



Decision Framework

State Support Team · November 1, 2016

Session Goals

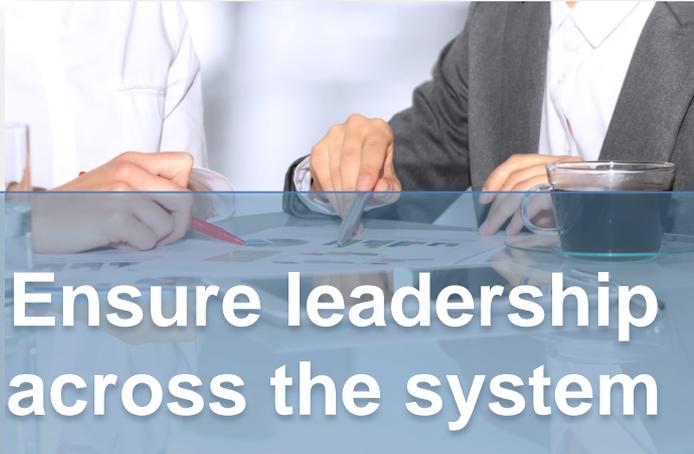
Overview of the
Decision Framework process

Tips to align the Decision Framework
with planning and monitoring strategies

Information on support
for the Decision Framework



Ohio's Leadership Development Framework: The Foundation



**Ensure leadership
across the system**



Use data well

Leadership Development Framework



**Maintain a
collective focus**



**Implement, monitor
and evaluate the plan**

STAGE 0 Preparing for the OIP

Preparing for the OIP provides the basics on establishing the collaborative structures and processes necessary to develop, implement, monitor and evaluate the OIP. In addition to defining the necessary collaborative structures, it describes the practices of communication and engagement, decision-making and resource management that are threaded throughout the OIP.

STAGE 1

Identify Critical Needs of Districts and Schools

How

do these teams work in districts and schools?

Teams use data to identify critical needs

STAGE 2

Develop a Focused Plan

How

do these teams work in districts and schools?

Develop goal(s), strategies, indicators, and action steps focused on stage 1 critical needs

How

do these teams work in districts and schools?

Review data
Gather evidence of implementation and impact

How

do these teams work in districts and schools?

Implement strategies and action steps to achieve district goals
Monitor fidelity of implementation and effect on changes in adult practice and student learning

STAGE 4

Evaluate the Improvement Process

Who is Involved?

- District and Community School Leadership Team (DLT/CSLT)
- Building Leadership Teams (BLTs)
- Teacher-Based Teams (TBTs)

STEP 1
Collect and chart data

STEP 2
Analyze data

OHIO 5-STEP PROCESS

STEP 5
Collect, chart, and analyze post data

STEP 3
Establish shared expectations for implementing specific changes

STEP 4
Implement changes consistently

OIP Best Practices

The diagram consists of three white circles with black text, arranged in a triangle. A horizontal white line passes through the top of the left circle and the top of the right circle. Another horizontal white line passes through the bottom of the left circle and the bottom of the right circle. The text in the circles is as follows:

- Top circle: **OIP Best Practices**
- Bottom-left circle: **Required for:
Intensive and
Moderate D/F
Districts**
- Bottom-right circle: **Focus
and
Priority
Schools**

**Required for:
Intensive and
Moderate D/F
Districts**

**Focus
and
Priority
Schools**

Start with the End in Mind

Districts and buildings use the data to identify and implement a limited number (one or two) of **high yield strategies** which will produce a **significant increase** in the **performance of ALL** students.

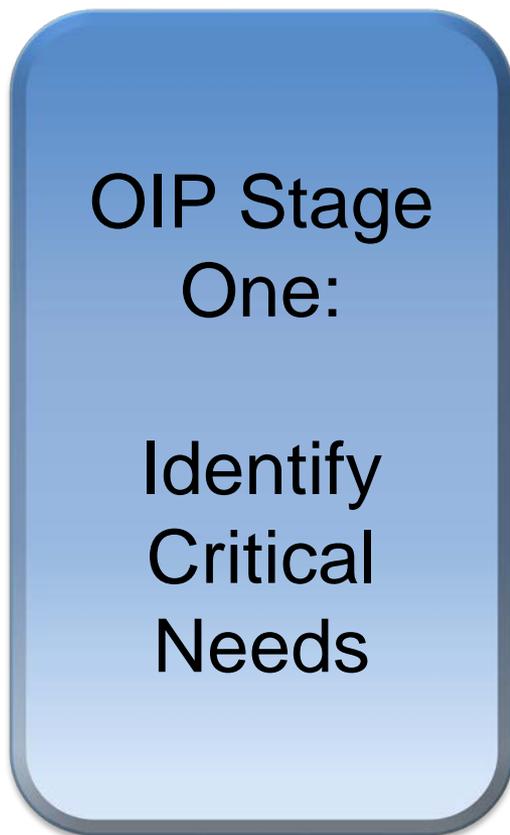
Collaborative Structures



**District or
Community
School
Leadership
Team**

**Building
Leadership
Team**

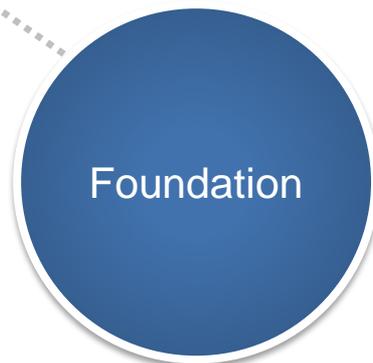
**Teacher
Based-Team**



Ask essential and probing questions.



Ohio's Decision Framework



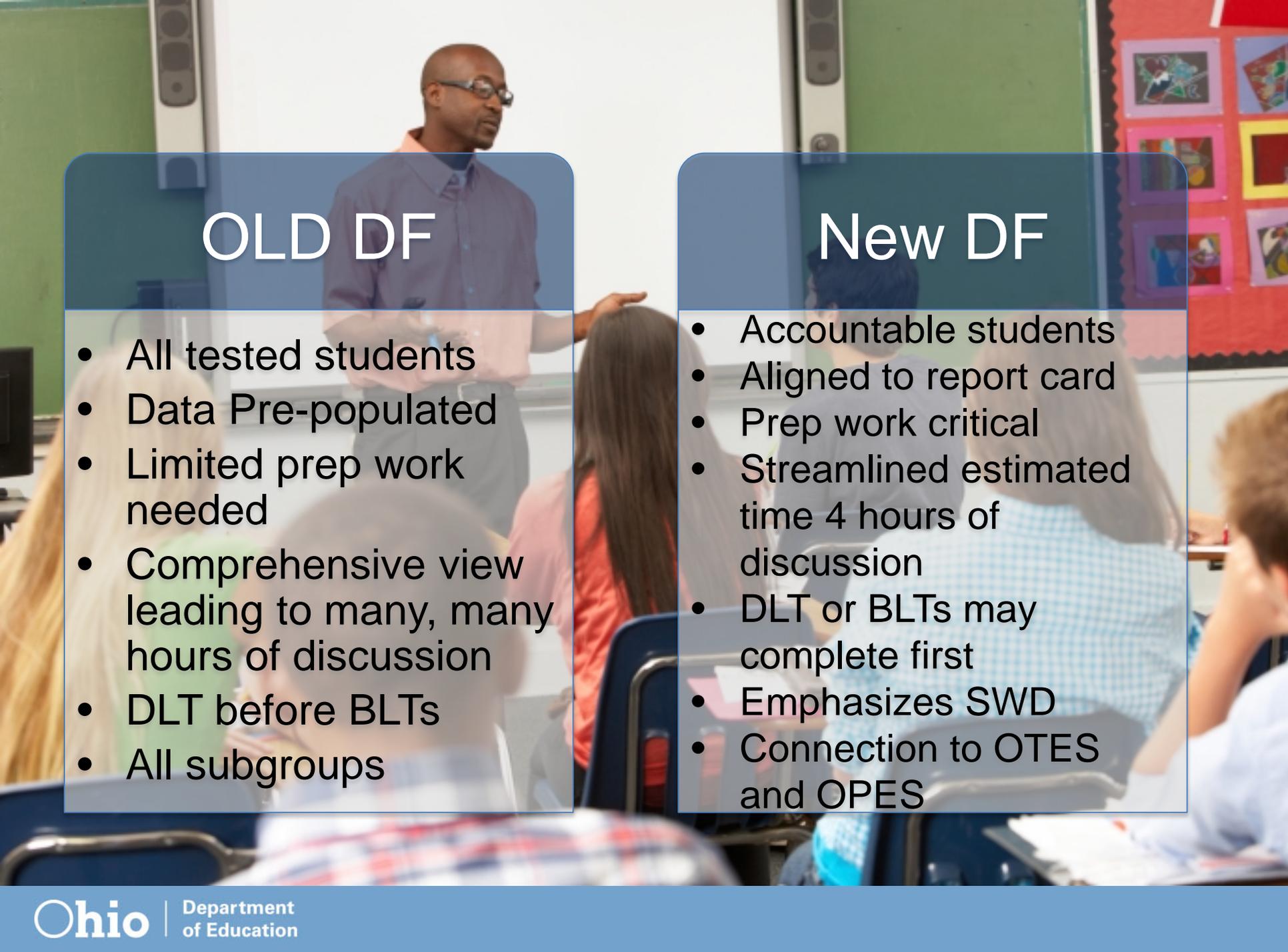
Development of a Theory of Action (focused plan)

OIP Stage One

- Ensures collaborative, data-based discussions
- Identifies strengths and concerns
- Analyzes Data at the District and Building Levels

OIP Stage One

- Identifies Root Causes
- Prioritizes Concerns
- Leads to a thorough Needs Assessment
- Supports writing of an effective, focused plan

A teacher in a purple shirt and glasses stands in a classroom, pointing towards a whiteboard. The background shows a green chalkboard and a bulletin board with colorful papers. The scene is overlaid with two semi-transparent blue boxes containing text.

OLD DF

- All tested students
- Data Pre-populated
- Limited prep work needed
- Comprehensive view leading to many, many hours of discussion
- DLT before BLTs
- All subgroups

New DF

- Accountable students
- Aligned to report card
- Prep work critical
- Streamlined estimated time 4 hours of discussion
- DLT or BLTs may complete first
- Emphasizes SWD
- Connection to OTES and OPES

Access to Decision Framework

CCIP	Comprehensive Continuous Improvement Planning Application
Collaboration Center	Content Sharing and Work Site
Comparability	Comparability Report
Compliance	Compliance Tracking System
Decision Framework	Decision Framework Application Suite
ELISA	Early Learning Integrated Suite Application
FLICS	Federal Low Income Count System
NPDS	Non Public Data System
ODE.CORE	Online Licensure System
OEDSR	OEDS-R Application
SAFE District Reports	SAFE District Reports
SIDR	School Improvement Diagnostic Framework
STARS V2.0	STARS Professional Development and Technical Assistance System
TRAC	TRAC application

- **SAFE Account**
- **OEDS-R**
- **Roles Carry Over**

Manual and Resources

Decision Framework ▾

User Manuals and Forms



Program Information

Program Selected: Decision Framework

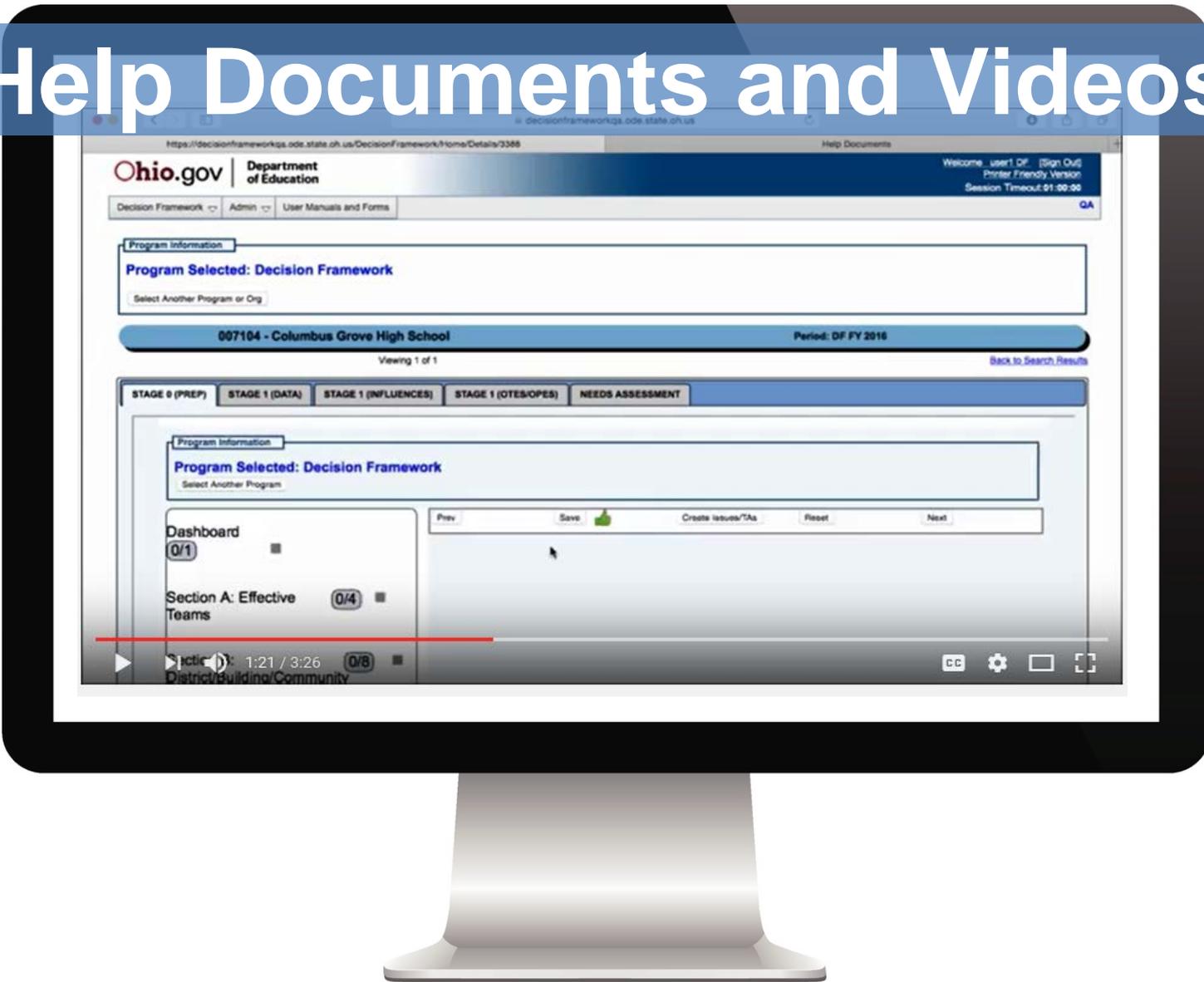
009252 - Region 5 State Support Team

Select Another Program or Org

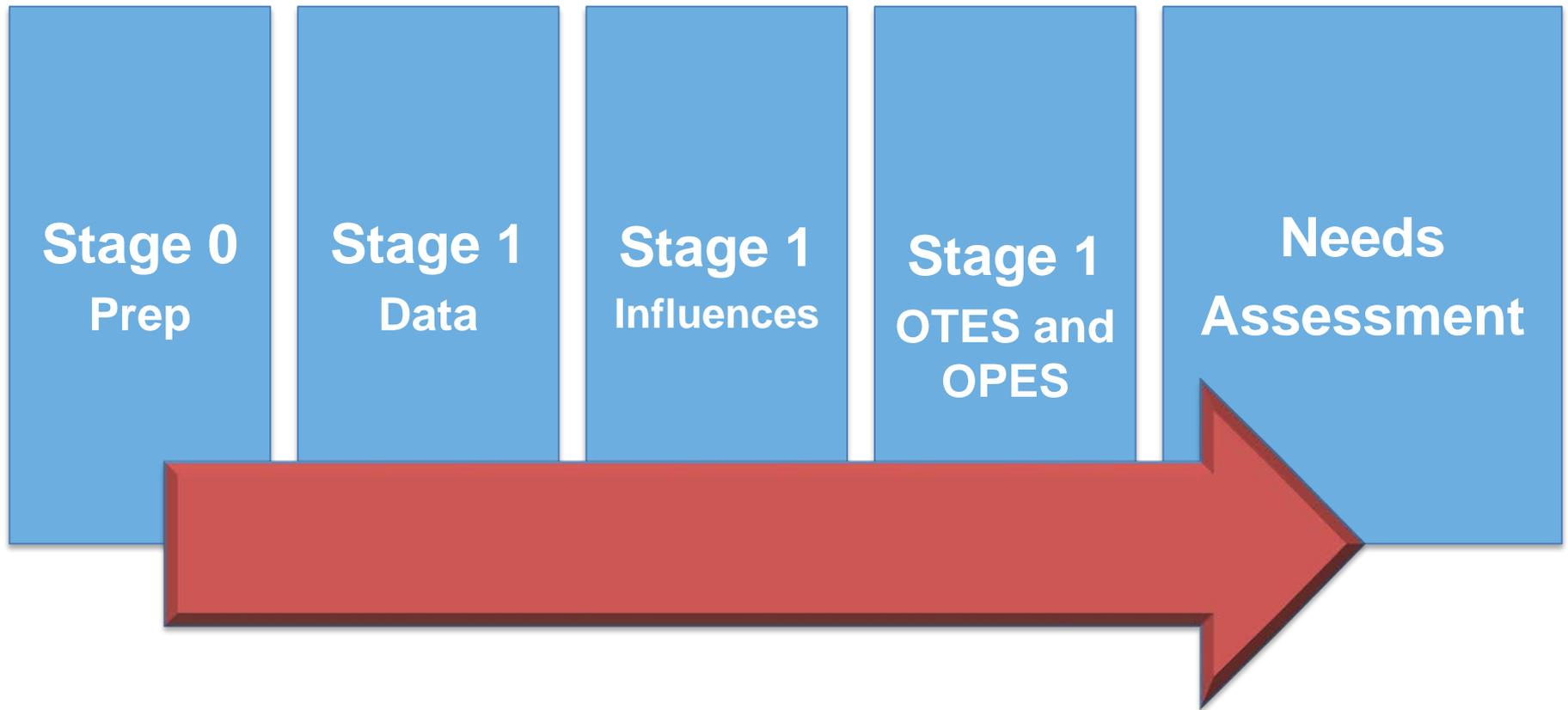
DECISION FRAMEWORK APPLICATION SEARCH

PROGRAM PERIOD: DF FY 2017 ▾	DISTRICT IRN: <input type="text"/>	STATUS: <ul style="list-style-type: none">Not StartedStage 0 (Prep)Stage 1 (Data)Stage 1 (Influences)Stage 1 (OTES/OPES)Needs AssessmentSent To CCIPSchool Closed
REGION: Region 5 State Support Team ▾	DISTRICT NAME: <input type="text"/>	
COUNTY: All ▾	<input checked="" type="checkbox"/> INCLUDE SCHOOLS	
SORT ORDER: IRN ▾	SCHOOL IRN: <input type="text"/>	
	SCHOOL NAME: <input type="text"/>	
	DIFFERENTIATED SUPPORT STATUS: All ▾	

Help Documents and Videos



Decision Framework Process



State 0: Prep

This rubric is used to assess implementation of the OIP. The section names, for example “Section A: EFFECTIVE TEAMS”, match the DF accordion sections.

SECTION A: EFFECTIVE TEAMS

CRITERION	1 (Beginning)	2 (Developing)	3 (Accomplished)	4 (Exemplary)	Evidence (examples)
A1. Educators work in collaboration.	The team is at the forming stage of team development. Roles/responsibilities are not defined.	The team is at the storming stage of team development. Roles/responsibilities are not clearly defined.	The team is at the norming stage of team development. Roles/responsibilities are defined at each meeting.	The team is at the performing and adjourning stage of team development. Roles and responsibilities are defined at each meeting and applied across the system.	Meeting agendas Meeting schedule Team meeting minutes with defined actions Self-assessment survey results or video of team process
A2. Educators work in leadership teams and have regularly scheduled meetings to support their work.	Less than 25% of recommended members* participate on the team. Meetings are rarely held or not at all. Participants are present but lack engagement.	26-50% of recommended members* participate on the team. Meetings are scheduled but held occasionally. Participants are present and engagement is active or passive based on level of interest.	51-89% of recommended members* participate on the team. Meetings are held according to the prescribed schedule. Participants are present and engaged by asking thoughtful questions and responding to comments.	90-100% of recommended members* participate on the team. Meetings are held according to a prescribed schedule. Participants are present and engaged by asking thoughtful questions and responding to comments.	Meeting schedule List of membership by position Self-assessment survey results or video of team process

The dashboard interface shows the following sections and their progress:

- Dashboard: 1/1
- Section A: Effective Teams: 4/4
- Section B: District/Building/Community School Leadership Teams: 8/8
- Section C: Teacher-based Teams: 5/5
- Section D: Formative Assessment: 1/1
- Section E: Instruction: 1/1
- Section F: Standards: 2/2
- Section G: Team Membership: 1/1
- Section H: OIP Five Step Process: 1/1

Buttons for 'Complete' and 'Export to PDF' are visible at the bottom of the dashboard.

Section : Dashboard Question Count : 1

Question 1

District Dashboard

ESEA Building Support -- The district has reviewed the current ESEA waiver requirements and will provide required support to their waiver buildings

Number of LEA Buildings

Number of BLTs

Number of TBTs

Prev

Next

Section : Dashboard Question Count : 1

Question 2

Building Dashboard

Average number of minutes per month that BLTs use for OIP 5-step process work (average of all buildings -- do not include TBT time)

Average number of minutes per month that TBTs use for OIP 5-step process work (average of all buildings -- do not include BLT time)

Prev

Save

Reset

Next

Prev

Save



Reset

Next

Stage One: Data



Achievement 0/2

Achievement- Indicators Met-Proficiency Levels 0/12

Achievement- Indicators Met-Trend 0/10

Progress 0/3

Gap Closing 0/3

Graduation Rate 0/1

K-3 Literacy 0/2

Section : Achievement Section : Achievement- Indicators Met-Levels

Question 1

Section: Reading above proficient (all students)

Review the changes in achievement levels in the indicators met above proficient (advanced plus, advanced and accelerated).

- 3rd Grade Progress Concern No Action
- 4th Grade Progress Concern No Action
- 5th Grade Progress Concern No Action
- 6th Grade Progress Concern No Action
- 7th Grade Progress Concern No Action
- 8th Grade Progress Concern No Action
- 10th Grade Progress Concern No Action



GRADE B Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of those levels. The higher the achievement level, the more the points awarded in the district's index. This reminds schools and districts for improving performance.

Performance Index Calculation Pie Chart Trend

84.3%
101.2 of a possible 120.0

Achievement Level	Pct of Students	Points for this Level	Points Received
Advanced Plus	0.2	x 1.3	= 0.2
Advanced	17.4	x 1.2	= 20.8
Accelerated	42.3	x 1.1	= 46.5
Proficient	26.4	x 1.0	= 26.4
Basic	10.4	x 0.6	= 6.3
Limited	3.0	x 0.3	= 0.9
Unrated	0.3	x 0.0	= 0.0
			101.2

A = 90.0 - 100.0%
B = 80.0 - 89.9%

GRADE A Indicators Met

Indicators Met measures the percent of students who have passed state tests. Results are reported for each student in a grade and subject. At least 80 percent of students must pass to get credit for the indicator.

Indicators Met % Indicators Comparison Achievement Levels Trend

97.0%
32 out of 33

Grade	Subject	Indicators Met %	Achievement Levels
3 rd Grade	Mathematics	82.0%	✓
	Reading	91.3%	✓
4 th Grade	Mathematics	85.1%	✓
	Reading	90.8%	✓
5 th Grade	Social Studies	91.7%	✓
	Mathematics	83.7%	✓
5 th Grade	Reading	86.8%	✓
	Science	78.3%	✓

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%



Stage One: Data Progress

3 Questions

- Value Added for Student Groups
- Value Added for Reading
- Value Added for Math



Stage One: Data Gap Closing

3 Questions

- Achievement Gap for Reading
- Achievement Gap for Math
- Achievement Gap for Graduation



Stage One: Data Graduation

1 Question

Review the 4-Year graduation rate trend and determine if you note progress or have concern for:

- All Students
- SWD



K-3 Literacy

Two
Questions

K-3 Literacy
Cohort

K-3 Literacy
Third Grade
Reading
Guarantee
(details of
measure)

Stage 1 Data: Complete Stop, Export, Print

Achievement	0/2	<input type="checkbox"/>
Achievement- Indicators Met- Proficiency Levels	0/12	<input type="checkbox"/>
Achievement- Indicators Met-Trend	0/10	<input type="checkbox"/>
Progress	0/3	<input type="checkbox"/>
Gap Closing	0/3	<input type="checkbox"/>
Graduation Rate	0/1	<input type="checkbox"/>
K-3 Literacy	0/2	<input type="checkbox"/>

Export to PDF



Influences Tab

Select the INFLUENCES TAB and the "START" button. Data concern and Grade

The screenshot displays the 'STAGE 1 (INFLUENCES)' tab. On the left, an accordion menu shows a list of data items, with 'Reading above proficient (all students)' selected. On the right, the 'Question 1' section shows 'Highly Effective Instruction' with an influence text. Below this is a table with the following structure:

Influence	Grade 3
Universal Design for learning (UDL) is used proactively in instructional planning to ensure multiple means of engagement, representation and expression are available for all learners throughout instruction, intervention and assessment.	<input checked="" type="checkbox"/>
Instructional practices expect students to demonstrate a high level of understanding.	<input type="checkbox"/>
Instructional practices expect students to use appropriate technology strategically in academic and real-world settings to deepen understanding of their learning.	<input type="checkbox"/>
High quality professional development is job-embedded to enhance instructional practices.	<input type="checkbox"/>

The INFLUENCES TAB accordion will only display data items selected as **concerns** in the previous TAB.

Stage One: Potential Influences- District

1. Universal Design for Learning
2. High level of understanding
3. Appropriate technology strategically
4. Professional Development is job-embedded

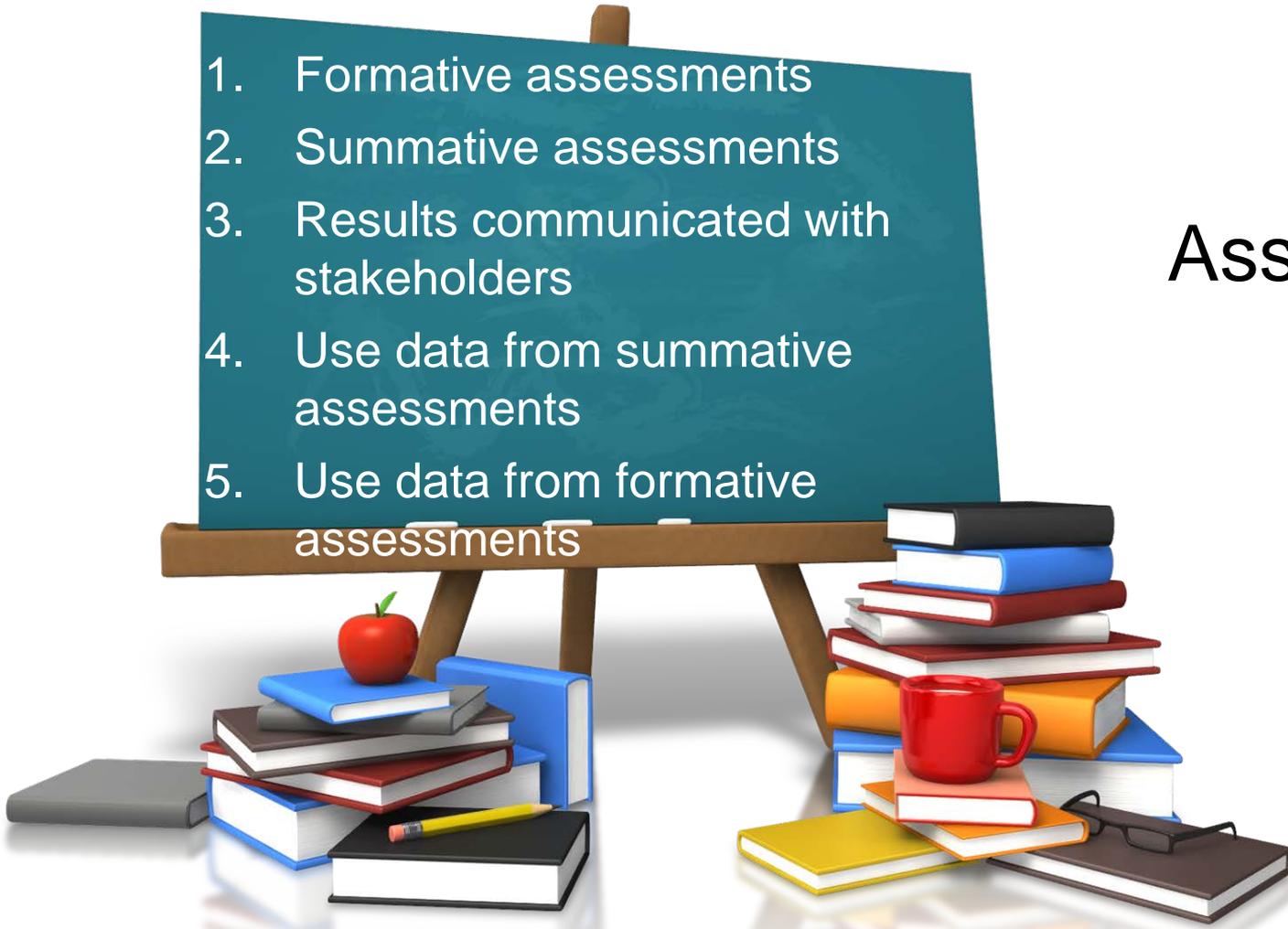
Highly
Effective
Instruction



Stage One: Potential Influences - District

1. Formative assessments
2. Summative assessments
3. Results communicated with stakeholders
4. Use data from summative assessments
5. Use data from formative assessments

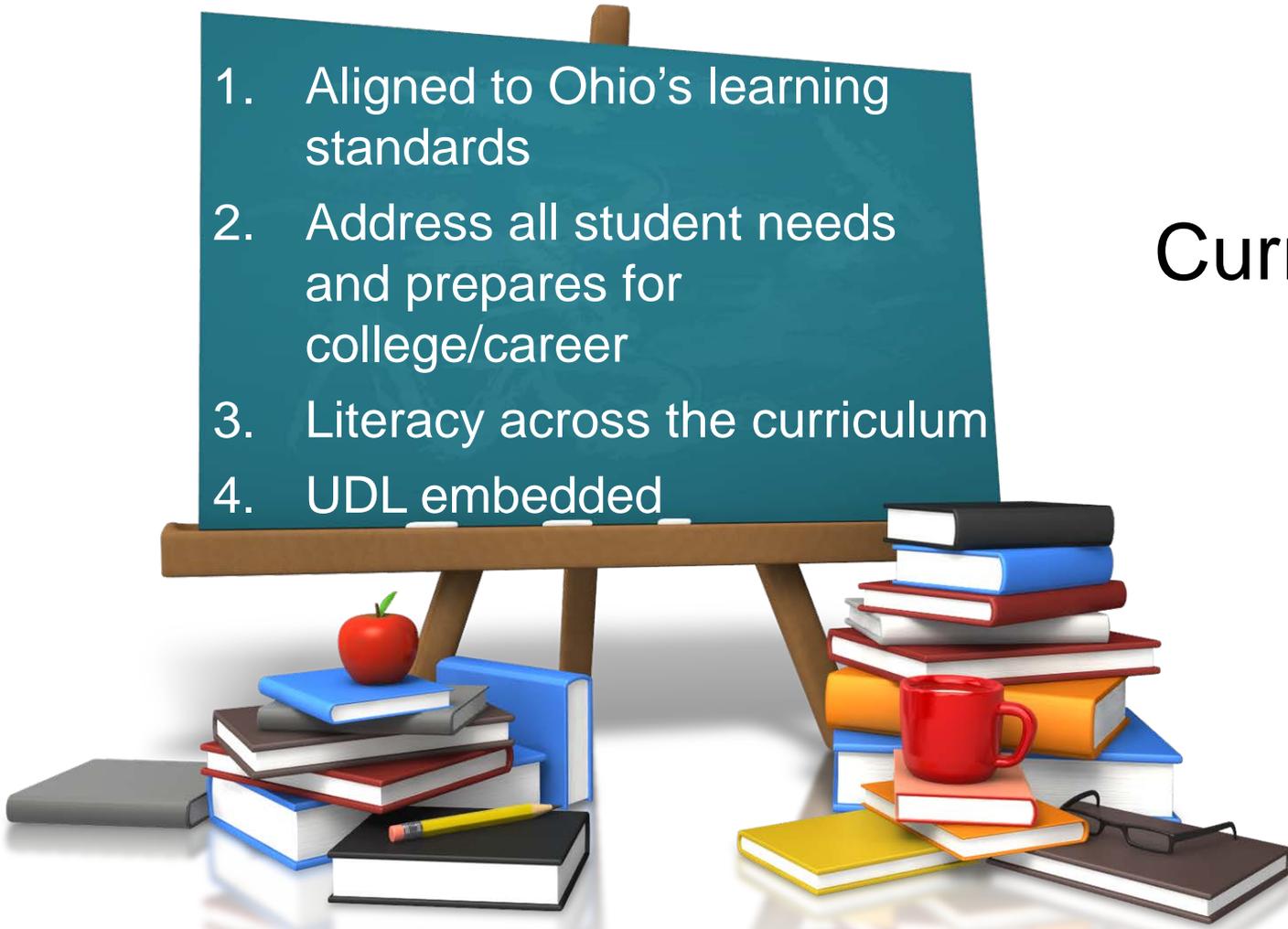
Assessment



Stage One: Potential Influences - District

1. Aligned to Ohio's learning standards
2. Address all student needs and prepares for college/career
3. Literacy across the curriculum
4. UDL embedded

Curriculum



Stage One: Potential Influences - District

Environment; Parents and Community

1. Community partners inform the work of the district
2. DLT partners with families
3. Conducts annual self-assessment to assess building environment
4. Classroom environments support learning of all students, especially students with disabilities



Stage 1 (OTES and OPES)

OPES - District

- **Highly Effective Instruction**
- **Assessment**
- **Curriculum**
- **Environment, parents and community**

Stage 1 (OTES and OPES)

OPES - Building

- Highly Effective Instruction
- Assessment
- Curriculum
- Environment, parents and community

Not a Compliance Tool

- No Need to Click Every BOX!
- Minimum 1 area checked per TAB
- IDEA is narrow focus...less is more
- Goal is to produce a **needs assessment** that leads to **1 or 2 strategies**

Flexibility in Facilitation

Districts can make the business rules related to the flow and completion of the building and district decision framework.

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STAGE 1 Identify Critical Needs of Districts and Schools

How do these teams work in districts and schools?

Teams use data to identify critical needs

How do these teams work in districts and schools?

Review data
Gather evidence of implementation and impact

STAGE 4 Evaluate the Improvement Process

STAGE 2 Develop a Focused Plan

Develop a Focused Plan

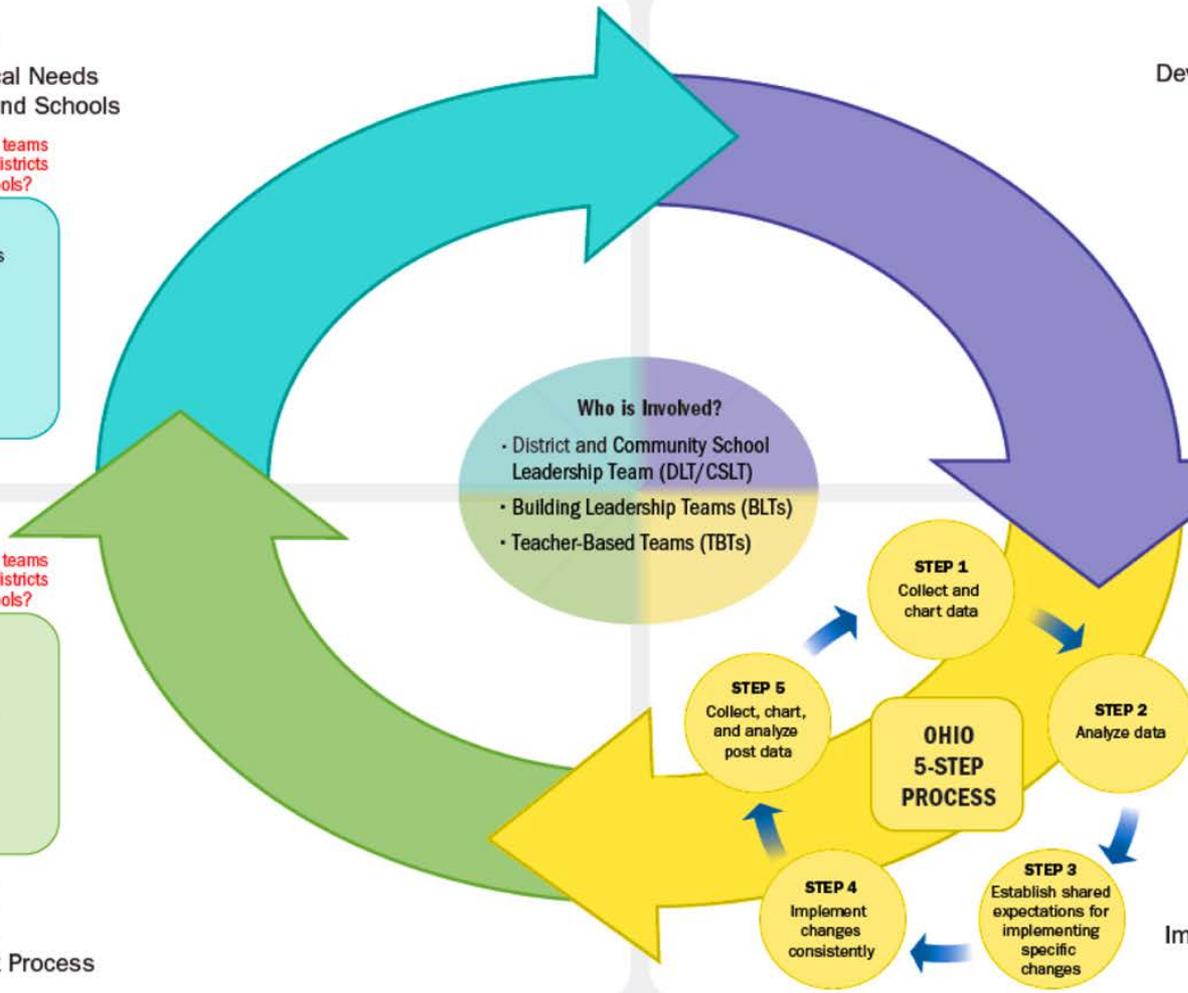
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STAGE 3 Implement and Monitor the Focused Plan



OIP Stage
Two:
Develop a
Focused
Plan

Inquire

Learn as a system

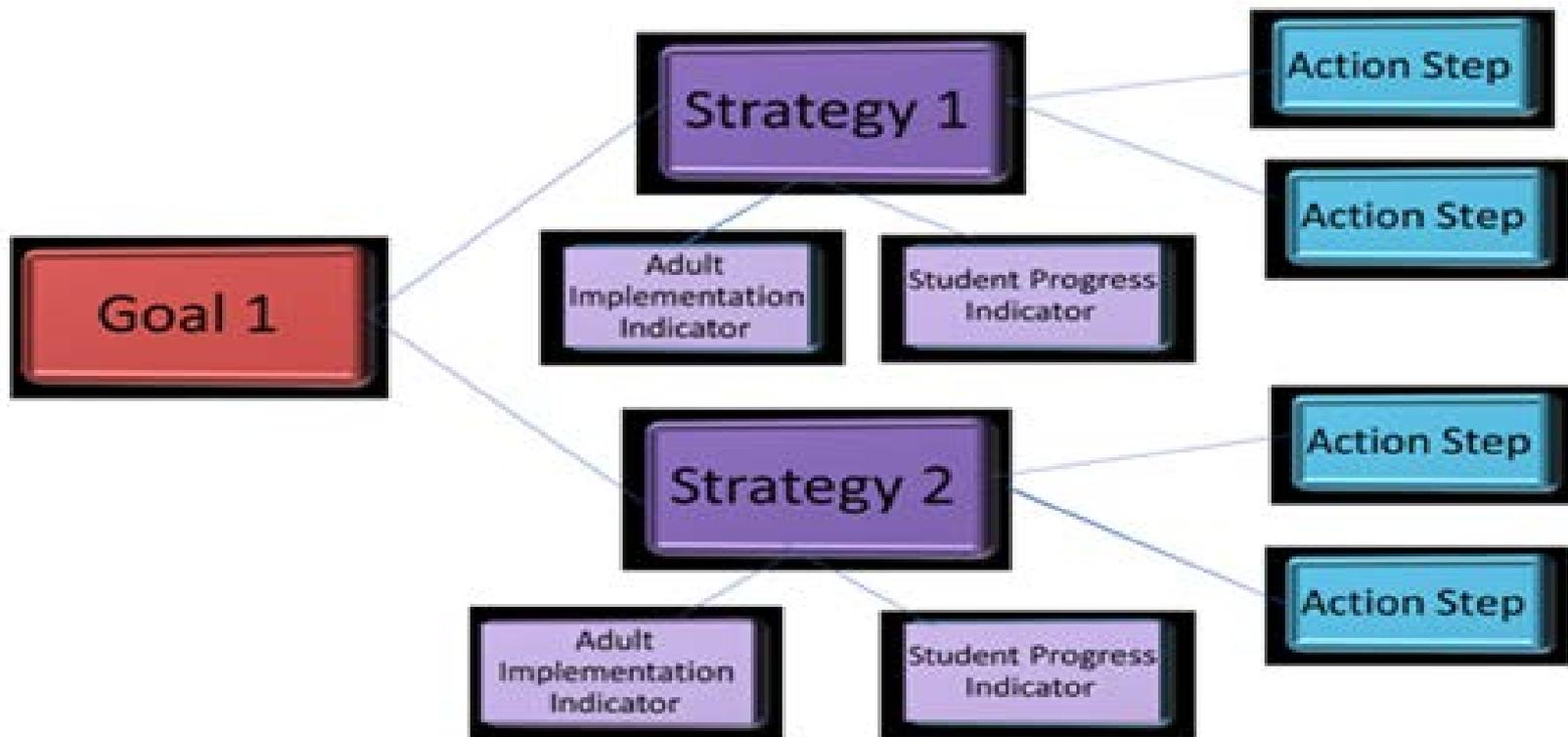
Focus,
Focus,
Focus

Don't create more than
you can and will
tenaciously monitor

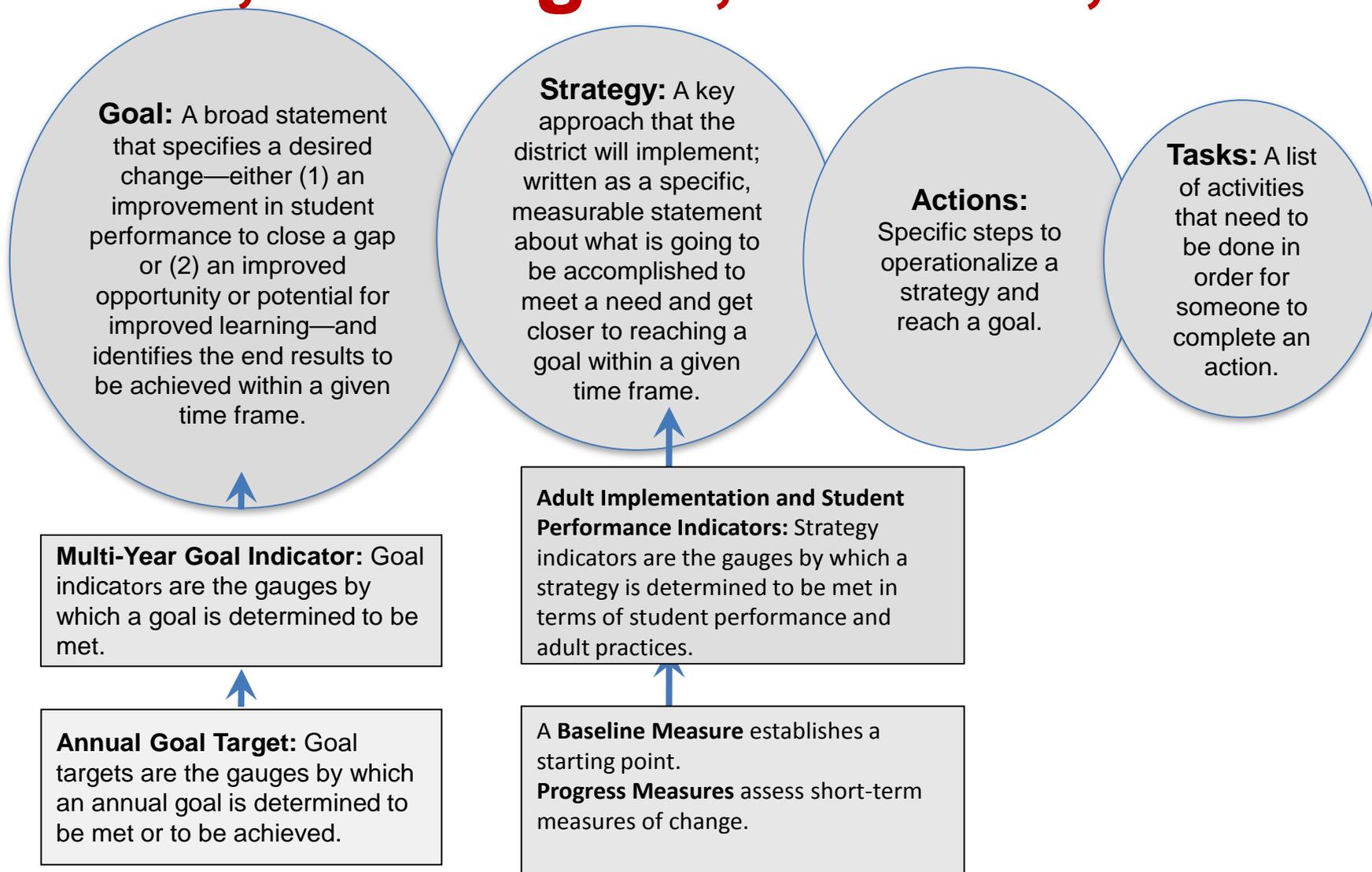
Instruction

Must be one of the
most important things

Theory of Action



Goals, Strategies, Actions, Tasks



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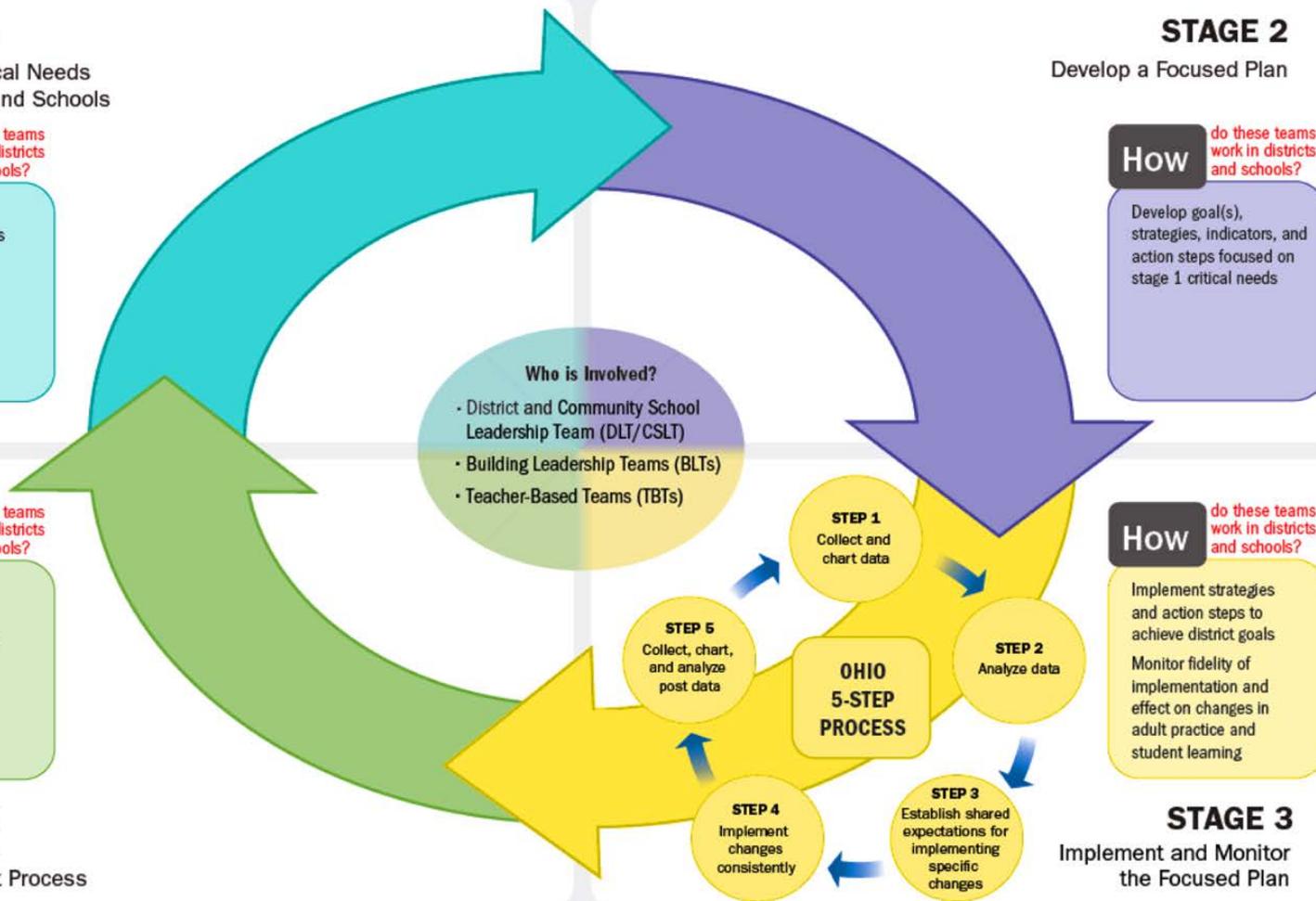
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STAGE 3 Implement and Monitor the Focused Plan

Implement and Monitor the Focused Plan



OIP Stage
Three:
Implement
and Monitor

Maintain

Internal Accountability

Predict

Student performance

Replicate

Successes and identify
needs

What is Monitoring?

Internal Accountability System

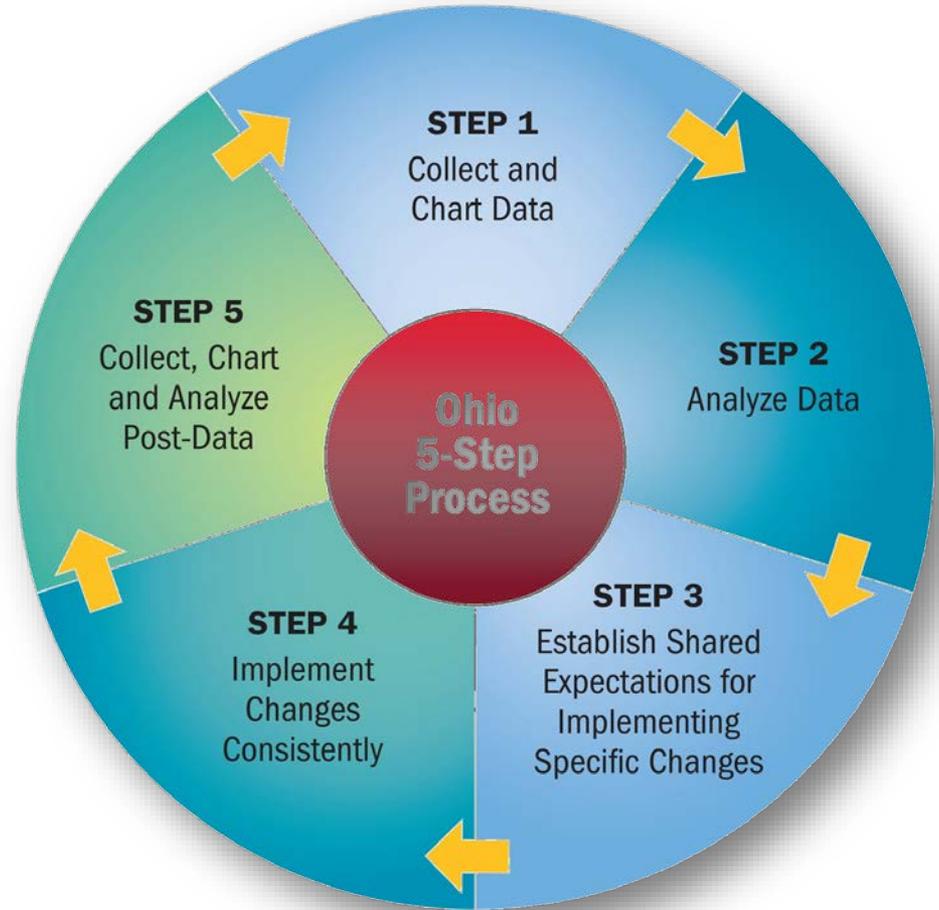
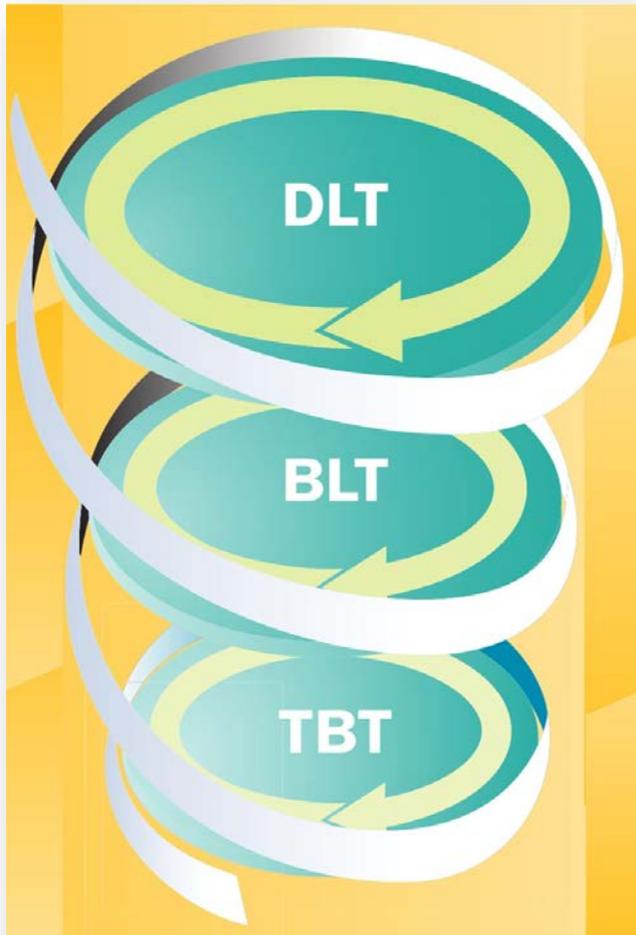
Degree of Implementation

Desired effects

The Monitoring System

1. What to monitor
2. What to gather
3. When to gather and submit data
4. How to gather data
5. Who will gather data
6. How to record data
7. How to manage monitoring data
8. How to communicate monitoring expectations and results

Ohio Five-Step Process



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STAGE 4 Evaluate the Improvement Process

Evaluate the Improvement Process

STAGE 3 Implement and Monitor the Focused Plan

Implement and Monitor the Focused Plan



OIP Stage
Four:

Evaluate
the Plan
and
Process



Projected results with
actual results



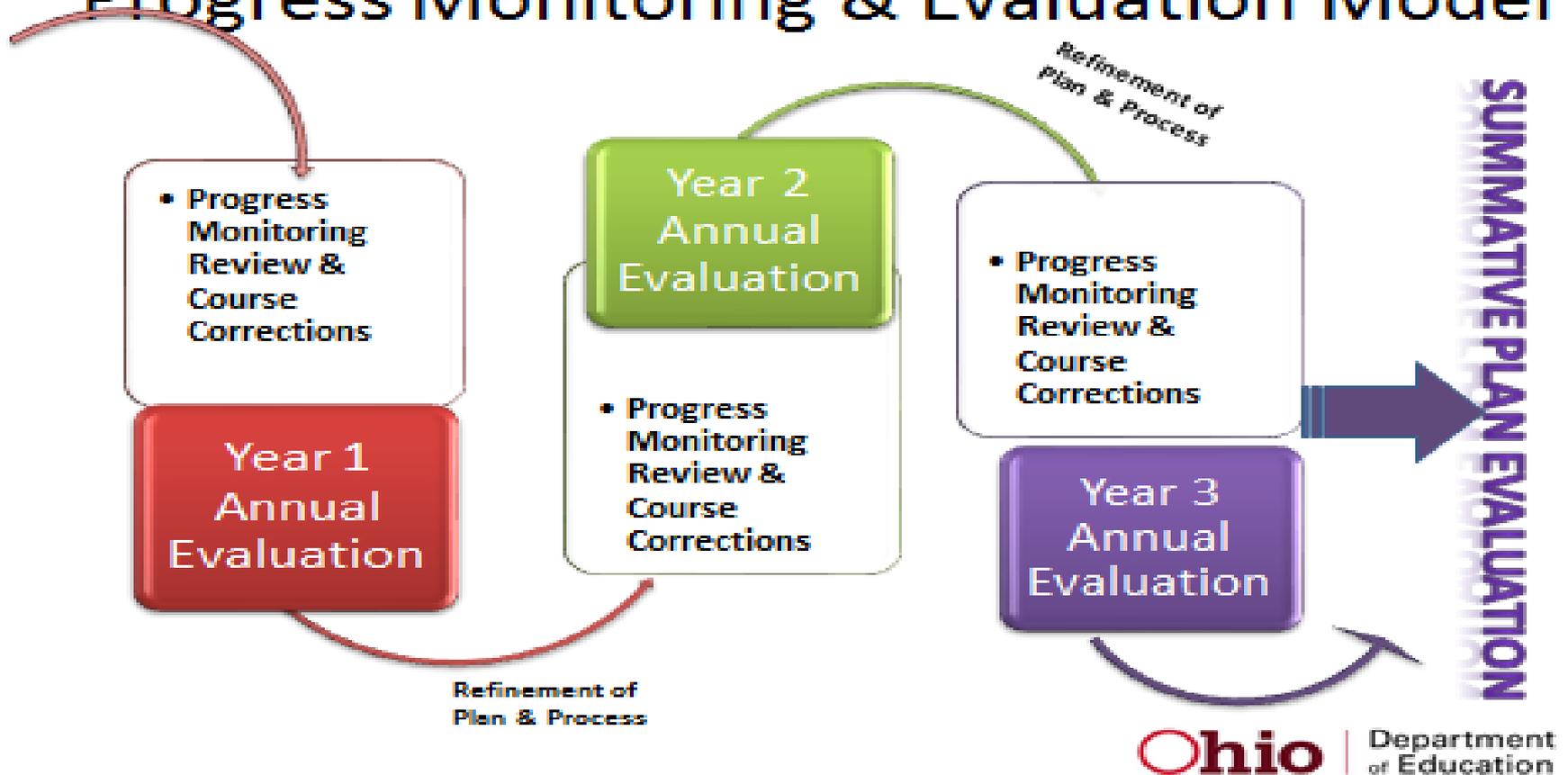
Impact on student
performance



Degree of plan
implementation

Evaluation Cycle

Progress Monitoring & Evaluation Model



Evaluation Questions



1

How do plan results compare to actual goal targets (outcomes) in student performance?



2

How do adult implementation results compare to student performance results?

Evaluation Questions



3

Has the district/building plan been implemented as designed, on-time and within budget?



4

What were the strengths and opportunities for improvement in each OIP stage?

Evaluation Questions



5

What changes should be made to the plan to ensure improved student achievement?



6

Based on lessons learned as a result of implementing this plan and process; what should be done to eliminate unsuccessful practices and institutionalize successes?

Focused Plan Descriptors Checklist

SMART Goals

Strategies and
Action Steps

Focused Plan Descriptors Checklist

	Yes	No	Comment
SMART Goals			
Specific			
1. Are action word(s) used to describe what the district is going to do?			
2. Does the goal describe what the district wants to accomplish?			
3. Is the goal clear about what the district intends to do for all students and designated student populations?			
4. Does the goal specify when the district is expecting to see change?			
Measurable			
5. Does the goal identify the annual target indicator of what the district will see annually?			
6. Does the goal identify the multi-year indicator of what the district will see when it reaches the goal?			
7. Does the goal ensure there are data that will be collected to demonstrate appreciable change (in quantity or quality) that can be calculated?			
Attainable and Achievable			
8. Does the goal stretch the district to improve yet is possible to attain?			
9. Does the goal target the population(s) that data show is in greatest need?			
Realistic and Relevant			
10. Is implementation of the goal possible within the capabilities of the district?			
11. Is the goal consistent with the mission?			
12. Is the bar set high enough for significant achievement?			
13. Is the goal the most important and significant aspiration of the district to improve student learning?			
14. Does the goal contradict other goals?			
Timely			
15. Does the goal have an end point?			
16. Is the time frame for accomplishment of the goal realistic?			
Strategies and Action Steps			
Individual Strategy Review			
17. Is the strategy focused? Does it address the core of the goal?			
18. Is the strategy achievable, feasible, reasonable and practical (i.e., time, skill, knowledge, and culture can support them)?			
19. Is the strategy the right grain size (i.e., not so broad that it is a goal but not so narrow that it is an action or task)?			
20. Does the strategy have a sufficient research base with identified sources?			
21. Does the strategy respond to the prioritized data needs and cause and effect analysis?			
22. Will the strategy be understood by stakeholders (i.e., clear, jargon-free language, able to stand on its own without additional explanation)?			
23. If the strategy is implemented with fidelity, is it likely to achieve the goal?			
Individual Action Step Review			
24. Is the action step/intervention backed by evidence of effectiveness?			
25. Does each action step identify the monitoring evidence/data sources that will be used to document implementation?			



**State Support Teams
are here to help!**

Questions?

Submit questions regarding completing improvement plans to:

Community.Schools@education.ohio.gov

education.ohio.gov

Join the Conversation



OHEducation



OHEducation



@OHEducation

@OHEducationSupt



OhioEdDept