FY27 (Cohort 3) Local Educational Agency and Building One Needs Assessment Questions and Data Conditions

Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required LEA Data Condition	® Recommended LEA Data Condition	* Required School Data Condition	® Recommended School Data Condition	Reference
~~College and Career Readiness~~	~~Early Warning System~~	~~What does the data indicate about the effectiveness of efforts to prevent students from dropping out?~~	~~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%~~	~~ORC. Section 3313.6020: Policy on Career Advising~~
~~College, and Career Readiness~~ College, Career, Workforce and Military Readiness	Graduation	**Data Source(s):** Secure Data Center- Graduation- 4 year Longitudinal Graduation Rate Provide student graduation data: ~~What is the total population of students in your district or school (9-12 only)?~~ How many students in grades 9-12 are not on track to graduate? What percentage of 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? What percentage of Students with a Disabilities are not on track to graduate? How many Gifted students are not on track to graduate? What percentage of Gifted students are not on track to graduate? How many English Learner students are not on track to graduate? What percentage of Gifted students are not on track to graduate? How many Foster Care students are not on track to graduate? What percentage of Foster Care students are not on track to graduate? How many Homeless students are not on track to graduate? What percentage of Homeless students are not on track to graduate? How many Economically Disadvantaged students are not on track to graduate? What percentage of Economically Disadvantaged students are not on track to graduate? Based on this data, which student group(s) need additional support (Students with disabilities, English Learners, Gifted, Foster Care, Homeless, Economically Disadvantaged)?	Multipart Number and Text	All LEAs receiving Federal Funds	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67% and CSI with a grad rate	Federal graduation rate above 67% but below 77%	ESEA 1112: This question is required for LEAs that receive federal funds and schools with a graduation rate at or below 67 percent as well as Comprehensive Support and Improvement (CSI) schools identified due to a low graduation rate.
~~College, and Career Readiness~~ ~~College, Career, Workforce and Military Readiness~~	~~Graduation~~	~~What percentage of students in grades 9-12 are not on track to graduate from each identified student population (Asian or Pacific Islander, Hispanic, White Non-Hispanic, American Indian or Alaskan Native, Black Non-Hispanic, Multiracial)? Identify the student population and number of students.~~	~~Text~~	~~All LEAs receiving Federal Funds~~	~~Federal graduation rate above 67% but below 77%~~	~~Federal graduation rate at or below 67% and CSI with a grad rate~~	~~Federal graduation rate above 67% but below 77%~~	~~ESEA 1112: This question is required for LEAs that receive federal funds and schools with a graduation rate at or below 67 percent as well as Comprehensive Support and Improvement (CSI) schools identified due to a low graduation rate.~~
~~College, and Career Readiness~~ ~~College, Career, Workforce and Military Readiness~~	~~Graduation~~	~~Are any student populations over-represented in the data identified in the previous question?~~	~~Text~~	~~All LEAs receiving Federal Funds~~	~~Federal graduation rate above 67% but below 77%~~	~~Federal graduation rate at or below 67% and CSI with a grad rate~~	~~Federal graduation rate above 67% but below 77%~~	~~ESEA 1112: This question is required for LEAs that receive federal funds and schools with a graduation rate at or below 67 percent, as well as Comprehensive Support and Improvement (CSI) schools identified due to a low graduation rate.~~
~~College, and Career Readiness~~ College, Career, Workforce and Military Readiness	Graduation	**Source(s) of Evidence:** Early Warning System ~~How are students monitored to determine if they are not on track to graduate?~~ ~~What programs and services are available for students at-risk of not graduating? How are students targeted to participate in these programs and services?~~ How are you monitoring students at-risk of not graduating? What criteria are you using to determine whether students are not on track?	Multipart Text	All LEAs receiving Federal Funds	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67% and CSI with a grad rate	Federal graduation rate above 67% but below 77% and TSI with a grad rate	~~This question is required for districts and schools with a graduation rate at or below 67 percent.~~ ESEA 1112: This question is required for LEAs that receive federal funds and schools with a graduation rate at or below 67 percent as well as Comprehensive Support and Improvement (CSI) schools identified due to a low graduation rate. ORC. Section 3313.6020: Policy on Career Advising
~~College, and Career Readiness~~ ~~College, Career, Workforce and Military Readiness~~	~~Graduation~~	~~How are external partnerships utilized to improve students' post-high school outcomes in education, competitive integrated employment, and independent living?~~	~~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%~~	~~This question is required for districts and schools with a graduation rate at or below 67 percent.~~
~~College, and Career Readiness~~ ~~College, Career, Workforce and Military Readiness~~	~~Graduation~~	~~Which graduation pathways 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%~~	~~This question is required for districts and schools with a graduation rate at or below 67 percent.~~
~~College, and Career Readiness~~ ~~College, Career, Workforce and Military Readiness~~	~~Graduation~~	~~What barriers limit student access to all graduation 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%~~	~~This question is required for districts and schools with a graduation rate at or below 67 percent.~~
~~College, and Career Readiness~~ ~~College, Career, Workforce and Military Readiness~~	~~Graduation~~	~~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%~~	~~This question is required for districts and schools with a graduation rate at or below 67 percent.~~
~~College, and Career Readiness~~ ~~College, Career, Workforce and Military Readiness~~	~~Graduation~~	~~What is the district or building's annual process for developing and updating graduation plans for students in grades 9-12?~~	~~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%~~	~~This question is required for districts and schools with a graduation rate at or below 67 percent.~~
College, Career, Workforce and Military Readiness	Graduation	How 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 student with disabilities in a culturally and linguistically appropriate way? Is information personalized based on student needs? When? At age 14? After age 14?	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%	This question is required for LEAs and schools with a graduation rate at or below 67 percent.

FY27 (Cohort 3) Local Educational Agency and Building One Needs Assessment Questions and Data Conditions

Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required LEA Data Condition	® Recommended LEA Data Condition	* Required School Data Condition	® Recommended School Data Condition	Reference
~~College, and Career Readiness~~ College, Career, Workforce and Military Readiness	Post-secondary	~~What does data indicate about ensuring all students are able to transition from high school to successful post-graduation outcomes?~~ **Data Source(s):** College, Career, Workforce and Military Readiness (report only), College Enrollment within 2 years and College Graduation within 6 years What data is collected and analyzed to determine whether if all students have access to and participate in postsecondary coursework? What does data indicate about ensuring all students are able to transition from high school to successful post-graduation outcomes?	~~Text~~ 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%	This question is required for ~~districts~~ LEAs and schools with a graduation rate at or below 67 percent.
~~College, and Career Readiness~~ College, Career, Workforce and Military Readiness	Post-secondary	~~What data is used to analyze if the marketing of career-technical education programs and access to postsecondary coursework is reaching all students?~~ **Source(s) of Evidence:** Review district career advising policy, implement CTE programs and pathways, consult with business advisory council, embed career-connected learning into the general education curriculum, collect stakeholder feedback, more post-secondary partnership What changes can be made to improve successful post-graduation outcomes for 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%	This question is required for ~~districts~~ LEAs and schools with a graduation rate at or below 67 percent.
Community and Family Engagement	Engagement	**Data Source(s):** Secure Data Center Report- District Absentee and Attendance (disaggregated by student group) What does your data indicate about the successes and opportunities to improve the current family engagement activities for all families including students in foster care, students experiencing homelessness, English Learners, military connected youth, justice-involved youth and students with disabilities?	Text	All LEAs receiving Federal Funds	Optional	CSI and Title I SW Buildings	TSI	ESEA 1112 (b)(7) and ESEA 1114 (b)(7)(i)(ii): This question is required for all LEAs receiving federal funds, and Comprehensive Support and Improvement (CSI) schools or Title I schoolwide buildings.
~~Community and Family Engagement~~	~~Engagement~~	~~What does your data indicate about the successes and opportunities to improve the current community and partner engagement activities to support families and students?~~	~~Text~~	~~Optional~~	~~Optional~~	~~CSI~~	~~TSI~~	~~ESEA 1112 (b)(7) and ESEA 1114 (b)(7)(i)(ii): This question is required for Comprehensive Support and Improvement (CSI) schools.~~
Community and Family Engagement	Engagement	What does your district or school do to ensure that all activities are accessible to all staff and students, such as people that need materials in languages other than English or people with disabilities?	Text	All LEAs receiving Federal Funds	Optional	CSI and Title I SW Buildings	TSI	ESEA 1116 and ESEA 1114 (b)(7)(i)(ii): This question is required for all LEAs receiving federal funds, and Comprehensive Support and Improvement (CSI) schools or Title I schoolwide buildings.
~~Community and Family Engagement~~	~~Engagement~~	~~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~~	~~All LEAs receiving Federal Funds~~	~~Optional~~	~~CSI and ATSI for SWD~~	~~Optional~~	~~ESEA 1112 (b)(10): This question is required for all LEAs receiving federal funds, and Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) schools with underperforming Students With Disabilities (SWDs).~~
~~Community and Family Engagement~~	~~Engagement~~	~~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 and based on the individual needs of the student with disabilities in a culturally and linguistically appropriate way? Effective at age 14? After age 14?~~	~~Multipart Text~~	~~All LEAs receiving Federal Funds~~	~~Optional~~	~~CSI and ATSI for SWD~~	~~Optional~~	~~ESEA 1112 (b)(10): This question is required for all LEAs receiving federal funds, and Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) schools with underperforming Students With Disabilities (SWDs).~~
Community and Family Engagement	Engagement	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? What about preschool to school age? Postsecondary options?	~~Text~~ Multipart Text	Optional	Optional	CSI and ATSI for SWD	Optional	This question is required for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) schools with underperforming Students With Disabilities (SWDs).
~~Community and Family Engagement~~	~~Engagement~~	~~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~~	~~Optional~~	~~Optional~~	~~CSI and ATSI for SWD~~	~~Optional~~	~~This question is required for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) schools with underperforming Students With Disabilities (SWDs).~~
~~Community and Family Engagement~~	~~Engagement~~	~~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~~	~~Optional~~	~~Optional~~	~~CSI and ATSI for SWD~~	~~Optional~~	~~This question is required for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) schools with underperforming Students With Disabilities (SWDs).~~
Curriculum, Instruction and Assessment - Content Areas	Literacy	**Data Source(s):** Ohio State Tests, Readiness Assessments, reading diagnostics, Dyslexia screeners, Early Learning Assessments, Special Education Profile Indicator 3b, and Benchmark Assessments Analyze the results of disaggregated student performance data from sources including, but not limited to: (a) Ohio's State Tests for English Language Arts (grades 3-8, English 1 and 2); (b) Kindergarten Readiness Assessment (language and literacy area); (c) K-3 reading diagnostic assessments/screeners; (d) Dyslexia screeners; (e) Early Learning Assessments; and (f) Benchmark assessments, as applicable. Summarize the results of that analysis below.	Text	~~LEAs with Identification Status~~ All LEAs	Optional	CSI, ATSI and TSI and Title I-A Schoolwide	Optional	~~This question is required for districts identified for one or more of the following: a Reading Achievement Plan, Student Group Accountability, containing a CSI, ATSI or TSI school, and/or having an assigned case manager. This question is also required for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI).~~ This question is required for all LEAs and for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI) and Title I-A Schoolwide.
Curriculum, Instruction and Assessment - Content Areas	Literacy	Based on an analysis of student performance data in Literacy/English Language Arts, in what area(s) of PreK - grade 12 reading achievement are students not proficient? Areas to address include the following: Phonemic awareness, phonics, vocabulary, fluency, and reading comprehension.	Text	~~LEAs with Identification Status~~ All LEAs	Optional	CSI, ATSI and TSI and Title I-A Schoolwide	Optional	~~This question is required for districts identified for one or more of the following: a Reading Achievement Plan, Student Group Accountability, containing a CSI, ATSI or TSI school, and/or having an assigned case manager. This question is also required for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI).~~ This question is required for all LEAs and for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI) and Title I-A Schoolwide.
Curriculum, Instruction and Assessment - Content Areas	Literacy	**Source(s) of Evidence:** Walkthrough data, use of approved instructional material, completion of professional development, Reading Tiered Fidelity Inventory, coaching data, etc. Explain how adult implementation data was used to inform ongoing implementation of evidence-based strategies and improvement.	Multipart Text	~~LEAs with Identification Status~~ All LEAs	Optional	CSI, ATSI and TSI and Title I-A Schoolwide	Optional	~~This question is required for districts identified for one or more of the following: a Reading Achievement Plan, Student Group Accountability, containing a CSI, ATSI or TSI school, and/or having an assigned case manager. This question is also required for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI).~~ This question is required for all LEAs and for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI) and Title I-A Schoolwide.
Curriculum, Instruction and Assessment - Content Areas	Literacy	Based on adult implementation data, what areas of literacy or grade levels need additional assistance to ensure complete fidelity of implementation of evidence-based practices?	Multipart Text	~~LEAs with Identification Status~~ All LEAs	Optional	CSI, ATSI and TSI and Title I-A Schoolwide	Optional	~~This question is required for districts identified for one or more of the following: a Reading Achievement Plan, Student Group Accountability, containing a CSI, ATSI or TSI school, and/or having an assigned case manager. This question is also required for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI).~~ This question is required for all LEAs and for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI) and Title I-A Schoolwide.

FY27 (Cohort 3) Local Educational Agency and Building One Needs Assessment Questions and Data Conditions

Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required LEA Data Condition	® Recommended LEA Data Condition	* Required School Data Condition	® Recommended School Data Condition	Reference
Curriculum, Instruction and Assessment - Content Areas	Literacy	What are measurable adult implementation goals based on the internal and external factor analysis by grade band? External factors may include: attendance, behavior, socio-economic status, kindergarten readiness.	Multipart Text	~~LEAs with Identification Status~~ All LEAs	Optional	CSI, ATSI and TSI and Title I-A Schoolwide	Optional	~~This question is required for districts identified for one or more of the following: a Reading Achievement Plan, Student Group Accountability, containing a CSI, ATSI or TSI school, and/or having an assigned case manager. This question is also required for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI).~~ This question is required for all LEAs and for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI) and Title I-A Schoolwide.
Curriculum, Instruction and Assessment - Content Areas	Literacy	List the evidence-based strategies to meet specific adult and student goals and improve instruction, which shall include at least the following: (a) Strategies reflecting ~~culturally responsive~~ evidence-based practices; (b) A process for monitoring the progress and implementation of the plan's strategies; and (c) Action steps to implement the plan's strategies, including professional development for each strategy. What data does your organization use to demonstrate evidenced-based literacy strategies are effective? What trends can be identified?	Multipart Text	~~LEAs with Identification Status~~ All LEAs	Optional	CSI, ATSI and TSI and Title I-A Schoolwide	Optional	~~This question is required for districts identified for one or more of the following: a Reading Achievement Plan, Student Group Accountability, containing a CSI, ATSI or TSI school, and/or having an assigned case manager. This question is also required for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI).~~ This question is required for all LEAs and for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI) and Title I-A Schoolwide.
Curriculum, Instruction and Assessment - Content Areas	Literacy	~~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 that evidence-based literacy strategies are effective?~~ Are all instructional materials aligned to the Ohio approved lists? Describe how teachers use materials for core instruction, targeted and intensive intervention, and tutoring to meet the needs of all students.	Text	~~LEAs with Identification Status~~ All LEAs	Optional	CSI, ATSI and TSI and Title I-A Schoolwide	Optional	~~This question is required for districts identified for one or more of the following: a Reading Achievement Plan, Student Group Accountability, containing a CSI, ATSI or TSI school, and/or having an assigned case manager. This question is also required for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI).~~ This question is required for all LEAs and for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI) and Title I-A Schoolwide.
Curriculum, Instruction and Assessment - Content Areas	Literacy	What professional learning on effective literacy instruction and assessment has your ~~district~~ organization engaged with for each of the following groups: Administrators, elementary educators, middle school educators, high school educators, literacy coaches and specialists, and paraprofessionals.	Text	~~LEAs with Identification Status~~ All LEAs	Optional	CSI, ATSI and TSI and Title I-A Schoolwide	Optional	~~This question is required for districts identified for one or more of the following: a Reading Achievement Plan, Student Group Accountability, containing a CSI, ATSI or TSI school, and/or having an assigned case manager. This question is also required for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI).~~ This question is required for all LEAs and for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI) and Title I-A Schoolwide.
Curriculum, Instruction and Assessment - Content Areas	Literacy	How does the LEA track progress for students with disabilities in literacy proficiency to ensure that specially designed instruction and accommodation support student needs? What is the LEA's process for reviewing IEPs for students in alignment to Reading Improvement Monitoring Plans (RIMPs) who scored below proficient on literacy assessments?	Text	All LEAs	Optional	N/A	N/A	This question is required for all LEAs.
~~Curriculum, Instruction and Assessment - Content Areas~~	~~English Language Arts~~	~~Based on the analysis of student performance data in Literacy/English Language Arts, what does your data show about reading achievement for all students, including: (a) Students with disabilities; (b) Students who are gifted; (c) Students who are identified as at risk for dyslexia; and (d) English learners.~~	~~Multipart Text~~	~~LEAs with Identification Status~~	~~Optional~~	~~CSI, ATSI and TSI~~	~~Optional~~	~~This question is required for districts identified for one or more of the following: a Reading Achievement Plan, Student Group Accountability, containing a CSI, ATSI or TSI school, and/or having an assigned case manager. This question is also required for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI).~~
~~Curriculum, Instruction and Assessment - Content Areas~~	~~English Language Arts~~	~~How is data used to drive instructional decisions for Literacy/English Language Arts?~~	~~Text~~	~~LEAs with Identification Status~~	~~Optional~~	~~CSI, ATSI and TSI~~	~~Optional~~	~~This question is required for districts identified for one or more of the following: a Reading Achievement Plan, Student Group Accountability, containing a CSI, ATSI or TSI school, and/or having an assigned case manager. This question is also required for schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI).~~
Curriculum, Instruction and Assessment - Content Areas	Mathematics	**Data Source(s):** Secure Data Center, Ohio State Tests, Readiness Assessments, Benchmark Assessments, EVAAS, Special Education Profile, and local assessments ~~In what area(s) of mathematics achievement are students struggling or showing significant growth? PreK-3? 4-12?~~ What mathematics data does the organization rely on to identify students who are struggling or showing significant growth? Describe the process for identifying students who may require math intervention or enrichment.	Multipart Text	All LEAs receiving Federal Funds	Optional	Appendix A All students Math	Optional	ESEA 1112(b)(1)(c): This question is required for all LEAs receiving federal funds and schools underperforming in Mathematics based on Appendix A of Ohio's State ESSA Plan.
Curriculum, Instruction and Assessment - Content Areas	Mathematics	**Data Source(s):** Secure Data Center, Ohio State Tests, Readiness Assessments, Benchmark Assessments, EVAAS, and local assessments Based on an analysis of student performance data in mathematics, in what area(s) of grade 3 - grade 12 mathematics are students not proficient? Identify the area(s) of mathematics achievement where students are struggling or showing significant growth (for example grade levels, domains or specific concepts).	Multipart Text	All LEAs receiving Federal Funds	Optional	Appendix A All Students Math	Optional	ESEA 1112(b)(1)(c): This question is required for all LEAs receiving federal funds and schools underperforming in Mathematics based on Appendix A of Ohio's State ESSA Plan.
Curriculum, Instruction and Assessment - Content Areas	Mathematics	**Source(s) of Evidence:** Walkthrough Data, Use of high-quality instructional material, Completion of Professional Development, coaching data, etc. Explain how the adult implementation data was used to inform ongoing implementation and improvement of the use of evidence-based practices.	Text	All LEAs receiving Federal Funds	Optional	Appendix A All Students Math	Optional	ESEA 1112(b)(1)(c): This question is required for all LEAs receiving federal funds and schools underperforming in Mathematics based on Appendix A of Ohio's State ESSA Plan.
Curriculum, Instruction and Assessment - Content Areas	Mathematics	Based on adult implementation data, what areas of mathematics or grade levels need additional assistance to ensure complete fidelity of implementation of evidence-based practices?	Text	All LEAs receiving Federal Funds	Optional	Appendix A All Students Math	Optional	ESEA 1112(b)(1)(c): This question is required for all LEAs receiving federal funds and schools underperforming in Mathematics based on Appendix A of Ohio's State ESSA Plan.

FY27 (Cohort 3) Local Educational Agency and Building One Needs Assessment Questions and Data Conditions

Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required LEA Data Condition	® Recommended LEA Data Condition	* Required School Data Condition	® Recommended School Data Condition	Reference
Curriculum, Instruction and Assessment - Content Areas	Mathematics	What are measurable adult implementation goals based on an external factor analysis by grade band? External factors may include: attendance, behavior, socio-economic status, kindergarten readiness.	Text	All LEAs receiving Federal Funds	Optional	Appendix A All Students Math	Optional	ESEA 1112(b)(1)(c): This question is required for all LEAs receiving federal funds and schools underperforming in Mathematics based on Appendix A of Ohio's State ESSA Plan.
Curriculum, Instruction and Assessment - Content Areas	Mathematics	~~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?~~ List the evidence-based strategies to meet specific adult and student goals and improve instruction, which shall include at least the following: (a) Strategies reflecting evidenced-based practices; (b) A process for monitoring the progress and implementation of the plan's strategies; and (c) Action steps to implement the plan's strategies, including professional development for each strategy. What data does your organization use to demonstrate evidenced-based math strategies are effective? What trends can be identified?	Multipart Text	All LEAs receiving Federal Funds	Optional	Appendix A All Students Math	Optional	ESEA 1112(b)(1)(c): This question is required for all LEAs receiving federal funds and schools underperforming in Mathematics based on Appendix A of Ohio's State ESSA Plan.
~~Curriculum, Instruction and Assessment - Content Areas~~	~~Mathematics~~	~~What does your growth data show about mathematics achievement for all students, including local and report card data? What does your growth data show for students with disabilities, including special education profile data?~~	~~Multipart Text~~	~~Optional~~	~~Optional~~	~~CSI~~	~~Optional~~	~~This question is required for Comprehensive Support and Improvement (CSI) schools.~~
Curriculum, Instruction and Assessment - Content Areas	Mathematics	List all instructional materials used for mathematics core instruction, targeted and intensive intervention, and tutoring. Describe how teachers use materials for core instruction, targeted and intensive intervention, and tutoring to meet the needs of all students.	Text	All LEAs receiving Federal Funds	Optional	Appendix A All Students Math	Optional	ESEA 1112(b)(1)(c): This question is required for all LEAs receiving federal funds and schools underperforming in Mathematics based on Appendix A of Ohio's State ESSA Plan.
Curriculum, Instruction and Assessment - Content Areas	Mathematics	What professional learning on effective mathematics instruction and assessment has your organization engaged with for each of the following groups: Administrators, elementary educators, middle school educators, high school educators, instructional coaches and specialists, intervention specialists, and paraprofessionals.	Text	All LEAs receiving Federal Funds	Optional	Appendix A All Students Math	Optional	ESEA 1112(b)(1)(c): This question is required for all LEAs receiving federal funds and schools underperforming in Mathematics based on Appendix A of Ohio's State ESSA Plan.
Curriculum, Instruction and Assessment - Content Areas	Mathematics	How does the LEA track progress for students with disabilities in mathematics proficiency to ensure that specially designed instruction and accommodation support student needs? What is the district's process for reviewing IEPs for students who scored below proficient on mathematics assessments?	Multipart Text	~~Not meeting Mathematics target on Special Education Profiles~~ All LEAs	Optional	~~CSI~~ N/A	~~Optional~~ N/A	~~This question is required for LEAs not meeting the Mathematics target on Special Education Profiles and for Comprehensive Support and Improvement (CSI) schools.~~ This question is required for all LEAs.
~~Curriculum, Instruction and Assessment - Content Areas~~	~~Mathematics~~	~~What discrepancies exist between the mathematics diagnostic tools and student learning outcomes?~~	~~Text~~	~~Optional~~	~~Optional~~	~~CSI~~	~~Optional~~	~~This question is required for Comprehensive Support and Improvement (CSI) schools.~~
~~Curriculum, Instruction and Assessment - Content Areas~~	~~Mathematics~~	~~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~~	~~This question is required for LEAs underperforming in Mathematics based on Appendix A of Ohio's State ESSA Plan.~~
Curriculum, Instruction and Assessment - Content Areas	Science	~~In what area(s) of science achievement are students not proficient? What does your growth data show about science achievement for all students, including local data and state report card data?~~ **Data Source(s):** Secure Data Center, EVAAS, Special Education Profile, and local assessments What science data do you rely on to identify students who are struggling or showing significant growth? In what area(s) of science achievement are students struggling or showing significant growth? How does this align to the students reading proficiency?	~~Text~~ Multipart Text	Optional	Optional	CSI, ATSI and TSI	Optional	This question is required for Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI) schools.
Curriculum, Instruction and Assessment - Content Areas	Social Studies	~~In what area(s) of social studies achievement are students not proficient? What does your growth data show about social studies achievement for all students, including local data and state report card data?~~ **Data Source(s):** Secure Data Center, EVAAS, Special Education Profile, and local assessments What social studies data do you rely on to identify students who are struggling or showing significant growth? In what area(s) of social studies achievement are students struggling or showing significant growth? How does this align to the students reading proficiency?	~~Text~~ Multipart Text	Optional	Optional	CSI, ATSI and TSI	Optional	This question is required for Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI) schools.
~~Curriculum, Instruction and Assessment - Content Areas~~	~~Career-Technical Education - Equity~~	~~How are students from special populations performing in the career-technical education programs in comparison to students without identified special needs?~~	~~Text~~	~~LEAs with Approved CTE-26 Applications~~	~~Optional~~	~~Optional~~	~~Optional~~	~~This question is required for any LEA that has an approved CTE-26 application for a Career-Technical Education pathway.~~
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education	**Data Source(s):** Secure Data Center Member District Reports How are students from special populations performing in the career-technical education programs in comparison to students without identified special needs? Include the results from Technical Skill Attainment, Work-Based Learning, and Post-Program Placement for all special populations and subgroups listed in each report.	Text	LEAs with Approved CTE-26 Applications	Optional	Optional	Optional	This question is required for any LEA that has an approved CTE-26 application for a Career-Technical Education **WORKFORCE DEVELOPMENT** pathway.
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education	To what degree do learners have access to Career-Technical Education? ~~meaningful work-based learning experiences, opportunities to receive credit for prior learning, career advisement and development opportunities, job placement services, and/or Career and Technical Student Organizations? How does this vary across programs or pathways? How does this vary across student groups, including students with disabilities?~~ 1) What is the overall participation rate of all special populations and subgroups (Headcount of Students Participating in CTE Courses (Member District) 2) In each pathway, what is the percentage of students in each special population and subgroup achieving concentrator status? (Current Year Concentrators (Member District)	Text	~~All LEAs receiving Federal Funds~~ LEAs with Approved CTE-26 Applications	Optional	Optional	Optional	~~ESEA 1112 (b)(12)(A): This question is required for all LEAs receiving federal funds.~~ This question is required for any LEA that has an approved CTE-26 application for a Career-Technical Education **WORKFORCE DEVELOPMENT** pathway.

FY27 (Cohort 3) Local Educational Agency and Building One Needs Assessment Questions and Data Conditions

Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required LEA Data Condition	® Recommended LEA Data Condition	* Required School Data Condition	® Recommended School Data Condition	Reference
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education	**Source(s) of Evidence:** Attend Data lab hosted by Office of CTE, complete "Self Review Tool" with SST CTPD Consultants, Attend Quality Program Review workshops How will adults address the impact of gaps in performance and outcomes for special populations and subgroups in Career-Technical Education?	Text	LEAs with Approved CTE-26 Applications	Optional	Optional	Optional	This question is required for any LEA that has an approved CTE-26 application for a Career-Technical Education **WORKFORCE DEVELOPMENT** pathway.
~~Curriculum, Instruction and Assessment – Teaching~~	~~Instruction~~	~~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~~	~~This question is required for all LEAs.~~
~~Curriculum, Instruction and Assessment – Teaching~~	~~Instruction~~	~~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~~	~~This question is required for all LEAs.~~
Curriculum, Instruction and Assessment - Teaching	Instruction	What academic and non-academic supports are available to all students in Tier 1 (core) instruction across all grade levels?	Text	All LEAs receiving Federal Funds	Optional	N/A	N/A	ESEA 1112 (a)(1)(B)(i), ESEA 1112 (b)(1)(B), ESEA 1112 (b)(5) and (b)(9): This question is required for all LEAs receiving federal funds.
Curriculum, Instruction and Assessment - Teaching	Instruction	How does the LEA identify the needs of students who are not responding to Tier 1 instruction?	Text	All LEAs receiving Federal Funds	Optional	N/A	N/A	ESEA 1112 (b)(1)(B): This question is required for all LEAs receiving federal funds.
Curriculum, Instruction and Assessment - Teaching	Instruction	How does the LEA 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 1114(b)(7)(ii): This question is required for all LEAs receiving federal funds.
Curriculum, Instruction and Assessment - Teaching	Instruction	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 1112 (b)(1)(A); ESEA 1114 (b)(7)(ii); ESEA 4106 (d)(1)(A). This question is required for all LEAs and all Title I schoolwide buildings. Districts that receive $30,000 or more in the Title IV, Part A grant must examine the need for improvement in access to, and opportunities for, a well-rounded education for all students.
~~Curriculum, Instruction and Assessment – Teaching~~	~~Assessments~~	~~What is the capacity of students to identify and utilize available instructional and adaptive technology?~~	~~Text~~	~~LEA~~	~~Optional~~	~~Optional~~	~~Optional~~	~~This question is required for all LEAs.~~
Curriculum, Instruction and Assessment - Teaching	Assessments	To what extent are English language arts assessments aligned with the following: the standards, based on research, free of or minimize racial and cultural biases, communicating clear learning targets with evidence of understanding and designed to promote student achievement for all?	Text	LEA	Optional	Optional	Optional	This question is required for all LEAs.
Curriculum, Instruction and Assessment - Teaching	Assessments	To what extent are mathematics assessments aligned with the following: the standards, based on research, free of or minimize racial and cultural biases, communicating clear learning targets with evidence of understanding, and designed to promote student achievement for all?	Text	LEA	Optional	Optional	Optional	This question is required for all LEAs.
~~Curriculum, Instruction and Assessment – Teaching~~	~~Curriculum~~	~~To what extent is the English language arts curriculum aligned with the following: the standards, based on research, free of or minimize racial and cultural biases, communicating clear learning targets with evidence of understanding and designed to promote student achievement for all?~~	~~Text~~	~~LEA~~	~~Optional~~	~~Optional~~	~~Optional~~	~~This question is required for all LEAs.~~
~~Curriculum, Instruction and Assessment – Teaching~~	~~Curriculum~~	~~To what extent is the mathematics curriculum aligned with the following: standards, based on research, free of or minimize racial and cultural biases, communicating clear learning targets with evidence of understanding and designed to promote student achievement for all?~~	~~Text~~	~~LEA~~	~~Optional~~	~~Optional~~	~~Optional~~	~~This question is required for all LEAs.~~
Curriculum, Instruction and Assessment - Teaching	Standards Alignment	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	All Title I Schoolwide Buildings	Optional	ESEA 1114 (b)(7)(iii)(IV): This question is required for Title I schoolwide buildings.
~~Curriculum, Instruction and Assessment – Teaching~~	~~Standards Alignment~~	~~How are professional development opportunities determined and evaluated to ensure they meet the needs of teachers (including intervention specialists, paraprofessionals, related service provides, etc.) to implement adopted standards aligned curriculum? How are professional development opportunities selected to ensure they meet the needs of all staff and service providers (including TESOL, general education intervention specialists, paraprofessional related service providers, etc.)?~~	~~Text~~	~~Optional~~	~~Optional~~	~~All Title I Schoolwide Buildings~~	~~Optional~~	~~ESEA 1114 (b)(7)(iii)(IV): This question is required for Title I schoolwide buildings.~~
Curriculum, Instruction and Assessment - Special Populations	Special Populations	Describe the plan for organizing evidence-based academic and non-academic instruction and supports across core, targeted, and intensive instruction and supports for all students? Student groups include: Students with disabilities, English Learners, Gifted, Foster Care, Homeless, Justice Involved Youth, Students in Military families, Economically Disadvantaged (Continuum of Supports). Academic must address literacy and math, non academic must address attendance, behavior, and student wellness.	Text	All LEAs receiving Federal Funds	Optional	Optional	Optional	ESEA 6312 (g)(1-3) (Title I); ESEA 7012 (a-d) (Title III); ESEA 1112 (b)(6); The McKinney-Vento Homeless Assistance Act; ESEA 1111 (g)(1)(E); ESEA 1112(c)(5); ESEA 1111 (h)(1)(C)(ii); Interstate Compact on Educational Opportunity for Military Children; R.C. 3301.60, R.C. 3301.65: This question is required for all LEAs receiving federal funds.
Curriculum, Instruction and Assessment - Special Populations	Special Populations	Describe your collaborative, responsive, and systematic process for understanding and addressing complex problems that are impacting students. Address specific student groups and how adult teams work prioritize activities to address the problem/s. (Team-Based Problem Solving) Specially address academic (literacy and math) and non-academic problems (attendance, behavior, and student wellness).	Text	All LEAs receiving Federal Funds	Optional	Optional	Optional	ESEA 6312 (g)(1-3) (Title I); ESEA 7012 (a-d) (Title III); ESEA 1112 (b)(6); The McKinney-Vento Homeless Assistance Act; ESEA 1111 (g)(1)(E); ESEA 1112(c)(5); ESEA 1111 (h)(1)(C)(ii); Interstate Compact on Educational Opportunity for Military Children; R.C. 3301.60, R.C. 3301.65: This question is required for all LEAs receiving federal funds.
~~Curriculum, Instruction and Assessment – Special Populations~~	~~Special Populations – Students with Disabilities~~	~~How does progress monitoring data inform changes to supports and services for students with disabilities?~~	~~Text~~	~~Optional~~	~~Optional~~	~~CSI and ATSI for SWD~~	~~Optional~~	~~This question is required for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) schools with underperforming Students With Disabilities (SWDs).~~
~~Curriculum, Instruction and Assessment – Special Populations~~	~~Special Populations – English Learners~~	~~Based on language usage survey data, how effectively are you communicating with families in their preferred language? Please describe how your LEA engages families using culturally and linguistically inclusive family engagement practices.~~	~~Text~~	~~15 students or more or 2% of student population (EL)~~	~~Optional~~	~~15 students or more or 2% of student population English Learners (EL)~~	~~Optional~~	~~ESEA 6312 (g)(1-3) (Title I) and ESEA 7012 (a-d) (Title III): This question is required for districts and schools in which 15 or more students or 2 percent of the student population are English Learners.~~
~~Curriculum, Instruction and Assessment – Special Populations~~	~~Special Populations – English Learners~~	~~What does your academic data indicate about the successes and opportunities to improve your LEA's English Learner program?~~	~~Text~~	~~15 students or more or 2% of student population (EL)~~	~~Optional~~	~~15 students or more or 2% of student population English Learners (EL)~~	~~Optional~~	~~This question is required for districts and schools in which 15 or more students or 2 percent of the student population are English Learners.~~
~~Curriculum, Instruction and Assessment – Special Populations~~	~~Special Populations – Homeless~~	~~What does your demographic and academic data indicate about the successes and opportunities to improve your LEA's identification and support for students experiencing homelessness and housing instability?~~	~~Text~~	~~All LEAs receiving Federal Funds~~	~~Optional~~	~~Optional~~	~~Optional~~	~~ESEA 1112 (b)(6) and The McKinney-Vento Homeless Assistance Act: This question is required for districts with 5 or more students identified as homeless and all LEAs that receive federal funds.~~
~~Curriculum, Instruction and Assessment – Special Populations~~	~~Special Populations – Homeless~~	~~How is the LEA liaison working with 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~~	~~The McKinney-Vento Homeless Assistance Act: This question is required for all districts with 5 or more students identified as homeless.~~

FY27 (Cohort 3) Local Educational Agency and Building One Needs Assessment Questions and Data Conditions

Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required LEA Data Condition	® Recommended LEA Data Condition	* Required School Data Condition	® Recommended School Data Condition	Reference
Curriculum, Instruction and Assessment – Special Populations	Special Populations – Foster Care	What does your demographic and academic data indicate about the successes and opportunities to improve your LEA's support for students in foster care?	Text	0.5% or more student population (Foster Care)	Optional	Optional	Optional	ESEA 1111 (g)(1)(E) and ESEA 1112(e)(5): This question is required for districts in which half of one percent or more of the student population is in foster care.
Curriculum, Instruction and Assessment – Special Populations	Special Populations – Foster Care	How does your LEA ensure students in foster care are receiving the federal provisions contained in ESEA (immediate enrollment, transportation services, and Title I Services)?	Text	0.5% or more student population (Foster Care)	Optional	Optional	Optional	This question is required for districts in which half of one percent or more of the student population is in foster care.
Curriculum, Instruction and Assessment – Special Populations	Special Populations – Justice Involved Youth	What does your demographic and academic data indicate about the successes and opportunities to improve your LEA's support for current and former court-placed students (as reported in EMIS "How Received" Codes P & Q)?	Text	Title I D and N Districts	Optional	Optional	Optional	This question is required for LEAs identified for additional support for delinquent and neglected students.
Curriculum, Instruction and Assessment – Special Populations	Special Populations – Justice Involved Youth	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	This question is required for LEAs identified for additional support for delinquent and neglected students.
Curriculum, Instruction and Assessment – Special Populations	Special Populations – Military	What does your demographic and academic data indicate about the successes and opportunities to improve your LEA's proper identification and support for students in military families (as reported in EMIS "Military Student Indicator")?	Text	2 students or more from Military Families	Optional	Optional	Optional	ESEA 1111 (h)(1)(C)(ii): This question is required for districts in which there are two or more military families.
Curriculum, Instruction and Assessment – Special Populations	Special Populations – Military	How does your LEA ensure students in military families are identified, supported and provided applicable flexibility according to the Interstate Compact on Educational Opportunity for Military Children?	Text	2 students or more from Military Families	Optional	Optional	Optional	Interstate Compact on Educational Opportunity for Military Children; R.C. 3301.60, R.C. 3301.65: This question is required for districts in which there are two or more military families.
Fiscal Management	Internal Controls	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: •Monitors how the entity effectively manages the federal grants or awards. •Ensures compliance with federal statutes, 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. 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. Address each component of this question identified below using the following implementation scale: 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	This question is required for Fiscal Emergency and Watch districts.
Fiscal Management	Financial Management	As required by Uniform Guidance 2 CFR 200.302 Financial Management, entities 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 (covering sections 200.334 – 200.337) and section 200.305, does the entity's financial management system provide for the following: •Each state must expend and account for the Federal award in accordance with state laws and procedures for expending and accounting for the state's own funds. Includes records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. •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. •Effective control over, and accountability for, all funds, property, and other assets (as defined by 2 CFR 200.303). The non-Federal entity must adequately safeguard all assets and assure that they are used solely for authorized purposes. •Comparison of expenditures with budget amounts for each Federal award. •Written procedures to implement the requirements of 200.305 regarding cash management rules. •Written procedures for determining the allowability of costs in accordance with Subpart E. •Written procedures for record retention in accordance with 2 CFR 200.334. Address each component of this question identified below using the following implementation scale: 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	This question is required for Fiscal Emergency and Watch districts.

FY27 (Cohort 3) Local Educational Agency and Building One Needs Assessment Questions and Data Conditions

Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required LEA Data Condition	® Recommended LEA Data Condition	* Required School Data Condition	® Recommended School Data Condition	Reference
~~Fiscal Management~~	~~Budgeting~~	~~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.~~ ~~Address each component of this question identified below using the following implementation scale:~~ ~~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%)~~ ~~•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."~~	~~Likert Scale 0-5~~	~~Fiscal Emergency and Watch~~	~~Fiscal Caution~~	~~N/A~~	~~N/A~~	~~This question is required for Fiscal Emergency and Watch districts.~~
~~Fiscal Management~~	~~Procurement~~	~~To what extent does the district implement policies and procedures to ensure compliance with Uniform Guidance Procurement Standards as follows: "The non-Federal entity must have and use documented procurement procedures, consistent with the standards of this section and §§ 200.317, 200.318, and 200.319 for any of the following methods of procurement used for the acquisition of property or services required under a Federal award or sub-award. The non-Federal entity must follow the methods of procurement identified within the regulation (Informal procurement Methods (micro-purchases, small purchase procedures), Formal procurement methods (sealed bids/proposals) and noncompetitive proposals as defined by 2 CFR 200.320. In addition, 2 CFR 200.310 further identifies, 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 200.112 and 200.214). (NOTE: 2 CFR 200.318 further outlines the need to avoid acquisition of unnecessary or duplicative items, foster greater economy and efficiency, use Federal excess and surplus property in lieu of purchasing new equipment and property, maintain records sufficient to detail the history of procurement, etc.)~~ ~~Address this question using the following implementation scale:~~ ~~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~~	~~This question is required for Fiscal Emergency and Watch districts.~~
Leadership, Administration and Governance	Shared Leadership	**Data Source(s):** Meeting records, surveys, communication artifacts, participation logs, and other documentation. Select the stakeholders that were involved in the development of your district and building-level plans? Checkboxes: Certified staff, classified staff, administrative staff, board members, parents, family members, students, community members, community organizations, local government representatives, community businesses, and other.	Checkboxes	LEA	Optional	CSI and Title I SW Buildings	TSI	ESEA 1112 (a)(1)(A); ESEA 1114(b)(2); ESEA 4106(c): This question is required for all LEAs receiving federal funds. It is also required for Comprehensive Support and Improvement (CSI) schools and Title I schoolwide buildings.
Leadership, Administration and Governance	Shared Leadership	Briefly describe how the stakeholders you selected above were involved in the development of your plan, along with how you intend to engage in ongoing consultation with selected stakeholders. ~~What stakeholder voices are currently missing from your plan development process? What structures and systems are or could be put in place to ensure that all needed stakeholder voices are included in the development of your plan? How will you engage in ongoing consultation with these stakeholders to improve local activities and coordinate implementation with other related strategies, programs and activities being conducted in the community?~~	~~Multipart Text~~ Text	LEA	Optional	CSI and Title I SW Buildings	TSI	ESEA 1112 (a)(1)(A); ESEA 1114(b)(2); ESEA 4106(c): This question is required for all LEAs receiving federal funds. It is also required for Comprehensive Support and Improvement (CSI) schools and Title I schoolwide buildings.
~~Leadership, Administration and Governance~~	~~Shared Leadership~~	~~How are special education professionals and leadership included within district, building and teacher-based team structures?~~	~~Text~~	~~Optional~~	~~Optional~~	~~CSI~~	~~Optional~~	~~This question is required for Comprehensive Support and Improvement (CSI) schools.~~
~~Leadership, Administration and Governance~~	~~Shared Leadership~~	~~How are early childhood professionals and leadership included within district, building and teacher-based team structures?~~	~~Text~~	~~Optional~~	~~Optional~~	~~CSI~~	~~Optional~~	~~This question is required for Comprehensive Support and Improvement (CSI) schools.~~
Leadership, Administration and Governance	Shared Leadership	**Source(s) of Evidence:** Walkthrough Data, Use of approved instructional material, Completion of Professional Development ~~How is implementation data shared and utilized across district, building and teacher-based teams, as well as with stakeholder groups?~~ Explain how the adult implementation data is used to inform ongoing implementation and improvement of the use of evidence-based practices as it relates to the identified school(s).	Text	Optional	Optional	CSI	Optional	ESEA 4106(c): This question is required for Comprehensive Support and Improvement (CSI) schools.

FY27 (Cohort 3) Local Educational Agency and Building One Needs Assessment Questions and Data Conditions

Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required LEA Data Condition	® Recommended LEA Data Condition	* Required School Data Condition	® Recommended School Data Condition	Reference
~~Leadership, Administration and Governance~~	~~Shared Leadership~~	~~What evidence-based strategies do instructional teams implement and monitor to improve teaching and learning outcomes for all students?~~	~~Text~~	~~Optional~~	~~Optional~~	~~CSI~~	~~Optional~~	~~This question is required for Comprehensive Support and Improvement (CSI) schools.~~
Leadership, Administration and Governance	Shared Leadership	Describe how your entity's existing mission, policies, or commitments will ensure equitable access to and equitable participation in your One Plan. Describe what barriers may impede equitable access and participation of students, educators, or other beneficiaries, along with steps to address those barriers and timelines for addressing those barriers.	Multipart Text	LEA	Optional	Optional	Optional	Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a): This question is required for all LEAs.
Leadership, Administration and Governance	Administrative Support	**Data Source(s):** Secure Data Center, Educator Access Analysis Tool, budgets, and other documentation ~~When reviewing district- and school-level resources, how do the resources between Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and/or Additional Targeted Support and Improvement (ATSI) schools compare to those of independent schools, what gaps in resources exist, and what steps will the LEA take to address these resource inequities? What, if any, additional resources will be provided to CSI, TSI and/or ATSI schools in response to this identified inequity? Evaluation of resource inequities can include a review of LEA and school-level budgeting and does not have to be limited to a review of fiscal budgets.~~ How do the resources available to schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) compare to those available to non-identified schools? What specific resource gaps exist between these schools? How does the LEA ensure that identified buildings receive equitable access to resources including but is not limited to, a review of LEA and school-level budgets, staffing, instructional materials, access to support services, and other relevant factors.	Text	LEA that is or contains an identified school (CSI, ATSI or TSI)	Optional	CSI, ATSI and TSI	Optional	ESEA 1111 (d)(1)(B), ESEA 1111(d)(2)(B) and ESEA 1111(d)(2)(C): This question is required for districts that contain a CSI, TSI or ATSI school and Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools.
Leadership, Administration and Governance	Administrative Support	**Data Source(s):** Ohio School Report Card and Identification Dashboard ~~District and school One Plans must be informed by all accountability and performance indicators in the Ohio School Report Card, including (but not limited to) graduation rates, achievement scores, growth data, and gap closing data. Upon reviewing your report card data, what stands out as particular areas of need for your CSI, TSI and/or ATSI schools? Which two or more evidence-based interventions does your district or school intend to implement to address the identified need(s)?~~ LEA and school One Plans must be informed by all accountability and performance indicators included in the Ohio School Report Card—such as graduation rates, achievement scores, student growth, and gap closing measures. Did your LEA review the most recent report card data, and identify the most significant gaps for your CSI, TSI, and/or ATSI schools? Which two or more evidence-based interventions does your district or school plan to implement to address these identified needs?	Radio Button and Text	LEA that is or contains an identified school (CSI, ATSI or TSI)	Optional	CSI, ATSI and TSI	Optional	ESEA 1111 (d)(1)(B), ESEA 1111(d)(2)(B) and ESEA 1111(d)(2)(C): This question is required for districts that contain a CSI, TSI or ATSI school and Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools.
Leadership, Administration and Governance	Administrative Support	**Data Source(s):** Identification Dashboard Identification as a CSI, TSI and/or ATSI school means that subgroup performance is in the bottom 5% of Ohio schools for one of the following subgroups: White, Black, Hispanic, American Indian/Native Alaskan, and Asian Pacific Islander students, Students with Disabilities, English Learners, Multiracial, Gifted, and Economically Disadvantaged students. ~~What subgroups are low performing in your district or school?~~ Please identify the students group that are low performing in your LEA or school (checkbox). Which two or more evidence-based interventions does your district or school intend to implement to address the identified need(s)?	Checkboxes and Text	LEA that is or contains an identified school (CSI, ATSI or TSI)	Optional	CSI, ATSI and TSI	Optional	ESEA 1111 (d)(1)(B), ESEA 1111(d)(2)(B) and ESEA 1111(d)(2)(C): This question is required for districts that contain a CSI, TSI or ATSI school and Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools.
Professional Capital	~~Educator Equity~~ Local Educator Access Plan	**Data Source(s):** The Educator Access Analysis Tool (EAAT), found through the Secure Data Center. According to ESEA 1112 (b)(2), Local Equitable Access Planning (LEAP) seeks to ensure that "low socioeconomic and minority students are not more likely to be taught by ineffective, inexperienced, or out-of-field teachers" than their peers. ~~Review your Equitable Access Analysis Tool (EAAT), found through the Secure Data Center. Use the data in your tool to answer the following questions:~~ What trends can you identify in the gaps found in your tool, for example, do they occur in particular buildings, grade levels, or subject areas? Are there gaps in your Title I served buildings? Finally, what is your most significant gap (found in the EAAT)? This gap should be what the LEA considers most concerning and will prioritize addressing in the One Plan. (NOTE: Gaps are identified in the EAAT as dark red bars on the first page).	Multipart Text	LEAs with Equity Gaps	Optional	N/A	N/A	ESEA 1112 (b)(2): This question is required for all LEAs with an equity gap in their Equitable Access Analysis Tool.
Professional Capital	~~Educator Equity~~ Local Educator Access Plan	How do you ensure stakeholders participate in the local equitable access planning process (data analysis, root-cause analysis, and strategy development)?	Text	LEAs with Equity Gaps	Optional	N/A	N/A	ESEA 1112 (b)(2): This question is required for all LEAs with an equity gap in their Equitable Access Analysis Tool.
~~School Climate and Supports~~	~~Safe and Healthy Schools~~	~~What Tier III strategies (counseling, school-based mental health programs, specialized instructional support services, mentoring services, etc.) are implemented to improve students' performance? What does data indicate about the effectiveness of these strategies?~~	~~Text~~	~~All LEAs receiving Federal Funds~~	~~Optional~~	~~All Title I Schoolwide Buildings~~	~~Optional~~	~~ESEA 1112 (b)(11); ESEA 1114 (b)(7)(iii)(I-II): This question is required for all LEAs receiving federal funds and all Title I schoolwide buildings.~~
~~School Climate and Supports~~	~~Safe and Healthy Schools~~	~~What tools are used to determine the school climate and culture of your building or district?~~	~~Multipart Text~~	~~Optional~~	~~Optional~~	~~CSI and ATSI for SWD~~	~~Optional~~	~~ESEA 1112 (b)(11); ESEA 1114 (b)(7)(iii)(I-II): This question is required for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) schools with underperforming Students With Disabilities (SWDs).~~

FY27 (Cohort 3) Local Educational Agency and Building One Needs Assessment Questions and Data Conditions

Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required LEA Data Condition	® Recommended LEA Data Condition	* Required School Data Condition	® Recommended School Data Condition	Reference
~~School Climate and Supports~~	~~Behavioral Supports~~	~~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, and what was the frequency per location? Which gender, ethnicity or disability status represents the largest number of referrals? What behaviors are most discipline referrals for?~~	~~Multipart Number and Text~~	~~15 or more out of school suspensions per 100 students~~	~~Optional~~	~~15 or more out of school suspensions per 100 students~~	~~Optional~~	~~This question is required for districts and schools with 15 or more out of school suspensions per 100 students.~~
School Climate and Supports	Behavioral Supports	**Data Source(s):** Secure Data Center- Discipline Occurrences When looking at discipline data, what are the trends and patterns, including gender, ethnicity, disability status, grade, location, time of day and referring staff, that you can identify? What trends and patterns can you identify for vulnerable populations?	Multipart Text	15 or more out of school suspensions per 100 students	Optional	15 or more out of school suspensions per 100 students	Optional	This question is required for districts and schools with 15 or more out of school suspensions per 100 students.
~~School Climate and Supports~~	~~Behavioral Supports~~	~~What three most frequent behavioral infractions result in students receiving out-of-school suspensions? When looking at these behaviors, are there trends or patterns, including for gender, ethnicity, disability status, grade, location, time of day, or referring staff? What is the relationship between discipline and student performance for students with disabilities?~~	~~Multipart Text~~	~~15 or more out of school suspensions per 100 students~~	~~Optional~~	~~15 or more out of school suspensions per 100 students~~	~~Optional~~	~~This question is required for districts and schools with 15 or more out of school suspensions per 100 students.~~
School Climate and Supports	Student Transition	What procedures are in place to ensure immediate enrollment, record transfer and the successful transition of students? How effective are current procedures?	Multipart Text	10% or higher district mobility rate	Optional	10% or higher school mobility rate	Optional	This question is required for districts and schools with a district mobility rate of 10 percent or higher.
School Climate and Supports	Student Transition	Are there specific times of year when there are higher or lower numbers of student transfers and enrollments? If yes, provide details.	Multipart Text	10% or higher district mobility rate	Optional	10% or higher school mobility rate	Optional	This question is required for districts and schools with a district mobility rate of 10 percent or higher.
School Climate and Supports	Student Transition	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	All LEAs receiving Federal Funds	Optional	All Title I Schoolwide Buildings	Optional	ESEA 1112 (b)(8); ESEA 1114 (b)(iii)(V): This question is required for LEAs that receive federal funds and Title I schoolwide buildings.
School Climate and Supports	Student Transition	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?	Multipart Text	10% or higher district mobility rate	Optional	10% or higher school mobility rate	Optional	This question is required for districts and schools with a district mobility rate of 10 percent or higher.
School Climate and Supports	Student Transition	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?	Multipart Text	10% or higher district mobility rate	Optional	10% or higher school mobility rate	Optional	This question is required for districts and schools with a district mobility rate of 10 percent or higher.
School Climate and Supports	Attendance	**Data Source(s):** Secure Data Center- Absenteeism and Attendance A student is chronically absent when they've missed 10% of the school year (about 18 days), including both excused and unexcused absences. A school or district's chronic absenteeism rate is the percentage of student FTEs who have missed 10% or more of the school year. How is chronic absenteeism concentrated among particular students, grade levels or student subgroups (specifically students in the foster care, students experiencing homelessness, English Learners, military connected youth, justice-involved youth and students with disabilities)?	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%	Ohio's ESSA Plan (4)(iv)(e): This question is required for districts and schools with a chronic absenteeism rate above 12.6 percent.
School Climate and Supports	Attendance	What is the relationship between attendance patterns and achievement, and attendance patterns and disciplinary data? Are particular groups of students disproportionately impacted (specifically students in the foster care, students experiencing homelessness, English Learners, military connected youth, justice-involved youth and students with disabilities)?	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%	Ohio's ESSA Plan (4)(iv)(e): This question is required for districts and schools with a chronic absenteeism rate above 12.6 percent.
~~School Climate and Supports~~	~~Positive Behavioral Intervention Supports~~	~~How are Positive Behavioral Interventions and Supports being implemented to all students in Tier 1 across all grade levels?~~	~~Text~~	~~All LEAs receiving federal funds~~	~~Optional~~	~~Optional~~	~~Optional~~	~~OAC 3301-35-15: This question is required for all LEAs receiving federal funds.~~
~~School Climate and Supports~~	~~Positive Behavioral Intervention Supports~~	~~How are the needs of students who are not responding to Tier 1 Positive Behavioral Interventions and Supports identified and supported through Tier II and Tier III interventions?~~	~~Text~~	~~All LEAs receiving federal funds~~	~~Optional~~	~~Optional~~	~~Optional~~	~~OAC 3301-35-15: This question is required for all LEAs receiving federal funds.~~
~~School Climate and Supports~~	~~Positive Behavioral Intervention Supports~~	~~How is the fidelity of Positive Behavioral Interventions and Supports implementation measured (e.g. PBIS Tiered Fidelity Inventory)? How is data used to determine the fidelity of implementation of the three Tiers of PBIS practices in schools?~~	~~Multipart Text~~	~~All LEAs receiving federal funds~~	~~Optional~~	~~Optional~~	~~Optional~~	~~OAC 3301-35-15: This question is required for all LEAs receiving federal funds.~~
~~School Climate and Supports~~	~~Positive Behavioral Intervention Supports~~	~~What impact has Positive Behavioral Interventions and Supports implementation had on the number of office referrals, in- and out- of school suspensions and expulsions? What data trends can be observed?~~	~~Text~~	~~All LEAs receiving federal funds~~	~~Optional~~	~~Optional~~	~~Optional~~	~~OAC 3301-35-15: This question is required for all LEAs receiving federal funds.~~