



FY2012 SST Performance Agreement Implementation Evaluation

Region: 9

Number of LEAs in Region: 34

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 9 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 9'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 9 Single Point of Contact
SST Region 9 Fiscal Agent

FY2012 SST Performance Agreement Implementation Evaluation

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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:

As we reflect on the data for FY12 Progress Reports, while we don't see much movement in the numbers, we did build momentum for the work we are doing this school year with districts in our region and expect significant movement in FY13.

While the performance agreement is the framework and driver of our work, SST-9 specifically designs PD and TA to meet the needs of the districts in our region according to the district goals in CCIP, survey feedback from district leaders and input from the OIP Internal Facilitators. We were well into our work for the school year when the progress report was developed, yet we believe the 'fruits of our labor' will reap the benefits in FY13.

Last year was the first year that we developed and implemented Response to Intervention (Rtl) training. We trained 2 cohorts of teams from across the region in FY12 and will train 4 more cohorts in FY13 (this impacted approximately 400 educators in our region). The training helps teams develop the **WHY** behind the need for **formative assessments**, the **WHAT** effective instructional strategies will help close the gap and the **HOW** will we respond as a school to provide support for ALL students. Additionally, the Rtl training addresses **HOW** and **WHY** districts must "shore the core" to identify gaps and/or deficiencies in core curriculum. Moreover, our SST-9 team worked with the FIP Specialist and participated in her training to become FIP facilitators this summer to better serve our districts in FY13.

As a region we provide training and support to districts to implement the OIP on the timeline as recommended by the Performance Agreement. In FY12 we focused our training on the development and implementation of Teacher-Based Teams, which was typically attended by teams from districts. Our HIGH need urban district is moving quickly through the OIP process and will participate in TBT training on Oct. 8. There is an expectation that all TBTs will be functional by the second semester.

We also changed our OIP technical support meetings to include more OIP leaders than just the Internal Facilitators to build more district capacity. We were able to review the OIPIR and the PA with our leaders already this school year and expect that they will feel more informed and prepared for the expectations of the year ahead.

I. PROGRESS REPORTS

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

PARP Reviewer(s) Comments:

ONII Response:

The June 2012 Progress Report showed that Formative Assessment increased by .50% while Instructional Practices increased by .10%. To show significant increases in these two areas for SY 2012-13, SST 9 will concentrate on RtI, core instruction, and literacy development training. All OIP Facilitators participated in the Formative Instructional Practice (FIP) training to help show the correlation between FIP and the Ohio Improvement Process (OIP). Also a new collaboration is the 2012-2013 Building Leadership Series between SST 9 and Stark County Educational Service Center. Session Topics will include Closing the Gaps for All Subgroups, Third Grade Guarantee, Improving Formative Instructional Practices, Next Generation of Assessments and Common Core Alignment.

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:

Regarding the Customer Satisfaction survey, we were overall pleased with the ratings. We work hard to meet the needs of our customers, while honoring the parameters of the Performance Agreement and budget guidelines. We worked hard to offer the training and TA that meet the 'just in time' needs of our districts. We are fortunate to work with very professional leaders in districts who are most appreciative of the support that they are given.

We believe that we have put systems in place to gather both survey and face-to-face input regarding the needs of our districts and other constituent groups. We have designed our professional development offerings aligned to district needs and requests. These opportunities provide training for ALL districts across the region. To maximize our funds, we provided literacy and math conferences for our districts to provide opportunities for ALL districts to bring teams to deconstruct the standards by grade level and begin the standards implementation planning process. It is very costly to do this as single districts, but together great ideas were shared, new assessment types were viewed and multi-district conversations benefited everyone.

We had hoped to have more respondents. We would like to give our districts a 'heads-up' regarding whom the survey will be coming from so they can look for it. I know it came at the very end of the school year and people were swamped. I did make contact with a few of those people who did not respond to ask for feedback regarding our service given that they had not responded to the survey. One of our early childhood collaborators apologized for missing the online survey opportunity, and then shared, "please tell them that the PD and support were so wonderful, that I am just speechless!"

While our goal is to have more respondents and maintain or increase in all areas, as the restraints on the budget become more didactic, we will be less able to meet some of the needs of our customers as we did in FY12. (i.e. we used some of the GRF funds last year for sub reimbursement for the DLT/BLT/TBT work for all high, medium and some low support districts; those funds are now earmarked for our one Big 8 school and the FOCUS and PRIORITY schools).

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:

The overall satisfaction rate for SST 9 was a four (4) from 26 LEAs and a three (3) from 8 LEAs. To increase the 50.7% return rate, SST 9 will make personal contacts with respondents after the survey is released. Also more monthly meetings will occur between personnel within the Stark County, Wayne County, and Holmes County Educational Service Centers with SST 9 to promote the disappearance of silos and model to LEAs how collaboration can increase productivity. Personnel responsible for Race to the Top (RttT), FIP, Ohio Teacher Evaluation System (OTES), Ohio Principal Evaluation System (OPES), and Positive Intervention Behavior System (PIBS) will honor the agreement to build capacity within the LEAs to promote and regionalize the need in raising student achievement.

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 PD evaluations were excellent. We have a very committed and hardworking team who are also great trainers.

One factor that has made a significant difference is the change in professional development structure. The SST-9 team developed trainings in series for building teams. The design required a huge commitment on the part of the participants to actually develop action plans and implement the work in their buildings. The series typically has six days of training over the course of a semester or year with site visits by SST-9 consultant for progress monitoring and technical assistance. The progress of the teams has been amazing, and they have expressed their appreciation for the training, expectations and support. The participants appreciate the organization of every training and the powerful way that the content has impacted their work.

In FY12, we strived to meet the needs of our districts in all areas of the Performance Agreement through as much individualized technical assistance and professional development opportunities as was feasible (prioritizing our high, medium and low support districts). Due to the amount of work to be accomplished in FY13 (per the PA) and as we prioritize the work of our consultants, we realize that many of our professional development opportunities will need to be less individualized to school districts and more regionalized to meet the needs of many. A trust factor will also be worked on to help with Community Schools' willingness to accept the support of SST 9.

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 Response:

Many positive remarks were given by educators who participated in professional development opportunities in SST 9. During the SY 2012-13, SST 9 will be looking at more regional requests than attending an individual LEA training session. Based on the districts' data, professional development is offered through SST 9 on needs. That philosophy helped to show why job embedded and job impacted professional development was rated higher than the state averages. This year specific and required professional development will continue for the Focus, Priority, Alert, and Improvement schools.

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:

While our trend data for all students including students with disabilities is on the rise, unfortunately, there are wide gaps between our students with disabilities and students without disabilities.

The Universal Gap study shows that there are shifts that districts must make to begin closing that gap. These shifts are not simple changes, but the evidence is clear that we must work to help districts make these shifts if we want to positively impact the future for students with disabilities.

In every single training we do, we include the gap data and challenge districts to make the shifts recommended to ensure that all students have access to a rich, rigorous engaging curriculum. We have written some challenging questions for every DLT to address such as:

“Is the reading and math teacher of your students with disabilities a content specialist?”

“Do your students with disabilities have access to the same rigorous math and reading classes/resources as other ‘typical’ students?”

“Are we certain that specially designed instruction is delivered with fidelity?”

Our DLTs and BLTs need to begin wrestling with the Universal Gap Study findings and push the policies and practices in districts to help make the needed changes.

Additionally, we believe that TBTs must collaborate to anticipate the needs of ALL students through data analysis, while at the same time, accelerate expectations. We frequently remind our stakeholders that the majority of students identified as a student with a disability DO NOT have a cognitive delay as part of their disability designation. Are we engaging ALL students in a rigorous and differentiated curriculum?

IV. SCALED SCORES FOR STUDENTS WITH DISABILITIES

SPoC/SPEC Comments Continued:

To that end, we have provided Differentiated Instruction and Co-Teaching trainings for our districts that many teachers and building leaders attended. Susan Fitzell, national trainer, collaborated with our region in the design of a series of training opportunities.

We are insisting that every RtI, PBIS, BLT and TBT team have at least one intervention specialist/special education voice on the team. Additionally, we are encouraging ALL teachers to be content trained, not just the general education teachers.

We facilitate quarterly Lead Teacher Meetings for Intervention Specialists across our region, during which teachers engage in book studies (FY 2012: *Motivating the Unmotivated Student* by Richard Lavoie), identify professional development needed and share instructional strategies, innovative scheduling and other resources that are getting results for students with disabilities.

We are offering a leadership series across the region providing recommendations for closing the achievement gap and have monthly opportunities with school leaders across the region to share best practices for moving to a more inclusive design.

We actively participate in regional Special Education Director Meetings and often facilitate the agenda. We also assist in the planning of the Instructional Leadership Council meetings, which consists of Curriculum Directors and Special Education Directors from across our region. These are all venues through which district leaders face challenges and uncover solutions as they collaborate on common trends in education.

We believe the extended standards and alternate assessment trainings will begin very important dialogue about what our students 'should' be expected to do.

Our SST-9 team is building our capacity to offer training by attending the Integrated Comprehensive Services training and participating in the OCALI sponsored two day Universal Design for Learning training beginning on Sept. 18, 2012.

We have work to do...and we must move quickly!

IV. SCALED SCORES FOR STUDENTS WITH DISABILITIES

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

PARP Reviewer(s) Comments:

SST 9 is working with districts to close the achievement gap for all students by incorporating Universal Design in their training seminars so that students will have access to an engaging and rigorous curriculum. Districts are being asked to shift their thinking and methods of instruction. SST 9 has suggested that districts review their students' IEPs and ensure that the IEPs are developed using student data and that goals and instruction are designed to help the student achieve and obtain their goals. SST 9 is encouraging districts to closely examine their use of RtI; whether their general education and special education staff are working together; and is the instruction specially designed to meet the student's needs. Other considerations that SST 9 is encouraging districts to examine are: who is instructing SWDs; are they literacy and math specialists; are they content specialists. The goal of SST 9 is to build collaboration among all educators by providing high quality training to facilitate this process.

Last year SST 9 provided training at the principals' roundtable entitled, "Gotta Love Special Education." The purpose of the training was to bring awareness to special education; what it is versus what it is not. SST 9 is working with many levels of decision makers who in turn work with students. They are helping to change the paradigm that special education is not a place, and that SWD does not mean that all SWD have a cognitive disability.

SST 9 is working with districts to better analyze and understand student data. Focusing on the SPP/APR data with districts have challenged districts to ask questions about how they are going to use the data to inform and design their instructional practices so that student achievement will improve. Mindsets still exist that SWD cannot achieve at the same high levels as their nondisabled peers, but SST 9 has provided research to the districts proving otherwise. Research based evidence along with the OIP process has tremendously helped change paradigms in special education. Through OIP, SST 9 has been able to get the appropriate stakeholders together working in a collaborative manner in order to close the achievement gap for all students.

SST 9 is constantly evaluating their services and how their training and technical assistance can best serve the districts. Recently SST 9 incorporated an accountability piece to their training on RtI and PBIS. Following the completion of RtI and PBIS training, SST 9 conducts site visits to the districts so that they can meet with the teams to analyze data and assist with problem solving or implementation issues, if necessary. Other training seminars provided by the SST and ESC are on the Common Core Standards and helping teachers go deeper into their lesson planning. Webinar modules have been made available for districts teams in the math and literacy standards. SST 9 is working with districts to help them become more comfortable with the extended standards so that they will be prepared for when the new alternate assessments are implemented.

SST 9 also facilitates quarterly Lead Teacher Meetings for Intervention Specialists and a Building Leadership Series which are both designed to encourage collaboration among colleagues, sharing of information, as well as providing valuable training and discussions regarding the hot topics within education. At the end of the meetings, attendees are asked how they will take the information back to their districts and share with their colleagues.

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:

Regional status of Indicators 5, 11, 12 and 13 as per the SPP/APR Report:

Indicator 5: As per the SPP/APR reports to districts in the guidance section, districts are recommended to seek assistance from SSTs to assist with analyzing data in LRE. We do this regionally through our Internal OIP Facilitator Meetings, our Special Education Director Meetings, School Psychologist meetings, our Lead Teacher (Intervention Specialist) Meetings and also incorporate this information into all technical assistance/PD we provide in school districts. Additionally, on February 15, 2012, SST-9 was invited to speak to a group of 65 regional building administrators. LRE was one of the topics of discussion.

Indicator 11: The SST is providing the State Approved ETR training regionally and also consults with individual districts that are identified through the SPP/APR reports as being non-compliant. We also address Child Find through our Regional Special Education Director Meetings and our regional School Psychologist Meetings.

Indicator 12:

Proactive Supports to address Indicator 13:

- Regional postsecondary transition trainings (both informational and compliance): Regional transition trainings will be held October 5th, November 2nd; Tentatively November 15, 2012 and January 29, 2013.
- Parent Educator Series: A secondary transition overview will be provided Spring 2013.

V. OEC SPP/APR INDICATORS and MONITORING

SPoC/SPEC Comments (continued):

Regional status of LEAs selected for IDEA on-site monitoring during 2011-2012 school years:

Educational consultants from the Office for Exceptional Children (OEC) conducted IDEA review activities of an LEA in 2011. We participated in the on-site review by attending the Public Parent Meeting, the Staff/Administrative Interviews and the exit meeting. SST-9 consultants attended the Summary Report Review Meeting that was facilitated by ODE on-site committee members. Consultants from SST-9 assisted the district in writing the Corrective Action Plan (CAP), and then provided the “just in time” training for staff that was necessary for the district to complete “prong one” of the district-required actions (IEPs and ETRs that were found to be non-compliant had to be corrected within 60 days). Next, SST consultants provided assistance to the district by reviewing IEPs with the Special Education Director as part of the district’s ongoing internal monitoring process. Most recently SST-9 facilitated the approved state IEP and ETR training for staff. The district will also be sending some staff for a second dose of ODE approved Regional IEP training. That same day, Secondary Transition training will be offered. The district has scheduled a Secondary Transition Training for all Middle School and High School staff (provided by SST-9). The SST will be participating in the next on-site follow up visit by ODE. Until then, we continue to support the district by offering assistance with the internal monitoring system. Additionally, as per the CAP, we will be providing one on one TA for any staff members who require this level of assistance as determined by the internal monitoring process. The Systemic Correction Due Date for the district is: 02-20-2013.

Onsite Monitoring Compliance Training:

Educational consultants from the Office for Exceptional Children (OEC) conducted IDEA review activities in 2012 at an LEA. We participated in the on-site review by attending the Public Parent Meeting, the Staff/Administrative Interviews and the exit meeting. The Onsite Review Summary Report was received by the district in August, 2012. SST-9 consultants attended the Summary Report Review Meeting that was facilitated by ODE on-site committee members. Consultants from SST-9 assisted the district in writing the Corrective Action Plan (CAP), and then provided the “just in time” training for staff that was necessary for the district to complete “prong one” of the district-required actions (IEPs and ETRs that were found to be non-compliant had to be corrected within 60 days). Secondary Transition Training was provided by SST-9 on September 17, 2012. The district is currently completing prong one requirements of corrective actions.

V. OEC SPP/APR INDICATORS and MONITORING

Data: Regional FYs 09-11 SPP indicator data.

PARP Reviewer(s) Comments:

SST 9 continues to assist districts in better understanding of Indicator 5 - LRE through training and technical assistance. SST 9 reported that districts often due to meet the requirements for Indicator 5 largely due to coding errors in EMIS. SST 9 has provided training for the EMIS coordinators and has encouraged districts to establish a check and balance system so that they can monitor EMIS reporting and ensure that codes are being entered properly. Training and technical assistance has also been provided on how specially designed instruction, the amount and frequency of the instruction and the location can impact LRE and how LRE should be documented within the student's IEP and EMIS, if required.

SST 9 reported that coding errors are also often the reason for noncompliance with Indicator 11 – Child Find, and Indicator 13 – Postsecondary Transition Plans. To address the noncompliance with Child Find, the SST has provided training for school psychologists and has suggested that they start the evaluation process at least 80 or 90 days out so that the 60 day timeline is not missed. The SST has found that school psychologists are not always aware that they can have an ETR meeting without the parent being present if they have made attempts to include the parent and have documented those attempts. Other procedural questions and/or concerns from the school psychologists have been addressed through training and continued technical assistance. In regards to Indicator 13 – Postsecondary Transition Plans, SST 9 has provided training and technical assistance on the eight components required of a compliant transition plan and through collaborative relationships with Malone University, Ashland University, and R.G. Drage Career Center is assisting students who are transitioning to education and/or a career following high school.

For the two districts that had an IDEA onsite monitoring visit during the 2011-2012 school year, SST 9 is working with the districts on their CAP development, and providing training necessary to correct the records that were identified as noncompliant during the review. Additional training will be developed and provided to meet the specific needs of each district.

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
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.)

<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
3	3	Used GRF allocated funds to provide Ohio 8 districts one FTE* for each district to assure implementation with fidelity and an “Accomplished” level of implementation as per the OIP Implementation Rubric. (*One FTE = 180 school days per school year)
2	2	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
3	3	Provided assistance in embedding subgroup performance in OIP
		Continued next page

Self-Rating	PARP Rating	B: OHIO IMPROVEMENT PROCESS IMPLEMENTATION INDICATORS
3	3	Reinforced the awareness and utilization of the OLAC training modules
3	3	Monitored and evaluated OIP implementation progress
2	2	Assured that all activities outlined in the scope of work for the OIP are performed
3	3	Organized and conducted monthly meetings with SST staff and ESC/District OIP practitioners to identify and discuss OIP implementation strategies to meet the needs of the region
3	3	Served as liaison between ODE and LEAs on matters related to OIP

A: GENERAL INDICATORS

B: OHIO IMPROVEMENT PROCESS IMPLEMENTATION INDICATORS

SPoC/SPEC Comments:

SST consultants have provided extensive OIP regional training in all state-developed content, including the following:

- TBT/5-Step Process
- TBT/5-Step Process Going Deeper
- Integrated Comprehensive Services
- Developing District-wide Instructional Frameworks
- Leadership in OIP

In addition, high and medium districts, including Canton City, have been served either through direct, on-site OIP trainings or through technical assistance in OIP systems, structures and supports. Consultants have provided technical assistance, and in some cases direct facilitation, of DLTs and BLTs, and training and technical support of TBTs.

The Canton City Superintendent worked with the SPOC to design a system of support to utilize the 180 days of GRF funds for Canton City Schools. He has opted for a coaching model. We have assigned SST-9 consultants to serve as on-site progress monitoring support for PBIS, RtI and BLT/OIP implementation. Moreover, the Quad Lead and an SST consultant trained in OTES will be providing coaching to buildings principals identified as ‘in need of support’ by the Superintendent. We will exceed the 180 days as we weave together the initiatives and our support for the buildings.

Regularly scheduled technical support meetings for OIP Internal Facilitators provided OIP, Special Education, and state initiative updates, especially focusing on Race to the Top with our Regional RttT Specialist attending each time and reporting out on relative information for all districts. The most important part of these meetings continues to be the sharing and reflection by district participants. Membership of this group has been expanded from the Internal Facilitators to district OIP Leadership Teams. At our initial meeting this year on September 4th, we reviewed and discussed the OIPR, the Performance Agreement and overviewed the OLAC modules giving them an opportunity to view one of the videos to that would give new team members background into the process if they needed training. Moreover, we had a rich discussion of the IMM and there was concern expressed by our most faithful implementers that the system is not robust enough and needs updated to meet the data demands.

A: GENERAL INDICATORS

B: OHIO IMPROVEMENT PROCESS IMPLEMENTATION INDICATORS

PARP Reviewer(s) Comments:

Extensive RtI training of 20 building teams were provided for two cohorts of implementers. Training involved 6 full days of direct training, as well as 2 on-site monitoring visits with building teams. PBIS used a similar model providing 5 full days of training and 2 on-site visits for approximately 20 teams. A Differentiated Instruction series also supported OIP Stage 3: Implementation and Monitoring, especially relative to Steps 3 and 4 of the protocol.

FIP training has been provided regionally by Kelly Wolgamuth, who did an outstanding job of integrating the TBT and 5-Step Process concepts into the FIP content. 10 districts were represented at these trainings.

ONII Response:

The two recalcitrant districts within SST 9 had a change in leadership in SY 2011-12 which has led to a dramatic increase in technical assistance. Staff will be exceeding the required amount of support days. Other districts outside the boundaries of the region have asked to attend specific professional development trainings at SST 9 due to distance and needs. As previously stated, the region's RttT and FIP specialists will be heavily involved in integrating all the OIP indicators. DF and IMM will be integrated this year within the OIP technical support monthly meetings.

<u>Self-Rating</u>	<u>PARP Rating</u>	C: EARLY LEARNING / SCHOOL READINESS INDICATORS
3	PARP	Attended monthly OEL&SR meetings and took advantage of information and capacity building professional development
3	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
3	PARP	Delivered training and/or technical assistance to districts, ESCs, boards of
3	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
3	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
3	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 <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:

Please see attached Early Learning plan to meet Performance Agreement

PARP Reviewer(s) Comments

VII. PLAN OF ACTION MOVING FORWARD

SPoC/SPEC Comments:

We believe the Performance Agreement clearly defines the expectations for our work for the 2012-2013 school year. In the previous questions we have worked to define share our action steps for this school year. Additionally, I have attached 3 documents to support our action plans. 1. The Early Childhood action plan to meet the performance agreement; 2. The Budget Details table which describes in detail the professional development and technical assistance that will be provided for district teams, educators and families of student with disabilities; 3. The Professional Development options available across the region.

VIII. PLAN OF ACTION MOVING FORWARD

PARP Reviewer(s) Comments:

ONII Response:

The specificity and array of work being performed through SST 9 clearly matches the Performance Agreement Scope of Work. The following will be occurring throughout the SY 2012-13 to further increase achievement for all students:

1. High support districts will be implementing OIP with fidelity for the first time. This fidelity shall occur in District Level Team Meetings (DLT), Building Level Teams (BLTs), and Teacher Based Teams (TBTs).
2. The Formative Assessments and Instructional Practices columns on the Progress Report will increase this year by a full point.
3. The training and process monitoring with RtI and PBIS will lead to a decrease in the performance gaps of regular/SWD data in reading and math by 5%.

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