

FY18 Performance Agreement Evaluation Summary

SST Region: 3

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 3 has met the 2017-18 Performance Agreement Deliverables.

Specifically, the Performance Review identified the following strengths:

- Comprehensive professional development for all levels of local education agency staff promoted networking within the region.
- 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 SST staff as a team in supporting one another's work in addressing regional and district/program needs.
- SST leadership has taken steps to move OIP from compliance to helping districts understand the improvement process as a framework to support all district and building improvement efforts.
- Provided technical support to districts' leadership to discuss needs related to special education corrective action plan findings.
- Focused and clear needs assessment assists with SST priorities (Universal Design for Learning and assessment practices).
- Great needs assessment information on early childhood, and very telling with Least Restrictive Environment. Also, very interesting was the focus of time, efforts on Step Up To Quality, which was not required or expected.
- Supporting districts with literacy efforts beyond the State Systemic Improvement Plan pilot district. Supported districts and community schools with Reading Achievement Plan development. Provided early literacy professional development days.
- SST 3 staff is participating in Language Essentials for Teachers of Reading and Spelling professional development to build knowledge of evidence-based language and literacy instruction.
- SST 3 was one of the few that provided data across objectives for the same districts.

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 Education Service Centers, professional organizations and other local agencies.
- Help SST staff understand the need to move from compliance around the Ohio Improvement Process (OIP) to understanding where districts and buildings are with the ability to utilize OIP as a framework to support instruction, culture and leadership efforts.
- Ensure all SST staff have a deep understanding of special education, early learning initiatives and parent and family engagement deliverables using OIP as the organizing structure.
- Within districts and across SST staff, continue to increase awareness and participation in family engagement initiatives aligned with the deliverables in the PA.
- Improvement opportunity to provide more information about how the collected evaluations inform any changes to early childhood trainings.
- Include SST staff in the regional literacy network facilitated by the Regional Early Literacy Specialist, especially those attending the state network meetings. 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.
- Develop scope and sequence professional development for literacy improvements across the educational cascade.
- Support the development of the Adolescent Literacy Specialist housed in SST 3.

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Please note:

Actions have been taken overtime for many of the areas referred to as *improvement areas*. We continue to monitor our actions by assessing our impact and revising our strategies when necessary based on the analysis of the needs. I will address in detail within our 60 day response.

Thank you for the feedback!