New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Ogdensburg City School District

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District Contact Information

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Section I – District Description

Source: All district description data comes from the Ogdensburg City 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**
Black River St. Lawrence	St. Lawrence-Lewis 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**
1601	732	201	-	248	957

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	0	1	97	0

Attendance/Suspension Rates	
Annual Attendance Rate	**Student Suspensions**
94%	5%

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**
146	0	1	50	7

Need Status
High Need/Resource Rural Districts

Section II – Academic Performance

Source: All academic performance data comes from the Ogdensburg City 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)	41	0	None tested	34
3(2012-13)	20	0	None tested	15
4(2011-12)	60	0	None tested	52
4(2012-13)	19	0	None tested	14
5(2011-12)	52	0	None tested	48
5(2012-13)	20	0	None tested	14
6(2011-12)	64	20	None tested	56
6(2012-13)	24	0	None tested	20
7(2011-12)	36	0	None tested	32
7(2012-13)	23	0	None tested	15
8(2011-12)	35	14	None tested	28
8(2012-13)	34	5	None tested	32
District Wide (2011-12)	**49**	**5**	**None tested**	**42**
District Wide (2012-13)	**23**	**1**	**None tested**	**18**

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	51	5	None tested	43
3(2012-13)	23	5	None tested	19
4(2011-12)	69	7	None tested	59
4(2012-13)	23	0	None tested	17
5(2011-12)	40	0	None tested	37
5(2012-13)	10	0	None tested	8
6(2011-12)	48	30	None tested	38
6(2012-13)	10	0	None tested	5
7(2011-12)	49	4	None tested	42
7(2012-13)	12	0	None tested	8
8(2011-12)	51	14	None tested	48
8(2012-13)	13	11	None tested	10
District Wide (2011-12)	**52**	**8**	**None tested**	**45**
District Wide (2012-13)	**15**	**3**	**None tested**	**11**

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	91	47	None tested	88
4(2012-13)	95	74	None tested	94
8(2011-12)	96	30	None tested	77
8(2012-13)	78	43	None tested	72
District Wide (2011-12)	93	37	None tested	83
District Wide (2012-13)	88	59	None tested	85

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	95	25	84	0
Integrated Algebra	83	22	47	5
Geometry	84	30	43	0
Algebra 2/ Trigonometry	87	39	n<5	n<5
Global History and Geography	68	24	25	0
U.S. History and Government	84	53	39	6
Living Environment	83	30	43	9
Physical Setting/ Earth Science	94	57	n<5	n<5
Physical Setting/ Chemistry	89	29	None tested	None tested
Physical Setting/ Physics	85	44	n<5	n<5

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	74	32	84	32
SWD	43	6	57	3
ELL	None tested	None tested	None tested	None tested
ED	66	21	79	20

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	82	18	87	31
SWD	43	3	60	0
ELL	None tested	None tested	None tested	None tested
ED	74	9	83	22

	Grade	n Tested	Number of students scoring at:			
			Level 1	Level 2	Level 3	Level 4
English Language Arts	3	4	-	-	-	-
	4	5	0	0	1	4
	5	2	-	-	-	-
	8	1	-	-	-	-
Mathematics	3	4	-	-	-	-
	4	5	0	0	3	2
	5	2	-	-	-	-
	8	1	-	-	-	-
Science	4	5	0	0	0	5
	8	1	-	-	-	-

2012-13 New York State Alternative Assessment (NYSAA) Grades 3-8

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	138	72	141	81
Students With Disabilities	34	41	32	56
Limited English Proficient	0	None tested	0	None tested
Economically Disadvantaged	68	62	66	64

List Any Measures Where the District Did Not Meet AYP in 2011-12
• Elementary/Middle-Level ELA – Students With Disabilities
• Elementary/Middle-Level Math – All Students
• Elementary/Middle-Level Math – White
• Elementary/Middle-Level Math – Students With Disabilities
• Elementary/Middle-Level Math – Economically Disadvantaged
• Elementary/Middle-Level Science – Students With Disabilities
• Secondary- Level ELA – White
• Secondary- Level ELA – Economically Disadvantaged
• Secondary-Level Math – White
• Graduation Rate: 4-Year Graduation-Rate Total Cohort – Economically Disadvantaged

List Any Measures Where the District Did Not Meet AYP in 2012-13
• Elementary/Middle-Level ELA – White
• Secondary- Level ELA – All Students
• Secondary- Level ELA – White
• Graduation Rate: 4-Year Graduation-Rate Total Cohort – All Students

- Graduation Rate: 4-Year Graduation-Rate Total Cohort – White
- Graduation Rate: 4-Year Graduation-Rate Total Cohort – 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 Students (2012-13)	# of Students (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teachers* (2012-13)	# of Teachers* (2013-14)
Ogdensburg Free Academy 7-12	Cindy Tuttle	2006-14	Con	7-12	684	693	2 P, 1 AP	2 P, 1 AP	61	61
	Pamela Luckie	2009-14	Con							
John F. Kennedy Elementary	Susan Jacobs	2007-14	Con	UPK-6	432	529	1 P	1 P	36	36
Madill Elementary	Paula Scott	2006-14	Con	DK-6	315	323	1 P	1 P	24	24
Lincoln Elementary	Jackie Kelly	2013-14	Other New	DK-1	164	177	1 P	1 P	12	12

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/docs/ogdensburg-appr-plan.pdf
Most current version as of: December 10, 2012

Performance Evaluation Rubrics	
Teacher	**Principal**
Marzano's Causal Teacher Evaluation Model	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	75	72	88	12
Effective	55	38	33	131

Developing	10	20	15	0
Ineffective	3	13	7	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	Carrie Smith, Project Coordinator	May 30, 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 25, 2013
2013-14	Site Visit	Carrie Smith, Project Coordinator	November 7, 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	March 10, 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	April Marsh, Project Assistant	July 29, 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**
5545-13-0032	$201,250	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: ***Partnered with the SUNY Potsdam Teacher Preparation Program.***
2. **Recruitment and Placement** – Activities to attract educators to the district and the schools that need them: ***This component was not addressed by the STLE grant funded activities.***
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 mentor and mentee teachers participated in training provided by the St. Lawrence Lewis (SLL) BOCES School Improvement program.***
4. **Evaluation** – The new APPR system based on Education Law §3012-c.: ***The STLE grant has supported the district in providing Teacher Leaders Marzano framework sessions to support the establishment of (Student Learning Objective) SLOfor APPR purposes***.
5. **Professional Development/Growth-** Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: ***Teacher leaders planned and delivered high-quality professional development aimed at improving teacher performance.***
6. **Performance Management** – Use of evaluation data in development and employment decisions: ***Evaluation data was used in the development of professional development plans. The district contracted with the SLL BOCES School Improvement program to support low performing teachers in improving to Effective or Highly Effective by the end of the school year.***
7. **Career Ladder** – Opportunities for advancement for educators identified as highly effective or effective: ***Teachers were selected to serve as Teacher Leaders for the district's Leadership Team.***

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 create a district-wide teacher leadership team, comprised of teachers and administrators.	Teachers will be selected to serve as Teacher Leaders (TL) for our district's Leadership Team. These TL's will participate in bi-monthly Teacher Leader Teams, monthly department meetings, as well as Quarterly Grade	From the formation of the teacher leadership team, several district-wide initiatives pertaining to the NYS Modules were implemented across the board. This led to a more consistent roll out of curriculum and instructional

	Level Meetings. Teacher Leadership Team Members will evaluate assessment data, procedures and protocols for grade level meetings. Teacher leadership Team Members will turnkey training focusing on the implementation of the NYS ELA and Mathematics Modules across all grades levels K-9.	goals. At the conclusion of this grant, the district had fully implemented the NYS modules in ELA and Mathematics in all classrooms, UPK-9. The district will continue to adapt these modules to fit the needs of their students. Teachers in K-8 participated in quarterly Team Planning sessions to begin the adaptation of the modules and begin mapping their curriculum.
Goal II: To begin the process of implementing the new Modules and the Common Core Learning Standards.	Teacher Leaders participated in several Professional Development Planning Sessions with district and school level administrators. Committee made several decisions for Module implementation. Feedback from participants was utilized to begin the process of planning the October 11 Staff Day.	At the conclusion of this grant, the district had fully implemented the NYS modules in ELA and Mathematics in all classrooms, UPK-9. The district will continue to adapt these modules to fit the needs of their students. The Mathematics and ELA Curriculum Camps for the adapting of NYS Modules. 17 Professional Development (PD) Days, a total of 71 teachers. The district awaits the release of the 2014 3-8 Assessment data, hoping to see some growth.
Goal III: The mentor and mentee teachers participate in training provided by the SLL BOCES School Improvement program.	Mentees are assigned to mentors who are certified in the same subject area when possible. The mentors have received professional development to support teachers primarily in becoming acclimated with school and classroom procedures. Feedback from participants was utilized to begin the	Through the use of BOCES Regional Programming, the district was able to pair new teachers with a highly effective mentor teacher. The Teacher Leadership Team Members have planned and facilitated several mentoring activities with teachers at common grade levels. This has created a culture of sharing and creating

	process of planning the October 11 Staff Day.	innovative ways to improve student achievement and engagement in all content areas. Teacher Leaders also attended their individual content area state conferences to gain a better understanding of the required domains under the new Common Core Standards.
Goal IV: Identify professional development (PD), job embedded and workshop based, that will help teachers to improve their performance in identified weaker areas.	The new system will include training for all teachers on district performance expectations. Teacher leaders will plan and deliver high-quality professional development aimed at improving teacher performance.	The district utilized the Marzano framework to help to find the weaker areas of the staff. This afforded the opportunity to pin-point specific and targeted PD for each individual teacher. The Mathematics and ELA Curriculum Camps for the adapting of NYS Modules. 17 PD Days, a total of 71 teachers.

Total Grant Award	Year 1 Allocation	Year 2 Allocation
$201,250	$77,270	$158,665

Budget Code	Description of Funded Activities/Strategies/Initiatives *(This information is available from STLE interim and final reports)*	# In Position/ # Served/ # Purchased	Year 1 Interim Report – School Reported *(10/31/12 – 3/1/13)*	Year 1 Final – Actual Exp. Per FS-10 F *(10/31/12 – 6/30/13)*	Year 2 Interim Report – School Reported *(7/1/13 – 12/31/13)*	Year 2 Final – Actual Exp. Per FS-10 F *(7/1/13 – 6/30/14)*
15	Formation of Building Level Leadership Teams and Department Leaders.	26	$9,900	$23,967	-	-
45	I-Pads for Building Leadership Team members	-	$12,593	$13,461	-	$4,303
80	Employee Benefits	-	-	$4,777	-	$11,031
90	Indirect Costs	-	-	$380	-	-
49	SUNY Potsdam Teacher Preparation Program Adjunct Professor of Mathematics Methods to coach K-8 Mathematics teachers and St. Lawrence Lewis PD	2	-	-	$26,010	$52,375
40 & 46	Teacher Leadership Team Members have planned and facilitated several mentoring activities	6	-	-	$5,158	40-$5,380 46-$3,620
15	Teacher Leaders participated in	133	-	-	$1,000	-

	Marzano framework sessions and eDoctrina training sessions					
15	Teacher Leaders planned, facilitated, and critiqued professional development activities	30	-	-	$36,500	-
15	Teacher Leaders- Math and ELA	8	-	-	-	$81,956
	Total Actual Expenditures		**$22,493**	**$42,585**	**$68,668**	**$158,665**

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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: Partnering with the SUNY Potsdam Teacher Preparation Program by hiring an Adjunct Professor of Mathematics Methods to coach the district's K-8 Mathematics teachers with the implementation of the NYS Mathematics Modules and the Common Core Learning Standards.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Mathematics and ELA Curriculum Camps for the adapting of NYS Modules	Pre-Service	T-PS	CC-Math, CC-ELA	FP-DS	15	71	$53,500
Partnering with the SUNY Potsdam Teacher Preparation Program by hiring an Adjunct Professor of Mathematics Methods to coach our K-8 Mathematics teachers	Pre-Service	T-PS	CC-Math	IHE-Partner	49	Math teachers	26,010

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 2 Interim Report:
- The partnering with the SUNY Potsdam Teacher Preparation Program by hiring an Adjunct Professor of Mathematics Methods to coach the districts K-8 Mathematics teachers with the implementation of the NYS Mathematics Modules and the Common Core Learning Standards.
- The teachers in K-8 participated in quarterly Team Planning sessions to begin the adaptation of the modules and begin mapping their curriculum. Teachers on the Leadership Team collaborated with the district Network Team members, as well as the Mathematics and ELA Coaches to foster a change in culture in regards to unit mapping and lesson planning. This change has aided district teachers in long-range planning and the adaptation of the NYS Modules.

Evidence from Year 2 Final Report:
- The Mathematics and ELA Curriculum Camps for the adapting of NYS Modules. 17 Professional Development Days, a total of 71 teachers.

Recruitment and Placement

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

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

Induction and Mentoring

Induction and Mentoring	
Standard	The district provides individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes.
Summary: The mentor and mentee teachers participated in training provided by the St. Lawrence Lewis (SLL) BOCES School Improvement program. These activities assisted in meeting this standard and the districts in achieving its Goal III: the mentor and mentee teachers participate in training provided by the SLL BOCES School Improvement program. The mentors have received professional development to support teachers primarily in becoming acclimated with school and classroom procedures.	

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 Year 1 Final Report:
- The mentees are assigned to mentors who are certified in the same subject area when possible.
- The mentors have received professional development to support teachers primarily in becoming acclimated with school and classroom procedures.

Evidence from Year 2 Interim Report:
- The Teacher Leadership Team Members have planned and facilitated several mentoring activities with teachers at common grade levels. This has created a culture of sharing and creating innovative ways to improve student achievement and engagement in all content areas. Teacher Leaders also attended their individual content area state conferences to gain a better understanding of the required domains under the new Common Core Standards.

Evidence from Year 2 Final Report:
- Through the use of BOCES Regional Programming, the district was able to pair their new teachers up with a highly effective mentor teacher.
- Mentees were assigned to mentors who are certified in the same subject area when possible.
- The mentors have received professional development to support teachers primarily in becoming acclimated with school and classroom procedures.

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: BOCES Network Team and District Staff provided necessary training to teacher leaders and administrators in effectively implementing the Marzano framework. In meeting this standard, the district has achieved its Goal IV: to identify professional development, job embedded and workshop based, that will help teachers to improve their performance in identified weaker areas. Throughout the APPR process, teacher leaders were involved in the process of vetting Regional Post-Assessments and the creation of district approved post assessments. Lead evaluators were implementing the Marzano framework through the *iObservation* platform. Two of the district's principals were certified as Marzano Framework lead trainers.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
Teacher Leaders participated in Marzano framework sessions and eDoctrina training sessions when building their SLO/LLO for APPR purposes.	T-Eval	PD	APPR-other	District	15	All teachers		$1,000

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

Evidence from Year 1 Final Report:
- The teachers read and analyzed, "Driven by Data" book.
- The district began preparing for the implementation of a district-wide assessment calendar. The calendar was created and distributed to all faculty prior to the end of the school year.

Evidence from Year 2 Interim Report:
- The Teacher Leaders participated in Marzano framework sessions and edoctrina training sessions when building their SLO/LLO for APPR purposes.

Evidence from Year 2 Final Report:
- The Teacher Leaders planned and delivered high-quality professional development aimed at improving teacher performance.
- The district stated that they have begun to utilize the Marzano framework to help to find the weaker areas of their staff. This afforded the district opportunity to pin-point specific and targeted PD for each individual teacher.

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. Teacher leaders planned and delivered high-quality professional development aimed at improving teacher performance. Additionally in meeting this standard, the district has achieved Goal II: to begin the process of implementing the new Modules and the Common Core Learning Standards; and STLE Goal IV- to identify professional development, job embedded and workshop based, that will help teachers to improve their performance in identified weaker areas.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
The Teacher Leadership	T-PD	Group	CC-Other,	District	40 &	All	School	$5,158

Team Members have planned and facilitated several mentoring activities with teachers at common grade levels. This has created a culture of sharing and creating innovative ways to improve student achievement and engagement in all content areas. Teacher Leaders also attended their individual content area state conferences to gain a better understanding of the required domains under the new Common Core Standards.	Internal		Coach		46	teachers	Year	
Mathematics and ELA Curriculum Camps for the adapting of NYS Modules	T-PD External	Group	CC-Math, CC-ELA	FP-DS	15	71 teachers	17 PD Days	$53,500
Regional and State-Wide Conferences: NTI at Albany NYSCATE Conference NYSEC Conference NYS Science Teachers Conference	T-PD External	Group	DDI, CC-other	FP-DS	40	11 Teacher/Leaders		$4,980
Mileage for Conferences					46			$3,620
I-Pad Purchases for New Teacher Leaders	Material			FP-DS	45	10		$4,303

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 new system will include training for all teachers on district performance expectations.
- The Teacher Leaders will plan and deliver high-quality professional development aimed at improving teacher performance.
- The BOCES Network Team and District Staff will provide necessary training to teacher leaders and administrators in effectively implementing the Marzano framework.

Evidence from Year 2 Interim Report:
- The district identified professional development, both embedded and workshop based, that helped teachers to improve their performance in identified weaker areas.
- The Teacher Leadership Team Members have planned and facilitated several mentoring activities with teachers at common grade levels. This has created a culture of sharing and creating innovative ways to improve student achievement and engagement in all content areas. Teacher Leaders also attended their individual content area state conferences to gain a better understanding of the required standards under the new Common Core.
- The Teacher Leaders participated in Marzano framework sessions and edoctrina training sessions when building their SLO/Leader Learning Objectives for APPR purposes.

- The Teacher Leaders planned, facilitated, and critiqued professional development activities for August, September and October Staff Development Days. The Teacher Leadership Team along with Administrators has just begun the process of updating the district Professional Development Plan with relation to the NYS Modules, Common Core Learning Standards and Literacy across the Content Areas.

Evidence from Year 2 Final Report**:**
- The district utilized the Marzano framework to help to find the weaker areas of their staff. This afforded the district the opportunity to pin-point specific and targeted PD for each individual teacher.
- The Teacher Leaders attended Regional and State Wide conferences: Network Team Institute (NTI) at Albany, New York State Association for Computers and Technologies in Education (NYSCATE) Conference, NYS English Council (NYSEC) Conference, and NYS Science Teachers Conference.

Evidence from Site Visit:
- Within the site visit notes a "partner" made the statement that "Teacher Leaders have been trained well and are able to give colleagues instructional advice in order to better implement Common Core and assess student achievement. Students have a deeper knowledge of content and there is a higher level communication between students as well as between students and teachers. STLE has allowed for distributive leadership, greater focus on Common Core, collaboration between teachers and administrators which has helped to shift the culture of the district. STLE has also allowed for the district to set goals and priorities that will be long lasting because of the higher level of collaboration, especially with the decision making process."

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.
Summary: Evaluation data was used in the development of professional development plans. The district contracted with the SLL BOCES School Improvement program to support low performing teachers in improving to Effective or Highly Effective by the end of the school year. Additionally in meeting this standard, the district achieved its Goal III: the mentor and mentee teachers participate in training provided by the SLL BOCES School Improvement program.	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Hired/ Developed	Total Amount
BOCES Instructional Coach	T-PM	Develop	APPR, Coach, CC-Math, CC-ELA, Assess	.60 FTE	49	.60 FTE	$52,020

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 District TLE Team was able to formulate a guidance document for the administration of STAR Assessments, as well as Developmental Reading Assessment (DRA) Assessments. They also serve as the quality control team.

Evidence from Year 2 Interim Report:
- The mentor and mentee teachers participated in training provided by the SLL BOCES School Improvement program.
- The Teacher Leaders participated in Marzano framework sessions and edoctrina training sessions when building their SLO/LLO for APPR purposes.

Evidence from Site Visit:
- Within the site visit notes a Superintendent made the statement, "the Director of Curriculum and Instruction and Principals constantly monitor teachers. Walk through and formal observations on a consistent basis help to determine if instruction is being delivered on a constant basis across the district. Teacher Improvement Plans (TIP's) receive 2-3 additional walk through. All observations include using the Marzano Rubric, looking at what data is being used to monitor student progress, are clear objectives posted. Observations are evidenced based, and not based on the observer's opinion. Teachers are more reflective and engaging in more productive dialogue between teachers and administrators. Since using the Marzano Rubric, we have been able to really define what good teaching looks like based on research."

Evidence from Year 2 Final Report:
- Through the use of BOCES Regional Programming, the district was able to pair their new teachers up with a highly effective mentor teacher.

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: Teachers were selected to serve as Teacher Leaders/Department Leaders for the district's Leadership Team. Additionally in meeting this standard, the district has achieved its Goal I: to create a district-wide teacher leadership team, comprised of teachers and administrators. Teacher Leaders attended Regional and State-Wide Conferences; worked as a Team to implement new Curriculum Modules; served on the District Leadership Team and were	

responsible for the creation of district PD Plan. Department Leaders mentored Department Teachers; attended monthly Department Meetings; and shared updates from District Leadership Team to Staff.

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Teacher Leaders	T-FT	STLE 1	Coach, CC-other	15	Stipend	12	$29,456 for TL and DL
Department Leaders	T-FT	STLE 1	Coach, CC-other	15	Stipend	26	$29,456 for TL and DL

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 teachers will be selected to serve as Teacher Leaders for the district's Leadership Team. These Teacher Leaders will participate in bi-monthly Teacher Leader Teams, monthly department meetings, as well as Quarterly Grade Level Meetings.

Evidence from Year 2 Final Report:
- The Leaders were responsible for: attending Regional and State-Wide Conferences; working as a Team to implement new Curriculum Modules; serving on District Leadership Team and responsible for the creation of district PD Plan.
- The department leaders were responsible for: mentor department teachers; attend Monthly Department Meetings and share updates from district leadership team to staff.

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 STEM, ELL, bilingual and/or special education or in schools identified as at-risk.
Summary: This component was not addressed by the STLE grant funded activities.	

Sustainability

Sustainability	
Standard	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.

Summary: The district made statements in reporting that they will continue to employ the math consultant to continue to work with grade level leaders. The district will utilize Federal Title I monies, as well as district monies to continue without leadership team activities. The district states that they have set aside money to use for the development of district-wide interim assessments. The district also remarks that they are fortunate to be involved as a regional consortium with STLE-3 grant monies; this grant will allow the district to offer more professional development opportunities for teachers in the areas of Professional Learning Communities (PLC's) and Data Driven Instruction (DDI).

Short Description	Code	Type
Math Consultant	Personnel	Shift, Grant
Assessments	Program	Shift
Professional Development	Program	Grant

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

Evidence from Year 2 Interim Report:
- The district states that they will utilize Title I monies to help sustain our district coaches for 2014-2015 school year. Current funding allocations will not allow all STLE activities to be sustained.

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

- The district states that they will continue to employ our math consultant to continue to work with grade level leaders. The STLE Grant helped to place the districts most highly qualified teachers into leadership roles. This will continue next year.

- The district stated that with this grant priority was addressing curriculum work for standards were required before DDI could be undertaken. Title money will support PLCs and DDI.

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
• Superintendent • Grant Manager

- Building Principals
- Teacher Leader
- Teacher Leader
- Teacher Leader
- Network Teams, BOCES
- 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
- Year 1 Final Reports
- Year 2 Interim Reports
- Year 2 Final Reports
- Year 2 Final Update Status Call notes
- Site Visit Notes