

**SY2010-11 PERFORMANCE AGREEMENT PLACEHOLDER DATA  
ANALYSIS AND INTERPRETATION**

| Regional Information  |                        |
|---|------------------------|
| <b>Select Region:</b> Region 10                                   | <b>Date:</b> 5/31/2011 |
| <b>SPoC:</b> Betsy Apolito  |                        |
| <b>Regional Manager:</b> Rick Fenton                              |                        |
| <b>Other Attendees:</b> <a href="#">Click here to enter text.</a> |                        |

**Region Data Provided** – Condensed from SSOS Baseline Survey

| District Name | Student Population | Reason Working with LEA | Number of Years Provided OIP Support | Hours of SST Support |
|---------------|--------------------|-------------------------|--------------------------------------|----------------------|
| Column B      | Columns C-F        | Column G and H          | Column I                             | Columns J, K, L      |

**Analysis of SY2010-11 Placeholder Data**

1. What percent of LEAs identified as needing support receive OIP, Early Learning and/or Special Education support?

SPoC Response:

100% of LEAs identified as needing support for Early Learning and/or Special Education has received support from the SST. Of the three districts identified as high priority (Jefferson Township, Dayton Public, Springfield City), all have received support from the SST for OIP-related services. Of the remaining medium and low priority districts, SST 10 staff has been working closely with the ESC partners from each county in providing collaborative services (OIP-related and some special ed services) to the DLT/BLTs as needed. Finally, support for the Community Schools in Region 10 has been sporadic. SST 10 assigned staff has gone over and above to make and maintain contact with each of the 23 community schools in our Region and we have been successful with making initial contacts with someone from the school; however, some CLSTs have selected to receive support for services (including SpEd) from their management company or sponsor. (Note: Youngstown Academy of Excellence appears on Region 10's priority list but is not one of our LEAs.)

Regional Mgr Response:

Placeholder data reviewed however the Region SPOC maintains an extensive "wall chart" with a thorough recording of district and community school data. In addition, very detailed bi-monthly tracking reports are maintained for each district and community school served. Contact made with all CS and where not served, the CS decided to receive services from sponsoring agent/management company/ESC.

2. To what degree is the allocation of hours reflective of/commensurate with the identified: a) LEA DA status, b) LEA IDEA profile, c) number of preschool children?

SPoC Response: Data provided via TRAC grossly under-represents the actual time spent with LEAs in Region 10. SST Consultants entered data as required; however, identified the name of the LEA in the title of the entry and not by entering a district staff members name in the 'participant' field in TRAC.

Regional Mgr Response: Allocation of hours is very commensurate with all the above. Placeholder data reflects this fact. Problems exist with the functionality of the TRAC system being reflective of actual work.

3. To what degree is the level of support consistent with the number and types of student population?

SPoC Response: Data from Region 10 reflects a consistency in the level of support and type of student population. The two urban districts, our largest LEAs identified as in need of support, have received the greatest percentage of support from the GRF as well as the IDEA funded staff. Early Learning data from some of the smaller LEAs reflects participation by staff members from these LEAs in a variety of programs that SST offers.

Regional Mgr Response: Consistency is evident particularly with highest need districts. The TRAC data entry system misrepresents actual hours provided and instead EC and EL might have been more accurately reported through STARS.

4. To what degree is the allocation of hours generally proportionate to the funding allocations (source)?

IDEA Funding Amount: \$1,781,766

GRF Funding Amount: \$ 419,232.69

SPoC Response: Percentage of time is proportionate to needs identified by regional data, requests from districts for IDEA support, IDEA support to ESCs to build capacity to support LEAs in their counties. GRF support has been provided in the same way as IDEA funding but with a percentage of time of that identified from ESC in-kind contribution of support staff.

Regional Mgr Response: For the future, Region plans to expand the use of Literacy and Mathematics teams funded out of 6B to support intervention and general education teachers in serving students with disabilities and those in need of proactive intervention.

5. What information or evidence helps explain any misalignment seen in questions 2-4?

SPoC Response:

Does not reflect prep or travel time; SST support staff does not identify work related to LEA; STARs not included; TRAC data reported has been problematic and inconsistent statewide since its inception; information and supports from phone calls (brief), website, email blasts, etc. have not been accounted for in any of the data; preschools and other related entities are not included in TRAC thus are included in the aggregate data.

Regional Mgr Response:

Refer to RM response in #3 above.

6. Are there a significant number of districts with similar professional development in the district plan (Columns AE-AN)? How has the region responded?

SPoC Response:

| <b>Region 10 – Regional PD as Aligned to LEA Identified PD needs</b>   |   |
|--|---|
| <b>HQPD IDEA</b>   | <b>HQPD GRF</b>   |
| Community School Leadership & Special Ed Practices Series  | Cognitive Coaching  |
| Autism 3-day Series  | Decision Framework & IMM Training   |
| Elementary and Middle School Scheduling and Planning – Dr. Robert L. Canady  |   |
| Legal Issues Update  | DLT/BLT/TBT Trainings   |
| Compliance Trainings (GPS-IEP, FBA, transition, etc.)  | Book studies  |
| Improving Outcomes for SWD as well as ALL students through: Differentiated Instruction & Instructional Strategies, Models of Collaboration, Literacy & Mathematics Content Support |   |
| Positive Behavior Supports   | eReads Learning Modules   |
| Early Learning – General topics as identified e.g. ELLCO, CLASS Study Group, Teacher Leader, Reggio, Quest, PreK-K SIRI, etc.  | Coaching and support to build capacity through Curriculum Development, Common Formative Assessments – done in TBT trainings and embedded within districts - not just in large group as with the EF-IF OIP trainings |
| Early Learning – Compliance as required GGG, Itinerant Teachers, LRE, etc.   |   |
| Special Ed Data Retreat  |   |

Regional Mgr Response:

A definitive yes. Region also plans to pilot parent/student summer learning program that focuses on free regional learning venues related to specific content areas. Not included in the above chart is the varied learning opportunities for parents and families offered throughout the year.

7. What percent of high-medium need districts in differentiated accountability (OIP) have an assigned internal facilitator (Column AA)? To what degree are internal facilitators prepared to facilitate the OIP?

SPoC Response:

49% of the High-Medium-Low support LEAs have an 'appointed' OIP internal facilitator. Of the three high support districts, each approaches the OIP differently thus the IFs are not well-prepared to facilitate the OIP as we know it. Two of the high support districts are implementing a 'hybrid' version of the OIP utilizing some of the OIP tools and resources. These districts have been involved in some form of strategic planning and are somewhat resistant to change noting the OIP as more of an academic plan rather than all encompassing. As far as the other medium/low LEAs in Region 10, we note some of the same obstacles to incorporating the OIP systems components. Thus there is a wide variance within this group of identified IFs of levels of preparedness. Based on our data, we have what we believe are 15% of the IFs who are capable of leading the OIP (or OIP-like) work in their LEA.

Regional Mgr Response:

Dayton and Springfield, being urban in nature, present very complex organizational structures. Thus, the Region has attempted to capitalize on whatever points of entry might exist, and in the process has gained increased access and built valuable relationships. The SST has trained ESCs to have internal capacity, to serve districts in their county. ESCs have then trained IFs to provide OIP leadership.

8. Given your experiences working with a) community schools and b) the urban “21”/ Ohio “8”, what special considerations should be taken into account when establishing the performance agreements with fiscal agent to work in these settings?

SPoC Response:

Considerations for:

Community Schools

For our region, the Community Schools range in type from national models with tight oversight from a management company to single provider schools where two or three individuals are charged with all functions of operations. The following are suggestions when establishing Performance Agreements with fiscal agents related to our region:

1. Clearly identify the expectations and communication flow for the sponsor, management company, and school with ODE and the SST/fiscal agent
2. Establish specialized training on Community School operations for SST consultants
3. Create a funding formula especially for regions with high concentrations of Community Schools as they are very needy in the areas of Special Ed and Curriculum, Assessment and Instruction not to mention leadership.
4. Maintain an up-to-date list of new, re-named (with or without change in the IRN), and closed (or slated to close) schools informing the SPoC and fiscal agent

Urbans:

1. Multiple needs require additional staff to support the internal staff. Consideration needs to be given to developing a funding formula based on student population and number of subgroups identified.
2. Provide opportunities for SSTs serving urban districts for PD. Urban 8 (or 21) meetings occur and SSTs are not involved. Information needs to be transparent if we're required to support the districts.
3. Many initiatives, lots of outside support, little coordination/communication –ODE efforts (RttT, SIG, OIP, OEC initiatives)- need systemic way to identify who is doing what

Regional Mgr Response:

RM concurs with above suggestions and sees great value in the potential benefit.

## Interpretation of SY2010-11 Placeholder Data

**(Givens:** Reduced funding in GRF, level IDEA funding with additional responsibilities and requirements for some districts, required accountability and progress monitoring of fiscal and performance.)

9. Based on responses to the above, how will the region redistribute and/or creatively provide services in SY2011-12 in order for all districts to receive adequate support commensurate with their needs?

SPoC Response:

Continue to work within the ESC support structures that we established and continue to refine over the past three years. We have assigned a GRF and an IDEA funded consultant to each of our ESCs. These consultant teams train and co-facilitate with the ESC team members to build their capacity to take on the work. In some ESCs we have been relatively hands-off on the OIP facilitation as our partners have taken on the work with their districts. This year, our focus was to move the compliance trainings from our central location to each of the ESCs. The ESC Special Ed consultant led the trainings. Our SST consultants served as co-facilitator or were in the audience to answer the more challenging questions that would arise.

Regional Mgr Response:

ESC focus is wise based on financial horizon. Region will with staff available deploy based on talent and strengths of those remaining.

10. What can be learned from the additional and/or other comments provided by the region? Please also prioritize your needs for the upcoming year.

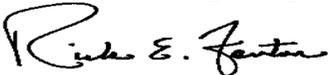
SPoC Response:

The optimum would be that we could receive additional support (staffing and fiscal) for driving the work to the teacher level. With the current state of finances, our focus will be to build the internal capacity to support initiatives such as formative instruction & assessment, instructional strategies, RtI, etc. We will be working with the ESCs as we assist teacher teams to understand and align curriculum to CCSS and revised standards. Note that we will strive to integrate Special Education personnel into all initiatives mentioned above.

In the area Special Education, we plan to continue the work that we began this year. Our focus was to offer HQPD to intervention specialists to improve their content knowledge and add to their repertoire of instructional delivery methods. We will ask that the intervention specialists bring their gen ed counterpart to the PDs on instructional strategies, RtI, models of collaboration (co-teaching), Autism communities of practice, and compliance trainings. We have identified the need to more fully integrate the work of the ELSR team to ensure districts' focus is on the entire learning experience for children and not just tested grades.

Regional Mgr Response:

"Wall Chart" data maintained by SPOC reinforces this as the focus. In addition, focus will be built around middle grades (5-8) and EL.

|   |                        |
|---|------------------------|
| <p><b>SPoC Signature:</b> </p>                 | <p>Date: 5/31/2011</p> |
| <p><b>Regional Manager Signature:</b><br/></p> | <p>Date: 5/31/2011</p> |