

9) Redistribute and provide services (includes priorities from question #10):

The SST through the Performance Agreement for Ohio's State Support Teams has created the following model for working with ESC's and LEA's in the region. This model will distribute services based on priorities of need in the areas of Ohio Improvement Process Plans, identified needs for districts around Students with Disabilities and Early Childhood/Early Literacy requirements. The model intends to collaborate with Educational Service Centers to maximize the efforts of support for districts identified through Differentiated Accountability, State Performance Plan and Annual Yearly Progress measures. In addition, The SST will continue to provide required services around compliance rules and policies for IDEA Part B and Early Childhood Education for all LEA's in the region.

The SST 16 has developed a tiered model for defining level of support and services. The priority list of LEA's will be established based upon district evidence in one or more of the data sets including; Differentiated Accountability calculations, SPP indicators and trends, Percentage of SWD students, SWD vs. All Gap in proficiency, Years in District Improvement Status, # of buildings and years in SI. The three levels of priority will be determined according to evidence from the following areas of consideration but not limited to:

- **Intensive Priority**- Assignment to this status is based upon Differentiated Accountability calculations and State designated levels; Years the LEA is in District Improvement Status; number of buildings in SI; Number of subgroups not meeting AYP; significant gap between SWD and All student subgroups; Trends and values of SPP indicators not being met or declining. LEA's determined to be in this status of support will receive intensive support from the SST. This intensive support around the OIP Plan and Students with Disabilities is intended to build district capacity in the LEA's efforts to improve student achievement and adult implementation of *research based instructional practices, structures and frameworks*. **High Priority** district services will include a high level of TA and support for the DLT, BLT's and TBT's teaming processes. In addition, the SST will provide TA/HQPD (compliance, RTI, PBIS, LRE, CEIS, etc.) support for maintaining focus on the LEA OIP plan strategies and collection of evidence for adult and student indicators. Provide TA pertaining to the implementation, progress monitoring and feedback around the district/building OIP plan.
- **Targeted Priority**- Assignment to this status looks at the district data in one or more of data sets including; Differentiated Accountability calculations in moderate range with regard to the state designated levels; LEA being in District Improvement Status for not more than one year; number of buildings in SI; gap between SWD and All student subgroups; Trends and values of SPP indicators not being met or declining. **Targeted Priority** district services will be limited but will include periodic monitoring, TA and support upon request for the DLT, BLT's and TBT's around teaming processes and progress measures. In addition, the SST will work in collaboration with the region ESC's (where available) to provide limited TA/HQPD (OIP process, RTI, PBIS, LRE, CEIS, etc.) support for maintaining focus on the LEA's OIP plan strategies and collection of evidence for adult and student indicators strategies.
- **Low Priority** - Assignment to this status is for those districts that may meet one or more of the following; not in District Improvement Status and has one or fewer schools in SI status based upon SWD subgroup. These districts will receive TA/HQPD services in collaboration with ESC's on a more general regional service model. **These LEA's will be invited to regional meetings (LDC, Psychologists, Supt., Prin., TBT leaders, IF's) pertaining to common regional issues including updates and modifications of the OIP, HQPD around instruction and Ohio 5 step processes.**

10) The Region 16 SST provides support to the 8 county area of Athens, Gallia, Hocking, Jackson, Meigs, Perry, Vinton, and Washington counties. It is a rural region of 24 districts and one community school covering 3706 square miles that serve students in grades pre-K thru 12, 4 career technical centers, and includes 5 educational service centers (ESCs). In addition, the SST provides Special Education and Early Learning support to Monroe and Morgan counties. During FY 11 support for the Ohio Improvement Process (OIP) was provided directly by the SST(18 districts) or in coordination with ESC's (4 districts) for 24 districts in the region. Others were invited at every opportunity to participate in regional trainings and presentations. With our present number of SST members and limited available ESC services, it will be very challenging to meet the region's growing needs and services required as set forth in the State Performance Agreement.

The FY 11 Adequate Yearly Progress (AYP) data for all 24 districts supports that our biggest concern for FY 12 will continue to be students with disabilities (SWD). As a result of federal NCLB and SI guidelines, 7 districts will again be in DI status and another 11 districts will have at least one building in SI status for the SWD subgroup. This accounts for no less than 18 districts not meeting AYP for the SWD subgroup. In our region, we have 56 buildings with less than 30 students in their SWD subgroup and of these 28 did not meet AYP for reading and math and are therefore not reflected in Differentiated Accountability. In the area of students being identified in the SWD subgroup, our 8 county region has a percentage (18.5%) of SWD students compared to the state average (15.0%). This places Region 16 as having the highest percentage of SWD students in the state. With the increase in AYP targets for the FY11 school year, it can be anticipated that a growing number of schools and districts may not meet AYP for the SWD subgroup.

A second area of concern is around the Economically Disadvantaged (ED) subgroup. With a difficult economy and an increase in the unemployment rate, districts are seeing increases in the number of students being identified in the economically disadvantaged subgroup. Currently, 14 districts had buildings that failed to meet AYP due to the ED subgroup. As the AYP targets for reading and math increased this year, it can be projected that the number and status of schools/districts in SI for the ED subgroup could very much increase.

In conclusion, all twenty four (24) districts in our region are involved the OIP. At this time, all are in stage 3 and many have moved into the stage 4 evaluation process. Our work next year will really be focused on fidelity to the district OIP plans around SWD and other subgroups, monitoring level of implementation of plans, accuracy around collection of data/evidence, feedback and finally TA/Support to the various levels of teams (DLT, BLT, TBT). Our prioritizing the districts and work to be done is paramount to our being successful. Reduced district/state funding and lack of available highly qualified personnel from most ESC's will add to this challenge. We will maintain the focus around developing district and regional capacity, improving student achievement and adult implementation of researched based practices. Emphasis will be upon improving the results for students with disabilities.