**THE STATE EDUCATION DEPARTMENT** / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Office of Innovation and School Reform (OISR)

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**1003(g) School Improvement Grant (SIG) 2016-17 *and* School Innovation Fund (SIF) Grant**

**Performance Management – *Mid-Year Report***

September 1, 2016 –January 30, 2017

*(Non-Receivership Schools Only)*

| School | | School BEDS Code | SIG/SIF Model/Cohort | | |
| --- | --- | --- | --- | --- | --- |
|  | |  | SIG or SIF: | Model: | Cohort: |
| School Principal | | Grade Configuration | Enrollment | | |
| Name | Date of Appointment |  | Total enrollment:  ELL %:  SWD%: | | |
|  |  |
| District Person Responsible for Program Oversight and Report Validation | Implementation Status of the School as Rated by the District | *Brief* Analysis/Report Out of Overall Implementation Status | | | |
| Name and Contact Information | (Red/Yellow/Green) |  | | | |
|  |  |

Key

| **Green** | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*. | **Yellow** | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | **Red** | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |
| --- | --- | --- | --- | --- | --- |

***Attention*** –This document serves as the Progress Review Report for schools that are *not* Persistently Struggling or Struggling schools but are receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. The document is intended to be completed by the Superintendent of Schools and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov).

***Directions*** - District and school staff should respond to the *Analysis/Report Out* sections of this document by both analyzing and summarizing the implementation of the key strategies of the 2016-17 SIG or SIF plan this year to date and the impact of those key strategies on student learning outcomes.

1. **METRICS**

| **Academic Achievement** - Please complete the prompts/questions below. If necessary, attach separate charts, tables, and/or graphs that *summarize* on-going and formative data used to address student needs and determine progress toward student achievement goals. | |
| --- | --- |
| Key Questions/Prompts | Analysis / Report Out |
| Describe performance trends in student assessment data in core content areas (e.g., student sub-groups, grade levels, subjects, classrooms, etc.). |  |
| How do these data/trends suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken. |  |

| **Student Attendance** - Please complete the prompts/questions below. | | | | |
| --- | --- | --- | --- | --- |
| **2016-17** | Baseline (%) | 2016-17 Target | Year to Date |  |
| Average Daily Student Attendance Rate (%) |  |  |  |
| Key Questions/Prompts | Analysis / Report Out | | | |
| Describe patterns of student attendance data (e.g., late/miss first period, chronic absenteeism among certain students, grade levels, etc.). |  | | | |
| How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken. |  | | | |

| **Teacher Attendance** - Please complete the prompts/questions below. | | | | |
| --- | --- | --- | --- | --- |
| **2016-17** | Baseline (%) | 2016-17 Target | Year to Date |  |
| Average Daily Teacher Attendance Rate (%) |  |  |  |
| Key Questions/Prompts | Analysis / Report Out | | | |
| Describe patterns of teacher attendance data (e.g., long-term, excused vs. unexcused, chronic/patterned absenteeism among certain teachers, etc.). |  | | | |
| How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken. |  | | | |

| **Office Discipline Referrals** – *Number of Office Discipline Referrals (ODRs)*. The total number of Office Discipline Referrals for any reasons that disrupt the educational process. This data should be reported here as total number for the school year to date. | | | | |
| --- | --- | --- | --- | --- |
| **2016-17** | Baseline (#) | 2016-17 Target | Year to Date |  |
| Office Discipline Referrals (#) |  |  |  |
| Key Questions/Prompts | Analysis / Report Out | | | |
| Describe patterns of office discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.). |  | | | |
| How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken. |  | | | |

| **Extended Learning Time** – *Average Extended Learning Time (ELT).* Please respond to the prompts below with respect to extended learning opportunities offered to all students throughout the course of the school year. | |
| --- | --- |
| Key Questions/Prompts | Analysis / Report Out |
| Describe how ELT is configured at this school: in terms of days of the week and number of hours per week. What programs are provided to meet students’ needs? How is ELT staffed? How does the school oversee the ELT programs to ensure that academic programs are rigorous, aligned to the Common Core Learning Standards, and are meeting students’ needs? |  |
| Describe the type, nature and frequency of assessments that measure the impact of ELT, as well as trends in progress noted through analysis of data. |  |
| What specific strategy adjustments or interventions need to be made to ensure targets will be met? Please identify specific school actions to be taken. |  |

1. **PROJECT PLAN IMPLEMENTATION**

| *Key Strategies* - Identify any key strategies being implemented during the current reporting period that are *not described above,* but are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. *(Add additional rows as needed.)* | | | |
| --- | --- | --- | --- |
| **Key Strategies**  List the Key Strategy from your approved SIG/SIF application or Continuation Plan | | **Implementation**  **Status**  Identify strategy as R/Y/G | Identify the evidence that supports your assessment of implementation of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the SIG/SIF application or Continuation Plan. |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |

***(For all SIF 3 schools, and for those SIG Cohort 6 and 7 schools that selected the Innovation Framework Model ONLY)***

| Identify the school’s Design Framework and its EPO. | Identify as RED, YELLOW or GREEN. | Identify the evidence that supports your assessment of implementation of the design framework and its connection to your goals. This assessment should take into account and describe the manner in which the EPO is involved in framework development and implementation. |
| --- | --- | --- |
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1. **BUDGET/FISCAL \***

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| --- | --- | --- |
|  | | |
| Expenditures | Status  (R/Y/G) | Analysis/Report Out  If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for QR#3. |
|  |  |  |

\* Supporting fiscal documents should be available upon request.