Summer Leadership Academy attended by district administrators and Teacher Leaders.

*See Attachment A - Greece Central School District Baseline Student Achievement Data for STLE Reporting for baseline data.

Total Grant Award	Year 1 Allocation	Year 2 Allocation
$1,478,750	$564,959	$913,791

Budget Code	Description of Funded Activities, Strategies, Initiatives *(This information is available from STLE interim and final budget 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	Long Term Substitute teachers hired for APPR Teacher Leaders and Professional Development Teacher Leaders	22	$20,119	$203,436	-	-
15	STLE Teacher Leader (Grant Coordinator)	1	-	$11,286	-	$89,885
15	Turn Around Initiative Principal	1	-	$39,713	-	$129,761
15	APPR Teacher Leader	3	-	$5,214	-	$26,260
15	Curriculum Teacher Leader	23	-	$21,451	-	$179,635
15	Lead Principal	2	-	$6,000	-	-
15	Professional Development Teacher Leader hours	26	$535	$5,388	-	-
15	Professional Development Facilitator hours	1	$35	$245	-	$1,660
15	Teacher Leader Data Summit	65	-	-	$2,318	-
15	Leadership Academy	95	-	-	$21,809	$1,260
16	Secretaries for Turnaround Initiative Principal and STLE Grant Coordinator	2	-	$8,012	-	$23,901
40	NYCLA Leadership Academies	18	$100,000	$204,000	-	$152,390
40	Partnership with NYCLA to create PD blueprint	-	-	-	$75,000	-
40	AFT Professional Development to Raise Student Achievement Institute.	5	$6,000	$6,000	-	$3,676
40	George Hanson – Qualvest Training	50	-	-	$4,624	$11,449
40	Harvard University training for Turnaround Initiative Principal	2	-	$4,590	-	-
45	Purchased supplies for PD	N/S	$3,062	$3,062	-	-
45	Purchased Instruction for All Textbook for PD	26	$898	$898	-	-
45	Purchased Leaning Forward Cognitive Coaching for Teacher Leaders for PD	26	$600	$600	-	-
45	Purchased laptop computers & cases to facilitate Teacher Leader work at various buildings throughout district	26	-	-	$14,586	$14,586
45	Purchased supplies for Leadership Academy	N/S	-	-	$703	$6,965
45	Set up account for Teacher Leaders at Professional Learning Center (PLC)	26	-	-	$500	$156
46	Greece Leadership Academy Facilitation Team travels to NYCLA office in NYC/2 leaders	20 yr. 1/ 7 yr. 2	$1,246	$21,085	-	$29,596

	travel to Harvard for training in school turnaround/AFT Center for School Improvement Leadership Institute				
46	AVID Summer Training	3	-	-	$4,800	-
46	AVID Winter Training	3	-	-	$4,800	$10,589
46	TURN Conference Fall	3	-	-	$3,419	$3,202
46	Visible learning Conference	3	-	-	$3,792	$1,880
46	NYCLA design meeting and coaching PD	2	-	-	$3,005	$2,774
46	NYCLA Coaching PD	1	-	-	$1,023	$2,014
46	ASCD Conference on Teaching excellence	14	-	-	-	$23,480
46	Intl Reading Assoc. Annual Conf.	5	-	-	-	$10,108
46	CEC 2014 Convention	5	-	-	-	$10,950
46	Model School Conference	4	-	-	-	$7,967
46	College Board- A Dream Deferred….	3	-	-	-	$3,847
46	Turn Labor Management Conf.	7	-	-	-	$5,022
46	Travel between bldg. mileage reimburse	7	-	-	-	$481
46	EERS Conference	1	-	-	-	$1,745
46	Learning Forward	1	-	-	-	$743
80	Retirement and social security contributions	-	-	$23,979	-	$157,809
	Total Actual Expenditures		**$138,509**	**$564,959**	**$705,338 ($140,379 2nd year)**	**$913,791**

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: Greece CSD contracted with the New York City Leadership Academy (NYCLA) for	

professional development. This partnership supported the district in attaining its STLE Goal I: to develop a career ladder for teachers and building principals that utilize their expertise to support other faculty to improve student outcomes, and STLE Goal IV: to refine and enhance leadership skills. NYCLA worked with a district leadership team to design a professional development program for administrators and teacher leaders. The goal of the training was to provide district instructional leaders with skills to act as turnkey trainers for teachers and administrators. Focus was placed on strategic planning and monitoring of effectiveness by analyzing student achievement data. NYCLA also helped the district develop their strategic plan. The culture of the district shifted as a result of its work with NYCLA as evidenced by increased collaboration among administrators and teachers. Additionally, in the second year of the grant period, the district worked with NYCLA to create a leadership professional development blueprint to guide further leader professional development and school leaders have participated in further NYCLA training to improve their ability to coach teachers.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Partnership with NYCLA creates and executes a 10 day Greece Leadership Institute for summer 2013	New Role	T-CL, P-CL	D strategy	NP-DS	40	18	$204,000
Partnership with NYCLA to create district PD blueprint	New Role	T-CL, P-CL	D strategy	NP-DS	40	18	$75,000
NYCLA design meeting and coaching PD	New Role	T-CL, P-CL	D strategy	NP-DS	46	2	$3,005
NYCLA Coaching PD	New Role	T-CL, P-CL	D strategy	NP-DS	1	1	$1,023

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:
- Turnaround Initiative Principal who was instrumental in facilitating the creation and execution of the 10 day Greece Leadership Academy this summer alongside the nationally recognized New York City Leadership Academy (NYCLA).

Evidence from site visit interviews:
- District leaders indicated that they selected NYCLA because of its New York State experience.
- The superintendent indicated that NYCLA consultants helped the district leaders develop a process to design professional development.
- NYCLA provided district leaders with professional development on unpacking modules.
- All interviewed school leaders were impressed with how standards-driven the organization is.
- Principals confirmed that they have turn-keyed this training.

- The superintendent stated that NYCLA helped the district identify gaps within their strategic plan and helped principals understand their role in meeting the district strategic goals. This was confirmed by the principals.
- The superintendent indicated that NYCLA's training led to a "relentless focus on closing gaps" and cited examples such as a two week summer training where principals learned to analyze quarterly achievement data and evaluate teacher practice in the classroom (i.e. evaluate teacher questioning skills).
- Principals indicated that the summer retreat provided by NYLCA was engaging and helpful.
- Principals indicated that the NYCLA increased communication between administration and staff.

Evidence from Interim Report Year 2:
- The district collaborated with NYCLA to develop a professional development blueprint for all leadership learning activities.
- The Turnaround Initiative Principal and Deputy Superintendent attended a facilitative competency-based coaching professional development session and held a design meeting with NYCLA in New York City.

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 has effective or highly effective educators.
Summary: The district used STLE funds to recruit and hire a Turnaround Initiative Principal who mentored all newly hired school leaders for the first two years of their careers and coached current principals in closing achievement gaps, increasing mastery rates and improving results. The Turnaround Initiative Principal worked with the NYCLA to perform gap and needs analysis and to design the summer leadership academy. Additionally, the Turnaround Initiative Principal spent additional time in schools that the district had identified as struggling. In meeting this standard, the district also achieved its STLE Goal I: to identify and select Teacher Leaders and Lead Principals based on criteria indicating a history of successful practice.	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Recruit/ Transfer	Total Amount
Turnaround Initiative Principal hired	Principal	Recruit	Grant, HN, DDI, Assess, APPR, D Strategy, CC	Salary	15	1	$129,761

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 superintendent stated that, "We recruited and hired a Turnaround Initiative Principal who is a veteran principal with experience in closing the achievement gap and has a track record of success in sustaining improvement over time in buildings. This individual will mentor all newly hired school leaders for the first two years of their careers; provide coaching for current principals in closing achievement gaps, and increasing mastery rates and improving results. This individual will work with the NYCLA to perform gap and needs analysis of our principals to design and facilitate the ten-day Greece Leadership Academy in summer 2013."
- The superintendent indicated that the Turnaround Initiative Principal was used to help plan professional development for staff. She helped to monitor the professional development offered by NYCLA and was a full time coach and mentor for district leaders. She spent additional time in schools rated "red" in order turn those schools around for greater transformational change.

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.
Summary: The district used grant funds to ensure that new and early career educators had mentors. The Turnaround Initiative Principal mentored school leaders for the first two years of their careers; and provided coaching for current principals in closing achievement gaps, increasing mastery and improving student achievement. Teacher Leaders acted as instructional coaches to teachers to support improvement of teaching practice. Teacher Leaders were well positioned to support new and early career educators to improve their ability to produce positive student outcomes.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Turnaround Principal trains new principals. Currently there are no new principals in district. Turnaround principal is mentoring Assistant Principals, new to the district.	P Mentor	Formal	HN, Coach	District	N/A	4	N/A
Teacher Leaders mentor all teachers. Mentoring support is also provided to new teachers	T Mentor	Informal	Coach	District	N/A	11 (2012-13) 41 (2013-14)	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 Turnaround Initiative Principal mentored all newly hired school leaders for the first two years of their careers and provided coaching for current principals in closing achievement gaps, increasing mastery rates and improving results. This individual

worked with the NYCLA to perform gap and needs analysis of the district's principals to design and facilitate the ten-day Greece Leadership Academy in summer 2013.
- Teacher Leaders, Lead Principals, and the Turnaround Initiative Principal acted as instructional coaches to teachers and principals to support improvement of instructional and professional practice.

Evidence from site visit interview:
- The superintendent and a principal indicated that grant funded Teacher Leaders coached and provided other support to all staff, including new and early career teachers, specifically on implementing Common Core Learning Standards (CCLS) modules. A school principal also noted that the Teacher Leaders trained staff to become independent and not rely on the Teacher Leaders' support.
- The superintendent indicated that the Turnaround Initiative Principal mentors all new principals for two years.

Evidence from Interim Report Year 2:
- All Teacher Leaders continued to work in buildings to support new and early career educators with activities such as individual coaching, co-planning instruction, co-teaching, etc.

Evidence from Final Report Year 2:
- Teacher Leaders continued to work as Instructional Coaches in all 17 buildings. They documented their work in online logs in which they identified their practices with 10 coaching roles (plus APPR supporter) as outlined by *Learning Forward*. The Turnaround Initiative Principal continued her work in coaching principals and supporting school administrative teams in Focus schools.
- The Turnaround Initiative Principal mentored new principals in their roles as instructional leaders aligned with the *EnVision Greece 2017 Strategic Plan*.
- Mentoring sessions were held with district administrators (cabinet members, school leaders, support service directors) in the use of performance excellence tools, data analysis, and performance measures provided by NYCLA.
- Teacher Leaders taught and mentored Greece Central School District (GCSD) "green belts" and "yellow belts" to develop their skills and successfully support efficiency improvement projects (bi-monthly meetings, co-facilitation and support as needed).

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: The district used grant funds to fully implement an approved Annual Professional Performance Review (APPR) plan that complies with Education Law §3012-c. Additionally, the district met its STLE Goal III: continue to implement the APPR process and use data to inform instruction. However, further evidence is necessary to conclude that data is	

being used to inform instruction in a systematic way.

The district's instructional leaders all received professional development on the Greece CSD APPR plan, based on the New York State United Teachers (NYSUT) teacher evaluation rubric. APPR Teacher Leaders attended the NYSUT Educator Academy to gain a deeper understanding of the APPR process, and coordinated their schedules to ensure that teachers have access to their services throughout the school day leading to greater preparedness for the observation process. Through this training, educators district-wide used data in much more meaningful ways and staff have seen the benefits of analyzing a variety of data in order to inform instruction.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
APPR Teacher Leader position supports district educators in implementing APPR.	T-Eval	Pos-All	APPR – Obs, APPR-Other	District	15	All	3	$5,214

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:
- All Teacher Leaders received a 5-module professional development program on the APPR process led by a NYSUT trainer, and were positioned to coach other district teachers in this process.

Evidence from site visit interview:
- The superintendent confirmed that Teacher Leaders attended the NYSUT Educator Academy to gain a deeper understanding of the APPR process and coordinated their schedules to ensure that teachers have access to their services throughout the school day. Teacher Leaders worked with teachers to help them better understand the New York State Teaching Standards, evaluation process, rubric implementation, evidence collection, goal setting, and professional learning plans.
- The superintendent suggested that this has led to greater awareness of, and sense of ease with, the APPR process and all that it entails. Administrators attended professional development planning with Teacher Leaders to help understand what supports were needed through observations which revealed educators were in need of greater support with implementation of the Common Core Learning Standards (CCLS).

Evidence from Interim Report Year 2:
- Program overview materials demonstrated the district is using STLE funds to make 3 teachers .5 FTE APPR coaches.

Evidence from Final Report Year 2:
- Three teachers, with portion of each day assigned to STLE, supported and assisted teachers and administrators with implementing the APPR process at all 17 schools.

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 differentiated and ongoing support for teacher and leader effectiveness. Teachers and principals had opportunities to engage in professional development. Evidence suggests that the district undertook grant funded activities to meet its STLE Goal II: to improve instructional practice and increase student learning and achievement, and Goal IV: to refine and enhance leadership skills.

The district took steps to prepare educators for the ELA/Math Common Core Learning Standards shifts through an American Federation of Teachers (AFT) professional development on raising student achievement, which provided 100 elementary educators with a two day institute (one day in spring 2013 and one in fall 2013). Also, Teacher Leaders helped teachers get ready for shifts in social studies and science. The Turnaround Initiative Principal worked with leaders across the district providing mentoring and coaching support based on district and school level goals and objectives. The Turnaround Initiative Principal helped to facilitate Learning Walks in order to use data and observation information to improve teacher and student performance.

Teacher Leaders and principals used NYCLA training to provide professional development to teachers based on identified areas of need. A variety of steps were taken to provide quality professional development, consistent with the spirit of Strengthening Teacher and Leader Effectiveness (STLE) and the goals defined by the district in relation to it. The district found it challenging to successfully use data to support all students based on the level of need and lack of time.

In the second year of the grant program, the district continued to send administrators and teacher leaders to professional development conferences and provided further training meant to increase teacher and leader effectiveness. School leaders attended a Teachers Union Reform Network conference and a Visible Learning conference, which was designed to promote teacher and leader reflection on the actual impact that they are having on their students. Also, the district continued its relationship with NYCLA through trainings for district leaders on how to effectively coach teachers. Furthermore, district leaders attended training with George Hanson on how to use data and performance measures to track the efficacy of district initiatives.

Finally, a group of three teacher leaders from the district's lowest performing high school gained certification in Advancement Via Individual Determination (AVID) and attended AVID professional development in the summer, which is meant to increase graduation rates. School leaders also used STLE to provide internal professional development through a ten-day leadership academy for teacher leaders and administrators, and a two day data summit meant to use assessment to modify curriculum and plan further professional development.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
District Provided Teacher Leader Data Summit	T - PD Internal, P - PD Internal	Group	Assess, CCLS – Math, CCLS – ELA, CCLS - Other	District	15	65	2 days	$2,318
District Provided Leadership Academy	T - PD Internal, P - PD Internal	Group	D Strategy	District	15	95	10 days	$21,809
AFT Professional Development for elementary educators	T - PD External	Group	CCLS – Math, CCLS - ELA	Union	40	100	2 days	$6,000
George Hanson Qualvest Training	P - PD External	Group , FP	D Strategy	FP – DS	40	50	25 days	$4,624
AVID Certification	T - PD External	Individual, NP	HN	NP – DS	46	3	3 days	$4,800
AVID Winter Conference	T - PD External	Group , NP	HN	NP – DS	46	3	3 days	$4,800
TURN Conference Fall	P - PD External, T - PD External	Group	D Strategy	NP- DS	46	3	2 days	$3,419
Visible Learning Conference	P - PD External	Group	D Strategy	NP – DC	46	3	2 days	$3,792
NYCLA design meeting and coaching PD	P - PD External	Individual	Coach, TK	NP – DS	46	2	2 days	$3,005
NYCLA Coaching PD	P - PD External	Individual	Coach, TK	NP – DS	46	1	1.5 days	$1,023

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 Leaders were given professional development in key areas: The GCSD Strategic Plan and goals, Annual Professional Performance Review (APPR) (led by NYSUT), Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS), Common Core Learning Standards (CCLS) instructional shifts (ELA and Math), Teleforms and Data Warehouse usage, informing instruction with data, and aligning curriculum to the CCLS using Atlas Curriculum Mapping Software.
- Teacher Leaders in their coaching roles also assisted and supported teachers in developing unit and lesson plans, and made presentations to departments, grade level teams, and building faculties on topics such as CCLS implementation, and the APPR process.
- The district used leadership team meetings and monthly elementary and secondary principal meetings as professional development sessions to model effective instructional

strategies aligned with the strategic plan and CCLS implementation, APPR implementation and data driven instruction (DDI) training.

- Teacher Leaders, Lead Principals, and Turnaround Initiative Principal acted as instructional coaches to teachers and principals to support improvement of instructional and professional practice. The Turnaround Initiative Principal mentored newly hired administrators. Teacher Leaders supported teachers through the ten coaching roles as outlined in Coaching Matters.
- The district held a ten-day intensive Summer Leadership Academy for all district administrators and Teacher Leaders to provide robust curriculum aligned with the Greece CSD Strategic Plan and NYS Regents Reform Agenda.
- The district assembled their STLE Design and Facilitation Teams and devised a comprehensive schedule of planning meetings with the NYCLA which included facilitation training for the members of the facilitation team who will co-facilitate the 10-day Summer Leadership Academy for all Greece CSD Administrators and Teacher Leaders.

Evidence from Year 2 Interim Report
- The district held a ten-day Leadership Academy in July/August 2013 attended by district and building level leaders, and Teacher Leaders from all schools, all grade levels.
- Three teachers were sent to Advancement Via Individual Determination (AVID) training in July 2013 and also attended an AVID conference in December 2013 to help increase graduation rates at Olympia High School, the high school with the highest poverty levels and lowest achievement rates in the district.
- Consultant George Hanson conducted mentoring sessions with district administrators in the use of performance excellence tools, data analysis and performance measures. Hanson mentored GCSD "green/yellow belts" to develop skills and successfully support efficiency improvement projects; support monthly and quarterly reviews of strategic improvement projects and goals; support development and improvement of District Balanced Scorecards, dashboards and annual improvement targets; and, facilitate improvement of the District Results Book.
- Superintendent, building principal, and a Teacher Leader attended TURN (Teachers Union Reform Network) conference in October 2013.
- The Turnaround Initiative Principal and 2 assistant principals attended the Visible Learning Conference in Cincinnati, OH. According to the Visible Learning website - "Visible Learning^plus" is an in-depth school change model of professional learning and development. It is based on the principles of Visible Learning that have developed from John Hattie's research and his two books – Visible Learning (2009) and Visible Learning for Teachers (2012). It takes the theory of this research and puts it into a practical inquiry model for schools to ask questions of themselves about the impact they are having on student achievement. Please see: http://www.cvent.com/events/cincinnati-visible-learning-and-motion-leadership-institute/event-summary-f56a3b661de34a19adc05417f50bdb3b.aspx

Evidence from site visit interview:
- The superintendent indicated that Teacher Leaders received training on APPR, RTI, PBIS, Common Core Learning Standards-ELA/Math, Teleforms/data warehouse and data

driven instruction. Teacher Leaders provided professional development and turn-key professional development for colleagues. The superintendent also indicated that data analysis was difficult for some teachers, especially at the beginning. However, staff is now using data analysis in a meaningful way.

- The superintendent indicated that she monitors instruction and has seen evidence that the professional development was successful.
- A principal indicated that professional development is based on an analysis of interim assessment data. Teacher Leaders trained teachers to design instruction and assessments in areas where it is clear students need more help. Teacher Leaders held data analysis meetings every four weeks. This principal indicated that this was successful, and provided the example of educators identifying a greater need for fraction development with 4th grade, with a specific link to teachers using a different approach to the curriculum than the rest of the teachers.
- Both principals noted that data analysis is time intensive and challenging, and that the district would benefit from more Teacher Leaders. However, one principal indicated that he understood the limitation of having classroom teachers serve as Teacher Leaders.
- The principals also indicated that Teacher Leaders are using NYCLA professional development to drive the creation of individualized professional development for teachers.
- A mentee indicated that he/she works with the Teacher Leader providing math support and creating individualized support for students. This work served as a model for others to show how to better implement instruction. The Teacher Leader pushed into the mentee's classroom for three to four weeks to provide support.
- The mentee indicated it is hard to find time to collaborate with the Teacher Leader and not all educators are receptive to receiving support from a colleague. However, Teacher Leader's support has already yielded results in increasing student achievement, and allowed the mentee to focus on quality lesson planning and differentiated instruction.
- The mentee indicated the Teacher Leader sits in on 4th grade professional learning community (PLC) team meetings to provide professional development, to serve as a bridge between administrators and teachers, and to provide advisement as needed.

Evidence from Final Report Year 2:
- The Turnaround Initiative Principal and Grant Coordinator assembled a Design and Facilitation Team to plan and deliver the 2014 Greece Leadership Academy. As in 2013, they created a comprehensive scope and sequence to outline Leadership Academy activities and purposes in great detail that were also aligned with *EnVision Greece 2017 Strategic Plan*, APPR agreements, and the national reform agenda.
- Greece CSD continued working from their comprehensive blueprint for professional development designed in partnership with the NYCLA by offering programs for Teacher Leaders and Administrative Teams aligned with *EnVision Greece 2017 Strategic Plan*. Topics included Days 5-8 of the Cognitive Coaching Seminar, a review of new APPR agreements, a review of Common Core Learning Standards with Kate Gerson, a continuation of partnership with AFT/UFT on labor/management collaboration, multi-tiered systems of support (MTSS), and an intensive focus and an action planning session on quarterly reports of student achievement data.

- Members of the Greece Administrative Teams and Teacher Leaders traveled to conferences to learn about national models of best practices in education. Conferences included Association for Supervision and Curriculum Development (ASCD), Teacher Union Reform Network, Council for Exceptional Children, College Board – A Dream Deferred: Future of African America and Latino America Education, Eastern Evaluation Research Society, International Reading Association, Harvard Turnaround Principals Academy, Model Schools, and ASCD Conference on Teaching Excellence.

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.

Summary: The district used grant funded activities to systemically use evaluation data in development and employment decisions. Through these activities, the district achieved its STLE Goal I target: teacher leaders and lead principals will be identified and selected based on criteria indicating their history of successful practice.

Teacher Leaders were recruited and selected based upon data driven criteria connected to the teacher evaluation system index of meeting or exceeding standards. Likewise, Principal Leaders and the Turnaround Initiative Principal were selected based upon a similar connection to the administrative evaluation system index of meeting or exceeding standards.

The Turnaround Initiative Principal worked with leaders across the district providing mentoring and coaching support based on district and school level goals and objectives. She helped to facilitate Learning Walks in order to use data and observation information to improve teacher and student performance.

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 Leaders were recruited and selected based upon data driven criteria connected to the teacher evaluation system index of meeting or exceeding standards.
- Principal Leaders as well as the Turnaround Initiative Principal were recruited and selected based upon data driven criteria connected to the administrator evaluation system index of meeting or exceeding standards.

Evidence from Site Visit Debrief Document:
- The Turnaround Initiative Principal worked with leaders across the district providing mentoring and coaching support based on district and school level goals and objectives.

>   She helped to facilitate Learning Walks in order to use data and observation information to improve teacher and student performance.

Evidence from Final Report Year 2:

- The district supported the development and improvement of District Balanced Scorecards, Dashboards, and annual improvement targets and the District Results Book.

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.

Summary: The district effectively used grant funds to ensure that effective and highly effective teachers and principals had opportunities for advancement. Teachers and principals with additional roles and responsibilities had the training and preparation needed to fulfill the career ladder positions.

Efforts toward meeting this standard supported the district in meeting its STLE Goal I: Teacher Leaders and Lead Principals will be identified and selected based on criteria indicating their history of successful practice.

Teacher Leaders were recruited and selected based upon data driven criteria connected to the teacher evaluation system index of meeting or exceeding standards. The district created a total of 26 Teacher Leader positions, 23 of which supported teachers' planning around the Common Core Learning Standards (CCLS) and three of which helped teachers understand and improve through the Annual professional performance Review (APPR) process. Likewise, Principal Leaders and the Turnaround Initiative Principal were selected based upon the administrative evaluation system index of meeting or exceeding standards. Lead Principals helped support and coach other principals, while the Turnaround Initiative Principal mentored new principals and targeted the districts' lowest performing school.

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Teacher Leader – Instructional coaches for CCLS and best practices	T-RTR	STLE 1	Mentor, CC-Math, CC-ELA	15	Stipend	23	$189,299
Instructional Coach – Focused on training teachers on APPR	T-RTR	STLE 1	APPR	15	Stipend	3	$26,940
STLE Teacher Leader (Grant Coordinator)	T-TOSA	STLE 1	Grant	15	Salary	1	$80,000
Turnaround Initiative Principal	P-FT	STLE 1	Grant, HN, DDI, Assess, APPR, D Strategy, CC	15	Salary	1	$129,761
Secretary for Turnaround Initiative Director Secretary for Grant Coordinator		STLE 1		16	Stipend	2	$22,691
Employee benefits for Turnaround Initiative		STLE		80	-	2	$121,726

Principal and STLE Grant Coordinator		1					

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 Leaders were recruited and selected based upon data driven criteria connected to the teacher evaluation system index of meeting or exceeding standards.
- Principal Leaders as well as the Turnaround Initiative Principal were based upon data driven criteria connected to the administrator evaluation system index of meeting or exceeding standards.
- In their continued focus to implement the Regents Reform Agenda during year 1 of the grant, Greece was able to build a tremendous amount of trust and collaboration with their labor management and administrative team partners as they worked together on their Strengthening Teacher and Leader Effectiveness (STLE) endeavors. Greece added highly qualified Teacher Leaders as Instructional Coaches (4 science, 4 social studies, 3 APPR and 7 elementary Teacher Leaders.) Greece also appointed a grant coordinator, as well as a crucial piece to leadership initiatives, the Turnaround Initiative Principal.
- The Design Team included: the Superintendent of Schools, Deputy Superintendent, Assistant Superintendent, Executive Director of Instructional Technology & Strategic Initiatives, Turnaround Initiative Principal, 3 Building Principals, an Assistant Principal, the STLE Grant Coordinator, an Instructional Technology Teacher, and 2 Teacher Leaders (these last 3 members were also part of the Greece Teachers Union Executive Council).
- The Facilitation Team included: the Turnaround Initiative Principal, 1 Building Principal, the STLE Grant Coordinator, and 1 Teacher Leader from the Design Team. The full Design Team met with NYCLA in Greece for a total of 8.5 days. The Facilitation Team traveled to NYC twice for two 2-day meetings, and 2.5 days Facilitation Training with NYCLA.

Evidence from site visit interview:
- A principal indicated that the Teacher Leader position allowed successful teachers to take on greater responsibilities and take some administrative burden off of administrators, especially around delivering professional development, observations, easing the transition to using and understanding the APPR rubric, and supporting the new curriculum.
- A principal also indicated that this has allowed teachers to do more without having to seek a certification in administration. It has also helped teachers be more on board with transitions.

Evidence from Final Report Year 2:
- Teacher Leaders and Administrators attended the following conferences: Teacher Union Reform Network, the AVID Summer Training & Winter Conference, Harvard Turnaround Academy, Visible Learning Conference, ASCD Conference, Council for Exceptional Children Conference, College Board – A Dream Deferred Conference,

International Reading Association Conference, Eastern Evaluation Research Society Conference, Model Schools Conference, ASCD Conference on Teaching Excellence and travel to NYCLA to plan the Leadership Academy.

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.	

Short Description	Code	Purpose	Provider	Budget Code	Compensation	Total Amount
N/A						

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 science, technology, engineering, and mathematics (STEM), English Language Learners (ELL), bilingual and/or special education or in schools identified as at-risk.
Summary: The district used STLE funded activities to support the equitable distribution of high quality educators. In particular, the district trained three teachers in the Advancement Via Individual Determination (AVID) to help raise graduation rates at Olympia High School, the most economically disadvantaged and lowest performing school in the district. Additionally, the district hired a Turnaround Initiative Principal, who was responsible for supporting the principals at the district's lowest achieving schools.	

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 Year 2 Report:
- Three teachers were sent to AVID training in July 2013 and also attended an AVID conference in December 2013 to help increase graduation rates at Olympia High School, the high school with the highest poverty levels and lowest achievement rates in the district.

Evidence from site visit interviews:
- The superintendent indicated that the Turnaround Initiative Principal was used to help plan professional development for staff. She helped to monitor the professional development offered by NYCLA and was a full time coach and mentor for district

leaders. She spent additional time in schools rated "red" in order turn those schools around for greater transformational change.

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 used grant funded activities to implement programs and practices that should have a long term impact on the district. While it is not clear exactly how the district will sustain programs and personnel related to the STLE grant, the district has indicated that it is exploring sustainability options through the budget process.	

Short Description	Code	Type
The district intends to use the budgeting process to sustain career ladder and the Turnaround Initiative Principal positions.	Personnel	Shift
The district intends to use the budgeting process to sustain programmatic elements of the STLE grant (i.e. types of PD)	Program	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 Year 1 Final Report:
- The superintendent and deputy superintendent both support sustainability of the program for the long term. Through the budget process, they are preparing the district financially to be able to sustain this program.

Evidence from Year 2 Interim Report:
- The "Superintendent, Deputy Superintendent, and Teachers' Union president all support sustainability of the program for the long term."
- "[The district] formed a Career Ladder committee comprising the Superintendent, Deputy Superintendent, Turnaround Initiative Principal, STLE Grant Coordinator, Professional Learning Center Director, building principals, Teacher Leaders, and teachers' union representatives to study career ladder models, consider professional development, and plan for sustainability."
- "Through the budget process we are preparing the district financially to be able to sustain this program."

Evidence from Year 2 Final Report:
- The district is working toward sustainability of their STLE initiatives by searching for opportunities to repurpose existing funds, by generating enthusiasm and media attention for the work, and by looking for additional grant funded opportunities.

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
- Grant Coordinator

Arcadia Middle/High School
- Principal
- 5 Teacher Leader Team
- ScDO Coordinator, Science
- DO Coordinator, Business & Technology Education

Longridge Elementary School
- Principal
- 2 Teacher and Teacher Leader Mentee

Odyssey Academy
- Teacher Leader

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
- Greece Year 1 Interim STLE Report
- Greece Year 1 Final STLE Report
- Greece Year 2 Interim STLE Report
- Greece Year 2 Final STLE Report
- Greece STLE Site Visit Notes

STLE Report – Attachment A

Greece Central School District Baseline Student Achievement Data for STLE Reporting

Part I: Grades 1-2 Data

2012-2013 School Year
AIMSweb Spring Administration - Percent of students Scoring in Tier 1

Assessment	R-CBM (Reading)	MAZE (Reading)	MCOMP (Math)	MCAP (Math)
Grade 1	60.7%	N/A*	67.8%	N/A
Grade 2	64.7%	47.7%	68.3%	57.4%

*N/A = not administered at this grade level

Part II: Grades 3-8 Data

2012-13 School Year
Percent of Students Scoring at Levels 3 and 4

Grades	ELA	Math
3	35%	40%
4	33%	39%
5	29%	31%
6	30%	31%
7	29%	34%
8	34%	31%

Academic Acceleration
Percent of Eighth Grade Students in Accelerated Math/Science

Schools	2010-11	2011-12	2012-13
Arcadia	36/46%	33/35%	38/37%
Athena	26/25%	27/27%	33/33%
Odyssey	45/45%	40/40%	42/44%
Olympia	no middle school	no middle school	25/25%

Part III: Grades 9-12 Data

Graduation Rate
Total Cohort

Schools	2007 Total Cohort	2008 Total Cohort
Arcadia	82%	85%
Athena	85%	89%
Odyssey	97%	96%
Olympia	82%	79%

On Track with Appropriate Credits*
Eleventh Graders

Schools	2011-12	2012-13
Arcadia	88%	82%
Athena	89%	83%
Odyssey	97%	94%
Olympia	77%	80%

* 18 credits by end of eleventh grade

College / Career Readiness
Scoring 80+ on Regents Algebra by End Grade 9

Schools	2010-11	2011-12	2012-13
Arcadia	43%	46%	36%
Athena	33%	47%	44%
Odyssey	66%	63%	49%
Olympia	33%	43%	36%

College / Career Readiness
Scoring 75+ on Regents ELA by End Grade 11

Schools	2010-11	2011-12	2012-13
Arcadia	54%	74%	59%
Athena	63%	79%	61%
Odyssey	83%	86%	79%
Olympia	53%	64%	65%

STLE Report – Attachment B

Greece Central School District
Baseline Student Achievement Data for STLE Reporting
Submitted September 2014

(Green highlights indicate increase; red indicates decrease from previous year; Gray highlights indicate no change)

Part I: Grades 1-2 Data

2012-2013 School Year
AIMSweb Spring Administration - Percent of students Scoring in Tier 1

Assessment	R-CBM (Reading)	MAZE (Reading)	MCOMP (Math)	MCAP (Math)
Grade 1	60.7%	N/A*	67.8%	N/A
Grade 2	64.7%	47.7%	68.3%	57.4%

*N/A = not administered at this grade level

2013-2014 School Year
AIMSweb Spring Administration - Percent of students Scoring in Tier 1

Assessment	R-CBM (Reading)	MAZE (Reading)	MCOMP (Math)	MCAP (Math)
Grade 1	69.2%	N/A*	69.6%	N/A
Grade 2	62.0%	52.5%	74.0%	60.2

*N/A = not administered at this grade level

Part II: Grades 3-8 Data

2012-13 School Year
Percent of Students Scoring at Levels 3 and 4

	2013	2014	2013	2014
Grades	ELA	ELA	Math	Math
3	35%	39%	40%	53%
4	33%	37%	39%	51%
5	29%	27%	31%	41%
6	30%	26%	31%	32%
7	29%	25%	34%	36%

8	34%	32%	31%	11%

Academic Acceleration
Percent of Eighth Grade Students in Accelerated Math/Science

Schools	2010-11	2011-12	2012-13	2013-14
Arcadia	36/46%	33/35%	38/37%	34/31%
Athena	26/25%	27/27%	33/33%	31/30%
Odyssey	45/45%	40/40%	42/44%	40/39%
Olympia	no middle school	no middle school	25/25%	38/39%

Part III: Grades 9-12 Data

Graduation Rate
Total Cohort

Schools	2007 Total Cohort	2008 Total Cohort	2009 Total Cohort
Arcadia	82%	85%	84%
Athena	85%	89%	90%
Odyssey	97%	96%	96%
Olympia	82%	79%	83%

On Track with Appropriate Credits*
Eleventh Graders

Schools	2011-12	2012-13	2013-14
Arcadia	88%	82%	84%
Athena	89%	83%	87%
Odyssey	97%	94%	86%
Olympia	77%	80%	74%

* 18 credits by end of eleventh grade

College / Career Readiness
Scoring 80+ on Regents Algebra by End Grade 9

Schools	2010-11	2011-12	2012-13	2013-14
Arcadia	43%	46%	36%	31%
Athena	33%	47%	44%	47%
Odyssey	66%	63%	49%	52%
Olympia	33%	43%	36%	30%

College / Career Readiness

Scoring 75+ on Regents ELA by End Grade 11

Schools	2010-11	2011-12	2012-13	2013-14
Arcadia	54%	74%	59%	59%
Athena	63%	79%	61%	61%
Odyssey	83%	86%	79%	58%
Olympia	53%	64%	65%	47%