

# Regional Trainings

## ED STEPS:

## Navigation and Updates



 **ED STEPS**

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 stakeholders 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



# ED STEPS

## Navigation






[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](#)



# Agenda

ED STEPS Mission

**One Needs Assessment**

One Plan

Feedback from Field

Resources and Questions



# One Needs Assessment

Data Driven

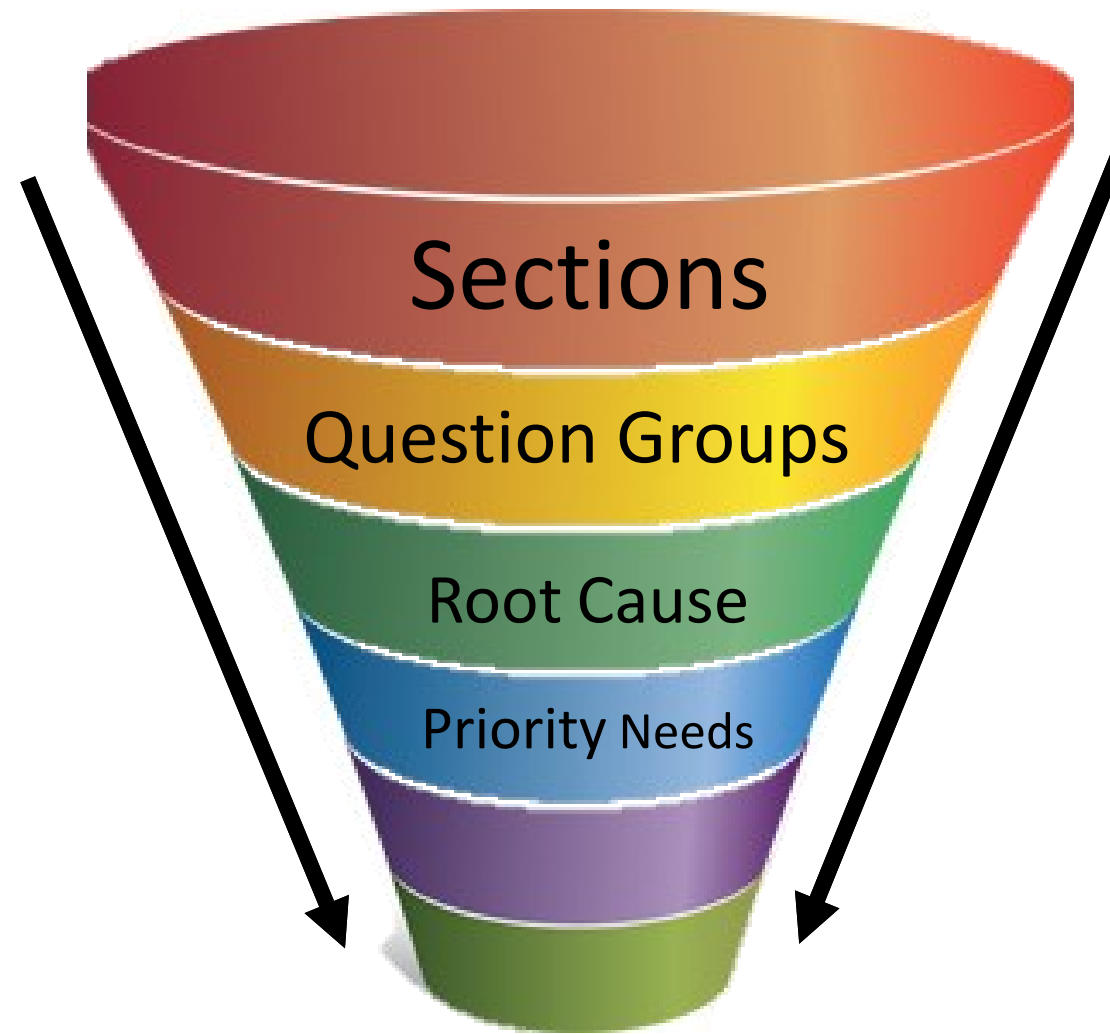
Comprehensive

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



ED STEPS Dashboard   Planning Dashboard ▾



Organization

Wellsville Local

View As

District IRN



## One Needs Assessment

Needs Assessment Tool for Identification



### Upcoming Events

- MAY 12** Combined Charitable Campaign Kick Off  
9:30AM - 4:30PM
- MAY 28** Commercial Department Advisory Board  
ALL DAY
- APR 09** April Preventive Control Alliance Training  
2 DAYS

Open Calendar

### Step by Step Planning Cycle



Open Current Stage

### Messages

Priority	Sender Name	Subject and Content	Date
★	Pan, Ying	Review Results: Office for Improvement and Innovation Your plan was very well written and feasible. I like that ... FY2024: Adena Local School District	Oct 31, 2021 11:23 AM
★	Neal, Diane	Review Results: Office of Approaches to Teaching and Your plan was very well written and feasible. I like that ... FY2024: Adena Local School District (v.01)	Oct 31, 2021 11:23 AM
★	May, Scott	Review Results: Office of Educator Effectiveness Your plan was very well written and feasible. I like that ... FY2024: Adena Local School District (v.01)	Oct 31, 2021 11:23 AM

### Education 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 important to remember that the One Needs Assessment will need to be completed PRIOR to completing the One Plan.

Dr. Stephanie K. Siddens  
Interim Superintendent of Public Instruction

Ohio Department of Education  
877-644-6338 | Sign-up for Alerts | [contact.center@education.ohio.gov](mailto:contact.center@education.ohio.gov)  
Mike DeWine, Governor | Privacy | Jobs | Employees | Site Map | Contact ODE

State Board of Education of Ohio  
Charlotte McGuire, President



# One Needs Assessment Guided Questions

Needs Assessment

Pre-Planning

Sections

Hide Sections

\* Required ® Recommended

LEA

\* College and Career Readiness

\* Community, Family Engagement

\* Curriculum, Instruction and Assessment

\* Content Areas

\* Teaching

\* Special Populations

Fiscal Management

\* Leadership, Administration, Governance

Operations

\* Professional Capital

\* School Climate and Supports

Questions

FY 2023 Needs Assessment

Prev Section

Content Areas

LEA

Next Section

Questions

\* Required ® Recommended

1 | ○ 2 | ○ 3 | ○ 4 | ○ \* 6 | ✓ 7 | ○ 8 | ○ 9 | ○ 10 | ○ 11 | ○ 12 | ○ 13 | ○ \* 14 | ✓ 15 | ✓ \* 16 | ✓

Next

Group Name

Literacy

Question 1

Reference: ORC 3302.13; OAC 3301-56-02; District Reading Achievement Plans

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, K-3 reading diagnostic assessments/screeners and benchmark assessments, as applicable.



# One Needs Assessment Graduation – College and Career Readiness

Needs Assessment

Pre-Planning

\* College and Career Readiness

☐

\* Community, Family Engagement

☐

\* Curriculum, Instruction and Assessment

☐

Fiscal Management

☐

\* Leadership, Administration, Governance

☐

Operations

☐

\* Professional Capital

☐

\* School Climate and Supports

☐

Prev Section

College and Career Readiness

LEA ☐

Next Section

Questions

\* Required ® Recommended

1 | ☐

2 | ☐

3 | ☐

4 | ☐

\* 10 | ☐

\* 11 | ☐

\* 12 | ☐

13 | ☐

14 | ☐

15 | ☐

16 | ☐

17 | ☐

18 | ☐

Previous

Next

Group Name

Graduation

\* Question 10

Reference: ESSA Section 1112 (b)(1), (5), (6), (9), (13); Eleven District Plan

Provide student graduation data.

How many students, 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?



# One Needs Assessment Graduation – Required Questions

Needs Assessment

1|○ 2|○ 3|○ 4|○ \* 10|○ \* 11|○ \* 12|○ 13|○ 14|○ 15|○ 16|○ 17|○ 18|○ \* 20|○ 22|○ 23|○ \* 24|○ \* 25|○ \*

Previous

Next

Group Name

Graduation

\* Question 10

Reference: ESSA Section 1112 (b)(1), (5), (6), (9), (13); Eleven District Plan

Provide student graduation data.

How many students, 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 students are gifted?

How many are students identified as English learners?

How many students are identified as being in foster care?

How many students are identified as homeless?

How many students are identified as economically disadvantaged?

\* Question 11

How many students in grades 9-12 are not on track to graduate are from each identified student population? Identify the student population and number of students.

Asian or Pacific Islander

Hispanic

White Non-Hispanic

American Indian or Alaskan Native

Black Non-Hispanic

Multiracial



# 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 ▼	<input type="checkbox"/>
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 ▼	<input type="checkbox"/>
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 ▼	<input type="checkbox"/>
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 ▼	<input type="checkbox"/>
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 ▼	<input type="checkbox"/>



# 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
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	<div>Select Improvements</div> <div> College and Career Readiness  Community, Family Engagement  Fiscal Management  Leadership, Administration, Governance  Operations  Professional Capital </div>	<input type="checkbox"/>
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	<div>Select Improvements</div> <div> College and Career Readiness  Community, Family Engagement  Fiscal Management  Leadership, Administration, Governance  Operations  Professional Capital </div>	<input type="checkbox"/>
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	<div>Select Improvements</div> <div> College and Career Readiness  Community, Family Engagement  Fiscal Management  Leadership, Administration, Governance  Operations  Professional Capital </div>	<input type="checkbox"/>
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	<div> School Climate and Supports  Community, Family Engagement </div>	<input type="checkbox"/>



# 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	<input type="checkbox"/>
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	<input type="checkbox"/>
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	<input checked="" type="checkbox"/>
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	<div> <span>✕ School Climate and Supports</span> <span>✕ Community, Family Engagement</span> </div>	<input checked="" type="checkbox"/>
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	<div> <span>✕ Professional Capital</span> </div>	<input checked="" type="checkbox"/>



# 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](mailto:EDSTEPS.OneNeedsAssessment@education.ohio.gov)



# Agenda

ED STEPS Mission

One Needs Assessment

**One Plan**

Feedback from Field

Resources and Questions

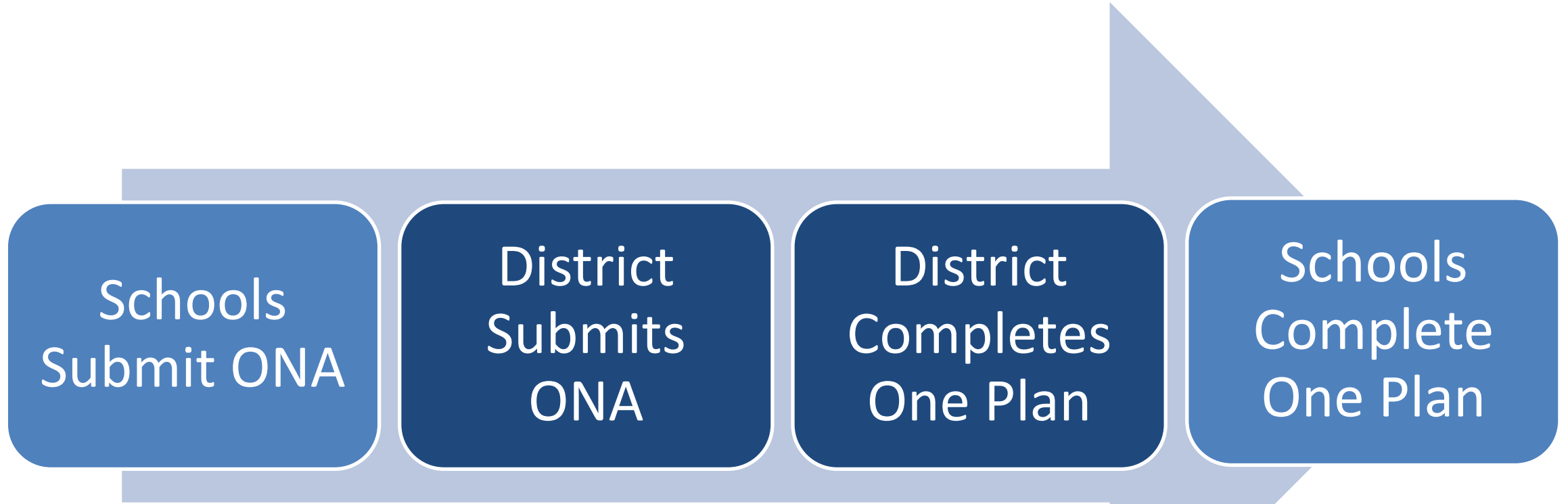


# Welcome Cohort 3

We've Made It!



# 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 31<sup>st</sup>.**



# 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 30<sup>th</sup>** 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 30<sup>th</sup>** 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


Plan Status


  
Plan In Progress

  
Plan Submitted





  
Plan Approved For Auth


  
Plan Approved For Agency Review

  
Plan Agency Approved

  
Plan Archived

SMART Goals

	Smart Goal Title/Priority Need	Status	
	Instruction	Completed	
	Attendance	In progress	
	Graduation	In progress	



Submit

Federal


Behavi

Embed

11 Dist

Parent

Profess





# Revising an Approved Plan

## Main Menu

Create/View Plan

Revise Plans

Report Results

Approve Plans

View EdMail

History Log

Dashboard

## One Plan Dashboard

What is One Plan?

### Upcoming Events

Combined Charitable Campaign Kick Off

Commercial Dog Breeders Advisory Board

April Preventive Control Alliance Training

Open Calendar

### My Contacts

Steve McConney

Melanie Smith

Joseph Martinez

Amy Green

More Contacts

Planning Dashboard

Create/View Plan

Revise Plans

Report Results

Approve Plans

View EdMail

History Log

### My Profile

Name: Super 043752

District: Cincinnati Public Schools

District IRN: 043752

Cohort #: 1

Current Program Period: One Plan FY 2023

### Planning Cycle Progress

[Chart]

Resume Planning

## Quick Links

### Data Links

District Profile Links

Data Centers (within OH ID)

SPED Profile

Report Card

Dashboard

### Help

Address Book

Document Library

EDSTEPS Website

ODE Website

EDSTEPS (email)

One Needs (email)

Federal Programs (email)



# 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
<input checked="" type="radio"/>	Cincinnati Public Schools	043752	Hamilton	District
<input type="radio"/>	Bond Hill Academy	003152	Hamilton	Building
<input type="radio"/>	Dater Montessori School	005025	Hamilton	Building
<input type="radio"/>	Chase School	006015	Hamilton	Building
<input type="radio"/>	Cheviot School	006239	Hamilton	Building
<input type="radio"/>	College Hill Fundamental Academy	006932	Hamilton	Building
<input type="radio"/>	Covedale School	007492	Hamilton	Building
<input type="radio"/>	Gilbert A. Dater High School	008110	Hamilton	Building
<input type="radio"/>	Frederick Douglass School	008698	Hamilton	Building
<input type="radio"/>	Fairview-Clifton German Language School	011247	Hamilton	Building

Showing 1 to 10 of 75 entries

FirstPrevious12345...8NextLast

## 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 <span>Search:</span>	
Plan Name	Status
No data available in table	
Showing 0 to 0 of 0 entries	
First Previous Next Last	





# Previous Plan Becomes Archived

Create/View Plan

One Plan - FY 2023 (3)

Perkins Plan - FY 2023 (0)

One Plan - FY 2023 (4)

One Plan - FY 2023 (5)

One Plan - FY 2023 (6)

Legend

Edit Goal

View Goal

Unlock Goal

Back to Dashboard

Approved

Returned

Not Dispositioned

Dashboard / Create/View Plan / One Plan - FY 2023 (6)

1 Intro

2 Goals

3 Strategy

4 Resources

5 Submit

DISTRICT OR SCHOOL (Cincinnati Public Schools)

FY 2023 Cincinnati Public Schools One Plan (6)

Plan In Progress

Plan Submitted

Plan Approved For Auth

Plan Approved For Agency Review

Plan Agency Approved

Plan Archived

SMART Goals

	Smart Goal Title/Priority Need	Status	
<div>!</div>	Instruction	Completed	<div>🔒</div>
<div>✎</div>	Attendance	In progress	
<div>✎</div>	Graduation	In progress	

Archived Plans

Active Plan



# Reporting Results

Ohio | Department of Education

ED STEPS Dashboard | Planning Dashboard | Reports

Main Menu

Create/View Plan

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Quick Links

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Upcoming Events

Combined Charitable Campaign Kick Off

Commercial Dog Breeders Advisory Board

April Preventive Control Alliance Training

Open Calendar

My Profile

Name: Super 043752

District: Cincinnati Public Schools

District IRN: 043752

Cohort #: 1

Current Program Period: One Plan FY 2023

My Contacts

Steve McConney

Melanie Smith

Joseph Martinez

Amy Green

More Contacts

Planning Cycle Progress

[Chart]

Resume Planning

Ohio | Department of Education

38



# Reporting Results

## Report Results

Report Result

## Legend

 List Measures

Dashboard / Report Results

## Report Results



The purpose of student and adult measures data collection tools is to provide an efficient data collection system that gives educators a method for evaluating student and adult performance at the district and building levels. By providing: immediate feedback, embedded graphing, and embedded analysis, data-based decision-making can be shared with stakeholders. It also provides the ability to evaluate the impact of strategies and supports. The frequency and measures can be edited in the student and adult measures embedded in the individual goals.

Show 

10

 entries 

Search:

List Measures	View	Plan Name	Plan Status
		FY 2023 Olentangy Local One Plan (1)	Plan Agency Approved

Showing 1 to 1 of 1 entries

First

Previous

1

Next

Last



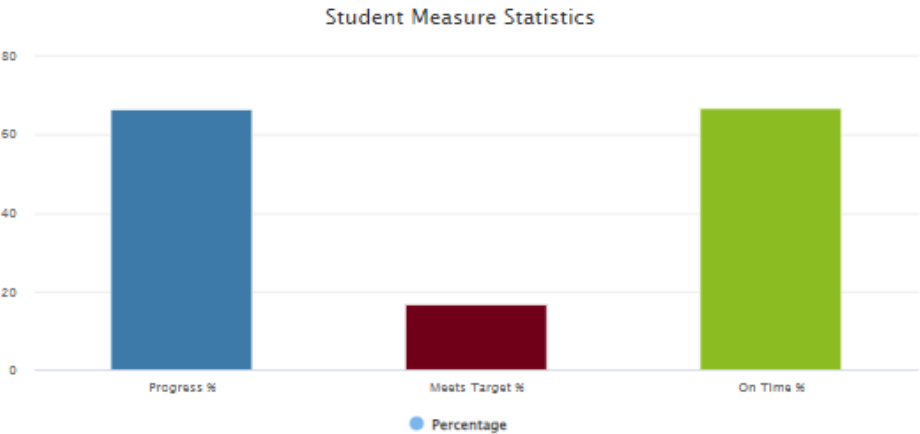


# Reporting Results

Please select goal of your choice:

Career-Technical Education

▼



### Student Measure Table

Show 10 entries

Search:

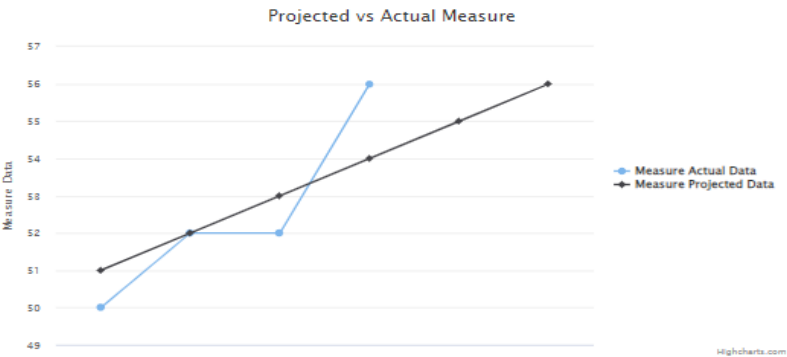
No.	Student Measurement	Progress Report Measure	Meet Target%	On Time%	Open
1	Every Semester, Social Studies - Earned Industry Recognized Credentials of Gifted Student will be measured, with a final improvement of increase 12.00 % at the end of the plan.	66.67	16.67	66.66666666666667	

Showing 1 to 1 of 1 entries

### 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

Measurement Date
01/01/2023
06/01/2023
01/01/2024
06/01/2024
01/01/2025
06/01/2025

Showing 1 to 6 of 6 entries

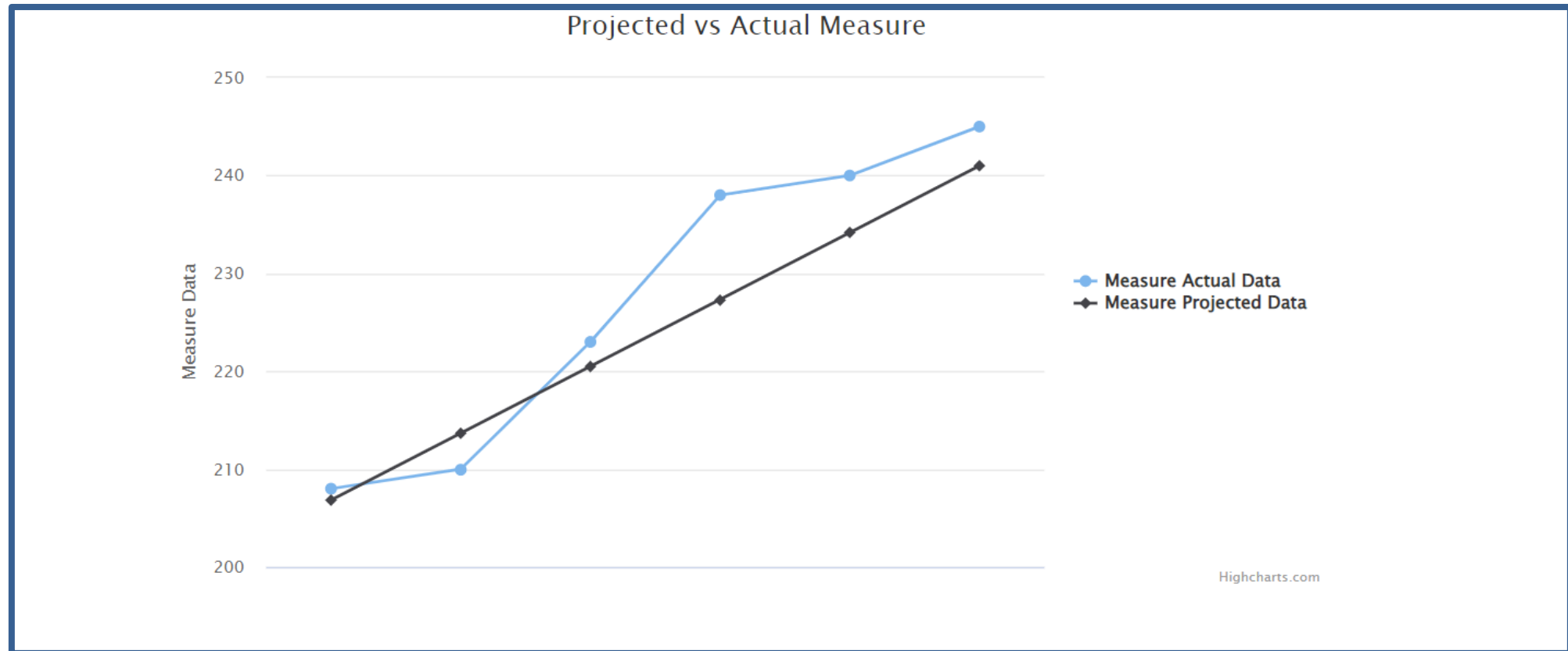
Search:		
	Projected	Actual
	51	50
	52	52
	53	52
	54	56
	55	
	56	
First Previous 1 Next Last		



# 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

The screenshot shows the Ohio Department of Education website interface. At the top, the Ohio Department of Education logo is visible. Below the logo is a navigation bar with the following items: ED STEPS Dashboard, Planning Dashboard, Reports, and a partially visible 'My Profile' link. A large red arrow points to the 'Reports' link in the navigation bar. A dropdown menu is open under 'Reports', listing the following options: Reports, Plan Status Report, Office Rubric Report, Plan Submission Quality Report, Plan Strategy Report, Plan Submission Date Report, and Ad Hoc Goals Report. On the left side of the page, there is a 'Main Menu' with the following links: Create/View Plan, Report Results, Approve Plans, View EdMail, History Log, and Change Log. The main content area is titled 'Dashboard' and features a 'One Plan Dashboard' section with a 'What is One Plan?' link. Below this, there is a 'Coming Soon!' watermark and a list of 'Upcoming Events' including 'Combined Charitable Campaign Kick Off', 'Commercial Dog Breeders Advisory Board', and 'April Preventive Control Alliance Training'. An 'Open Calendar' button is located at the bottom of the events list. On the right side of the page, there is a 'Quick Links' section with the following links: Data Links, District Profile Links, Data Centers (within OH ID), SPED Profile, Report Card, and Dashboard. Below these are links for Help, Address Book, and Document Library. At the bottom of the page, the Ohio Department of Education logo is repeated, along with the page number 45.

Ohio | Department of Education

ED STEPS Dashboard Planning Dashboard Reports My Profile

Main Menu

- Create/View Plan
- Report Results
- Approve Plans
- View EdMail
- History Log
- Change Log

Dashboard

One Plan Dashboard

What is One Plan?

Upcoming Events

- Combined Charitable Campaign Kick Off
- Commercial Dog Breeders Advisory Board
- April Preventive Control Alliance Training

Open Calendar

Coming Soon!

My Profile

- Name: Diane Neal
- District: Ohio Department of Education
- District IRN: 050765
- Cohort #: (not available)
- Current Program Period: One Plan FY 2023

Quick Links

- Data Links
- District Profile Links
- Data Centers (within OH ID)
- SPED Profile
- Report Card
- Dashboard
- Help
- Address Book
- Document Library



# Plan Status Report

ED STEPS DashboardPlanning Dashboard▼Reports▼Admin▼

Reset Filters

Plan Status Report

Districts1Plans1

IRNAll▼

Organization Name

- Athens City
- Dover City
- Morgan Local
- Mount Vernon City
- New Philadelphia City
- Newcomerstown Exempted Villa...

School Name

- Athens High School
- Athens Middle School
- Chauncey Early-Learning Center
- East Elementary School
- Morrison Gordon Elementary Sc...
- The Plains Intermediate School

CohortAll▼

ConsultantAll▼

Plan StatusAll▼

ProgramAll▼

Plan Status Summary

Plan Status

Not Submitted3

Started3

In Progress1

Count of Plan Status

IRN	District Name	Cohort	Region	Consultant	# of Plans	Plan Status
043521	Athens City	1	16	Hill, Amy	1	In Progress

More options

...

Ohio

Department of Education

46



# Office Rubric Report

ED STEPS Dashboard

Planning Dashboard ▾

Reports ▾

Admin ▾

Reset Filters

Office Rubric Report

Districts1Plans13

IRNAll ▾

Organization NameNewark City ▾

▾

CohortAll ▾

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					

Filters

?

i



# 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
<b>Plan Requirements</b>			
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			
Is the One Plan incorporating the District Review Recommendations, as applicable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive Notes:</i>			
<i>Recommendation Notes:</i>			

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

## Legend


-  More Information
-  Search
-  Save and Complete
-  Back to Strategy & Action

## Define Your Strategy: Curriculum, Instruction and Assessment

-  1. Pre-set strategy level: Level 1 
-  2. Please describe your strategy:  Search Evidence-Based Strategy Database

READ†180 is a blended learning†approach to literacy instruction for struggling adolescent readers that combines teacher instruction, computer-assisted instruction (CAI), independent reading, and small-group instruction. In an after-school adaptation, students received one hour of snack and homework help followed by an hour of READ 180. All students in Read 180 received a whole-class lesson on reading comprehension, and then cycled through individualized CAI, small-group time with the teacher, and independent reading practice with leveled readers.

0 of 2000 characters

-  3. Indicate additional requirements:  
Embedded Plan Requirement: Indicate if this strategy fulfills any of the required embedded plans listed below
  - ☒ This strategy addresses the components required in 11 District Plan.
  - ☒ This strategy address the parent engagement requirement for LEA plans in ESEA Section 1112.
  - ☒ This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114.





# 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?



We heard districts express difficulty trying to determine “needs” for next three years in surveys.



# 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

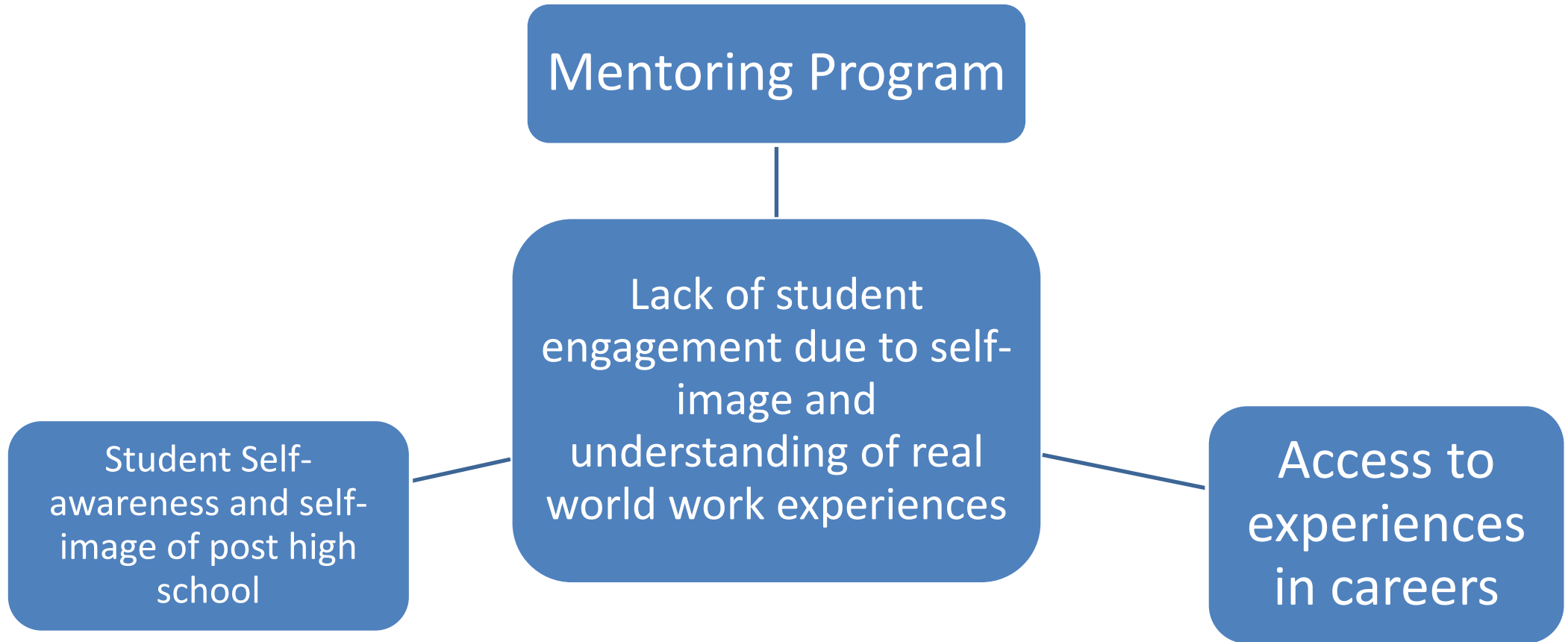
Students are not graduating at the rate they once did. Attendance and drop out issues are caused by lack of student engagement. They don't see themselves as college ready. They don't understand the requirements of the work world. The coursework doesn't align to their career goals. They don't see the 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 8<sup>th</sup> 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 9<sup>th</sup>-10<sup>th</sup> 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

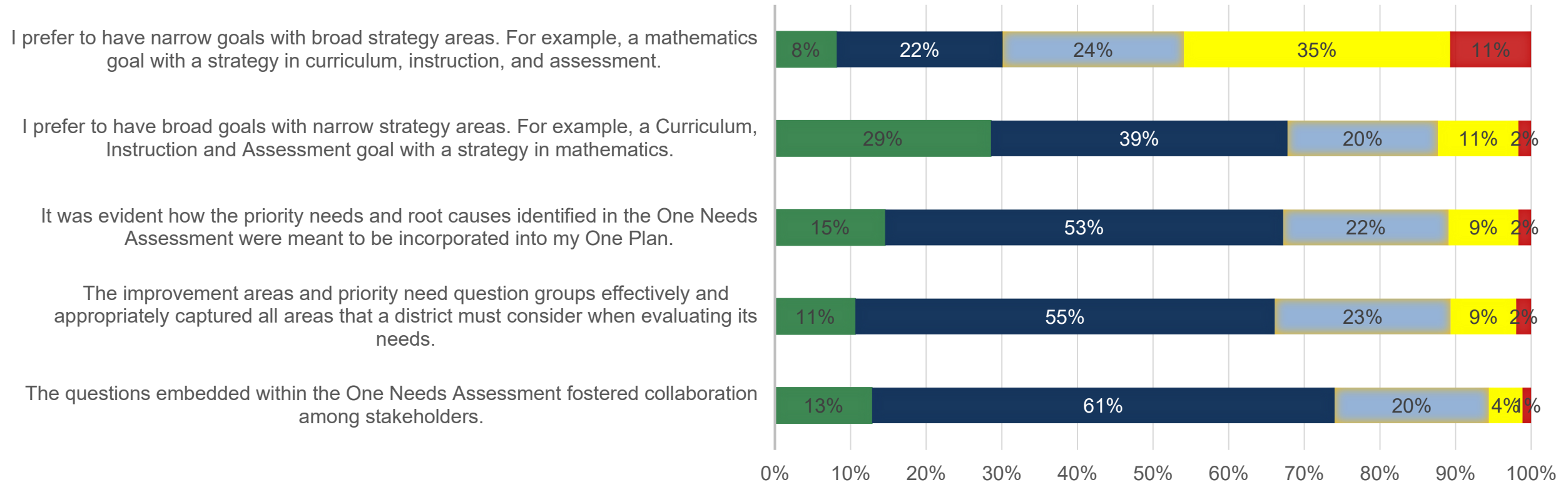




# Cohort 2 and 3 Survey Results

## QUESTION 2- INDICATE OPINION ON FOLLOWING STATEMENTS

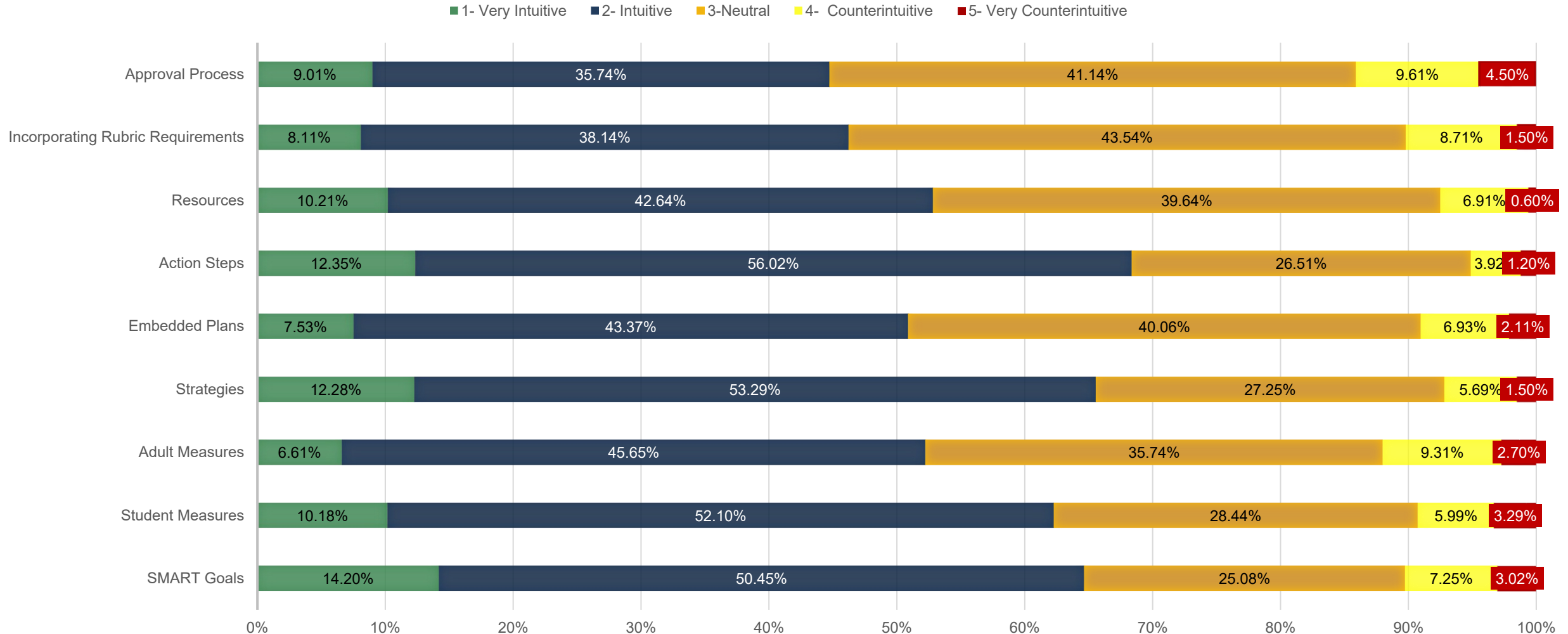
■ 1-Strongly Agree ■ 2-Agree ■ 3-Neither Agree nor Disagree ■ 4-Disagree ■ 5-Strongly Disagree





# 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





# Nonpublic Regional Training Series



November 2022



# 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 <input checked="" type="radio"/> No <input type="radio"/>	NonPublic Approved	\$140,646.03
052852	Central Catholic	Public Approved	Participate	Yes <input checked="" type="radio"/> No <input type="radio"/>	NonPublic Approved	\$242,934.05
058503	Gesu	Public Approved	Participate	Yes <input checked="" type="radio"/> No <input type="radio"/>	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 <input checked="" type="radio"/> No <input type="radio"/>	NonPublic Approved	\$99,730.82
019559	Queen of Apostles School	Public Approved	Participate	Yes <input checked="" type="radio"/> No <input type="radio"/>	NonPublic Approved	\$200,740.24
058693	Rosary Cathedral School	Public Approved	Participate	Yes <input checked="" type="radio"/> No <input type="radio"/>	NonPublic Approved	\$162,382.23
058602	St Benedict Catholic School	Public Approved	Participate	Yes <input checked="" type="radio"/> No <input type="radio"/>	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**

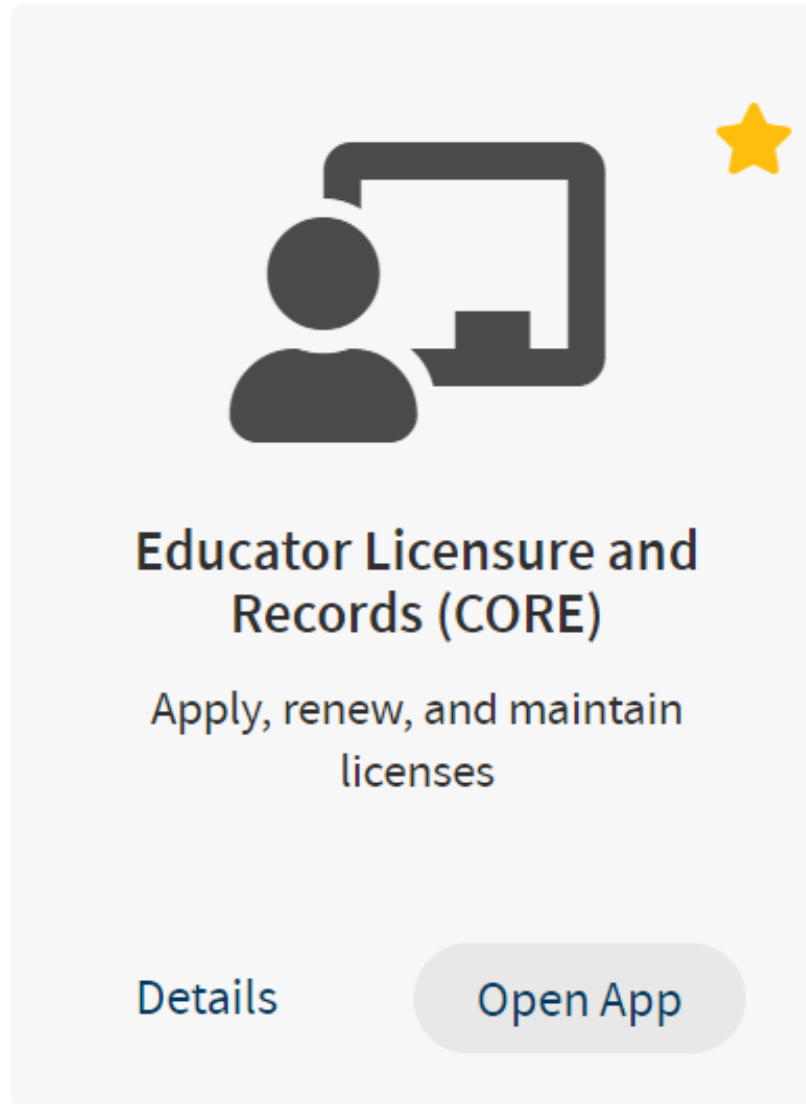
**A Third Party Provider budgeted in Purchased Services cell of the budget**

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



# 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



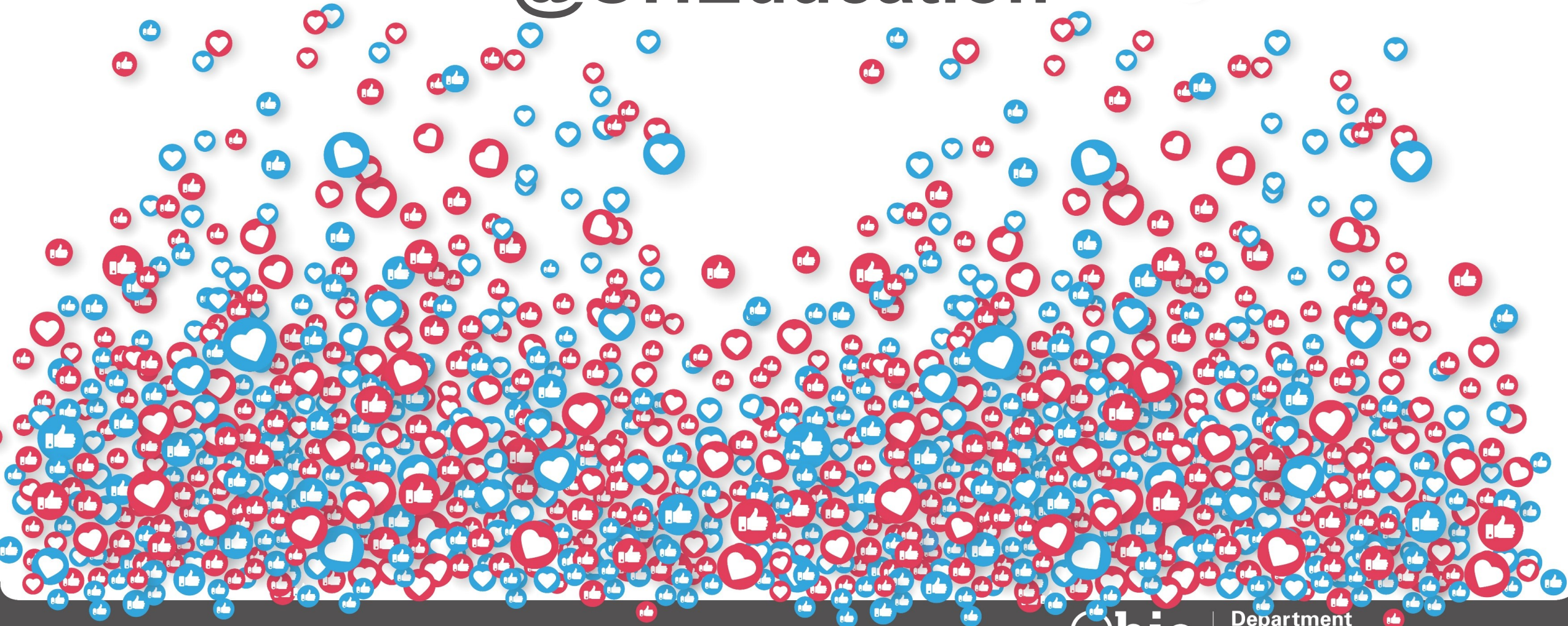
# Tips For Monitoring

- 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!





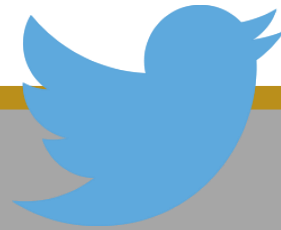
@OHEducation





**Share your learning  
community with us!**

**#MyOhioClassroom**



**Celebrate educators!**

**#OhioLovesTeachers**