

Department of Education & Workforce

EDSTEPS

New Beginnings…

Completing the One Needs Assessment and One Plan to Develop a Three-Year Plan

Morgan Brown, Associate Director

Dr. Diane A. Neal, Assistant Director

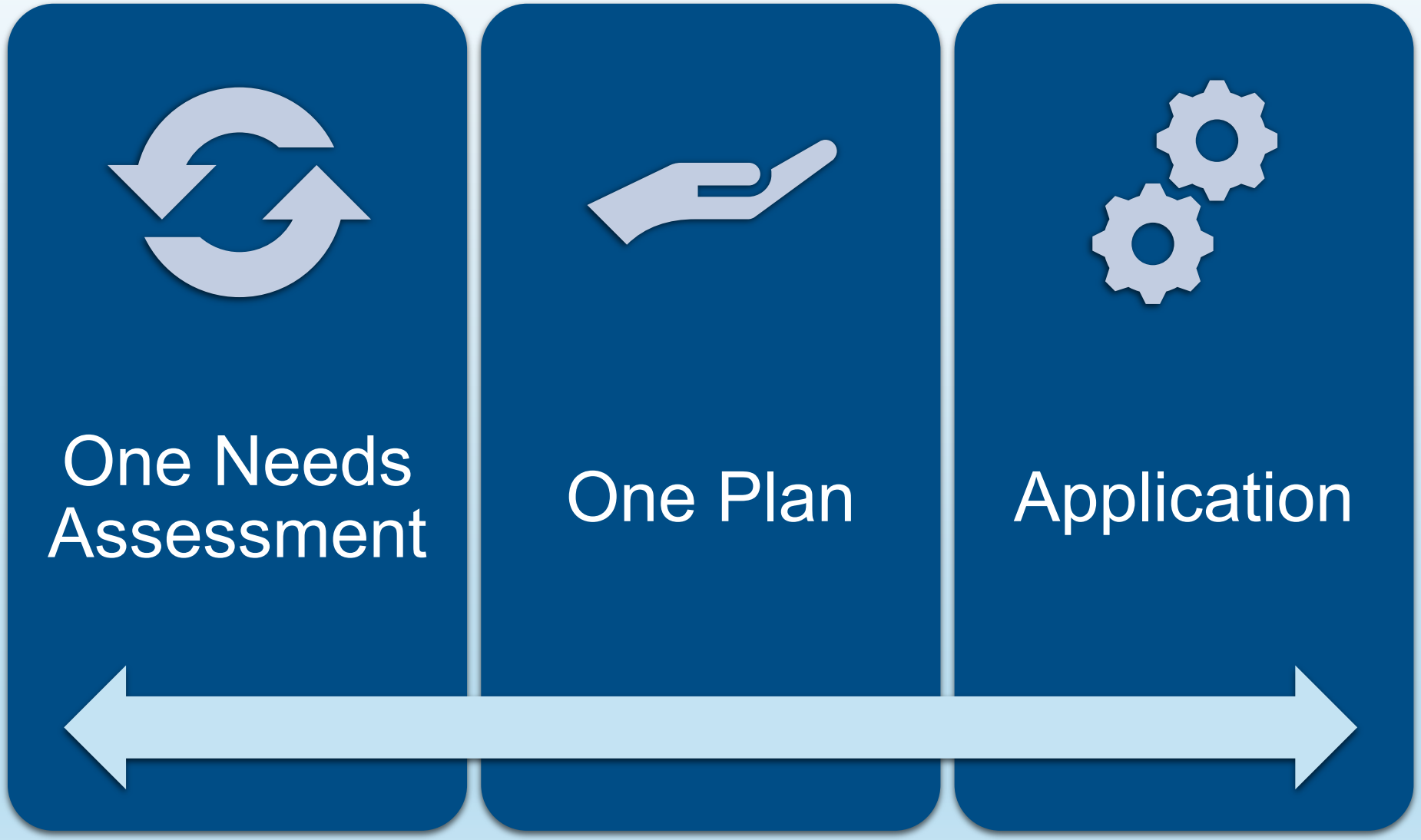
Katie Saultz, EDSTEPs Business Manager



EDSTEPS

The Education Department's System of Tiered E-Plans and Supports




One Needs Assessment
One Plan
Application

WHAT CAN ED STEPS DO FOR YOU?

- Reduces duplication and effort
- Promotes efficiency in the use of funds
- Consolidates the comprehensive needs assessment and One Plan process
- Embeds program evaluation and monitoring
- Integrates tools and resources
- Meets state and federal compliance requirements
- Fosters collaboration
- Connections to a Continuous Improvement Cycle

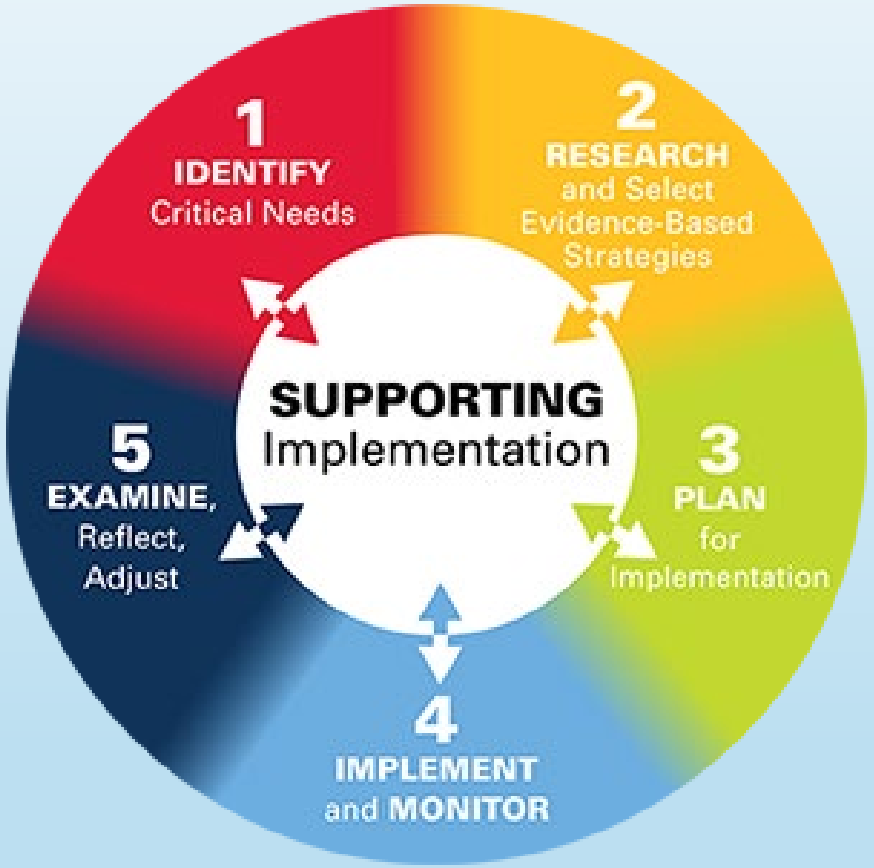
THE GUIDED PROCESS…

A framework for implementing a continuous improvement cycle.

Facilitates district-wide improvement in instructional practices and student performance.

Guides districts and schools as they complete, implement, monitor and adjust their One Needs Assessments, One Plans, and funding sources.

A 5 STEP CONTINUOUS IMPROVEMENT PROCESS



- Develops and supports the entire system as a learning organization
- Provides data to plan for both staff and student improvement
- Builds capacity through support and accountability
- Sustains an open and collaborative culture
- Supports systems for ongoing improvement

STEP 1: IDENTIFY CRITICAL NEEDS

- Connection to ED STEPS:
  - **One Needs Assessment**
    - Teacher, Building and District Leadership Teams review data and consider stakeholder input to…
    - Identify critical needs and root causes.



STEP 2: RESEARCH AND SELECT

- Connection to ED STEPS:
  - **One Needs Assessment & One Plan**
    - Leadership teams analyze critical needs and root causes to prioritize areas of focus.
    - Create SMART goals supported by research evidence-based strategies.
    - Action steps clearly describe the implementation of the strategies.



STEP 3: PLAN FOR IMPLEMENTATION

- Connection to ED STEPS:
  - **One Plan & Funding Application**
    - Using the established plan, teams should identify resources (local, state and federal).
    - Consider ways to document and share adult and student measures.



STEP 4: IMPLEMENT AND MONITOR

- Connection to ED STEPS:
  - **One Plan & Funding Application**
    - Using funds from the application, staff implement strategies and action steps.
    - Adult and student data is collected.



STEP 5: EXAMINE, REFLECT AND ADJUST

- Connection to ED STEPS:
  - **One Plan & One Needs Assessment**
    - Examine, reflect and adjust support structures, as well as adult and student measures.
    - This informs the next cycle.

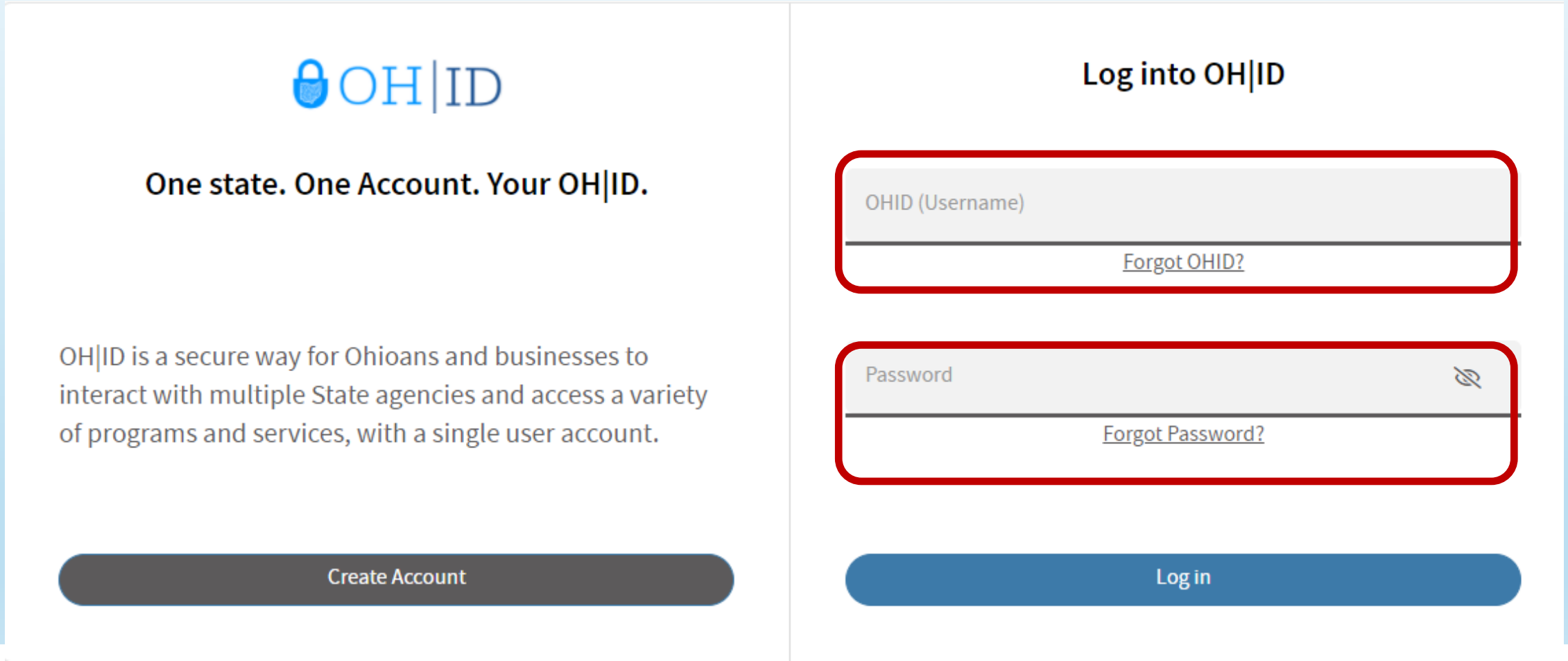


EDSTEPS

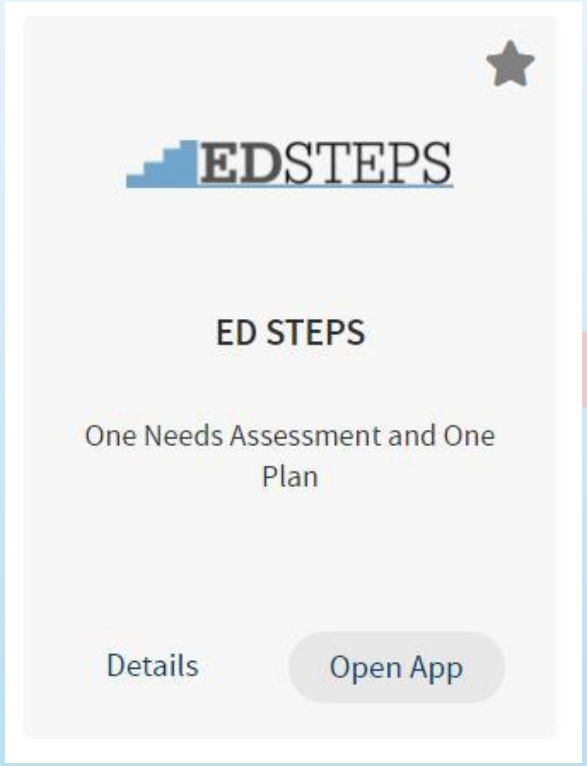
NAVIGATION



Enter your OH|ID username, password and click the “**Log In**” button.



ED STEPS Navigation



Dashboard

One Needs Assessment

One Plan

Funding Application

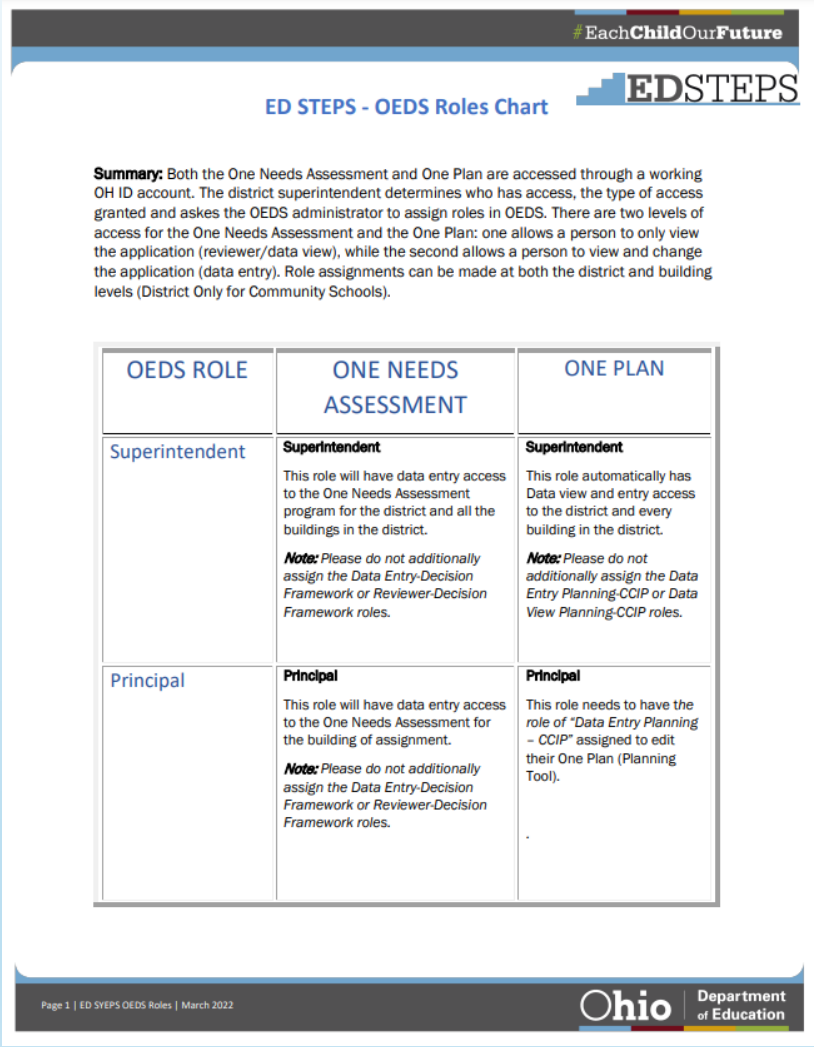
CCIP

OEDS Roles - Important

ED STEPS Website

[OEDS Role Identification Chart]

Controlled by district OEDS Administrator



#EachChildOurFuture

EDSTEPS

ED STEPS - OEDS Roles Chart

Summary: Both the One Needs Assessment and One Plan are accessed through a working OH ID account. The district superintendent determines who has access, the type of access granted and askes the OEDS administrator to assign roles in OEDS. There are two levels of access for the One Needs Assessment and the One Plan: one allows a person to only view the application (reviewer/data view), while the second allows a person to view and change the application (data entry). Role assignments can be made at both the district and building levels (District Only for Community Schools).

OEDS ROLE	ONE NEEDS ASSESSMENT	ONE PLAN
Superintendent	**Superintendent** This role will have data entry access to the One Needs Assessment program for the district and all the buildings in the district. ***Note:*** *Please do not additionally assign the Data Entry-Decision Framework or Reviewer-Decision Framework roles.*	**Superintendent** This role automatically has Data view and entry access to the district and every building in the district. ***Note:*** *Please do not additionally assign the Data Entry Planning-CCIP or Data View Planning-CCIP roles.*
Principal	**Principal** This role will have data entry access to the One Needs Assessment for the building of assignment. ***Note:*** *Please do not additionally assign the Data Entry-Decision Framework or Reviewer-Decision Framework roles.*	**Principal** This role needs to have the *role of "Data Entry Planning – CCIP"* assigned to edit their One Plan (Planning Tool).

Page 1 | ED SYEPS OEDS Roles | March 2022

Ohio Department of Education

OH|ID

SECURITY DEVELOPERS MANAGE OH|ID ACCOUNT

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MY APPS APP STORE ACCOUNT SETTINGS IDENTITY ASSURANCE RECENT ACTIVITY DEVICES

My Apps

Scott May | OHID: 10180796 | Scott.May@education.ohio.gov

Click the star to pin your favorite apps to the top of the page.

CCIP

Grant application & planning system

Details Open App

Compliance

Tracks grant monitoring, program analysis, data

Details Open App

ED STEPS

One Needs Assessment and One Plan

Details Open App

Monitoring

Tracks grant monitoring, program analysis, data

Details Open App

Nonpublic Data System

Enrollment & federal program information

Details Open App

Department of Education & Workforce

ED STEPS Dashboard | Planning Dashboard | Reports | Admin

EDSTEPS

Organization

Ohio Department of Education and Workforce

View As

Admin

One Needs Assessment

Needs Assessment Tool for Identification

One Plan

Comprehensive Improvement Plan

Funding Application

Funding selection for Comprehensive Improvement Plan

Supports Schools Tool - One Plan Progress Monitoring

Tool for districts and schools to monitor the progress of their One Plans.

Education and Workforce Department's System of Tiered E-Plans and Supports

Welcome to YOUR NEW ED STEPS system! ED STEPS will enable districts to develop one comprehensive plan for student growth and leverage all its federal and other resources in creating programs based on available funding to better serve students and communities. This will make it easier for districts and schools to coordinate administrative planning with program planning and implementation.

It's important to remember that the One Needs Assessment will need to be completed PRIOR to completing the One Plan.

Address Book

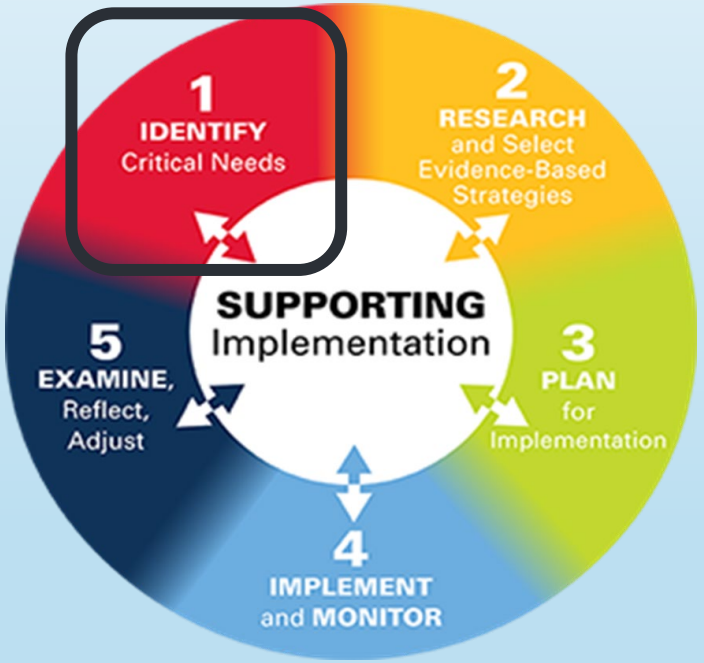
Document Library

EDSTEPS Website

DEW Website

EDSTEPS

ONE NEEDS ASSESSMENT



One Needs Assessment

Data Driven

Comprehensive

Focusing on a few
High Impact, Priority Needs

Create SMART Goal and Strategy
Areas for One Plan

Ohio | Department of Education

logout

One Needs Assessment Dashboard

Select A Program

050765 - Ohio Department of Education

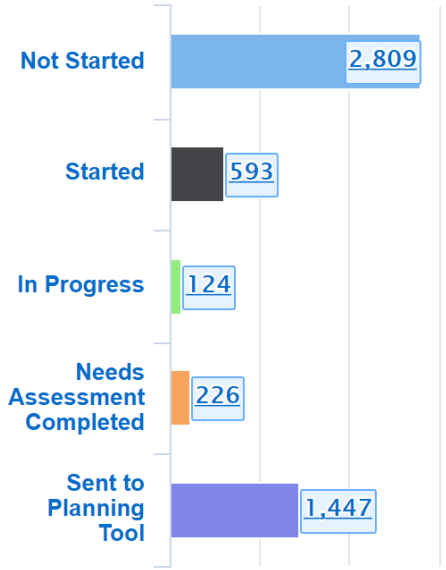
Admin

Program Associated To

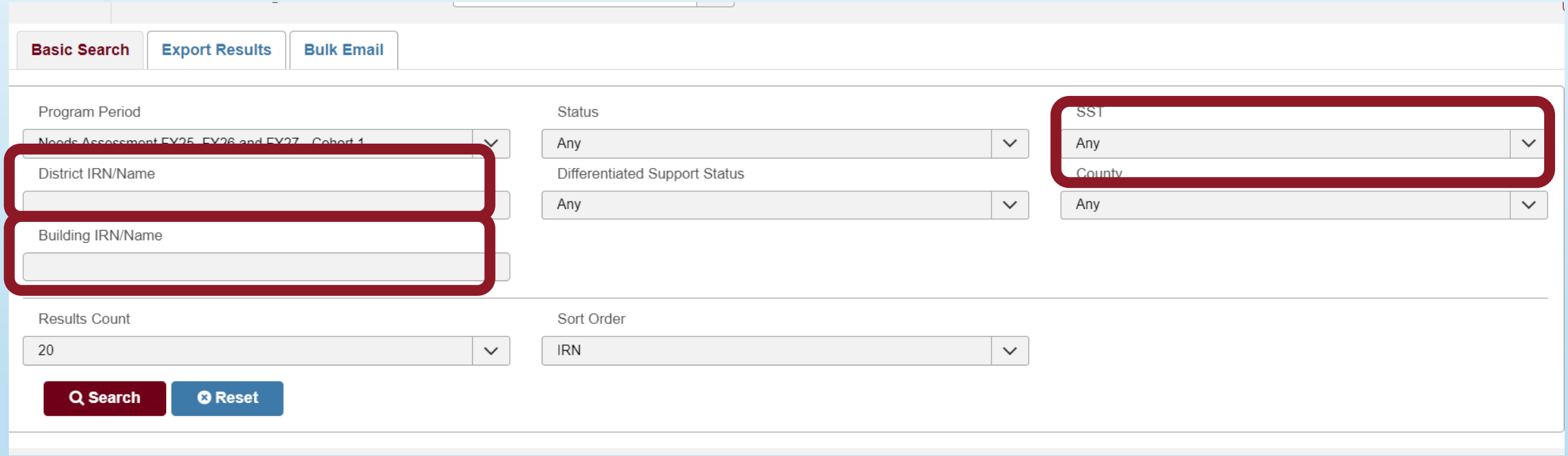
One Needs Assessment

FY : 2021 Survey Status Count

Click on number to view program types for that status



DIFFERENT VIEWS



Basic Search | Export Results | Bulk Email

Program Period: Needs Assessment FY25, FY26 and FY27 - Cohort 1

Status: Any

SST: Any

District IRN/Name:

Differentiated Support Status: Any

County: Any

Building IRN/Name:

Results Count: 20

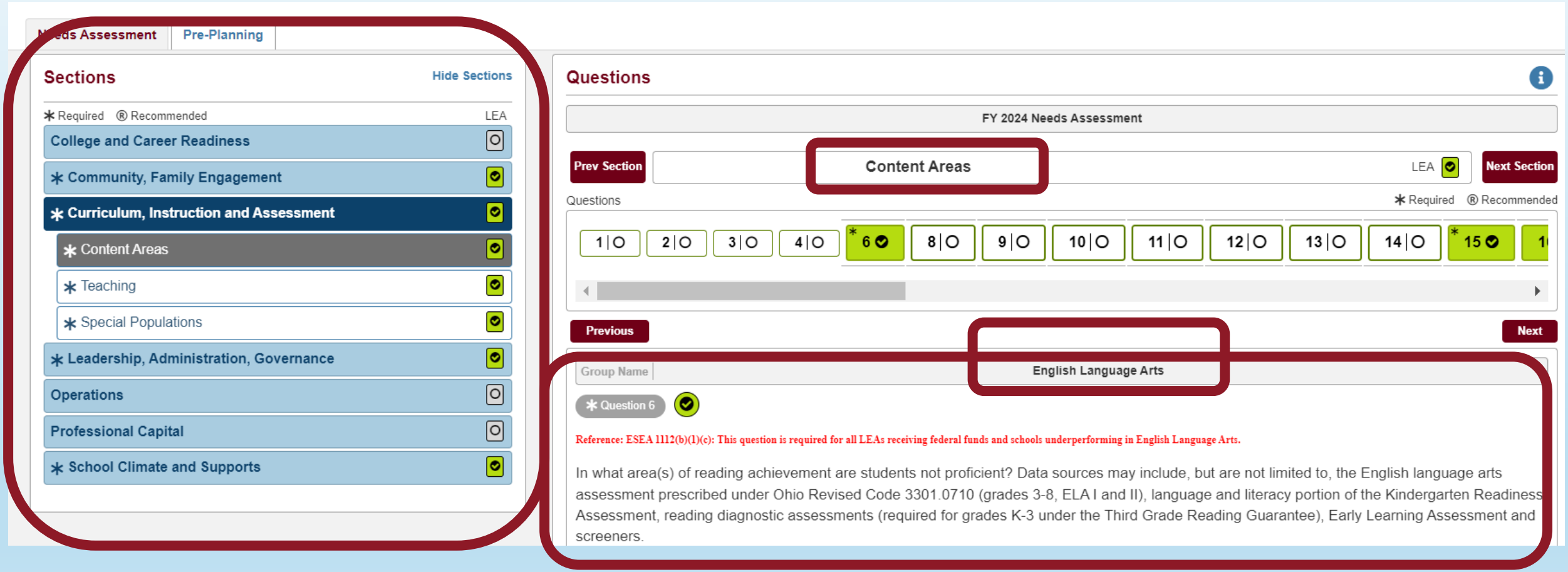
Sort Order: IRN

Search | Reset

Search Results

Organization	Program Period	District	SST	County	Differentiated Support Status	Status
000139 - Alliance Academy of Cincinnati	Needs Assessment FY25, FY26 and FY27 - Cohort 1		009261 - Region 13 State Support Team	Hamilton	Literacy	Not Started

ONE NEEDS ASSESSMENT GUIDED QUESTIONS



Prev

2 of 3 000059 - Ada Elementary School Period: Needs Assessment FY 2022

Next

Needs Assessment | Pre-Planning

* Professional Capital

* School Climate and Supports

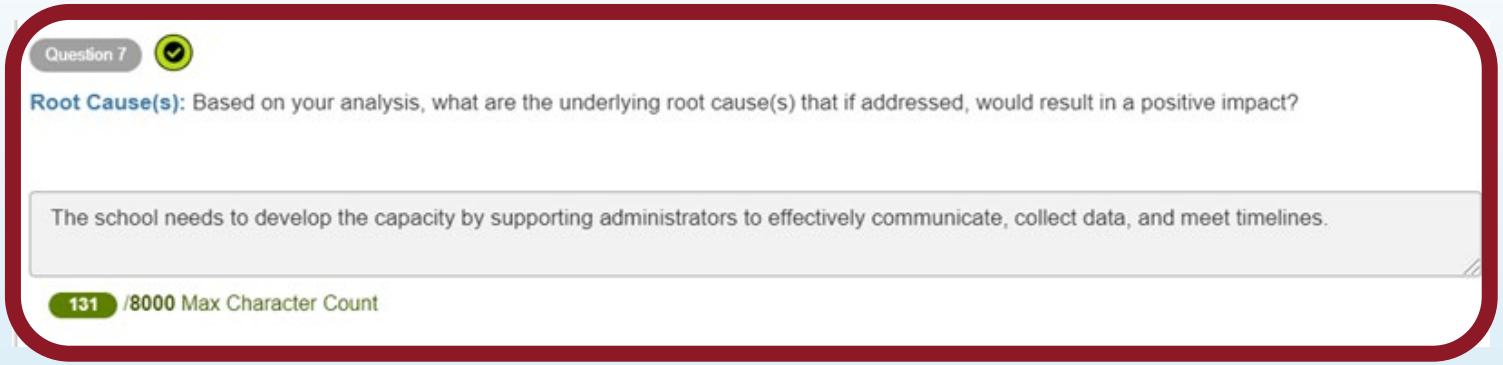
Group Name: Shared Leadership

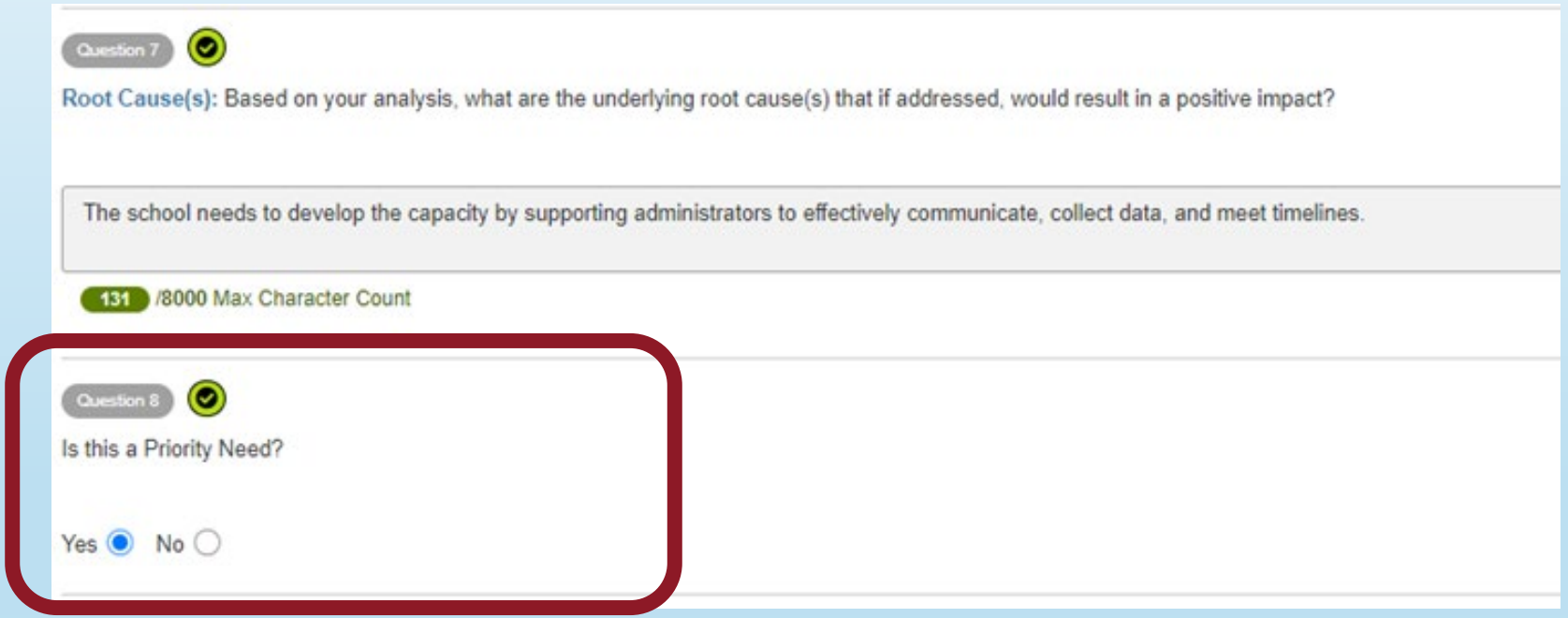
Your answer is saved

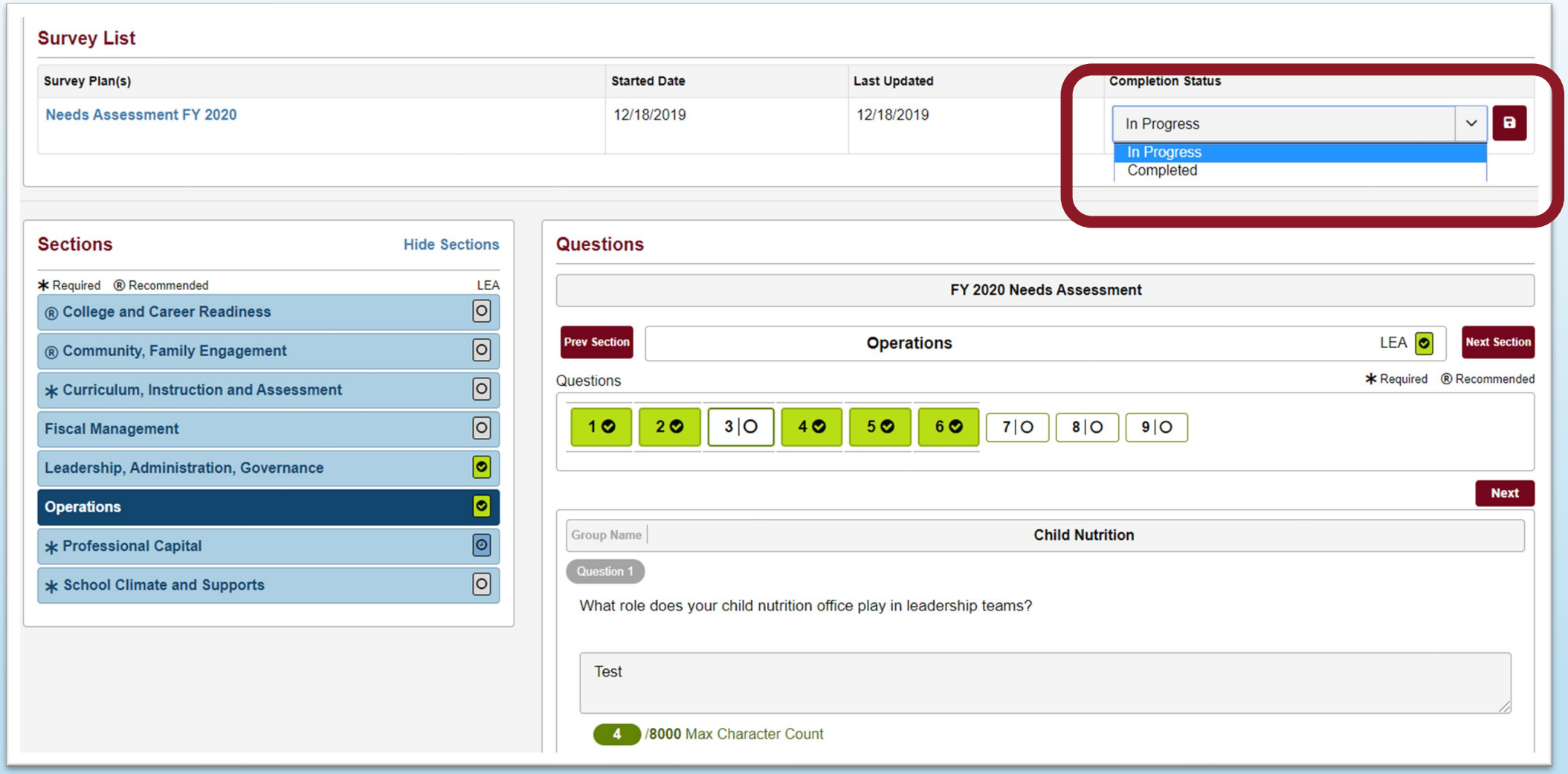
Question 1

What structures are in place to ensure all stakeholder voices are included in leadership teams (examples: parents, community, business, certified staff, noncertified staff, special education, curriculum, assessment, administrative team members)?

Parent and community meetings, outreach to local businesses, TBT, BLT, and DLT meetings.


Question 7
Root Cause(s): Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact?
The school needs to develop the capacity by supporting administrators to effectively communicate, collect data, and meet timelines.
131 /8000 Max Character Count


Question 7
Root Cause(s): Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact?
The school needs to develop the capacity by supporting administrators to effectively communicate, collect data, and meet timelines.
131 /8000 Max Character Count
Question 8
Is this a Priority Need?
Yes
No


Survey List
Survey Plan(s)
Started Date
Last Updated
Completion Status
Needs Assessment FY 2020
12/18/2019
12/18/2019
In Progress
In Progress
Completed
Sections
Hide Sections
* Required ® Recommended
LEA
® College and Career Readiness
® Community, Family Engagement
* Curriculum, Instruction and Assessment
Fiscal Management
Leadership, Administration, Governance
Operations
* Professional Capital
* School Climate and Supports
Questions
FY 2020 Needs Assessment
Prev Section
Operations
LEA
Next Section
Questions
* Required ® Recommended
1
2
3
4
5
6
7
8
9
Next
Group Name
Child Nutrition
Question 1
What role does your child nutrition office play in leadership teams?
Test
4
/8000 Max Character Count

FLEXIBILITY AND OPTIONS
8 SECTIONS OR STRATEGY AREAS

- College and Career Readiness
- Community and Family Engagement
- Curriculum, Instruction and Assessment
  - Content Areas
  - Special Populations
  - Teaching
- Fiscal Management
- Leadership/Administration / Governance
- Operations
- Professional Capital
- School Climate and Supports

FLEXIBILITY AND OPTIONS
39 QUESTION GROUP NAMES OR SMART GOAL AREAS

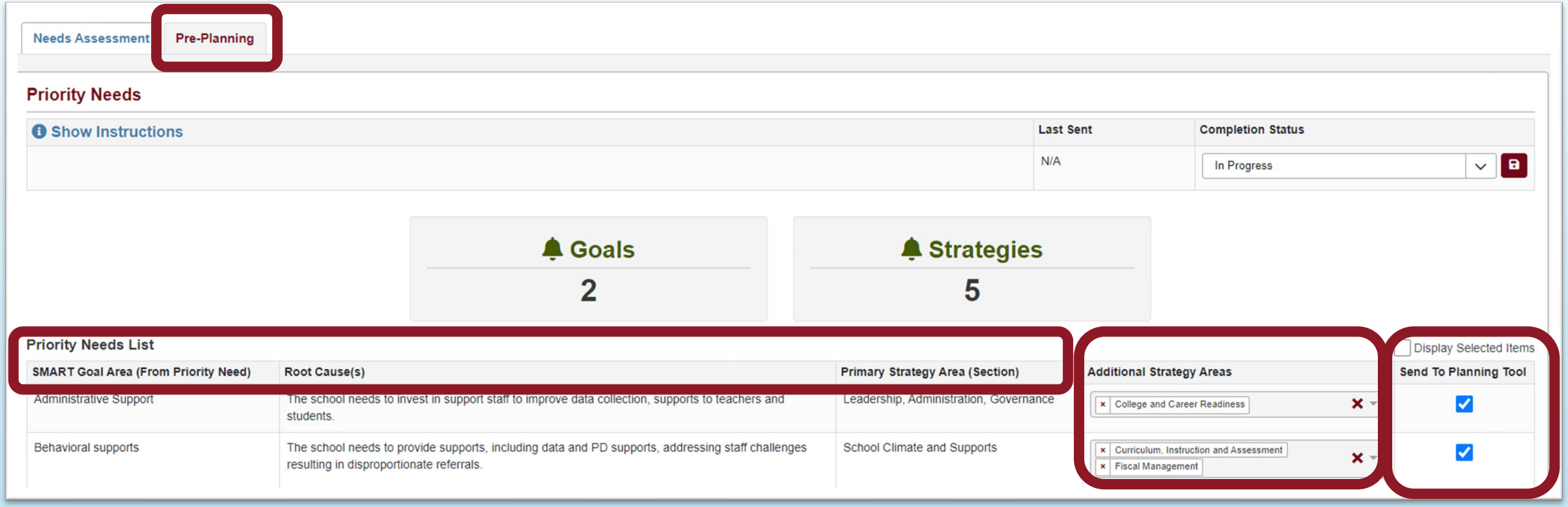
Sample:

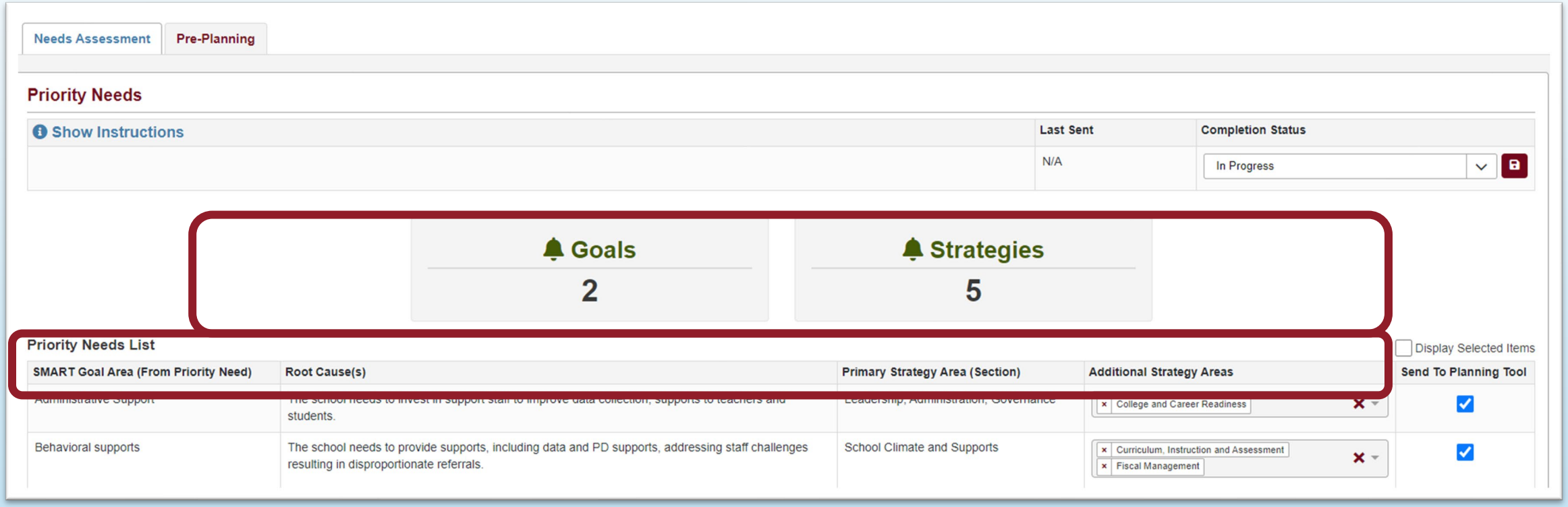
Curriculum, Instruction and Assessment **– Content Areas**	**Literacy**	**English Language Arts**	**Mathematics**	**Physical Education**
	Career-Technical Education – Equity	**Career-Technical Education**		

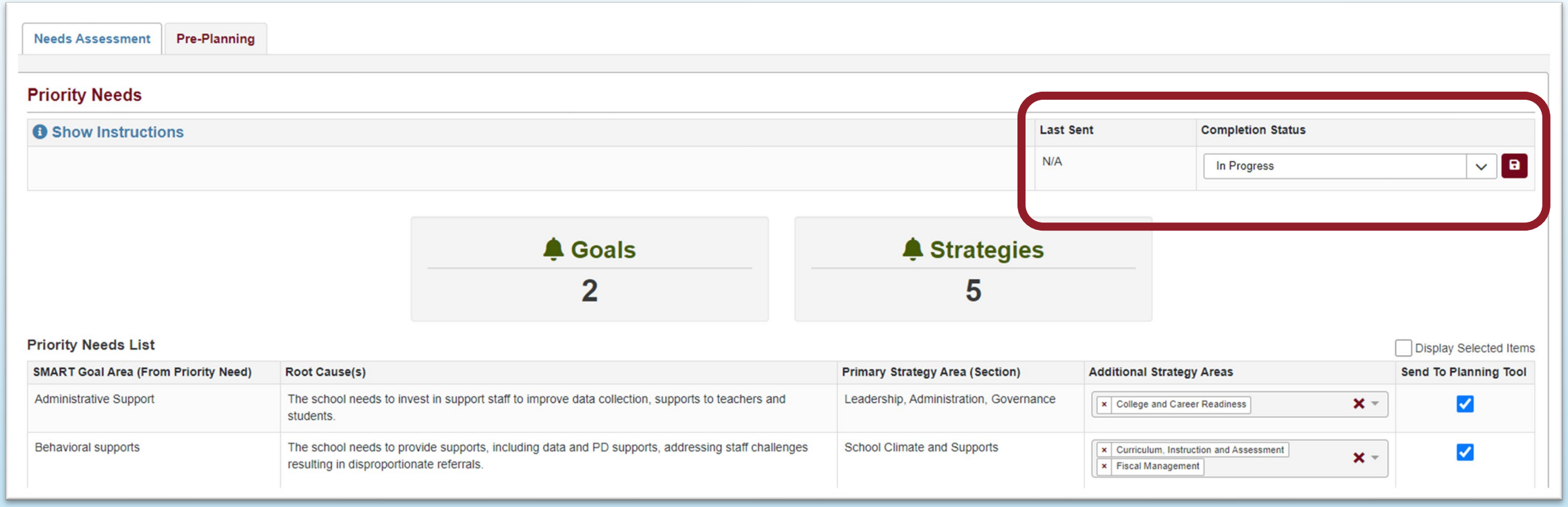
FLEXIBILITY AND OPTIONS: FUNDING THE PLAN

Example:

- **SMART Goal:** Mathematics
- **Strategies:**
  - Curriculum, Instruction and Assessment
  - Leadership, Administration and Governance
  - Professional Capital
- **Action Steps**: *Created in the One Plan*


Needs Assessment
Pre-Planning
Priority Needs
Show Instructions
Last Sent
Completion Status
N/A
In Progress
Goals
2
Strategies
5
Priority Needs List
Display Selected Items
SMART Goal Area (From Priority Need)
Root Cause(s)
Primary Strategy Area (Section)
Additional Strategy Areas
Send To Planning Tool
Administrative Support
The school needs to invest in support staff to improve data collection, supports to teachers and students.
Leadership, Administration, Governance
College and Career Readiness
Behavioral supports
The school needs to provide supports, including data and PD supports, addressing staff challenges resulting in disproportionate referrals.
School Climate and Supports
Curriculum, Instruction and Assessment
Fiscal Management


Needs Assessment
Pre-Planning
Priority Needs
Show Instructions
Last Sent
Completion Status
N/A
In Progress
Goals
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Strategies
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Priority Needs List
Display Selected Items
SMART Goal Area (From Priority Need)
Root Cause(s)
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Send To Planning Tool
students.
College and Career Readiness
Behavioral supports
The school needs to provide supports, including data and PD supports, addressing staff challenges resulting in disproportionate referrals.
School Climate and Supports
Curriculum, Instruction and Assessment
Fiscal Management



The schools' **One Needs Assessment** must be in submitted status PRIOR to submitting District One Needs Assessment.

TECHNICAL ASSISTANCE

- One Needs Assessment webpage:

http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/Federal-Programs/EDSTEPS/One-Needs-Assessment

- If you still have questions, please email us at EDSTEPS.OneNeedsAssessment@education.ohio.gov

EDSTEPS

ONE PLAN



ONE NEEDS ASSESSMENT TO ONE PLAN PROGRESSION

Schools Submit ONA

District Submits ONA

District Completes One Plan

DUE April 30th
Schools Complete One Plan

The schools' **One Needs Assessment** must be in submitted status PRIOR to submitting District One Needs Assessment.

WHICH COHORT COMPLETES THE ONE PLAN

- **Cohort 1 Districts Complete a 3-Year Plan Now for FY25-27. Begin next ONA in FY27 for FY28**
- **Cohort 2 Districts Complete a 3-Year Plan in FY25 for FY26 Plan**
- **Cohort 3 Districts Complete a 1-Year Plan in One Plan in FY26 for FY27**
- **Pilot and Cohort 1 District's Plans will reside within CCIP Planning Tool until their Cohort Year.**



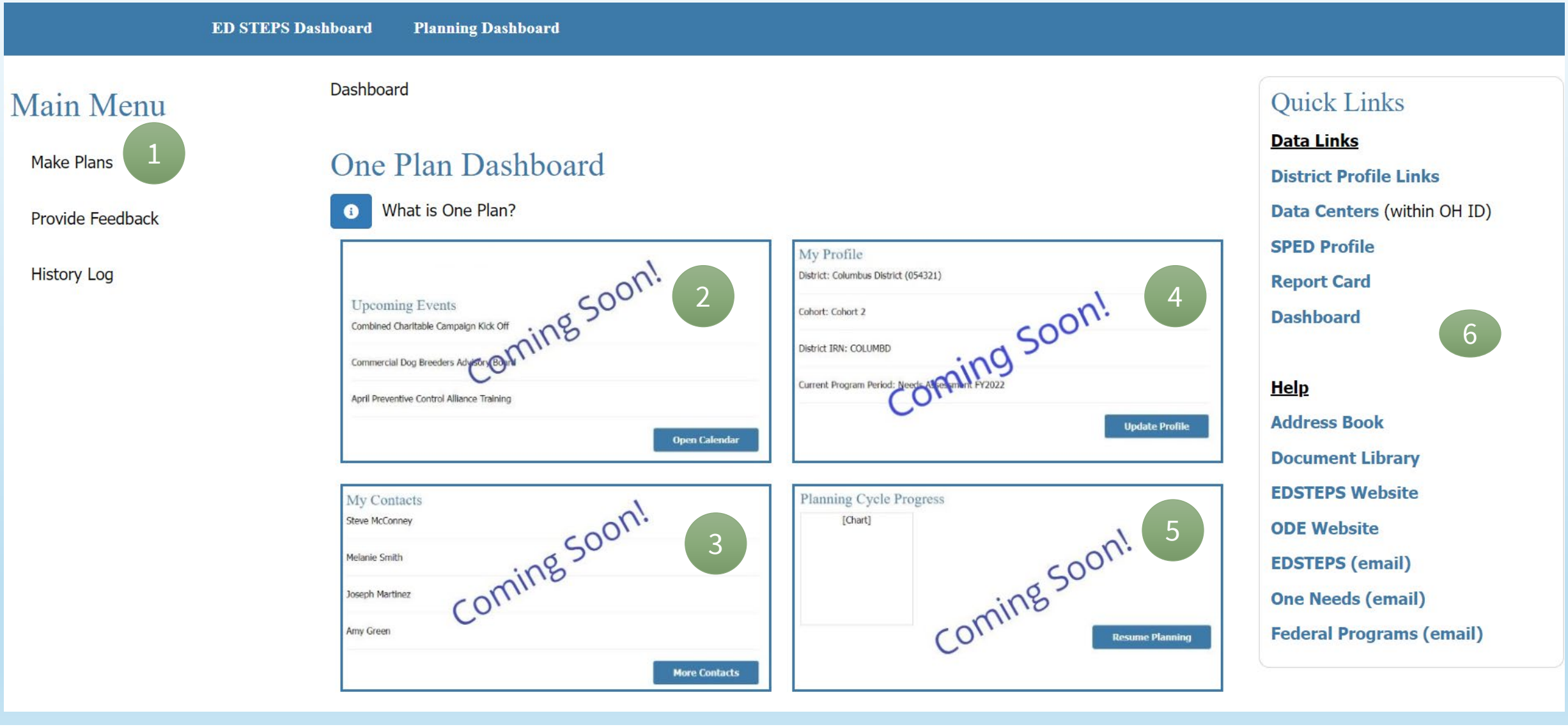
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NEW PROCESS

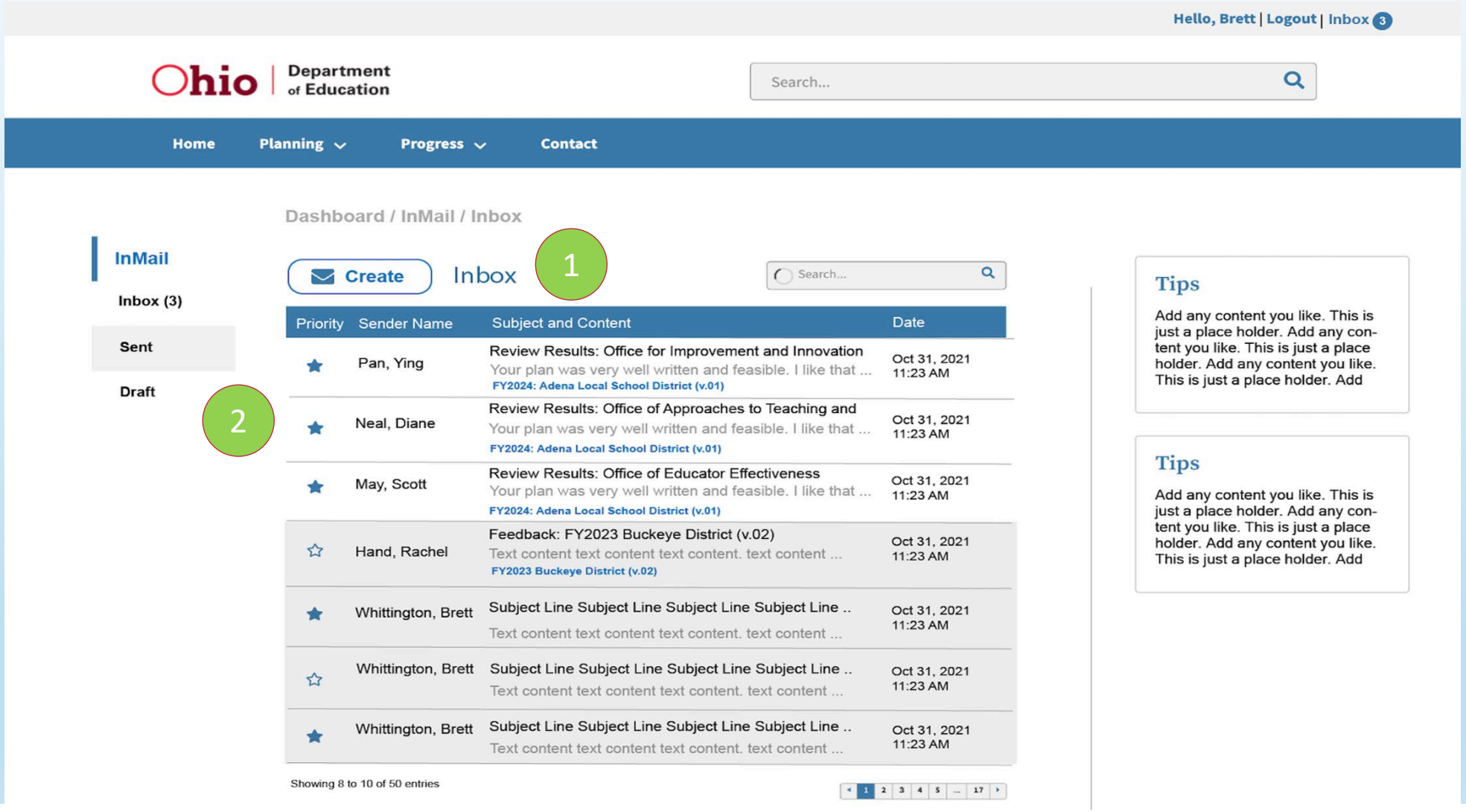
- Three-year plan
- Grounded in identified priorities
- Addresses barriers identified through root cause analysis
- Streamlined process
- Templates and Resource Banks Provided
- Updated communications system



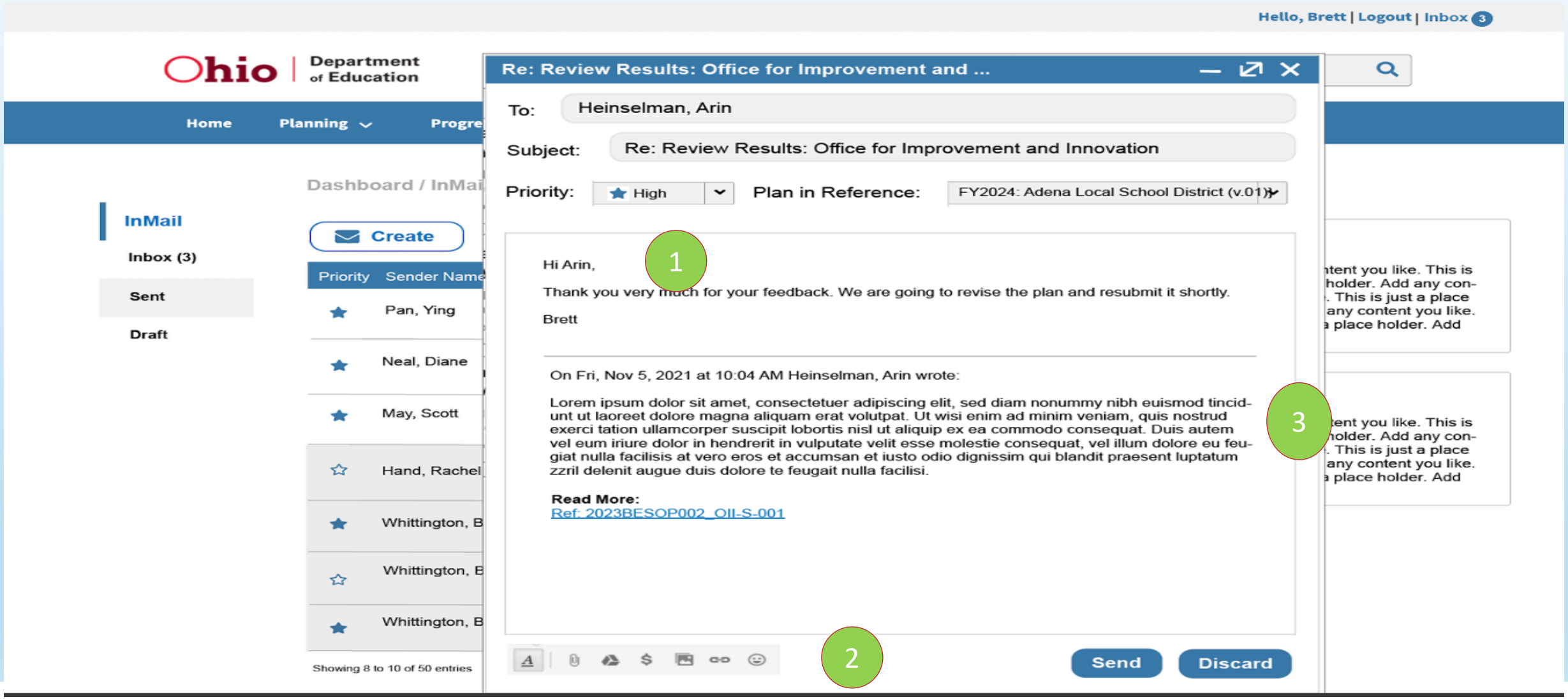
One Plan Dashboard



Message Center



INTERNAL E-MAIL

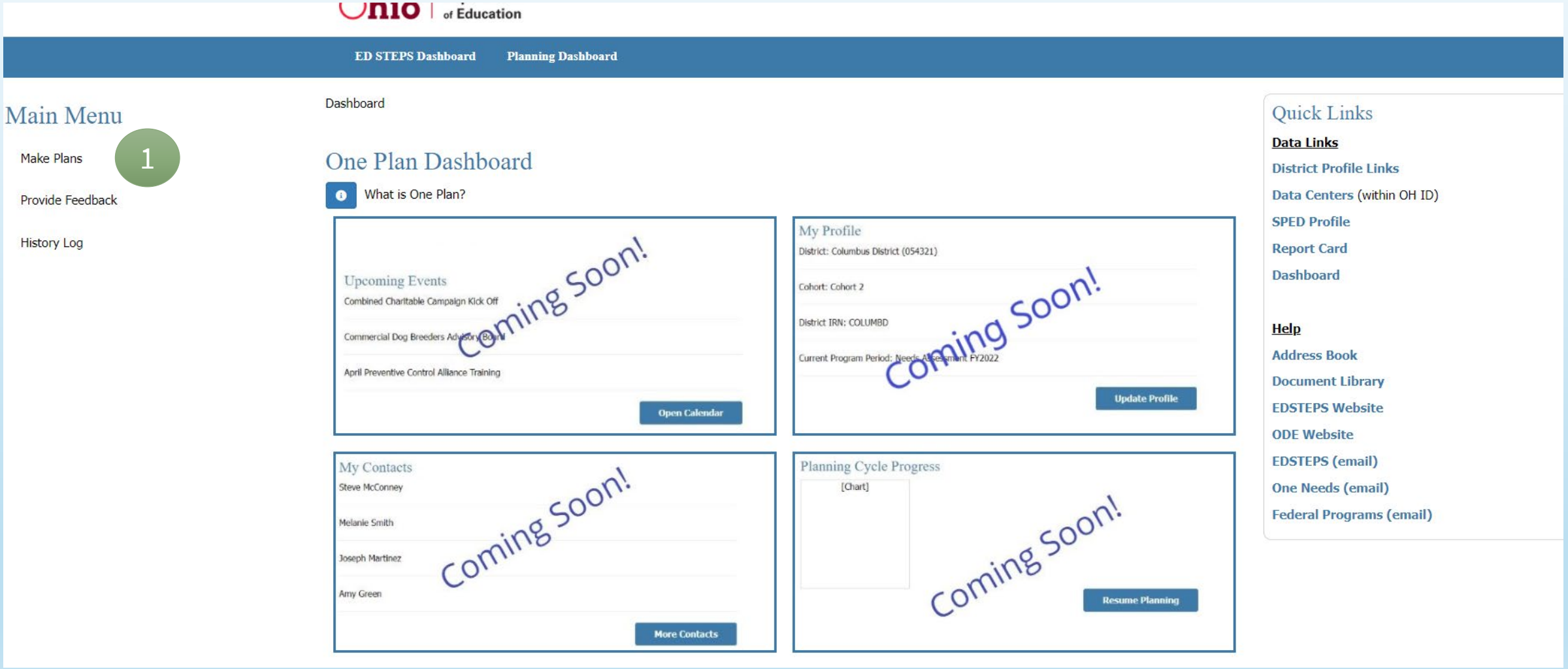


EDSTEPS

Writing the SMART GOAL



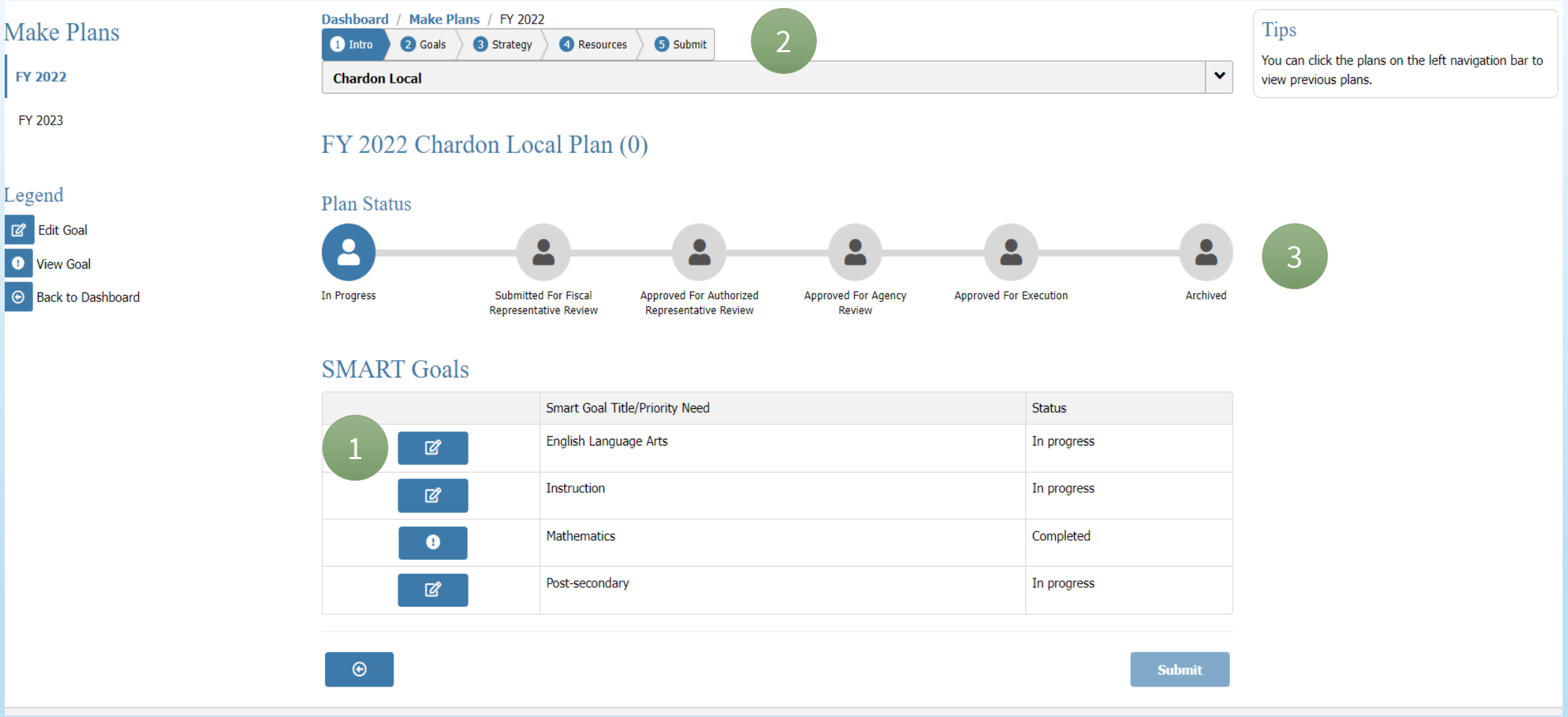
FIRST STEP – BEGIN PLAN



SELECT THE PLAN



Begin With the SMART Goal



Student Measures

Legend

- Reset Field
- Save
- Back to Plan
- Next to Student Measures

Define Your SMART Goal Statement

To complete the SMART Goal statement, click on the item in Blue in the statement or below in the accordion each item to complete. As you complete each item it is populated into the SMART Goals statement. The SMART goal statement is completed once all items in Blue are completed.

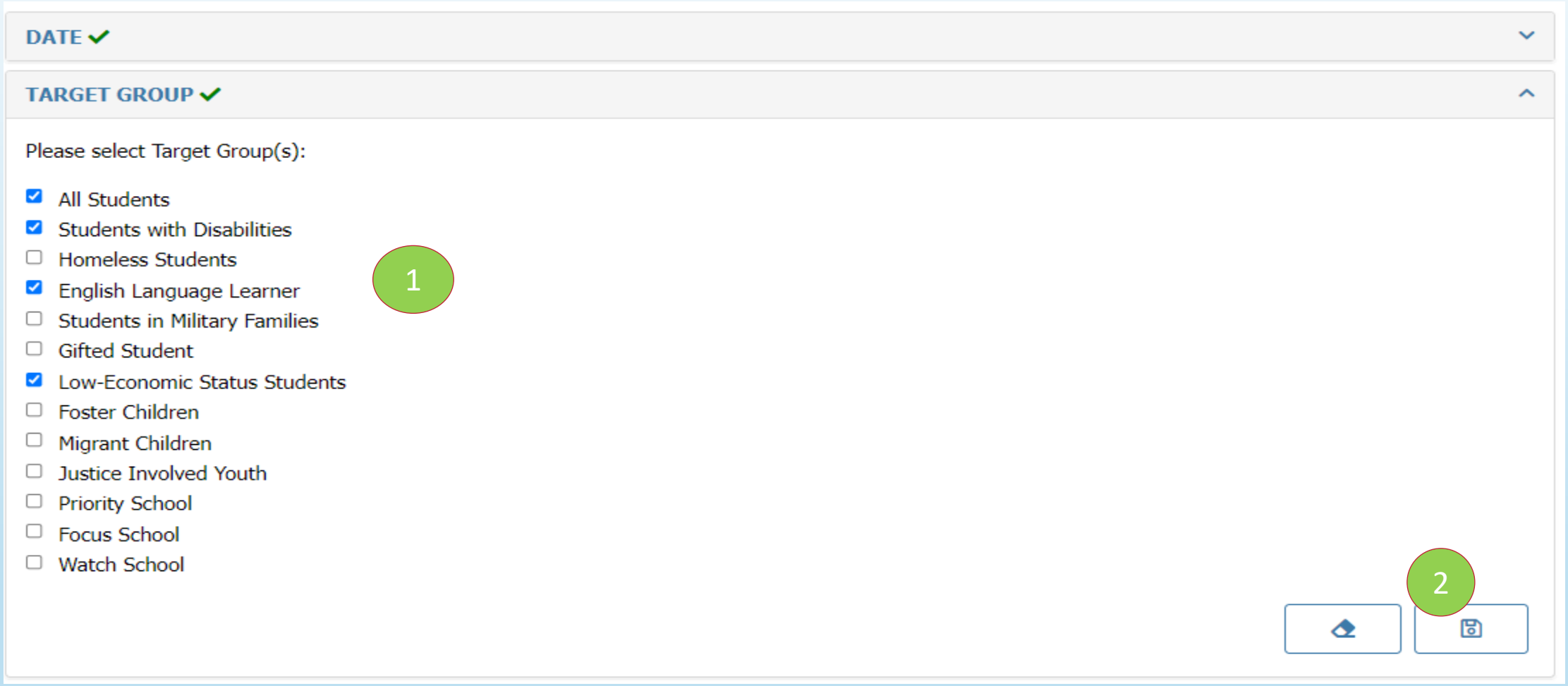
English Language Arts

The following underlying root causes, if addressed, would result in a positive impact: -adopting and implementing a knowledge rich reading curriculum and plan for instruction aligned to the state's plan to raise literacy achievement and The Simple View of Reading -teacher professional development in evidence based interventions for both word level reading and comprehension (both sides of The Simple View of Reading equation) -strengthening the district's MTSS model for intervention time -onboarding a phonological awareness curriculum and training program for students and teachers in grades K-3

By **06/30/2029** we will improve the performance of
All Students, Students with Disabilities, English Language Learner, Low-Economic Status Students,
Sixth Grade, Seventh Grade, Eighth Grade, Ninth Grade students at/in **Chardon High School, Chardon Middle School** to
increase 10 % in **English Language Arts** using **State Report Card – Progress Measure**.

- DATE ✓
- TARGET GROUP ✓
- GRADE LEVEL ✓
- SCHOOL OR DISTRICT(S) ✓
- PERFORMANCE LEVEL ✓
- SUBJECT AREA ✓
- WHAT MEASURE ✓

Statement Banks



TARGET GROUPS BANK

- Students with Disabilities
- Homeless Students
- English Language Learner
- Students in Military Families
- Gifted Students
- Asian or Pacific Islander
- Native American or Alaskan Native
- White, Non-Hispanic
- All Students
- Economic Disadvantage
- Foster Children
- Migrant Children
- Justice Involved Youth
- Black, Non-Hispanic
- Hispanic
- Multi-racial
- Other

GRADE LEVEL OPTIONS: DISTRICT AND BUILDING OPTIONS BANKS

- Preschool
- First Grade
- Third Grade
- Fifth Grade
- Seventh Grade
- Ninth Grade
- Eleventh Grade
- All Grades
- Middle School
- High School

- Kindergarten
- Second Grade
- Fourth Grade
- Sixth Grade
- Eighth Grade
- Tenth Grade
- Twelfth Grade
- All Grades
- Junior High
- Other: _____

SUBJECT AREAS BANKS

- Reading/Literacy
- Math
- Social Studies
- Graduation
- Discipline

- English Language Arts
- Science
- Attendance
- Behavior
- Other_____

GOAL - MEASUREMENT TOOLS BANKS

- State Report Card Indicators Met
- State Report Card – Gap Closing
- State Report Card – Prepared for Success
- District Formative Assessments
- Attendance
- Credentials
- Kindergarten Readiness Assessment (KRA)
- Other: _____

*State Report Card Performance Index

*State Report Card – Progress Measure

*District Short Cycle Assessments

*Course Credits Earned

*Earned Industry Recognized

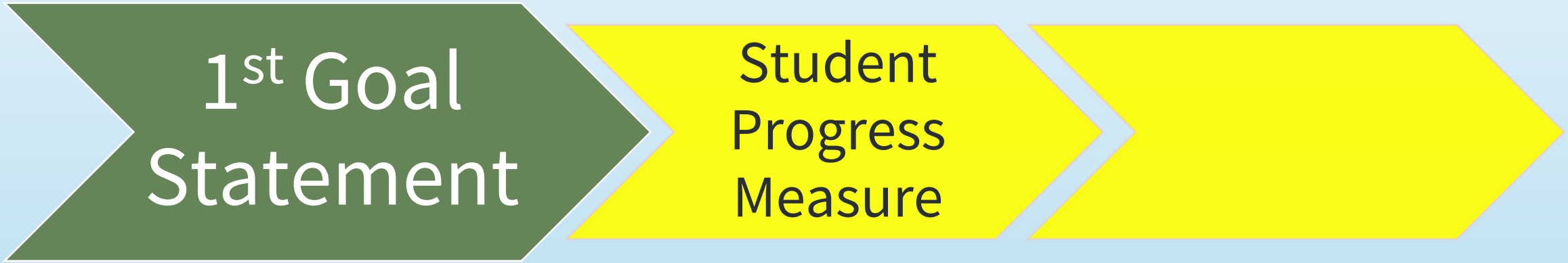
* Discipline Data

GOAL STATEMENT TEMPLATE



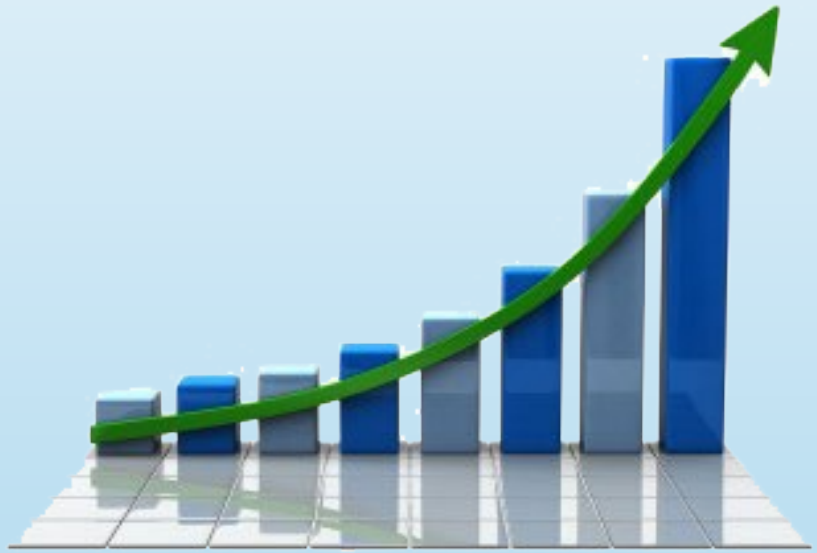
By DATE we will improve the performance of TARGET GROUPS students at/in GRADE LEVEL or BUILDING to VALUE in SUBJECT with MEASUREMENT TOOL.

PROGRESS BAR



EDSTEPS

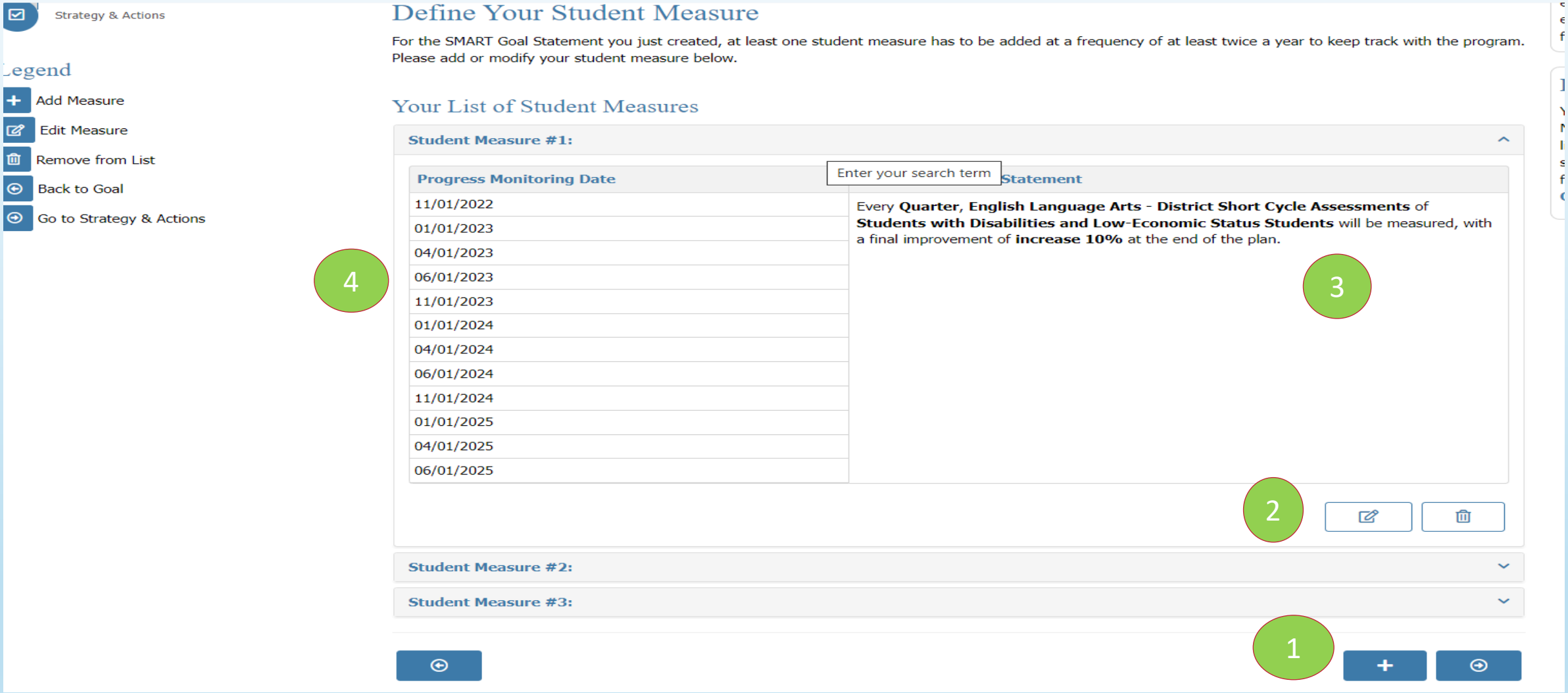
Student Progress Measure



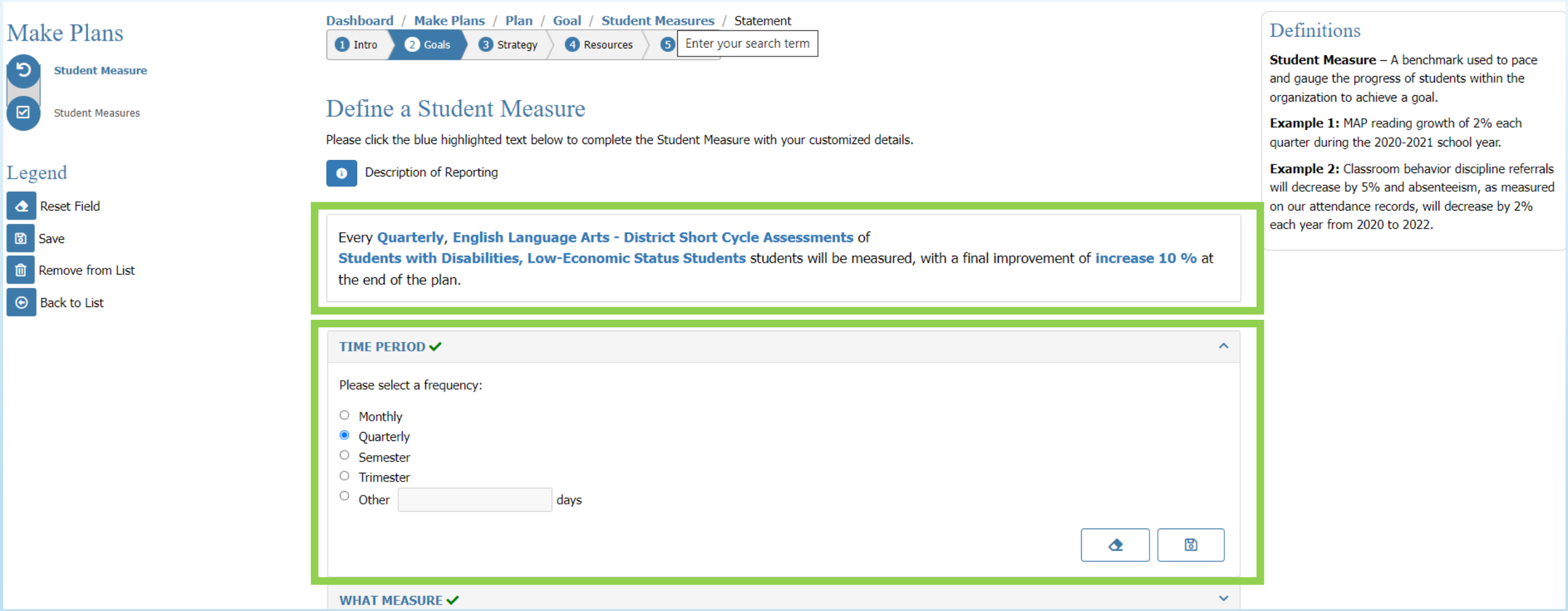
DETERMINING STUDENT MEASURES

- Recommended to have more than one student measure
  - All students
  - Who is your student sub-group?
  - Do you have a CSI or ATSI building?
  - epending upon goal, do you need a measure for each subject?
  - Is there a specific grade level you want to compare with all grades?
- Writing more than one measure for each goal will allow you to compare/monitor different variables.

Student Progress Measure Template



Completing the Student Progress Measure



STUDENT PROGRESS MEASUREMENT TOOL BANK

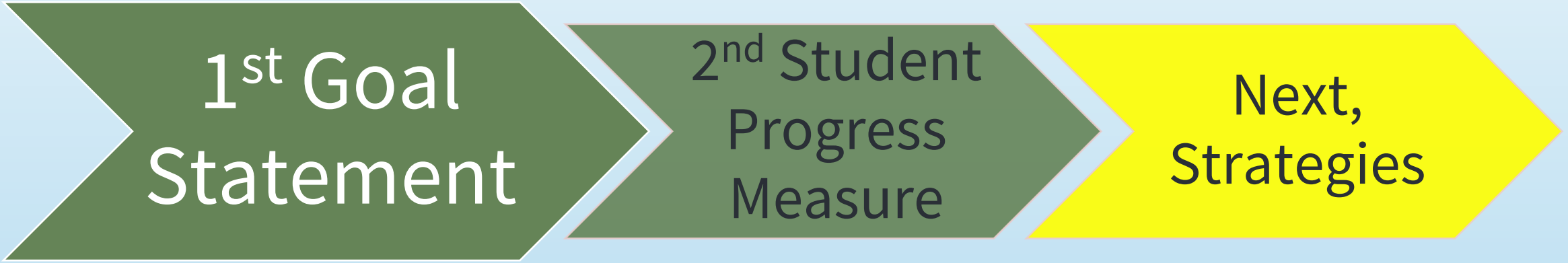
- District Short Cycle Assessments
- District Formative Assessments
- Course Credits Earned
- Attendance
- Earned Industry Recognized Credentials
- District Capacity Assessment
- Kindergarten Readiness Assessment (KRA)
- Other: _____

STUDENT MEASURE TEMPLATE



- Every TIME PERIOD in SUBJECT AREA using MEASUREMENT TOOL, TARGET GROUP will be measured with a final improvement of VALUE at end of plan.

PROGRESS BAR



EDSTEPS

Strategies



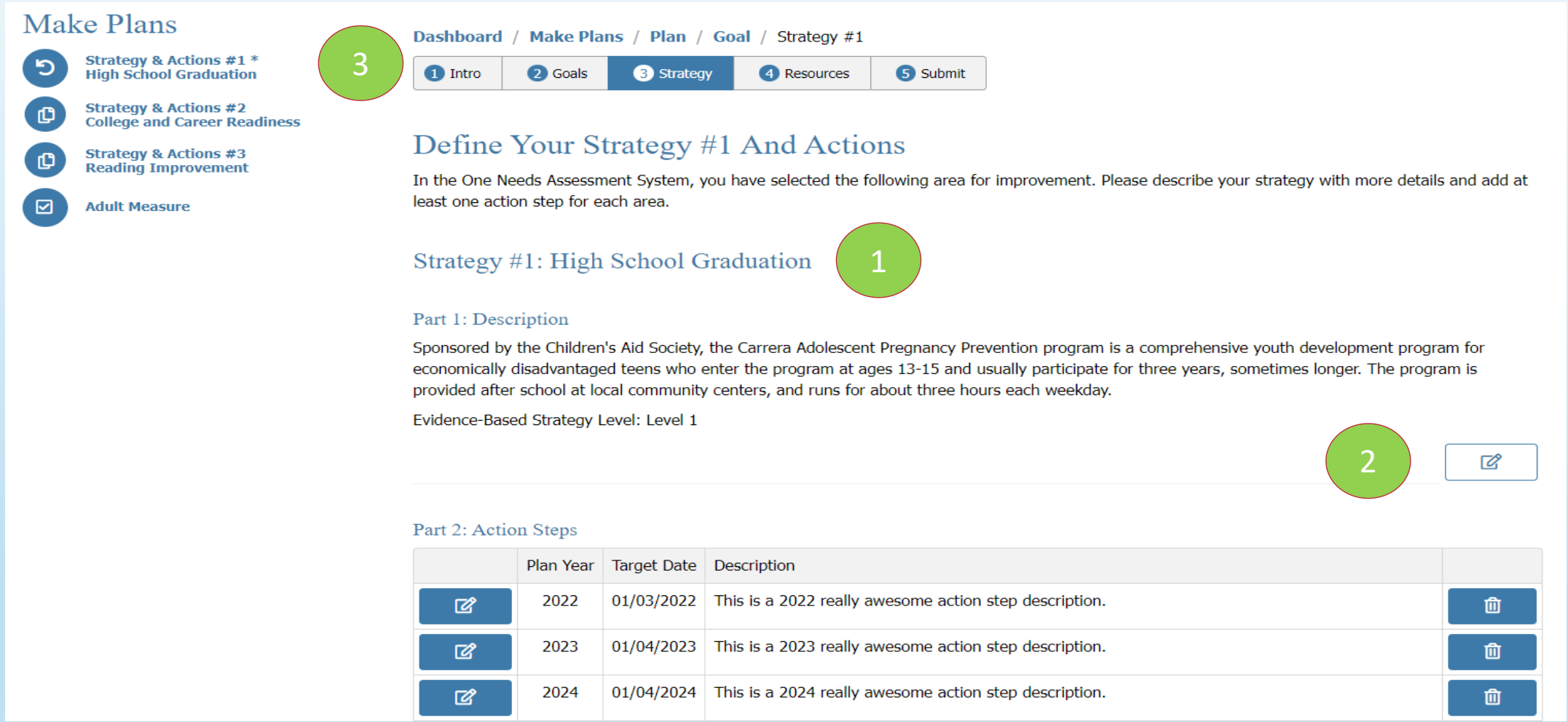
STRATEGIES EXPLAIN WHAT CHANGE WILL OCCUR TO IMPACT STUDENT OUTCOME

Three Ways to Add Strategies

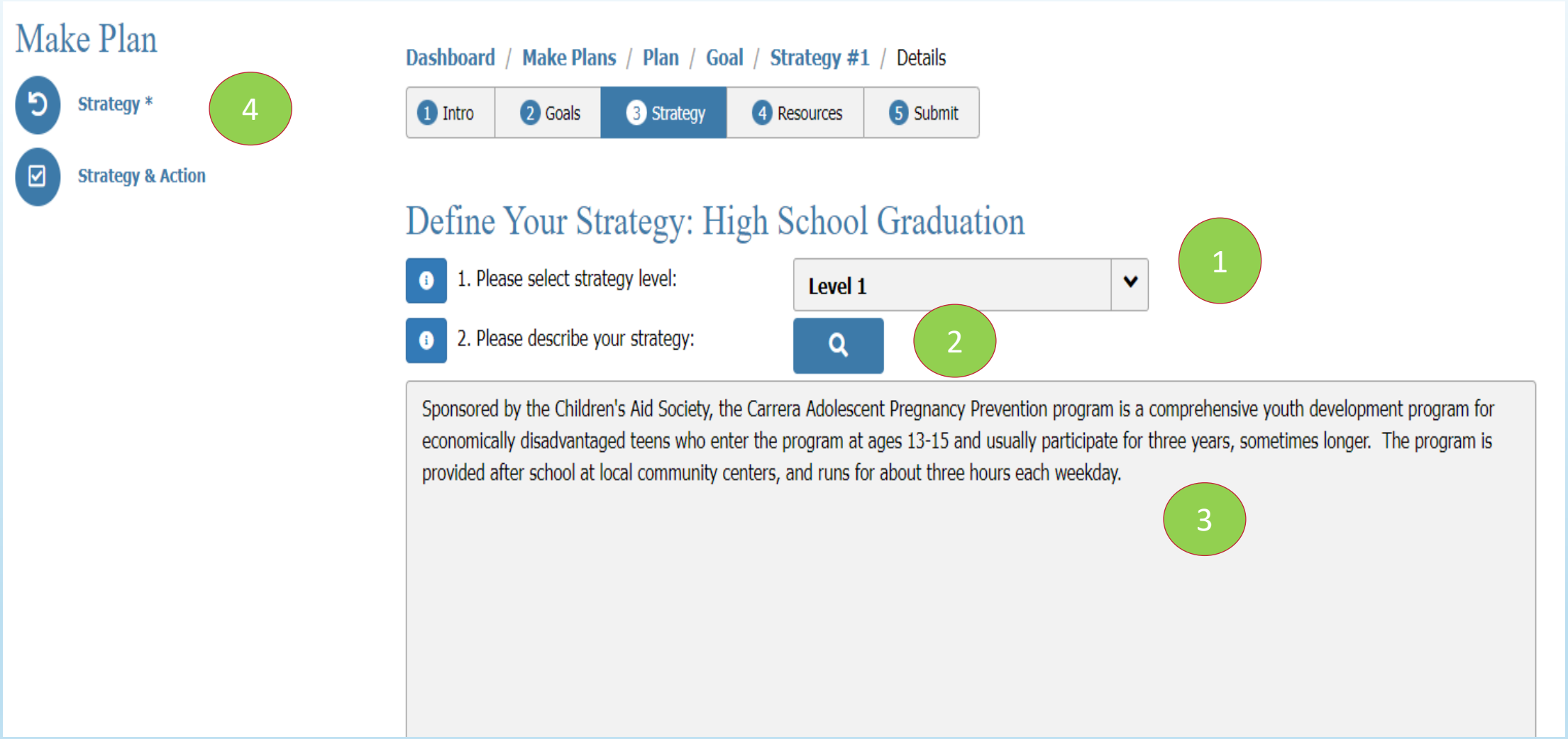
- Import from Evidence-Base Clearinghouse
- Add District Created Strategy
- Copy and Paste from other available clearinghouses



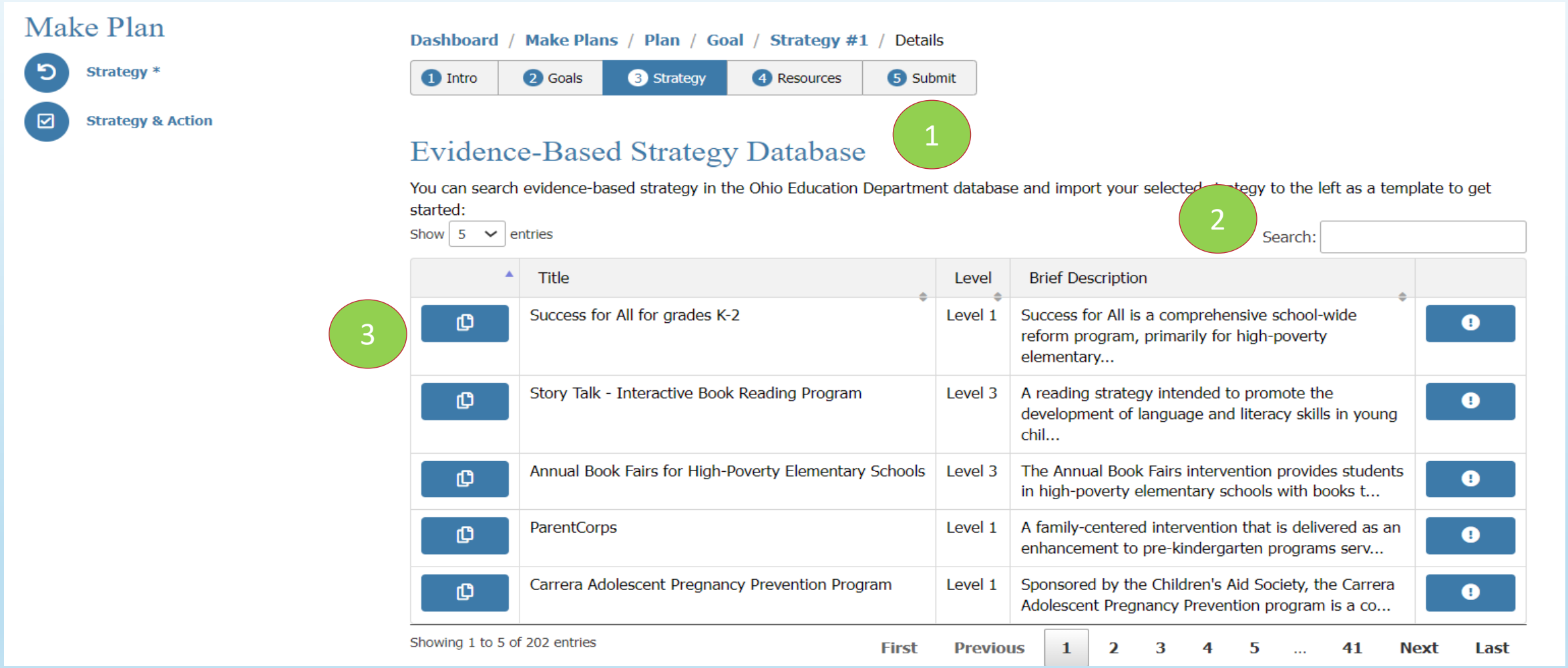
Adding Evidence-Based Strategies



Adding a Strategy to a Plan



Import Strategy from Ohio's Evidence-Based Clearinghouse



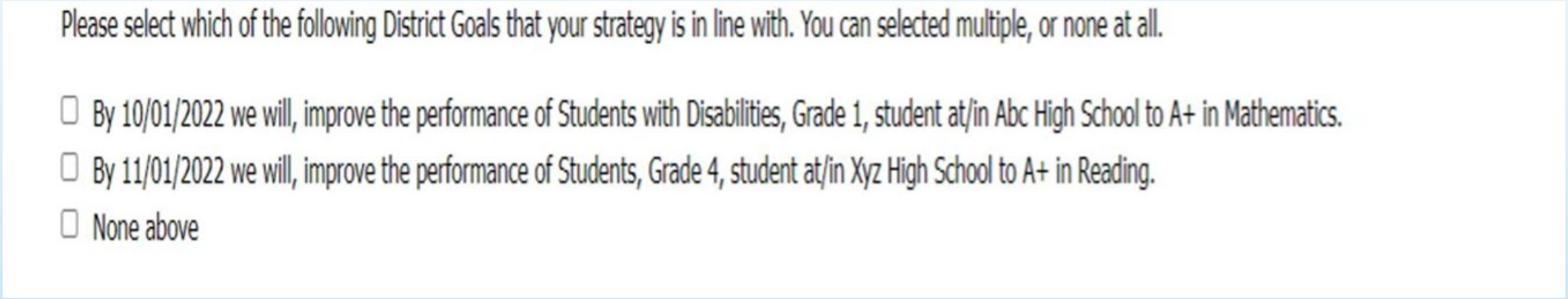
OTHER CLEARINGHOUSE RESOURCES IN HELP LINK

- Blueprints for Healthy Youth Clearinghouse
- Crime Solutions Clearinghouse
- Evidence for ESSA Clearinghouse
- Tier Evidence Clearinghouse
- What Works Clearinghouse

IDENTIFY STRATEGY FOR REQUIRED EMBEDDED PLANS

- Reading Plan
- Equity Plan
- District Improvement Plan
- Professional Development Plan
- Parent Engagement Plan
- ADC Exit Plan

Linking Building Plans to District Plans



This section is only available In Building Plans. Buildings will select which district goal the building goal supports. ** If "none above" is selected, district should be aware of the building's actions.

PROGRESS BAR



EDSTEPS

Action Steps



ACTION STEPS EXPLAIN ACTIVITIES FOR NEXT 3 YEARS TO IMPLEMENT STRATEGY

Three Ways to Add Action Steps

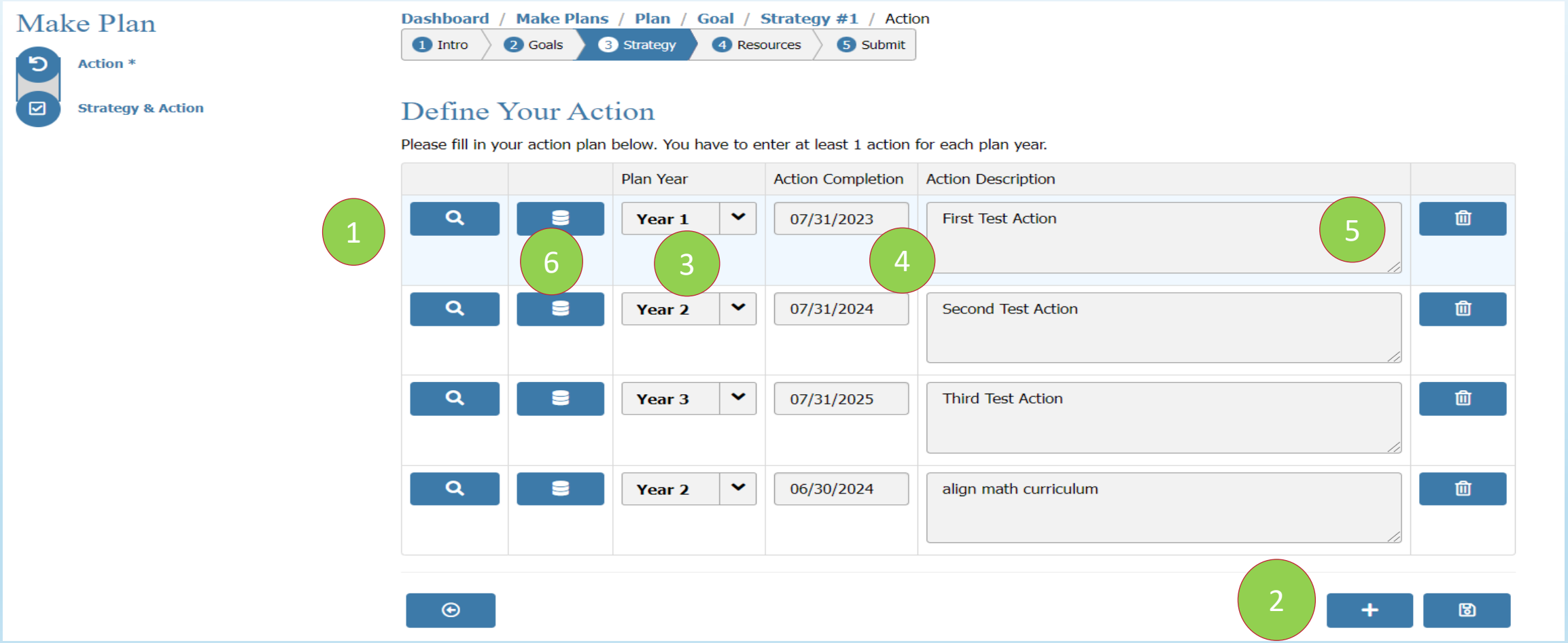
- Select from Agency Provided Action Step Bank
- Add District Created Action Step
- Add District Created Action Step to District-Level Action Step Bank.



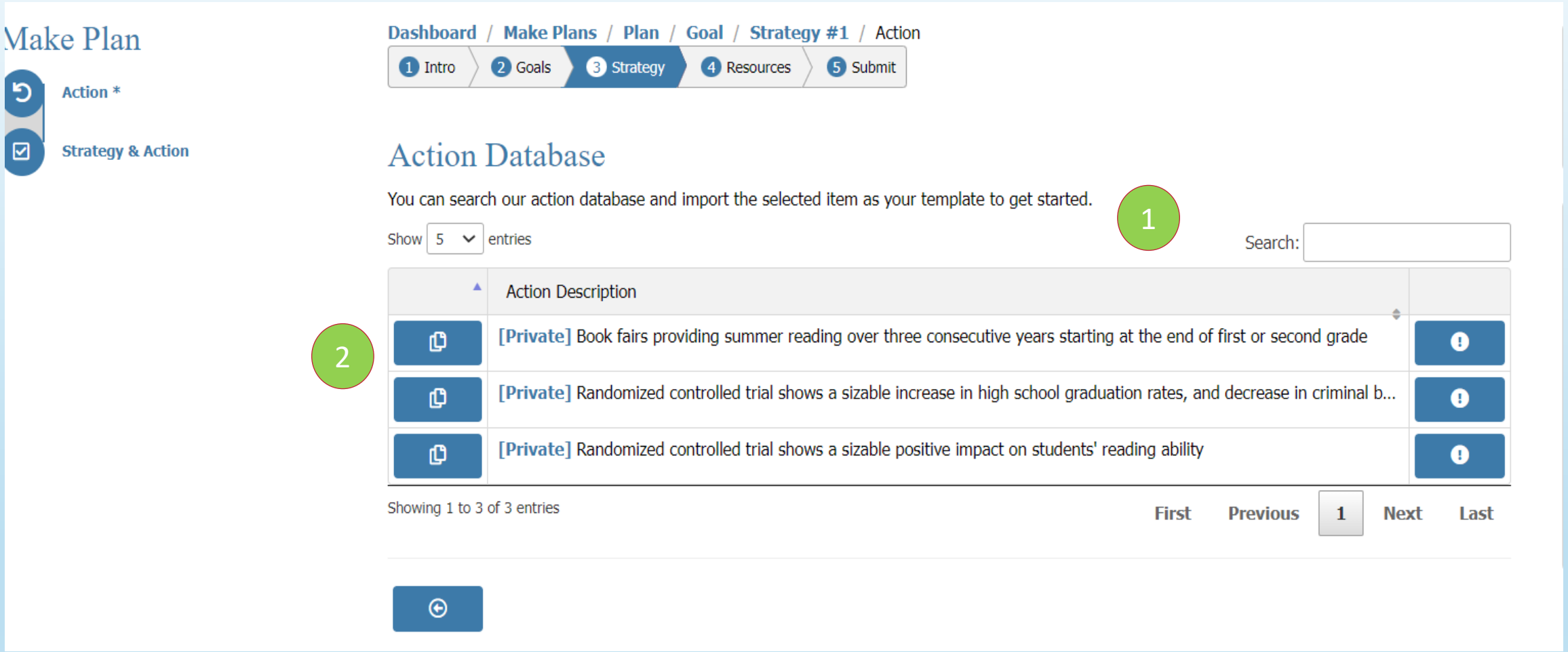
Adding Action Steps



Adding Action Steps to a Strategy



Using the Action Step Bank



ACTION STEP TEMPLATE



1. Year to Begin Action Step
2. When District Anticipates Completing the Activity in Plan
3. Action Step Description.
    - Agency Bank
    - District Created Action Step
    - District Action Step Bank

PROGRESS BAR



PROGRESS BAR

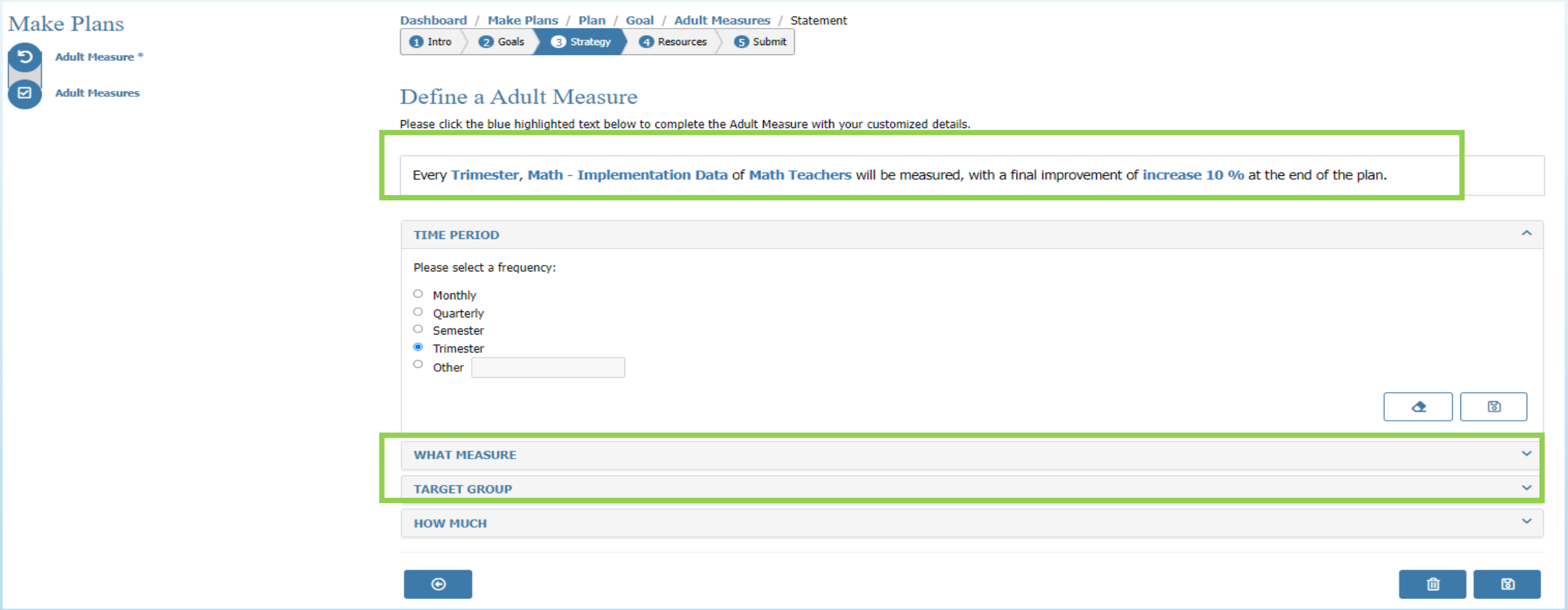


EDSTEPS

Adult Implementation Measure



Completing the Adult Measure



ADULT MEASURE TOOLS

*Participation Reflection
*Walkthrough Data

* Parent Surveys

* Look-For's Rating
* Rubric Inventory
* Fidelity Instrument
* Other

* Staff Survey Staff

* Implementation Data

* Completion of Task

* OTES/OPES

* District

ADULT TARGET GROUPS

- All Staff
- Elementary Staff
- High School Staff
- Principals
- Kindergarten Staff
- Second Grade Staff
- Fourth Grade Staff
- Sixth Grade Staff
- Eighth Grade Staff
- Tenth Grade Staff
- Twelfth Grade Staff
- English Language Arts Teachers
- Science Teachers
- Other:_____

* Math Teachers

* Preschool Staff
*Middle School Staff
* District Administration
* Intervention Teachers
* First Grade Staff
* Third Grade Staff
* Fifth Grade Staff
* Seventh Grade Staff
* Ninth Grade Staff
* Eleventh Grade Staff
* Reading/Literacy Teachers

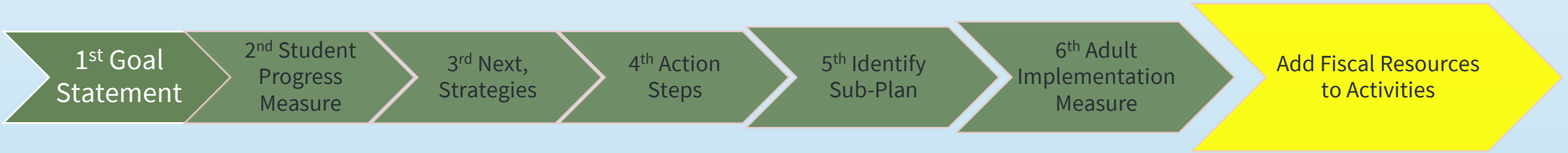
* Social Studies Teachers

ADULT MEASURE TEMPLATE



- Every TIME PERIOD in MEASUREMENT TOOL, TARGET GROUP will be measured with a final improvement of VALUE at end of plan.

PROGRESS BAR



EDSTEPS

Adding Fiscal Resources: Funding the Plan



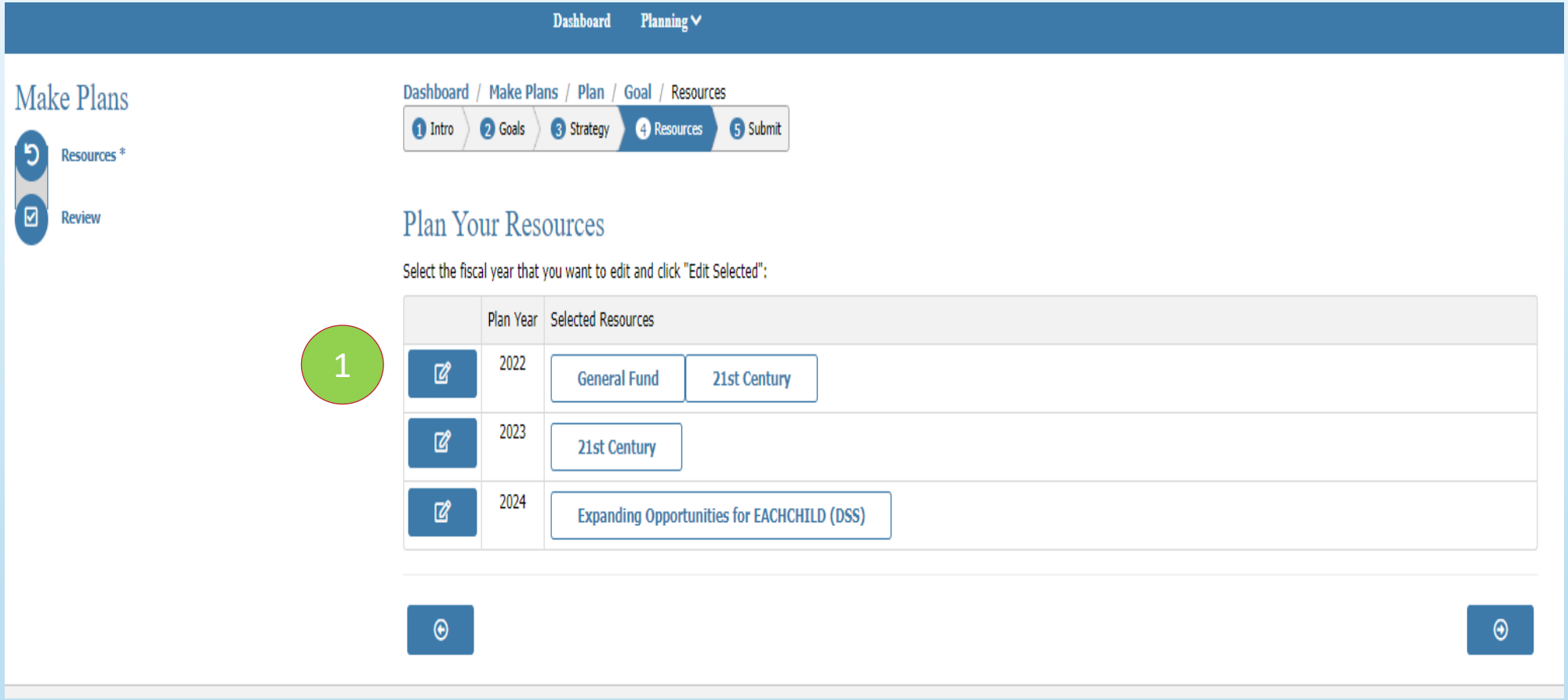
CONNECTING PLAN TO RESOURCES

Adding Fiscal Resources

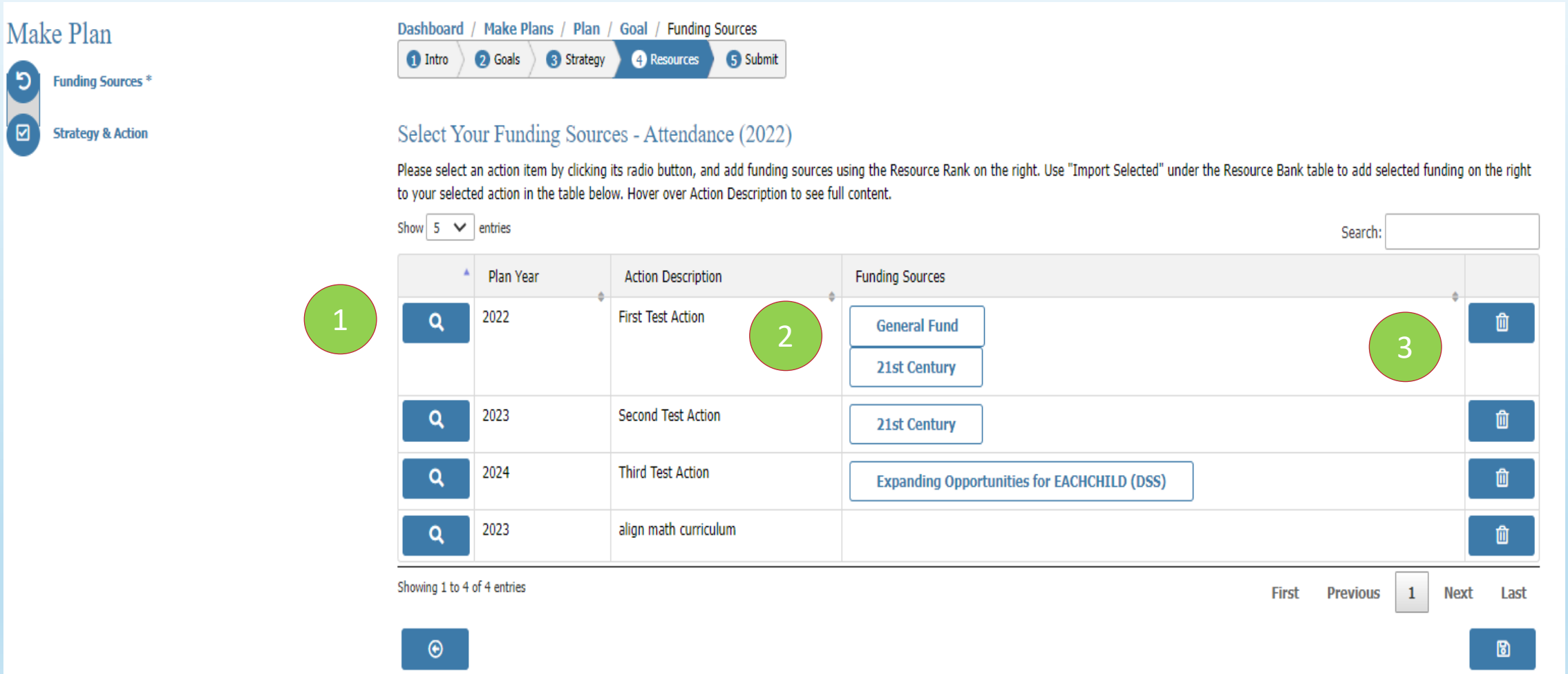
- Added at Action Step
- Identify Possible Funding Sources for Activity
- Transition to Funding Application for Budget Development



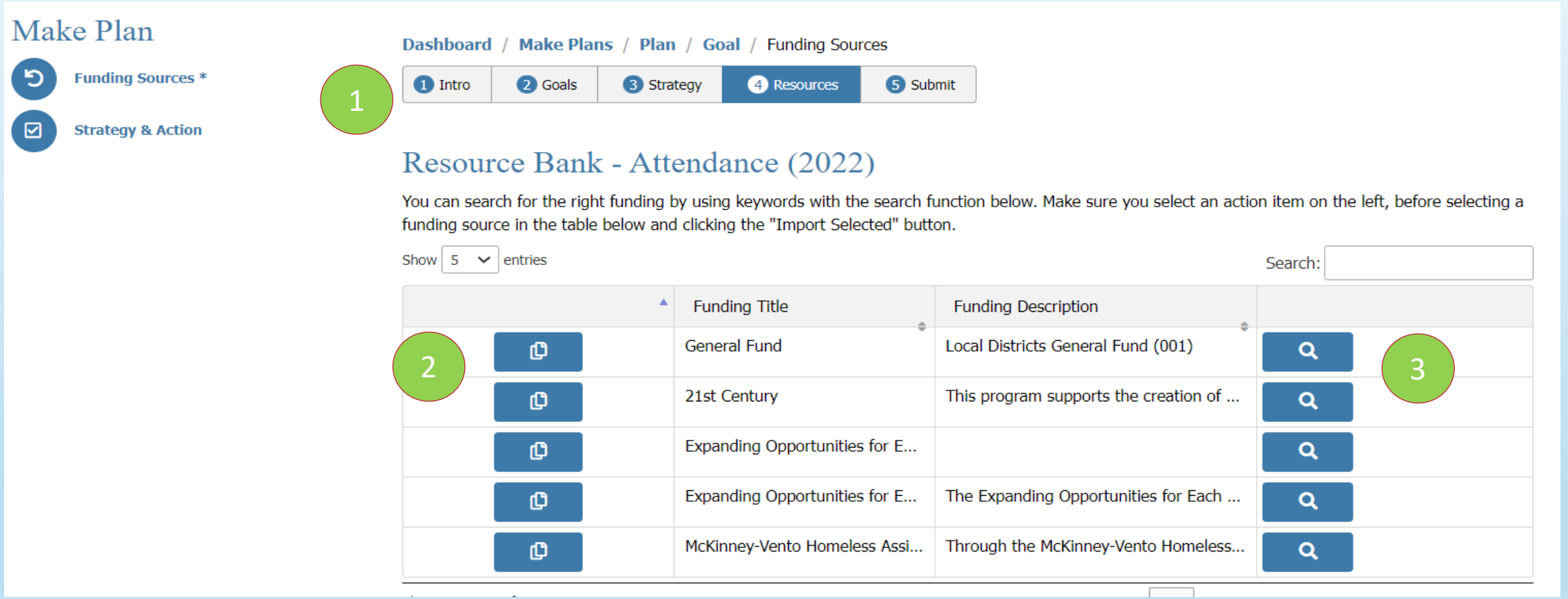
Adding Fiscal Resources to Plan



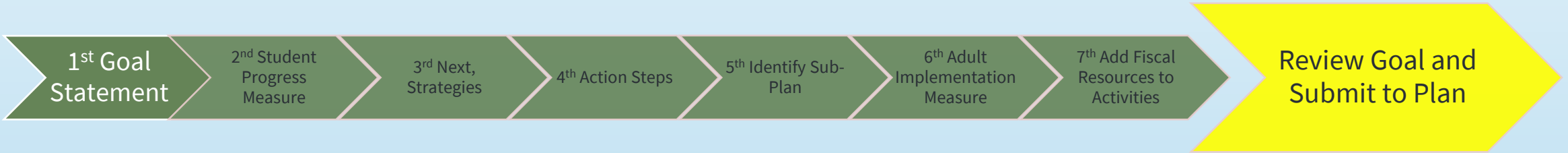
Funding the Plan by Linking to Resources



Fiscal Resource Bank



PROGRESS BAR

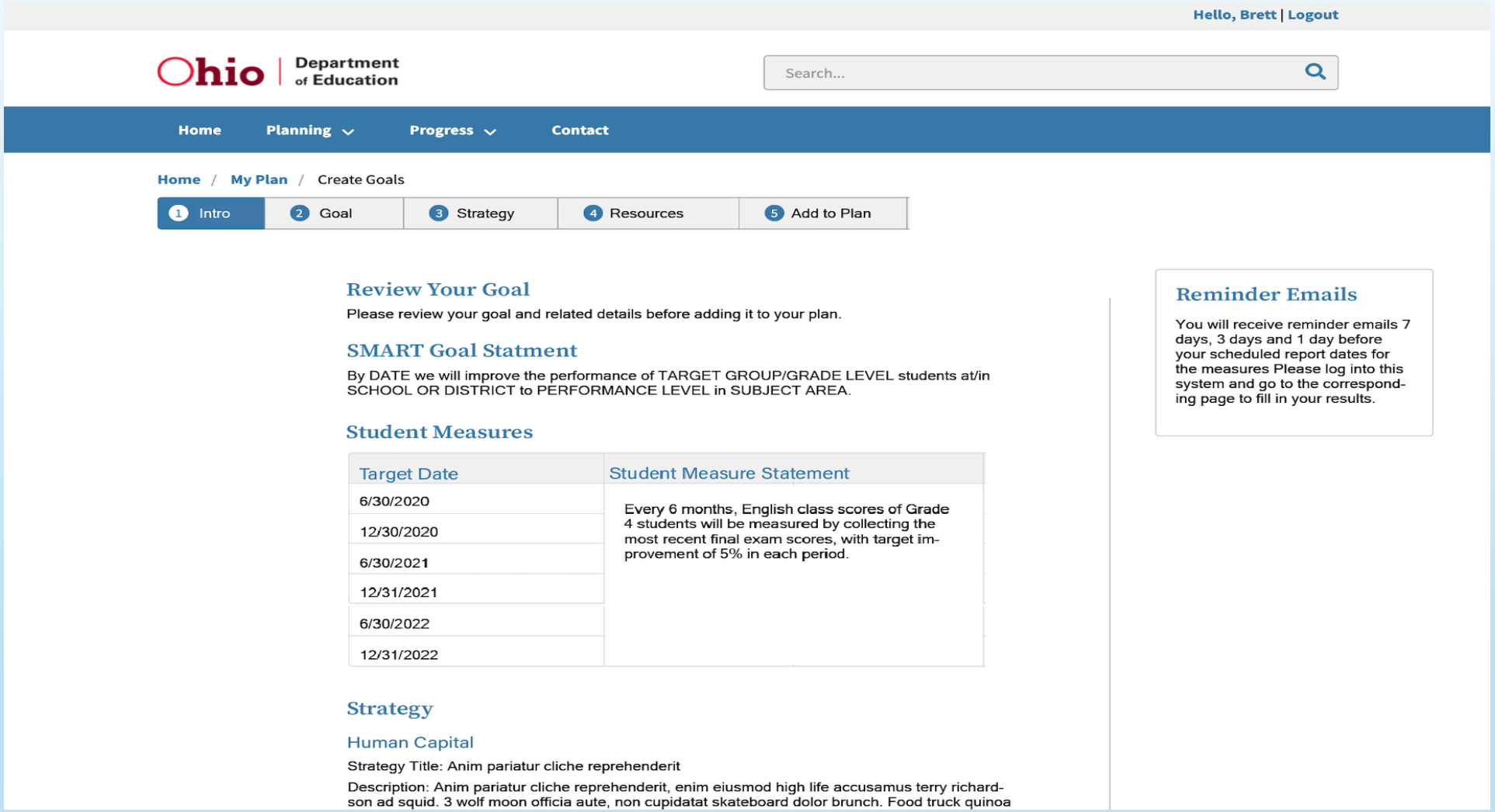


EDSTEPS

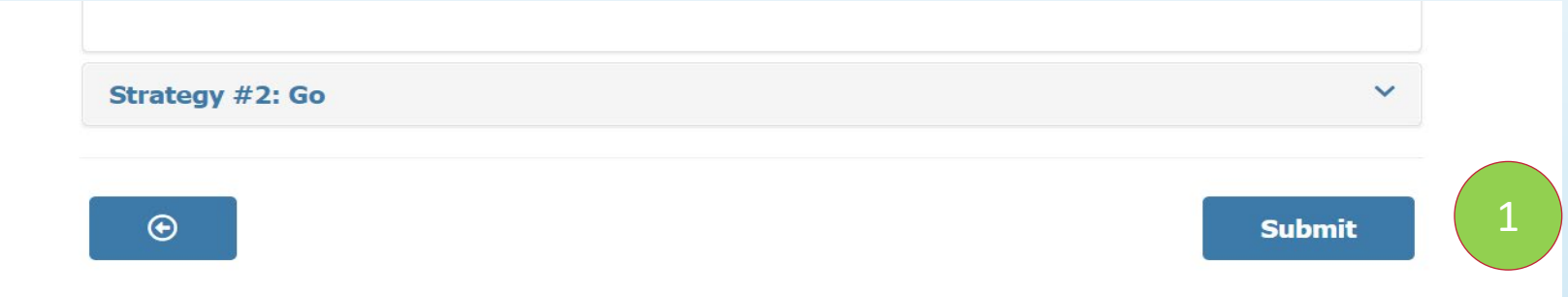
Goal Review



Goal Review


Hello, Brett | Logout
Ohio | Department of Education
Search...
Home
Planning
Progress
Contact
Home / My Plan / Create Goals
1 Intro
2 Goal
3 Strategy
4 Resources
5 Add to Plan
Review Your Goal
Please review your goal and related details before adding it to your plan.
SMART Goal Statment
By DATE we will improve the performance of TARGET GROUP/GRADE LEVEL students at/in SCHOOL OR DISTRICT to PERFORMANCE LEVEL in SUBJECT AREA.
Student Measures
Target Date
Student Measure Statement
6/30/2020
12/30/2020
6/30/2021
12/31/2021
6/30/2022
12/31/2022
Every 6 months, English class scores of Grade 4 students will be measured by collecting the most recent final exam scores, with target improvement of 5% in each period.
Strategy
Human Capital
Strategy Title: Anim pariatur cliche reprehenderit
Description: Anim pariatur cliche reprehenderit, enim eiusmod high life accusamus terry richardson ad squid. 3 wolf moon officia aute, non cupidatat skateboard dolor brunch. Food truck quinoa
Reminder Emails
You will receive reminder emails 7 days, 3 days and 1 day before your scheduled report dates for the measures Please log into this system and go to the corresponding page to fill in your results.

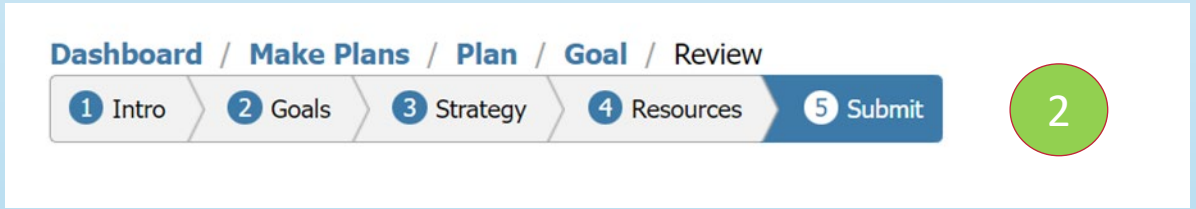
SUBMITTING THE GOAL TO THE PLAN



1

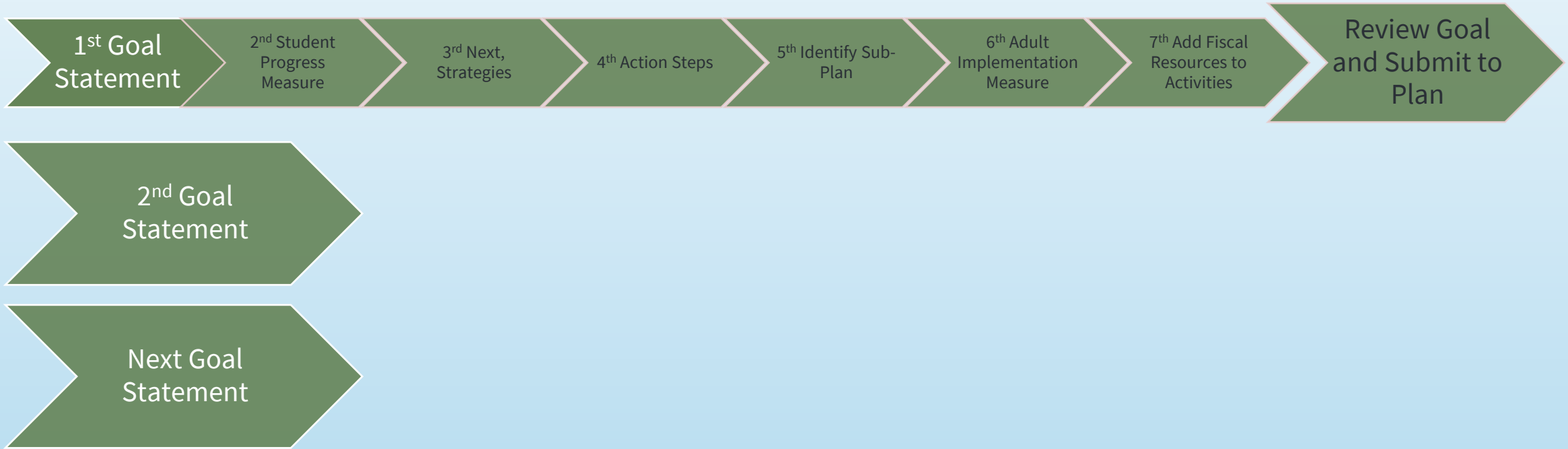
Select SUBMIT at the bottom of the review goal page to submit the goal to the plan.

The progress bar will show the current location within building a goal.



2

PROGRESS BAR



EDSTEPS

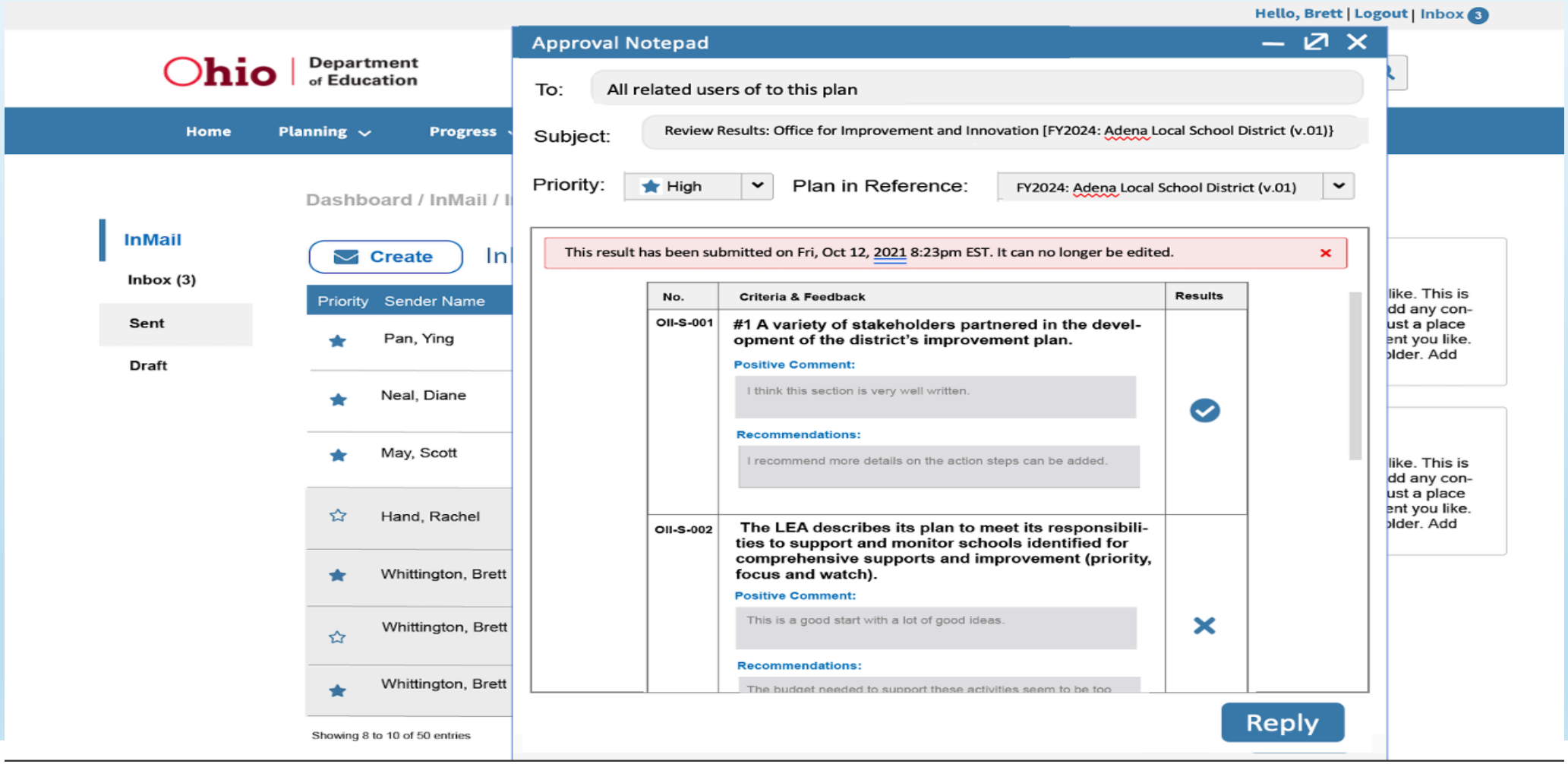
Approval Process



PLAN APPROVE STATUS



Agency Review Process



EDSTEPS

Resources



NEXT STEPS / IN PROGRESS

- Update Guidance
  - One Needs Assessment
  - One Plan
  - Website
  - Videos
  - Help Statements

QUESTIONS?

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Department of Education & Workforce

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