



FY18 Performance Agreement Evaluation Summary

SST Region: 1

Date of Review Conference: November 19, 2018

Annually, the Ohio Department of Education Office for Improvement and Innovation (OII), Office for Exceptional Children (OEC), Office for Early Learning and School Readiness (ELSR) and the Literacy Unit complete a review of the regional fiscal agent's implementation of the Performance Agreement (PA). This review is completed in collaboration with the State Support Team (SST) staff using a variety of formative and summative data sources, including but not limited to progress reports, Performance Agreement Deliverables (PAD), Tool for Recording Assistance Contacts (TRAC) data, professional development evaluations, average regional scaled scores in reading and mathematics, Special Education Profiles, Individuals with Disabilities Act (IDEA) corrective action data, State Personnel Development Grant (SPDG) data, and mid-year review of PA deliverables. Five objectives have been established for the State Support Team work; 1. Evidence-based strategies; 2. Literacy; 3. Early Childhood; 4. PBIS; 5. Transition. SSTs were asked to select three of the five objectives on which to report. All areas of the performance agreement deliverables are addressed in the course of the review.

State Support Team Region 1 has met the 2017-18 Performance Agreement Deliverables.

Specifically, the Performance Review identified the following strengths:

- Modeling and coaching use of the 5-step process across all work of the SST, including the development of training videos using district and building leadership teams within the region.
- Focuses technical assistance and training to local education agencies (LEAs) and schools through integration of special education, Ohio Improvement Process (OIP) and early learning initiatives.
- Used data to identify regional needs and embedded a consistent message and training across professional development and technical assistance opportunities.
- Focus on professional development and technical assistance with coaching of distributive leadership to develop district leadership teams, building leadership teams and teacher based teams simultaneously increasing the sense of urgency for LEAs to address adult implementation indicators to improve student outcomes.
- Positive outcomes on Universal Design for Learning implementation with Rossford Local Schools based on pre- and post-data.
- Positive numbers of PreK administrators and teachers (Expanding Expression Tool and Language Essentials for Teachers of Reading and Spelling (LETRS) professional development provided to support Reading Achievement Plan development. Phonemic Awareness sessions provided for PreK-grade 2. Hattie professional development for teacher based teams.

The following improvement areas have been identified by the ODE Reviewers for implementation, and the SST needs to respond within 60 days with strategies for improvement in the next project year:

- Continue to build relationships and help SST staff to build understanding of coordinated efforts of support across the region with Educational Service Centers (ESCs), professional organizations and other local agencies.
- Help SST staff understand the need to move from compliance around OIP to understanding where districts and buildings are with the ability to utilize OIP as a framework to support instruction, culture and leadership efforts.
- Expand data collection of the implementation of formative assessments in Toledo Public Schools beyond the analysis of teacher based team and building leadership team notes, perhaps through walk throughs and coaching building principals.
- Develop next steps with Bowling Green City Schools in the area of inclusive co-teaching.
- Work with community schools to provide comprehensive technical assistance designed to improve outcomes for students in dropout recovery schools (i.e., new curriculum, parent engagement, and blended learning opportunities for students).
- Continue to build the capacity of the SST staff to support increased literacy needs in the region and develop collaborative literacy professional development for PreK to grade 3. Include SST staff in the regional literacy network facilitated by the Regional Early Literacy Specialist, especially those attending the state network meetings.
- Develop scope and sequence professional development for literacy improvements across the educational cascade.

SST Director	<u><i>Lynn McKahan</i></u>	Date	<u><i>1-17-2019</i></u>
ODE/OII Director	<u><i>Johanna Ward</i></u>	Date	<u><i>02/19/19</i></u>
ODE/OEC Director	<u><i>Kimberly S. Monachino</i></u>	Date	<u><i>02/19/19</i></u>
ODE/ELSR Director	<u><i>Wendy Grove</i></u>	Date	<u><i>02/19/19</i></u>
Literacy Unit Director	<u><i>Melissa M. Maym</i></u>	Date	<u><i>02/19/19</i></u>