

## **FY18 Performance Agreement Evaluation Summary**

**SST Region: 5**

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

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

- Attended to individualized professional development (PD) and technical assistance (TA) to districts and schools using varied data sources to inform the areas of focus.
- Comprehensive PD for all levels of LEA staff promoted networking within the region.
- Used data to identify regional needs and embedded a consistent message and training across PD and TA opportunities.
- 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.
- Niles City Schools Early Literacy Pilot continues to show growth on LETRS pre- and post-assessments in units 5-8. 100% of Niles Head Start Teachers and classroom assistants showed growth on LETRS Early Childhood pre- and post-tests.
- Positive to see STAR provided to members of the community, including librarians
- Literacy support provided to districts beyond the pilot. RELS developed literacy series that followed a scope and sequence. Provided RAP trainings to districts and community schools. Includes preschool in the literacy trainings. Planning for scale up of the SSIP pilot activities.

**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 ESCs, professional organizations and other local agencies.

- Help SST Staff further develop supports and coaching to support districts around secondary transition efforts, pathways and career options and supports.
- Increase the number of districts who apply for PBIS awards. This will improve districts systemic application of PBIS as a whole building whole district initiative.
- Include SST staff in the regional literacy network facilitated by the RELS, especially those attending the state network meetings. Support literacy efforts in combination with UDL and PBIS. Continue to build SST capacity to support improved literacy efforts. Continue the development of scope and sequence PD for literacy improvements across the educational cascade. Support the development of the Ohio Literacy Lead housed in SST 5.

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ODE/OII Director	<u>Johanna Ward</u>	Date	<u>02/19/19</u>
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