



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Middleburgh Central School District

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District Contact Information

	Superintendent	STLE Grant Manager
Name	Michele R. Weaver	Michele R. Weaver
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Section I – District Description

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

Most current information as of: June 18, 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
809	278	99	-	154	379

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	1	1	96	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
84	0	0	25	12

Need Status
Average Need District

Section II – Academic Performance

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

Most current information as of: March 20, 2014

Student Performance: 2011-12 & 2012-13 New York State ELA Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	54	0	None tested	36
3(2012-13)	30	0	None tested	13
4(2011-12)	46	10	None tested	44
4(2012-13)	37	0	None tested	10
5(2011-12)	50	0	None tested	50
5(2012-13)	20	0	None tested	11
6(2011-12)	64	14	None tested	60
6(2012-13)	31	0	None tested	22
7(2011-12)	57	0	None tested	44
7(2012-13)	33	0	None tested	23
8(2011-12)	68	10	None tested	65
8(2012-13)	27	0	None tested	17
District Wide (2011-12)	57	6	None tested	50
District Wide (2012-13)	30	0	None tested	17

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	60	18	None tested	48
3(2012-13)	31	0	n<5	17
4(2011-12)	69	40	None tested	67
4(2012-13)	20	0	None tested	10
5(2011-12)	61	23	None tested	56
5(2012-13)	22	0	None tested	15
6(2011-12)	67	21	None tested	60
6(2012-13)	8	0	None tested	7
7(2011-12)	69	9	None tested	52
7(2012-13)	20	0	None tested	9
8(2011-12)	79	60	None tested	85
8(2012-13)	14	0	None tested	14

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District Wide (2011-12)	67	27	None tested	61
District Wide (2012-13)	19	0	n<5	12

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	98	100	None tested	100
4(2012-13)	96	80	None tested	93
8(2011-12)	83	100	None tested	85
8(2012-13)	78	44	None tested	62
District Wide (2011-12)	90	100	None tested	93
District Wide (2012-13)	86	58	None tested	78

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	73	26	22	6
Integrated Algebra	81	15	50	6
Geometry	81	19	n<5	n<5
Algebra 2/ Trigonometry	63	19	n<5	n<5
Global History and Geography	73	30	44	6
U.S. History and Government	89	43	91	18
Living Environment	81	39	38	6
Physical Setting/ Earth Science	88	28	n<5	n<5
Physical Setting/ Chemistry	80	6	n<5	n<5
Physical Setting/ Physics	67	29	0	0

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	79	24	79	30
SWD	38	0	36	0
ELL	None tested	None tested	None tested	None tested
ED	72	19	64	20

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	81	13	87	14
SWD	31	0	36	0
ELL	None tested	None tested	None tested	None tested
ED	78	11	80	12

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	4	1	-	-	-	-
	7	1	-	-	-	-
	8	1	-	-	-	-
Mathematics	4	1	-	-	-	-
	7	1	-	-	-	-
	8	1	-	-	-	-
Science	4	1	-	-	-	-
	8	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.
Third Grade					
All Students	1	-	-	-	-
General Education	1	-	-	-	-
SWD	0	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	75	76	58	86
Students With Disabilities	13	n<30	10	n<30
Limited English Proficient	0	None tested	0	None tested
Economically Disadvantaged	36	72	27	n<30

List Any Measures Where the District <u>Did Not</u> Meet AYP in 2011-12
<ul style="list-style-type: none"> • None
List Any Measures Where the District <u>Did Not</u> Meet AYP in 2012-13
<ul style="list-style-type: none"> • Elementary/Middle –Level Math – White • Secondary-Level ELA – All Students • Secondary-Level ELA – White • Secondary-Level Math – White • Graduation Rate (4 or 5-Year Graduation Rate) – Economically Disadvantaged • 4-Year Graduation-Rate – All Students • 4-Year Graduation-Rate – White

- 4-Year Graduation-Rate – Economically Disadvantaged

Section III – District Schools Profile

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

Most current information as of: July 2, 2014

District Name	Superintendent	Time of Service	Status	# of Stud (2012-13)	# of Stud (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teachers (2012-13)	# of Teachers (2013-14)
Middleburgh CSD	Michele R. Weaver	2008-2014	Con	821	845	3 P	3 P	82	81

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)
Middleburgh ES	Amy Lennon	2012-13	Orin	PK-5	357	-	1 P	-	16	-
	Tracy Davidson	2013-14	Other New		-	363	-	1 P	-	16
Middleburgh Middle School	Michael Teator	2011-14	Con	6-8	198	207	1 P	1 P	35	35
Middleburgh High School	Lori Petrofina	2002-14	Con	9-12	266	290	1 P	1 P	29	29

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/middleburgh-appr-plan.pdf
Most current version as of: July 26, 2013

Performance Evaluation Rubrics	
Teacher	Principal
New York State United Teacher (NYSUT) Teacher Practice Rubric	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	49	44	52	43

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Effective	51	53	47	57
Developing	0	3	1	0
Ineffective	0	0	0	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	-	-	-	-
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	Office of Teacher and Leader Effectiveness Team	Winter 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	April Marsh, Project Assistant; Megan Lee Collins, Project Assistant	September 20, 2013
2013-14	Site Visit	Carrie Smith, Project Coordinator; Megan Collins, Project Assistant	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	April Marsh, Project Assistant	May 2, 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 14, 2014

Section VI –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
5545-13-0025	\$104,243	10/31/2012 – 6/30/2014	Individual

Key Program Design Elements
<p>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>Middleburgh CSD collaborated on an annual basis with the College of Saint Rose, SUNY Oneonta and SUNY Cobleskill to provide opportunities for student teaching, observation and course-specific practicums.</i></p>
<p>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></p>
<p>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>Teachers Leaders and the Principal Instructional Coach were recruited and selected based upon data driven criteria connected to the teacher evaluation system index of meeting or exceeding standards. The Master Teachers provided mentoring to new teachers, and those who have a total composite score of “Developing” and or “Ineffective”.</i></p>
<p>4. Evaluation – The new APPR system based on Education Law §3012-c.: <i>The district’s instructional leaders received professional development on the district’s approved Annual Professional Performance Review Plan (APPR). Master Teachers and the Middle School Principal/Instructional Coach provided mentoring and turnkey professional development as a major part of their roles in helping the district to implement the APPR Plan with fidelity and also to attain the goals set forth in STLE 1.</i></p>
<p>5. Professional Development/Growth- Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>The Master Teachers and Middle School Principal/Instructional Coach turn-keyed numerous professional development and/or mentoring opportunities in an effort to reach the district goals.</i></p>
<p>6. Performance Management – Use of evaluation data in development and employment decisions: <i>Middleburgh CSD continued to integrate APPR assessments and data in the evaluation of teacher and leader performance, Middleburgh utilized the results to reconsider assignments and deploy staff to maximize their individual skill sets, best meet the needs of district's diverse learners, and ensure equitable distribution of teaching and leadership talent.</i></p>
<p>7. Career Ladder – Opportunities for advancement for educators identified as highly effective or effective: <i>Middleburgh CSD created a total of 6 Master Teacher positions and elevated to full time, a middle school principal who committed 40% of his time to the role of Instructional Coach for the entire K – 12 school district. Areas of focus for those on the Career Ladder were Data Driven Instruction (DDI), APPR, Mentoring and Common Core Learning Standards (CCLS).</i></p>

Program Goals (Taken from year 1 Final Report)	Targets (Taken from year 1 Final Report)	Outcomes (Taken from Year 2 Final Report)
<p>Goal I: Make Adequate Yearly Progress district-wide for all subgroups in 2013-14 and 2014-15 on NYS assessments</p>	<p>Appointment of five "highly effective" or "effective" teachers to serve as Master Teachers who will provide turnkey training, staff development opportunities and peer guidance for all district teachers beginning in 2013-14.</p> <p>Developed job description and duties and responsibilities. Scheduled summer 2013 professional development opportunities/trainings for new mentors. September 2013 the assignment of highly effective or effective teachers to serve as individual mentors to new teachers and teachers designated as ineffective or developing will take place.</p> <p>Increase the Middle School principal from 0.6 FTE to 1 FTE. MS principal chairing data inquiry team, conducted informal observations on staff, faculty forums.</p>	<p>The summative 2013-14 data for MCS subgroups has not yet been provided to the district. It is estimated that the information will not be available until approximately the end of October 2014. Additionally, the 2014-15 assessments will not be administrated until Spring of 2015. It is estimated that the information on the adequately yearly progress for all MCS subgroups will not be available until October of 2015.</p> <p>Teachers Leaders and the Principal Instructional Coach were recruited and selected based upon data driven criteria connected to the teacher evaluation system index of meeting or exceeding standards. The district held the appointment of five "highly effective" or "effective" teachers to serve as Master Teachers who will provide turnkey training, staff development opportunities and peer guidance for all district teachers beginning in 2013-14.</p> <p>The district developed job description and duties and responsibilities, and scheduled summer 2013 professional development opportunities/trainings for new mentors.</p> <p>Active participation by staff,</p>

		<p>both in the ongoing professional development initiatives, and coupled with the collaborative efforts of a full-time middle school principal to lead professional development activities, in addition to working closely with staff on APPR have been the major accomplishments of STLE.</p>
<p>Goal II: Realize a 10% increase in the total number of students testing at Level 3 or 4 on elementary and middle school ELA exams in 2014-15, including increases in assessment results for the subgroups of students with disabilities and low-income students.</p>	<p>Appointment of five "highly effective" or "effective" teachers to serve as Master Teachers who will provide turnkey training, staff development opportunities and peer guidance for all district teachers beginning in 2013-14.</p> <p>Developed job description and duties and responsibilities. Scheduled summer 2013 professional development opportunities/trainings for new mentors. September 2013 the assignment of highly effective or effective teachers to serve as individual mentors to new teachers and teachers designated as ineffective or developing will take place.</p> <p>Middle school principal - conduct faculty forums</p> <p>Provide embedded coach for staff: 3 days ELA coach/week and 1 day Math/Curriculum Specialist coach/week</p> <p>Administrators to conduct formal and informal observations as delineated in APPR</p>	<p>The 2014-15 assessments will not be administrated until Spring of 2015. It is estimated that the information on the number of students scoring a level 3 or a level 4 in NYS ELA testing for all MCS students, inclusive of subgroups of students with disabilities and low-income students will not be available until August of 2015. The goal of a ten percent increase was reflective of a two year time period to implement the initiatives. MCS will be continuing the work of the STLE grant through the 2014-15 school year and it is still the goal of the district to realize a 10 percent Increase in the total number of students scoring a level 3 or a level 4 on the 2014-15 NYS 3-8 ELA assessment s as compared to the 2012-13 baseline.</p> <p>To date, from the 2012-13 baseline data of the NYS 3-8 ELA assessments, the district has realized a one percent increase overall for students scoring a level 3 or a level 4. It should be noted that the</p>

	<p>Curriculum support for staff Ongoing professional development to support Master & Mentor Teachers.</p>	<p>number of students taking the assessment decreased by over eight percent as a direct result of “test refusal.” This will significantly impact the results.</p> <p>Teachers Leaders and the Principal Instructional Coach were recruited and selected based upon data driven criteria connected to the teacher evaluation system index of meeting or exceeding standards. The district held the appointment of five "highly effective" or "effective" teachers to serve as Master Teachers who will provide turnkey training, staff development opportunities and peer guidance for all district teachers beginning in 2013-14.</p> <p>The middle school principal/ Instructional Coach conducted faculty forums and worked with administrators to conduct formal and informal observations as delineated in APPR.</p>
<p>Goal III: Increase the overall composite APPR score of each teacher ranked as "developing" or "ineffective" during the 2012-13 school year by at least 10 points in the 2013-14 school year.</p>	<p>Middle school principal - conduct faculty forums</p> <p>Provide embedded coach for staff: 3 days ELA coach/week and 1 day Math/Curriculum Specialist coach/week</p> <p>Administrators to conduct formal and informal observations as delineated in APPR</p> <p>Curriculum support for staff</p>	<p>The Middleburgh Central School District did not have any teacher with an overall composite APPR score of “developing” or “ineffective ” for the 2013-14 school year. Middleburgh CSD canvassed, interviewed and appointed five master teachers. Master teachers worked collaboratively with administration on devising a systemic plan to meet the needs of the Middleburgh CSD staff, through a variety of</p>

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	<p>Ongoing professional development to support Master & Mentor Teachers.</p> <p>Developed job description and duties and responsibilities. Scheduled summer 2013 professional development opportunities/trainings for new mentors. September 2013 the assignment of highly effective or effective teachers to serve as individual mentors to new teachers and teachers designated as ineffective or developing will take place.</p>	<p>approaches ranging from peer coaching to large group professional development. The master teachers have been working with teachers to establish a process for collegial support.</p> <p>The middle school principal/ Instructional Coach conducted faculty forums and worked with administrators to conduct formal and informal observations as delineated in APPR.</p>
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Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$104,243	\$32,066	\$72,177

Budget Code	Description of Funded Activities/Strategies/Initiatives <i>(This information is available from STLE interim and final reports)</i>	# In Position/ # Served/ # Purchased	Year 1 Interim Report – School Reported <i>(10/31/12 – 3/1/13)</i>	Year 1 Final – Actual Exp. Per FS-10 F <i>(10/31/12 – 6/30/13)</i>	Year 2 Interim Report – School Reported <i>(7/1/13 – 12/31/13)</i>	Year 2 Final – Actual Exp. Per FS-10 F <i>(7/1/13 – 6/30/14)</i>
15	Master teachers have been working collaboratively with administration to provide professional development, turn-key trainings, peer coaching and module implementation/training to teaching staff. 5 Stipends for Master Teachers. 3 Stipends for Professional teachers to mentor new colleagues.	6 (yr. 1) 8 (yr. 2)	-	\$6,250 6 @ \$1250 Stipend	\$12,500	\$28,000
15	Increased 0.6 FTE Middle School Principal to 1.0 FTE MS Principal - establish faculty forum and Data Inquiry Team topics and sessions for 2013-14 school year Provided embedded coaching for staff: 2 days ELA coach/week and 1 day Math/Curriculum Specialist coach/week.	1	\$13,333	\$21,333	\$16,500	\$43,177

45	CMPS Multimedia Marketing		-	-	-	\$769
46	Training		-	-	-	\$231
80	Teacher Retirement System	7	-	\$2,373	-	-
80	Social Security	7	-	\$2,110	-	-
	Total Actual Expenditures		\$13,333	\$32,066	\$29,000	\$72,177

Section VII –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.
<p>Summary: Middleburgh Central School District (CSD) met this standard by collaborating on an annual basis with the College of Saint Rose, State University New York (SUNY) Oneonta and SUNY Cobleskill to provide opportunities for student teaching, observation and course-specific practicums.</p> <p>Additionally, the district used STLE funds to appoint five "highly effective" or "effective" teachers to serve as Master Teachers who provided turnkey training, staff development opportunities and peer guidance for all district teachers during the grant period.</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 Site Visit Interviews:

- The educational partner from SUNY Cobleskill reported that three pre service students from SUNY Cobleskill were placed in district. The Elementary Principal shared that many of the student teachers are not familiar with Annual Professional Performance Review (APPR) and the New York State Education Department (NYSED) rubric. It was noted that the Elementary Principal has a pre-K student teacher and she is helping, along with the cooperating teacher, to help the student teacher understand how to implement and understand the requirements of the rubric and APPR plan.

Evidence from the Year 1 Final Report:

- Middleburgh CSD collaborated on an annual basis with the College of Saint Rose, SUNY Oneonta and SUNY Cobleskill to provide opportunities for student teaching, observation and course-specific practicums.

Evidence from the Year 2 Interim Report:

- The district indicated that they appointed five "highly effective" or "effective" teachers to serve as Master Teachers who provided turnkey training, staff development opportunities and peer guidance for all district teachers beginning in 2013-14.
- Middleburgh CSD developed job description and duties and responsibilities, scheduled summer 2013 professional development opportunities/trainings for new mentors, and completed the assignment of highly effective or effective teachers to serve as individual mentors to new teachers and teachers designated as ineffective or developing will take place.

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: This component was not addressed by STLE grant funded activities.	

Short Description	Code	Type	Purpose	Comp-ensation	Budget Code	# Recruit/Transfer	Total Amount
N/A							

Supporting Evidence:

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

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 mentoring. Additionally, the district worked to achieve its Goal III: to increase the overall composite Annual Professional Performance Review (APPR) score of each teacher ranked as "developing" or "ineffective" during the 2012-13 school year by at least 10 points in the 2013-14 school year.

Teachers Leaders and the Principal Instructional Coach were recruited and selected based upon data driven criteria connected to the teacher evaluation system index of meeting or exceeding standards. The Master Teachers provided mentoring to new teachers, and those who have a total composite score of "Developing" and or "Ineffective".

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 the Site Visit Interview:

- A Mentor Teacher reported that 10 Mentors were sent to Professional Development (PD) in anticipation of 10 teachers being marked "ineffective" and in need of a mentor. However no teachers were found to be ineffective and the district needed to come up with a "Plan B" for these trained mentors. It was reported that the district had 3 new teachers who required a mentor and will use 3 of the mentors in that capacity.

Evidence from the Year 1 Final Report:

- All new teachers at Middleburgh participated in a mentoring program. However, the existing program was in process of being revised to maximize its effectiveness.
- As part of its Teacher/Principal Improvement Plans, Middleburgh will appoint a team of highly effective and effective teachers annually to serve as mentor teachers, based on need, to provide ongoing, one-on-one peer coaching for new, developing and ineffective teachers and principals.

Evidence from the Year 2 Interim Report:

- The district indicated that those selected as mentors were provided to new, "developing" and "ineffective" teachers as a resource for implementing Common Core Learning Standards (CCLS), Data Driven Instruction (DDI) and APPR.
- Middleburgh CSD conducted mentor teacher dialogue sessions and provided in-service/assistance as needed. Additionally, the district will conduct an anonymous exit survey of staff assigned a mentor teacher. The district will utilize feedback to make adjustments to the mentor responsibilities for the 2014-15 school year.

Evidence from the Year 2 Final Report:

- The district indicated that they utilized STLE funds to support 3 Mentor Teachers. Those mentors worked with the 3 new teachers to Middleburgh.

- Middleburgh CSD reported that no Teacher Improvement Plans were implemented because there were no developing/ineffective teachers identified to receive mentoring.
- The district was still awaiting the final results from NYS assessments in order to determine full composite scores for teachers under APPR when this report was submitted.

Evaluation

Evaluation	
Standard	The district is fully implementing an Annual Professional Performance Review (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
<p>Summary: The district has worked to meet its Goal III: to increase the overall composite APPR score of each teacher ranked as "developing" or "ineffective" during the 2012-13 school year by at least 10 points in the 2013-14 school year.</p> <p>The district’s instructional leaders have all received professional development on the district’s approved APPR Plan. Master Teachers and the Middle School Principal/Instructional Coach provided mentoring and turnkey professional development as a major part of their roles in helping the district to implement the APPR Plan with fidelity and also to attain the goals set forth in STLE 1.</p>	

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

Supporting Evidence:

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

Evidence from the Site Visit Interviews:

- The Superintendent reported that teacher evaluation professional development was offered for a week during summer of 2013 to all administrators, teacher leaders and mentors. The evaluation PD was STLE funded, and truly helped teachers understand APPR.

Evidence from the Year 1 Final Report:

- Middleburgh CSD adopted the NYSUT Teacher Practice rubric and implemented a district-wide APPR plan.
- The MS Principal/Instructional Coach conducted faculty forums and worked with administrators to conduct formal and informal observations as delineated in the APPR.
- The district indicated that all those on the Career Ladder have provided individual peer-coaching, non-evaluative observation and feedback, afternoon workshops, teacher and mentor trainings, community dialogues and/or confidential support mandated for

developing and ineffective teachers/principals as evaluated on the APPR, and other teachers/principal participation on a voluntary basis.

Evidence from the Year 2 Interim Report:

- The administrators have conducted formal and informal observations as delineated in the approved APPR Plan for Middleburgh CSD.
- The MS Principal/Instructional Coach conducted faculty forums and worked with administrators to conduct formal and informal observations as delineated in the APPR.

Evidence from the Year 2 Final Report:

- The district was still awaiting the final results from NYS assessments in order to determine full composite scores for teachers under APPR when this report was submitted.

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 have opportunities to engage in professional development.	
Evidence suggests that the district undertook grant funded activities to meet its Goals: make adequate yearly progress (AYP) district-wide for all subgroups in 2013-14 and 2014-15 on NYS assessments; Realize a 10% increase in the total number of students testing at Level 3 or 4 on elementary and middle school ELA exams in 2014-15, including increases in assessment results for the subgroups of students with disabilities and low-income students; Increase the overall composite Annual Professional Performance Review (APPR) score of each teacher ranked as "developing" or "ineffective" during the 2012-13 school year by at least 10 points in the 2013-14 school year.	
The Master Teachers and middle school principal/ Instructional Coach have turn-keyed numerous professional development and or mentoring opportunities in an effort to reach the district goals. Scores are not available at this point for the 2013 – 14 school year.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Master Teachers	T – PD Internal	Group	Coach, APPR – Obs, CC – ELA	District	15	81		\$12,500
MS Principal/Instructional Coach	T – PD Internal	Group	Coach, APPR – Obs, CC - ELA	District	15	81		\$37,833

Supporting Evidence:

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

Evidence from the Site Visit Interviews:

- A Mentor Teacher reported that professional development in mentoring helped to prepare others to improve as instructors. This training made me feel much more prepared to fulfill the mentor role.
- Another Mentor Teacher reported that the APPR training really helped teachers learn about the domains and what principals are evaluating. They also gained an appreciation for how detailed the evaluation process is.
- A building principal reported that teachers are using the "tips" as strategies to improve math and science. PD has helped to embed ELA across all grade levels. This year the district is infusing math into ELA and Social Studies.

Evidence from the Year 1 Final Report:

- Middleburgh worked with specialists from Capital Region BOCES to assist with the development of Curriculum, Instruction and Assessment. The district used embedded coaches and a special education intervention specialist.
- The district indicated that it scheduled summer 2013 professional development opportunities/trainings for new mentors. The assignment of highly effective or effective teachers to serve as individual mentors to new teachers and teachers designated as ineffective or developing will take place.
- Middleburgh CSD canvassed, interviewed and appointed five master teachers. Master teachers worked collaboratively with administration on devising a systemic plan to meet the needs of the Middleburgh CSD staff, through a variety of approaches ranging from peer coaching to large group professional development. The master teachers were working with teachers to establish a process for collegial support.

Evidence from the Year 2 Interim Report:

- Master Teachers provided professional development activities (professional book clubs, poetry, EDMODO five part series, APPR).
- The district indicated that it developed job description and duties and responsibilities, and scheduled summer 2013 professional development opportunities/trainings for new mentors.

Evidence from the Year 2 Final Report:

- The district was still awaiting the final results from NYS assessments in order to determine full composite scores for teachers under APPR. These results will also indicate to the district whether, or not, it has met the goals created under STLE 1. This report was submitted prior to the release of scores.

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.
<p>Summary: The district used grant funded activities to systemically use evaluation data in development and employment decisions.</p> <p>Additionally, through these activities, the district is expecting to achieve its Goals: make adequate yearly progress (AYP) district-wide for all subgroups in 2013-14 and 2014-15 on NYS assessments; realize a 10% increase in the total number of students testing at Level 3 or 4 on elementary and middle school ELA exams in 2014-15, including increases in assessment results for the subgroups of students with disabilities and low-income students; and increase the overall composite APPR score of each teacher ranked as "developing" or "ineffective" during the 2012-13 school year by at least 10 points in the 2013-14 school year.</p> <p>Teacher Leaders and the Principal Instructional Coach were recruited and selected based upon data driven criteria connected to the teacher evaluation system index of meeting or exceeding standards.</p>	

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 the Site Visit Interviews:

- The Middle School Principal reported that he chaired monthly Data Inquiry Team meetings, conducted informal and formal observations of staff and held monthly Faculty Forums after school to get feedback from a variety of stakeholder and share ideas. The Middle School Principal was .6 FTE position and he was happy to earn a full time job, through STLE.

Evidence from the Year 1 Final Report:

- The district indicated that as it continues to integrate APPR assessments and data in the evaluation of teacher and leader performance, Middleburgh will utilize the results to reconsider assignments and deploy staff to maximize their individual skill sets, best meet the needs of district's diverse learners, and ensure equitable distribution of teaching and leadership talent.
- Middleburgh CSD appointed five "highly effective" or "effective" teachers to serve as Master Teachers who will provide turnkey training, staff development opportunities and peer guidance for all district teachers beginning in 2013-14.

Evidence from the Year 2 Interim Report:

- The district indicated that it has contracted NWEA for student assessments. Middleburgh utilized the results to reconsider assignments and deploy staff to maximize their individual skill sets, best meet the needs of district's diverse learners, and ensure equitable distribution of teaching and leadership talent.
- The Superintendent and Middle School principal outlined goals and strategies for increased Middle School principal hours. The MS Principal established a faculty forum and Data Inquiry Team.
- The MS Principal provided embedded coaching for staff: 2 days ELA coach/week and 1 day Math/Curriculum Specialist coach/week and module implementation/training.

Evidence from the Year 2 Final Report:

- The district indicated that it was still awaiting the final results from NYS assessments but is confident that the district will be successful. The district was also awaiting its New York State Growth scores to determine the number of Effective and Highly Effective teachers as this report was due before the scores were released.

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 and principals with additional roles and responsibilities had the training and preparation needed to fulfill the career ladder positions.</p> <p>Master Teachers were recruited and selected by the district based upon data driven criteria connected to the teacher evaluation system index of meeting or exceeding standards. The district created a total of 6 Master Teacher positions and have elevated to full time, a middle school principal who committed 40% of his time to the role of Instructional Coach for the entire K – 12 school district. Areas of focus for those on the Career Ladder were Data Driven Instruction (DDI), Annual Professional Performance Review (APPR), Mentoring and Common Core Learning Standards.</p>	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Master Teachers	T – FT	STLE 1	Coach, D Strategy	15	Stipend	6	\$12,500
MS Principal/Instructional Coach	P – FT	STLE 1	Coach, D Strategy	15	Stipend	1	\$37,833

Supporting Evidence:

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

Evidence from the Site Visit Interviews:

- The Superintendent reported that the new elementary principal has helped to show how Master Teachers can benefit all teachers and has been instrumental in increasing buy in. Master teachers are embedding themselves in classroom at increasing rates which has helped to improve instruction and student learning outcomes. More teachers are attending PD provided by Master Teachers. Master Teachers have helped faculty with increasing their comfort level regarding APPR and Common Core Learning Standards (CCLS). Confidential support provided by Master Teachers has helped with buy in; making faculty more willing to seek help.
- A Master Teacher reported that “Meet and Greets” allow for informal collaboration leading to professional conversations on best practices. Master Teachers help individual students and other teachers with lesson planning strategies. Master Teachers facilitated a book club 3 x's/year for 5 weeks. All grade levels of teachers coming together to discuss concepts and how to apply to teaching has been a major positive.

Evidence from the Year 1 Final Report:

- Middleburgh CSD canvassed, interviewed and appointed five master teachers. Master teachers worked collaboratively with administration on devising a systemic plan to meet the needs of the Middleburgh CSD staff, through a variety of approaches ranging from peer coaching to large group professional development. The master teachers worked with teachers to establish a process for collegial support.
- The district indicated that it has developed job description and duties and responsibilities, scheduled summer 2013 professional development opportunities/trainings for new mentors. By September 2013 the assignment of highly effective or effective teachers to serve as individual mentors to new teachers and teachers designated as ineffective or developing will take place.

Evidence from the Year 2 Interim Report:

- The Master Teachers have worked collaboratively with administration to provide professional development, turnkey trainings, peer coaching and module implementation/training to teaching staff.
- The Master Teachers continued to present workshops on topics delineated in needs assessments conducted in September. Master teachers provided peer coaching, modeling of lessons, formal and informal dialogues on best practices.
- The Master Teachers conducted mentor teacher dialogue sessions, and provided in-service/assistance as needed.

Evidence from the Year 2 Final Report:

- The active participation by Middleburgh CSD staff, both in the ongoing professional development initiatives, and coupled with the collaborative efforts of a full-time middle school principal to lead professional development activities, in addition to working

closely with staff on APPR have been the major accomplishments of STLE as indicated by the district.

- The district indicated that it was awaiting the final results from NYS assessments but is confident that the district will be successful. The district was also awaiting its New York State Growth scores to determine the number of Effective and Highly Effective teachers. This report was due before the release of scores.

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 Teacher Leader Effectiveness (TLE) components.
Summary: N/A	

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 STEM, ELL, bilingual and/or special education or in schools identified as at-risk.
<p>Summary: The district used Strengthening Teacher Leader Effectiveness (STLE) funded activities to support the equitable distribution of high quality educators. In particular, the district had identified two subgroups of students as areas of focus: Students with Disabilities and also those students identified as Economically Disadvantaged.</p> <p>Efforts toward meeting this standard supported the district in meeting its Goal II: to realize a 10% increase in the total number of students testing at Level 3 or 4 on elementary and middle school ELA exams in 2014-15, including increases in assessment results for the subgroups of students with disabilities and low-income students</p>	

Supporting Evidence:

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

Evidence from the Year 1 Final Report:

- The district indicated that as they continue to integrate Annual Professional Performance Review (APPR) assessments and data in the evaluation of teacher and leader performance, Middleburgh is utilizing the results to reconsider assignments and deploy staff to maximize their individual skill sets, best meet the needs of district's diverse learners, and ensure equitable distribution of teaching and leadership talent.

Evidence from the Year 2 Interim Report:

- The district contracted Northwest Evaluation Association (NWEA) for student assessments. Middleburgh is utilizing the results to reconsider assignments and deploy staff to maximize their individual skill sets, best meet the needs of district's diverse learners, and ensure equitable distribution of teaching and leadership talent.

Evidence from the Year 2 Final Report:

- Appointed five "highly effective" or "effective" teachers to serve as Master Teachers who provided turnkey training, staff development opportunities and peer guidance for all district teachers throughout 2013-14.
- The Middle School Principal has conducted faculty forums, provided embedded coaches for staff; 3 days/week-ELA, 1 day/week-Math.
- The administrators conducted formal and informal observations as delineated in the APPR, provided curriculum support for staff and ongoing professional development to support Master & Mentor Teachers.

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 possible to sustain the funding for all of the Career Ladder positions, the district has committed to funding two Master Teachers and a portion of the Middle School Principals salary for 2014 – 15.	

Short Description	Code	Type
The district will support 2 Master Teachers for 2014-15	Personnel	Shift
The district will support the continuation of the .4 FTE increase in a MS Principal	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 the Year 1 Final Report:

- The district indicated that they expect to be able to sustain the Career Ladder positions beyond the life of the grant, but do not yet specify how.

Evidence from the Year 2 Interim Report:

- Middleburgh CSD is currently pursuing funding to maintain two master teachers into the 2014-15 school year, but do not expect to maintain funding of the portion of the middle school principal.

Evidence from the Year 2 Final Report:

- The district indicated that a change in administrative structure for the 2014-15 school year has allowed for the funding of 4.0 full time administrators using local funds; which include the .4 FTE portion of the Middle School Principal's salary.
- The district indicated continuation of the Mentor initiative for the 2014-15 school year with a \$1,000 annual stipend, with \$500 coming from local monies and \$500 allocated in Federal monies; and continuation of the Master Teacher initiative. The District will support two Master teachers, one designated per building, with an annual \$5,000 stipend that will be funded with federal monies.
- Middleburgh CSD will continue supporting professional development initiatives, including but not limited to ongoing work with the Common Core, APPR, etc... Local and federal monies in the amount of \$20,000 will be allocated for professional development initiatives during the 2014-15 school year.

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 of Schools
- Educational Partner, SUNY Cobleskill
- Math Consultant, Capital Region BOCES

Building Level

- High School Principal
- Elementary Principal
- Associate Principal
- 5 Master Teachers

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

- Middleburgh Site Visit Notes
- Middleburgh Year 1 Final Report
- Middleburgh Year 2 Interim Report
- Middleburgh Year 2 Final Report