

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

Regional Information

Select Region: Region 14	Date: 6/2/2011
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Other Attendees: Tony Long	

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 receives OIP, Early Learning and/or Special Education Support?

SPoC Response:

Region 14 has eighteen school districts; three ESC's and serves five counties. Over the course of the school year all eighteen districts receive professional development and technical assistance service, depending on their identified needs, from the State Support Team, as well as from their respective ESC's.

FY 11, 100% of LEA's identified as needing support through the Differentiated Accountability System, received external facilitation. In addition the SST and ESC's provided external facilitation/resources and support/professional development to all other districts in the region implementing OIP.

Several OIP training events were offered to all districts implementing OIP, by the Regional Training Team (two SST members, one SOESC member and one BCESC Member) with most of the trainings occurring regionally. District participation was excellent, with follow up technical assistance provided by the external facilitators.

100% of districts identified by OEC and ELSR as needing technical assistance due to SPP indicators were provided assistance. In addition, all districts had access to professional development and technical assistance related to areas specified in the FY 11 Performance Agreement: Specialized Work.

Technical assistance and support was provided to the two districts in Region 14 that had on-site reviews and these districts will receive continued support throughout their development and implementation of CAP's. OEC feedback received during the on-site reviews has also been used to develop training for regional special education administrators, school psychologists and SST and ESC Personnel.

Regional Mgr Response:

The SST and the regional ESC's have worked cooperatively to meet the needs of all districts in the region. As stated above, the SST and the ESC's 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

SPoC Response:

The allocation of hours is relatively commensurate with DA status, LEA profile and the number of preschool children, but also reflects identified needs of the districts: all eighteen districts in Region 14 have identified a need to improve the performance of students with disabilities, including the two districts that are rated “Excellent with Distinction.” While performance of students with disabilities, as measured by state assessments, has seen some improvement there continues to be a significant gap between the performance of students with disabilities and their nondisabled peers at most grade levels in all districts.

The SST has allocated significant SST staff time and resources and has contracted with our three ESC’s to support districts through the OIP process as one of our strategic efforts to improve SWD performance. We believe that the number of hours dedicated to this work, as well as the work to support district improvement in the area of special education compliance is appropriate, given our districts’ needs.

A district by district comparison of service hours provided reflects that the SST provided the most OIP support to the district identified through DA as the most in need. All low support districts received a significant amount of support, although the amount of support provided was affected by the capacity of the individual districts to implement OIP independently and the district’s interest in receiving assistance.

All districts in Region 14 received a significant amount of special education assistance (90 hours +) and one district receiving/requesting the least amount of service is a district that utilizes their ESC Special Education Consultant on a regular and on-going basis.

Note that SST Consultants meet five times per year with district special education administrators, as well as school psychologists as a group and also provide technical assistance and training at the regional, county and local levels to support both district special education compliance and performance improvement.

In the area of early childhood, all districts were offered access to professional development/technical assistance and were encouraged to utilize the resources available to them through the EC staff. The Consultants contacted all primary building principals and met with them individually or in groups, in order to encourage the use of ELSR tools and resources. In addition training on ELSR information has been provided to our RSST on a monthly basis in order that regional consultants can support their districts.

Regional Mgr Response:

The data as reported to the SST from the Baseline Survey does not reflect the time the region’s ESC partners spent with districts in providing OIP services to the high-medium-low support districts. SSTs were required to report their time spent in technical assistance to districts, but ESCs were not required by ODE to report this time. (ESC personnel in Region 14 did provide TRAC information to the SST, for any time that they spent in OIP facilitation and for time spent in the provision of pd directly related to OIP.)

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

SPoC Response:

Region 14's level of support is consistent with the number and types of student population within Region 14. Of the approximately 34,000 students in Region 14, 13.94% have been identified as disabled. All districts within the region have indicated a need to improve the performance of students with disabilities. Region 14 SST has provided or offered to provide support to all districts within the region in the areas of OIP, special education compliance and performance improvement, through SST personnel or through contracts with our ESC's.

SST Consultants have reviewed SPP data, as well as other regional special education data, discussed the possible over identification of students with disabilities in Region 14 with district special education directors, school psychologists and in some districts with superintendents.

SPP data, as well as regional performance data for students with disabilities was shared with the RAC School Improvement Subcommittee for consideration and their input in regional planning.

SPP data, student performance data and the Profiles were provided to OIP training participants and used in training activities.

In collaboration with our ESC's and with district leadership we have planned and will hold training for administrators (August, 2011) that addresses several relevant topics, including co teaching, as well as special education law. A predominant theme of the August conference with administrators is "educational practices that support and improve the performance of students with disabilities." This year's conference will focus on improvement of math performance for all students, but especially students with disabilities. Follow up will be provided by SST Consultants.

Our Early Childhood Consultant and Early Literacy Consultant have provided/offered to provide ODE approved training and technical assistance to all schools and other entities providing preschool services. They have analyzed KRA-L and other regional early childhood data and provided training for district personnel (at the DLT, BLT levels) regarding data analysis and implications of the data.

In addition, the Early Childhood staff, in collaboration with Southern State Community College, are providing an early childhood conference for regional educators that will address areas of need of the districts and other entities.

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

IDEA Funding Amount: \$950,928.28

SPoC Response: The estimates of hours allocated to the work appear to be generally proportionate to the funding allocations. Region 14 staff are provided with their funding percentages and asked to tailor their levels of performance agreement work to the funding allocation source(s). TRAC data is analyzed monthly to insure that allocation of hours is proportionate. We endeavor to integrate the work whenever possible and to collaborate with our ESC partners in order to avoid either duplication or gaps in service.

Regional Mgr Response: As stated in the chart: Percent of \$ Allocation and Total Hours by Region, Region #14 was noted as having hours generally commensurate with their funding allocations.

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

SPoC Response: NA

Regional Mgr Response: As previously stated, the hours reported on the Baseline Survey does not include the hours (TRAC) the region's ESC partners spent on regional work related to the Performance Agreement. In addition, the numerous hours of PD as reported in STARS are also not included.

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

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:

Region 14 has one district in medium support that has an Internal Facilitator assigned. The Internal Facilitator was appointed at the end of last year, has attended state OIP training, most of the OIP Training this school year and has developed skills necessary to facilitate the OIP work of the district. In addition, this district has hired a veteran OIP External Facilitator who is joining their staff in July. She will also serve as an Internal Facilitator for the district beginning in July.

All other districts implementing OIP in Region 14, including those identified as low support have at least one internal OIP facilitator assigned by the district. In most cases district internal facilitators have participated in regional OIP Training and are motivated and skilled to support district implementation of the OIP process.

The Regional Training Team is providing OIP training in June (June 3 and 9 and June 22 and 23) for new Internal Facilitators in order to build capacity of those individuals to support their district's improvement work.

Most districts in Region 14 have experienced significant fiscal concerns and many districts have downsized staff and have changes in district and in some cases building leadership. The impact on school improvement, of these concerns and changes is not known at this time.

Regional Mgr Response:

As stated in the Baseline Survey, all priority districts have assigned internal facilitators.

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:

There are no urban "21"/ Ohio "8" districts within Region 14. While there are students from our region who attend virtual community schools, there are no community school sponsors or management companies or no "bricks and mortar" community schools in our region, so Region 14 SST has not provided services or worked with any community schools to date.

Regional Mgr Response:

The SST is ready and willing to provide services if needed in the future.

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.)

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:

Uncertainty about GRF funding has led to significant difficulty in planning for 2011-12. However, Region 14 SST works closely with the ESC personnel to provide services to meet the needs of our districts and plans to continue that collaboration. If at all financially possible we will contract with the three ESC's to provide support and technical assistance re: OIP in as many districts as possible and based upon their DA determinations and their actual levels of needed support.

Our history of RSST (SST and ESC) shared meetings, communication and shared planning will be built upon in order to continue the development of our regional capacity to support our districts and to improve outcomes for district.

GRF funding is needed to fund SST and ESC work in the area of OIP support and technical assistance.

Although we will move to new methods of providing this support--possibly to groups of districts rather than single districts resources will be needed to do this.

Through the state system of support we have been able to build Region 14's capacity and relationships to support and assist districts to implement OIP. Given the fiscal challenges facing our region and the fact that OIP is still in its early stages of implementation (our most veteran district will be entering year 4 in the coming year), we will require support from ODE.

The ESCs in Region 14 have been very supportive of the OIP and of efforts to improve performance and compliance as well as early childhood programs and services and have allowed designated members of their staff to attend monthly RSST and SST meetings and have provided OIP facilitation to local school districts. Flat funding of IDEA funds, along with the additional \$70,000 directed towards early childhood services, taken in concert with the economies and cost savings that we are implementing in Region 14 and building on the relationships that have already developed should be able to provide all of the HQ/PD and technical assistance required by the new Performance Agreement, as long as we focus on providing technical assistance and training and partner with the ESC's for more direct support of districts' implementing OIP and capitalize upon our districts' capacity to provide their own internal facilitators and already strengthened structures

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 region's ESC's have been extremely supportive of the process and willing to provide this assistance, but with increased work on the ESC's 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:

The SST and our Regional Partners "tasked out" all Performance Agreement work for FY11. We reviewed our efforts to complete strategies and action steps quarterly and felt this work was helpful to ensuring that the work was focused and shared to the extent possible across our Region 14 SSOS. We will need to follow a somewhat similar process with our FY 12 Performance Agreement.

To some extent we have used web based and IVDL technologies to share information and save time. We will need to continue to improve our use of online resources and technologies to increase our efficiency and our communication across the region.

Improvements to TRAC would be helpful and as would some additional guidance from ODE to enable the regions to be as efficient as possible in our use of TRAC/STARS to document work.

I am pleased to see that the Performance Agreement focuses on outcomes, which will hold everyone at each level of the system accountable for results.

Prioritizing the Region #14 needs for 2011-12:

1. Fiscal support for the SPoC, Support Staff, and Operations
2. Support for the Regional Training Team (RTT) to provide training and to build capacity of the ESC and BLTs/TBT's.
3. Support to provide "group" OIP TA/support.
4. Support to provide individual TA/support to specific districts/schools/teacher teams.

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 TBT's 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: