FY24 (Cohort 3) Local Educational Agency and Building One Needs Assessment Questions and Triggers

Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required Trigger LEA	® Recommended LEA Trigger	* Required School Trigger	® Recommended School Trigger	Reference
College and Career Readiness	Early Warning System	How does the organization identify students who are at risk of dropping out?	Text	Optional	Optional	Optional	Optional	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
College and Career Readiness	Early Warning System	How many students are identified as at-risk for dropping out in grades 6 12? How many of those identified as at-risk of dropping out have success plans?	Multipart Number	Optional	Optional	Optional	Optional	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
College and Career Readiness	Early Warning System	What does the data indicate about the effectiveness of efforts to prevent students from dropping out? How does this data reflect on the number of students who dropped out last year?	Text	Optional	Optional	Optional	Optional	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
College and Career Readiness	Graduation	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? How many students with a disability are not on track to graduate by meeting standard requirements? How many gifted students? How many English Learner students? How many Foster Care students? How many Homeless students? How many Economically Disadvantaged students?	Multipart Number and Text	All LEAs receiving Federal Funds	Federal graduation rate above 67% but below 77% or Moderate DF	Federal graduation rate at or below 67% or Priority with a grad rate	Federal graduation rate above 67% but below 77% or Focus with a grad rate	ESEA 1112: This question is required for LEAs that receive federal funds and schools with a graduation rate at or below 67 percent.
College and Career 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% or Moderate DF	Federal graduation rate at or below 67% or Priority with a grad rate	Federal graduation rate above 67% but below 77% or Focus with a grad rate	ESEA 1112: This question is required for LEAs that receive federal funds and schools with a graduation rate at or below 67 percent.
College and Career Readiness	Graduation	Are any student populations over-represented in the data identified in the previous question?	Text	Federal graduation rate at or below 67% or Intensive	Federal graduation rate above 67% but below 77% or Moderate DF	Federal graduation rate at or below 67% or Priority with a grad rate	Federal graduation rate above 67% but below 77% or Focus with a grad rate	This question is required for Intensive districts, and all districts and schools with a graduation rate at or below 67 percent.
College and Career Readiness	Graduation	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?	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 and schools with a graduation rate at or below 67 percent.
College and Career 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	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	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	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	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 and Career Readiness	Post-secondary	What does data indicate about ensuring all students are able to transition from high school to successful post graduation outcomes?	Text	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67%	Federal graduation rate above 67% but below 77%	This question is required for districts and schools with a graduation rate at or below 67 percent.
College and Career 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?	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	Post-secondary	How are career-focused education programs made accessible to all students, including students with disabilities?	Text	Intensive Districts	Moderate D/F	N/A	N/A	This question is required for Intensive districts.
College and Career Readiness	Post-secondary	What does data indicate about post graduation outcomes (military, college/trade school, employed, Opportunities for Ohioans with Disabilities) for students with disabilities?	Text	Intensive Districts	Moderate D/F	N/A	N/A	This question is required for Intensive districts.
College and Career Readiness	Post-secondary	What does data indicate about post graduation outcomes (military, college/trade school, employed, Opportunities for Ohioans with Disabilities) for students who are gifted?	Text	Optional	Optional	Optional	Optional	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
College and Career Readiness	Career Connections	In analyzing career advising support to students, which supports are most effective for the previously specified populations (all students, students with disabilities, military family students and gifted students)?	Text	Optional	Optional	Optional	Optional	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.

FY24 (Cohort 3) Local Educational Agency and Building One Needs Assessment Questions and Triggers

Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required Trigger LEA	® Recommended LEA Trigger	* Required School Trigger	® Recommended School Trigger	Reference
Community and Family Engagement	Engagement	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	Moderate D/F	Priority or Title I SW Buildings	Focus	ESEA 1112 (b)(7) and ESEA 1114 (b)(7)(i)(ii): This question is required for all LEAs receiving federal funds, and Priority 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	Intensive Districts	Moderate D/F	Priority	Focus	ESEA 1112 (b)(7) and ESEA 1114 (b)(7)(i)(ii): This question is required for Intensive districts and Priority 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	Moderate D/F	Priority or Title I SW Buildings	Focus	ESEA 1116 and ESEA 1114 (b)(7)(i)(ii): This question is required for all LEAs receiving federal funds, and Priority 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	Intensive Districts	Moderate D/F	Priority or Focus for SWD	Optional	This question is required for all Intensive districts, and Priority or Focus 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	Moderate D/F	Priority or Focus for SWD	Optional	ESEA 1112 (b)(10): This question is required for all LEAs receiving federal funds, and Priority or Focus 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?	Text	Intensive Districts	Moderate D/F	Priority or Focus for SWD	Optional	This question is required for all Intensive districts, and Priority or Focus 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	Intensive Districts	Moderate D/F	Priority or Focus for SWD	Optional	This question is required for all Intensive districts, and Priority or Focus 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	Intensive Districts	Moderate D/F	Priority or Focus for SWD	Optional	This question is required for all Intensive districts, and Priority schools or Focus schools with underperforming Students With Disabilities (SWDs).
Curriculum, Instruction and Assessment - Content Areas	Literacy	Provide a brief summary and analysis of disaggregated student performance data from sources including, but not limited to, Ohio's State Tests for English Language Arts, the Kindergarten Readiness Assessment (language and literacy area), Ohio English Learner's Proficiency Assessment, Alternate Assessment for Students with Significant Cognitive Disabilities, and the K-3 reading diagnostic assessments/screeners and benchmark assessments, as applicable.	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Literacy	Based on an evaluation of internal factors (staffing changes, core curriculum used, professional development offerings, and scheduling) and external factors (economic), and disaggregated by grade band, what adult implementation measures would have an impact on student achievement in literacy?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Literacy	List and describe the evidence-based strategies used to meet specific adult and student goals and improve instruction. Include the following: (a) Strategies reflecting culturally responsive practices. (b) A process for monitoring the progress and implementation of the plan's strategies. (c) Action steps to implement the plan's strategies, including professional development for each strategy. (d) A description for how these strategies support students on reading improvement and monitoring plans (RIMPS). (e) A description for how the proposed strategies will be effective and improve on upon strategies utilized during the previous two years.	Multipart Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	In what area(s) of reading achievement are students not proficient? PreK 3? 4 12? Data sources may include, but are not limited to, the English language arts assessment prescribed under Ohio Revised Code 3301.0710 (grades 3 8, ELA I and II), language and literacy portion of the Kindergarten Readiness Assessment, reading diagnostic assessments (required for grades K 3 under the Third Grade Reading Guarantee), Early Learning Assessment and screeners.	Multipart Text	All LEAs receiving Federal Funds	Intensive Districts	Appendix A All students ELA	Optional	ESEA 1112(b)(1)(c): This question is required for all LEAs receiving federal funds and schools underperforming in English Language Arts.
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	What does your growth data show about reading 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	Intensive Districts	Moderate D/F	Priority or Focus for SWD	Optional	This question is required for all Intensive districts, and Priority or Focus schools with underperforming Students With Disabilities (SWDs).
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	How does the LEA track progress for students with disabilities in reading proficiency to ensure that specially designed instruction and accommodation support student needs? What is the districts process for reviewing IEPs for students who scored below proficient on reading assessments?	Multipart Text	Not meeting ELA target on Special Education Profiles	Intensive Districts	Priority	Optional	This question is required for all LEAs not meeting the ELA target on Special Education Profiles, and for Priority schools.

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Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required Trigger LEA	® Recommended LEA Trigger	* Required School Trigger	® Recommended School Trigger	Reference
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	How does the reading achievement data for students who are gifted demonstrate mastery of differentiated content?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	What diagnostic assessment and score/percentile does your LEA use to determine the on track/not on track status of K 3 students?	Text	Intensive Districts	Optional	Priority	Optional	This question is required for Intensive districts and Priority schools.
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	Describe the evidence based strategies used to meet specific learner needs and improve instruction. What does the data indicate about implementation of identified evidence based practices? What data or trends demonstrate the evidence based literacy strategies are effective?	Multipart Text	Intensive Districts	Optional	Optional	Optional	This question is required for Intensive districts.
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	Explain how adult implementation data was used to inform ongoing implementation of evidence based strategies and improvement.	Text	Intensive Districts	Optional	Optional	Optional	This question is required for Intensive districts.
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	Based on this data, what areas of literacy or grade levels need additional assistance to ensure complete fidelity of implementation of evidenced-base practices?	Text	Appendix A All students ELA	Optional	Optional	Optional	This question is required for LEAs underperforming in English Language Arts.
Curriculum, Instruction and Assessment - Content Areas	Mathematics	In what area(s) of mathematics achievement are students struggling or showing significant growth? PreK 3? 4 12?	Multipart Text	All LEAs receiving Federal Funds	Intensive Districts	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.
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	Intensive Districts	Optional	Priority	Optional	This question is required for Intensive districts and Priority schools.
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	Intensive Districts	Priority	Optional	This question is required for LEAs not meeting Mathematics target on Special Education Profiles and Priority schools.
Curriculum, Instruction and Assessment - Content Areas	Mathematics	What discrepancies exist between the mathematics diagnostic tools and student learning outcomes?	Text	Intensive Districts	Optional	Priority	Optional	This question is required for Intensive districts and Priority schools.
Curriculum, Instruction and Assessment - Content Areas	Mathematics	In what area(s) of mathematics achievement are students who are gifted struggling or showing significant growth? PreK 3? 4 12?	Multipart Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Mathematics	How does mathematics achievement data for students who are gifted demonstrate mastery of differentiated content?	Text	Optional	Optional	Optional	Optional	
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?	Multipart Text	Intensive Districts	Optional	Optional	Optional	This question is required for Intensive districts.
Curriculum, Instruction and Assessment - Content Areas	Mathematics	Explain how the adult implementation data was used to inform ongoing implementation and improvement of the use of evidence-based practices.	Text	Intensive Districts	Optional	Optional	Optional	This question is required for Intensive districts.
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.
Curriculum, Instruction and Assessment - Content Areas	Physical Education	How are teachers using the physical education standards and assessments to show progress in meeting the benchmark evaluations?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	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	Optional	Optional	Optional	Optional	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education - Equity	What are the potential root causes of inequities in the career-technical education programs?	Text	Optional	Optional	Optional	Optional	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education - Equity	How are special population groups performing in these programs? How are students with disabilities performing in these programs? Which students with disability categories are underrepresented in career-technical education programs?	Text	Optional	Optional	Optional	Optional	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education - Equity	What additional accommodations, modifications and supportive services would help ensure access and equity for all students within the programs?	Text	Optional	Optional	Optional	Optional	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education - Equity	To what degree do students have access to career guidance that is comprehensive, equitable and unbiased?	Text	Optional	Optional	Optional	Optional	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education - Equity	How are other federal or state programs, such as Temporary Assistance for Needy Families or SNAP Employment & Training, aligned to ensure career-technical education students can access additional supports that may be available?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education	What opportunities exist in the local labor market for students with disabilities, English learners or other special populations?	Text	Optional	Optional	Optional	Optional	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education	To what degree do learners have access to meaningful work-based learning experiences, opportunities to receive credit for prior learning, career advisement and development opportunities, job placement services, and/or Career and Technical Student Organizations? How does this vary across programs or pathways? How does this vary across student groups, including students with disabilities?	Text	All LEAs receiving Federal Funds	Optional	Optional	Optional	ESEA 1112 (b)(12)(A): This question is required for all LEAs receiving federal funds.
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education	Are programs aligned and articulated across secondary and postsecondary education? How?	Multipart Text	Optional	Optional	Optional	Optional	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.

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Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education	In what subject areas is there a need to develop or recruit faculty and staff due to looming retirements, growing student interest and/or emerging priority employment areas?	Text	Optional	Optional	Optional	Optional	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Curriculum, Instruction and Assessment - Content Areas	Career-Technical Education	To what degree do faculty, staff and administrators have opportunities to work with and learn directly from representatives of business and industry OR their peers in professional learning communities?	Text	Optional	Optional	Optional	Optional	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
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 supports are available to all students in Tier 1 (core) instruction across all grade levels?	Text	All LEAs receiving Federal Funds	Moderate D/F	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	Moderate D/F	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	What data does the LEA collect to determine the fidelity of adult implementation of the three levels of MTSS practices in schools?	Text	Intensive Districts	Moderate D/F	N/A	N/A	This question is required for Intensive districts.
Curriculum, Instruction and Assessment - Teaching	Instruction	Based on the evidence collected for the questions above, what barriers prevent schools from implementing MTSS at all three levels?	Text	Intensive Districts	Moderate D/F	N/A	N/A	This question is required for Intensive districts.
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	What enriched and accelerated curriculum is provided to enrich and accelerate learning?	Text	Optional	Optional	Optional	Optional	
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	Instruction	What does data analysis say about student engagement with the content when using technology to enhance instruction?	Text	Optional	Optional	Optional	Optional	
Curriculum, Instruction and Assessment - Teaching	Instruction	What differentiated instructional technology is available to meet diverse student preferences? How often are these instructional technology strategies used? What is the capacity of staff to suggest, identify and utilize these instructional technology strategies? What is the capacity of students to identify and utilize available instructional technology?	Multipart Text	Optional	Optional	Optional	Optional	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
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	Optional	Optional	
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	Intensive Districts	Optional	All Title I Schoolwide Buildings	Optional	ESEA 1114 (b)(7)(iii)(IV): This question is required for Intensive districts and Title I schoolwide buildings.

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Curriculum, Instruction and Assessment - Special Populations	Special Populations - Students with Disabilities	What does internal monitoring data indicate about alignment of student needs identified in Evaluation Team Reports (ETR) with Individualized Education Program (IEP) goals?	Text	Intensive Districts	Moderate D/F	N/A	N/A	This question is required for Intensive districts.
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Students with Disabilities	How is student progress data on IEP goals collected and shared, and shared with whom?	Text	Intensive Districts	Moderate D/F	N/A	N/A	This question is required for Intensive districts.
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	Intensive Districts	Moderate D/F	Priority or Focus for SWD	Optional	This question is required for Intensive districts and Priority or Focus for Students with Disabilities schools.
Curriculum, Instruction and Assessment - Special Populations	Special Populations - Gifted	What academic supports are in place to ensure students who are gifted are making adequate progress? What does data indicate about the effectiveness of these supports?	Multipart Text	Optional	Optional	Optional	Optional	
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.
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(c)(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.

FY24 (Cohort 3) Local Educational Agency and Building One Needs Assessment Questions and Triggers

Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required Trigger LEA	® Recommended LEA Trigger	* Required School Trigger	® Recommended School Trigger	Reference
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	Likert Scale 0-5	Fiscal Emergency and Watch	Fiscal Caution	N/A	N/A	This question is required for Fiscal Emergency and Watch districts.

FY24 (Cohort 3) Local Educational Agency and Building One Needs Assessment Questions and Triggers

Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required Trigger LEA	® Recommended LEA Trigger	* Required School Trigger	® Recommended School Trigger	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	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, community businesses, and other.	Checkboxes	All LEAs receiving Federal Funds	Moderate D/F	Priority and Title I SW Buildings	Focus	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 Priority 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. 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?	Multipart Text	All LEAs receiving Federal Funds	Moderate D/F	Priority and Title I SW Buildings	Focus	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 Priority 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	Intensive Districts	Optional	Priority	Optional	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Leadership, Administration and Governance	Shared Leadership	How are early childhood professionals and leadership included within district, building and teacher-based team structures?	Text	Intensive Districts	Optional	Priority	Optional	This question is required for Intensive districts and Priority schools.
Leadership, Administration and Governance	Shared Leadership	What does implementation data indicate about how effectively leadership teams communicate with each other (both up and down) and stakeholder groups?	Text	Intensive Districts	Optional	Priority	Optional	ESEA 4106(c): This question is required for Intensive districts and Priority schools.
Leadership, Administration and Governance	Shared Leadership	How do instructional teams focus improvement efforts on strategies for improving teaching and learning?	Text	Intensive Districts	Optional	Priority	Optional	This question is required for Intensive districts and Priority schools.

FY24 (Cohort 3) Local Educational Agency and Building One Needs Assessment Questions and Triggers

Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required Trigger LEA	® Recommended LEA Trigger	* Required School Trigger	® Recommended School Trigger	Reference
Leadership, Administration and Governance	Administrative Support	When reviewing district- and school-level resources, how do the resources between Priority, Focus and/or Warning 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 Priority, Focus and/or Warning 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.	Text	Intensive, ADC, Moderate D/F Districts	Optional	Priority or Focus or Warning	Optional	ESEA 1111 (d)(1)(B), ESEA 1111(d)(2)(B) and ESEA 1111(d)(2)(C): This question is required for Intensive, ADC, Moderate D/F districts, and Priority, Focus and Warning schools.
Leadership, Administration and Governance	Administrative Support	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 and growth data. Upon reviewing your report card data, what stands out as particular areas of need for your Priority, Focus and/or Warning schools? Which two or more evidence-based interventions does your district or school intend to implement to address the identified need(s)?	Text	Intensive, ADC, Moderate D/F Districts	Optional	Priority or Focus or Warning	Optional	ESEA 1111 (d)(1)(B), ESEA 1111(d)(2)(B) and ESEA 1111(d)(2)(C): This question is required for Intensive, ADC, Moderate D/F districts, and Priority, Focus and Warning schools.
Leadership, Administration and Governance	Administrative Support	Identification as a Priority, Focus or Warning school means that subgroup performance is in the bottom 5% of Ohio schools for one of the following subgroups: All students, White, Black, Hispanic, American Indian/Native Alaskan, Asian Pacific Islander, Students with Disabilities, English Learners, Multiracial, Gifted, and Economically Disadvantaged. What subgroups are low performing in your district or school? Which two or more evidence-based interventions does your district or school intend to implement to address the identified need(s)?	Text	Intensive, ADC, Moderate D/F Districts	Optional	Priority or Focus or Warning	Optional	ESEA 1111 (d)(1)(B), ESEA 1111(d)(2)(B) and ESEA 1111(d)(2)(C): This question is required for Intensive, ADC, Moderate D/F districts, and Priority, Focus and Warning schools.
Operations	Technology	How well does technology infrastructure support staff and student learning needs? What policies and processes are in place to ensure technology (hardware and software) is updated regularly? Based on current usage, is there a need for updates to the policies and processes?	Multipart Text	Optional	Optional	Optional	Optional	
Operations	Child Nutrition	What role does the child nutrition office play in district and building leadership teams?	Text	Optional	Optional	Optional	Optional	
Operations	Child Nutrition	If you are implementing a school breakfast program, what percentage of students are utilizing the program?	Text	Optional	Optional	Optional	Optional	
Operations	Child Nutrition	What barriers exist for students to participate in a school breakfast program? If not implementing a breakfast program, what barriers exist in implementing a school breakfast program?	Multipart Text	Optional	Optional	Optional	Optional	
Operations	Child Nutrition	How is the quality of food being served to students analyzed? How is improving students' access to fresh fruits and vegetables analyzed?	Text	Optional	Optional	Optional	Optional	
Operations	Transportation	When determining transportation routes and staffing, how is efficiency analyzed? Consider the number of buses running, number of children on buses and route designs.	Text	Optional	Optional	N/A	N/A	
Operations	Transportation	What data is used to determine transportation human capital needs?	Text	Optional	Optional	N/A	N/A	
Professional Capital	Educator Equity	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. Based on your local equitable access data (or other equity data), can you identify any concerning gaps? What trends can you identify in these gaps, for example, do they occur in particular buildings, grade levels, or subject areas? Are there gaps in your Title I identified buildings? Finally, what is your most significant gap?	Multipart Text	LEA	Optional	N/A	N/A	ESEA 1112 (b)(2): This question is required for all LEAs.
Professional Capital	Educator Equity	How do you ensure stakeholders participate in the local equitable access planning process (data analysis, root-cause analysis, and strategy development)?	Text	LEA	Optional	N/A	N/A	ESEA 1112 (b)(2): This question is required for all LEAs.
Professional Capital	Educator Recruitment and Hiring	What are your protocols to address your current and future staffing needs? What strategies are you using regarding teacher recruitment and retention? What practices and procedures are in place to provide support and opportunities for growth for new teachers in your district or school?	Multipart Text	Optional	Optional	N/A	N/A	
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 are 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	Intensive Districts	Moderate D/F	Priority and Focus for SWD	Optional	ESEA 1112 (b)(11); ESEA 1114 (b)(7)(iii)(I-II): This question is required for Intensive districts, Priority schools and Focus schools with underperforming Students with Disabilities (SWDs).

FY24 (Cohort 3) Local Educational Agency and Building One Needs Assessment Questions and Triggers

Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required Trigger LEA	® Recommended LEA Trigger	* Required School Trigger	® Recommended School Trigger	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 represents the largest number of referrals?	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	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 are the top three behavioral infractions that 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	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 students who have missed 10% or more of the school year. How is 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	What Positive Behavioral Interventions and Supports are available to all students in Tier 1 across all grade levels?	Text	All LEAs receiving federal funds	Moderate D/F	N/A	N/A	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	Moderate D/F	N/A	N/A	OAC 3301-35-15: This question is required for all LEAs receiving federal funds.
School Climate and Supports	Positive Behavioral Intervention Supports	What data is collected (such as PBIS Tiered Fidelity Inventory data) to determine the fidelity of adult implementation of the three levels of Positive Behavioral Interventions and Supports practices in schools? How is the fidelity of Positive Behavioral Interventions and Supports implementation measured?	Multipart Text	All LEAs receiving federal funds	Moderate D/F	N/A	N/A	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?	Text	All LEAs receiving federal funds	Moderate D/F	N/A	N/A	OAC 3301-35-15: This question is required for all LEAs receiving federal funds.