



FY2012 SST Performance Agreement Implementation Evaluation

Region: 4
Number of LEAs in Region: 17
Date of Review Conference: 11/11/2012

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 4 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 4'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

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c: SST Region 4 Single Point of Contact
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FY2012 SST Performance Agreement Implementation Evaluation

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Region: 4 **Number of LEAs in Region: 17** **Date of Review Conference: 11/11/2012**

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:

SST 4 has undergone a major change in staff. 7 out of a staff of 10 (including support staff) are new in their roles this year. With our new responsibilities as SPOC and SPEC, we are focused on **effective communication** between SST staff and our districts; **accurate and expedient information dissemination**; and **improved collaboration** within staff and among all districts to support School Improvement, Special Ed Compliance and Early Childhood requirements of the Performance Agreement.

Comparison of Progress Reports for FY12 from Jan, 2012 to June 2012 indicates an increase in:

- Formative assessments- 3 out of 8 districts
- FA mods-1 out of 8 districts
- Standards-6 out of 8 districts
- Instructional Practices-5 out of 8 districts
- TBT's-2 out of 8 districts
- TBT's SPED involved-1 out of 8
- BLT's - 3 out of 8
- BLT's SPED involved-4 out of 8 districts
- DLT - 3 out of 8
- DLT SPED involved- 2 out of 8
- EC 1 of 8

Overall there were many districts that increased performance. No districts decreased their performance rating.

I. PROGRESS REPORTS

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

PARP Reviewer(s) Comments:

ONII Response:

One LEA had five 0s on the June, 2012, Progress Report. This district is resistant and feels there is no sense of urgency. A SST 4 consultant is assigned to work at improving a relationship with this district. During the months of January-June, 2012, the column of Formative Assessments increased by .50% while Instructional Practices by .75%. With a major change in staff this school year, a definitive reason cannot be traced to these increases. This year SST 4 will look at pieces of evidence in Formative Assessments and Instructional Practices by having monthly OIP internal/external facilitators' meetings. There will also be bi-weekly SST 4 consultant meetings to increase internal communication.

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:

8 districts were sent the Customer Survey. The 2 districts that responded commented due to concerns that their SST support person was not going to be rehired.

Our renewed focus on building strong relationships between SST4 and our districts through: identifying district needs through surveys and discussions; better communication to all in region 4; and providing PD and TA support to both SST staff and districts; are ways we have identified so that we can provide better "customer service".

II. CUSTOMER SERVICE SURVEY

Data: Regional May 2012 Customer Service Survey (sent via email and attached to final report).

PARP Reviewer(s) Comments:

ONII Response:

SST 4 had an average response rate on the Customer Service Survey of 50% but that was determined by 4 out of 8 people responding. Only two LEAs responded with a district Customer Services Response overall satisfaction rating. Each rating was a three (3). To increase numbers in the Response Status Report and Customer Services Response, SST 4 will ask that all of the stakeholders in districts who work directly with the consultants and receive SST 4 services be sent this survey. Follow ups will be conducted by personal contact and through emails.

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:

Based on evaluations, all areas of PD provided were considered valuable to very valuable by those who responded. Early Learning/School Readiness scored the highest overall.

SST staff developed a QR code that connected to the ODE/PD Survey link (FY12) and placed it on all PD and Meeting Agenda's.

Beginning in August of this FY13, new systems have been put into place so that every person attending any PD offering is given the Survey in paper form and is encouraged to hand it in prior to receiving the Certificate of Attendance.

III. PROFESSIONAL DEVELOPMENT EVALUATIONS

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

PARP Reviewer(s) Comments:

ONII Responses:

SST 4 was below state totals and percentages in professional development training. The state average was 3.44 compared to 3.40 at SST 4; state job embedded PD was 90.1% compared to 87.1%; and job impacted was 96.2% compared to the region's 92.1%. This year SST 4 is giving a hard copy of the PD survey and encouraging participants to hand it in prior to receiving a Certificate of Attendance. Also during this school year, SST 4 consultants will define the difference between job embedded and job impacted prior to recipients filling out the survey.

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:

3 year Average of Math Regional Data Scale Score Difference

Typical Students 435.3 ~ Special Education 400.03 GAP -35.27

3 year Average of Reading Regional Data Scale Score Difference

Typical Students 431.9 ~ Special Education 403.7 GAP -28.2

4 year Reading GAP Change 1.3

4 Year Math GAP Change 3.44

The GAP has slightly increased over the past three years due to the AYP target increase. Our region has targeted our professional development for districts based on their needs, i.e. LRE, Co-teaching, and Best Practices for Students with Disabilities. In addition, specific districts under priority status have made some significant GAP closures. (i.e.: Painesville with a GAP closure of 1.6 over the past 3 years shows the work is starting to impact student learning.)

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:

The SPoC and SPEC of SST Region 4 are both new to their positions this school year and are working diligently to address the needs of each district and community school in their region. Currently, SST 4 is evaluating the content areas that need to be addressed through professional development and technical assistance. SST 4 has set aside funding for future professional development opportunities and are exploring which professional speakers they would like to invite to their region to provide the training. Discussions with the districts and SST staff are taking place so that professional development and technical assistance is tailored to meet each district's specific needs. SST 4 is going to host a professional development opportunity with Sloan Burgess on TEACH for educators that work with students with autism. SST 4 will follow up with the training participants either through a study group or professional learning community.

SST 4 has been meeting with every district that receives services from the ESC and is helping them determine what services the district needs and then will determine whether the services will be offered by the SST or the ESC. SST 4 is working collaboratively with the two ESCs in their region to ensure that all of the districts receive the services and support they need.

SST 4 is having discussions about student achievement data with the districts and the districts are beginning to recognize that change needs to occur if the achievement gap is going to close. SST 4 is looking at the CCIP and is using this tool to make suggestions on how districts can make better use of their funding so that it is more beneficial for students and their achievement.

SST 4 is analyzing data and instructional practices with the districts in order to determine the root cause of their achievement gaps. These discussions have helped the districts determine where the systemic changes need to be made. Districts have been compelled to evaluate whether their current practices are effective and are obtaining positive results for students. SST 4 shared that some of the districts are resistant to change and do not want to evolve with education. These districts have simply added new layers to their work rather than seeing how the various educational initiatives complement and often overlap one another. This resistance has unfortunately led to stunted student growth. SST 4 is facing this challenge by establishing positive relationships with the districts and strengthening their collaboration with the two ESCs in their region. This collaboration will allow the SST to provide high quality services and supports so that the districts can make significant closures in the achievement gap for all students.

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:

Percent of SWD in Region 4 ranges between 9.5 and 15.5, commensurate with the State Averages. (14.8)

Three districts have large percentages of identified SWD: Cardinal (17.0%), Newbury (17.4%) and Summit Academy (96.6%) - a community school targeting SWD.

All but 3 districts met requirements for the FY12 determination.

SPP-4B (Suspension/Expulsion) - only the large districts (Painesville, Mentor, Willoughby/Eastlake) are able to be reported; both did not meet the risk ration of <3.5; 15/17 are not rated

SPP-5 (School age LRE)-9 districts did not make their target which has moved from 49% (FY09) to 59.8% (FY11). With the higher targeted expectation, more schools are unable to make the target.

SPP-9 (Disproportionate in SPED)-no districts are considered “at risk” except for Riverside

SPP-10 (Disproportionate in specific disability) 3 (Painesville, Mentor, W/E) schools with a large enough sample to calculate disproportionality; of those 1 has a slight risk of being disproportionate

SPP11 (Child Find) 4 districts (Perry, Cardinal, Mentor, Willoughby/Eastlake) did not make the 100% target

SPP12 (EC Transition) Great-all districts hit the target of 100%

SPP13 (Secondary transition) Great-all districts hit the target of 100%

SPP 15 (Uncorrected non-compliance) no districts had uncorrected non-compliance areas (how many double negatives can we have :)

SPP20 (Timely and Accurate Data) All districts were listed as NR

Mentor Exempted Village was selected for a PACTS review. SPP data 2011-11 reveal these findings:

- **5 LRE**-did not meet target of 59.8 they were 52.3% in FY11; met indicator in FY09, FY10
- **11 Child find**- target 100% they were at 99.22% in FY 11; did not make target in FY09 (95.7%) and FY10 (97.0%)
- **12 EC Transition** - met 100% target all 3 yrs.
- **13 Secondary Transition**- met 100% all 3 yrs.

V. OEC SPP/APR INDICATORS and MONITORING

SPoC/SPEC Comments (continued):

Delivery of Services:

- PLOP
- Annual Goals
- Specially Designed Instruction
- Related Services

LRE

- LRE justification

DATA VERIFICATION

- Post-secondary Transition (8 required elements)

The Corrective Action Plan (CAP) has been developed and SST has been working with Mentor since the review:

- IEP PD in May, 2012
- Extended Academic Content Standards, August, 2012
- Post-Secondary Transition PD will be provided in Oct. 2012
- SST will provide ongoing support for monitoring of IEP's and ETR's
- Mentor Special Ed administrators are doing "one and done" internal monitoring of IEP's and ETR's
- SST will provide ongoing TA and PD for targeted teachers as needed

V. OEC SPP/APR INDICATORS and MONITORING

Data: Regional FYs 09-11 SPP indicator data.

PARP Reviewer(s) Comments:

The SPoC and SPEC are currently investigating the underlying reasons why some of the districts in their region are not meeting the compliance indicators for LRE, Child Find and Postsecondary Transition. The SPoC shared that she could provide more information about LRE in the early childhood setting but not school age since she is new to her position and has more of a background in early childhood rather than school age. SST 4 shared that LRE is an ongoing discussion within the districts that provide preschool services and that LEAs now have a better understanding of how to support SWD in the LRE. The SPoC shared that the unit funding requirements have helped districts better understand the 50-50 ratio as well as the importance of peer relationships among SWD and typical students.

SST 4 shared that in regards to school-age LRE, the full continuum talk needs to be held at the district level. Currently, instructional practices are being discussed and evaluated to help LEAs determine whether they are accurately providing services and supports for SWD in the LRE. In the future, SST 4 plans to provide professional development that will focus on instructional practices to ensure the delivery of services and supports in the LRE. Co-teaching training is currently being provided and this has presented opportunities for participants to engage in rich discussion about the full continuum of LRE.

In regards to Child Find, SST 4 has found that at least one district is not meeting the 60 day timeline for initial evaluations, and is not completing the required paperwork properly. The district also does not have any type of system to monitor timelines once the evaluation process has begun. SST 4 is working with this district to establish systemic processes and procedures so that an infrastructure can be established for initial evaluations and re-evaluations. The processes and procedures will then be provided to all involved staff so the district can maintain compliance with IDEA.

SST 4 shared that they have brought back professional learning communities (PLCs) into their region for school psychologists. During this process, SST staff learned that some of the school psychologists are serving in multiple districts and that the Child Find process differs in each of the districts. Ongoing discussion about systems is taking place in the PLC meetings, which has led to some effective networking and collaboration among the school psychologists. SST 4 is currently investigating whether PLCs should be implemented for guidance counselors so that they could have the same opportunities for networking and collaboration.

In regards to Postsecondary Transition Plans, SST 4 shared that their transition consultant has been working non-stop since the passage of SB 316 to train middle school teachers and special educators on the new transition requirements. Overall, transition does not appear to be a concern since all of the districts in the region attained the target of 100% compliance.

SST 4 stated that the OEC monitoring process is going well and that districts are receptive to the SST's support regarding professional development and technical assistance. Currently, they are working with one district from last year's IDEA onsite review and will be working with two districts during their respective reviews this school year. SST 4 reported that their overall goal this year is to continue to build their professional relationships with the districts and the ESCs in their region; communicate more effectively with their staff and districts; and improve their collaboration between the SST staff and districts in order to support School Improvement, Special Education Compliance, and the Early Childhood requirements of the Performance Agreement.

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> | A: GENERAL INDICATORS |
|--------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | 2 | 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 | 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 |
| 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.) <ul style="list-style-type: none"> • Regular meetings occurred with Region 2, 3, 5, 8 & 9 to collaborate • EC PD on IEP’s was provided in Region 15 • Several staff participate in committees on Lakeland CC, Ashland, CSU and KSU. |
| <u>Self-Rating</u> | <u>PARP Rating</u> | B: OHIO IMPROVEMENT PROCESS IMPLEMENTATION INDICATORS |
| 2 | 2 | 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) |
| 2 | 2 | Provided technical assistance on the proper use of the DF and IMM |
| 3 | 2 | Provided OIP overview initial and update DLT/CSLT/ BLT/TBT training to appropriate regional audiences <ul style="list-style-type: none"> • SST OIP agenda, DLT, BLT agendas and sign in sheets |
| 3 | 3 | Provided assistance in implementing corrective actions from an SIDR review and/or the ODE SSoS reviews <ul style="list-style-type: none"> • Summit Academy SIDR action plan • DLT agenda • PD agendas for technical assistance |
| 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 |
| 2 | 2 | Provided assistance in embedding subgroup performance in OIP |

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| 3 | 2 | Reinforced the awareness and utilization of the OLAC training modules SST OIP Agenda |
| 3 | 2 | Monitored and evaluated OIP implementation progress <ul style="list-style-type: none"> • OIP Implementation Rubric for districts |
| 2 | 2 | Assured that all activities outlined in the scope of work for the OIP are performed |
| 2 | 2 | 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 |
| 2 | 2 | Served as liaison between ODE and LEAs on matters related to OIP |

A: GENERAL INDICATORS

B: OHIO IMPROVEMENT PROCESS IMPLEMENTATION INDICATORS

SPoC/SPEC Comments:

See comments in table above.

PARP Reviewer(s) Comments:

ONII Response:
This year SST 4 consultants will attend District Team Meetings (DLT) to verify the appropriate personnel are filling out the Ohio Improvement Process Implementation Rubric (OIPIR). Districts on the Progress Report who reported O, 1, or 2s on OIP will receive additional Teacher Based Team (TBTs) training. The utilization of the Ohio Advisory Leadership Council (OLAC) modules will occur in these trainings.

Collaboration will continue with institutions of higher education and other regions. Consultants as well as the SPoC and SPEC will participate in higher education leadership committees and speak in undergraduate/graduate level classes.

| Self-Rating | PARP Rating | C: EARLY LEARNING / SCHOOL READINESS INDICATORS |
|--------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | | Attended monthly OEL&SR meetings and took advantage of information and capacity building professional development <ul style="list-style-type: none"> ● Both EC Coordinator (ECC) and Early Literacy Specialist (ELS) attended all monthly OEL&SR mtgs & webinars for 2011-12(OEL&SR has sign in sheets) ● attended and presented at the OAEYC EC Conference in 4/19-21 |
| 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 <ul style="list-style-type: none"> ● ECC facilitated PSE OELSR webinars in region on 9/14/11, 9/15/11, 11/11/11, 2/21/12 ● ECC & ELS provide quarterly meetings to region via(EC Core Team mtgs) for IDEA compliance information 10/3/11;1/23/12;3/26/12; 5/21/12 ● Provided ongoing emails and correspondence regarding updates on IDEA compliance ● Provided discussion forums for EC Sped Administrators & Sped Directors regarding IDEA compliance |
| 3 | | Participated in district IDEA monitoring visits, particularly at exit meetings an assisted districts in the completion of corrective action plans <ul style="list-style-type: none"> ● ECC participated in the final OEC visit with Mentor ● ECC provided IEP training to EC teachers at the request of the EC Mentor administrator 3/9/12 |
| 3 | | Provided professional development and TA to districts, ESCs, boards of DD and the early learning community at large on topics <ul style="list-style-type: none"> ● ECC & ELS hold 2 regional meetings for all EC educators to provide information regarding: content standards, project approach, curriculum, science in the EC classroom, UDL, IDEA compliance topics (IEP, ETR, etc.), understanding social-emotional behaviors in the young child. 10/28/11 & 4/27/12 ● CLASS training- 10/11 & 10/12/2011 ● mclass training (assessing YC in literacy, s/e & math) ongoing Sept-Dec. 2011 ● COSF (Child Outcomes) PD & ongoing TA 10/11; 3/12; 4/12 ● Paraprofessional in the EC classroom 10/7/12 ● IEP/ETR in EC programs 3/9/12 |
| 3 | | Received instruction on topics, including train-the-trainer models <ul style="list-style-type: none"> ● ECC and ELS attended Faculty orientation- 9/9 & 10/11 ● ECC participated in CLASS train-the-trainer in April, 2012 ● ECC and ELS participated in CLASS recalibration training |
| 3 | | Delivered training and/or technical assistance to districts, ESCs, boards of DD and the early learning community at large related to standards, curriculum, assessments and other goals related to RTT ELC grant <ul style="list-style-type: none"> ● Monthly ELLCO observations were scheduled by ELS and EC Coor ● Provided overview info and ongoing updates on ELCS and assessments being developed as related to regional Early Learning Community (ie: LEA's, ESC's, DD, etc.) ● Ongoing PD and TA for all districts; specific PD as requested by LEA's, ESC's |

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| | | <p>and DD-can provide more detailed list of scheduled EC pd if requested</p> <ul style="list-style-type: none"> ● Provided regular updates to region regarding RTTT/ELC grant via emails and meetings ● Facilitated OEL&SR webinar re: RTTT/ELC grant in Feb, 2012 |
| 3 | | <p>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</p> <ul style="list-style-type: none"> ● Developed wiki's for each PLC group for ongoing discussions-click to see link here (SST4 EC WIKI's & PLC's) ● Offered Study groups/PLC's in: <ul style="list-style-type: none"> ○ Reggio Study Group (project work) 11/3/11; 1/13/12 ○ Itinerant Teachers (10/26/11;1/7/11;2/16/12; ○ LRE study groups (2 traditional & 1 hybrid) 1/10/12, 1/25/12, 2/8/12, 2/14/12, 2/28/12, 2/29/12, 3/5/12, 3/12/12, 3/19/12, 3/28/12 ○ EC Leaders & School Readiness (designed survey w 118 respondents) ○ IMPACT - 12/11/11; 1/11/12 ○ ECE Program Administrators <p>Child Outcomes Summary Form- PD and TA EC Assessments PD & TA (GGG, ASQ S/E, mClass, observations)</p> |
| 3 | | <p>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</p> <ul style="list-style-type: none"> ● Data Verification completed in Kirtland and Madison |
| 3 | | <p>Participated in systems building by participating in the Teacher/Leader Initiative</p> <ul style="list-style-type: none"> ● ELS attended Teacher Leader quarterly meetings with regional TLs (10/4/11, 11/8/11, 3/6/12 & 5/8/12) ● ELS provided 18 hours of face to face meetings with TLs & protégés ● ELS provided e-coaching (phone calls, emails), September through June ● ELS & ECC conducted 2 regional meetings for EC educators and TLs |
| 3 | | <p>Promoted improved outcomes for English language learners based on regional needs</p> <ul style="list-style-type: none"> ● ELS provided 15-hour PD Module "Supporting Young English Language Learners and Their Families" (2/17/12, 3/2/12 & 3/16/12) |
| 2 | | <p>Promoted the use of interagency agreements as a tool for systems building</p> <ul style="list-style-type: none"> ● ECC facilitated Interagency Agreement workgroup within Region4 with representatives from all required agencies & LEA's to develop, obtain required signatures and disseminate IAA for 2011-12 ● ECC participates in OELSR- IAA state workgroup |
| 3 | | <p>Participated in building a statewide professional development system</p> <ul style="list-style-type: none"> ● Attended OELSR meetings as requested ● ECC is participating in SUTQ/TQRIS state workgroup with ODJFS, OCCRA, ODE (ongoing for last 3yrs) ● ECC & ELS participate and provide resources to Lake and Geauga P-16 ● ECC & ELS participate in EC advisory council for Lakeland Community College ● ECC participates in EC Committee for Help Me Grow (EI/EC) |
| 2 | | <p>Developed parent engagement activities based on regional needs</p> <ul style="list-style-type: none"> ● Offered two regional parent meetings (Autism and ADHD) based off parent survey. Joint effort with both Lake and Geauga County. |

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|---|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> • Website |
| 3 | | <p>Provided 1 or 2 deliveries of <i>Intentional Teaching: Language and Literacy Development for All Young Children</i> to build capacity of early childhood programs to meet the needs of developmentally appropriate and effective instruction</p> <ul style="list-style-type: none"> • ELS provided ten evening sessions (one delivery) of <i>Intentional Teaching: Language & Literacy</i> on 9/13/11, 9/20/11, 9/27/11, 10/4/11, 10/11/11, 10/18/11, 11/1/11, 11/8/11, 11/15/11 & 12/6/11 |
| 3 | | <p>Attended monthly OEL&SR meetings and took advantage of information and capacity building professional development</p> <ul style="list-style-type: none"> • Both EC Coordinator (ECC) and Early Literacy Specialist (ELS) attended all monthly OEL&SR mtgs & webinars for 2011-12(OEL&SR has sign in sheets) • attended and presented at the OAEYC EC Conference in 4/19-21 |

C: EARLY LEARNING / SCHOOL READINESS INDICATORS

SPoC/SPEC Comments:

See above comments within the table.

C: EARLY LEARNING / SCHOOL READINESS INDICATORS

PARP Reviewer(s) Comments

VII. PLAN OF ACTION MOVING FORWARD

SPoC/SPEC Comments:

SST 4 has undergone a major change in staff. 7 out of a staff of 10 (including support staff) are new in their roles this year. In our new roles as SPOC and SPEC we are focused on **effective communication** between staff and our districts; **accurate and expedient information dissemination**; and **improved collaboration** within staff and among all districts to support School Improvement, Special Education Compliance and Early Childhood requirements of the Performance Agreement.

Considering that the majority of our staff has been “on the job” for less than 30 days at the time of this review, we look forward to our discussion with ODE and refocusing our SST work. As stated in the beginning of our comments we have several areas of focus including; communication, information dissemination, and collaboration.

Some of the strategies we have currently implemented are...

Effective Communication (SST in-house & to districts)

- Hired “networking assistant” to build and support SST systems of communication including update website, develop Google systems for sharing documents with districts, and develop better ways of dissemination of information.
- Implemented regular staff meetings 2 times per month
- Implemented regular staff in-house PD one 1/2 day per month
- Identified Leads and Teams in all required PA areas
- Held “It’s a New Day” introduction meeting for all districts (targeted SPED directors)
- In process of setting up F2F (Face to Face) meetings-SPOC/SPEC with each district
- Developing a brochure to provide details of each SST Consultant; areas of expertise, districts they will be supporting, and individual contact information
- Developing tiered PD offerings to support SI, SPED, EC and other ODE initiatives as they unfold

Accurate & Expedient Information Dissemination

- Recognize overlap between this area and **Effective Communication** (above)
- Develop monthly “news blasts” for region (email and post on SST website & Google page)
- Timely sharing of all ODE information as it is relayed to SST
- Continue to clarify and develop systems for improved information distribution flow

Improved Collaboration

- Collaborate with Lake ESC (fiscal) to identify PA requirements, areas of collaboration with ESC, and to ensure each has a clear understanding of roles and responsibilities (see SST- PA flow chart)
- Build and strengthen relationships with all districts, DD’s, and ESC’s in SST4 region through surveys and follow-up discussions
- Encourage SST staff involvement in collaborative efforts with ESC’s, DD’s and LEA’s as appropriate (i.e.: committee’s, P-16; local initiatives, VA, state workgroups)
- STATE
 - PBIS state workgroup (CM)
 - VA Lead for both counties (HF)
 - IAA state workgroup (MD)
 - TQRIS/SUTQ state workgroup (MD)
 - Autism/LI state workgroup (JO)
 - State Diagnostic Team (CM)
 - TBI state workgroup (JO)

PARP Reviewer(s) Comments:

ONII Response:

With a large turnover in staff, SST 4 will be working diligently to improve public relations within the LEAs in Region 4. Staff members have already experienced the opportunity of increased internal communication and expressing their own voice by attending bi-monthly meetings. The following goals will be adhered to at SST 4 in order to increase customer and employee satisfaction:

1. Collaboration with SST 4 and districts will increase by personalized contact and opening opportunities for technical assistance.
2. Collaboration within SST 4 consultants will increase by regular opportunities of open dialogue and shared support.

SIGNATURES:

SST - Single Point of Contact: _____ Date: _____

SST - Special Education Contact: _____ Date: _____

ODE - OEC Representative: _____ Date: _____

ODE - EL/SR Representative: _____ Date: _____

ODE - ONII State Consultant: _____ Date: _____

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