SY2010-11 PERFORMANCE AGREEMENT PLACEHOLDER DATA ANALYSIS AND INTERPRETATION

Regional Information	
Select Region: Region 12	**Date:** 6/3/2011
SPoC: John Larson	
Regional Manager: Forest Kuhn	
Other Attendees: Diane Jones	

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: Region 12 had 100% of LEA identified support districts receive one or all areas of support by the SST; OIP, Early Learning and Special Education support.

Regional Mgr Response: The SST and the regional ESCs have worked cooperatively to meet the needs of all districts in the region. As stated above, the SST and ESCs have served all districts in the region on the OIP, Early Learning, and/or Special Education.

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: A – 60%, B – 25%, C – 15%

Regional Mgr Response: The data as reported on the Percents of Hours and $ relative to OIP, IDEA, and EC shows a disproportionately amount of hours versus dollar allocations especially on OIP work. The reason for this is because of the amount of IDEA "support" in the form of various HQPD was reported as OIP work when in actuality it was IDEA "support" work.

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

SPoC Response:	All districts in our region except for one failed to meet AYP for SWD
Regional Mgr Response:	As stated above the focus of the work of the SST is with SWDs since this was the population that resulted in districts not meeting AYP. The other regional work was planned as per the required work as stated in the Performance Agreement.

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

IDEA Funding Amount:	$1,154,673
SPoC Response:	80% of hours and work was allocated to helping students make academic progress and achievement
Regional Mgr Response:	The data as reported on the Percents of Hours and $ relative to OIP, IDEA, and EC shows a disproportionately amount of hours versus dollar allocations especially on OIP work. The reason for this is because of the amount of IDEA "support" in the form of various HQPD was reported as OIP work when in actuality it was IDEA "support" work. Some of the HQPD included: RtI, PBS, etc.

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

SPoC Response:	The OIP and the professional development in our region provided a system of high-quality job-embedded professional development to districts by providing resources into improving the practices of the adults in their systems that l lead to improved outcomes for all students. (Outside experts used – Math Solutions and Marzano Research Laboratories)
Regional Mgr Response:	As stated previously, the differentiation is with the reporting of the IDEA "support" hours relative to HQPD.

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:	Regional data told us that the biggest need the districts had was around instruction and the learning process. The PD/TA emphasized the importance of learning outcomes, full access to challenging curriculum for all students, and creating collaborative structures to improve the collective use of research-based practices to support high-quality teaching and learning.
Regional Mgr Response:	The regionally conducted PD was based upon a survey of the needs of the Region's districts. This was the method of determining the focus on reading and math.

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:	100% of our high-medium districts have had an assigned internal facilitator(s). Assistance from the external facilitators provided them with the growth and resources either through regional team sessions or actual face-to-face support in the districts
Regional Mgr Response:	The data as reported on the Dashboard did not include the work of the ESCs relative to OIP work with some Low and Medium support districts.

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:	Region 12 has two community schools requiring support. These two schools are on their districts DLT and provided support as needed by SST 12.
Regional Mgr Response:	The SST plans to continue to support the regional Community Schools as determined by the 2011-12 Performance Agreement.

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: Region 12 will reallocate and redistribute services to districts by use of more regional training and support for low and medium districts needed by distributing centralized and use of technology via IVDL/webinars. The region will continue to provide the support and professional development around RTI, PBS, and progress monitoring.

- Regional trainings (centralized) –webinars, IVDL
- T.A./P.D. – support in 3-tiered model (all, some, intense)
- Deliver in an "integrated team approach"

Regional Mgr Response: With limited SST funding for 2011-12, the SST will assume more of a support/TA role, especially with the districts identified in DA.

In reference to the 2011-12 funding formula, it needs to be taken into account these factors in making the final allocation to regions:

- The numerous districts with small enrollment numbers.
- The number of districts with small number of SWDs that do not show up on the DA list as needing services.
- The Grade Band Rule eliminates many of the region's districts from being identified as DI.
- The extremely large geographic area this region covers.

The region's ESC have been extremely supportive of the process and willing to provide this assistance, but with increased work on the ESCs and less funding, their priorities may need to shift. The assistance and involvement of the Regional Training Team (RTT) is extremely important to the ESCs as well as the SST.

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:

Future needs and challenges for Region 12 consist of development of districts TBT, assist and coach around the implementation of the plan, and professional development around student performance disability data (universal design) for districts creating a culture around job imbedded sustained PD. Region would like ODE to provide training to SST which in turn would provide the PD/T to districts in our region.

- Address the culture of serving special education students (inclusive & inviting)
- Addressing universal design (curriculum)
- Data needs (understanding common formative assessment)
- Drive instructional design
- Engaging parents

Assisting TBTs to be fully functioning (basis for RTI)

Regional Mgr Response: The priorities as set by the Region are in line with the priorities as set by the Performance Agreement. The Region has identified their needs with data from numerous sources and has prioritized their work with the TBTs as their top priority. It is with change occurring at the TBT level is where we will see change at the classroom level and in turn increased student achievement.

The next level of regional work that will occur is setting up action steps and tasking out the work after final regional allocations are made.

SPoC Signature:	Date:
Regional Manager Signature:	Date:Click here to enter a date.