OUR EDUCATIONAL PARTNERS

- **BRIDGEGATE COMMUNITY SCHOOL**
- **CAPITAL HIGH SCHOOL**
- **CENTRAL HIGH SCHOOL**
- **CINCINNATI TECHNOLOGY ACADEMY**
- **CITY DAY COMMUNITY SCHOOL**
- **CLEVELAND ACADEMY FOR SCHOLARSHIP TECH AND LEADERSHIP (CASTLE)**
- **DANCE ART MUSIC PHYSICAL EDUCATION (DAMPE)**
- **DAYTON ATHLETIC VOCATIONAL ACADEMY (DAVA)**
- **EAST BRIDGE ACADEMY OF EXCELLENCE**
- **ELEVATED EXCELLENCE ACADEMY**
- **INVICTUS HIGH SCHOOL**
- **MASON RUN HIGH SCHOOL**
- **MIAMI VALLEY ACADEMIES**

- **MILLENNIUM COMMUNITY SCHOOL**
- **OLD BROOK HIGH SCHOOL**
- **PRIORITY HIGH SCHOOL**
- **REGENT HIGH SCHOOL**
- **ROAD TO SUCCESS ACADEMY**
- **TCP WORLD ACADEMY**
- **THE BESSIE SHERROD PRICE PREPARATORY ACADEMY**
- **THE BRILLIANCE SCHOOL**
- **WASHINGTON PARK COMMUNITY SCHOOL**
- **ZENITH ACADEMY**

WELCOME

OUR NEWEST PARTNERS

- **INVICTUS HIGH SCHOOL**
  - CLEVELAND/PARMA HEIGHTS, OHIO
- **WASHINGTON PARK COMMUNITY SCHOOL**
  - NEWBURG HEIGHTS, OHIO

OUR TEAM

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REPRESENTATIVE

SEAN FRAUNFELTER
CPA FINANCIAL
SPECIALIST

ICEBREAKER
THE PURSUIT OF EXCELLENCE

A TALK ABOUT EXCELLENCE

- **A STANDARD OF EXCELLENCE MUST BE SET**

- **EXCELLENCE IS A TEAM INITIATIVE WITHIN SCHOOLS**

- **EXCELLENCE COMES WITH CHALLENGES**

SPONSOR ANNUAL UPDATES

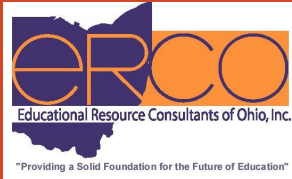# AND GUIDANCE

JAMES WILSON VICE PRESIDENT OF FINANCE/SPONSOR

OPERATIONS

JWILSON@ERCOINC.ORG

Annual Sponsor Updates and Guidance

Educational Resource Consultants of Ohio, Inc.

"Providing a Solid Foundation for the Future of Education"

ERCO Things to Know Document

·.Things to Know Guidance document can be found on the ERCO website:
www.ercoinc.org

· **Sponsor Role and Responsibilities**

· **Schools' Roles and Responsibilities**

· **School On-Site Visits**

· **Enrollment and Financial Reviews**

· **Performance Monitoring**

· **Intervention, Probation, Suspension, and Termination**

· **Audit Reports**

· **Complaint Process**

Sponsor Role and Responsibilities

· **Monitor and evaluate** compliance with applicable law and contract terms, including academic performance; financial performance; operations; and governance.

· **Ensure** appropriate fiscal control, records creation, and records maintenance.

· **Report results of evaluation** annually to the Department of Education.

· **Provide technical assistance** to schools in complying with applicable laws and contract terms.

· **Intervene as needed** when the sponsor deems it necessary to alleviate performance concerns that threaten public interest and student outcomes.

· **Prepare and assist with contingency plans** in the event the school experiences financial difficulties or closes before the end of the school year.

· **Follow** applicable Ohio laws and contract terms.

Sponsor Role and Responsibilities

Schools may expect ERCO to also:

- Communicate clearly
- Operate transparently
- Respond in a timely manner
- Strive to be proactive
- Hold high-performance expectations
- Make data-based decisions

Schools' Roles and Responsibilities

• Follow applicable laws and contract terms

• Ensure appropriate fiscal control, records creation, and records maintenance.

• Report required and requested information to sponsor, other public entities in a timely manner.

• Report school performance to parents annually.

• Request and accept Technical Assistance when needed in complying with applicable laws and contract terms.

• Cooperated positively with intervention when the sponsor deems it necessary to alleviate performance concerns that threaten public interest and student outcomes.

• Prepare and execute effective plans to avoid or correct academic concerns, financial concerns, or other issues that may lead to potential closure of the school.

• Attend Sponsor meetings which may include two annual mandatory superintendent's meetings and other potential professional development events when needed.

Schools' Roles and Responsibilities

ERCO also expects sponsored schools to:

- Communicate clearly
- Operate transparently
- Respond in a timely manner
- Strive to be proactive
- Hold high-performance expectations
- Make data-based decisions

School On-Site Visits

On-Site visits are scheduled in-person meetings with school officials that may include: Superintendent, Principal, Director, Academic Team, Management Company Administrators, Treasurer, Special Education administrator, Teaching staff, and other stakeholders when applicable.

- **Opening assurance site visits** are statutorily required to be satisfactorily completed no less than 10 business days prior to the school start date.

- **On-site visits** take place at least twice per year, in fall and spring. The ERCO representative for your region will contact you to schedule dates.

- ERCO will **overview, monitor and offer technical assistance** while in the school building, including observing classroom instruction.

- ERCO **collects data from school stakeholders** including school administrators, board members, management company staff, students, and/or parents during on-site reviews.

School On–Site Visits

· **Site Visit Compliance requirements** are reviewed and are required to be submitted to Epicenter. ERCO Regional Representative may request compliance documents to be received while on–site.

· **The On–Site Visit rubric** includes the goals of the visit and prescribes strict adherence to a specific set of actions for conducting on–site reviews. The rubric is completed by the regional representative and includes if the school is compliant, non–compliant, or incomplete u for each required compliance area and the representative includes supporting documentation and notes or comments when applicable.

School On-Site Visits

• ERCO Regional Representatives will identify areas that need improvement and incorporate them into the rubric. They will also outline the necessary steps and timeframes for improvement.

• ERCO Reps will then request follow-up and status updates from the school.

• After the On-Site visit, the Regional Representatives will complete the Site Visit rubric and submit into Epicenter. School officials will have access to review the results of the On-Site visit on Epicenter.

Enrollment and Financial Reviews

Monthly Enrollment Reports are due into Epicenter.	The 5th of the following Month
• ERCO conducts Monthly Enrollment reviews of each school. • Enrollment is expected to align with the projected student enrollment as indicated in the Five Year Forecast for the school. • ERCO provides a review of each month's report and includes recommendations and feedback for the school. • The Enrollment-Financial Review document is sent to the School Board and School Officials (including Superintendent, Treasurer, and Operator) monthly via email.	**Financial- Enrollment review** will be sent within 10 days of the completed review.
School Enrollment cannot be lower than 25 students at any time or the school may face Closure or Suspension.	ORC 3314.03 (A)(11)(a)

Enrollment and Financial Reviews

<u>429 Attendance & Enrollment Certification</u> - *(Sample)*

School: ABC Community School
Status: Approved
Notes:
School Year: 2022-2023
Month: June
Current Enrollment: 211
Budgeted Enrollment: 220
# of NEW Students: 0
# of WITHDRAWN Students: 0
# of Suspensions: 1
# of Expulsions: 0

Enrollment and Financial Reviews

Monthly Financial Reports are due into Epicenter.	The 10th of the following Month
• ERCO conducts Monthly Financial reviews of each school. • Schools are required to submit financial reports into Epicenter by the 10th of the following month including Reconciliation reports, bank statements, payables, and federal funding statements. • ERCO reviews financials and provides an analysis report back to the school board and school officials. • The ERCO Financial Analysis Report provides the school with an analysis score and recommendations for improvement when needed. • The sponsor may require the school to provide a corrective action plan when financial concerns are discovered or if the analysis score falls below expectations.	Financial - Enrollment review will be sent within 10 days of the completed review.
The Enrollment and Financial Review is sent to the school board and school officials via email.	Monthly

Annual Audit Reports

1. Annual Audit Reports are completed by the Ohio Auditor of State.

2. Please notify ERCO when the AOS begins the audit engagement for your school.

3. Once the audit report is released, the sponsor will receive it and review its contents. In the case the report identifies any negative findings, a Corrective Action Plan may be required.

4. New Community Schools must fulfill one of three requirements: obtain a Surety Bond, register $50,000 in cash with the Auditor State, or provide a written guarantee of payment of up to $50,000 from the current operator.

ERCO Technical Assistance

1. ERCO provides timely technical assistance to its schools in response to concerns and matters identified by either the school, ERCO, or others.

2. ERCO provides proactive technical assistance, professional development opportunities, and guidance materials to its schools.

3. ERCO uses the results of a needs assessment to provide quality effective technical assistance and professional development opportunities to its schools.

4. ERCO provides resources on the ERCO website that includes videos, webinars, updates, and guidance materials.

5. ERCO provides technical assistance to schools to comply with all laws and rules applicable within the terms of the preliminary agreement and the community school contract and timely initiates intervention when it deems necessary.

Legal Updates

· ERCO has a process in place to keep its schools informed about any changes to rules, laws, or policies that may affect their operations.

· Updates regarding legal and policy changes are shared with schools annually and prior to the start of each school year during the Administrator's Meeting.

·Additionally, ERCO's legal counsel regularly communicates with ERCO about any changes to federal or state laws, and these updates are shared with school officials via email.

Performance Monitoring

· ERCO monitors, reviews, and evaluates each school's academic, financial, operational, and legal/governance performance using data received as described in the Performance Framework contained in the School/Sponsor Contract.

· ERCO collects data related to academic, financial, operational, and legal/governance performance and evaluates the overall performance of the school based on the outcomes of its data analysis.

· ERCO annually provides a High Stakes Performance Report to its schools that include academic, fiscal, operational, and legal/governance performance based on the performance framework.

· ERCO provides the school governing board with the results of the High Stakes Performance Report.

· ERCO provides each school with an Overall Performance Score.

· ERCO annual High Stakes Performance Report includes the school's prospects for renewal.

ERCO Interventions

1. If ERCO discovers that a school has violated the terms of the Community School Contract or conditions outlined in section 3314 of ORC, the school may be subject to a Corrective Action Plan, Probation, Suspension of Operations, or Termination of their contract.

2. Written interventions are sent to the school board and officials via email, outlining the conditions and necessary steps to resolve the matter. The school will be given a timeframe to address the issue and prevent further intervention from the sponsor.

3. The school has the responsibility to maintain thorough records of the matter and the actions taken to solve it.

4. Additionally, the sponsor must keep records of their intervention and the steps taken by the school to resolve the issue. These records may be disclosed to ODE if requested.

Contract Renewals

1 Schools seeking renewal with ERCO must complete a renewal application, which is available on the ERCO website. The applications will also be sent to schools by **October 15th.**

2 Please ensure that you submit your Renewal Applications to Epicenter by **November 30th, 2023** at the latest.

3 In mid-December, ERCO's Governing Board convenes to review and authorize all school renewals. Schools can anticipate receiving their renewal approval letter by **January 15th** at the latest.

Questions?

James Wilson

513-771-4006 Ext. 23

Jwilson@ercoinc.org

OHIO'S BUDGET & COMMUNITY SCHOOLS

- **SIGNIFICANT INCREASE IN OVERALL K-12 FUNDING**

- NARROWS GAP BETWEEN COMMUNITY SCHOOL FUNDING AND DISTRICT FUNDING

LEGAL UPDATE

- **OHIO DEPARTMENT OF EDUCATION OVERHAUL**

- **LITERACY INSTRUCTION ALIGNMENT**

- **INVESTMENT IN HIGH QUALITY CAREER TECH ED (CTE)**

LEGAL UPDATE

- **IMPROVED PUPIL TRANSPORTATION**

- **SCHOOL RECORDS**

- **ACCESS TO TEACHERS**

CHANGES TO HEALTH EDUCATION

- **BEGINNING 2023-2024 SY**

- **GRADES 6-12**

- **SCHOOLS MUST INCLUDE AT LEAST ONE CLASS PERIOD PER SCHOOL YEAR OF EVIDENCE-BASED INSTRUCTION**

I'M HERE...
NOW WHAT?

TIJUANA RUSSELL DIRECTOR, MILLENNIUM COMMUNITY SCHOOL

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SCHOOL IMPROVEMENT

LITERACY PLANS

PORSCHE CHISLEY ACADEMIC ACCOUNTABILITY COACH -

CHISLEY CONSULTING

PORSCHE.CHISLEY@GMAIL.COM

ERCO Schools Conference

August 17, 2023

A Conversation about Literacy Improvement

Porsche Chisley
Chisley Consulting Group

Porsche@chisleyconsulting.com

Chisley Consulting Group

Turn & Talk

Why are you here?

Why am I here?

"For these are all our children, we will all profit or pay for what they become."

- James Baldwin
(Black, American Writer)

Why am I here?

- Personally in the business of promoting social and racial justice

- Incarceration and illiteracy correlation

- Education, Health, Wealth

Inmate Race

Statistics based on prior month's data -- -- Last Updated: Saturday, 29 July 2023
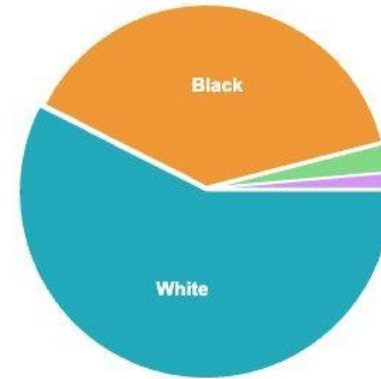
	Race	# of Inmates	% of Inmates
	Asian	2,271	1.4%
	Black	60,841	38.5%
	Native American	4,126	2.6%
	White	90,652	57.4%

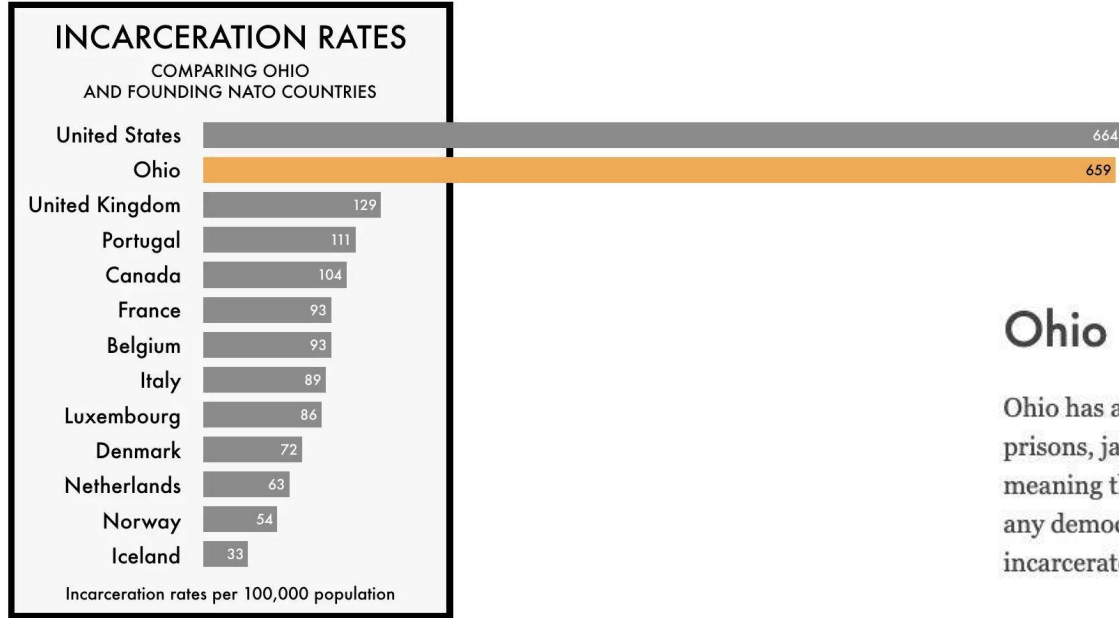*Federal Bureau of Prisons, July 2023

Session Objectives:

1. Develop a shared understanding of the importance of reading improvement

2. Discover what prevents us from making the change

3. Undo "Compliance" Thinking

4. Determine Behavior Changes & Implementation Needs

5. START!

CCG

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Incarceration in Ohio:

Today, Ohio's incarceration rates stand out internationally

INCARCERATION RATES
COMPARING OHIO AND FOUNDING NATO COUNTRIES

Country	Rate
United States	664
Ohio	659
United Kingdom	129
Portugal	111
Canada	104
France	93
Belgium	93
Italy	89
Luxembourg	86
Denmark	72
Netherlands	63
Norway	54
Iceland	33

Incarceration rates per 100,000 population

Source: https://www.prisonpolicy.org/global/2021.html

Ohio profile

Ohio has an incarceration rate of 659 per 100,000 people (including prisons, jails, immigration detention, and juvenile justice facilities), meaning that it locks up a higher percentage of its people than almost any democracy on earth. Read on to learn more about who is incarcerated in Ohio and why.

Incarceration in Ohio:

People of color are overrepresented in prisons and jails

OHIO INCARCERATION RATES BY RACE/ETHNICITY, 2010

(Number of people incarcerated per 100,000 people in that racial/ethnic group)

Race/Ethnicity	Rate
White	422
Hispanic	1,072
Black	2,336
American Indian/Alaska Native	704

Source: Calculated from U.S. Census 2010 Summary File 1. Incarceration populations are all types of correctional facilities in a state, including federal and state prisons, local jails, halfway houses, etc. Statistics for Whites are for Non-Hispanic Whites.

PRISON POLICY INITIATIVE

71,000 people from Ohio are behind bars

How many Ohio residents are locked up and where?

71,000 of Ohio's residents are locked up in various kinds of facilities

- State Prisons 45,000
- Local Jails 19,000
- Federal Prisons 4,600
- Youth 1,700
- Involuntary Commitment 470

PRISON POLICY INITIATIVE

Details may not add to total due to rounding.
Sources and data notes: See www.prisonpolicy.org/reports/correctionalcontrol2023.html
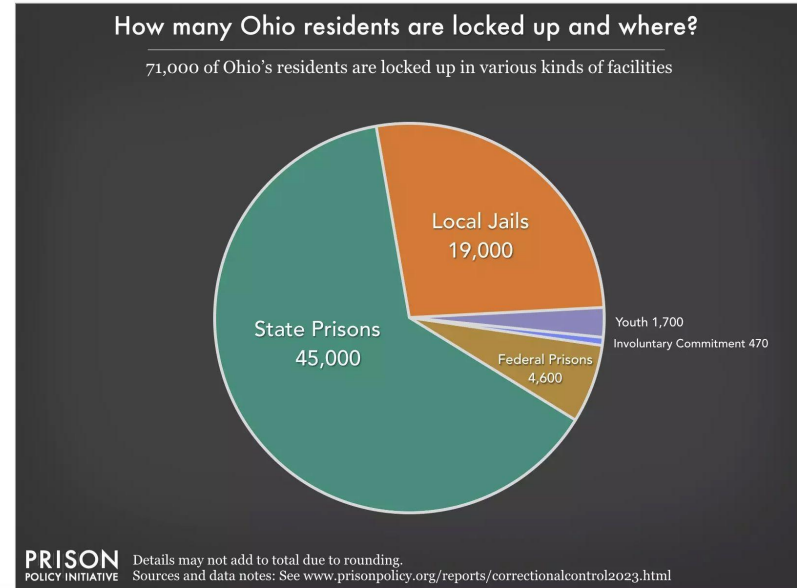
Correlations:

- "**⅔** of students who cannot read proficiently by the end of the fourth grade will end   up in jail or on welfare." (*National Assessment of Adult Literacy*)

- **85%** of juveniles who interface with the juvenile court system are functionally low   literate

- Students who dropout of high school are **5X** more likely than high school graduates to   be arrested in their lifetime.

- Students who dropout of high school are **63%** more likely to be incarcerated than their   peers with four-year college degrees

The Right to Read: Documentary

Ohio's Plan to Raise Literacy Achievement

Improving Academic Performance Across All Student Groups

Ohio's spring 2022 assessment results indicate increased proficiency on Ohio's State Tests in English language arts and math across all student subgroups. This improvement shows how schools are providing high-quality supports and interventions to accelerate student learning.

Demographic Group	English Language Arts				Mathematics			
	2018-19	2020-21	2021-22		2018-19	2020-21	2021-22	
All Students	64.6%	57.0%	59.5%	△	61.0%	48.2%	50.5%	△
Economically Disadvantaged	49.5%	39.5%	43.0%	△	45.5%	30.0%	32.6%	△
Students with Disabilities	28.9%	20.3%	20.9%	△	28.2%	17.0%	17.4%	△
English Learners	43.7%	35.3%	35.9%	△	45.7%	31.1%	31.4%	△
White, Non-Hispanic	71.7%	64.9%	67.6%	△	68.9%	56.9%	59.8%	△
Black, Non-Hispanic	39.3%	28.9%	33.2%	△	32.5%	17.1%	20.4%	△
Hispanic	51.2%	42.0%	45.1%	△	47.9%	32.6%	35.4%	△
Multiracial	59.6%	50.4%	54.6%	△	54.6%	38.9%	42.8%	△
Asian or Pacific Islander	76.8%	71.9%	73.7%	△	78.7%	68.7%	71.4%	△
Alaskan Native or American Indian	60.0%	50.2%	51.8%	△	54.0%	39.4%	40.8%	△

- Students entering kindergarten on-track are **7X** more likely to score proficient on the 3rd grade OST
- Students NOT proficient by 3rd grade are **3X** more likely not to graduate

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Ohio's Strategies

- [Overcoming Barriers](#)
- [Accelerating Learning](#)
- [Preparing Students](#)

Future Forward Ohio

NEW ACADEMIC SUPPORTS FOR 2023-2024

For the 2023-2024 academic year, new no-cost resources are available to help schools and districts accelerate learning for their students.

» **High-Quality Tutoring:** Districts may apply for state-funded high-quality tutoring programs offered by one of the providers on the High-Quality Tutoring Provider (HQTP) Vendor Directory for the 2023-2024 school year. Research 📕 shows high-dosage tutoring can produce "large learning gains for a wide range of students, including those who have fallen behind academically." To learn more about this opportunity and register for upcoming webinars in July, please visit our High Quality Tutoring page.

» **Zearn Math Ohio:** All Ohio districts and schools serving students in grades 6-8 will have no-cost access to Zearn, the nonprofit educational organization behind top-rated math learning platform Zearn Math. Onboarding will begin in the fall, with access to resources beginning in the winter and continuing through June 30, 2025. There is strong research showing Zearn has transformative results for students. Learn more about the Zearn Math opportunity.

The Department will host two informational webinars in the coming weeks to share additional details.

» July 21 from 1-1:45 p.m. Click to Register

» July 25 from 1-1:45 p.m. Click to Register

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Plans, Plans, and MORE Plans

One Plan	Local Literacy Plan	Reading Achievement Plan (RAP)	Reading Improvement Plan (RIP)
Consolidated Planning Tool required by ODE to align funding and resources focused on improving outcomes for all students	Required when applying for certain grants	REQUIRED again 2023-2024 school year. Schools notified after report cards are released.	Required when fewer than 80% of students score proficient or higher on 3rd Grade ELA OST. Does NOT need to be sent to ODE but must be approved by your board.

Plans, Plans, and MORE Plans

RIMP

- Individualized plans for students in grades K-3 struggling to read
- Requires a reading diagnostic
- Plan developed within 60 days of diagnostic data
- Must involve students' classroom teacher   AND parent(s) or caregiver(s)

School Improvement Plan

- Sponsor Required
- Must be board approved

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What all of the Plans have in common:

- Require a deep-dive into your data
- SMART Goals
- Action Steps
- Adult Indicators
- Student Indicators
- Strategies (based in evidence)
- Timelines

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Plans, Plans, Plans

So many plans…..such little progress

How many plans do you currently have at your school?

Rethinking the Purpose of Planning

A conversation about literacy

Not an Exercise in Compliance

Rethinking the Purpose of Planning

Rethinking the Purpose of Planning

CLARIFYING *Actions*

What are we DOING as teachers to develop or improve those targeted skills this school year?

CLARIFYING *Actions*

What are the specific actions you will see TEACHERS doing when you observe our classrooms?

CLARIFYING *Actions*

How will STUDENTS show/demonstrate their progress towards goal obtainment? What does this look like in our classrooms?

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WHAT WE WILL *STOP*

What actions will you NOT see in our classrooms?

IMPLEMENTATION

What training and development opportunities will we make available to teachers in order to ensure they have the skills, knowledge, and support needed to meet the expectations outlined above?

TRACKING *Progress*

How often will we track progress toward our goal? Who will hold us accountable for achieving our goals? What happens if we get off track?

MEASURING *Outcomes*

How will we know we met our goal? How will others know we've met our goal(s)?

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Mindset Shift

Fulfilling your mission is about what you *do*.

Not what you *SAY* you do.

Change is HARD: Immunity to Change

What systems or processes are needed to make the change possible?

Change is HARD: Immunity to Change

What systems or processes are needed to make the change possible?

- Scheduling
- Observations & Feedback Cycles
- Setting Expectations
- Transitions & Pacing (Hallway, Cafeteria, Recess)
- Creating Urgency
- Parent & Family Communication
- Choosing Professional Development
- Staff Meetings
- Shared Language

Resources

System	Description
Arrival + Breakfast **CORE 4**	*This is the beginning of your day. This can be the hardest experience to describe for your students and your staff. However, it is also the most needed system in your school. The core components needed here are:* ● *A written system.* ● *How students will be received?* ● *How will students eat or receive food?* ● *How students will be dismissed and brought into instruction and/or advisory?* ● *What student, teacher, + admin actions are needed?* ● *What is your frame for training (PD) and monitoring the procedure?*

Classroom Norms

CORE 4

Ronald Morrish in his essential text, With All Due Respect, says that "teachers must be a school teacher and not a classroom teacher… teamwork is important." Classroom norms help that sentiment live by ensuring every teacher has a frame for what a classroom in your school should have. The core components needed here are:
● *A written system.*
● *Anchor Charts and Signage.*
● *How students will enter?*
● *What rules how rules will be followed?*
  ○ *Restroom*
  ○ *Nurse*
  ○ *Passing Papers, Sharpening Pencil, Filing, Homework, etc.*
● *What student, teacher, + admin actions are needed?*
● *What is your frame for training (PD) and monitoring the procedure?*

Resources

School Culture Playbook Overview: First Three Weeks

Mindsets:

- Define your student culture or it will define you
- Your vision is what you can see, what you can monitor, and what you can assess – not what you hope for

Systems Embedded in Playbook

Morning arrival	Entry/First 5 Minutes
Hallway transitions	Distributing/Collecting Work & Lesson materials
Lunch	Transition bet. activities
Dismissal	Discipline System
Community Meeting	Exit from Class

Teacher Actions

Routines & Procedures Roll-out and Perfect	- Roll-out of procedure includes the "why" - Roll-out includes a model and description - After roll-out, 100% of students are meeting expectations after the what to do direction s - Teachers has students Do It Again if not done correctly the first time using positive narration and challenge
What to Do Cycle	- Give the command using economy of language (check for understanding on complex instructions) - Pause to scan while squaring up and standing still - Positively narrate 2-3 students meeting expectations - Give a lighting quick correction (being emotionally constant)
Radar	- Deliberately scan the room for on-task behavior: - Choose 3-4 "hot spots" (places where you have students who often get off task) to scan constantly "Be Seen Looking": - Crane your neck with your disco finger and scan all corners of the room - Circulate the room with purpose (break the plane): - Move among the desks and around the perimeter - Stand at the corners: identify 3 spots on the perimeter of the room to which you can circulate to stand and monitor student work - Move away from the student who's speaking to monitor the whole room

Where do we go from here?

1. **Get a coach to assist you through this process**

2. **Continuous learning** – Science of Reading

3. Analyze assessments **for alignment – adjust accordingly**

4. **Analyze Curriculum** and Secure resources

5. **Redesign Schedules** AND develop or implement any other necessary system or processes

6. **Continue ongoing professional development**

Resources: The Reading League

Conference ⌄   Professional Development ⌄   Resources ⌄   Events ⌄   Journal   About Us ⌄

Donate
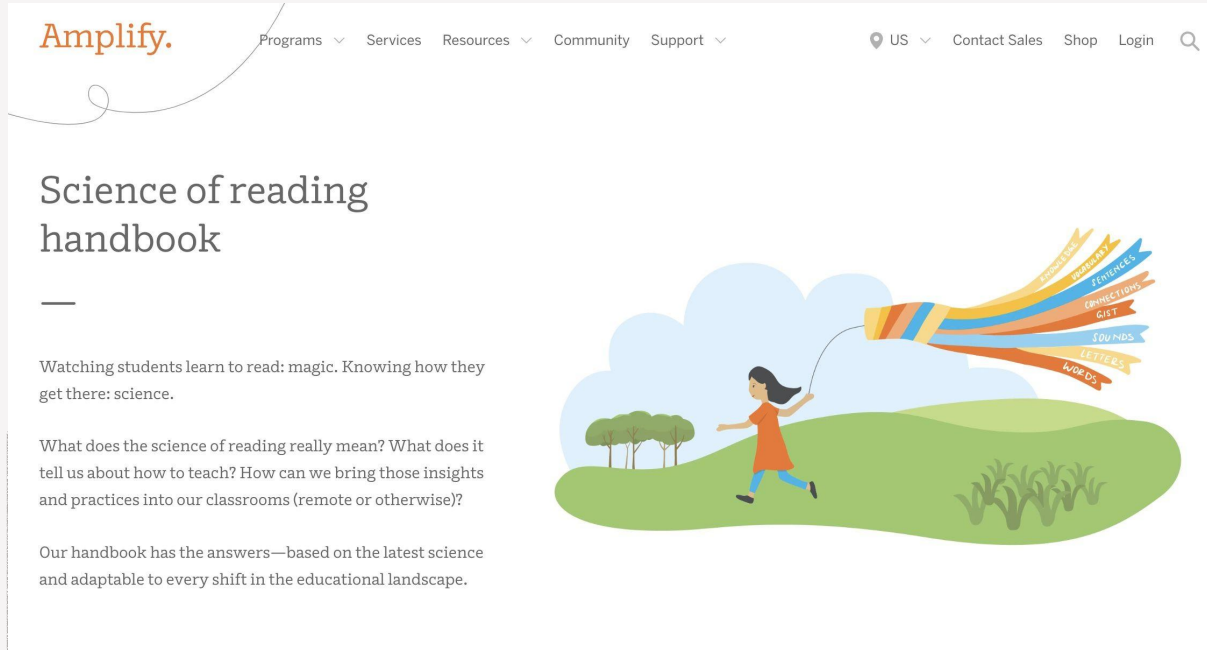
Subscribe to Our Newsletter

Stay up to date on The Reading League's programs, professional development opportunities, events, and resources tailored to guide you as you build your science of reading professional knowledge.

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Resources: Amplify Science of Reading Handbook

Resources: Instructional Materials Evaluation Tool K-2 (Achieve the Core)

Non-Negotiable 1
Complexity of Texts

Metric

NN Metric 1A:
100% of anchor texts must be accompanied by specific evidence that they have been analyzed with at least one research-based quantitative measure. Read-aloud texts should measure within or above the grades 2–3 band. Second grade anchor texts should measure within the grades 2–3 band.

How to Find the Evidence

What to look for: Evidence of quantitative measures of texts in the submission for 2nd grade student reading materials and for all read-aloud texts.

- Document what quantitative measure (e.g., ATOS, Lexile, Reading Maturity) was used and how many samples were within the grade band.

- If there is no evidence of quantitative measures, evaluate a sample of texts to ensure anchor texts are within the grade band and ask publisher to send such a list.

- In K–2, look for read-aloud material that is 2–3 grade levels above what students can read on their own.

- All student reading material should be supported with evidence for its placement matched to its educational purpose. For example: readings provided to build knowledge on a topic would serve different purposes from a text designed to be used for learning to decode and practice reading words with long vowels.

- In a set of materials, the complexity of texts students read should increase year to year starting in grade 2.

Where to look: Check to see if the publisher has submitted a separate list or the information is contained within unit materials.

If time permits, consider checking a random sample of texts against the publisher's ratings.

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

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Resources: EdReports   (Achieve the

Reflection

What has landed for you?

What's coming into your awareness?

What's eluding?

Thank You & Survey

ERCO Schools Conference

August 17, 2023

A Conversation about Literacy

Improvement **Contact**

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Group

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SHORT
BREAK

ERCO
OVERSIGHT 101

BRIAN ANDERSON VICE PRESIDENT OF

OVERSIGHT/MONITORING

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Educational Resource Consultants of Ohio, Inc.

"Providing a Solid Foundation for the Future of Education"

ERCO Oversight 101

Educational Resource Consultants of Ohio, Inc.

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School On-Site Visits

On-Site visits are scheduled in-person meetings with school officials that may include: Superintendent, Principal, Director, Academic Team, Management Company Administrators, Treasurer, Special Education administrator, Teaching staff, and other stakeholders when applicable.

- **Opening assurance site visits** are statutorily required to be satisfactorily completed no less than 10 business days prior to the school start date.

- **On-site visits** take place at least twice per year, in fall and spring. The ERCO representative for your region will contact you to schedule dates.

- ERCO will **overview, monitor and offer technical assistance** while in the school building, including observing classroom instruction.

- ERCO **collects data from school stakeholders** including school administrators, board members, management company staff, students, and/or parents during on-site reviews.

School On-Site Visits

· **Site Visit Compliance requirements** are reviewed and are required to be submitted to Epicenter. ERCO Regional Representative may request compliance documents to be received while on-site.

· **The On-Site Visit rubric** includes the goals of the visit and prescribes strict adherence to a specific set of actions for conducting on-site reviews. The rubric is completed by the regional representative and includes if the school is compliant, non-compliant, or incomplete for each required compliance area and the representative includes supporting documentation and notes or comments when applicable.

School On-Site Visits

• ERCO Regional Representatives will identify areas that need improvement and incorporate them into the rubric. They will also outline the necessary steps and timeframes for improvement.

• ERCO Reps will then request follow-up and status updates from the school.

• After the On-Site visit, the Regional Representatives will complete the Site Visit rubric and submit into Epicenter. School officials will have access to review the results of the On-Site visit on Epicenter.

Opening Assurances

Key Items to Remember (even if you do not require an Opening Assurance):

- OEDS Update

- BCI/FBI Checks

- Certificate of Occupancy

- Liability Insurance

- Health and Safety Inspection

- Fire Inspection

- Food Permit(if applicable)

Operations Site Visit

Prior to Site Visit:

- Verify compliance of all policies/items on Site Visit Form

During Site Visit, ERCO will:

- Perform Student Record and Personnel Audit on Site (included in packet)

- Offer technical assistance upon request

Special Education Site Visit

Prior to Visit, ERCO will:

- School must submit Student Information Spreadsheet; ERCO will select a sample of Special Education records to equitably represent the school (Special Education File – Student Information Spreadsheet in Epicenter).

During Visit, ERCO will:

- Review IEP selected for verification

- Observe students in classroom

- Request interview(s) with Intervention Specialist, Paraprofessionals, and/or general education teachers

Academic Site Visit

Prior to visit, ERCO will:

- Review teacher qualifications/licensure

During Site Visit, ERCO will:

- Review School Improvement Plan

- Offer Technical Assistance and support to School Teachers and Staff
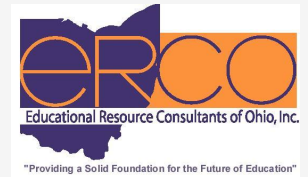
- Collect Stakeholder Documents

Questions?

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ERCO School Leaders' Conference
ERCO ACADEMIC TEAM - Dr. Terry Joyner, Dr. Linda Gibson-Fletcher

Mrs. Porsche Chisley

August 17, 2023

AGENDA

Academic Updates

- 23/24 ERCO School Tiers
- School Improvement Plans/One Plan
- Academic Site Visits
- Contract Renewals – Attachment 3, Review
- Attachment 3 – Results and Evidence
- Coaching Support

Welcome Back!!

- Academic Focus for 2023/24 – Literacy, One Plan Alignment, and Quality of Instruction.

- Commendations – To Mrs. Chisley for surviving the first 2 years of her doctoral program!!

- Challenges = Overcoming Learning Loss: All students, All grades, All subjects.

ERCO School Tiers

- Report Card Score
- Educational Factors Score
- Student Performance Measures - Attachment 3 Score

- Rubric Scale 4.00 – 1.00

- Exceeds = 4.00 - 3.5
  Tier 1
- Meets = 3.49 - 2.5
  Tier 2
- Approaches = 2.49 – 2.0
  Tier 3
- Below Expectations = 1.99 -1.00
  Tier 3

School Improvement

- One Plan - State
- SIP – ERCO T2, T3

Goals, Strategies, Outcomes – Long term and Short term

Attachment 3 – ERCO Contract

Measures, Pre-Target Results, Goals,
and Post Results

Academic Site Visits

- Renewal Schools
- Schools who had virtual visits
- 1 site visits fall or spring
- 1 virtual visit (if needed) Spring
- Coaching Calls

- Epicenter Compliance Items (desk review)

PRIOR TO SITE VISIT

- School Improvement Plans
- Academic Prevention/Intervention
- Evidence of Professional Development

Contract Renewals

- Education Plan

  HOW, not What

- Curriculum

- Instruction

- Intervention

- Acceleration

- Assessment

- Students with Disabilities

- Student Performance Measures
  - 2 academic goals
  - 2 non-academic
  - 1 mission specific

- Dr. Joyner and Dr. Gibson-Fletcher will schedule meetings beginning Jan. 2024

Attachment 3
Results and Evidence

- All Schools – Update Annually by June 15

- Update RESULTS (Post targets) ONLY

- Straight line of Data:

Pre-Target	SMART Goal	Post-Target
65% attendance rate	… increase from 65% to 80%...	82% attendance rate

Pre-Target	SMART Goal	Post-Target
20 suspensions per year	… reduce from 20 to 5 or less…	Did not meet this goal

X

Coaching Support

Coaching priority will be given to:

- Tier 3 schools with no management company support.
- Schools at risk for closing.
- Schools new to ERCO.
- Schools with new leadership.
- Others to be determined.
- Seek assistance from your ESC for PD.

Have a GREAT School Year!

- Dr. Terry Joyner, Academic Performance and Accountability – 513-476-8586

  terryjoyner@outlook.com

- Dr. Linda Gibson-Fletcher, Academic Performance and Accountability - 614-216-2993

- Porsche Chisley, Academic Coach –

QUESTIONS?

FEEDBACK

CLOSING REMARKS