



FY2012 SST Performance Agreement Implementation Evaluation

Region: 7

Number of LEAs in Region: 46

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 7 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 7'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 7 Single Point of Contact
SST Region 7 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:

State Support Team Region 7 (SST7) serves districts in Ashland, Crawford, Huron (Willard City), Knox, Medina (Black River Local), Marion, Morrow, Richland, Seneca (excluding Fostoria City), and Wyandot Counties. The region is populated by 5 career and technical education centers; 4 educational service centers; 9 county boards of developmental disabilities; 4 information/technology centers; 1 educational television; 22 community schools (8 being digital academies); and 46 traditional public schools.

Review of the first and last FY12 Progress Reports suggested no significant change in systems, structures, and supports in the LEAs. The data indicated, however, that overall formative assessment modifications and standards were below 2, while instructional practices, TBTs, TBT/special education involvement, BLTs, BLT/special education involvement, DLTs, CS/DLT/special education involvement were above 2.

Areas in which the region scored below 2 are being more formally addressed. The specific activities are addressed later in this report.

PARP Reviewer(s) Comments:

There were six districts within SST 7 that noted they were exemplary in specific areas in the Ohio Improvement Process (OIP). This coming year to verify this accuracy the OIP external facilitators from the Educational Service Centers (ESC) and internal districts' facilitators will be asked to produce evidence from the Ohio Improvement Process Implementation Review (OIPIR) during OIP Facilitators' Meetings held at SST 7. From January to June 2012, the Formative Assessments Column decreased .28% while Instructional Practices increased by .07%. During SY 2012-13 these two columns will increase through collaboration of SST 7 and all regional OIP facilitators with pieces of evidence that will be provided from District Level Team (DLT) meetings, Building Level Team (BLT) meetings and Teacher Based Team (TBT) meetings within districts.

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 Service Survey results were based on responses from 10 of the 12 districts listed for Region 7. The overall data indicated that Region 7's average response scores were below the state average in all areas except Stage 2 and Stage 3 (OIP). The data showed that two districts provided low ratings that impact the overall average. These districts were provided OIP support from OIP facilitators outside of the SST.

The results of the Customer Service Survey do not necessarily reflect impact. Other variables may have influenced the ratings; particularly if the ratings of the other LEAs are considered. Implications might include more frequent customer service checks.

PARP Reviewer(s) Comments:

SST 7 had four LEAs rate them a 4 in overall satisfaction in Customer Services Responses, four LEAs issued a rating of 3, and one LEA stated a rating of 2. In the Customer Service Survey, SST 7 had a 50% response rate. Out of 12 response areas on the Customer Survey Report Response, SST 7 showed 7 areas with under the state average. One root cause could be the low response numbers from one district. In addition, Region 7 indicated that the responses may not reflect the full scope of their work within LEAs as surveys were only sent to superintendents. This coming year SST 7 will select additional personnel in each district to receive the Customer Service Survey that is generated through the Ohio Department of Education.

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:

The Regional Professional Development Training Report FY12 showed Region 7 with an average response score of 3.44; 92.5% job embedded professional development score compared to the state job embedded professional development score of 90.1%; and a 99.1% job impacted score compared to the state job impacted score of 96.2%. Notable were the average score and impact score for general education in comparison to the average state scores.

PARP Reviewer(s) Comments:

SST 7 was above in state totals and percentages in the average based responses on professional development evaluations and job embedded (92.5% compared to 90.1%) and job impacted (99.1% compared to 96.2%). This occurred through the building of relationships with districts as well as the consultants sending a constant message. A process agenda is utilized throughout training that includes time, person responsible, agenda item, action items, and action steps(s) and person(s) responsible. Once this information is recorded it is distributed so personnel can develop an action plan. This is also used during monitoring processes and feedback.

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:

Based on SPP/APR data, report card data, and recently shared PARP data, the majority of the districts in Region 7 did not meet the target proficiency rates for mathematics or reading between 2009 and 2011 for students with disabilities (SWDs). The districts in which the SST had directly worked showed increases in average scaled scores in reading for SWDs. The SST7 provided high quality professional development (HQPD), using best practice strategies to LEAs in the region to increase mathematics and reading achievement scores for all students. All of the following teams were expected to include supervisors of Special Education, as well as intervention specialist and general education teacher teams.

Differentiated Instruction – October 10, 2011 and February 6, 2012 with Dr. Diane Heacox (Follow-up included three (3) additional meetings individual districts: **Fredericktown** – September 8, 2011, December 8, 2011, and February 23, 2012; **Mt. Gilead** – December 6, 2011; and **Mohawk** – December 5, 2011, January 9, 2012, and March 2, 2012).

Mansfield Middle School – Staff training during early release – September 14, 2011, October 5, 2011, November 2, 2011, and December 7, 2011.

Madison South Elementary – June 4, 2011; **Madison Middle and High Schools** – November 8, 2011 and December 13, 2011.

Co-teaching trainings were available for LEAs on May 16-17, 2011. Follow-ups: November 29-30, 2011. Participating districts: **Crestline, Crestview, Elgin, Hopewell-Loudon, Mapleton, Marion, Mohawk, Mt. Gilead, Old Fort, Plymouth-Shiloh, Seneca East, Tiffin, and Wynford.**

Observations: **Marion** – November 30, 2011, **Elgin** – January 31, 2012, and **Upper Sandusky** – February 7, 2012.

HSTW administration training provided on **Co-teaching** – June 8, 2012.

Multi-tiered Systems of Support (Rtl) with the University of Cincinnati – October 24, 2011 and May 21, 2012 (Participating districts: Discovery School, Bridges Community Academy, Willard, Galion, Mt. Vernon, Cardington-Lincoln, Bucyrus, Ontario, Shelby, and Plymouth-Shiloh).

Rtl – Curriculum Mapping with the Common Core – June 7-8, 2012.

IEP trainings including connections to the Common Core Standards and the Extended Standards:

Ashland – August 10, 2011, **Plymouth-Shiloh** – August 19, 2011, **Ontario** – August 22, 2011, **Hillsdale** – August 23, 2011, **Fredericktown** – September 2 and 8, 2011, **Willard** – September 12, 2011, **Crestline** – October 14, 2011, **Upper Sandusky** – October 3, 2011, **Hillsdale** – October 26, 2011, **Buckeye Central** – November 2, 2011, **Regional training (multiple districts)** – November 3, 2011, **Centerburg** – December 16, 2011, **Mt. Gilead** – January 12, 2012, **Highland** – January 18, 2012, **Cardington-Lincoln** – March 28, 2012, **Futures School** – April 17, 2012, and **Northmor** – April 20, 2012.

ODE facilitated ETR/IEP Training for Region 7 – March 21, 2012.

Ohio Academic Content Standards/Extended Trainings/Alternate Assessment Trainings for 2012-13: Regionally – September 17, 18, 20, 21, 24, and 25; October 10-11; and November 12, 2012.

Assistive Technology Vendor Fair in collaboration with SST Regions 1, 2, 6, and 7. OCALI included. Quadrant training – April 2, 2012.

Teacher Training (Assistive Technology) – Guest speaker at Ashland University – July 26, 2011.

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 (continued):

Alternate Assessment trainings – September 27, 2011, October 5, 13, and 20, 2011, November 9, 2011, and December 6, 2011.

Planning for Rtl and building-wide reading/mathematics screener for Willard elementary administrators: Follow-up training – August 9, 2011 and staff training – November 10, 28, 2011.

Low Incidence – Accessing the Curriculum – facilitated by OCALI – October 27-28, 2011.

Autism Consultations – Student specific – Lucas – May 8, 2012 and Lexington – May 23, 2012.

OEC Onsite Monitoring 2010-11: Madison, Tiffin, and Pleasant. Ongoing HQPD and HQTAs based on findings.

OEC Onsite Monitoring 2011-12: Ashland, Clear Fork Valley, Highland, and Plymouth-Shiloh. Ongoing HQPD and HQTAs based on findings.

Differentiation training and follow-up support provided to five (5) districts.

Parent literacy and writing nights – supporting parents of children with disabilities (CWDs).

PBIS and related structures and supports - HQPD and HQTAs provided to **The Tomorrow Center, Mansfield Senior High School, Mansfield IMAC/STAR/Elective Academy,** and the **Willard** elementary schools.

PARP Reviewer(s) Comments:

OEC
 Region 7 continues to address closing the achievement gap for SWDs by embedding data-based goals and strategies through the OIP.

Region 7 provided targeted, job-embedded professional development and technical assistance around differentiated instruction, co-teaching, and Multi-tiered Systems of Support/Response to Intervention. The impact of these efforts was noted in the improved average scaled scores in both reading and mathematics in the participating LEAs.

During the 2011-2012 school year, Region 7 initiated a collaborative study with Mt. Vernon Nazarene University, the Office for Exceptional Children, and 4 LEAs to develop a quantitative process for determining Least Restrictive Environment in order to ensure quality access to general education. This included the utilization of research-based practices such as differentiated instruction, co-teaching, and Multi-tiered System of Support/Response to Intervention (MTSS/Rtl).

During the 2012-2013 school year, Region 7 initiated professional development around teaching instructional practices using Singapore Math for the purpose of addressing the closing of the achievement gap. In addition, Region 7 will analyze LEA average scaled score gap data and provide structured and targeted support for LEAs demonstrating the most significant math gaps.

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:

Post-Secondary Transition (Indicator 13) – SST7 LEAs had no findings that required creating a CAP for school year 2011-12. LEAs needing to clarify data did so within allotted timelines.

Transition trainings provided for the following: **Ashland University** (class) – July 28, 2011, **County Boards of Developmental Disabilities** (Huron, Marion, Morrow, Ottawa, Sandusky, Seneca, and Wyandot) – August 9, 2011, **Plymouth-Shiloh** – August 19, 2011, **Ontario** – August 22, 2011, **Ashland** – August 26, 2011, **Mid-Ohio ESC** – September 30, 2011, **Sentinel Career Center** – November 10, 2011, **Marion** – December 14, 2011, and **Bucyrus** – January 3, 2012.

OEC Onsite Monitoring 2010-11: **Madison, Tiffin, and Pleasant.** Ongoing HQPD and HQTAs based on findings.

OEC Onsite Monitoring 2011-12: **Ashland, Clear Fork Valley, Highland, and Plymouth-Shiloh.** Ongoing HQPD and HQTAs based on findings.

HQTA provided four (4) times to **Parent Advisory Group** regarding **SPP/APR data and monitoring.**

Least Restrictive Environment (Indicator 5) – SST7 partnered with the Ohio Department of Education’s Office for Exceptional Children, the Ashland City Schools, Crestview Local Schools, Madison Local Schools, and the Marion City Schools in a LRE project that involved the development of a decision tree to assist in determining the most appropriate LRE for a SWDs and the types of services rendered as a result of these decisions.

PARP Reviewer(s) Comments:

OEC

Region 7 was deeply embedded in all aspects of IDEA Compliance Monitoring as evidenced by LEA meetings to discuss SPP Profiles, inclusion of SPP data throughout the OIP, attendance at all scheduled onsite review meetings, and support of Corrective Action Plans (CAP).

Region 7 provided targeted support to parents/families of students with disabilities including, but not limited to, anti-bullying practices, literacy, IDEA requirements, and alternate assessment.

Region 7 will engage in intentional discussions with LEA administrators to investigate root causes for non-compliance on Indicator 11 (Child Find) and to the potential impact of continued non-compliance.

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
3	3	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
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: OHIO IMPROVEMENT PROCESS IMPLEMENTATION INDICATORS
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
3	3	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
2	2	Provided assistance in embedding subgroup performance in OIP
3	3	Reinforced the awareness and utilization of the OLAC training modules
3	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:

State Support Team Region 7 will continue to work to increase systemic and systematic implementation of OIP systems and structures per 2012-2013 performance agreement. Monthly OIP facilitator meetings will ensure quality monthly support to OIP practitioners, both district and ESC, as well as the collection of reporting tools to ONII. These meetings will also host a series of job-embedded HQPD to increase the implementation of effective DLT, BLT and TBT structures with support from the Ohio Leadership Advisory Council. ONII staff has been included in our regional OIP email rings to improve communication between ODE and our regional partners. This year, SST7 has built in a series of combined meetings, School Improvement and Special Education, to increase awareness of meeting the needs of ALL students as well as provide support on how to implement such structures. Our SST will ensure strategies and actions are created on district and school improvement plans aligned to such needs and provide individual TA to districts and schools identified via the ESEA Flexibility waiver. Training for “New” OIP Facilitators will be hosted to ensure fidelity and integrity of regional OIP regional implementation.

Evidence Aligned to OIP Performance Indicators:

- Provided TA to priority districts, building and community schools to help increase the use of the Ohio 5-Step Process.
 - Evidence: Agendas, sign-ins and facilitator meetings.
- Used GRF allocated funds to provide Ohio 8 districts one FTE for each district to assure implementation with fidelity and “Accomplished” level for implementation as per the OIP Implementation Rubric.
 - Evidence: NA to SST
- Provided TA on the proper use of the DF and IMM.
 - Evidence: DF/IMM Training Manual, OIP Facilitator Meetings, TA to districts requesting assistance (e.g., Mt. Vernon City)
- Provided OIP Overview initial and update DLT/CSLT/BLT and TBT training to appropriate regional audiences.
 - Evidence: Sign-ins, Agendas, OIP Facilitator Meetings
- Provided assistance in implementing corrective action plans from and SIDR review and/or the ODE SSoS reviews.
 - Evidence: Mt. Vernon City agendas, sign-ins and emails with ONII (Rick Fenton)

A: GENERAL INDICATORS

B: OHIO IMPROVEMENT PROCESS IMPLEMENTATION INDICATORS

SPOC/SPEC Comments Continued

- Provided assistance and support to non-fiscal agent, within region, ESCs to build the capacity of personnel to provide support and TA to DLTs/CSLTs/BLTs/TBTs.
 - Evidence: Agendas, sign-ins, OIP Facilitator Meetings and Individual TA to districts (Marion City, Mt. Vernon City, IMAC, STAR, Elective, Bucyrus City, Mansfield City).
- Provided assistance embedding subgroup performance in OIP.
 - Evidence: CCIP/IMM, Agendas, Sign-ins, OIP Facilitator Meetings, Special Education Leadership Meetings.
- Reinforced the awareness and utilization of the OLAC Training Modules.
 - Evidence: OIP Facilitator Meetings, Sign- ins, Agendas, Host Webinars
- Monitored and evaluated OIP Implementation Progress.
 - Evidence: OIP Facilitator Meetings, ONII Accountability Surveys, TA to Focus Schools, Sign-ins, Agendas, DLT/BLT meetings
- Assured that all activities outlined in the scope of the work for the OIP are performed.
 - Evidence: TRAC, Sign-ins, OIP Facilitator Meetings, Agendas, Sign-ins, Progress Reports submitted to ONII on a monthly basis.
- 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.
 - Evidence: OIP Facilitator Monthly meetings, Regional professional development plan, TRAC, sign-ins, agendas.
- Serve as a liaison between ODE and LEAs on matters related to OIP.
 - Evidence: Sign-ins, agendas, SIDR action plan completion, TRAC, emails.

PARP Reviewer(s) Comments:

ONII Response:
 SST 7 will continue monthly OIP facilitators’ meetings for the ESCs and districts. Also the areas of school improvement, special education and early learning/school readiness will continue blending functions to support the needs of all students. Partnerships are being developed with other regions to discuss state support team work with superintendents. It is noted that districts are revising their OIP plans by concentrating on subgroup data. Monitoring and evaluating OIP will be strengthened by requiring districts to provided pieces of evidence at monthly facilitators’ meetings.

<u>Self-Rating</u>	<u>PARP Rating</u>	C: EARLY LEARNING / SCHOOL READINESS INDICATORS
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
2		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
0		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
2		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
2		Participated in building a statewide professional development system
2		Developed parent engagement activities based on regional needs
3		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

C: EARLY LEARNING / SCHOOL READINESS INDICATORS

SPoC/SPEC Comments:

Attended monthly OEL&SR meetings and took advantage of information and capacity building professional development – The Early Childhood Coordinator and ELLS attended all required monthly meetings whether face to face or virtual and used the information to meet regional needs through dissemination and analysis of needs. Both built capacity by attendance at ODE sponsored OIP, OEC monitoring trainings. Others included ELLCO recalibration, ELLCO observations, Ohio Early Childhood Conference.

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 – Both the EC Coordinator and ELLS provided PD and Technical Assistance to Districts, ECS, and Boards of DD. Examples of the PD and TA provided are: Pre-K Content Standards & Documentation TA with Mt Gilead Schools; Part C to B Transition Training with Mid-Ohio ESC, local Head Start agencies, Crestview Local, Clear Fork Valley, Lucas, Ontario, Madison, and Plymouth Schools Districts; IEP training for Marion County preschool teachers as result of OEC monitoring; attendance at HMG collaborative meetings, Task Forces in Richland, Morrow and Crawford counties; Preschool data TA for Wynford preschool supervisor and teacher.

Participated in district IDEA monitoring visits, particularly at exit meetings an assisted districts in the completion of corrective action plans – Both the EC Coordinator and ELLS have participated in the on-site monitoring process through being present and available at on-site meetings including exit meetings and on-going follow up PD and TA provided to the district at Clear Fork Valley Local, Ashland City, and Plymouth-Shiloh Local.

Provided professional development and TA to districts, ESCs, boards of DD and the early learning community at large on topics – Both the EC Coordinator and ELLS have provided PD and TA to districts , ESCs, boards of DD, and other regional Early Childhood programs. Examples of the PD and TA provided are: ECO training @ Dale Roy board of DD, NCOESC, Bucyrus, Regional ECO training; Regional GGG training; Regional ASQ-SE training; Early Childhood Content Standards Training @ Ohio Heartland Head Start for 41 staff; ECO-Alternate Form Overview (2/17/12); GGG training @ Knox County Head Start, CLASS Introduction Training @ SST office. Others included Leadership training for regional Supervisors, Preschool Data analysis for Marion city, Writing follow-up from Matt Glover September in-service,

Received instruction on topics, including train-the-trainer models - Both the EC Coordinator and ELLS received Train the Trainer PD on the CLASS Assessment Tool (2/28/12-3/1/12) and are certified trainers. Both attended Elise Frattura presentation and OTES/OPES Conference; Regional Multi-Tiered Systems of Support (MTSS), Bullying with Jim Bisenius, CPI, Curriculum Mapping and the Common Core.

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 – PD and information was disseminated regarding the ELCG and its components at many different levels throughout the 2011-2012 school year. Examples of this PD and dissemination are: Early Childhood / Pre School Special Ed Supervisor’s Meetings held quarterly; RTTT/ELCG Webinar facilitation (1/25/12 & 1/27/12); Regional Early Childhood Assessment Study group (5 sessions); Standards training for Tri-county ESC; regular dissemination on preschool data analysis to regional supervisors; CLASS observations (for IMPACT) for one ESC; facilitation for Madison IMPACT completion.

C: EARLY LEARNING / SCHOOL READINESS INDICATORS

PARP Reviewer(s) Comments

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 – PD and Study Groups were facilitated by both the EC Coordinator and ELLS based on regional needs. Examples are: LRE Study Group, Regional CSEFEL training.

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 – EC Coordinator conducted data verification visits as required. Records were verified at Willard School District (10/26/11) and at Madison Local School District (6/16/12).

Participated in systems building by participating in the Teacher/Leader Initiative - ELLS and EC Coordinator attended meetings and made contacts with regional providers in conjunction with the Teacher Leader Initiative. Examples of meetings attended are: Quarterly Teacher Leader Meetings for NE Region (10/4/11, 11/18/11, 3/6/12, and 5/8/12); ecQnet Orientation (8/9-8/10/11).

Promoted improved outcomes for English language learners based on regional needs – Both EC Coordinator and ELLS provided Regional Preschool English Language Learners Training with school district and Head Start participants. Materials and assessments have been purchased, reviewed and disseminated to regional entities upon request.

Promoted the use of interagency agreements as a tool for systems building – Disseminated information on interagency agreements at Early Childhood Supervisor and task force meetings; participated in agreement revisions in 3 counties (Richland, Morrow and Crawford).

Participated in building a statewide professional development system – EC Coordinator and ELLS have participated and attended meetings locally, regionally, and at a state-wide level with other Professional Development organizations in order to resource share, collaborate, and coordinate. Examples of meetings attended are: OPDN; Ashland School Readiness Task Force; Crawford County Early Childhood Task Force and Birth to 5 advisory Meetings; SPARC (P-16 for Ashland, Richland and Crawford Counties) Early Childhood Committee; collaborated with child care and other preschool entities in Morrow counties to develop PD for all preschool personnel.

Developed parent engagement activities based on regional needs – SST7 Parent Contact presented information to Early Childhood Supervisors and provided professional development to MOESC preschool parents.

Provided 1 or 2 deliveries of *Intentional Teaching: Language and Literacy Development for All Young Children* to build capacity of early childhood programs to meet the needs of developmentally appropriate and effective instruction – ELLS delivered 2 series of Intentional Teaching over the course of the 2011-2012 school year. First delivery was presented @ the SST office. Second delivery was presented by request of local professionals in Knox County, February through March of 2012.

VII. PLAN OF ACTION MOVING FORWARD

SPoC/SPEC Comments:

Based on staff review of the regional data, partner organizations’ input, and review of district plans, the SST will continue to improve the growth and achievement for all students in the region by providing intentional leadership to improve results.

Assistive Technology (SST Staff, OCALI, & Other SSTs’ staff): *Provide districts, in collaboration with OCALI and other SSTs’ staff, technical assistance in the use of assistive technology so that students with disabilities are able to access Ohio’s New Learning Standards.*

Autism (SST Staff & OCALI): *Collaborate with OCALI to provide Services and supports to educational organizations and families in order to better serve the educational needs of students with Autism Spectrum Disorders.*

Co-teaching (SST Staff): *Support and build the capacity of districts to expand co-teaching practices in their schools in order to better meet the instructional needs of students of all abilities.*

Differentiated Instruction (SST Staff): *Support and build the capacity of districts to expand differentiated instruction practices in their schools in order to better meet the instructional needs of students of all abilities.*

Extended Standards (SST Staff): *Assist districts in implementing the Extended Standards and other related requirements.*

Multi-tiered Systems of Support/Response to Intervention (SST Staff): *Support and build the capacity of districts to expand MTSS/RtI practices through a problem-solving model based on regular progress monitoring data to provide high quality instruction, intervention, and enrichment matched to student needs.*

Transition (SST Staff): *Based on analysis of regional data, assist districts in the design and development of quality programs and services designed to improve college and career readiness for students with disabilities.*

Singapore Mathematics (SDE): *Provide an instructional mathematics framework for closing the achievement gap that is aligned to Ohio’s New Learning Standards, RtI, and differentiated instruction.*

Ohio Improvement Process (SST staff): *Once the ODE is able to inform the region of its focused districts, Region 7 will support these districts in collaboration with partners in the implementation and monitoring of the Ohio Improvement Process (OIP).*

Monitoring (SST staff): *Staff has been identified to provide HQPD and HQTAs to districts identified for onsite IDEA Monitoring.*

Parents (SST staff): *Services to parents of children with disabilities (CWDs) will be expanded through professional development in literacy, parent rights, and positive behavior intervention. Further efforts will be dedicated to building capacity to reach more parents of CWDs in the region.*

Achievement Gap (SST staff): *Meetings/workshops for OIP facilitators and administrators, particularly those serving CWDs, have been restructured in order to instruct and facilitate conversations with these individuals in the practices (systems, structures, and supports) necessary to meet the needs of children of all abilities achieving at high levels with a concurrent outcome of closing the achievement gap between the lower achieving and higher achieving subgroups.*

Positive Behavior and Intervention Supports (SST staff): *Support and build the capacity of districts to expand PBIS practices in their schools in order to better meet the instructional needs of students of all abilities.*

VII. PLAN OF ACTION MOVING FORWARD

PARP Reviewer(s) Comments:

ONII Response:

During SY 2012-13, SST 7 will adhere to the following OIP goals:

1. Increase the utilization of data in monitoring the implementation of OIP at the monthly facilitators' meeting.
2. Identify and strengthen the formative assessments used by districts through collaboration with the FIP consultant.

OEC Response:

During SY 1012-13, SST 7 will analyze achievement gap data to provide direct and structured professional development and technical assistance.

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