New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Ossining Union Free School District

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District Contact Information

	Superintendent	STLE Grant Manager
Name	Mr. Raymond Sanchez	Nancy de la Cruz-Arroyo
Phone	(914) 941-7700	(914) 762-5850, ext. 6309
Email	rsanchez@ossining.k12.ny.us	ndelacruzarroyo@ossining.k12.ny.us

Section I – District Description

Source: All district description data comes from the Ossining Union Free 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**
Mid-Hudson	Putnam-Northern Westchester 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**
4416	1219	422	475	543	1987

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	13	51	5	29	2

Attendance/Suspension Rates	
Annual Attendance Rate	**Student Suspensions**
96%	3%

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**
325	0	0	15	9

Need Status
Average Need District

Section II – Academic Performance

Source: All academic performance data comes from the Ossining Union Free 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)	64	21	13	49
3(2012-13)	28	2	0	14
4(2011-12)	55	2	6	35
4(2012-13)	28	3	0	11
5(2011-12)	54	6	5	39
5(2012-13)	24	2	0	12
6(2011-12)	52	8	0	34
6(2012-13)	27	0	0	9
7(2011-12)	55	2	5	38
7(2012-13)	22	0	0	6
8(2011-12)	56	3	0	36
8(2012-13)	32	0	0	19
District Wide(2011-12)	**56**	**7**	**6**	**39**
District Wide(2012-13)	**27**	**1**	**0**	**12**

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	63	26	15	51
3(2012-13)	33	2	6	18
4(2011-12)	63	21	16	47
4(2012-13)	28	6	9	15
5(2011-12)	64	15	13	51
5(2012-13)	24	0	0	12
6(2011-12)	40	16	7	41
6(2012-13)	28	2	0	12
7(2011-12)	62	5	11	41
7(2012-13)	29	2	0	12
8(2011-12)	61	24	21	50
8(2012-13)	16	0	0	5
District Wide (2011-12)	**59**	**17**	**14**	**47**
District Wide (2012-13)	**27**	**2**	**4**	**13**

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	84	56	47	75
4(2012-13)	92	53	74	87
8(2011-12)	33	n<5	n<5	14
8(2012-13)	44	n<5	n<5	n<5
District Wide (2011-12)	**33**	**47**	**44**	**73**
District Wide (2012-13)	**91**	**47**	**68**	**85**

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	84	24	58	10
Integrated Algebra	81	15	44	2
Geometry	82	23	n<5	n<5
Algebra 2/ Trigonometry	72	37	n<5	n<5
Global History and Geography	80	35	31	2
U.S. History and Government	83	40	80	17
Living Environment	79	34	40	5
Physical Setting/ Earth Science	71	26	40	4
Physical Setting/ Chemistry	75	10	n<5	n<5
Physical Setting/ Physics	79	33	n<5	n<5

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	84	47	84	38
SWD	63	13	51	3
ELL	47	3	22	0
ED	81	26	73	16

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	81	20	87	24
SWD	44	5	46	3
ELL	60	7	48	0
ED	75	11	80	10

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	2	-	-	-	-
	4	1	-	-	-	-
	5	3	-	-	-	-
	6	3	-	-	-	-
	7	2	-	-	-	-
	8	3	-	-	-	-
Mathematics	3	2	-	-	-	-
	4	1	-	-	-	-
	5	3	-	-	-	-
	6	3	-	-	-	-
	7	2	-	-	-	-
	8	3	-	-	-	-
Science	4	1	-	-	-	-
	8	3	-	-	-	-

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	3	-	-	-	-
Mathematics	3	-	-	-	-

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	61	2	3	39	56
General Education	58	-	-	-	-
SWD	3	-	-	-	-
First Grade					
All Students	52	2	33	50	15
General Education	51	-	-	-	-
SWD	1	-	-	-	-
Second Grade					

All Students	62	6	13	69	11
General Education	55	7	11	69	13
SWD	7	0	29	71	0
Third Grade					
All Students	65	2	17	60	22
General Education	53	2	11	60	26
SWD	12	0	42	58	0
Fourth Grade					
All Students	35	9	17	43	31
General Education	30	10	10	43	37
SWD	5	0	60	40	0
Fifth Grade					
All Students	27	11	11	44	33
General Education	20	15	15	35	35
SWD	7	0	0	71	29
Sixth Grade					
All Students	28	11	18	57	14
General Education	15	20	27	33	20
SWD	13	0	8	85	8
Seventh Grade					
All Students	26	15	27	42	15
General Education	14	29	14	43	14
SWD	12	0	42	42	17
Eighth Grade					
All Students	18	44	0	50	6
General Education	14	-	-	-	-
SWD	4	-	-	-	-
Ninth Grade					
All Students	31	13	29	26	32
General Education	26	15	35	19	31
SWD	5	0	0	60	40
Tenth Grade					
All Students	19	26	42	26	5
General Education	17	-	-	-	-
SWD	2	-	-	-	-
Eleventh Grade					
All Students	33	33	15	36	15

General Education	32	-	-	-	-
SWD	1	-	-	-	-
Twelfth Grade					
All Students	27	0	37	52	11
General Education	25	-	-	-	-
SWD	2	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	**Graduation Rate (%)**	**n**	**Graduation Rate (%)**
All	333	77	350	80
Students With Disabilities	64	67	41	66
Limited English Proficient	37	24	46	50
Economically Disadvantaged	121	69	99	70

List Any Measures Where the District Did Not Meet AYP in 2011-12

- Elementary/Middle-Level ELA – Students With Disabilities
- Elementary/Middle-Level ELA – Limited English Proficient
- Elementary/Middle-Level ELA – Economically Disadvantaged
- Graduation Rate: Total (4 and 5 Year) – Hispanic or Latino
- Graduation Rate: Total (4 and 5 Year) – Economically Disadvantaged
- Graduation Rate: 4-Year Graduation-Rate Total Cohort – All Students
- Graduation Rate: 4-Year Graduation-Rate Total Cohort – Black or African American
- Graduation Rate: 4-Year Graduation-Rate Total Cohort – Hispanic or Latino
- Graduation Rate: 4-Year Graduation-Rate Total Cohort – Limited English Proficient
- Graduation Rate: 4-Year Graduation-Rate Total Cohort – Economically Disadvantaged
- Graduation Rate: 5-Year Graduation-Rate Total Cohort – Hispanic or Latino
- Graduation Rate: 5-Year Graduation-Rate Total Cohort – Students with Disabilities
- Graduation Rate: 5-Year Graduation-Rate Total Cohort – Economically Disadvantaged

List Any Measures Where the District Did Not Meet AYP in 2012-13

- Elementary/Middle-Level ELA – Limited English Proficient
- Elementary/Middle-Level Math – Students with Disabilities
- Elementary/Middle-Level Science – Students with Disabilities
- Secondary-Level ELA – Economically Disadvantaged
- Secondary-Level Math – Students with Disabilities
- Graduation Rate (4 or 5-Year Graduation Rate) – Hispanic or Latino
- Graduation Rate (4 or 5-Year Graduation Rate) – Limited English Proficient
- Graduation Rate: 4-Year Graduation-Rate Total Cohort – All Students
- Graduation Rate: 4-Year Graduation-Rate Total Cohort – Hispanic or Latino
- Graduation Rate: 4-Year Graduation-Rate Total Cohort – Limited English Proficient
- Graduation Rate: 5-Year Graduation-Rate Total Cohort – Hispanic or Latino

- Graduation Rate: 5-Year Graduation-Rate Total Cohort – Limited English Proficient
- Graduation Rate: 5-Year Graduation-Rate Total Cohort – Economically Disadvantaged

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)
Park School	Carrieann Sipos	2012-2014	Original	PreK-K	628	624	1P	1P	42	41
Brookside School	Ann Dealy	2002-2014	Original	1-2	740	762	1P, 1AP	1P, 1AP	51	53
Claremont School	Carmen Soto	2012-2013	Original	3-4	703	703	1P, 1AP	1P, 1AP	48	49
	Kate Mathews	2013-2014	New	-	-	-	1P, 1AP	1P, 1AP	-	-
Roosevelt School	Dr. Corey Reynolds	2011-2014	Original	5	343	361	1P	1P	22	25
Ann M. Dorner MS	Regina Cellio	1992-2014	Original	6-8	933	1014	1P, 3AP	1P, 3AP	66	73
Ossining High School	Joshua Mandel	1994-2014	Original	9-12	1298	1278	1P, 3AP	1P, 3AP	100	102

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/ossining-appr-plan.pdf **Most current version as of:** December 11, 2012

Performance Evaluation Rubrics	
Teacher	**Principal**
Danielson's *Framework for Teaching* (2011 Revised Edition)	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	152	147	208	56
Effective	128	110	80	248
Developing	29	33	23	7

| Ineffective | 2 | 21 | 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	Carrie Smith, Project Coordinator; April Marsh, Project Assistant	May 5, 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 13, 2013
2013-14	Site Visit	Carrie Smith, Project Coordinator	December 19, 2013
2013-14	Year 2 Interim Report Submitted by District	N/A	Submitted by February 7, 2014
2013-14	Year 2 Interim Report Status Update Call	Carrie Smith, Project Coordinator	March 19, 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	Jessica Benosky, Project Assistant	August 19, 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**
5545-13-0033	$528,741	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: *Effective/highly effective teachers identified for enrollment in higher education Leadership Training to develop their instructional leadership capacity and engage them in leadership experiences with Bank Street College.*
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: *Novice 1st and 2nd-year teachers were paired with an experienced Teacher Mentor. Lead Principals mentored Novice Principals.*
4. **Evaluation** – The new APPR (Annual Professional Performance Review) system based on Education Law §3012-c.: *Teachers engaged in professional development on using Student Learning Objectives (SLOs), formative assessments to evaluate student growth. Training was provided for leaders on using APPR and SLO's evidence to develop professional development initiatives, and teacher improvement plans.*
5. **Professional Development/Growth-** Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: *Training and coaching provided by consultant educators and Bank Street College.*
6. **Performance Management** – Use of evaluation data in development and employment decisions: *Teachscape data management software was used to generate reports for data analysis to inform decision-making about instructional practices, professional development and personnel.*
7. **Career Ladder** – Opportunities for advancement for educators identified as highly effective or effective: *The positions of Mentor and Teacher Leader were created.*

Program Goals (Taken from year 1 Final Report)	Targets (Taken from year 1 Final Report)	Outcomes (Taken from Year 2 Final)
GOAL I: To intensify mentoring and induction support for novice teachers to increase their capacity to raise student achievement.	Novice second-year teachers will meet with Teacher Mentors who are effective/highly effective for additional 45-minute periods. Mentors will guide and model	22 second-year teachers met with their Teacher Mentors for additional time each month, focused on improving their teaching practice.

	effective teaching practices. Novice teachers will engage in mentoring activities in their first and second years of teaching, leading to their movement from developing to effective/highly effective by Year 3 of teaching.	
GOAL II: To develop a career ladder which financially rewards effective/highly effective leaders and teachers, and uses their expertise to support novice teachers and leaders in order to improve outcomes for students.	Effective/highly effective tenured principals (2) will be identified and selected as Lead Principals to mentor and support the induction of Novice Building Leaders to their administrative roles. These teams will meet on an ongoing basis to confer on areas of need within their new roles, analyze data and develop action plans. Effective/highly effective teachers will develop their instructional and leadership capacity through enrollment in a higher education leadership training program and district leadership experiences. 100% of leadership candidates will demonstrate progress toward, or attain, their NYS School Building Leader certification by the end of Year 2.	Two Lead Principals were identified in each grant year. 2 Novice Principals were mentored in each grant year. Four leadership candidates enrolled in Bank Street Future School Leaders Academy. 100% of leadership candidates completed program and obtained NYS certification.
GOAL III: To implement a professional development plan for teachers that is informed by data and improves outcomes for high-need students.	Teachers will engage in professional development activities focused on evidence-based models to improve outcomes for students, including English Language Learners (ELLs), students with disabilities and economically disadvantaged students. Professional	Teachers and teacher leaders participated in ongoing professional development in mathematics and ELA curriculum modules, co-teaching and differentiation of instruction, Google apps integration, and the use of authentic formative assessments. Professional

	development will be provided by a higher education partner and educational consultants. Teachers will develop curriculum units integrating their learning.	developmennt was conducted by consultants and local BOCES. PLCs have not yet been formally implemented in the district.
	Teams of teachers in grades 3-8 will meet in Professional Learning Communities (PLC) to engage in collaborative inquiry and problem analysis focused on strategies that will promote student achievement, enhance teacher quality and promote a positive professional culture.	NYS ELA scores have not been released prior to this report being submitted.
	High need student sub-groups will demonstrate a yearly increase of 25% in ELA scores, as measured by NYS assessments as an outcome of teachers' increased capacity.	
GOAL IV: To implement a professional development plan for leaders that raises their capacity to supervise and support teachers to improve outcomes for students.	School principals, assistant principals and subject-area supervisors will meet in a year-long study group, facilitated by a higher education partner, to examine global implications of APPR evidence, and engage in professional development around school improvement.	23 of district school leaders participated in the study group, and rated it helpful in building their instructional leadership.
	School leaders will participate in Danielson *Framework for Teaching* observer training so they may accurately and reliable observe teacher practice so that data is fair and valid, and provides information that allows them to offer focused feedback on instructional practice.	23 of school leaders completed Danielson Framework observer training.
GOAL V: To utilize a data	Teachers and leaders will	100% of school leaders

management software system to increase the manageability and scalability of data resulting from the APPR process.	receive training on Teachscape *Framework for Teaching* software to generate results for data analysis and determination of APPR status of teachers and leaders.	completed Danielson Framework training.

Total Grant Award	Year 1 Allocation	Year 2 Allocation
$528,741	$249,330	$437,408

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	Lead Principals	2	$1,111	$5,000	$3,935	$10,000
15	Teacher Mentors	26	-	$6,075	-	$6,750
15	Professional Learning Communities - stipends for teachers' participation	82	-	-	-	$38,452
15	Common Core Curriculum Development- stipends for teachers	27	-	$14,816	-	-
15	Substitute Teacher coverage to release faculty for professional development activities	numerous	-	-	$20,094	$4,004
16	Support Staff-Translator	1	-	-	-	$8,589
15	Summer Instructional Technology Training	7	-	-	$2,667	-
15	Instructional Coach	1	-	-	$33,078	$95,558
40	Translation of ELA and Math modules	-	-	-	$4,733	-
40	Enrollment of teachers in Future Leaders Academy at Bank Street College	3	-	$14,000	-	-
40	Professional Development provided by Bank Street College on SIOP, SLOs, co-teaching, PLCs	18	-	-	-	$77,250
40	Professional Development provided by educational consultants	8	$2,400	$10,000	$16,992	$3,076
40	Technology PD provided by Kean College	2	-	-	$558	$558
40	Evaluation of Project by External Evaluator	1	-	$20,000	-	$20,000
40	McKay Consulting and Learner Centered	2	-	-	-	$43,375
45	Materials, supplies and instructional resources for professional learning activities.	-	-	-	$12,467	$12,695
49	BOCES –Putnam North Westchester: Teachscape data management software and observer training for leaders	20	$5,333	$6,667	$39,675	-
49	BOCES –Putnam North Westchester: Purchase of digital resources for professional development activities	-	-	$4,743	-	-
49	BOCES –Putnam North Westchester: Professional development on integrating ELA and Mathematics curriculum modules for K-12 teachers.	Teachers in grade PreK-12	-	$2,400	-	$49,452

80	Employee Benefits	-	-	$5,667	$24,192	$56,475
90	Indirect Costs	-	-	$1,965	$3,913	$6,598
	Total Actual Expenditures		**$8,844**	**$91,333**	**$163,114**	**$432,832**

Section VII – STLE Grant Analysis

Source: STLE file compiled by the New York State Education Department.

Guiding questions to direct the review:

> *I. Does the school district have a comprehensive systems approach to the recruitment, development, support, retention and equitable distribution of effective teachers and school leaders?*

> *II. Is the grant impacting high need students and shortage subject areas?*

Preparation

Preparation	
Standard	The district is engaging in activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles within a district's career ladder. This can include encouraging and/or enhancing pathways for educators to achieve various professional certifications.

Summary: The district used data-informed evidence of effectiveness to identify candidates for leadership preparation. Two teachers enrolled in leadership training at Bank Street College. It was a goal of the district to see the development of effective/highly effective teachers develop their instructional and leadership capacity through enrollment in a higher education leadership training program and district leadership experiences. The district was looking for 100% of leadership candidates to demonstrate progress toward, or attain, their NYS School Building Leader (SBL) certification by the end of Year 2 in the grant period.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Enrollment of teachers in Future Leaders Academy at Bank Street College	New Role	T-CL	Extend	IHE-Partner	40	5	$21,000
Evaluation of Project by External Evaluator-Evaluator submits report with findings for Year 2.	-	-	-	-	40	-	$20,000

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

Evidence from Final Report Year 1:
- In Year 1, the district supported the enrollment of two teachers in the Future School Leaders Program at Bank Street College of Education. Both candidates have successfully taken on administrative roles in the district.
- A meeting with district central administrators and educators from Bank Street College was held on June 20, 2013 in order to identify priorities for the partnership moving forward, and to schedule Year 2 professional development activities.

Evidence from Site Visit Notes:
- A Principal remarked, "[This program] enables future leaders to take on greater responsibilities within their district … a unique aspect of the program is that it is able to be tailored and directly relevant to what is going on within the district."

Evidence from Interim Report Year 2:
- The Leaders' Study Group, facilitated by Bank Street, met monthly during Instructional Leadership Council and Instructional Planning Councils attended by the district's principals, assistant principals and subject-area directors.
- The two leadership candidates supported in Year 1 of the grant are now in leadership positions as an elementary school principal and a middle school assistant principal.
- The district has successfully identified three leadership candidates who have enrolled in the Bank Street Future Leaders Academy in 2013-14.

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: Novice 1st and 2nd year teachers were paired with an experienced teacher mentor. Lead principals (2) mentored novice principals. The activities associated with the mentoring activities assisted the Ossining School District to achieve its Goal I: to intensify mentoring and induction support for novice teachers to increase their capacity to raise student achievement and Goal II: to develop a career ladder which financially rewards effective/highly effective leaders and teachers, and uses their expertise to support novice teachers and leaders in order to improve outcomes for students.

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

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

Evidence from Final Report Year 1:
- The district established two lead principal positions to mentor their newest colleagues in building leadership positions. This initiative supported two new elementary principals as they transitioned to their leadership roles in the 2012-13 school year, and served as an opportunity for their veteran principals to learn from their newest colleagues.
- Ten mentors provided additional meeting time with second-year teachers, to offer support throughout this year with a focus on improving instructional practices.

Evidence from Site Visit:
- A mentee remarked, "the match up of mentor to mentee is extremely important; since the new principals came up through the district, the mentors already knew them and could easily establish this type of rapport". A mentee further described this relationship as 'invaluable'.
- A principal stated, "mentors appreciate the formalization of the process and appreciate being 'agents of change' - they are beginning to see the direct impact on children".
- New building principals expressed appreciation for the ability to be formally partnered with an experienced principal. They felt that the partnership provided a deeper understanding of how to run a school.
- Overall, the mentoring program is viewed as a powerful partnership that is leading to a more cohesive and positive school culture.

Evidence from Interim Report Year 2:

- Ossining provided training and experience to their teachers and leaders on the use of data in planning responsive instruction and supporting novice and experienced teachers.
- The pairing of a Lead Principal with a Novice Principal was particularly effective, and they have mutually supportive relationships that have proven beneficial for both the veteran leader and the new leader, as evidenced by interviews conducted by the project's external evaluator.

Evidence from Final Report Year 2:

- Ten mentors provided additional meeting time with 2nd year teachers, to offer support throughout this year with a focus on improving instructional practices.

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

Summary: Teachers in the Ossining School District engaged in professional development on using Student Learning Objectives (SLOs) and on formative assessments to evaluate student growth. Training was provided for leaders on using APPR and SLO evidence to develop professional development initiatives, and teacher improvement plans (TIPs). The activities associated with the Evaluation component assisted the district in attaining its Goal III: to implement a professional development plan for teachers that is informed by data and improves outcomes for high-need students and Goal V: to utilize a data management software system to increase the manageability and scalability of data resulting from the APPR process.

Teams of teachers in grades 3-8 met in Professional Learning Communities (PLCs) to engage in collaborative inquiry and problem analysis focused on strategies that were guided to promote student achievement, enhance teacher quality and promote a positive professional culture. School principals, assistant principals and subject-area supervisors met in a year-long study group facilitated by Bank Street College, to examine global implications of APPR evidence, and engaged in professional development around school improvement. School leaders participated in Danielson *Framework for Teaching* observer training so they would accurately and reliably observe teacher practice so that data would be fair and valid, and provide information that allowed them to offer focused feedback on instructional practice. Teachers and leaders received training on Teachscape *Framework for Teaching* software to generate results for data analysis and determination of APPR status of teachers and leaders.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
PNW BOCES PD and Curriculum Development Teachscape data management software and observer training for leaders	T-Eval	PD	APPR	FP-DS	49	Teacher Leaders in grades K-12 attended workshops at PNW BOCES to focus on the Engage NY Math Modules All administrators received training on the Danielson Rubric and uses Teachscape for APPR evaluations	$49,449

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 Teachscape observation and evaluation management system was being utilized, and helped the district disaggregate data and helped provide focused support and professional development for teachers. Danielson's *Framework for Teaching* observer training was provided for all building leaders, to increase the reliability and accuracy of observers by helping them understand and differentiate the components of the *Framework for Teaching* domains and the four proficiency levels.
- The district identified two highly-qualified lead principals and three leadership candidates to continue to strengthen their Teacher and Leader Effectiveness (TLE) continuum, and their staff development initiatives that are aligned with the district's professional development plan and integrate lessons learned and priorities set as a result of the first-year implementation of the APPR process.

Evidence from Site Visit Notes:

- The superintendent stated, "Bank Street embedded coaching utilized APPR data to guide its content. There has been a focus on Danielson rubric, Thinking Maps and Google Apps."

Evidence from Interim Report Year 2:

- Ossining provided training and experience to their teachers and leaders on the use of data in planning responsive instruction and supporting novice and experienced teachers.
- Teachers and leaders participated in professional development (PD) focused on effective formative and summative assessment practices, on the integration of the Common Core Learning Standards (CCLS), and on using technology to advance student learning, and they provide turn-key training to their grade and subject-area colleagues. The district remarked, "we are thus building cohorts of highly-effective teachers and leaders who can lead school change".

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. Training and coaching provided by consultant educators and Bank Street College assisted Ossining School District in attaining its Goal III: to implement a professional development plan for teachers that is informed by data and improves outcomes for high-need students.

Teachers engaged in professional development activities focused on evidence-based models to improve outcomes for students, including English Language Learners (ELLs), students with disabilities and economically disadvantaged students. Professional development was provided by a higher education partner and educational consultants. Teachers developed curriculum units integrating their learning. School principals, assistant principals and subject-area supervisors met

in a year-long study group, facilitated by Bank Street College, to examine global implications of Annual Professional Performance Review (APPR) evidence, and engage in professional development around school improvement. School leaders participated in Danielson's *Framework for Teaching* observer training so they could accurately and reliably observe teacher practice so that data was fair and valid, and provided information that allowed them to offer focused feedback on instructional practice. Teachers and leaders received training on Teachscape *Framework for Teaching* software to generate results for data analysis and determination of APPR status of teachers and leaders.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Professional Learning Communities – Principal Study Group Professional Development provided by Bank Street College on SIOP, SLOs, co-teaching, PLCs	T- PD External	Group	Coach, PLC, APPR, CC-other	IHE-Partner, BOCES-Partner	40	38	Ongoing throughout school yr.	$56,250
Teachers in grades PreK-12 met after school hours to develop and revise Curriculum Units to be aligned to the Common Core State Standards in ELA, Math, and ESL	T-PD Internal	Group	CC-ELA, CC-Math, CC-Other	District	15	Teachers in grade PreK-12	-	$33,625
Summer Instructional Technology Training	T-PD External	Group	Turnkey	District	15	7	-	$2,978
Elementary and Secondary Administrators attended workshop on Math CCSS curriculum, provided by NYSED	T-PD External	Group	CC-Math, Turn Key	-	40	N/S	1 meeting	$3,076
Professional Development provided by educational consultants	T-PD External	Group	APPR, SPED, SWD, ELL	FP-DS	40	with teachers in grades 3-11 focusing on curriculum design of Integrated Curriculum Units	Ongoing	$43,375
Materials, supplies and instructional resources for professional learning activities.	Material	Create	-	-	45	-	-	$12,695

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

Evidence from Final Report Year 1:
- The District established professional development (PD) sessions (full-day and half-day) for secondary teachers to work with three educational consultants, Karen Bronson, Karen Bailey and Howard Meyers. Ms. Bronson met with secondary English and English as a

Second Language (ESL) teachers on curriculum development and alignment with Common Core Learning Standards (CCLS); Ms. Bailey focused on formative assessment, and Mr. Myers provided sessions to facilitate the faculty's deeper understanding of the Danielson domains and their use for improving instructional practice.

- The Teachscape observation and evaluation management system was being utilized, and helped the District disaggregate data and help provide focused support and professional development for teachers. Danielson's *Framework for Teaching* observer training was provided for all building leaders, to increase the reliability and accuracy of observers by helping them understand and differentiate the components of the *Framework for Teaching* domains and the four proficiency levels.

Evidence from Site Visit:

- The Superintendent stated the district has done work with partner Putnam-Northern Westchester (PNW) BOCES to provide PD on curriculum writing during the summer of 2013. The PD provided by consultant educators to work with secondary educators, included topics such as ESL, use of the Danielson rubric and alignment to the CCLS, and PD around Thinking Maps.
- The PD provided around Google Apps on Chrome books has sparked a sense of excitement for both teachers and students. Teacher leaders expressed that the utilization of technology through Google Apps and Chrome books has also inspired collaboration between colleagues around the use of technology.

Evidence from Interim Report Year 2:

- Monthly Instructional Leadership Council Meetings (attended by building principals, assistant principals and directors) were held on October 10, 2013 and December 12, 2013; Instructional Planning Council Meetings (attended by principals and directors) were held on October 1, 2013 and December 3, 2013. These meetings included discussions of grant initiatives, identification of personnel to participate in grant activities, as well as scheduling of PD sessions and curriculum writing blocks.
- Ossining School District provided training and experience to their teachers and leaders on the use of data in planning responsive instruction and supporting novice and experienced teachers.
- Teachers and leaders are participating in PD focused on effective formative and summative assessment practices, on the integration of the CCLS, and on using technology to advance student learning, and they provided turn-key training to their grade and subject-area colleagues. The district remarks, "we are thus building cohorts of highly-effective teachers and leaders who can lead school change".
- Summer training occurred on the following topics: the integration of ELA and Math curriculum models with BOCES, Thinking Maps training for leaders, Technology Integration training for teachers, Sheltered Instruction Observation Protocol (SIOP) and co-teaching workshops facilitated by Bank Street, and other formative assessment professional development facilitated by consultants.
- Teachers are engaged in ongoing curriculum development and Teacher Leaders are providing turn-key training to their colleagues during grade-level meetings.
- The Instructional Coach was supporting mathematics instruction in grades K-5.

Evidence from Final Report Year 2:

- Teachers attended PD workshops focusing on writing and revising authentic standards-based curriculum.
- The Instructional Math Coach was able to provide embedded coaching, support to teachers, and professional development workshops focusing on the Common Core Math Standards and mathematical practices. She also provided support to the Math Teacher Leaders.

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. Teachscape data management software was used to generate reports for data analysis to inform decision-making about instructional practices, professional development (PD) and personnel. The activities associate with this component assisted the district in achieving its Goal III: to implement a PD plan for teachers that is informed by data and improves outcomes for high-need students and Goal V: to utilize a data management software system to increase the manageability and scalability of data resulting from the Annual Professional Performance Review (APPR) process.

School leaders participated in Danielson *Framework for Teaching* observer training so they could accurately and reliably observe teacher practice so that data is fair and valid, and provided information that allowed them to offer focused feedback on instructional practice. Teachers and leaders received training on Teachscape *Framework for Teaching* software to generate results for data analysis and determination of APPR status of teachers and leaders.

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Hired/ Developed	Total Amount
N/A							

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

Evidence from Final Report Year 1:

- The Teachscape observation and evaluation management system was being utilized, and helped the District disaggregate data and help provide focused support and PD for teachers. Danielson's *Framework for Teaching* observer training was provided for all building leaders, to increase the reliability and accuracy of observers by helping them understand and differentiate the components of the *Framework for Teaching* domains and the four proficiency levels.

Evidence from Interim Report Year 2:
- Ossining provided training and experience to their teachers and leaders on the use of data in planning responsive instruction and supporting novice and experienced teachers.
- Teachers and leaders are participating in PD focused on effective formative and summative assessment practices, on the integration of the Common Core Learning Standards (CCLS), and on using technology to advance student learning, and they provide turn-key training to their grade and subject-area colleagues.

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. The positions for Leadership Candidates (3), Teacher Leaders (9), Teacher Leaders for Common Core Learning Standards (CCLS) (34), Teacher Mentors (10), Math Instructional Coach (1) and Lead Principal (2). The created positions helped the district achieve its Goal II: to develop a career ladder which financially rewards effective/highly effective leaders and teachers, and uses their expertise to support novice teachers and leaders in order to improve outcomes for students and Goal IV: to implement a professional development (PD) plan for leaders that raises their capacity to supervise and support teachers to improve outcomes for students.	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Employee Benefits	-	STLE1	-	80	-	-	$56,049
Indirect Cost	-	STLE1	-	90	-	-	$6,598
Leadership Candidates	T-FT	STLE1	-	40	Course C	3	$21,000
ELA and Math Leaders	T-FT	STLE1	-	15	Stipend	43	$49,449
Teacher Mentors	T-FT	STLE1	-	15	Stipend	10	$6,750
Math Instructional Coach	T-TOSA	STLE1	-	15	Salary	1	$95,558
Lead Principal	P-FT	STLE1	-	15	Stipend	2	$10,000

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

Evidence from Final Report Year 1:
- The district established two Lead Principal positions to mentor their newest colleagues in building leadership positions. This initiative supported two new elementary principals as they transitioned to their leadership roles in the 2012-13 school year, and served as an opportunity for their veteran principals to learn from their newest colleagues.
- The district identified two highly-qualified Lead Principals and three leadership candidates to continue to strengthen their Teacher and Leader Effectiveness (TLE) continuum, and their staff development initiatives that are aligned with the district's PD

plan and integrate lessons learned and priorities set as a result of the first year implementation of the Annual Professional Performance Review (APPR) process.

Evidence from Site Visit:
- A principal remarked about the two leaders enrolled in Bank Street's Future Leaders Academy, "both aspiring leaders are incredibly thankful for the opportunity and excited to begin taking on the additional duties of an administrator".

Evidence from Final Report Year 2:
- The district established two lead principal positions to mentor their newest colleagues in building leadership positions. This initiative supported two new elementary principals as they transitioned to their leadership roles in the 2012-13 school year, and has served as an opportunity for their veteran principals to learn from our newest colleagues.

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 math (STEM), English Language Learners (ELLs), bilingual and/or special education or in schools identified as at-risk.
Summary: The district used Strengthening Teacher Leader Effectiveness (STLE) funded activities to support the equitable distribution of high quality educators. Teachers engaged in professional development (PD) activities focused on evidence-based models to improve outcomes for students, including ELLs, students with disabilities and economically disadvantaged students. PD provided by a higher education partner and educational consultants assisted teachers in the development of curriculum units integrating their learning. Teams of teachers in grades 3-8 met in Professional Learning Communities (PLC) to engage in collaborative inquiry and problem analysis focused on strategies that will promote student achievement, enhance teacher quality and promote a positive professional culture.	

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

Evidence from Final Report Year 1:
- The district identified two highly-qualified Lead Principals and three leadership candidates to continue to strengthen their TLE continuum and their staff development initiatives, integrating lessons learned and setting priorities as a result of the first year implementation of the Annual Professional Performance Review (APPR) process, to ensure that they are aligned with the district's PD plan.

Evidence from Interim Report Year 2:
- Teachers and leaders participated in PD focused on effective formative and summative assessment practices, on the integration of the Common Core Learning Standards (CCLS), and on using technology to advance student learning. As well, they provided turn-key training to their grade and subject-area colleagues.

Evidence from Final Report Year 2:
- All STLE initiatives were geared toward building teachers' and leaders' long-term capacity to meet demonstrated student needs as reported by the district.

Sustainability

Sustainability	
Standard	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.
Summary: The district has used grant funded activities to implement programs and practices that should have a long term impact on the district. The district is reallocating existing funds to support Teacher Leaders.	

Short Description	Code	Type
Math and ELA Teacher Leaders	Personnel	SF

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

Evidence from Interim Report Year 2:
- The district continued its resource development to ensure sustainability of the professional learning and career ladder components of the STLE project, including submitting letters of inquiry and/or grant proposals to funding entities, as appropriate. The district applied and was awarded an STLE 2 grant in an effort to extend the impact of the STLE 1 initiatives, including developing a comprehensive career ladder to identify and reward effective educators.

Evidence from Final Report Year 2:
- The district will reallocate existing federal grant and local funds to support Math and ELA Teacher Leaders to continue to work on reviewing and revising their newly

developed, authentic Curriculum Units. The structure for supporting new administrators will continue to be supported by highly effective experienced administrators.

Section VIII – Methodology

Overview of monitoring activities and site visits 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.

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Individuals interviewed

District Level
Superintendent
Assistant Superintendent
Grants Coordinator

IHE Partner
Bank Street College

School Level
Park School Principal
Claremont School Principal
Assistant Director of Technology
A.M. Dorner Middle School Principal
Ossining High School Principal
Administrative Intern, Brookside School
Administrative Intern, A.M. Dorner Middle School

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

Ossining Final Report Year 1
Ossining Interim Report Year 2
Ossining Final Report Year 2
Ossining Site Visit Notes
Ossining Site Visit Debrief Letter

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