



**Reform
Support
Network**

**SUSTAINABILITY OF EFFECTIVE
PRACTICE THROUGH PERFORMANCE
MANAGEMENT**

JULY 23, 2014



WHO WE ARE



Reform Support Network

- **Danielle Smith:** U.S. Department of Education
- **Jamila Smith:** U.S. Department of Education
- **Bryan Hassel:** Reform Support Network
- **Bryan Richardson:** Reform Support Network



SESSION OBJECTIVES

1. Understand the connection between performance management practices and the sustainability and effectiveness of turnaround interventions.
2. Reach a shared understanding of the definition of performance management using the RSN's Performance Management Framework as a guide.
3. Implement simulated performance management routines.
4. Identify steps to improve each State's existing performance management routines.



AGENDA

Time	Agenda
10:30 – 10:45	Overview of Sustainability and the Performance Management Framework
10:45 – 11:15	State Share Out: Designing a Performance Management Process
11:15 – 11:25	Questions and Discussion
11:25 – 11:35	Simulation Introduction and Transition to Simulation Groups
11:35 – 12:15	Performance Management Simulation
12:15 – 12:30	Simulation Debrief and Next Steps

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OVERVIEW



SUSTAINABILITY IN TURNAROUND

1. What is the State role in supporting effective school turnaround?
2. How, in the face of changing conditions, can States sustain support for school turnaround in districts and schools?



A COMPREHENSIVE DEFINITION OF SUSTAINABILITY

A ***sustainable reform*** is a priority reform that is durable, adaptive and persistently focused on priority goals for improved student growth in the face of changing conditions.

System Capacity

SEA Capacity

State Capacity

Performance Management

Clarity of Outcomes and Theory of Action

Alignment of Resources

Collection and Use of Data

Accountability for Results

Context

Alignment of the Statewide System

Public Value



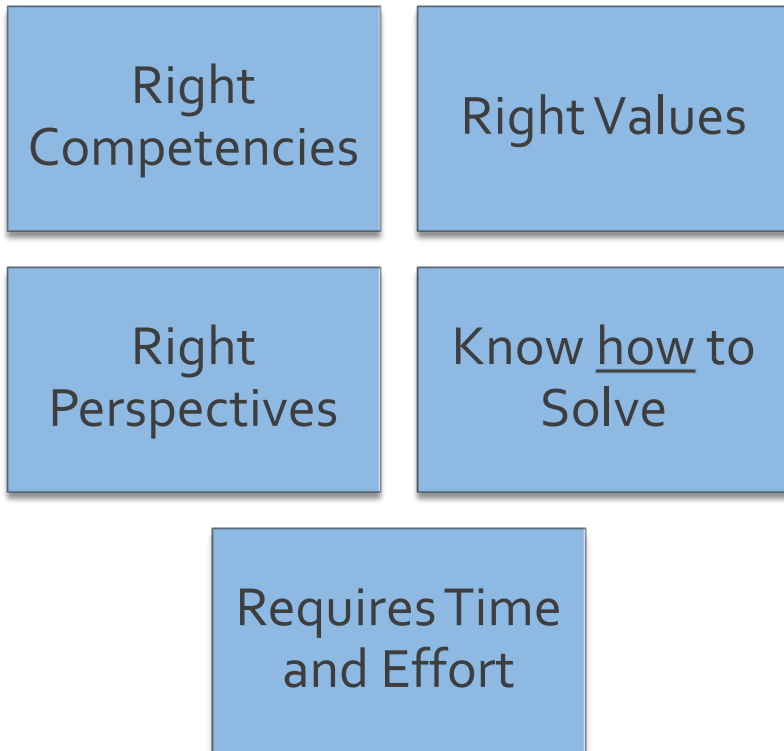
A COMPREHENSIVE DEFINITION OF SUSTAINABILITY TO GUIDE SUSTAINABILITY EFFORTS

- A ***sustainable reform*** is a priority reform that is durable, adaptive and persistently focused on priority goals for improved student growth in the face of changing conditions
- Strong ***performance management*** is an essential element of ***sustainability***

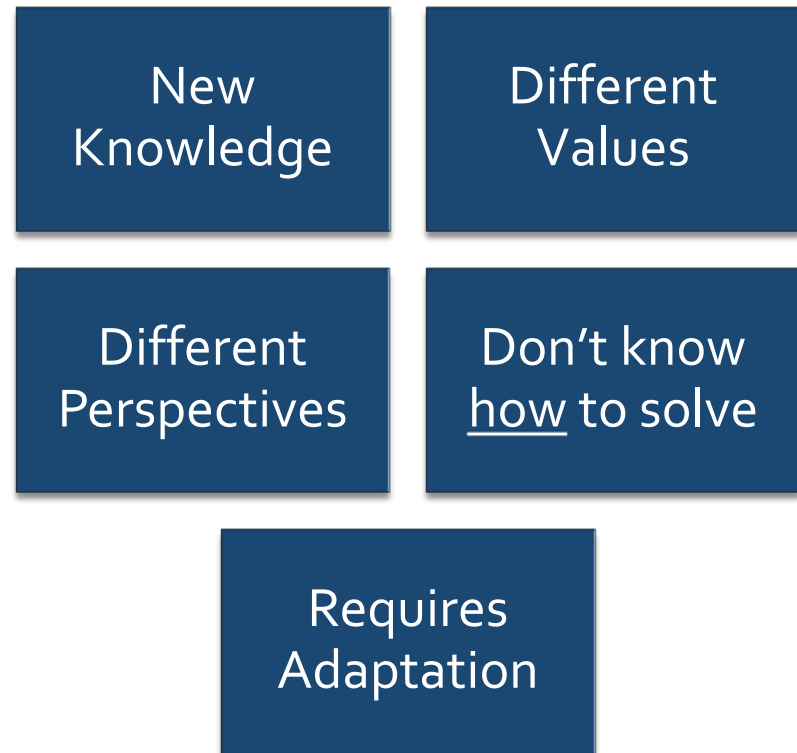


THIS WORK REQUIRES ADAPTATION

Technical Work



Adaptive Work





WHY PERFORMANCE MANAGEMENT?

- What does performance management mean to you?
- Why is performance management an important part of our work?



WHAT IS PERFORMANCE MANAGEMENT?

Performance management is a **systemic approach to ensure quality and progress** toward organizational goals by **methodically and routinely monitoring the connection between strategies and the outcomes sought.**



THE PERFORMANCE MANAGEMENT FRAMEWORK



EACH VARIABLE HAS A NUMBER OF KEY ELEMENTS



Clarity of Outcomes and Theory of Action

- Set priority goals for student outcomes
- Establish a theory of action for priority goals
- Develop plans that align strategies with goals



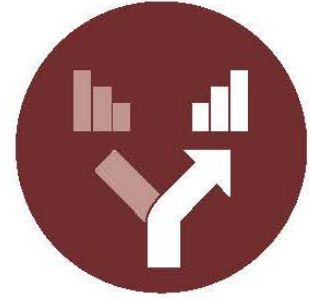
Alignment of Resources

- Directing resources to strategies
- Establishing clear leadership of strategies



Collection and Use of Data

- Collect accurate and timely data for performance metrics
- Set performance metrics that articulate progress toward goals
- Establishing routines to monitor practices and to adapt strategies



Accountability for Results

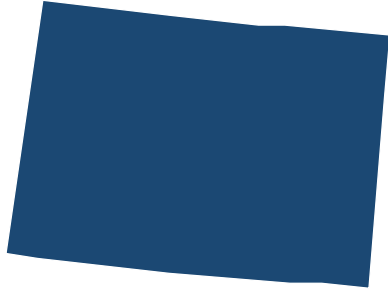
- Link internal accountability (SEA) to results
- Linking external (LEAs, schools, stakeholders) to results
- Engage stakeholders on progress and results





PERFORMANCE MANAGEMENT WORK GROUP

Colorado



Florida



Maryland



North Carolina



Delaware



New York



Rhode Island



Tennessee





PERFORMANCE MANAGEMENT DESIGN

Set and get consensus on the **Goal**

Define the **Strategies** that you believe will meet the **Goal** (for example, **Theory of Action**)

Divide the work of the **Strategies** in a **Plan** and clarify **Accountability**

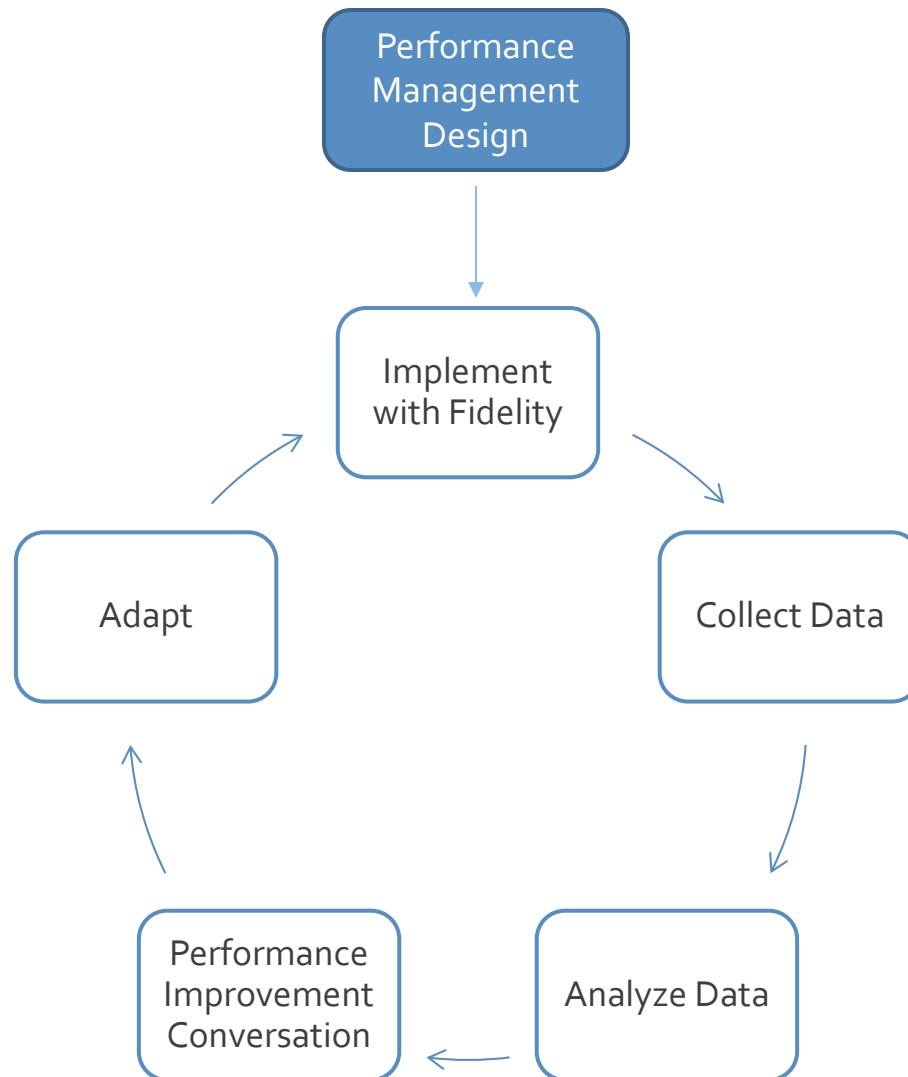
Set **Metrics** for the **Strategies** and **Targets** for **Accountability**

Automate or routinize the collection of the **Metrics**





PERFORMANCE MANAGEMENT ROUTINE





STATE SHARE-OUT: DESIGNING A PERFORMANCE MANAGEMENT PROCESS



NEW YORK STATE EDUCATION DEPARTMENT

The logo of the Florida Department of Education is a large, stylized number '19' in the background. The '1' is light blue and the '9' is light green. The background of the slide is white with a decorative border on the right side consisting of vertical stripes in blue, red, and green.

FLORIDA DEPARTMENT OF EDUCATION

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QUESTIONS & DISCUSSION



SIMULATION ON PERFORMANCE MANAGEMENT ROUTINE



PERFORMANCE MANAGEMENT DESIGN

Set and get consensus on the **Goal**

Define the **Strategies** that you believe will meet the **Goal** (for example, **Theory of Action**)

Divide the work of the **Strategies** in a **Plan** and clarify **Accountability**

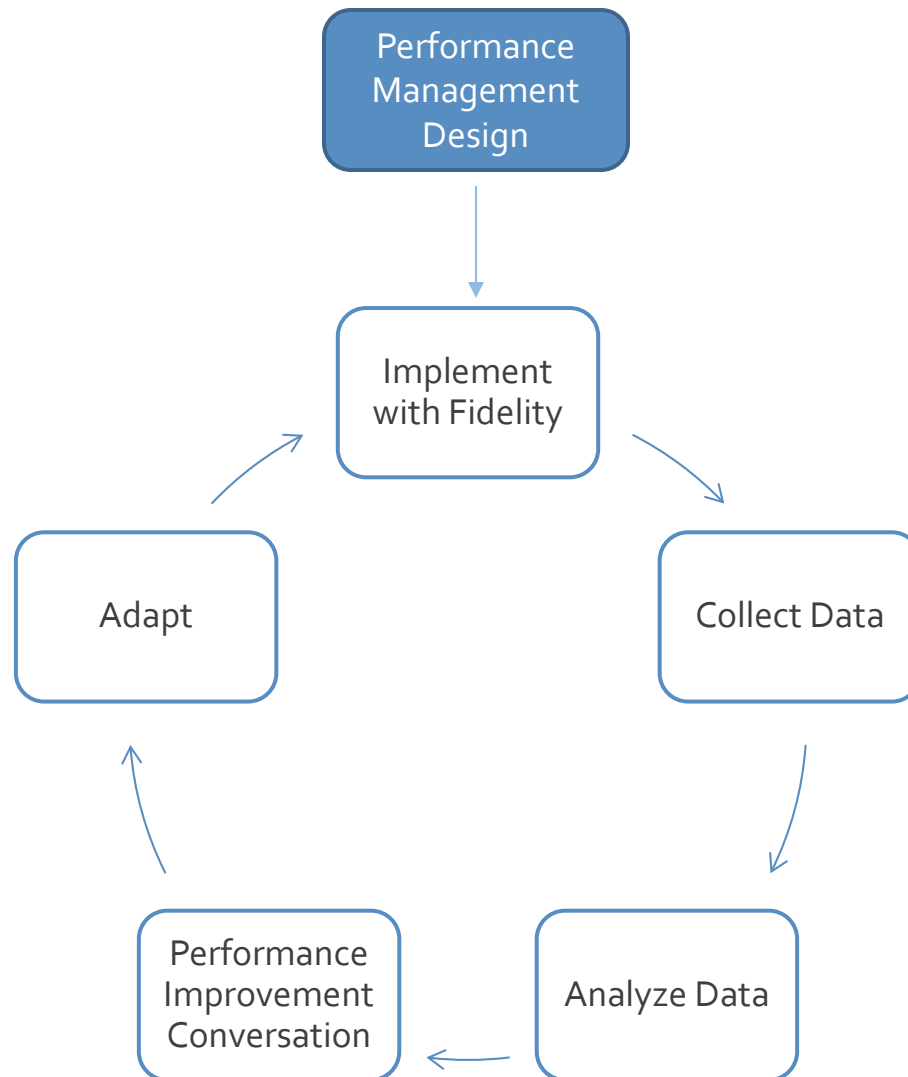
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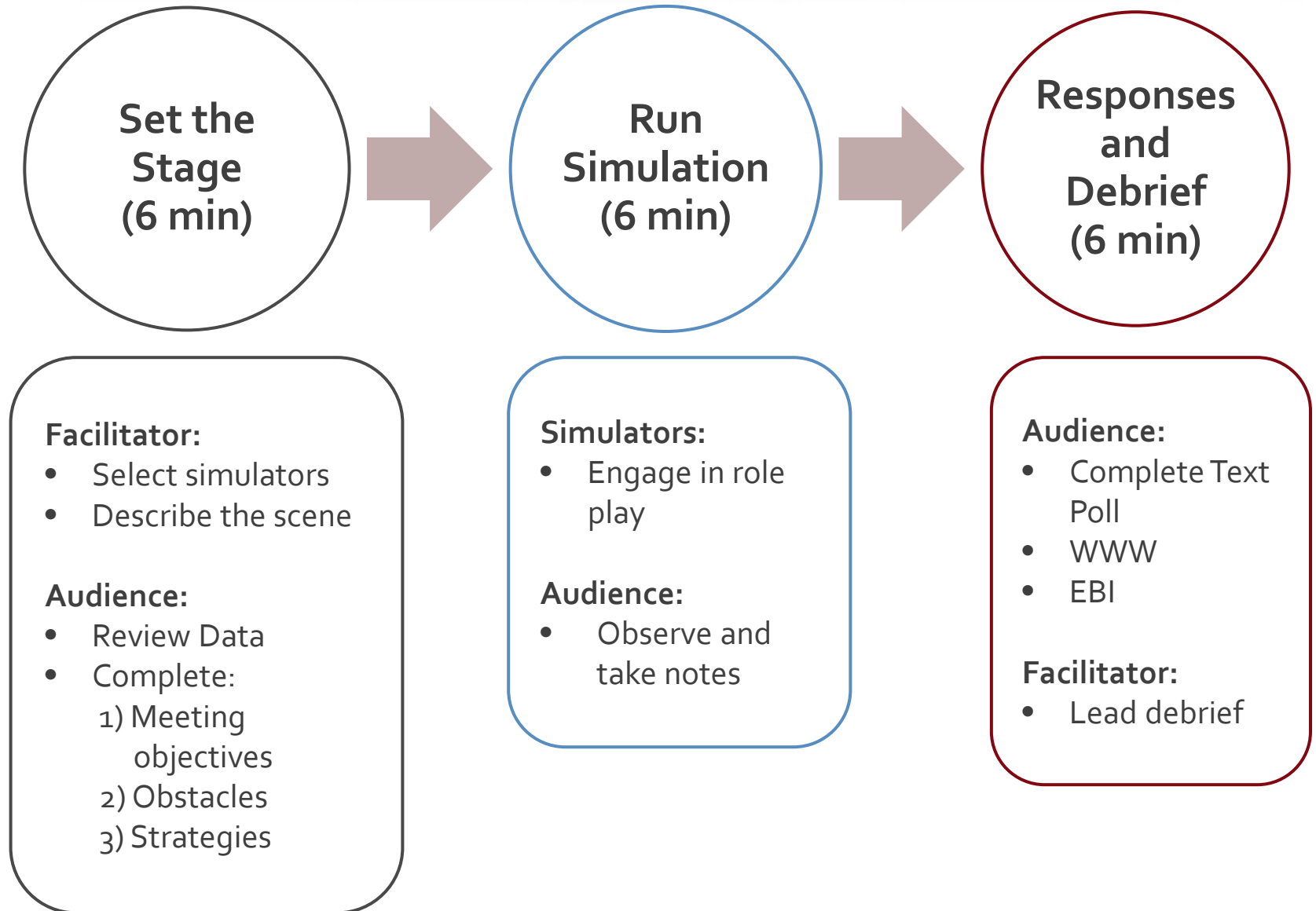


PERFORMANCE MANAGEMENT ROUTINE





SIMULATION PROCESS





TRANSITION TO SIMULATION BREAKOUTS

Room	Participants
	<p data-bbox="542 575 1335 625"><i>Room assignments will be listed here</i></p>



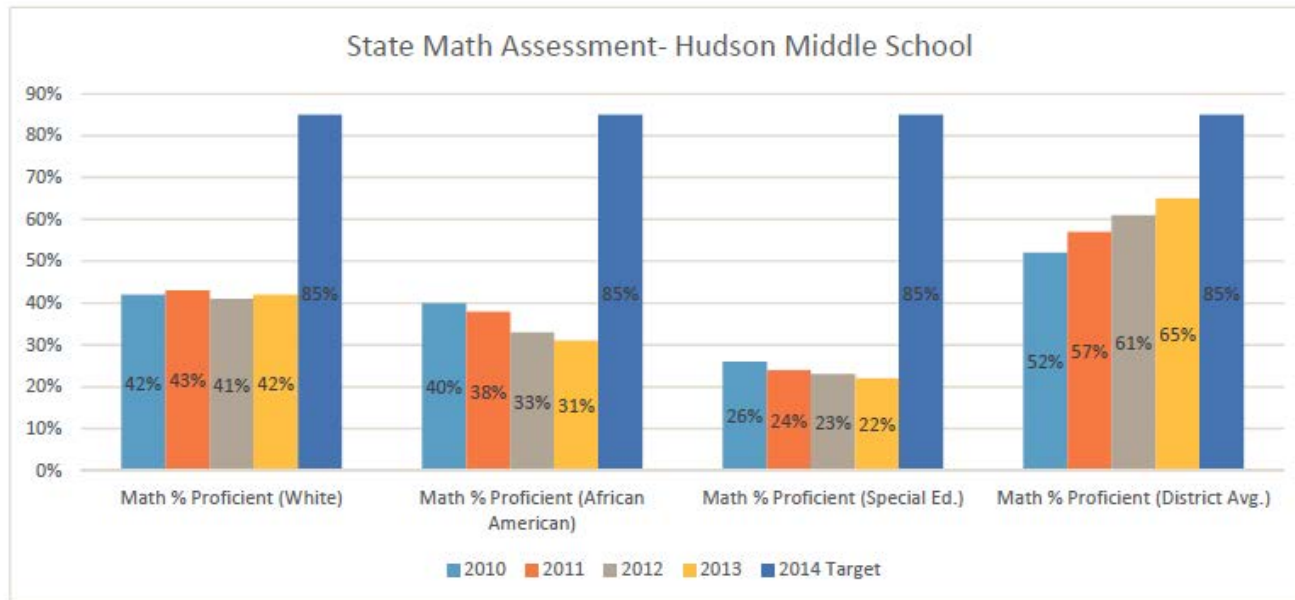
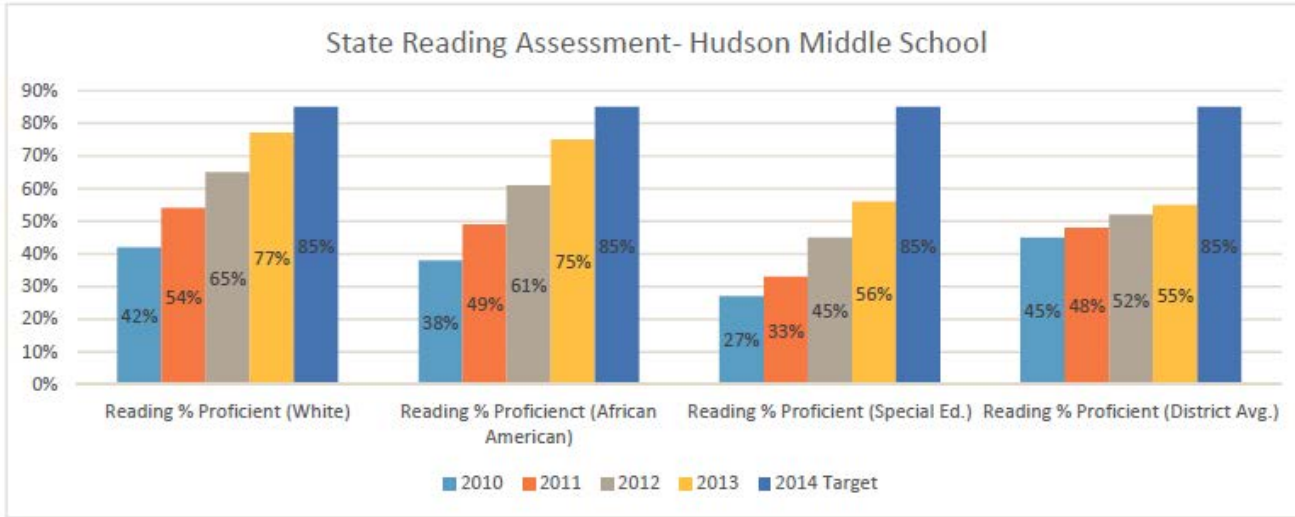
MEETING #1 SET UP AND DEBRIEF

State Turnaround Lead and District Turnaround Lead

- **Setting:**
 - End of Second Quarter
 - First formal performance management meetings between the State Turnaround Lead and District Turnaround Lead
 - Experienced District Lead at Hudson School District who is well-known as a leader in balanced literacy
- **Goals:** *Use performance management tenets to*
 - Understand the specific nature of student need at the priority schools using the available data
 - Define action steps for meeting goals
- **Debrief:**
 - Text poll
 - What went well?

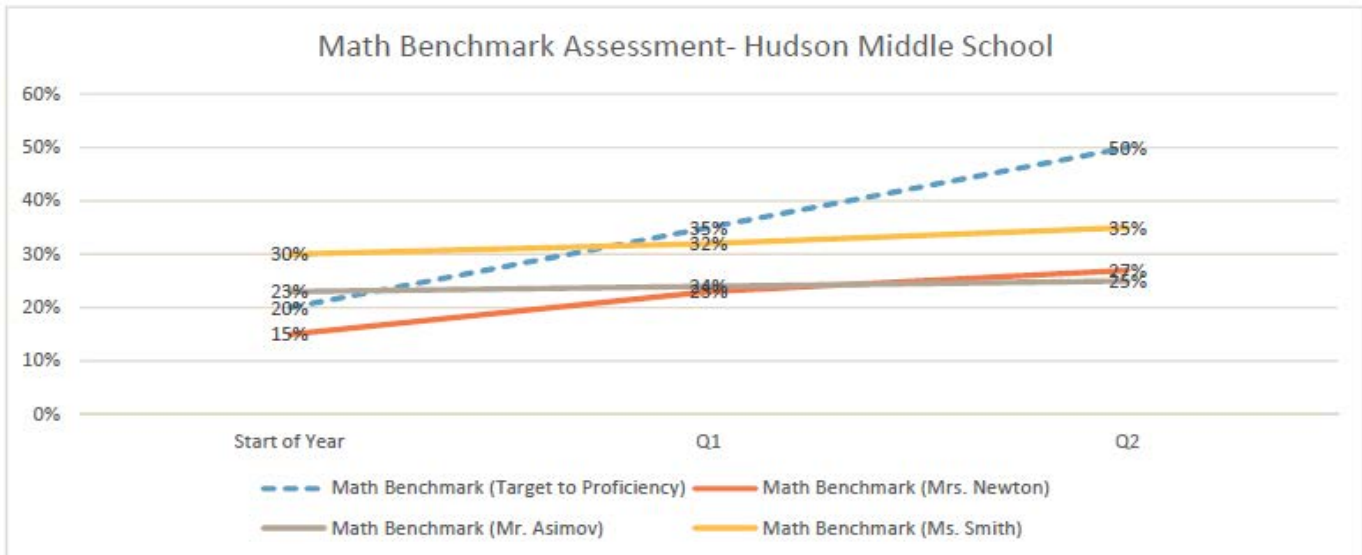
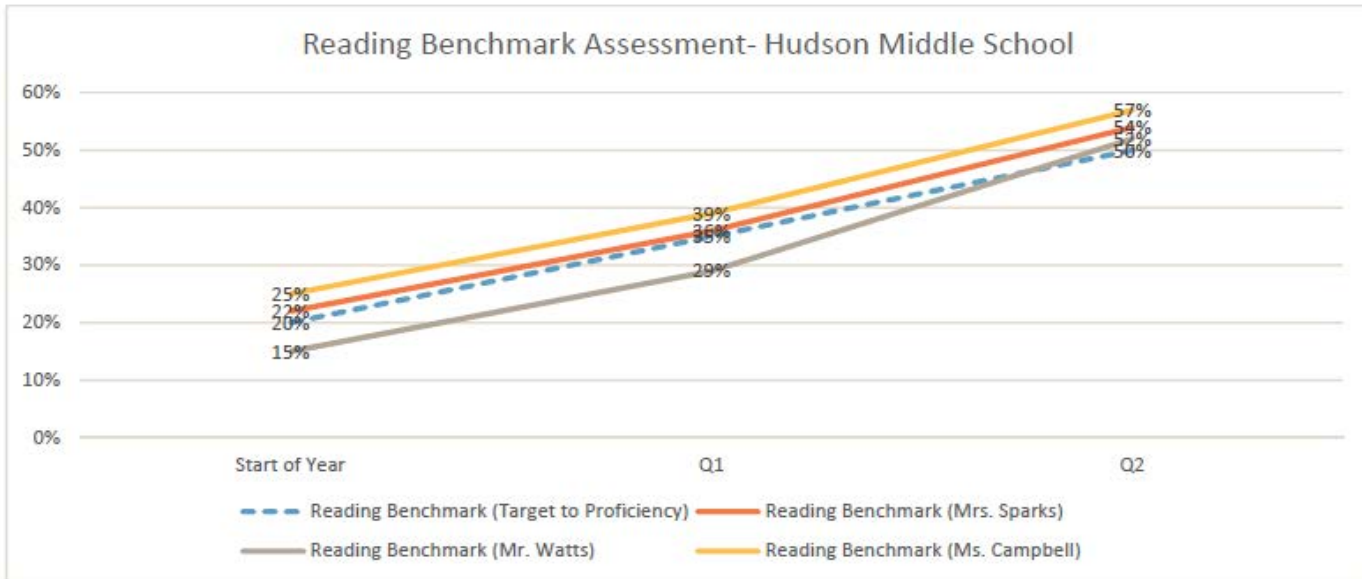


MEETING #1 DASHBOARD





MEETING #1 DASHBOARD





MEETING #1 DEBRIEF

DEBRIEF



MEETING #2 SET UP AND DEBRIEF

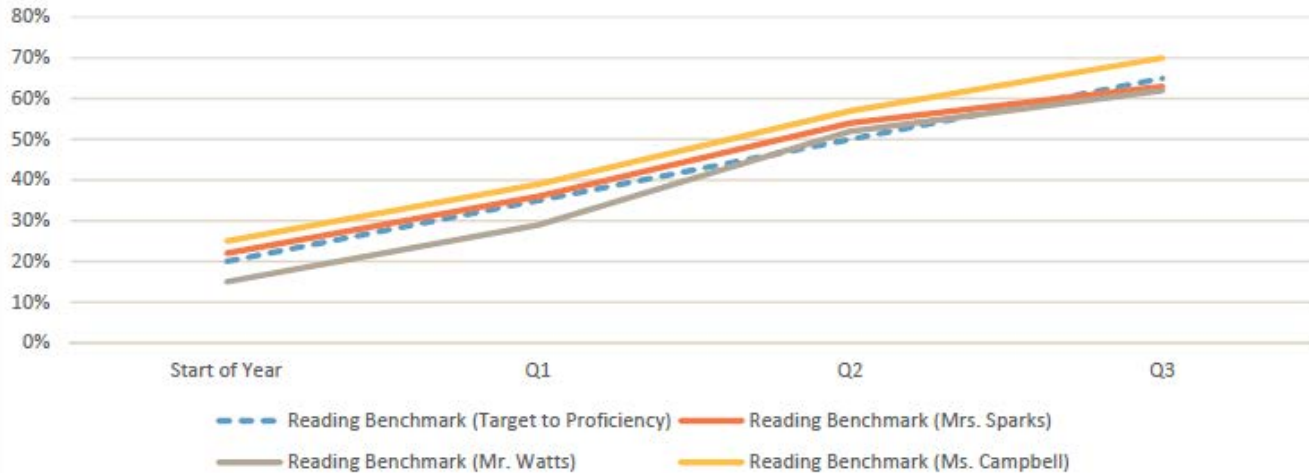
State Turnaround Lead and District Turnaround Lead

- **Setting:**
 - End of Third Quarter
 - Second Performance Management Session
- **Goals:** *Use performance management tenets to*
 - Determine the improvement strategies that the District Lead is employing and identify if they are having the desired effect
 - Define action steps for meeting goals
- **Debrief:**
 - Text poll
 - What went well?
 - What could be improved?

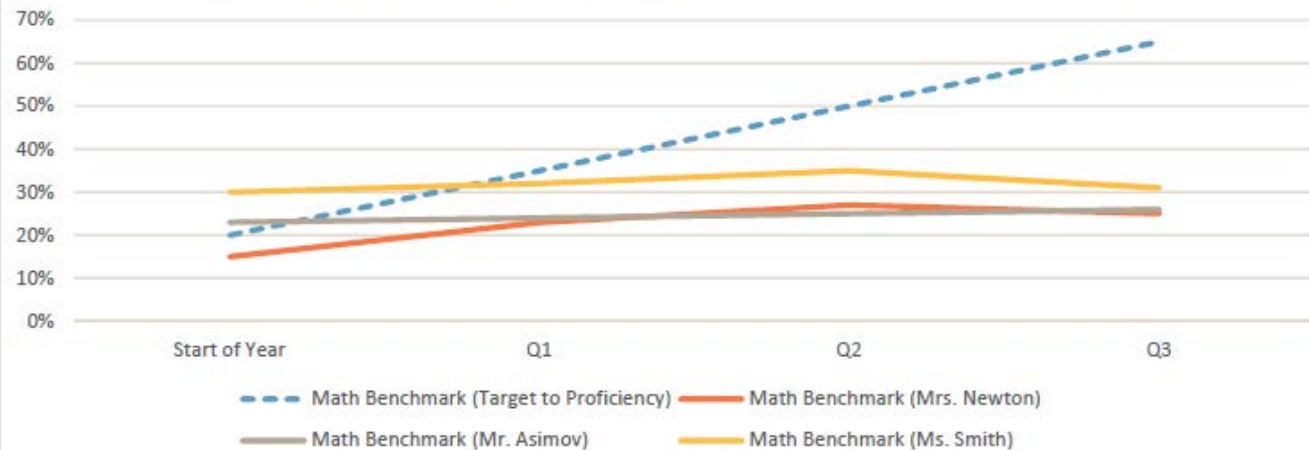


MEETING #2 DASHBOARD

Reading Benchmark Assessment- Hudson Middle School

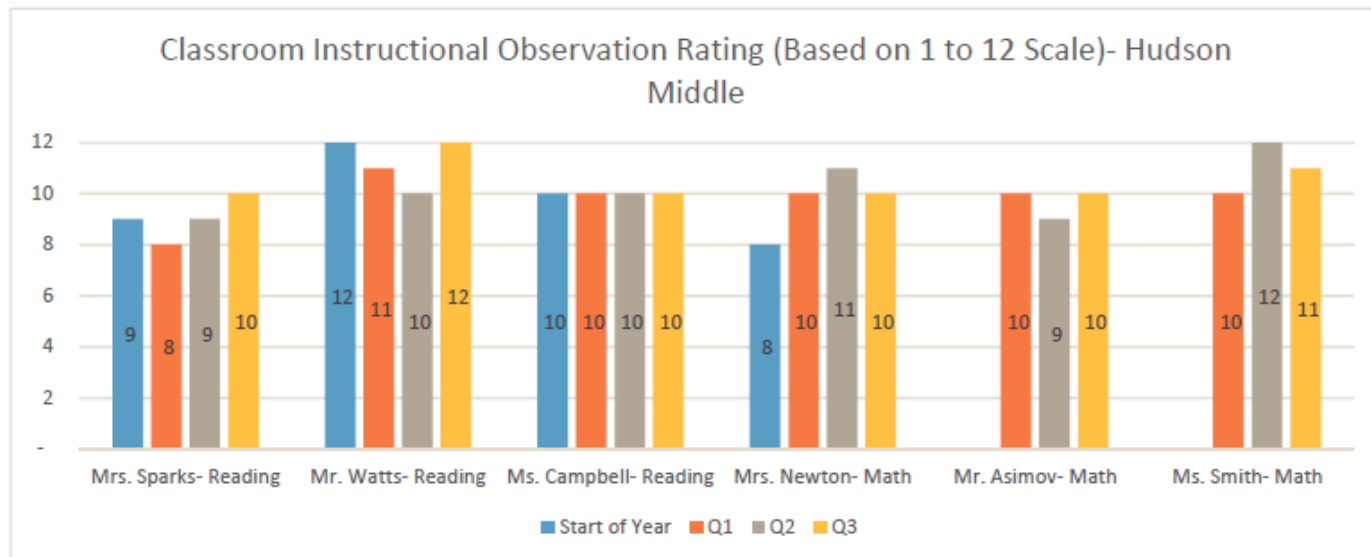
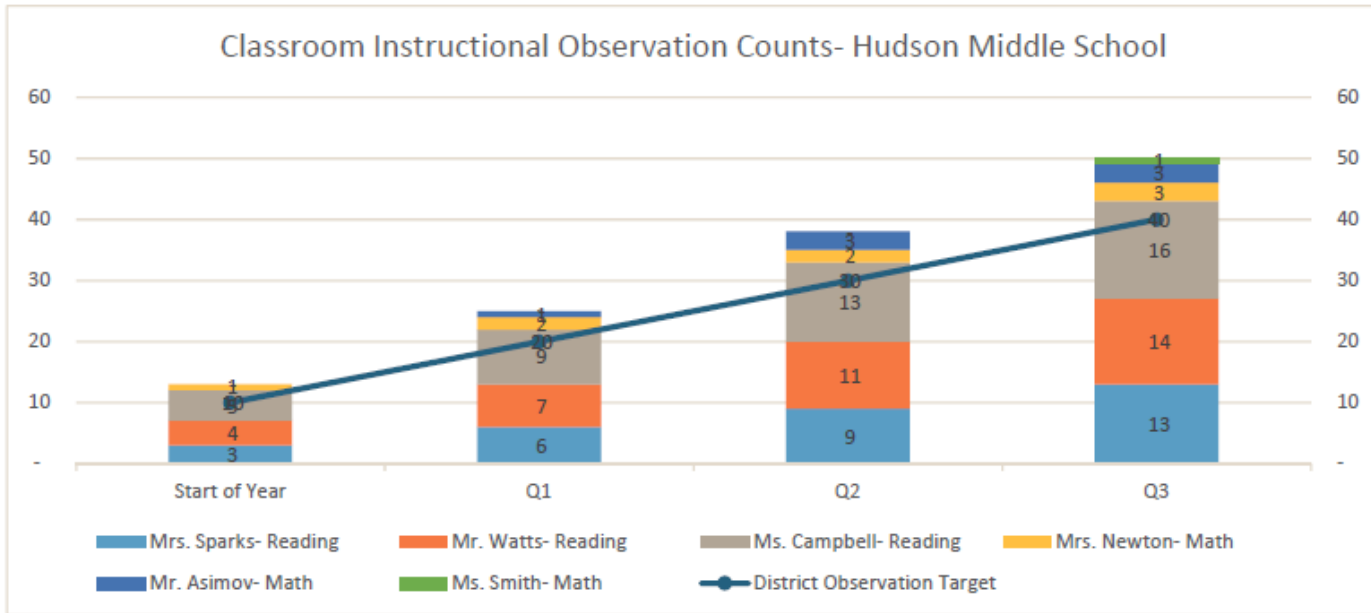


Math Benchmark Assessment- Hudson Middle School





MEETING #2 DASHBOARD





MEETING #2 DEBRIEF

DEBRIEF



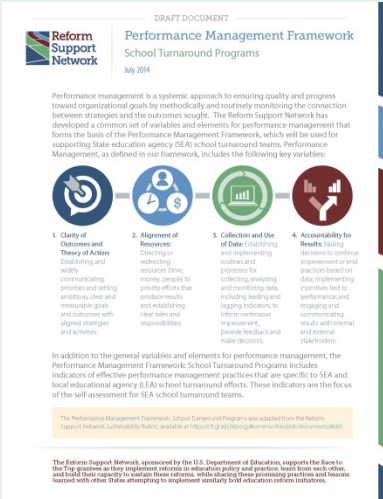
NEXT STEPS FOR STATES

Take Home Exercise: Identify 2-3 next steps that your State might take to improve your performance management routines

- **From mock:** What did you observe that was different in your routines that you might try?
- **Data:** What does the State pull now and how does that enable or hamper performance conversations? What one thing would make what you have better?
- **Routine:** How does the State know what to talk about with each district? What one thing would make this better?
- **Consequences:** There need to be some clear consequences to performance or non-performance. What one thing could make this stronger?



ADDITIONAL RESOURCES



- **PERFORMANCE MANAGEMENT RESOURCES**
 - Performance Management Framework
 - Performance Management Self-Assessment



- **SUSTAINABILITY RESOURCES**
 - Sustainability Definition
 - Sustainability Rubric
 - Sustainability Workbook and Planning Tools

All resources can be accessed at:
<https://rtt.grads360.org/>



CONTACT INFORMATION

- **Danielle Smith:** U.S. Department of Education
Danielle.Smith2@ed.gov
- **Jamila Smith:** U.S. Department of Education
Jamila.Smith@ed.gov
- **Bryan Hassel:** Reform Support Network
bryan_hassel@publicimpact.com
- **Bryan Richardson:** Reform Support Network
bryanr@updconsulting.com

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THANK YOU