



Overview of SIG Performance Management 2014-15

Progress Reporting

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

A secondary purpose is for the NYSED School Turnaround Office (STO) to monitor for ongoing compliance with SIG 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 SIG 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. During the calls, district project leads will be asked to several minutes discussing the performance and progress at each SIG school, highlighting areas of strength as well as challenges encountered. Staff from NYSED will ask follow-up questions

centered on understanding the work that district and schools are doing as they relate to the intended results of the projects. An emphasis will be placed on the quality of evidence that the district project leads provide to support their assessments of performance to date.

After the performance review conversations, NYSED STO will send a report to the district or EPO, summarizing any findings based on this review, and where necessary, identifying specific action items for the district or EPO to address.

Additional On-site Monitoring and Performance Review

In addition to written progress reports and performance review conversations with district project leads, NYSED may, depending on need and availability, conduct on-site visits to any one or a number of SIG 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 or video conversations with school-level leaders and/or teachers as a part of ongoing monitoring efforts.

Performance Reporting and Review Data and Findings

Performance data collected and reported on SIG projects, as well as any summary findings from NYSED through document, telephone, or on-site review will become a part of a portfolio of evidence used to support Commissioner's decisions about continued SIG 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.