SY2010-11 PERFORMANCE AGREEMENT PLACEHOLDER DATA ANALYSIS AND INTERPRETATION

Regional Information	
Select Region: Region 16	**Date:** 5/31/2011
SPoC: Howard Martin	
Regional Manager: Forest Kuhn	
Other Attendees: N/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 receives OIP, Early Learning and/or Special Education support?

SPoC Response: Twenty of the Twenty-four districts in our region are identified under DA. Of these 100% received OIP Support. The remaining four districts not identified under DA still received services through Regional Training Team PD and Internal Facilitator Supports. Of the 24 districts 100% received Early Learning and Special Education Services. Note: 1 community school was identified late this year as operational. No DA priority.

Regional Mgr Response: The SST has done an excellent job in providing services to all of their identified districts in the OIP, Early Learning, and/or Special Education. At the present time there is little ESC capacity at most of the regional ESCs that would provide additional services to districts and not to stretch the SST beyond their limits.

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: Service is designed to support districts in High, Med, and Low with intensity as appropriate. Hours generally reflect this. District capacity (internal fac.) is considered. Relationship of Moderate to Low Is skewed by lack of capacity in our ESCs to support the work has resulted in extremely heavy facilitation loads. All districts received services supporting IDEA Profile according to need at a 100% level. Pre-school services were delivered to all with manner of service supported by existing structures and local coordinators.

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 districts. Although as stated above, the capacity most of the ESCs have to provide these services is limited. The work load on the SST staff is extremely high because of the lack of ESC capacity to assist.

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

SPoC Response: Additional staff were assigned to our City Districts due to numbers of students, buildings and teachers. Heavier involvement of Special Ed Consultants where OEC priorities for SWD subgroup were established.

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 the districts not meeting AYP. The additional regional work was planned as per the required work of the Performance Agreement.

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

IDEA Funding Amount: $909,485

SPoC Response: The summary charts provided would indicate that our region provided a higher level of hours of service in relation to our funding levels. The regional staff have significantly high workloads.

Regional Mgr Response: As stated in the chart: Percents of $ Allocation and Total Hours by Region, Region #16 was noted as having hours by function that exceeded the State average hours or the State average $ (funding allocation).

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

SPoC Response: The region covers just under 4,000 square miles. This results in more hours required in order to deliver on-site services. Travel times can exceed 2-21/2 hours one way to reach several of our districts. ESCs have little capacity to assist in the delivery of services.

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. In addition, the numerous hours of PD as reported in STARS is 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?

SPoC Response: The SST constantly reviews PD needs and plans in our districts. PD is provided in multiple locations in our region in the areas identified. Ex. – Early Childhood LRE. Positive Behavioral Supports, Co-Teaching Instructional strategies. Literacy Series, OIP structures and supports, GPS/IEP Training, Leadership development.

Regional Mgr Response: The PD scheduled by the SST is based upon the individual district needs. Under the direction of the Single Point of Contact and the Special Education Contact the SST has continued the very successful Local District Coordinator (LDC) group. From this group of district special education administrators, further discussion of district PD needs occurs.

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: Nine of our Ten medium and high districts have internal facilitators (90%) The final district dropped an IF due to fiscal condition. Effectiveness of IFs varies significantly from highly effective to ineffective. Reasons for ineffective capacity include Lack of authority or Supt. support, time, competing responsibilities, job changes etc.

Regional Mgr Response: The above explanation shows the need to continue the work of the Regional Training Team (RTT) for 2011-12.

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: This question can be better answered by others as we have only 1 community school which we understood to be closed. We have been able to determine that it is now operating and plan to include it in planning for next year.

Regional Mgr Response: The SST does plan to involve their CS in all relevant TA/PD activities for 2011-12.

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: **Please see the attached file!**

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 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: **Please see the attached file!**

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: 5/31/2011
Regional Manager Signature:	Date:5/31/2011