

FY20 Planning Tool Changes

Glossary and Examples

Additional Data Points – Data that addresses LEA needs that are not addressed through the Decision Framework. Additional data may include attendance, discipline, surveys, universal screening results, district level assessments, etc.

Example: MAP data shows only 47% of all students met their growth measure in Math and 48% in Reading. Funds are needed for intervention materials as well as hardware/software for intervention and targeted programs in Reading and Math for students at risk.

Adult Implementation Measure – A benchmark used to pace and gauge the progress of adult implementation of a strategy within the LEA in order to achieve a particular goal.

Example 1: 100% of teachers will use quality district-adopted formative reading comprehension assessments to inform instruction.

Example 2: 100% of teachers will consistently implement mathematics power standards and district curriculum guides as measured by classroom observations.

Evidence-based Strategies – Strategies, practices, or activities that have been evaluated and shown to improve student outcomes.

Legacy Needs Assessment – The Needs Assessment Details box from the previous planning tool layout that has been migrated into the current planning tool layout so that LEA's will be able to use previous data to inform their Needs Statements.

Legacy Performance Measure – The Performance Measure box within the Goal section of the previous planning tool layout has been migrated into the current SMART Goal section so that LEAs will be able to use previous data to inform their Student Measure and Adult Implementation Measure for each SMART goal.

Levels of Evidence – The Every Student Succeeds Act (ESSA) defines four levels of evidence-based strategies: (1) Strong Evidence, (2) Moderate Evidence, (3) Promising Evidence and (4) Demonstrates a Rationale (Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments). For more information, go to: [Defining ESSA Levels of Evidence Overview](#).

Need Statement – A clear, concise, and relevant expression of an LEA need based on one of the eight core improvement areas directly linked to the Decision Framework or additional data points provided. The needs statement areas include: Effective Instruction, Curriculum & Assessment, Family – Community Engagement, Well-Rounded Education, Supportive Learning Environment, Leadership, and Systems of Support.

Priority Needs from the DF – Statements that summarize the most critical needs identified in the Decision Framework.

Example: The following need was imported from the DF to the CCIP as a priority for the district. Each priority need states the *concern*, what action could *influence* the results and *OTES/OPES* supports needed to improve results.

Decision Framework Export

Needs Assessment data exported from the Decision Framework

DATA CONCERN - End of Course exams (all Students):

Algebra I, Geometry

Influence/s - OPES Highly Effective Instruction:

Schools/district/teachers understand and use data/evidence from formative assessments.

OPES Highly Effective Instruction:

- Knowledge of the Ohio Standards for the Teaching Profession is used to support teachers' professional growth.
- Principal makes systematic and frequent classroom visits and provides feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.

Based on the selections above a priority need statement could be:

The district needs to improve the results in Algebra I and Geometry on EOC exams for all students, by improving the use of formative assessments, teacher knowledge of Ohio's learning standards and principal feedback on instruction, assessment data, and student supports.

As you can see the priority need has several needs embedded within the statement. The embedded needs may then be included in the needs statements. For example: It is likely that the district will state for the need "curriculum and assessment"; "The district needs to provide PD on Ohio's Learning Standards in Math." They could also state, "The district needs to provide time for teachers to develop formative assessments around Ohio's Learning Standards in Math."

SMART Goal – A goal that is Specific, Measurable, Attainable, Realistic, and Timely.

Example: By 2022, all 3rd grade students will improve performance on the OST by 9% in reading.

Specific	Measurable	Attainable	Realistic	Timely
3 rd grade students, reading, OST	9%	% determined by baseline data	Group determined by past data	By 2022

Strategy – An evidence-based program or process that specifies what an LEA will implement in order to reach a goal.

Example 1: District and building level job embedded professional development will be provided three times each year to address literacy skills in grades K-8 during district PD days.

Example 2: Buildings will provide extended learning opportunities either before or after school at least three times weekly for students at-risk of not meeting state standards in Reading and Math for grades 3-6 during the months of October through April.

Student Measure – A benchmark used to pace and gauge the progress of students within the LEA in order to achieve a particular goal.

Example 1: MAP reading growth of 2% each quarter during the 2019/2020 school year.

Example 2: Classroom behavior discipline referrals will decrease by 5%, and absenteeism as measured on our attendance records will decrease by 2% each year from 2019 to 2022.