SST Region: 14  
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 14 has met the 2017-18 Performance Agreement Deliverables.

Specifically, the Performance Review identified the following strengths:

- SST 14 has a Multi-Tiered System of Support model to provide support to districts around Universal Design for Learning/Positive Behavior Intervention Supports and continuous improvement process. The professional development, coaching and support is embedded at the district and building level.
- Continue to build relationships and help SST staff to build understanding of coordinated efforts of support across the region with Educational Service Centers, professional organizations and other local agencies.
- Within districts and across SST staff, SST 14 continues to increase awareness and participation in family engagement initiatives aligned with the deliverables in the PA.
- Used data to identify regional needs and embedded a consistent message and training across professional development and technical assistance opportunities.
- Establishing the SST as a viable and reliable regional service provider across the five counties served.
- Provided targeted (Language Essentials for Teachers of Reading and Spelling) coaching support to one district. Provided Reading Achievement Plan training. Provided coaching and support beyond targeted district. Supported districts applying for Striving Readers (Western Brown was awarded).
- Strong trend data to show where we started from and how we are moving the needle in the region. The data on Early Learning Assessment and Kindergarten Readiness Assessment was 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:

- Begin to utilize the Ohio Leadership Advisory Council modules regularly in their technical assistance to local education agencies and schools supporting the deeper implementation of the 5-step process.
- 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.
- Develop a systemic and systematic plan to define instructional frameworks to support teachers in the delivery of effective instruction focused on outcomes for students with disabilities and other underperforming subgroups.
- Include SST staff in the regional literacy network facilitated by the Regional Early Literacy Specialist, especially those attending the state network meetings. Support literacy efforts in combination with Universal Design for Learning and Positive Behavior 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.

SST Director

ODE/OII Director

ODE/OEC Director

ODE/ELSR Director

Literacy Unit Director

Date 2/13/19

Date 02/19/19

Date 02/19/19

Date 02/19/19

Date 02/19/19
February 13, 2019

To whom it may concern:

The following represents a response to the items indicated as improvement areas on the November 19, 2018 Region 14 SST Evaluation.

1. Begin to utilize the Ohio Leadership Advisory Council modules regularly in their technical assistance to local education agencies and schools supporting the deeper implementation of the 5-step process.

This is an area that we certainly can expand upon in our work with districts. As these resources have been under revision it is timely for us to reevaluate our use of these tools with districts. This will be included as a topic for PD and discussion in future monthly RSST meetings.

2. 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.

Much of this work is driven by our monthly SST meetings and team approach to doing the work. I have intentionally matched up staff with different skillsets so that they might learn from each other on the job. We also are providing mini-PD sessions each month on these items.

3. Develop a systemic and systematic plan to define instructional frameworks to support teachers in the delivery of effective instruction focused on outcomes for students with disabilities and other under-performing subgroups.

Through our engagement as coaches in the OLi4 program we are gaining significant knowledge and skills in this area and are bringing Brandon Doubeck to the region this summer for our summer administrators conference focusing on instructional strategies. We also hold a Summer Learning Academy for Teachers in the region in Early June.

4. Include SST staff in the regional literacy network facilitated by the Regional Early Literacy Specialist, especially those attending the state network meetings. Support literacy efforts in combination with Universal Design for Learning and Positive Behavior 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.
Since this evaluation was completed we have assembled a Regional Literacy team and they are participating in all the trainings as requested. Additionally they are providing support and training to the SST at our monthly meetings. A Regional Literacy Leaders network group has been assembled under the guidance of our RELS.

Sincerely,

Jeffrey A. Royalty
Director
Region 14/Hopewell Center
jroyalty@sst14.org
Extension 2129