

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

Regional Information	
<b>Select Region:</b> Region 9	<b>Date:</b> 5/24/2011
<b>SPoC:</b> Teresa Purses	
<b>Regional Manager:</b> Margaret MacLearie	
<b>Other Attendees:</b> Peg Deibel,- QL Laurie Langenfeld- SPEC, & Mel Lioi – Fiscal Agent Rep/Asst. Supt.	

### 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:** 90% (37 of 41) of our LEA's in our region receive support from our team for 2 and or 3 of the areas of support. 16 of 18 districts identified with DA status of High, Medium or Low receive OIP support. The other 2 have chosen not to participate. We will need an intervention strategy for the 2 community schools that refuse to participate.

**Regional Mgr Response:** Used data to determine the level of services except in Canton City. Administratively there has been a history of strong “push-back”. Also, there are no teachers on the DLT, and there has been no participation by the district in OIP trainings this year. Remembering that 2 years ago they were a cohort I district. The SST recognizes that it needs to be there more; therefore, in FY11 there has been a concerted effort to build trust and relationships between the SST and Canton. The FY12 plan is to assign one SST staff to be there on-site for TA/PD support as an embed part of Canton's school improvement team. Need to develop a strong intervention strategy for the 2 community schools that refuse assistance.

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:

**a) LEA DA status-** Canton City has moved slowly in this process and we have made significant headway this year. We look forward to more intensive work with them next year. (They pulled out of SPDG and have not participated in DLT nor BLDG ADM training.) The community schools in our region have chosen not to participate despite the numerous invitations. The SPOC has sent a request for input regarding support for next year and will follow-up with a phone call and visit. All other districts have been given DLT, Administrative and BLT training. Many districts have received intensive support from our team.

**b) LEA IDEA profile-** the district profiles drive the time spent in each district; all districts receive the generalized training as required by ODE ( e.g.: GPS/IEP, Transition Training, Alternate Assessment Training, Surrogate Parent Training). Districts then received individualized support based on their SPP indicators (Special Education Procedures and related technical assistance) and other compliance requirements, such as Corrective Action Plan support (intensive PD support in Perry Local Schools).

**c) Number of preschool children-** our numbers on our survey do NOT reflect our work. Our EC consultants worked hard to try to capture their work, after the fact is a true challenge! They do not think of service by districts, they think of service based on ODE requirements for all preschool entities, many of which are not part of a public school system. Many of their trainings were for all districts and preschools in the region, yet they also provided direct support for districts that needed intervention per ODE or needed support based on their observation data. EC consultants entered a number in the category for all districts, and then it was adjusted by ODE because it was so much higher than everyone else's data. Essentially, when Kris divided the 1744 hours of service per district by the number of districts they served, the new number does not accurately reflect the hours of service each district received from our consultants.

Regional Mgr Response:

Used differentiated accountability data and SPP indicators (met/not met) to determine the level of SST services.

The external facilitator (EF) work was based on the prioritized needs of the districts.

The local career center (JVS), RG Drage School has a 31% SWD population a second subgroup of economically disadvantaged. Understanding the value of OIP, the school has attended all the OIP trainings for the past 2 years. With support from OEC leadership the school has built a decision framework (DF). Their DLT/BLT is operational. The FY12 academic goal is improving technical literacy. The ODE may want to consider this school for an OIP pilot for JVS districts.

The preschool programs were served based on data; however, the work was driven by ODE (Office of Early Learning/School Readiness) with often times little or no connection to the SST. There needs to be a direct/clearer integration of the EL/SR work with the balance of the work outlined in the Performance Agreement.

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

SPoC Response:

We have worked to match our support with the district needs; however, some districts permit and welcome our involvement at a much higher level. Certainly, we need to make those districts with more students and greater needs an even higher priority.

Regional Mgr Response:

Used differentiated accountability and subgroup data and prioritized needs to guide the scope of work for the ESC partner OIP facilitators. The Fiscal Agent has a history of collaboration in the area and more automatically considers the internal facilitators as ESC partners. This history of cooperation enhances the SST's ability to leverage human capital.

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

IDEA Funding Amount: If our EC hours would have been accurately recorded, we believe our work proportionality would have accurately reflected the IDEA expectations.

SPoC Response: Our funding is 70% IDEA B and 30% general fund. We were very careful to honor the expectations of those funding streams. Our 100% IDEAB funded staff focused on Early Learning requirements while our SPED consultants provided professional development and technical support regarding special education indicators, strategies and procedures. Other consultants (funded with both IDEA B and GRF) provided universally designed trainings and support for districts to ensure that districts had systematic and systemic processes and procedures in place so that all students would succeed at high levels. The performance agreement baseline data sheet separated OIP and SPED when often times, the trainings or meetings actually supported both. For example, in some districts, culture and environment were identified as needs in the DF. At the same time, they identified that they needed more support for students in Tier 2 and Tier 3. So, the SST-9 offered team training in PBIS that provided both support for culture, environment as well as strategies to support Tiers 1, 2, 3 of the RtI model. This is the type of integrated, universally designed trainings that support teams to work collaboratively to support all students rather than sort and separate them. But we weren't sure how to code this as OIP or SPED or both. Our special education support is fairly consistent across the districts as their special education populations were similar, 14-17%.

Regional Mgr Response: The disproportionate results were caused by the ODE/SST decision to equally divide the raw data submitted. The reporting was changed as a result of the duplication of count. ODE may want to consider methods of collecting data in duplicated and unduplicated counts to form a more accurate picture of results.

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

SPoC Response:                   - We worked more than the 7-1/2 hour day  
                                          - Included preparation time in reporting hours  
                                          - Included regional training time (broke time down by number of trainers/facilitators and number of districts attending)

Regional Mgr Response:       Confusion exists regarding the consistency in the data collection process. The SST recommends for consideration:  
First - the need to ask ourselves what we want to know.  
Second - what is the best way to collect that data?  
Third - need to treat data as a monitoring part of the system.  
Fourth – review the data quarterly with the RM; monthly with the team; and internally weekly with the program/district.  
Fifth- develop guidelines for accurate interpretation of the data.

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

**RM Response:** SST determinations based on a combination of what the DF says, LEA identity on the priority list and what the EF/IF observes.

At the conclusion of each year, the SST examines what worked, what didn't work and what needs to continue based on the direction outlined in the Performance Agreement.

The SST has worked to build internal capacity through PD in RTI, differentiated instruction and Adaptive Schools trainings. Adaptive Schools was a joint venture by the 4 regions (4,5,8,9) in the NE Quad and supported by the QL.

SPoC Response:                   Yes, our professional development was coordinated to serve multiple districts in as collaborative and coordinated ways as possible. Data resources used to develop regional PD included district focused action plans (needs assessments), SPP reports, and early childhood data.

Regional Mgr Response:       Click here to enter text.

6. 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: We currently have 4 districts identified as high or medium districts in DA and 3 of those 4 have IFs in place that we work with. (75%)  
Canton City – Deb Wensel (reliant on external facilitator support)  
Massillon City – Lori Davila (highly trained and well prepared in OIP)  
Orrville City – Shawna DeVoe (highly trained and well prepared in OIP)  
Summit Academy of Canton – has not reported or named an internal facilitator that we know of

Regional Mgr Response: The challenge of Canton's passive resistance was discussed earlier in this report as well as the FY12 plan. The region will continue to leverage resources with regional partners to support the work outlined in the Performance Agreement. The regional culture is one of sharing resources, cooperation and collaboration to achieve goals/results.  
A deadline to accept assistance for community schools would be helpful. Community schools need a clearer understanding of their responsibilities related to school improvement, and the TA and PD support available through the SST.

7. 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: Canton City should have an external facilitator assigned full-time (or nearly full-time) by the SST for embedded in-district support. The district should be responsible for partial/all position funding.

Regional Mgr Response: Same response and FY12 plan as previously stated for Canton City and the community schools.

## 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:

Based on district data/needs assessments, continue to develop internal capacity in districts, as well as utilize the collaborative expertise within and beyond the region. A focal point of all regional/district PD will be on effective implementation of TBTs. Additionally, we must work create a seamless support system regionally involving SST and ESC consultants as well as District Leaders to build our regional capacity to provide PD and TA to one another as needed.

Regional Mgr Response:

For FY12 the SST would benefit from clearly defined ODE expectations and accountability measures to be employed in leveraging SST/ESC/LEA expertise.

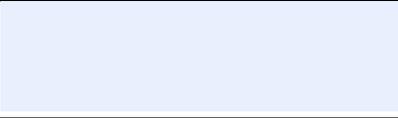
10. What can be learned from the additional and/or other comments provided by the region? Please also prioritize your needs for the upcoming year.

SPoC Response:

We need increased collaboration across regions and extend technological formats for meetings and trainings when possible and appropriate.  
 We need to continue to lobby for regional professional development funds so that we can more efficiently provide the support for districts as we have in the past. Until then, we need to encourage districts to pool resources so that all students in the region can benefit from the PD and trainings. Districts focus on their internal needs and responsibilities, while ESC and regional organizations can more efficiently identify similar needs across districts and provide training for many.  
 We will need to ask districts to open slots for their PD to other districts....they could trade PD slots without costs to one another.

Regional Mgr Response:

The SST would benefit from a better understanding of the allowable/non-allowable expenses in each of the CCIP categories and/or other funding streams districts use. This would facilitate leveraging of the shrinking pool of available resources (time, money and people). The SST asked to have included in the report the acknowledgement the value of the ODE support from OEC and the RM in the transition of the SPOC position. The SST also recognizes the ODE effort to integrate all ODE offices related to the SST and QL work. The region suggested ODE may want to consider some level of OIP training for ODE staff to close the learning gap for all groups, especially those the SST finds most challenging such as EL/SR. The region also wanted recognized ODE's effort to improve the communication loop between SSTs and the Offices of the SSOS, Federal Programs, OEC, and EL/SR. The ODE administrative leadership team's efforts are recognized and appreciated by the region.

<p><b>SPoC Signature:</b> </p>	<p>Date: 5/24/2011</p>
<p><b>Regional Manager Signature:</b> </p>	<p>Date: <a href="#">Click here to enter a date.</a></p>