

Quality Comprehensive Continuous Improvement Plan Rubric Introduction

The Ohio Department of Education's offices of Federal Programs, Improvement and Innovation, and Intensive Supports, along with Ohio's regional state support teams, recently joined to develop common standards for reviewing the continuous improvement plans of districts and buildings in the Comprehensive Continuous Improvement Plan (CCIP), the Department's grants application and verification system. In that process, the standards developers concluded that Department reviews of local improvement plans could be more consistent and helpful to districts if those districts were working under single, comprehensive plans in the CCIP – rather than from multiple plans that address federal funding, innovation and improvement, intense supports for students and work involving their state support teams. This document introduces a new rubric that contains standards buildings and districts can follow, if they wish, to develop “quality” and “high-quality” comprehensive improvement plans.

Having singular, comprehensive improvement plans also can help districts transition to an upcoming Department initiative called Ed Steps, which will update the CCIP and allow for greater usability. ED Steps will call for districts to work from a single, comprehensive plan in the CCIP, rather than multiple plans.

Review of Plans

Districts under academic distress commissions and districts that are receiving Intense supports or Moderate supports (for overall D or F grades) from the Department, as well as Priority schools or Focus schools can use the rubric to help develop required improvement plans.

State support teams will work with districts that are in High- to Moderate-support status while they develop improvement plans using the standards featured in the rubric. Beginning in Fiscal Year 2019, the Department's offices of Improvement and Innovation and Intensive Supports also will use the rubric to review the improvement plans of certain High- to Moderate-support districts and give them feedback. The Office of Federal Programs will review all comprehensive plans related to the funding applications to determine if the plans are allowable, allocable and meet improvement and Title I schoolwide requirements. Items in the rubric the Office of Federal Programs will review are highlighted.

District Expectations

Again, districts and buildings are not required to use the rubric, although it may be a useful tool that can help them as they develop their plans. The rubric outlines comprehensive improvement plan requirements and pinpoints items that will be essential for districts' funding applications in the CCIP. Independent and Moderate support districts can use the rubric to help them develop quality plans. Intense and Moderate support districts also can use the rubric to work with their regional state support teams and district leadership teams.

Changes to the CCIP Planning Tool

The rubric will guide districts as they work with changes in the planning tool for the FY20 CCIP. Districts will notice changes in the needs assessment, goals, strategies and action steps items in the planning tool.

Needs Assessment: The needs assessment item in the CCIP continues to call for priority needs that districts will import from their Decision Framework documents. The item also includes a text box that districts complete with additional data they have used to determine their needs for planning purposes. Districts and buildings can enter additional data that addresses their climate and culture needs and can provide district-level data related to their plans.

The final change in this item is the needs assessment narrative. Instead of writing a detailed needs assessment around the 7 constructs of a needs assessment, districts will provide statements of their needs based on eight core items, or “buckets,” in a district plan.

Goals: There are two changes in the goals item in the CCIP. First, districts now must provide SMART (specific, measurable, attainable, realistic and time-bound) goals in the planning tool, consistent with what is called for in the Ohio Improvement Process. A district’s SMART goals should be those that its regional state support team and district leadership team have developed. SMART goals can be measured later to determine if a district is making expected progress in line with its comprehensive improvement plan.

Second, goal statements will contain performance measures. Districts will provide a student performance measure for monitoring the goal as well as an adult implementation measure for the strategies and action steps.

Strategies and Action Steps: Districts will link strategies to each needs assessment core item in the revised planning tool. Districts should provide district-level action steps for implementing their strategies.

Finally, the Department encourages districts to allow buildings to use district-developed action steps or develop their own action steps for goals and strategies drawn from their districts’ comprehensive improvement plans. This will allow buildings to differentiate their plans according to their specific needs.

Resources: Planning Tool Rubric, Samples and Definitions for CCIP Planning Tool, and Frequently Asked Questions.