ED STEPS Comprehensive User Manual



December 2025





025

Department of Education & Workforce

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Completing a Comprehensive Planning Cycle

All Local Educational Agencies (including community schools), and certain educational organizations that receive federal funding such as Education Service Centers (ESCs) and Boards of Developmental Disabilities (Boards of DD) are required to complete the One Needs Assessment and One Plan. There are required and recommended questions in the One Needs Assessment based on data conditions and federal and state legislative requirements. Many school buildings must also complete the One Needs Assessment and One Plan. Figure 1 below describes the requirements for the One Needs Assessment and One Plans for schools with differentiated support and accountability statuses based on information from the Ohio State Report Card.

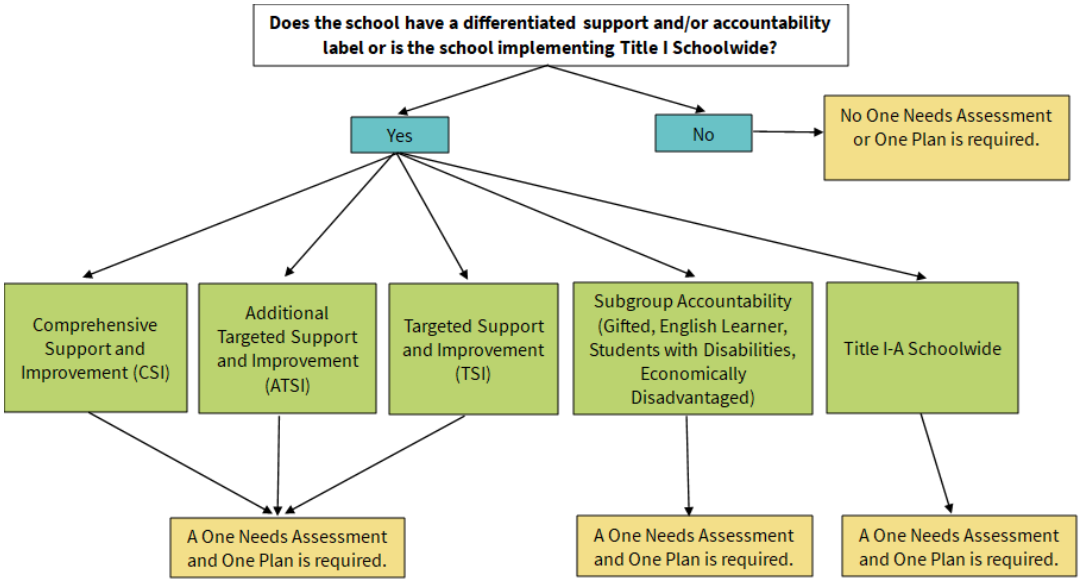


Figure 1. ED STEPS School Label Flowchart.

The ED STEPS system supports the development of a comprehensive needs assessment and plan required in ESEA and Ohio's Revised Code. The illustration below shows the ED STEPS process.



Figure 2. ED STEPS Comprehensive Planning Cycle

First, the organization completes questions and identifies priority needs in the One Needs Assessment through multiple phases.

- **Engage**: Identify and establish stakeholder workgroups, schedule meetings, and create communication forums. This initial stage involves engaging stakeholders (school leaders, teachers, parents, and community members) to understand their needs and expectations.

- **Research**: Identify root causes, critical needs, data to analyze and review, goals, and research evidence-based strategies. This includes data collection tools, considering data checkpoints and processes to capture data, and One Needs Assessment (questions, Goal Statements, Student and/or Adult Implement Progress Measures, embedded evidence-based tools, and timelines).
- **Identify**: Prioritize an area of focus and complete a comprehensive needs assessment plan. This involves identifying Smart Goals and selecting evidence-based research strategies, data collection tools and processes, submitting these to the pre-planning tool and sending them to the One Plan.

Then the organization writes goals, strategies, and action steps in the One Plan. If a district has school buildings that are required to complete the One Plan, the school buildings complete their plan and link to the district plan.

- **Develop**: Review the embedded questions, rubrics, and tools, and create, develop, and write the One Plan. The One Plan is a three-year plan used to set goals, develop strategies and action steps, identify fiscal resources and monitoring practices, link school plans to district plans, and ensure that all plans meet state and federal requirements.

The district then reviews the plans and submits them for approval. District and building plans must meet certain state and federal requirements prior to the district plan receiving approval.

- **Implement**: Put the developed One Plan into practice.
- **Evaluate**: Evaluate the effectiveness of the implemented One Plan and make necessary adjustments. This includes monitoring progress, reporting data, and revising the plan as needed.

How to Access the ED STEPS System

OEDS Role Assignments

Access to the One Needs Assessment and One Plan tool is through an OH|ID portal account with a specific Ohio Educational Directory System (OEDS) role. If assistance is needed to establish an OH|ID portal account, please review this guide.

- Next, a One Needs Assessment or One Plan role should be assigned in OEDS.
  (NOTE: Decision Framework legacy role names will continue to be used in OEDS for One Needs Assessment access.)
- Many already have One Needs Assessment or One Plan roles assigned in OEDS. For example, the following Decision Framework roles will have access to the new One Needs Assessment and therefore do not need another role assigned: Superintendent, Principal, Data Entry or Reviewer-Decision Framework.
  - District, school, and community school personnel who lead or support continuous improvement or provide internal facilitation should be considered for district or school-level One Needs Assessment roles. These roles do **NOT** give users access to edit the One Plan or Funding Application.
  - Superintendents can grant access and change access levels by asking a district OEDS Organization Administrator to assign one of the following roles:

School-level roles that provide access to the One Needs Assessment:
These roles are assigned at the **school** level.

1. Principal (automatically provides access): Data view and entry access for a specific school. Please **do not** additionally assign the Data Entry or Reviewer Decision Framework.

2. Data Entry – Decision Framework: Data view and entry access for specific schools – please **do not** additionally assign the Data Reviewer role.
3. Reviewer – Decision Framework: Data **view only** access for a specific school.

District-level roles that provide access to the One Needs Assessment:
These roles are assigned at the **district** level.

1. Superintendent (automatically provides access): Data view and entry access to the district and every school in the district. Please **do not** additionally assign the Data Entry or Reviewer Decision Framework roles.
2. Treasurer- Data view and entry access to the district and every school in the district. Please **do not** additionally assign the Data Entry or Reviewer Decision Framework roles.
3. Data Entry – Decision Framework: Data view and entry access to the district and every school in the district.
4. Reviewer – Decision Framework: Data **view only** access to the district and every school in the district.

School-level roles that provide access to the One Plan:
These roles are assigned at the **school** level.

1. Principal (automatically provides access): Data view and entry access for a specific school. For the One Plan, the additional role of Data Entry Planning-CCIP should be assigned.
2. Data Entry Planning- CCIP: Data view and entry access for specific schools – please **do not** additionally assign the Data Reviewer role.
3. Data View Planning- CCIP: Data **view only** access for a specific school.

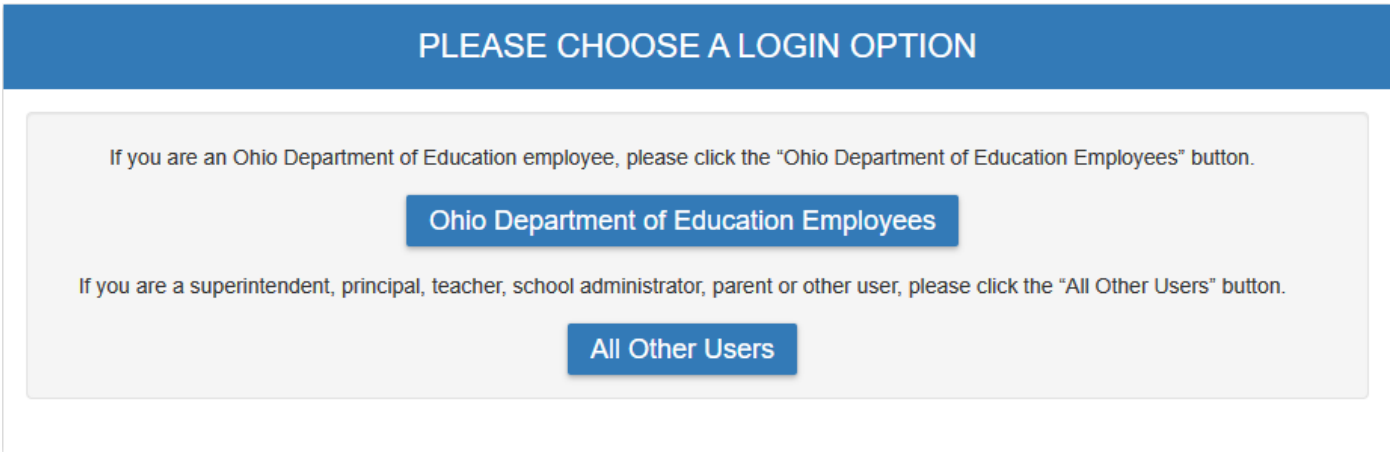
District-level roles that provide access to the One Plan:
These roles are assigned at the **district** level.

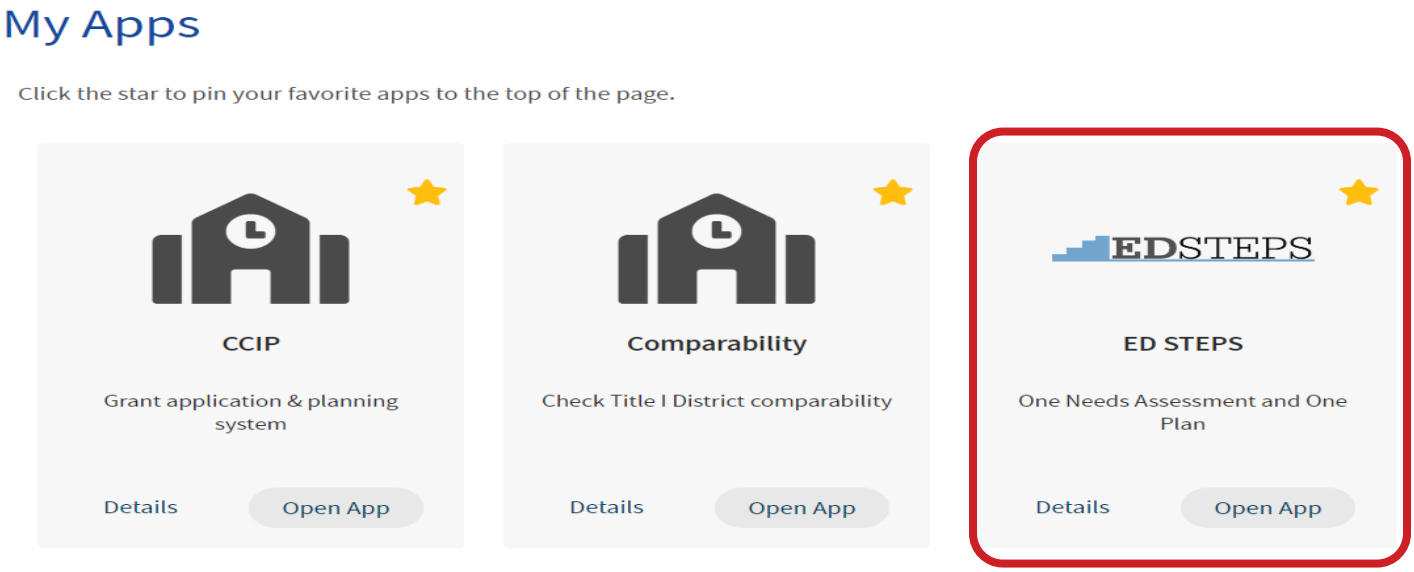
1. Superintendent (automatically provides access): Data view and entry access to the district and every school in the district. Please **do not** additionally assign the Data Entry or Data View roles.
2. Treasurer - Data view and entry access to the district and every school in the district. Please **do not** additionally assign the Data Entry or Data View roles.
3. Data Entry Planning – CCIP: Data view and entry access to the district and every school in the district.
4. Data View Planning – CCIP: Data **view only** access to the district and every school in the district.

ED STEPS Navigation

Log In and Access ED STEPS

A. Access the Ohio ID Portal using your OH|ID Account.
B. Select “Open App” in the ED STEPS tab.





ONE NEEDS ASSESSMENT

Overview of the One Needs Assessment Process

DESCRIPTION AND PURPOSE

The One Needs Assessment is a computer application accessed through an individual's OH|ID Portal account. Educational organizations receiving federal funds use the Department's One Needs Assessment tool to assess critical needs. Step One -- *Identify Critical Needs:* The One Needs Assessment provides a structure for collaborative teams to analyze student, educator, and system data.

Key Design Features

- The One Needs Assessment has seven Strategy Areas (Sections), each with Priority Needs (Question Groups). Organizations answer questions about their needs within the Strategy Areas.
- Each question within the One Needs Assessment has specific data conditions that make the question required, recommended, or optional for the organization. The data conditions are based on report card data and other Department data. This creates a unique needs assessment tailored to the organization's federal requirements and data.
- The organization responds to questions, then completes a root cause analysis for any required questions.
- Based on the root cause analysis, the organization then selects the priority needs to address in the One Plan.
- Continuous improvement is important at every level and the tool provides an opportunity to look at the needs of the entire organization. For example, the tool allows an organization to identify needs beyond academics, such as fiscal, non-academic supports and family and community engagement needs.
- The needs assessment is an opportunity for leadership teams to analyze their data (state, school, and community), identify areas of improvement, and collaborate on root causes to identify goals focused on improvement.

QUESTIONS

The One Needs Assessment uses organization data and federal fund allocations to trigger required and recommended questions. Descriptions for the question types are as follows:

- **Required**: These questions are demarcated by an asterisk **"(*)"** next to the question number. Please respond to this question by analyzing data, systems, and current practices. If required questions are left unanswered, a message will appear notifying the user that some Strategy Areas (Sections) and priority needs (Group Names) questions still need to be completed. After answering these questions, the Needs Assessment tab can be completed.
- **Recommended:** These questions are demarcated by an **"(R)"**. While these questions are not required for submission of the needs assessment, it is recommended that the organization consider answering these questions.
- **Optional:** These questions are not required or recommended. Organizations determine if these questions need to be answered.
- **Root Cause(s):** For each question group, a root cause question is available. Based on an analysis of current educational practices related to a question group, organizations identify the underlying root cause(s) that, if addressed, would result in a positive impact. Root cause(s) must be identified if one or more questions in the group are required.

- **Priority Needs Question:** When users enter data in a root cause box, a priority needs question is displayed. If users answer "yes," the root cause becomes available in the Pre-Planning tab and may be sent to the Planning Tool. If users answer "no" to the priority needs question, they may change their answer to "yes" for the root cause to be available on the Pre-Planning tab.

STRATEGY AREAS (SECTIONS) AND PRIORITY NEEDS (QUESTION GROUPS)

District and school questions may address:

Strategy Areas (Sections)	Priority Needs (Question Groups):			
College and Career Readiness	Early Warning System	Graduation	Post-Secondary	Career Connections
Community and Family Engagement	Engagement			
Curriculum, Instruction and Assessment – Content Areas	Literacy	English Language Arts	Mathematics	Physical Education
	Career-Technical Education – Equity	Career-Technical Education		
Curriculum, Instruction and Assessment – Special Populations	Special Populations - Students with Disabilities	Special Populations - Gifted	Special Populations - English Learners	Special Populations - Homeless
	Special Populations - Foster Care	Special Populations - Justice Involved Youth	Special Populations – Military	
Curriculum, Instruction and Assessment - Teaching	Instruction	Assessments	Curriculum	Standards Alignment
Fiscal Management	Internal Controls	Financial Management	Budgeting	Procurement
Leadership/Administration/ Governance	Shared Leadership	Administrative Support	Operator Collaboration	
Professional Capital	Local Equitable Access Plan			
School Climate and Supports	Safe and Healthy Schools	Behavioral Supports	Student Transition	Attendance
	Positive Behavioral Intervention Supports			

Educational Service Center questions may address:

Strategy Areas (Sections)	Question Groups:			
College and Career Readiness	District College and Career Readiness			
Community and Family Engagement	Family and Community Engagement Support			
Curriculum, Instruction and Assessment	District College and Career Readiness Support	Curriculum, Instruction, and Assessment District Support	Early Childhood Education	Transitions Support
Fiscal Management	Fiscal Management Supports			
Leadership/Administration/Governance	Leadership/Administration/Governance District Supports			
Operations	Operations District Supports			
Professional Capital	Professional Capital District Supports	Licensure		
School Climate and Supports	School Climate District Supports			

County Boards of Developmental Disabilities questions may address:

Strategy Areas (Sections)	Question Groups:		
College and Career Readiness	Graduation	Transitions	
Community and Family Engagement	Engagement	Partnerships	
Curriculum, Instruction and Assessment - Teaching	Assessment	Curriculum	Determination
Fiscal Management	Financial Management		
Leadership/Administration/Governance	Shared Leadership	Data-Driven Decision	Administrative Records
Operations	Transportation	Technology	
Professional Capital	Professional Development		
School Climate and Supports	Connections	Disproportionality	

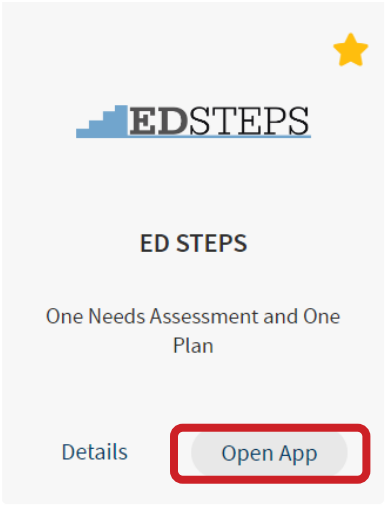
One Needs Assessment Navigation

1. The portal login link is on the Department's home page.



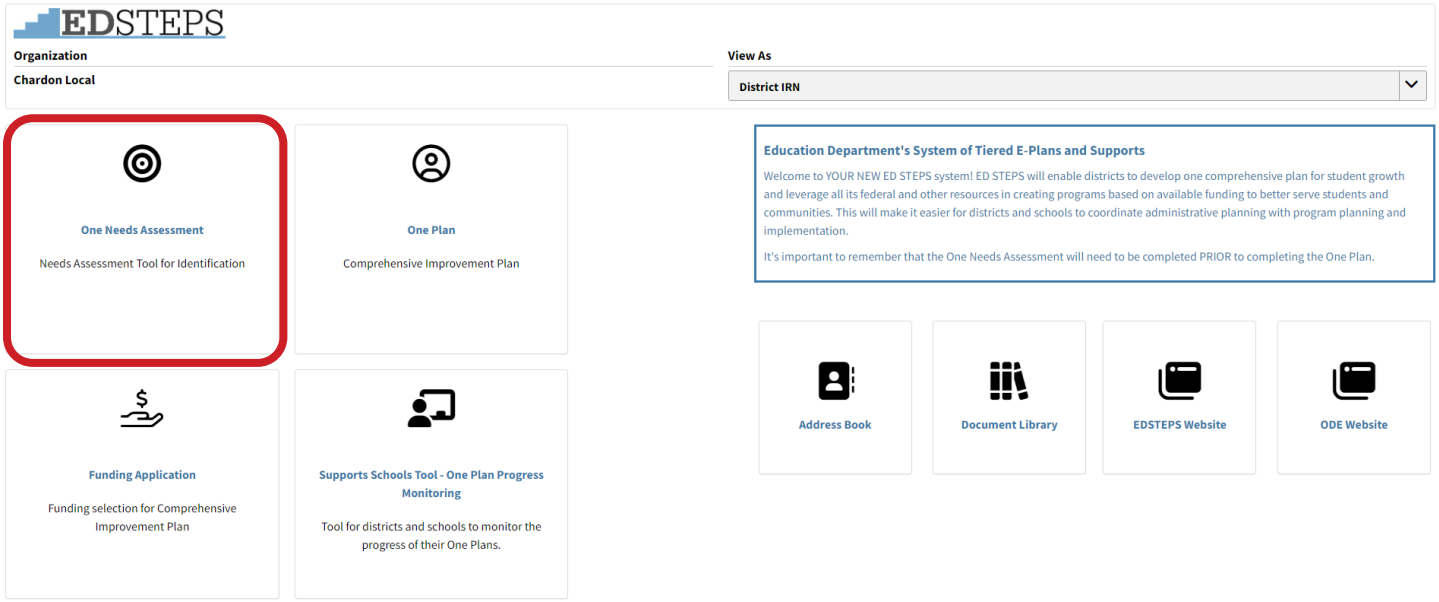
2. Sign in via an OH|ID portal account.

3. Find and select the **ED STEPS** tile from the applications list. Click on "Open App".

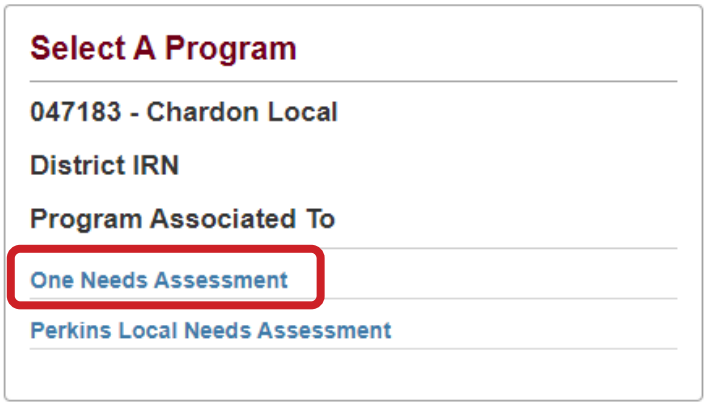


NOTE: The One Needs Assessment will automatically log out users after 30 minutes of inactivity.

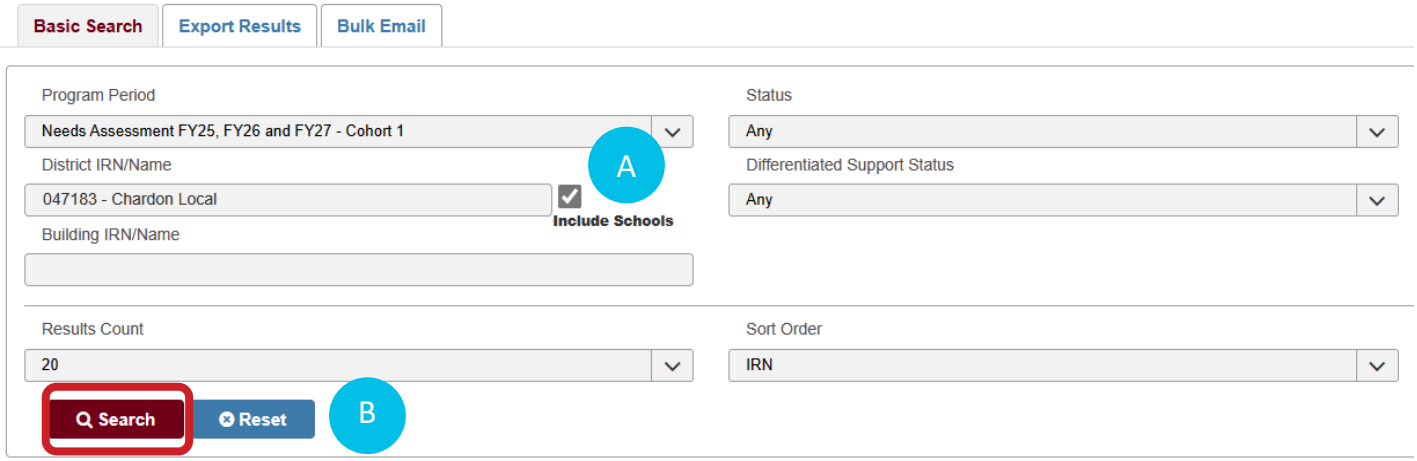
4. Click on the tile for the "One Needs Assessment."



5. Select “One Needs Assessment.”

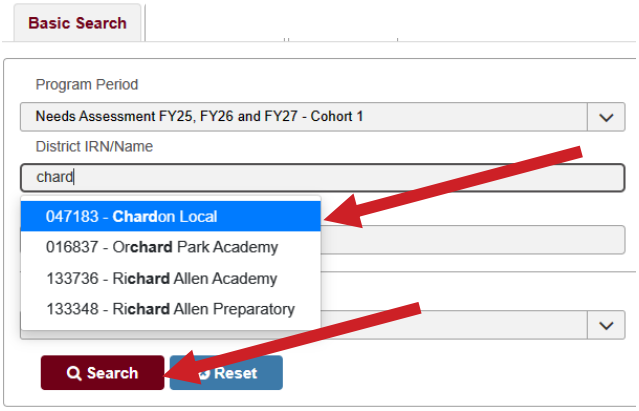


6. The Needs Assessment Page (Basic Search tab) will automatically prepopulate the organization. Users will only be able to see the organizations to which they have access based on their role.
   - Choose and input the desired search parameters and select “Search.”
   - The **Program Period** currently defaults to Cohort 2 (FY26-FY28).

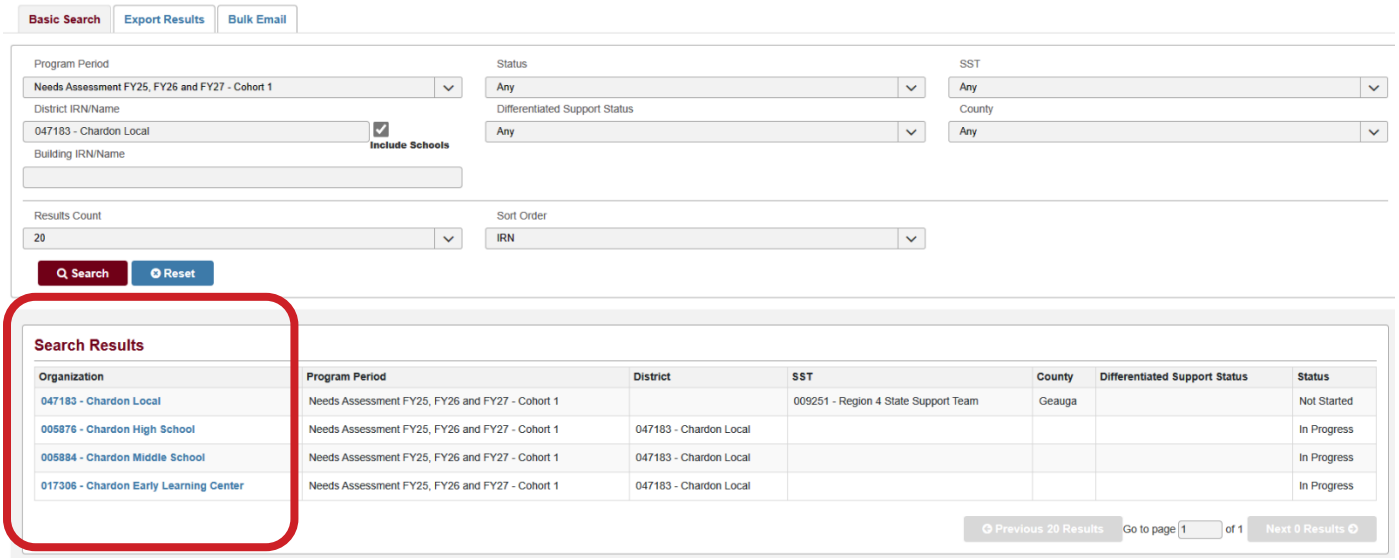


A. Uncheck the “Include Schools” box if you do not want to see the school list.
B. Use the Reset button prior to entering other search parameters.

7. For anything other than prepopulated searches, begin by typing the Information Retrieval Number (IRN) or name in the district or building box, select the desired district or building from the drop-down menu, and click Search.

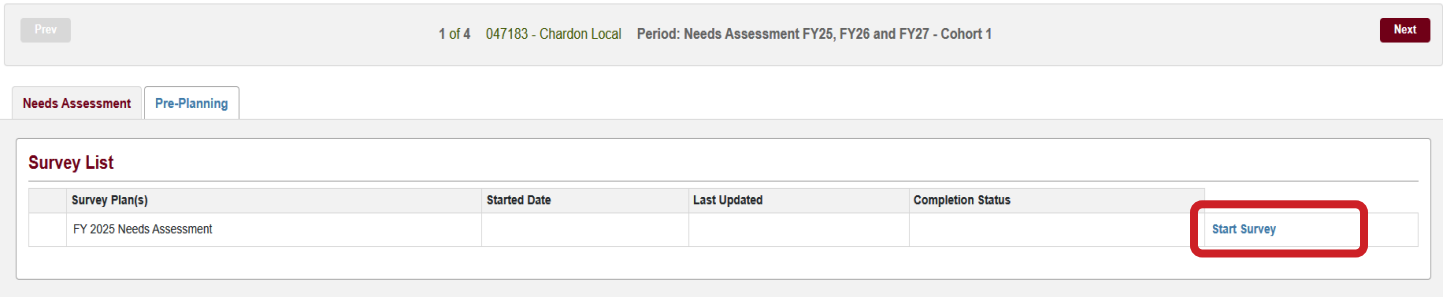


8. Select the organization desired from the Search Results list:

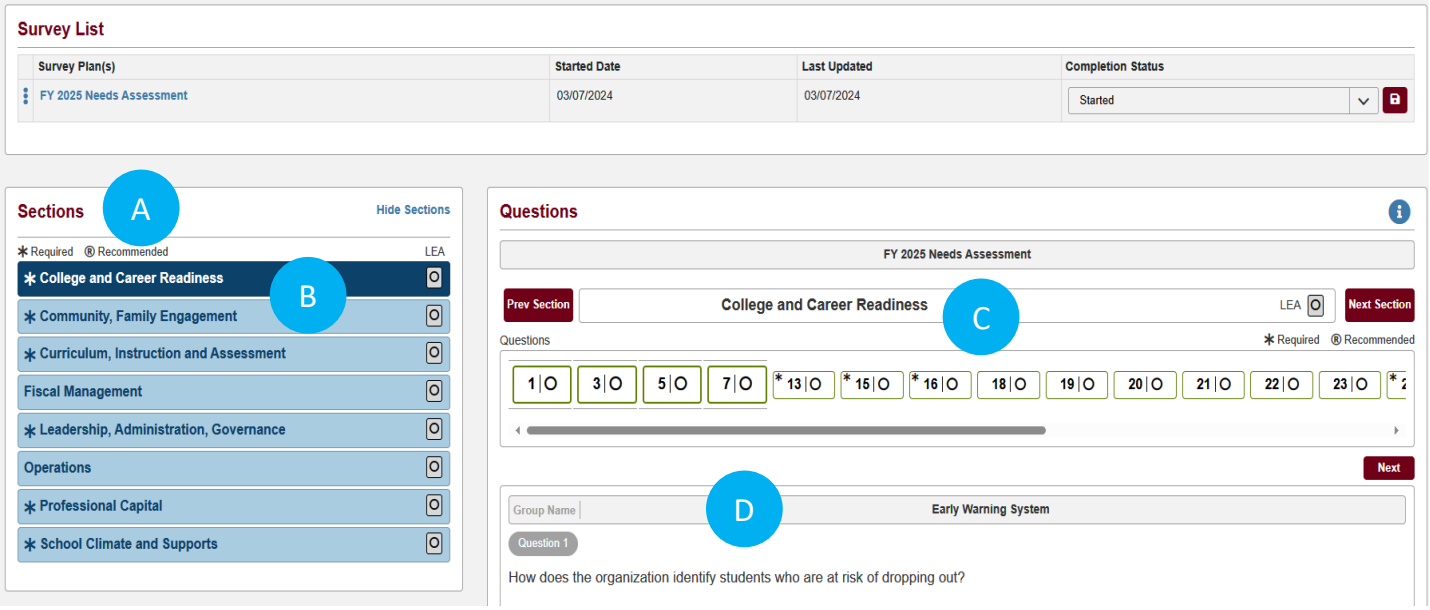


9. Select "**Start Survey**". Please be patient as it may take 10-20 seconds for the application to load. The Needs Assessment tab opens.

NOTE: Role access will determine if you are able to start the survey.

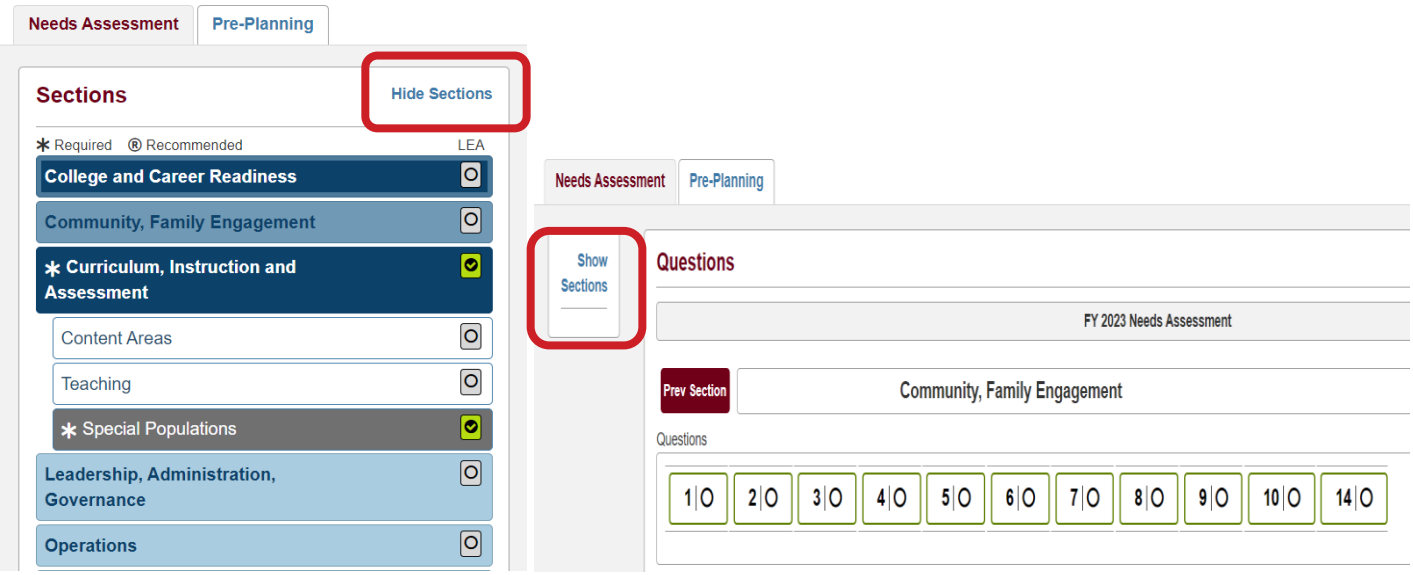


10. There are questions in each of the seven Strategy Areas (Sections), organized into question groups as indicated by the Group Names (for example: Early Warning System).



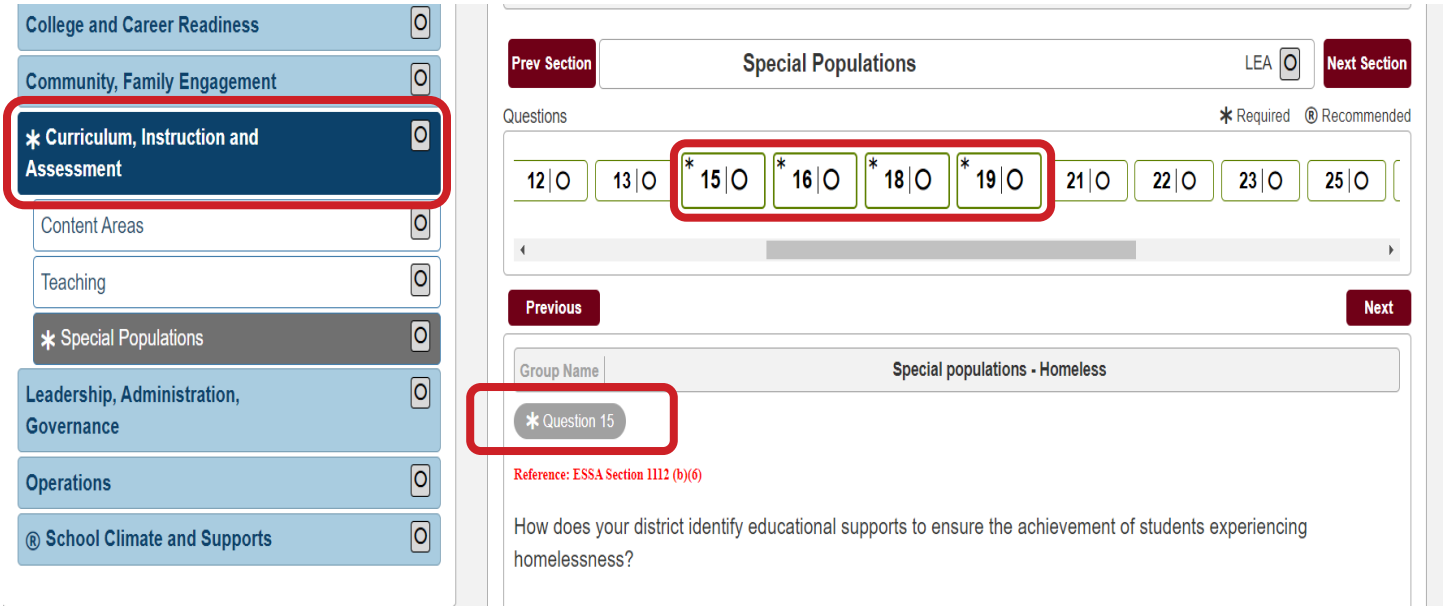
A	"Sections": Where the Strategy Areas are listed
B	Each Strategy Area is listed separately
C	This is where the name of the selected Strategy Area is displayed
D	This is the Priority Need Area (Question Group). By clicking the "Next" button, the user will move to next Question Group for this section.

NOTE: Hide/Show the Sections panel by selecting "Hide Sections" or "Show Sections".

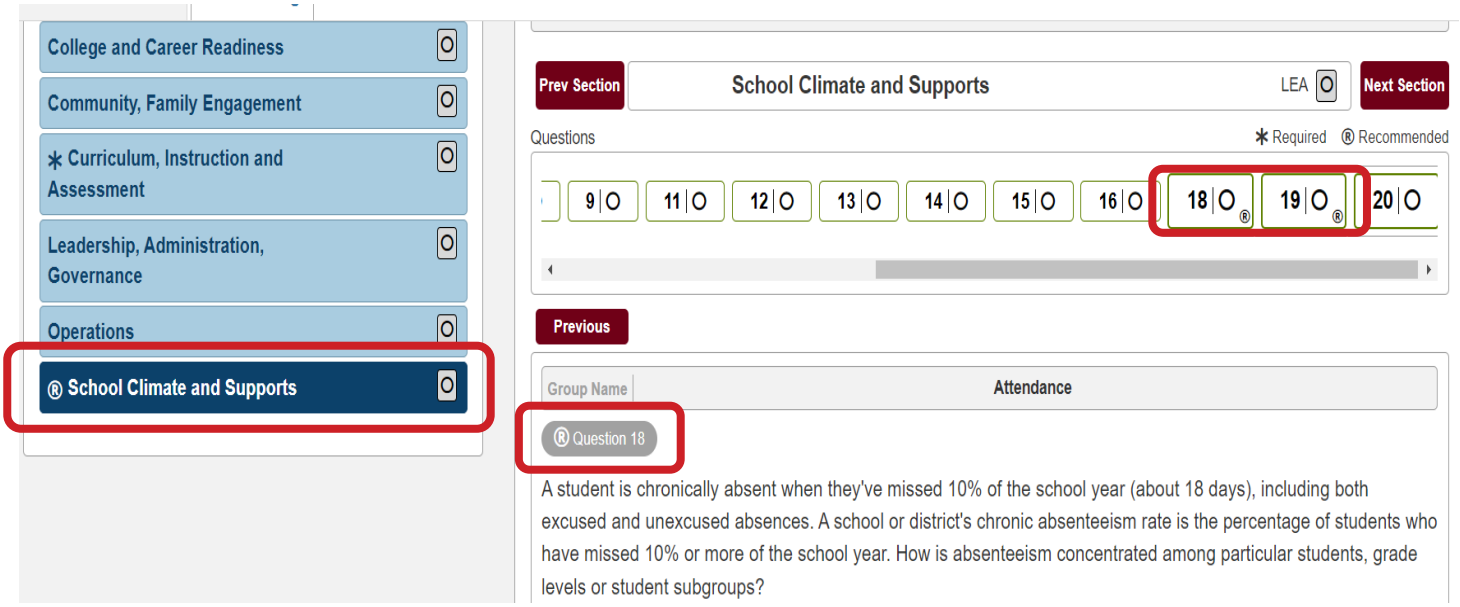


11. Required question numbers are identified with an asterisk (*)**.** The Sections panel uses the same symbols to identify sections that contain required questions.

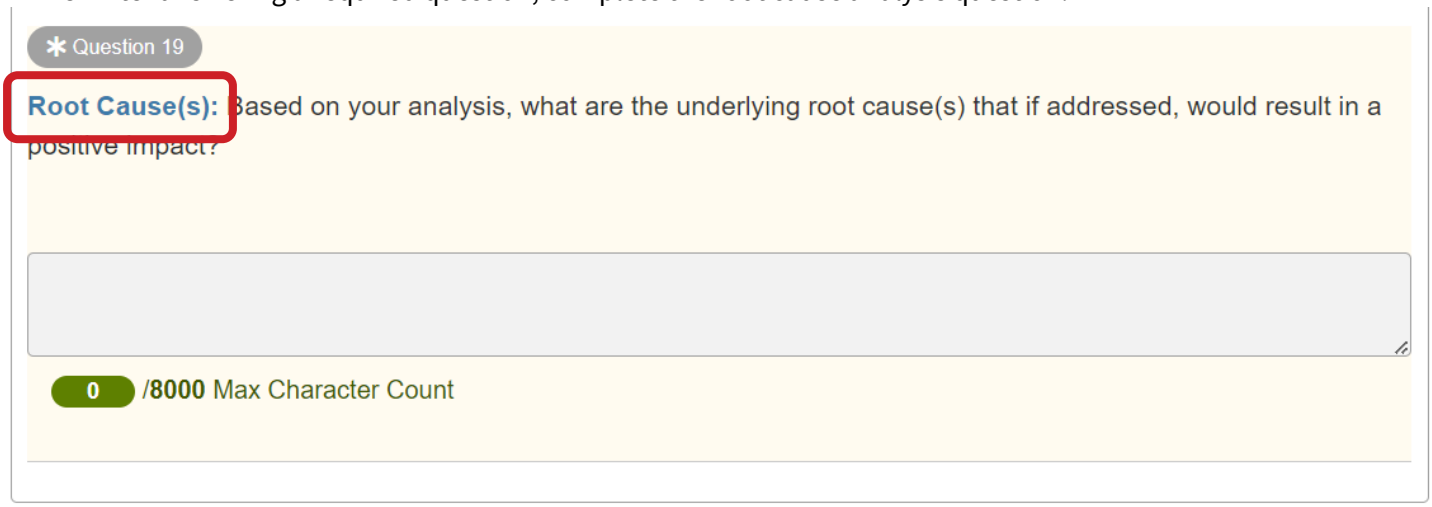
    In this example, questions 15 through 19 are required.



12. Recommended question numbers are identified with an ®. The Sections accordion uses the same symbols to identify sections that contain recommended questions.
    In this example, questions 18 and 19 are recommended.



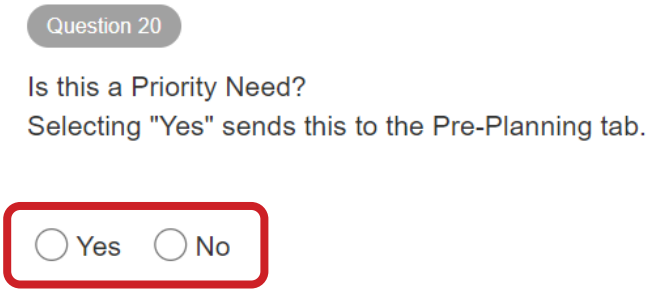
13. After answering a required question, complete the root cause analysis question.



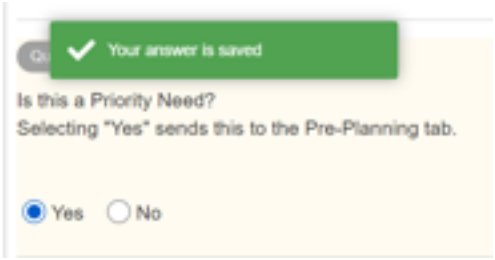
NOTE: After entering a response, move the pointer outside of the response box to save the answer.



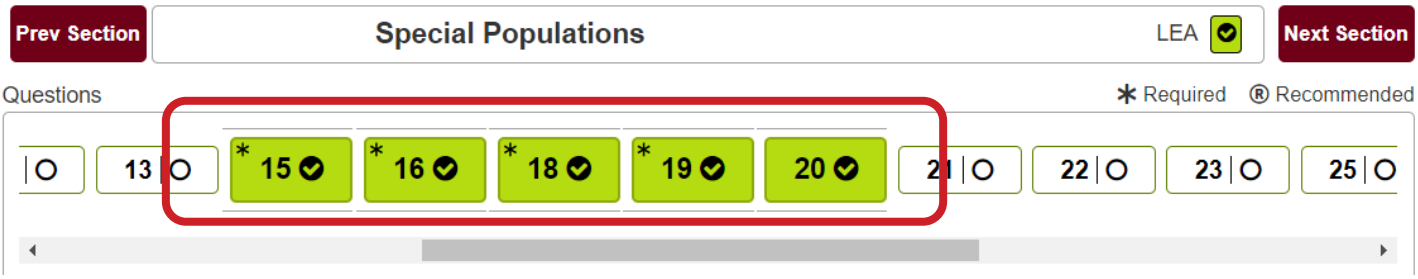
14. After the user enters the root cause analysis and clicks outside of the text box, a Priority Need question is generated (in this example, question 20, since it follows the root cause analysis which was question 19). The response to the Priority Need question indicates whether the topic of the question group (ex. group name – Early Warning System) is a priority need that the organization would like to select and send to the "Pre-Planning" tab.



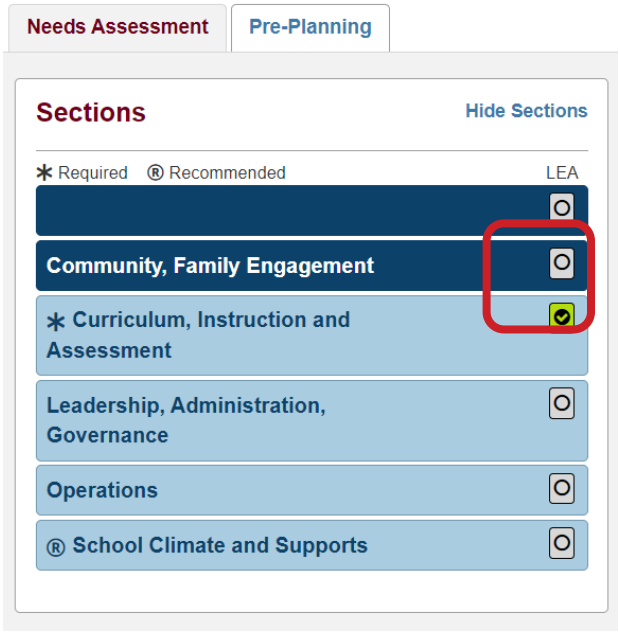
NOTE: When you select Yes or No, you will receive a confirmation message.



NOTE: As you save text box entries, the question numbers at the top of the Questions display will change to green with a check mark in the circle next to the question number.

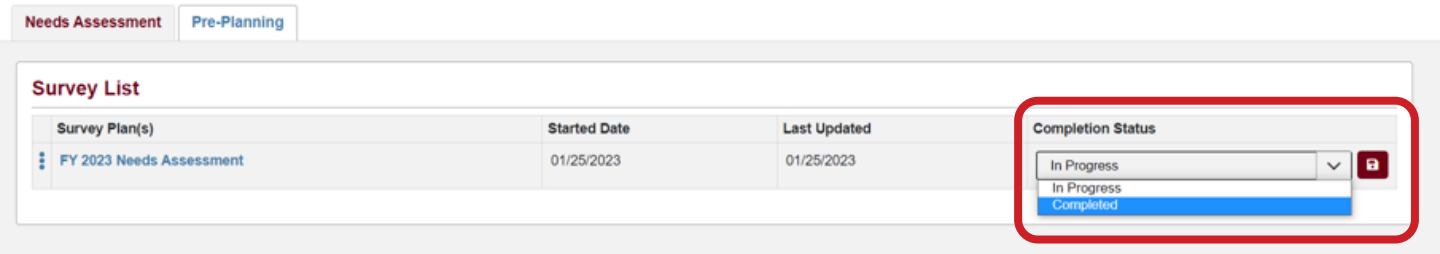


15. The Strategy Areas (Sections) checkbox will be gray if nothing is entered in any of the text boxes. If you have any required questions in one of the Strategy Areas (Sections), the checkbox color will change to green after all required questions are answered.

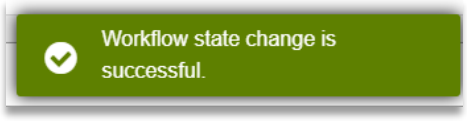


NOTE: You may work through your Needs Assessment Strategy Areas (Sections) and question groups in any order. You can make changes by modifying or removing your entries.

16. When you finish the Needs Assessment, scroll to the "Survey List" area to change the completion status from "In Progress" to "Completed", and then click on the "Save" icon.

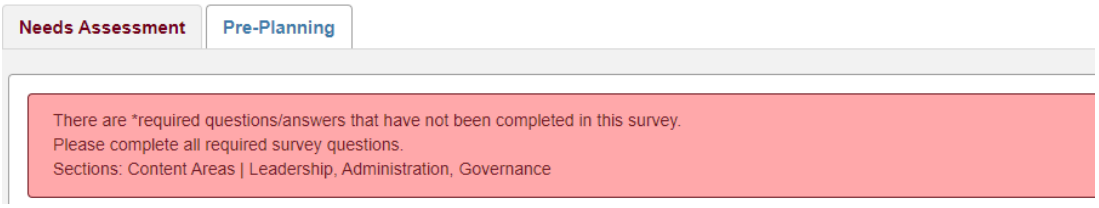


- You will receive a confirmation message:



  - When the Needs Assessment tab is in completed status, it is not editable. However, the Pre-Planning tab remains editable.

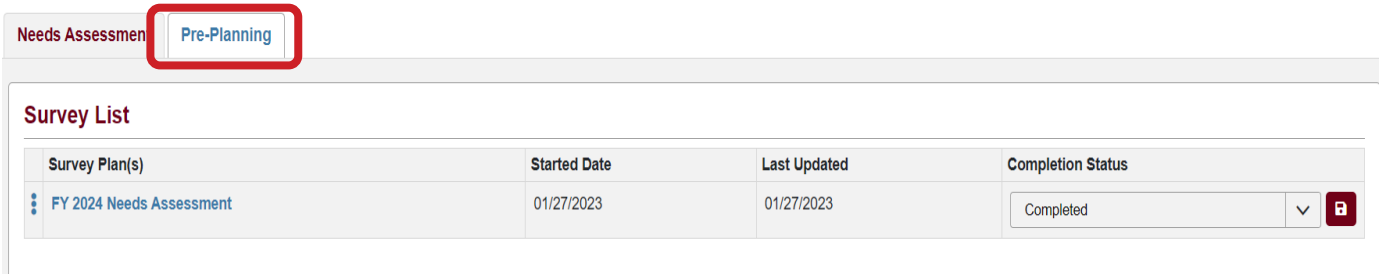
- Only question group topics (group names) that have a root cause and a "Yes" selected as a Priority Need will progress from the Needs Assessment tab to the Pre-Planning tab. When you try to place the Needs Assessment tab in "Completed" status, you may get an error message if any of the required questions were not addressed. After all the questions are answered, this tab can be "Completed."



- If you want to edit the Needs Assessment after it is "Completed," use the drop-down menu to select "In Progress" and then click on the "Save" icon.

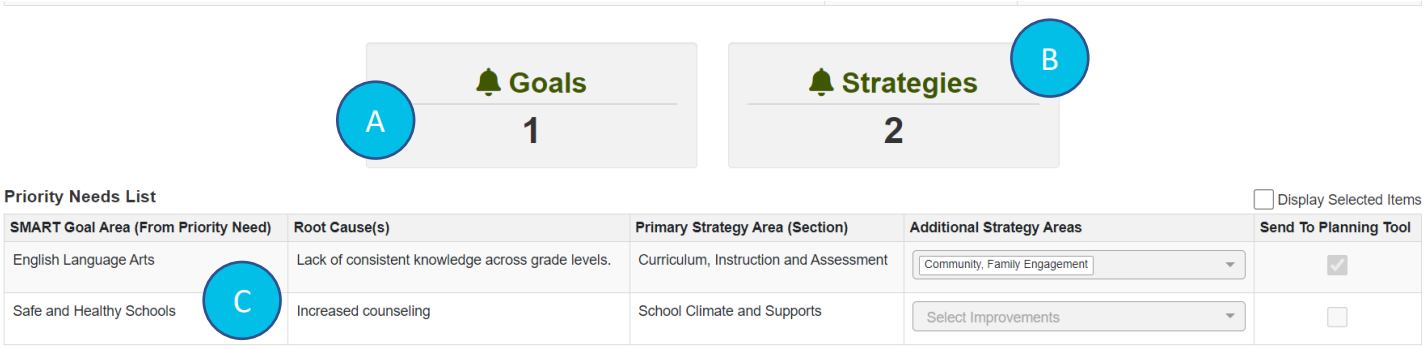
NOTE: If the Pre-Planning tab completion status is "Sent to Planning Tool," you must set the status back to "In Progress" before you can edit.

17. Access the Pre-Planning tab



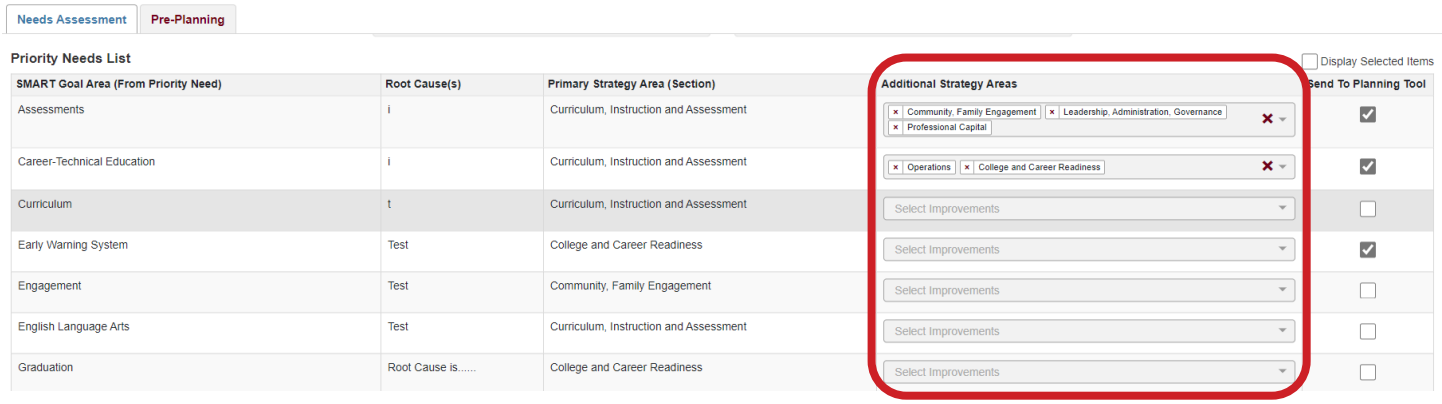
18. On the Pre-Planning tab, the selected group topic questions with a root cause and a "Yes" selected as a Priority Need will be show.

NOTE: This page will also show how many Goals and Strategies will be sent to the Planning Tool.

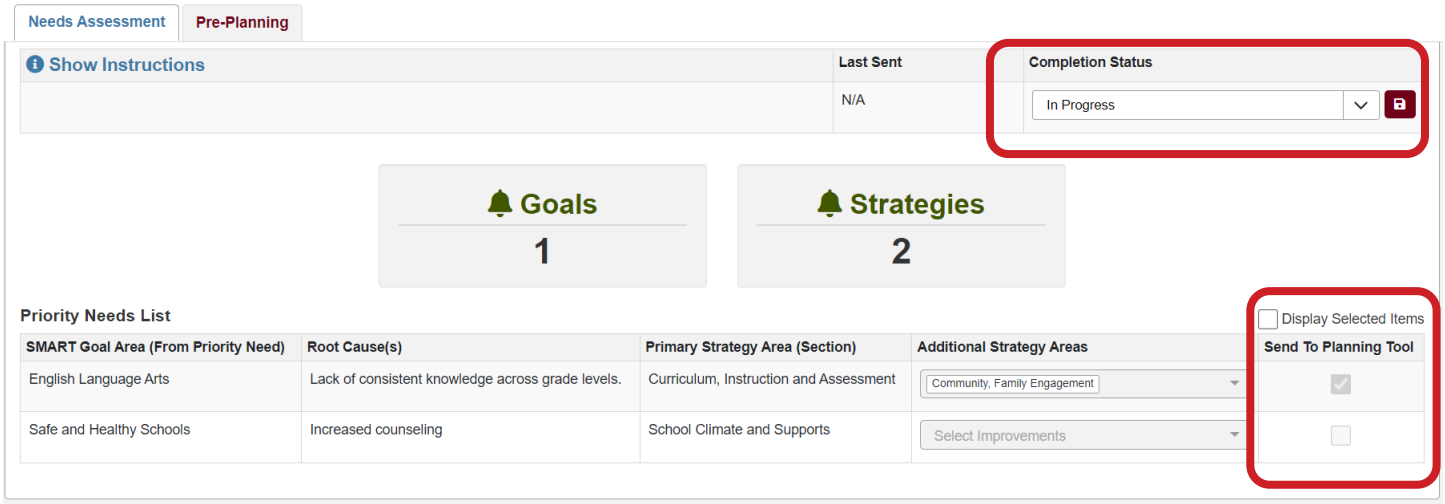


A	Number of Goals sent to the One Plan
B	Number of Strategies sent to the One Plan
C	The selected group topic questions with a root cause and a "Yes" selected as a Priority Need

19. You can add or delete additional strategy areas for any priority need by opening the "Additional Strategy Areas" dropdown menu and selecting or deselecting strategy areas.



20. Select the critical needs to send to the One Plan by checking the "Send to Planning Tool" boxes. When finished with the Pre-Planning tab, follow the same process used for the Needs Assessment tab by changing the Completion Status dropdown to "Sent to One Plan" and clicking on the "Save" icon.



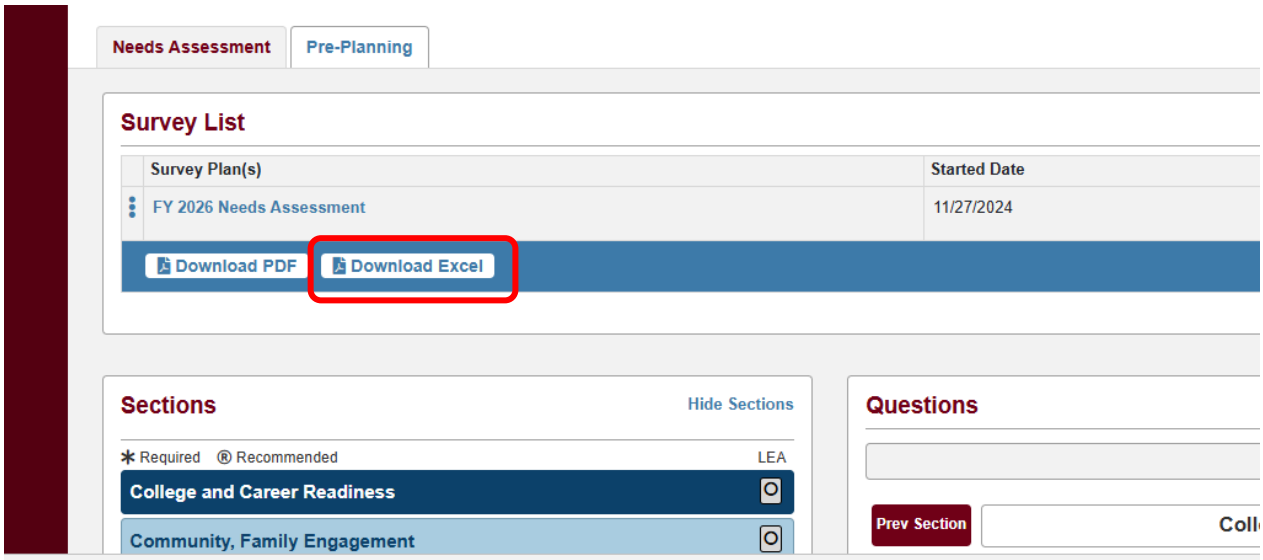
21. Once the completion status is set to “Sent to One Plan”, the SMART Goal Areas and Strategy Areas will send to the One Plan. The organization can now enter and complete its One Plan.

New Features (January 2025)

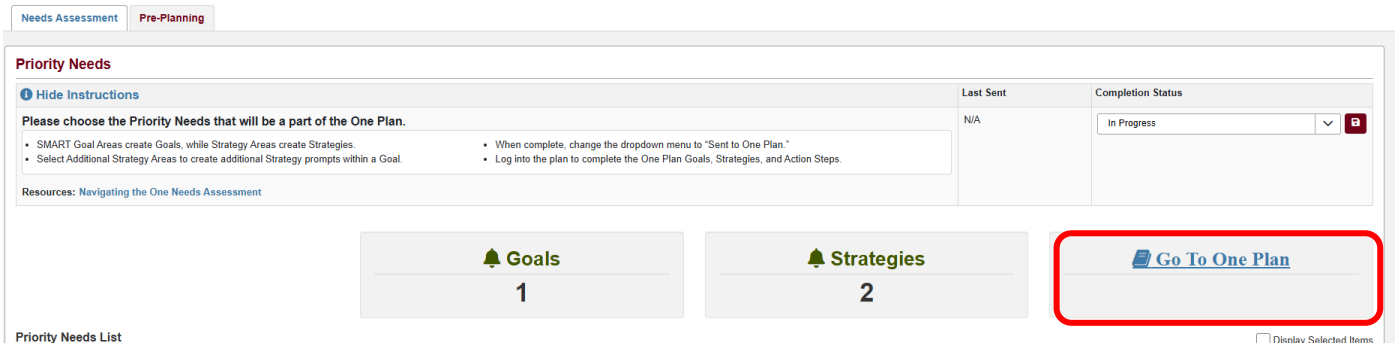
This year, the Department added a few new features to the One Needs Assessment. These features are described below:

- **Export the organization’s Required, Recommended, and Optional questions as an Excel file.** This feature may be helpful if:
  - The organization plans to involve many staff members in the needs assessment process.
  - The organization is receiving support from a State Support Team member.
  - The organization wants to prepare the answers in Excel before transferring to the One Needs Assessment system.

  To access the Excel export feature, click the three dots beside the Needs Assessment Survey, and choose “Download Excel”:



- **Go directly from the One Needs Assessment Pre-Planning page to the One Plan.**
  This feature may be helpful if the organization wants to directly access the One Plan without having to exit the browser and go back to the ED STEPS dashboard.
  To access this feature, click “Go to One Plan” on the One Needs Assessment Pre-Planning page:



For additional resources, access the One Needs Assessment page on the Department’s website. Send questions by email to: EDSTEPS@education.ohio.gov.

ONE PLAN

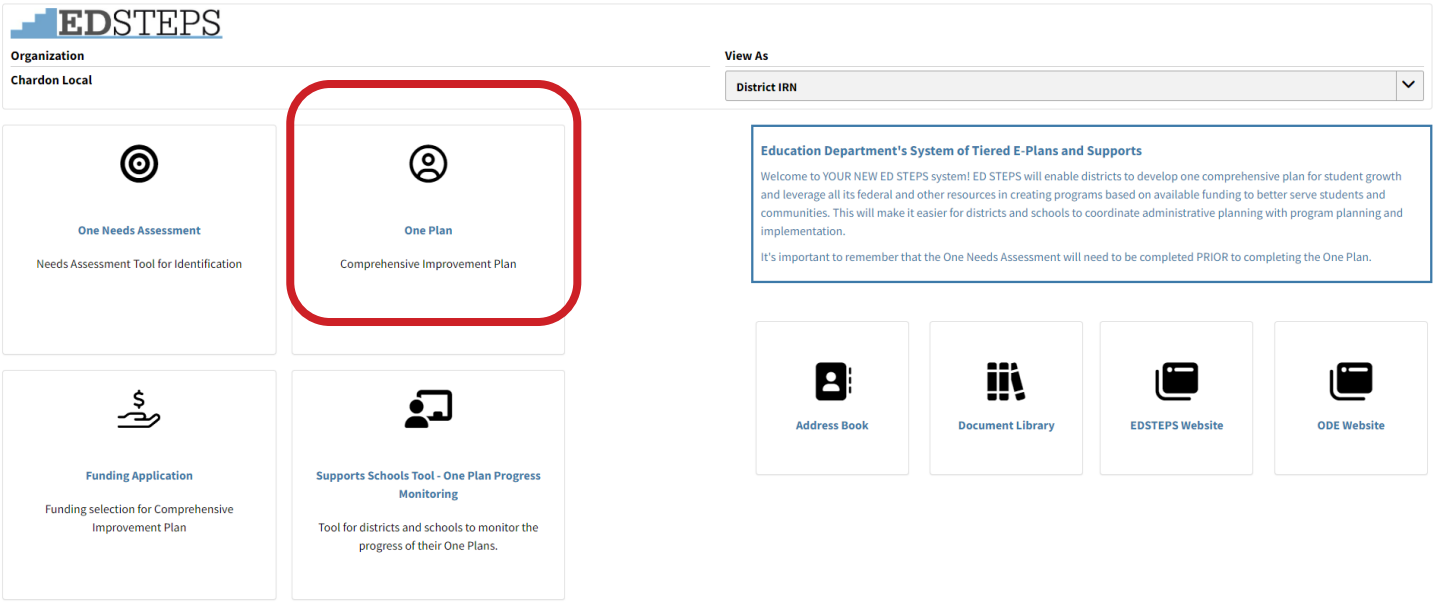
Overview of the One Plan Process

The One Plan is one concise plan for educational organizations to utilize over a three-year period. It provides the direction for improvement activities the organization will implement to address challenges identified through the root cause analysis and to impact the priority need identified in the comprehensive needs assessment known as One Needs Assessment. The One Plan is designed to allow organizations to incorporate all the required elements that the organization must address through state and federal requirements as a result of demographics or student results.

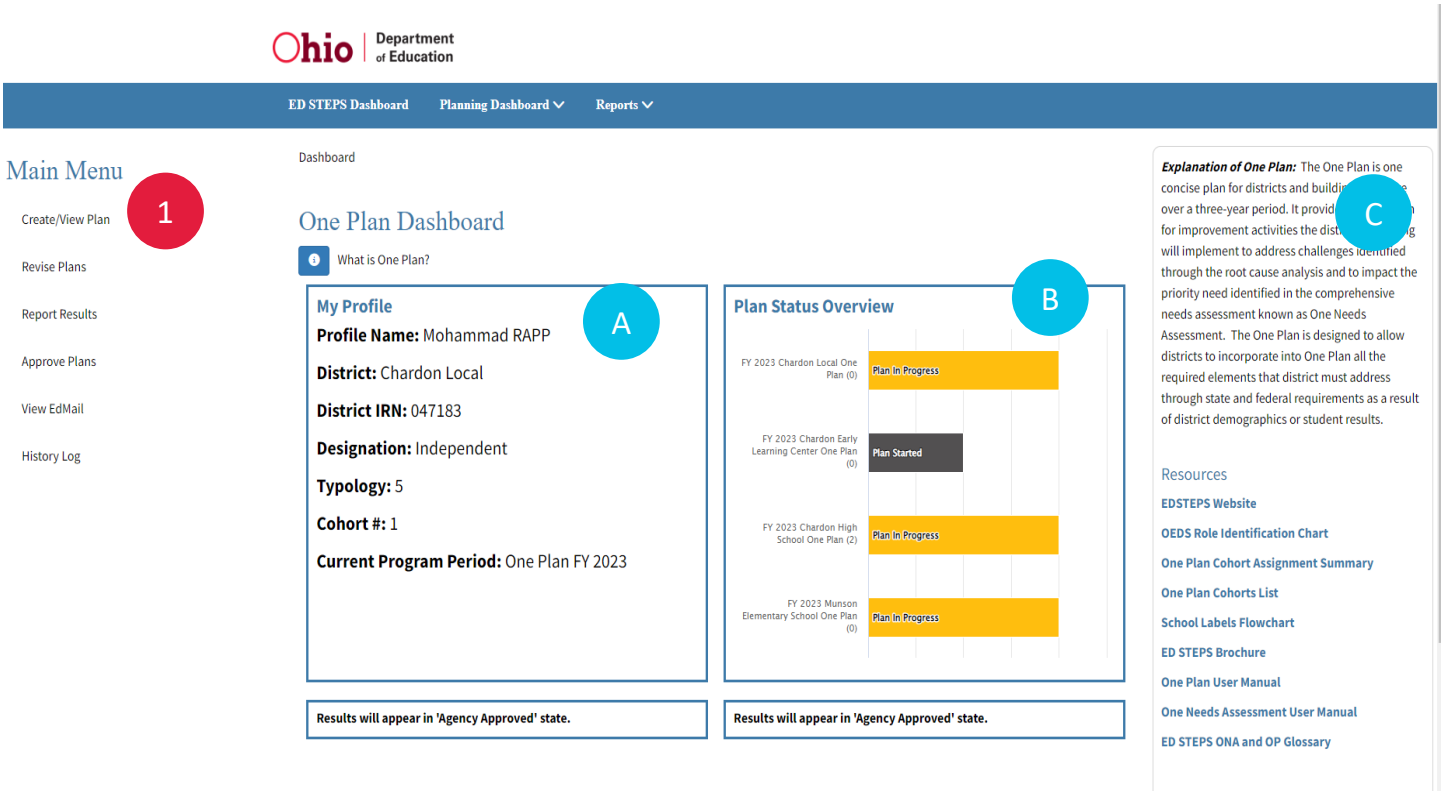
One Plan Navigation

ED STEPS Main Dashboard

You will first enter through the Main Dashboard for ED STEPS. There is access to the One Needs Assessment, One Plan, and CCIP from this page. Select One Plan to begin creating your plan.



The One Plan Dashboard will then appear. The One Plan Dashboard provides navigational and other important information for you to implement your plan.



Information:

A	Personal Profile Information will appear here.
B	District demographics and status will appear in this section.
C	Look for helpful tips and resources here.

Steps:

1	Click on Create/View Plan to begin writing plan. *As you complete your plan, more links will populate in this section. Watch for reminders and messages to appear in this section.

Understanding the Icons

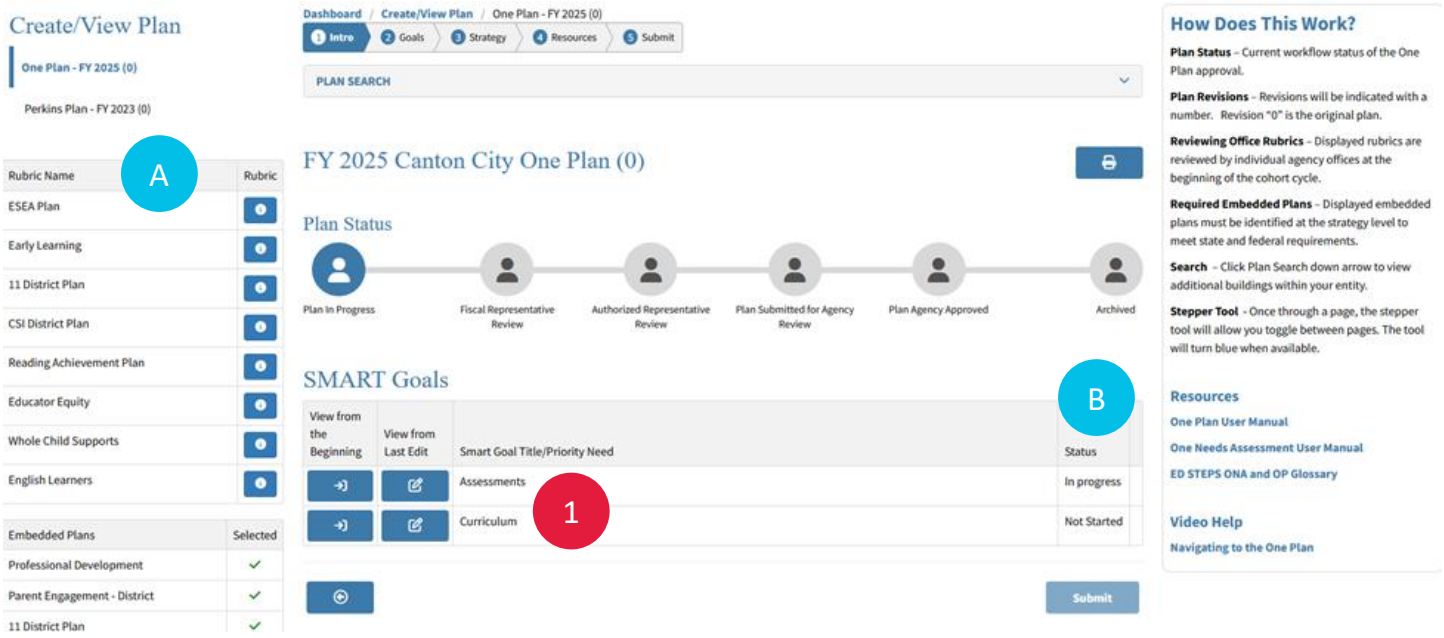
To assist with navigating in the ED STEPS system and completion of a comprehensive improvement plan, icons are populated on each page of the One Plan. The legend for each icon is located on the left-hand side of the page. Only those icons that appear on the page will appear in the legend on the page.

	Edit: Select to edit the item on the page.		Reset: Select to reset the page. Will remove previous entries for item.
	More Information: Select to access more information or guidance on an item.		Remove: Deletes the item.
	Back: Select to go back to the previous page.		Add: Select to add student measures, adult measures, action steps, and fiscal resources.
	Next: Select to go forward to the next page.		Search: Select to search for strategies and action steps.
	Save: Save and move to the next item.		Import: Select to import fiscal resources to action steps.
	Save to Bank: Select to save an item to the action step bank.		Indicates previous and next steps in goal and strategy completion. Located on left-hand corner of page.

Writing the Plan

To begin writing the plan, select “create/view plan” on the One Plan dashboard left-hand side. This will take you to the Goal page. Select the goal you want to begin developing. Goals were populated from the pre-planning page in the One Needs Assessment. If you want to change a goal or add a goal, you will need to go back into the One Needs Assessment.

There are two progress bars on this page. One shows the progress for completion of the goal, while the second shows the completion status of the entire plan.



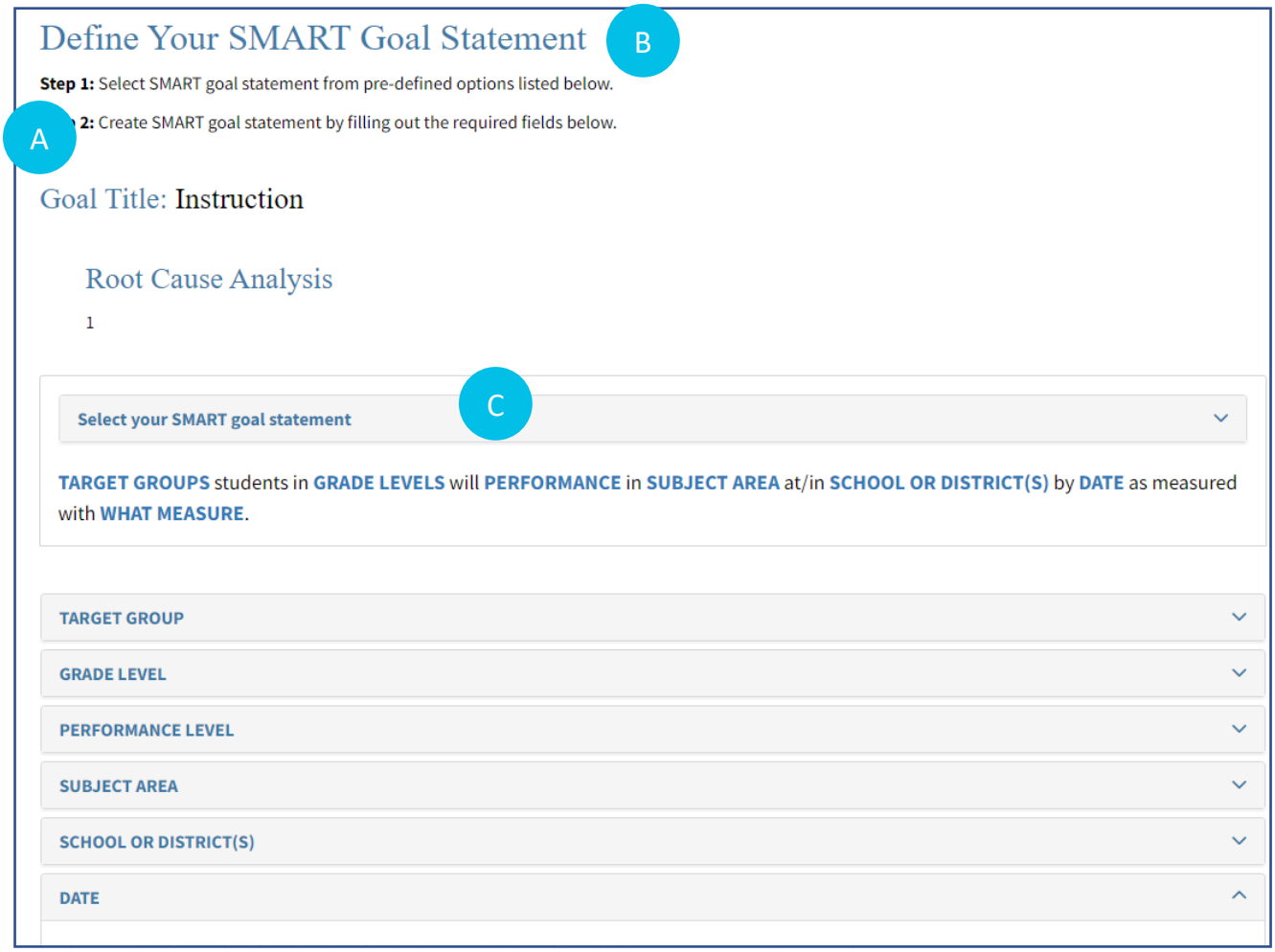
Information:

A	Agency Office Rubrics for Plan Criteria, Required Embedded Plans and Descriptions are available here. Review prior to beginning writing of plan.
B	This bar shows the completion status for the goal.

Steps:

1	Click on the edit icon next to the goal to begin developing the goal.

Writing Your Goal Statement

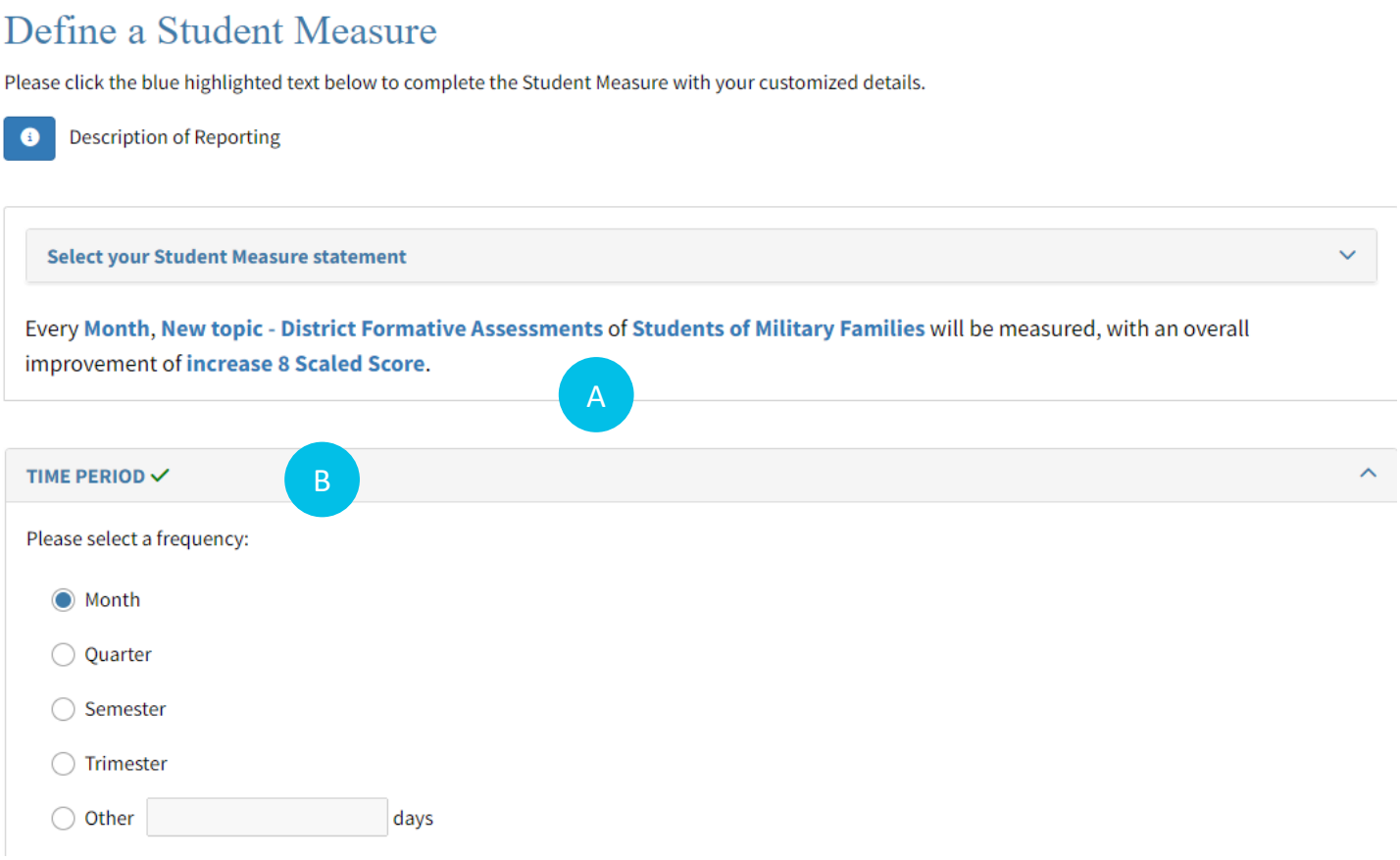


Information:

A	The Goal Title is imported into the One Plan from the One Needs Assessment
B	The SMART Goal Statement is completed by adding the responses to the statement that are BLUE
C	The SMART Goal statement can be completed by clicking on the item in the sentence or the row in the chart below. As you make your selection it is populated into the SMART Goal statement.

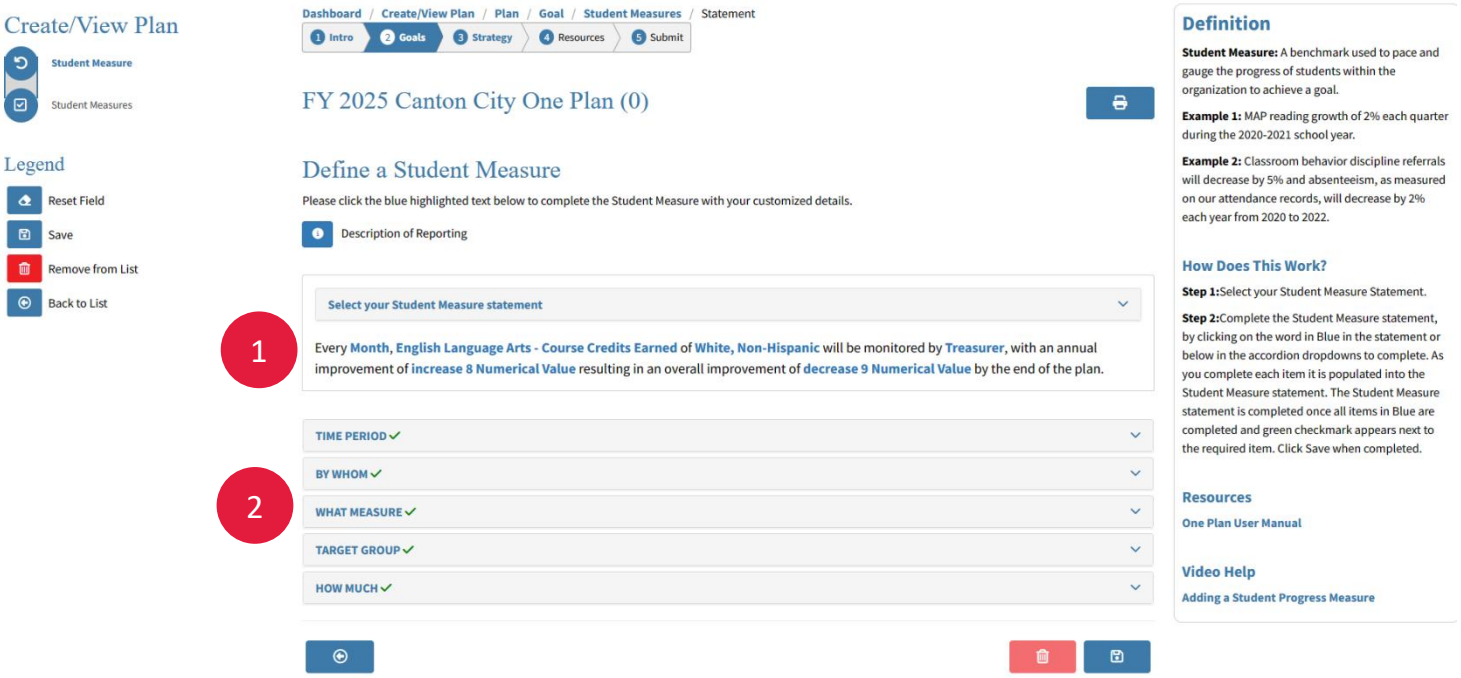
Additional Goal Templates are planned for future releases in the ED STEPS systems to provide more flexibility with SMART Goal statements. “Other” is provided in each category to allow for additional flexibility for districts.

Adding Student Progress Measures



A	The student measure statement appears in the description.
B	This shows all the dates that the district will monitor the student measure. A minimum of twice a year is required.

After you select the edit student measure or add student measure, the page will look like this. You will create the student measure on this screen.

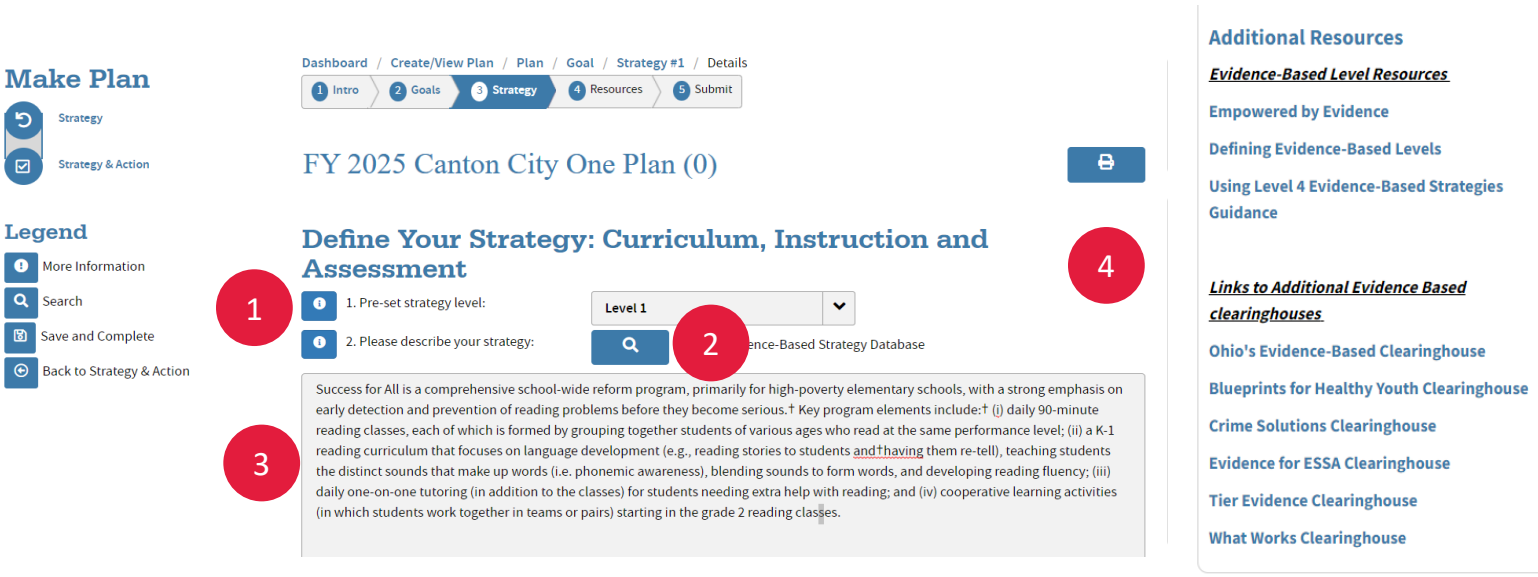


1	You can complete or update the student measure by clicking on the blue words in the statement.
2	You can also complete or update the student measure by clicking on each section below. Each section has selections, or you can add your own item to the statement by selecting “other” and entering the name in the textbox.

Completing Your Strategies

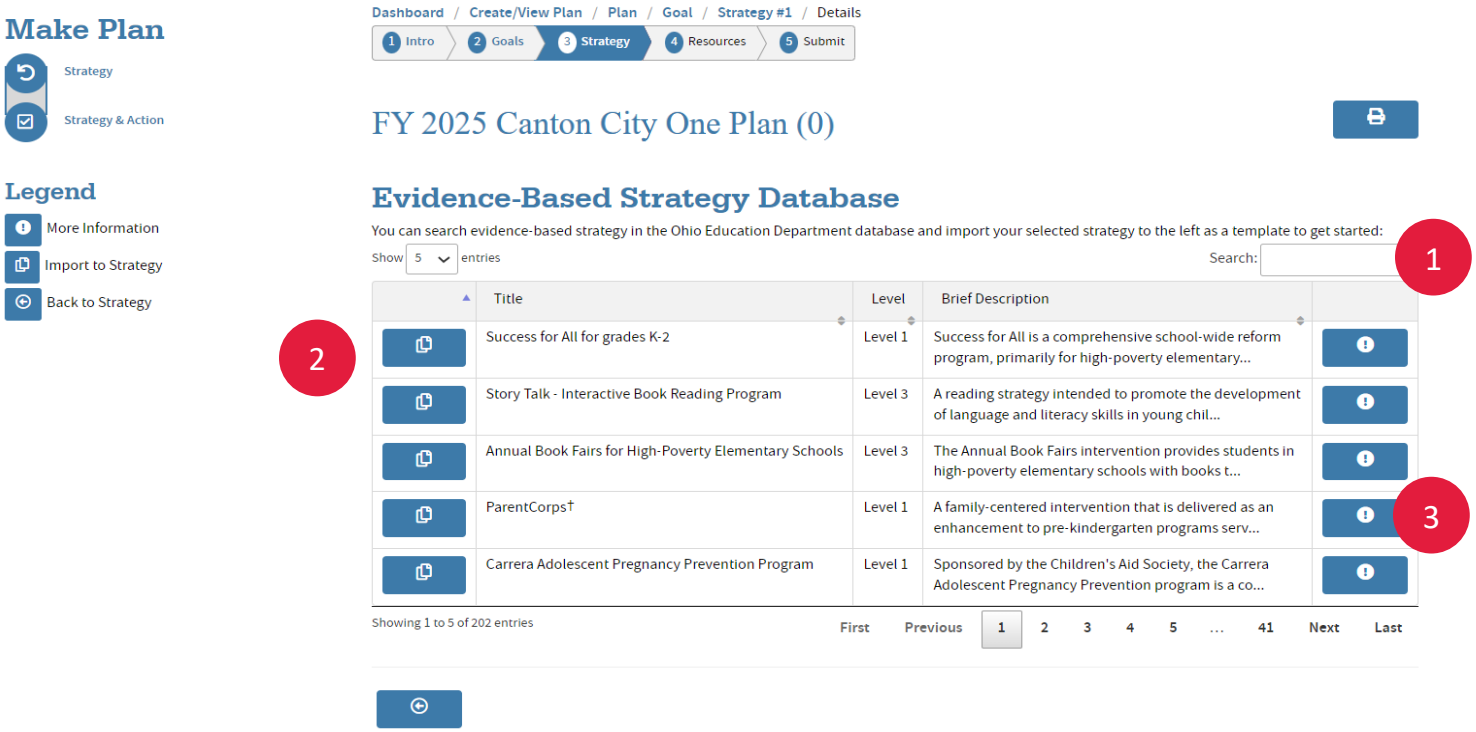


1	Once you complete the student measure, you will begin writing the strategies for the goal. The subject area for the strategy has been imported from the One Needs Assessment.
2	Select the edit icon to open the page for completing or editing the strategy.



1	The strategy level has an area to identify the evidence-based level for the strategy. Select the exclamation mark to find information about the different evidence-based levels. The system will default to level four. You can update the level by selecting a different level in the drop-down.
2	Search for evidence-based strategies in Ohio's Evidence Based Clearinghouse by selecting the magnifying glass.
3	Add your own evidence-based strategy from other clearinghouses or the district's own strategy description by typing in the box.
4	Links to other evidence-based strategy clearinghouses are available on the right-hand side. You can search these data bases and cut and paste evidence-based strategies into the textbox as well

If you select search for Ohio's Evidence-Based Clearinghouse from the strategy page, you will land on a page like this:



1	Type in key words to search for strategies to address the need and root cause analysis. Selections will appear below.
2	To select a strategy, click on the import icon.
3	If you want to learn more about the strategy, select the exclamation point icon at the end of the row.

Identifying Strategies for Embedded Plans within the One Plan

Embedded Plans are plans that are embedded within a district or building's One Plan. The One Plan is a comprehensive plan based on a comprehensive needs assessment and includes all the required plans within a complete comprehensive single plan for implementation over a three-year period. The embedded plan can be included in the One Plan as a goal, strategy, or combination of strategies within a plan. Districts and buildings identify if a strategy addresses one of their required embedded plans in the strategy section of the One Plan. The system will filter out those strategies that have been identified to provide the embedded plan into a single report for the district and different offices that require the plans for compliance. A strategy can address the requirements for more than one embedded plan so you can select more than one embedded plan for a strategy. The action steps with a strategy will pull over with the embedded plan to be included as the activities for the embedded plan.

Examples of required embedded plans that districts, or buildings will need to identify in their plans are:
Professional Development Plan – Elementary and Secondary Education Act (ESEA Section 1114(b)(7)(iii)IV)

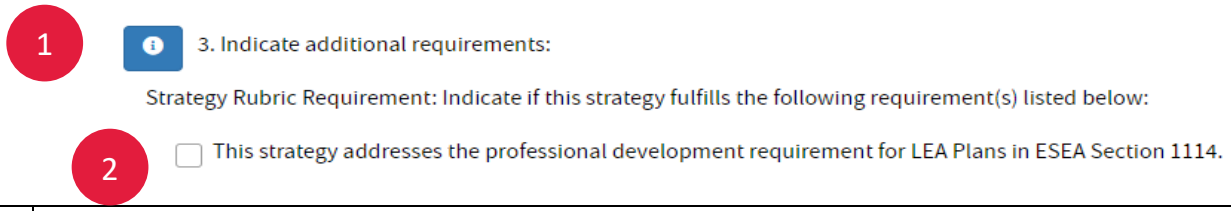
Parent Engagement Plan – Elementary and Secondary Education Act (ESEA Section 1112(b)(7)

Equity Plan – Elementary and Secondary Education Act (ESEA Section 1112(b)(2)

District Improvement Plan – Elementary and Secondary Act (ESEA Section 1111(d)(3)(A) (Strategies for Priority and Focus Schools)

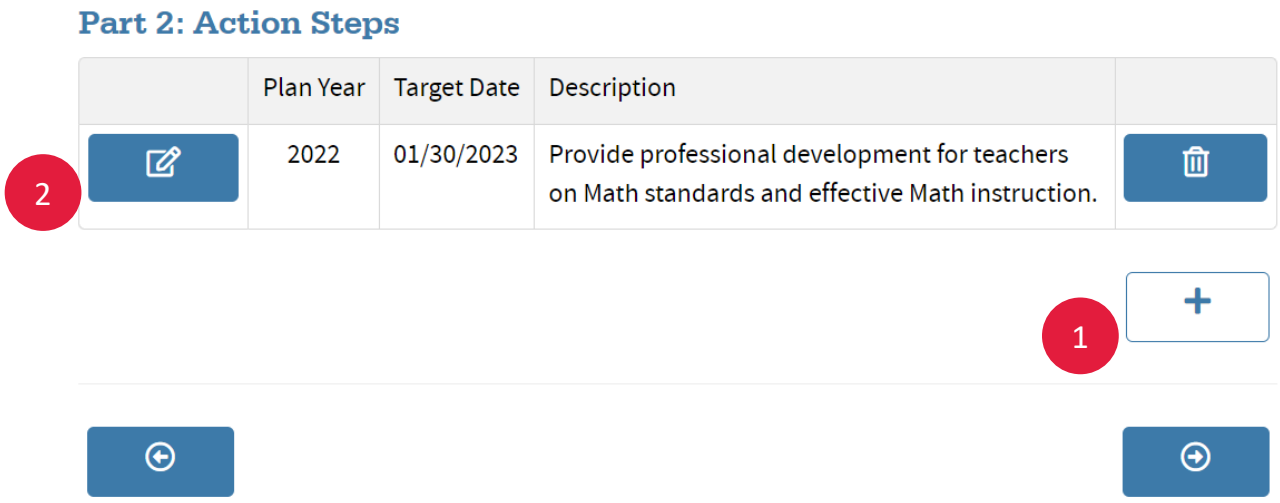
ADC Plan – Academic Improvement Plan (HB110).

Reading Improvement Plan – Ohio Revised Code 3302.13 and 3301.56.02
Under the strategy area will be a list of required plans for the district or building. If the strategy is to be included in one of the required embedded plans, select the requirement from the list.



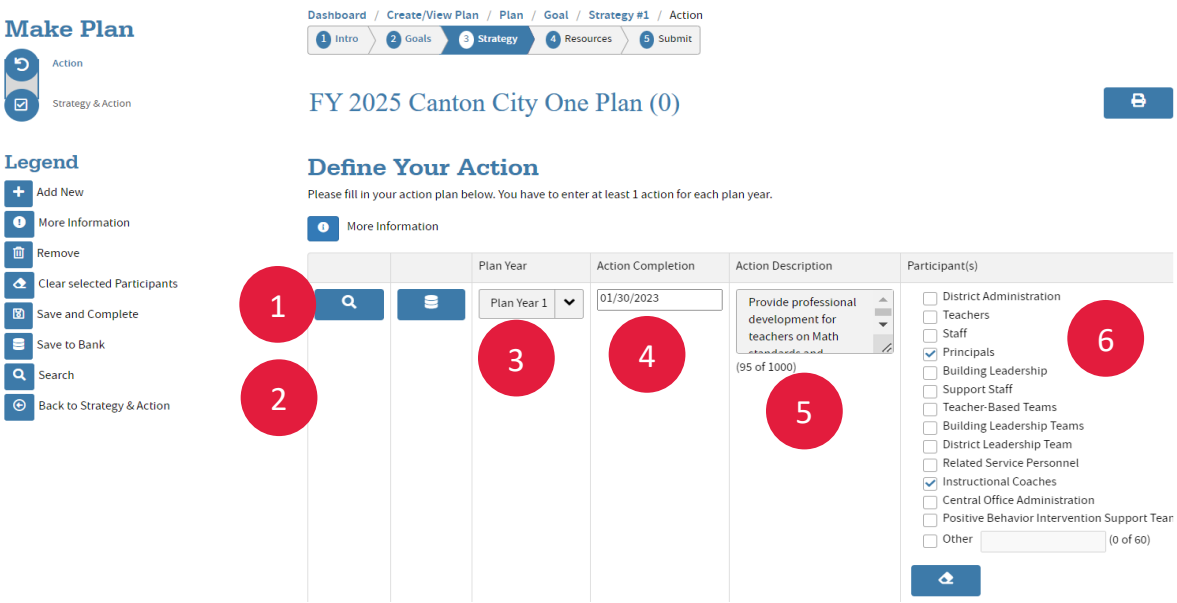
1	Embedded Plans List
2	Click on the strategy if it addresses the requirement for the embedded plan. Refer to rubrics for requirements in back of guide.

Completing Action Steps



1	Once you complete the strategies, you will add action steps to the strategy. To add action steps, select the + sign at the bottom right-hand corner.
2	The editing icon enables you to edit an action step. The list of all the created action steps will be displayed for each goal to edit.

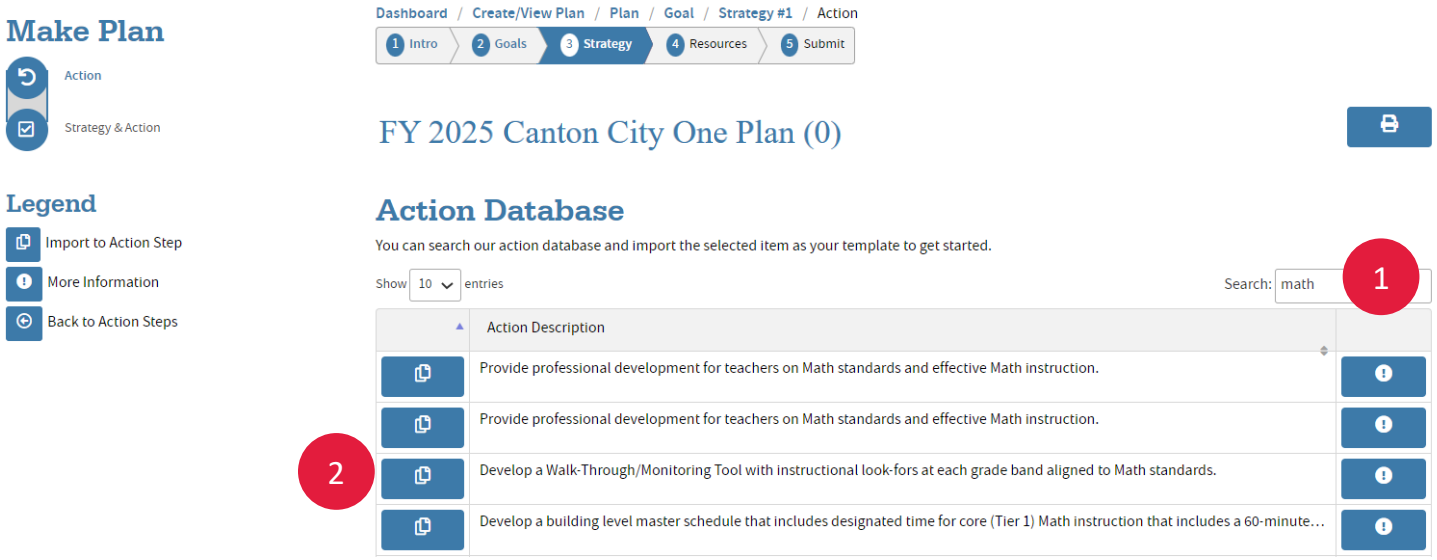
Once you select to edit or add an action step to the plan, you will land on this page.



1	The magnifying glass will take you to items in the action step bank.
2	Each district can add action steps to the action step bank by selecting this icon. Items added to the bank by the district or building are only available to members of the district and not to all districts in the state.
3	The Plan Year identifies the year in which the activity will begin. The system defaults the year to July 1st each year.

4	Select the date of completion for the action step here.
5	The action step description is populated by the action step bank selection or by a description added by the district by clicking in the textbox and typing the action step description.
6	Select who in the district will be responsible for implementing the activities in this section.

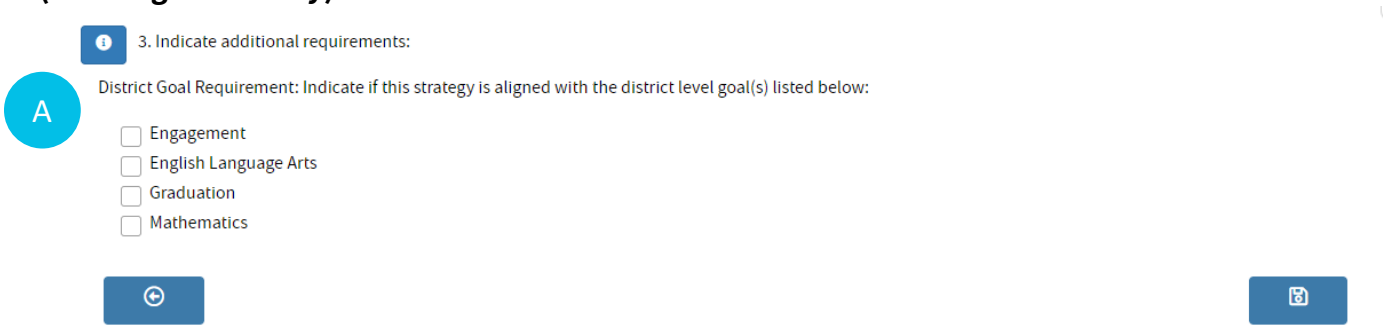
If you select to search in the action step bank, the system will open this page.



1	Search for an action step bank item by typing into the search box.
2	Select the action step bank item by clicking on the selection icon at the beginning of the item. You can view more information on the action step by selecting the exclamation point.

Linking Building Goals to District Goals (Building Plans Only)

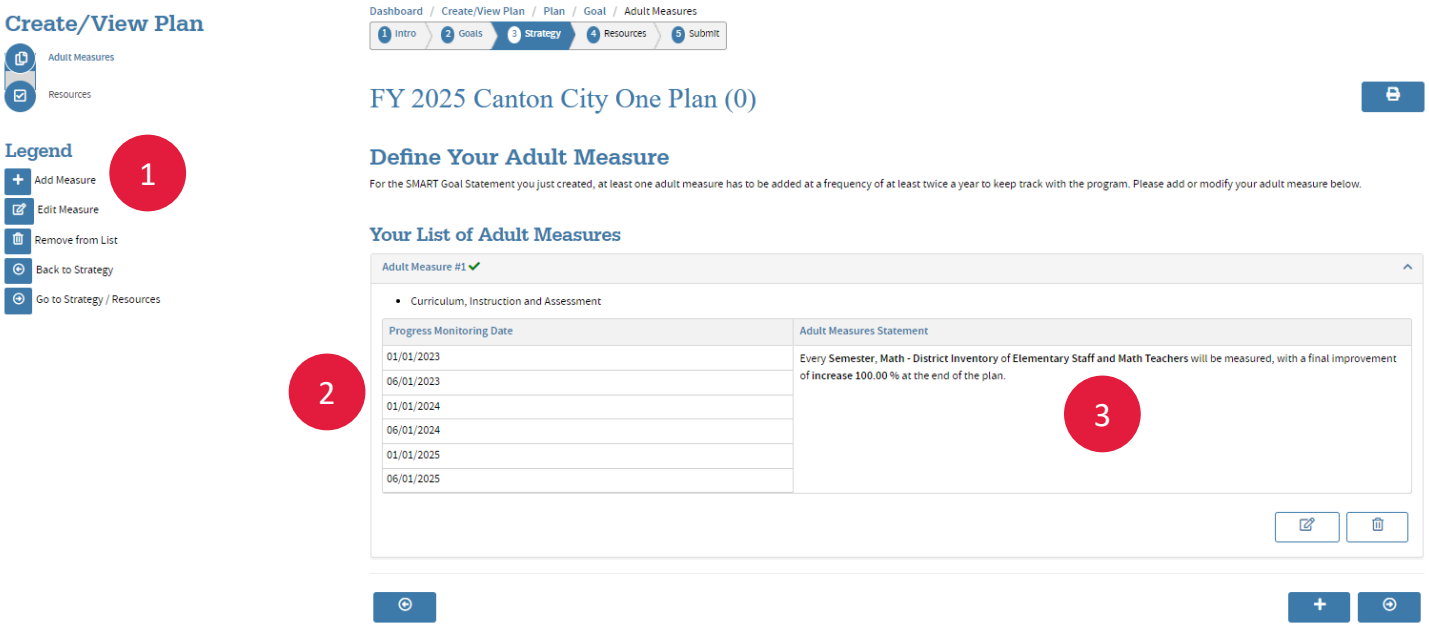
Part 4 (Building Plans Only)



A	This item will only appear in building plans. Buildings must identify which district goal the building goal supports. Select the district goal that that building goal aligns to in this section.

Add Adult Implementation Measures

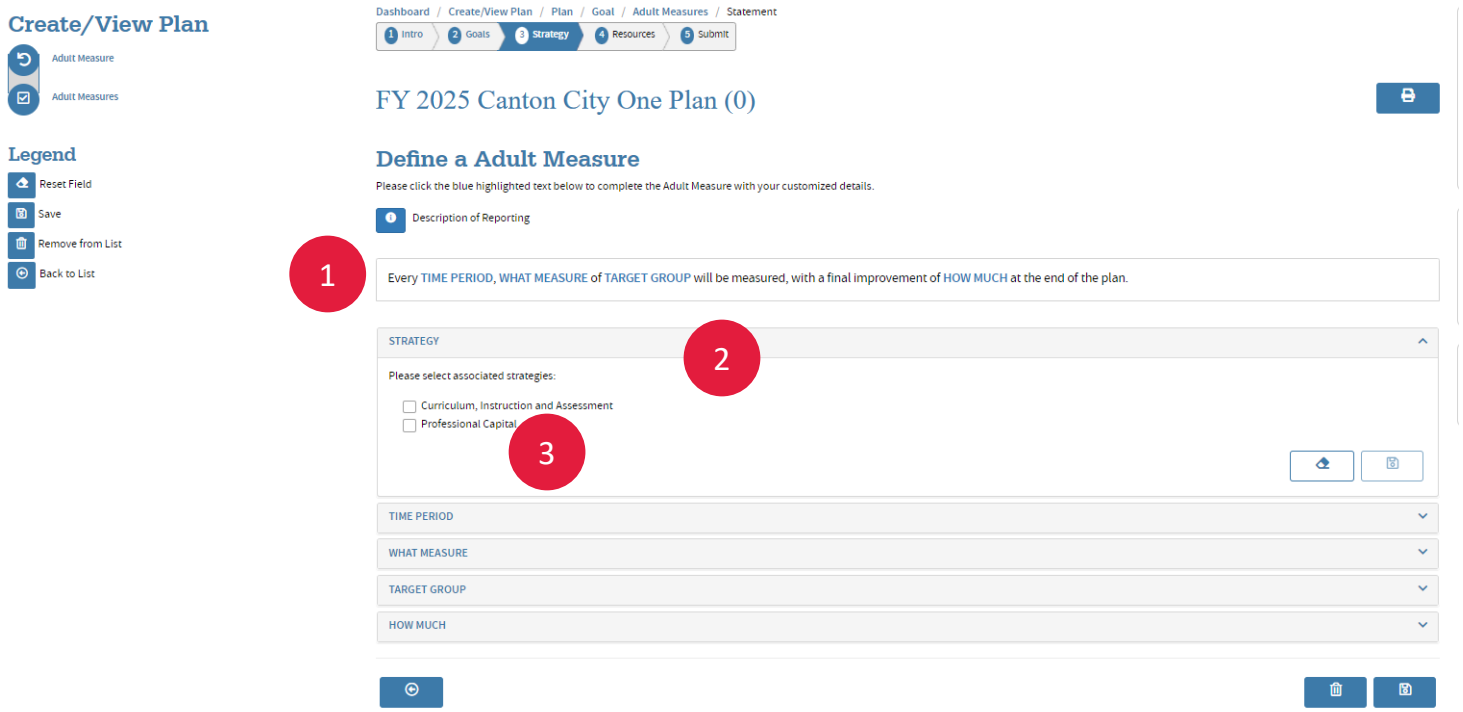
Once you have completed the strategy area, you will then add the adult measure or measures to the plan. Adult measures are linked to strategies.



1	Select the + sign to add an adult measure. You can have more than one adult measure per strategy.
2	The adult measure will identify how often the measure will be monitored for progress.
3	The adult measure statement will appear in this area.
4	The next arrow or save icon can be used to save work or to move to the next page.

4

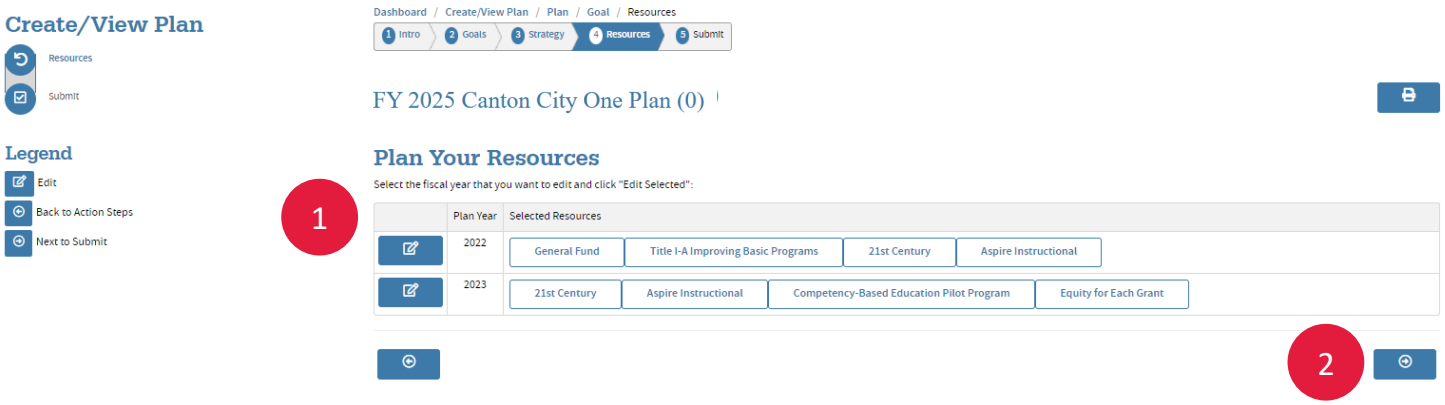
When the district selects to add or edit an adult measure, this page will appear.



1	You can edit the adult statement by clicking on the blue words in the adult measure statement.
2	You can also edit the adult measure statement by clicking on sections below.
3	Select which strategy the adult measure is measuring the implementation of in the statement.

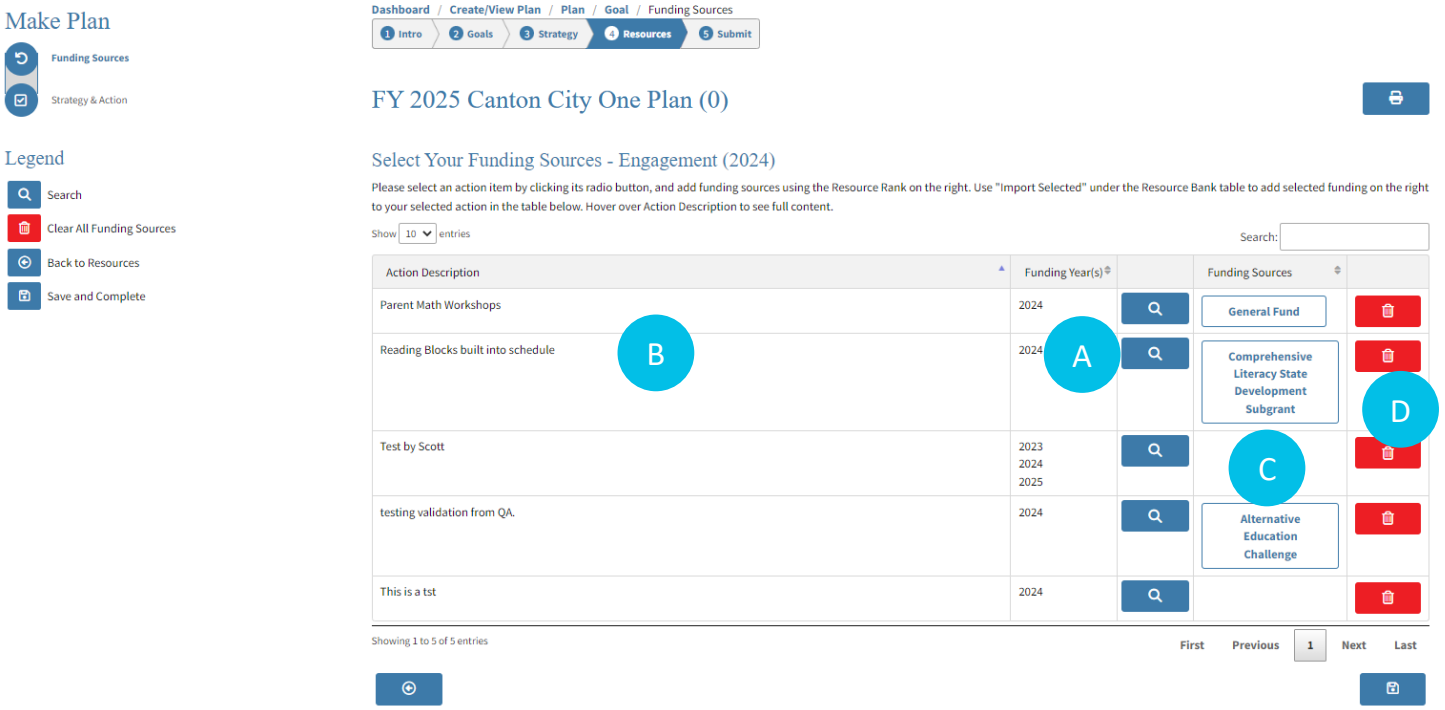
Identifying Fiscal Resources

The final step to completing the goal statement is to identify the fiscal resources that may be used to fund the action steps in the plan.



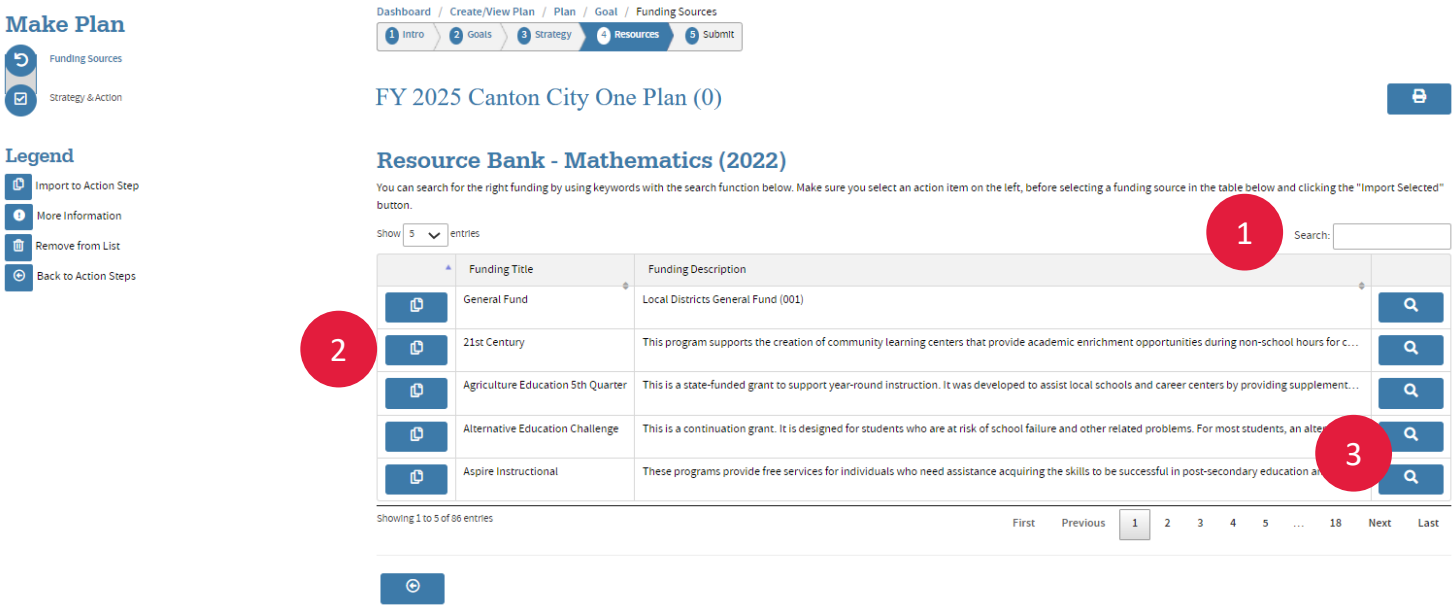
1	Select each year on the fiscal resource page to plan the funding for the implementation of the plan for the next three years. This process will help later with the budgeting process.
2	Select the edit icon to edit or select the resources for the plan year.

After you select a plan year, the action step items will appear, for each action step item you will select which funds may be used to fund the action step.



A	The magnifying glass takes you to a page to select the funds.
B	The action steps for a strategy appear on this page.
C	Selected funds will appear in this area once you have made your selections.
D	Delete a <u>single</u> fiscal resource by dragging and dropping it to the trash can. **NOTE: If you click the trash can, it will delete <u>all</u> the fiscal resources for the selected funding year(s).**

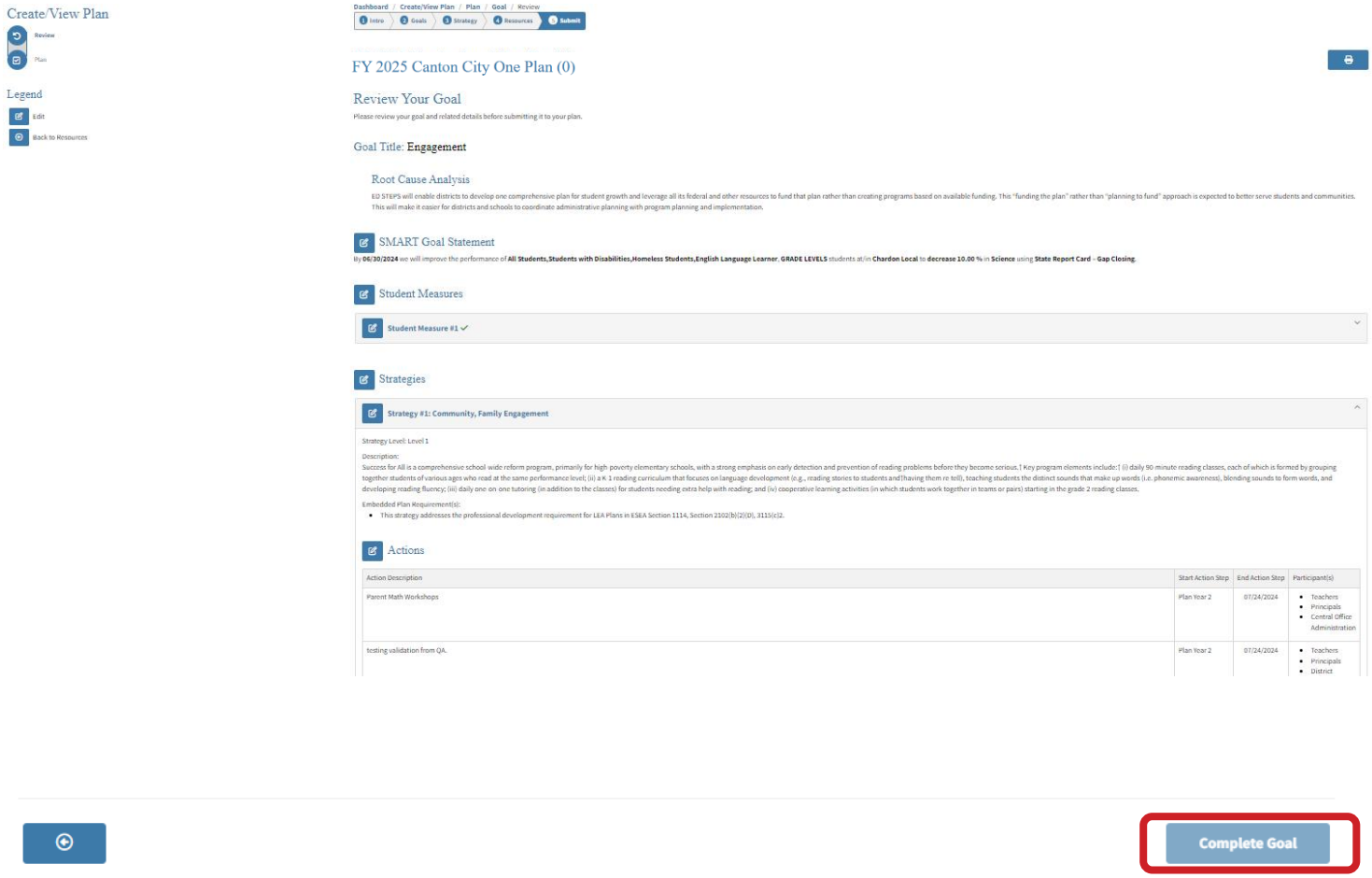
Once you select the funding source, search on the previous page, it will take you to this page. A list of available funding sources will appear for selection. You can select more than one.



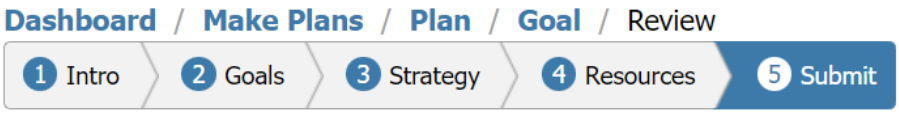
1	You can search for funding sources.
2	Click on the selection icon to select a funding source. It will populate onto the previous page with the action step in the funding source section.
3	Selecting the magnifying glass icon next to the description will provide information about allowable uses for the fund. You may want to review to see which funds may best meet the needs and be applicable for the action step.

Completing the Goal to the Plan

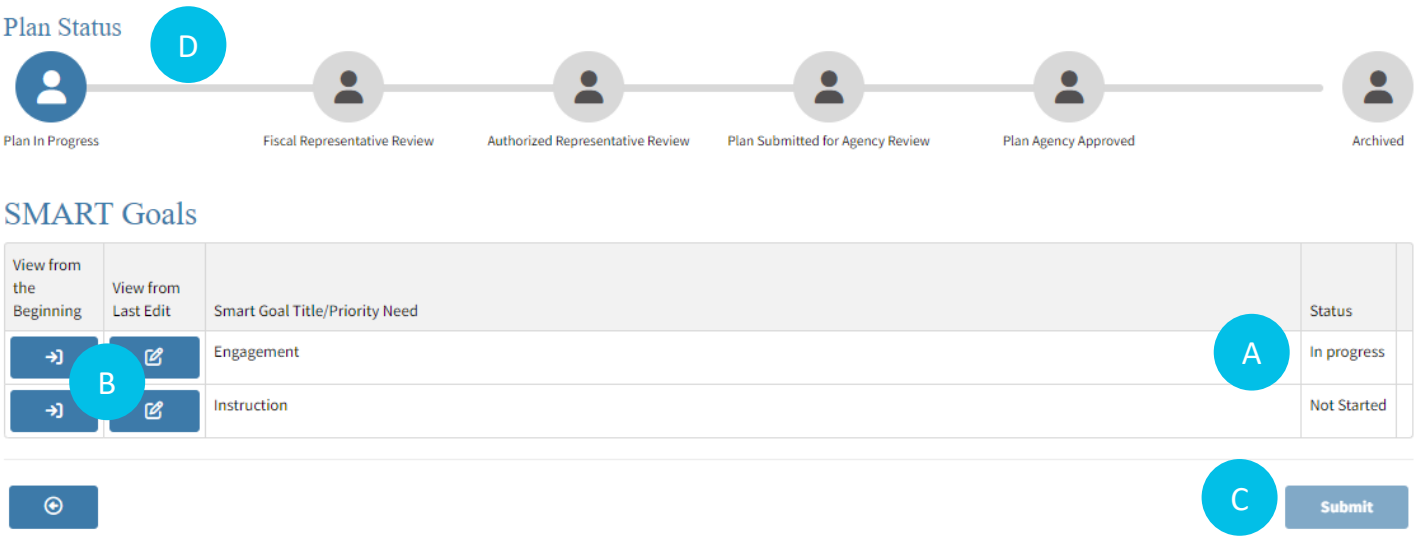
Once you have completed all items in the goal section, you will be provided a page to review the entire goal. If you want to edit a section in the goal after you review it, click on the Edit button for the part of the goal you wish to revise.



Selecting the Complete Goal button at the bottom of the Goal Review page will indicate that the goal is complete. The system will then take you back to the Plan page so that you can begin working on the next goal in the plan.



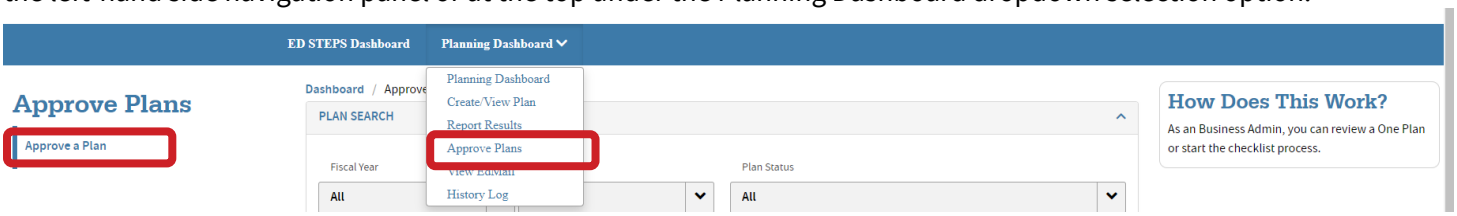
The status bar on the top of the page will show at what stage of goal completion a goal is. This goal has been submitted.



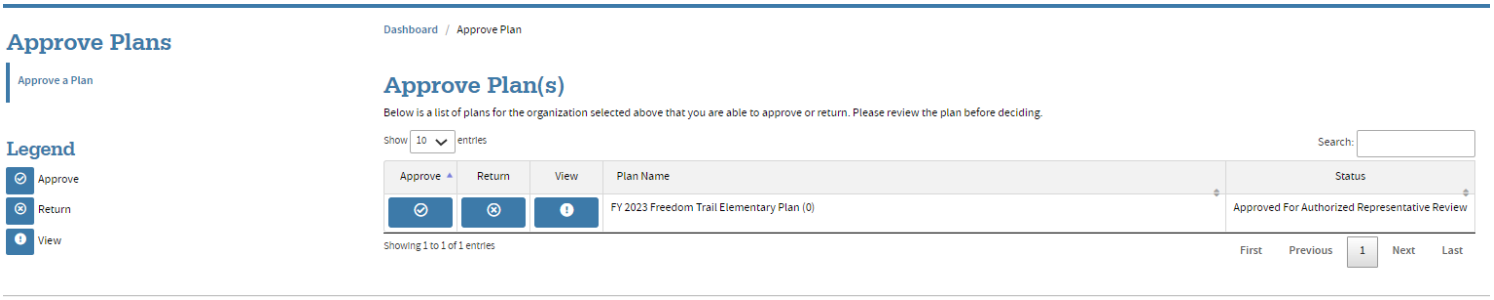
A	Once you have completed a goal its status will show as Completed. Goals may be completed in any order.
B	The system automatically saves your progress. To go back to a goal to continue working on it, you may either start from the beginning or to where you left off by choosing either of the options to the left of the goal title.
C	After all goals are in Completed status, you are ready to submit the plan for Approval to the district's Fiscal Representative.
D	The first stage of Approval for the district plan is the fiscal representative and then it will go to the authorized representative (superintendent) before it comes to the Agency for review.

Approving the Plan

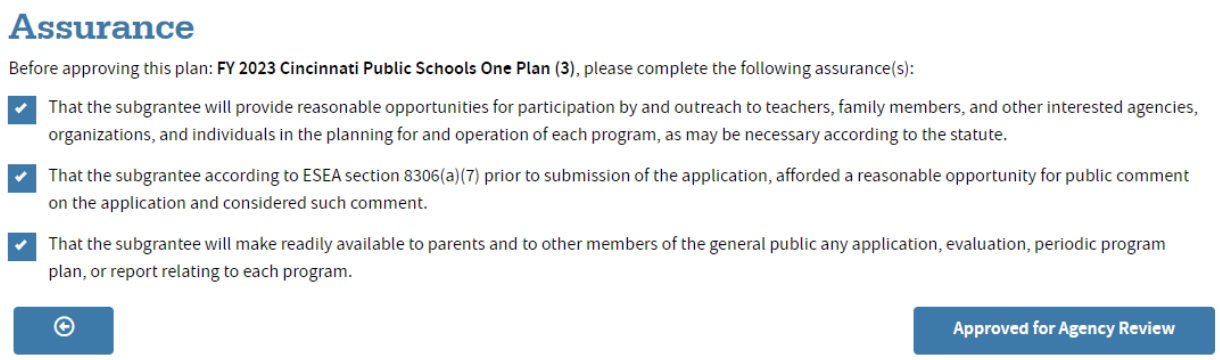
To approve a plan, the fiscal representative and authorized representative will need to sign into their OH|ID and go into the ED STEPS One Plan system. On the One Plan Dashboard, they will want to select the Approve a Plan link on the left-hand side navigation panel or at the top under the Planning Dashboard dropdown selection option.



Once on the page there are several options. They will first want to go in and view the plan by selecting the view plan icon in the third column. Once they have reviewed the plan, then they will either approve or return as submitted. If approved, it will move forward to the next level of approval. If returned, then it will be returned for updates.



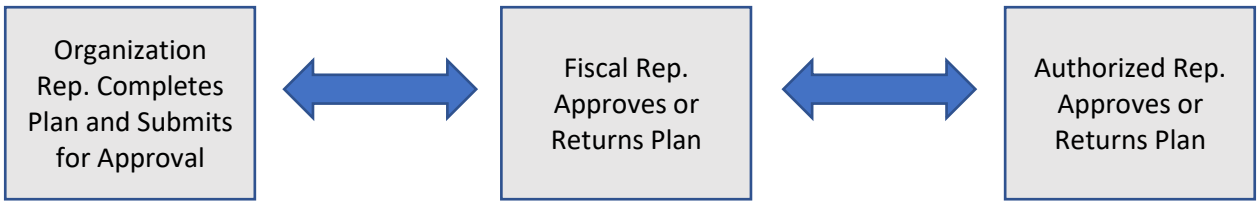
Authorized Representatives will have an assurance page to sign off when they approve the plan. Assurances are guarantees that the organization is agreeing to comply with. The assurances are requirements in the Elementary and Secondary Education Act for public districts and community schools that receive federal funds.



Plan Approval/Review Process

Once all goals are completed in the plan, the plan is ready to be approved by the organization. There are two pathways for approval depending upon if it is an LEA or building plan.

District/Agency/Community School Approval Process:



Building Approval Process:

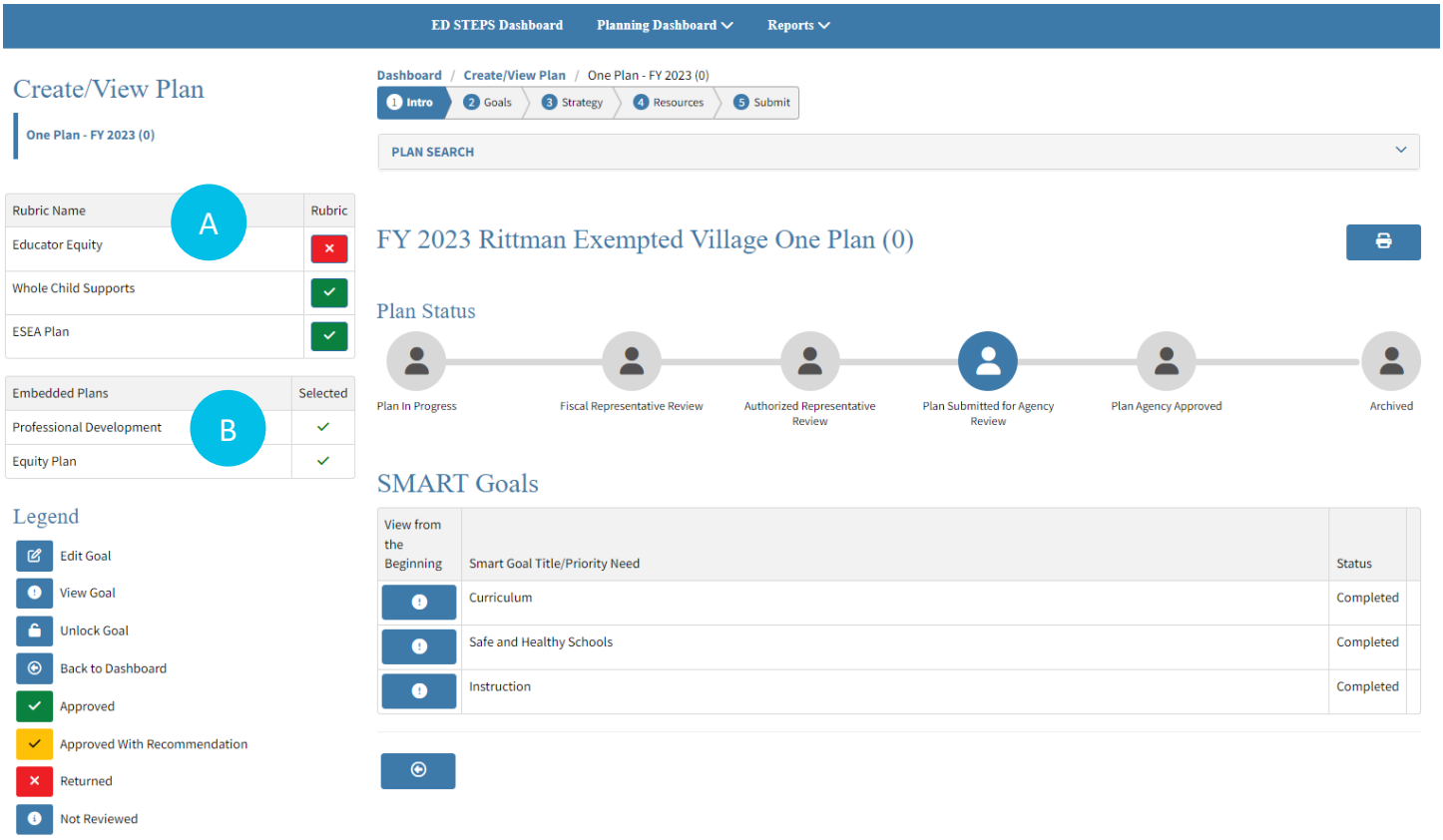
(Building Plans are approved separately and submitted to the One Plan).



Multi-Office Review of Plans

During an organization's cohort year, they will receive a multi-office review of their plan. This means that several offices, dependent upon the organization's demographics, assessment data, special education profile report, and other information, could receive a review of their plan from an office in the agency besides the Office of Federal Programs. The Office of Federal Programs reviews all plans of districts that receive federal funds under their Consolidated Funding Application. If it is not an organizations cohort year, they will only be reviewed by the Office of Federal Programs.

To determine which offices will be reviewing an organization's plan(s), the One Plan Dashboard will list the rubrics for the organization that will impact the review of their plan after the system has opened. In the example on the next page, this organization will be reviewed by the Office of Federal Programs as well as Educator Talent and Leadership and Whole Child Supports. The rubrics are available in a PDF. Click on the name of each office in the list to view the rubric. This provides organizations with the ability to review the criteria that their plans will be reviewed on as the plan is developed.

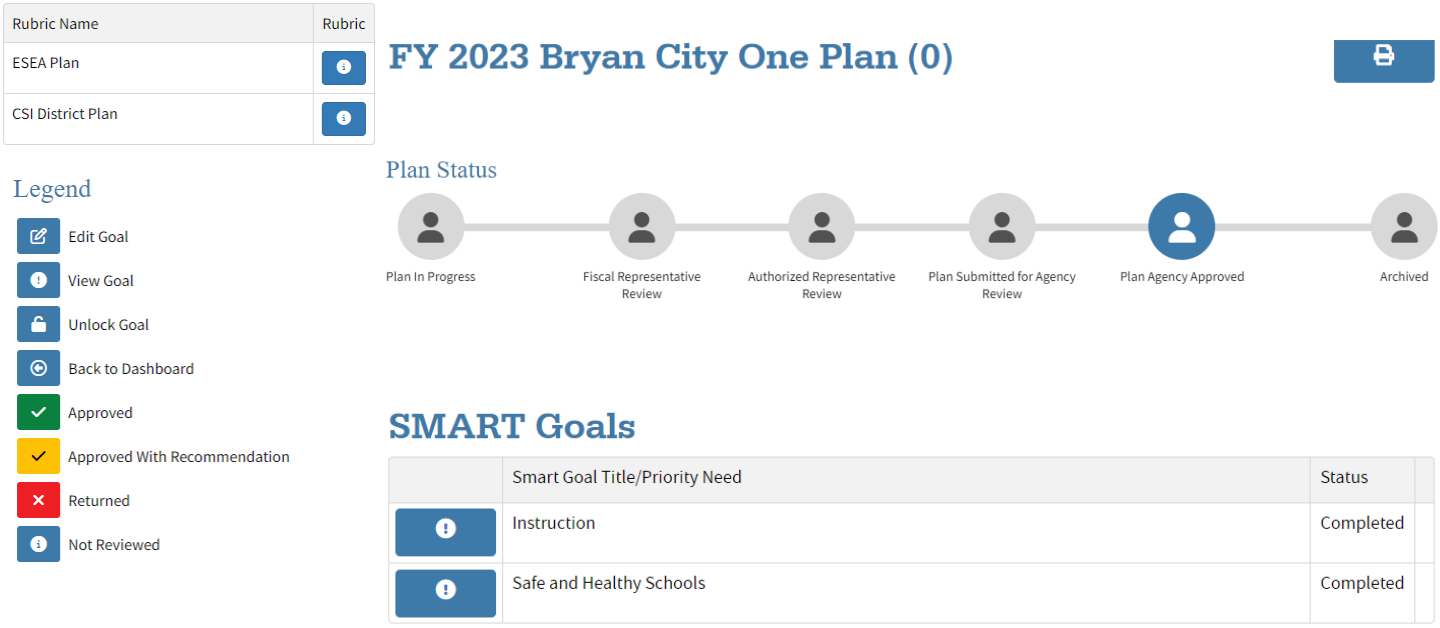


A	The list of rubrics that will be used to review the organizations's plan by different offices. If you click on the rubric, it will open to a PDF for the district to review.
B	Below the rubrics is also the list of embedded plans the organization is required to address within their One Plan. As organizations identify strategies for the embedded plan, a green checkmark will show that it has been addressed in the plan.

In the example above two of the rubrics have a green checkmark next to them. This means that the organization met the criteria for each office's rubric in the review of the organization's plan. One has a red X next to it indicating that the required criteria was missing or incomplete. Once all offices complete the review process, the plan is returned to the organization so it may make the required corrections and resubmit its plan. If an office approves criteria on the rubric with suggestions for improvement, the rubric status would be indicated as a yellow checkmark.

Editing the Plan

Once a plan has been approved by the agency, an organization can revise the plan. Revisions can occur whenever the organization feels it is necessary to do so. To make a revision, simply select the goal where the revision is needed and select edit or unlock the goal. Once unlocked, navigate to where the revision is needed, make the revision, navigate to the end of the goal, review and submit it. When all revisions are complete, resubmit for approval.

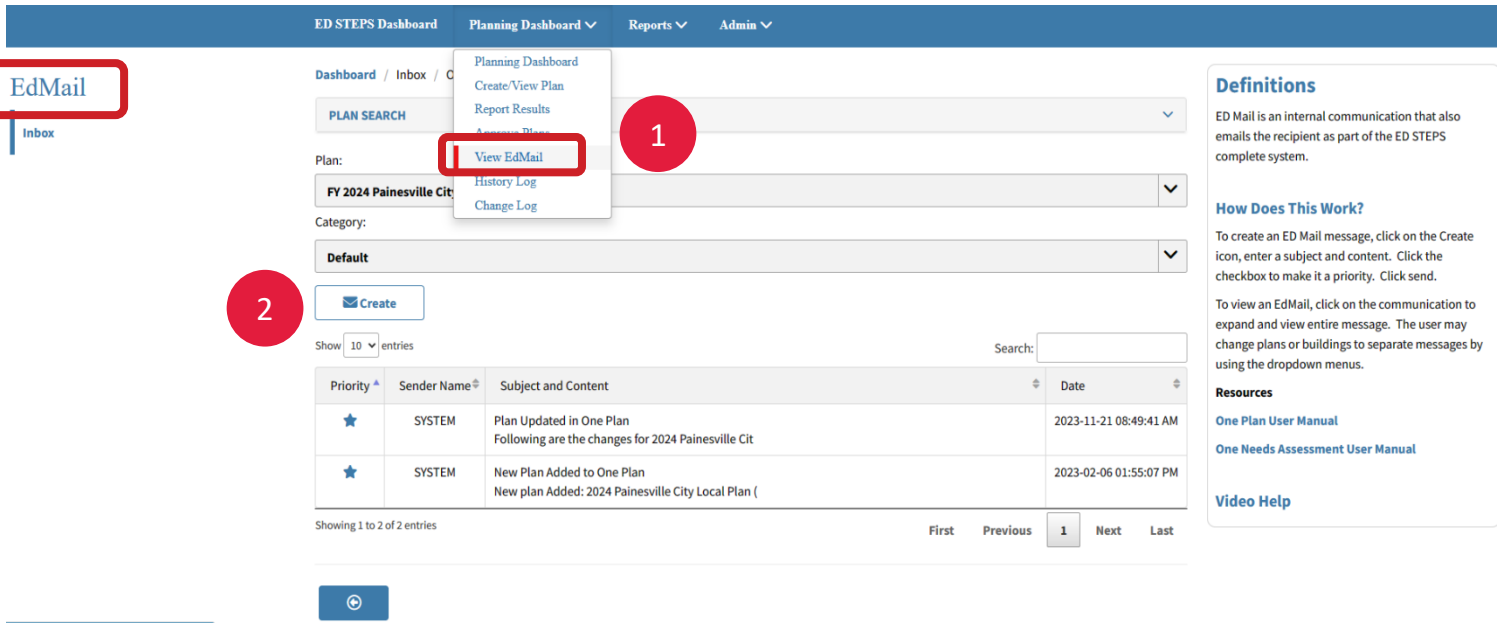


**If an organization needs to add a goal or strategy to a plan, they will need to return to the One Needs Assessment to begin the revision process. If you are adding a strategy to a goal in the One Plan, then unlock the goal prior to going to the One Needs Assessment.

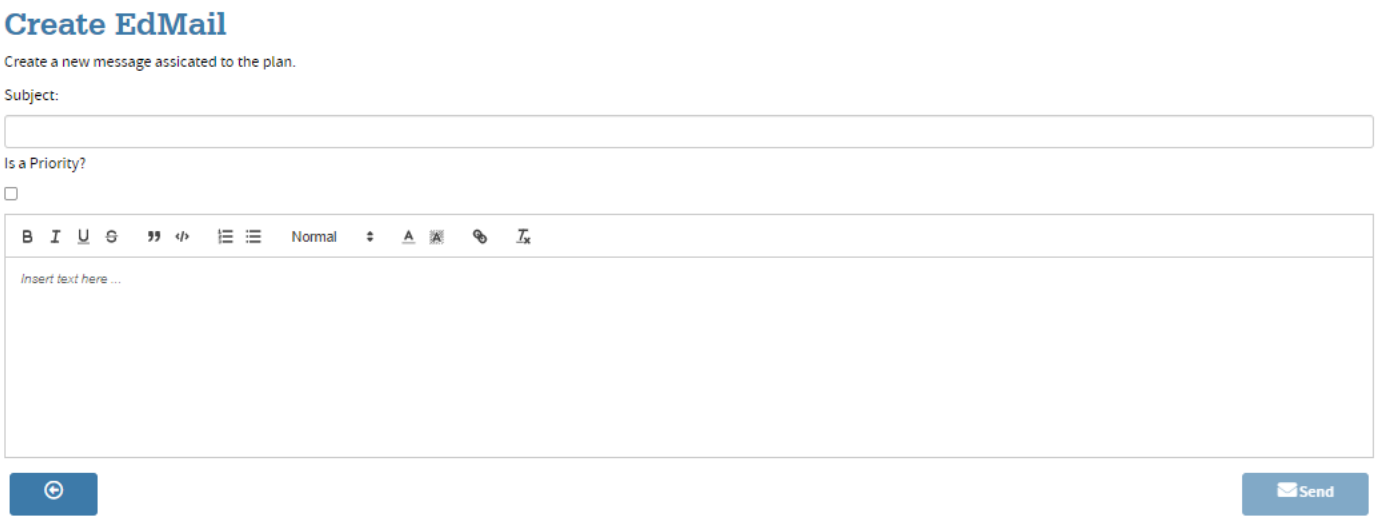
EdMail and History Log

The ED STEPS system has an internal message system and status change tracking system built within it. The internal messaging system is now called EdMail. It works like other email systems like Outlook and Gmail. The History Log system now keeps track of status changes to the plan.

In EdMail when your plan is approved, an email will go to the email addresses of individuals associated with the plan in the organization's organization as well as post the email in the EdMail system. Communications from the different reviewers of the plan will come through the EdMail system and be posted here as well. Organizations can reply to the email, and it will be posted along with the original email. The EdMail system houses communication between the agency and the organization.

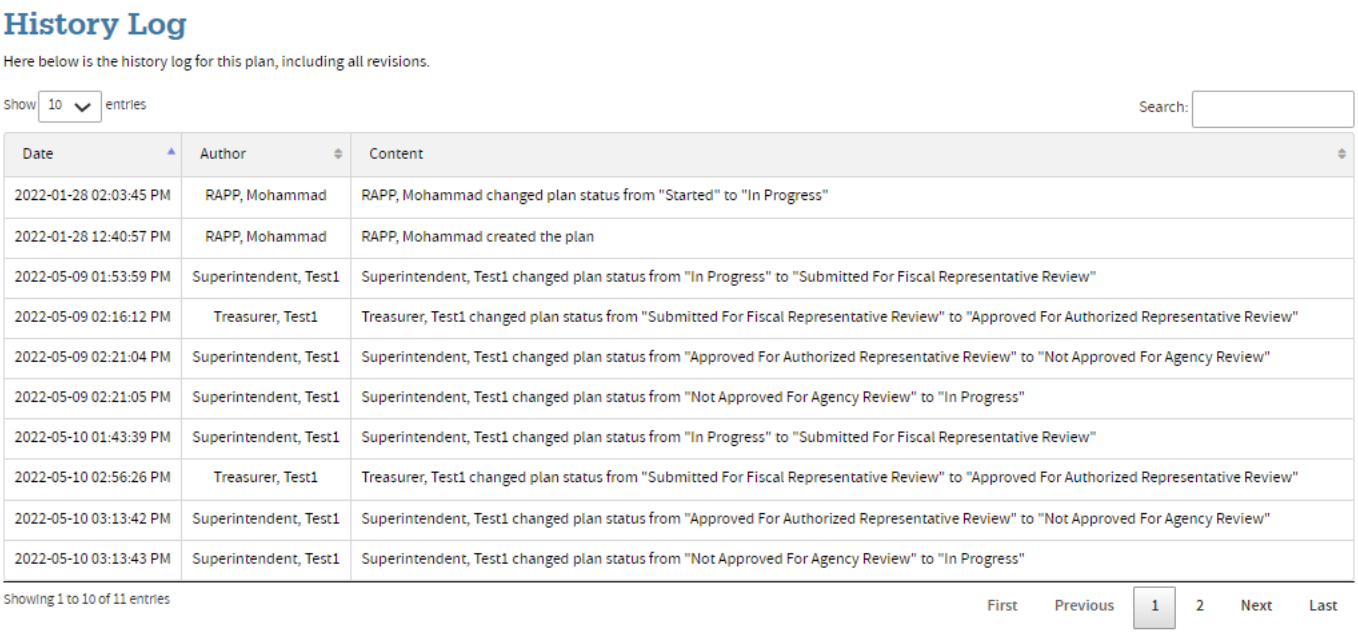


1	The EdMail system can be accessed through the dropdown menu on the top of the page or in the left navigation pane of each page in the One Plan.
2	To create a message in the new system, click on the envelope labeled Create and it will open to a message tile for you to type in your message.



In the message, you will be able to adjust the font, paragraph, highlight, etc. as in other emails. Once you are done writing the message and have added a subject line, hit send. It will post the email to the in-box in the EdMail system.

The role of the history log has changed from its previous role. It now houses information regarding change status of the One Plan. The history log is the audit trail for One Plan.



History Log

Here below is the history log for this plan, including all revisions.

Show 10 entries

Search:

Date	Author	Content
2022-01-28 02:03:45 PM	RAPP, Mohammad	RAPP, Mohammad changed plan status from "Started" to "In Progress"
2022-01-28 12:40:57 PM	RAPP, Mohammad	RAPP, Mohammad created the plan
2022-05-09 01:53:59 PM	Superintendent, Test1	Superintendent, Test1 changed plan status from "In Progress" to "Submitted For Fiscal Representative Review"
2022-05-09 02:16:12 PM	Treasurer, Test1	Treasurer, Test1 changed plan status from "Submitted For Fiscal Representative Review" to "Approved For Authorized Representative Review"
2022-05-09 02:21:04 PM	Superintendent, Test1	Superintendent, Test1 changed plan status from "Approved For Authorized Representative Review" to "Not Approved For Agency Review"
2022-05-09 02:21:05 PM	Superintendent, Test1	Superintendent, Test1 changed plan status from "Not Approved For Agency Review" to "In Progress"
2022-05-10 01:43:39 PM	Superintendent, Test1	Superintendent, Test1 changed plan status from "In Progress" to "Submitted For Fiscal Representative Review"
2022-05-10 02:56:26 PM	Treasurer, Test1	Treasurer, Test1 changed plan status from "Submitted For Fiscal Representative Review" to "Approved For Authorized Representative Review"
2022-05-10 03:13:42 PM	Superintendent, Test1	Superintendent, Test1 changed plan status from "Approved For Authorized Representative Review" to "Not Approved For Agency Review"
2022-05-10 03:13:43 PM	Superintendent, Test1	Superintendent, Test1 changed plan status from "Not Approved For Agency Review" to "In Progress"

Showing 1 to 10 of 11 entries

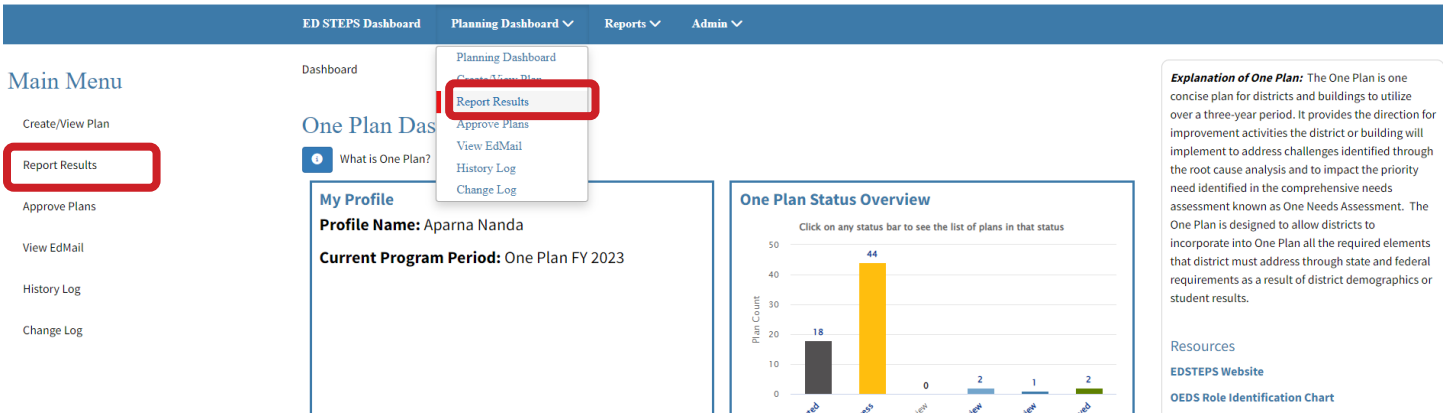
First Previous 1 2 Next Last

Monitoring Plan Implementation and Effectiveness

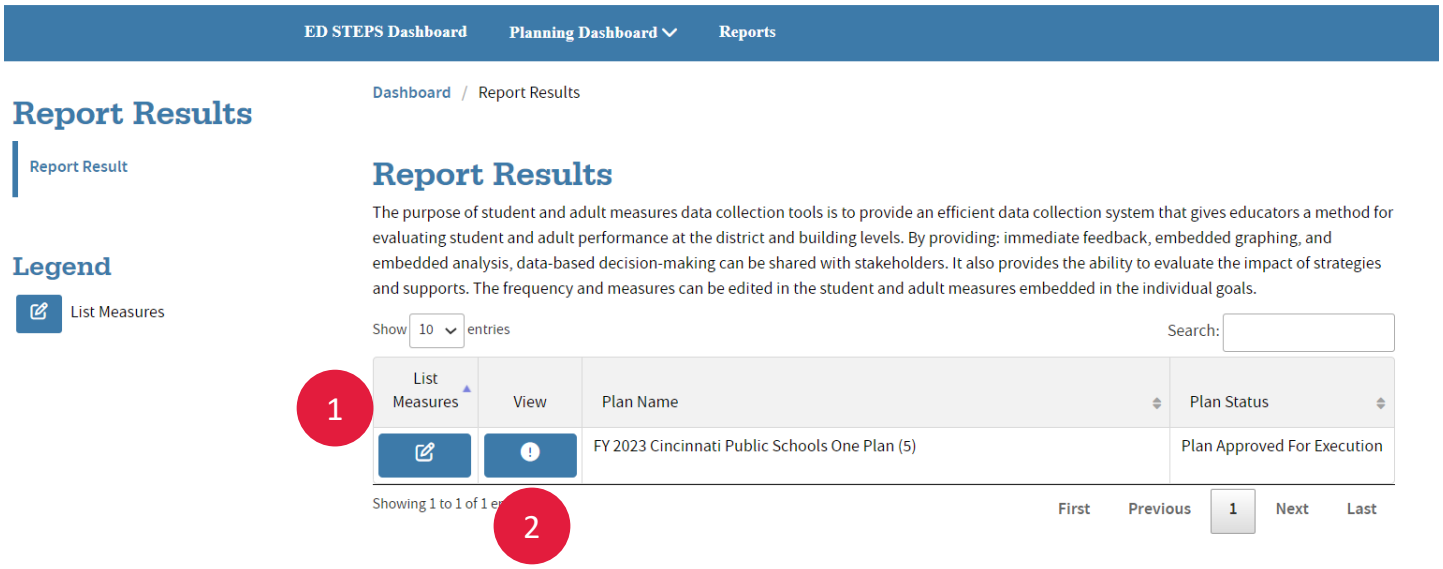
Once the plan has been approved, the organization can progress monitor the plans effectiveness and implementation during the life of the plan. The student progress measures and adult implementation measures provide a reporting system that will create progress reports for LEAs and buildings to use with leadership teams for plan monitoring. The reports can be used to assist LEAs and buildings that are in Ohio's Improvement Process as well as LEAs not required to utilize Ohio's Improvement Process but are required to monitor if the programs they are providing through Federal funds are effective and provide performance reports as to their effectiveness (ESEA Sections 1003, 1112, 1114, 1115). An essential part of the planning process is determining if progress is occurring, to determine if the path chosen should continue or if adjustments or a different approach to improvement needs to occur. Evaluations of plans will occur at the end of the plans three year-cycle. Providing the information for evaluation will assist in determining how best to proceed with the current plan. The following pages will detail how to enter data in the progress monitoring system and how to access reports available.

REPORTING DATA

The system will send out reminders a couple of weeks before student and adult measures are due in the system. To report your results, select report results on the One Plan Dashboard. There are two locations where you can select report results on the page.



The system will open to a page like this. Depending upon your access, you will need to select which organization you will be entering data.



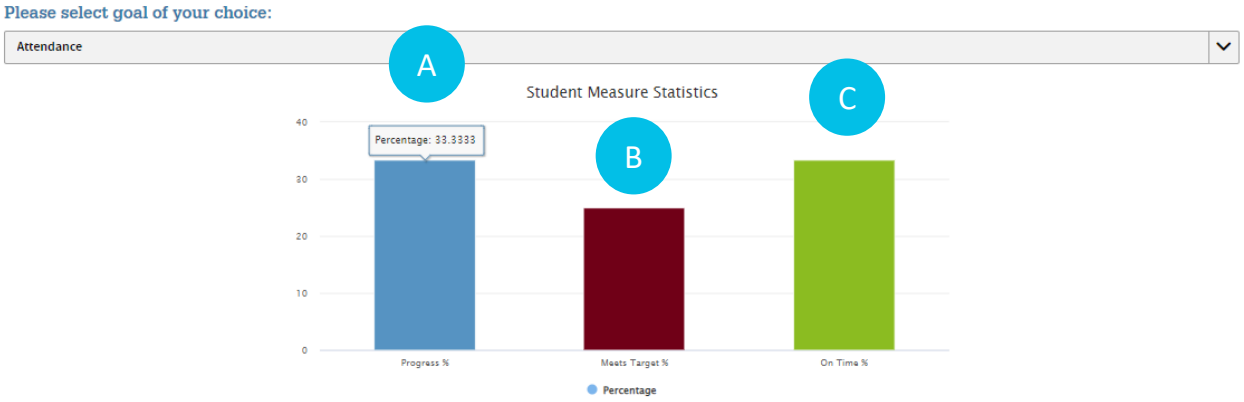
1	Select list measures to enter data for the progress measure
2	Select view if you want to review results.

Once you select list measures, you will go to a page that looks like this page. This page will provide overall results for student measures on a goal. You will need to select the goal that you want to enter results for on this page. If you scroll down the page, you will see the overall results for the adult implementation measure as well.



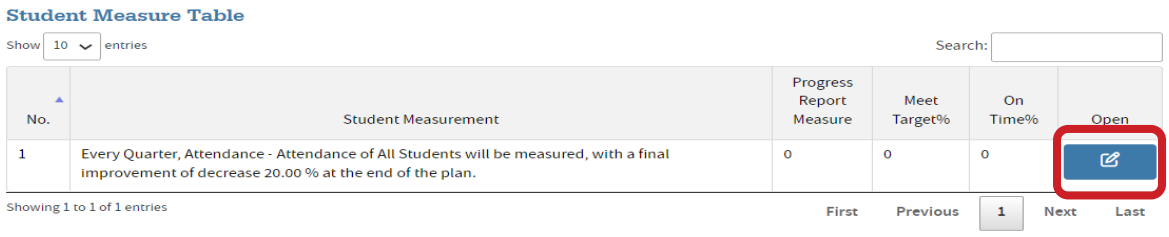
A	Overall results are displayed on this page. The results pertain to only the goal selected.
B	Use the drop down at the top of the page to select goals.
C	To enter the results for individual measures, select Open on the measure in the chart below the graphs
D	Adult implementation results and data entry are located below the student measures on the same page. Scroll down the page to see the adult implementation results and enter data.

Prior to entering the data or after you have entered new data, the graph on the opening page for reporting results will update. There are three statistics that will be provided for each goal for the student progress measures and the adult implementation measures. The measure provides an overall picture of the combined student or adult measures for a specific goal. If a district has several student or adult measures in a goal it will combine the results in this chart.



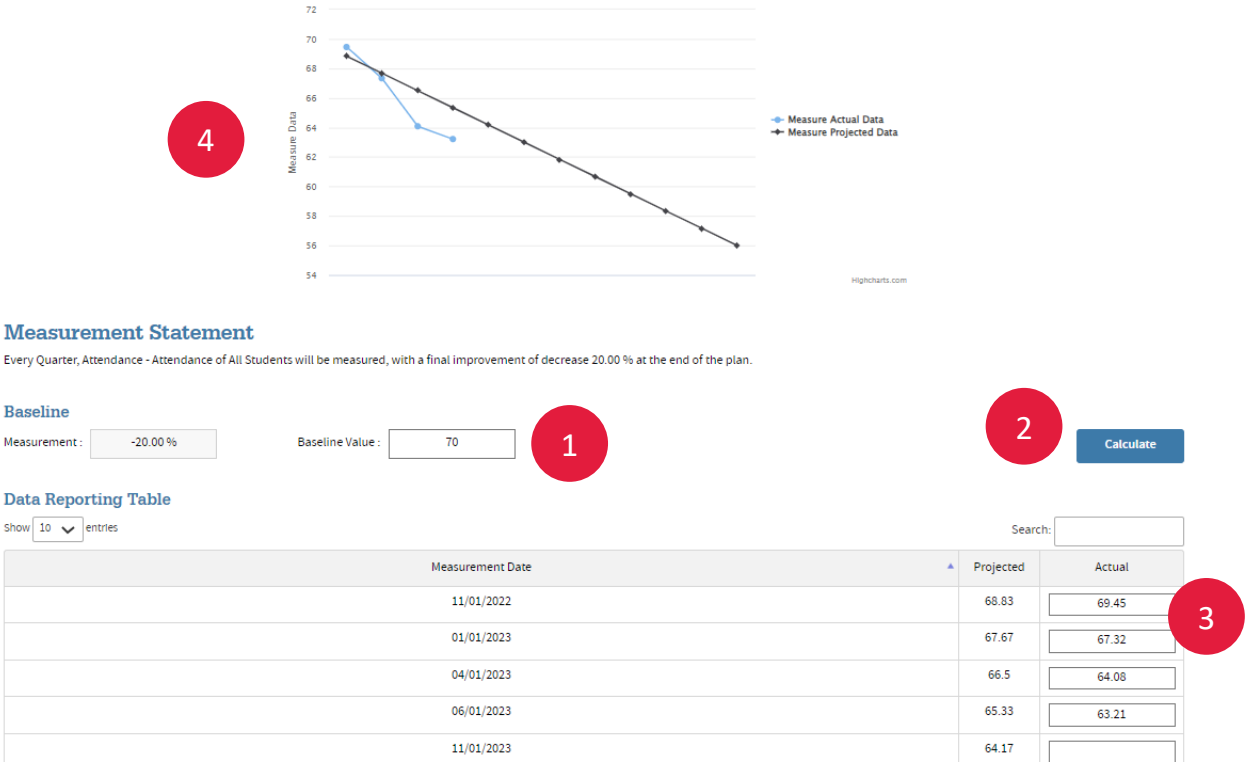
A	Progress percentage reports the percent of progress the district has entered out of total possible entries possible.
B	Meets target shows what percentage of the targets for the measure have been met.
C	On time measures shows the percentage of time that data was reported by the measure date.

Select “Open” to go to the report results page for each measure listed.



Adult Measure Statistics

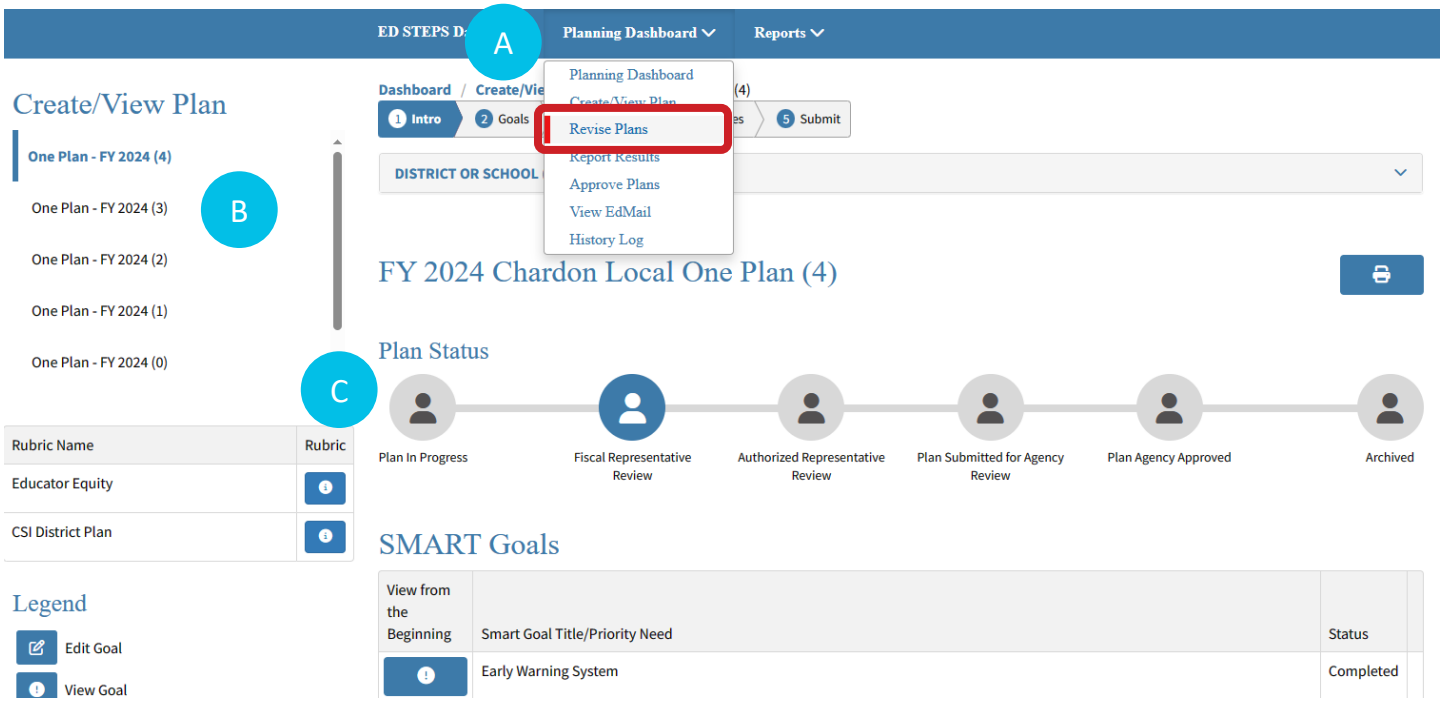
Once data has been entered into the system, the system will provide two different types of data charts for each goal. The first chart shown below is the overall results for the student progress measures or adult implementation measure for that goal.



1	Enter the baseline data for the measure in this box.
2	When you select Calculate, the system will calculate the needed projected results to make the projected score for each measure data for you and display in chart below.
3	Enter the data for each period in the actual column. The system will graph the actual results compared to needed projected results.
4	The chart will display for each measure a line graph that shows what the district needed for each period to meet their measure target and the actual results. Charts can be used to assist with monitoring overall progress towards student measure goal.

Creating a Plan Revision

You may begin a plan revision at any time once it has been approved by the Ohio Department of Education and Workforce. Plan revisions may be necessary if you find that your strategies and action steps are not working as intended, or if you need to make changes in the SMART goal statement, student or adult measures, or to realign fiscal resources. Once you begin a plan revision, a duplicate is created as Revision (1) and the current plan is automatically archived so you will always have a record of the plan revisions available for reference.



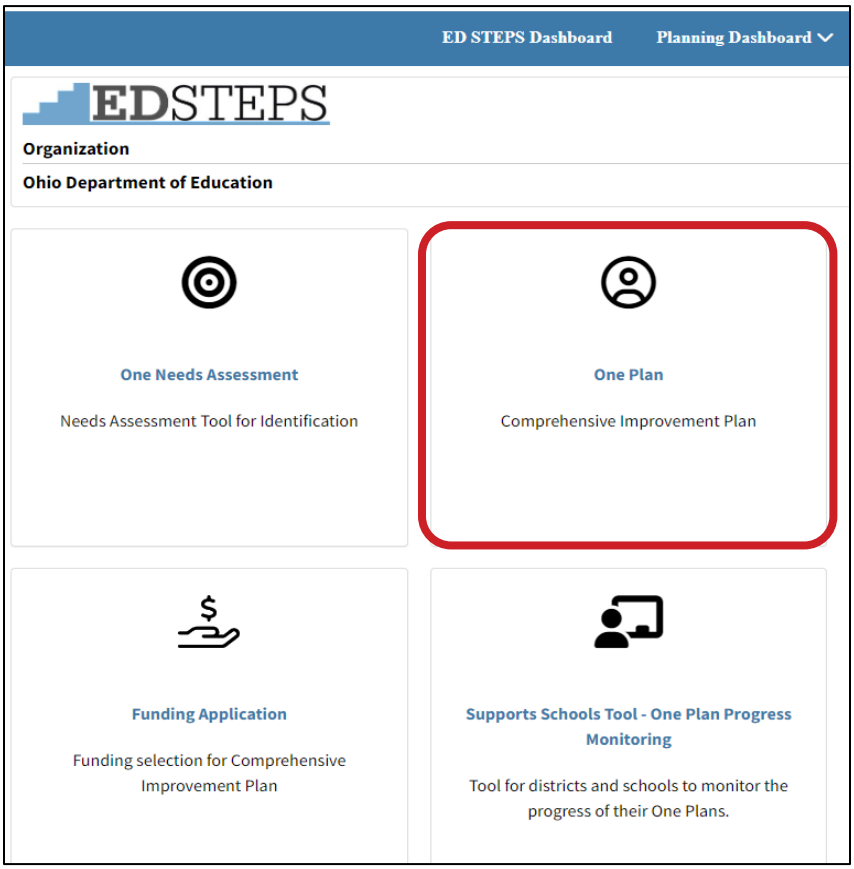
A	A plan revision may be started by go to the Planning Dashboard drop down and selecting Revise Plans.
B	The original plan is indicated by (0) with successive plans numbered sequentially (1), (2), etc.
C	Once a revision is started the Plan Status will reset to Plan in Progress.

One Plan Approve / Return Process for Agency Offices

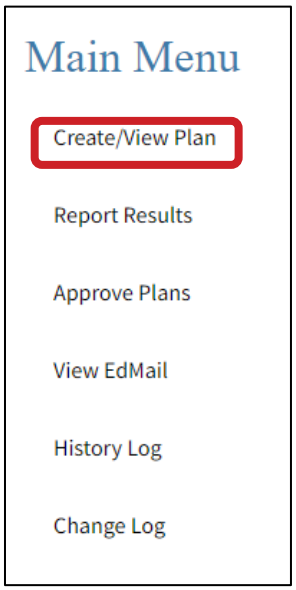
Offices within the Ohio Department of Education and Workforce are responsible for approving district and building-level One Plans. Those reviewing and approving plans must have an assigned role within ED STEPS in order to access the system with the appropriate permissions.

Each approving office has its own rubric within the system and plans are reviewed according to the rubric. Rubrics may be found in the Office Review Checklists section of this manual.

All reviewers will log into the system using their OH|ID, and from the My Apps page, click on the Ed Steps tile. Once on the Ed Steps dashboard, click on One Plan.



This will open the One Plan Dashboard where you have multiple options in the left-hand Main Menu. NOTE: Plan approvers may find it useful to review the plan prior to going to the Approve Plans section. To review a plan, click on Create/View Plan.

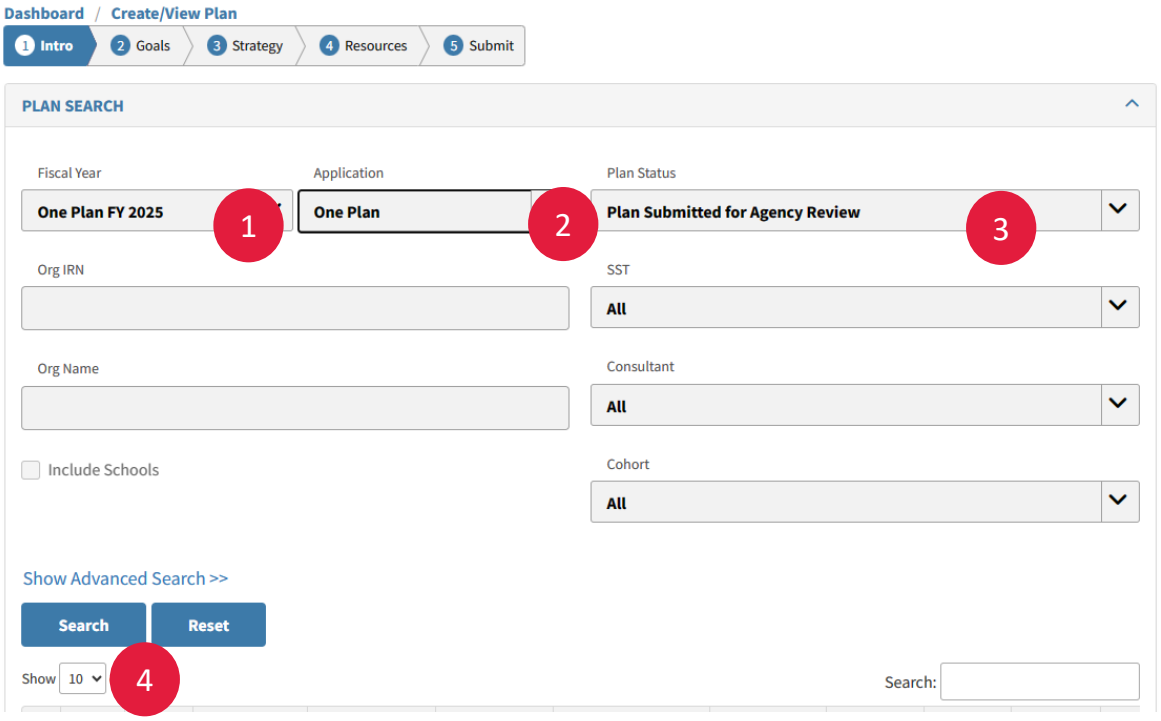


Viewing a Plan Prior to Review

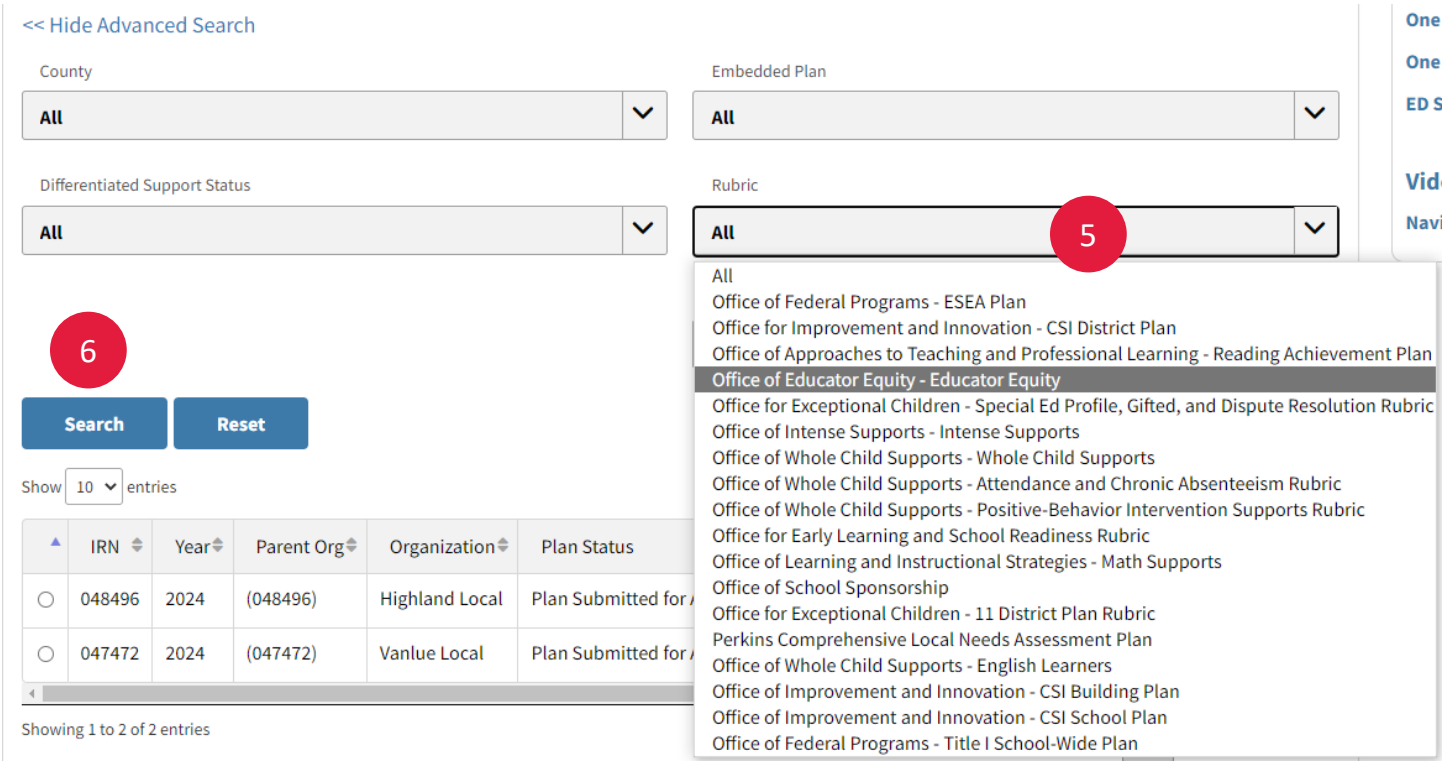
The Create/View Plan screen displays a search function to quickly filter plans based on specific criteria.

NOTE: Please ensure that you are searching for plans in the correct fiscal year associated with your cohort.

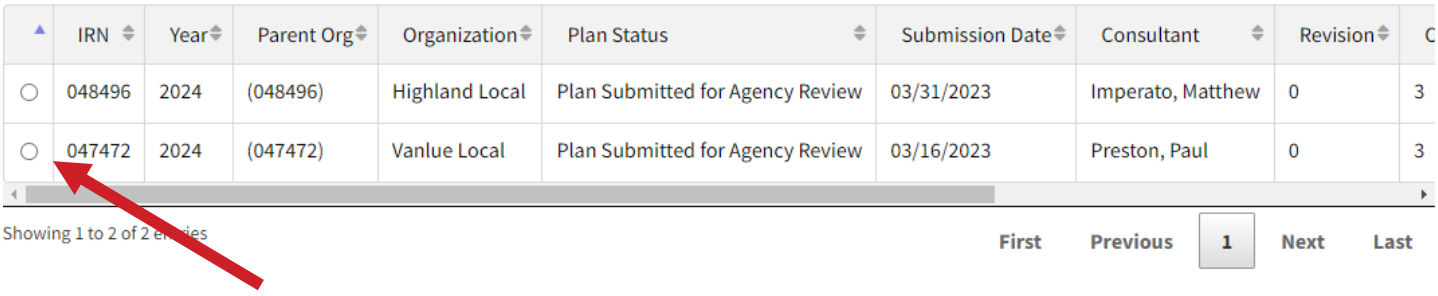
1	Select **One Plan FY##** from the drop-down menu under Fiscal Year
2	Select **One Plan** from the drop-down menu under Application
3	Select **Plan Submitted for Agency Review** under Plan Status
4	Click on **Show Advanced Search>>**.



5	Under Rubric, choose the rubric relevant to your office from the drop-down menu.
6	Click on Search.



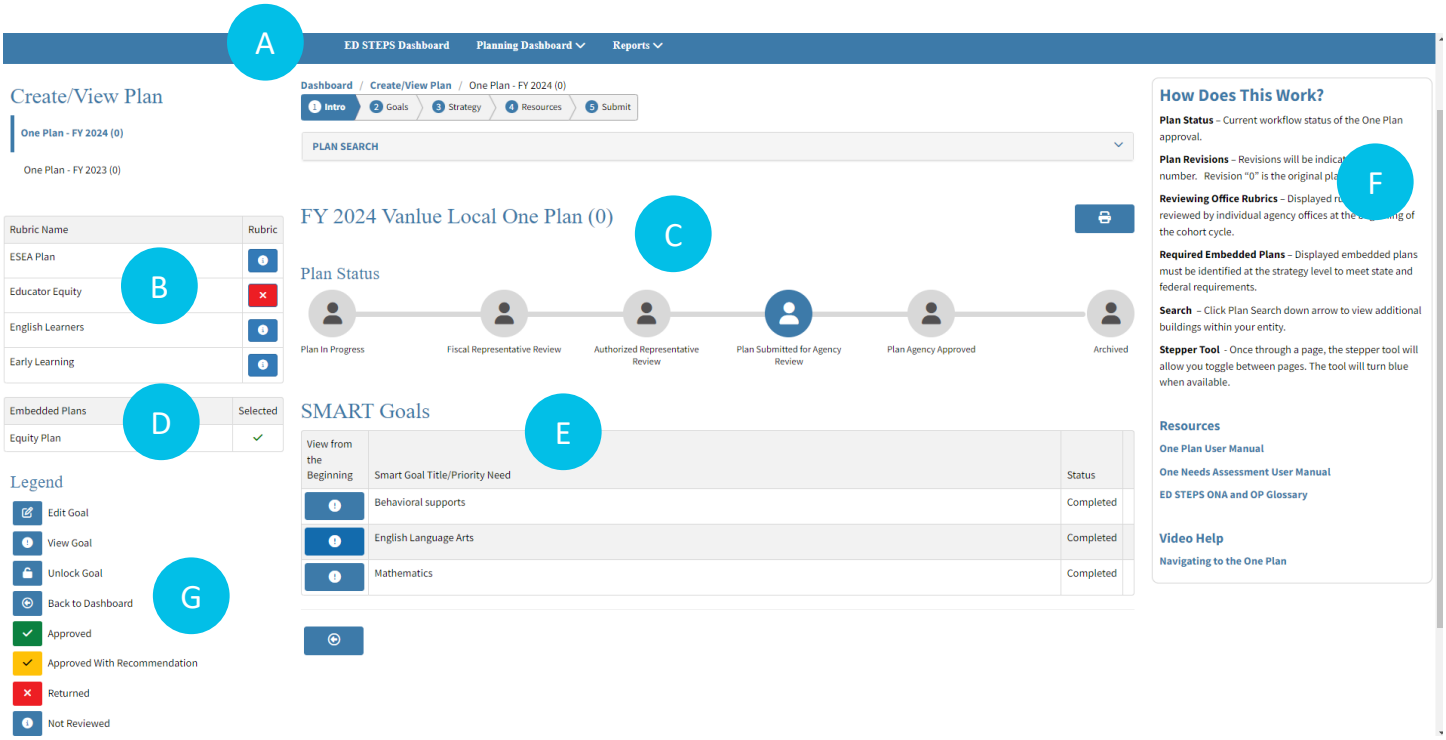
The search will return a list of organization for which the selected rubric applies.



Click on the radio button to open the plan for review.

The plan will open to the status page that includes:

A	A navigation menu
B	A list of the office rubrics that indicates which offices need to review and approve the plan.
C	The plan status timeline.
D	The embedded plans included in the plan.
E	A list of the SMART goals the LEA has created based on their priority needs from the One Needs Assessment.
F	A glossary of terms related to the information on this screen.
G	A legend of the symbols that may be displayed on this screen.



Click on any of the rubric icons (B) to review the rubric or click on a SMART goal button to review the root cause analysis, goal statement, student measures, adult measures, strategies, action steps and funding sources.

Goal Title: Behavioral supports

Root Cause Analysis

The approach to behavior management most likely to result in a positive impact is positive reinforcement and prevention, where the teacher thinks about, anticipates and plans for potential problems before they occur. It is imperative that teachers are well trained to understand the principles of learning and effective implementation of behavior management.

SMART Goal Statement

Vanlue Local will focus on **Discipline** in **All Grades** for **All Students** students to **decrease 5.00 %** as measured with **Discipline referrals** by **06/30/2026**.

Student Measures

Student Measure #1

Strategies

Strategy #1: School Climate and Supports

Adult Measures

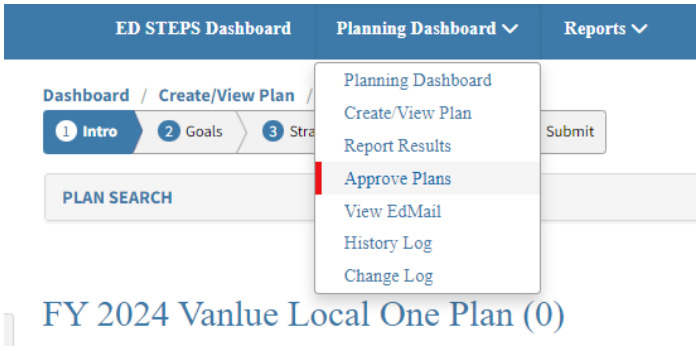
Adult Measure #1

Funding Sources

Action Description	Funding Year	Funding Sources
PBIS team will provide professional development on essential elements of PBIS framework, with additional supports on discipline referrals, and clear expectations on behavior referrals in class vs office	2024	General Fund

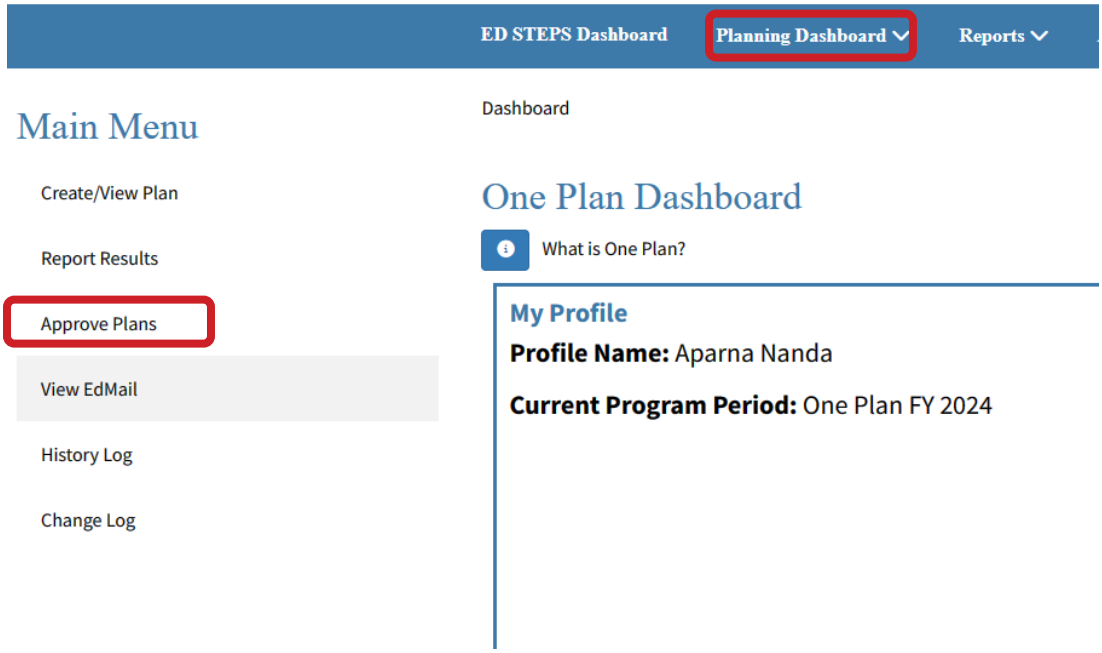
Clicking on the **Return** button  at the bottom of the page will take you back to the dashboard for the plan.

To switch to **Approve Plans**, you will need to use the menu bar at the top of the page to select Approve Plans and perform the search again from the Approve Plans screen.

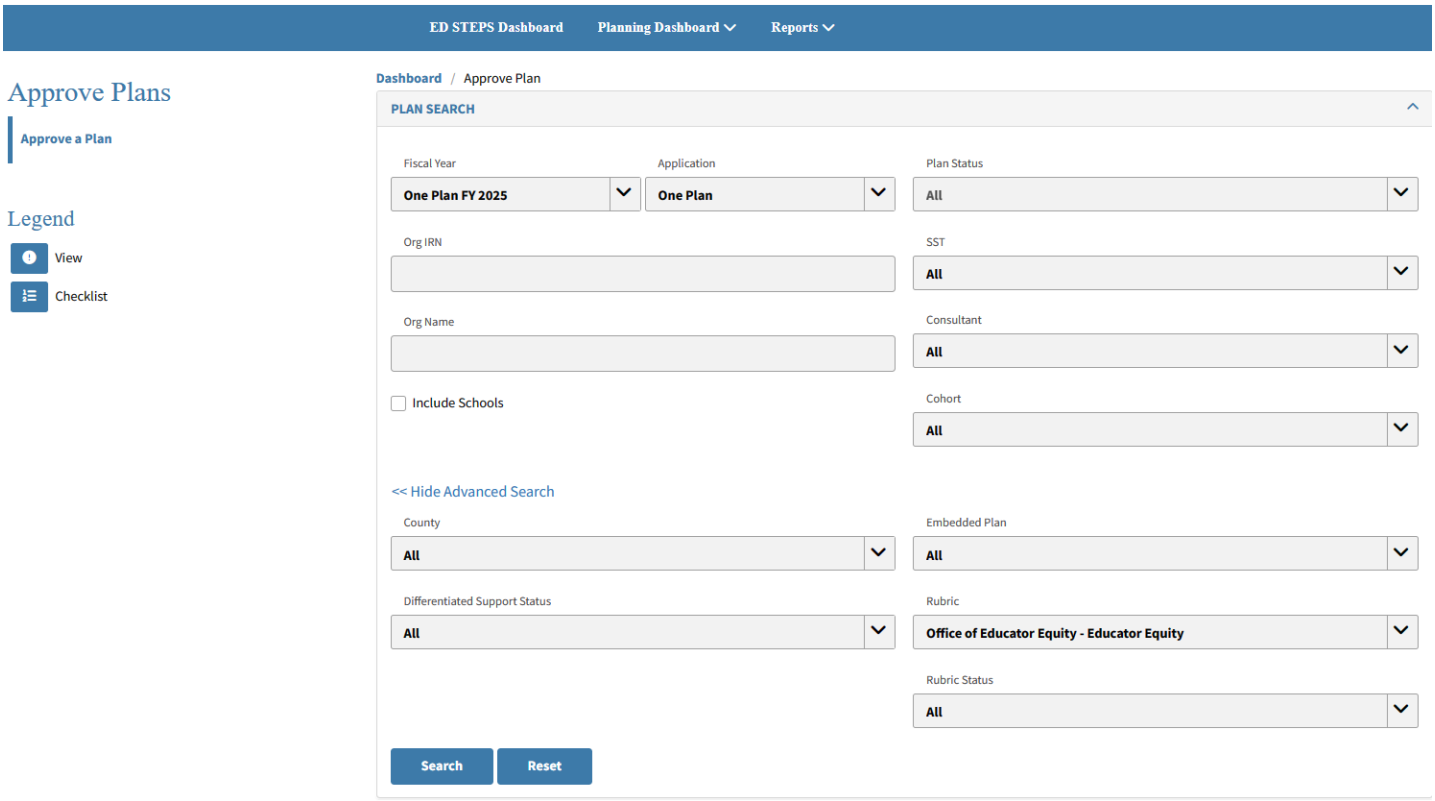


Approving a Plan

To go directly to the approval rubrics without reviewing a plan first, select **Approve Plans** from the left side Main Menu or from the Planning Dashboard menu bar at the top of the One Plan dashboard.

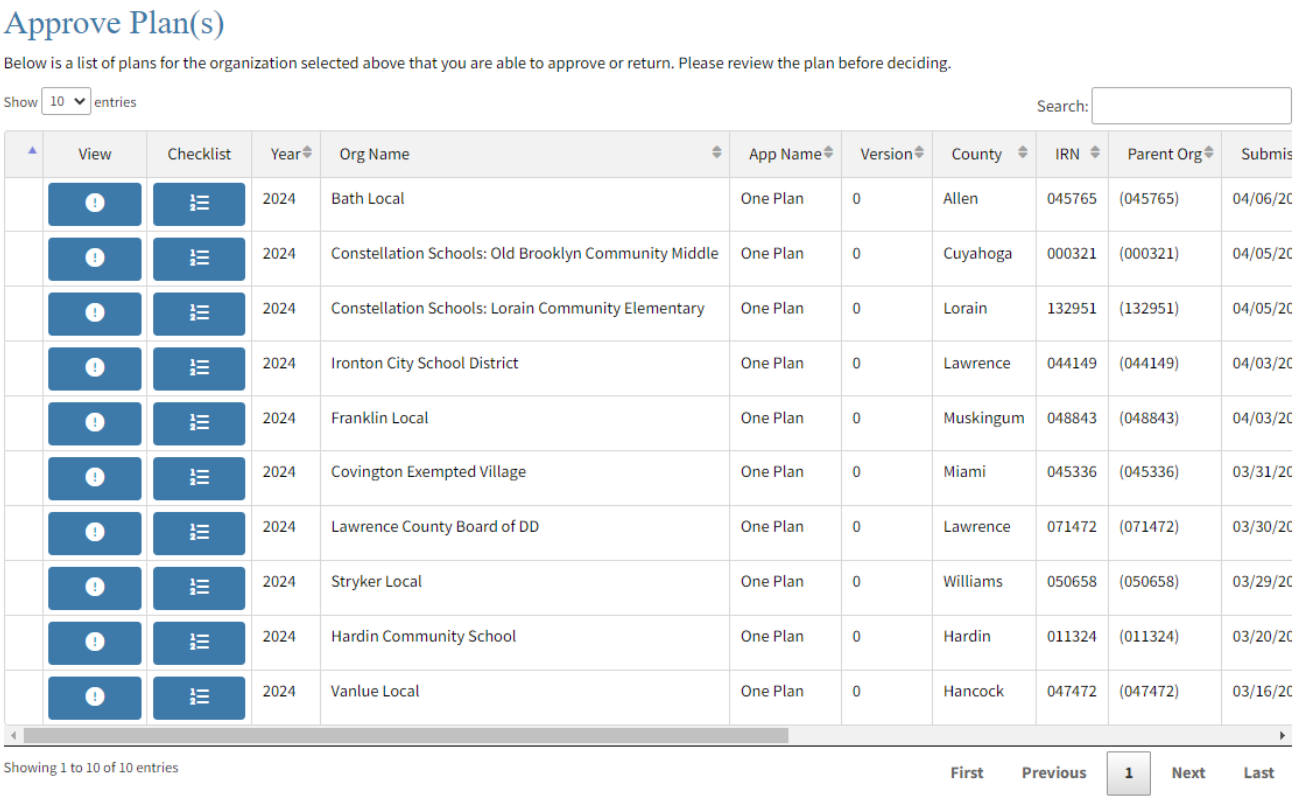


Enter the search criteria:

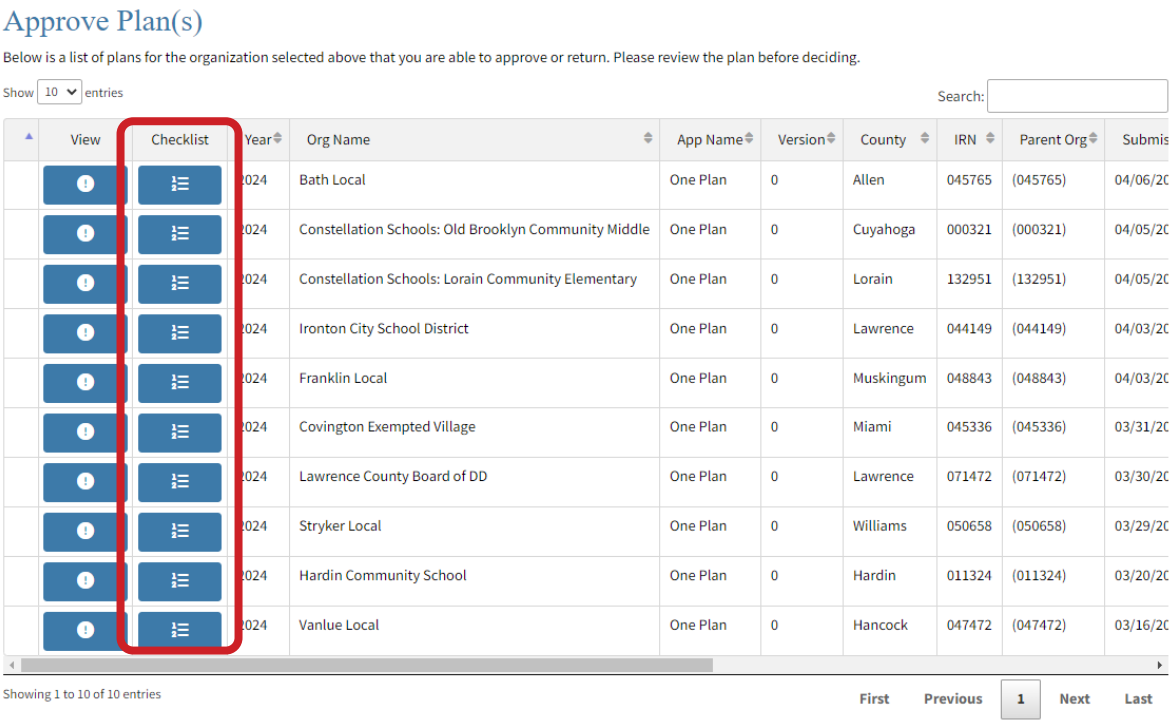


NOTE: Plan Status selection is not available in Approve Plans view because all plans waiting for agency approval are in the same status: Plan Submitted for Agency Review status.

Clicking on **Search**, returns a list of plans meeting the search criteria.

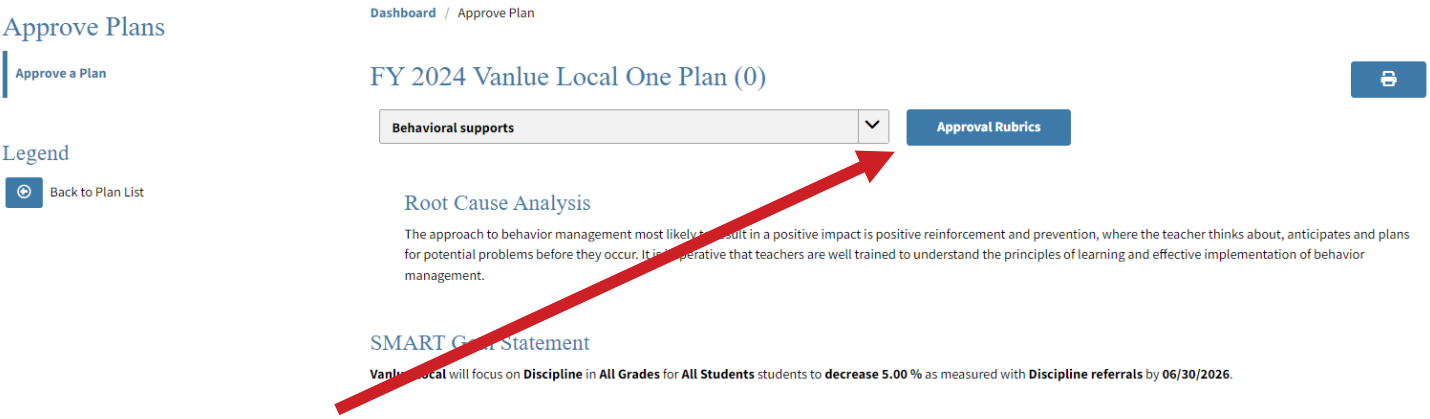


To open a plan for approval and complete the rubric, click on the Checklist icon for the plan you want to approve.



NOTE: Clicking on a View icon will take you to the Create/View plan screen for the selected plan. To return to the Approve Plan screen, you will need to perform the search again as previously described.

After clicking on the Checklist icon, you will land on the Approve Plan page where you will be able to select the rubric you need to complete for the review and approval process.



Click on **Approval Rubrics**.

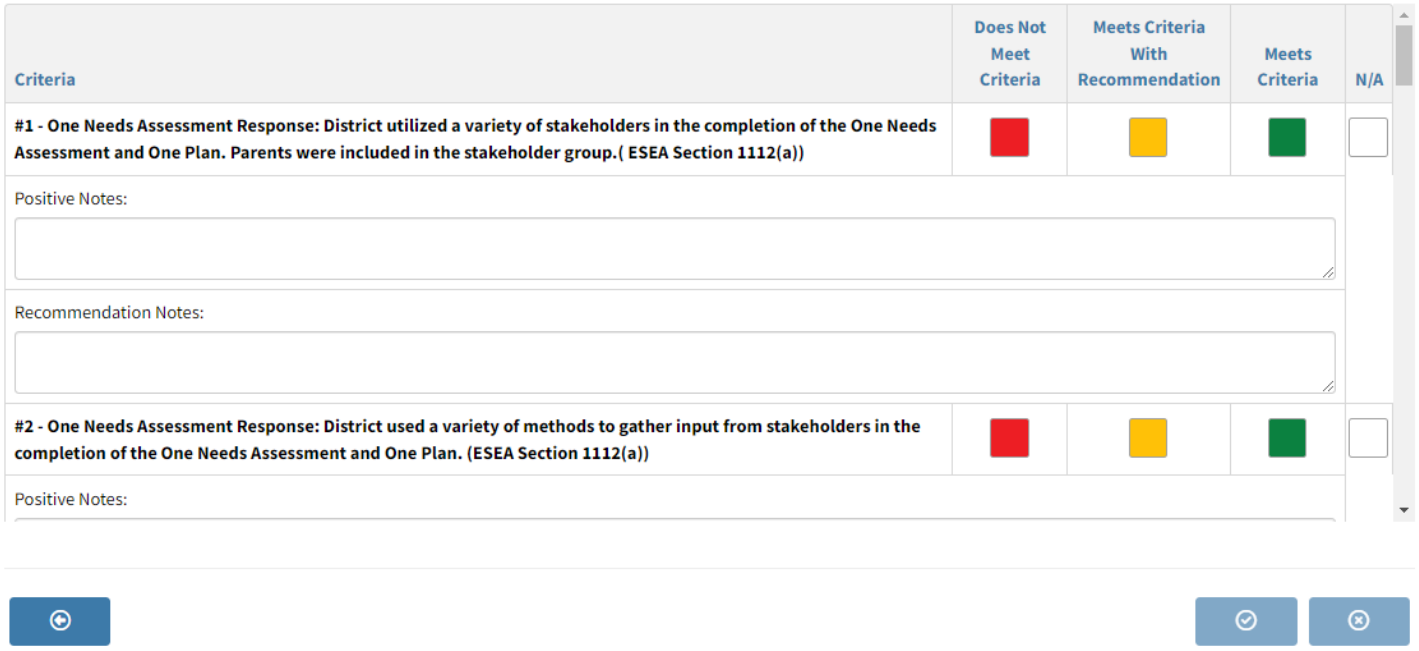
A list of the rubrics associated with the plan will be displayed. Click on the checklist for your office to open the rubric and complete it.



Rubrics now have four scoring options for each criterion: Does Not Meet, Meets with Recommendations, Meets, and N/A.

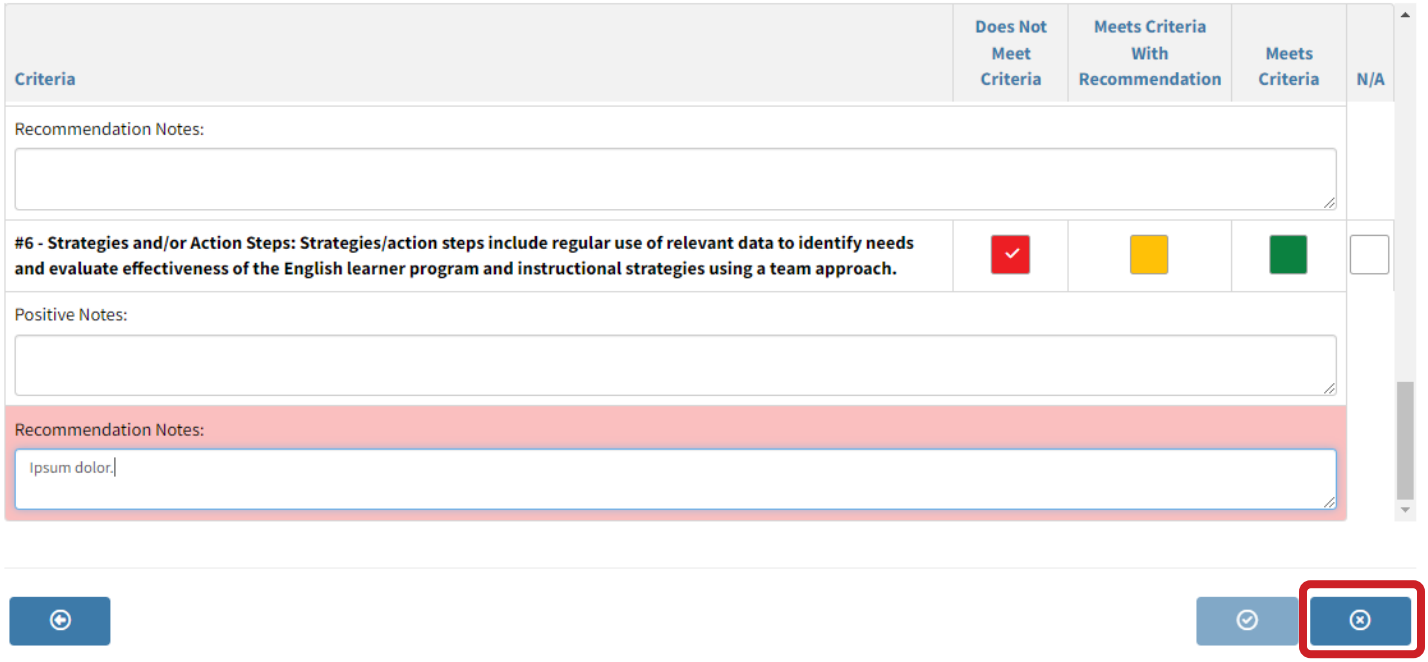
You must enter recommendation notes (comments) for any criterion marked below Meets Criteria.

ESEA Plan



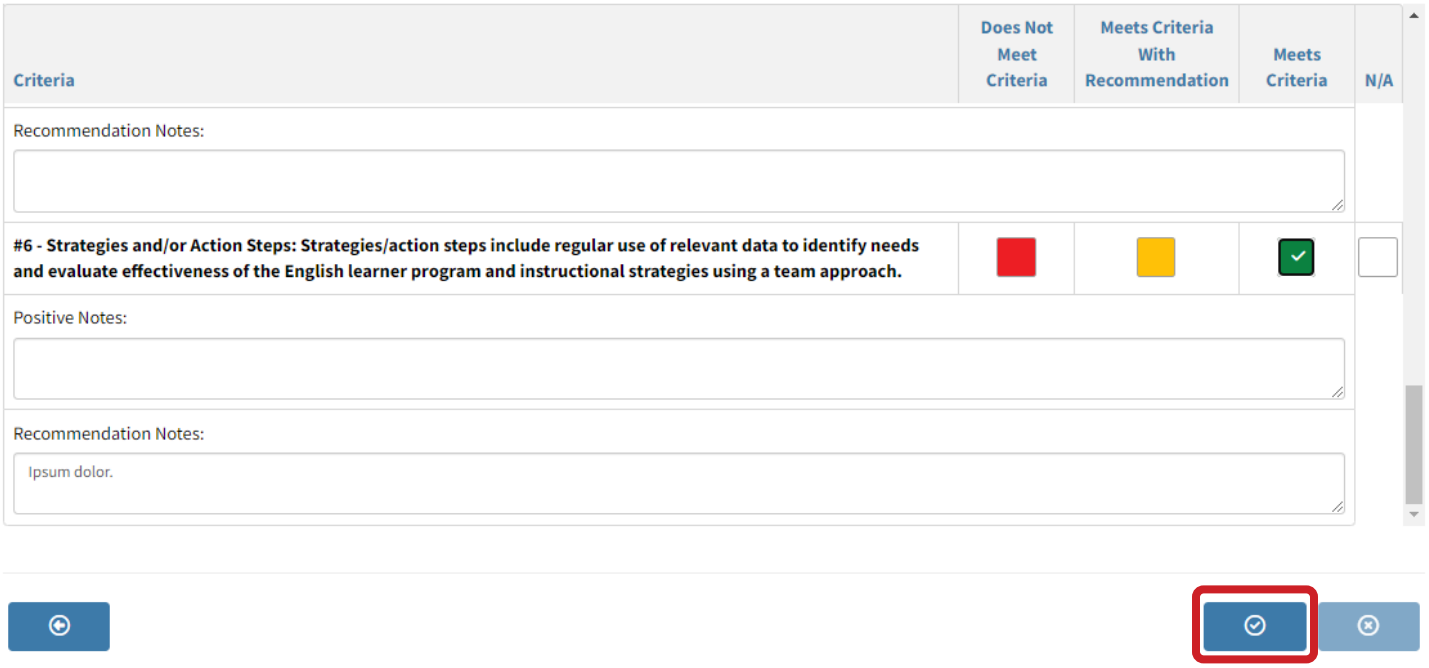
Refer to the How Does This Work? side panel for guidance.

English Learners



Once all the criteria in the rubric have been scored, one of the two buttons below the rubric will turn a darker blue. If any criterion was marked Does Not Meet, only the **Return** button will be available to select.

English Learners



If all criteria are marked Meets Criteria with Recommendations, Meets Criteria, or N/A, the **Approve** button will be available to select.

NOTE: You must select one of these two options to complete the rubric review process.

One Plan Office Rubrics

The different rubrics for each office review are provided on the create/view plan page in the One Plan. On the create/view plan page, each organization will be able to see which office will be reviewing their plan with a hyperlink to that office's rubric. The rubric provides the criteria used for each required item the particular office requires in the plan for their area. Educational organizations will be able to determine what is needed to meet the criteria for each required item by the descriptions provided under Meets, Meets with Recommendations, and Does Not Meet Criteria.

This section of the manual contains the rubrics that are used by the multiple offices involved in the One Plan review and approval process. Please check your organization's Create/View page in the One Plan to determine which office rubric would apply to your One Plan.

Rubric Criteria Scoring

Each criterion in the office rubric is scored using the following:

Meets Criteria - The One Plan criteria align to the program office(s) expectations with no immediate recommendations needed by the indicated program office. Clear SMART Goals, evidence-based improvement strategies, and action steps are used to implement the strategy have been provided.

Approved With Recommendations - The One Plan contains acceptable SMART Goals, strategies, and action steps to address program office(s) expectations. One or more recommendations are listed in the recommendation notes section of the rubric. Support is available with the program office to increase clarity or objectives to better align with the program office rubric. The One Plan will be moved forward in the approval status.

Does Not Meet Criteria - The One Plan contains unacceptable SMART Goals, strategies, and/or action steps to address program office(s) expectations. One or more corrections are listed in the rubric recommendation notes section. The plan will NOT be moved forward for approval until corrections are addressed.

N/A – This item is not required for the organization in their plan.

Literacy Achievement and Academic Success

Office of Academic Success – Mathematics

What data triggers a review by Mathematics:

- Student proficiency in math
- Student Group Accountability (formally Watch)
- Entity contains a CSI, ATSI or TSI school
- Has an assigned Department case manager

Office of Academic Success – LEAP

The purpose of LEAP is to ensure that students living at or below the federal poverty line (economically disadvantaged) and students of color (minority students) have equitable access to excellent educators, defined as those teachers and leaders who are effective, experienced, and properly licensed or certified. If an LEA has a gap, their associate One Plan is then reviewed using the following criteria:

- Based on identified gap of educators serving economically disadvantaged, students of color, English learners and Students with Disabilities
- The root cause is provided in the One Needs Assessment and explains why the gap is occurring at the LEA
- A strategy is provided that will address the identified gap, either written as a goal, strategy, or adult measure in the One Plan.

Office of Literacy Achievement – Literacy Supports

What data triggers a review by Literacy Supports: Any LEA that has been identified for one or more of the following criteria:

- Reading Achievement Plan (RAP)
- Student Group Accountability (formally Watch)
- Entity contains a CSI, ATSI or TSI school
- Has an assigned Department case manager

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
#1. Data-Based Decision Making The plan provides local report card data and local implementation data and includes goals that address all students and are specific, measurable, achievable, realistic, and time-bound (SMART) based on the review of the data. Literacy: Math: (address SWD, EL and/or students who are gifted)	One Plan	The plan includes goals that address all student academic learning, based on report card data and local data. The plan addresses adult implementation based on local data. Goals are specific, measurable, aligned to student achievement and progress, and include realistic and time-bound targets. Literacy and math student outcome and adult implementation data is included in the One Needs Assessment and referenced in the process for goal setting for literacy and/or mathematics and address all applicable student groups served. Data analysis and goal setting address academic and non-academic needs.	The plan includes goals that address all student academic learning and are aligned to increasing student achievement. The goals focusing on adult implementation are present but incomplete. Goals lack clarity, specificity, or full adherence to SMART criteria (e.g., missing timelines or realistic targets). Literacy and math student data is included in the One Needs Assessment but lacks comprehensive adult implementation data (or the opposite). The goals are not fully adherent to SMART criteria, and/or goals for literacy and/or a goal for mathematics that addresses all applicable student groups served lack clarity. Data analysis and goal setting overlook non-academic needs.	The goals do not address all students and overlook adult implementation. Goals are missing or not in SMART goal format. Goals included are vague, not measurable, not aligned to student achievement, or unrealistic or untimed. Literacy and math student and adult implementation data are not included in the One Needs Assessment. There are no goals set for literacy and/or mathematics that address all applicable student groups served. No evidence of the use of data for goal setting.

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
#2. Continuum of Supports The plan identifies a flexible, integrated (academic and non-academic) tiered system of evidence-based instruction and intervention aligned to student needs. Measurable goals allow students to move fluidly across instructional tiers, and non-academic supports, based on progress monitoring using student and group data. Literacy: Math: (address SWD, EL and/or students who are gifted)	One Plan	The plan clearly outlines an integrated multi-tiered system of evidence-based instruction, intervention, and non-academic supports aligned to student needs and the SMART goals. It includes well-defined action steps that support implementation across all instructional tiers and uses data and decision rules for students entering and exiting intervention. Activities for implementing evidence-based instruction are outlined and aligned with literacy and math goals. Activities address: • high quality instructional materials aligned to the state approved list for literacy, • math materials green on EdReports, • include curriculum-based professional	The plan includes some evidence-based strategies that address learner needs and one or more tier of instruction. Connections to the SMART goals, tiered intensity, or sustained implementation is incomplete or unclear. Action steps lack detail, consistency, or clear alignment to the tiered support structure. Use of data and decision rules for instructional planning is unclear. Activities for implementing evidence-based instruction are: • not clearly aligned to the literacy and math goals • includes some evidence of high quality instructional materials aligned to the state approved list for literacy, and/or math	The plan lacks a clear continuum of supports or does not include evidence-based strategies aligned to the SMART goals or learner needs. There is no evidence of a continuum of supports. Action steps are vague or absent. Use of data and decision rules is not included. Activities for implementing evidence-based instruction are: • not included or aligned to the literacy and math goals, • do not include high quality instructional materials aligned to the state approved list for literacy, and math materials green on EdReports, includes curriculum-based professional learning • do not describe implementation of

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
		learning, • clearly describes implementation of an integrated multi-tiered system of supports. • includes a focus on core instruction, targeted intervention, and intensive intervention for literacy and mathematics, • include plans for observing instruction across tiers, addresses all applicable student groups based on the district/school enrollment data.	materials green on EdReports, • do not include curriculum-based professional learning, • do not clearly describe the implementation of an integrated multi-tiered system of supports, • do not clearly describe the use of data and decision-making for core instruction, targeted intervention, and intensive intervention for literacy and mathematics, • a plan for observing instruction across tiers is not clear, • do not address all applicable student groups based on the district/school enrollment data.	an integrated multi-tiered system of supports, • do not include a focus on core instruction, targeted intervention, and intensive intervention for literacy and mathematics, • do not include plans for observing instruction across tiers, • do not address any of the applicable student groups based on the district/school enrollment data.

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
#3. Progress Monitoring The plan includes valid and reliable assessment measures and adult activities to monitor student progress toward the measurable goals for the identified student group. Literacy: Math: (address SWD, EL and/or students who are gifted)	One Plan	The plan includes clearly defined student measures and adult activities that effectively monitor progress toward the measurable goals for student groups. Data sources are valid, reliable, and explicitly named (e.g., state tests, diagnostics, benchmarks). The measurement of adult implementation is outlined. A clear process is outlined and progress is measured using data collected from high-quality instructional materials for literacy and math (includes a schedule for monitoring progress). The plan includes how the instructional implementation addresses or is not addressing the instructional needs for student groups served based on academic (literacy and math specific) and non-academic data	The plan includes student progress measures, but connections to goals is unclear, lacks specificity, or does not fully identify the sources of assessment data used to evaluate progress. The plan overlooks adult implementation measures for monitoring progress. Progress is measured using data collected from high-quality instructional materials for literacy and math, however, the frequency, consistency, or method of monitoring is not addressed. The plan partially addresses how instructional implementation is measured to meet the needs for applicable student groups based on academic (literacy and math specific) and	The plan does not include appropriate measures for student progress or adult implementation or measures are incomplete. The plan fails to identify valid and reliable data sources aligned to the measurable goals. The plan lacks a schedule for progress monitoring. There is no clear connection to the use of high-quality instructional materials in literacy and math across core and intervention. The plan does not include how adult implementation is addressed to meet the needs for student groups based on academic (literacy and math specific) and non-academic data (attendance,

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
		(attendance, behavior, adult implementation). The plan addresses the use of data to adjust the use of high-quality instructional materials across tiers.	non-academic data (attendance, behavior, adult implementation). The plan does not sufficiently address the use of data to adjust the use of high-quality instructional materials across all tiers.	behavior, adult implementation).
#4: Team-Based Problem Solving The plan outlines a structured, collaborative problem-solving process grounded in team-based decision-making. It explicitly supports continuous improvement cycles and drives instructional decisions through systematic analysis of student data. Literacy: Math: (address SWD, EL and/or students who are gifted)	One Plan	The plan clearly articulates a comprehensive, step-by-step process for collaborative team-based decision-making. It leverages student performance data to drive continuous improvement and ensures consistent, data-informed instructional decisions across all tiers of support. There is a schedule that outlines frequency of solving problems and barriers. There is a written, iterative process for	The plan outlines general steps for team-based problem-solving, though lacks specificity. While it demonstrates partial alignment with continuous improvement principles, additional guidance is needed to fully integrate data-driven instructional decision-making practices. A written process for team-based problem solving is not fully or clearly outlined that serves to address complex problems that are impacting students	The plan does not provide a coherent or structured approach to collaborative team decision-making. It lacks alignment with continuous improvement principles and does not demonstrate how data or team input will inform instructional decisions. The plan does not include a written, iterative process for team-based problem solving and does not address complex problems that are impacting applicable student groups

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
		team-based problem solving outlined that serves to address complex problems impacting students. The plan outlines an integrated data system that includes academic and non-academic data (attendance, behavior, adult implementation) for teams to access. Teaming structures are outlined to ensure effective and efficient team-based problem solving that are specific to literacy and math specific. There is a process in place to build a collaborative culture to increase collective responsibility and efficacy	based on academic (literacy and math specific) and non-academic data (attendance, behavior, adult implementation). Roles are not assigned. The schedule for problem solving teams is infrequent.	served based on academic (literacy and math specific) and non-academic data (attendance, behavior, adult implementation). No problem-solving protocols are included. No schedule for problem solving was included.
#5: Supporting Adult Implementation To ensure teachers	One Plan	The plan outlines specific activities that address high-quality, job-embedded, sustained,	The plan includes professional learning or coaching for educators and administrators, but it	The plan lacks sufficient evidence of professional learning or coaching. Supports are not

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
have the knowledge and skills to meet the needs of all students, the plan includes sustained, job-embedded professional learning or coaching aligned to evidence-based strategies and high-quality instructional materials. It builds staff capacity, promotes shared leadership, and supports collaboration within a multi-tiered system of supports. Literacy: Math: (address SWD, EL and/or students who are gifted)		professional learning or coaching for educators and administrators. The plan outlines the use of adult implementation data to drive content for professional learning. The PD plan is aligned to the use of evidence-based strategies and high-quality instructional materials. The plan emphasizes shared leadership and focuses on enhancing professional skills and collaboration. The plan clearly identifies and explains if there is a gap in teachers and leaders who are effective, experienced or properly licensed or certified in teaching students who are economically disadvantaged, students of color and applicable student groups served. A root	may lack consistency and full alignment to instructional materials or evidence-based practices. Shared leadership and collaboration are included, and professional capacity is addressed but lack specifics to further student achievement. The plan identifies if there is a gap in teachers and leaders who are effective, experienced or properly licensed or certified in teaching students who are economically disadvantaged, students of color and applicable student groups served but does not explain in detail why the gap is occurring. A root cause is given but does not fully explain why the gap is occurring and a strategy is provided that addresses the gap.	clearly connected to evidence-based strategies or instructional materials. There is limited or no evidence of leadership involvement, capacity-building, or collaborative adult implementation structures. The plan does not identify if there is a gap in teachers and leaders who are effective, experienced or properly licensed or certified in teaching students who are economically disadvantaged, students of color and applicable student groups served and does not explain why the gap is occurring. A root cause is not given, and no strategies are offered.

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
		cause is explained as to why the gap is occurring and a strategy is provided that addresses the gap.		

Office of Federal Programs – District ESEA Plan

What data triggers a review by this office: Any district that receives Consolidated ESEA funding.

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
1.The district engaged a variety of stakeholders in the completion of the One Needs Assessment and One Plan. Families were included in the stakeholder group.	One Needs Assessment	The district involved a variety of stakeholders internal and external in determining their needs. Families and other members of the community and individuals who will carry out the plan were involved, including all district personnel.	The district involved a variety of stakeholders, internal and external. Families and community members were included. Some key school personnel were not included in determining the needs of the district.	The district failed to involve a variety of stakeholders in their plan or did not include families or community partners in determining the plan's needs.
2. The plan addresses how the district will help children served under this part meet the challenging State academic standards.	One Plan	The plan includes detailed goals, action steps, and strategies that demonstrate how the district will help children served under this part meet the challenging State academic standards including what evidenced-based programs and strategies will be implemented and how the district will use data-driven decision making.	The plan includes goals, action steps, and strategies that somewhat demonstrate how the district will help children served under this part meet the challenging State academic standards, including programs, monitoring, and strategies for all learners; however, the components may lack details that clearly describe what the district is implementing.	The plan does not provide goals, action steps or strategies with a description of how the district will help children served under this part meet the challenging State academic standards.

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
3.The plan supports a well-rounded program of instruction and describes how it will implement instructional and other strategies intended to strengthen the academic programs and to meet the academic needs of all students.	One Plan	The plan includes goals, strategies or action steps demonstrating how the district will implement a well-rounded program of instruction to meet the academic needs of all students. The plan includes descriptions demonstrating how students will be provided access to an enriched curriculum and educational experience.	The plan includes goals, strategies or action steps demonstrating how the district will implement a well-rounded program of instruction to meet the academic needs of all students, however the goals, strategies, and action steps may lack detailed descriptions.	The plan does not include goals, strategies or action steps that would provide a well-rounded education for all students.
4. The plan identifies students who may be at-risk for academic failure and how the district will provide for their academic needs by specifying student sub-groups in student measures, strategies, or action steps.	One Plan	The plan identifies student groups at-risk through report card data or district data by stating the student sub-groups the plan addresses, providing additional or descriptive student measures, strategies, or action steps that describe how the district will address the academic needs.	The plan identifies student sub-groups at risk but lacks description for how the district will provide for their academic needs or monitor improvement towards academic success.	The plan fails to identify students who may be at-risk for academic failure and does not describe how the district will provide for and monitor their academic needs.

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
5. The plan includes how the district will implement effective parent and family engagement. The plan includes a description in the strategy/ies or specific action steps concerning parent and family engagement.	One Plan	Parent and family engagement is an integral part of the improvement plan. Parent and family engagement strategies/ action steps provide: 1. multiple opportunities for parents to offer feedback, 2. strategies for how parents can participate in their child's education, 3. ways parents can support their child's education at-home.	Parent and family engagement is included in the plan. Strategies/action steps lack depth and do not include all three types of parent/family engagement strategies.	The plan does not include how the district will implement effective parent and family engagement.
6. The programs supported with consolidated federal grants are included in the plan as action steps. All Consolidated ESEA funds are indicated in the One Plan.	One Plan	All programs supported with consolidated federal grants are included in the plan as action steps. Action steps linked to federal funds are allowable activities according to specific fund purposes.		Not all programs supported with consolidated federal grants are included in the plan as action steps or some activities are linked to funds in which it would be unallowable according to fund purposes

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
7. The plan includes professional development activities to provide professional growth and improvement and to build the capacity of its staff and leadership.	One Plan	The plan includes detailed goals, strategies, or action steps related to professional growth and improvement that would build the capacity of its staff and leadership. Professional development activities are embedded in the improvement plan and are ongoing to ensure full implementation. Progression and support for implementation are evident in the plan.	The plan includes goals, strategies, and action steps related to professional growth, but lacks detailed descriptions that describe how the district will achieve full implementation, progression of implementation, and supports for implementation.	The professional development goals, strategies, and action steps are either not listed or do not include descriptions.

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
8. The plan addresses the district's identified priorities. Strategies, performance measures, and action steps provide enough detail to determine the district's activities over the plan period. There is alignment between the root cause analysis, strategies and action steps, and purpose of identified fiscal resources.	Plan – Goals, Strategies, Measures, Action Steps, and Fiscal Resources – Comprehensive Goals.	The reviewer can identify how the district is going to make overall improvements in student outcomes. The descriptions are detailed, action steps are sequential or supportive of the strategy, measures align with strategies, and the fiscal resources align with the activities. It is clear how the district will get from current their status to the end results they desire to achieve.	The reviewer can identify how the district plans to make overall improvements in student outcomes. Strategies and action steps lack description or fail to provide depth for support of each other. There is some alignment with root cause analysis, measures, and fiscal resources with activities.	Overall, the plan does not provide clear directions to help the district move from current status to desired outcomes stated in goals. Strategies and action steps lack descriptions, do not address the root cause and/or often do not support each other. There are minimal fiscal connections and measures of student success or adult implementation.

Office of Federal Programs – Title I SW Building Plan

What data triggers a review by this office: Any building plan that is Title I Schoolwide (SW) served.

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
1. The plan is developed with the involvement of other members of the community and individuals who will carry out the plan, including all school personnel.	ONA – Section Leadership, Questions 1 and 2.	The building involved a variety of stakeholders internal and external in determining their needs. Families and other members of the community and individuals who will carry out the plan were involved, including all building personnel.	The building involved stakeholders. Families and community members were included. Some key school personnel were not included in determining the needs of the building.	The building failed to involve a variety of stakeholders in their plan or did not include families or community partners in determining the plan's needs.
2. Strategies and action steps address the priority needs and root cause and include enough detail to determine the Title I supplemental programs or services the building will be providing during the plan period.	One Plan	The reviewer can identify how the building is going to provide Title I services to make overall improvements in student outcomes. The descriptions are detailed, action steps are sequential or supportive of the strategy, and measures align with strategies. It is clear how the building strategies support the desired outcomes of the plan.	The reviewer can identify how the building plans to make overall improvements in student outcomes. There is some indication of Title I supplemental services in the plan. Strategies and action steps lack description or fail to provide depth for support of each other. There is some alignment with root cause analysis and measures.	Overall, the plan does not provide clear directions that show how building will support the district reaching desired outcomes. Strategies and action steps lack descriptions, do not address the root cause and/or often do not support each other. It is unclear what Title I service will be provided through Title I funding.

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
3. The plan describes how the building will review the implementation and monitor the effectiveness of the strategies and action steps in the plan using SMART Goals, student measures, and adult implementation measures. The measures make sense and align with the activities of the plan.		Student and adult implementation measures demonstrate a clear alignment with the SMART goals. Measures clearly evaluate the success of the strategies and action steps in the plan.	The plan includes student and adult measures, and they somewhat align with the SMART goals, or the measures may not be designed to effectively measure the success of the plan.	The plan includes student and adult measures however, measures do not demonstrate an alignment to the SMART goal,
4. The plan includes strategies or action steps that clearly describe the schoolwide program in the building and what services will be available for student subgroups identified most in need of support. The building's student subgroups are identified and provided additional support and/or		Strategies and action steps clearly describe the schoolwide program. Most in need student subgroups most in need are evident in the plan and have been provided additional support within the plan.	Strategies and action steps do not provide enough detail to clearly describe the schoolwide program. Student subgroups most in need are not identified or additional support for most in need student sub-groups are not stated in the plan.	Strategies and action steps do not describe the schoolwide program or what student subgroups are most in need. No services or programs for at-risk student subgroups are not mentioned in the plan.

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
student measures in the plan.				
5. The plan describes how families will be engaged in their child's education. The strategy/ies or action steps describe how the building will actively involve families.	One Plan	The plan has a thorough description for how the building will engage families in their child's education. At least one strategy or action step includes meaningful, active collaboration with families.	The plan has a limited description for how the building will engage families in their child's education. Activities described do not represent on-going family engagement in their child's education.	The plan has no description in a goal, strategy, or action step of how families will be engaged in their child's education.
6. The schoolwide plan includes the methods and instructional strategies that will be used to strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.	One Plan	The schoolwide plan demonstrates in the goals, strategies, or action steps a focus on: **a.** improving the academic program **b.** increasing learning time **c.** improving instructional strategies **d.** addressing curriculum needs as identified by the district.	The schoolwide plan demonstrates in the goals, strategies or action steps most of the items stated in the criteria. However, one or two of the items may not be clear or may not be stated.	The schoolwide plan does not demonstrate in the goals, strategies, or action steps 2 or more of the items listed in the criteria.

Office of Whole Child Supports – Chronic Absenteeism

What data triggered this office review of the plan: If public district and community school has 30% chronic absenteeism rate in the 2025 report card.

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
1. Needs Assessment: Includes data and needs representing the whole child as it pertains to chronic absenteeism. (Student attendance, behavior, culture, climate, discipline and subgroups including English learners, students in foster care, students experiencing homelessness, students involved in the justice system, and students in military families**.)**	One Needs Assessment	The needs assessment is comprehensive and includes detailed, disaggregated data addressing most key areas. The analysis demonstrates a thorough understanding of barriers and strengths, connecting them to the overall findings.		The needs assessment does not provide data or analysis.
2. Subgroup Identification: The Plan identifies subgroups of populations affected by chronic absenteeism. (Check one: Students in Foster Care, Students Experiencing Homelessness, English Learners, Court or Justice Involved Youth, Students in Military Families, Other.)	One Plan	Subgroup identification is clearly and accurately documented for populations and related to chronic absence rates.		Subgroup identification is missing or minimal, failing to address chronic absence.

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
3. Strategies and/or Action Steps: The plan includes action steps to implement evidence-based strategies that address chronic absenteeism and support attendance for the whole child.	One Plan	The plan identifies one or more evidence-based strategies aligned to measurable goals related to reducing chronic absenteeism. Selected strategies are designed to support intended outcomes for all students, including references to subgroups.		The plan does not include strategies to address chronic absenteeism, or the strategies provided are not evidence-based.
4. Strategies and/or Action Steps: The plan includes steps to ensure compliance with legal requirements (Ohio law, ESEA, McKinney-Vento, Title I, Title III) for identification and intervention, addressing whole-child needs. (Attendance, behavior, PBIS, discipline, and support for subgroups including English learners, students in foster care, students experiencing homelessness, justice-involved youth, and military-connected students.)	One Plan	The plan clearly outlines steps to ensure compliance with legal requirements related to identification and intervention. Strategies address whole-child needs and support for all relevant subgroups. Legal requirements (Ohio law, ESEA, McKinney-Vento, Title I, Title III) are explicitly referenced and integrated into the plan.		The plan lacks clear steps for compliance with legal requirements or fails to address key aspects of identification and intervention.

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
5. Strategies and/or Action Steps: The Plan includes strategies/action steps, including long-term planning, structures for decision-making, fiscal resources, and shared accountability among leadership to address chronic absenteeism.	One Plan	The plan includes clear, actionable long-term strategies with well-defined structures for decision-making. Fiscal resources are identified and allocated to support the strategies. Leadership roles and responsibilities are clearly outlined, ensuring shared accountability for implementation and outcomes.		The plan lacks long-term strategies or does not address decision-making structures, fiscal resources, or leadership accountability.
6. Strategies and/or Action Steps: The plan identifies an assigned coordinator/team with the designated time, authority, and data to implement team decisions related to the whole child and chronic absenteeism**.**	One Plan	The plan clearly identifies a coordinator/team with sufficient time, authority, and access to data to implement decisions effectively.		The plan does not identify a coordinator/team, or they lack time, authority, or access to data to implement decisions.

Office of School and District Improvement – CSI District Plans

What data triggers a review by this office: A district that contains at least one active CSI school.

Criteria	Response Located in One Needs Assessment or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
1. The district's leadership team partnered with a variety of **stakeholders** in the development of the improvement plan, and evidence of this exists in the One Needs Assessment or One Plan. Evidence must demonstrate inclusion of school and district leaders, teachers and parents, and may include classified staff, specialists, students, partner agencies and community partners.	One Needs Assessment - Shared Leadership, Question 1 and 2 One Plan - Action steps for each strategy	Responses in the ONA or action steps in the One Plan demonstrate active involvement of stakeholders in the development of the plan, including all three of the following: (1) School and district leaders, (2) teachers, and (3) parents. AND Other stakeholders are included, such as community partners, school board members, etc.	Responses in the ONA or action steps in the One Plan demonstrate involvement of stakeholders in the development of the plan, including all three of the following: (1) School and district leaders, (2) teachers, and (3) parents.	Responses in the ONA or action steps in the One Plan demonstrate involvement of two or less stakeholder groups in the development of the plan. ***Note:*** Recommendations should be made to include the missing critical stakeholder groups.
2. The plan is based on a **district-level needs assessment**, which is evident by the inclusion of appropriate root cause analyses in the plan or needs assessment. In this context, appropriate root causes can be defined as ones that are supported by data and can be directly influenced, controlled,	One Needs Assessment One Plan -Under each goal	Relevant data and contributing factors are connected to the root cause statement, indicating the data were thoroughly analyzed. AND The root cause statement is well	A limited number of data points or sources are connected to the root cause statement, indicating a need for a more thorough analysis. OR The root cause statement identifies a challenge for the district or school, but	Solutions were written within the root cause statement. OR The root cause statement included factors that were out of the district or school's control. OR

Criteria	Response Located in One Needs Assessment or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
and/or impacted by the team.		articulated, directly linked to the identified factors, and focuses on adult practices within control of the school or district. AND The root cause is clearly connected to the SMART goal.	adult ownership of the issue is missing. OR The root cause defines an issue but lacks a specific connection to the written SMART goal.	The root cause statement did not connect to the intended SMART goal.
3. The district's plan addresses the **reason for school identification(s)** and aligns with long-term state identified goals, which are informed by all student performance indicators, including academic and non-academic indicators. (State identified goal information: Appendix A from Ohio's ESSA Consolidated State Plan).	One Needs Assessment - Administrative Support Questions One Plan - Goals, Strategies and Action Steps	The reasons for CSI, ATSI and/or TSI school identifications are clearly described and addressed in the One Needs Assessment and One Plan. This is done through a combination of goals, strategies, action steps, and student and adult measures. AND There is logic and coherence in the district's plan to support their identified schools. AND	The reasons for school identifications are described in the One Needs Assessment and One Plan, but are not clearly articulated in the goals, strategies, action steps, and student and adult measures. OR The logic and coherence in the district's plan to support their identified schools is present but unclear, which means connections must be inferred.	There is nothing in the One Needs Assessment and One Plan that addresses the reasons for school identifications. OR There is no evidence of a logic or coherence in the district's plan to support their identified schools. OR The plan only addresses either academic or non-academic needs.

Criteria	Response Located in One Needs Assessment or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
		The plan addresses both academic *and* non-academic needs.		
4. The plan addresses the needs of any **at-risk student groups** identified in the One Needs Assessment as exhibiting significant achievement gaps.	One Plan - Goals, Strategies and Action Steps	At-risk student groups are identified, and the plan adequately addresses the specific and relevant achievement gaps. AND The plan addresses the needs of these student groups via appropriate strategies and actions steps.	At-risk student groups are identified, but the plan does not adequately address the specific and relevant achievement gaps. OR Action steps and strategies may exist, but they do not effectively address the needs of any at-risk student groups.	The needs of at-risk student groups are not mentioned or adequately addressed via strategies and action steps in the plan.
5. The plan identifies and details how the district will address **resource inequities** between unidentified schools and those identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI), which may include a review of district and	One Plan - Strategies, action steps, and funding across the goals The Resource Inequities Embedded Plan will indicate the strategy (or multiple strategies) that the district believes meets these criteria.	The plan clearly articulates a comprehensive strategy for addressing resource inequities across identified buildings (CSI, ATSI and TSI), with embedded action steps that support an equitable distribution of resources across the district. AND	The plan presents a reasonable strategy for addressing resource inequities, though the connection may require inference rather than being explicitly stated. OR Identified schools (CSI, ATSI and TSI) are named in the plan, but it is unclear how the plan specifically addresses resource	The strategy tied to resource inequity lacks coherence and fails to connect to the action steps outlined in the plan. OR Identified schools (CSI, ATSI and TSI) are not named in the plan, and therefore resource inequities across the LEA are not addressed

Criteria	Response Located in One Needs Assessment or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
school-level budgeting. Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all students to reach empowering and rigorous learning outcomes.		Action steps are connected to school improvement funding, including Title I Non-Competitive Supplemental School Improvement and/or Expanding Opportunities for Each Child Non-Competitive funds.	inequities for these schools.	
6. All goals in the plan are **SMART goals** (Specific, Measurable, Attainable, Relevant, and Timely). The plan also includes strategies and action steps that comprehensively and appropriately support these goals.	One Plan review page	The One Plan contains SMART goals, and each goal has at least one evidence-based strategy. AND The SMART goals and their evidence-based strategies are clearly aligned, and the actions steps are comprehensive and appropriately support the goal. AND The action steps include dates and details that allow for (at a minimum)	The One Plan contains SMART goals, and each goal has at least one evidence-based strategy. OR The SMART goals and their evidence-based strategies are aligned, but it is unclear how the action steps will support the goal. OR The action steps include some dates and details, but progress monitoring of evidence-based strategies, and adult and student measures may be difficult.	The One Plan goals are not SMART goals. OR The One Plan contains SMART goals but does not include at least one evidence-based strategy per goal. OR The evidence-based strategies and action steps are not aligned to SMART goal. OR The action steps do not include dates or details that would allow for progress

Criteria	Response Located in One Needs Assessment or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
		quarterly progress monitoring of evidence-based strategies, and adult and student measures.		monitoring of evidence-based strategies, or adult and student measures.
7. The plan includes at least two **evidenced-based strategies** aligned to the identified goals and associated action steps, and each strategy meets the ESSA definition of evidence-based.	One Plan strategies Can view all on the One Plan Review Page	The One Plan includes at least two evidenced-based strategies. AND At least two evidence-based strategies in the plan are ESSA levels 1-3. AND The strategies are clearly aligned to the goals and action steps.	The One Plan includes at least two evidenced-based strategies, but they are not all clearly aligned to the goals or action steps. OR All evidence-based strategies in the plan are at least ESSA level 4 and include a logic model, * if needed. OR One or more strategies listed in the plan are curriculum programs, but the program's evidence-based strategies are not provided. *For more information on logic models: https://essa.chrr.ohio-state.edu/level-4-evidence-based-strategies	The One Plan includes one or no evidence-based strategies across the plan. OR The strategies lack an evidence base or are ESSA level 4 and missing a logic model. OR The evidence-based strategies are not clearly aligned to the identified goals or action steps.

Criteria	Response Located in One Needs Assessment or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
8. The district describes its plan to **support and monitor schools** identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI) schools.	One Plan goal(s), strategies, and/or action steps	The plan clearly articulates how the district plans to support and monitor schools identified as CSI, ATSI and/or TSI.	The plan mentions CSI, ATSI and/or TSI schools, but it is not clear how the district will support or monitor these identified schools.	The plan does not mention in a goal, strategy, or action step how it plans to support and monitor its CSI, ATSI and/or TSI schools.

Office of School and District Improvement – School Plan

What data triggers a review by this office: A public school or community school that is identified as CSI and has not exited status.

Criteria	Response Located in One Needs Assessment or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
1. The school's leadership team partnered with a variety of **stakeholders** in the development of the school's improvement plan, and evidence of this exists in the One Needs Assessment and One Plan. Examples include, but are not limited to, school leaders, operators, sponsors, certified staff, governing authority members, staff, student service providers, parents, students, and community partners.	One Needs Assessment - Shared Leadership, Question 1 and 2 One Plan - Action steps for each strategy	Responses in the ONA or action steps in the One Plan demonstrate active involvement of stakeholders in the development of the plan, including all three of the following: (1) School and district leaders, (2) teachers, and (3) parents. AND Other stakeholders are included, such as community partners, school board members, etc.	Responses in the ONA or action steps in the One Plan demonstrate involvement of stakeholders in the development of the plan, including all three of the following: (1) School and district leaders, (2) teachers, and (3) parents.	Responses in the ONA or action steps in the One Plan demonstrate involvement of two or less stakeholder groups in the development of the plan. ***Note:*** Recommendations should be made to include the missing critical stakeholder groups.
2. The plan is based on a **school-level needs assessment**, which is evident by the inclusion of appropriate root cause analyses in the plan or needs assessment. In this context, appropriate	One Needs Assessment One Plan - Under each goal	Relevant data and contributing factors are connected to the root cause statement, indicating the data were thoroughly analyzed. AND	Only two or three of data points or sources are connected to the root cause statement, indicating a need for a more thorough analysis. OR	Solutions were written within the root cause statement. OR The root cause statement included factors that were out of the district or school's control.

Criteria	Response Located in One Needs Assessment or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
root causes can be defined as ones that are supported by data and can be directly influenced, controlled, and/or impacted by the team.		The root cause statement is well articulated, directly linked to the identified factors, and focuses on adult practices within control of the school or district. AND The root cause is clearly connected to the SMART goal.	The root cause statement identifies a challenge for the district or school, but adult ownership of the issue is missing. OR The root cause defines an issue but lacks a specific connection to the written SMART goal.	OR The root cause statement did not connect to the intended SMART goal.
3. The school plan addresses the **reason for federal identification** and aligns with long-term state identified goals, which are informed by all student performance indicators, including academic and non-academic indicators. (State identified goal information: Appendix A from Ohio's ESSA Consolidated State Plan).	One Needs Assessment - Administrative Support Questions One Plan - Goals, Strategies and Action Steps	The reasons for the CSI school identification are clearly described and addressed in the One Needs Assessment and One Plan. This is done through a combination of goals, strategies, action steps, and student and adult measures. AND The plan addresses both academic *and* non-academic needs.	The reasons for school identifications are described and addressed in the One Needs Assessment and One Plan, but are not clearly articulated in the goals, strategies, action steps, and student and adult measures. Identification is "addressed" in the One Plan, but there are no strategies or action steps that align to the federal identification or any form of progress monitoring	There is nothing in the One Needs Assessment and One Plan that addresses the identification OR the reason for identification; and no strategies or actions steps address what interventions/plans (evidenced based strategies) will be used to improve identification status. OR One Plan does not align to the ONA and does not address federal identification in any goal, strategy or action step.

Criteria	Response Located in One Needs Assessment or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
4. The plan addresses the needs of any **at-risk student groups** identified in the One Needs Assessment as exhibiting significant achievement gaps.	One Plan - Goals, Strategies and Action Steps	At-risk student groups are identified, and the plan effectively addresses the specific and relevant achievement gaps. AND The plan addresses strategies and/or action steps which include monitoring of data to track progress of at-risk population	The plan identifies the at-risk population, but action steps lack detail on how needs of any identified at-risk populations will be served. OR Data points/progress monitoring of subgroups is not identified.	No at-risk populations were identified, and no strategies or action steps to address at risk achievement or behavior gaps. Strategies and action steps do not align to the identified data collection.
5. The plan identifies and details how the school will address **resource inequities**, such as inequities between student groups, which may include a review of school-level budgeting. Where appropriate, the identified inequities are clearly aligned with the reason for identification.	The Resource Inequities Embedded Plan will indicate the strategy (or multiple strategies) that the school believes meets these criteria. Refer to the School's LEAP Analysis	The plan clearly articulates a comprehensive strategy for addressing resource inequities for student groups, with embedded action steps that support an equitable distribution of resources across the school. AND Action steps are aligned to the associated strategy.	The plan presents a reasonable strategy for addressing resource inequities across student groups, though the connection may require inference rather than being explicitly stated. OR Action steps are present but not clearly aligned to the associated strategy.	The strategy tied to resource inequity lacks coherence and fails to connect to the action steps outlined in the plan. OR Action steps are not aligned to the associated strategy.

Criteria	Response Located in One Needs Assessment or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
6. All goals in the plan are **SMART goals** (Specific, Measurable, Attainable, Relevant, and Timely). The plan also includes strategies and action steps that comprehensively and appropriately support these goals.	One Plan review page	The One Plan contains SMART goals, and each goal has at least one evidence-based strategy. AND The SMART goals and their evidence-based strategies are clearly aligned, and the actions steps are comprehensive and appropriately support the goal. AND The action steps include dates and details that allow for (at a minimum) quarterly progress monitoring of evidence-based strategies, and adult and student measures.	The One Plan contains SMART goals, and each goal has at least one evidence-based strategy. The plan does not demonstrate progress monitoring that aligns to SMART Goals. OR All action steps are identified to occur in year one with no additional monitoring for years 2 and 3. OR Action steps are vague, and no adult implementation being identified. The SMART goal and strategy were generally aligned but is missing detail and appropriate action steps. One Plan contains more than 3 SMART goals Limited funding allocations are identified.	The One Plan goals are not SMART goals. OR The One Plan contains SMART goals but does not include at least one evidence-based strategy per goal. OR The evidence-based strategies and action steps are not aligned to SMART goal. OR The action steps do not include dates or details that would allow for progress monitoring of evidence-based strategies, or adult and student measures. Identified SMART goals do not support the identified needs based on school data. No funding allocations

Criteria	Response Located in One Needs Assessment or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
7. The plan includes at least two **evidenced-based strategies** aligned to the identified goals and associated action steps, and each strategy meets the ESSA definition of evidence-based. Action steps are listed for every strategy.	One Plan strategies Can view all on the One Plan Review Page	The One Plan includes at least two evidenced-based strategies. AND At least two evidence-based strategies in the plan are ESSA levels 1-3. AND The strategies are clearly aligned to the goals and action steps.	The One Plan includes at least two evidenced-based strategies, but they are not all clearly aligned to the goals or action steps. OR All evidence-based strategies in the plan are at least ESSA level 4 and include a logic model, * if needed. OR One or more strategies listed in the plan are curriculum programs, but the program's evidence-based strategies are not provided. *For more information on logic models: https://essa.chrr.ohio-state.edu/level-4-evidence-based-strategies	The One Plan includes one or no evidence-based strategies across the plan. OR The strategies lack an evidence base or are ESSA level 4 and missing a logic model. OR The evidence-based strategies are not clearly aligned to the identified goals or action steps.
8. If there is low performance for literacy at the school (based on the Ohio School Report Card and the requirement of a RAP (year 1 or 2) the building will	One Plan - Goals, Strategies and Action Steps	The One Plan addresses low performing literacy scores and subgroups. The plan includes goals, strategies and action steps that include: The Science of	The One Plan identifies low literacy performance at the goal, strategy or action step level. However, the goal(s), strategies, or an action step(s) are vaguely aligned.	The One Plan does not address low performing literacy groups. The plan does not include goals, strategies and action steps that are aligned

Criteria	Response Located in One Needs Assessment or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
address this underperformance at the goal, strategy or action step level, in a manner that aligns with **Ohio's Plan to Raise Literacy Achievement**.		Reading (SOR); data driven multi-tiered systems of support, increasing educator capacity, and family/community engagement. Plan is aligned with the **Ohio's Plan to Raise Literacy Achievement**	The plan is missing two or more components of the **Ohio's Plan to Raise Literacy Achievement.** Plan does not specifically address Science of Reading (SOR) education or classroom practices	with the **Ohio's Plan to Raise Literacy Achievement,** Curriculum purchases are not identified or does not align with agency approved HQIM for core instruction or intervention for Science of Reading (SOR).

Office of School Sponsorship – Community School Plan

What data triggered this office review of the plan? Any school sponsored by the Office of School Sponsorship

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
1. The school's needs assessment process includes participation from stakeholders, parents, governing authority members, and school staff.	One Needs Assessment	Response includes Principal/school leaders, teachers, governing authority members and either parents or school partner.	Response only includes school leader, and teachers. Recommend including students, parents, and school partners.	Response only included school leader – no other participants.
2. The needs assessment identified student academic and non-academic needs that align with the school contract and is supported by evidence.	One Needs	Response uses evidence to identify both academic and non-academic needs	Response identifies one but not both academic and non-academic needs.	Response does not identify academic or non-academic needs.
3. The school identifies a process to determine student academic needs that aligns with the school contract and includes a process for implementation and analysis.	One Needs Assessment	Response identifies a detailed process of reviewing student academics (math and ELA) that includes an analysis of both report card data and local assessments	Response identifies a process for reviewing student academics (math and ELA) but is not detailed.	Response does not identify a process for reviewing student academics (ELA and math)

Criteria	Response Located in ONA (which question or question group) or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
4. The school has submitted a comprehensive plan with SMART goals, strategies, and action steps that provides for equity in meeting the academic needs of all subgroups and aligns with the school's contract.	One Plan	The Plan has goals, strategies and action steps that are well thought out and align to school needs (literacy and math) and addresses meeting the needs of subgroups and aligns with the educational plan in the contract.	The Plan has goals strategies and action steps that align to school needs (literacy and math) but does not thoroughly address meeting the needs of subgroups or does not completely align to the school's educational plan in the contract.	The Plan's goals do not align with the strategies and action steps.
5. The school submitted a plan that includes a process for determining the professional development needs of staff and providing for the professional development to staff.	One Plan	The Plan includes a detailed process as to how the school will determine professional development needs and a plan for delivering the needed professional development.	The Plan includes a process for determining professional development needs.	The Plan does not include any information about professional development or determining professional development needs.
6. The school submitted a plan that includes a process for aligning student needs with new or established community partnerships	One Plan	The Plan includes community partnerships and describes how the partnerships align with student needs	The Plan includes information about community partnerships.	The Plan does not include community partnerships.

Student Group Accountability

What data triggers a review by this office: District and/or school identified for student group accountability**.**

Criteria	Response Located in ONA or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
1. <u>English Learners</u>: The needs assessment includes data and identifies the needs of English learners, including English proficiency.	One Needs Assessment	The school or district provides data and analysis regarding the progress (value-added), proficiency, and overall achievement (performance index) of English learners.		The school or district does not provide data and analysis on the progress of the English language proficiency development **and** the academic progress (value-added) of English Learners.
2. <u>English Learners</u>: Identified student group is specifically included in the school or district goals(s), strategies, or action step(s).	One Plan	The plan addresses English Learners at the goal, strategy, or action step level.		The plan does not address English learners at the goal, strategy, or action step level.
3. <u>English Learners:</u> The One Plan addresses how to increase proficiency in reading and/or math for English Learners., including a goal, strategy, and action step(s).	One Plan	The plan addresses English learners and includes provisions designed to improve student progress (value-added) and achievement (performance index) in mathematics and ELA. The One Plan includes a goal, evidence-based strategy, and action step(s).		The plan doesn't address English learners and does not include provisions designed to improve student progress (value-added) and achievement (performance index) in mathematics and ELA.
4. <u>English Learners:</u> The resource section of the One Plan identifies how strategies and action steps will be funded. ***This criterion is applicable to LEA plans only.***	One Plan	The One Plan commits state and local funds to support specific goals, strategies, and action steps designed to improve outcomes for English learners.		Plan does not identify state and local funds to support goals, strategies, and action steps designed to improve outcomes for English learners.

Criteria	Response Located in ONA or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
5. <u>Gifted:</u> The needs assessment includes data and needs of Gifted students.	One Needs Assessment	The school or district provides data and analysis regarding the academic achievement and progress of gifted students.		The school or district does not provide data and analysis regarding the achievement and progress of gifted students.
6. <u>Gifted:</u> Identified student group is specifically named in the school or district goals(s), strategies, or action step(s).	One Plan	The plan addresses gifted students at the goal, strategy, and action step level.		The plan does not address gifted students at the goal, strategy, and action step level.
7. <u>Gifted:</u> The One Plan addresses how to increase proficiency in reading and/or math for Gifted students in a goal, strategy, and/or action step(s).	One Plan	The plan addresses gifted students and includes provisions designed to improve student progress (value-added) and achievement (performance index) in mathematics and ELA. The One Plan includes a goal, evidence-based strategy, and action step(s).		The plan does not address gifted students and does not include provisions designed to improve student progress (value-added) and achievement (performance index) in mathematics and ELA.
8. <u>Gifted:</u> Funding sources attached to the resource section of the plan include general fund to support the goal(s) or action step(s) for improving outcomes for Gifted students. ***This criterion is applicable to LEA plans only.***	One Plan	The One Plan commits state and local funds to support specific goals, strategies, and action steps designed to improve outcomes for gifted students.		The plan does not commit state and local funds to support specific goals, strategies, and action steps designed to improve outcomes for gifted students.

Criteria	Response Located in ONA or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
9. <u>Students with Disabilities:</u> The needs assessment includes data and needs of students with disabilities.	One Needs Assessment	The school or district provides data and analysis regarding the academic achievement and progress (mathematics and/or ELA) of gifted students.		The school or district did not provide data and analysis regarding the academic achievement and progress (mathematics and/or ELA) of gifted students.
10. <u>Students with Disabilities:</u> Identified student group is specifically named in the school or district goals(s), strategies, or action step(s).	One Plan	The plan addresses students with disabilities at the goal, strategy, or action step level.		The plan does not address students with disabilities at the goal, strategy, or action step level.
11. <u>Students with Disabilities:</u> The One Plan addresses how to increase proficiency in reading and/or math for students with disabilities in a goal, strategy, and/or action step(s).	One Plan	The plan addresses students with disabilities and includes provisions designed to improve student progress (value-added) and achievement (performance index) in mathematics and ELA. The One Plan includes a goal, evidence-based strategy, and action step(s).		The plan does not address students with disabilities and does not include provisions designed to improve student progress (value-added) and achievement (performance index) in mathematics and ELA.
12. <u>Students with Disabilities:</u> Funding sources attached to the resource section of the plan includes more than just the general fund to support the goal(s), action step(s) or strategies for improving	One Plan	Plan includes IDEA Part B funding to support goal(s), action step(s) and/or strategies specific to students with disabilities.		Plan does not include IDEA Part B funding to support goal(s), action step(s) and/or strategies specific to students with disabilities.

Criteria	Response Located in ONA or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
outcomes for students with disabilities (IDEA Part B). ***This criterion is applicable to LEA plans only.***				
13. <u>Economically Disadvantaged:</u> The needs assessment includes data and needs of economically disadvantaged students.	One Needs Assessment	The school or district provides data and analysis regarding the progress (value-added), proficiency, and overall achievement (performance index) of economically disadvantaged students.		The school or district did not provide data and analysis regarding the progress (value-added), proficiency, and overall achievement (performance index) of economically disadvantaged.
14. <u>Economically Disadvantaged:</u> Identified student group is specifically named in the school or district goals(s), strategies, or action step(s).	One Plan	The plan addresses economically disadvantaged students at the goal, strategy, or action step level.		The plan does not address economically disadvantaged at the goal, strategy, or action step level.
15. <u>Economically Disadvantaged:</u> The One Plan addresses how to increase proficiency in reading and/or math for economically disadvantaged students in a goal, strategy, and/or action step(s).	One Plan	The plan addresses economically disadvantaged students and includes provisions designed to improve student progress (value-added) and achievement (performance index) in mathematics and ELA. The One Plan includes a goal, evidence-based strategy, and action step(s).		The plan does not address economically disadvantaged students and does not include provisions designed to improve student progress (value-added) and achievement (performance index) in mathematics and ELA.

Criteria	Response Located in ONA or One Plan	Meets Criteria	Meets Criteria with Recommendations	Does Not Meet Criteria
16. <u>Economically Disadvantaged:</u> Funding sources attached to the resource section of the plan includes more than just general fund to support the goal(s) or action step(s) for improving outcomes for economically disadvantaged students. ***This criterion is applicable to LEA plans only.***	One Plan	Plan includes more than general fund.		Plan only includes general fund.

REPORTS

Power BI Report Tools

Power BI Report is a tool in ED STEPs One Plan that can connect a broad range of live data through easy-to-use dashboards, provides embedded and interactive reports, and delivers visualizations that brings data big and small to life. It allows organizations to drill down specific data points and download the reports into manageable spreadsheets for multiple uses.

To access a report, click anywhere within the report button. It may take several seconds for the report to load. Each report will contain a series of filters that will enable you to drill down the data. If you make a mistake, don't forget about the reset filter option in the upper left-hand corner.

DISTRICT USERS

Plan Status Report
This plan depicts what workflow state a plan is in for a given organization.

Office Rubric Report
This report depicts the offices and associated rubrics that are assigned to a given organization with the status of the rubric.

GLOSSARY AND EXAMPLES

Action Steps –Action Steps (AS) are driven by the root causes identified in the district One Needs Assessment. Action steps are the activities the district or building will complete over the three-year period of the plan. In the One Plan, action steps can span across all three years of the plan or be implemented for a one year or two-year period. Districts provide the year in which they believe they will begin implementation of the action step and the anticipated completion date for the action step in the plan. Action steps will also include who will be responsible in the district to make certain that the activity occurs. Action steps will describe the activities that will become the basis for funding in the funding application. The funding source for activities is determined in the One Plan in the fiscal resource linkage. Action steps provide the step-by-step approach the district will take to implement the strategy. For example, a district may have a strategy to implement a Multi-Tiered System of Supports to assist students that are not meeting state standards. The action steps could be:

Examples: AS1 - Research and create Multi-Tiered System of Supports (MTSS).

AS2 - Set up timeline for implementation of MTSS.

AS3 - Implement staff and parent professional development sessions.

AS4 - Evaluate MTSS and adapt for sustainability.

Action Step Bank – a database of common action steps. Action steps can be imported from the One Plan action step bank into the district or building plan, or new action steps can be created and added to a LEA's private internal action step bank.

Adult Measure – A benchmark used to pace and gauge the progress of adult implementation of a strategy within the organization to achieve a particular goal.

Template: Every TIME PERIOD, WHAT MEASURE (TOPIC/TOOL) of TARGET GROUP will be measured, with a final improvement of HOW MUCH at the end of the plan.

Example: Every Semester, Math - Implementation Data of Middle School Staff, Math Teachers will be measured, with a final improvement of increase 70 % at the end of the plan.

Cohort - As part of the Ohio Department of Education and Workforce's ED STEPS process, organizations within Ohio are assigned to one of three One Plan cohorts. Each cohort is associated with a starting year. Cohorts 1, 2 and 3 have starting fiscal years of 2021, 2022 and 2023, respectively. In each year, the organizations that are part of that cohort will begin three-year planning to include three school years. This will include identifying needs in a three-year format and writing three-year plans.

The Education Department's System of Tiered E-Plans and Supports (ED STEPS) – ED STEPS is a business transformational process currently under development at the Ohio Department of Education and Workforce that will provide cross-office support to Ohio's districts, schools and educational organizations. ED STEPS will encourage coordinated planning and implementation, free up time for instruction and day-to-day business, standardize timelines, and make it easier for local education agencies to utilize available resources strategically and effectively. The One Needs Assessment and One Plan are the first elements of the ED STEPS system. Additional tools will be developed and added to ED STEPS in the coming years.

Embedded Plans – One of the foundations for the ED STEPS system is to create a system that provides one comprehensive needs assessment and plan that incorporates all the required or other plans that districts have within one cohesive plan for implementation. Embedded plans are those plans that exist within the larger improvement

plan. For example, a district may be required to have a Reading Improvement Plan due to student early literacy data, the reading improvement plan would be embedded within the overall improvement plan as a goal or strategy.

Evidence-Based Clearinghouse - Ohio's Evidence-Based Clearinghouse is intended to empower Ohio's districts with the knowledge, tools and resources that will help them identify, select, and implement evidence-based strategies for improving student success.

Resources within Ohio's Evidence-Based Clearinghouse explain the many benefits of evidence-based strategies and help educators identify those strategies that meet ESSA's evidence-based levels 1, 2 and 3. Ohio's Evidence-Based Clearinghouse also offers information and access to other national clearinghouses and research reviews that districts may want to use. Ohio's districts are not required to use Ohio's Evidence-Based Clearinghouse nor does Ohio endorse or require the use of any other specific evidence-based clearinghouse. Districts may use the clearinghouses, research reviews and other resources they find most useful.

Evidence-Based Strategies – Strategies, practices or activities that have been evaluated and shown to improve student outcomes. These strategies align to the strategy areas, address the root cause identified in the root cause analysis and will be used by organizations to achieve their SMART goals.

Levels of Evidence – The Every Student Succeeds Act (ESSA) defines four levels of evidence-based strategies: (1) Strong Evidence; (2) Moderate Evidence; (3) Promising Evidence; and (4) Demonstrates a Rationale (Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments). For more information, see Defining ESSA Levels of Evidence Overview.

One Needs Assessment – The One Needs Assessment is the cloud-based needs assessment used by Ohio schools, districts and organizations which pulls data from a variety of data sources instead of relying mainly on districts' Ohio School Report Card data. The One Needs Assessment contains "triggers" that identify required, recommended and optional focus areas based on district data. For additional resources on the One Needs Assessment, please visit the One Needs Assessment page on the Department's website.

One Plan – The One Plan is a systemic consolidated district planning tool for all district operations, strategically aligned to funding and resources and focused on improving outcomes for all students. The One Plan is one aspect of the ED STEPS project — to learn more about the project, please visit the ED STEPS webpage.

Progress Measure – As part of the evaluation process, these measures provide information about the amount of improvement, progress or growth made towards the goal.

Priority Needs – Needs identified by an organization that, when addressed, have the potential to improve the system and symptoms identified in a root cause analysis. The Priority Needs selected in the One Needs Assessment become the focus of the organization's One Plan. Selected Priority Needs are pulled from the Needs Assessment tab into a Pre-Planning tab. On this page, the organization can determine which Priority Needs become SMART Goals in the One Plan.

Root Cause – The underlying cause of positive and negative symptoms in any process that, if addressed, would eliminate or substantially reduce the symptoms. In the One Needs Assessment tool, the Root Cause question helps organization assess the underlying cause or causes of an issue it identifies within a question group. The Root Cause question is found at the bottom of each question group.

SMART Goal – A goal that is Specific, Measurable, Achievable, Relevant and Time-bound. The SMART goal should clearly address critical school challenges identified in the needs assessment.

Template: By DATE we will improve the performance of TARGET GROUP, GRADE LEVEL students at/in SCHOOL OR DISTRICT to PERFORMANCE LEVEL in SUBJECT AREA using WHAT MEASURE.

Example: By 6/30/2024 we will improve the performance of All Students, Grades 5-8 students at/in Sample City Schools to increase 5% in Math using State Report Card.

Stakeholders – Stakeholder groups should represent a cross-section of organizations in an organization. Districts are required to gather stakeholder input for the needs assessment, district and building improvement plans, and Title I schoolwide plans. Stakeholders should include parents and certified and classified staff. Some grants specify additional stakeholders that must be included. Others who may be included are personnel from outside agencies, board members, students and community members.

Strategy – A program or process that specifies what an organization will implement to reach a goal. In the Every Student Succeeds Act, organizations are expected to use evidence-based strategies in their improvement plans. However, not all strategies will be evidence-based in an improvement plan.

> **Example 1:** District-and building-level job-embedded professional development will be provided three times each year to address literacy skills in grades K-8 during district professional development days.
>
> **Example 2:** Buildings will provide extended learning opportunities either before or after school at least three times weekly for students at risk of not meeting state standards in reading and math for grades 3-6 during the months of October through April.

Strategy Areas – Groups of improvement activities that may be selected within the One Needs Assessment to build a Strategy within the One Plan. Strategy Areas selected on the Pre-Planning page of the One Needs Assessment become Strategies in the One Plan. Current strategy areas identified are College and Career Readiness; Community and Family Engagement; Curriculum, Instruction and Assessment; Fiscal Management; Leadership, Administration and Governance; Operations; Professional Capital; and School Climate and Supports. An organization may select multiple Strategy Areas in the One Needs Assessment to create multiple strategies in the One Plan.

Student Measure – A benchmark used to pace and gauge the progress of students within the organization to achieve a goal.

Template: Every TIME PERIOD, WHAT MEASURE (TOPIC/TOOL) of TARGET GROUP will be measured, with a final improvement of **HOW MUCH** at the end of the plan.

Example: Every Semester, Math - District Short Cycle Assessments of All Students will be measured, with a final improvement of increase 5 % at the end of the plan.

Appendix A: LEA and School Needs Assessment and Plan Requirements

The following school label flowchart describes the requirements for the One Needs Assessment and One Plans for schools with differentiated support and accountability statuses based on information from the Ohio State Report Card.

Note, ***ALL*** Local Educational Agencies (including community schools) are required to complete the One Needs Assessment and One Plan. There are required and recommended questions in the One Needs Assessment based on data triggers and federal and state legislative requirements.

