

FY18 Performance Agreement Evaluation Summary

SST Region: 6

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 6 has met the 2017-18 Performance Agreement Deliverables.

Specifically, the Performance Review identified the following strengths:

- Establishing the SST as a viable and reliable regional service provider across the counties served.
- Development of SST staff as a team in supporting one another's work in addressing regional and district/program needs.
- 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.
- 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.
- Excellent growth data of knowledge and scores for students with disabilities. This information will allow for better outcomes and services for students with disabilities.
- Sit Together and Read training facilitated for preschool teachers in and outside of the pilot.
- Sit Together and Read training facilitated for librarians.
- Evidence presented on participants' knowledge gained from PD, evidence of transfer of PD knowledge to classroom, building-wide practice and evidence of how districts supported the implementation showed positive outcomes.

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 integrate PBIS as a whole district/building effort and 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.
- Continue to build SST capacity to support improved literacy efforts by using the SSIP activities to develop scope and sequence PD for literacy improvements across the educational cascade.

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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>
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