

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

Regional Information

Select Region: Region 13	Date: 6/1/2011
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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 received OIP, Early Learning and/or Special Education support?

SPoC Response:

Region 13 (comprised of Butler, Clermont, Hamilton and Warren Counties) provided direct support to a total of 50 LEAS this year: 26 traditional LEAs, 18 community schools, and 13 LEAs involved in year one or year two of PACTS monitoring (seven of whom were in SI status and six additional LEAs not in improvement status). With the support of the fiscal agent, Region 13 established a highly collaborative relationship with our ESC partners. Our work was organized in a way that shared the professional development and technical assistance with our ESC partners. While the SSTs provided direct OIP support to the high and moderate priority LEAs, our ESC partners supported the low priority LEAs. In addition, the SSTs provided assistance with the Special Education and Early Learning function of the Performance Agreement. 100% of the LEAs identified as needing support received assistance from SSTs and/or our ESC partners. {SST 13 PA Placeholder data indicates no records for one community school (Middletown Fitness and Prep Academy). However, evidence of support can be found in the individual consultant's TRAC entries.}

Regional Mgr Response:

Placeholder data thoroughly analyzed. Provided support to all high need DA districts and works very closely with ESC partners. Have strengthened alternate assessment services. All four ESC partners provided services to low DA districts. Working to assess impact of EL across the Region through the creation of the SWELL group (South West Early Learning Leaders). Have located Preschool SPED staff at an Early Learning Program to enhance service delivery. Working very hard at a primary goal of blending special education and general education. To create strong alignment, Special Ed task forces exist at the regional level as well as in each of the four region counties.

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:

Inaccuracies in TRAC reporting caused an over reporting of EC hours. The PPSs from last year included an IDEA-Resource. This year that definition was coded as IDEAE-Resource. Upon investigation of individual consultant TRAC entries, two consultants coded significant work as IDEAE rather than IDEA (SWD Core). Focused training on the PPSs in August will help eliminate these inaccuracies. Additionally, significant time was spent with high priority districts and in most cases, technical assistance integrated SPP indicator work and/or Early Learning compliance work with work around the OIP. The SSTs in Region 13 intentionally worked to assist LEAs in addressing Special Education needs using a two-pronged approach, focusing on systems change for long term sustainability as the end goal. In doing so, several PPSs could have been selected to account for specific technical assistance time spent. A review of individual TRAC entries indicates that a single PPS was recorded.

Regional Mgr Response:

A more user friendly system needs to be developed for tracking services provided. Regardless of placeholder data indications (based on an ineffective tracking system), the region feels very comfortable with hours by function.

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

SPoC Response:

The level of support is commensurate with the % of SWDs in Region 13. LEAs in high support (e.g., CPS, Middletown, and Mt. Healthy) received significantly more time than LEAs in low support (e.g., Lakota, Northwest, and Summit Academy). SST consultants focused time on ensuring that structures were in place for monitoring the changes in adult behaviors leading to long term sustainability of desired outcomes, particularly with regard to the SPP indicators. This year, The Hamilton County ESC dedicated a consultant to intensify support to community schools by developing a community schools network. Monthly networking meetings were offered for community school leaders to share ideas and concerns about their unique market segment. SSTs were invited to attend with their assigned community schools to in an effort to learn how to better support them. Many of the high support community schools are designated as credit recovery schools and/or schools with an SWD population of between 24 and 99% SWDs and this is the first year the SST consultants worked with individual schools. In some cases, the school's management company set parameters that excluded the SSTs from working with schools. SST 13 is continuing to focus on effective ways to assist community schools and their management companies.

Regional Mgr Response:

Level of support is consistent with student population. The region has made definite and fruitful inroads with Cincinnati PS. Trying a number of different methods to create effective support structures for community schools. (E.g. Networking to talk about common needs and structures.) All efforts are geared to meeting the needs of students, whether in districts, career centers or community schools. Region has very strong assistive technology services. Secondary transitions and parent engagement is also a strong suite.

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

IDEA Funding Amount: \$2,133,830.00
SPoC Response: Region 13 shows a disproportionately large discrepancy (6.5%) between hours worked and allocation of dollars. One plausible reason is that we work in groups of two to provide support to LEAs and, in some cases, each of the consultants reported the meeting time in TRAC. Each is passionate about his/her work. For local accountability purposes, they wanted their involvement of time spent with LEAs to be noted. Another plausible explanation is that TRAC entries reveal the same time allocation for several entities, which would appear that additional hours were spent, when, in fact, several entities received PD and/or TA for a common time period. Thirdly, a review of the data indicates that several consultants recorded actual time worked rather than the paid work day of eight hours. Finally, it should be noted here that our ESC partners do not enter work in the TRAC system. Their time and effort go unrecorded but their collaborative involvement in our work to improve outcomes for all children is invaluable!

Regional Mgr Response: Refer to #2 above.

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

SPoC Response: Investigation of individual consultant TRAC entries shows a lack of consistency with the reporting of the TRAC data, a lack of understanding of PPS definitions, and changes of PPSs during the year that were not clarified for the SSTs. Refresher training in data entry will be provided in August to strive for greater reliability.

Regional Mgr Response: Lack of consistency with tracking.

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:

An annual regional needs assessment is conducted and to the greatest extent possible, regional PD is offered to meet identified needs. Collated data from CCIP Needs Assessment indicated regional needs for Research-based instructional strategies, Assessments, Meeting AYP for targeted subgroups, Curriculum, Parent Engagement and Early Learning Services. Collaboration meetings with our ESC partners occurred to determine focus for regional PD. Instructional-related PD was provided primarily by ESCs. Thirteen Regional PD events were offered around the OIP. In the area of EC, approximately 40 PD trainings were provided. Additionally, with the focus on SPP compliance this year, 27 large group trainings and 20 small group networking/peer review-sharing sessions were held around the SPP indicators; with TA follow-up provided on an as-needed basis. Trainings presented by the SPDG regional training team were opened up and made available to all LEAs in our region. Our regional partners frequently requested that trainings occur in each of the four counties. Whenever possible, resources were leveraged to provide larger group presentations. 2200 participants attended compliance-related trainings this year. Twelve SPDG-related trainings were offered this year and 193 participants attended these targeted, focused PD events.

Regional Mgr Response:

Yes! The Region is very strong at compiling data on needs for PD. Accomplished through an annual needs assessment and review of all CCIPs. Particularly strong at assisting ESCs and individual districts with identification of PD needs in conjunction with OIP for staff working with SWD.

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 the LEAs in high, medium and low support status, under the differentiated accountability model have an SST internal facilitator. In all cases, external facilitators work closely with the internal facilitators to build their capacity to sustain systems change work in their LEAs. SST external facilitators work directly with internal facilitators in the high and moderate support LEAs while our ESC partners work with the LEAs in low support. One exception is a high support community school in Warren County, where the WCESC has indicated that they will provide the sole facilitation around the OIP. The WCESC internal facilitators have attended most but not all of the required OIP trainings. The SST facilitators have a high degree of preparedness to facilitate the OIP through their attendance at state required trainings with additional training support obtained during monthly SST meetings. SST external facilitators indicate that internal facilitators are working hard to learn the tools and resources available to them. They vary in their preparedness to facilitate the OIP from very prepared to not as prepared as they would like to be. All have communicated the challenge that exists in the change process. SST consultants have indicated a need for additional training in the change process and strategies to help LEAs move away from short term compliance actions to long term systemic change.

Regional Mgr Response:

100%. Work closely with ESCs for support to low DA districts. All facilitators are OIP trained. SPoC believes there is a need for continued work and development on measuring impact on changes to adult behavior related to student achievement, and systems for monitoring – beyond IMM.

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:

Community Schools: As stated above, The SSTs in Region 13 worked closely with a HCESC project lead that provided specialized support to community schools this year. Many of the community schools internal facilitators embraced the work and believe they are making progress in effective, results-oriented changes. Some of the community schools in our region indicate that their management company forbids them from accepting support from the SSTs. It would be helpful to determine productive strategies to work with sponsors, schools and management companies in order to improve outcomes for all students.

Urbans: Building strong relationships with the LEA is paramount to working within the context of the LEA to provide specialized and differentiated support. Being able to integrate SST work with other major external partners while understanding the intricacies and complexities of the organization is critical to the success of the LEA.

Regional Mgr Response:

Urbans like Cincinnati are very complex, independent organizations. Region has worked hard at developing strong relationships to gain access.

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:

The SST will work within the SSoS to leverage resources to adequately meet the needs of LEAs as determined by differentiated accountability and compliance requirements. The SSTs maintain a moral imperative to do whatever it takes to improve outcomes for all of the children in Ohio. To ensure that children continue to benefit, some possible services include:

- Leveraging regional resources and collaborating with ESC partners to provide specialized OIP and IDEA related assistance to LEAs
- Providing large group PD sessions with follow-up peer review opportunities to LEAs
- Using on-line and other technology tools to provide assistance to LEAs
- Obtaining grant opportunities to assist LEAs in meeting their needs
- Encouraging all LEAs to attend SPDG trainings during its last year of the grant in an effort to continue the OIP's cycle, regardless of the delivery method
- Collaborating across regions to leverage and share resources
- Building the internal capacity of LEAs and related entities to sustain the work with a high degree of fidelity

Regional Mgr Response:

Good thoughtful and forward thinking as it relates to providing services in a changing environment.

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:

“Education must transform if children and our communities are to thrive in this century of constant change and global competition. What shape should that transformation take?” (Transform Ed) That is the question that Region 13 will focus on next year. Helping LEAs continue to monitor their change in practice for fidelity and sustainability will be one focus. Another focus will be to support the ODE and the ESCs in improving reading and math performance outcomes for all children. The following recommendations are based on feedback from LEAs in support status in Region 13 and from our communication with ODE:

- Work with LEAs to understand the importance of doing what it takes to ensure that all students are learning at high levels of engagement and support
- Ensuring that all LEAs meet the Part B and EC targets
- Providing PD around developing a master schedule to ensure core instruction for all children at critical instructional times during the day
- Providing support in the area of co-teaching
- Continuing to support an RtI framework for all children with emphasis on the core curriculum
- Creating and making available exemplar videos showing teams of teachers in our region integrating and using the Ohio 5-Step process
- Responding to and assisting ODE/OEC with compliance tasks
- Assisting LEAs in ensuring sustainability of their improvement status.
- Working collaboratively with ESC and other partners to share resources and propel the work forward

Regional Mgr Response:

Region 13 functions at a very high level. Pursuit of the above will continue to improve an already effective Region.

<p>SPoC Signature: <i>Vikki A. Clemons</i></p>	<p>Date: 6/1/2011</p>
<p>Regional Manager Signature: <i>Rick E. Fenton</i></p>	<p>Date: 6/1/2011</p>