



## FY2012 SST Performance Agreement Implementation Evaluation

**Region: 12**  
**Number of LEAs in Region: 47**  
**Date of Review Conference: 10/1/2012**

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 12 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 12's continued efforts to provide high quality professional development and technical assistance to LEAs and parents in the region.

Sincerely,

Sue Zake  
Office for Exceptional Children

Pam VanHorn  
Ohio Network for  
Innovation and Improvement

Stephanie Siddens  
Office of Early Learning  
and School Readiness

c: SST Region 12 Single Point of Contact  
SST Region 12 Fiscal Agent

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### 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 comments are in response to the FY progress reports that were submitted the ODE last year. For the most part, 2 and 3 were indicated in all areas.

##### **The strengths noted were:**

- a. Formative Assessment work have been in process and used in both reading and math.
- b. Special education Involvement in TBT was rated as a 3.
- c. BLTs and BLT Special Education involvement was also rated a 3. Every district indicated on the survey that this collaborative structure is in place and special education representatives serve on the teams.
- d. DLTs and Community Schools/DLT special education are also noted by each district.

##### **Developing areas noted were:**

- a. Standards was rated a 2 as districts noted that they are transitioning to the Common Core per ODE's timeline. We are working with districts to help with full transition to the Common Core. Our ESC partnerships have been valuable in assisting with the roll-out to Region 12 districts.
- b. Instructional practices are a difficult area to rate. Although many of our districts are moving to differentiated instructional practices, they are only at a beginning stage.
- c. TBTs were scored as developing, although all districts have TBTs in place. None are broadly implemented in districts.

#### PARP Reviewer Comments:

The SPOC & SPEC both explained the proper intent and use of the progress report system; however, the ratings from first to last were identical. Narrative explanations accompanied the form with each submission and attempted to explain the similarities for ratings. It is recommended that the form be used to capture growth or decline and continue to be accompanied by narrative description, as well as utilizing the rubrics developed and provided to assist with the rating system. In addition, utilize the rubrics as you work with LEAs to help create clearer definition for LEAs regarding what needs to exist to illustrate improvement over time.

## 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:

Data Analyzed: 22 districts in Region 12 were asked to do the survey; 20 responded to the OIPER dashboard survey indicating a 91% return rate.

Region12 scored an overall satisfaction rating of a 3.40 on a 4.0 scale. The state average was 3.46 so we have improvement to be made.

Forty (40) individual comments were made and they are summarized below.

#### **Strengths noted on the survey were:**

- a. Updates provided on ODE initiatives and programs were strong, noting special education, early learning and OIP as helpful to districts.
- b. Experts in analyzing data.
- c. Characteristics such as accessible, responsive, friendly and knowledgeable were noted as positive.
- d. Professional
- e. Good facilitators and excellent professional development sessions offered.

#### **Areas for improvements noted on the survey were:**

- a. Meeting improvement including starting and ending on time, streamlining topics
- b. Regional meetings for network and collaboration more needed.
- c. More and effective communication to districts in region.
- d. Clarify the functions of SST staff-i.e. comments about more PD on site at building level is possibly not appropriate for low support districts.

### PARP Reviewer(s) Comments:

This region was above the statewide average for response rate to the survey. The results for this region were consistent with results across the state. Implementation of short cycle formative assessments as a result of technical assistance and support provided by the SST was rated by customers responding as one of the lowest areas. Once the structural elements of OIP are in place and/or beginning/developing in LEAs, strong support and assistance needs to be provided to ensure the identification and use of formative assessment data (periodic and short cycle classroom). The data derived from formative assessments can then become the basis for data analysis that should occur within LEA DLTs, BLTs and TBTs. It is recommended that the SST assist LEAs in implementing the use of walkthroughs as a means to create accountability for implementation of identified (from the data) high leverage adult instructional practices. This will also assist with the ongoing completion, usage and evaluation of the DF and IMM as planning tools.

### 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:

**Strengths:** As reflected in the Regional Professional Development Training Report FY12, our professional development data in all four areas ranges from 3.36 to 3.60 out of a possible 4. The averages for SST 12 exceeded the state averages in all three areas. Overall, this indicates to SST 12 that our offerings met the needs of our audiences, met the requirements of ODE, and that our presenters were informative and prepared. We are most satisfied with our ratings in the areas of job-embedded and job-impacted. This data indicates to us that the information was relative and useful to participants in a manner that allowed them to be more successful in their work and to apply new learning to daily, district demands. The data also indicates that participants believe their time was well spent and the information shared was timely and useful. This is supported by the Comment Report.

**Areas for Improvement:** However, these reports are a limited look at professional development feedback, from March to June, 2012. In order to have a more comprehensive perspective on the quality of our professional development, our success in differentiating the content of the offerings and our ability to meet regional needs, a full year's worth of data will better inform and provide guidance for our work in this area.

#### PARP Reviewer(s) Comments:

A full year's worth of completed PD evaluations will help create a more comprehensive perspective on the quality of PD opportunities. OIP training occurred prior to the start of the PD evaluation start-up date (March 1 this past year), which explains the low response level. Currently the SST has participant complete PD evaluations on hard copy prior to exiting the PD event. Results then have to be manually tallied and entered into the system. Give thought to how technology can be used to increase response rate and minimize the labor intensive time taken to enter the data into the system.

#### 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:

The SPEC and SPOC, in collaboration with Dr. Mike Fuller, Muskingum Valley ESC Data Department Director reviewed the scaled scores for students with disabilities and typical students. We exported the ODE data into Excel adding formulas to assist us in manipulating the data more effectively.

**(Calculations show the gap has narrowed are in green; those where it has widened are in red)**

Comments gleaned from analyzing the data include:

- a. 42 districts identified—25 of those districts narrowed the reading gap in the years from 2009-2011 ranging in scores from -10.96 to -.04.
- b. 17 districts did not indicate progress toward narrowing the reading gap in the years from 2009-2011.
- c. 19 districts narrowed the math gap in the years from 2007-2011 ranging in scores from -19.95 to -0.11.
- d. 23 districts did not indicate progress toward narrowing the math gap in the years from 2007-2011.
- e. More districts are closing the gap in reading than are not.
- f. There is a steady improvement across the region in typical vs. SWD—the increment is small, but steady.
- g. The gap is closing based on the scaled scores who are proficient or higher (scaled score of 400.)

#### PARP Reviewer(s) Comments:

The SPOC and SPEC are relatively new to their positions and have taken every opportunity to deepen their knowledge through attendance at ODE meetings, SST Regional Quadrant meetings, and university partnerships. Because Region 12 is geographically one of the largest in the state and currently maintains two SST facilities, creating a cohesive team can be challenging but Region 12 demonstrates a strong commitment to a collaborative team approach—both within the SST and with external partners. The SPOC indicated that nurturing relationships with all of their ESC partners is mandatory to cover the needs of the region and they plan to become even more intentional in these efforts. The SST will be hosting additional meetings with ESC partners and OIP internal facilitators in the coming year. The SST reached out to an ESC data resource to help interpret and utilize the scaled score data. The data shows small, but steady, improvement in closing the achievement gap for students with disabilities. The gains were better in reading than in math.

At the SST planning retreat in May, regional proficiency and gap data was reviewed. To address the Math gap, SST 12 has engaged a local university professor to provide intensive work in grades K-6, creating a vertical progression guide for LEA use. In addition, the fiscal agent has contracted with Battelle to monitor effective implementation of co-teaching in the classroom.

The PARP reviewer recommended that the SST start looking more closely at Least Restrictive Environment data to determine where students with disabilities are receiving services and the relationship of LRE and achievement. The SST indicated they have already started to focus attention on TBT's and instructional practices, enhanced by their initial exploration of Fraturo's work. They are planning to look at other regional support team's processes for addressing these issues.

**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

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

**SPoC/SPEC Comments:**

SST 12 provides differentiated levels of support/professional development to LEAs based on their LEA Determination, LEA SPP Profile and Onsite Review Summary Report. Below represents SST 12’s response to regional data for Indicators 5, 11, 12 and 13; as well as regional status of LEAs selected for IDEA On-site Monitoring.

**Specific to Indicator 12**

All districts in Region 12 met the OSEP established target of 100% (unless noted NR) for Indicator 12 based on the State performance Plan Indicator data. Regional data verification for 4 districts were completed to identify technical assistance needs in ensuring compliance with Indicator 12 for transition and Indicator 20 for data accuracy. Technical assistance needs that were identified included (collectively): referral date is the same as the Preschool Transition Planning Conference (PSTC), documentation of the PSTC, timelines for consent and EMIS reporting. As a result, technical assistance was provided to those individual districts accordingly and needs were also reviewed as a region during the established quarterly Preschool Supervisors Meetings.

**Universal Support/Professional Development Level**

**All LEAs including those that received determinations of “Meets Requirements”**

**[39 of 47 (82.9%) LEAs Meet Requirements]**

- Overview of Ohio’s System of General Supervision of IDEA
- ETR/IEP training for LEA school-age new staff
- ETR/IEP training for preschool program staff
- Alternate assessment training
- Imagine the Possibilities: Partnering for Success Parent Conference
- Understanding and Addressing Challenging Behaviors of Students with Complex Needs training for LEA staff
- Understanding and Addressing Challenging Behaviors of Students with Complex Needs training for families
- Post-secondary transition training
- Surrogate parent training

**Targeted Technical Assistance/Professional Development Level**

**[6 of 47 (12.7%) LEAs received determinations of “Needs Assistance Year 1”**

- ETR/Progress Book training
- Technical assistance for understanding LEA SPP Profile
- Response to Intervention consultation
- Procedural safeguards consultation
- Co-teaching consultation

**Intensive Individualized Technical Assistance/Professional Development Level**

- 1 of 47 (2.1%) LEAs received a determination of “Needs Assistance Year 3”
- 1 of 47 (2.1%) LEAs received a determination of “Needs Assistance Year 2”

## V. OEC SPP/APR INDICATORS and MONITORING

### SPoC/SPEC Comments Continued:

4 LEAs received OECs IDEA Onsite Monitoring Review

District A – “Needs Assistance Year 2” – Cleared from the monitoring process 6/14/12

- “Meets Requirements” – Cleared from the monitoring process 6/7/12

- “Needs Assistance Year 3” – Onsite review 11/8, 9 & 10/12

- “Needs Assistance Year 1” – Onsite review 4/2, 3 & 4/12

- Post-secondary transition training
- ETR/IEP compliance training for administrators
- ETR/IEP compliance training for intervention specialists
- ETR/IEP compliance training for preschool staff
- One-on-one technical assistance with intervention specialists for individual record corrections
- Facilitated CAP development for LEA teams
- Monitored LEA implementation of CAP
- Collected and submitted to OEC LEA CAP implementation evidence

### PARP Reviewer(s) Comments:

Region 12 utilizes Special Education Performance Profile data to intentionally identify specific needs across their region. Local Profile data is used in discussions with LEA as part of the differentiated professional development and technical assistance system. The SST indicated that some LEAs have difficulty reaching compliance on Indicator 11 due to lack of service providers to complete evaluations. Region 12 will continue to work with LEAs to improve compliance indicator performance and assist LEAs to use the indicator data to inform decisions about delivery of services to students suspected of or identified as having a disability.

It is recommended that the SST identify LEAs unable to demonstrate compliance on specific indicators and incorporate root cause analysis as part of the differentiated support system.

Region 12 is deeply embedded in all three days of the on-site IDEA review. Consultants, including ELSR, serve as “rotating leads” in coordinating SST involvement in the process with the LEA and OEC. The consultants maintain consistent communication with OEC in the development and monitoring of corrective action plans resulting from on-site IDEA reviews. All of the districts reviewed last year were able to demonstrate correction of non-compliance within the one year timeline.

**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>
2	2	Provided high quality professional development based on regional needs
3	3	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	3	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
2	2	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
0	0	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
0	0	Provided assistance in implementing corrective actions from an SIDR review and/or the ODE SSoS reviews
2	2	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
3	3	Monitored and evaluated OIP implementation progress
3	3	Assured that all activities outlined in the scope of work for the OIP are performed
2	<b>2</b>	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**

**SPOC SPEC Comments:**

**Region 12 strengths (noted as a 3) include:**

- a. We were responsive to the information needed and required by ODE. All reports were submitted on time and accurate.
- b. We were responsive and sensitive to the funding of our SST personnel and ensured they were assigned to districts according to the performance agreement.
- c. All staff attended the required ODE meetings.
- d. Collaborative activities and relationship building include:
  - contracts with ESC for PD (Co-teaching, OIP, transition fair)
  - SST personnel serve as adjuncts with higher education institutions (Muskingum University and Ohio University-Eastern Campus)
  - SST personnel serve on ESC curriculum and special education coordinators’ meetings and are often asked to present and provide updates.
  - SST personnel invited Race to the Top new personnel from SE RttT area who serves Region 12 schools to attend a meeting to learn about regional work and how we can align our efforts. The coordinator and FIP specialist attended.
  - SST personnel serve on Kent State University Early Childhood Advisory Council.
  - SST facility used for OTES training.
  - SST facility is leased through one of region’s LEAs

**Region 12 areas for improvement (noted as a 2) include:**

- a. With the appointment of a new SPOC and SPEC in July 2011, a planning retreat was not held in the spring for annual FY 12 planning. However, we corrected that situation with a planning retreat held on May 2, 2012 resulting in a well-planned 2012-13 year!
- b. The SST website is in need of total redesign. This year, we appointed a sub-group to lead this charge with the goal of having a new website completed by June 2013.

**B: OHIO IMPROVEMENT PROCESS IMPLEMENTATION INDICATORS**

**SPoC/SPEC Comments:**

**Region 12 Strengths:**

The School Improvement team has evidence to support the level 3 rating that is given in most categories. This is the core work found in the Performance Agreement and we are required to do what is identified as indicators in this self-assessment.

We have assisted in moving many of our districts into stages 3 and 4 through the work with the 5 Step Process, DF and IMM. Eleven (11) of our 17 districts are at that stage. Also, please note that none of our districts are high priority districts. Over the years, we have had some, but they have moved from that designation. We attribute the hard work of districts combined with regional expertise for that improvement to occur!

**Region 12 Areas of Improvement:**

We need to provide more awareness of the usefulness and value of the OLAC modules.

Sessions are planned for this year to host the webinar series.

We need to provide more quarterly meetings with ESC partners/District OIP practitioners. Sessions are planned for this year to address this need.

**A: GENERAL INDICATORS**

**B: OHIO IMPROVEMENT PROCESS IMPLEMENTATION INDICATORS**

**PARP Reviewer(s) Comments:**

There is agreement with the SST’s self-ratings in the general and OIP indicators areas. The region has identified improving web-site quality and utilization, collaborating and calibrating with regional partner ESCs, and utilization of the OLAC modules. It is recommended the SST follow-up with LEAs who were in High or Medium support status last year since they were required to select and implement interventions starting last year. They are reporting on implementation status as part of the dashboard survey process, and may need assistance with ongoing high quality implementation.

<b>Self-Rating</b>	<b>PARP Rating</b>	<b>C: EARLY LEARNING / SCHOOL READINESS INDICATORS</b>
3	PARP	Attended monthly OEL&SR meetings and took advantage of information and capacity building professional development
2	PARP	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	PARP	Participated in district IDEA monitoring visits, particularly at exit meetings an assisted districts in the completion of corrective action plans
3	PARP	Provided professional development and TA to districts, ESCs, boards of DD and the early learning community at large on topics
3	PARP	Received instruction on topics, including train-the-trainer models
Self	PARP	Delivered training and/or technical assistance to districts, ESCs, boards of
Self	PARP	DD and the early learning community at large related to standards, curriculum, assessments and other goals related to RTT ELC grant
3	PARP	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	PARP	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	PARP	Participated in systems building by participating in the Teacher/Leader Initiative
2	PARP	Promoted improved outcomes for English language learners based on regional needs
3	PARP	Promoted the use of interagency agreements as a tool for systems building
Self	PARP	Participated in building a statewide professional development system
3	PARP	Developed parent engagement activities based on regional needs
3	PARP	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:**

**Strengths:**

Identified strengths for the Early Learning/School Readiness indicators were providing focused professional development and technical assistance as outlined in the performance agreement for 2011-2012. In addition, the professional development opportunities provided were based on identified regional needs including input from customer completed evaluations, ELLCO observations, on-site visits and work from focus groups. Participants were consistently represented from district, boards of developmental disabilities programs, community child care, Head Start and other early learning programs including regular and special education teachers, aides, related service personnel and program administrators. In addition, other strengths identified were the participation in the Teacher Leader Initiative and the IDEA monitoring process.

**Areas for Improvement:**

Areas for improvement were specific in the area of English language learners and use of interagency agreements as a tool for systems building. Although improved outcomes were targeted for English Language Learners as part of professional development opportunities, future efforts will be to concentrate on identifying the specific needs of each county in order to promote appropriate activities.

The use of interagency agreements have been addressed during Preschool Supervisor's Meeting, Early Childhood Outcomes Training and as part of data verification reviews, but a system to review existing regional agreements considering the counties within the region, would be beneficial in addressing professional development and technical assistance needs across the region.

**Challenges to self-assessment:**

There were challenges in providing ratings to certain indicators as the indicators were not specifically aligned to the activities outlined in the Performance Agreement for 2011-2012. As a result, some indicators were identified as O for Not Applicable including those activities relating to the Early Learning Challenge Grant.

**C: Early Learning and School Readiness Indicators**

**PARP Reviewer(s) Comments:**

[Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Drawing Tools tab to change the formatting of the pull quote text box.]

**VII: Plan of Action Moving Forward**

**SPoC/SPEC Comments:**

**A. General Indicators:**

- We have begun a website redesign project using the ODE criteria as a model. A sub-group of SST personnel is assigned to this task with a completion date of June 2013.
- We are reexamining the different ways we communicate with our customers. We are in the process of looking at all types of communication (electronic, print, PowerPoint's, etc.) that we use. The most immediate projects we are developing is a PD brochure and newsletter. Expected date: October/November 2012.
- We will continue to find effective ways to collaborate with our partners including higher education, ESCs and community by including them in communications, inviting them to quarterly meetings and arrange face-to-face meetings.

**B. Ohio Improvement Process:**

For 2012-13, we will focus on continuing to build upon and enhancing areas of strength receiving a rating of 3. In an effort to work at cross purposes and to use all resources wisely, we will enhance these areas in ways that will incorporate and also increase our strength in areas rated 2. Areas rated 2 include being more inclusive of our ESC partners and better utilizing OLAC training modules.

**Provide technical assistance to priority districts, buildings and community schools to increase use of the Ohio 5-Step Process will include:**

- Begin a Cohort 2 and deepen knowledge of Cohort 1 teachers through two-part initial and follow up professional development offerings of *All About Me Kindergarten Kids and The Learning Experiences That Create Success for All*, focusing on using KRA-L and Diagnostic Assessment data to create and implement Common Core-based learning experiences for students,
- Enhance the use of the 5-Step process with TBTs and transition to and integrate Common Core with a two-part professional development series *Math Tool Kit for the Common Core Standards for Grades K-5, Using Vertical Progression Guides and Integrating the Instructional Framework of UDL* for ELA and Math Grades K-12, and
- Varied, continued, and more extensive use of OLAC Modules in professional development and while working with districts, especially to support districts implementing and monitoring their focused plans using more fully developed BLTs and TBTs, and
- Include ESC partners in professional development and training opportunities.

**Provide technical assistance on the proper use of the DF and IMM:**

- Revise and offer DF/IMM/CCIP training to include all updates to systems,
- Add afternoon sessions to trainings to provide differentiated and individual support to districts based on need,
- Add follow-up DF/IMM/CCIP trainings in the Spring to assist with the work districts do with these tools at this time of the year as opposed to the Fall, and
- Designate a DF/IMM/CCIP point person for districts.

**Provide OIP overview initial and update DLT/ CSLT/BLT/TBT training to appropriate regional audiences will include:**

- Rollout OLAC Webinars with intended audiences and provide technical assistance to districts as needed, and
- Include ESC partners in this rollout.

## VII: Plan of Action Moving Forward

### SPoC/SPEC Comments Continued:

#### **Provide assistance in embedding subgroup performance in OIP will include:**

- Match School Improvement Consultant with Sped/ECE/Post-Secondary Transition/Parent Engagement Consultant as a “go-to” person,
- Intentionally communicate, plan and integrate service and support to districts through newly designed SST 12 Pillar and SST 12 Regional Leadership Team (RLT) organization,
- Participate in recommended PD provided by Sped/ECE colleagues and include them in recommended OIP professional development,
- Participate in ODE’s PBIS Scale Up, and
- Use Pillar and RLT organization to collect and analyze regional data relative to subgroups and plan support and work according to regional needs, and
- Support districts in their use of OLAC modules as a resource to strengthen emphasis on subgroup student achievement.

#### **Monitor and evaluate OIP implementation progress will include:**

- Continue (increase where necessary) with on-site support of districts and also increase professional development for TBT implementation of the Ohio 5-Step Process,
- Increase the focus and facilitate the implementation of BLTs and TBTs, and
- Assist districts to monitor OIP implementation using the IMM by providing them with the designated DF/IMM/CCIP point person as support.

#### **Assure that all activities outlined in the scope of work for the OIP are performed will include:**

- Document, bi-weekly, attention to deliverables through Pillar/RLT organization,
- Dedicate ourselves to very intentional integration of Sped/ECE /OIP initiatives so that time with districts and various audiences addresses all students with a focus on those that are marginalized,
- Document, and make transparent, with agendas and other evidence, the attention to the integration and three-tiered model of support, and
- Use a common language of improvement for Region 12, that reflects ODE’s directives, including development and some standardization of PD openings, posters reflecting the language, and embedding OIP, DLT,BLT, TBT and the Ohio 5-Step Process across all Pillar’s work and presentations.

#### **C: Early Learning and School Readiness**

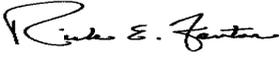
Moving ahead to the 2012-13 school year, our work will be targeted and very focused on assisting with the requirements of the *Early Learning Challenge* grant, which is a wonderful opportunity for the state of Ohio.

**VII. PLAN OF ACTION MOVING FORWARD**

**PARP Reviewer(s) Comments:**

The SST in this region is very intentional regarding the identification of needs across the region, and identifying the services that need to be provided. The PARP team is in agreement with the SST’s plan moving forward. In addition, it is recommended that focus around supporting and assisting LEAs with the implementation of formative assessments be accelerated. This will provide data to DLTs, BLTs and TBTs which will enable the identification of focus areas within LEAs to bring about increases in student achievement. Further, due to the geographical size of the region, it is imperative that the SST work closely with regional ESCs. This will calibrate the knowledge base across the region and assure consistency with messaging and service delivery. In addition, it is recommended that the SST continue to build on the beginning stages of Fraturro’s work and instructional practices for improving achievement of all students – for internal staff and ESC/LEA partners.

**SIGNATURES:**

SST - Single Point of Contact:		Date: November 15, 2012
SST - Special Education Contact:		Date: November 15, 2012
ODE - OEC Representative:	_____	Date: _____
ODE - EL/SR Representative:	_____	Date: _____
ODE - ONII State Consultant:		Date: October 2, 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