Fiscal Year 2021 CCIP Planning Tool Updates

Frequently Asked Questions

1. **Why has the planning tool been changed for Fiscal Year 2021?**

   The planning tool has been changed for multiple reasons. First, the changes were made to provide organizations time to introduce items that will be included in the ED STEPS technology system, which will replace the current Comprehensive Continuous Improvement Plan (CCIP) in the coming years. The ED STEPS project is dedicated to improvement and creating processes that make sense for and support all educational organizations. The technology system upgrade is one aspect of this project. To learn more about ED STEPS, please visit the website here.

   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. Another reason is to move away from planning for compliance to planning for improvement. The planning tool changes were made to ensure that LEA's are utilizing their plans in the CCIP to link federal funds to effective school improvement activities. Finally, the ultimate goal is to get all districts down to one comprehensive strategic improvement plan instead of currently needing to provide multiple plans across different offices in the agency. This is a goal of the ED STEPS project.

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

   For the Fiscal Year 2021 (FY21) planning tool, you will note additional changes that have been made since the FY20 planning tool changes. In FY20, the needs assessment was updated to include Improvement Areas, Priority Needs, Data Points, and Stakeholder Involvement. You will still see these items in the needs assessment tool that is completed before the planning tool.

   It is important to note that as we transition to ED STEPS, there are two needs assessment tool options (One Needs Assessment prototype or the CCIP Needs Assessment). The only item in the CCIP Needs Assessment that is not included for districts using the One Needs Assessment is the section for data points. Districts that complete the One Needs Assessment address relevant data points through district/building specific data points embedded in the system's triggers. Those districts that are completing the CCIP Needs Assessment must provide the data points to support the identified priority needs and improvement areas need statements.

   Just as in FY20, goals will be written in SMART goal format. In addition, the performance

measure section with the Student Performance Measures and Adult Implementation Measures will need to be completed and linkage between strategies and the needs assessment is still in the planning tool. The following items were also added: cohort labels, plan submission link and status, plan review status page, and planning tool history log. The plan review status page and planning tool history log will only be used by organizations in the ED STEPS three-year transition pilot this year.

3. **How does a district know whether to do the One Needs Assessment or the CCIP Needs Assessment?**

   Only districts selected to participate in the ED STEPS three-year transition pilot are required to use the One Needs Assessment prototype. All other districts have the option of using either system. We recommend that districts try the One Needs Assessment and if you decide that you don't want to do it after reviewing and answering questions, then you can use the CCIP needs assessment. *Until the district has submitted the One Needs Assessment to the CCIP the option for both are available. Once submitted to the CCIP, the district and all buildings in the district must use the One Needs Assessment tool for their need assessment.*

4. **Can the district and buildings decide to use different systems for the needs assessment?**

   No. The district and buildings must both use the same needs assessment system. They all must either use the One Needs Assessment or all use the CCIP needs assessment.

5. **What are the benefits of using the One Needs Assessment prototype system this year?**

   While the One Needs Assessment prototype is only required to be used by the ED STEPS pilot district in fiscal year 2020, the Department encouragess all district use the prototype for several reasons, including:

   - ❖ It provides an opportunity to become familiar with the system, provide feedback during this pilot period, and train staff so that when the district does move into its cohort year, everyone will be ready for it. All districts will begin using the One Needs Assessment system next year.
   - ❖ Districts using the One Needs Assessment do not have to create linkages in their plan for District Improvement components, School Improvement components, Title I Schoolwide components, or strategies to improvement areas in the need assessment. The components are built into the triggers within the new One Needs Assessment. The improvement areas pull over into the needs assessments and become strategies in the plan with the new planning process.

6. What are district One Plan cohort labels and years?

As part of the Ohio Department of Education's ED STEPS process, organizations within Ohio are being assigned to one of three One Plan cohorts. To learn more about ED STEPS, the cohorts and the assignment process, please visit the Department's ED STEPS webpage here. These cohorts will be the vehicle for transitioning organizations from one- to three-year planning. Each cohort is associated with a starting year. Cohorts 1, 2 and 3 have starting school years of 2020, 2021 and 2022, respectively. In each year, the organizations that are part of that cohort will begin three-year planning to include three school years. This will include identifying needs in a three-year format and writing three-year plans. The organizations always will be able to update their One Needs Assessments and Plans at any time to reflect their unique situations and changing needs. A label with each organization's cohort assignment can be found in the Comprehensive Continuous Improvement Plan (CCIP) within the Planning Tool section for the FY21 plan.

The schedule for when each cohort will move into the three-year planning cycle is provided below.

Cohort Group	*School Year 2020	School Year 2021	School Year 2022	School Year 2023
Pilot	Year 1 of 3-year plan	Year 2 of 3-year plan	Year 3 of 3-year plan **Three-year planning for school years 2023 - 2025	Year 1 of 3-year plan
Cohort 1	**Three-year planning for school years 2021 - 2023	Year 1 of 3-year plan	Year 2 of 3-year plan	Year 3 of 3-year plan **Three-year planning for school years 2024 - 2026
Cohort 2	Planning for school year 2021	**Three-year planning for school years 2022 - 2024	Year 1 of 3-year plan	Year 2 of 3-year plan
Cohort 3	Planning for school year 2021	Planning for school year 2022	**Three-year planning for school years 2023 - 2025	Year 1 of 3-year plan

*Starting in school year 2020, all districts will be required to use the One Needs Assessment system for their needs assessment. This applies to both one-year planning and three-year planning.

** Planning activities include using the One Needs Assessment and writing a plan with consideration for three years. The three-year plan will be reviewed by a cross-program Department team.

7. Who is required to complete an improvement plan in the CCIP?

As we transition to ED STEPS, there will be a difference between plans and funding applications. Any organization that receives federal funding must submit a plan for approval by the state education agency. Until ED STEPS is fully implemented, some organizations must continue to submit annual plans until their three-year plan cohort year. Any district or charter school that has an improvement status must also have a plan. Any buildings within a district that has an improvement status or are Title I School-wide buildings must have building plans. These plans drive the need for a funding application. All public districts and charter schools are required to have an approved plan (whether it is for one year or three years) and to submit a funding application each year. See the *School Labels Flow Chart*.

8. What are the required items in a plan?

Every plan is required to have SMART goals with strategies, and action steps for each strategy to explain the steps the district/building will take to implement the strategy. The recommended number of SMART goals is 3-5. The number of recommended strategies per SMART goal is also 3-5. All plans must have a student performance measure for the goal and an adult implementation measure connected to one of the strategies for the goal. Finally, every goal must have an estimate of the fiscal resources that will be used to fund the goal and strategies.

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

Yes. ESSA states that strategies for interventions and improvements need to be evidence-based. Some of the strategies in the plan must be a level 1-3 evidence-based strategy. However, most of the strategies will fall in the level 4 evidence-base strategy category. When possible, LEA's should use the resources listed below to create new strategies and modify existing strategies. If there is no evidence for a specific strategy, then the district must evaluate the strategy's effectiveness in their district and provide evidence of the evaluation for future planning. The performance measures districts have provided in their improvement plan can be used to accomplish this.

10. 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

11. Will districts 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. The district must assure the strategy is evidence-based.

The district can ask for assistance from their State Support Team 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 monitoring visit will be asked at that time about their use of evidence-based strategies. The Office of Federal Programs and the Office of Intensive Supports monitor for this during their compliance process.

12. When do districts have to submit their plans for review?

Districts that are in the pilot have an earlier deadline than other districts. Pilot district plans need to be completed by April 30th. Pilot building plans will be submitted by May 31st. The deadline was extended in light of the unique situation due to Ohio's coronavirus-related ordered school-building closure and to support the goal of fostering collaboration within each organization to develop comprehensive improvement plans. The previous deadline was March 31st.

All other districts will need to have their plans completed by June 30th.

Once a district's cohort planning year occurs, their plans will need to be completed by March 31st. This date could change as we go through the new review process this year. However, for now districts will need to have their plans done by the early deadline during their cohort planning year.

13. What is the purpose of the Quality Comprehensive Continuous Improvement Plan Rubric?

The Quality Comprehensive Continuous Improvement Plan Rubric is provided as a tool for districts and buildings to use as they develop their improvement plans. The rubric outlines the difference between a quality improvement plan and high-quality improvement plan.

14. Why does the rubric use open ended terminology such as, "some, most, adequate,"

instead of providing a definitive number of required goals, strategies, etc. in the district plan?

Each district has unique needs and capacity to implement its improvement plan. A small rural district will most likely identify fewer 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. When determining the number of 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. These decisions are best made at the district and school level.

15. 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.

Formula for SMART Goal

Sample:
"Time-bound identifier", ABC School district will "*Measurable identifier"* (increase, decrease, research, create, etc.) "*Identified Priority Need" (from priority needs statement) by "Data quantifier" through "measurable student and adult measures."*

*Strategy 1 – "Primary" Needs Statement/*Improvement Area
Strategy 2-?... – Additional needs assessment statements/improvement areas that apply

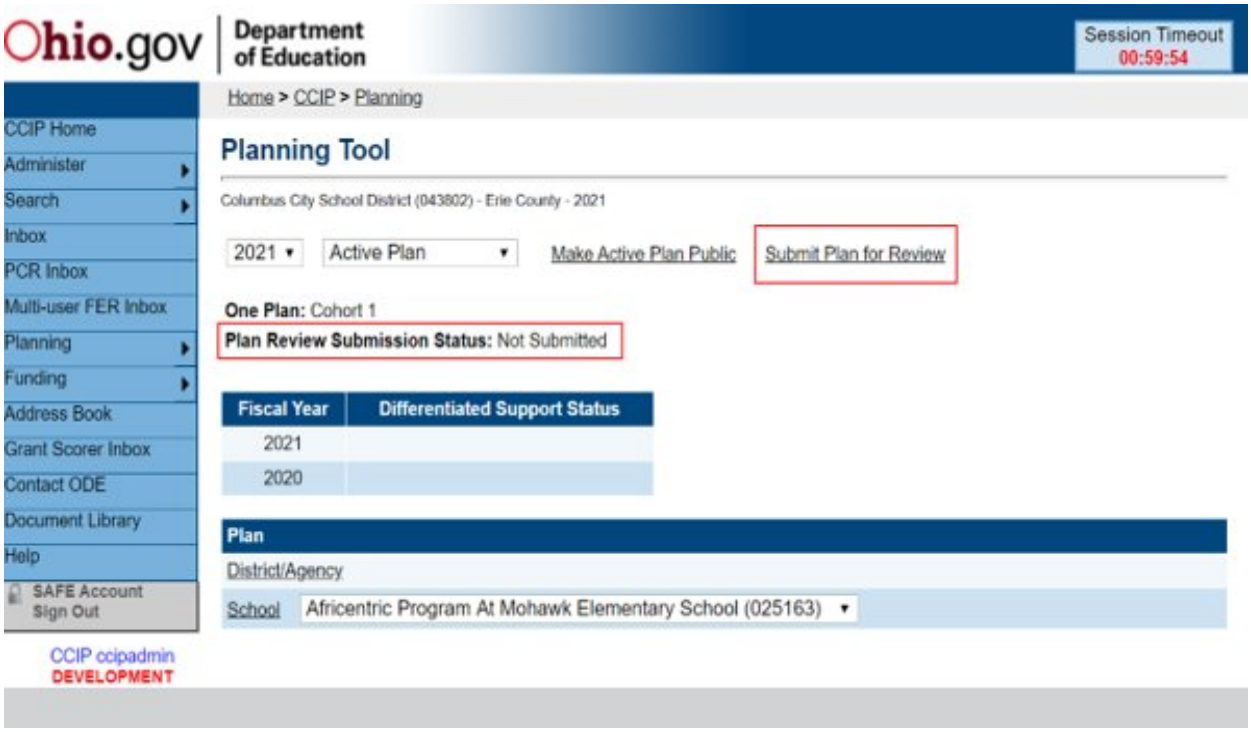
By 2023, *ABC School district* will *increase the 3rd grade OST ELA results by 9% by increasing family involvement in their child's education and aligning the curriculum to the Ohio Learning Standards.*

Strategy 1 – Curriculum, Instruction and Assessment
Strategy 2 – College and Career Readiness
Strategy 3 – Community, Family Engagement

} 8 Core Improvement Areas

16. What are the ED STEPS Pilot functions changes to the CCIP Planning Tool?

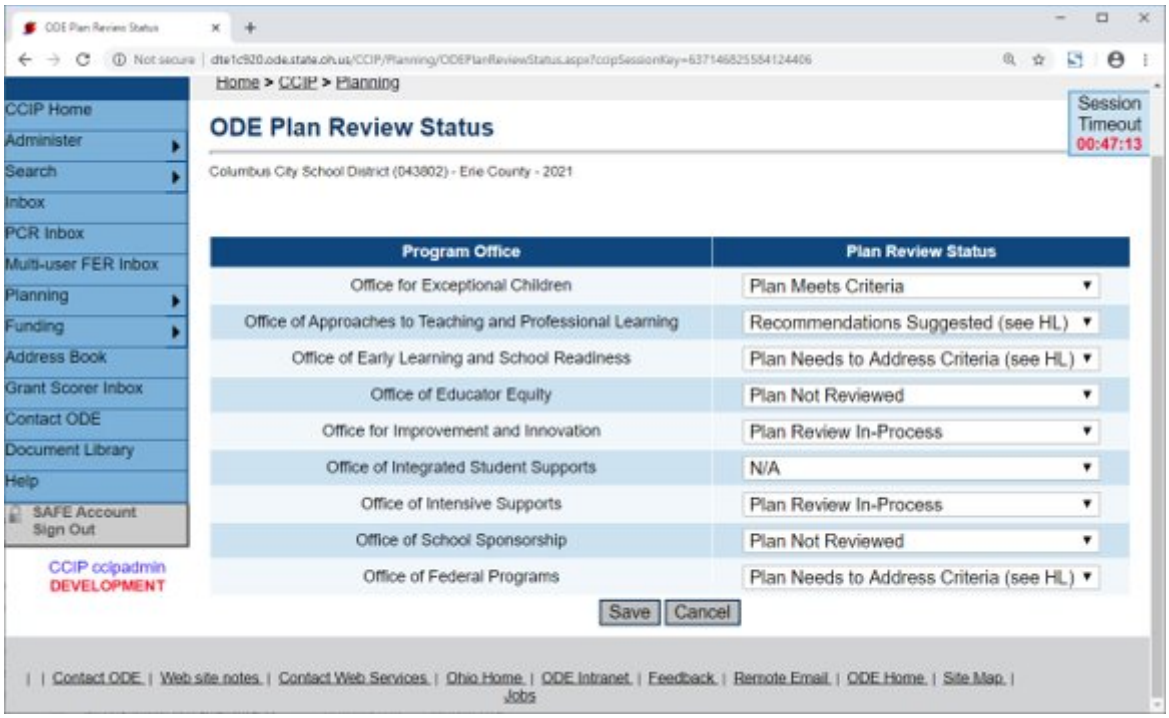
You will notice when you go to the planning tool, that your cohort label and a submit plan for review link has been added. The cohort label will identify which cohort the district belongs to. The submit for review link is for pilot districts to notify reviewers that the original plan is ready for them to review.



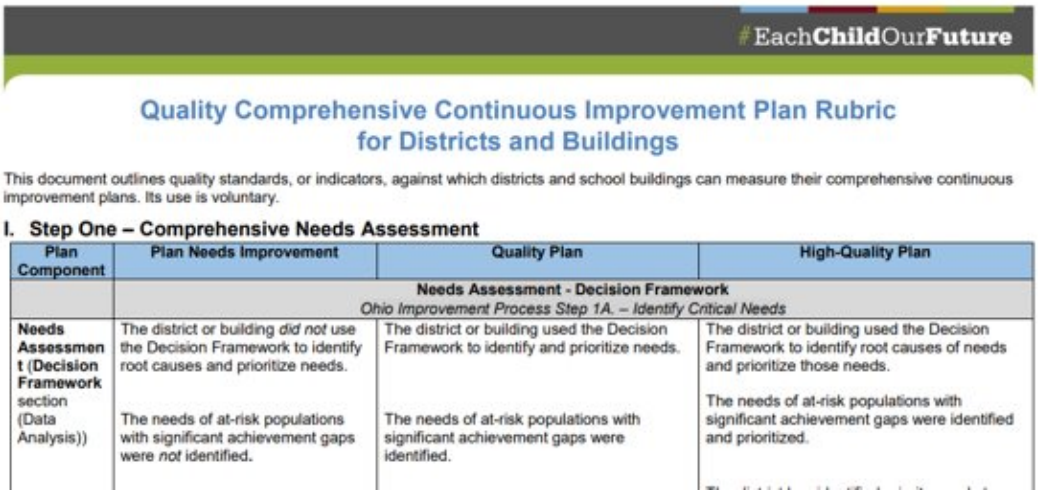
The **ODE Plan Review Status** page will be located under the Plan Function section in the planning tool. Also a **history log** function was added to the planning tool similar to what is currently in the funding application side of the CCIP. These functions will only be used by the pilot districts this year.



Multiple offices at Ohio Department of Education will participate in reviewing the plans of the pilot districts.



Reviewers will use the Quality Comprehensive Continuous Improvement Plan Rubric to review the plans.



#EachChildOurFuture

Quality Comprehensive Continuous Improvement Plan Rubric for Districts and Buildings

This document outlines quality standards, or indicators, against which districts and school buildings can measure their comprehensive continuous improvement plans. Its use is voluntary.

I. Step One – Comprehensive Needs Assessment

Plan Component	Plan Needs Improvement	Quality Plan	High-Quality Plan
	Needs Assessment - Decision Framework *Ohio Improvement Process Step 1A. – Identify Critical Needs*		
Needs Assessment (Decision Framework section (Data Analysis))	The district or building *did not* use the Decision Framework to identify root causes and prioritize needs. The needs of at-risk populations with significant achievement gaps were *not* identified.	The district or building used the Decision Framework to identify and prioritize needs. The needs of at-risk populations with significant achievement gaps were identified.	The district or building used the Decision Framework to identify root causes of needs and prioritize those needs. The needs of at-risk populations with significant achievement gaps were identified and prioritized.

In the history log on the planning tool history log side will be a record of the status of the review from all the different offices. Any recommendations or required changes will also be provided here. The history log function will have the ability for ODE to send an email to the Superintendent, Treasurer, and CCIP contacts. There is also an area to add an additional email to recipients that are not in the selection box. This history log will only be used by the pilot districts.

