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, Career, Workforce and Military Readiness	Graduation	**Data Source(s):** Secure Data Center- Graduation- 4 year Longitudinal Graduation Rate Provide student graduation data: 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, Career, Workforce and Military Readiness	Graduation	**Source(s) of Evidence:** Early Warning System 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	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, 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.
College, Career, Workforce and Military Readiness	Post-secondary	**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?	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 LEAs and schools with a graduation rate at or below 67 percent.
College, Career, Workforce and Military Readiness	Post-secondary	**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 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 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	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?	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).
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	All LEAs	Optional	CSI, ATSI and TSI and Title I-A Schoolwide	Optional	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	All LEAs	Optional	CSI, ATSI and TSI and Title I-A Schoolwide	Optional	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	All LEAs	Optional	CSI, ATSI and TSI and Title I-A Schoolwide	Optional	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	All LEAs	Optional	CSI, ATSI and TSI and Title I-A Schoolwide	Optional	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	All LEAs	Optional	CSI, ATSI and TSI and Title I-A Schoolwide	Optional	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 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	All LEAs	Optional	CSI, ATSI and TSI and Title I-A Schoolwide	Optional	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	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	All LEAs	Optional	CSI, ATSI and TSI and Title I-A Schoolwide	Optional	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 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	All LEAs	Optional	CSI, ATSI and TSI and Title I-A Schoolwide	Optional	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	Mathematics	**Data Source(s):** Secure Data Center, Ohio State Tests, Readiness Assessments, Benchmark Assessments, EVAAS, Special Education Profile, and local assessments 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.
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	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	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	All LEAs	Optional	N/A	N/A	This question is required for all LEAs.

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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	Science	**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?	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	**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?	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	**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? 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	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	**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	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	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	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 - 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.

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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	**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.	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	**Source(s) of Evidence:** Walkthrough Data, Use of approved instructional material, Completion of Professional Development 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.
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 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 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. 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	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. 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	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	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.

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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	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.