

SY2010-11 PERFORMANCE AGREEMENT PLACEHOLDER DATA ANALYSIS AND INTERPRETATION

Regional Information	
Select Region: Region 3	Date: 6/1/2011
SPoC: Michele Gaski	
Regional Manager: Margaret MacLearie	
Other Attendees: James Rohlik, Director of Special Education; SST – 3 Transition Team Members: Cathy Laforme, Patti Porto, Ross May, Candi Hazelwood, Terri McIntee, Kathy Jillson and Elaine Banks	

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: 43 districts and community schools were identified for SST3. 18 out of 19 identified districts were served (95%). 7 out of 24 identified community schools (29%) were served. (Refer to the spreadsheet for additional information regarding amount of specific services (OIP, Early Learning and/or Special Education.)

Regional Mgr Response: The SST has put in place a Transition Team (TT) that meets monthly for shared planning. The TT has worked cooperatively with the administrative team to develop the response to the site visit questions. This is an example of SST shared leadership that ODE may want to consider as a model for other regions.

This year the region has made a concerted effort to serve all identified community schools (CS). The strategies (ex personal contacts, letters, e-mail, separate PD, inclusion in TBT and BLT PD, etc) have had limited success. The CSs remain a challenge for the region.

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: The SPoC/Spec assigned consultants and made contact with all 43 districts and community schools (CS) identified for support. Professional development and a training plan that focused on the Ohio Improvement Process were offered in early fall. Many of the high support districts and CSs, the medium support and many of the low support participated with the SST in professional development, technical assistance and ongoing embedded support. Some of the designated high support districts/CSs declined the opportunities presented to them. Because of that, the documentation of hours indicated less time spent with several of the high support districts/CSs than some of the low support.

Regional Mgr Response: The region has a structure to monitor facilitator assignments and made assignments based on knowledge and skills, level of district need, existing relations and attempted to balance the time available.

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

SPoC Response: Intensive support was provided to six districts, Cleveland, Cleveland Heights/University Heights, Euclid, Olmsted Falls, Parma and Warrensville because of intensive needs in the area of services to students with disabilities (SWD). Additional districts and CSs received varying levels of support for student populations as needs were identified. An analysis of the support provided indicates that some districts and CSs could have benefited from additional support for particular student populations, especially SWD.

Regional Mgr Response: The region has piloted a model with the support of OEC, to embed staff in high need districts and recognizes the importance of continuing that working relationship to refine strategies.

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

IDEA Funding Amount: \$2,563,524.79

SPOC Response:

The data used by SST 3 consultants was based on TRAC data entries. Consultants do have other data to report such as logs, phone entries, etc. It is our preference that in the future the data to be analyzed be established August 1 of each year so we can plan accordingly. This will also assist in standardizing the data reported across the state to some degree.

It appears that the data illustrated is limited in that if a team of consultants are providing service to a district, it is only counted as one event. There seems to be confusion as to how this data was tallied.

Refer to addendum for additional services provided by Early Learning Literacy Consultant.

Many consultants serve on statewide committees such as Autism, SAPAC, TBI, Design Team, Assistive Technology, Evaluation Committee (Performance Agreement), Parent Lead, Youth and Young Adults in Transition, Striving Readers, and SPP Profile.

It is important that the consultants stay abreast of current issues and trends facing our field. Much time is devoted to professional growth and development to acquire new skills and knowledge to better serve our districts.

Consultants work as a Consultant Based Team to implement our tasks as outlined by the performance agreement, monitor our progress and evaluate our work to date in order to inform our future work with districts.

Regional Mgr Response:

The region recognizes the need to predetermine a common set of data to be collected statewide. Regions may have reported the same data in different ways. SST #3 currently in the process of changing culture in districts, and have many districts in this region poised to make the structural changes necessary within their district. The SST recognizes the increased accountability based on data and an increased focus on results outlined in the Performance Agreement expectations, and welcomes that change.

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

SPoC Response:

Being a large metropolitan area, SST3 has districts and CSs that have a significant need for support to improve outcomes for their students. In addition, we have more districts and CSs than many other regions. This makes it difficult for our staff to cover all of the needs.

In some of the high support districts and CSs, such as Cleveland, East Cleveland and Maple Heights, the district leadership has declined to participate in professional development, technical assistance and other facilitated improvement support, despite considerable efforts made by the SST.

It is believed that some of these districts do not fully realize the consequences of NCLB and their participation in Differentiated Accountability. The message regarding consequences from the Ohio Department of Education has not been fully received by many districts.

Because of the large influx of ARRA, RttT and school improvement funds, many districts have chosen to bypass the services and supports of the SST in favor of more expensive services from private vendors.

Because of long standing relationships of the SST that started in the early SERRC days, many of our districts have requested considerable support from the SST and the ESC to develop their Ohio Improvement Process, expand early childhood services and enhance the instruction and support that they provide to students with disabilities. Thus, some of the lower support districts have greater numbers of hours from the SST staff.

When SST3 staff calculated their hours for this report we only counted hours directly spent supporting individual districts. When there were multiple districts present at a professional development event, the district hours were not counted. In many cases, districts met many of their professional development needs through their attendance at regularly scheduled ESC/SST regularly scheduled activities.

Regional Mgr Response:

There is a need to develop a process to collect early learning data from the wide EL community served. The challenge continues to be with districts that are not implementing school improvement efforts beyond compliance with limited accountability. The region has limited leverage, and the same conversations continue.

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:

At the beginning of each year, the SST looks at the CCIPs of each of the districts and CSs in the region, as well as other data about the districts including test scores, attendance and graduation rates. This information is summarized and priorities for professional development and technical assistance are developed by SST subcommittees. The districts in Region 3 tended to identify in their CCIPs the following topics for support: Common Formative Assessment, Positive Behavior Intervention and Supports, Research-Based Instructional Strategies, IDEA Compliance. SST3 has met the district and CSs needs by providing ongoing professional development, technical assistance and embedded support.

Regional Mgr Response:

PD needs were prioritized and aligned to the district and building plans. The region has worked to leverage resources with Cleveland State University; with other SSTs: early learning (2,4,8), parents (4,2), RTI (2), low incidence (2,4,5,8,9); ESCs (Geauga, Lorain, Cuyahoga); OCALI; and the Ohio Coalition.

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:

Seven of 7 districts in high-medium need have internal facilitators. Of the 19 high-medium need CSs, most reported that they had internal facilitators provided by their management company or sponsor, although we were not able or account for this group of internal facilitators.

Based on SST observations, internal facilitators have been working on understanding the Ohio Improvement Process and methods of facilitating interactive functioning. However, not all of the internal facilitators have the knowledge, skills, or leverage to provide leadership for effective district work.

The position of the internal facilitator in the district is not always consistent with the roles and responsibilities needed to perform the IF job.

In some cases, the internal facilitator does not have the control of the CCIP process or a working relationship with those that do have the control. The internal facilitator may not be able to use these tools and processes effectively for the Ohio Improvement Process.

The internal facilitators seem to understand the Ohio Improvement Process stages 0-1, which are the more concrete processes with relatively structured protocols. However, planning is still a difficult process for many district personnel. Implementation of planned activities frequently requires a significant culture change for many of our districts and moving through that part of the process has been difficult. Few districts have experience with monitoring and evaluation. They continue to require significant support to design and implement monitoring and evaluation systems.

Regional Mgr Response:

The region considered district capacity and existing relationships when providing support for TA and PD.

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:

Consideration needs to be given to the size, demographics and diversity, based on the uniqueness of the specific population and comparable urbans and CSs throughout the country, specifically the economic demographics on which the cities were built and developed over time.

- More resources proportionally should be designated for the large urban districts and areas with many CSs.

Regional resources need to be prepared to provide ongoing and embedded PD and TA on working with students in poverty and/or diversity for teachers and administrators.

There is considerable turnover of staff, teachers and administrators in CSs and urbans and, therefore, PD and TA must be continually cycled to give all staff opportunities to participate.

Large urbans, such as Cleveland, and CSs do not always have positive histories working with ODE. Considerations, connections and explicit communications need to be made to encourage these districts to participate in improvement efforts. Local relationships might have to be emphasized.

Any regional support system must be aware of the unique needs of large urban districts and CSs and must be prepared to modify processes and protocols to address the needs.

Regional Mgr Response:

The region has worked to integrate OIP into existing strategic plans: urban (ex Academic Achievement Plan) and/or related initiatives (ex corrective action plans: SIG). The region continues to consider internal capacity, the administrative structure and levels of authority when engaging with urban districts and CS.

The SST is providing TA to build capacity (urban) within the BLT leadership, supporting the building plan review/revision process and to provide aligned PD. This may be a model for ODE to consider in other regions.

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:

Explore and examine ways to better coordinate services and supports with the local ESC.

Explore and examine ways to better coordinate services and supports with other regional entities including universities and other PD organizations

Explore collaborative arrangements with other ESCs.

Continue to examine regional needs for support and design specific professional development that is offered to targeted districts. Acknowledge expertise within districts in the region and co-design and present PD in collaboration with identified experts.

Collaborate with identified personnel providing support to districts through federal grants, projects and corrective action plans.

Better coordinate our early childhood services to work with districts to identify and support early learning organizations in their geographical regions.

Regional Mgr Response:

Evidence and responses identify a clear understanding of the expectations outlined in the Performance Agreement. There is evidence of systemic thinking in PD planning and alignment of resources.

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:

After working together for several years on becoming an integrated, cohesive and aligned team, the SST3 consultants have established a foundation for adaptive problem solving, planning, and implementing that effectively supports districts.

SST3 has successfully implemented the regional training model for PD, which has strengthened the regional capacity to support districts. A continuation of a regional training model that is coordinated with other regions seems to be a critical component for sustaining current improvement efforts.

The focus of regional efforts to put in place a systems approach to continuous improvement, and away from an individual consultation approach, has improved the capacity of the SST to assist districts to develop processes and organizational design elements for their continuous improvement.

The work of the SST3 during the last couple of years has provided the infrastructure for districts to align their systems. Now they are better positioned to aggressively design and implement an instructional framework that changes classroom practices and improves outcomes for all students.

Regional Mgr Response:

Regional Mgr Response:

The SST recognizes the additional FY11 fiscal support provided through regular meetings with the RM based on needs identified from the FY10 FER. The SST found the assistance to be positive and would appreciate some level of support to continue into FY12, perhaps quarterly.

The region recognizes the need to continue to work together with ODE to impact the school improvement efforts within the large urban districts. Collectively we (SST & ODE) need to figure out what works and what doesn't work.

The consistency of the regional training teams is recognized to have positively impacted the OIP related BLT and TBT professional development activities.

The use of current research by the regional training teams needs to continue as the SSTs go deeper to hone their knowledge and skills.

The SST recognizes the value of sustaining the OIP as a mainstay in school improvement efforts especially in these tightening fiscal times.

The region recognizes the site visit effort of ODE. The use of data to engage in conversations with SSTs related to achievements, challenges and barriers; and to develop strategies to improve the statewide system of support.

The SST appreciates being actively involved in the decision making process early in the design phase and having a voice in the statewide problem solving, project development and decision making (ex SLDT; OEC projects, etc).

The SST suggests ODE may want to consider a PD calibration for all staff due to the staff fluidness throughout the state from ODE to regions to LEAs.

The following addendum offers a more detailed explanation of data that augments TRAC entries:

Early Learning Literacy Specialist:

Additional ELLS Services and Activities:

The majority of the services are with community programs (Head Start, CEOGC, Catholic Charities, and Starting Point)

Major Projects:

- Approximately, 640 hours including prep and travel- actual face to face hours recorded in ECQnet teacher tracker for teacher leaders only.
(This does not include quarterly meetings with them) (Head start, CEOGC, Starting Point teacher contacts and APPLE participants)
- Approximately, 300 hours of time spent preparing and delivering CORE 1 for East Cleveland / 1 at starting point (TRAC)
- A PELL was delivered that was open to all districts – approximately 50 hours (STARS)
- LRE study group (ongoing) 60-80 hrs (STARS) Catholic Charities
- Time for working with protégés for TL project
- Other responsibilities have included ECSR meetings conferences for improvement a book study of Matt Glover, hosting professional development for Cleveland preschool and kindergarten teachers (4 days) with Matt Glover presenting.
- Hosted SST webinar Special Education teacher updates (ODE presented)
- 4 days working on the CORE and PELL revision process with ECQnet

- Attendance at ELLCO recalibration and carried out ELLCO observations approximately 20 hours
- Delivered PD on ASQ-SE 12 hours preparation and delivery

Secondary Transition:

Additional secondary transition services/activities:

Ongoing Meetings [315 hours]:

- ADAMHS Board 16-22 Workgroup
- OSTIG Quarterly
- SST 3 Transition Network
- Regional Transition Councils in SST 3, 4, 5, 8, and 9
- NE Ohio OSTIG Quad
- Ohio Rehabilitation Services Commission
- OEC/SST-STS
- CC Board of Developmental Disabilities
- Cuyahoga Valley Career Center Advisory Board
- Cleveland East Vocational Education Consortium Advisory Board
- SST 3 Family Council
- ODE/SST Leadership

Planning Meetings [205 hours]-collaboration with districts, agencies, IHE, & other transition stakeholders:

- Youth Summit Day (Cuyahoga)
- 10th Biennial Topical Conference (State)
- SST 3 Parent Engagement Toolkit (Cuyahoga)
- NE Ohio College Fair for SWD (Cuyahoga +)
- CEVEC Transition Fair (Cuyahoga +)
- Regional Transition Expo (Cuyahoga)
- Positive Education Program
- Disability Career Day – Notre Dame College (Regional)
- Student Teacher Forum – Notre Dame College
- Eleanor Gerson School Voc Planning (Cuyahoga)
- Transition Workshop Series w/The Arc of Greater Cleveland (Regional)
- Employment Connection (Cuyahoga)
- Department of Job and Family Services

Workshops [72 hours]-(presenter and/or participant)

- Ohio Career Information System
- The Arc of Greater Cleveland Forum
- Social Security Association Forum
- Tools for Today and Tomorrow
- Polaris Career Fair
- Parent Presentation-Euclid
- Wavier Workshop
- CTE Project

- Transition Forum @Fairview Hospital
- Transition Directory updates

These activities only include the meetings' time and travel. Phone and e-mail communication, planning and preparation, and other ancillary activities to make this activities successful are **not** included in the hours indicated.

Family and Community Involvement Consultant/Specialist

Additional FCI hours:

The majority of the services are with families, community agencies and organizations and outreach opportunities through professional development, technical assistance in a variety of modalities.

Major Projects:

- Approximately, **126.5 hours** including preparation, facilitation and follow up:
 - Parent Information Forums
 - Surrogate Parent Training
 - Family Council learning opportunities
 - Outreach training collaborations
- **84 hours** was spent on Parent Engagement activities:
 - Parent Engagement Toolkit
 - Summer & Beyond Fair
 - Agency & Org outreach activities.
- Technical assistance and leadership development activities with Cleveland Metropolitan School District's Special Education Family Support Team – **37 hours**.
- Approximately **473 hours** was spent on statewide/regional and local meetings/conference calls. This time is spent impacting policy that supports students with disabilities throughout the state of Ohio.
 - State Advisory Panel for Exceptional Children
 - Community of Practitioners
 - SST Parent Leads
 - ODE/OCALI Traumatic Brain Injury workgroup
 - ODE/OFCF Family and Civic Engagement
 - ODE/OCECD/PM leadership trainings/meetings

- o OIP trainings
 - o Cuyahoga County Disability Committee & Mental Health subcommittee
 - o SST3 Agency & Org meetings
 - o SST3 Parent Engagement committee
- Between August 2010 – May 2011 offered technical assistance to **789 phone calls** that last anywhere between **5 minutes to 90 minutes** depending of the intensity of the need of the caller. These calls represented calls from parents, family members, educators, administrators and other professionals from the following locations:
 - o Public schools
 - o Community schools
 - o Private schools
 - o Out of county
 - o Out of state
 - o Parent mentors/parent leads
 - o Agency & orgs
 - Between August 2010 – May 2011 responded to **1,020 emails**. These emails represented emails from parents, family members, educators, administrators and other professionals from the following locations:
 - o Public schools
 - o Community schools
 - o Private schools
 - o Out of county
 - o Out of state
 - o Parent mentors/parent leads
 - o Agency & orgs
 - Approximately **168 hrs.** on website updates to both the SST3 & ESC-CC website.

Early Learning:

In addition to hours turned in for high priority districts as of mid April the following are documented: hours to date.

Attendance at Teacher Leader related trainings:	28
ELLCO:	36

LRE Study Groups: Head Start Euclid, Garfield Hts. Child cares-Euclid Supervisor:	62.75
HeadStart/Parma LRE-Inclusion	25
Plan and Deliver Required PD-ASQ-SE, GGG, ECO, etc:	45
Early Childhood: TA/PD, NOS	99
Early Childhood Assist. Tech.	75.25
Early Childhood Agency Meetings	47
Early Childhood Supports including collaboration with ESC re: Services	27.25
InterAgency Agreement Work	15
IMPACT (non district spec)	35
Spec. Ed.Other	57.25
Urban 8	16.5
Data Verification-Spring	12
TA to 14 non priority districts about other topics	30

Additionally, 16 days were spent in EL&SR meetings, 5 in ODE/Exceptional Children Meetings and 3 in OIP meetings,

Kathy Jillson Additional Combined hours Mid April-May	
Cleveland	20
East Cleveland	0
Warrensville	8.25
Maple	0
Bedford	0
Garfield	1.5
Euclid	1.0
Parma	24.25
Lakewood	0
Shaker	6
CHUH	1.0
Richmond Heights	0
South Euclid Lyndhurst	0
Berea	3.5
Olmsted Falls	0
Brooklyn	0
	65.5

SPoC Signature: 	Date: 6/1/2011
Regional Manager Signature: 	Date: 6/1/2011