

## **FY18 Performance Agreement Evaluation Summary**

### **SST Region: 2**

**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 2 has met the 2017-18 Performance Agreement Deliverables.**

#### **Specifically, the Performance Review identified the following strengths:**

- The SST has made strides in developing a regional network of support for parents of students with disabilities.
- Cross-training of SST staff and partnering with districts to problem solve and integrate initiatives.
- 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 local education agencies to address adult implementation indicators to improve student outcomes.
- Focuses technical assistance and training to local education agencies and schools through integration of special education, Ohio Improvement Process (OIP) and early learning initiatives.
- Development of a family framework that resulted in parent and community involvement on building leadership teams.
- Data on districts meeting special education Least Restrictive Environment indicators, supports strategies and action steps.
- SST 2 documented an impressive amount of instructional and systems coaching hours in the pilot district; provided various literacy professional development including family engagement and early childhood in addition to Reading Achievement Plan professional development and Language Essentials for Teachers of Reading and Spelling support for the pilot district.
- Strategies and Action Steps for Positive Behavioral Interventions and Supports are clear and defined.

**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.
- Develop and implement a systemic plan for cross-training and integration of PA deliverables so SST staff members are able to contribute to and move forward all aspects of the work.
- Within districts and across SST staff, continue to increase awareness and participation in family engagement initiatives aligned with the deliverables in the PA.
- Systematically and systemically build regional capacity and sustainability within districts, communities, and other regional service providers on behalf of early learners, students with disabilities and other at-risk learners.
- Even though the SST used indicators from preschool, there is no narrative about the focus on preschool, which may indicate there was none. It would be good to show specifics on the work of the early childhood consultant and the regional early literacy specialist as it pertains to preschool.
- Continue to support literacy efforts in combination with Universal Design for Learning and Positive Behavioral Intervention Supports.
- Continue to build SST capacity to support improved literacy efforts.
- 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>Tracy Guentzel</u>	Date	<u>1/18/2019</u>
ODE/OII Director	<u>Johanna Ward</u>	Date	<u>02/19/19</u>
ODE/OEC Director	<u>Kimberly S. Monachino</u>	Date	<u>02/19/19</u>
ODE/ELSR Director	<u>Wendy Grove</u>	Date	<u>02/19/19</u>
Literacy Unit Director	<u>Melissa M. Mayne</u>	Date	<u>02/19/19</u>