



Community School E- Newsletter

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Center for School Options
and Finance
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Stimulus (ARRA) Update

The ARRA has provided Ohio with over \$8 billion in one-time funding, including over \$2.4 billion in formula or competitive funds for education. The purpose of these funds is to help schools and districts create and maintain jobs and implement the reforms that may not have been possible without this historic assistance. But with this funding comes an enormous responsibility to ensure the funds are used and accounted for properly. Recipients of the funds will need to comply with the most stringent transparency and reporting requirements.

ODE staff has assembled a stimulus management team responsible for oversight and implementation of the stimulus funding. A PDF of this management team and education-related stimulus information may be accessed at www.ode.state.oh.us, keyword *stimulus*.

Look for detailed information on the stimulus funds in the next School Finance newsletter.

The Medicaid School Program (MSP) Videoconferences

The Medicaid School Program (MSP) is the process and programmatic components for reimbursement of special education medical-related services to students ages three to 21 with an IEP. MSP reimburses costs for services such as physical therapy, occupational therapy, speech-language pathology and audiology, nursing and mental health services.

Current information on the MSP will be provided through sixteen regional day-long *videoconferences* or through audio conference calls. The dates and regions for the videoconferences are:

Dates	May 27 Wednesday	May 29 Friday	June 2 Tuesday	June 18 Thursday
Regions*	1, 3, 8, 9, 13	5, 7, 10, 12, 14	4, 6, 11, 16	2, 15

Agenda (8:45 a.m. - 4:30 p.m.):

9-11 **Getting Started**
Ohio Department of Education (ODE) will provide district administrators a general overview of the requirements for the MSP program.

11-12:30 *Lunch on your own*

12:30-2:30 **The Basics**
Ohio Department of Job and Family Services will provide district administrators and billing agents more specifics on claiming procedures.

2:45-4:15 **IEP/ETR Requirements**

ODE Office of Exceptional Children staff will provide district administrators, billing agents and medical service providers more specifics on documentation requirements regarding evaluation/assessments and the Plan of Care.

This training will not cover cost reporting, back claims nor random moment time studies. More training will follow on these topics.

There is no registration fee for the videoconference. Registration is requested through STARS.

To register visit ODE's [home page](http://www.education.ohio.gov) <www.education.ohio.gov> and use the SAFE sign-in link at the top of the page. If you do not have a SAFE account, follow the instructions to obtain an account and access STARS. Complete a user profile and make sure that you click the finish button at the end. Upon completing the profile, click on the event search link. Search by keyword - **MSP** - or by the event date. Highlight the event that you wish to attend and then click the register button at the bottom of the page. Follow the steps and make sure you click the "Yes" button when it appears. You will get a confirmation e-mail once you have successfully signed up for the event.

Audio Conference Call -On any date, access PowerPoints at www.education.ohio.gov, enter "Medicaid" in search engine. Call 1-866- 551-1530. Enter Participant PIN: 9916400#. No registration is needed to participate through a conference call.

For Questions concerning the MSP, info on the videoconference call 1-877-644-6338 or go to the ODE website and search "Medicaid".

USDoE and 1 Percent Cap

Ohio recently submitted a proposal to the U.S. Department of Education (USDOE) requesting exception to the 1 percent limit on the count of proficient or higher scores on the alternate assessment. The USDOE declined Ohio's application and reaffirmed that it no longer will permit any statewide exceptions to the current limit of 1 percent. This means that with very few exceptions (e.g., LEAs with very small populations, or those serving a special population of students), LEAs will not be permitted to exceed the 1 percent cap.

Understanding that states need time to develop modified academic achievement standards and to implement approved alternate assessments based on these modified standards, the USDOE offered ODE another option that, if approved, would permit a mathematical adjustment to be made to the Adequate Yearly Progress (AYP) determinations for Students With Disabilities (SWD) for the 2008–09 school year. This option, entitled Transition Flexibility, will apply only to schools and districts that did not make AYP based solely on the SWD subgroup scores. It will allow Ohio to reevaluate the AYP proficiency rate calculation based on a mathematical adjustment applied to the results of that subgroup. In essence, the adjusted percent proficient results could result in the SWD subgroup meeting AYP based on this adjustment. Please contact the Office of Accountability at (614) 728-4510, if you have questions regarding the 1 percent cap.

FY2010 Secondary Workforce Development Applications Due by June 1

The FY2010 application for workforce development program (CTE-26) approval has three parts: 1) CTE-26 application; 2) Program of Study (POS) template; and 3) POS Assurances. Program approval forms are also available for Family and Consumer Sciences, Career-Based Intervention and Vocational Job Training programs. The application deadline for the coming school year is June 1, 2009. To access more information on the application process, go to www.education.ohio.gov and keyword search: CTE-26.

Specific program related questions should be directed to the appropriate career field consultant with e-mail addresses accessible [here](#) or at www.education.ohio.gov with keyword search: *career field overview*.

What is Data Driven Decisions for Academic Achievement (D3A2)?

Data Driven Decisions for Academic Achievement (D3A2) is a statewide initiative focused on creating an education data exchange system, or Longitudinal Data System (LDS) and it has extraordinary capabilities of informing the school improvement process at all levels from the state to the classroom. D3A2 currently provides a system for managing, analyzing, and using data about student performance on the Ohio Achievement and Graduation tests. It also stores information about student and teacher demographics and course assignments. As D3A2 matures, it will begin to incorporate data derived from formative and common assessments in order to create a more comprehensive picture of student performance from K to 12.

D3A2 has paid particular attention to designing a system which holds value for classroom teachers and building administrators. The reports are easy to understand and navigate and D3A2 links teachers to students' data *by name*. Teachers can use D3A2 to analyze test score data and item analysis results for students they taught during previous years or those they are currently teaching. Assigning students to current year class lists is handled programmatically and represents little to no difficulty.

For more information about how to implement D3A2 at your school you may visit the Project Website (www.d3a2.org) or contact Eric Bell (bell@nwoca.org). While visiting the website, be sure to visit the Professional Development page. The Professional Development page includes a rich offering of instructional websites and training materials all designed to support the needs of teachers, administrators, and district support personnel as they prepare to use data to inform instructional decision-making in the classroom.

Community Schools' Implementation of the OIP around the State

*This is the fifth in a series of articles that will be included in our monthly newsletter to help community schools and sponsors to understand the **What, Why, Who, How, When and Where** of the Ohio Improvement Process (OIP).*

The Ohio Improvement Process in Real Time

Implementing the OIP in each school begins with the formation of a Community School Leadership Team (CSLT). For some schools this collaborative structure is already in place, often with another name such as the School Improvement Team or Data Team, while for others this is a completely new process. This may require a different approach for each school but two key structures for all schools remain constant, collaborative data driven decision making paired with collaborative leadership. Team conversations begin with an examination of the school's data and the team uses evidence based decisions to work through and complete the Decision Framework.

Benefits and Challenges to the Team Process

The benefits of the collaborative team process include being able to work closely with a group of individuals that bring a myriad of ideas and strengths to the process. Conversely, everyone on the team is in agreement and focused on the goal to help the school make significant improvement. This process allows team members to learn how to have rich often intense discussions that lead to building to consensus on the best approach to achieving a common goal. It has been our experience that the real challenge to the team process is time. Finding common meeting times as well as the significant amount of time it takes to complete a meaningful Decision Framework and to develop the Focused Plan take a commitment of time. Another challenge we found with some schools was limiting the team to a manageable size. At times we had more volunteers wanting to be part of the team than would have created an efficient and effective team.

Some Aha Moments

Having the data or evidence right up front helps the team discover root causes or confirm their suppositions about the root causes of the most significant needs of the school. Sometime these ideas are very surprising - almost shocking, while other times the confirmation is reassuring that the team is on the right track. The Decision Framework resulted in both "Aha" and "I knew it" moments when we devoted time to the process.

Communicating the Process to the Faculty and School Community

We found that teams build capacity within their school community through a variety of means. For example, Melissa Wheatley, Curriculum Director and Team Facilitator for Youngstown Academy of Excellence, developed a Power Point presentation to use with staff and the Board of Directors. This was so effective that she plans to use it for communicating with community constituents as well. She also uses the (OIP) process when she meets with teachers to demonstrate how data driven decision makes a difference for an individual student. "I can prove that using data is the best way to go, and that it actually works, when making decisions for students. I feel secure when making decisions because I have the data to support me." She is convinced that this process is extremely beneficial and that every school should implement it and that it will lead the school toward improved instructional practice and improved student achievement.

Next Steps

The next step in the OIP for our schools is the implementation of the Focused Plan. School teams are already planning for the new school year through developing their SMART goals, strategies, and action steps. As the Focused Plan is implemented the CSLT will monitor its progress and make adjustments as needed.

This article was submitted by Debbie Kozlesky, Director of School Improvement, Charter School Specialists. Debbie can be contacted at (614) 837-8945 dkozlesky@charterschoolspec.com www.charterschoolspec.com

Parental Involvement Toolkit Available Via Website

The parental involvement provisions in Title I, Part A, Section 1118, in conjunction with other sections of the law, recognize that parents are capable of being an important influence in helping their children achieve high academic standards. The Parental Involvement Toolkit is designed to provide schools and sponsors information on how to implement the Title I, Part A, parental involvement provisions. The Parental Involvement toolkit can be accessed at <http://www.sedl.org/connections/toolkit/>.

Great Teachers Make Great Schools: 2009 Teacher Conference

Battelle for Kids is pleased to announce the first *Great Teachers Make Great Schools: 2009 Teacher Conference*. It will be held Aug. 9 to 11 in Columbus. Hosted with support from the Ohio Federation of Teachers and the Ohio Education Association, this 2 ½-day statewide conference is designed to provide teachers with empowering information and strategies, to recognize exemplary achievement and progress results, to provide networking and sharing opportunities, and to discuss issues and reforms impacting teachers today.

Speakers include:

Deb Delisle, Superintendent of Public Instruction;

Ron Clark, *Disney's 2000 Teacher of the Year*;

Harvey Silver, developer of *The Thoughtful Classroom*; and

Jan Chappuis, author of *Seven Strategies of Assessment for Learning*

Ohio teachers can enter the *Greatest Teaching Strategy* contest to share teaching strategies that are universal, practical, creative and proven to impact students in a positive way. The teachers who

submit the winning strategies will receive a prize package and be recognized both at the conference and on Battelle for Kids' Web site. For more information or to enter the contest, click [here](#) or call (614) 481-3141.

Ohio Leadership Advisory Council (OLAC) one-day summit June 16 in Columbus

Registration is open now for the Ohio Leadership Advisory Council (OLAC) one-day summit on **June 16** in Columbus. This will be your chance to learn about the new Ohio Leadership Development Framework and no-cost online assessments and professional development to support Ohio educational leaders. These free resources will help educators understand how a cohesive leadership system will guide their decision-making and improve instructional practices and student performance.

The summit precedes the *Making Ohio Schools Work* conference, hosted by the Buckeye Association of School Administrators and Battelle for Kids, on **June 17–18**. To learn more, call (614) 846-4080 or visit www.basa-ohio.org. To register, click on *Professional Development* on the left menu.

2nd OAPCS Annual Statewide Conference

The OAPCS Annual Statewide Conference will be held November 16 & 17 2009, at the Crowne Plaza North in Columbus. The Ohio Alliance for Public Charter Schools seeks proposals from highly motivated, energetic and skilled people wanting to present a 35-40 minute session. Please see the linked Call for Proposals or contact Kelly Buskirk, Sr. Manager of Membership and Community Services, at kwoodard-doty@oapcs.org or (614) 744-2266.

Important FY 2009 Dates

The Community School Operations FY 2009 Annual Timeline is now available by searching for *Community School Timeline* on the ODE Web site. The following dates and events are a sample of the type of timeline date reminders available:

May 2009

- **FY09 PCSP and Dissemination Grants:** Start on July 1, 2008 and end on June 30, 2009. All expenditures require a previously approved budget. Final budget revisions must be made in May, or they may not be approvable. The initial 10 percent PCR disbursement is made automatically when the original budget is approved.
- **Community School, 5 year Forecast (Due May 31):** Click the flowing link for the form. <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=878&ContentID=1974&Content=50633>
- **Annual Count of Immigrant Children**, community schools must include immigrant students in both public and private schools in their counts and return their forms to the Ohio Department of Education by mail or fax no later than **May 4**. <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=998&ContentID=27238&Content=46823>
- **Annual deadline for sponsor submission of community school contract renewals, May 31.**

June 2009

- **FY09 PCSP and Dissemination Grants:** Start on July 1, 2008 and end on June 30, 2009. All expenditures require a previously approved budget. Final budget revisions must be made in May, or they may not be approvable. The initial 10% PCR disbursement is made automatically when the original budget is approved.

- **EMIS Student Course Records:** It is mandatory to report all courses separately for students in grades K-12. Therefore, a separate student course record will have to be reported for every course in which the student is participating, even if two or more courses are being taught by the same teacher. However, preschool courses are to continue to be reported as self-contained courses.
- **EMIS Staff Course Records:** Beginning FY 2006, it is mandatory to report all courses separately for students in grades K-12. Therefore, a separate Course Master Record is required to be reported for each subject the teacher is teaching. Even if two or more subjects (i.e., reading and math) are taught by the same teacher to the same group of students, a separate Course Master Record is required to be reported for each subject taught (i.e., one record is submitted for reading and one for math).
- **EMIS Discipline Record:** The data requested on this record is required to meet the reporting requirements of federal and state legislation. The Student Discipline Record is only reported during the Yearend (N) reporting period. Therefore, the last building, where the student was enrolled in the district, where the discipline action was administered, is responsible for reporting the Student Discipline Record. This may not be the last district where the student was enrolled at the end of the reporting period. A record is reported for each student, including those with disabilities, who receives a discipline action (i.e., expulsion, suspension etc...) from the district where the discipline action was administered.
- **EMIS Program Record:** A Program Record is to be reported for each program and/or service in which the student is participating and/or receiving. The number of programs in which a student can participate is unlimited. Student program codes are reported during the designated reporting periods by the appropriate entities. If the student was in the program and then withdraws from the district during the year, the program code for the student is still reported. Link to ODE EMIS Manual: <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1292&ContentID=42941&Content=50204>
- **Ohio Achievement Test** (intervention required): **June 15-28** (*Results due August 25, 2009, early roster for seniors due August 11, 2009*). Contact Information Office of Assessment (614) 466-0223. <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=238&ContentID=26756&Content=51711>

If you have questions regarding the timeline, please contact LeeAuna Taylor in the Office of Community Schools at leeauna.taylor@ode.state.oh.us or (614) 466-7058.

An archive of previous Community School Newsletters can be found at:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1004>.