

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

Regional Information	
Select Region: Region 4	Date: 6/1/2011
SPoC: Tom Stone	
Regional Manager: Margaret MacLearie	
Other Attendees:	

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: One hundred percent of the identified SI districts and buildings received OIP support. All early-learning programs received TA and HQPD facilitated by a very active CORE Team. All districts received TA and PD for special education. Two districts received targeted assistance.

Regional Mgr Response: The region provided varying levels of support based on differentiated accountability and the district needs and priorities.

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: Consultant hours were allocated proportionally to district LEA DA status and the number of preschool children. Districts in SI status were allocated support based upon the number of buildings in the district.

Regional Mgr Response: The allocation hours appeared to be divided evenly in the tracking process due to the manner in which the data was recorded.

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

SPoC Response: The level of support provided was consistent with types of student population.

Regional Mgr Response: The data is consistent with the population served and the level of support provided.

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

IDEA Funding Amount: 936,706

SPoC Response: The hours expended for IDEA work including the 15% for supporting students at risk for identification as children with disabilities was generally proportionate.

Regional Mgr Response: The SST did crosswalk the hours of support with the funding the allocations. Therefore, the hours were found to be substantially proportionate.

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

SPoC Response: Errors in tracking hours can be attributed to the cumbersome nature of the tracking system and complex directions.

Regional Mgr Response: Any misalignment was attributed to unclear directions at the beginning of the year.

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: There are a significant number of districts with similar PD and TA needs. The region has responded by addressing the greatest needs through such PD as Co-Teaching, standards based IEPs, Assistive Tech, Alternate Assessment, inclusive practices, high yield instructional strategies, progress monitoring etc..

Regional Mgr Response: The evidence is based on analysis of the district's CCIPs. There is alignment of resources related to the planned strategies and activities. The region recognizes the need to continue to develop follow-up strategies and assist districts with progress monitoring.

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: The region recruits (we do not assign) internal facilitators. Those people are typically central office curriculum directors of assistant superintendents. These internal facilitators are building capacity but are not ready to facilitate on their own.

Regional Mgr Response: The region continues to work with the high need community school via personal contacts. The medium support district has experienced increasing fiscal challenges this year which have consumed administrative attention. The 2 internal facilitators have very limited ability to facilitate the OIP.

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: Region 4 has no urban district. The one community school, a Summit Academy school, works with their sponsor and Region 2.

Regional Mgr Response: The SST has one community school that works with an adjacent region (2). There are no urban districts located in SST #4.

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 region will provide centralized trainings which will integrate technology based (Skype and phone conferences, for example) facilitates PLCs to continue the work. There will be a steep learning curve for the consultants around best practices for delivering support through the use of technology.

Regional Mgr Response: Due to staff reductions, SST staff has been reassigned to provide the work outlined in the Performance Agreement. The region is considering leveraging resources by combining some specialized services with an adjacent region (5).

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: It has taken time to develop sufficient skills to best assist districts through the improvement process. We are much better at this now. These skills must be used, maintained or lost. Districts make progress with an external facilitator/critical friend. School improvement is a process of first creating change in attitude followed by a systemic change in culture. That takes practiced skills and persistence.
We are going to need training, templates and structure in how to facilitate using a new delivery system.

Regional Mgr Response: With more experience the SST in continuing to develop a strong knowledge and skill base to support regional needs.
ODE may want to consider a system of vetting SSOS exemplars for regions with more limited capacity and resources (time, money and people). In turn provide more universal PD to meet specific needs to close the learning gaps, especially for staff in programs related to SWD. This has a potential to increase statewide consistency.

<p>SPoC Signature:</p> 	<p>Date: 6/1/2011</p>
<p>Regional Manager Signature:</p> 	<p>Date: 6/1/2011</p>