



NYSED

School Turnaround Office

Effective Practices
Performance Management

February 9, 2015

Background

- School Turnaround Office (STO) absorbed SIG in Spring 2013 (Cohort 4)
- STO oversees six grant programs for low and high-performing schools (dissemination grants)
- STO developed and implemented Performance Management system in coordination with UPD in Summer 2013
- STO actively performance manages 249 schools in 55 school districts

STO Grant Programs & Awards

- School Improvement (SIG) – 166 for \$518 million
- School Innovation Fund (SIF) - 22 for \$27.8 million
- Systemic Supports - 17 for \$12.9 million
- Commissioner's Dissemination – 5 for \$1.4 million
- Commissioner's Replication – 15 for \$2.2 million
- SD Performance Improvement – 24 for \$29.7 million

Total – 249 for \$592 million

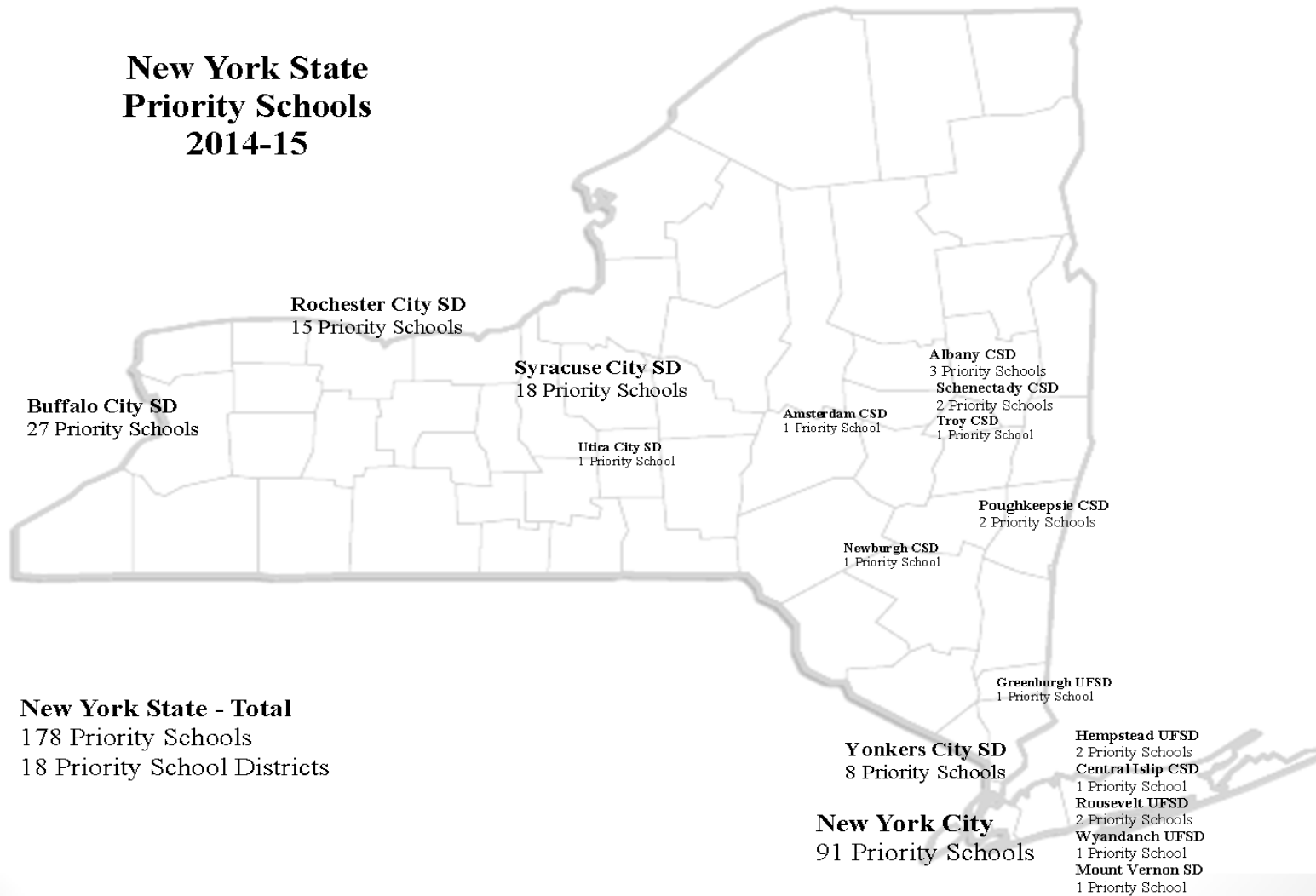
Big Five Funded by SIG and SIF

- New York City: 93 schools, \$217 million
- Buffalo: 27 schools, \$96 million
- Rochester: 24 schools, \$71 million
- Syracuse: 18 schools, \$72 million
- Yonkers: 7 schools, \$25 million

Total: 169 schools, \$481 million

NYS Priority Schools

New York State Priority Schools 2014-15



What we often see in Priority Schools

- Inconsistent sources of academic data and analysis
- Ineffective use of data to inform instruction and PD
- PD is poorly aligned to student populations and individual teachers' needs
- Inconsistency of district and school leadership
- Lack of systems to track student performance
- Disengaged students and a lack of instructional strategies to engage them
- Poor classroom management and ineffective use of instructional time
- Lack of parental and community engagement, and partnerships working in silos

SIG: Implementing Whole-School Change

Models:

- *Turnaround* – Replace or redesign school; replace principal and 50% of staff
- *Restart* – Convert to charter school or contract with an EPO to govern
- *Transformation* – Provide teacher PD, then reward effective teachers, remove the ineffective; replace principal
- *Closure* – enroll students in higher-performing schools; one year

NYS School Turnaround

- **Grant application** is the *plan* (tied to turnaround principles)
- **Grant funds** that support changes in capacity and supports are the *lever of change* (conditioned on performance)
- **Performance Management** is the method of *accountability*

(Is what you're doing getting the results you desire?)

Performance Management - NYSED

Performance Management is a mechanism:

that methodically and routinely monitors the connection, or lack thereof, of the work that we are doing, and the goals that we seek.

It's a process that compares what is vs. what ought to be

Performance Management - NYSED

- Quality control (vs. compliance)
 - A proactive protocol that reviews evidence and data.
 - Applies “collegial pressure”
 - Asks, “To what degree are you doing what you said you would, and what is its impact?”
 - Asks, “Is the money providing a return on investment, and how do you know this?”
- Relationship building

Performance Management - NYSED

- Portfolio of evidence
 - Reports, calls, on-site visits, fiscal records, academic data
- Continuation Plans
 - Summary of current year
 - Course corrections/budget for up-coming year
- Watch List
 - Red, yellow or green

Collaborations

- Cross-department PD on Performance Management
- Regular communications with department experts in VBO, College Pathways, Community Schools, and CTE
- STO staff members participated on “Forensic Diagnostic Reviews” with OA staff.
- STO staff members review DTSDE Reports regarding SIG eligible and SIG approved schools.
- STO staff members reviewed “Out of Time” schools’ plans and gave input on the quality of the plans, and will likely do so when the next round of Out of Time plans are submitted.
- STO staff members repeatedly cross-reference accountability lists of Priority/Focus schools to determine which schools are eligible to apply for SIG.
- STO and OA staff members meet on a monthly basis to discuss cross departmental issues

Challenges

- Regularity of academic data and analysis
- Effective use of data to inform work
- Consistency of school partners, leadership
- Effectiveness of partner organizations
- Capacity - here and field

Early outcomes

- 37.5% (15/40) of the K-8 schools that began in 2013-14 showed improvement in both ELA and Math after one year
- Early leading indicator data shows positive trends
- Six schools are on “watch list” for missing multiple performance measures during first year
- High satisfaction from field

Questions?