

ED STEPS Quality Plan Rubric



August 2025



**Department of
Education &
Workforce**

Table of Contents

TABLE OF CONTENTS	1
ED STEPS QUALITY PLAN RUBRIC	2
Purpose.....	2
Suggest Strategies for Use	2
Audience	2
Definitions of Rubric Headers	2
ONE NEEDS ASSESSMENT	4
ONE PLAN	10
YEAR ONE IMPLEMENTATION & MONITORING	18
YEAR TWO IMPLEMENTATION & MONITORING	22
YEAR THREE IMPLEMENTATION & MONITORING	27
RESOURCES	32

ED STEPS Quality Plan Rubric

PURPOSE: In Ohio, all districts and community schools that received federal funding are required to use the Education Department's System of Tiered E-Plans and Supports (ED STEPS) in order to assess needs, develop three-year plans, and apply for funds. Ohio is also legally required by federal legislation, Every Students Succeeds Act (ESSA), to have a state plan to identify, fund, support, and monitor a percentage of schools and districts that are most in need of additional support and improvement. The ED STEPS system is used to meet the ESSA requirements for identified schools and districts as well.

ED STEPS and its associated tools have been put in place to support the development, maintenance, and continuous improvement of educational systems to meet the needs of Ohio's students. ED STEPS includes the One Needs Assessment, One Plan, One Funding Application (update coming soon), and Support Schools Tool.

Clearly defined core components and practices are a prerequisite for effective implementation. The purpose of this document is to define all the core components of the ED STEPS process and how each contributes to the outcome. There are three ratings that are included: proficient, developing, and ineffective.

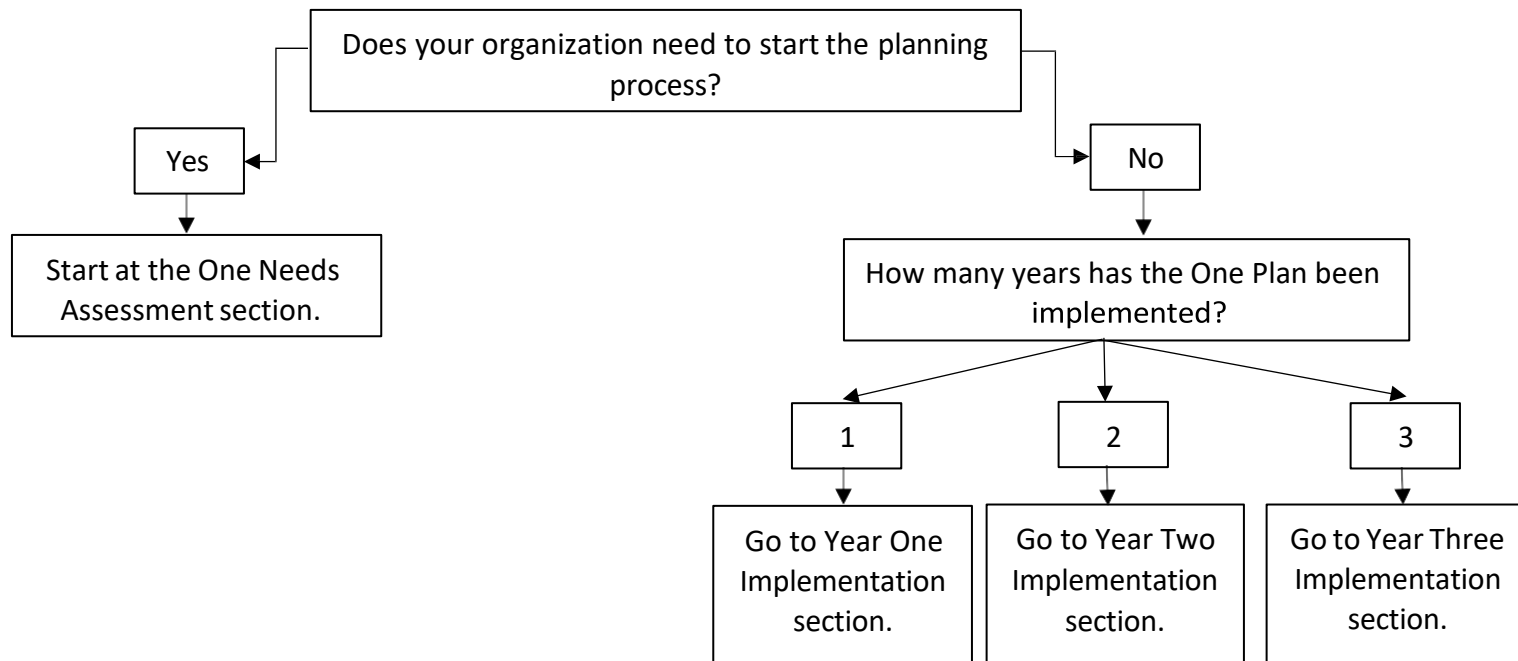
SUGGEST STRATEGIES FOR USE: This tool can be used throughout the development, implementation, and monitoring of your three-year One Plan. We recommended teams use only a portion of the tool based upon where they are in the three-year planning cycle (see the flow chart below).

AUDIENCE: This tool was designed to match the needs of many audiences. Educational leaders can use it to support their development of a quality plan using the ED STEPS system. The tool is also useful for educational coaches and consultants who support district and school leaders as they develop high quality improvement plans within ED STEPS.

DEFINITIONS OF RUBRIC HEADERS:

- **Proficient (green)** is descriptive of educational organizations that use the ED STEPS system in ways that are likely to yield meaningful, sustainable student outcomes. This may look like:
 - Operationalizing high-yield continuous improvement practices across all aspects of the system
 - Using continuous improvement practices consistently and independently
 - Sustaining continuous improvement practices over time

- Building the capacity of others within the educational organization to understand and use high-yield continuous improvement practices
- **Developing (yellow)** is descriptive of educational organizations that use the ED STEPS system in ways that are working toward meaningful, sustainable student outcomes. This may look like:
 - Utilizing continuous improvement practices in some aspects of the system
 - Using continuous improvement practices sporadically
 - Establishing continuous improvement practices
 - Building the capacity of some within the educational organization to understand and use high-yield continuous improvement practices
- **Ineffective (red)** is descriptive of educational organizations that use the ED STEPS system in ways that are unlikely to lead to meaningful, sustainable student outcomes. This may look like:
 - Failing to use effective continuous improvement practices
 - Completing the ED STEPS process in isolation
 - Not completing and submitting tools on time



One Needs Assessment

The One Needs Assessment is the first step of the ED STEPS process. The One Needs Assessment questions are released and the One Needs Assessment tool opens mid-year. It is only necessary to complete the One Needs Assessment every three years as you begin your new ED STEPS cycle.

Core Component and Description	Proficient	Developing	Ineffective	Final Assessment
<p>Preparation <i>Access to the ONA is through the portal (OH/ID) on the Ohio Department of Education website. The ONA is found under the ED STEPS tile.</i></p> <p><i>Once you start the One Needs Assessment, it is recommended you take the time to review both the required and recommended questions in the One Needs Assessment. Additional critical components include establishing a timeline for completion, gathering data, engaging stakeholders, and gauging what supports your team will need to complete this process.</i></p>	<p>Communication timelines are established, and relevant data is gathered and analyzed in advance.</p> <p>All stakeholders are involved.</p> <p>Resources are used, including trainings and open office hours from the local State Support Team (SST) and from Ohio's Office of Federal Programs (OFP). Additional support is used as needed.</p> <p>Leadership reviews the big picture of all questions, including required and recommended questions, in advance to familiarize themselves with the process.</p>	<p>Communication timelines are established, and some relevant data is gathered and analyzed in advance.</p> <p>Some stakeholders are involved.</p> <p>At least some limited use of available resources and training is used as needed.</p> <p>Leadership reviews at least required questions in advance.</p>	<p>Communication timelines were not established, and data was not gathered and analyzed in advance.</p> <p>No stakeholders were involved.</p> <p>No trainings or technical assistance resources were used.</p> <p>Leadership did not review questions in advance.</p>	

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<p>Recommended Order of Events <i>It is recommended that buildings complete their ONA's before the district. This saves valuable time and allows for a synthesis of the answers for the entire system.</i></p> <p><i>This recommendation does not apply to Community Schools, as they only complete the district ONA and One Plan due to their structure.</i></p>	<p>Each building involves all critical stakeholder groups that are relevant to meaningful completion of the ONA questions. Once all of the buildings have compiled their answers, the district will then synthesize those answers to then complete the district ONA.</p>	<p>Building and district leaders complete the buildings' and district's ONAs, but these were not completed within the recommended order of events. This may have been due to time constraints or due to team-decisions about how to get the most value out of the ONAs within their system.</p>	<p>The One Needs Assessment is completed in isolation for the district without consulting the stakeholders at each of the buildings.</p> <p>The ONA is completed in isolation and responses are not shared across the building or district.</p>	
<p>Stakeholder Involvement <i>Each building involves all critical stakeholder groups that are relevant to meaningful completion of the ONA questions. Once all of the buildings have compiled their answers, the district team (which also includes critical stakeholders) will then synthesize those answers to complete the district ONA.</i></p>	<p>All critical stakeholder groups are included so the ED STEPS process is accurate.</p>	<p>Some stakeholders are included, including at least principals or other educational leaders, teachers, and parents.</p>	<p>An individual completes the ONA independently.</p>	
<p>Question Review <i>There are required and recommended questions for each district and school based on state and federal data triggers. However, districts and schools are also encouraged to answer additional questions that they see as beneficial to their organization.</i></p> <p><i>The Ohio Department of Education prioritizes literacy achievement: Ohio's Plan to Raise Literacy Achievement</i></p>	<p>Districts and schools review required and recommended questions as a team and determine if there are any other questions that they will answer based on internal triggers or focus. Relevant data is gathered and analyzed prior to question completion.</p>	<p>Districts and schools review required and recommended questions as a team. Not all data is gathered and analyzed prior to question completion.</p>	<p>District and schools do not review questions as a team</p> <p><u>and/or</u></p> <p>No data is gathered or analyzed to answer questions.</p>	

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<p>Root Cause Analysis <i>In the One Needs Assessment tool, the Root Cause question helps organizations assess underlying causes of issues it identifies within a question group. The Root Cause question is found at the bottom of each question group. Please note, your root cause will be visible in your One Plan.</i></p>	<p>A root cause analysis process was used to identify root causes. All identified root causes are supported by data, and the team can influence, control, and impact them directly.</p> <p>These root causes are focused clearly on adult actions. Addressing the identified root causes will resolve the problem or prevent similar problems from occurring in the future.</p>	<p>A root cause analysis process was used to identify root causes. All identified root causes are supported by some data, and the team can influence, control, and impact them directly.</p>	<p>No root cause analysis process was used, and/or data were not used in the process.</p> <p>The identified root causes are not within the control of the staff and are not focused on adult actions.</p> <p>The identified root causes are not aligned to the goal areas and do not address the priority needs.</p>	

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<p>Priority Needs <i>Needs identified by shared leadership teams that, when addressed, have the potential to improve the system and symptoms identified in a root cause analysis. Selected Priority Needs will transfer to the Pre-Planning Section of the ONA.</i></p> <p><i>Please note, the priority needs questions will not populate until the relevant root cause has been addressed.</i></p>	<p>A leadership team comes to consensus to determine the priority needs.</p> <p>The district or school identified a number of critical priority needs that could realistically be addressed. These needs represent all relevant district initiatives.</p> <p>The plan identifies and prioritizes the needs of at-risk populations with significant achievement gaps.</p> <p>The plan identifies comprehensive (academic and non-academic) needs.</p>	<p>A team determines the priority needs, though consensus is not consistently reached.</p> <p>The district or school identified a number of priority needs that could realistically be addressed, providing focus for their improvement plan.</p> <p>The plan identifies the needs of at-risk populations with significant achievement gaps.</p> <p>The plan does identify comprehensive (academic and non-academic) support needs.</p>	<p>A single member of the team determines the priority needs.</p> <p>The plan does not prioritize needs. The district or school identified too many priority needs, resulting in a needs assessment that lacks focus for improvement planning.</p> <p>The plan does not identify the needs of at-risk populations with significant achievement gaps.</p> <p>The plan does not identify comprehensive (academic and nonacademic) support needs.</p>	

Core Component and Description	Proficient	Developing	Ineffective	Final Assessment
<p>Selecting Priorities on the Pre-Planning Page <i>Organizations identify no more than five priorities on the pre-planning page to become SMART Goals in your One Plan.</i></p>	<p>The school or district completed its needs assessment and identified 3-5 priority areas on the pre-planning page to become SMART (specific, measurable, attainable, realistic and time-bound) goals in the One Plan. The priority areas identified on the pre-planning page clearly articulate challenges that have the greatest impact on student achievement in specific subjects and/or non-academic areas.</p>	<p>The school or district completed the needs assessment and identified 1-5 priorities on the pre-planning page to become SMART (specific, measurable, attainable, realistic and time-bound) goals in the One Plan. The priorities on the pre-planning page may not focus on needs that have the greatest impact on student achievement and/or non-academic areas.</p>	<p>The school or district completed the needs assessment and identified an excessive amount or not enough priorities to remedy root causes identified in the One Needs Assessment.</p>	
<p>Selecting Additional Strategy Areas <i>It is recommended that each goal have at least 3-5 strategy areas. The first strategy area comes from the goal area of the priority need selected to become a goal.</i></p> <p><i>Leadership Teams may select additional strategy areas in the priority needs pre-planning tab of the ONA tool.</i></p>	<p>Each goal has 3-5 additional strategy areas selected.</p> <p>Additional strategy areas are selected that align with the goal.</p> <p>Additional strategy areas are intentionally selected to meet embedded plan requirements.</p>	<p>Each goal has at least 1 additional strategy area selected.</p>	<p>Additional strategy areas were not selected.</p>	
<p>Completing the ONA <i>Once you have determined your 3-5 goal areas and additional strategy areas, you will need to submit your ONA. At that point, it will get pulled into the One Plan.</i></p>	<p>Portal is used to submit the One Needs Assessment. Meaningful school and district discussion and engagement with the tool occurred, answers were appropriately entered, and the ONA is submitted so that the school or district can begin creating their One Plan.</p>	<p>Portal is used to submit the One Needs Assessment. The school or district can begin completing their One Plan.</p>	<p>One Needs Assessment is not completed or submitted within the ED STEPS Portal.</p>	

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One Needs Assessment Notes (Strengths, Areas for Growth, Barriers, Next Steps):				

One Plan

Aher the One Needs Assessment is submitted, the One Plan tool opens. In a typical year, District/Community School One Plans are due at the end of March, and building One Plans are due at the end of April. While it is recommended that all buildings develop a One Plan that is aligned to the district One Plan, not all buildings are required to develop a One Plan. Please review ED STEPS resources to determine if your building is required to develop a One Plan. It is only necessary to complete the One Plan every three years as you begin your new ED STEPS cycle.

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<p>Preparation <i>Access to the One Plan is through the portal (OH/ID) on the Ohio Department of Education website. The One Plan is found under the ED STEPS tile.</i></p> <p><i>Preparing for the One Plan requires careful attention to the timeline necessary for completion, ongoing communication/feedback, and ensuring the teams have adequate time to research evidence-based solutions to the priority needs identified from the One Needs Assessment.</i></p>	<p>One Plan completion timelines are established, and the root causes and priority needs that were sent to the One Plan are reviewed.</p> <p>All stakeholders are engaged and given the opportunity for input in the planning process.</p> <p>Research priority needs to ensure One Plan goals, strategies, and action step are logical and can support meaningful outcomes.</p> <p>Actions steps are organized to build in a logical sequence over the three year implementation period.</p>	<p>One Plan completion timelines are established, and the root causes and priority needs that were sent to the One Plan are reviewed.</p> <p>Some stakeholders are engaged and given the opportunity for input in the planning process.</p> <p>Some research is done about priority needs to pick goals, strategies, and action steps.</p> <p>Action steps are organized and cover a full, three-year implementation period.</p>	<p>One Plan completion timelines were not established, and the root causes and priority needs that were sent to the One Plan were not reviewed.</p> <p>No stakeholders were engaged in the process.</p> <p>Research was not done about priority needs.</p> <p>Action steps may not cover a full, three-year implementation period.</p>	

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<p>Stakeholder Involvement <i>It is important for stakeholders to be included in this phase of the ED STEPS process so meaningful plans can be developed.</i></p> <p><i>Stakeholders include: administrators, certified staff, classified staff, students, parents/guardians, board members, community members, local businesses and organizations, etc.</i></p>	<p>All critical stakeholder groups are included so that a meaningful One Plan is developed. Evidence of this stakeholder involvement exists in the One Needs Assessment and/or plan.</p>	<p>Some stakeholders are included, including at least principals or other educational leaders, teachers, and parents.</p>	<p>An individual completes the One Plan independently.</p>	
<p>Informed by the One Needs Assessment <i>The ONA is a document that guides prioritization and selection of goals and completion of root cause analyses. This work will guide developed strategies and action steps.</i></p> <p><i>The Ohio Department of Education prioritizes literacy achievement: Ohio's Plan to Raise Literacy Achievement</i></p>	<p>The plan is written in response to the completed ONA, which is evident by the inclusion of prioritized goals, effective root cause analyses, and aligned strategies and action steps.</p> <p>If there is low performance for literacy at the building level (based on the Ohio School Report Card), the building addresses this underperformance at the goal, strategy or action step level, in a manner that aligns with Ohio's Plan to Raise Literacy Achievement.</p>	<p>The plan is written in response to the ONA, which is evident by at least the inclusion of prioritized goals and effective root cause analyses.</p> <p>If there is low performance for literacy at the building level (based on the Ohio School Report Card), the building addresses this underperformance at the goal, strategy or action step level, in a manner that aligns with Ohio's Plan to Raise Literacy Achievement.</p>	<p>The plan was written without evidence of the goals and root causes named in the completed ONA.</p> <p>Data collected during the ONA indicates low performance for literacy, but this low performance is not addressed within the One Plan.</p>	

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<p>Comprehensive Goals <i>One Plan goals are expected to align with long-term state-identified goals informed by student performance indicators that were identified as critical in the One Needs Assessment.</i></p> <p><i>Additional details: Appendix A from Ohio's ESSA Consolidated State Plan.</i></p>	<p>The district and school One Plan goals align with long-term state-identified goals informed by student performance indicators that were identified as critical in the One Needs Assessment.</p> <p>The district and school One Plan identifies academic and non-academic needs.</p> <p>The district and school One Plan goals include a realistic number of goals (recommended 3 to 5).</p> <p>The district and school One Plan goals identifies the needs of all at-risk populations who exhibit significant achievement gaps, and these plans are aligned.</p>	<p>The district and school One Plan goals align with some long-term state identified goals informed by student performance indicators that were identified as critical in the One Needs Assessment.</p> <p>The district and school One Plan identifies academic and non-academic needs.</p> <p>The district and school One Plan include a realistic number of goals (recommended 3 to 5).</p> <p>The district OR school One Plan identifies the needs of some at-risk populations who exhibit significant achievement gaps, but these plans are not aligned.</p>	<p>The district and school One Plan goals do not align with long-term state identified goals informed by student performance indicators that were identified as critical in the One Needs Assessment.</p> <p>The district and school One Plan identifies academic <i>or</i> non-academic needs.</p> <p>The district and school One Plan does not include a realistic or sufficient number of goals (recommended 3 to 5).</p> <p>The district and school One Plan does not identify the needs of any at-risk populations who exhibit significant achievement gaps.</p>	

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<p>Evidence-Based Strategies <i>Evidence-Based Strategies include strategies, practices or activities that have been evaluated and demonstrate a statistically significant effect on student outcomes. It is important to use evidence-based strategies when strategic planning. We want to know that what we are implementing will work for our students. ESSA Tiers of evidence-based strategies can be found at this link.</i></p>	<p>The plan includes at least two evidence-based strategies aligned to the identified improvement goals. Each one meets the ESSA definition of evidence-based, and most of the strategies meet ESSA's evidence-based strategy levels 1-3. Any Level 4 strategies have a clear logic model outline and align to stated outcomes in performance measures.</p> <p>The strategies provide enough description to be clear about what the district or building is doing to meet the intended goal.</p>	<p>The plan includes at least two evidence-based strategies aligned to identified improvement goals, and each strategy meets ESSA's definition of evidence-based. Strategies specified in the plan meet ESSA's evidence-based strategy levels 1-4. However, these strategies may not clearly align to stated outcomes and performance measures.</p> <p>Some strategies in the plan need further explanation or description to provide enough detail about what the district or building will be doing to meet the intended goal.</p>	<p>The plan does not include at least two evidence-based strategies OR strategies do not align with stated goals OR strategies are not considered evidence-based strategies as defined by ESSA.</p> <p>Strategies specified in the plan do not meet evidence-based strategy levels 1-3. Level 4 strategies lack a description of the logic model the district will use to monitor effectiveness. There is limited detail about how teams will implement the strategies.</p>	
<p>Action Steps <i>Action steps are the activities the district or building will complete over the three-year period of the plan. These are intended to be aligned to the goals and strategies, detail out how the goals will be met, and detail how the strategies will be implemented. Action steps provide the step-by-step approach the district will take to implement the strategy.</i></p>	<p>At least 3 action steps are listed for every strategy under every goal. Each action step names the personnel responsible and expected implementation timelines. These action steps are connected to the resources section of the One Plan, and they describe the activities that will become the basis for funding in the funding application as appropriate.</p>	<p>Action steps are listed for every strategy under every goal. Each action step names the personnel responsible and expected implementation timelines. These action steps are connected to the resources section of the One Plan.</p>	<p>There are not action steps listed for each strategy under each goal, so it is unclear what district and school steps will be taken to implement the One Plan, OR action steps are not clearly aligned with the named strategies.</p>	

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<p>Student Measure <i>Student Measures consist of outcome data which are used to pace and gauge the progress of students within the organization.</i></p>	<p>The district provides multiple, high quality performance measures aligned to its goals. The student measures are realistic and relevant to meeting the district’s goals and are specific to a stated strategy.</p> <p>Student measures include how, when, and who will monitor the measures. Each measure is specific to a desired outcome for students.</p>	<p>The district’s student measures are aligned to its goals. The district provides an appropriate student measure for each goal, which can be monitored at least once per semester.</p> <p>Student measures include how, when, and who will monitor the measures.</p>	<p>The district’s performance measures are minimally aligned to the goals, and/or the district lacks student performance measures.</p> <p>Student measures do not explain how, when, or who will monitor the measures.</p>	
<p>Adult Implementation Measure <i>Adult Measures consist of benchmark data used to pace and gauge the progress of adult implementation of a strategy within the organization. These are the adult behaviors that will support student outcome data.</i></p>	<p>The district provides multiple, high quality performance measures aligned to its goals. The adult implementation measures are realistic and relevant to meeting the district’s goals and are specific to a stated strategy.</p> <p>Adult measures include how, when, and who will monitor the measures. The description for measure is specific to an observed change in practice for adults.</p>	<p>The district’s performance measures are aligned to its goals. The district provides an adult implementation measure for each goal.</p> <p>Adult measures include how, when, and who will monitor the measures.</p>	<p>The district’s performance measures are minimally aligned to the goals. The district lacks adult implementation performance measures.</p> <p>Adult measures do not explain how, when, or who will monitor the measures.</p>	

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<p>Resource Inequities <i>ESSA requires One Plans to identify resource inequities and detail how the school will address them. These can include inequities between student subgroups, which may include a review of local educational agency and school-level budgeting. Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes.</i></p>	<p>The plan identifies and details how the school will address resource inequities, such as inequities between student subgroups, which may include a review of local educational agency and school-level budgeting. The identified inequities are clearly aligned with the reason for identification.</p>	<p>The plan identifies and details how the school will address resource inequities, such as inequities between student subgroups, which may include a review of local educational agency and school-level budgeting.</p>	<p>The plan does not identify and detail how resource inequities will be addressed through the implementation of the plan.</p>	
<p>Embedded Plans <i>Embedded Plans are included within One Plans in order to meet federal and state laws and policies. These embedded plans are to be used by districts and schools to identify which strategy meets the requirements within each embedded plan. A strategy can address the requirements for more than one embedded plan.</i></p>	<p>Embedded Plans are matched to the appropriate strategies in the One Plan. Teams review the definitions of each embedded plan as they select them.</p>	<p>Embedded Plans are inconsistently checked. Their selection may seem random with unclear connection to the One Plan strategies.</p>	<p>No embedded plans are checked.</p>	

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<p>Public Comment Period <i>It is required that districts and schools give a reasonable opportunity for public comment on the One Plan prior to submission. Districts and schools will need to consider comments received during this public comment period before submitting the One Plan.</i></p> <p><i>Superintendents are required to check off on the assurance page before they approve the One Plan to ensure that this has happened.</i></p>	<p>The One Plan is shared with the organization's Board of Education, and they provide feedback on the One Plan.</p> <p>Stakeholders are notified that the One Plan is posted for public comment.</p> <p>The team considers feedback received from the stakeholders and adjusts the One Plan when feasible.</p>	<p>The One Plan is shared with the organization's Board of Education.</p> <p>The One Plan is posted for public comment.</p> <p>Feedback received isn't considered.</p>	<p>A public comment period was not done before submitting the One Plan.</p>	
<p>Submitting the One Plan <i>Once you have written your One Plan, you will need to submit it. It will also need to be shared with all critical stakeholders.</i></p>	<p>Portal is used to submit the One Plan. Meaningful school and district discussion and engagement with the tool occurred. The finalized One Plan is now shared with all critical stakeholders as well.</p>	<p>Portal is used to submit the One Plan.</p>	<p>One Plan is not completed or submitted within the ED STEPS Portal.</p>	
<p>District Approval <i>For districts and schools, One Plans need to be approved by their superintendent and treasurer before ODE can approve.</i></p>	<p>The One Plan was submitted by the internal facilitator, and the facilitator contacts the superintendent and treasurer to communicate that this has been submitted for their approval.</p> <p>The One Plan has been approved by the superintendent and treasurer.</p>	<p>The One Plan was submitted by the internal facilitator, and the facilitator contacts the superintendent and treasurer to communicate that this has been submitted for their approval.</p>	<p>The One Plan was not approved by the superintendent and treasurer.</p>	

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Agency Approval <i>For districts and schools, One Plans need to be approved by ODE.</i>	The One Plan has been approved by ODE.		One Plan was not approved.	
One Plan Notes (Strengths, Areas for Growth, Barriers, Next Steps):				

Year One Implementation & Monitoring

The One Plan is a guiding document in your organization. Teams should be implementing the strategies and enacting the year one action steps throughout the year. This includes regularly monitoring the student measures and adult implementation measures to ensure that the goals will be met at the end of the three-year One Plan. All districts are required to monitor their One Plan and are encouraged to use Report Results feature within ED STEPS.

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<p>Stakeholders <i>The One Plan determines the goals for your organization. These goals need to be shared with your stakeholders.</i></p>	<p>All critical stakeholder groups are included so implementation and monitoring of One Plan is more meaningful.</p>	<p>Some stakeholders are included, including at least principals or other educational leaders, teachers, and parents.</p>	<p>An administrator monitors the One Plan by himself/herself.</p>	
<p>Shared Leadership <i>The One Plan is the focus of the work within the organization. Shared leadership teams (DLT-BLT-TBT) are explicitly in place, so all members are included in the work of the organization.</i></p>	<p>District Leaderships Team (DLT) is established, effectively sets goals, monitors progress, and supports implementation. DLT seeks feedback from BLTs and TBTs.</p> <p>Building Leaderships Teams (BLT) are established, work on meeting One Plan goals, monitor school data, and support implementation. BLTs provide feedback to the DLT.</p> <p>Teacher-Based Teams (TBT) are established and work on meeting One Plan goals. TBTs provide feedback to BLTs.</p> <p>Communication is two-ways.</p>	<p>Shared leadership teams are inconsistent and may not be effectively working on meeting and monitoring One Plan goals.</p> <p>Two-way communication is somewhat present.</p>	<p>Shared leadership teams are not active within the organization.</p> <p>Top/down is the main form of communication.</p>	

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<p>Student Measure <i>Student measurement data is progress monitored to ensure that growth is being made towards the three-year One Plan goals.</i></p>	<p>Student progress monitoring data is regularly (monthly, quarterly, etc.) reviewed by all teams.</p> <p>When applicable, multiple student measures are collected and monitored.</p> <p>Data is reviewed, recorded, and organized in a timely manner. The school or district may choose to use Report Results to do so. If Report Results is not used, data should be organized so that it can be audited at any time.</p>	<p>Progress monitoring data is reviewed at least annually.</p> <p>Data is collected at the building/district level, but it is inconsistently organized in a timely manner.</p>	<p>Student Measures are not collected or monitored.</p>	

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<p>Adult Implementation Measure <i>Adult implementation measurement data is progress monitored to ensure that growth is being made towards the three-year One Plan goals.</i></p>	<p>DLT and BLT has an established system to monitor and gather adult implementation data.</p> <p>Multiple adult implementation measures, aligned to the One Plan, are collected and monitored (e.g., systems, building, classroom).</p> <p>Progress monitoring data for adult implementation is regularly (monthly, quarterly, etc.) reviewed by all teams.</p> <p>Data is reviewed, recorded, and organized in a timely manner. The school or district may choose to use Report Results to do so. If Report Results is not used, data should be organized so that it can be audited at any time.</p>	<p>Progress monitoring data is reviewed at least annually.</p> <p>Data is collected at the building/district level, but it is inconsistently organized in a timely manner.</p>	<p>Adult Implementation measures are not collected or monitored.</p>	
<p>Action Steps <i>Action steps span across all three years of the One Plan. Action steps provide the step-by-step approach the district or school will take to implement each strategy.</i></p>	<p>Action steps are completed on time and within budget.</p> <p>Action steps are monitored on an ongoing basis by shared leadership teams.</p>	<p>Action steps are completed on time.</p> <p>Action steps may not be monitored by the shared leadership teams.</p>	<p>Action steps are not completed in a timely manner.</p> <p>Action steps are not monitored by shared leadership teams.</p>	

Core Component and Description	Proficient	Developing	Ineffective	Final Assessment
<p>Reflect, Analyze, and Adjust One Plan <i>Individual staff and teams need to reflect on successes to replicate and practices to improve.</i></p> <p><i>Shared leadership teams need to examine and evaluate implementation of adult practices and their impact on student performance.</i></p> <p><i>Adjustments are made as needed.</i></p>	<p>Shared leadership teams evaluates the impact of adult implementation on student performance a minimum of four times a year.</p> <p>Shared leadership team uses these data to maintain, scale up, or fade existing strategies and actions within the One Plan.</p>	<p>Shared leadership teams evaluates the impact of adult implementation on student performance at the beginning and/or end of the year only.</p> <p>Shared leadership may not use this data to inform or adjust strategies and actions within the One Plan.</p>	<p>Reflection is not done.</p> <p>Data is not monitored.</p> <p>Adjustments are not made to the One Plan, when data indicates the need for correction.</p>	
<p>Supporting Implementation <i>Collecting ongoing adult and student data and analyzing it in a rapid cycle gives implementers immediate feedback for course corrections and informs implementation and monitoring efforts.</i></p> <p><i>Supporting implementation includes having effective shared leadership structures. It also includes providing job-embedded professional learning opportunities and ongoing coaching.</i></p>	<p>Collaborative shared leadership teams (ex. DLT, BLT, TBT) participate in bidirectional data analysis and feedback cycles regarding implementation.</p> <p>Administrators and teams work to support teachers' implementation needs.</p>	<p>Collaborative shared leadership teams review data and support teachers' implementation needs.</p>	<p>Shared leadership does not support implementation needs.</p>	
Year One Implementation and Monitoring Notes (Strengths, Areas for Growth, Barriers, Next Steps):				

Year Two Implementation & Monitoring

The One Plan is a guiding document in your organization. Teams should be implementing the strategies and enacting the year on action steps throughout the year. This includes regularly monitoring the student measures and adult implementation measures to ensure that the goals will be met at the end of the three-year One Plan. All districts are required to monitor their One Plan and are encouraged to use Report Results feature within ED STEPS.

The Support Schools Tool serves as a mid-way check of the One Plan implementation. This tool opens midyear, and the deadline for that will be completed is communicated each year. This tool is not mandatory for all LEAs but is required by law for some. Your superintendent will be notified in advance of the tool's opening if you are required to complete the tool.

Core Component and Description	Proficient	Developing	Ineffective	Final Assessment
<p>Support Schools Tool <i>The Support Schools Tool helps districts and schools track midpoint effectiveness of the implementation of evidenced-based strategies identified in their One Plan.</i></p> <p><i>This tool is required for schools with differentiated accountability status. However, it is recommended for all schools in year two of their three-year cycle.</i></p> <p><i>SST and ODE provide feedback to schools with differentiated accountability status.</i></p>	<p>The Support Schools Tool is completed with stakeholder input.</p> <p>Leadership teams reflect on and adjust the implementation and execution of their One Plan based on a mid-point check of your One Plan.</p> <p>When applicable, SST and ODE feedback is reviewed and considered.</p>	<p>The Support Schools Tool is completed without stakeholder input.</p> <p>A mid-way check of your One Plan is conducted.</p>	<p>The Support Schools Tool is not completed, if you are required to do so.</p> <p>A mid-way check of your One Plan is not conducted.</p>	
<p>Stakeholders <i>The One Plan determines the goals for your organization. These goals need to be shared with your stakeholders.</i></p>	<p>The One Plan is reported and shared to all stakeholders.</p>	<p>The One Plan is shared with stakeholders.</p>	<p>One Plan is not shared with stakeholders.</p>	

Core Component and Description	Proficient	Developing	Ineffective	Final Assessment
<p>Shared Leadership <i>The One Plan is the focus of the work within the organization. Shared leadership teams (DLT-BLT-TBT) are explicitly in place, so all members are included in the work of the organization.</i></p>	<p>District Leaderships Team (DLT) is established, effectively sets goals, monitors progress, and supports implementation. DLT seeks feedback from BLTs and TBTs.</p> <p>Building Leaderships Teams (BLT) are established, work on meeting One Plan goals, monitor school data, and support implementation. BLTs provide feedback to the DLT.</p> <p>Teacher-Based Teams (TBT) are established and work on meeting One Plan goals. TBTs provide feedback to BLTs.</p> <p>Communication is two-ways.</p>	<p>Shared leadership teams are inconsistent and may not be effectively working on meeting and monitoring One Plan goals.</p> <p>Two-way communication is somewhat present.</p>	<p>Shared leadership teams are not active within the organization.</p> <p>Top/down is the main form of communication.</p>	

Core Component and Description	Proficient	Developing	Ineffective	Final Assessment
<p>Student Measure <i>Student measurement data is progress monitored to ensure that growth is being made towards the three-year One Plan goals.</i></p>	<p>Student progress monitoring data is regularly (monthly, quarterly, etc.) reviewed by all teams.</p> <p>When applicable, multiple student measures are collected and monitored.</p> <p>Data is reviewed, recorded, and organized in a timely manner. The school or district may choose to use Report Results to do so. If Report Results is not used, data should be organized so that it can be audited at any time.</p>	<p>Progress monitoring data is reviewed at least annually.</p> <p>Data is collected at the building/district level, but it is inconsistently organized in a timely manner.</p>	<p>Student Measures are not collected or monitored.</p>	

Core Component and Description	Proficient	Developing	Ineffective	Final Assessment
<p>Adult Implementation Measure <i>Adult implementation measurement data is progress monitored to ensure that growth is being made towards the three-year One Plan goals.</i></p>	<p>DLT and BLT has an established system to monitor and gather adult implementation data.</p> <p>Multiple adult implementation measures, aligned to the One Plan, are collected and monitored (e.g., systems, building, classroom).</p> <p>Progress monitoring data for adult implementation is regularly (monthly, quarterly, etc.) reviewed by all teams.</p> <p>Data is reviewed, recorded, and organized in a timely manner. The school or district may choose to use Report Results to do so. If Report Results is not used, data should be organized so that it can be audited at any time.</p>	<p>Progress monitoring data is reviewed at least annually.</p> <p>Data is collected at the building/district level, but it is inconsistently organized in a timely manner.</p>	<p>Adult Implementation measures are not collected or monitored.</p>	
<p>Action Steps <i>Action steps span across all three years of the One Plan. Action steps provide the step-by-step approach the district or school will take to implement each strategy.</i></p>	<p>Action steps are completed on time and within budget.</p> <p>Action steps are monitored on an ongoing basis by shared leadership teams.</p>	<p>Action steps are completed on time.</p> <p>Action steps may not be monitored by the shared leadership teams.</p>	<p>Action steps are not completed in a timely manner.</p> <p>Action steps are not monitored by shared leadership teams.</p>	

Core Component and Description	Proficient	Developing	Ineffective	Final Assessment
<p>Reflect, Analyze, and Adjust One Plan <i>Individual staff and teams need to reflect on successes to replicate and practices to improve.</i></p> <p><i>Shared leadership teams need to examine and evaluate implementation of adult practices and their impact on student performance.</i></p> <p><i>Adjustments are made as needed.</i></p>	<p>Shared leadership teams evaluates the impact of adult implementation on student performance a minimum of four times a year.</p> <p>Shared leadership team uses these data to maintain, scale up, or fade existing strategies and actions within the One Plan.</p>	<p>Shared leadership teams evaluates the impact of adult implementation on student performance at the beginning and/or end of the year only.</p> <p>Shared leadership may not use this data to inform or adjust strategies and actions within the One Plan.</p>	<p>Reflection is not done.</p> <p>Data is not monitored.</p> <p>Adjustments are not made to the One Plan, when data indicates the need for correction.</p>	
<p>Supporting Implementation <i>Collecting ongoing adult and student data and analyzing it in a rapid cycle gives implementers immediate feedback for course corrections and informs implementation and monitoring efforts.</i></p> <p><i>Supporting implementation includes having effective shared leadership structures. It also includes providing job-embedded professional learning opportunities and ongoing coaching.</i></p>	<p>Collaborative shared leadership teams (ex. DLT, BLT, TBT) participate in bidirectional communication to include data analysis and feedback cycles regarding implementation.</p> <p>Administrators and teams work to support teachers' implementation needs.</p>	<p>Collaborative shared leadership teams review data and support teachers' implementation needs.</p>	<p>Shared leadership does not support implementation needs.</p>	
Year Two Implementation and Monitoring Notes (Strengths, Areas for Growth, Barriers, Next Steps):				

Year Three Implementation & Monitoring

The One Plan should be a guiding document in your organization. All districts are required to monitor their One Plan and are encouraged to use Report Results feature within ED STEPS. Your teams should be implementing the strategies and enacting the year three action steps throughout the year. The team should regularly monitor the student measures and adult implementation measures to ensure that the goals will be met at the end of the three-year One Plan.

Please note that you will begin the ED STEPS process again mid-way through year three of implementing your three-year One Plan. This includes steps to complete the One Needs Assessment and writing a new One Plan.

Core Component and Description	Proficient	Developing	Ineffective	Final Assessment
New Planning Cycle <i>During the third year of your One Plan, you will need to start developing your new three-year One Plan.</i>	Year three implementation and monitoring happen concurrently with completing the new ED STEPS planning cycle. Share leadership teams use data from the new One Needs Assessment to update or modify goals, strategies, and action steps.	Year three implementation and monitoring are done early so completing the new ED STEPS planning cycle can begin. Shared leadership teams reuse goals, strategies, and action steps from the previous One Plan without completing a new One Needs Assessment.	Year three implementation and monitoring stop and the focus is only on completing the new ED STEPS planning cycle. Reuse ineffective goals, strategies, and action steps from the previous One Plans is done without completing a new One Needs Assessment.	
Stakeholders <i>The One Plan determines the goals for your organization. These goals need to be shared with your stakeholders.</i>	The One Plan is reported and shared with all stakeholders.	The One Plan is shared with some stakeholders.	One Plan is not shared with stakeholders.	

Core Component and Description	Proficient	Developing	Ineffective	Final Assessment
<p>Shared Leadership <i>The One Plan is the focus of the work within the organization. Shared leadership teams (DLT-BLT-TBT) are explicitly in place, so all members are included in the work of the organization.</i></p>	<p>District Leaderships Team (DLT) is established, effectively sets goals, monitors progress, and supports implementation. DLT seeks feedback from BLTs and TBTs.</p> <p>Building Leaderships Teams (BLT) are established, work on meeting One Plan goals, monitor school data, and support implementation. BLTs provide feedback to the DLT.</p> <p>Teacher-Based Teams (TBT) are established and work on meeting One Plan goals. TBTs provide feedback to BLTs.</p> <p>Communication is two-ways.</p>	<p>Shared leadership teams are inconsistent and may not be effectively working on meeting and monitoring One Plan goals.</p> <p>Two-way communication is somewhat present.</p>	<p>Shared leadership teams are not active within the organization.</p> <p>Top/down is the main form of communication.</p>	

Core Component and Description	Proficient	Developing	Ineffective	Final Assessment
<p>Student Measure <i>Student measurement data is progress monitored to ensure that growth is being made towards the three-year One Plan goals.</i></p>	<p>Student progress monitoring data is regularly (monthly, quarterly, etc.) reviewed by all teams.</p> <p>When applicable, multiple student measures are collected and monitored.</p> <p>Data is reviewed, recorded, and organized in a timely manner. The school or district may choose to use Report Results to do so. If Report Results is not used, data should be organized so that it can be audited at any time.</p>	<p>Progress monitoring data is reviewed at least annually.</p> <p>Data is collected at the building/district level, but it is inconsistently organized in a timely manner.</p>	<p>Student measures are not collected or monitored.</p>	

Core Component and Description	Proficient	Developing	Ineffective	Final Assessment
<p>Adult Implementation Measure <i>Adult implementation measurement data is progress monitored to ensure that growth is being made towards the three-year One Plan goals.</i></p>	<p>DLT and BLT has an established system to monitor and gather adult implementation data.</p> <p>Multiple adult implementation measures, aligned to the One Plan, are collected and monitored (e.g., systems, building, classroom).</p> <p>Progress monitoring data for adult implementation is regularly (monthly, quarterly, etc.) reviewed by all teams.</p> <p>Data is reviewed, recorded, and organized in a timely manner. The school or district may choose to use Report Results to do so. If Report Results is not used, data should be organized so that it can be audited at any time.</p>	<p>Progress monitoring data is reviewed at least annually.</p> <p>Data is collected at the building/district level, but it is inconsistently organized in a timely manner.</p>	<p>Adult implementation measures are not collected or monitored.</p>	
<p>Action Steps <i>Action steps span across all three years of the One Plan. Action steps provide the step-by-step approach the district or school will take to implement each strategy.</i></p>	<p>Action steps are completed on time and within budget.</p> <p>Action steps are monitored on an ongoing basis by shared leadership teams.</p>	<p>Action steps are completed on time.</p> <p>Action steps may not be monitored by the shared leadership teams.</p>	<p>Action steps are not completed in a timely manner.</p> <p>Action steps are not monitored by shared leadership teams.</p>	

Core Component and Description	Proficient	Developing	Ineffective	Final Assessment
<p>Reflect, Analyze, and Adjust One Plan <i>Individual staff and teams need to reflect on successes to replicate and practices to improve.</i></p> <p><i>Shared leadership teams need to examine and evaluate implementation of adult practices and their impact on student performance.</i></p> <p><i>Adjustments are made as needed.</i></p>	<p>Shared leadership teams evaluate the impact of adult implementation on student performance a minimum of four times a year.</p> <p>Shared leadership team uses these data to maintain, scale up, or fade existing strategies and actions within the One Plan.</p>	<p>Shared leadership teams evaluate the impact of adult implementation on student performance at the beginning and/or end of the year only.</p> <p>Shared leadership may not use these data to inform or adjust strategies and actions within the One Plan.</p>	<p>Reflection is not done.</p> <p>Data is not monitored.</p> <p>Adjustments are not made to the One Plan, when data indicates the need for correction.</p>	
<p>Supporting Implementation <i>Collecting ongoing adult and student data and analyzing it in a rapid cycle gives implementers immediate feedback for course corrections and informs implementation and monitoring efforts.</i></p> <p><i>Supporting implementation includes having effective shared leadership structures. It also includes providing job-embedded professional learning opportunities and ongoing coaching.</i></p>	<p>Collaborative shared leadership teams (ex. DLT, BLT, TBT) participate in bidirectional data analysis and feedback cycles regarding implementation.</p> <p>Administrators and teams work to support teachers' implementation needs.</p>	<p>Collaborative shared leadership teams review data and support teachers' implementation needs.</p>	<p>Shared leadership does not support implementation needs.</p>	
Year Three Implementation and Monitoring Notes (Strengths, Areas for Growth, Barriers, Next Steps):				

Resources

- [ED STEPS User Manual](#)
- [OEDS Role Identification Chart](#)
- [Ohio's Plan to Raise Literacy Achievement](#)
- [Appendix A from Ohio's ESSA Consolidated State Plan](#)
- [Resources Supporting the Use of Evidence in Education](#)
- [Ohio's Evidence Based Clearinghouse](#)