



School Turnaround Office  
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## Overview of SIF Performance Management

### **Progress Reporting**

The primary purpose of the LEA submitting a progress report is to gauge the extent to which SIF schools are meeting their expected results and how well districts are responding to the school-level data on implementation and performance to those ends. **Progress Reports begin October 2014.**

A secondary purpose is for the NYSED School Turnaround Office (STO) to monitor for ongoing compliance with SIF requirements. Conversations during each reporting period will vary based on the phase of implementation. The following three features are currently in each progress report:

1. **Key Metrics.** Districts are required to report on and analyze key leading indicators of success, which include student attendance, student stability and mobility, teacher attendance, violent and disruptive incidents, extended learning time, and assessment data.
2. **Project Plan and Timeline.** Districts are required to report on the extent to which the implementation of the approved SIF plan is meeting the expected results and any specific actions and strategy adaptations that are being made in response to such analyses.
3. **Budget/Spending.** STO expects districts to draw down funds for approved activities at regular intervals throughout the project period. Districts will be required to regularly report on budget obligations and spending throughout the year. In addition, districts are expected to pay close attention, and respond to questions about the relationship between spending and program implementation. All budget amendment requests submitted by the district on behalf of the schools will be analyzed from the perspective of the intended outcomes of the original activities and whether results have been or will still be achieved.

While the school-level leadership may be contributing some of the information contained in these progress reports, STO expects that districts have reviewed and validated the accuracy of the information reported, prior to submission. Approximately one to two weeks after the progress report has been submitted, STO will conduct a performance review phone call with key project personnel from the district. STO may elect to have these performance review conversations on-site at the district or on-site at NYSED with the district staff present.

### **Performance Review Conversations**

Performance review conversations will be held with district-level staff, including project leads, and are intended to complement and elaborate on key features of the written progress reports. District-level staff are expected to have substantive knowledge of the school-level projects from an oversight and support perspective. The nature of the calls will depend on the phase of implementation. The August calls will focus on preparation and readiness for the upcoming school year, and where appropriate, include a discussion of data from the previous year. Following that initial call, the focus will be on follow-up items from previous reports, and conversations about questions that resulted from the STO review of a recently submitted progress report. As an implementation period nears its end, calls will focus on the continuation plans for the upcoming

year. Opportunities for questions, next steps, and recommended follow-up will be components of all agendas. An emphasis will be placed on the quality of evidence that the district-level staff provide to support their assessments of performance to date, the analysis of evidence that a strategy is working or needs to be altered, the progress made with the Lead Partner or Partner Consortium on being jointly accountable with the district to improve student achievement, and the progress made toward the implementation of the selected whole school design framework.

### **NYSED Report Summary**

Following these performance review conversations, STO will send a follow-up report to the district, summarizing findings based on this review, key points shared by the district, and where necessary, identifying specific action items for the district to address.

### **Additional On-site Monitoring and Performance Review**

In addition to written progress reports and performance review conversations, STO may, depending on need and availability, conduct on-site visits to any one or a number of SIF schools during the 2014-2015 school year. Such visits may be conducted with or without advanced notification. In addition, STO may work with district-level staff to arrange individual or group telephone, on-site, or video conversations with school-level leaders, teachers, Lead Partner/Partner Consortium, and/or supporting partners as a part of ongoing monitoring efforts.

STO will use the following guiding questions to frame the on-site visits:

1. Does the school climate appear to be safe and conducive to learning?
2. How well does the school principal articulate his/her vision and key strategies for turning around the school?
3. What are the results observed by school leadership and how well do they predict the likelihood of meeting school goals?
4. How well do the Lead Partner or Partner Consortium and district articulate their efforts, including the use of data, to show they are working together to improve student achievement?
5. What evidence is readily available supporting the implementation of the selected whole school design framework?

District staff may or may not be present for on-site visits. Debriefing may occur on-site at the time of the visit, at district offices at the conclusion of a series of visits, or in written form as a document sent to the district.

### **Performance Reporting and Review Data and Findings**

Performance data collected and reported on SIF projects, as well as any summary findings from STO through document, telephone, or on-site review will become a part of a portfolio of evidence used to support Commissioner's decisions about continued SIF funding, school accountability status, registration, and continued intervention in Priority Schools. The data from these reviews may also be reported in whole or in part to the New York State Board of Regents and the United States Department of Education as a part of their ongoing efforts to ensure all students have the opportunity for a sound and basic education and achieve college and career ready standards.