Regional Trainings

ED STEPS:

Navigation and Updates

EDSTEPS

Fall 2022

Presenters

INSERT Names

Agenda

- ED STEPS Mission
- One Needs Assessment
- One Plan
- Feedback from Field
- Resources and Questions

Agenda

- **ED STEPS Mission**
- One Needs Assessment
- One Plan
- Feedback from Field
- Resources and Questions

Working Together

The ED STEPS Project will be created ***for***, designed ***by*** and developed ***with*** our customers

EDSTEPS

The Education Departments Tiered E-Plans and Supports

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

ED STEPS and Improvement Cycles

Supporting Implementation: Stakeholders and teams within the district create communication loops and meeting norms that foster discussion and a positive culture.

1. One Needs Assessment - Teacher, building, and district teams work with **s**takeholders to review data and identify critical needs and root causes.

2. ONA and One Plan - Teams analyze critical needs and root causes to prioritize areas of focus and select SMART goals and research evidence-based strategies.

3. **One Plan -** Teams remove barriers, identify resources (local, state and federal **funding**) and consider ways to document and share adult and student measures for implementation and monitoring.

4. Teams implement **One Plan** strategies and action steps. Adult and student data are collected via evidence gathering and progress **monitoring**.

5. Teams examine, reflect and adjust support structures, as well as adult and student measures. This informs the next cycle.

Who needs to complete the One Needs Assessment and One Plan?

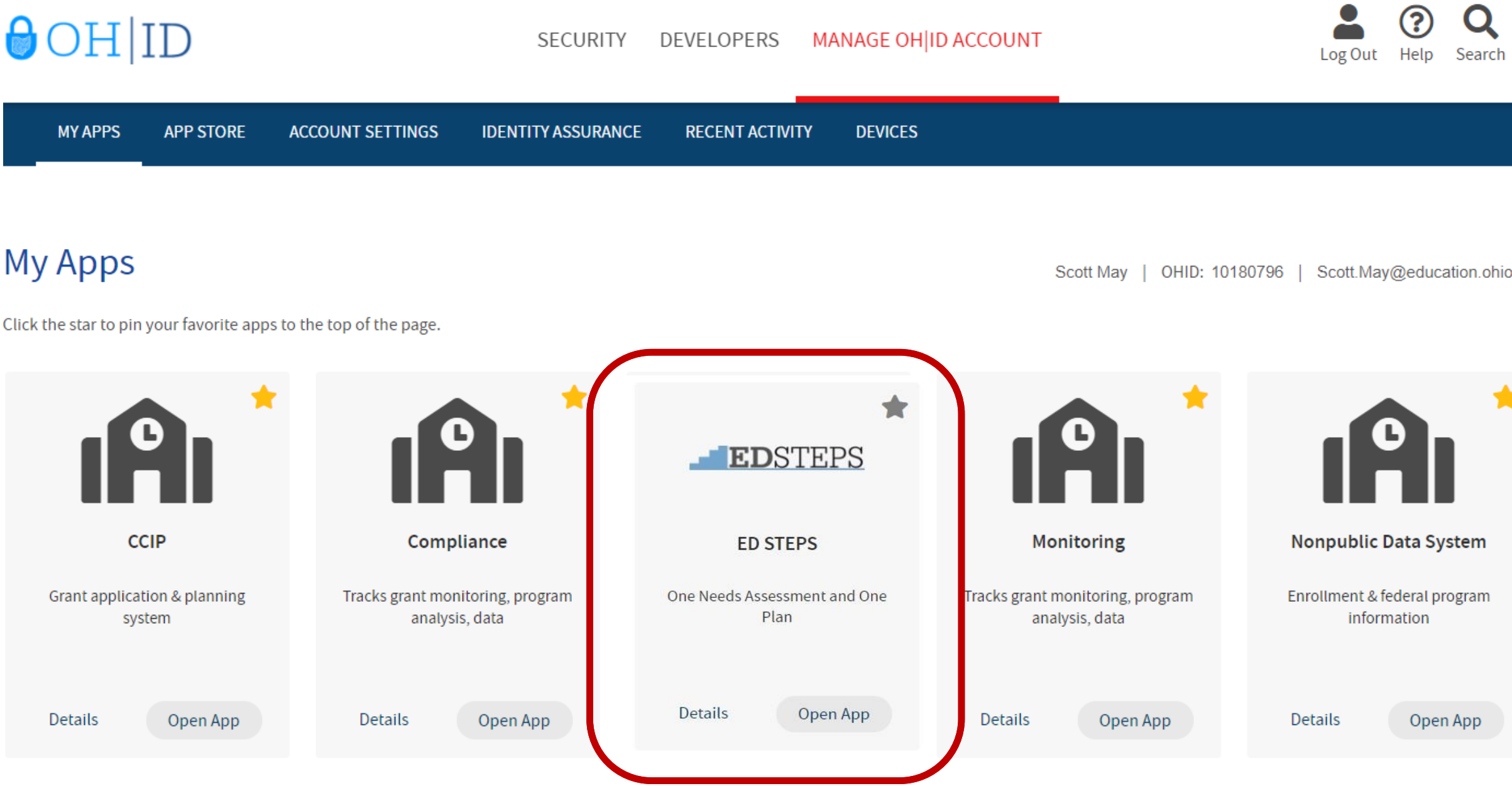
	Entity Needs Assessment and One Plan	School Level Needs Assessment and One Plan
Public Districts and Schools	Required	Required for ALL schoolwide served buildings and designated building support status
Community Schools and Drop-Out Recovery Schools	Required	

IMPORTANT

- Required during assigned cohort year
- Revisions at anytime during 3-year planning cycle

EDSTEPS

Navigation


OH|ID
SECURITY
DEVELOPERS
MANAGE OH|ID ACCOUNT
Log Out
Help
Search
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
EDSTEPS
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

Agenda

ED STEPS Mission

One Needs Assessment

One Plan

Feedback from Field

Resources and Questions

One Needs Assessment

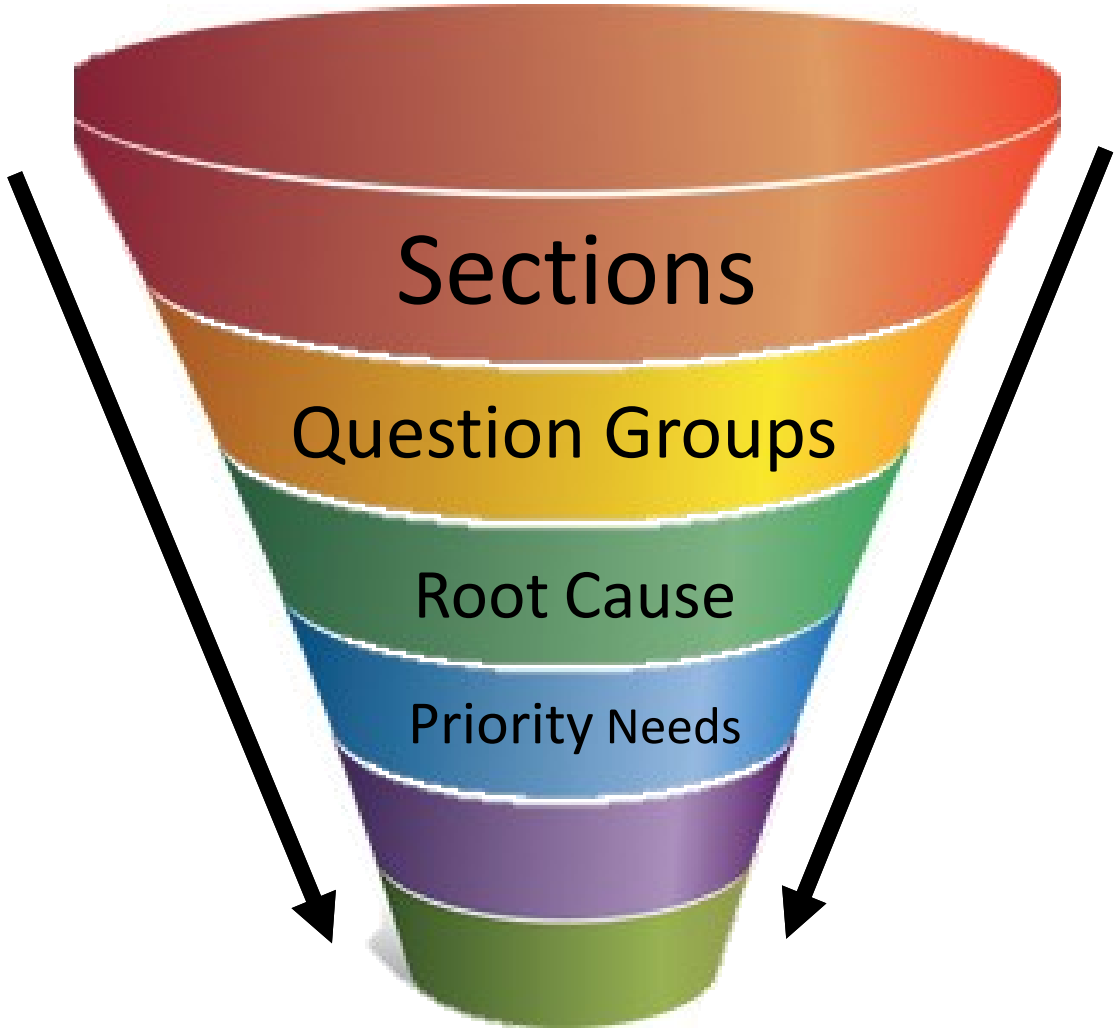
Data Driven

Comprehensive

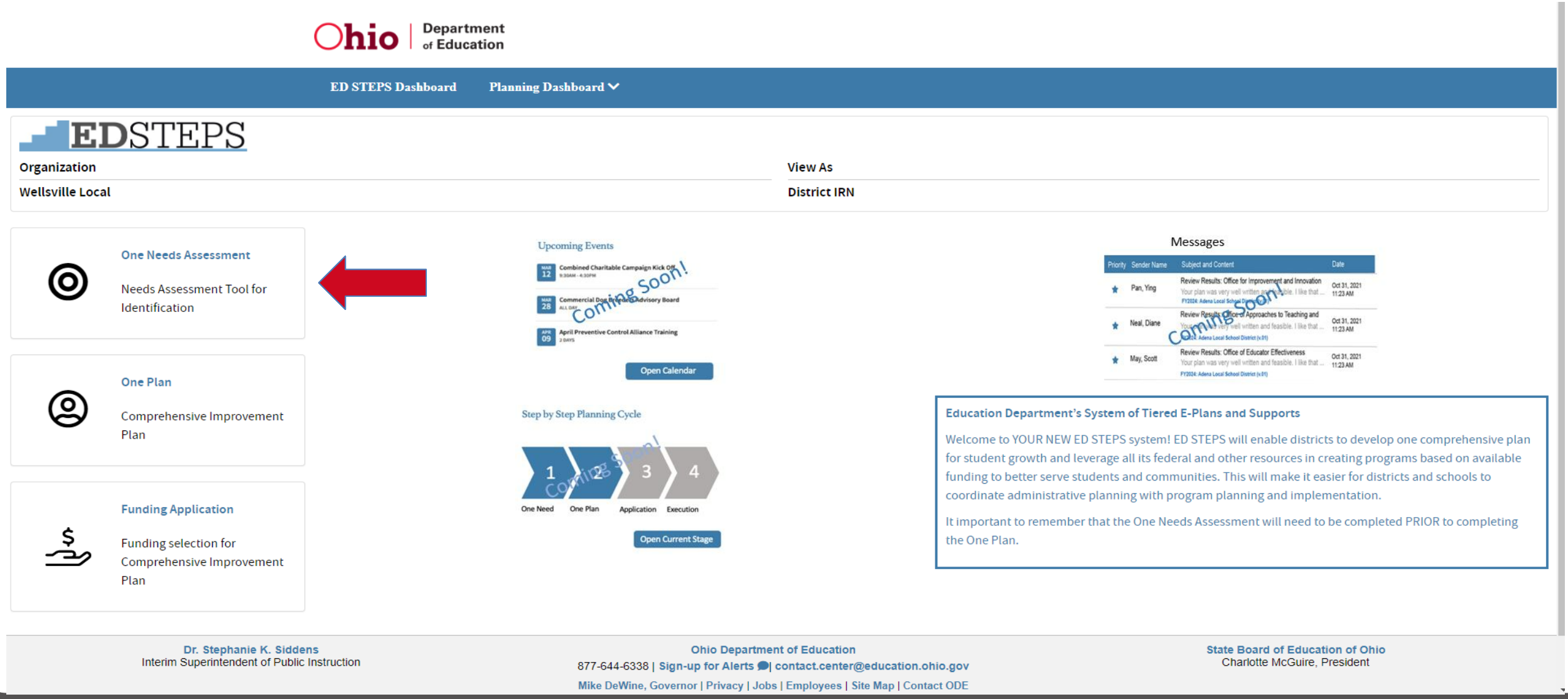
Focusing on a few
High Impact, Priority Needs

Create SMART Goal and Strategy
Areas for One Plan

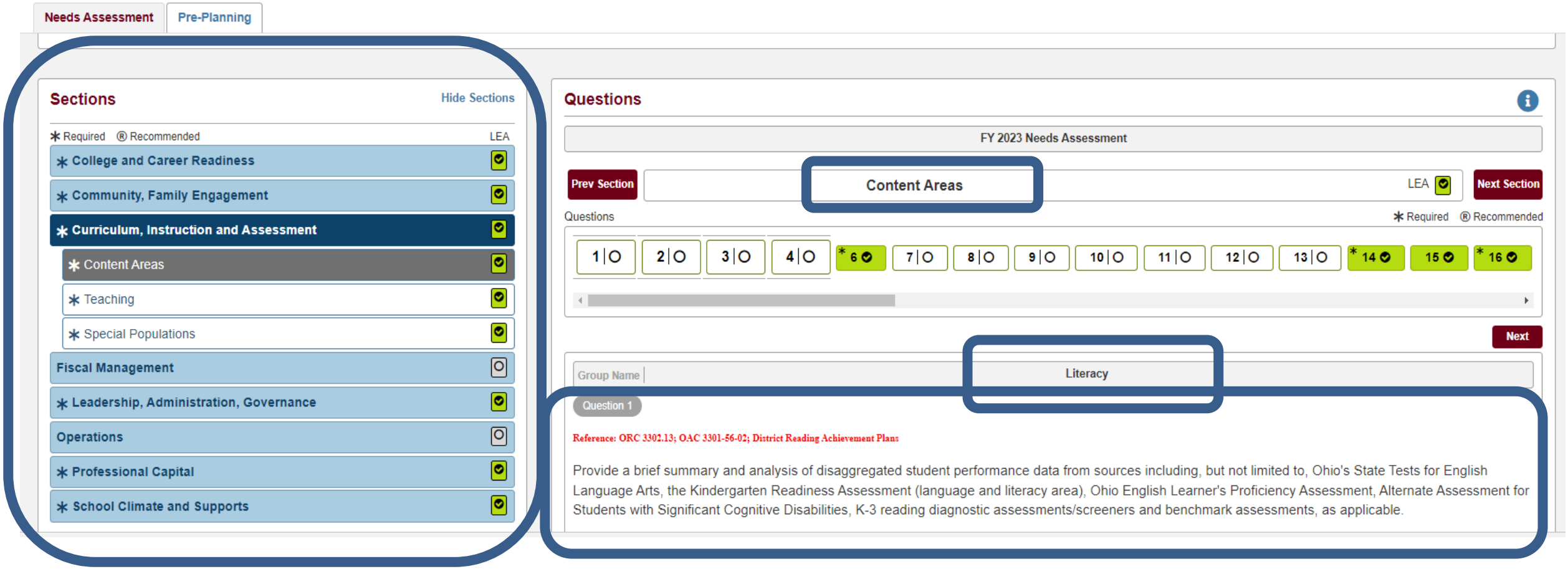
ED STEPS: One Needs Assessment



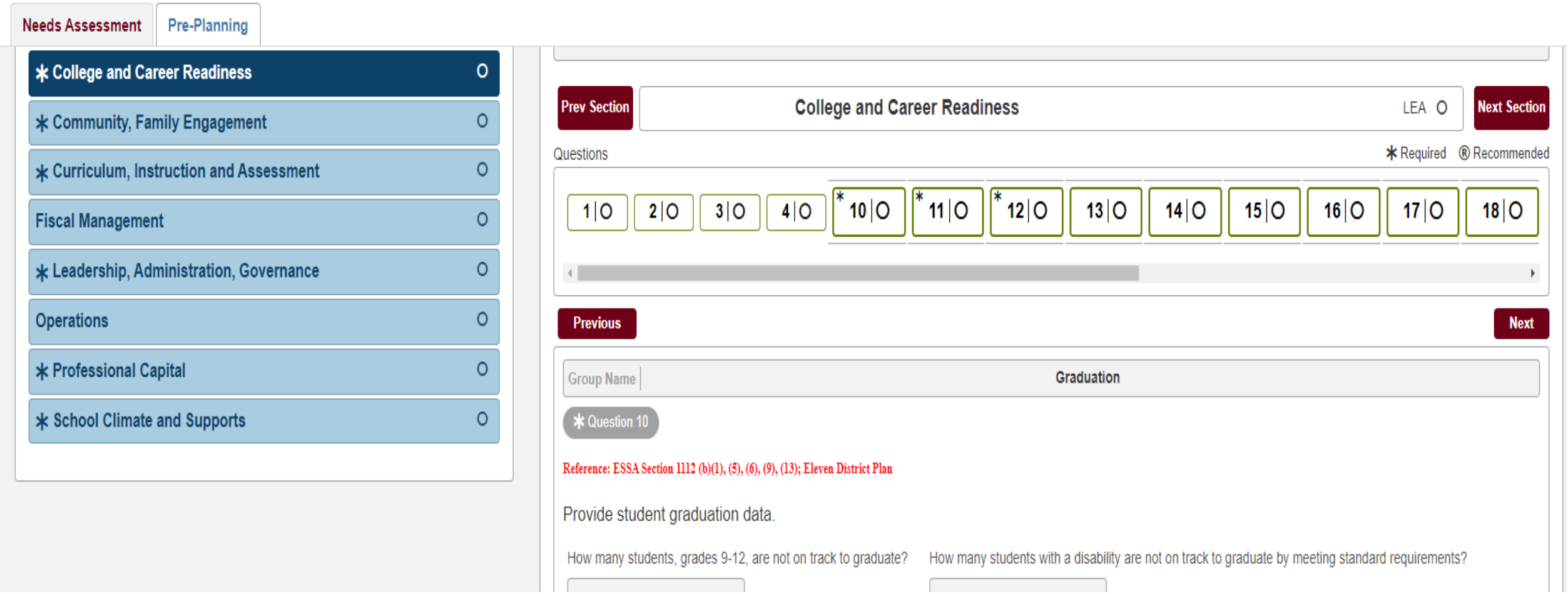
ED STEPS Dashboard



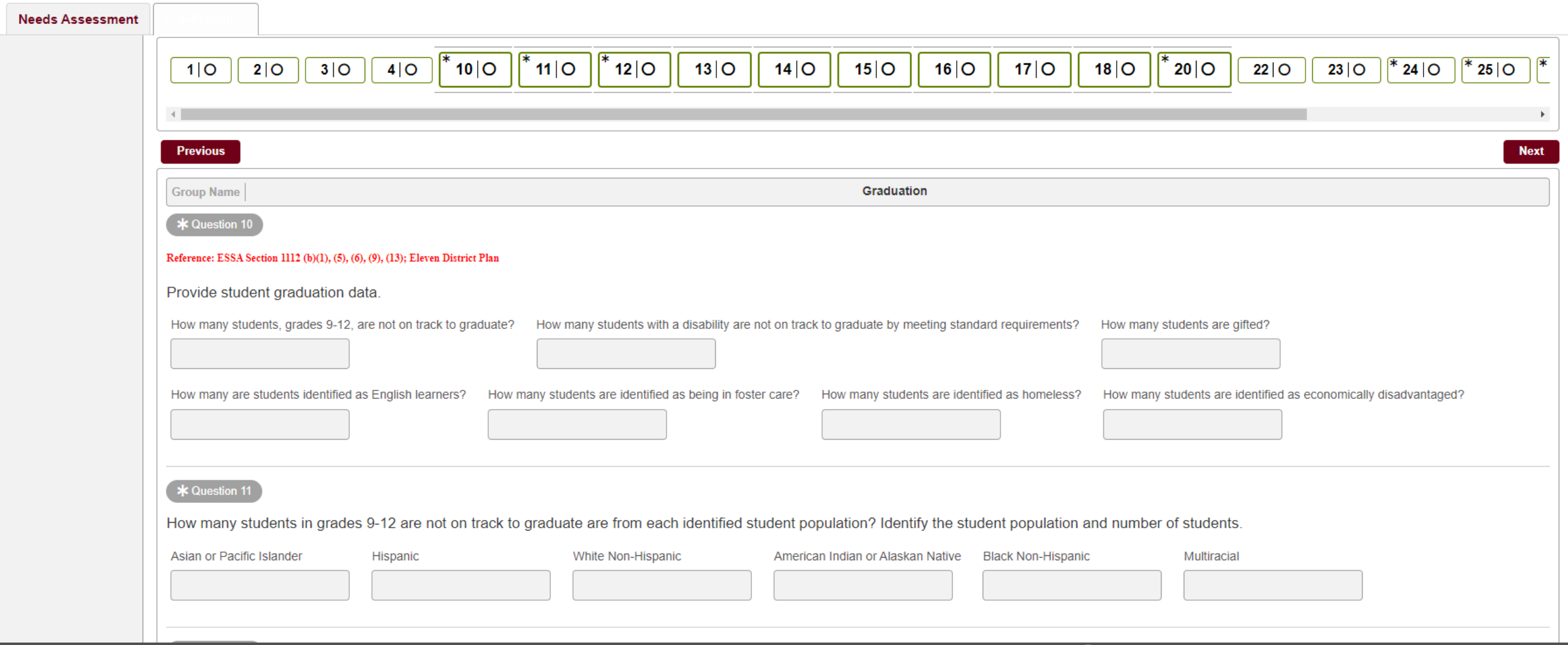
One Needs Assessment Guided Questions



One Needs Assessment
Graduation – College and Career Readiness



One Needs Assessment
Graduation – Required Questions



One Needs Assessment
Graduation – Root Cause and Priority

Question 20

Root Cause(s): Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact?

Students are not graduating at the rate they once did. Attendance and drop-out issues are caused by a lack of student engagement. Students don't see themselves as college ready. They don't understand the requirements of the work world. The coursework doesn't align to their career goals. They don't see the purpose of some of the required courses.

347 /8000 Max Character Count

Question 21

Is this a Priority Need?

Selecting "Yes" sends this to the Pre-Planning tab.

(•) Yes ( ) No

Pre-Planning
The Intersection of Needs and Plans

Needs Assessment | Pre-Planning

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
Career-Technical Education	This coming school year, the district will be partnering with Van Wert County for career training for our students in 9-10. This will include a program called YouScience (grades 5-12). Students will be participating in county events to expose the students to careers available in Van Wert County. Currently we do this in grades 11-12 with Mercer County. Expanding the program will have a positive impact as it will get the students thinking about careers and training at an earlier age and also expose them to another set of careers.	Curriculum, Instruction and Assessment	Select Improvements	☐
Engagement	Families don't understand new curriculum and terms like SEL and the Science of Reading. Families are not aware of current graduation requirements and options.	Community, Family Engagement	Select Improvements	☐
English Language Arts	Through BLT meetings and data analysis, it has been determined that we need to train our teachers to use our ELA programs with fidelity. This school year the district is implementing a new ELA program and the teachers are spending the summer in training. The teachers will be meeting weekly to have data meetings and to work collaboratively in developing curriculum to support our students.	Curriculum, Instruction and Assessment	Select Improvements	☐
Graduation	Students are not graduating at the rate they once did. Attendance and drop-out issues are caused by a lack of student engagement. Students don't see themselves as college ready. They don't understand the requirements of the work world. The coursework doesn't align to their career goals. They don't see the purpose of some of the required courses.	College and Career Readiness	Select Improvements	☐
Mathematics	Math Scores have remained consistent and have not improved. Teachers will be trained to break down skills. An intervention period will be added to the school day to provide additional small group instruction or intervention	Curriculum, Instruction and Assessment	Select Improvements	☐

Pre-Planning
Strategy Areas Selected by Section

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
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Engagement	Families don't understand new curriculum and terms like SEL and the Science of Reading. Families are not aware of current graduation requirements and options.	Community, Family Engagement		☐
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Graduation	Students are not graduating at the rate they once did. Attendance and drop-out issues are caused by a lack of student engagement. Students don't see themselves as college ready. They don't understand the requirements of the work world. The coursework doesn't align to their career goals. They don't see the purpose of some of the required courses.	College and Career Readiness	x School Climate and Supports x Community, Family Engagement	☐

College and Career Readiness
Community, Family Engagement
Fiscal Management
Leadership, Administration, Governance
Operations
Professional Capital

Pre-Planning
Selected Priority Needs Become Goals

Needs Assessment | Pre-Planning

SMART Goal Area (From Priority Need)	Root Cause(s)	Primary Strategy Area (Section)	Additional Strategy Areas	Send To Planning Tool
Career-Technical Education	This coming school year, the district will be partnering with Van Wert County for career training for our students in 9-10. This will include a program called YouScience (grades 5-12). Students will be participating in county events to expose the students to careers available in Van Wert County. Currently we do this in grades 11-12 with Mercer County. Expanding the program will have a positive impact as it will get the students thinking about careers and training at an earlier age and also expose them to another set of careers.	Curriculum, Instruction and Assessment	Select Improvements	☐
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Graduation	Students are not graduating at the rate they once did. Attendance and drop-out issues are caused by a lack of student engagement. Students don't see themselves as college ready. They don't understand the requirements of the work world. The coursework doesn't align to their career goals. They don't see the purpose of some of the required courses.	College and Career Readiness	× School Climate and Supports × Community, Family Engagement	☑
Mathematics	Math Scores have remained consistent and have not improved. Teachers will be trained to break down skills. An intervention period will be added to the school day to provide additional small group instruction	Curriculum, Instruction and Assessment	× Professional Capital	☑

Flexibility and Options
Funding the Plan

Example:

- **SMART Goal:** Graduation
- **Strategies:**
  - College and Career Readiness
  - School Climate and Supports
  - Community, Family Engagement
- **Action Steps**: Detailed implementation steps

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

Agenda

ED STEPS Mission

One Needs Assessment

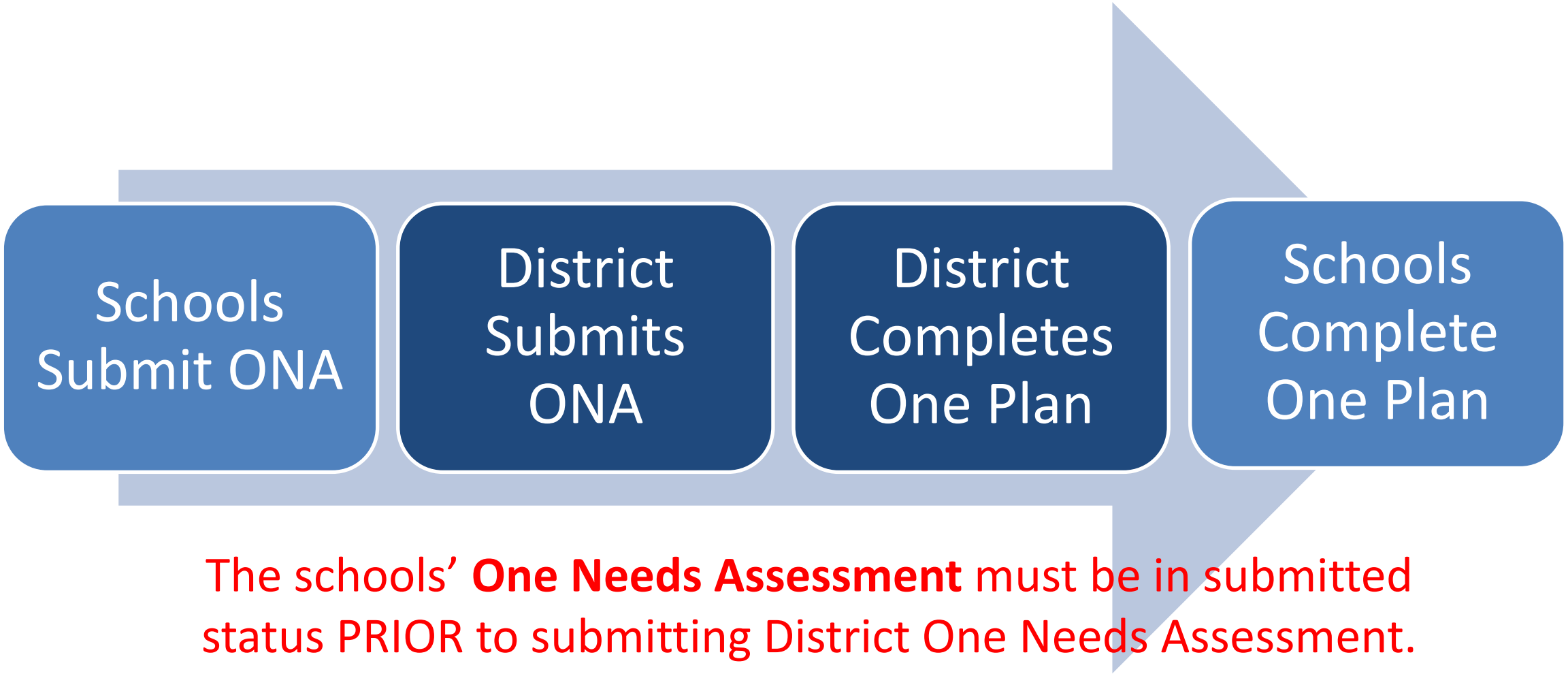
One Plan

Feedback from Field

Resources and Questions

Welcome Cohort 3

One Needs Assessment to One Plan Progression



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

Cohort 3

Expectations include completing the process of a 3-year needs assessment and writing a 3-year plan.

Entities will be using the enhanced ED STEPS One Needs Assessment and NEW ED STEPS One Plan.

Districts will also need to complete the annual funding applications that reflect the One Plan.

District Plan and Building Plans due March 31st.

Cohort 2

Second year of three-year plan

- Check fiscal resources to make sure you have the fiscal resources you want linked to action steps for FY24.
- Are all the fiscal resources that district receives connected to an activity in the plan?
- Make any revisions to plan that you want to make with Strategy descriptions and action steps.
- If you want to add or delete a strategy, you will need to go back into the One Needs Assessment Pre-planning stage.
- Due Date June 30th with funding application submission.

Cohort 1

Third year of your three-year plan.

- Will begin new planning process in Jan. 2024 for FY25 funding year.
- Plan will continue to reside in CCIP Planning Tool for one more year.
- Make any revisions to plan needed to complete your final year.
- Due Date: June 30th with funding application submission.

Trainings for ED STEPs

ED STEPs Open Office Hours begin February 2, 2023:

Every Thursday

1:00PM – 2:00PM

Regional Trainings:

April 17-21 Tentative Dates

Webinars:

Cohort 3: January 11, 2023

10:00AM – 12:00PM and 1:00PM – 3:00PM

Cohorts 1 and 2: April 13, 2023

10:00AM – 12:00PM and 1:00 – 3:00PM

Updates in One Plan

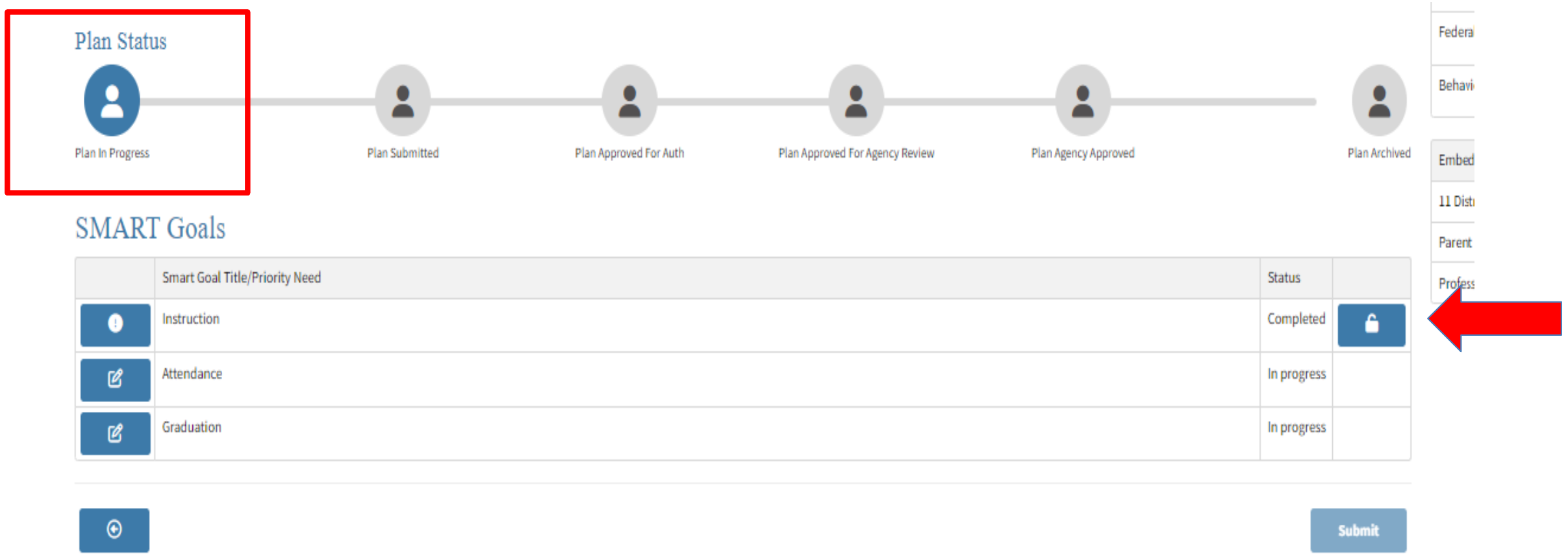
- Revising Your Plan
- Progress Monitoring Report
- Power BI Reports
- Language Change
  - Plan Approved for Execution to Agency Approved
  - Not Disposition to Not Reviewed
- New and Improved Rubrics
- Embedded Plan Reports
- Crosswalk Work
- Goals, Strategies, and Action Steps

Plan Revisions

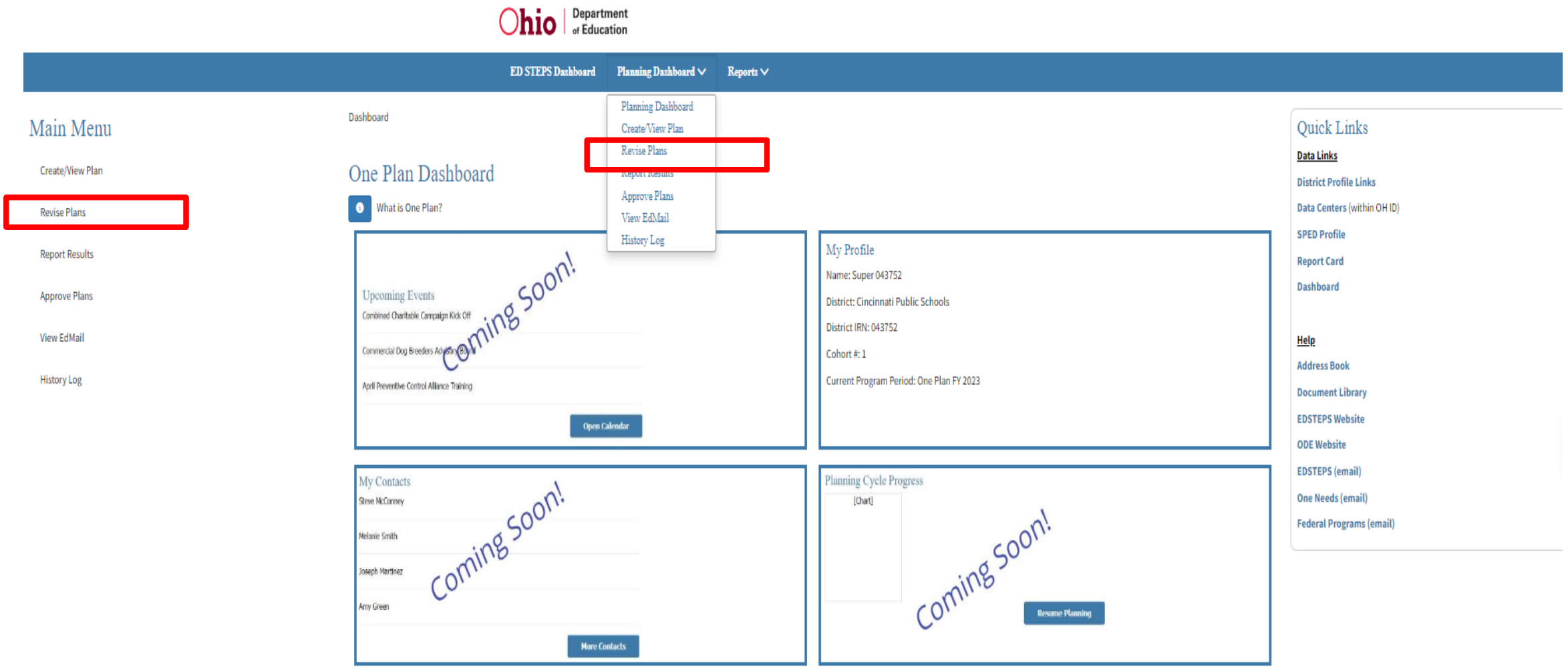
- Two ways depending on plan status:
  - –Plan is still “in-progress” and you want to revise a goal that was completed earlier.
  - –Plan has been approved by the agency and you want to make changes to the current plan.

***A district cannot make changes to a plan when it is sitting in Authorized Representative Approved waiting for agency approval.*

Revising In-Progress Plans



Revising an Approved Plan



Revising an Approved Plan

Revise Plans

Revise a Plan

Legend

Create Revision

Dashboard / Revise Plan

DISTRICT OR SCHOOL (Cincinnati Public Schools)

Show 10 entries

Search:

	Name	IRN	County	Org Types
◉	Cincinnati Public Schools	043752	Hamilton	District
○	Bond Hill Academy	003152	Hamilton	Building
○	Dater Montessori School	005025	Hamilton	Building
○	Chase School	006015	Hamilton	Building
○	Cheviot School	006239	Hamilton	Building
○	College Hill Fundamental Academy	006932	Hamilton	Building
○	Covedale School	007492	Hamilton	Building
○	Gilbert A. Dater High School	008110	Hamilton	Building
○	Frederick Douglass School	008698	Hamilton	Building
○	Fairview-Clifton German Language School	011247	Hamilton	Building

Showing 1 to 10 of 75 entries

First Previous 1 2 3 4 5 … 8 Next Last

Revise Plan(s)

Revisions are part of the continuous improvement cycle of your 3-year plan. By creating a new revision, the current revision will be copied and archived for future reference. Any new goals and strategies may be resent from the Needs Assessment, or any plan components may be edited. Once the revision is complete, please submit it for Fiscal and Authorized Representative approval.

Show 10 entries

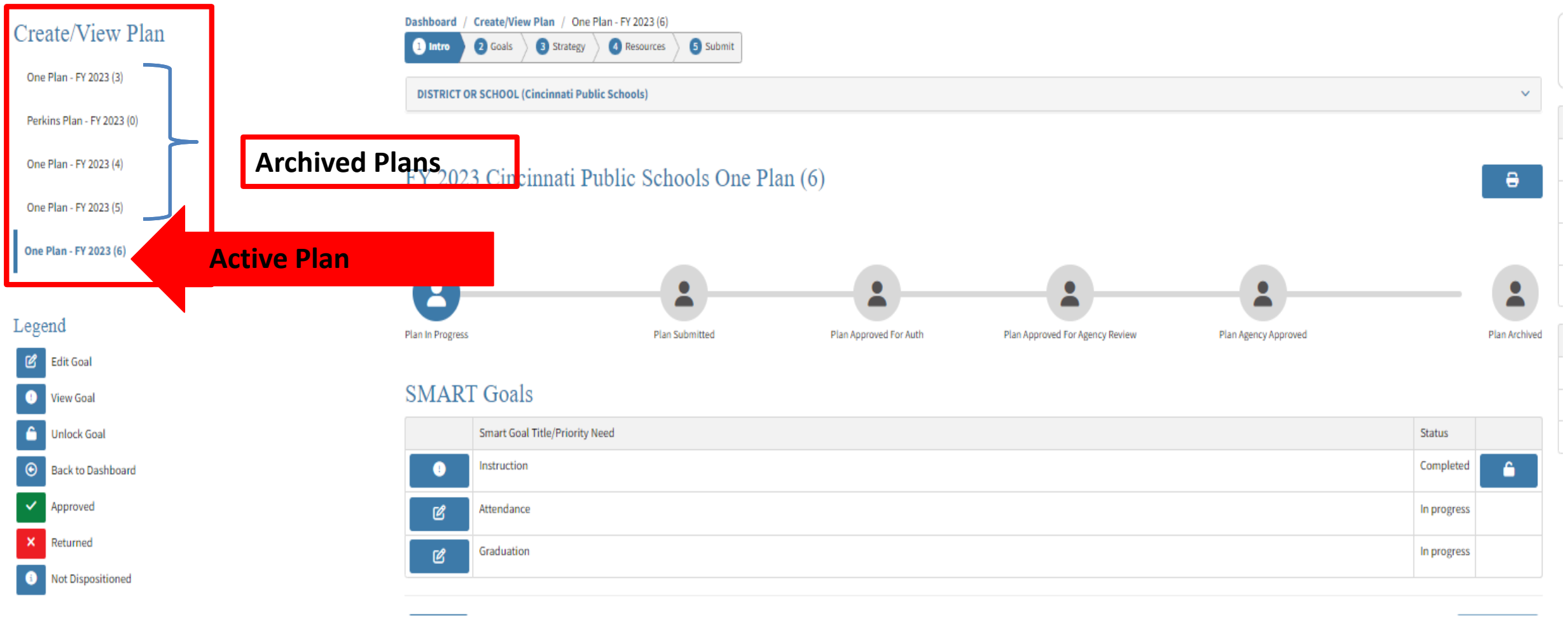
Search:

	Plan Name	Status
	No data available in table	

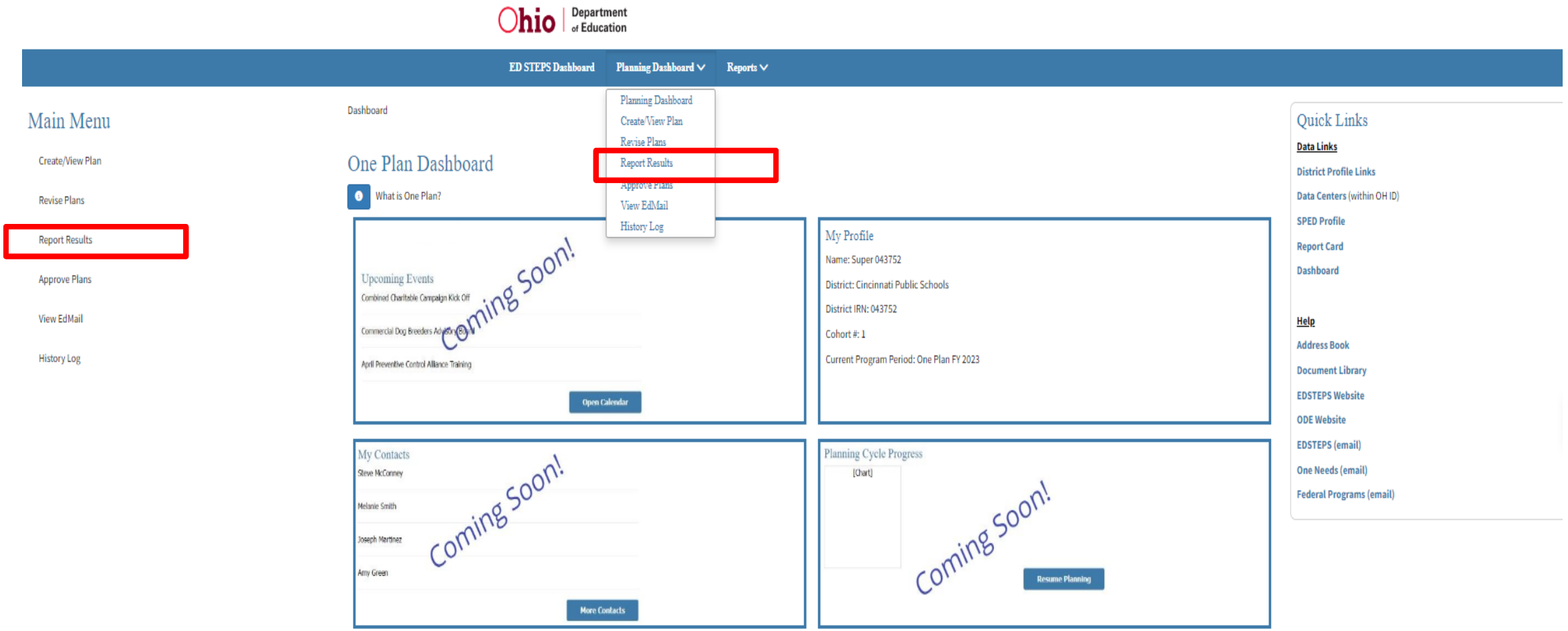
Showing 0 to 0 of 0 entries

First Previous Next Last

Previous Plan Becomes Archived



Reporting Results

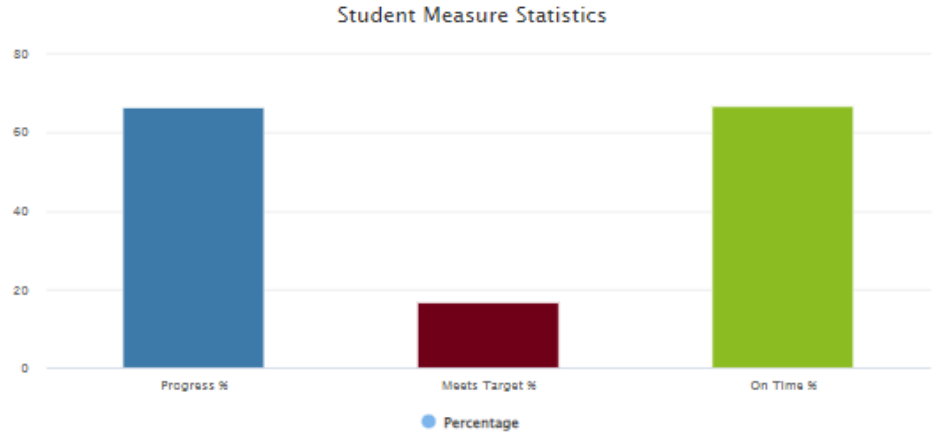


Reporting Results

Reporting Results

Please select goal of your choice:

Career-Technical Education



Student Measure Table

Show 10 entries

Search:

No.	Student Measurement	Progress Report Measure	Meet Target%	On Time%	Open
1	Every Semester, Social Studies - Earned Industry Recognized Credentials of Gifted Student will be measured, with a final improvement of increase 12.00 % at the end of the plan.	66.67	16.67	66.66666666666667	

Showing 1 to 1 of 1 entries

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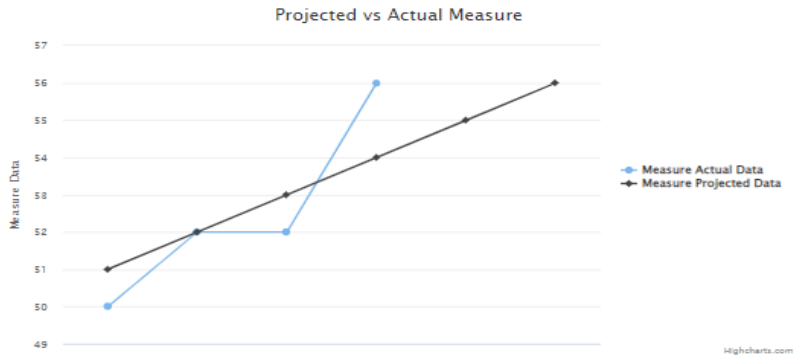
Adult Measure Statistics

Reporting Results



Measurement Statement

Every Semester, Social Studies - Earned Industry Recognized Credentials of Gifted Student will be measured, with a final improvement of increase 12.00 % at the end of the plan.

Baseline

Measurement : 12.00 %

Baseline Value : 50

Calculate

Data Reporting Table

Show 10 entries

Search:

Measurement Date	Projected	Actual
01/01/2023	51	50
06/01/2023	52	52
01/01/2024	53	52
06/01/2024	54	56
01/01/2025	55	
06/01/2025	56	

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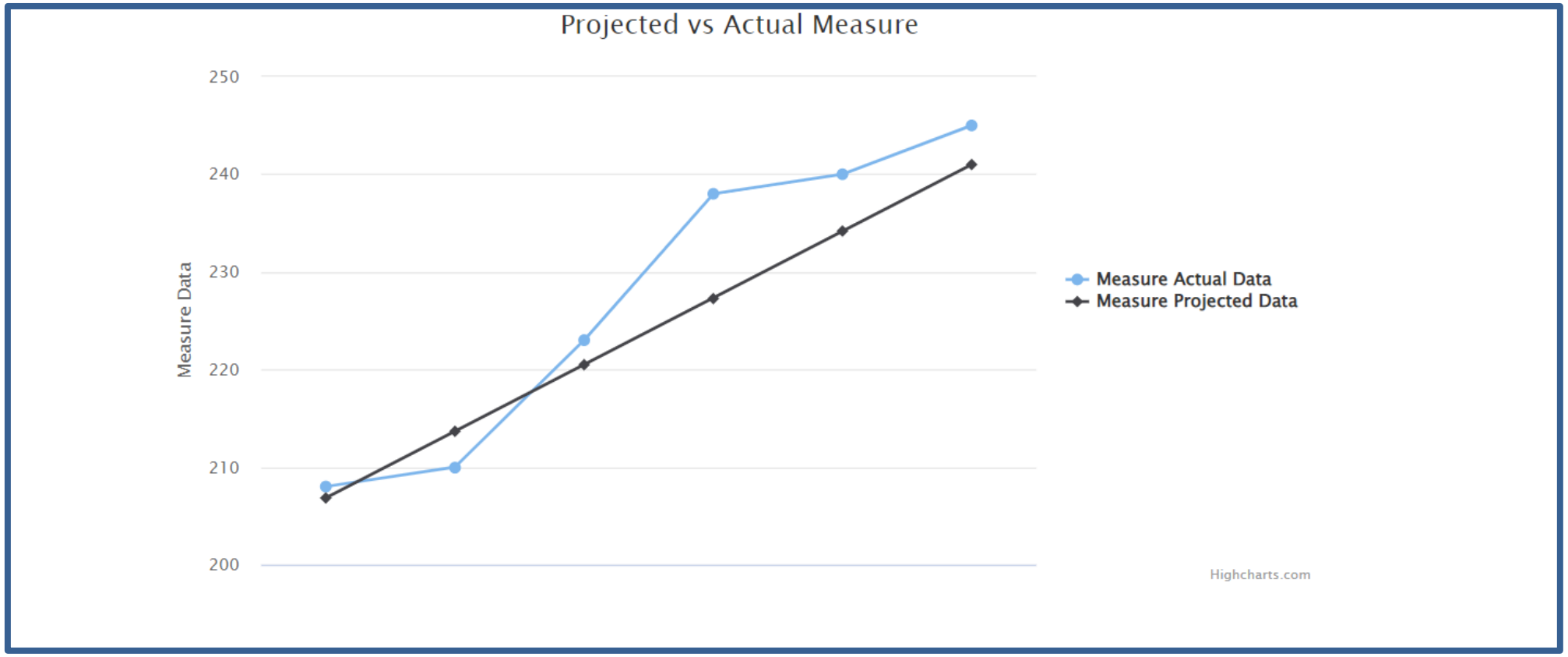
First Previous 1 Next Last

Progress Reports

Progress Reports
- Student and Adult Measures
  - Progress towards targets
  - Reporting regularity



Why Report Progress?

- Way to show to effectiveness of plan and to monitor implementation.
- Provides an evaluation mechanism at end of three-year plan.
- Meets required documentation for federal programs monitoring of programs.
- Can show if strategies affected goal and help with development of next three-year cycle.

Power Bi Reports

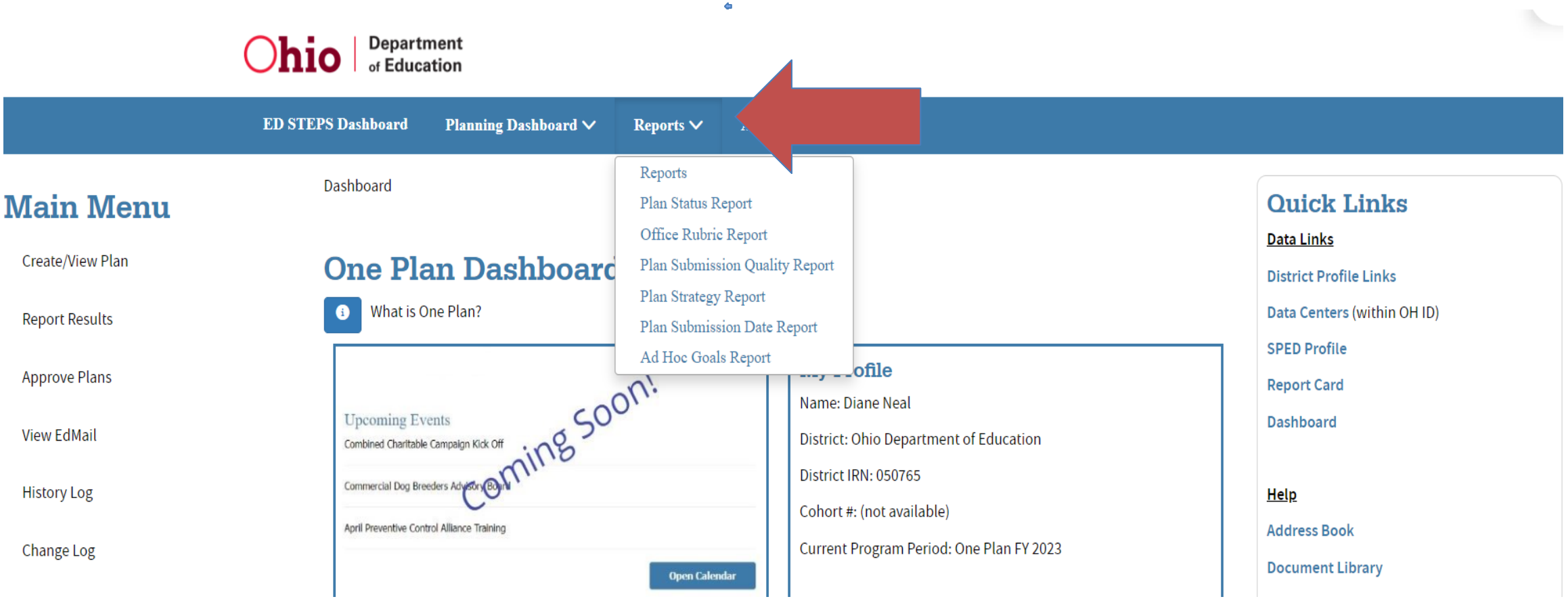
Two reports currently available for districts

- Plan Status Report
- Office Rubric Report

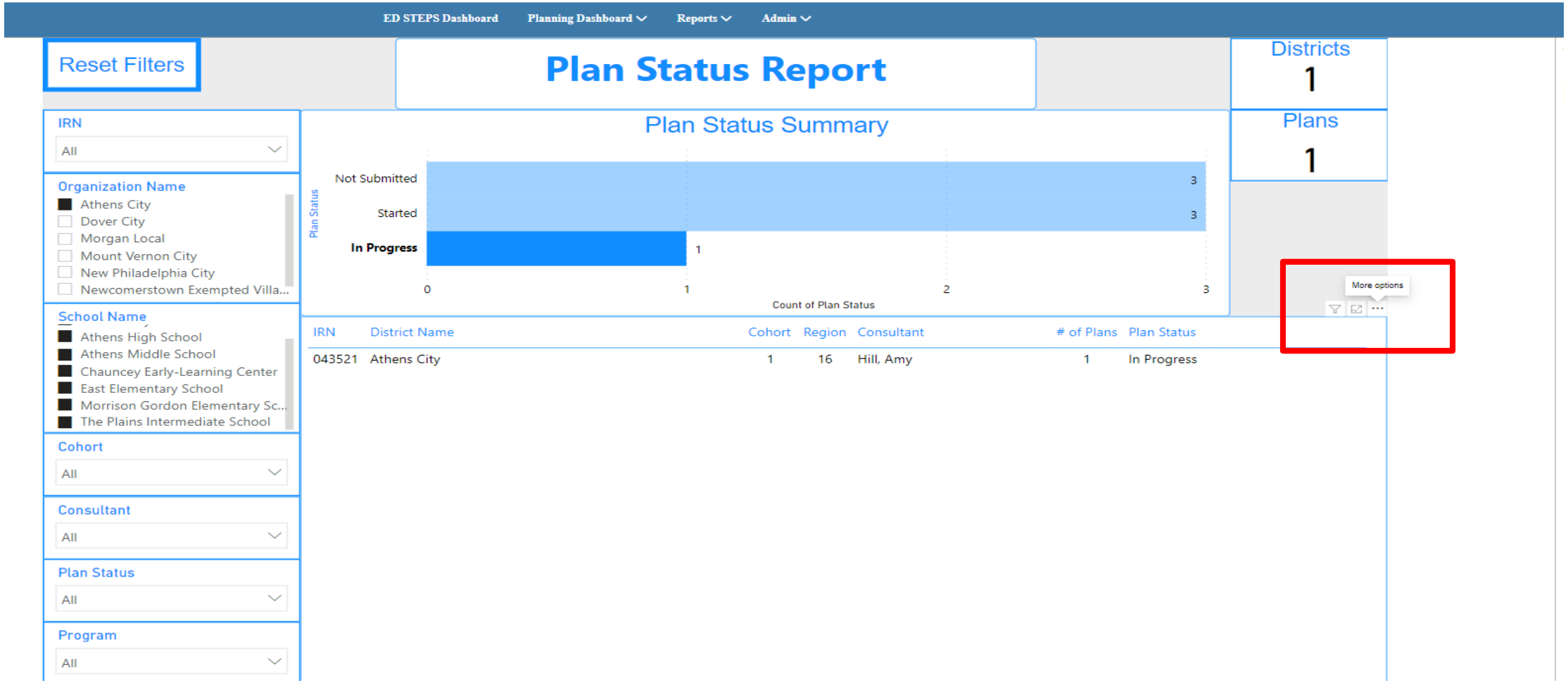
Additional Reports to expect

- Embedded Plans Report
- Expanded Progress Reporting

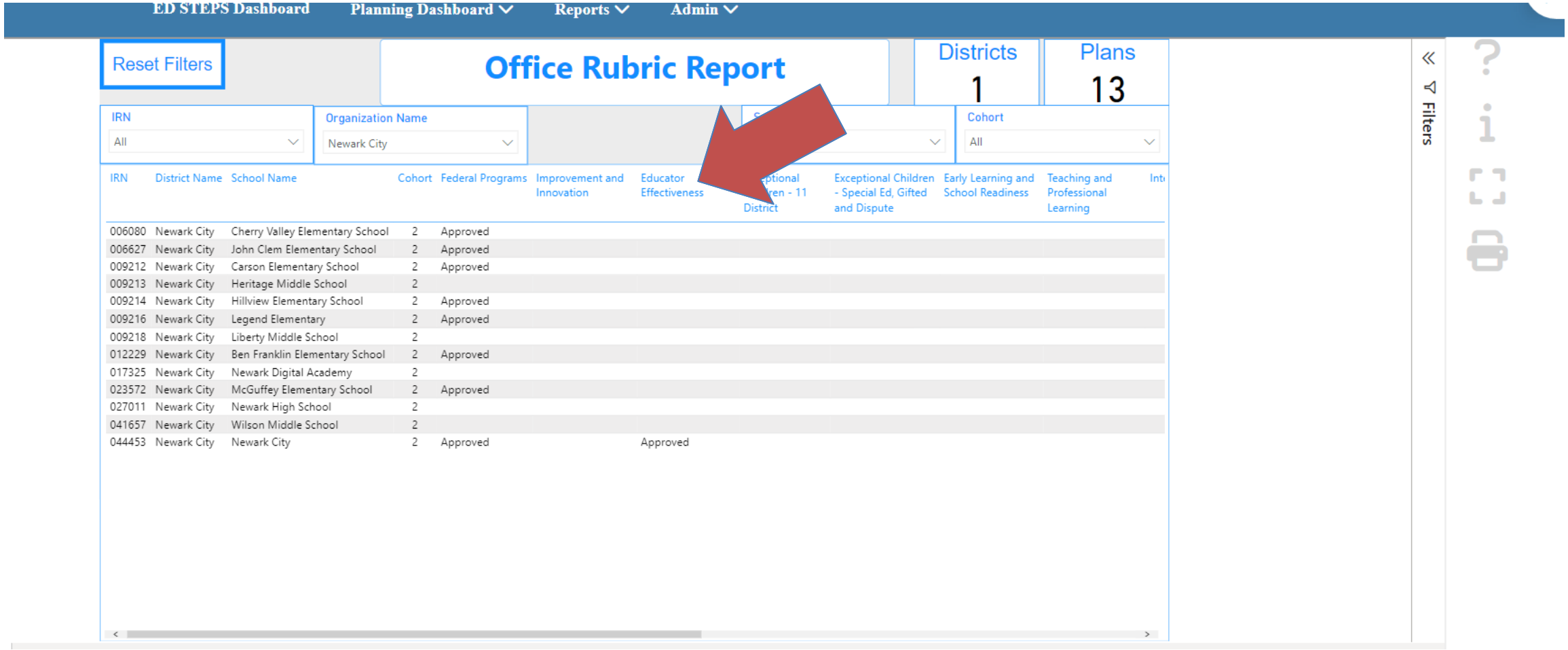
Power Bi Reports Access



Plan Status Report

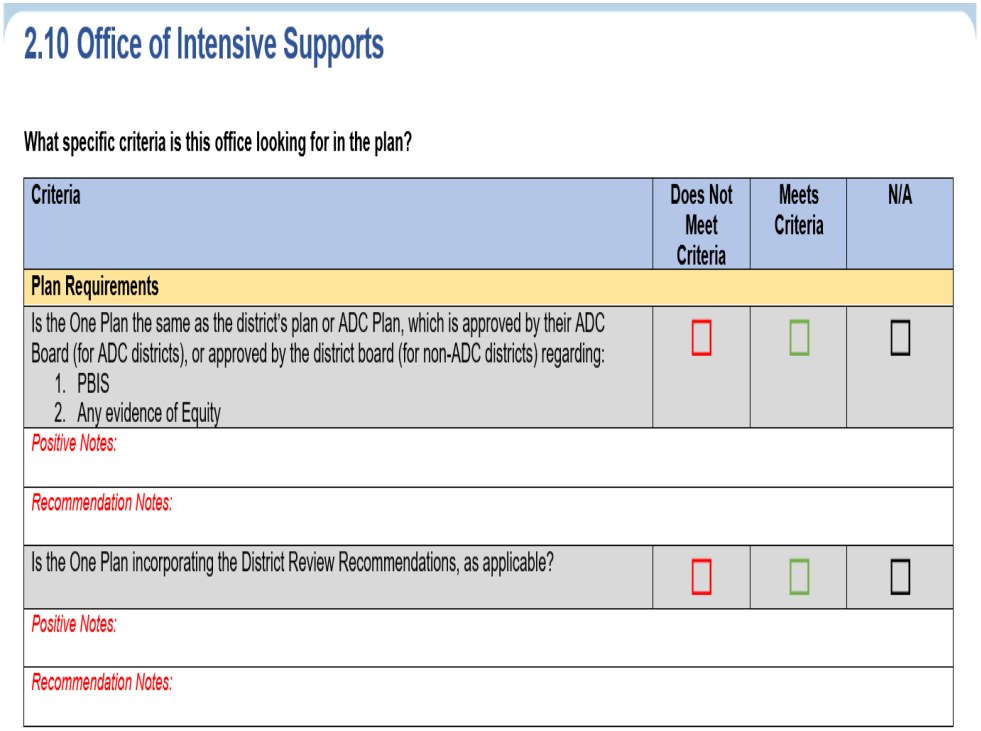


Office Rubric Report



IRN	District Name	School Name	Cohort	Federal Programs	Improvement and Innovation	Educator Effectiveness	Exceptional Children - 11 District	Exceptional Children - Special Ed, Gifted and Dispute	Early Learning and School Readiness	Teaching and Professional Learning	Int
006080	Newark City	Cherry Valley Elementary School	2	Approved							
006627	Newark City	John Clem Elementary School	2	Approved							
009212	Newark City	Carson Elementary School	2	Approved							
009213	Newark City	Heritage Middle School	2								
009214	Newark City	Hillview Elementary School	2	Approved							
009216	Newark City	Legend Elementary	2	Approved							
009218	Newark City	Liberty Middle School	2								
012229	Newark City	Ben Franklin Elementary School	2	Approved							
017325	Newark City	Newark Digital Academy	2								
023572	Newark City	McGuffey Elementary School	2	Approved							
027011	Newark City	Newark High School	2								
041657	Newark City	Wilson Middle School	2								
044453	Newark City	Newark City	2	Approved		Approved					

New and Improved Rubrics



2.10 Office of Intensive Supports

What specific criteria is this office looking for in the plan?

Criteria	Does Not Meet Criteria	Meets Criteria	N/A
Plan Requirements			
Is the One Plan the same as the district's plan or ADC Plan, which is approved by their ADC Board (for ADC districts), or approved by the district board (for non-ADC districts) regarding: 1. PBIS 2. Any evidence of Equity	☐	☐	☐
Positive Notes:			
Recommendation Notes:			
Is the One Plan incorporating the District Review Recommendations, as applicable?	☐	☐	☐
Positive Notes:			
Recommendation Notes:			

Rubrics located on Create/View Plan page.

Rubric Deployment continues to be updated.

Currently working with offices to identify what triggers their rubric and the criteria they are looking for FY24.

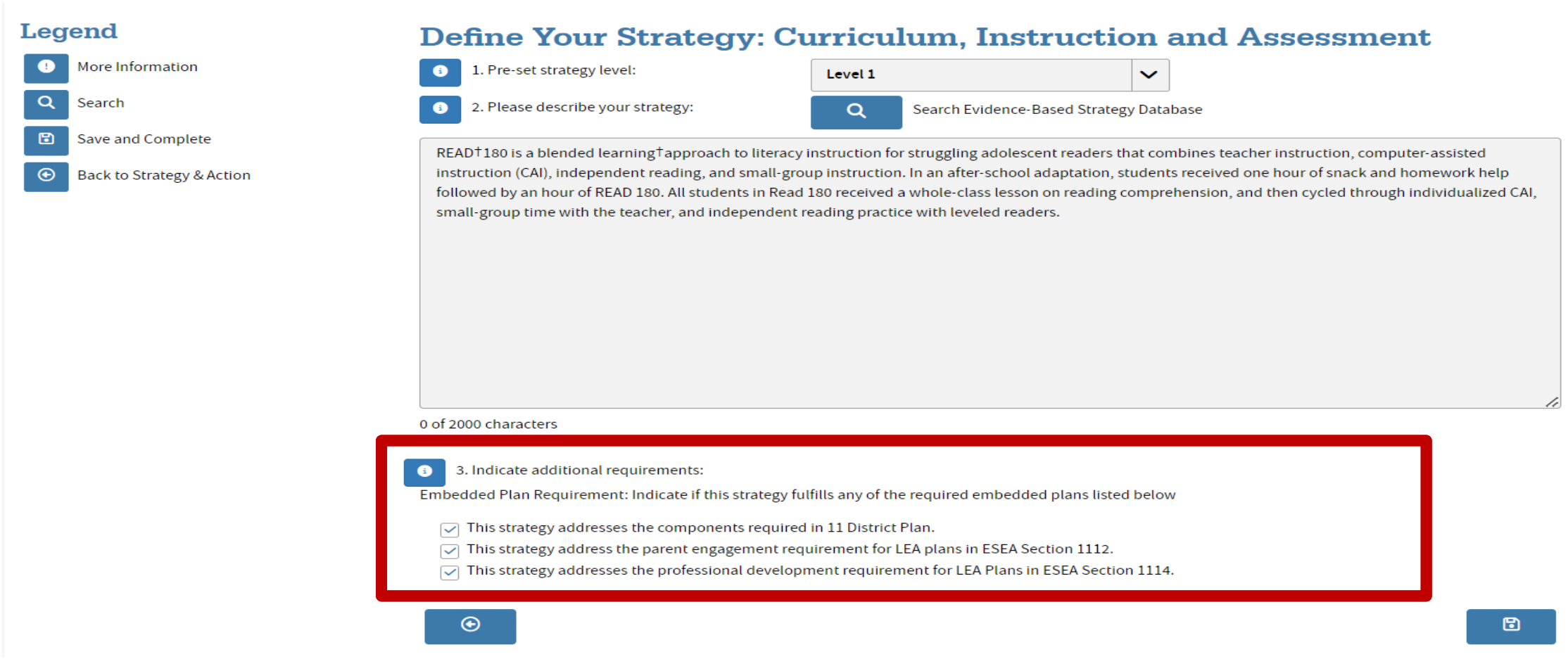
Adding additional status to rubrics – Approved with Recommendations

Embedded Plans

- **Professional Development** – All Districts that receive federal funds
- **Parent Engagement** – All Districts and Schoolwide Buildings that receive Title I funding.
- **Educator Equity** – Districts that have gaps in Educator Equity.
- **Reading Achievement** – Comprehensive Support (Intense Districts and Buildings)
- **11 District Plan** – Identified districts
- **ADC Plan** – ADC districts

*****Identify if a strategy addresses a requirement for an embedded plan.***

Embedded Plans Found in Strategy



Crosswalk Work

- Developing a crosswalk that shows linkage between ED STEPs process with:
  - –ESEA Requirements
  - –IDEA Requirements
  - –EDGAR and Code of Federal Regulations
  - –State ESEA Plan
  - –ORC and OAC
  - –Look for citations in systems coming soon.

Changes in Progress

We Heard Your Feedback and are in the Process of making changes to:

Goal Statements: More Flexibility in format of the statement while keeping the five required items.

Strategies: Flexibility in selecting strategy topics. Remember that these are topics, the description is the actual strategy. Provides a means to extract data.

Action Step Formatting: Reorganize the items so that it makes more sense and flows better.

Changes may not be available by January, however. Most likely June and definitely next year.

Where Do I Start?

New Process

- Three-year plan
- Grounded in identified priorities
- Address barriers identified through root cause analysis
- Build strategies around root cause analysis
- Use action steps to plan each year's activities

Deep Implementation of Strategies

Surface implementation versus Deep implementation

Often, we want to address all needs.
In doing so, we minimize the effect we have.
Select a few in order to dive deeply into the causes.
Address needs over a longer period of time to affect a change.
Eventually, we will be able to address all needs.

Build From the Root Cause

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.

Graduation

Students are not graduating at the rate they once did. Attendance and drop-out issues are caused by a lack of student engagement. Students don''t see themselves as college ready. They don''t understand the requirements of the work world. The coursework doesn''t align to their career goals. They don''t see the purpose of some of the required courses.

By DATE we will improve the performance of TARGET GROUPS, GRADE LEVELS students at/in SCHOOL OR DISTRICT(S) to PERFORMANCE in SUBJECT using WHAT MEASURE.

Break Down Your Root Cause

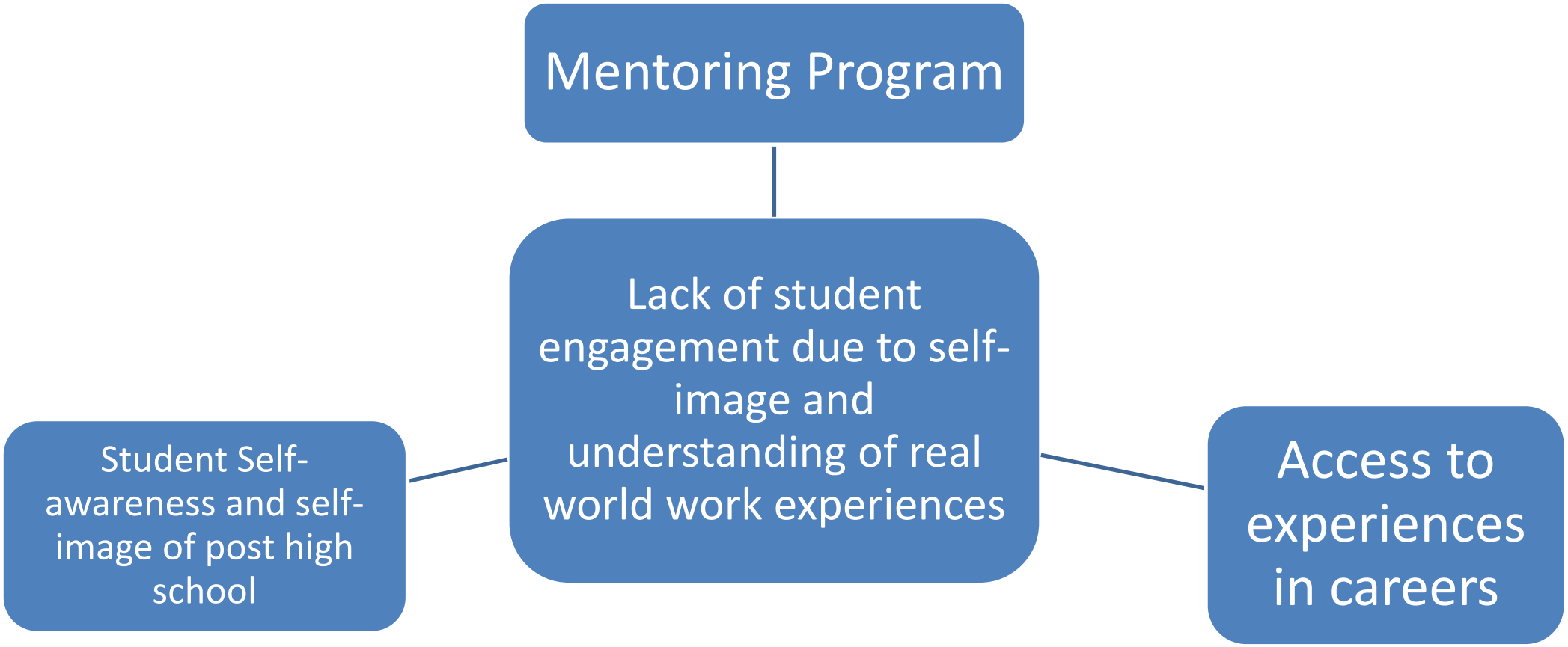
Graduation

Students are not graduating at the rate they once did. Attendance and drop out issues are caused by lack of student engagement. They don't see themselves as college ready. They don't understand the requirements of the work world. The coursework doesn't align to their career goals. The don't see the purpose of some of the required courses.

Causes:

1. A lack of student engagement: Student self-image as college ready. Student understanding of work world.
2. Coursework doesn't align to career goals: authentic and relatable courses to work world and skills needed.

What is needed to address causes



Goal: Increase Graduation and Attendance

- College and Career Ready Strategy:
  - Increase student engagement by providing students opportunities to make real world connections between learning and work and increasing student understanding of careers available related to student strengths through:
    - Career Counseling – Year One
    - Mentoring Program- Year Two
    - Work Experiences – Year Three

Action Steps

3 Years of Action Steps

- *Career and Career Readiness Strategy:*
  - *Year One Action Steps for Career Counseling.*
    - Hire a career counselor to implement a school to post-high school student career plans beginning in 8th grade. *Year 1 to Year 3*
    - Adopt and implement a career assessment program to determine student strengths and interests. *Year 1*
    - Develop community partners for career connections with area businesses and chamber of commerce and Ohio Means Jobs resources. *Year 1 to Year 3*

Action Steps

- *Career and Career Readiness Strategy:*
  - *Year Two Action Steps for Mentoring*
    - Develop mentoring program with 9th-10th grade students with community partners. Year 2 to 3
    - Implement career field trip days for students in grades 8-10 based on student strength and interest surveys. Year 2-3
  - Work Experiences action steps develop for beginning in Year 3
    - Apprenticeships
    - After school jobs
    - Field Experience Opportunities

Best Practices

- Involve a variety of stakeholders.
- Parent input is a federal requirement.
- Plan for systemic changes applied over a period of time.
- Strategically think about current status and desired outcome.
- Align resources to fully implement plan.
- Everyone has a role in plan success.
- Use Data to Monitor

Agenda

ED STEPS Mission

One Needs Assessment

One Plan

Feedback from Field

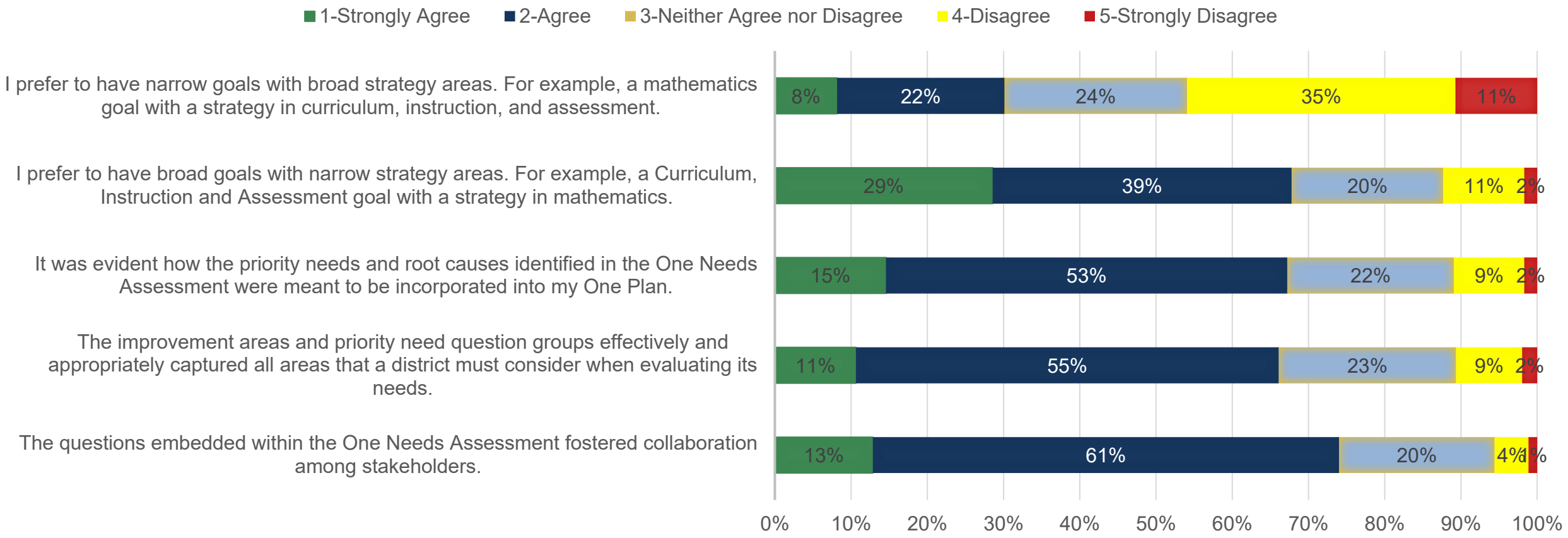
Resources and Questions

How are we gathering input?

- Emails
- Meetings
- Workgroups
  - –Fiscal
  - –Programmatic
- Surveys
  - –Training
  - –End of cohort year

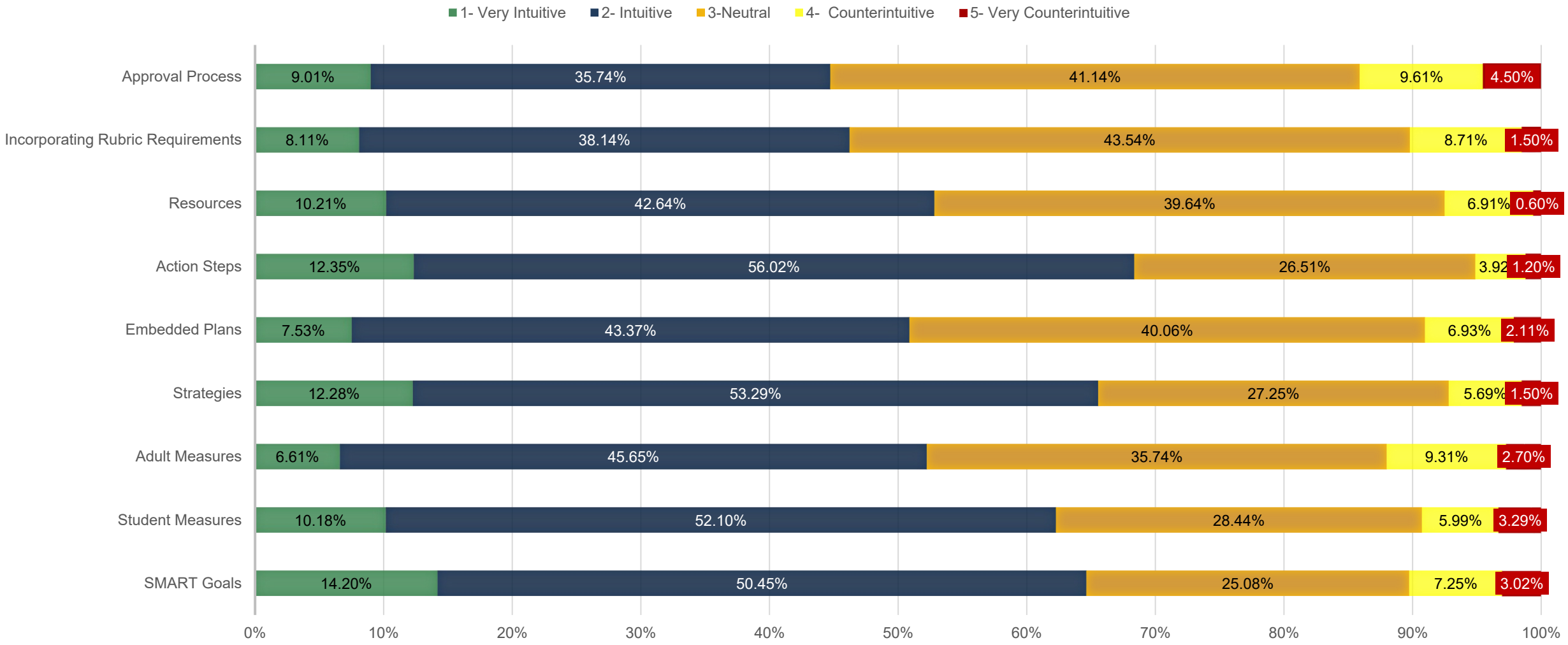
Cohort 2 and 3 Survey Results

QUESTION 2- INDICATE OPINION ON FOLLOWING STATEMENTS



Cohort 2 and 3 Survey Results

QUESTION 6- INTUITIVENESS OF ED STEPS SYSTEM



Agenda

- ED STEPS Mission
- One Needs Assessment
- One Plan
- Feedback from Field
- **Resources and Questions**

Resources and Guidance

- EDSTEPS Guidance
  - One Needs Assessment website
  - One Needs Assessment User Manual
  - One Plan website
  - One Plan User Manual

Questions

#EachChildOurFuture

Nonpublic Regional Training Series

November 2022

Ohio Department of Education

Scavenger Hunt

1. Where can you find the Title I equitable service amount?
2. Where can you find the electronic consultation guide?
3. Where can you find the list of approved nonchartered nontax schools (NCNT)?
4. Where can you find contact information for nonpublic school principals?
5. Where can you find the amount of carryover for a nonpublic school?
6. Where is the first place you should look if you have a question about allowability?
7. Where can I find allowable Title IIA allowable activities?
8. Where can I find allowable Title IVA allowable activities?
9. Where can I find the public district contact?
10. Where can I find the Title IIA equitable service amount?
11. Where can I find the Title IVA equitable service amount?
12. Where can I find if a district is pooling for services at a nonpublic school?
13. Where can I find the nonpublic and public poverty counts?
14. Where does a public district verify the low income data?
15. What Title I documentation should you have in place at this point in the year

Monitoring – What You Should Have NOW

- Verified data in NPDS (State FY22 – Federal FY23)
  - –Comparable low income data Nonpublic Reporting and Verification of Data training presentation 101322
  - –Student Addresses
  - –This should ALREADY be completed for FY23, but because of the change in Federal ADM reporting window, should be happening NOW for FY24.

Evidence of Ongoing Consultation

- Document your communication with your nonpublic schools
- Before December, the district should have the first touchpoint in consultation for FY24 to ensure nonpublic schools are reporting data in NPDS
- Verification of low income data for FY24 should be occurring NOW to ensure data is comparable and accurate

Monitoring – What You Should Have NOW

- NPDS Participation Forms – Public Approved
- NPDS Consultation Guide – Nonpublic Approved

Nonpublic School Service

Toledo City (044909) - Lucas County - 2023 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

Go To

[Download Nonpublic Data]

In-district Participation Statuses:

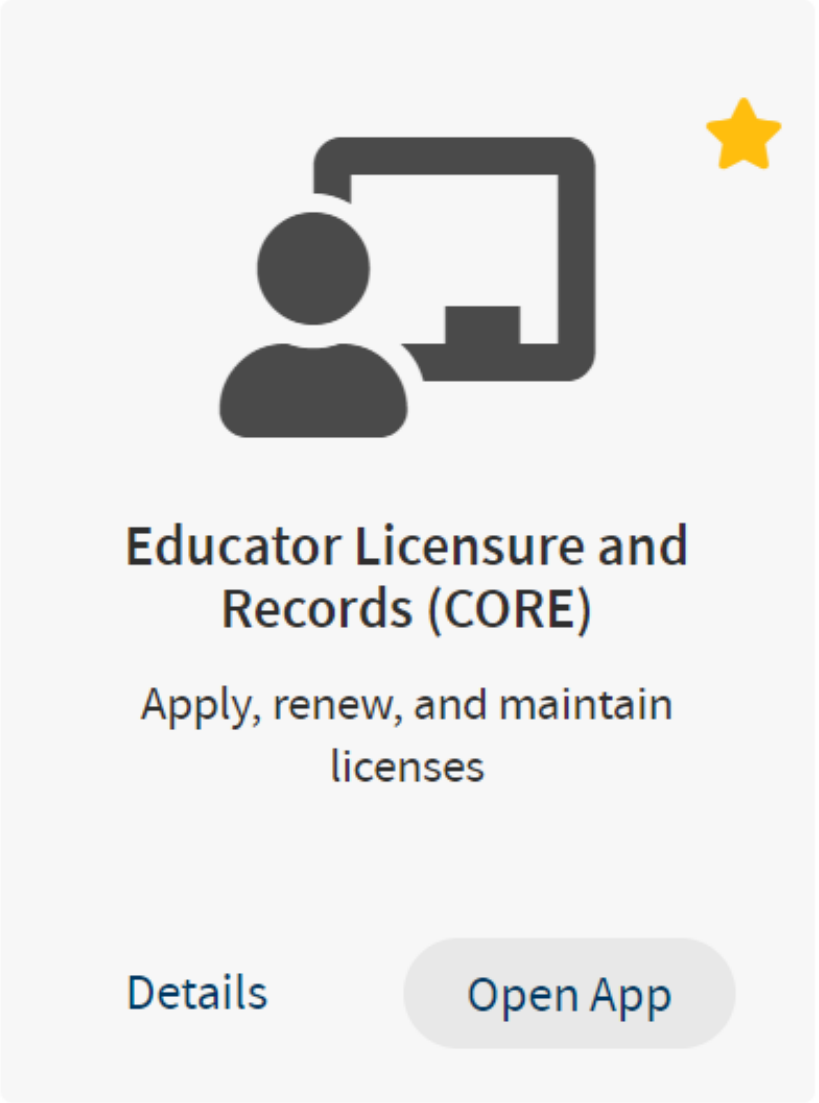
IRN	Nonpublic School Name	Workflow Status	Participation Status	Are Services Being Provided?	Consultation Guide Status	Nonpublic Service Amo
019206	565 Academy	N/A	N/A		Not Started	
058487	Blessed Sacrament	Public Approved	Participate	Yes ◉ No ○	NonPublic Approved	$140,646.03
052852	Central Catholic	Public Approved	Participate	Yes ◉ No ○	NonPublic Approved	$242,934.05
058503	Gesu	Public Approved	Participate	Yes ◉ No ○	NonPublic Approved	$368,236.87
060806	Maumee Valley Country Day	Public Approved	Not Participate		NonPublic Approved	
058677	Our Lady Of Perpetual Help	Public Approved	Participate	Yes ◉ No ○	NonPublic Approved	$99,730.82
019559	Queen of Apostles School	Public Approved	Participate	Yes ◉ No ○	NonPublic Approved	$200,740.24
058693	Rosary Cathedral School	Public Approved	Participate	Yes ◉ No ○	NonPublic Approved	$162,382.23
058602	St Benedict Catholic School	Public Approved	Participate	Yes ◉ No ○	NonPublic Approved	$74,158.81
053595	St Francis De Sales School	Public Approved	Not Participate		NonPublic Approved	

Contract for Services

- Your teacher budgeted in the Salary cell of the budget
- A Third Party Provider budgeted in Purchased Services cell of the budget
- A Memorandum of Understanding with a district who already has a teacher in place

Documentation of Proper Licensure

- Copy of License or CORE ID number
- Regular license in grade span and subject area



Rank Ordering Of Students for Service

- Process for using Multiple Objective Criteria
- Include at least one standardized assessment

LEA Procedures for Identifying Eligible Private School Students Most in Need of Services
To Be Used With the Following Referral Forms
(continued)

Procedure for Ranking

Using the information on the Title I referral form the LEA creates a rank ordered list of qualifying students by education need. An LEA must serve those students in greatest need first.

For kindergarten students: The "Recommend for Title I Class" column must be checked, as well as a minimum of five additional columns, in order to receive services.

For students in grades 1–8 rank for each subject recommended in the following order:
1 = most at risk; 9 = least at risk.

1. Checks in the qualification columns in all five areas.
2. Checks in any three areas and a test score.
3. Checks in any four areas.
4. Checks in two areas and a test score.
5. Checks in any three areas.
6. Check in any area and a test score
7. Checks in any two areas.
8. A test score only.
9. Check in only one area.

Rank Ordering Of Students for Service

- Teacher recommendation should be quantifiable and objective

Ranking of Private School Children for Title I Services

Private School_____

Private School Teacher_____ Grade_____

Instructional Area: **Reading**

Rank child on each ability using the following rating scale:
1=very low, 2=low, 3=low average, 4=average, and 5=above average

Last, first name of child				
Age and grade level				
Sense of purpose for reading				
Word recognition and analysis				
Vocabulary or background for required task				
Comprehension of written materials				
Range of reading strategies				
Awareness of audience and purpose in writing				
Total (lowest total is greatest academic need)				

Rank Ordering Of Students for Service

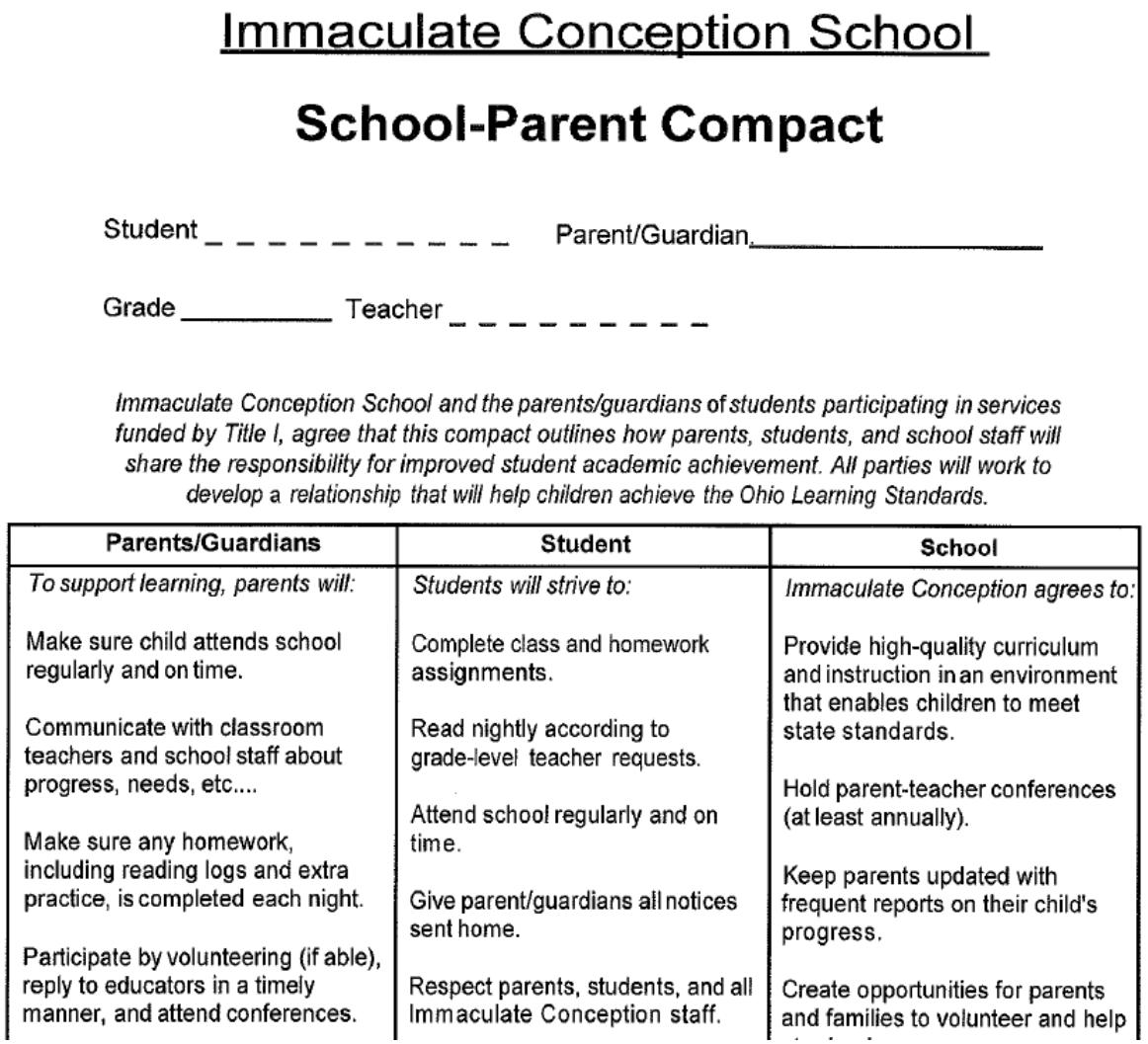
- Criteria should be aggregated for a Total score that is then used to rank children according to need

Rank Order

Grade	Public School	AIMS Web	QRI	Comprehension	WA (Gr. 4-	Total
1	Winton Woods	110	40	30		180
1	Northwest	120	40	0		160
1	Winton Woods	100	20	20		140
1	Mt. Healthy	100	10	20		130
1	Finneytown	120	0	0		120
1	Winton Woods	90	20	0		110
1	Northwest	90	0	0		90
1	Winton Woods	60	0	20		80
1	Winton Woods	70	0	0		70
2	Winton Woods	20	10	0		30
2	Winton Woods	20	0	0		20
2	Winton Woods	20	0	0		20
2	Winton Woods	20	0	0		20
3	CPS	30	0	20		50
3	Winton Woods	30	0	20		50
3	Mt. Healthy	30	0	0		30
3	Winton Woods	20	0	0		20

School Parent Compact

- School-Parent Compact Template
- Can use public school compact or work with nonpublic school to design one



Immaculate Conception School

School-Parent Compact

Student _ _ _ _ _ _ _ _ _ _ _ Parent/Guardian_____

Grade _____ Teacher _ _ _ _ _ _ _ _ _

Immaculate Conception School and the parents/guardians of students participating in services funded by Title I, agree that this compact outlines how parents, students, and school staff will share the responsibility for improved student academic achievement. All parties will work to develop a relationship that will help children achieve the Ohio Learning Standards.

Parents/Guardians	Student	School
To support learning, parents will:	*Students will strive to:*	*Immaculate Conception agrees to:*
Make sure child attends school regularly and on time.	Complete class and homework assignments.	Provide high-quality curriculum and instruction in an environment that enables children to meet state standards.
Communicate with classroom teachers and school staff about progress, needs, etc....	Read nightly according to grade-level teacher requests.	Hold parent-teacher conferences (at least annually).
Make sure any homework, including reading logs and extra practice, is completed each night.	Attend school regularly and on time.	Keep parents updated with frequent reports on their child's progress.
Participate by volunteering (if able), reply to educators in a timely manner, and attend conferences.	Give parent/guardians all notices sent home.	Create opportunities for parents and families to volunteer and help
	Respect parents, students, and all Immaculate Conception staff.	

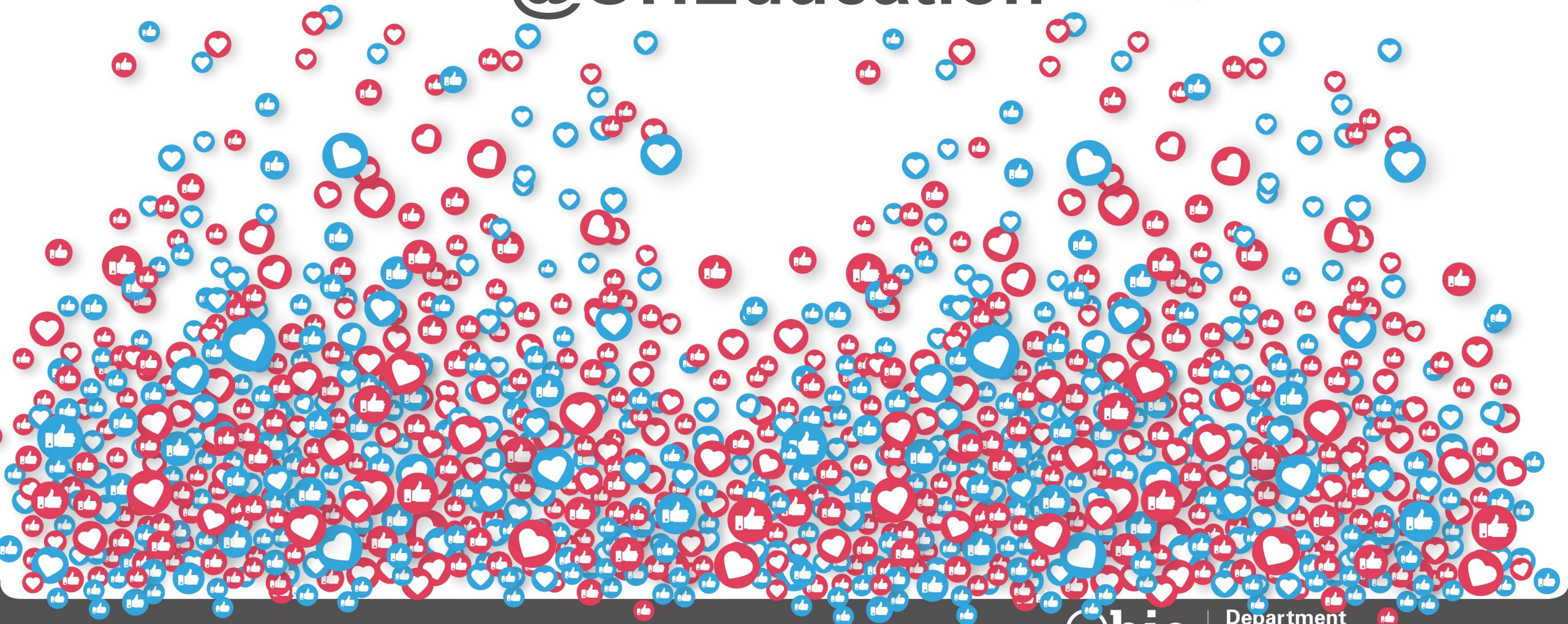
Plan for Parent Engagement

- There should be a plan in place to engage families in the learning of Title I served children
- It must be SUPPLEMENTAL to any activity that is already planned for the nonpublic school

Tips For Monitoring

- Gather and organize your documentation now
- If you are missing anything, find it!
- If you are selected for an onsite review, it is easiest to upload all of the documentation for each nonpublic school as a separate file
- ASK questions NOW before we start monitoring!

@OHEducation



Share your learning community with us!

#MyOhioClassroom

Celebrate educators!

#OhioLovesTeachers