ED STEPS
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 or two-year period. Districts provide the year in which 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 identified in the resources section of the One Plan. 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'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 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.

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Embedded Plans – One of the goals for the EDSTEPS system is to create a system that provides a single 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 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 – 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.

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SMART Goal – A goal that is Specific, Measurable, Attainable, 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 entities 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 businesses and 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 students will be measured, with a final improvement of increase 5 % at the end of the plan.