



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

West Babylon Union Free 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 West Babylon 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
Nassau-Suffolk	Western Suffolk 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
4,188	796	258	148	500	909

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	6	15	4	73	1

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
96	6

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
364	0	0	9	9

Need Status
Average Need Districts

Section II – Academic Performance

Source: All academic performance data comes from the West Babylon UFSD Central School District 2011-12 and 2012-2013 New York State School Report Cards 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)	57	10	12	48
3(2012-13)	24	0	0	15
4(2011-12)	66	27	15	48
4(2012-13)	28	0	0	14
5(2011-12)	61	24	9	38
5(2012-13)	27	7	0	22
6(2011-12)	64	8	n<5	43
6(2012-13)	25	5	0	17
7(2011-12)	73	10	n<5	62
7(2012-13)	34	9	n<5	27
8(2011-12)	68	12	n<5	58
8(2012-13)	40	4	n<5	33
District Wide (2011-12)	65	15	12	50
District Wide (2012-13)	30	4	Cannot be calculated	22

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	65	33	47	55
3(2012-13)	25	11	14	11
4(2011-12)	73	26	54	66
4(2012-13)	32	0	7	20
5(2011-12)	71	49	25	55
5(2012-13)	31	5	9	17
6(2011-12)	79	32	n<5	67
6(2012-13)	31	5	11	19
7(2011-12)	88	52	n<5	82
7(2012-13)	30	9	n<5	18
8(2011-12)	82	41	n<5	74
8(2012-13)	47	6	n<5	42

District Wide (2011-12)	77	40	43	67
District Wide (2012-13)	33	6	Cannot be calculated	22
Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	98	94	100	97
4(2012-13)	98	97	86	98
8(2011-12)	93	75	n<5	91
8(2012-13)	88	56	n<5	84
District Wide (2011-12)	95	82	100	94
District Wide (2012-13)	93	73	Cannot be calculated	89

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	93	39	69	7
Integrated Algebra	86	23	71	4
Geometry	66	13	24	5
Algebra 2/ Trigonometry	56	17	29	14
Global History and Geography	81	33	54	9
U.S. History and Government	90	58	51	19
Living Environment	94	45	77	17
Physical Setting/ Earth Science	82	40	64	8
Physical Setting/ Chemistry	72	15	n<5	n<5
Physical Setting/ Physics	82	27	None tested	None tested

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	96	40	93	49
SWD	86	9	79	17
ELL	n<5	n<5	n<5	n<5
ED	95	31	86	39

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	96	29	95	25
SWD	79	7	81	8
ELL	n<5	n<5	n<5	n<5
ED	96	22	95	18

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	1	-	-	-	-
	4	3	-	-	-	-
	5	4	-	-	-	-
	6	5	0	0	0	5
	7	3	-	-	-	-
	8	9	0	0	1	8
Mathematics	3	1	-	-	-	-
	4	3	-	-	-	-
	5	4	-	-	-	-
	6	5	0	0	0	5
	7	3	-	-	-	-
	8	9	0	0	2	7
Science	4	3	-	-	-	-
	8	9	0	1	0	8

2012-13 New York State Alternative Assessment (NYSAA)					
Secondary Level					
	n Tested	Number of students scoring at:			
		Level 1	Level 2	Level 3	Level 4
English Language Arts	6	0	0	3	3
Mathematics	6	0	1	2	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	24	0	17	79	4
General Education	24	0	17	79	4
First Grade					
All Students	31	0	35	48	16
General Education	30	-	-	-	-
SWD	1	-	-	-	-
Second Grade					
All Students	21	5	14	48	33
General Education	19	-	-	-	-
SWD	2	-	-	-	-

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Third Grade					
All Students	14	7	36	57	0
General Education	12	-	-	-	-
SWD	2	-	-	-	-
Fourth Grade					
All Students	14	21	14	36	29
General Education	10	-	-	-	-
SWD	4	-	-	-	-
Fifth Grade					
All Students	11	9	9	18	64
General Education	10	-	-	-	-
SWD	1	-	-	-	-
Sixth Grade					
All Students	9	11	0	67	22
General Education	4	-	-	-	-
SWD	5	-	-	-	-
Seventh Grade					
All Students	5	40	0	40	20
General Education	4	-	-	-	-
SWD	1	-	-	-	-
Eighth Grade					
All Students	4	-	-	-	-
General Education	4	-	-	-	-
Ninth Grade					
All Students	6	0	50	33	17
General Education	4	-	-	-	-
SWD	2	-	-	-	-
Tenth Grade					
All Students	9	11	22	11	56
General Education	9	11	22	11	56
Eleventh Grade					
All Students	6	0	33	0	67
General Education	5	-	-	-	-
SWD	1	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	395	93	379	91
Students With Disabilities	57	84	50	62
Limited English Proficient	3	n<30	5	n<30
Economically Disadvantaged	94	90	74	92

List Any Measures Where the District Did Not Meet AYP in 2011-12
<ul style="list-style-type: none"> • Graduation Rate: Total (4 and 5 Year) – Students with Disabilities • Graduation Rate: 4-Year Graduation-Rate Total Cohort – Hispanic or Latino • Graduation Rate: 4-Year Graduation-Rate Total Cohort – Students with Disabilities • Graduation Rate: 5-Year Graduation-Rate Total Cohort – Students with Disabilities

List Any Measures Where the District Did Not Meet AYP in 2012-13
<ul style="list-style-type: none"> • Secondary-Level Math – White • Graduation Rate: Total (4 and 5 Year) – Black or African American • Graduation Rate: 4-Year Graduation-Rate Total Cohort – Black or African American • Graduation Rate: 5-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 Stud (2012-13)	# of Stud (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teach (2012-13)	# of Teach (2013-14)
Forest Avenue ES	Patricia Acocella	2012-14	Con	K-5	343	339	1 P	1 P	26	30
JFK ES	Gregg Cunningham	1998-14	Con	K-5	418	402	1 P	1 P	30	33
Santapogue ES	Eleanor Levy	1998-14	Con	K-5	399	385	1 P	1 P	27	30
South Bay ES	JoAnn Scott	2002-14	Con	K-5	343	350	1 P	1 P	24	28
Tooker Avenue ES	Charles Germano	2011-14	Con	K-5	341	335	1 P	1 P	32	29
West Babylon Junior High School	Scott Payne	2007-14	Con	6-8	948	927	1 P, 1 AP	1 P, 1 AP	89	91
West Babylon Senior High School	Ellice Vassallo	1994-14	Con	9-12	1408	1380	1 P, 2 AP	1 P, 2 AP	117	122

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/west-babylon-appr-plan.pdf Most current version as of: September 25, 2012

Performance Evaluation Rubrics	
Teacher	Principal
Thoughtful Classroom Teacher Effectiveness Framework	Marshall's Principal Evaluation 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	190	119	122	341
Effective	164	174	230	12
Developing	0	50	3	1
Ineffective	1	12	0	1

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 22, 2013
2013-14	Year 1 Final Report Submitted by District	N/A	Submitted by July 15, 2013
2013-14	Year 1 Final Report Status Update Call	Carrie Smith, Project Coordinator; April Marsh, Project Assistant	September 17, 2013
2013-14	Site Visit	Julia Rafal-Baer, Assistant Commissioner; Courtney Jablonski, Project Coordinator	January 9, 2014
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 4, 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 Coordinator	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
5545-13-0045	\$544,250	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>Members of the Building Effectiveness Teams were provided professional development that was then turn keyed to colleagues in their buildings.</i></p>
<p>2. Recruitment and Placement – Activities to attract educators to the district and the schools that need them: <i>The district provided stipends for teachers who obtained additional teaching certification in the area(s) of Special Education and Teaching English to Speakers of Other Languages.</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>Building Effectiveness Teams have created Learning Clubs which provided mentoring and peer coaching to early and/or new career educators through courses offered in</i></p>

<p><i>a Best Practices Academy.</i></p>
<p>4. Evaluation – The new APPR system based on Education Law §3012-c.: <i>Silver Strong and Associates provided training to improve the district members’ understanding of the Thoughtful Classroom Teacher Effectiveness Framework, which has been adopted as the evaluative process for teachers’ Annual Professional Performance Review (APPR). Teachers viewed videos from the district professional development library based on areas in need of improvement noted in formal and informal observations.</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>Teachers and leaders were provided professional development on the Common Core Standards from Silver Strong and Associates. Building Effectiveness Teams (BET) planned and delivered additional professional development for their colleagues.</i></p>
<p>6. Performance Management – Use of evaluation data in development and employment decisions: <i>Performance Management was not addressed through STLE grant funded activities.</i></p>
<p>7. Career Ladder – Opportunities for advancement for educators identified as highly effective or effective: <i>The creation of Building Effectiveness Teams (BET) provided the opportunity for teachers to advance.</i></p>

<p>Program Goals (Taken from Year 1 Final Report)</p>	<p>Targets (Taken from Year 2 Interim Report)</p>	<p>Outcomes (Taken from Year 2 Final Report)</p>
<p>Goal I - Provide professional development to increase teacher effectiveness and lead to improved student achievement</p>	<p>District teachers will attend professional development sessions focusing on effective use of teaching strategies and their application to the Common Core Standards.</p> <p>At least 80% of the teaching staff will implement at least one new strategy in their instruction.</p> <p>Teachers will view videos from the PD360 library based on areas in need of improvement noted in formal and informal observations.</p>	<p>364 teachers attended at least one professional development (PD) session.</p> <p>The analysis of professional development impact on instructional practices is pending evaluation from Abacus consulting.</p> <p>The use of PD360 was not as successful as hoped for. Many teachers did not register and did not view videos independently. However, 7 of the principals did show at least one video during faculty meetings.</p>
<p>Goal II - Close the achievement gap for Students with Disabilities (SWDs) and English Language Learners (ELLs)</p>	<p>At least 3 teachers will obtain stipends for the completion of additional certification in the areas of Special Education and/or Teachers of English to Speakers of Other Languages</p>	<p>One teacher obtained additional certification in Special Education and one teacher began coursework leading to certification in TESOL.</p>

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	(TESOL). 80% of teachers will try at least one new strategy which focuses on the different learning styles of students as a result of professional development from Silver Strong and Associates.	The analysis of professional development impact on instructional practices is pending evaluation from Abacus consulting.
Goal III - Develop a cadre of teachers and administrators able to facilitate training, support PLCs, and share responsibility for sustainable improvement in learning for high needs students	Each building will establish a Building Effectiveness Team (BET). BET members will attend multiple training sessions with professional developers from Silver Strong and Associates (SSA). At least once per month, the BETs will lead professional learning communities in their home buildings which will meet during the school day and outside of the school day.	Each building established a BET. BET members attended multiple training sessions with SSA. BETs led professional development sessions for building colleagues at faculty meetings and voluntary after school meetings.

Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$544,250	\$222,293	\$321,957

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 (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)
49	Implementation of OASYS observation management	-	\$4,135	\$4,135	-	-
40	Implementation of PD360 video library	-	-	\$23,240	-	-
45	Acquisition of texts to support teaching strategies and learning styles authored by SSA	410	\$9,568	\$9,568	-	\$27,052
45	Acquisition of Chromebooks and accessories	30	\$40,468	\$40,468	-	-
40	Chromebook Training for administrators and BET members	30	-	\$1,125	-	-
49	ELA Common Core training for K-5 teachers	K-5 Teachers	\$2,170	\$2,170	-	-
15	Substitute Teachers	40	-	\$11,160	-	-

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15	Teacher Stipends	31	-	\$30,426.40	-	\$80,673
15	BET member stipends for Best Practice Academy coursework	30	-	-	\$10,487	-
15	Substitute Teachers for BET training, Literacy PD, Math PD	66	-	-	\$13,320	\$16,164
15	Teacher stipend for additional certification	2	-	-	-	-
40	Program Evaluation	-	-	-	\$5,000	-
40	Professional Development from Silver Strong and Associates	190	\$16,000	\$96,000	\$50,000	\$152,500
40	Logic Wing	-	-	-	-	-
40	School Improvement Network	-	-	-	-	-
40	PD- Literacy Success	grades K-8 and ESL	-	-	\$9,600	\$2,300
40	PD- Secondary Math	Grades 6 - 12 math	-	-	\$2,400	-
40	PD360	410	-	-	-	-
40	PD- Secondary English	grades 9-12	-	-	Paid by BOCES	-
45	Texts for Teachers and Learning Style inventory for students	-	-	-	\$27,052	\$41,762
49	OASYS	412	-	-	-	-
	Total Actual Expenditures			\$72,341	\$218,292	\$117,859
						\$320,451

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 successfully met this standard. Members of the Building Effectiveness Teams were provided professional development that was then turn keyed to colleagues in their own buildings.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
BET summer training- teacher participant payment	New Role	T-CL	APPR, Grant	District	15	30	\$30,426

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 partnered with professional development providers at Silver Strong and Associates, focusing on the development of strategic teaching within the district.
- Each building established a Building Effectiveness Team (BET) and BET members attended multiple training sessions with professional developers from Silver Strong and Associates (SSA) to better serve in their roles as leaders within the building.

Evidence from Site Visit:

- District leaders indicated that Building Effectiveness Teams received extensive training from Silver Strong and Associates that was turnkey trained to others.
- The representative from Silver Strong and Associates indicated a very strong working relationship with the district. The amount of effort that went into the collaborative exchanges with professionals developing tools and strategies was described as powerful. The protocols within which the teams operated were noted as a catalyst for success. With limited time and much to do the structured time ensured productivity.
- Principals and teachers reported that the work done with Silver Strong laid a strong foundation for Professional Learning Communities (PLC). The Building Effectiveness Teams (BETs) were noted as having helped to bring about a cultural shift within the district.

Evidence from Final Report Year 2:

- Over the course of the grant period, 30 teachers, in grades K – 12 (including specialty subjects and Special Education) served as Building Effectiveness Team (BET) members and provided professional development related to instructional strategies to their building colleagues.

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: The district has started to make gains toward attracting educators to buildings and/or subject areas of high need, however fell short of accomplishing its goal. STLE grant provided stipends for teachers who obtained additional teaching certification in the area(s) of Special Education (SpEd) and Teaching English to Speakers of Other Languages (TESOL). Teachers who obtained these additional certifications learned new strategies to assist these high needs students in achieving success.	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Recruit/ Transfer	Total Amount
Stipends for teachers taking courses for TESOL or Spec. Ed. certification	T - FT	STLE 1	Grant	\$1,000 or \$5,000	15	2	\$6,000

Supporting Evidence:

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

Evidence from Final Report Year 1:

- The districts goal is for at least 3 teachers to obtain additional certification or begin the certification process in the areas of Special Education and/or TESOL.

Evidence from Interim Report Year 2:

- Four teachers are completing coursework to lead to certification in TESOL.

Evidence from Final Report Year 2:

- One teacher obtained additional certification in Special Education and one teacher began coursework leading to certification in TESOL.

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 has met this standard. Building Effectiveness Teams have created Learning Clubs which provided mentoring and peer coaching to early and/or new career educators through courses offered in a Best Practices Academy.	

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:

- Each building established a Building Effectiveness Team (BET).

Evidence from Site Visit:

- A probationary teacher indicated that he/she actively participated in professional development opportunities offered by the Building Effectiveness Team. The teacher went

on to explain how the program allowed her/him to incorporate things learned into regular classroom practice.

Evidence from Final Report Year 2:

- 30 teachers, grades K – 12 (including specialty subjects and Special Education) served as Building Effectiveness Team (BET) members and provided professional development related to instructional strategies to their building colleagues after being trained by Silver Strong and Associates.
- All teachers and administrators received copies of the following Silver Strong titles: Reading for Meaning, Compare and Contrast, Inference, Task Rotation, Learner Style Inventory

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
<p>Summary: The district has met this standard with great success. Silver Strong and Associates provided training to improve the district members’ understanding of the Thoughtful Classroom Teacher Effectiveness Framework, which was adopted as the evaluative process for teachers’ Annual Professional performance Review (APPR). A cohort of teachers were identified and provided with additional training throughout the school year and summer. These teachers formed Building Effectiveness Teams that provided turn-key training within their buildings and workshops for teachers at the district Best Practices Academy.</p> <p>Teachers viewed videos from the district professional development library based on areas in need of improvement noted in formal and informal observations. Teachers and leaders indicated that common language to discuss effective teaching and leadership practices is in place, due in large part to the activities of the STLE program.</p> <p>The professional development partnership with Silver Strong and Associates focused on the development of strategic teaching for teachers and leaders. These activities supported the district in accomplishing of STLE Goal III: develop a cadre of teachers and administrators able to facilitate training, support Professional Learning Communities (PLCs), and share responsibility for sustainable improvement in learning for high needs students.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
Purchase of OASYS	T – Eval	Resource	APPR	FP- Partner	49	400 teachers; 12 administrators		\$4,135

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:

- PD360 subscriptions were placed in each of the seven schools and one day of training was provided for building administrators in the use of PD360 as a tool to support teachers in need of development in particular areas.

Evidence from Site Visit:

- A principal indicated that observations are enjoyable and he/she has seen an increase in the level of teacher practice observed. A teacher attributed this success to the use of the rubric and the work of the building effectiveness teams. The teacher felt as though walls were broken down and teachers and administrators are more likely to share tools and vocabulary now than in the past. A teacher also noted that vertical conversations with building effectiveness teams has helped clarify expectations across the district. A BET member indicated that colleagues are asking for help and there is increased interest and conversation about teaching.
- Leaders commented on their need to find a way in which they can launch the use of the PD360 licenses that each educator now has. A recommendation was made to utilize the credibility found within the BET members with their colleagues to peak interest in this tool and model possible uses.

Evidence from Interim Report Year 2:

- Renewal for 7 building licenses for the use of PD360 video collection is indicated as well as the purchase of Tools for Thoughtful Assessment texts for all teaching staff.

Evidence from Final Report Year 2:

- The use of PD360 was not as successful as hoped for. Many teachers did not register and did not view videos independently. However, 71% of the principals did show at least one video during faculty meetings.

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. Progress was made in achieving STLE Goal I - provide professional development to increase teacher effectiveness and lead to improved student achievement and STLE Goal III: develop a cadre of teachers and administrators able to facilitate training, support PLCs, and share responsibility for sustainable improvement in learning for high needs students.	

Professional development for teachers and administrators, on the Common Core Standards from Silver Strong and Associates, has been provided. Thirty teachers, designated as Building Effectiveness Team (BETs) members have planned and delivered professional development (PD) for building colleagues. BETs led professional learning communities in their home buildings, meeting during the school day and outside of the school day.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Substitutes for teachers attending PD	T-PD Internal	Group	Grant	District	15	66	\$24,217
Professional Development	T – PD External P – PD External	Group	Coach, APPR, DDI, CC- other, CC- ELA, CC- Math	FP- Partner	40	190	\$152,500
PD360 online PD service	T – PD External P – PD External	Group	APPR, CC- Other, Coach, Grant	NT-DS	40	400 teachers; 10 admin.	\$25,862
Materials/supplies for PD	T – PD External P – PD External	Book, Create	Grant	FP- Partner	45	400 teachers; 10 admin	\$27,052
Program Evaluation by Abacus Research Consultants, Inc.	T-PD External, Resource	Group, Create	PD	FP-DS	40	N/A	\$15,000

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:

- District teachers attended professional development sessions offered by Silver Strong Associates that were focused on the effective use of teaching strategies and their application to the Common Core Standards.
- At least once per month, the BETs led professional learning communities (PLCs) in their home buildings which met during the school day as well as outside of the school day.
- BET members attended multiple advanced training sessions with professional developers from Silver Strong and Associates to best support the implementation of their roles in the PLCs.

Evidence from site visits:

- District leaders indicated that the training provided has changed the way teachers look at instruction. Teachers are much more intentional in their planning processes and “Walk

Throughs” have shown evidence of the trained upon instructional strategies across content areas.

- A teacher indicated that conversations with the building effectiveness team have helped in the sharing and clarifying of expectations. The teacher also noted that conversations among teachers with regard to instructional strategies are now evident to students. Teachers are sharing tools and there is a noticeable change in student work products because of the cross-communication.
- A BET member indicated that exposing teachers to ideas at faculty meetings has built interest in innovative practices and collaboration across content areas. The program allows teachers to share tools and strategies with colleagues they may not have interacted with prior to this. Through presentations at faculty meetings, before and after school sessions, and informal voluntary support the BET was able to impact teacher practice in areas such as the thoughtful use of assessment and compare/contrast techniques.

Evidence from Final Report Year 2:

- 30 teachers, designated as BET members have planned and delivered PD for building colleagues.
- 190 teachers and administrators received professional development through STLE grant-funded initiatives.

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.
<p>Summary: There is insufficient evidence to conclude that the district is using grant funded activities to systemically use evaluation data in development and employment decisions. However, evaluation data was used as criterion for selection of Building Effectiveness Teams. Each school’s BET is comprised of four or five teachers from different subject areas. These teachers went through a selection process which included a panel interview and the analysis of a writing sample.</p> <p>Additionally, teachers viewed videos from the district professional development library based on areas in need of improvement noted in formal and informal observations.</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 Site Visit:

- Administrators described how evaluation data was used as criterion for selection of Building Effectiveness Teams. Each school’s BET is comprised of four or five teachers

from different subject areas. These teachers went through a selection process which included a panel interview and the analysis of a writing sample.

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 is effectively using grant funds to ensure that effective and highly effective teachers have opportunities for advancement. This supports STLE Goal III: develop a cadre of teachers and administrators able to facilitate training, support PLCs, and share responsibility for sustainable improvement in learning for high needs students.</p> <p>The creation of Building Effectiveness Teams provided the opportunity for teachers to advance. Those selected for the BET’s were provided the training and preparation necessary to be successful in their new roles. Additionally, STLE funds were being used to provide a stipend for teachers who obtained additional certification in Special Education and/or TESOL.</p>	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Stipends for BET members	T - FT	STLE 1	Coach, APPR, DDI, CC-Math, CC-ELA, CC-Other	15	varies	30	\$43,471

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:

- BET members attended training which was outside of the contractual school year. Payments were made to these teachers according to their unit contract. At least once per month, the BETs led professional learning communities in their home buildings which met during the school day and outside of the school day.
- A stipend for teachers who obtain additional certification in Special Education and/or TESOL was established at the proposed amount of stipend in Year 2 of \$5,000.

Evidence from site visit:

- District leadership indicated that building effectiveness team members have received extensive training to ensure they are successful turnkey trainers. Building effectiveness team members presented at faculty meetings, before and after school and met with administrators and the partnering organization.

- A BET member indicated that the program has resulted in a lot of work, but she/he has found this year to be the best work she/he has done. It was also indicated that there is a wide range of experience on the team but that all felt supported and successful.
- The Building Effectiveness Teams (BETs) were noted as having helped to bring about a cultural shift within the district. Through presentations at faculty meetings, before and after school sessions, and informal voluntary support the BET was able to impact teacher practice in areas such as the thoughtful use of assessment and compare/contrast techniques.

Evidence from Interim Report Year 2:

- BET members were paid stipends for Best Practice Academy coursework – with a total of \$40,000 used for 30 teachers who were designated as BET members. These participants were responsible for planning and delivering PD for building colleagues.
- Four teachers were completing coursework to lead to certification in TESOL.

Evidence from Final Report Year 2:

- 30 stipends were paid for teachers providing professional development to over 370 teachers through the “Best Practices Academy”.
- Stipends were paid to teachers taking coursework leading to/or earning an additional certification in TESOL or Special Education. One teacher earned certification in Special Education; one teacher completed coursework toward certification in TESOL.

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: There were no additional areas addressed by 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: The district used STLE funded activities to support the equitable distribution of high quality educators in the areas of English Language Learners (ELL) and Students with Disabilities (SWDs). This supported Goal II: close the achievement gap for SWDs and ELLs, however additional evidence is needed to demonstrate whether or not progress has been made in closing the achievement gaps. The career ladder component of the STLE program includes stipends for	

teachers who obtained additional certification in Special Education and/or TESOL.

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 the following goal for the remainder of the grant period- close the achievement gap for Students with Disabilities (SWDs) and English Language Learners (ELLs).

Evidence from site visit interview:

- A teacher indicated students are internalizing the consistent instructional strategies shared by the Building Effectiveness Team (BET). Success with students was attributed to the tools provided that allowed for the differentiation of instruction in the classroom on a daily basis.

Evidence from Final Report Year 2:

- One teacher obtained additional certification in Special Education and one teacher began coursework leading to certification in TESOL.
- The analysis of professional development impact on instructional practices is pending evaluation from Abacus consulting.

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, including but not limited to professional development offered to teachers, formation of the Building Effectiveness Teams and stipends for teachers to gain certification in Special Education and TESOL. Beyond the grant period, the West Babylon School District is planning to offer stipends to the BET members through the Title II grant, so that they may continue to share their training with their colleagues. The district also plans to continue its partnership with Silver Strong and Associates so that the BET members can continue to receive training with a focus in 2014-2015 on “Reading for Meaning”. The district did not indicate plans to continue to provide stipends for teachers to obtain certification in Special Education and TESOL.	

Short Description	Code	Type
BET members	Personnel	Grant
Silver Strong and Associates	Partnership	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 Interim Report Year 2 and Status Call:

- The district responded that they would continue the Building Effectiveness Team position by shifting funds.
- The district indicated that it will be using Title II and general funds to sustain BET members in all 7 buildings and Silver Strong & Associates training.
- The district indicated that it will be maintaining a BOCES budget line & supplementing w/Title II funds to continue Literacy Success professional development.

Evidence from Final Report Year 2 and Status Call:

- During the call the district indicated the following measures in moving forward with sustainability: 14 days is contracted for 2014-15, the district was able to achieve a lower rate because of work done to date. Going forward the district will build upon the work done to date, especially Learner Style Inventory conducted with teachers. \$4,600 per day was through grant \$3,500 per day moving forward that includes one full (6 hours) and one ½ day (3hrs) session. Office hours will be secured to target needs. In addition, site visits are included in this price for 4-7 BET members in each building.

Section VIII – Methodology

Overview of monitoring activities and site visit including a description of individuals interviewed, description of classroom observations including amount of time, student population and any protocol or rubrics used to conduct the observations and/or monitoring of the grant.

Individuals interviewed

District Level

- Superintendent
- Grant Manager

Building Level

- Elementary Principal
- High School Principal
- Junior High School BET Member
- Elementary Teacher (receiving training from BET)
- Teacher (additional certification candidate)
- Teacher (additional certification candidate)

Silver Strong and Associates

- Representative (by phone)

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 FS-10 F Report
- West Babylon Year 1 Interim STLE Report
- West Babylon Year 1 Final STLE Report
- West Babylon Year 2 Interim STLE Report
- West Babylon Year 2 Final STLE Report
- West Babylon Site Visit Notes
- West Babylon Year 2 Final Update Status Call Notes
- West Babylon Debrief Document