ED STEPS AND DATA

Office of School and District Improvement

March 15, 2024

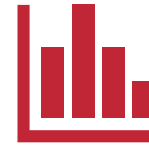**Ohio** Department of Education & Workforce

AGENDA

What is ED STEPS?

One Needs Assessment

Data sources and connections

One Plan

Progress monitoring data

Questions

WHAT IS ED STEPS?

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

WHY ED STEPS?

Outdated technology tools

Reduce burdens and duplications for stakeholders

Improve collaboration and communication

Increase effectiveness and alignment of funds

WHAT IS INCLUDED IN ED STEPS?

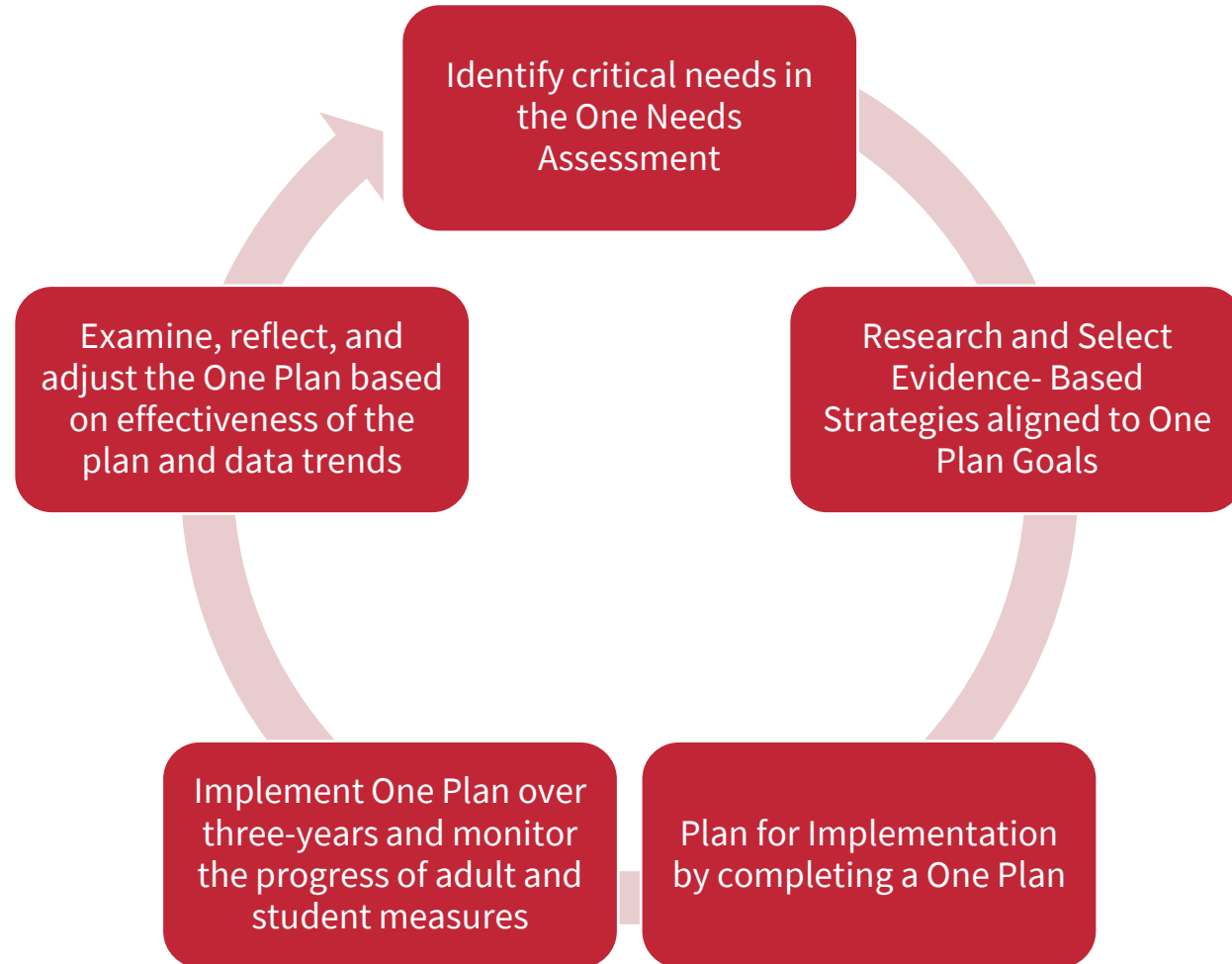**Current Components**
- One Needs Assessment
- One Plan

Future Components
- One Funding Application
- Other systems

ED STEPS COHORTS

- Organizations in the state have been broken out into three cohorts for ED STEPS

    - Cohort 1: 348 entities

    - Cohort 2: 351 entities

    - Cohort 3: 349 entities

- Cohorts are critical for providing support during the planning process

ED STEPS AND THE OHIO IMPROVEMENT PROCESS

Identify critical needs in the One Needs Assessment

Research and Select Evidence- Based Strategies aligned to One Plan Goals

Plan for Implementation by completing a One Plan

Implement One Plan over three-years and monitor the progress of adult and student measures

Examine, reflect, and adjust the One Plan based on effectiveness of the plan and data trends

ONE NEEDS ASSESSMENT

WHAT IS THE ONE NEEDS ASSESSMENT?

- Data driven, comprehensive pre-planning tool

Graduation

College and Career Readiness

Root Cause

One Plan
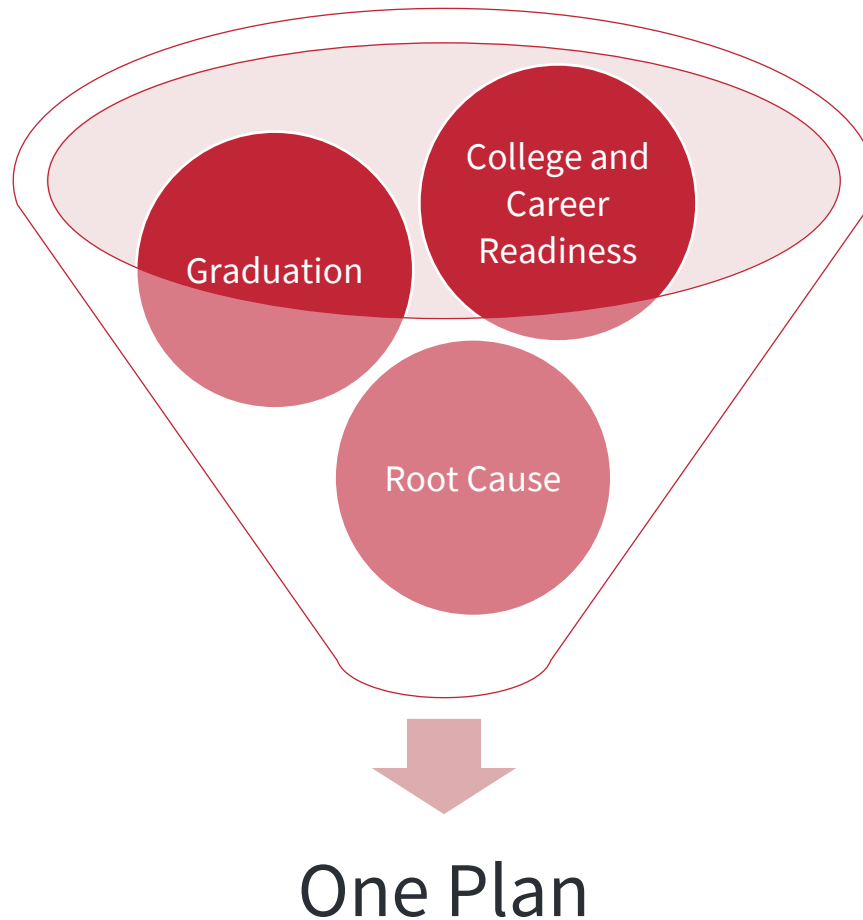
WHERE DOES THE DATA COME FROM?

- Combination of state and federal accountability

  - Report Card

  - Special Education Profile

  - Federal Graduation Rates

  - School Identifications

- Data becomes the "trigger" for a specific question in the One Needs Assessment

RECAP: REPORT CARD

Achievement Component — 1 Measure

Progress Component — 1 Measure

Early Literacy Component — 3 Measures

College, Career, Workforce and Military Readiness Component — 11 Measures — Report Only

Graduation Component — 2 Measures

Gap Closing Component — 6 Measures

Overall Rating

RECAP: SPECIAL EDUCATION PROFILE

Are young children with disabilities entering kindergarten ready to learn?
- Indicator 6 Preschool Educational Environments
- Indicator 7 Preschool Outcomes
- Indicator 12 Early Childhood Transition from Part C to Part B

Are children with disabilities achieving at high levels?
- Alternate Assessment Participation
- Indicator 3 Assessment Participation and Performance

To what extent do students with disabilities have access to the general education environment?
- Indicator 4 Suspension and Expulsion
- Indicator 5 School-age Educational Environments

Are youth with disabilities prepared for life, work and postsecondary education?
- Indicator 1 Graduation
- Indicator 2 Dropout
- Indicator 13 Secondary Transition
- Indicator 14 Postsecondary Outcomes

Does the district implement IDEA to improve services and results for children with disabilities?
- Indicator 8 Facilitated Parent Involvement
- Indicator 11 Initial Evaluation Timelines
- Indicator 15 Timely Correction of Noncompliance

Are children receiving equitable services and supports?
- Disproportionate Representation (Indicators 9 & 10)
- Disproportionality: Identification for Special Education
- Disproportionality: Placement of Students with Disabilities
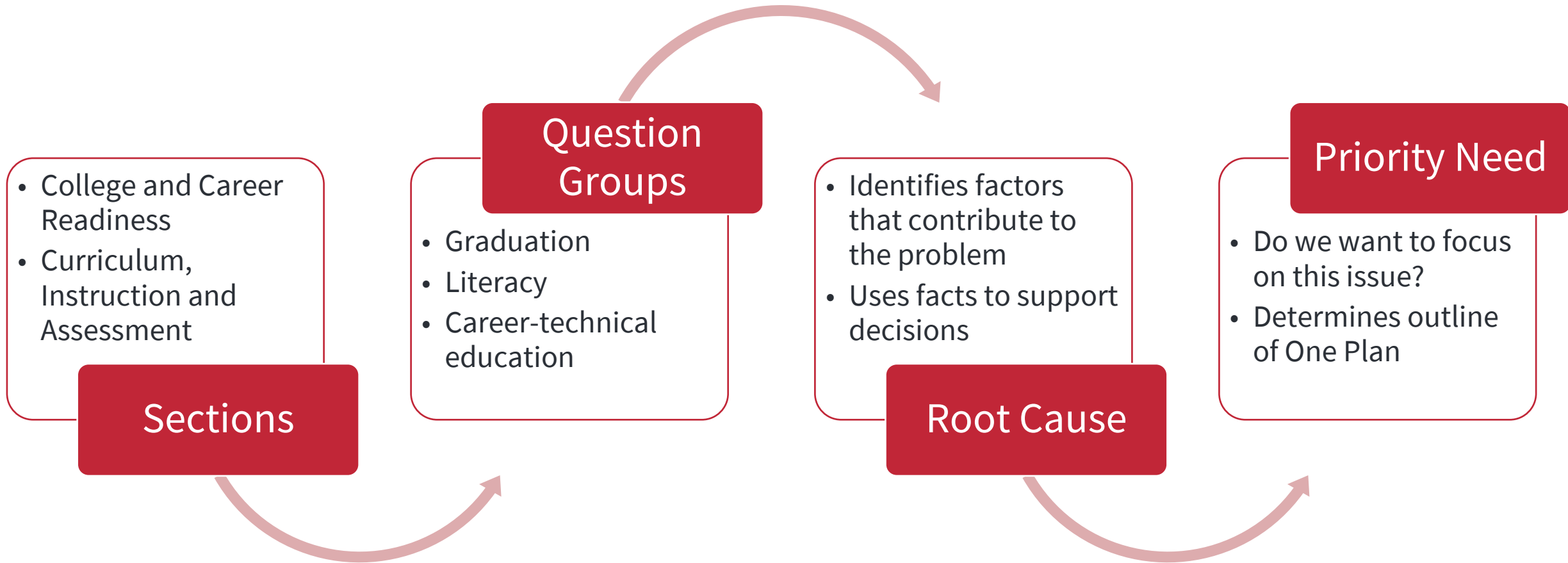- Disproportionality: Discipline of Students with Disabilities

RECAP: FEDERAL IDENTIFICATION

- CSI
  - Lowest 5% of schools and districts and/or a federal graduation rate of equal to or less than 67%
  - Two years of consecutive improvement over the cut score and/or two consecutive years of a federal graduation rate above 67%

- ATSI
  - One or more federally identified student subgroups performing at the same level as CSI schools (in the lowest 5%)
  - Two consecutive years of improvement for the subgroups(s) that led to the identification and perform higher than the CSI identification threshold cut score from the year identified

- TSI
  - One or more Federally identified student subgroups performing in the lowest 2% and has a 2.5 star or less overall rating in the identified subgroup
  - No longer meets the annual identification criteria

ONE NEEDS ASSESSMENT QUESTIONS AND TRIGGERS

SMART Goal Area (Question Group Name)	Question	Answer Type	* Required Trigger LEA	® Recommended LEA Trigger	* Required School Trigger	® Recommended School Trigger
Graduation	Provide student graduation data: What is the total population of students in your district or school (9-12 only)? How many students in grades 9-12 are not on track to graduate? How many students with a disability are not on track to graduate by meeting standard requirements? How many gifted students? How many English Learner students? How many Foster Care students? How many Homeless students? How many Economically Disadvantaged students?	Multipart Number and Text	All LEAs receiving Federal Funds	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67% or Priority (CSI) with a grad rate	Federal graduation rate above 67% but below 77% or Focus (TSI) with a grad rate
Graduation	What percentage of students in grades 9-12 are not on track to graduate from each identified student population (Asian or Pacific Islander, Hispanic, White Non-Hispanic, American Indian or Alaskan Native, Black Non-Hispanic, Multiracial)? Identify the student population and number of students.	Text	All LEAs receiving Federal Funds	Federal graduation rate above 67% but below 77%	Federal graduation rate at or below 67% or Priority (CSI) with a grad rate	Federal graduation rate above 67% but below 77% or Focus (TSI) with a grad rate

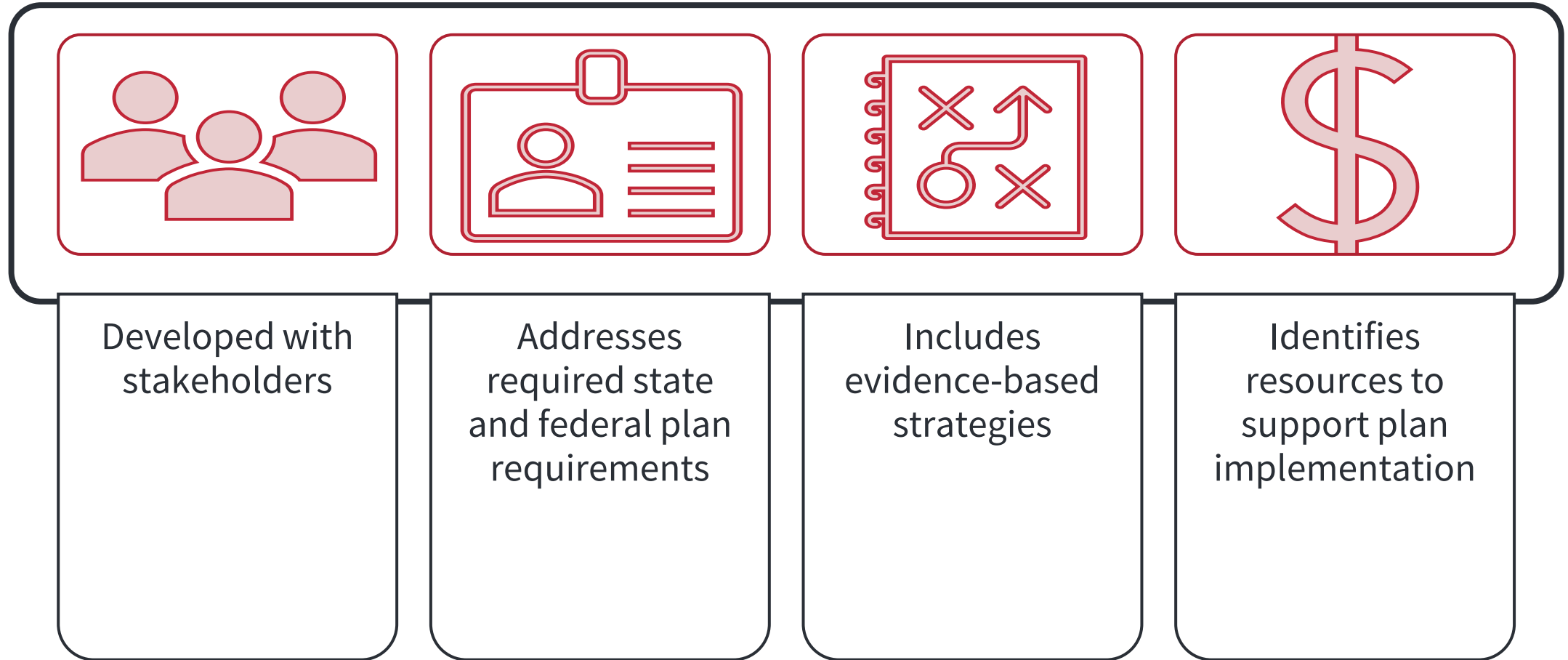# OUTLINE OF THE ONE NEEDS ASSESSMENT

Sections

- College and Career Readiness
- Curriculum, Instruction and Assessment

Question Groups

- Graduation
- Literacy
- Career-technical education

Root Cause

- Identifies factors that contribute to the problem
- Uses facts to support decisions

Priority Need

- Do we want to focus on this issue?
- Determines outline of One Plan

FLEXIBILITY OF ONE NEEDS ASSESSMENT

- 39 SMART Goal options
  - Based on question groups
    - Early Warning System
    - Post-secondary
    - Safe and Healthy Schools
    - Educator Equity
    - English Language Arts
    - Mathematics

- 8 Strategy Areas
  - Based on sections
    - College and Career Readiness
    - Community, Family Engagement
    - Curriculum, Instruction and Assessment
    - Leadership, Administration, Governance
    - Operations
    - Professional Capital
    - School Climate and Supports

ONE PLAN

WHAT IS THE ONE PLAN?

| Developed with stakeholders | Addresses required state and federal plan requirements | Includes evidence-based strategies | Identifies resources to support plan implementation |

ONE PLAN OUTLINE

- SMART Goal #1
  - Student Measure
  - Strategy #1
    - Action Steps
  - Strategy #2
    - Action Steps
 - Adult Measure
  - Funding Sources*

- SMART Goal #2
  - Student Measure
  - Strategy #1
    - Action Steps
  - Strategy #2
    - Action Steps
  - Adult Measure
  - Funding Sources*

STUDENT AND ADULT MEASURES

- **Student Measure:** student outcome measure to inform if progress towards the goal is occurring

- **Adult Measure:** a measure used to determine if the plan is being implemented as described (adult implementation)

- What are you measuring? How often are you measuring? Who is in charge of checking the progress of the measure?

ONE PLAN APPROVAL PROCESS

Rubric Name	Rubric
ESEA Plan	✔ (green)
CSI District Plan	✖ (red)
Reading Achievement Plan	ⓘ (blue)
Educator Equity	✖ (red)
Exceptional Children	✖ (red)
Intense Supports	✔ (green)
Whole Child Supports	✔ (yellow)
English Learners	✔ (yellow)
Early Learning	ⓘ (blue)
11 District Plan	✖ (red)

Embedded Plans	Selected
Professional Development	✔
Parent Engagement - District	✔
Equity Plan	✔
11 District Plan	✔

ESEA Plan

Why am I assigned this rubric?
Districts and Community Schools will be reviewed by the Office of Federal Programs if they receive funds in the Consolidated Application.

Printer Friendly View of Rubric

Criteria	Does Not Meet Criteria	Meets Criteria With Recommendation	Meets Criteria	N/A
#1 - One Needs Assessment Response: District utilized a variety of stakeholders in the completion of the One Needs Assessment and One Plan. Parents were included in the stakeholder group.(ESEA Section 1112(a)).	🟥	🟨	✔	☐

Positive Notes:

Recommendation Notes:

- Green= Approved

- Yellow= Approved with recommendations

- Red= Returned

- Blue= Not started or In-Progress
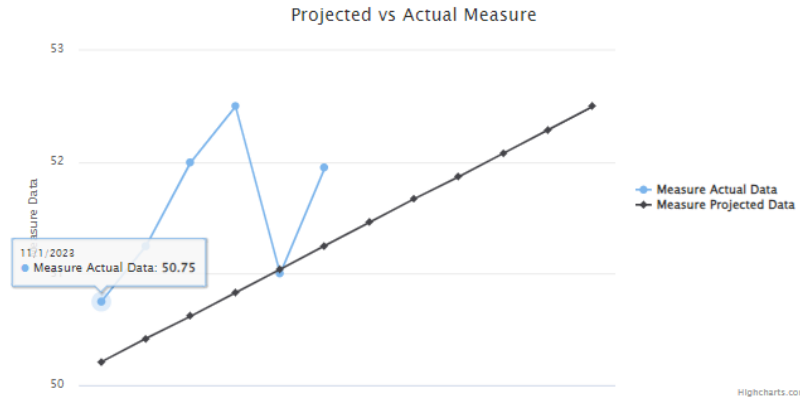
ONE PLAN RUBRICS

- **ESEA Plan-** If a district or community school in Cohort 1 receives a Consolidated Application.

- **Whole Child Supports-** If a district or community school has a 30% or higher chronic absenteeism rate on the 2023 Ohio Report Card.

- **CSI District Plan-** If the district contains at least one active CSI school.

- **Early Learning-** If less than 30% of students enter kindergarten below demonstrating readiness on the FY23 KRA.

WHAT IS PROGRESS MONITORING?

- How well are you doing towards meeting a goal or desired outcome in your One Plan?

  - Data is entered into ED STEPS through the "Report Results" menu option

- Consists of…

  - SMART Goal Statements

  - Student Measures

  - Adult Measures

USING REPORT RESULTS OPTION IN ED STEPS

GENERAL ED STEPS TIMELINE

September

The Ohio Report Card is released. Consider beginning to review data for the One Needs Assessment.

April

The One Plan is due for districts, schools and community schools.

September (following year)

All One Plans submitted to the Department should be reviewed. Districts, schools and community schools will be in the first year of implementation and should be progress monitoring their One Plan.

The One Needs Assessment and One Plan opens for districts, community schools and public schools to complete.

January

The Department will begin the plan review process.

May

RESOURCES

- Ohio Improvement Process [Webpage](#)

- One Needs Assessment [Webpage](#)

- One Plan [Webpage](#)

- For questions regarding ED STEPS, please email EDSTEPS@education.ohio.gov

QUESTIONS?

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