EDSTEPS
One Needs Assessment
One Plan Glossary

Action Steps – The specifics of how the evidence-based strategy will be implemented. Action Steps (AS) are driven by the root causes identified in the district needs assessment. They clearly describe the actions the district or building will take, as well as when, for whom and how often the actions will occur.

Examples: AS1 - Research and create Multi-Tiered System of Supports (MTSS)
AS2 - Set up timeline for implementation of MTSS
AS3 - Implement staff and parent professional development sessions
AS4 - Evaluate MTSS and adapt for sustainability

Adult Implementation Measure – A benchmark used to pace and gauge the progress of adult implementation of a strategy within the organization to achieve a particular goal.

Example 1: 100% of teachers will use quality district-adopted formative reading comprehension assessments to inform instruction.

Example 2: By 2021, 100% of teachers will complete professional development on MTSS.

The Education Department's System of Tiered E-Plans and Supports (ED STEPS) – ED STEPS is a business transformational process currently under development at the Ohio Department of Education that will provide cross-office support to Ohio's districts, schools and educational organizations. ED STEPS will encourage coordinated planning and implementation, free up time for instruction and day-to-day business, standardize timelines, and make it easier for local education agencies to utilize available resources strategically and effectively. The ED STEPS process will be supported by enhancements to technology systems. The One Needs Assessment prototype is a step in the system enhancements that will be released in the years ahead. Feedback will be used in the development of the final ED STEPS system.

Evidence-Based Strategies – Strategies, practices or activities that have been evaluated and shown to improve student outcomes. These strategies align to the improvement areas, address the root cause analysis and will be used by the local education agencies to meet their SMART goals.

Example 1: District- and building-level job-embedded professional development will be provided three times each year to address literacy skills in grades K-8 during district professional development days.

Example 2: Buildings will provide extended learning opportunities either before or after school at least three times weekly for students at risk of not meeting state standards in reading and math for grades 3-6 during the months of October through April.

Improvement Areas – Improvement areas are organized topics around improvement activities and topics that encompass a variety of needs. Current improvement areas identified are College and Career Readiness; Community and Family Engagement; Curriculum, Instruction and Assessment; Fiscal Management; Leadership, Administration and Governance; Operations; Professional Capital; and School Climate and Supports.

In the One Needs Assessment, improvement areas are organized into sections, with groups of questions around specific needs. A district or school may select "Additional Improvement Areas" for each indicated Priority Need to send them from the Priority Needs tab to the CCIP.

Progress toward a Priority Need requires strategies or action steps that involve multiple Improvement Areas. For instance, although the Graduation question group falls in the "College and Career Readiness" Improvement Area section of the One Needs Assessment, improved graduation rates also may require strategies or action steps related to staffing (Professional Capital Improvement Area), Curriculum (Curriculum, Instruction and Assessment Improvement Area) and School Climate (School Climate and Supports Improvement Area). Selection of Additional Improvement Areas for a Priority Need on the Priority Needs tab of the One Needs Assessment will assist the district or school in developing strategies and/or action steps in the plan to address that Priority Need.

> **Example**: For the Priority Need statement: *The district needs to improve its graduation rate by aligning its curriculum to Ohio's learning standards and by providing principal oversite and feedback with professional development that supports classroom instruction as informed by relevant data points.* An **Improvement Area** needs statement under the Curriculum, Instruction & Assessment area could be: *The district needs to align its curriculum with Ohio's learning standards.*

In the plan, improvement areas become the strategies the district will implement to move the organization toward its SMART goal target. *See Appendix E One Needs Assessment Structure for a listing of the improvement area sections and question groups within each section.*

Levels of Evidence – The Every Student Succeeds Act (ESSA) defines four levels of evidence-based strategies: (1) Strong Evidence; (2) Moderate Evidence; (3) Promising Evidence; and (4) Demonstrates a Rationale (Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments). For more information, see Defining ESSA Levels of Evidence Overview.

One Needs Assessment – The One Needs Assessment prototype is a cloud-based needs assessment used by Ohio schools, districts and organizations starting in Fiscal Year 2020 for the Fiscal Year 2021 school year. The new One Needs Assessment pulls data from a variety of data sources instead of relying mainly on districts' Ohio School Report Card data. The new One Needs Assessment contains "triggers" that identify required, recommended and optional focus areas based on district data. For additional resources on the One Needs Assessment, please visit the One Needs Assessment page on the Department's website.

One Plan – The One Plan system is a component of the ED STEPS technology system that will be released in the coming years. The One Plan is a systemic consolidated district planning tool for all district operations, strategically aligned to funding and resources and focused on improving outcomes for all students. The technology system upgrade is one aspect of the ED STEPS project — to learn more about the project, please visit the ED STEPS webpage.

Priority Needs – Needs identified by an organization that, when addressed, have the potential to affect other needs within the system and symptoms identified in a root cause analysis. The Priority Needs are the needs identified at the end of a needs assessment to become the focus of the organization's improvement plan. In the One Needs Assessment, the district or school selects a need as a priority to address through its district or school plan. Selected Priority Needs are pulled from the Needs Assessment tab into a Priority Needs tab and choices made for needs are sent to the CCIP Planning Tool. In the planning tool, the Priority Needs become the basis of the SMART goals for the organization's plan. *See Appendix D for guidance on how to convert Priority Needs from the One Needs Assessment into goals.*

Priority Need Statement – A clear, concise and relevant expression of an organization's need. Each statement should be directly linked to the relevant data points provided. Each priority need will become a SMART goal.

Example: *The district needs to improve its graduation rate by aligning its curriculum to Ohio's Learning Standards and by providing principal oversight and feedback with professional development that supports classroom instruction as informed by relevant data points.*

As you can see, the Priority Need statement has several embedded needs. The embedded needs will be addressed under the related improvement areas. For example, the graduation rate need statement indicates there are embedded needs in curriculum, leadership, professional development and instruction. The district also could state, "The district needs to provide time for teachers to develop formative assessments around Ohio's Learning Standards for Math."

Root Cause – The deepest underlying cause of positive and negative symptoms in any process that, if addressed, would eliminate or substantially reduce the symptoms. In the One Needs Assessment tool, the Root Cause question helps the district or school assess the underlying cause or causes of a question group. The Root Cause question is found at the bottom of each question group.

SMART Goal – A goal that is Specific, Measurable, Attainable, Realistic and Timely. The SMART goal should clearly address critical school challenges identified in the needs assessment.

Example: By 2023, all third-grade students will improve performance on Ohio's State Tests for reading by 9%.

Specific	Measurable	Attainable	Realistic	Timely
Third grade students, reading, Ohio's State Tests	*9%*	*% determined by baseline data*	*Group determined by past data*	*By 2023*

Stakeholders – Stakeholder groups should represent a cross-section of entities in an organization. Districts are required to gather stakeholder input for the need assessment, district and building improvement plans, and Title I schoolwide plans. Stakeholders should include parents and certified and classified staff. Others who may be included are personnel from outside agencies, board members, students and community members.

Strategy – A program or process that specifies what an organization will implement to reach a goal. In the Every Student Succeeds Act, organizations are expected to use evidence-based strategies in their improvement plans. However, not all strategies will be evidence-based in an improvement plan.

Example 1: District- and building-level job-embedded professional development will be provided three times each year to address literacy skills in grades K-8 during district professional development days.

Example 2: Buildings will provide extended learning opportunities either before or after school at least three times weekly for students at risk of not meeting state standards in reading and math for grades 3-6 during the months of October through April.

Student Measure – A benchmark used to pace and gauge the progress of students within the organization to achieve a goal.

Example 1: MAP reading growth of 2% each quarter during the 2020-2021 school year.

Example 2: Classroom behavior discipline referrals will decrease by 5% and absenteeism, as measured on our attendance records, will decrease by 2% each year from 2020 to 2022.