

FY21 Performance Agreement Deliverables (PAD) Evaluation Summary

State Support Team Region 10

Mid-Year Review Conferences: March 2021

Year-End Evaluation: October 2021

The Ohio Department of Education completes an annual review of the regional fiscal agent's implementation of the Grant Agreement. The review is a multi-center effort across six Department offices: Approaches to Teaching and Professional Learning, Early Learning and School Readiness, Exceptional Children, Improvement and Innovation, Intensive Supports and Whole Child Supports.

The Year-End Department review includes an evaluation of progress made by each State Support Team for services delivered specific to literacy, Positive Behavioral Interventions and Supports (PBIS), special education, early learning and continuous improvement structures during the 2020-21 academic year within four areas of practice:

1. **Inclusive Instructional and Organizational Leadership** involves four key strategies that are actualized using the Ohio Improvement Process (OIP) continuous improvement framework and associated leadership team structures, District Leadership Teams (DLT), Building Leadership Teams (BLTs), Teacher-based Teams (TBTs). These strategies are: (1) promote system-wide learning; (2) prioritize the improvement of teaching and learning; (3) build capacity through support and accountability; and (4) sustain an open and collaborative culture.
2. **Capacity Building through Professional Capital** is a key function of districts (DLTs, central office personnel) that is necessary to ensure every child, regardless of race, socio-economic status, or disability label, has equitable access to educators who are skilled and supported in the use of inclusive instructional practices. Capacity building involves the critical functions of selecting and developing all personnel through professional development and coaching and engaging all personnel in inquiry and learning processes through participation in peer-to-peer networks at the district (DLT), school (BLT), and classroom (TBT) level.
3. **Inclusive Instructional Practices** entails the effective use of inclusive instructional practices in all classrooms in all schools within a district. These practices are essential for every child, giving them rich and engaging opportunities to learn the foundational skills, academic content, reasoning skills, and social-emotional skills needed for life.
4. **Culture, Climate and Integrated Student Supports** involves State Support Teams efforts to encourage family engagement, which is defined as families, education programs, and community partners working together to help children and youth learn, grow, and prepare for their future across the age 3 – 21 student population.

Year-End Review Results:

- Alignment to Grant Agreement scope of work is evident and all services are connected to the expected scope of work.
- Alignment to districts' improvement plans is included with specific connections to service provided.
- Success criteria are included and align with the Grant Agreement implementation indicators.
- Implementation progress is evident across the year for all services provided.
- Comments are provided that describe action steps toward meeting success criteria.

Explanation of Year-End Results: The results are determined using an implementation rubric (See Appendix) to rate progress of the State Support Team in 2020-2021 in relation to the end goal of full implementation of services. Over the typical course of implementation of services, there is an expected arc of progress from concerning to expected implementation that may occur over more than the scope of one year. Therefore, it is acceptable for the implementation to show variation (some, but not all or partially in place) toward the end goal of full implementation.

This PAD report was identified as an exemplar for the following reasons:

- The services are clearly aligned to the Grant Agreement across districts. In addition, the SST described how the district goals align with the services provided. This PAD could be used as an example for providing tailored technical assistance and coaching.
- Criteria for success are stated clearly and measurable outcomes are included for each district by service listed.
- Progress is evident and corrective actions are provided where needed across services provided. In the few cases where progress stalls, the actions by the SST for continuing progress are included.

Department Support: As a result of the Year-End Review, the Department will focus on deepening understanding of the areas of practice within literacy, PBIS, special education, early learning, and continuous improvement structures with the following actions:

- **The Department will provide professional learning** (for example trainings, webinars, and open office hours) for State Support Team members.
- **The Department will provide tools and resources** for State support Teams to focus on the needs of districts as align with the scope of work in the State Support Team Grant agreement.
- **The Department will provide direction** for State Support Teams to engage in a tiered system of support with comprehensive support prioritized for the most intensive districts and in alignment with the areas of practice.

Betsy Spolito

November 22, 2021

State Support Team Director

Date

Cynthia Dewey

November 15, 2021

Ohio Department of Education
Office for Improvement and Innovation Director

Date

Johanna Ward

November 15, 2021

Ohio Department of Education
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Office of Approaches to Teaching and Professional Learning Director

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J. J. V.

November 15, 2021

Ohio Department of Education
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Date

Claris Jones

November 15, 2021

Ohio Department of Education
Office of Intensive Supports Director

Date

APPENDIX: Year-End Evaluation Rubric

Scoring Rubric Areas of Review	Expected Implementation - on track; requires refinement and systematic implementation	Acceptable Variation - some aspect(s) require attention, others are on track	Concerning - requires urgent and decisive action and focused attention. Lack of evidence that any movement or progress is occurring toward realistic outcomes.
Scope of Work Alignment to Grant Agreement	Alignment to Grant Agreement scope of work is evident and all services are connected to the expected scope of work.	Alignment to the Grant Agreement is evident for some services, but not all are connected to the scope of work.	Alignment to Grant Agreement is limited. Services are not connected to the scope of work.
Alignment to district improvement plan.	Alignment to district improvement plan is included with specific connections to service provided.	Alignment to the district improvement plan is included.	No alignment to the district improvement plan in included (left blank or disconnected).
Success Criteria	Success criteria are included and align with the Grant Agreement Implementation Indicators.	Success criteria are included and partially or loosely aligned with implementation indicators.	Success criteria are missing or misaligned to implementation indicators.
Evidence of Progress	Implementation progress is evident across the year for all services provided.	Some implementation progress is noted for services provided.	No implementation progress is evident across the year for services provided.
Monthly Progress Comments	Comments are provided that describe action steps toward meeting success criteria.	Comments are provided for most months describing action steps toward meeting success criteria.	Comments are focused on barriers to the implementation rather than action steps toward meeting the success criteria.