



**FY2012 SST Performance Agreement Implementation Evaluation**

**Region: 11**  
**Number of LEAs in Region: 164**  
**Date of Review Conference: 10/4/2012**

The Ohio Department of Education (ODE) Office of the Ohio Network for Innovation and Improvement (ONII), Office for Exceptional Children (OEC) and Office of Early Learning/School Readiness (EL/SR), completes an annual review of the implementation of the Performance Agreement for Ohio’s State Support Teams (SSTs) as required by Ohio Revised Code (O.R.C.) Section 3312.09.

The annual review is referred to as the Performance Agreement Review Process (PARP) and ensures that the SST has met the requirements for performance agreement scope of work in: a) supporting effective use of the Ohio Improvement Process (OIP); b) improving results for students with disabilities; and c) implementation of early learning and school readiness areas of focus work.

The focus of the FY2012 annual evaluation was on the work scope outlined in the FY2012 Performance Agreement. Data sources used in the evaluation include: the first and last FY2012 progress reports; the May 2012 Customer Service Survey; professional development evaluations; regional average scaled scores in reading and mathematics for students with disabilities; Special Education Performance Profile Indicators; IDEA compliance reviews; implementation indicators for OIP and EL/SRs; and interviews with staff.

**SST Region 11 has been found substantially compliant with the work scope defined in the 2011-2012 Performance Agreement** as evidenced in the attached report. The report also includes continuous improvement strategies that have been identified by the SST and the PARP team for additional focus this year.

ODE commends SST Region 11’s continued efforts to provide high quality professional development and technical assistance to LEAs and parents in the region.

Sincerely,

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Office for Exceptional Children

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Ohio Network for  
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c: SST Region 11 Single Point of Contact  
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## FY2012 SST Performance Agreement Implementation Evaluation

The Ohio Department of Education (ODE) Office of the Ohio Network for Innovation and Improvement (ONII), Office for Exceptional Children (OEC) and Office of Early Learning/School Readiness (EL/SR), completes an annual review of the implementation of the Performance Agreement for Ohio's State Support Teams (SSTs) as required by Ohio Revised Code (O.R.C.) Section 3312.09.

**Region: 11      Number of LEAs in Region: 49 Traditional/115 Community Schools=164**  
**Date of Review Conference: 10/4/2012**

### I. PROGRESS REPORTS

Following a review of the data generated for and derived from the first and last FY12 progress reports, please comment on regional status.

**Data:** First and last FY12 progress reports (sent via email and attached to final report).

#### SPoC/SPEC Comments:

The State Support Team Progress Rating Report provides a review of districts and community schools in Differentiated Accountability in the Central Ohio region for the FY 12 school year. 31 traditional districts and 31 community schools were served by State Support Team 11 and regional partners. Progress reports were submitted monthly to the ODE, January, 2012-June 2012.

***Early Learning program(s) exist in the LEA and may be supported by the State Support Team:***

First report January 2012, reported 20 of 31 districts in differentiated accountability had early learning programs in the LEA. In reviewing the final report June 2012, the previous report does not reflect 6 additional districts serving preschoolers with other regional partners such as Educational Service Centers, community child care, Boards of Developmental Disabilities and Head Start.

The majority of the **31** community schools in differentiated accountability focus on serving middle to high school students. Therefore the majority of these programs did not have an early learning focus. **Three** (3) community schools serving elementary aged students reviewed instructional practices and kindergarten to third grade alignment.

In reflection, ongoing discussion with districts regarding the importance of including early learning staff in the district's overall school improvement efforts is critical. Early learning staff should be represented and participate in building teacher based teams. A challenge and opportunity in Central Ohio will be to work with district's early learning staff not housed in a traditional district to analyze and utilize data consistently to implement evidence based strategies.

***Early Learning Data***

The State Support Team Region 11 early childhood coordinator and early literacy and language specialist provided intensive technical assistance and delivered professional development as required by the ODE/SST Performance Agreement. The Progress Ratings Report reflects early learning staff participation in building leadership teams and or teacher based teams. Data for Central Ohio show **low** participation of **.071** consistent throughout January 2012-June 2012. This provides an opportunity for SST staff to work with districts on kindergarten to third grade alignment and greater participation on teacher based teams.

**I. PROGRESS REPORTS**

**SPoC/SPEC Comments (continued):**

**Formative Assessments:** Data in January reflect an impact of **2.16**. 3 districts/community schools were not conducting formative assessments; 10 districts/community schools, Level 1; 16 Level 2; 26 Level 3; 4 Level 4. In June, data is **2.11**. Implementing a formative assessment system consistently and with fidelity continues to be an area of focus for Central Ohio districts.

**Formative Assessment Modifications: Extent to which modifications have been made to formative assessments for Students with Disabilities:** An increase from **1.60-1.62** demonstrates the majority of districts are in the beginning stages of this process. The ODE approved Extended Standards for students with cognitive disabilities, which has had an impact how districts will develop/revise formative assessments for this population of students. 12 districts/community schools were not conducting formative assessments; 16 Level 1; 17 Level 2; 16 Level 3; **0** level 4.

**Standards: Districts/Community Schools are using the common core/ revised state curriculum:** A decrease from **2.29-2.24** reflect the need to continue to work more closely with community schools in the implementation of revised state standards and the common core. Majority of districts/community schools are working to prepare teachers to meet the new requirements required to teach the common core and revised state standards.

**Instructional Practices: Districts/Community Schools are using differentiated instructional practices:** Average score decreased from **2.21-2.16**. Score reflects the misunderstanding across the region regarding differentiating instruction for diverse student groups. General education teachers still struggle meeting the needs of diverse students in their classrooms. Data reflect very little movement in this area and also reflect formative assessment systems not fully implemented in Central Ohio. January 2012 data highlight, **2** districts Level 0; 10 Level 1; 23 Level 2; 25 Level 3; 1 Level 4. June 2012 data highlight, **2** districts Level 0; 8 Level 1; 22 Level 2; 23 Level 3; 2 Level 4.

**Teacher Based Teams Implementation:** The State Support Team 11 during FY 12 focused on supporting districts/community schools to put teacher based teams in place. Professional development and technical assistance were provided. Most districts concentrated on getting district and building leadership teams in place. Few districts were implementing teacher-based teams at the beginning of the school year. In January 2012, 15 districts/community schools not implementing Level 0; 13 Level 1; 14 Level 2; 18 Level 3; **zero** Level 4. End of the year data reflect **no change from 1.52**.

**Building Leadership Teams Implementation:** Score **decreased from 1.98-1.95**. Again, the decrease is reflective of consistent implementation with fidelity. Due to the non-traditional nature of many community schools in the Central Ohio region, maintaining separate district and building leadership teams is a challenge. Building leadership teams involving special educators took a slight dip from **2.03 to 2.00**.

**District Leadership Teams Implementation:** Average score decreased from **1.94-1.87** for traditional districts and **1.89 to 1.83** for community schools. Score does not reflect increase in districts/community schools implementing district leadership teams. Score does reflect implementation of teams with **fidelity**. Working with districts/community schools to re-examine current practices, agenda items and review of district and building data consistently during those meetings.

**Conclusion**

Overall, Central Ohio data reflects SST staff gaining a better understanding of adult behaviors necessary to implement district, building and teacher based teams with fidelity. Data is not reflective of the hard work and efforts of districts and community schools to implement this process. We have a good baseline that will allow the SST to further strengthen our focus and efforts for FY13.

## I. PROGRESS REPORTS

**Data:** First and last FY12 progress reports (sent via email and attached to final report).

### **PARP Reviewer(s) Comments:**

The ONII Reviewer concurs with the SST's statement that "implementing a formative assessment system consistently and with fidelity continues to be an area of focus for central Ohio districts" (and Community Schools). The following recommendations are being made following a review of Progress Report data and PARP session discussion with the SPoC/SPEC:

- Continue to focus on and work with Community Schools to the extent possible, to provide guidance, technical assistance and support for implementing the Common Core and Revised State Standards.
- Focus on helping LEAs understand and operationalize the connection between formative assessments and the data derived, and differentiating instruction to better meet student needs.
- Increase technical assistance and support to LEAs on the development and proper functioning of TBTs. This will continue to become more and more important as the state continues to focus on the lower performing school buildings.
- In Community Schools, where there is predominantly one building, there is no need to have both a CSLT and a BLT. Provide TA and Support to one building Community Schools to develop one leadership team at the building which will perform the functions of both. Further, when the SST states in regards to Community Schools that "maintaining separate district and building leadership teams is a challenge", it indicates a need for creating an understanding of this within the Region's SST staff before it assists Community Schools with this area of OIP.

## II. CUSTOMER SERVICE SURVEY

Following a review of the data derived from the May 2012 Customer Service Survey, please comment on regional status.

**Data:** Regional May Customer Service Survey (sent via email and attached to final report).

### SPoC/SPEC Comments:

Customer Satisfaction Survey was completed by a small number or **23** of the **63** districts/community schools or **33.8%** selected for the survey.

Reviewing green responses, shows **above average** performance in compliance and implementation/correction of compliance for student with disabilities, as well as in early learning and school readiness. Challenges and opportunities continue to exist with building leadership and teacher based teams. A continued focus for the State Support Team for FY13 in Central Ohio will be teacher- based teams.

The average response in Central Ohio was .2 from the state average. Progress has been made in the area of short cycle/formative assessments, but much work still needs to be done for diverse learners.

Many community schools implemented, district, building leadership teams for the first time during 2011-12 thus showing an average score of **3.15** for building leadership teams-state average **3.21**; and **3.09** for teacher based teams – state average **3.26**.

State Support Team staff analyzed the data to make adjustments to service areas and technical assistance. We continue to integrate and collaborate with the Educational Service Center of Central Ohio and other regional ESCs in the region on Common Core Standards, Formative Assessment Practices and short cycle assessments, just to name a few.

Formative Assessment Practices Specialists (FIPs) are working with several districts also in differentiated accountability the Central Ohio region. This work is just beginning and will continue throughout the FY 13 school year.

Although region 11 was below the state average in several areas we are encouraged our overall rating was **3.63**, above the state average of **3.46**. Working in a region as large as Central Ohio, it is important to have strong relationships and partnerships with districts/community schools in order to conduct the scope of work required in the Performance Agreement.

Change takes time, and our ongoing challenge and opportunity is to continue to assist our districts and community schools in moving forward to provide better outcomes for all students.

### PARP Reviewer(s) Comments:

The results from returned customer surveys were consistent with state-wide results. Short cycle formative assessments were lowest rated by customers, and special education compliance was the highest area rated by responding customers. With a response rate for the region of 33.8% (23 of 68), it is recommended the SST review first the identification process for their customers, and second, the process followed once the surveys have been delivered to identified customers to increase response level.

### III. PROFESSIONAL DEVELOPMENT EVALUATIONS

Following a review of the data derived from professional development evaluations, please comment on regional status.

**Data:** Regional March-June 2012 professional development evaluations (sent via email and attached to final report).

#### SPoC/SPEC Comments:

SST 11 hosts and delivers professional development based on data reflecting regional needs in school improvement, early learning and school readiness and special education compliance and instruction.

Professional development evaluations reflect regional data submitted to ODE, March 2012-June 2012. Overall, the SST delivered over **200** professional development events reaching over **5,000** administrators and educators in the Central Ohio region. This number does not reflect the hours spent in districts working on the OIP or other systemic issues in special education compliance and early learning and school readiness. This data reflects the last quarter of the year, when the SST conducts the least number of professional development events.

State Average was 3.44 based on 4,255 responses, 90.1 state average job embedded and 96.2% job impacted.

In Central Ohio, the overall average was **3.39** based on **385** responses; **90.0%** job embedded and **96.6%** job impacted. More specific categories reflect:

**Special Education Compliance:** 3.52 based on 100.00 responses; 94.6% job embedded and 100% job impacted.

**Special Education Instruction:** 3.45 based on 100.00 responses; 91.0% job embedded and 99% job impacted.

**Early Learning/School Readiness:** 3.42 based on 33 responses; 93% job embedded and 97% job impacted.

**Ohio Improvement Process:** 3.60 based on 117 responses; 92.3 job embedded and 90.6% job impacted.

**General Education:** 3.17 based on 117 responses; 92.3% job embedded and 90.6% job impacted.

Comments from the professional development events were very positive and reflect addressing needs within the region. Much of the professional development events are the result of requirements in the Performance agreement, special education compliance and/or additional training based on onsite compliance or parent complaints. Majority of professional development/technical assistance for districts in differentiated accountability are job embedded and delivered in collaboration with regional partners.

SST will continue collaborative efforts with regional partners to provide systemic support to districts/community schools in differentiated accountability. Special education compliance and early learning and school readiness delivery will remain with State Support Team 11.

This process began on March 1<sup>st</sup> last year. The returns from an entire year (2012-13) will provide more responses and more useful information which can be utilized by the SST to plan for PD delivery. It is recommended the SST explore the use of technology to capture feedback from professional development participants. Currently the region collects this data manually and has to then individually enter responses into the system. Technology use may increase speed of capturing the data as well as decrease the “man hour” time now required by current practice. All ratings received this past year as well as comment were positive.

**III. PROFESSIONAL DEVELOPMENT EVALUATIONS**

**Data:** Regional March-June 2012 professional development evaluations (sent via email and attached to final report).

**PARP Reviewer(s) Comments:**

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#### IV. SCALED SCORES FOR STUDENTS WITH DISABILITIES

Following a review of this data, please comment on *both the changes in the average scaled score for students with disabilities and changes in the gap within the region.*

**Data:** Regional average scaled scores in reading and mathematics for students with disabilities and students without disabilities (sent via email and attached to final report).

**SPoC/SPEC Comments:**

Making the shift from special education compliance to increasing academic performance of students with disabilities must remain a focus for the State Support Team.

Shifting has required a different mind set among staff working with districts and community schools. Working with districts/community schools to continue to provide opportunities for students with disabilities to access to the general curriculum and make adequate progress will continue to be an area of focus for FY 13.

Data reveal the average scaled scores for students with disabilities compared to typical students continues to increase each year.

Districts and community schools have made progress specifically in reading, but the closing of the gap is not happening fast enough.. We must find a way to assist districts in accelerating efforts to close the achievement gap for all student groups, including students with disabilities. Math achievement scores lag far behind reading in Central Ohio.

Much work is still needed in this area. Specifically, math continues to be a focus for districts/community schools and the State Support Team in Central Ohio across all student groups.

The table below highlights reading and math gaps from 2007-2011.

Subject	07-08	08-09	09-10	10-11	Change
<b>Reading</b>					
Typical	423.3	424.5	426.5	427.9	4.6
SWD	393.9	395.1	396.6	399.1	5.2
<b>Gap</b>	29.4	29.5	29.9	28.8	(0.6)
<b>Math</b>					
Typical	423.9	425.9	428.9	430.4	6.5
SWD	391.4	392.5	392.8	394.7	3.3
<b>Gap</b>	32.4	33.4	36.0	35.7	3.24

#### IV. SCALED SCORES FOR STUDENTS WITH DISABILITIES

**Data:** Regional average scaled scores in reading and mathematics for students with disabilities and students without disabilities (sent via email and attached to final report).

#### **PARP Reviewer(s) Comments:**

SST 11 is working with LEAs to look at their data for the achievement gap and there has been improvement in the reading gaps; however, the gap for math continues to widen in most districts across the state and in Region 11.

In regards to reading, some of the districts in central Ohio have been a part of the literacy collaborative for several years and have struggled with moving away from the use of a pure whole language approach and moving toward model of prevention and intervention because they have invested so much time and resources with the collaborative. One local district that has been a part of the literacy collaborative has recently committed to RtI, and the use of evidence based reading interventions. Math however continues to be a struggle. There are fewer resources for math intervention and what is available is often too expensive for districts to purchase. SST 11 continues to provide many different types of training for both reading and math. Their focus is on helping the teachers learn how to teach math. SST 11 shared that SSTs across the state could use some assistance in identifying different resources for math instruction and intervention.

**V. OEC SPP/APR INDICATORS and MONITORING**

Following a review of the State Performance Plan/Annual Performance Report (SPP/APR) data for Indicators 5, 11, 12, and 13, please comment on regional status. In addition, please comment on regional status of LEAs selected for IDEA on-site monitoring or selective review during the 2011-2012 school years.

**Data:** Regional FYs 09-11 SPP indicator data.

**SPoC/SPEC Comments:**

***Indicator 5: Least Restrictive Environment (LRE) 80% or more***

2010 data reflect **12** districts/community schools not achieving the target of **49.4%** students with disabilities in general education settings 80% or more. **4** traditional districts and **8** community schools did not make the target.

Reviewing data for 2011, the number of districts and community schools **increased** significantly. **14** traditional districts and 15 community schools are not making the target of **59.8%** of students with disabilities in general education 80% or more. Although the target measure increased from 49.4% to 59.8%, **4** districts remain on the list from the previous year and will require additional technical assistance.

The SST has provided technical assistance and professional development in the areas of Co-Teaching and Differentiated Instruction. Students with disabilities need to be in the general education classroom with the appropriate supports to be successful as much as possible. The SST is working to incorporate Elise Frattura’s work into our professional development and technical assistance to continue the conversation with administrators (curriculum and special education directors) to revisit how and where students with disabilities are served. Continuing the work with districts regarding least restrictive environment (LRE) will be an area of focus for the SST 11.

***Indicator 11: Child Find***

Reviewing data for this indicator in 2011, 19 districts and community schools did not meet the target of 100%. In 2010, 33 districts did not make the target. Although there has been a **decrease** in the number of districts, much work is still needed in this area to assist districts/community schools in meeting this requirement.

***Indicator 12:Part C to B transition***

**All** districts and community schools in the Central Ohio region have met this indicator for the last two years. The SST works closely with early learning staff in districts, community partners and agencies to ensure systems are in place to transition children and families from Part C, early intervening services to Part B, preschool special education services.

***Indicator 13: Secondary Transition: Percentage of youth ages 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services.***

In 2010, 8 districts/community schools did not meet this target that requires 100% compliance. Reviewing data for 2011, the number of districts/community schools not meeting the target increased to 11. **3** were new community schools, **3** virtual schools and **5** districts missed the target. Of the **5** traditional districts, all met the target the previous year. SST staff worked closely with districts identified by the Office for Exceptional Children to make the necessary corrections. In addition, staff have developed and disseminated a variety of tools in the region. Staff meets regularly with transition specialists and transition councils across Central Ohio.

State Support Team followed up implementation efforts with **12** districts selected during FY 11 for On Site Monitoring.

## V. OEC SPP/APR INDICATORS and MONITORING

### SPoC/SPEC Comments (continued):

Districts are required to complete and submit a corrective action plan to ODE if noncompliance issues are evident. With recent changes to the monitoring process, monitoring is a two-prong process, which requires districts to demonstrate immediate correction and systemic correction over time prior to receiving clearance from the ODE. **All but two** districts have corrected non-compliances and have been cleared of non-compliance findings identified during the onsite monitoring process.

In FY 12, the State Support Team added 5 to the number of districts receiving services relative to onsite monitoring.

Working with **17** districts/community schools, including the largest district in the state and **two** Urban 21 districts to address and correct systemic issues has presented challenges and opportunities for staff this past year.

All districts have completed corrective action plans and have cleared the first prong on systemic correction. State Support team staff will continue to monitor their progress and provide technical assistance as needed.

**Five** new districts/community schools were added for FY 13.

### PARP Reviewer(s) Comments:

SST 11 shared that they are not sure why some districts are not in compliance with Indicator 5 – LRE but they are analyzing the data with the districts to determine why they are struggling and develop a plan of action. LRE is also being evaluated to determine how it may be impacting student performance. SST 11 has found that some of the LRE issues are based upon the culture of the districts; the configuration of the district (separate buildings); mindset of the teachers; and the fact that some of the community schools are only serving SWD. SST 11 is going to provide some awareness sessions on LRE and what LRE means in terms of providing services and supports to the special education student in the environment appropriate for that student.

SST 11 shared that most of the districts were doing well in terms of their compliance with Child Find; however, there are some districts that did not meet the target due to EMIS coding errors or a missed date. Districts appear to be paying closer attention to coding and timelines and are showing much improvement in meeting this indicator.

SST 11 provides training and webinars for postsecondary transition planning. SST 11 hosts a regional council that meets quarterly for transition specialists and they bring districts together that have been identified for the longitudinal study. SST 11 works with parents to help them understand their child's need so that they can advocate for themselves. SST 11 also continues to work with community schools in assisting them on writing their summary of performance.

SST 11 shared that this year their staff will sit in on the record review process during the IDEA onsite review visits. The goal is to help calibrate the team's responses before presenting the results to the district so there are not varying messages between different OEC teams within the different districts. It will also allow the SST to gain insight into the training and technical assistance needs of the district following the IDEA review. The SST has provided some targeted training and technical assistance with districts that have had an IDEA onsite monitoring visit and they continue to work with districts on the development and implementation of their CAPs when necessary.

**VI. Performance Indicators**

Implementation indicators extracted from the performance agreement for the areas of: (A) General Indicators; (B) OIP Implementation; and (C) EL/SR are listed below. SPoCs/SPECs shall complete a self-rating for each of the areas denoting implementation status for the entire Region on each indicator using the following scale.

0 = Not Applicable or Addressed Elsewhere

1 = No

2 = Needs Improvement

3 = Yes\*

\*When a self-rating of “3” is indicated, the SPoC/SPEC should be prepared to provide evidence supporting that rating.

<u>Self-Rating</u>	<u>PARP Rating</u>	<b>A: GENERAL INDICATORS</b>
3	3	Provided high quality professional development based on regional needs
2	2	Submitted in a timely and accurate manner required and/or requested data and reports, including but not limited to subcontracted work and services provided by persons funded by the performance agreement
3	2	Attended ODE required and sponsored meetings and trainings
0	0	Corrective action plan completed by fiscal agent if work within the scope of the performance agreement is deemed unsatisfactory
3	3	Provided and maintained an SST website adhering to the guidelines, template and manual standards provided by ODE
3	3	Collaborated within and across regions as well as with other regional resource providers (e.g. higher educ., other ESCs, etc.)
<u>Self-Rating</u>	<u>PARP Rating</u>	<b>B: OHIO IMPROVEMENT PROCESS IMPLEMENTATION INDICATORS</b>
3	3	Provided technical assistance to priority districts, buildings and community schools to help increase the use of the Ohio 5-Step Process
3	3	Used GRF allocated funds to provide Ohio 8 districts one FTE* for each district to assure implementation with fidelity and an “Accomplished” level of implementation as per the OIP Implementation Rubric. (*One FTE = 180 school days per school year)
3	3	Provided technical assistance on the proper use of the DF and IMM
3	3	Provided OIP overview initial and update DLT/CSLT/ BLT/TBT training to appropriate regional audiences
2	2	Provided assistance in implementing corrective actions from an SIDR review and/or the ODE SSoS reviews
3	3	Provided assistance and support to non-fiscal agent, within region, ESCs to build the capacity of personnel to provide support and technical assistance to DLTs/CSLTs/BLTs/TBTs
3	3	Provided assistance in embedding subgroup performance in OIP
2	2	Reinforced the awareness and utilization of the OLAC training modules
2	2	Monitored and evaluated OIP implementation progress
3	3	Assured that all activities outlined in the scope of work for the OIP are performed
3	3	Organized and conducted monthly meetings with SST staff and ESC/District OIP practitioners to identify and discuss OIP implementation strategies to meet the needs of the region
3	3	Served as liaison between ODE and LEAs on matters related to OIP

**A: GENERAL INDICATORS**

**B: OHIO IMPROVEMENT PROCESS IMPLEMENTATION INDICATORS**

**SPoC/SPEC Comments:**

SST 11 adheres to all of the requirements and deliverables in the Performance Agreement. The SPOC/SPEC reviews the Performance Agreement with coordinators prior to reviewing with all staff. Staff also review the Performance Agreement individually prior to a large group discussion of the deliverables.

This year, the SST restructured into four horizontal and vertical work teams. Each staff member serves on two teams. Teams work together across four large areas: Ohio Improvement Process; Prevention and Intervention; Curriculum and Instruction and Compliance (includes differentiated accountability as well as special education compliance). Staff reviewed deliverables again based on team areas of responsibility.

***General Indicators:***

All State Support team staff meet the requirements and qualifications outlined in the Performance Agreement. Professional development is hosted, planned and delivered based on regional data and ODE requirements. Three tiers of professional development include: awareness (dissemination of information to large groups); Targeted (customized and delivered in district or as a large group directed by Performance Agreement); Intensive (delivered in district – job embedded- requires follow up).

***Ohio Improvement Process Implementation Indicators:***

State Support Team has increased efforts working with districts/community schools in differentiated accountability. Staff were assigned to work with districts based on the high, medium or low support status. Professional development and technical assistance was provided for district, building leadership and teacher based teams. In addition, technical assistance has been provided on completion of the decision framework (DF) and Implementation and Monitoring Tool (IMM). Staff resources have been redistributed to better meet the needs of the region. We also worked with 2 cohorts of districts participating in the State Personnel Development Grant (SPDG). The SPDG cohorts were provided intensive technical assistance and professional development over a three year period.

**PARP Reviewer Comments**

The ONII reviewer is in agreement with all but one of the SST's self-ratings. This review is based on performance for the 2011-12 FY. Although improvement is evident as we have begun the 2012-13 FY, there was and will always be a need to arrive at regularly scheduled SPoC/SPEC meetings on time.

The SST has identified, and the ONII reviewer concurs, with the following areas in need of improvement: Submission of required/requested data/reports in a timely manner; Providing assistance to buildings on implementing corrective actions from a School Improvement Diagnostic Reviews; Reinforcing the use of the OLAC training modules; and, Monitoring and evaluating OIP implementation progress in LEAs (fidelity on the use of the Progress Report can be a useful tool for this).

<u>Self-Rating</u>	<u>PARP Rating</u>	<b>C: EARLY LEARNING / SCHOOL READINESS INDICATORS</b>
3		Attended monthly OEL&SR meetings and took advantage of information and capacity building professional development
3		Assisted districts, ESCs and boards of DDs as they attempted to meet federal IDEA requirements and indicators through the provision of professional development and technical assistance
3		Participated in district IDEA monitoring visits, particularly at exit meetings an assisted districts in the completion of corrective action plans
3		Provided professional development and TA to districts, ESCs, boards of DD and the early learning community at large on topics
3		Received instruction on topics, including train-the-trainer models
		Delivered training and/or technical assistance to districts, ESCs, boards of
3		DD and the early learning community at large related to standards, curriculum, assessments and other goals related to RTT ELC grant
3		Provided professional development, study groups and resources to the field regarding enhancing the social and emotional development of preschool children with disabilities and their typical peers in district and community-based settings
3		Conducted data verification visits related to the assignment of statewide student identifier numbers (SSIDs) to children exiting Part C and entering Part B to promote and monitor timely and effective transitions
3		Participated in systems building by participating in the Teacher/Leader Initiative
3		Promoted improved outcomes for English language learners based on regional needs
3		Promoted the use of interagency agreements as a tool for systems building
3		Participated in building a statewide professional development system
3		Developed parent engagement activities based on regional needs
3		Provided 1 or 2 deliveries of <b><i>Intentional Teaching: Language and Literacy Development for All Young Children</i></b> to build capacity of early childhood programs to meet the needs of developmentally appropriate and effective instruction

**C: EARLY LEARNING / SCHOOL READINESS INDICATORS**

**SPoC/SPEC Comments:**

***Indicator 7A: Preschool Social Emotional Skills***

This 2010 data reflects 23 districts/community schools reported and measured two areas: increased rate of growth and age level skills at exit. 22 districts/community schools met the target of 65% in rate of growth and 12 met children demonstrating age level skills at exit. ODE had issues with this data and indicated further study is needed. SST will continue to provide professional development and technical assistance to districts/community schools by supporting initiatives from the Office of Early Learning and School Readiness in social emotional development of young children.

***Indicator 7B: Preschool Acquisition and Use of Knowledge and Skills***

This indicator has two components: increased rate of growth with a target of 67%, all of the 23 districts reporting met the target except for two suburban districts. Age level skills at exit had the target of 45%. Of the 23 districts reporting, 8 districts did not meet the target. More clarification is needed from the Office of Early Learning and School Readiness.

***Indicator 12: Early Childhood Transition***

As stated earlier in this report, districts met this goal for the last two years.

**C: EARLY LEARNING / SCHOOL READINESS INDICATORS**

**PARP Reviewer(s) Comments**

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## VII. PLAN OF ACTION MOVING FORWARD

### SPoC/SPEC Comments:

In March 2012, the State Support Team restructured into four horizontal and vertical work teams. The restructuring was necessary to better integrate the work across all staff. Additional drivers were to build internal capacity of staff to meet the needs of a very large region with growing needs and to better implement requirements of the Performance Agreement. Work teams are divided into: School improvement: Ohio Improvement Process; Curriculum and Instruction, Prevention and Intervention and Compliance (Differentiated Accountability and Special Education). Creating cross work teams has allowed us to leverage our resources by infusing additional staff to work more closely with building leadership and teacher based teams and they will address both the Ohio Improvement Process and any special education indicators.

We contracted with three new staff for FY 13 to assist in the Ohio Improvement Process, extended standards, alternate assessment and low incidence. The three individuals recently were working in districts and bring a wealth of expertise and knowledge to the State Support Team. Responsibilities include working with districts and agencies on the Ohio Improvement Process, special education and early learning and school readiness. In addition, we have contracted with two agencies in our region, known for serving educators in the early learning field to assist with our Intentional Teaching, ELL and Teacher Leader Study Group work.

Strengthening collaboration with the Educational Service Center of Central Ohio, other ESCs and regional partners in Central Ohio is an ongoing process. Developing strong partnerships is integral to our work and success of our districts. Central Ohio has the largest population of students with disabilities and English language learners in the state. We have the largest district, Columbus City Schools, as well as many Urban 21 districts in our footprint. If we are to be successful, we must include our regional partners.

From the data shared and analyzed throughout this report, several areas of focus emerge: improving the implementation of building leadership and teacher based teams with fidelity; formative assessment practices, closing the achievement gap for students with disabilities in math and reading, improving LRE for students with disabilities and secondary transition. In early learning, providing assistance to districts in addressing mental health, social and emotional development for young children as well as improving preschool acquisition of knowledge skills, behaviors and age level skills upon exit from preschool services.

### PARP Reviewer(s) Comments:

The ONII Reviewer agrees with the SST's plans moving forward. Through SPoC/SPEC leadership and support from the fiscal agent, the SST reorganized this past year to more effectively and efficiently address the various needs of LEAs within the region. The SPoC/SPEC is to be complimented on re-organizing the SST for increased effectiveness.

The areas of focus identified are reflective of the data.

In addition to the focus areas identified in the SSTs plans moving forward, assisting and supporting LEAs with the development and use of formative assessment data will arm DLTs, CSLTs, BLTs and TBTs with the information they need to make adjustments to instructional practice and lead to more effective differentiation and identification of intervention needs – all of which will increase achievement.

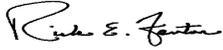
**SIGNATURES:**

SST - Single Point of Contact: \_Rhonda Dickson\_ Date: \_\_\_\_\_

SST - Special Education Contact: \_Rhonda Dickson\_\_ Date: \_\_\_\_\_

ODE - OEC Representative: \_\_\_\_\_ Date: \_\_\_\_\_

ODE - EL/SR Representative: \_\_\_\_\_ Date: \_\_\_\_\_

ODE – ONII State Consultant:  Date: October 4, 2012

Attachments

- 1 Regional Progress Reports
- 2 Customer Satisfaction Survey
- 3 Professional Development Evaluations
- 4 Scaled Scores for Students with Disabilities
- 5 OEC SPP/APR Indicators