

## FY20 Planning Tool Updates

### Frequently Asked Questions

**1. Why has the planning tool been changed for FY20?**

The planning tool has been changed for multiple reasons. First, the changes were made to provide LEA's time to introduce items that will be included in EdSteps, which will replace the current Comprehensive Continuous Improvement Plan (CCIP) in the coming years. Secondly, the changes were created to align the district plan that is in the CCIP with district plans that are developed in Ohio's Improvement Plan process with State Support Team assistance. Finally, planning tool changes were made to ensure that LEA's are utilizing their plan in the CCIP to link federal funds to effective school improvement activities.

**2. What are the changes that have been made to the planning tool?**

In the planning tool you will notice that there are changes to the needs assessment, goals, and strategies. For instance, in the Needs Assessment, you will need to identify "Stakeholders Involved in the Development of the Needs Assessment and Plan." The Needs Assessment also has a textbox for Additional Data Points. The Needs Assessment Details has been replaced with Needs Statement text boxes centered around eight areas that are considered core to district improvement efforts. Goals will now be written in SMART goal format. In addition, the performance measure section includes Student Performance Measures and Adult Implementation Measures. Finally, strategies have a section for districts to link the strategies in their plan back to the Needs Statements. For example, a strategy for curriculum alignment would be linked to the core improvement area in the Needs Assessment titled "Curriculum and Assessment."

**3. Do districts need to have a Needs Statement for each of the eight Needs Statement areas?**

No. Needs Statements only need to be completed for the Priority Needs statement textbox and for areas in which the LEA has needs. However, each LEA must have at least one Needs Statement.

**4. Do all the strategies in the plan need to be evidence-based?**

ESSA states that strategies for interventions and improvement need to be evidence-based. LEA's should use the resources listed below to create new strategies and modify existing strategies.

Every attempt should be made to determine if a strategy is evidence-based using the resources provided. If there is no evidence to demonstrate that a strategy is evidence-based, then the district will need to determine if they want to use the strategy. If the district determines that they want to use the strategy, then they need to use the logic model format to evaluate the strategies for effectiveness in the district.

**5. Where can I get guidance on Levels of Evidence?**

[ODE Guidance on ESSA Levels of Evidence](#)

[US Dept. of Ed. Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#)

[5 Steps to Being Empowered by Evidence](#)

[Ohio Department of Education Clearinghouse - State Resource](#)

[What Works Clearinghouse – National Resource](#)

**6. Will district's be evaluated on their use of evidence-based strategies in their plans?**

The Office of Federal Programs reviews district plans in the CCIP. During the review process, the consultants look for connections between needs, goals and strategies and funding applications. Assuring that a strategy is evidence-based is the responsibility of the district. The district can ask for assistance from their State Support contact, dependent upon their level of support.

Evaluation on the use of evidence-based strategies in a district occurs during the external monitoring process. Districts that receive a desk review or an on-site visit will be monitored at that time on their use of evidence-based strategies. The Office of Federal Programs and the Office of Intensive Supports monitors for this during their compliance process.

**7. When will the planning tool need to be completed?**

Nothing has changed in the timeline for CCIP submission. Districts should submit their plans and funding applications by July 1<sup>st</sup>. Information provided in CCIP Note #409 will allow districts to begin making adjustments in their FY20 plans.

**8. Will a district's application be returned, not approved if all the changes have not been completed by the July 1<sup>st</sup> date?**

No. Applications will *not* be returned as Consultant Returned Not Approved if a district has not been able to complete all of the changes in the planning tool. The Office of Federal Programs expects to see a reasonable effort to identify needs, set SMART goals, develop evidence-based strategies, and tie goals to fiscal resources. However, federal program consultants will work with their districts throughout the 20-21 school year to update their plans to the new

format. Some examples of items that need to be completed during the 20-21 school year, but would *not* result in a Consultant Returned Not Approved status, include:

- Updating older strategies that need to be linked to a Needs Statement
- Updating building plans to include building-level action steps
- Moving Legacy Needs Assessment Details items into Needs Statements
- Moving Legacy Performance Measures into Student Measures or Adult Implementation Measures.

However, districts will need to make sure that if they are required to complete the Decision Framework, District Improvement Components, School Improvement Components, and/or Schoolwide Components, these are completed in the plan prior to submission. Districts should also make sure that the plans submitted are generally supported by needs and connected to fiscal resources.

#### **9. What is the purpose of the Comprehensive Continuous Improvement Plan Rubric?**

The Comprehensive Continuous Improvement Plan Rubric is provided as a tool for districts to use as they develop their improvement plans. The rubric outlines the difference between a quality improvement plan and high quality improvement plan. The rubric also highlights the areas that are specifically reviewed by the Office of Federal Programs when they review a district's CCIP. State Support System personnel may also use the rubric with Moderate D/F, Intensive, ADC districts or Priority, or Focus buildings to review and provide feedback on a district's improvement plan.

#### **10. Why does the rubric use open ended terminology such as, "some, most, adequate," instead of providing a definitive amount required for goals, strategies, etc. in the district plan?**

The Ohio Department of Education hesitates to put limits on what a district can do because all districts are different. Each district has unique needs and capacity to implement its improvement plan. A small rural district will most likely identify less priority needs and have less support staff for implementation than a large urban district which serves a broader population of students and has multiple levels of support staff within the district. The Ohio Department of Education believes that districts are best at determining what their needs and capacity are and how best to address identified needs with the resources they have available. When determining the amount for goals and strategies to include in an improvement plan, a district should consider their greatest needs that could have the greatest impact on their results as well as the time and resources available.

#### **11. How many goals, strategies, and action steps should we have?**

As stated above, each district is unique. It is generally *recommended* that an LEA have 3-5 overarching SMART goals that encompass all the needs they plan on addressing in their plan. Similarly, it is recommended that the LEA have 3-5 strategies for each SMART goal. Using

action steps at the district and building level will allow for differentiation between the district, buildings, grade spans, and student sub-groups to meet the district's stated strategy. The district should attempt to allow buildings to add or modify action steps to meet individual building needs in the plan.

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