

Fiscal Year 2022 One Needs Assessment Questions for Districts, School Buildings and Community Schools

Improvement Areas (Sections)	Group Name	Question	Answer Type	* Required Trigger District	° Recommended District Trigger	* Required School Trigger	° Recommended School Trigger	Reference
College and Career Readiness	Early Warning System	1. How are students who are at risk of dropping out identified?	Text	Optional	Optional	Optional	Optional	
College and Career Readiness	Early Warning System	2. How many students are identified as at risk for dropping out in grades 6-12? How many of those identified as at-risk of dropping out have success plans?	Multipart Number	Optional	Optional	Optional	Optional	
College and Career Readiness	Early Warning System	3. Based on the number of students who dropped out last year, what does the data indicate about the effectiveness of efforts to keep students from dropping out?	Text	Optional	Optional	Optional	Optional	
College and Career Readiness	Graduation	10. How many students in grades 9-12 are not on track to graduate? How many students with a disability are not on track to graduate by meeting standard requirements? How many of those are students who are gifted? How many of those are students identified as English learners? How many of those are students identified as being in foster care? How many of those are students identified as homeless? How many of those students are identified as economically disadvantaged?	Multipart Number and last one text	Federal graduation rate at or below 67% or All LEA's that receive federal funds, + Intensive	Federal graduation rate above 67% but below 77% or Moderate DF	Federal graduation rate at or below 67% or Priority with a grad rate	Federal graduation rate above 67% but below 77% or Focus with a grad rate	ESEA Section 1112 (b)(1), (5), (6), (9), (13),
College and Career Readiness	Graduation	11. How many of those students are from each identified student population (Asian or Pacific Islander, Hispanic, White Non-Hispanic, American Indian or Alaskan Native, Black Non-Hispanic, Multiracial)? Identify student population and number of students.	Text	Federal graduation rate at or below 67% or Intensive	Federal graduation rate above 67% but below 77% or Moderate DF	Federal graduation rate at or below 67% or Priority with a grad rate	Federal graduation rate above 67% but below 77% or Focus with a grad rate	
College and Career Readiness	Graduation	12. Based on the data identified in the previous question, are any student populations overly represented when looking at students who are not on track to graduate meeting standard graduation requirements?	Text	Federal graduation rate at or below 67% or Intensive	Federal graduation rate above 67% but below 77% or Moderate DF	Federal graduation rate at or below 67% or Priority with a grad rate	Federal graduation rate above 67% but below 77% or Focus with a grad rate	
College and Career Readiness	Graduation	13. How are students monitored to determine if they are not on track for graduation? What does the evaluation say about the effectiveness of monitoring and interventions moving students from not on track to on track?	Multipart Text	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	
College and Career Readiness	Graduation	14. How are external partnerships utilized to improve students' post-high school outcomes and college and career readiness?	Text	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	
College and Career Readiness	Graduation	15. Which graduation pathway(s) are most utilized by students?	Text	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	
	Graduation	16. What barriers are there for all students to have access to additional pathways?	Text	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	
College and Career Readiness	Graduation	17. What evidence demonstrates the business advisory council helps improve student graduation and post-high school outcomes?	Text	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	
College and Career Readiness	Postsecondary	21. What does data indicate about ensuring all students are able to transition from high school to successful post-graduation outcomes?	Text	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	
College and Career Readiness	Postsecondary	22. What data is used to analyze if the marketing of career-technical education programs and access to postsecondary coursework is reaching all students?	Text	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	
College and Career Readiness	Postsecondary	23. How are career-technical education programs made accessible to all students?	Text	Intensive Districts +	Moderate D/F	N/A	N/A	
College and Career Readiness	Postsecondary	24. What does data indicate about post-graduation outcomes (military, college/trade school, employed, Opportunities for Ohioans with Disabilities) for students with disabilities?	Text	Intensive Districts +	Moderate D/F	N/A	N/A	

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College and Career Readiness	Postsecondary	25. What does data indicate about post-graduation outcomes (military, college/trade school, employed, Opportunities for Ohioans with Disabilities) for students who are gifted?	Text	Gifted Watch	Optional	Gifted Watch with grad rate	Optional	
College and Career Readiness	Career Connections	28. In analyzing career advising support to students, which supports are most effective for specified populations?	Text	Optional	Optional	Optional	Optional	
Community, Family Engagement	Engagement	1. What data is used to evaluate family engagement activities? How often is that data used? What does data indicate about the successes and opportunities to improve the current family engagement activities for all families (English learners, homeless, foster, gifted, students with disabilities)?	Multipart Text	All LEAs receiving Federal Funds or Intensive	Moderate D/F	Priority or Title I SW Buildings	Focus	ESEA Section 1112 (b)(7); ESEA Section 1114(b)(7)(i)(ii)
Community, Family Engagement	Engagement	2. What data is used to evaluate community and partner engagement activities?	Text	Intensive	Moderate D/F	Priority	Focus	
Community, Family Engagement	Engagement	3. What does the data indicate about the successes and opportunities to improve the current community and partner engagement activities?	Text	Intensive	Moderate D/F	Priority	Focus	
Community, Family Engagement	Engagement	4. How does the district know all activities are accessible to all staff and students, including early childhood?	Text	Intensive	Moderate D/F	Priority	Focus	
Community, Family Engagement	Engagement	5. Based on data, how effectively is transition information provided to the families of preschool children in a culturally and linguistically appropriate way as they transition to school-age services?	Text	Intensive Districts +	Moderate D/F	Priority or Focus for SWD	Optional	
Community, Family Engagement	Engagement	6. Based on data, how effectively is transition information (such as middle/high school course offerings, dual high school/college enrollment, career-technical center enrollment, community work experience, agencies and services) provided to students with disabilities in a culturally and linguistically appropriate way? Effective at age 14? After age 14?	Multipart Text	Intensive Districts + All LEAs receiving Federal Funds	Moderate D/F	Priority or Focus for SWD	Optional	ESEA Section 1112 (b)(10)
Community, Family Engagement	Engagement	7. What does data indicate about the successes and opportunities to improve the current family engagement activities in the transition planning for students with disabilities from early intervention to preschool?	Text	Intensive Districts +	Moderate D/F	Priority or Focus for SWD	Optional	
Community, Family Engagement	Engagement	8. What does data indicate about the successes and opportunities to improve the current family engagement activities in the transition planning for students with disabilities from preschool to school-age?	Text	Intensive Districts +	Moderate D/F	Priority or Focus for SWD	Optional	
Community, Family Engagement	Engagement	9. What does data indicate about the successes and opportunities to improve the current family engagement activities in the transition planning process for students with disabilities from high school to postsecondary options?	Text	Intensive Districts +	Moderate D/F	Priority or Focus for SWD	Optional	
Community, Family Engagement	Engagement	10. What are the largest barriers with utilizing technology to engage families in student learning? Engaging students in curriculum?	Multipart Text	optional	optional	optional	optional	
Community, Family Engagement	Engagement	11. What ways are used to communicate with parents and students (internet, telephone, text, television, social media, datacasting or non-technical means (packets)?	Multipart Text	optional	optional	optional	optional	
Community, Family Engagement	Engagement	12. How is the effectiveness of each of communication type measured?	Text	optional	optional	optional	optional	
Community, Family Engagement	Engagement	13. Analyzing this data, are there opportunities for improvement?	Text	optional	optional	optional	optional	
Curriculum, Instruction and Assessment - Content Areas	Literacy	1. Provide the results of disaggregated student performance data from sources including, but not limited to, Ohio's State Tests for English Language Arts, the Kindergarten Readiness Assessment (language and literacy area), K-3 reading diagnostic assessments/screeners and benchmark assessments, as applicable.	Text	Literacy	optional	optional	optional	
Curriculum, Instruction and Assessment - Content Areas	Literacy	2. What are measurable adult implementation goals based on the internal and external factor analysis by grade band?	Text	Literacy	optional	optional	optional	

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Curriculum, Instruction and Assessment - Content Areas	Literacy	3. List the evidence-based strategies to meet specific adult and student goals and improve instruction, which shall include at least all of the following: (a) Strategies reflecting culturally responsive practices; (b) A process for monitoring the progress and implementation of the plan's strategies; (c) Action steps to implement the plan's strategies, including professional development for each strategy.	Multipart Text	Literacy	Optional	optional	optional	
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	6. In what area(s) of reading achievement are students not proficient? PreK-3? 4-12? Data sources may include, but are not limited to, the English language arts assessment prescribed under Ohio Revised Code 3301.0710 (grades 3-8, ELA I and II), language and literacy portion of the Kindergarten Readiness Assessment, reading diagnostic assessments (required for grades K-3 under the Third Grade Reading Guarantee), Early Learning Assessment and screeners.	Multipart Text	Appendix A All students ELA, LEAs receiving Federal Funds	Intensive Districts	Appendix A All students ELA	Optional	ESEA Section 1112(b)(1)(c)
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	7. What does your growth data show about reading achievement for all students? For students with disabilities?	Multipart Text	Intensive Districts +	Moderate D/F	Priority or Focus for SWD	Optional	
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	8. How does the reading achievement data for students with disabilities demonstrate mastery of content received in the general education classroom?	Text	Not meeting ELA target on Special Education Profiles	Intensive Districts	Priority	Optional	
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	9. How does the reading achievement data for students who are gifted demonstrate mastery of differentiated content?	Text	Gifted Watch	Optional	Gifted Watch	Optional	
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	10. What diagnostic assessment and score/percentile does your district use to determine the on-track/not on-track status of K-3 students?	Text	Intensive	Optional	Priority	Optional	
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	11. Describe the evidence-based strategies used to meet specific learner needs and improve instruction. What does the data indicate about implementation of identified evidence-based practices? What data or trends demonstrate the evidence-based literacy strategies are effective?	Multipart Text	Intensive	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	12. Explain how adult implementation data was used to inform ongoing implementation of evidence based strategies and improvement.	Text	Intensive	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	13. Based on this data, what areas of literacy or grade levels need additional assistance to ensure complete fidelity of implementation of evidenced-base practices?	Text	Appendix A All students ELA	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Mathematics	16. In what area(s) of mathematics achievement are students struggling or showing significant growth? PreK-3? 4-12?	Multipart Text	Appendix A All students Mathematics, LEAs receiving Federal Funds	Intensive Districts	Appendix A All students Math	Optional	ESEA Section 1112(b)(1)(c)
Curriculum, Instruction and Assessment - Content Areas	Mathematics	17. What does your growth data show about mathematics achievement for all students? For students with disabilities?	Text	Intensive Districts +	Optional	Priority	Optional	
Curriculum, Instruction and Assessment - Content Areas	Mathematics	18. How does the mathematics achievement data for students with disabilities demonstrate mastery of content received in the general education classroom?	Text	Not meeting Mathematics target on Special Education Profiles	Intensive Districts	Priority	Optional	

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Curriculum, Instruction and Assessment - Content Areas	Mathematics	19. What discrepancies exist between the mathematics diagnostic tools and student learning outcomes?	Text	Intensive Districts	Optional	Priority	Optional	
Curriculum, Instruction and Assessment - Content Areas	Mathematics	20. In what area(s) of mathematics achievement are students who are gifted struggling or showing significant growth? PreK-3? 4-12?	Multipart Text	Gifted Watch	Optional	Gifted Watch	Optional	
Curriculum, Instruction and Assessment - Content Areas	Mathematics	21. How does mathematics achievement data for students who are gifted demonstrate mastery of differentiated content?	Text	Gifted Watch	Optional	Gifted Watch	Optional	
Curriculum, Instruction and Assessment - Content Areas	Mathematics	22. Describe the evidence-based strategies used to meet specific learner needs and improve instruction. What does the data indicate about implementation of identified evidence-based practices? What data or trends prove the evidence-based mathematics strategies are effective?	Multipart Text	Intensive	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Mathematics	23. Explain how the adult implementation data was used to inform ongoing implementation and improvement of the use of evidence-based practices.	Text	Intensive	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Mathematics	24. Based on this data, what areas of mathematics or grade levels need additional assistance to ensure complete fidelity of implementation of evidence-based practices?	Text	Appendix A All Students Mathematics	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Physical Education	27. How are teachers using the physical education standards and assessments to show progress in meeting the benchmark evaluations?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Physical Education	28. What specific standards are students struggling to meet an "advanced" rating? K-2? 3-5? 6-8? 9-12?	Multipart Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education - Equity	31. How are students from special populations performing in the career-technical education programs in comparison to students without identified special needs?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education - Equity	32. What are the potential root causes of inequities in the career-technical education programs?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education - Equity	33. How are special population groups performing in these programs?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education - Equity	34. What additional accommodations, modifications and supportive services would help ensure access and equity for all students within the programs?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education - Equity	35. To what degree do students have access to career guidance that is comprehensive, equitable and unbiased?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education - Equity	36. How are other federal or state programs, such as Temporary Assistance for Needy Families or SNAP Employment & Training, aligned to ensure career-technical education students can access additional supports that may be available?	Text	Optional	Optional	Optional	Optional	

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Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education	39. What are the emerging occupations in the local area to which students should be exposed?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education	40. What opportunities exist in the local labor market for students with disabilities, English learners or other special populations?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education	41. To what degree do learners have access to meaningful work-based learning experiences, opportunities to receive credit for prior learning, career advisement and development opportunities, job placement services, and/or CTSOs? How does this vary across programs or pathways? Across student groups?	Text	All LEAs receiving Federal Funds	Optional	Optional	Optional	ESEA Section 1112 (b)(12)(A);
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education	42. Are programs aligned and articulated across secondary and postsecondary education? How?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education	43. Are regular, substantive professional development opportunities offered?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education	44. In what subject areas is there a need to develop or recruit faculty and staff due to looming retirements, growing student interest and/or emerging priority employment areas?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education	45. To what degree do faculty, staff and administrators have opportunities to work with and learn directly from representatives of business and industry OR their peers in professional learning communities?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Teaching	Instruction	1. To what extent are English language arts instructional practices aligned with the following: the standards, based on research, communicating clear learning targets with evidence of understanding and designed to promote student achievement for all?	Text	LEA	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Teaching	Instruction	2. To what extent are mathematics instructional practices aligned with the following: the standards, based on research, communicating clear learning targets with evidence of understanding and designed to promote student achievement for all?	Text	LEA	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Teaching	Instruction	3. What supports are available to all students in Tier 1 (core) instruction across all grade levels?	Text	Intensive Districts + All LEAs Receiving Federal Funds	Moderate D/F	N/A	N/A	ESEEA Section 1112 (a)(1)(B)(i) ESEA 1112(b)(1)(B) ESEA 1112 (b)(5), (b)(9)
Curriculum, Instruction and Assessment - Teaching	Instruction	4. How does the district identify the needs of students who are not responding to Tier 1 instruction?	Text	Intensive Districts + All LEAs Receiving Federal Funds	Moderate D/F	N/A	N/A	ESEA 1112(b)(1)(B)
Curriculum, Instruction and Assessment - Teaching	Instruction	5. What data does the district collect to determine the fidelity of adult implementation of the three levels of MTSS practices in schools?	Text	Intensive Districts +	Moderate D/F	N/A	N/A	
Curriculum, Instruction and Assessment - Teaching	Instruction	6. Based on the data collected, what barriers keep schools from implementing MTSS at all three levels?	Text	Intensive Districts +	Moderate D/F	N/A	N/A	

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Curriculum, Instruction and Assessment - Teaching	Instruction	7. How does the district monitor effective instructional strategies and methods to assure strong academic learning programs are implemented and quality instructional time is maximized?	Text	All LEAs receiving Federal Funds	Optional	All Title I Schoolwide Buildings	Optional	ESEA Section 1114(b)(7)(ii)
Curriculum, Instruction and Assessment - Teaching	Instruction	8. What enriched and accelerated curriculum is provided to enrich and accelerate learning?	Text	Optional	Optional	Gifted Watch	Optional	
Curriculum, Instruction and Assessment - Teaching	Instruction	9. How could the district/building improve curriculum and instruction to provide well-rounded educational opportunities for all students?	Text	All LEAs receiving Federal Funds	Optional	Optional	All Title I Schoolwide Buildings	ESEA Section 1112 (b)(1)(A); ESEA Section 1114 (b)(7)(ii)
Curriculum, Instruction and Assessment - Teaching	Instruction	10. Technology is used to enhance instruction, what does data analysis say about student engagement with the content when using technology?	text	optional	optional	optional	optional	
Curriculum, Instruction and Assessment - Teaching	Instruction	11. What differentiated instructional technology is available to meet diverse student preferences? How often are these instructional technology strategies used? What is the capacity of staff to suggest, identify and utilize these instructional technology strategies? What is the capacity of students to identify and utilize available instructional technology?	Multipart Text	optional	optional	optional	optional	
Curriculum, Instruction and Assessment - Teaching	Assessments	14. What is the capacity of students to identify and utilize available instructional technology?	Text	LEA	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Teaching	Assessments	15. To what extent are English language arts assessments aligned with the following: the standards, based on research, communicating clear learning targets with evidence of understanding and designed to promote student achievement for all?	Text	LEA	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Teaching	Assessments	16. To what extent are mathematics assessments aligned with the following: the standards, based on research, communicating clear learning targets with evidence of understanding, and designed to promote student achievement for all?	Text	LEA	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Teaching	Curriculum	21. To what extent is the English language arts curriculum aligned with the following: the standards, based on research, communicating clear learning targets with evidence of understanding and designed to promote student achievement for all?	Text	LEA	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Teaching	Curriculum	22. To what extent is the mathematics curriculum aligned with the following: standards, based on research, communicating clear learning targets with evidence of understanding and designed to promote student achievement for all?	Text	LEA	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Teaching	Standards Alignment	31. What evidence is used to ensure all curriculum for all instructional areas and all grade levels (preK-12) is aligned with the learning standards?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Teaching	Standards Alignment	32. How are professional development opportunities determined and evaluated to ensure they meet the needs of teachers to implement adopted standards aligned curriculum?	Text	Intensive Districts +	Optional	All Title I Schoolwide Buildings	Optional	ESEA Section 1114 (b)(7)(iii)(IV)
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Students with Disabilities	1. What does internal monitoring data indicate about alignment of student needs identified in Evaluation Team Reports with Individualized Education Program goals?	Text	Intensive Districts +	Moderate D/F	N/A	N/A	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Students with Disabilities	2. How is student progress data on IEP goals collected?	Text	Intensive Districts +	Moderate D/F	N/A	N/A	

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Curriculum, Instruction and Assessment - Special Populations	Special Populations - Students with Disabilities	3. How does progress monitoring data inform changes to supports and services for students with disabilities?	Text	Intensive Districts +	Moderate D/F	Priority or Focus for SWD	Optional	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Gifted	6. What academic supports are in place to ensure students who are gifted are making adequate progress? What does data indicate about the effectiveness of these supports?	Multipart Text	Gifted Watch	Optional	Gifted Watch	Optional	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - English Learners	9. How is meaningful and effective communication with English learner families maintained? <ul style="list-style-type: none"> •Ensure all staff value and respect the knowledge and experiences of culturally and linguistically diverse students and their families. •Communicate the purposes and intent of the state language usage survey to all new families when they register. •Include teachers in interpreting language usage survey information to develop resources for parents and family members of students. •Consistently supports general education and specialist teachers to effectively instruct and include English learners with fluent English proficient students. •Has an effective English language development program (ESL) taught by qualified staff. •Has community partnerships that include and address specific needs of culturally and linguistically diverse students and families. •Provide access for English learners and immigrant youth to participate in all programs including, but not limited to, prekindergarten, magnet, gifted and talented, career and technical. <p><i>Address each component of this question identified below using the following implementation scale:</i> 0 – no implementation 1 – very limited implementation 2 – limited implementation 3 – average implementation 4 – high implementation 5 – very high implementation</p>	Likert Scale 0-5	15 students or more or more or 2% of student population (EL)	Optional	15 students or more or more or 2% of student population English Learners (EL)	Optional	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - English Learners	10. Provide evidence to support the ratings identified in the previous questions.	Text	15 students or more or more or 2% of student population (EL)	Optional	15 students or more or more or 2% of student population English Learners (EL)	Optional	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - English Learners	11. How are school readiness needs and continued academic needs, in partnership with local providers and partners, of preschool and school-age English learners addressed and met?	Text	15 students or more or more or 2% of student population (EL)	Optional	15 students or more or more or 2% of student population English Learners (EL)	Optional	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - English Learners	12. What does data indicate about the effectiveness of the academic supports that are in place to ensure English learners are making progress?	Text	15 students or more or more or 2% of student population (EL)	Optional	15 students or more or more or 2% of student population English Learners (EL)	Optional	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Homeless	15. How are educational supports to ensure student achievement and success identified?	Text	5 or more student identified as homeless + All LEAs that receive federal funds	Optional	5 or more student identified as homeless	Optional	ESEA Section 1112 (b)(6);

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Curriculum, Instruction and Assessment - Special Populations	Special Populations - Homeless	16. How do teams reflect, review, evaluate and revise it's practices and policies to ensure equitable access to full participation in school activities including, but not limited to, extracurricular activities, career-technical education and social-emotional supports?	Multipart Text	5 or more student identified as homeless + All LEAs that receive federal funds	Optional	5 or more student identified as homeless	Optional	ESEA Section 1112 (b)(6);
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Homeless	17. How is the district liaison working with local county and community agencies to support food, clothing and housing needs to create and carry out strategies that ensure educational stability for students, youth and families experiencing homelessness? Based on data collected, how effective are these interventions?	Multipart Text	5 or more student identified as homeless	Optional	N/A	N/A	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Homeless	18. Which subgroups (Asian or Pacific Islander, Hispanic, White Non-Hispanic, American Indian or Alaskan Native, Black Non-Hispanic, Multiracial, Economically Disadvantage, Students with Disabilities) are more effected by homelessness?	Text	5 or more student identified as homeless	Optional	5 or more student identified as homeless	Optional	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Foster Care	21. How can the district strengthen its partnership with the county children services agency to ensure educational stability to support students in foster care (examples can include identifying a staff member at the county children services agency to communicate with, having regular meetings with children services staff, collaborating for best interest determination meetings)?	Text	15 students or more or more or 2% of student population (Foster Care)	Optional	15 students or more or more or 2% of student population (Foster Care)	Optional	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Foster Care	22. How are school leaders ensuring students in foster care are receiving the federal provisions contained in ESSA (immediate enrollment, transportation services, Title I Services)?	Text	16 students or more or more or 2% of student population (Foster Care)	Optional	15 students or more or more or 2% of student population (Foster Care)	Optional	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Justice Involved Youth	25. What percentage of eligible students enrolled in district neglected and delinquent programs are on track to graduate with a diploma and/or earn industry-recognized credentials?	Number	Title I D and N Districts	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Justice Involved Youth	26. What percentage of justice-involved youth are in the following subgroups: Asian or Pacific Islander, Hispanic, White Non-Hispanic, American Indian or Alaskan Native, Black Non-Hispanic, Multiracial, Economic Disadvantaged, Students with Disabilities?	Number	Title I D and N Districts	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Justice Involved Youth	27. Based on these results, what barriers need to be addressed to support the academic progress and post-graduation opportunities for students enrolled in neglected and delinquent programs?	Text	Title I D and N Districts	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Justice Involved Youth	28. Describe transition and re-entry supports and services for justice-involved youth as they relate to meeting the needs of the whole child, utilizing wraparound services and collaborating with community partners?	Text	Title I D and N Districts	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Military	31. How are community, health and social services needs of preK-12 students and their military families met?	Text	15 students or more or more or 2% of student population (Military Families)	Optional	15 students or more or more or 2% of student population (Military Families)	Optional	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Military	32. How is the effectiveness of the supports provided to military families and students in meeting the community, health and social service needs evaluated?	Text	15 students or more or more or 2% of student population (Military Families)	Optional	15 students or more or more or 2%	Optional	
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Military	33. How are the school readiness needs and continued academic needs, in partnership with local providers and partners, of preschool and school-age children in military families addressed and met?	Text	15 students or more or more or 2% of student population (Military Families)	Optional	15 students or more or more or 2%	Optional	

Fiscal Year 2022 One Needs Assessment Questions for Districts, School Buildings and Community Schools

Improvement Areas (Sections)	Group Name	Question	Answer Type	* Required Trigger District	* Recommended District Trigger	* Required School Trigger	* Recommended School Trigger	Reference
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Military	34. How is the effectiveness of the supports provided to military families and students in meeting and addressing school readiness needs and continued academic needs evaluated?	Text	15 students or more or more or 2% of student population (Military Families)	Optional	15 students or more or more or 2%	Optional	
Fiscal Management	Internal Controls	<p>1. The district has a system of internal controls designed in accordance with Uniform Guidance 2 CFR 200.303, Internal Controls, and Standards for Internal Controls in the Federal Government to ensure the district has established, maintained and managed internal controls over federal awards. The system should include the following:</p> <ul style="list-style-type: none"> •Monitors how the entity effectively manages the federal grants/awards. •Ensures compliance with federal statues, regulations, and grant terms and conditions. •Ensures written policies and procedures implemented by the agency are being followed. •Ensures prompt actions are taken for all audit or grant review findings (establishes corrective actions to be taken by the entity; and follow-ups to ensure implementation by identified deadline). •Establishes safeguards to protect sensitive and personal identifiable information. •Ensures communication with all levels within the district, including board members, stakeholders and the Department. <p>If it is determined the entity needs more assistance in this area, the Department also has provided districts and organizations with a voluntary self-evaluation tool to assist in establishing, reviewing and maintaining an effective internal control infrastructure. See the Internal Control Self-Assessment Questionnaire Tool Instructions.</p> <p><i>Address each component of this question identified below using the following implementation scale:</i></p> <p><i>0 – No portion of this component is implemented</i> <i>1 – Component is 30% implemented</i> <i>2 – Component is 50% implemented</i> <i>3 – Component is 70% implemented</i> <i>4 – Component is 90 % implemented</i> <i>5 – Component is fully implemented (100%)</i></p>	Likert Scale 0-5	Fiscal Emergency and Watch	Fiscal Caution	N/A	N/A	

Fiscal Year 2022 One Needs Assessment Questions for Districts, School Buildings and Community Schools

Improvement Areas (Sections)	Group Name	Question	Answer Type	* Required Trigger District	* Recommended District Trigger	* Required School Trigger	* Recommended School Trigger	Reference
Fiscal Management	Financial Management	<p>4. As required by Uniform Guidance 2 CFR 200.302 Financial Management, entity's must expend and account for Federal funding in accordance with federal regulations to ensure required reporting is met and expenses incurred are allowable in accordance with the regulations of the grant(s). As outlined by Section (a) and (b) (1) – (7) of this section, does the entity's financial management system provide for the following:</p> <ul style="list-style-type: none"> -Identification, in its accounts, all Federal awards received and expended and the Federal programs under which they were received. Includes, as applicable, the CFDA title and number, Federal award identification number and year, name of the Federal agency, and name of the pass-through entity, if any. -Accurate, current, and complete disclosure of the financial results of each Federal award or program in accordance with the reporting requirements (Includes compliance with applicable Federal requirements and performance expectations). -Records that identify adequately the source and application of funds for federally-funded activities. These records must contain information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation. - Comparison of expenditures with budget amounts for each Federal award. - Written procedures for determining the allowability of costs in accordance with Subpart E - Cost Principles and the terms and conditions of each Federal award. - Written procedures for record retention in accordance with 2 CFR 200.333. <p>Address each component of this question identified below using the following implementation scale:</p> <ul style="list-style-type: none"> 0 – No portion of this component is implemented 1 – Component is 30% implemented 2 – Component is 50% implemented 3 – Component is 70% implemented 4 – Component is 90 % implemented 5 – Component is fully implemented (100%) 	Likert Scale 0-5	Fiscal Emergency and Watch	Fiscal Caution	N/A	N/A	

Fiscal Year 2022 One Needs Assessment Questions for Districts, School Buildings and Community Schools

Improvement Areas (Sections)	Group Name	Question	Answer Type	* Required Trigger District	* Recommended District Trigger	* Required School Trigger	* Recommended School Trigger	Reference
Fiscal Management	Budgeting	<p>12. Procedures are in place to cover the budgeting process taken by the District (reference: Ohio Department of Education - Grants Management - Interactive Grants Manual) and encompass the following:</p> <ul style="list-style-type: none"> - Appropriate allocation of available resources that consider both the operations and the educational aspects of the funding sources; including federal and state requirements associated with the funding. -Budget of allocated amounts consider goals to be met; impact of any budget changes and communication between program and fiscal staff related to budget changes/revisions; methods used to allocate budgeted resources at the buildings and departments level by grant; and all funding sources are clearly accounted for. -Incorporate the requirements for budgeting and maintaining required documentation for grant expenditures (reference Budgeting Expenses and Required Support Documentation). - Establishes the Substantially Approved Date (SAD) to ensure no funds are obligated prior for both the original budget and any subsequent revised budget(s). - Procedures to monitor budget with obligations made and payments issued (within period of availability and benefit grant). - Any required budget revisions follow the Grants Management Budget Revision Guidance 2015-005. - As defined by Uniform Guidance 2 CFR 200.302 Financial Management, the District is required to have a "comparison of". <p><i>Address each component of this question identified below using the following implementation scale:</i></p> <p><i>0 – No portion of this component is implemented</i></p> <p><i>1 – Component is 30% implemented</i></p> <p><i>2 – Component is 50% implemented</i></p> <p><i>3 – Component is 70% implemented</i></p> <p><i>4 – Component is 90 % implemented</i></p> <p><i>5 – Component is fully implemented (100%)</i></p>	Likert Scale 0-5	Fiscal Emergency and Watch	Fiscal Caution	N/A	N/A	
Fiscal Management	Procurement	<p>15. The District implemented policies and procedures to ensure compliance with Uniform Guidance Procurement Standards as follows: "The non-Federal entity must use its own documented procurement procedures which reflect applicable State and local laws and regulations, provided that the procurement conforms to applicable Federal law and the standards identified in this section. In addition, the Non-Federal entities must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders; maintain written Standards of Conduct covering conflict of interest and ensure requirements for the Suspension and Debarment are implemented." (2 CFR 200.213).</p> <p>"The non-Federal entity must follow the methods of procurement identified within the regulation (micro-purchases, small purchase procedures, sealed bids, competitive proposals, and noncompetitive proposals)." (2 CFR 200.320)</p>	Likert Scale 0-5	Fiscal Emergency and Watch	Fiscal Caution	N/A	N/A	
Leadership, Administration and Governance	Shared Leadership	1. What structures are in place to ensure all stakeholder voices are included in leadership teams (examples: parents, community, business, certified staff, noncertified staff, special education, curriculum, assessment, administrative team members)? What stakeholder voices are missing?	Text (multipart)	Intensive Districts	Optional	Priority	Optional	
Leadership, Administration and Governance	Shared Leadership	2. How are special education professionals and leadership included within the team structures?	Text	Intensive Districts	Optional	Priority	Optional	
Leadership, Administration and Governance	Shared Leadership	3. How are early childhood professionals and leadership included within the team structures?	Text	Intensive Districts	Optional	Priority	Optional	
Leadership, Administration and Governance	Shared Leadership	4. What does implementation data indicate about how effectively leadership teams communicate with each other (both up and down) and stakeholder groups?	Text	Intensive Districts	Optional	Priority	Optional	

Fiscal Year 2022 One Needs Assessment Questions for Districts, School Buildings and Community Schools

Improvement Areas (Sections)	Group Name	Question	Answer Type	* Required Trigger District	* Recommended District Trigger	* Required School Trigger	* Recommended School Trigger	Reference
Leadership, Administration and Governance	Shared Leadership	5. How do instructional teams focus improvement efforts on strategies for improving teaching and learning?	Text	Intensive Districts	Optional	Priority	Optional	
Leadership, Administration and Governance	Administrative Support	15. When reviewing district- and school-level resources, how does the district include schools identified as Priority, Focus, Warning and/or Watch?	Text	Intensive, ADC, Moderate D/F Districts	Optional	N/A	N/A	ESEA Section (d)(3)(A)
Leadership, Administration and Governance	Administrative Support	16. In review of access to district-level resources and school-level resources, what resources are needed to improve students academic success?	Text	Intensive, ADC, Moderate D/F Districts	N/A	Priority or Focus or Warning	optional	ESEA Section (d)(1)(B)(C) & (2) (B)
Leadership, Administration and Governance	Administrative Support	17. What is in place to support staff either in the traditional classroom or hybrid or remote learning? When looking at effectiveness of those supports, where are opportunities for improvement?	Multipart	optional	optional	optional	optional	
Leadership, Administration and Governance	Operator Collaboration	1. Does the school have an operator - Yes	Yes-No	Community Schools	N/A	N/A	N/A	
Leadership, Administration and Governance	Operator Collaboration	2. If yes to previous question - Describe the relationship the governing authority has with the operator? In responding, how involved is the governing authority in review of data (academic and fiscal) and decision-making on educational programming?	Conditional - multi-Text	Community Schools	N/A	N/A	N/A	
Operations	Technology	1. How well does technology infrastructure support staff and student learning needs? What policies and processes are in place to ensure technology (hardware and software) is updated regularly? Based on current usage, is there a need for updates to the policies and processes?	Multipart	optional	optional	optional	optional	
Operations	Child Nutrition	5. What role does the child nutrition office play in leadership teams?	Text	Optional	Optional	Optional	Optional	
Operations	Child Nutrition	6. If you are implementing a school breakfast program, what percentage of students are utilizing the program?	Text	Optional	Optional	Optional	Optional	
Operations	Child Nutrition	7. What barriers exist for students to participate in a school breakfast program? If not implementing a breakfast program, what barriers exist in implementing a school breakfast program?	Multipart	Optional	Optional	Optional	Optional	
Operations	Child Nutrition	8. How is the quality of food being served to students and improving students' access to free fruit and vegetables analyzed?	Text	Optional	Optional	Optional	Optional	
Operations	Transportation	11. When determining transportation routes and staffing, how is efficiency analyzed? Consider the number of buses running, number of children on buses and route designs.	Text	Optional	Optional	N/A	N/A	
Operations	Transportation	12. What data is used to determine transportation human capital needs?	Text	Optional	Optional	N/A	N/A	
Professional Capital	Educator Equity	1. What factors (such as seniority, education, student population, certification) are used to determine the best placement for teachers and administrative staff?	Text	LEA	Optional	N/A	N/A	
Professional Capital	Educator Equity	2. What does your data tell you about teacher placement of inexperienced teachers or teachers teaching out of field or not properly licensed instructing minority or low income students? What could be done to attract experienced teachers to teach minority or low income students? How can teams provide additional supports to teachers teaching minority and low income students?	Multipart	LEA	Optional	All Title I Schoolwide Buildings	Optional	
Professional Capital	Educator Equity	3. How does academic data support current staffing placement structures?	Text	LEA	Optional	N/A	N/A	
Professional Capital	Educator Equity	4. Using data, how are professional development needs determined? What are the identified gaps in professional development?	Multipart	LEA	Optional	All Title I Schoolwide Buildings	Optional	ESEA Section 1114(b)(7)(iii)(IV)
Professional Capital	Educator Recruitment and Hiring	7. What types of positions (subject, grades, school location, special positions) are vacant year after year?	Text	LEA	Optional	N/A	N/A	
Professional Capital	Educator Recruitment and Hiring	8. How are these vacancy challenges currently addressed?	Text	LEA	Optional	N/A	N/A	
Professional Capital	Educator Recruitment and Hiring	9. What projected openings (subjects, grades, school locations, special positions) will there be in the next three to five years?	Text	LEA	Optional	N/A	N/A	

Fiscal Year 2022 One Needs Assessment Questions for Districts, School Buildings and Community Schools

Improvement Areas (Sections)	Group Name	Question	Answer Type	* Required Trigger District	* Recommended District Trigger	* Required School Trigger	* Recommended School Trigger	Reference
Professional Capital	Educator Recruitment and Hiring	10.. How will the projected vacancy needs be addressed?	Text	LEA	Optional	N/A	N/A	
School Climate and Supports	Safe and Healthy Schools	1. What strategies (counseling, school-based mental health programs, specialized instructional support services, mentoring services) are implemented to improve students' skills?	Text	All LEAs receiving Federal Funds	Optional	All Title I Schoolwide Buildings	Optional	ESEA Section 1112 (b)(11) ESEA Section 1114 (b)(7)(iii)(I-II)
School Climate and Supports	Safe and Healthy Schools	2. What does data indicate about the effectiveness of current strategies?	Text	Intensive Districts +	Optional	Optional	Optional	
School Climate and Supports	Safe and Healthy Schools	3. What tools are used to determine the mental health needs of all students? For those students identified as having disabilities? What does data indicate are students' greatest needs?	Text (Multipart)	Intensive Districts +	Moderate D/F	Priority and Focus for SWD	Optional	
School Climate and Supports	Behavioral supports	6. Number of students (0-1 discipline referrals) for what behavior(s), gender, ethnicity, disability status and grade? Number of students (2-5 discipline referrals) for what behavior(s), gender, ethnicity, disability status and grade? Number of students (6+ discipline referrals) for what behavior(s), gender, ethnicity, disability status and grade? Based on review of your discipline referral data which grade level(s) represents the largest number of referrals? Which gender represents the largest number of referrals?	Number (Multipart)	15 or more out of school suspensions per 100 students	Optional	15 or more out of school suspensions per 100 students	Optional	
School Climate and Supports	Behavioral supports	7. What are the top three behavioral infractions students perform?	Text	15 or more out of school suspensions per 100 students	Optional	15 or more out of school suspensions per 100 students	Optional	
School Climate and Supports	Behavioral supports	8. When looking at these behaviors, are there trends or patterns, including for gender, ethnicity, disability status and grade?	Text	15 or more out of school suspensions per 100 students	Optional	15 or more out of school suspensions per 100 students	Optional	
School Climate and Supports	Behavioral supports	9. What are the top three behavioral infractions that result in students receiving out-of-school suspensions?	Text	15 or more out of school suspensions per 100 students	Optional	15 or more out of school suspensions per 100 students	Optional	
School Climate and Supports	Behavioral supports	10. When looking at these behaviors, are there trends or patterns, including for gender, ethnicity, disability status and grade?	Text	15 or more out of school suspensions per 100 students	Optional	15 or more out of school suspensions per 100 students	Optional	
School Climate and Supports	Behavioral supports	11. What team regularly reviews office discipline referral data? How frequently is the data reviewed? How is the data used to evaluate the effectiveness of school climate and strategies to improve student behavior?	Multi Text	15 or more out of school suspensions per 100 students	Optional	15 or more out of school suspensions per 100 students	Optional	
School Climate and Supports	Student Transition	14. What procedures are in place to ensure immediate enrollment, record transfer and the successful transition of students? How effective are current procedures?	Multi Text	10% or higher district mobility rate	Optional	10% or higher school mobility rate	Optional	
School Climate and Supports	Student Transition	15. Are there specific times of year when there are higher or lower numbers of student transfers and enrollments? If yes, provide details.	Multi Text	10% or higher district mobility rate	Optional	10% or higher school mobility rate	Optional	
School Climate and Supports	Student Transition	16. How effective are implemented interventions in assisting children transitioning from preschool/early childhood education programs to elementary school programs and from elementary school programs to secondary school programs?	Text	10% or higher district mobility rate + All LEAs that receive federal funds	Optional	All Title I Schoolwide Buildings	Optional	ESEA Section 1112 (b)(8); ESEA Section 1114 (b)(iii)(V)
School Climate and Supports	Student Transition	17. How are student academic needs assessed when a student transfers into the school and district? In what areas are transfer students being most successful and least successful?	Multi Text	10% or higher district mobility rate	Optional	10% or higher school mobility rate	Optional	

Fiscal Year 2022 One Needs Assessment Questions for Districts, School Buildings and Community Schools

Improvement Areas (Sections)	Group Name	Question	Answer Type	* Required Trigger District	° Recommended District Trigger	* Required School Trigger	° Recommended School Trigger	Reference
School Climate and Supports	Student Transition	18. In what areas are students who transfer in and out of the school and district most likely to need supports? What supports are in place to ensure a student socially and academically transfers in and out of the school and district?	Multi Text	10% or higher district mobility rate	Optional	10% or higher school mobility rate	Optional	
School Climate and Supports	Attendance	21. How is absenteeism concentrated among particular students, grade levels or subgroups?	Text	Chronic Absenteeism above 12.6%	Chronic Absenteeism above 5% but below 12.6%	Chronic Absenteeism above 12.6%	Chronic Absenteeism above 5% but below 12.6%	
School Climate and Supports	Attendance	22. What is the relationship between attendance patterns and achievement and attendance patterns and disciplinary data?	Text	Chronic Absenteeism above 12.6%	Chronic Absenteeism above 5% but below 12.6%	Chronic Absenteeism above 12.6%	Chronic Absenteeism above 5% but below 12.6%	
School Climate and Supports	Positive Behavioral Intervention Supports	25. What Positive Behavioral Interventions and Supports are available to all students in Tier 1 across all grade levels?	Text	Intensive Districts +	Moderate D/F	N/A	N/A	
School Climate and Supports	Positive Behavioral Intervention Supports	26. How are the needs of students who are not responding to Tier 1 Positive Behavioral Interventions and Supports identified?	Text	Intensive Districts +	Moderate D/F	N/A	N/A	
School Climate and Supports	Positive Behavioral Intervention Supports	27. What data is collected to determine the fidelity of adult implementation of the three levels of Positive Behavioral Interventions and Supports practices in schools?	Text	Intensive Districts +	Moderate D/F	N/A	N/A	
School Climate and Supports	Positive Behavioral Intervention Supports	28. What keeps schools from implementing Positive Behavioral Interventions and Supports at all three levels? What resources are needed for successful high school implementation?	Multi Text	Intensive Districts +	Moderate D/F	N/A	N/A	
School Climate and Supports	Positive Behavioral Intervention Supports	29. How is the fidelity of Positive Behavioral Interventions and Supports implementation measured?	Text	Intensive Districts +	Moderate D/F	N/A	N/A	
School Climate and Supports	Positive Behavioral Intervention Supports	30. What impact has the fidelity of Positive Behavioral Interventions and Supports implementation had on the number of office referrals, suspensions and expulsions?	Text	Intensive Districts +	Moderate D/F	N/A	N/A	
		Root Cause(s): Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact?						
		Is this a Priority Need? Yes No						