



SAMPLE MATERIAL

Ohio Decision Framework User Manual

Ohio Department of Education

Topic: Using Student Achievement Data to Support Instructional Decision Making

The *Ohio Decision Framework User Manual* is a comprehensive guide to understanding and using the Ohio Decision Framework. Districts participating in the Ohio Improvement Process complete the decision framework yearly. The Ohio Department of Education expects schools to participate in the process. The decision framework allows building and district leadership teams to more precisely analyze and prioritize their areas of concern to create an effective needs assessment. The manual includes screen shots of the various sections of the decision framework and provides a step-by-step guide on entering data. This sample material can help schools and districts see the depth and breadth of the decision framework and the process for creating the needs assessment.

States and districts may find this manual helpful in designing and providing professional development on similar data warehouse systems. It can be useful in considering the processes and resources needed to build a similar data system.



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Introduction

The Decision Framework application is designed to help facilitate the creation of the Needs Assessment, which is part of the input to CCIP. By providing users with relevant data in logical groups with appropriate questions and the opportunity to respond while reviewing, the application will enable users to more precisely analyze their areas of concern, prioritize them, and create an effective Needs Assessment. More information on the Framework may be found by clicking the Introduction link on the application Start page.

It should be remembered that the Decision Framework is not precisely aligned with Local Report Card data (Adequate Yearly Progress), and that certain statistics and metrics will differ from what users encounter with AYP-related processes and reports. This is normal and should not be an object of concern, nor should it be allowed to take the Leadership Teams off-track when completing their Decision Framework. It is not uncommon for users to assume a figure is “wrong” when in fact it is merely different due to the difference between AYP and the “all students” model that is used for the Decision Framework. Note: users may also be using external applications that **are** based on AYP: Value Added and Multiple Risks.

The Decision Framework is completed once yearly, and is intended to be a collaborative effort at both the District and Building levels. When data has been loaded and the application is ready for use, Districts will receive notification that they may begin using the Decision Framework. After a District is done, the Buildings within that District will be notified that they may begin using the tool. After each team has completed the Decision Framework and submitted their Needs Assessment, the application will be locked for editing for that year, so as to ensure alignment and avoid confusion. The submitted Decision Frameworks may be viewed, up to four years prior to the current year, as available.

Throughout this manual, the user will find screenshots of the application, explanatory information, and instructions. The Instructions will be preceded by this symbol:

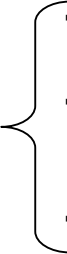
- User Instructions will appear like this


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Data for making decisions in the Decision Framework

A variety of data sources can be accessed to complete the **DF**. These data, some of which are provided by the ODE and pre-populated into the **DF** (see list below), will be used to respond to the essential questions in the **DF**.

Pre-populated Data in the DF

- 
 - District performance on Ohio Achievement Test (OAT) and Ohio Graduation Test (OGT) (overall and subgroup data)
 - Building performance on OAT and OGT for all students and for each subgroup (minority students, students with limited English proficiency, students with disabilities, students with economic disadvantage)
 - Student performance data related to content areas
 - Kindergarten Readiness Assessment-Literacy (KRA-L) data

- Level III
 
 - Disciplinary actions (occurrences, suspension, expulsion)
 - Attendance data
 - Graduation data
 - Drop-out data

Additional Data Available from Statewide and Specialized Tools

- Student Achievement Data identified in ODE's **Data Tools Catalog** accessed through the following link: <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=3&ContentID=54928&Content=54947>
- State Performance Plan (SPP)—District Level Performance Data. SPP accessed through the following link: <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=967&ContentID=16567&Content=70159>
- High-Quality Teacher Related Data on Professional Qualifications (**Teacher Distribution Data Analysis-TDDA and Teacher Distribution File—TDF**)
- Leadership Data (online self-assessment survey based on the **Ohio Leadership Development Framework**)
- Contextual data identified in the **Data Tools Catalog**

Local Data

Local data will need to be collected by the district. The OIP facilitator will likely need to prompt the conversation about available district data, which may include the following:

- Surveys of Enacted Curriculum Topographical Maps and Instructional Practices Frequency Charts
- Curriculum Alignment Gaps Between Standards, Curriculum, Instruction, and Assessments
- Teacher, Parent, Student and Community Perception Surveys
- School and Classroom Observations

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- Program Evaluations (afterschool and/or summer school, positive behavior intervention supports, character education)
- Assessment Data (short-cycle or interim assessments, standardized assessments, diagnostic assessments, screening, progress monitoring, classroom assessments, value added)
- PD Data (evaluation results, attendance, agendas, schedule)
- Demographic Data (teacher attendance, enrollment)
- Documents/Records (lesson plans, policies, building schedules, grade-level meetings agendas/notes/schedules, teacher evaluations, planning and budgeting procedures, newsletters, parent communications, budgets, decision-making structures and processes, audit findings and responses)
- Partnerships including membership, purpose, role and results

Small Data Samples – A Word of Caution

In using the Decision Framework, Districts and Buildings must be cognizant of exposing small data samples to parents and other individuals that should not have access to student data that may be associable with an actual student. The application does not mask small data sets because small buildings and districts would be hampered in their Decision Framework efforts if this data was not visible.

That said, caution should be used when considering percentages based on small data samples (e.g., <10 students), as the results may not be very reliable.

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Process Flow

For District, Buildings, and Community Schools, the overall process flow is the same. (See Figure 1 below.) The Decision Framework starts with Level I, which utilizes proficiency test data. Level I concludes with the District identifying one or two content areas of most concern. Following Level I is Level II, which focuses on subscale data for Reading and Mathematics, and curriculum, assessment, instructional practice, educator quality and professional development for all content areas. Building on the selections made in Level I, the user selects one or two primary areas of concern (ex. curriculum). After these areas of concern are chosen, the user moves to Level III and Level IV, which look at other aspects of the educational experience. After the user has completed all four levels, the Profile page will display. After validating the profile and selecting which aspects are priority for the Needs Assessment, the Needs Assessment is displayed. The users reviews the Needs Assessment, adding additional comments below it , as necessary. The user then submits the Needs Assessment to CCIP, which then locks the Decision Framework.

Districts must complete their Decision Framework before the buildings within that district may begin theirs, since the District is responsible for setting the two primary content areas of concern. Buildings within the District must address the District's primary areas of concern when completing their Decision Framework.

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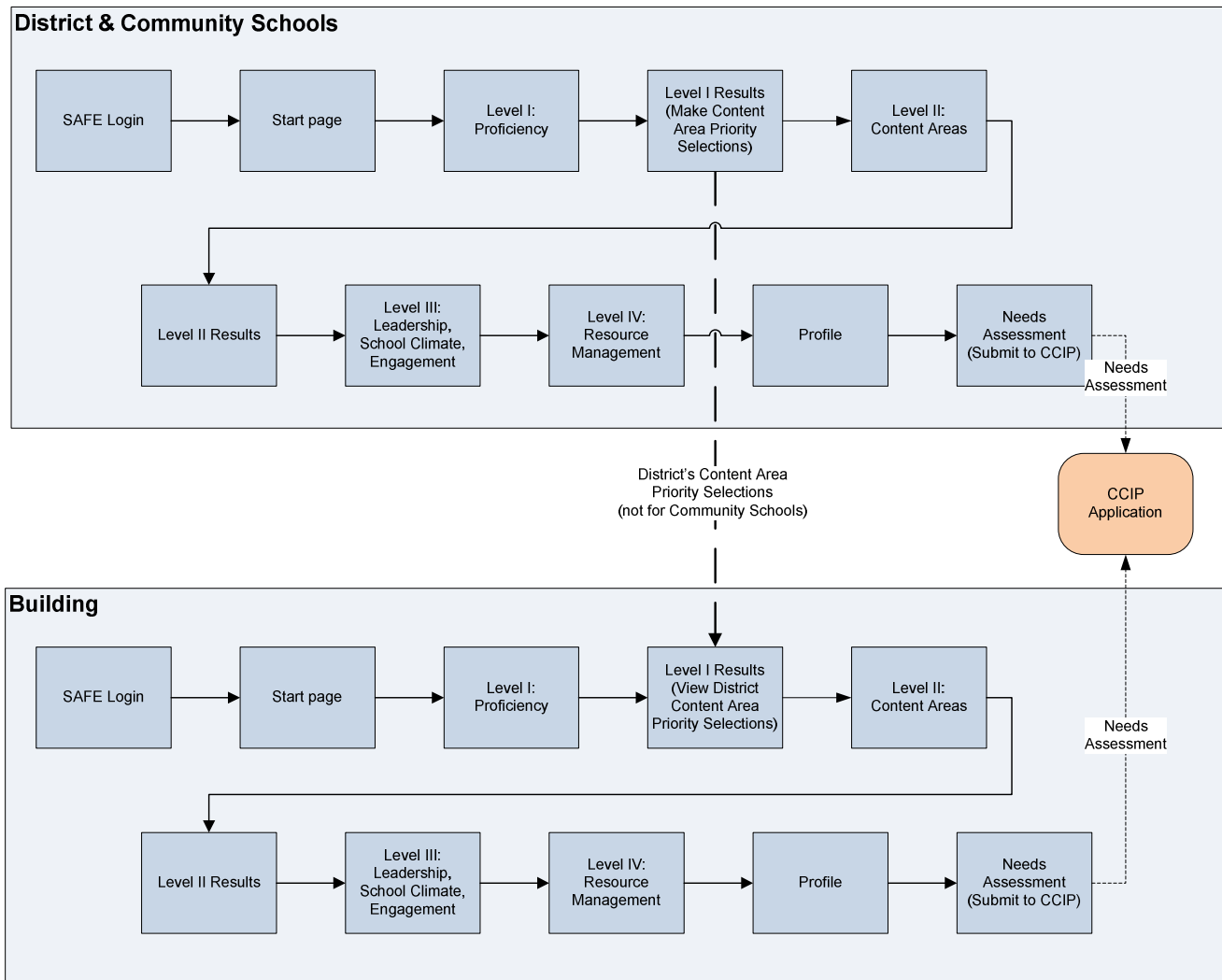


Figure 1: The Overall Decision Framework Process Flow

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Accessing the Decision Framework Application

Obtaining Access Rights

Contact your OEDS administrator for access to the Decision Framework or access to IRNs within the Decision Framework. If you do not have an OEDS administrator, contact ODE.

Superintendents and Principals are automatically Data Entry users for their districts and buildings (respectively) in the Decision Framework. All others must request access to the Decision Framework.

Roles

There are three roles for Decision Framework users.

- Reviewer (a.k.a. view-only access)
- Data Entry (a.k.a. edit access)
- Facilitator

“Reviewer” users may see the Frameworks for the IRNs they been given the Decision Framework Reviewer role for in OEDS, but may not edit or update the Decision Framework for those IRNs.

“Data Entry” users can both see and update the Decision Framework for the IRNs they have been given “Data Entry” role for in OEDS.

“Facilitator” users have the access of “Reviewer” users , but have that access for all the IRNs of an SST or ESC, as applicable.

A Word of Caution regarding Multiple Data Entry Users

Data Entry access should be given sparingly for each IRN to avoid confusion that might result from multiple users updating a Decision Framework without coordination.

This manual refers to ‘pages’, many of which contain multiple tabs. Having more than one user updating a single page at the same time can cause conflicts on which user’s data is saved, even if updating different tabs of the same page. This is because the entire ‘page’ (i.e. all tabs of the page) is saved at the same time.

If multiple Data Entry users must be in Decision Framework at the same time (for the same IRN and Fiscal Year), it is encouraged that you coordinate to ensure you are not updating the same pages.

Technical Considerations – Pop-up Blockers

Turn off any Pop-up Blocker software or browser settings you may be using. Pop-up blockers will prevent the Print and Excel export buttons from functioning.

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Logging In to the Decision Framework

Logging into the SAFE portal will also log you into the Decision Framework. No separate login is necessary.

Ohio Department of Education Portal sign in page - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <https://safeqa.ode.state.oh.us/portal/default.asp> Go Links

Ohio.gov | Department of Education

Home > portal

[Sign In](#)
[Sign Up](#)
[Help](#)
[What is "SAFE"?](#)
[Privacy Notice](#)

SAFE ACCOUNT SIGN IN

Welcome to the Ohio Department of Education
Secure Application For Enterprise portal
(Date: 10/8/2009 10:43:55 AM)

☐ Please check the box if you are an ODE employee.
ODE employees should use their windows login and password.

Account Name:

Password:

Or

I am a new SAFE user. [Click Here](#).

I do not remember my SAFE account name and/or password. [Click Here](#).

Sign In

This is a restricted use computer system. Unauthorized access and/or use is prohibited by law. All users accessing this system are subject to having all of their activities on this system monitored and recorded by system personnel. This system may be monitored for a variety of reasons such as maintenance, troubleshooting and investigating suspected or known unauthorized activity. Users should not have an expectation of privacy while using this system.

Anyone using this system expressly consents to having their activities monitored and is advised that if a review reveals possible evidence of abuse or criminal activity, system personnel may provide the evidence of such monitoring to law enforcement and/or appropriate department officials.

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Internet

Figure 2: SAFE Login

- Log in as you usually do with SAFE, by entering your User ID and Password.
If you have access to the Decision Framework, it will appear in your list of applications.

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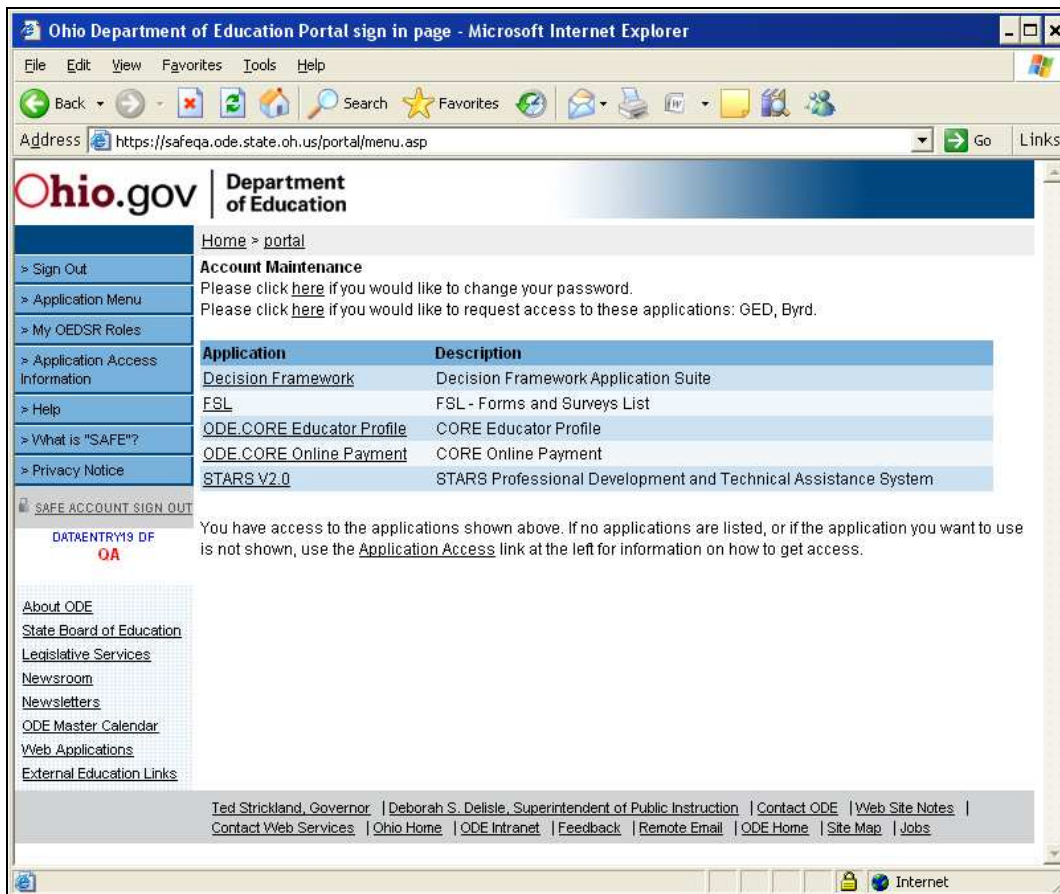


Figure 3: ODE Portal

- Click the "Decision Framework" link to start the Framework.

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Start Page

The Start Page is the starting point for the Decision Framework tool.

In the Main Panel, the user will find the following data elements:

- Introduction
- IRN selection field
 - Displays the District or Building name and its IRN
 - These elements display during and after their selection. If a user is assigned to more than one IRN, they can pick which one to view via a dropdown box. A user cannot pick an IRN that is not assigned to them.
- Fiscal Year selection field
 - You will have access to the current fiscal year, the next fiscal year, and several past fiscal years (for historical reference).
 - This consists of a year; equal to the end of academic year that is being viewed (e.g. 2010 means the 2009-2010 academic year). This is also equivalent to the fiscal year.
 - Five years are available via a dropdown, to be viewed one at a time. Default is the year currently being planned for. Only the last 2 year can be edited, and they cannot be edited either if the Needs Assessment from those years was submitted to CCIP via the Decision Framework.
 - The “What year do I choose?” section below provides guidance on what to select in this field.
- Links to several informational documents
 - Quick Start Guide, User’s Manual (this document), Release Notes, Known Issues, Tips and Tricks

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Toggle Nav Pane

View As: Excel Log Out

Ohio's Decision Framework

Welcome!

The Decision Framework is an application designed to present student data in a way that assists leadership teams in making informed decisions on where and how to spend their time, energy and resources to make significant and substantial improvements in student performance.

The result of your team's analysis and discussion using the Decision Framework tool is a focused, data-driven needs assessment that provides a foundation for your [Comprehensive Continuous Improvement Plan \(CCIP\)](#).

Select the IRN and fiscal year you are planning for, then click the **Next Page** button or a page in the Navigation Tree to get started!

If you are just starting your planning effort, you have the option to copy your answers/entries from your DF for the prior fiscal year as a starting point.

IRN: Fiscal Year:

[Copy answers from prior Fiscal Year's DF](#)

Following are links to documentation specific to the Decision Framework:

Essential Reading
[Quick Start Guide](#) – Provides basic navigation instructions and an overview of the Decision Framework.

Essential Reference
[User's Manual](#) – Lots of screen pictures!
 ■ To save a local copy, Right click the link and choose "Save Target As...". (recommended if you do not have a high speed connection; the manual is ~9MB)

Optional Reading
[Release Notes](#) – Describes recent enhancements and corrected issues.
[Known Issues](#) – What we're working on fixing. (This is actually just a section in the Release Notes document.)
[Tip and Tricks](#) – Ways to make the most of your Decision Framework.

Optional Tools
[Trendline Creation Workbook](#) – Create trending by grade and by Graduating Class.

[Next Page](#) [Print](#)

Figure 4: The Home Page

- The user should select the correct IRN and fiscal year for which they are planning, if they are not already displayed.
- To proceed, the user may either click the "Next Page" button or select an available branch of the Treeview.

What Year do I Choose?

The outcome of each Decision Framework (i.e. each fiscal year) is a Needs Assessment that is sent to CCIP for further planning. The Fiscal Year selected on the Start Page of the Decision Framework determines the CCIP plan year the Needs Assessment will be submitted to.

ODE offers the following guidance for determining what Fiscal Year to select.

- Districts just entering improvement status and beginning the OIP process, should submit their NA to the CCIP for next year's plan. The NA generated this year will be saved and can be reviewed in light of the most recent state data to be released in August of next year. District decisions made with regard to critical needs should be

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reviewed and any needed changes made to the NA.

- Districts that have worked through stages 1 and 2 of the OIP could chose to submit their NA to the current year or next year's CCIP. If they submit to the current year, the DF-generated NA will replace/overwrite existing needs assessments. Districts should be aware of this and ensure alignment of the NA with goals, strategies, and action steps in the plan.

Copy Forward Function

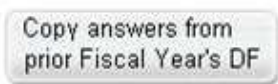


Figure 5: The Copy Forward button

The above Copy Forward button will appear on the Start Page if the Decision Framework year is editable by the logged in user. The Copy Forward button will copy all Decision Framework answers from the prior year to the selected fiscal year. Any existing entries in the selected fiscal year will be overwritten.

The intent of the Copy Forward feature is to allow answers from the prior planning year to be copied forward to the current planning year to provide a starting point for discussions for the current planning.

Since Copy Forward will overwrite any answers in the selected fiscal year's Decision Framework, the following cautioning measures are in place

- When the Copy Forward button is pressed, a confirmation window will be displayed before the copy is done
- The Decision Framework will only allow the Copy Forward function to be used once per planning fiscal year.

Documents Available from the Start Page

Quick Start Guide

The Quick Start Guide is an abbreviated version of this User Manual. It is recommended reading as it focuses on the most important aspects of this manual.

User's Manual (this document)

This document is the User's Manual. Be sure to check the Start Page for latest version of this document.

Release Notes

Release Notes provide information about updates to the Decision Framework software. This includes what features have been added and what issues have been fixed.

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Known Issues

The Known Issues list provides information on issues that have been identified and any recommended workarounds that exist while ODE IT works on a proper fix to the issue.

Tips and Tricks

Tips and Tricks is a collection of odds and ends about the Decision Framework that are focused around improving your abilities to use the Decision Framework effectively.

Trendline Creation Workbook

The Trendline Creation Workbook is available from the Start Page. This is 'extra' is designed to allow users to export data from the Proficiency By Grade page (in Level I) to view trending of the data by grade level and by graduating class.

Use of the Trendline Creation Workbook is entirely optional. Instructions for its use are included in the Workbook.

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Common Screen Elements

The following screen points out elements that are common to most Decision Framework Screens.

Before discussing the screen elements, an understanding of the following concepts are essential.

Pages, Tabs, and Saving

The Decision Framework is divided into functional parts or “pages”. Pages may contain one or more tabs. The tabs separate the page into logical areas (e.g. Reading, Math, etc.) that fit within an overall area represented by the page (e.g. Data Proficiency by Grade). In some cases, tabs may be divided into sub-tabs so as to avoid overly complicated displays.

The following are some key points for understanding the difference between a page and a tab and why it’s important to understand the difference.

- The Treeview (#1) lists all the Decision Framework’s pages, and only its pages. There are no tabs listed in the Treeview.
- Tabs are shown at the top of pages that contain them (#7). Most pages have tabs.
- A copy of the data on all tabs of the page, changed or not, is kept with you as you navigate from tab to tab on a page
 - Next Tab, Previous Tab, and the tab buttons do NOT save
 - Next Tab, Previous Tab, and the tab buttons do not lose your changes, but they are NOT saved either
 - Changes to all tabs
- “Save” always saves the entire page, not just the tab currently being viewed. It is not possible to save just one tab, or just save the fields that were changed.
 - “Save” occurs when, and only when one of the following are selected
 - Next Page button
 - Previous Page button
 - Save button
 - This important to understand if multiple “Data Entry” users are in the same Decision Framework (i.e., IRN and fiscal year) at the same time.
- For instance, with the example “Proficiency By Grade” page above, the Reading tab is being viewed, but hitting the Save button will save the KRA-L, Reading, Mathematics, Writing, Social Studies, Science, and Level of Concern tabs.

Level of Concern vs. Degree of Implementation

The most common entries requested in the Decision Framework are for the user to specify a Level of Concern (LOC) or a Degree of Implementation (DOI), as appropriate for the question/section. Since the selections for both of these fields are identical, it is important to check the heading above the entry field to confirm which is being request; a Level of Concern, or a Degree of Implementation.

If a LOC or DOI entry field exists for a grade level that does not apply to your school or district, leave the field empty. Do not answer “None” as this will cause the None answer to be included in the overall percent calculations for LOC or DOI

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that appear in the Level results page and on the Profile page. In other words, entering “None” to grade levels that do not apply to your situation will skew your results, creating an artificially low percentage.

Example of Common Screen Elements

Reading % Proficiency by Grade Level

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

2007
2008
2009

Student Grades

Cut % : 0
Slide to change cut %

Grade Level	Metrics	2007	2008	2009
3rd Grade	Students Tested	223	234	258
3rd Grade	Not Proficient	57	73	68
3rd Grade	Proficient	166	161	190
3rd Grade	Proficient Percentage	74.4%	68.8%	73.6%
4th Grade	Students Tested	207	206	209
4th Grade	Not Proficient	67	58	52
4th Grade	Proficient	140	148	157
4th Grade	Proficient Percentage	67.6%	71.8%	75.1%
5th Grade	Students Tested	209	202	194
5th Grade	Not Proficient	61	77	89

Figure 6: Common Screen Elements

1 – Treeview Navigation

This shows where the user is in the process, and may also be used to navigate through the application

There are three primary ways to navigate the application (these may be used individually or in combination):

- Via the **Treeview**
- Via the **Tabs (#7)**
- Via the **Previous and Next Buttons (#11)**

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2 – Hide/Show Treeview Navigation control

This link allows you to hide the Treeview (#1) and Alert Window (#9) areas, allowing for better viewing of the main panel. This is especially useful for some of the wider pages of the application or for projecting. The link is a toggle, so clicking it again will return the Treeview and Alert Window to their original locations.

3 – Page Title

A title appears at the top of every page. This is page level information. Check underneath the tab line (#7) for tab level information on pages with multiple tabs.

4 – District or Building Name, IRN, and Decision Framework Fiscal Year

For context, the name of the District or Building, its IRN, and the Fiscal Year of the Decision Framework being viewed is shown on every page.

If selected Decision Framework is View Only, this information is displayed in red text and “** View Only” is included with the IRN information.



Figure 7: The IRN information is displayed in red if the Decision Framework is View Only

A Decision Framework will be View Only for any of the following reasons

- the user’s access to the selected IRN’s Decision Framework is “Reviewer”
- the Needs Assessment for the selected fiscal year has already been submitted to CCIP from the Decision Framework
- only the last 2 fiscal years available on the start page can be edited; older years are locked for historic reference

5 – Export to Excel Button

The Export to Excel button allows the data from screens with data tables to be downloaded in a file that can be opened in Excel.

Please note that this is for the export of data that is shown to help your decision making process, such as the graphed data in the example page. It will not export answer tables such as the “Select Level of Concern” table that also appears on the example page or worksheets that appear on some pages.

The Tips and Tricks page contains ideas on how to take advantage of the Excel exports.

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Note to Excel 2007 users: When opening exported Decision Framework data tables in Excel 2007, a warning message is displayed indicating the file “...is in a different format than specified...”. This is normal. Say “Yes” to the message and the file will open properly.

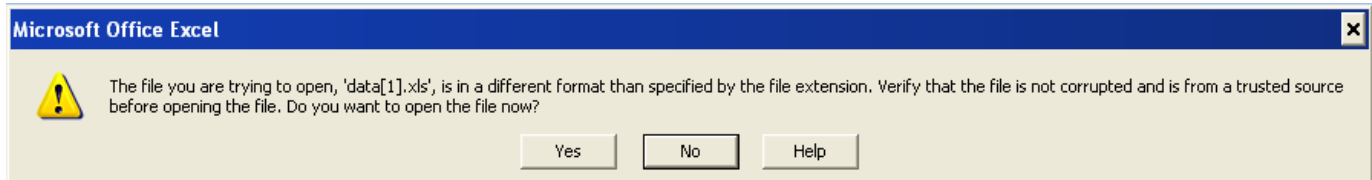


Figure 8: Warning Message from Excel 2007 –Select “Yes”

6 – Log Out Button

The Log Out button will log you out of the Decision Framework and SAFE. Any changes that have not been saved will be lost when you log out.

7 – Page Tabs

Many of the pages contain a set of tabs that provided different view or segregations of the data on the page. The tab names and number of tabs will change with each page.

The tab that is in view has a darker background and the tab name is not underlined. In the example page above, the Reading tab is being viewed.

All the other tabs are underlined, following the Internet convention that underlined text indicates a link; in this case links to the other tabs. Clicking on the tab name will take you directly to that tab. In comparison, the “Next Tab” button (at the bottom of each page with tabs) will take you sequentially through the tabs from left to right.

While the Save Button is accessible from every tab, the Save Button, Next Page, or Previous Page button, WILL SAVE ALL TABS TOGETHER, as the save function is for the entire page, not the individual tabs. It is not possible to just save one tab.

8 – Main Screen Panel

This is the main content area that changes form page to page and tab to tab. Common layouts include the following

- Graphed data with supporting data table and Level of Concern selections (at various level s of detail)
- Questions with Level of Concern selections
- Questions with Degree/Level of Implementation selections
- Selection summaries pages

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9 - Alert Message area

The Alert Message area allows the Decision Framework administrators to show a brief message to the users. The message will remain until the DF administrator removes it.

The length of the message that can be displayed is limited, so the message may refer you to the Release Notes or other documentation where more complete information can be posted.

10 – Save Button

The Save button will save all answers of the current page, not just the viewed tab (see Pages versus Tabs above).

For instance, with the example “Proficiency By Grade” page above, the Reading tab is being viewed, but hitting the Save button will save the KRA-L, Reading, Mathematics, Writing, Social Studies, Science, and Level of Concern tabs.

The Decision Framework automatic saves the page when the “Next Page” or “Previous Page” buttons are pressed. This is the only automatic save the DF does. All other saves are up to the user using this Save button. **Navigating away from page by any other method (using the Treeview, closing the browser, selecting the Log Out button, etc.) will result in the loss of any changes that have not been saved!**

11 – Previous and Next Buttons

The Previous and Next buttons navigate the user sequentially through all the pages and tabs of the application. As such, the Previous and Next buttons will show as either a “...Tab” or “...Page” button based on the current page and tab being viewed, i.e., a “Next Tab” button will display if there are more tabs on the page to view, or a “Next Page” button will display if the last tab of the page is being viewed or if the page has no tabs. Similarly logic is applied to the “Previous...” button.

12 - Print Button

The Print button is used to print the currently viewed tab of the page. Selecting print will display a new, simplified browser window showing what will be printed. Here are a few tips on printing using the Print button

- Print Landscape – most of the pages print better landscape due to the width of the browser screen
- Reuse the print window – after the window comes up, you can select each tab and print without going back to the main browser window
- If the data table has multiple pages, only the visible page is printed – the Excel export button is usually the better option for obtaining the full data table

13 – ODE Links

These will be familiar to ODE users, and are not part of the Decision Framework application itself. These links have no impact on the Decision Framework and so are not covered in this manual. Once the Decision Framework has been accessed, any non-DF links will open a new window, so as not to inadvertently terminate the user’s session.

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Page/Tab Specific Screen Elements

The following screen elements appear on pages or tabs when appropriate.

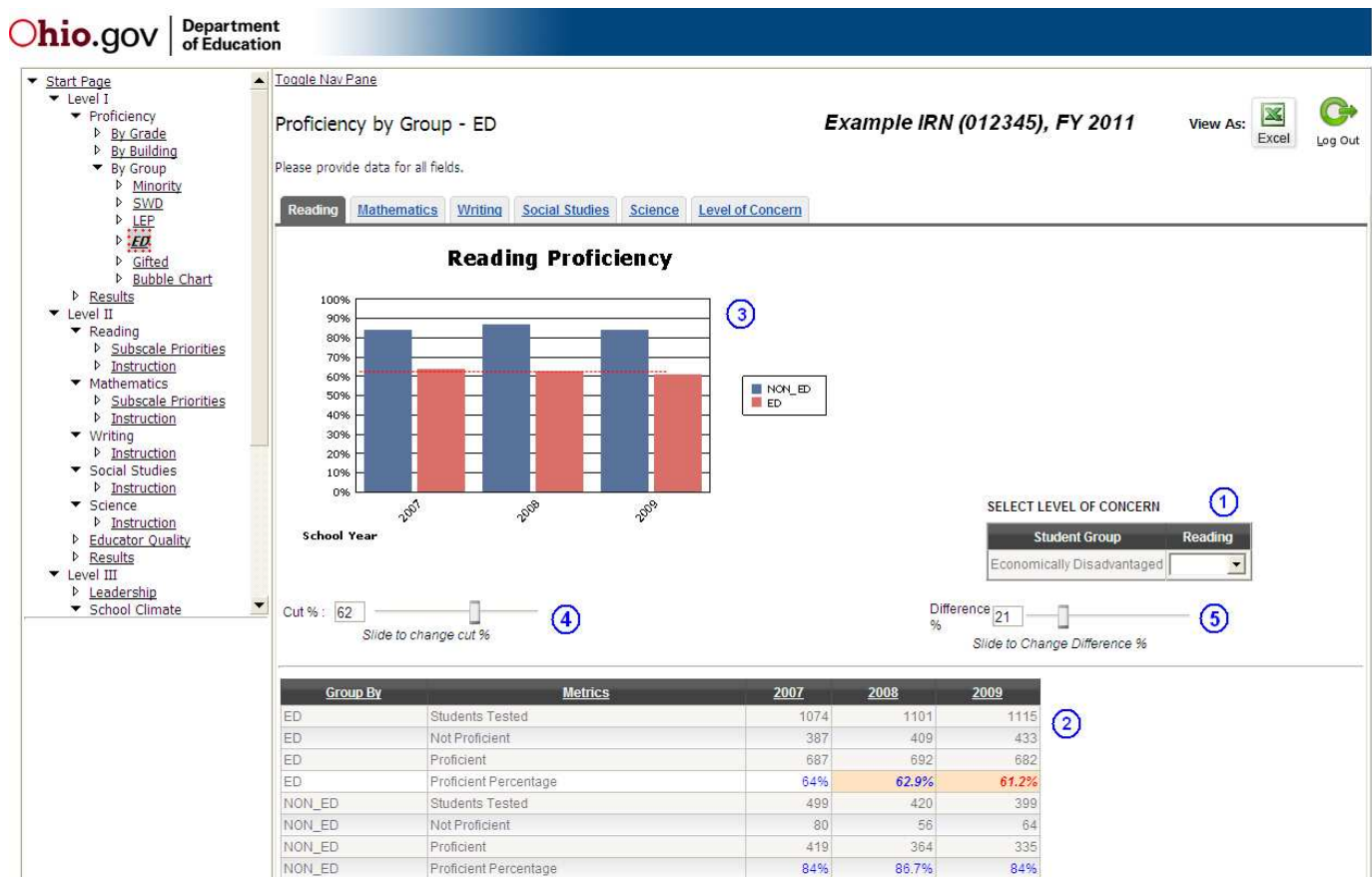


Figure 9: Example screen with page and tab specific screen elements

1 - Dropdowns

Dropdowns are used to present the user with a list of pre-selected options. Most common is the “High”, “Medium”, “Low”, “None” options available for Level of Concern and Degree of Implementation fields.

The selection can be made by the following means

- clicking the down arrow on the right-hand side of the box and selecting an option
- tabbing to the field and typing the first letter of the desired option (e.g. “H” for “High”)
 - recommended to save time

2 - Data Tables

These appear in the Main Panel and show data corresponding to the topic of the tab and/or any graphs that may be displayed on the same tab.

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3 - Bar charts, Pie Charts, Bubble Charts

These appear in the Main Panel and provide a visual representation of the data displayed on the tab. The type of data to be represented determines the type of graph that is displayed.

4 - Cut Percentage Operator

The Cut Percentage operator highlights proficiency percentages, in red text, that do not meet the Cut percentage specified by the user. Additionally, a Cut Line is displayed in the graph to provide visual representation of which bars of the graph do and do not make the cut percentage.

The Cut Percentage cannot be saved.

5 - Difference Percentage Operator

Available on the “By Group” pages, the Difference percentage operator can be used to find significant gaps between the proficiency of students that are in the group as compared to students that are not. In years that the proficiency percentages show a gap greater than the specified percentage are displayed with an orange background to highlight them.

The Difference Percentage cannot be saved.

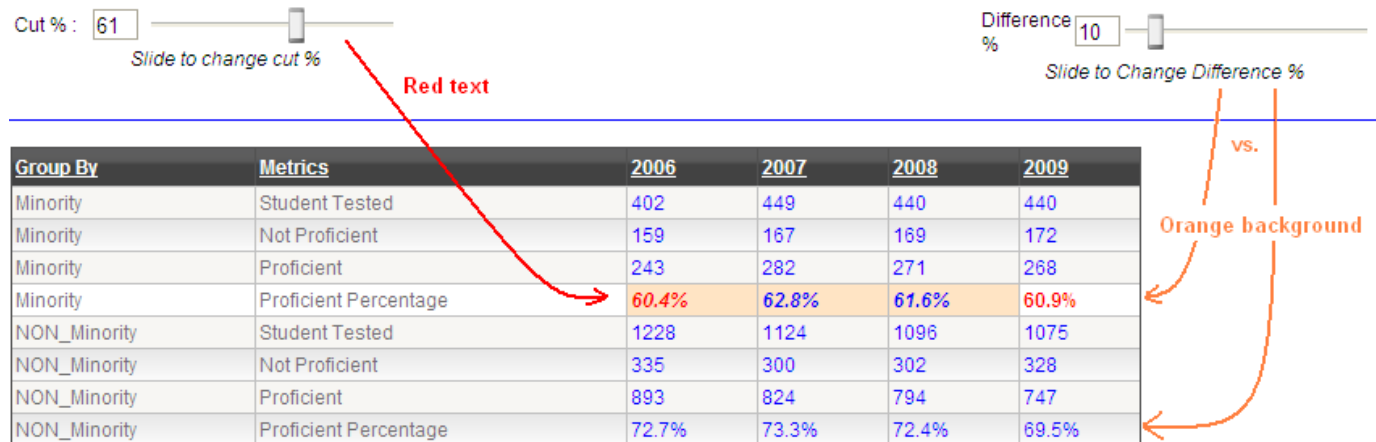


Figure 10: Example of Cut % and Difference % operators in use

Decision Framework User Manual

System Messages

Processing

The “Processing” message will appear whenever the application needs to recalculate information on the current screen. Some examples of when this will occur is when you change the % sliders or request to change pages of a data table.

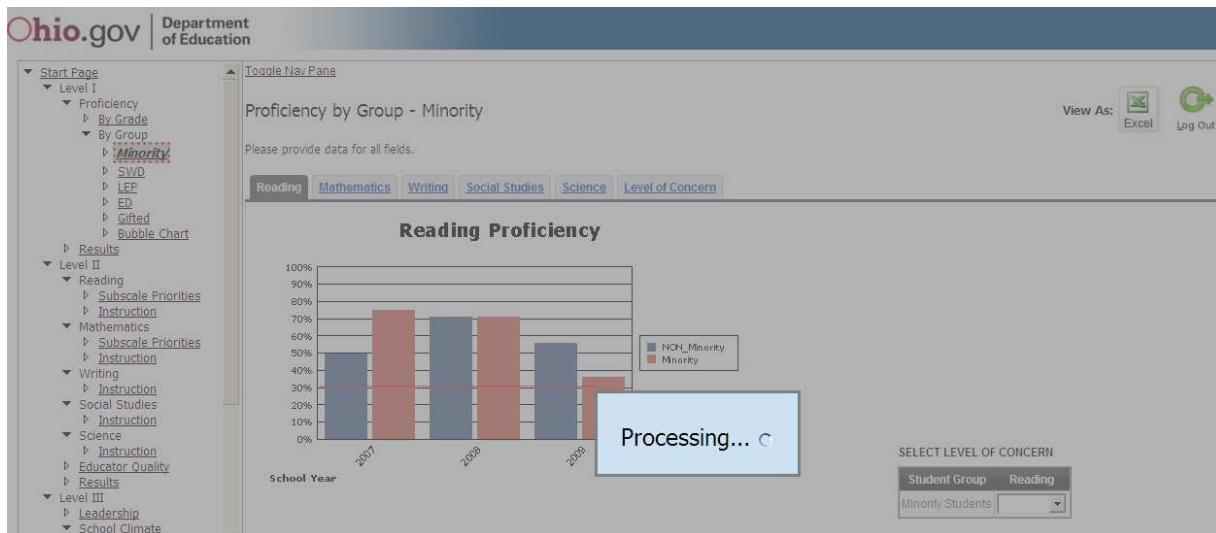


Figure 11: Example of the "Processing" message

No Data to Display

This message will display in the following situations

- if you navigate to a results page before making any selections that are relevant to that results page. Working through the Decision Framework in the order of the Tree view will resolve the situation.
- If you selected a year or building to be graphed that does not have any applicable data for the situation you have requested.

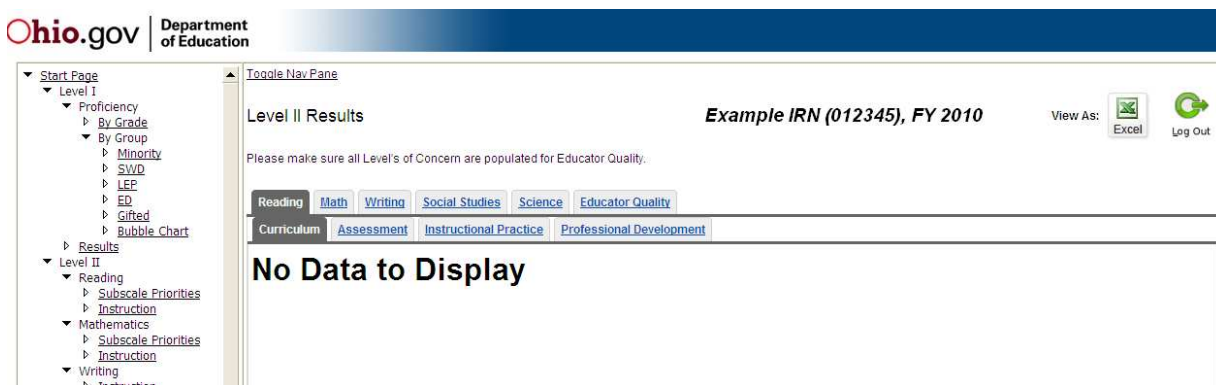


Figure 12: “No Data to Display” message

Decision Framework User Manual

Level I: Proficiency

In Level I, proficiency data is segregated by grade level, by building (for districts only), and by several identifiable groups (ex. Students with Disabilities [SWD], Economically Disadvantaged [ED]).

Each page of this section contains two main areas. The top will be occupied by graphs, operators and dropdown boxes into which the user will enter their choices. The bottom will consist of data tables that provide supporting information for the graph displayed in the top section.

Proficiency by Grade

The Proficiency by Grade page displays proficiency data for each content area separated by grade level.

The Data Proficiency by Grade page contains tabs to display data for

- KRA-L (districts only)
- Reading
- Math
- Writing
- Social Studies
- Science
- Level of Concern (summary)

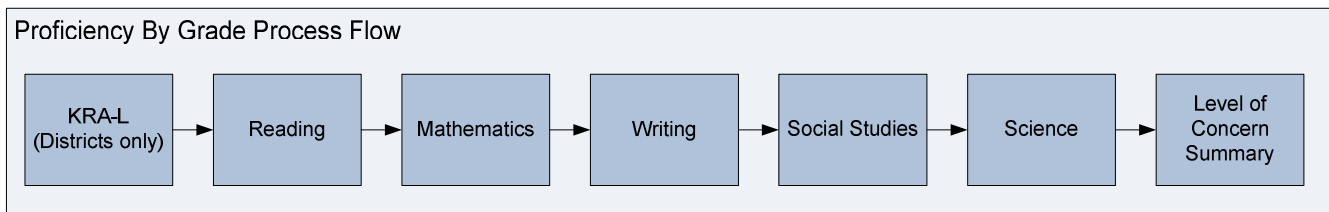


Figure 13: Proficiency by Grade Process Flow

Decision Framework User Manual

Proficiency by Grade – KRA-L data

For Districts, Kindergarten Readiness Assessment – Literacy (KRA-L) data is displayed on a separate tab, alongside the content area tabs. KRA-L data is not separated by grade level, but is separated by year.

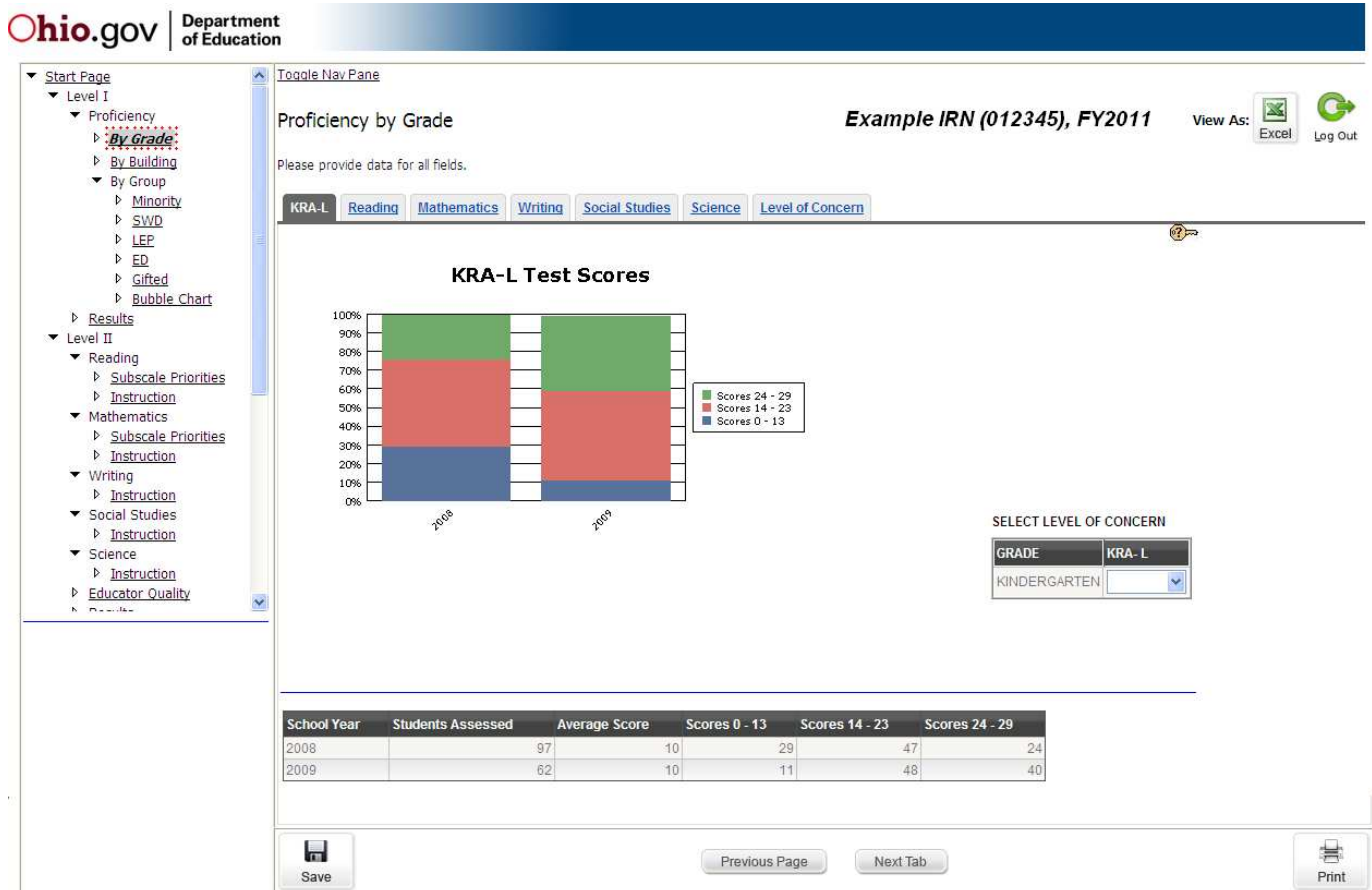


Figure 14: Data Proficiency by Grade – Example tab for content areas

- A **Level of Concern** table for the content area selected will be displayed. The user may select “High”, “Medium”, “Low” or “None” from the dropdown box for each grade level. The user may make a selection at this time or later, at the summary **Level of Concern** tab. Selections made at either location will be reflected in the other location.
- To proceed to the next tab, the user may select the desired tab or press the “Next Tab” button.

Decision Framework User Manual

Proficiency by Grade – Content Area tabs

Data is displayed for all content areas for which data is available, with each content area having its own tab. Each content area tab includes a bar graph showing the proficiency data for that content area and the data that supports the graph. For example, if the Reading tab has been selected, the bar graph will display Reading % Proficiency by Grade data for a period up to four years. If data is not available for all four years, the bar graph will display the data that is available. The table below the graph will show the data represented in the graph.

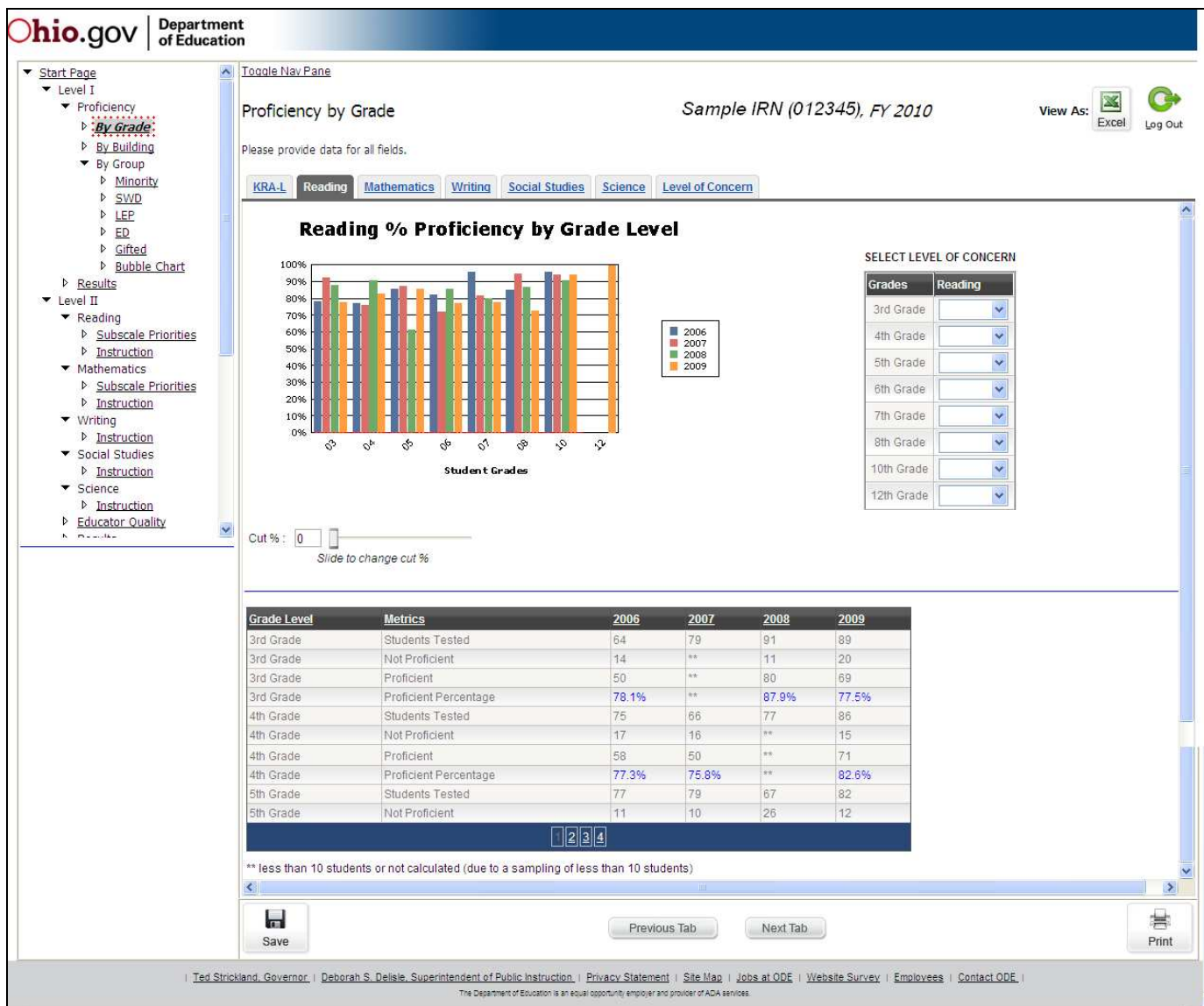


Figure 15: Data Proficiency by Grade – Example tab for content areas

- A **Level of Concern** table for the content area selected will be displayed. The user may select “High”, “Medium”, “Low” or “None” from the dropdown box for each grade level. The user may make a selection at this time or later, at the summary **Level of Concern** tab. Selections made at either location will be reflected in the other location.

Decision Framework User Manual

- The **Cut %** operator displays on tabs which display bar charts. Changing the Cut % (by moving the slider or typing a new percentage) will make the Cut Line move to the specified percentage on the graph and cause proficiency percentage data in the data table values that is below the Cut % value to appear in a different text color.
- To proceed to the next tab, the user may select the desired tab or press the “Next Tab” button.

Proficiency by Grade – Level of Concern tab

Following the content area tabs is Level of Concern tab. The Level of Concern tab contains a summary of the Level of Concern entries made on the other tabs of the page.

Level of Concern may be chosen at this time or on the prior Subject-specific Level of Concern tab. The user may select the desired value from the dropdown box. If the user made a choice on a previous tab, it will be displayed here. If the user selects a value here, it will overwrite the corresponding entry on the previous content area tab.

Decision Framework - Proficiency By Grade - Microsoft Internet Explorer

Address: <https://decisionframeworkqa.ode.state.oh.us/Decision/DataProficiency/DataProficiencyByGrade.aspx>

Ohio.gov | Department of Education

Start Page

- Level I
 - Proficiency
 - By Grade
 - By Building
 - By Group
 - Minority
 - SWD
 - LEP
 - ED
 - Gifted
 - Bubble Chart
 - Results
- Level II
 - Reading
 - Subscale Priorities
 - Instruction
 - Mathematics
 - Subscale Priorities
 - Instruction
 - Writing
 - Instruction
 - Social Studies
 - Instruction
 - Science
 - Instruction
 - Educator Quality

Toggle Nav Pane

Proficiency by Grade

Example IRN (012345), FY 2010

View As: Excel Log Out

Please provide data for all fields.

KRA-L Reading Mathematics Writing Social Studies Science Level of Concern

Using the profile information, please respond to the following:

Considering the rate and amount of change over the last several years and the current level of proficiency, indicate -- for each grade level -- the level of concern reflected by your results.

SELECT LEVEL OF CONCERN

GRADE KRA-L

KINDERGARTEN

SELECT LEVEL OF CONCERN

Grades	Reading	Mathematics	Writing	Social Studies	Science
3rd Grade	High		Low		High
4th Grade	Medium	None			
5th Grade				Medium	Low
6th Grade	Low	Low			
7th Grade			High		
8th Grade	None	Medium			

Figure 16: Data Proficiency by Grade Level of Concern Summary Tab (District view)

- Review Level of Concern entries for completeness and correctness.
- To proceed to the next page, the user will press the “Next Page” button at the bottom of the page (not shown).

Decision Framework User Manual

Proficiency by Building (Districts Only)

The Proficiency by Building page displays proficiency data across all buildings in a district, broken down by building and grades within each building. Use the information under each content area tab to determine the number of buildings that are of concern in that content area, by grade span. On the Level of Concern tab of this page, enter a count of buildings that are of high concern for each content area, by grade span.

The Data Proficiency by Building page contains tabs to display data for

- Reading
- Math
- Writing
- Social Studies
- Science
- Level of Concern

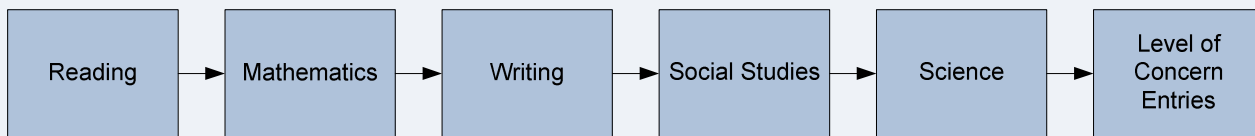
Proficiency By Building Process Flow

Figure 17: Proficiency by Building Process Flow

Sorting and Filtering

The data on the Proficiency by Building page is initially sorted by grade level and then building, but can be resorted and/or filtered by the user.

Resorting can be accomplished by clicking the heading of the column you wish to sort by.

Filtering is accomplished using the “Optional Filters” fields above the data table. All grade spans are displayed by default, clearing the checkbox for any combination of grade spans will remove them from the display. Additionally, a column can be selected from the pulldown list and a corresponding value specified in the field next to the pull down list in order to filter based on a building name, grade level, or metric.

Decision Framework User Manual

Content Area tabs of the By Building page

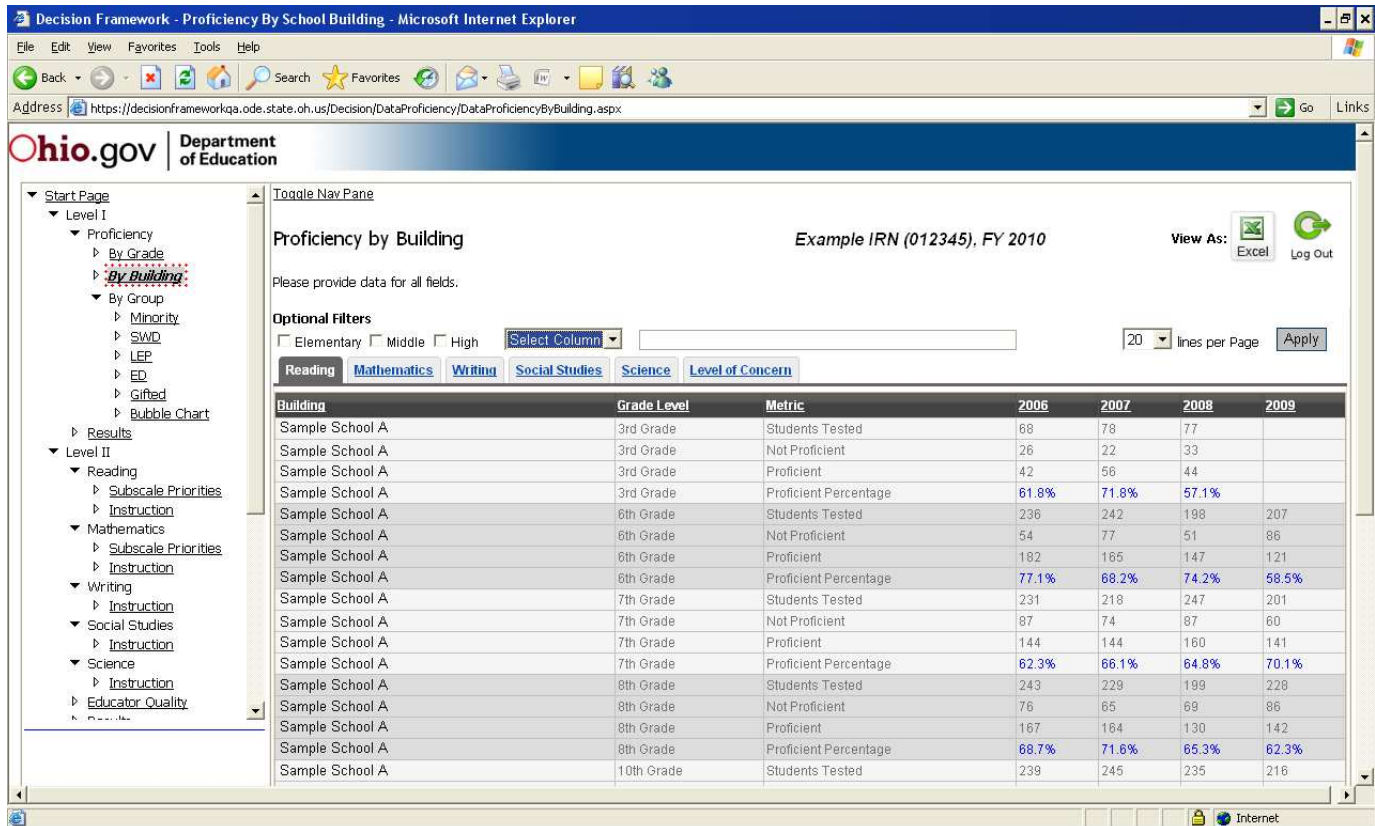


Figure 18: Proficiency by Building - content area tab example

- Use filtering to help identify buildings of high concern.
 - Example: Choose “Metric” from the pulldown, then “Proficiency Percentage” in the next field to see only the “Proficiency Percentage” lines in the data table.
- Use filtering to only see one Grade Span at a time by checking the Elementary, Middle, or High checkbox.
- Grade span filters can be used in conjunction with the Column filter
 - Ex. You can choose to view only the Middle Schools and only Proficient Percentages
- Click the “Apply” button after adjusting your filtering or “lines per page” selections

Decision Framework User Manual

Level of Concern tab of the By Building page

The Level of Concern tab for the By Building page uses numeric entry instead of dropdown selection. The system will populate the number of buildings in each category for the entire district.

Decision Framework - Proficiency By School Building - Microsoft Internet Explorer

Address: <https://decisionframeworkqa.ode.state.oh.us/Decision/DataProficiency/DataProficiencyByBuilding.aspx>

Ohio.gov Department of Education

Proficiency by Building Example IRN (012345), FY 2010

Please provide data for all fields.

Optional Filters

☐ Elementary ☐ Middle ☐ High Select Column

20 lines per Page Apply

Reading Mathematics Writing Social Studies Science **Level of Concern**

Using the profile information, please respond to the following:

Considering the number of buildings not meeting state proficiency standards, indicate the number of buildings at each grade span and subject that are of high concern.

Enter number of buildings of HIGH CONCERN

GRADE SPAN	Total Buildings in District	NUMBER OF BUILDINGS BY LEVEL OF HIGH CONCERN				
		READING	MATHEMATICS	WRITING	SOCIAL STUDIES	SCIENCE
Elementary	2	2	2	2	2	2
Middle	2	2	2	2	2	2
High	2	2	2	2	2	2
Total	6	6	6	6	6	6

In determining your level of need, consider the following questions:

1. Is the trend moving in the right direction (i.e., is the level of student proficiency increasing)?

Figure 19: Proficiency by Building - Level of Concern Tab

- Enter the number of buildings of high concern from each grade span (i.e., elementary, middle school, high school) by content area.
- Do not exceed the total number of building in the Grade span (i.e. if there are 10 High Schools, the user may not enter 20 buildings as being of high concern for Reading).

Decision Framework User Manual

Proficiency by Group

The Proficiency by Group pages display student proficiency data segregated by various disaggregated groups.

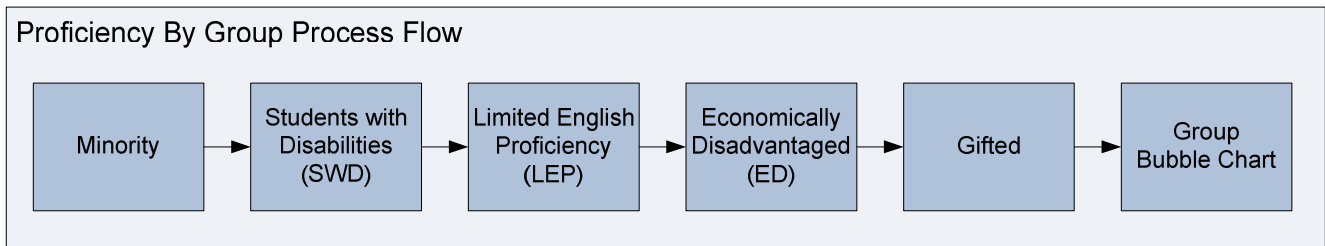


Figure 20: Proficiency by Group Process Flow

The “By Group” pages and tabs display information for the following groups:

- Minority/Non-Minority
- Limited English Proficiency/Non- Limited English Proficiency
- Students with Disabilities/Non- Students with Disabilities
- Economically Disadvantaged/Non- Economically Disadvantaged
- Gifted and Served/Gifted and not Served/Non-Gifted
- All groups, plotted as a bubble chart using Reading proficiency, Mathematics proficiency, and the relative size of each group

Each group has a separate page which contains tabs for each content area and a Level of Concern tab.

Decision Framework User Manual

Tabs on “By Group” Pages

Each content area tab on the Group pages displays a bar graph which segregates proficiency data between students that are and are not a part of that disaggregated group. Proficiency data is shown for 4 years, if available.

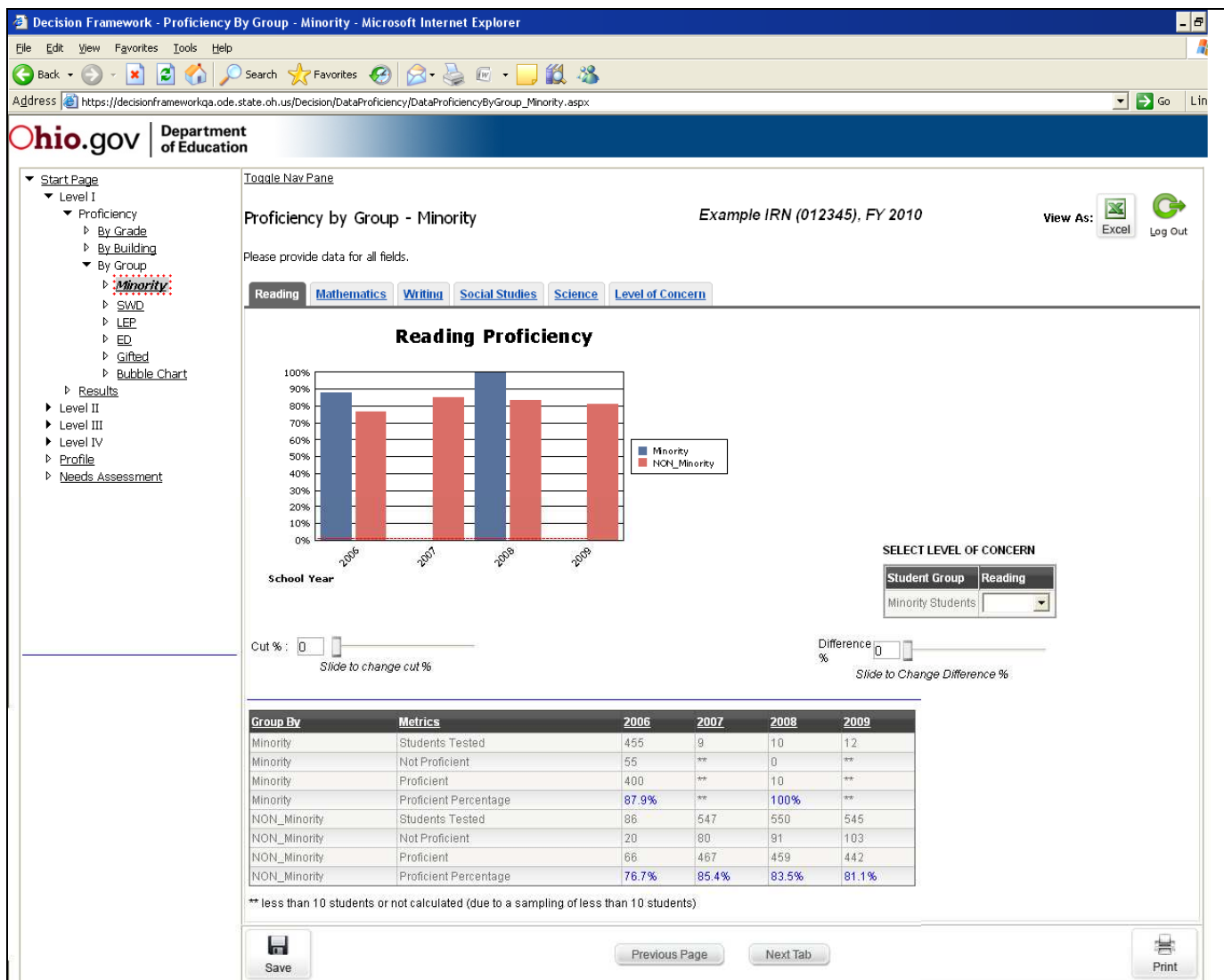


Figure 21: Data Proficiency by Group – example group; example content area tab

To proceed to the next tab, the user may select the desired tab or press the “Next” button. To proceed to the next page, the user may press the “Next” button or select the page from the Treeview.

- The user may select their level of concern on each content area tab or on the Level of Concern Tab for the group.
- Use the Cut % operator to have the system highlight situations where the group has not achieved a certain percent proficiency.

Decision Framework User Manual

- Use the Difference % operator to have the system highlight situations where the proficiency percentages between the group and those that are not in the group is greater than expected.

Level of Concern tab on Group Pages

For Groups, Level of Concern assessment is to be done once per Content area. The Level of Concern tab summarizes the Level of Concern entries from each of the Content area tabs for that Group page.

Decision Framework - Proficiency By Group - Minority - Microsoft Internet Explorer

Address: https://decisionframeworkqa.ode.state.oh.us/Decision/DataProficiency/DataProficiencyByGroup_Minority.aspx

Ohio.gov Department of Education

Start Page

- Level I
 - Proficiency
 - By Grade
 - By Building
 - By Group
 - Minority**
 - SWD
 - LEP
 - ED
 - Gifted
 - Bubble Chart
 - Results
- Level II
 - Reading
 - Subscale Priorities
 - Instruction
 - Mathematics
 - Subscale Priorities
 - Instruction
 - Writing
 - Subscale Priorities
 - Instruction

Toggle Nav Pane

Proficiency by Group - Minority Example IRN (012345), FY 2010

View As: Excel Log Out

Please provide data for all fields:

Reading Mathematics Writing Social Studies Science **Level of Concern**

Using the profile information, please respond to the following:

Considering the number and percentage of students not proficient in this disaggregated group, complete the table below to indicate if your results represent a high, medium, or low level of concern, or no concern in each content area.

SELECT LEVEL OF CONCERN

Student Group	Reading	Mathematics	Writing	Social Studies	Science
Minority Students					

Figure 22: Data Proficiency by Group, Level of Concern for an example group

Decision Framework User Manual

Consolidated Group Proficiency Bubble Chart

This bubble chart is designed to provide a holistic view, complementing the individual detail tabs. The bubble chart contains most of the segregations identified on the By Group pages in one view.

The position of each bubble provides the Proficiency Percentage for that group for Reading and Math.

The area of each bubble indicates the size of that group relative to the size of other groups on the bubble chart.

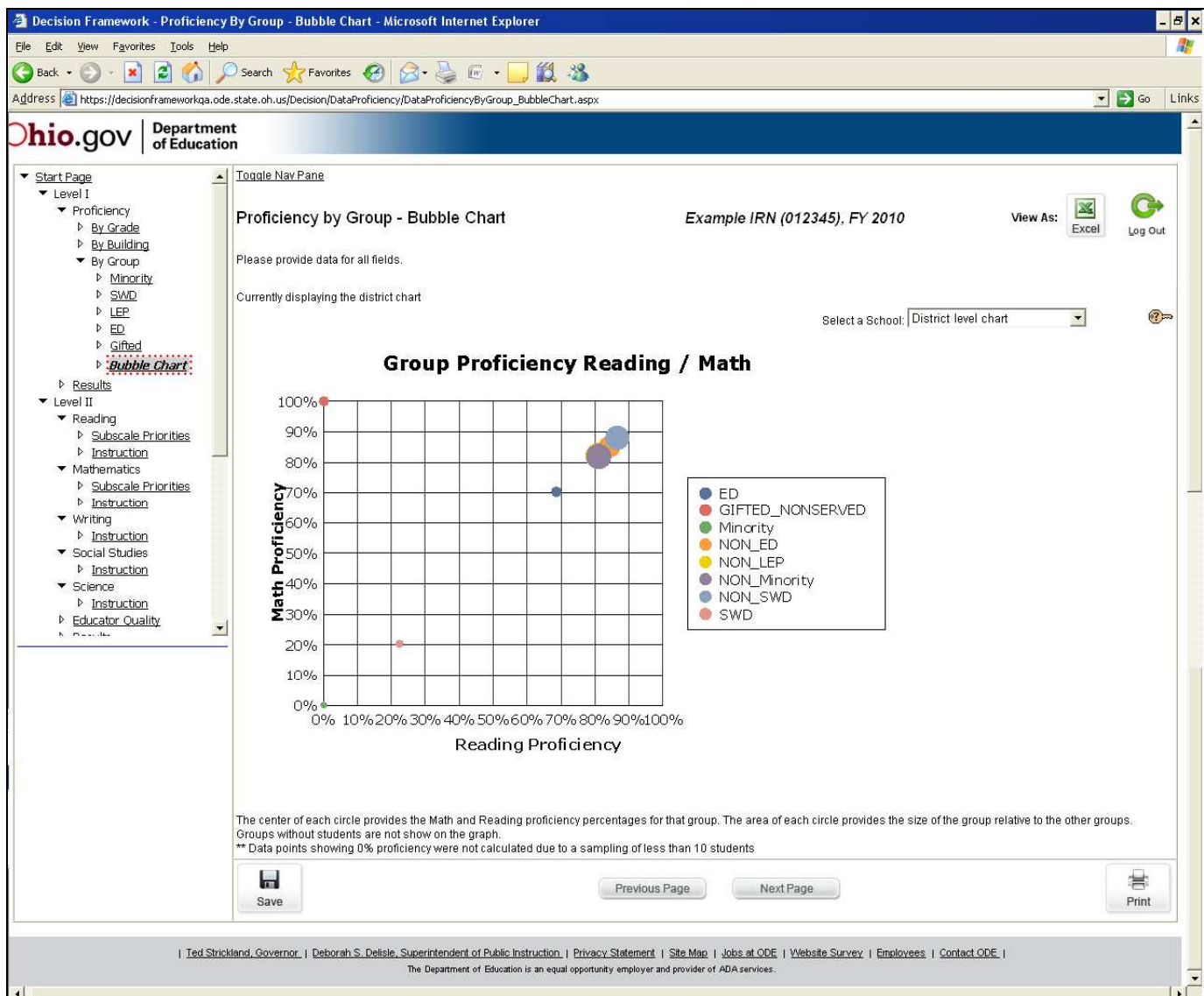


Figure 23: Data Proficiency by Group Bubble Chart

- Districts can have the option to select any building in the district to see the bubble chart for that building.

Decision Framework User Manual

Level I Results

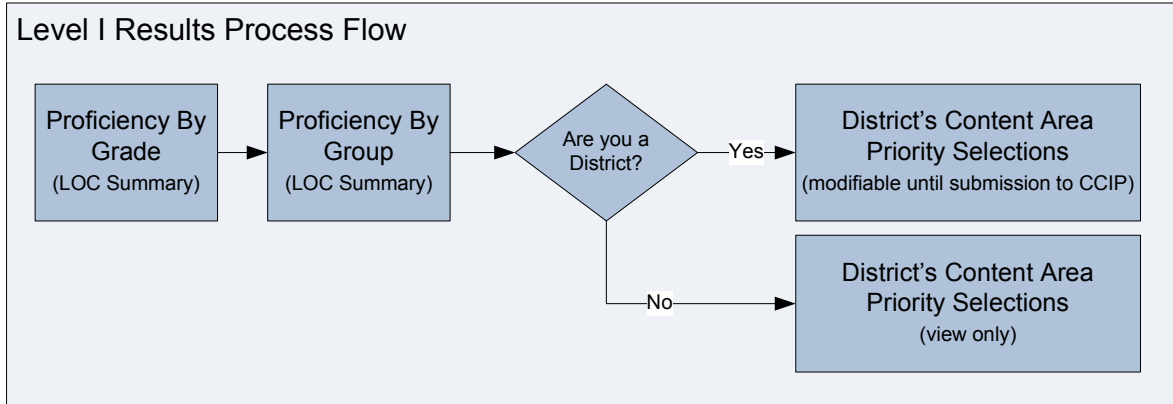


Figure 24: Level I Results Process Flow

This page displays the Level of Concern rankings entered throughout Level I.

Level I Results

Example IRN (012345), FY 2010

 View As:  Excel  Log Out

The below tables are a consolidated view of your selections for Level I. Please validate that all fields have been filled in.

Review your responses, addressing student proficiency by grade level, building level/grade span, and the disaggregated student groups to determine your high priority subjects. Changes to selections can be made here or on the prior Level I pages; both locations are synchronized automatically.

The **Content Area Priority Selections** table at the bottom of the page requires at least one but no more than two High Priority selections be made.

Student Proficiency by Grade Level

Using the profile information, please respond to the following:

Considering the rate and amount of change over the last several years and the current level of proficiency, indicate -- *for each grade level* -- the level of concern reflected by your results.

SELECT LEVEL OF CONCERN

GRADE	KRA- L
KINDERGARTEN	<input type="text"/>

SELECT LEVEL OF CONCERN

	Reading	Mathematics	Writing	Social Studies	Science
3rd Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4th Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5th Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6th Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7th Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8th Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10th Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12th Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Figure 25: Level I Results- Top Half

Decision Framework User Manual

Student Proficiency by Building Level

Considering the number of buildings not meeting state proficiency standards, indicate the number of buildings at each grade span and subject that are of high concern.

GRADE SPAN	Total Buildings in District	NUMBER OF BUILDINGS BY LEVEL OF HIGH CONCERN				
		READING	MATHEMATICS	WRITING	SOCIAL STUDIES	SCIENCE
Elementary	0	0	0	0	0	0
Middle	0	0	0	0	0	0
High	0	0	0	0	0	0
Total	0	0	0	0	0	0

Student Proficiency by Disaggregated Group

Considering the number and percentage of students not proficient in each disaggregated group, complete the table below to indicate if your results represent a high, medium, or low level of concern, or no concern in each content area.

SELECT LEVEL OF CONCERN

Student Group	Reading	Mathematics	Writing	Social Studies	Science
Minority Students					
Students with Disabilities					
Limited English Proficient					
Economically Disadvantaged					
Gifted					

Content Area Priority Selections

Based on the responses above, identify up to two content areas that represent your district's area(s) of greatest need for improvement:

SELECT HIGH PRIORITIES

	Reading	Mathematics	Writing	Social Studies	Science
SELECT					



Save

Previous Page

Next Page



Print

Figure 26: Level I Results – Bottom Half

- The user can revise any of their Level I Level of Concern entries here or may navigate back to the corresponding page tab. Change made in either location will be reflected in both locations.
- **NOTE: At least one, but no more than two, subject areas must be selected before continuing.**

Decision Framework User Manual

Level II: Content Areas

In Level II, the focus is on each content area. For Reading and Mathematics, subscale data is available to further pinpoint where concerns are. For all content areas an Instruction page provides a series of questions to assess at what level each has been implemented by the District or Building.

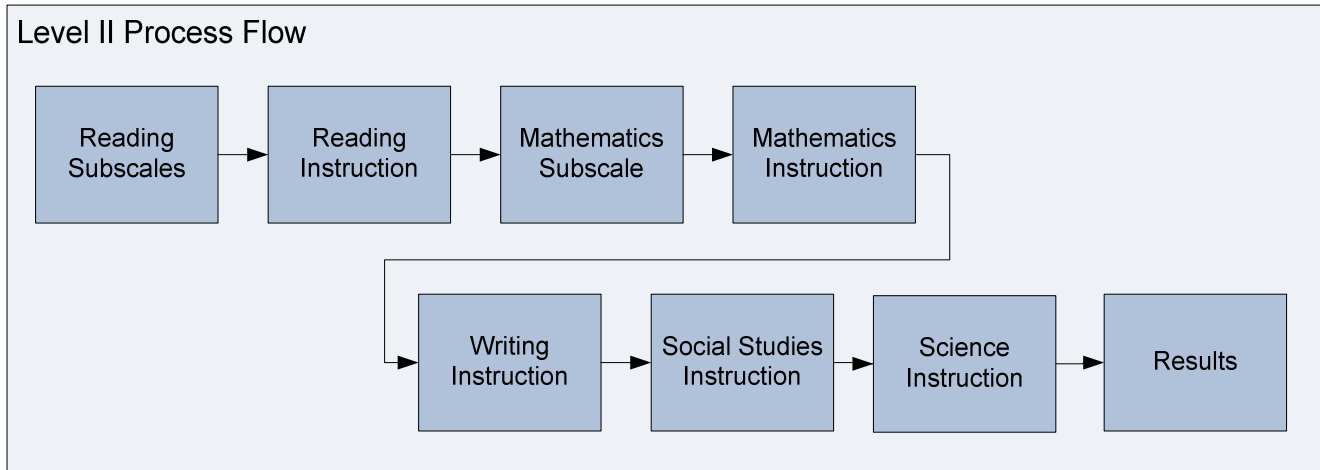


Figure 27: Level II Process Flow

Decision Framework User Manual

Subscale Pages (Reading and Mathematics only)

For Reading and Mathematics, a Subscale Priorities page is shown for the user to analyze subscale data that is available for these content areas, to more precisely determine the aspects (i.e., subscales) that are in need of attention.

Each Subscale page consists of a Subscale Data tab for the user to analyze the data, and a Subscale Priorities tab to call out where priorities have been identified on the subscale level.

Subscale Data tab (Reading and Mathematics only)

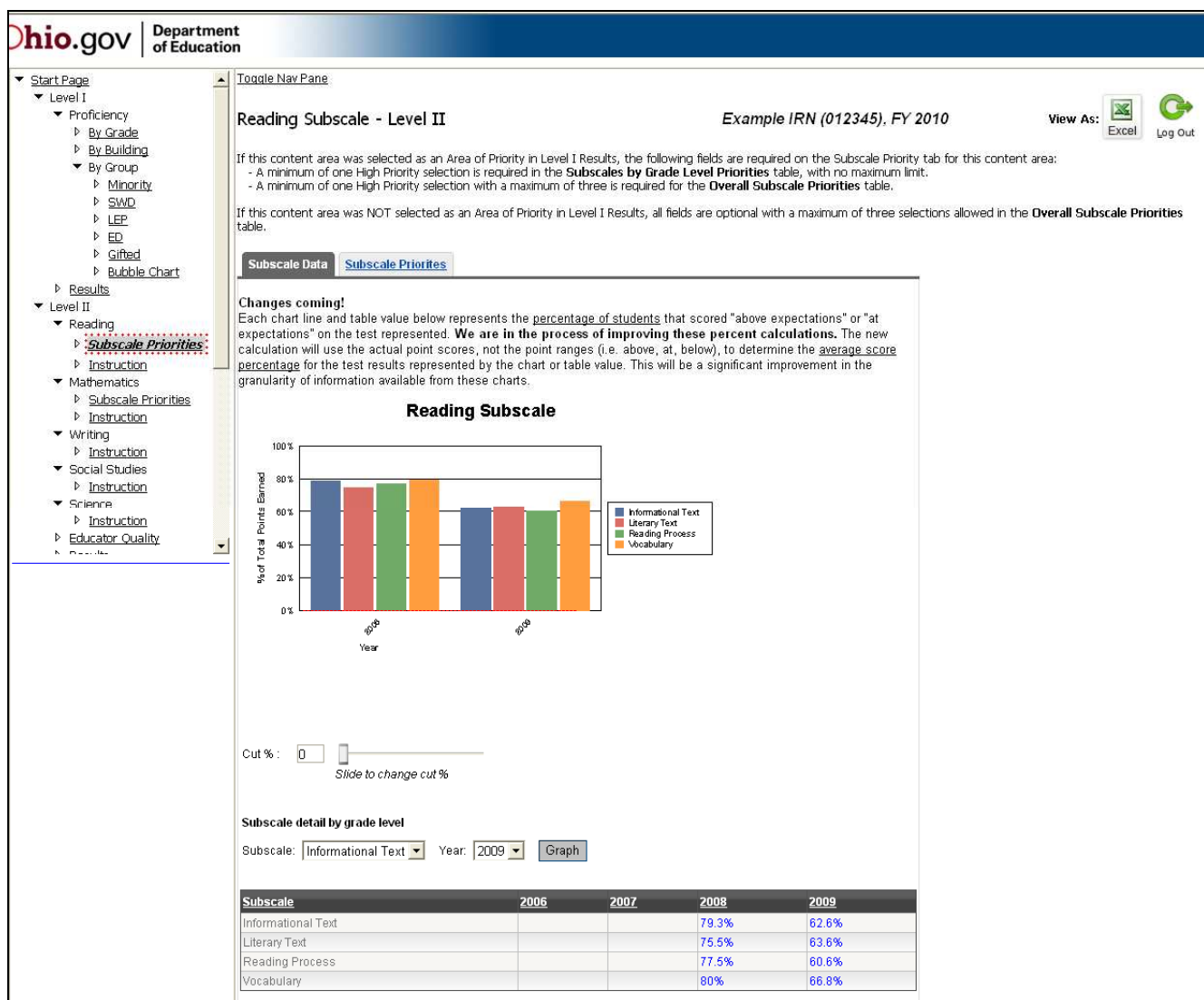


Figure 28: Subscale Data—example tab

- The cut operator displays on tabs which display bar charts. By moving it, the area under the 'Cut Line' changes, as will the text color in the data fields in the displayed table, showing different cutoff results

Decision Framework User Manual

Subscale Priorities tab (Reading and Mathematics only)

Decision Framework - Reading Subscale - Level II - Microsoft Internet Explorer

Address: <https://decisionframeworkqa.ode.state.oh.us/Decision/ReadingSubscale/LevelIIReadingSubscale.aspx>

Ohio.gov | Department of Education

Reading Subscale - Level II Example IRN (012345), FY 2010

If this content area was selected as an Area of Priority in Level I Results, the following fields are required on the Subscale Priority tab for this content area:

- A minimum of one High Priority selection is required in the **Subscales by Grade Level Priorities** table, with no maximum limit.
- A minimum of one High Priority selection with a maximum of three is required for the **Overall Subscale Priorities** table.

If this content area was NOT selected as an Area of Priority in Level I Results, all fields are optional with a maximum of three selections allowed in the **Overall Subscale Priorities** table.

Subscale Data | **Subscale Priorities**

Complete the tables below if Reading was chosen in Level I as a high priority.

View the proficiency by subscale data looking for trends and examining changes from grade to grade. Identify the subscale areas by grade level that are of highest priority (i.e. greatest concern). Not all should be selected.

Subscales by Grade Level Priorities

SELECT HIGH PRIORITIES

Reading	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th-12th (OGT)
Informational Text	High Priority	High Priority	High Priority	High Priority	High Priority	High Priority	
Literary Text						High Priority	High Priority
Reading Process	High Priority	High Priority	High Priority	High Priority	High Priority	High Priority	High Priority
Vocabulary	High Priority	High Priority	High Priority	High Priority	High Priority	High Priority	High Priority

SELECT HIGH PRIORITIES

Reading	Select Priority
Informational Text	High Priority
Literary Text	High Priority
Reading Process	High Priority
Vocabulary	High Priority

Save **Previous Tab** **Next Page** **Print**

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Figure 29: Subscale Priorities –example tab

- The user should specify their high priority subscales by grade level and overall, via the dropdown boxes.
- The content areas identified as High Priority by the District in Level I MUST have their associated subscale tabs viewed and filled out. Completion of any other content areas is optional.
- Not all tabs on the Level of Concern tables must be completed in order for the Next button to be operational.
- Leave empty any grades that do not apply to the District or Building. Answering “None” is not appropriate, as it will unfavorably skew the percentages shown in Level II results.

Decision Framework User Manual

Instruction pages for each Content Area

An Instruction page exists for each content area. The tabs of each Instruction page have questions relating to the following areas.

- Curriculum
- Assessment
- Instructional Practice
- Professional Development (a.k.a. High Quality Professional Development or HQPD)

An overall explanatory text field precedes the questions on each tab.

The questions of each tab have Level of Implementation fields for each grade level, each grade and subscale, or just one entry, as appropriate for the question.

Important: These question deal mainly with **Level of Implementation**, not Level of Concern as was the focus in Level I. Since these scales are generally the inverse of each other (i.e., a high level of implementation would usually mean low level of concern), it is important to refocus on what is being asked for each question.

Address: <https://decisionframeworkqa.ode.state.oh.us/Decision/ReadingSubscale/LevelIIaAreaI/ReadingSubscale.aspx>

Ohio.gov Department of Education

Start Page

- Level I
 - Proficiency
 - By Grade
 - By Building
 - By Group
 - Minority
 - SWD
 - LEP
 - ED
 - Gifted
 - Bubble Chart
 - Results
- Level II
 - Reading
 - Subscale Priorities
 - Instruction
 - Mathematics
 - Subscale Priorities
 - Instruction
 - Writing
 - Instruction
 - Social Studies
 - Instruction
 - Science
 - Instruction
 - Educator Quality

Toggle Nav Pane

Reading Level II A Example IRN (012345), FY 2010

View As: Excel Log Out

If a Subscale was selected as a High Priority on the previous Subscale page, all related table selections to that specific priority must be populated on the Curriculum tab. If this Content Area was selected as an area of priority in Level I, all questions are required on the Assessment and Instructional Practice tabs.

Curriculum Assessment Instructional Practice Professional Development

Has the district leadership team (DLT) ensured the use of an aligned, standards-based curriculum on a district-wide basis?
To what degree does the DLT:
Align the Reading curriculum with all applicable areas of the Ohio Academic Content Standards?

SELECT LEVEL OF IMPLEMENTATION?

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
Informational Text													
Literary Text													
Reading Process													
Vocabulary													

Ensure that Reading textbooks and instructional materials are aligned to all applicable areas of the Ohio Academic Content Standards?

SELECT LEVEL OF IMPLEMENTATION?

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
Informational Text													
Literary Text													
Reading Process													
Vocabulary													

Ensure that Reading textbooks used are aligned to district curriculum materials?

SELECT LEVEL OF IMPLEMENTATION?

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
Informational Text													

Figure 30: Instruction tabs – example applies to all Instruction page tabs

- The user will select their level of implementation via the dropdown boxes: High, Medium, Low, None

Decision Framework User Manual

Educator Quality

The Level II Educator Quality category contains three sub-tabs:

- Teacher Turnover
- Administrator Turnover
- Educator Qualifications

Teacher Turnover

The Teacher Turnover tab is a worksheet to help assess your level of concern in regards to Teacher Turnover. Examples of the data necessary to complete the worksheet are the number of teachers that resigned and moved over the past school year.

A Turnover % slider is available to highlight schools that had a greater percent turnover than the Turnover % you specify.

Address: <https://decisionframework.ode.state.oh.us/Decision/LevelIIb.aspx>

Ohio.gov Department of Education

Start Page
 Level I
 Level II
 Reading
 Mathematics
 Writing
 Social Studies
 Science
Educator Quality
 Results
 Level III
 Level IV
 Profile
 Needs Assessment
 ESC SST ODE Summary

Toggle Nav Pane

Educator Quality Example IRN (012345), FY 2010

View As: Excel Log Out

Please ensure that all data has been entered on all Educator Quality tabs: data table values, levels of concern selections, and degree of implementation selections.

Teacher Turnover Administrator Turnover Educator Qualifications

Has the district leadership team (DLT) identified the rate of teacher turnover across the district and its impact on student achievement?
 Enter the total number of teachers. Enter the number of teachers that have changed positions in the last year.
 For each building that exceeds the Turnover Rate*, enter the number of teachers that retired, resigned, moved, etc. Then rate the level of concern for Teacher Turnover.

Turnover %:

Slide to change cut %

* Turnover Rate may be modified to reflect local standards. (Maximum value = 20%)

0 buildings with a teacher turnover rate of 20% or more.

Building Name	School Type	# Teachers	# Turnover	% Turnover	# Retired	# Resigned	# Moved	# RIF	# Added	Total Change	% Total Change	% Retired	% Resigned	% Moved	% RIF	% Added
Abc High School	High School	00	0	0%	23	0	00	0	00	23	0%	100%	0%	0%	0%	0%
Cde Middle School	Middle School	0	0	0%	00	0	0	0	0	0	0%	0%	0%	0%	0%	0%
Efg Elementary School	Elementary School	0	0	0%	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%
Fgh Elementary School	Elementary School	0	0	0%	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%
Ghi Elementary School	Elementary School	0	0	0%	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%
Hij Elementary School	Elementary School	0	0	0%	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%
Ijk Elementary School	Elementary School	0	0	0%	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%
Jkl Elementary School	Elementary School	0	0	0%	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%
Klm Elementary School	Elementary School	0	0	0%	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%
Lmn Elementary School	Elementary School	0	0	0%	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%
Mno Middle School	Middle School	0	0	0%	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%
Opq Middle School	Middle School	0	0	0%	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%

Rate the level of concern for Teacher Turnover Rate

Save Previous Page Next Tab Print

Figure 31: Level II Educator Quality, Teacher Turnover

Decision Framework User Manual

Administrator Turnover

The Administrator Turnover tab is a worksheet to help assess your level of concern in regards to Administrator Turnover. Examples of the data necessary to complete the worksheet are the number of administrators that resigned and moved over the past school year.

Decision Framework - Educator Quality - Microsoft Internet Explorer

Address: <https://decisionframeworkqa.ode.state.oh.us/Decision/LevelIIb.aspx>

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Educator Quality *Example (012345), FY 2010*

Please ensure that all data has been entered on all Educator Quality tabs: data table values, levels of concern selections, and degree of implementation selections.

[Teacher Turnover](#) [Administrator Turnover](#) [Educator Qualifications](#)

■ Has the district leadership team (DLT) identified the rate of principal turnover across the district and its impact on student achievement?

For each principal/assistant principal position that has changed in the last three years, please record the data in the table below:

Building Type Administrator	Elementary	Middle	High School
Total Number	00	0	00
# Retired	0	00	0
# Resigned	00	0	0
# Moved	00	0	00
# RIF	0	0	00
# Added	0	0	0
Total Change	0	0	0
% Change	NaN%	NaN%	NaN%
% Retired	0%	0%	0%
% Resigned	0%	0%	0%
% Moved	0%	0%	0%
% RIF	0%	0%	0%
% Added	0%	0%	0%

■ Rate the level of concern for Administrator Turnover Rate High

[Save](#) [Previous Tab](#) [Next Tab](#) [Print](#)

Figure 32: Level II Educator Quality, Administrator Turnover

Decision Framework User Manual

Educator Qualifications

The Educator Qualifications tab contains a series of questions to assess your level of implementation in regards to educator competence.

Decision Framework - Educator Quality - Microsoft Internet Explorer

Address: https://decisionframeworkqa.ode.state.oh.us/Decision/LevelIIb.aspx

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Educator Quality Example (012345), FY 2010

View As: Excel Log Out

Please ensure that all data has been entered on all Educator Quality tabs: data table values, levels of concern selections, and degree of implementation selections.

Teacher Turnover Administrator Turnover **Educator Qualifications**

Has the DLT ensured that all students receive instruction from teachers with demonstrated subject matter competence?

To what degree does the DLT?

- Require each building to consider teacher competencies and skills in making decisions about assignments/transfers/reassignments? High
- Require teachers to demonstrate skills and competencies beyond Praxis II or III scores during the hiring process? High
- Consider teacher demonstration skills and competencies beyond Praxis II or III scores in making decisions about transfers or reassignments?
- Ensure that the percentage of non-HQT teachers in underperforming buildings is comparable to (or less than) the percentage of non-HQT teachers district-wide?
- Implement on a district-wide basis processes to departmentalize or compartmentalize teacher assignments to take advantage of individual teacher expertise?

SELECT DEGREE OF IMPLEMENTATION

Figure 33: Level II Educator Quality, Educator Qualifications

- The user will select their District's or Building's level of implementation via the dropdown boxes.

Decision Framework User Manual

Level II Results

The Level II Results page provides graphs that aggregate the information provided throughout Level II into overall Implementation Percentages for each area of assessment.

Content Area Results

For each content area, a series of sub tabs showing graphs of aggregate Level of Implementation information in areas of Curriculum, Assessment, Instructional Practice and Professional Development. Each of these areas is subdivided further into focus areas relative to the general area.

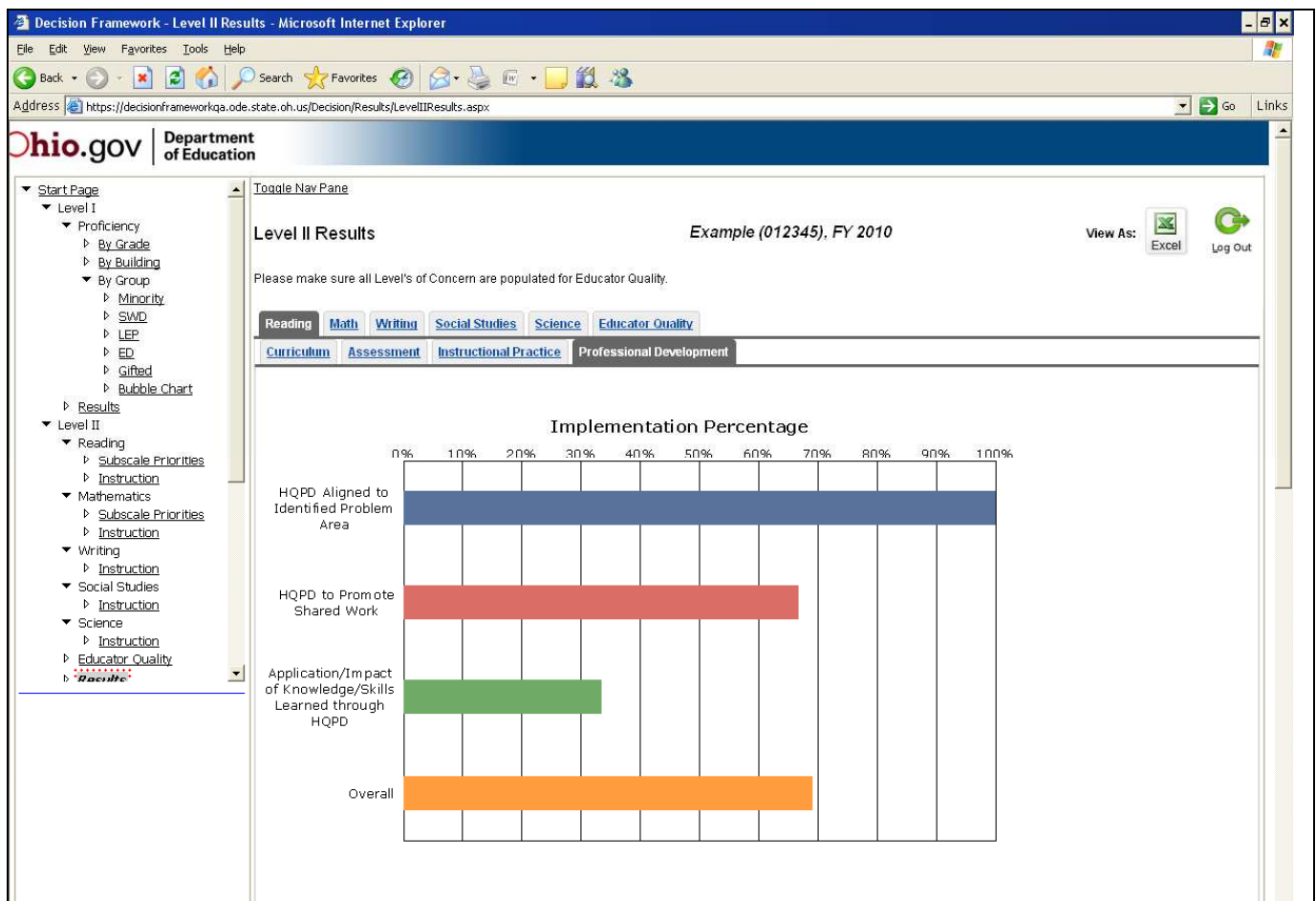


Figure 34: Level II Results - example tab for a Content Area

Decision Framework User Manual

Educator Quality Results

The Level II Results page also contains a tab showing Educators Quality results. The level of concern entries made on the Educator Quality page can be adjusted here.

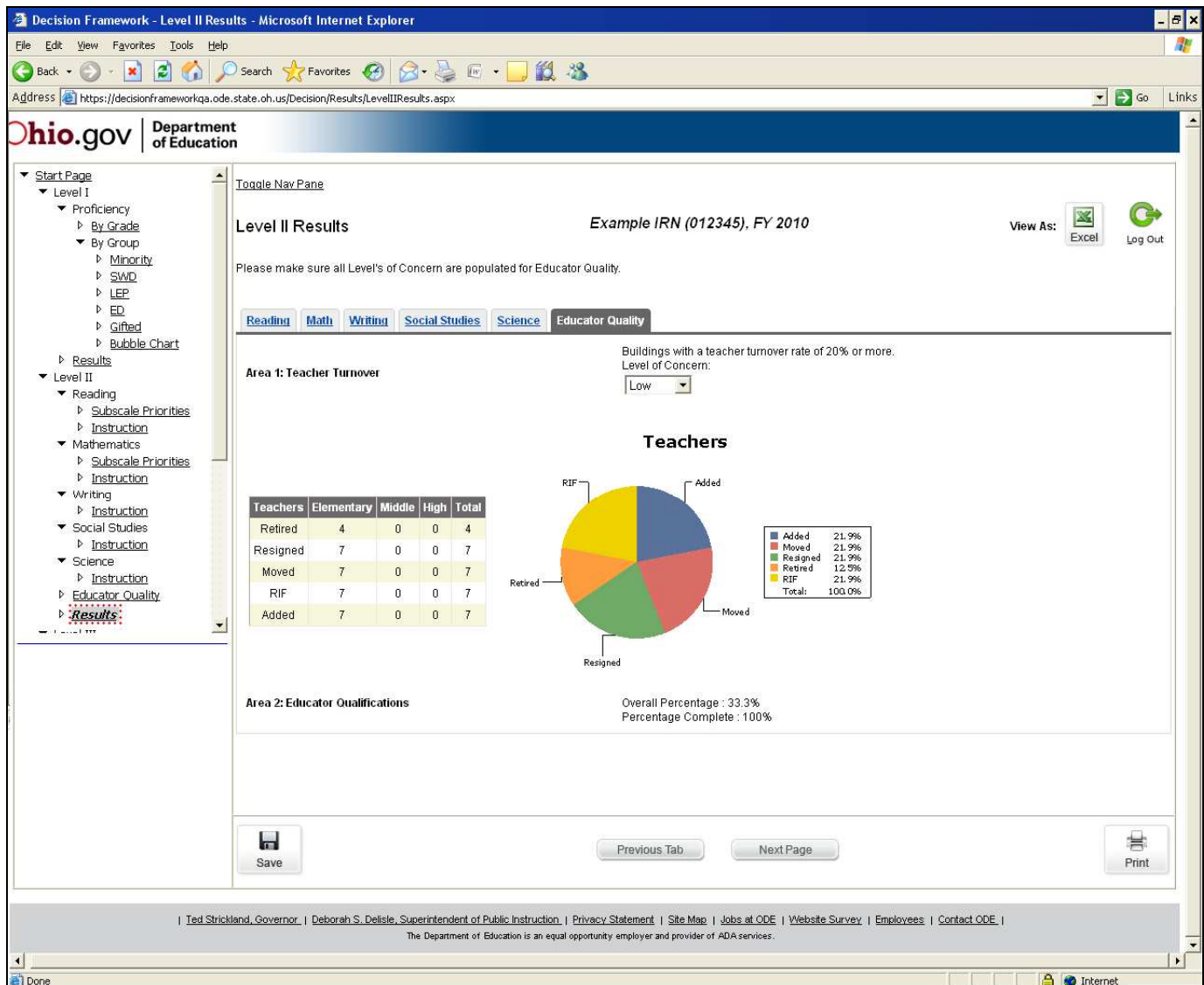


Figure 35: Level II Results, Educator Quality

Decision Framework User Manual

Level III: Leadership, School Climate, and Engagement

Level III looks at a number of performance factors, categorized under Leadership, Engagement, and School Climate. The Leadership and Engagement pages repeat the Question – Level of Implementation prevalent in Level II. The School Climate pages provide data and graphs relating to various aspect of school climate such as attendance, graduation, and drop- out rates.

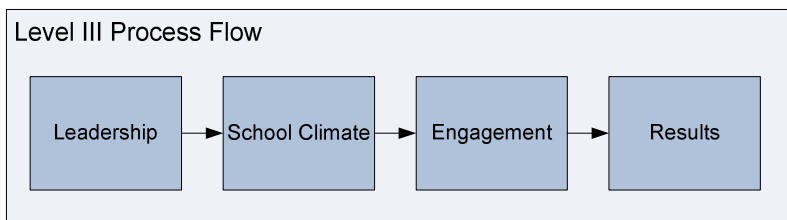


Figure 36: Level III Process Flow

Decision Framework User Manual

Leadership

The Leadership section contains sub-tabs for:

- Data & Decision Making
- Focused Goal Setting
- Instruction & Learning
- Community Engagement
- Resource Management
- Board Development & Governance

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Leadership *Example IRN (012345), FY 2011*

Please Select a Degree of Implementation value for each question on all Leadership tabs.

Data & Decision Making | Focused Goal Setting | Instruction & Learning | Community Engagement | Resource Management | Board Development & Governance

Has the district leadership team (DLT) facilitated the effective use of data at all levels of the system to drive improvement in instructional practice? Assess the impact on student achievement. To what degree does the DLT:

SELECT DEGREE OF IMPLEMENTATION

- Establish and implement procedures and norms requiring the effective use of data at all levels of the system to drive improvement in instructional practice, assess the impact on student achievement, and make decisions about teaching and learning?
- Model the effective use of data as an ongoing strategy to improve student performance?
- Require the use of current aggregated and disaggregated student achievement data to establish district goals and measurable strategies for instruction and achievement?
- Based on analysis and interpretation, set performance targets for each building and grade level, planning for the success of all children and designed to close achievement and expectation gaps for every subgroup?
- Assist administrators in monitoring staff use of data to inform instructional decisions?
- Provide training, support, and guidance in the effective use of data for building-level teams (DLT)?

Save Previous Page Next Tab Print

Figure 37: Level III Leadership, Data and Decision Making

- The user will select their level of implementation via the dropdown boxes.

Decision Framework User Manual

School Climate

The School Climate section of the Decision Framework contains the following categories:

- Discipline
- Expulsions / Out of School Suspensions (OSS)
- Attendance
- Graduation
- Dropouts
- Student Mobility*
- Multiple Risk Factors*
- Teacher and Student Perception* (* these items are included on the “Other” page)

For most of these categories, data is displayed by Grade, by Building (for Districts), and by Group so Level of Concern can be assessed at each level. A Level of Concern tab then summarized the entries provided.

The “By Building” tabs will show to Districts only, not Buildings or Community Schools.

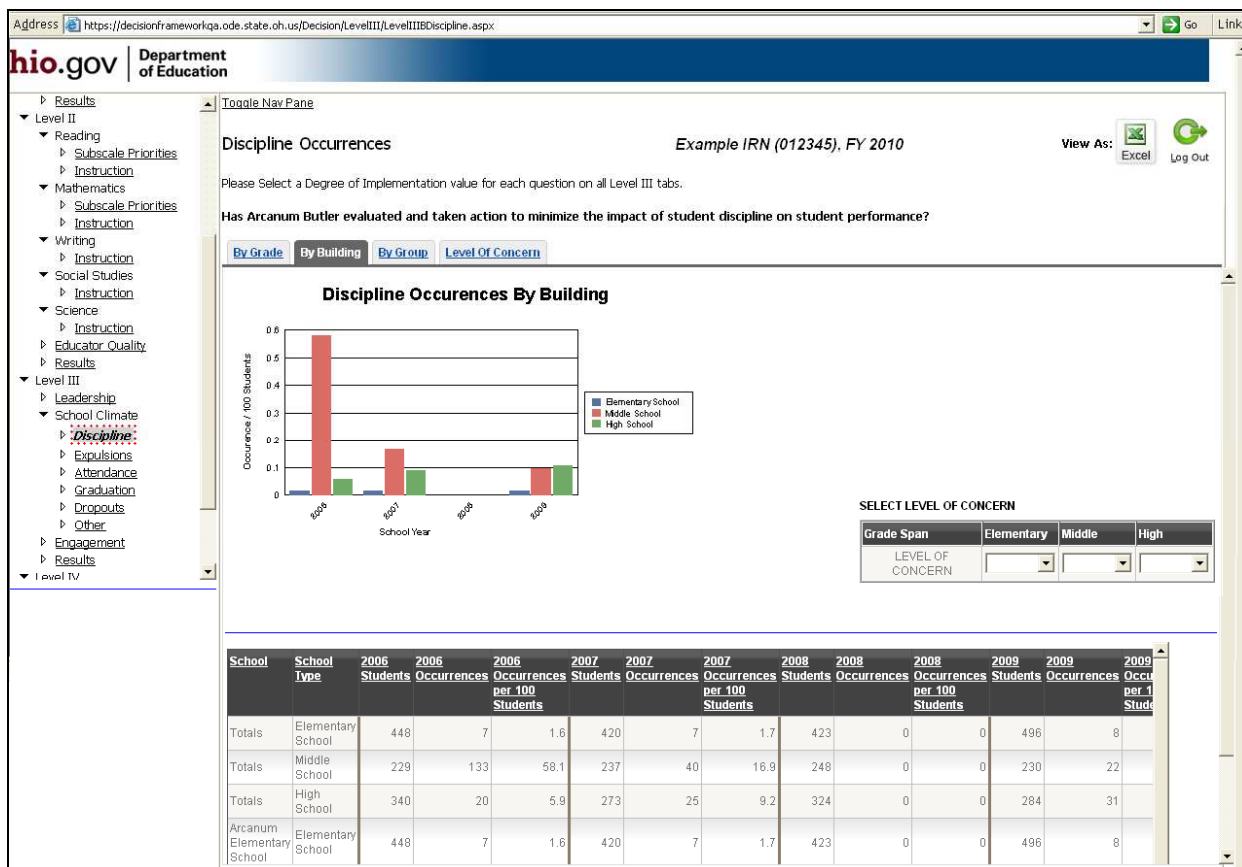


Figure 38: Level III School Climate pages - sample

- Be sure to select you Level of Concern at the Grade, Building (for Districts) and Group levels by using the provided tabs.

Decision Framework User Manual

Address: <https://decisionframeworkqa.ode.state.oh.us/Decision/LevelIII/LevelIIIDiscipline.aspx>

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Discipline Occurrences Example IRN (012345), FY 2010

Please Select a Degree of Implementation value for each question on all Level III tabs.

Has Arcanum Butler evaluated and taken action to minimize the impact of student discipline on student performance?

By Grade By Building By Group **Level Of Concern**

Discipline Occurrences - Level of Concern

Based on your data, identify the following areas of concern related to discipline occurrences. Please indicate your level of concern (select from list) in the table below:

SELECT LEVEL OF CONCERN

Grade Level	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
LEVEL OF CONCERN													

Based on your data, identify the following areas of concern related to discipline occurrences. Please indicate your level of concern (select from list) in the table below:

SELECT LEVEL OF CONCERN

Grade Span	Elementary	Middle	High
LEVEL OF CONCERN			

Based on your data, identify the following areas of concern related to discipline occurrences. Please indicate your level of concern (select from list) in the table below:

SELECT LEVEL OF CONCERN

Student Groups	All (Not including other groups)	ED	Minority	LEP	SWD	Male	Female
LEVEL OF CONCERN							

Rate the level of concern for Student Discipline occurrences:

Save Previous Tab Next Page Print

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 [Deborah S. Delisle, Superintendent of Public Instruction](#) |
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Figure 39: Level III School Climate pages – typical Level of Concern summary tab

- Be sure to select you Level of Concern at the Grade, Building (for Districts) and Group levels by using the provided tabs.

Decision Framework User Manual

Student Mobility, Multiple Risk Factors, and Teacher and Student Perception

Student Mobility, Multiple Risk Factors, and Teacher and Student Perception are included on the Other page; each having a separate tab. Each tab has questions relating to that item.

Student Mobility and Teacher and Student Perception questions are to be answered in regard to Level of Implementation. Multiple Risk Factors question should be answered in regard to Level of Concern. Be sure follow the instructions on each tab in this regard.

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Start Page

- Level I
 - Proficiency
 - By Grade
 - By Building
 - By Group
 - Minority
 - SWD
 - LEP
 - ED
 - Gifted
 - Bubble Chart
 - Results
- Level II
 - Reading
 - Subscale Priorities
 - Instruction
 - Mathematics
 - Subscale Priorities
 - Instruction
 - Writing
 - Instruction
 - Social Studies
 - Instruction
 - Science
 - Instruction
 - Educator Quality
 - Results

Toggle Nav Pane

Other Questions *Example IRN (012345), FY2011* View As:

Please select a Level of Concern or Degree of Implementation on all School Climate pages in Level III.

Student Mobility **Multiple Risk Factors** **Teacher and Student Perception**

Has the district leadership team (DLT) evaluated the impact of student mobility on student performance?
To what degree does the DLT?

- Examine mobility data to identify students at risk and set priorities for improvement? SELECT DEGREE OF IMPLEMENTATION
- Use data to monitor student mobility (number and percentage of students who moved within the district during the school year) by building, grade/grade level/gender, subgroup? SELECT DEGREE OF IMPLEMENTATION
- Compare the performance of mobile and non-mobile students? SELECT DEGREE OF IMPLEMENTATION
- Identify the buildings by level that were affected by district-initiated moves (e.g., building closures, building openings, population reassignments)? SELECT DEGREE OF IMPLEMENTATION
- Compare the performance of students from stable v. less-stable buildings? SELECT DEGREE OF IMPLEMENTATION

Figure 40: Level III Other Questions page – sample tab

- For Student Mobility, the user will select their Degree of Implementation for each question.
- For Multiple Risk Factors, the user will select their Level of Concern for each question.
- For Teacher and Student Perception, the user will select their Degree of Implementation for each question.

Decision Framework User Manual

Engagement

The Engagement page contains tabs for the following areas of engagement.

- Parent Participation & Perception
- Communication
- Student Participation & Perception
- Community Involvement & Support

All the tabs on the Engagement page follow the 'Question – Degree of Implementation' format. A sample tab is shown here.

Decision Framework - Engagement - Microsoft Internet Explorer

Address: <https://decisionframeworkqa.ode.state.oh.us/Decision/LevelIII/LevelIIIC.aspx>

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Start Page

- Level I
 - Proficiency
 - By Grade
 - By Building
 - By Group
 - Minority
 - SWD
 - LEP
 - ED
 - Gifted
 - Bubble Chart
 - Results
- Level II
 - Reading
 - Subscale Priorities
 - Instruction
 - Mathematics
 - Subscale Priorities
 - Instruction
 - Writing
 - Instruction
 - Social Studies
 - Instruction
 - Science
 - Instruction
 - Educator Quality
 - Results

Toggle Nav Pane

Engagement Example IRN (012345), FY 2010

View As: Excel Log Out

Please Select a Degree of Implementation value for each question on all Level III Engagement tabs.

Parent Participation & Perception Communication Student Participation & Perception Community Involvement & Support

Has the district leadership team (DLT) evaluated the level of parent participation and its impact on student performance?

Using the best available data from records of participation, parent surveys, parent focus groups, etc., determine the district's effectiveness in:

- Engaging parents in activities designed to share information of their child's academic progress and performance (e.g., parent-teacher conferences, automated progress reports/updates, automated home notices/hotline)? Medium
- Ensuring all parents - considering gender and disaggregated groups - generally believe that the district focuses on positive outcomes for all students? Medium
- Ensuring all parents - considering gender and disaggregated groups - generally believe that the district provides a safe environment for learning? Medium
- Ensuring all parents - considering gender and disaggregated groups - generally believe that the district demonstrates sensitivity to the needs of children with academic or behavioral difficulty? Medium
- Ensuring all parents - considering gender and disaggregated groups - generally believe that the district provides a challenging curriculum to help students meet their maximum potential? Medium

Figure 41: Level III Engagement – sample tab

- The user will select their Degree of Implementation via the dropdown boxes.

Decision Framework User Manual

Level III Results

Level III Results displays summary Implementation graphs and Level of Concern selections from those entered throughout the level. It consists of the following areas

- Leadership
- School Climate
- Parent/Family, Student, Community Involvement (i.e., Engagement)

Leadership Results

The Leadership tab shows Implementation Percentages determined from the related entries earlier in Level III.

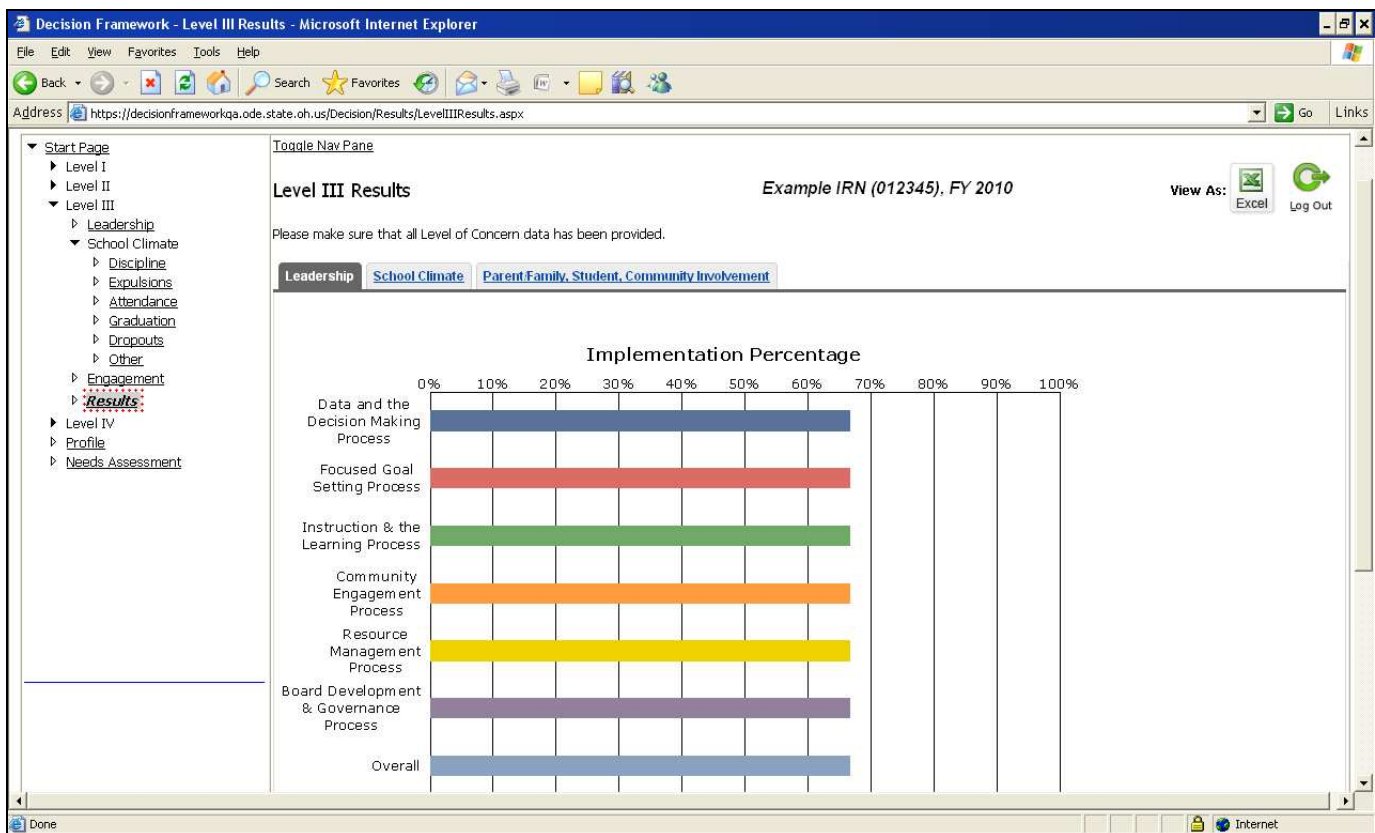


Figure 42: Level III Results, Leadership

- The user will review the values generated.
- Return to the Leadership page if you wish to review the entries that resulted in percentages shown here.

Decision Framework User Manual

School Climate Results

The School Climate tab has a series of sub-tabs for each School Climate area of focus.

- Expulsions / Out-of-School Suspensions
- Student Attendance
- Graduation
- Dropouts
- Other

A similar sub-tab exists for each School Climate area of focus, so only one example is shown below.

The Grade Span table will only be shown to Districts, not Buildings or Community Schools.

Decision Framework - Level III Results - Microsoft Internet Explorer

Address: https://decisionframeworkqa.ode.state.oh.us/Decision/Results/LevelIIIResults.aspx

Start Page

- Level I
- Level II
- Level III
 - Leadership
 - School Climate
 - Discipline
 - Expulsions
 - Attendance
 - Graduation
 - Dropouts
 - Other
 - Engagement
 - Results
- Level IV
- Profile
- Needs Assessment

Toggle Nav Pane

Level III Results

Example IRN (012345), FY 2010

View As: E

Please make sure that all Level of Concern data has been provided.

Leadership School Climate Parent/Family, Student, Community Involvement

Student Discipline Occurrences Expulsions/Out-of-School Suspensions Student Attendance Graduation Dropouts Other

Student Discipline Occurrences

SELECT LEVEL OF CONCERN

Grade Level	K	1	2	3	4	5	6	7	8	9	10	11
LEVEL OF CONCERN	High	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium

SELECT LEVEL OF CONCERN

Grade Span	Elementary	Middle	High
LEVEL OF CONCERN	Medium	High	Medium

SELECT LEVEL OF CONCERN

Student Groups	All (Not including other groups)	ED	Minority	LEP	SWD	Male	Female
LEVEL OF CONCERN	Medium	Medium	Medium	Medium	High	Medium	Medium

Rate the level of concern for Student Discipline Occurrences :

Medium

Figure 43: Level III Results, School Climate, Discipline

- The user will select their level of concern via the dropdown boxes.

Decision Framework User Manual

Parent/Family, Student, and Community Involvement Results

Similar to the Leadership tab, this Engagement related tab shows Implementation Percentages determined from the related entries earlier in Level III.

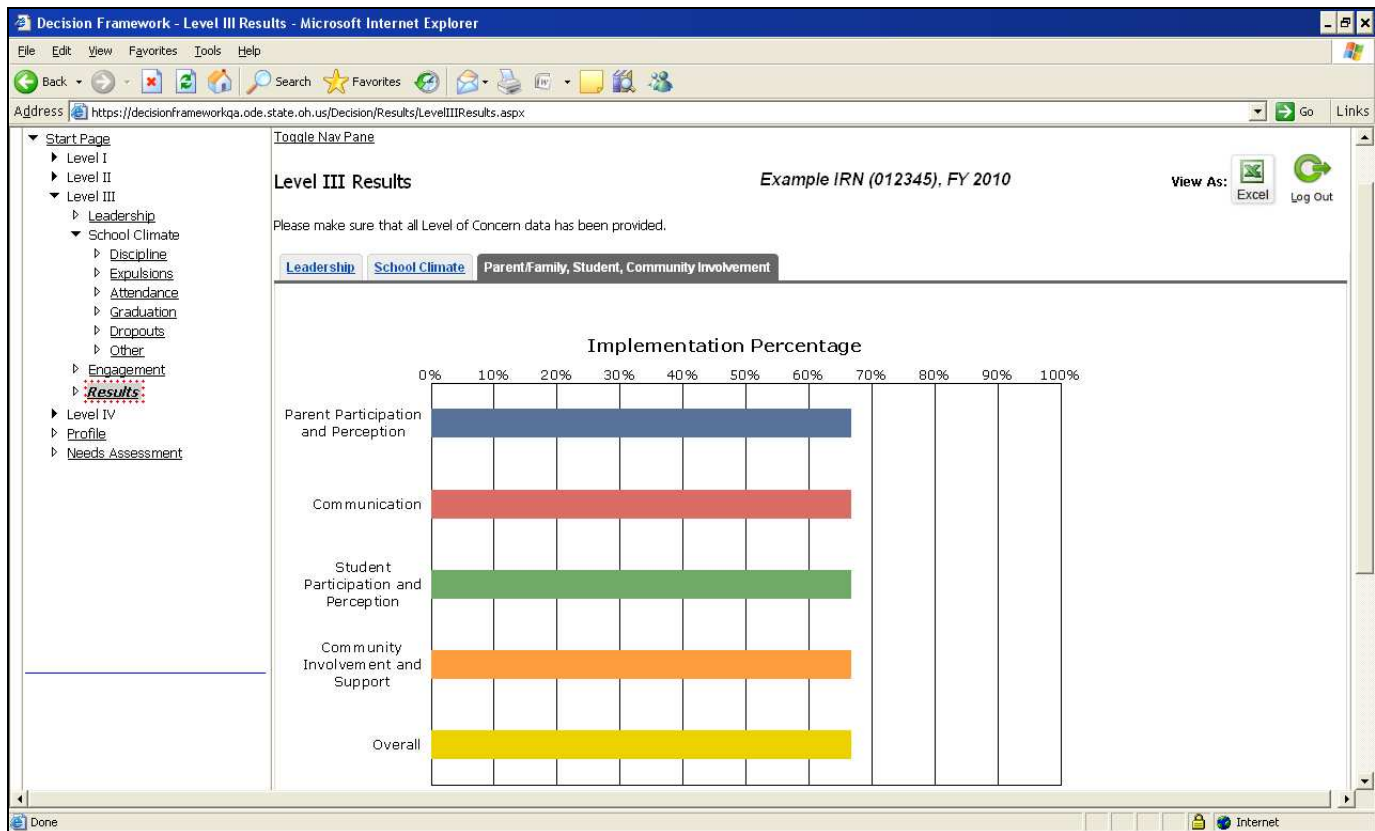


Figure 44: Level III Results, Parent/Family, Student, Community Involvement

- The user will review the values generated.
- Return to the Engagement page if you wish to review the entries that resulted in percentages shown here.

Decision Framework User Manual

Level IV: Resource Management

In Level IV, the focus is on Resource Management. The section contains a single Resource Management page and a Results page

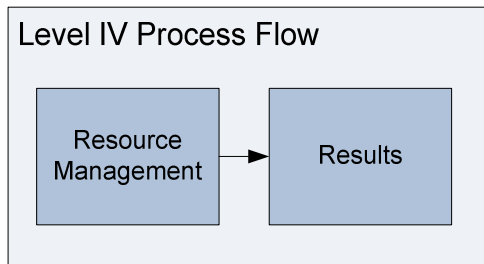


Figure 45: Level IV Process Flow

Decision Framework User Manual

Resource Management Page

The Resource Management page contains the following tabs:

- Teach & Professional Development (PD) Alignment
- Focus on Student Success
- Spending Alignment

On each tab, specify the degree of implementation for each question.

Figure 46: Level IV, Resource Management page – example tab

- The user will select their degree of implementation via the dropdown boxes.

Decision Framework User Manual

Level IV Results

The Level IV Results page summarizes the Degree of Implementation entries from the Resource Management page.

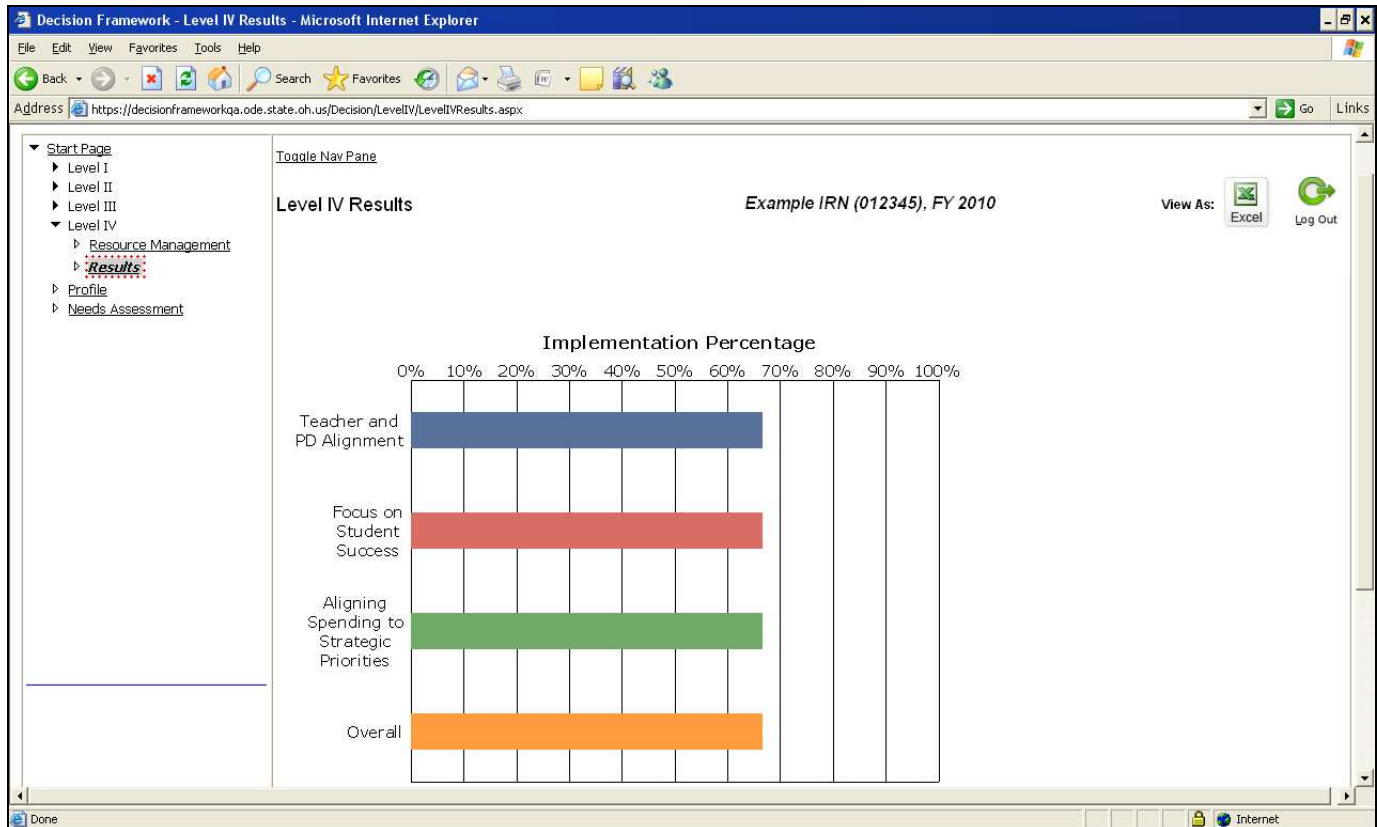


Figure 47: Level IV Results

- The user may go back to edit their selections on the Resource Management page or press the 'Next Page' button to move forward.

Decision Framework User Manual

Profile Page

The Profile page lists the categories from throughout the Decision Framework with the corresponding assessment results in terms of an overall Level of Concern or Degree of Implementation for each category.

The Profile page follow the order of the Treeview, starting with the high priority content areas identified in Level I by the District. Only the high priority content areas are displayed on the Profile.

Selecting items as Priority on the Profile will include them in the Needs Assessment. As such it is important to keep focused on what are truly the priorities for the planning year. The system will give a caution message if more than 25 lines are selected as priority, but will allow you to continue. After making the selections, press the 'Next Page' button to view the resulting Needs assessment.

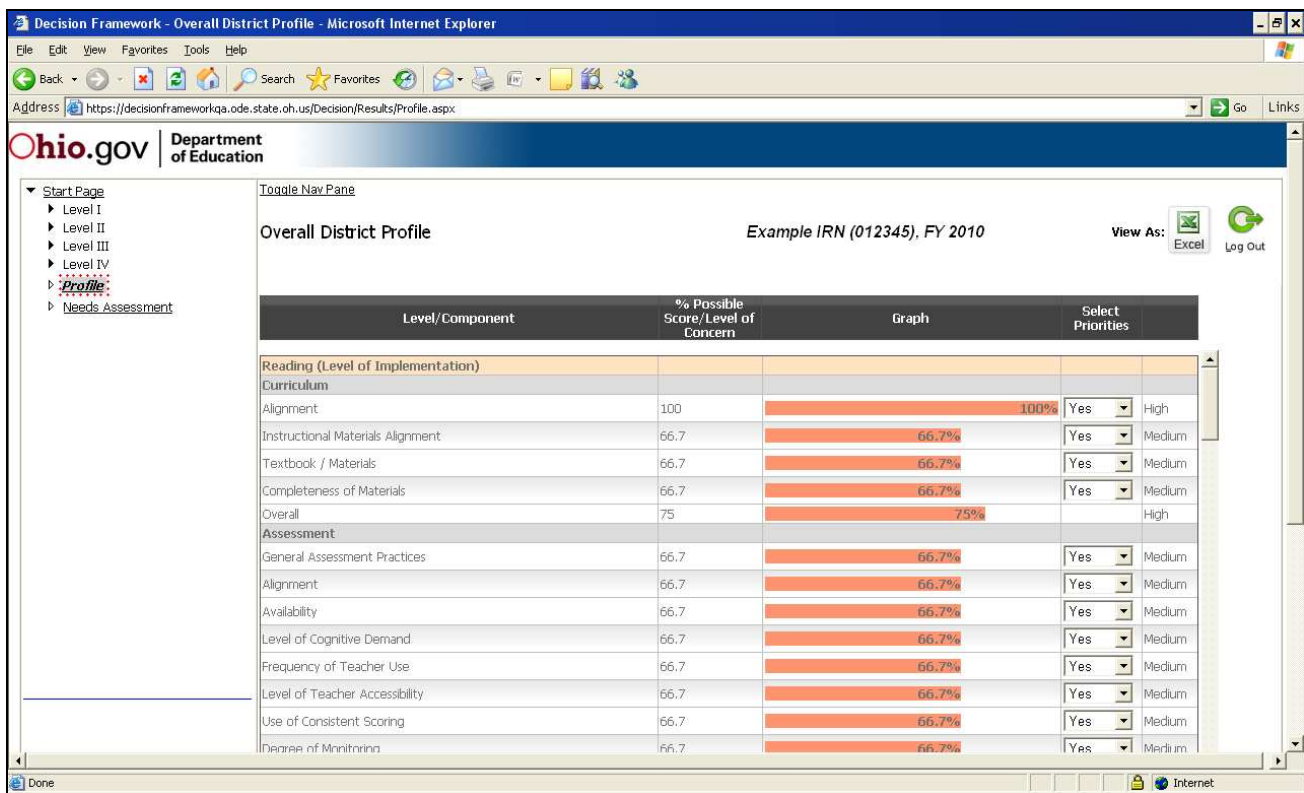


Figure 48: Profile

- The user will select the items that are priorities to be included on the Needs Assessment by selecting “Yes” in the Select Priorities column.

Decision Framework User Manual

Needs Assessment Page

The Needs Assessment page displays the needs assessment that the Decision Framework created for you based on your answers in Levels I through Level IV, as well as the priority selections on the Profile page. It is from here that you review your Needs Assessment and ultimately send it to CCIP.

The main body of text cannot be edited as it is recreated each time you return to the Needs Assessment page to ensure your latest priority selections and level of concern and implementation entries are incorporated in the Needs Assessment.

A separate, editable text area is provided for you to include comments and Fourth Goal information. The additional text will be appended to the end of the generated portion Needs Assessment text when you choose to submit your Needs Assessment to CCIP.

If an area is not represented as you would expect, review your entries related to the area or items throughout the Decision Framework.

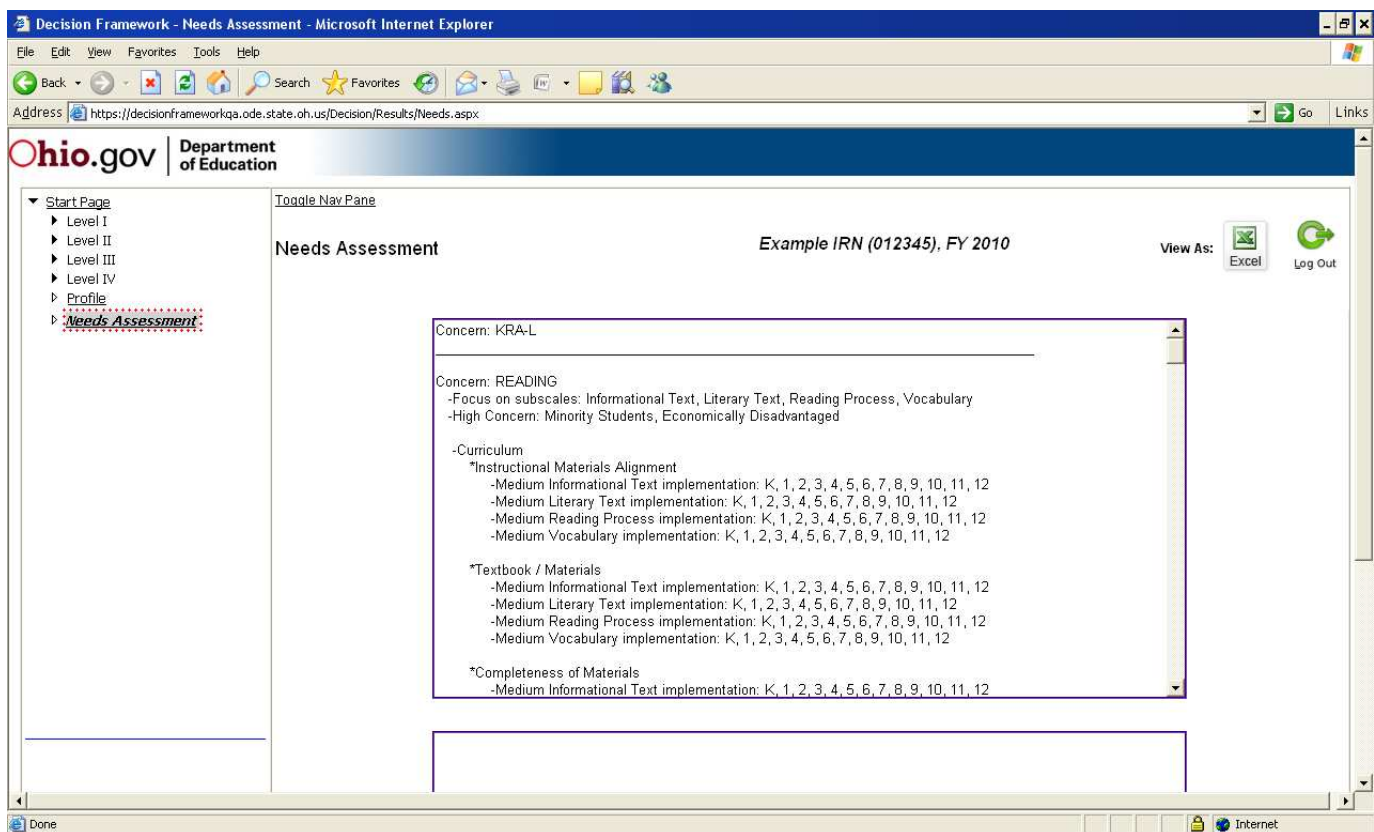


Figure 49: Needs Assessment

- The main body of text cannot be edited. Review your selections throughout the Decision Framework if you disagree with the conclusions in the Needs Assessment generated text.

Decision Framework User Manual

- Comments and Fourth Goal information can be added by placing the cursor in the textbox below the generated portion of the Needs Assessment. Comments are limited to 1,000 Characters.
- To Submit the Needs Assessment to CCIP, click the 'Submit to CCIP' button.
 - The button will not appear until ODE has made it available for the Fiscal Year and, if you are a Building, until after your District has submitted their Needs Assessment to CCIP.
 - **NOTE: After the Needs Assessment is submitted to CCIP, the DF for the fiscal year will be view-only; no further changes are possible in the Decision Framework for that fiscal year' plan.**

Submitting the Needs Assessment to the CCIP Application

Sending the Needs Assessment created in the Decision Framework over to the CCIP Application is the last step in using the Decision Framework for a planning year.

A "Submit to CCIP" button will appear on the Needs Assessment page when appropriate. The "Submit to CCIP" button will not appear if either of these situations is true.

- Your District has not submitted their Needs Assessment to CCIP for the planning year.
- ODE has opened up the fiscal year for planning, but not yet for submittal to CCIP.

Before submitting your Needs Assessment to CCIP, please confirm the following:

- Review the Needs assessment text
- Review any additional comments you have entered
- Confirm you have a base plan in CCIP for that same planning year as you Decision Framework.

After the Needs Assessment has been handed off to CCIP (i.e., via the "Submit to CCIP" button), the Decision Framework for that planning year is locked; no further edits are allowed. Additional changes to the Needs Assessment are possible in CCIP. Be aware that any changes to the Needs Assessment in CCIP will NOT be reflected back into the Decision Framework.

Decision Framework User Manual

Decision Framework variations

Currently there are 3 variations of the Decision Framework: District, Building and Community Schools. This section provides a summary of the differences between them. The general premise is that a Community School is effectively a district of one building. You will see this reflected in the table that a Community School Decision Framework is essentially a hybrid of the District and Building Decision Frameworks

	Districts	Buildings	Community Schools
KRAL-L Data (Level I > Proficiency By Grade > KRA-L tab)	Included	Not applicable	Included
Proficiency “By Building” page (Level I > Proficiency By Building > “By Building” page)	Included	Not applicable	Not applicable
Proficiency By Group Bubble Chart (Level I > Proficiency By Group > Bubble Chart)	View Bubble chart for District or any Building in the district	View Building bubble chart only	View Building bubble chart only
KRA-L Level of Concern (Level I Results)	Included	Not applicable	Included
Student Proficiency by Building Level (Level I Results)	Included	Not applicable	Not applicable
High Priority Content Areas (Level I Results)	Select up to 2 Content Areas	View District’s selections	Select up to 2 Content Areas
Administrator Turnover tab (Level II > Educator Quality > Administrator Turnover tab)	Included	Not applicable	Not applicable
“By Building” tabs on School Climate Pages (Level III > School Climate pages > By Building tab)	Included	Not applicable	Not applicable
Level of Concern entries at the Grade Span level on School Climate Pages (Level III > School Climate pages > By Building tab & Level III Results)	Included	Not applicable	Not applicable
Multiple Risk Factors tab (Level III > School Climate > Other page)	Capture LOC by grade span	Capture LOC overall only	Capture LOC overall only
Profile > Content Areas included (Profile page)	Includes High Priority selections from Level I Results	Includes <u>District’s</u> High Priority selections from Level I Results	Includes High Priority selections from Level I Results

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	Districts	Buildings	Community Schools
Needs Assessment >Submit to CCIP button (Needs Assessment page)	Visible	Not Visible until District has Submitted their Needs Assessment to CCIP	Visible

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Versioning

VERSION	DATE	CHANGES	AUTHOR
0.1	3/24/2009	Initial Draft	Rick Brown
0.2	3/30/2009	Additional info added	Rick Brown
0.3	4/17/2009	Additional info added	Rick Brown
0.4	6/08/2009	Additional info added	Rick Brown
0.5	6/08/2009	Formatting with styles	Steve Myers
0.6	6/12/2009	More text and images	Rick Brown
0.7	6/17/2009	Review comments & corrected figure numbers	Steve Myers
0.8	6/23/2009	Typographical corrections	Steve Myers
0.9	6/26/2009	Instructional text added.	Rick Brown
1.0	07/08/2009	Version for Initial Release	Rick Brown
2.0	10/19/2009	Updates for Phase 2 functionality Reorganized; replaced redundant pages with representative samples	Steve Myers
2.1	10/19/2009	Added information on pop-up blockers. Correction in Decision Framework variations table.	Steve Myers