



Decision Framework User Manual

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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 homepage.

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:

- Instructions

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

- 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.

Process Flow

For both District and Building, 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 user 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.

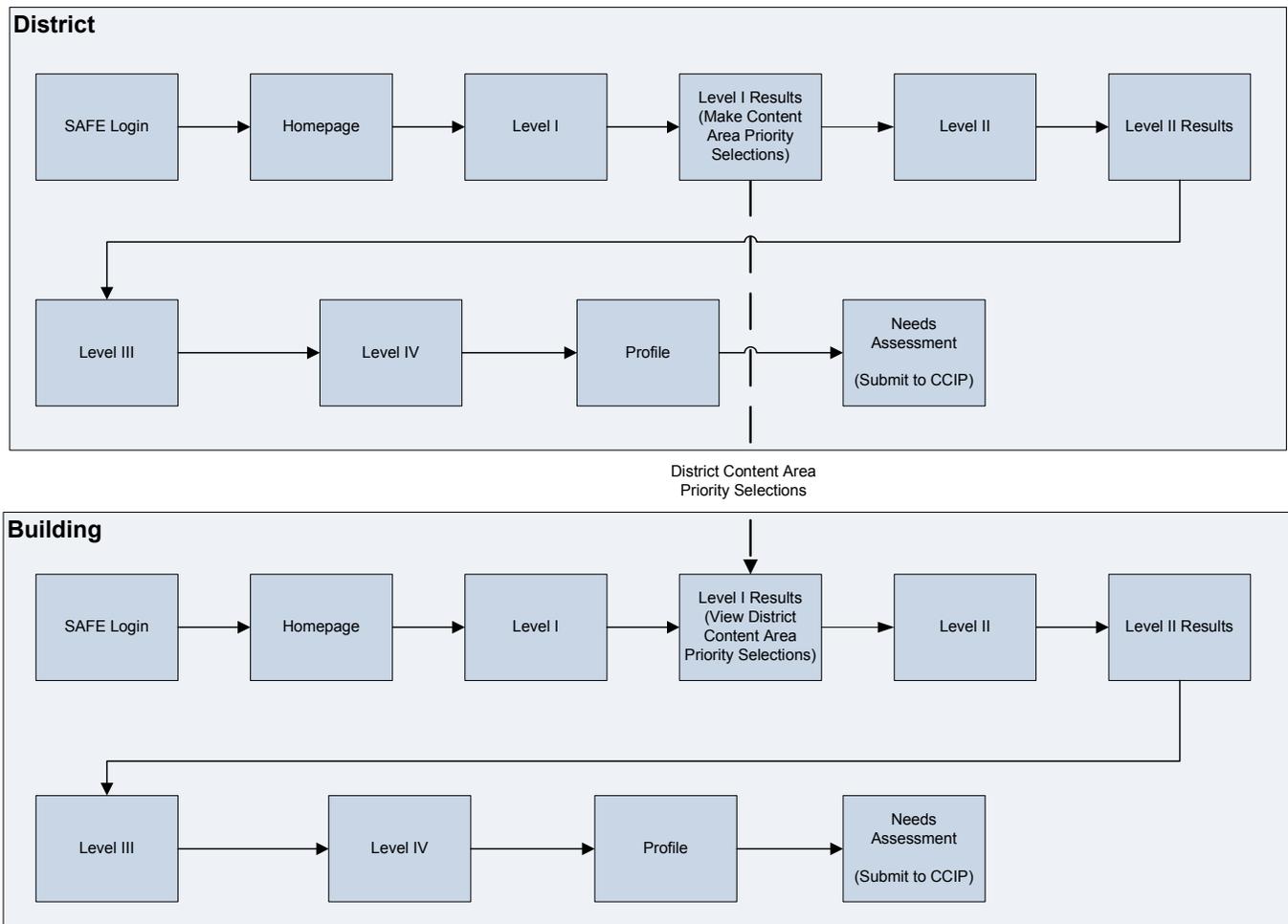


Figure 1: The Overall Decision Framework Process Flow

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.

Logging In to the Decision Framework

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

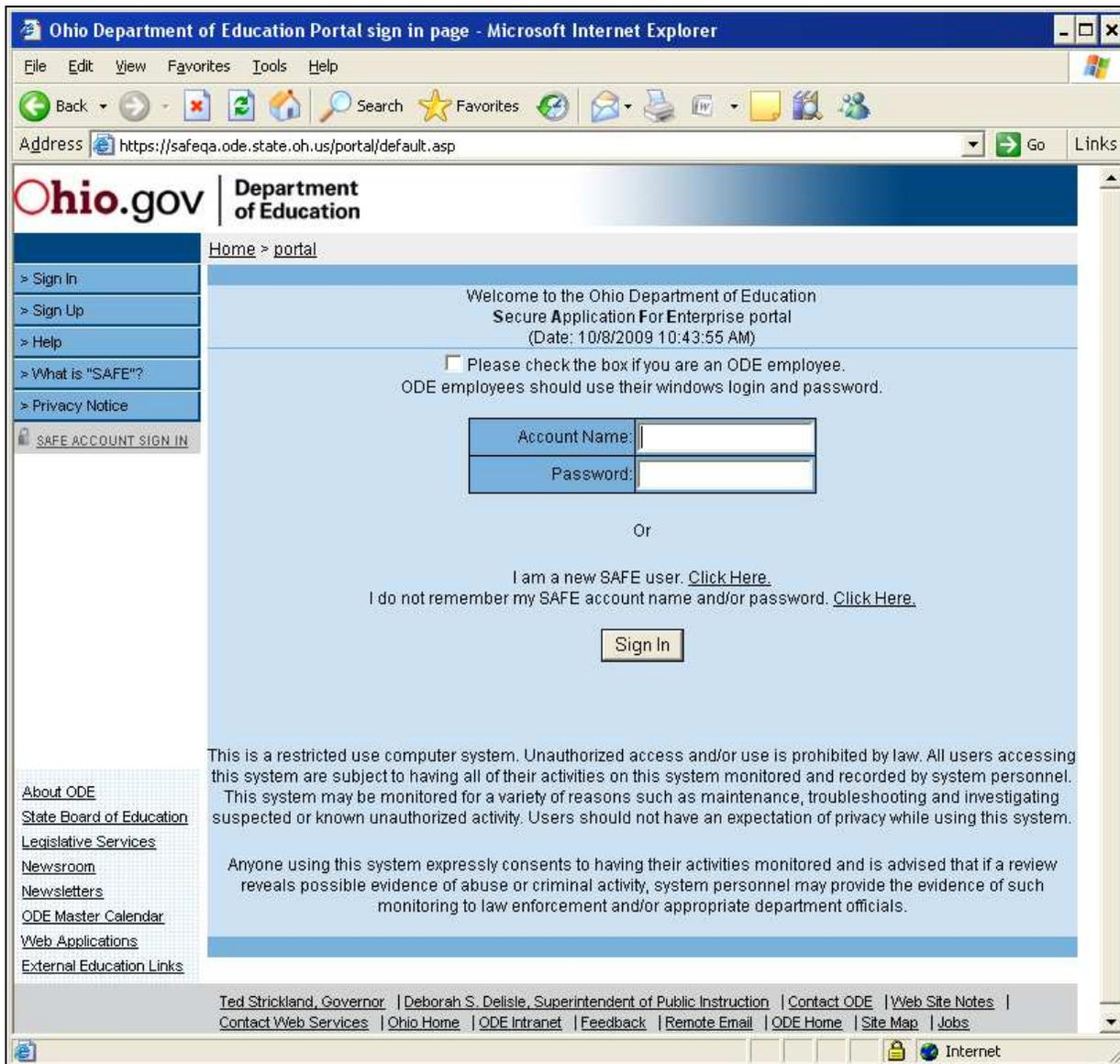


Figure 2: SAFE Login

- 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.

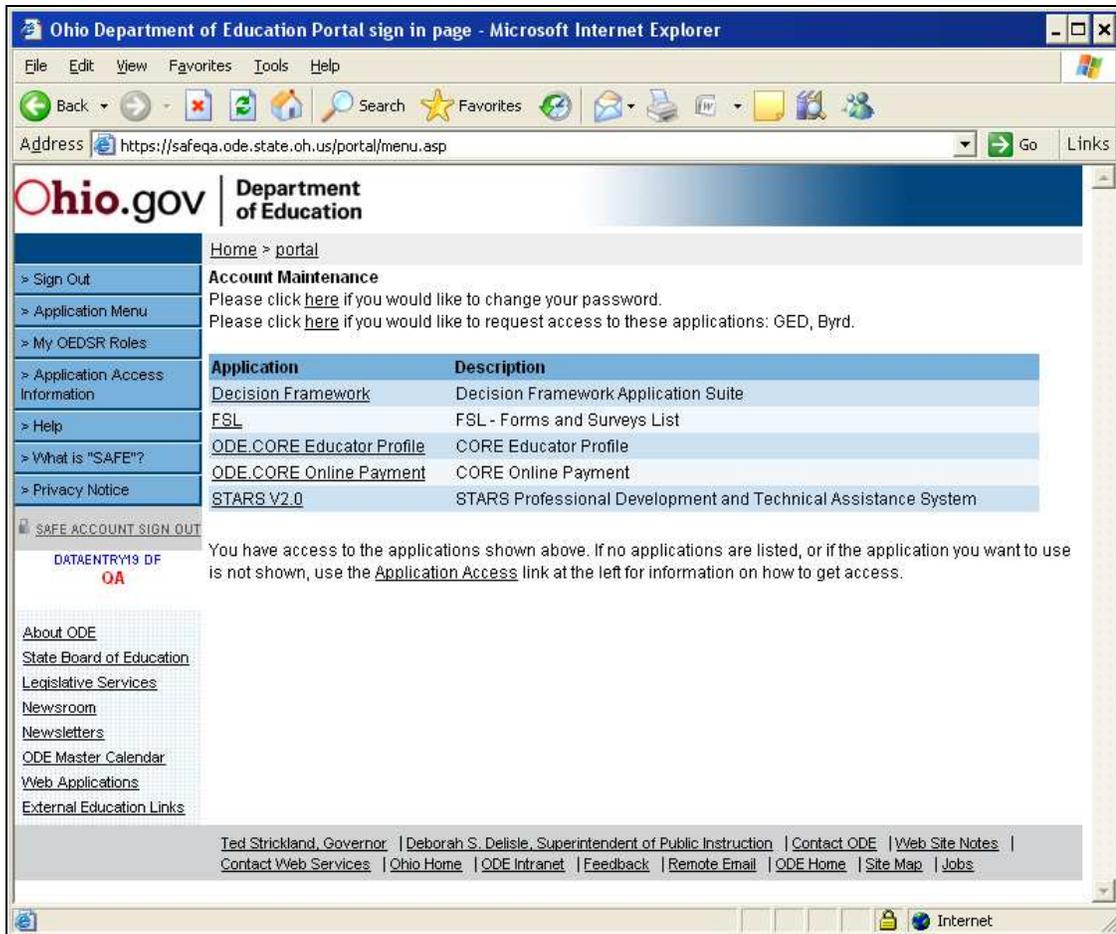


Figure 3: ODE Portal

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

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

The screenshot shows the Ohio's Decision Framework home page. On the left is a navigation tree with a 'Toggle Nav Pane' button. The tree is organized into levels: Level I (Proficiency, Results), Level II (Reading, Mathematics, Writing, Social Studies, Science), and Level III (Leadership, School Climate). The main content area has a header 'Ohio's Decision Framework' and a 'Welcome!' section. It explains the tool's purpose and provides instructions to select an IRN and fiscal year. There are two dropdown menus for 'IRN' and 'Fiscal Year' (set to '2011 - Not Submitted to CCIP'). A 'Copy answers from prior Fiscal Year's DF' button is present. Below this, there are links to documentation: 'Essential Reading' (Quick Start Guide), 'Essential Reference' (User's Manual), 'Optional Reading' (Release Notes, Known Issues, Tip and Tricks), and 'Optional Tools' (Trendline Creation Workbook). A 'Next Page' button and a 'Print' icon are at the bottom right.

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

reviewed and any needed changes made to the NA.

- Districts that have worked through stages 1 and 2 of the OIP could choose 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

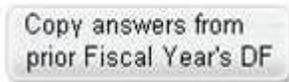


Figure 5: The Copy Forward button

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.

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.

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 difference between a page and a tab is essential.

Pages versus Tabs

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.
- 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.
 - 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.

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Start Page (1) | Toggle Nav Pane (2) | Proficiency by Grade (3) | Example IRN (012345), FY 2011 (4) | View As: Excel (5) | Log Out (6)

Please provide data for all fields.

KRA-L | Reading (7) | Mathematics | Writing | Social Studies | Science | Level of Concern (7)

Reading % Proficiency by Grade Level (8)

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

Legend: 2007 (Blue), 2008 (Red), 2009 (Green)

Student Grades: 3rd, 4th, 5th, 6th, 7th, 8th, 10th, 12th

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

SELECT LEVEL OF CONCERN

Grades	Reading
3rd Grade	[Dropdown]
4th Grade	[Dropdown]
5th Grade	[Dropdown]
6th Grade	[Dropdown]
7th Grade	[Dropdown]
8th Grade	[Dropdown]
10th Grade	[Dropdown]
12th Grade	[Dropdown]

Save (10) | Previous Tab | Next Tab (11) | Print (12)

(13) | Ted Strickland, Governor | Deborah S. Delisle, Superintendent of Public Instruction | Privacy Statement | Site Map | Jobs at ODE | Website Survey | Employees | Contact ODE |

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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)**

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 show to help your decision making process, such as the graphed data in the example page, not for answer tables such as the “Select Level of Concern” table that also appears on the example page.

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

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.

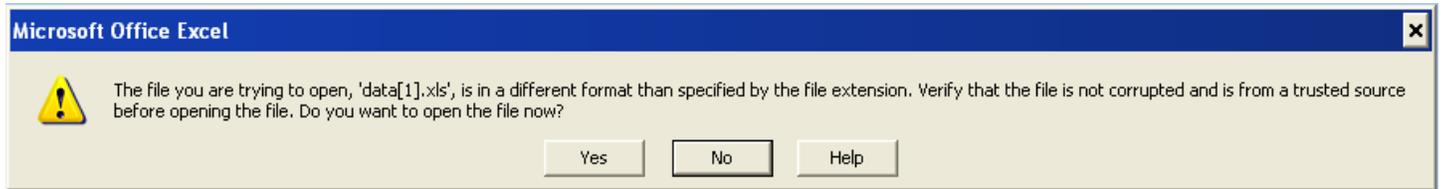


Figure 8: Warning Message from Excel 2007 –Select "Yes"

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

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 amount of text that can be displayed is limited to 150 characters, 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. **Navigating away from a tab or 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.

Page/Tab Specific Screen Elements

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

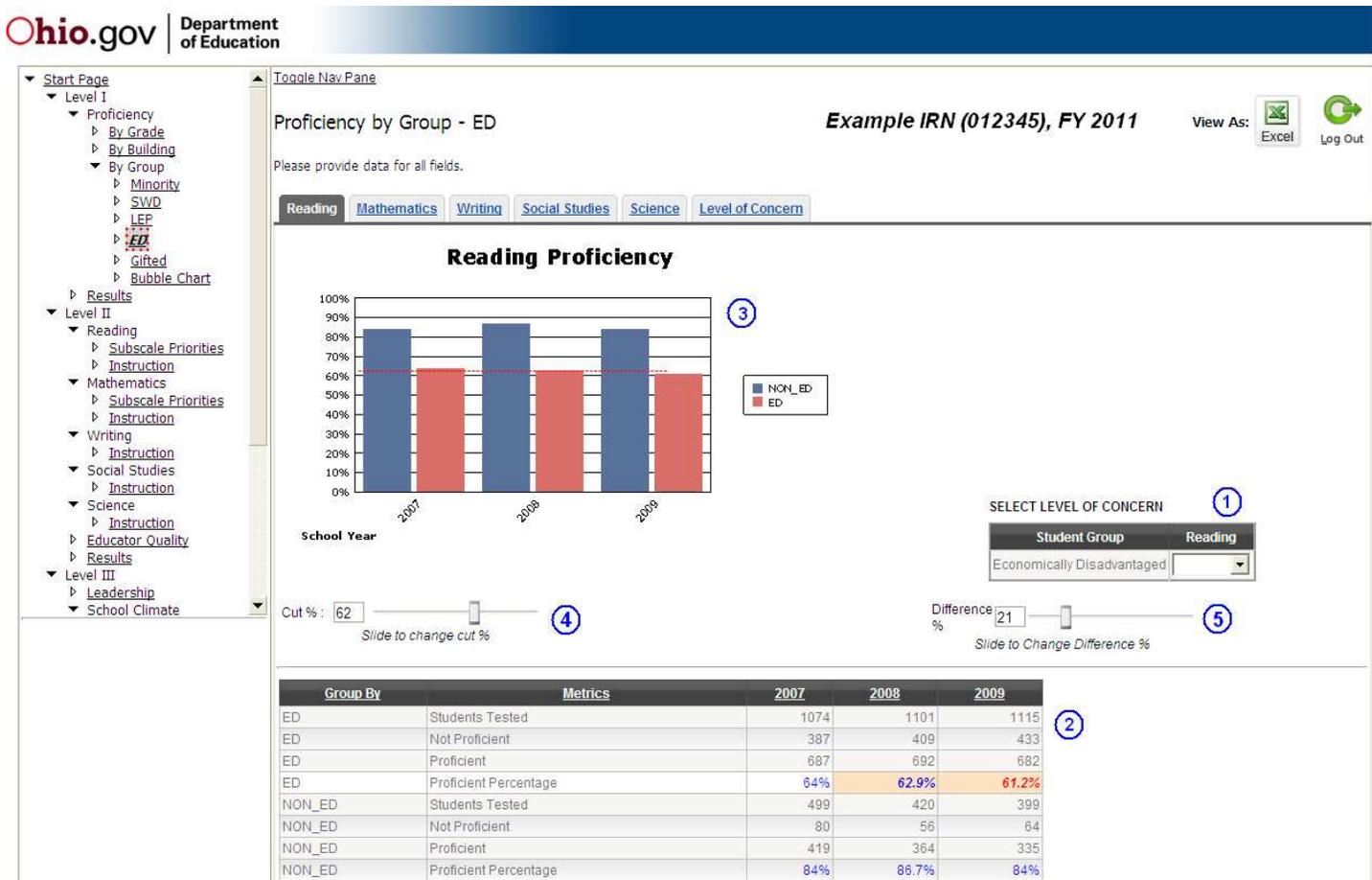


Figure 9: Example screen with page and tab specific screen elements

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.

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

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)

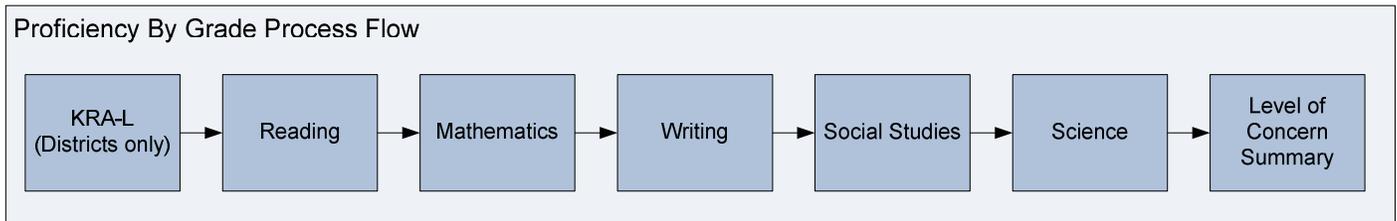


Figure 11: Proficiency by Grade Process Flow

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.

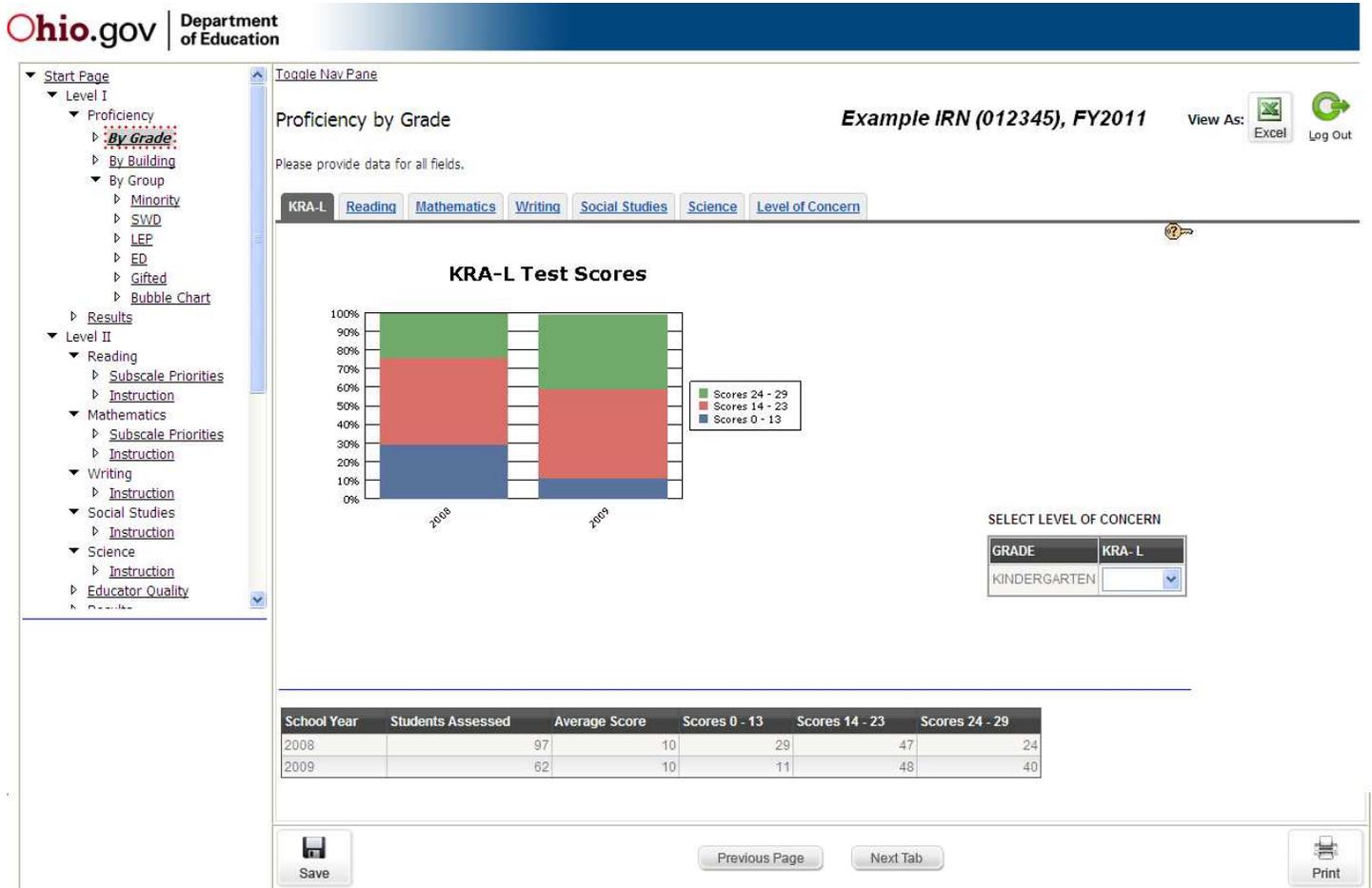


Figure 12: Data Proficiency by Grade – Example tab for content areas

- 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.

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.

Reading % Proficiency by Grade Level

Grade Level	Metrics	2006	2007	2008	2009
3rd Grade	Students Tested	64	79	91	89
3rd Grade	Not Proficient	14	**	11	20
3rd Grade	Proficient	50	**	80	69
3rd Grade	Proficient Percentage	78.1%	**	87.9%	77.5%
4th Grade	Students Tested	75	66	77	86
4th Grade	Not Proficient	17	16	**	15
4th Grade	Proficient	58	50	**	71
4th Grade	Proficient Percentage	77.3%	75.8%	**	82.6%
5th Grade	Students Tested	77	79	67	82
5th Grade	Not Proficient	11	10	26	12

SELECT LEVEL OF CONCERN

Grades	Reading
3rd Grade	[Dropdown]
4th Grade	[Dropdown]
5th Grade	[Dropdown]
6th Grade	[Dropdown]
7th Grade	[Dropdown]
8th Grade	[Dropdown]
10th Grade	[Dropdown]
12th Grade	[Dropdown]

Figure 13: 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.

- 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 pervious content area tab.

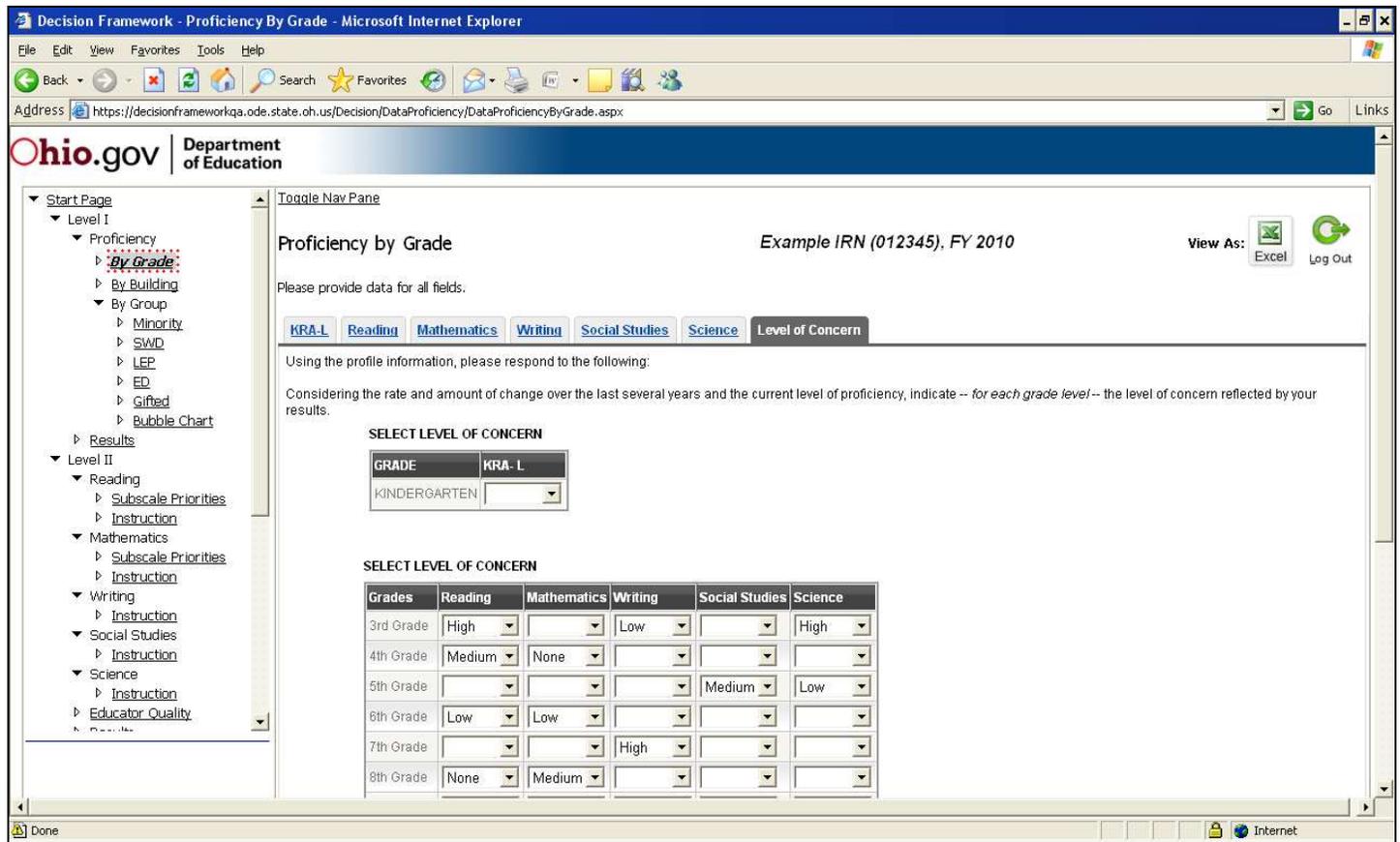


Figure 14: Data Proficiency by Grade Level of Concern Summary Tab (District view)

- 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).

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

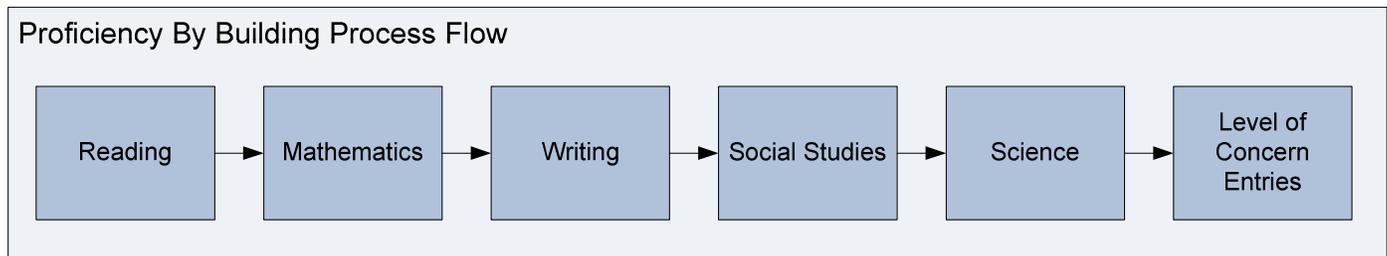


Figure 15: Proficiency by Building Process Flow

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.

Content Area tabs of the By Building page

Ohio.gov | Department of Education

Proficiency by Building Example IRN (012345), FY 2010

Please provide data for all fields.

Optional Filters
 Elementary Middle High 20 lines per Page

Building	Grade Level	Metric	2006	2007	2008	2009
Sample School A	3rd Grade	Students Tested	68	78	77	
Sample School A	3rd Grade	Not Proficient	26	22	33	
Sample School A	3rd Grade	Proficient	42	56	44	
Sample School A	3rd Grade	Proficiency Percentage	61.8%	71.8%	57.1%	
Sample School A	6th Grade	Students Tested	236	242	198	207
Sample School A	6th Grade	Not Proficient	54	77	51	86
Sample School A	6th Grade	Proficient	182	165	147	121
Sample School A	6th Grade	Proficiency Percentage	77.1%	68.2%	74.2%	58.5%
Sample School A	7th Grade	Students Tested	231	218	247	201
Sample School A	7th Grade	Not Proficient	87	74	87	60
Sample School A	7th Grade	Proficient	144	144	160	141
Sample School A	7th Grade	Proficiency Percentage	62.3%	66.1%	64.8%	70.1%
Sample School A	8th Grade	Students Tested	243	229	199	228
Sample School A	8th Grade	Not Proficient	76	65	69	86
Sample School A	8th Grade	Proficient	167	164	130	142
Sample School A	8th Grade	Proficiency Percentage	68.7%	71.6%	65.3%	62.3%
Sample School A	10th Grade	Students Tested	239	245	235	216

Figure 16: Proficiency by Building - content area tab example

- Use filtering to help identify buildings of high concern.
 - Hint: Filter by the Metric “Proficiency Percentage”.
- 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

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.

The screenshot shows the 'Proficiency by Building' page for Example IRN (012345), FY 2010. The 'Level of Concern' tab is active. The page prompts the user to provide data for all fields and includes optional filters for Elementary, Middle, and High schools. Below the filters, a table is provided for entering the 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

Figure 17: 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).

Proficiency by Group

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

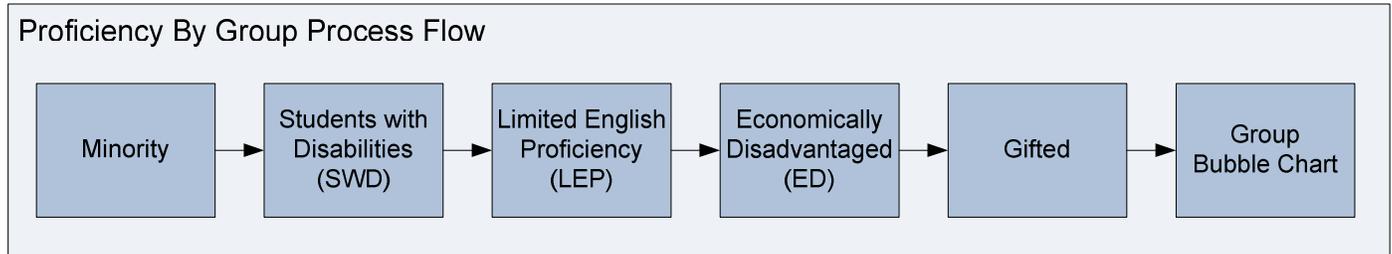


Figure 18: Proficiency by Group Process Flow

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.

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.

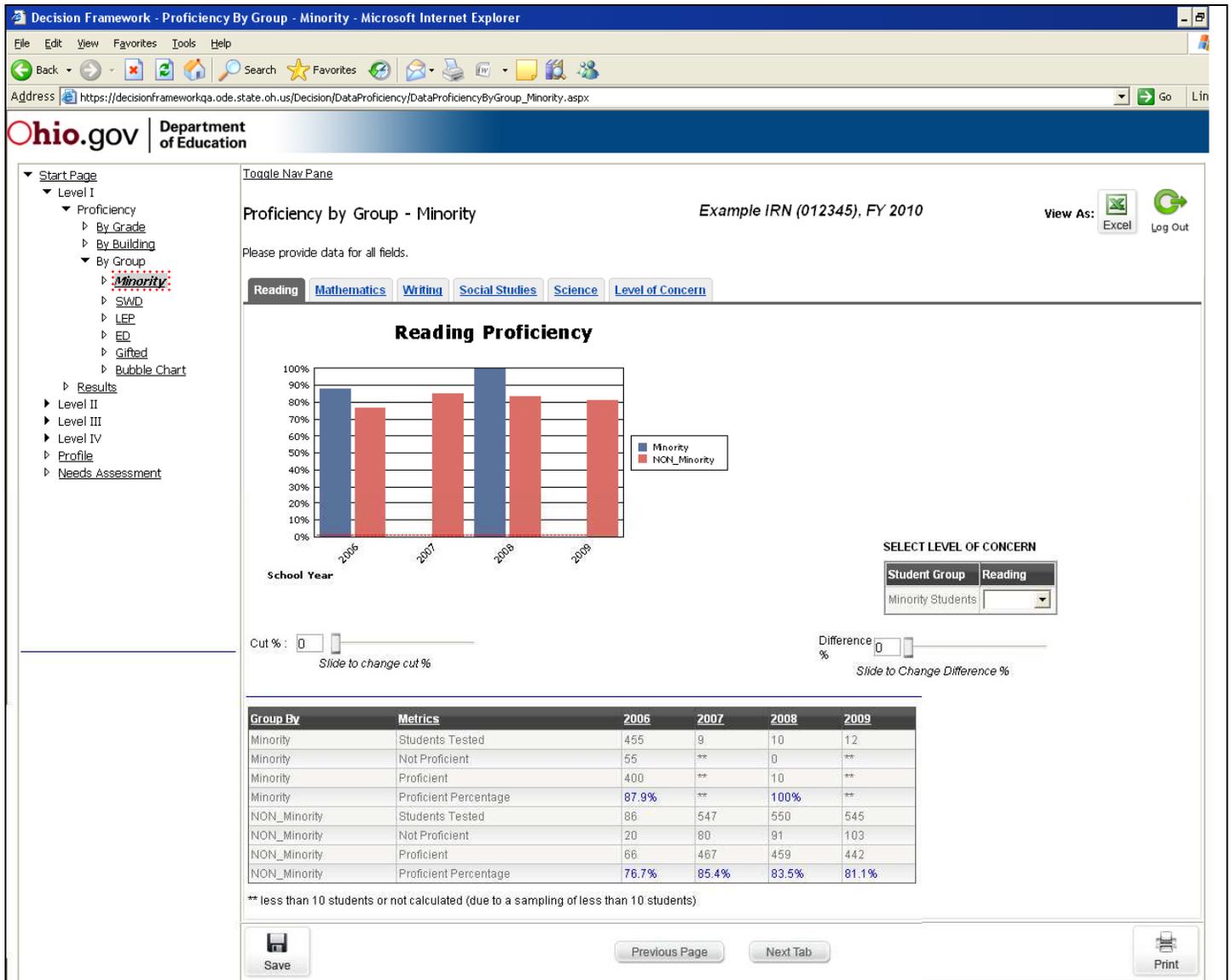


Figure 19: Data Proficiency by Group – example group; example content area tab

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 Treewiew.

- 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.

- 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.

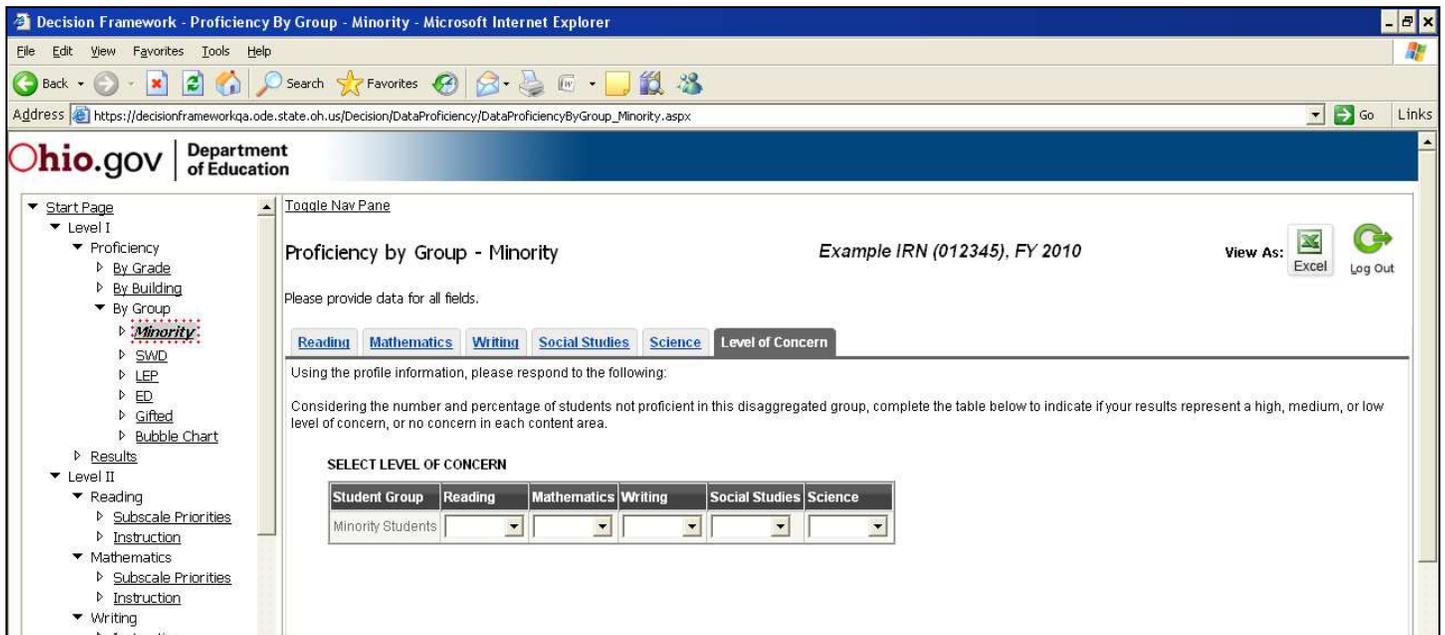


Figure 20: Data Proficiency by Group, Level of Concern for an example group

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.

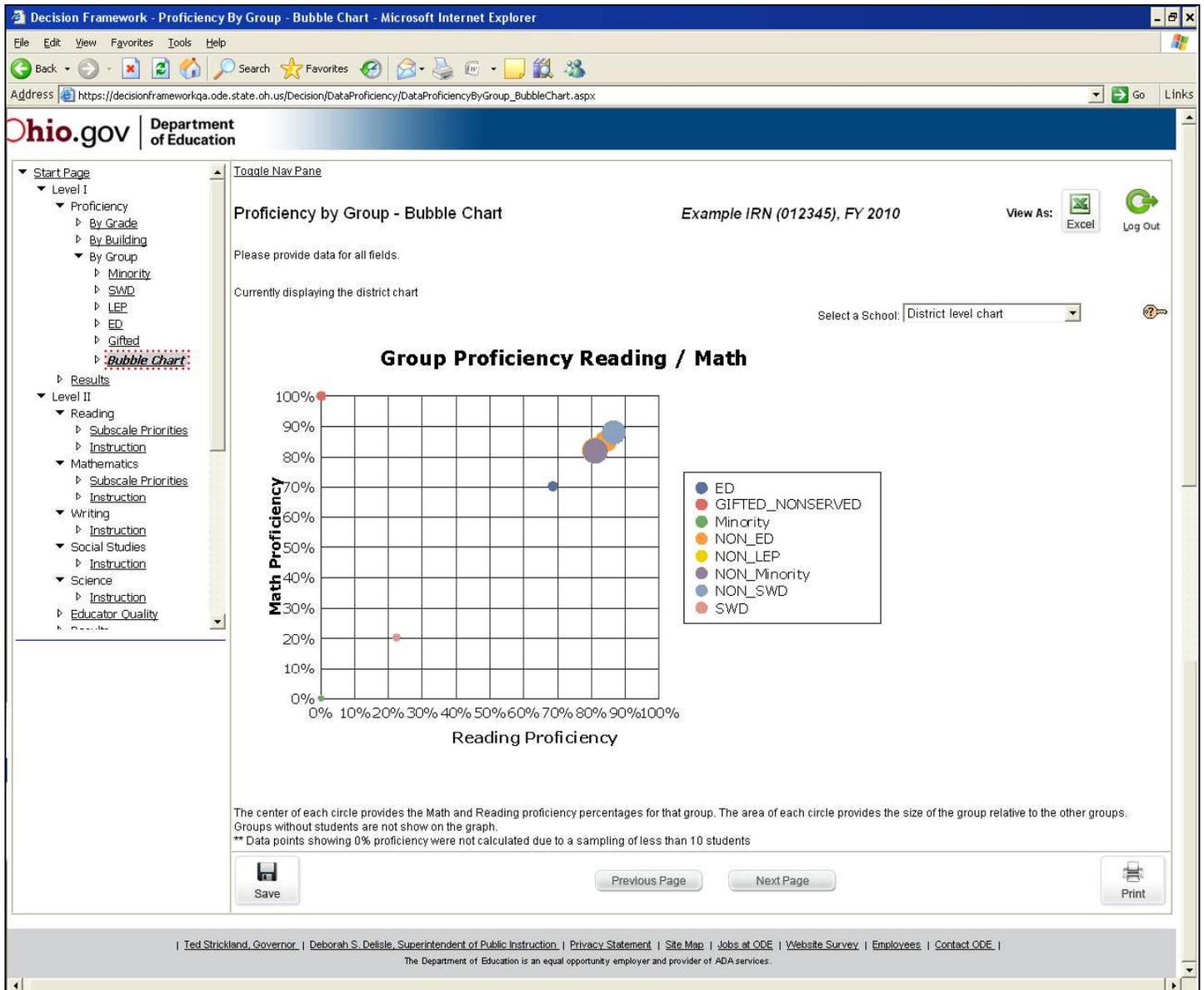


Figure 21: Data Proficiency by Group Bubble Chart

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

Level I Results

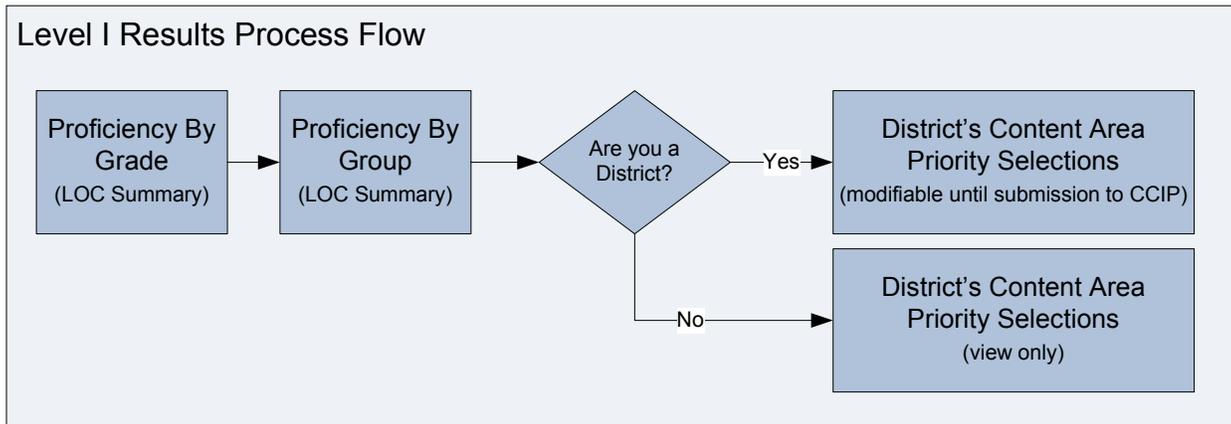


Figure 22: Level I Results Process Flow

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"/>				
4th Grade	<input type="text"/>				
5th Grade	<input type="text"/>				
6th Grade	<input type="text"/>				
7th Grade	<input type="text"/>				
8th Grade	<input type="text"/>				
10th Grade	<input type="text"/>				
12th Grade	<input type="text"/>				

Figure 23: Level I Results- Top Half

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	<input type="text"/>				
Students with Disabilities	<input type="text"/>				
Limited English Proficient	<input type="text"/>				
Economically Disadvantaged	<input type="text"/>				
Gifted	<input type="text"/>				

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	<input type="text"/>				

 Save
  Previous Page
 Next Page
 Print

Figure 24: 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.**

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.

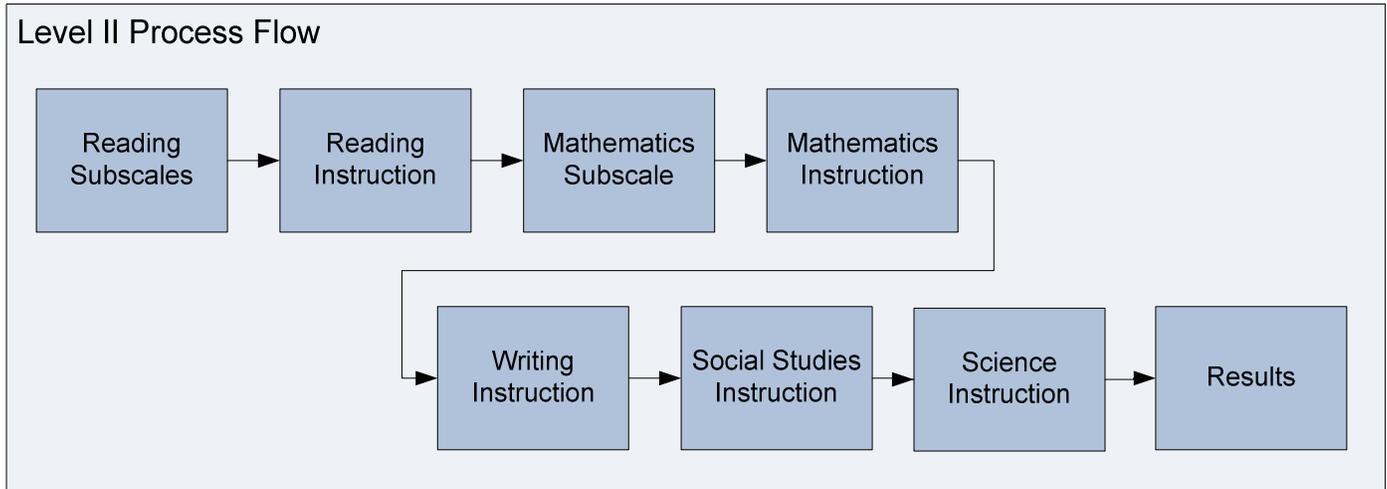


Figure 25: Level II Process Flow

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)

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
 - Results

Toggle Nav Pane

Reading Subscale - Level II Example IRN (012345), FY 2010 View As: Excel Log Out

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**

Changes coming!
Each chart line and table value below represents the percentage of students that scored "above expectations" or "at expectations" on the test represented. **We are in the process of improving these percent calculations.** The new calculation will use the actual point scores, not the point ranges (i.e. above, at, below), to determine the average score percentage for the test results represented by the chart or table value. This will be a significant improvement in the granularity of information available from these charts.

Reading Subscale

% of Total Points Earned

Year

Informational Text
Literary Text
Reading Process
Vocabulary

Cut % : Slide to change cut %

Subscale detail by grade level

Subscale: Year:

Subscale	2006	2007	2008	2009
Informational Text			79.3%	62.6%
Literary Text			75.5%	63.6%
Reading Process			77.5%	60.6%
Vocabulary			80%	66.8%

Figure 26: 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

Subscale Priorities tab (Reading and Mathematics only)

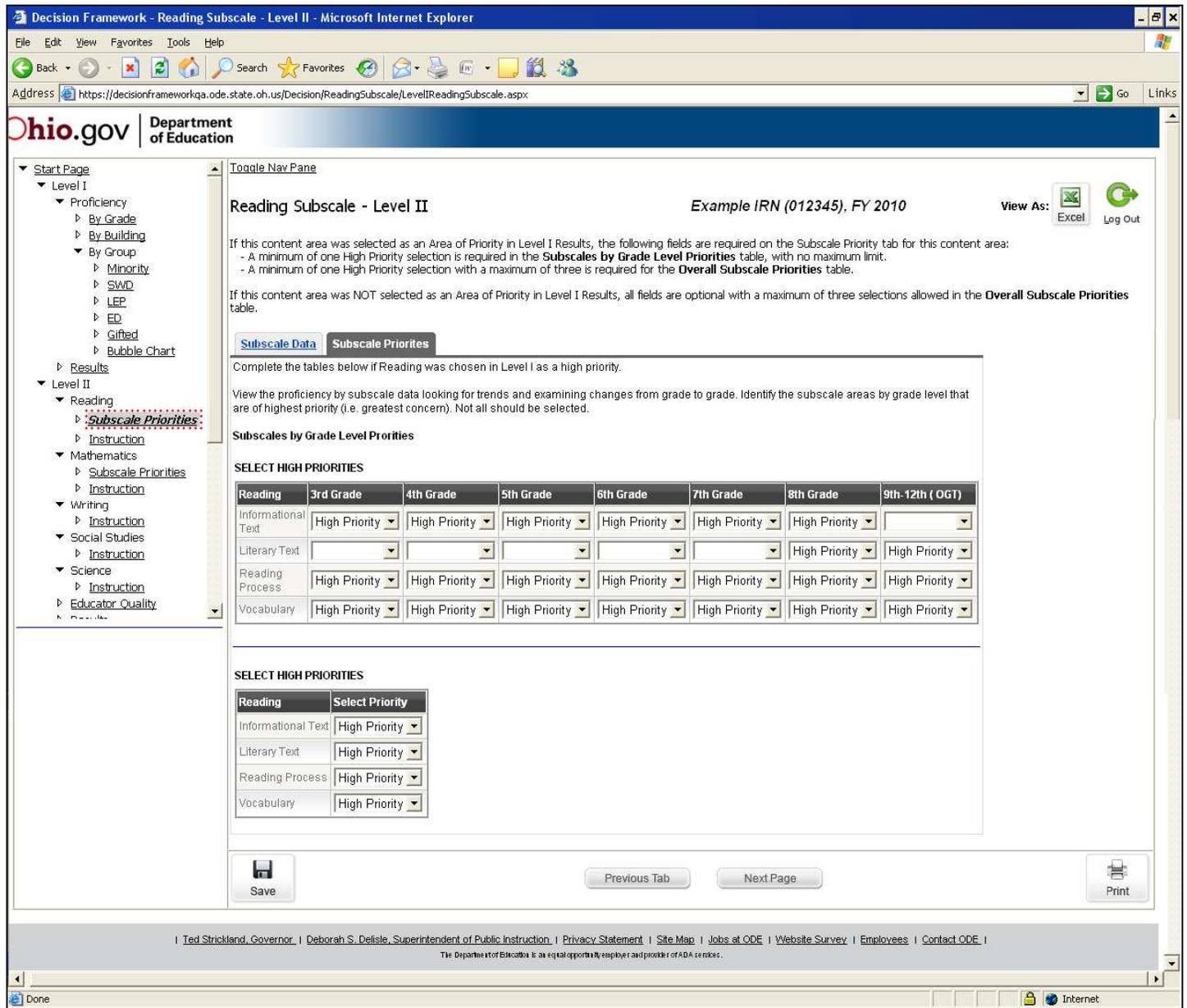


Figure 27: Subscale Priorities –example tab

- 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.

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.

The screenshot shows the Ohio.gov Department of Education website. The main content area is titled "Reading Level II A" with an example IRN (012345) for FY 2010. There are four tabs: Curriculum, Assessment, Instructional Practice, and Professional Development. The "Instruction" tab is highlighted in red in the left navigation menu. The page contains three questions, each with a "SELECT LEVEL OF IMPLEMENTATION" section and a table for grades K-12. The first question asks if the district leadership team ensured the use of an aligned, standards-based curriculum. The second question asks if reading textbooks and instructional materials are aligned to all applicable areas of the Ohio Academic Content Standards. The third question asks if reading textbooks used are aligned to district curriculum materials. Each table has columns for grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12, and rows for Informational Text, Literary Text, Reading Process, and Vocabulary.

Figure 28: 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

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.

The screenshot displays the 'Educator Quality' interface for 'Example IRN (012345), FY 2010'. The 'Teacher Turnover' tab is active. A question asks if the district leadership team identified the rate of teacher turnover and its impact on student achievement. Below this, a 'Turnover %' slider is set to 20%. A note states: '* Turnover Rate may be modified to reflect local standards. (Maximum value = 20%)'. Below the slider, it indicates '0 buildings with a teacher turnover rate of 20% or more.' A table follows with columns for Building Name, School Type, # Teachers, # Turnover, % Turnover, # Retired, # Resigned, # Moved, # RIF, # Added, Total Change, % Total Change, % Retired, % Resigned, % Moved, % RIF, and % Added. The table shows data for 'Abc High School' (100% turnover) and other schools with 0% turnover. At the bottom, a dropdown menu is set to 'Medium' for the level of concern for Teacher Turnover Rate. Buttons for 'Save', 'Previous Page', 'Next Tab', and 'Print' are visible.

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%
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%

Figure 29: Level II Educator Quality, Teacher Turnover

Adminstrator Turnover

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

The screenshot shows a web browser window displaying the 'Decision Framework - Educator Quality' page. The page title is 'Educator Quality' and the example is '(012345), FY 2010'. The 'Administrator Turnover' tab is selected. The main content area contains a question: 'Has the district leadership team (DLT) identified the rate of principal turnover across the district and its impact on student achievement?'. Below this is a table for recording data for each principal/assistant principal position that has changed in the last three years. The table has columns for Building Type (Elementary, Middle, High School) and rows for Total Number, # Retired, # Resigned, # Moved, # RIF, # Added, Total Change, % Change, % Retired, % Resigned, % Moved, % RIF, and % Added. The 'Rate the level of concern for Administrator Turnover Rate' dropdown is set to 'High'. Navigation buttons for 'Save', 'Previous Tab', 'Next Tab', and 'Print' are visible at the bottom.

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%

Figure 30: Level II Educator Quality, Administrator Turnover

Educator Qualifications

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

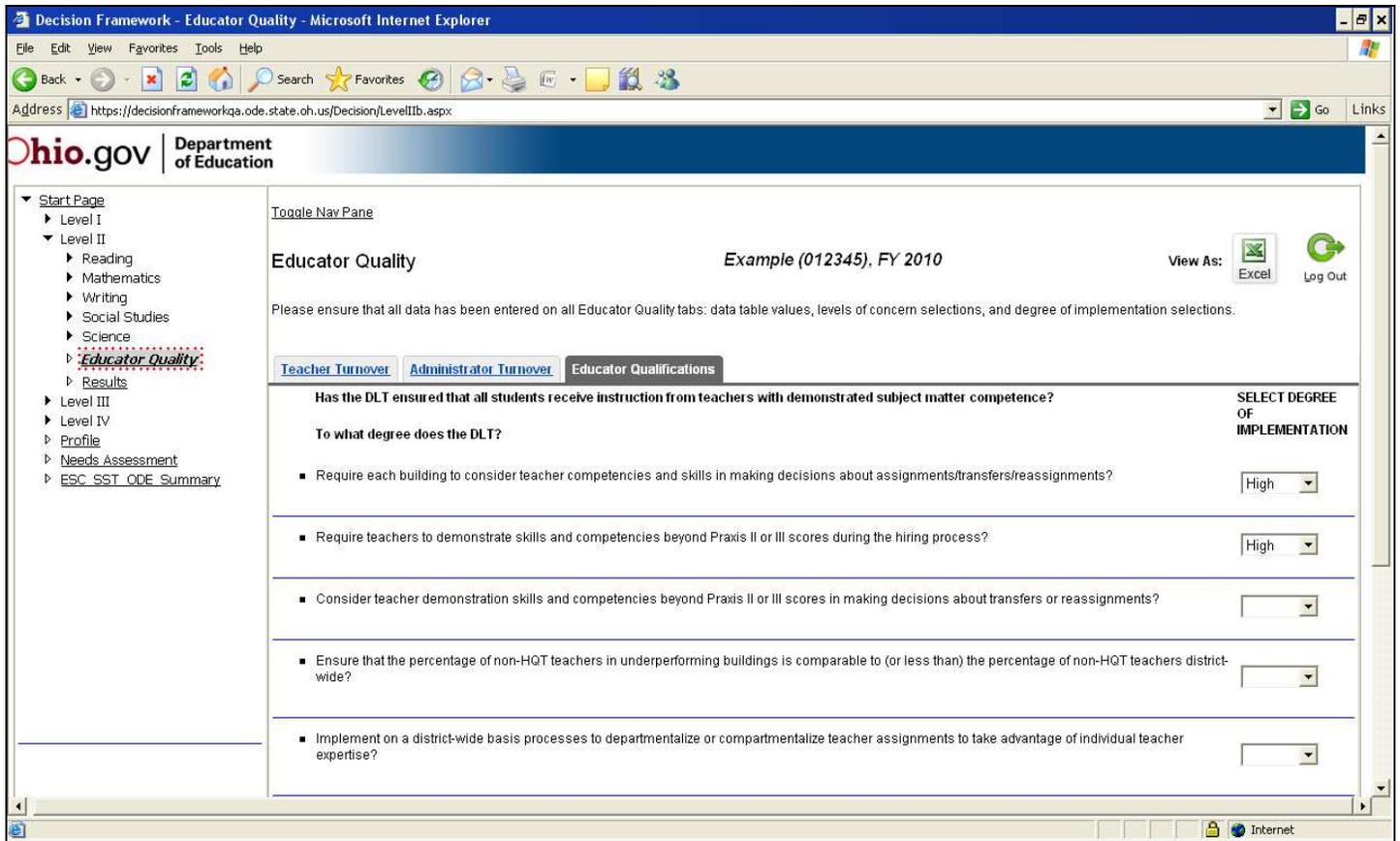


Figure 31: Level II Educator Quality, Educator Qualifications

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

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.

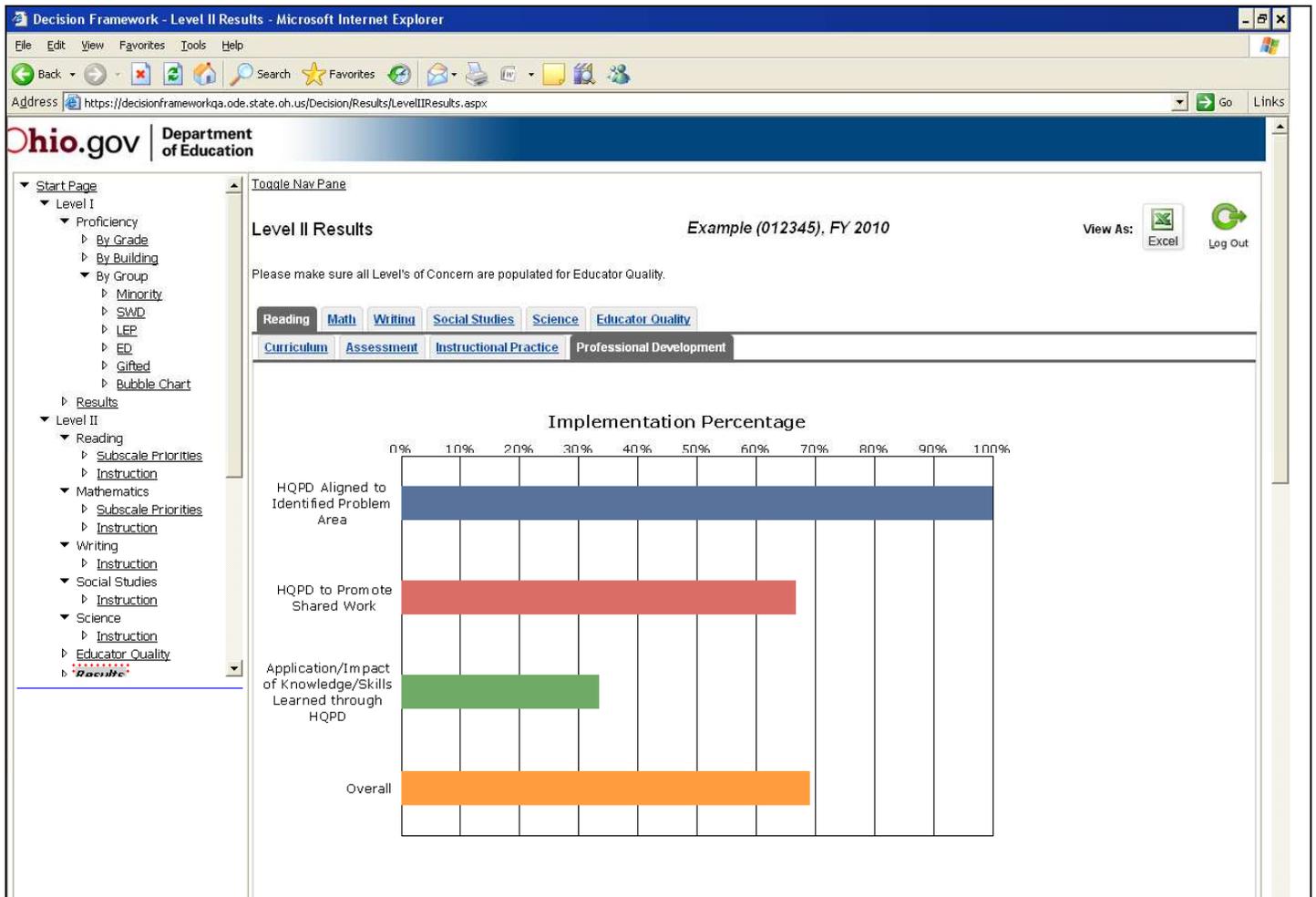


Figure 32: Level II Results - example tab for a Content Area

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.

Ohio.gov | Department of Education

Decision Framework - Level II Results - Microsoft Internet Explorer

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

Level II Results Example IRN (012345), FY 2010

Please make sure all Level's of Concern are populated for Educator Quality.

View As: Excel Log Out

Reading | Math | Writing | Social Studies | Science | **Educator Quality**

Buildings with a teacher turnover rate of 20% or more.
Level of Concern: Low

Area 1: Teacher Turnover

Teachers

Teachers	Elementary	Middle	High	Total
Retired	4	0	0	4
Resigned	7	0	0	7
Moved	7	0	0	7
RIF	7	0	0	7
Added	7	0	0	7

Retired, Resigned, Moved, RIF, Added

Added	21.9%
Moved	21.9%
Resigned	21.9%
Retired	12.5%
RIF	21.9%
Total:	100.0%

Area 2: Educator Qualifications

Overall Percentage : 33.3%
Percentage Complete : 100%

Save Previous Tab Next Page Print

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Figure 33: Level II Results, Educator Quality

Level III

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.

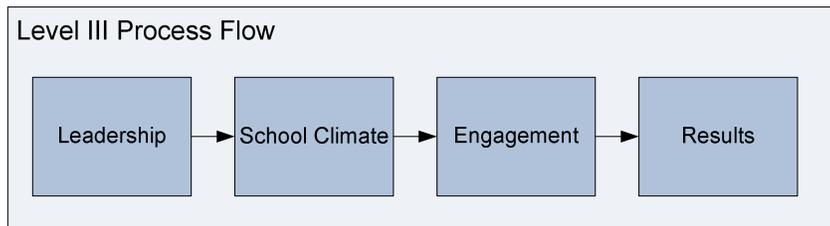


Figure 34: Level III Process Flow

Leadership

The Leadership section contains sub-tabs for:

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

The screenshot shows the Ohio.gov Department of Education website. The header includes the Ohio.gov logo and 'Department of Education'. The main content area is titled 'Leadership' and 'Example IRN (012345), FY 2011'. There are 'View As: Excel' and 'Log Out' buttons. A navigation pane on the left shows a tree structure with 'Level III' > 'Leadership' selected. The main content area has a sub-tab 'Data & Decision Making' active. Below the sub-tabs, there is a question: '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:'. To the right of the question is a column header 'SELECT DEGREE OF IMPLEMENTATION'. Below the question are six rows, each with a bullet point and a dropdown menu:

- 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)?

At the bottom of the page, there are 'Save', 'Previous Page', 'Next Tab', and 'Print' buttons.

Figure 35: Level III Leadership, Data and Decision Making

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

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 combined together 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.

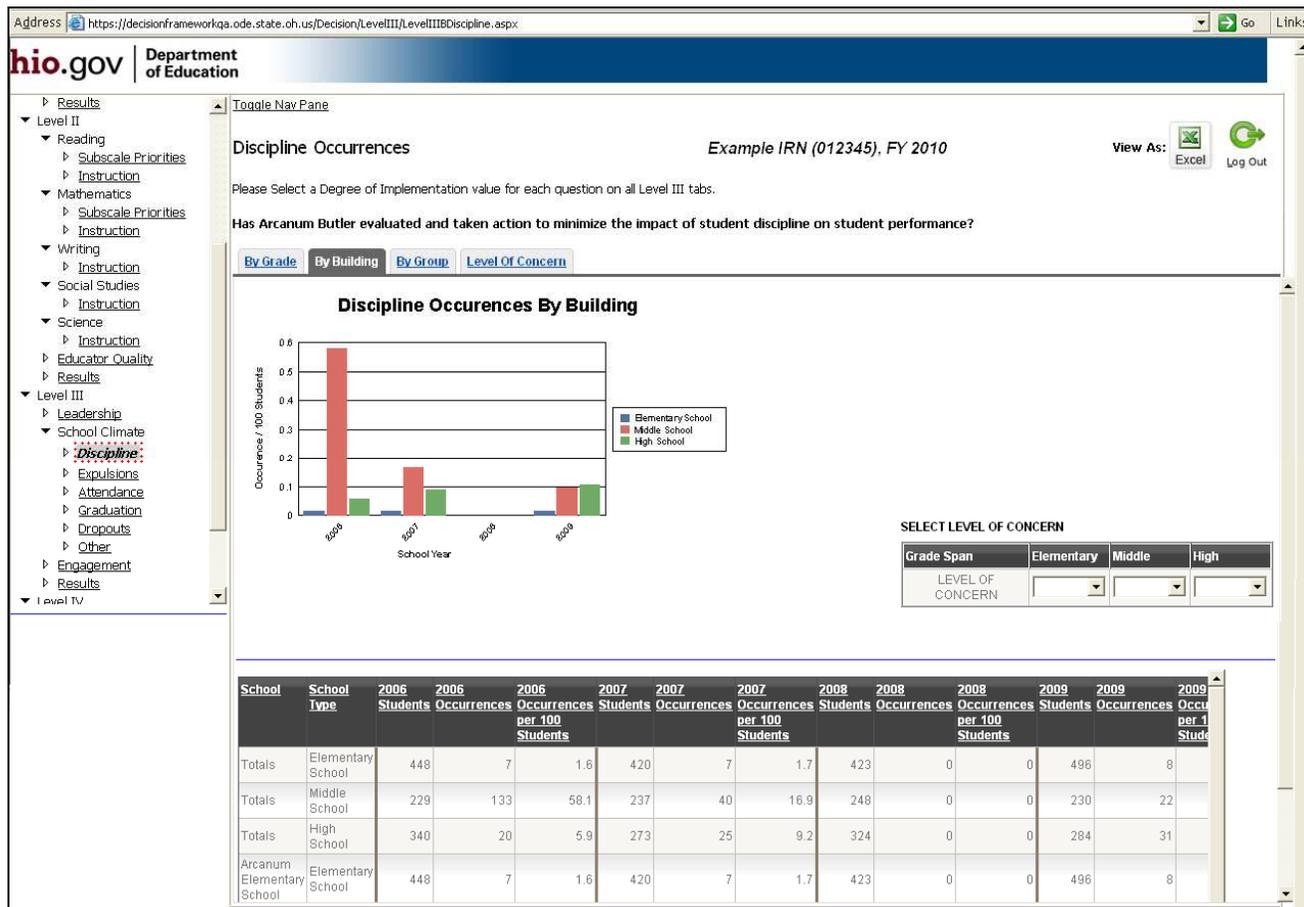


Figure 36: Level III School Climate pages - sample

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

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

Ohio.gov Department of Education

Toggle Nav Pane

Discipline Occurrences Example IRN (012345), FY 2010

View As: Excel Log Out

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

Ted Strickland, Governor | Deborah S. Delisle, Superintendent of Public Instruction | Privacy Statement | Site Map | Jobs at ODE | Website Survey | Employees | Contact ODE | The Department of Education is an equal opportunity employer and provider of ADA services.

Figure 37: 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.

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.

Figure 38: 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.

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.

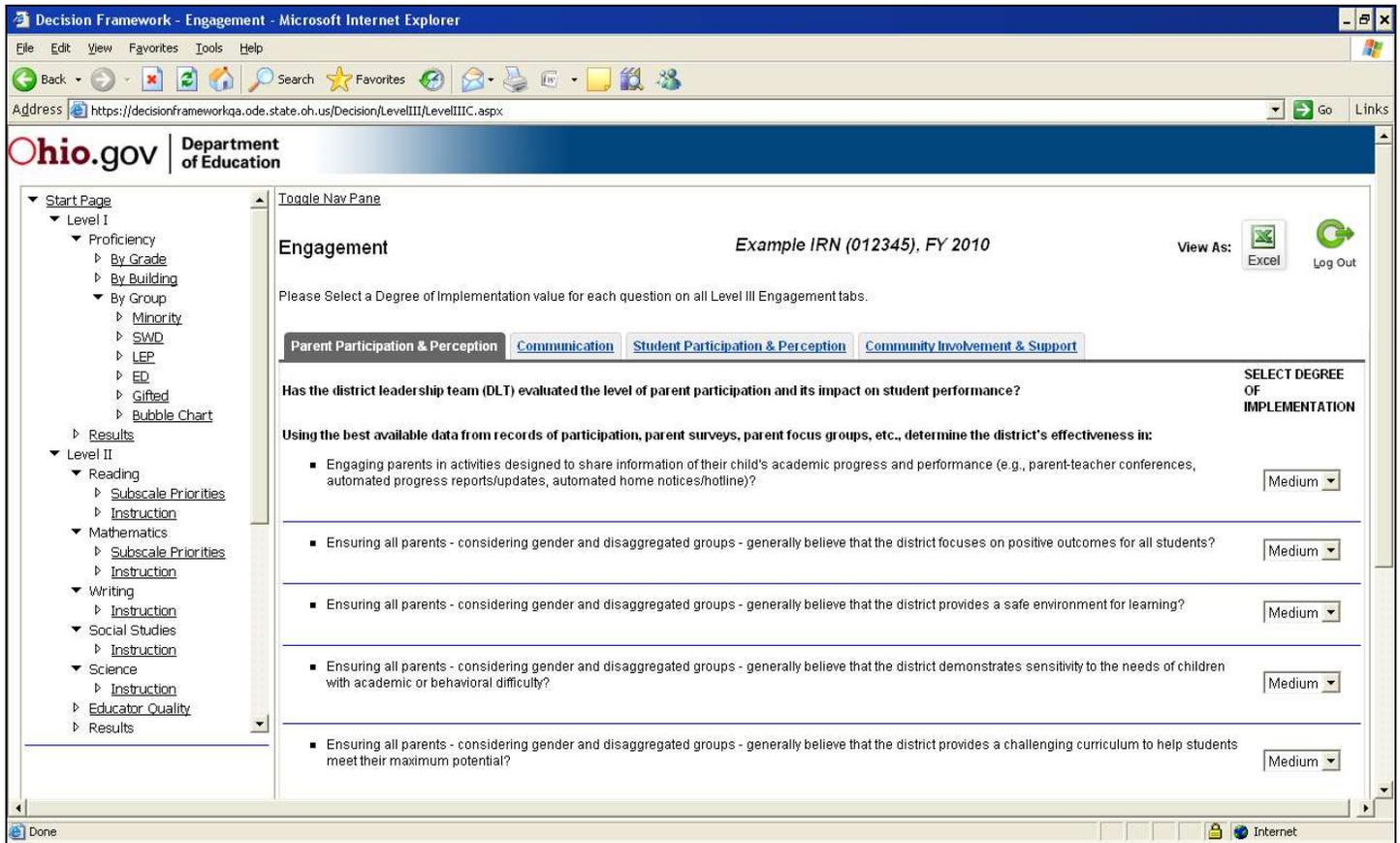


Figure 39: Level III Engagement – sample tab

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

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.

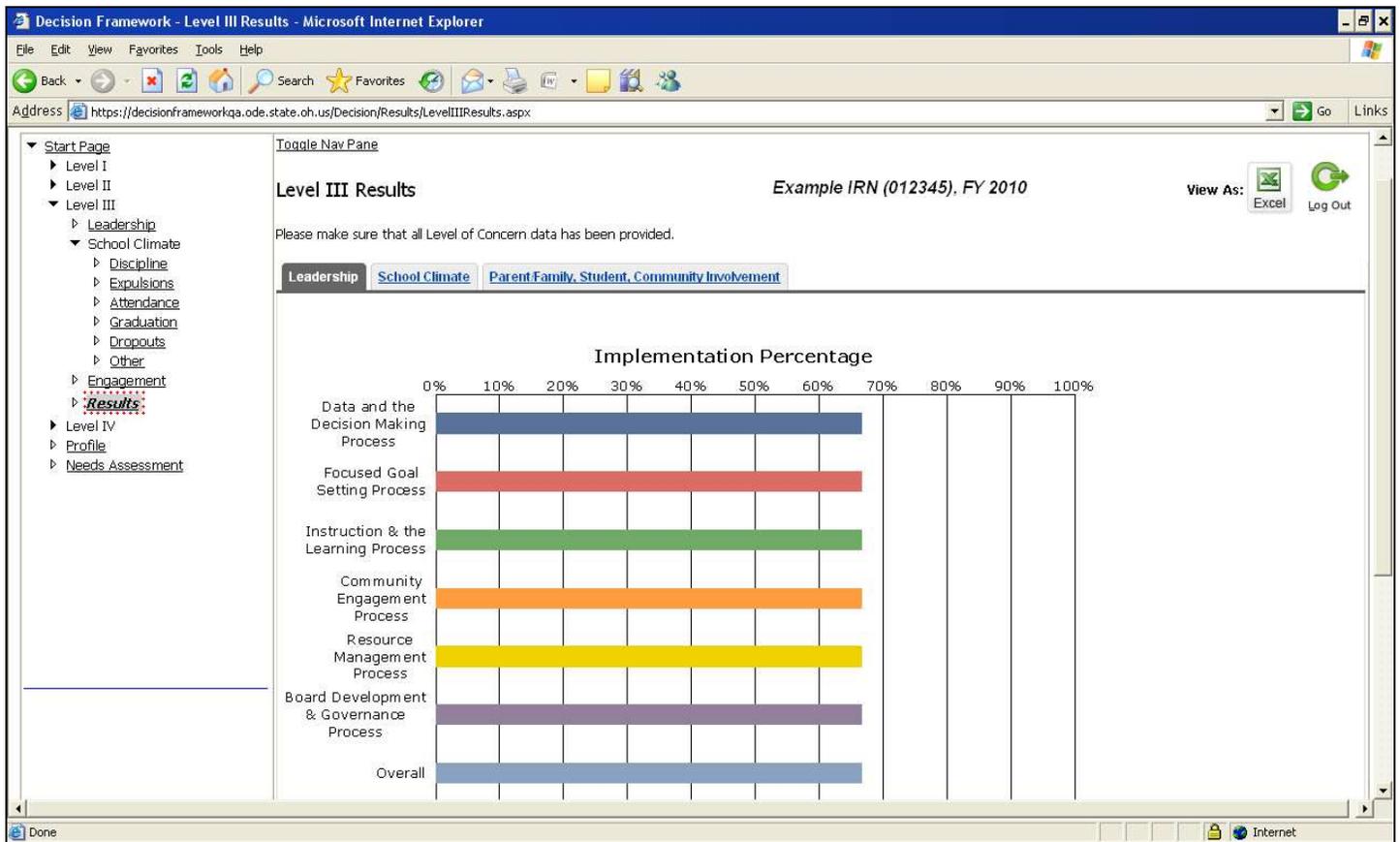


Figure 40: Level III Results, Leadership

- 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.

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.

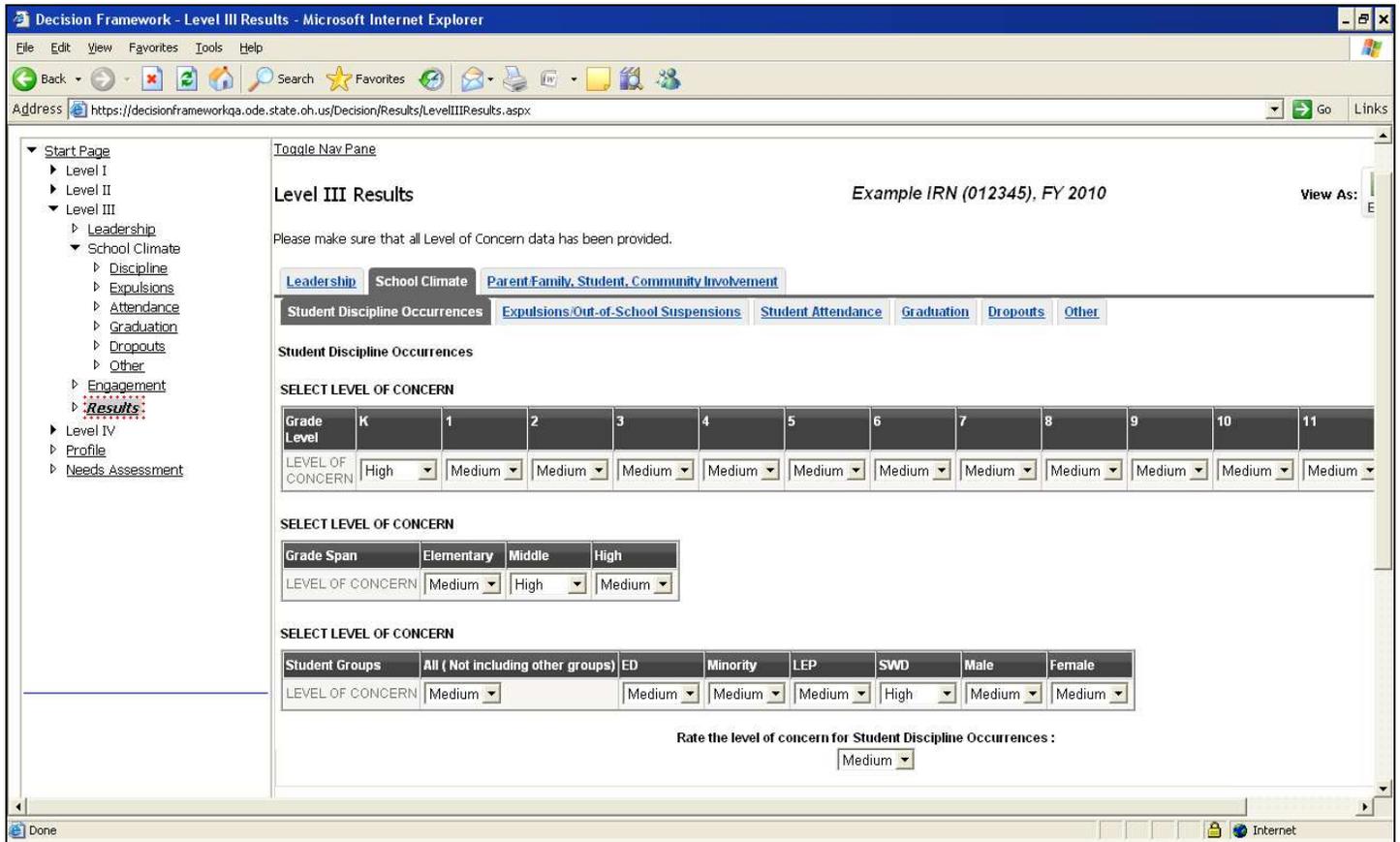


Figure 41: Level III Results, School Climate, Discipline

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

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.

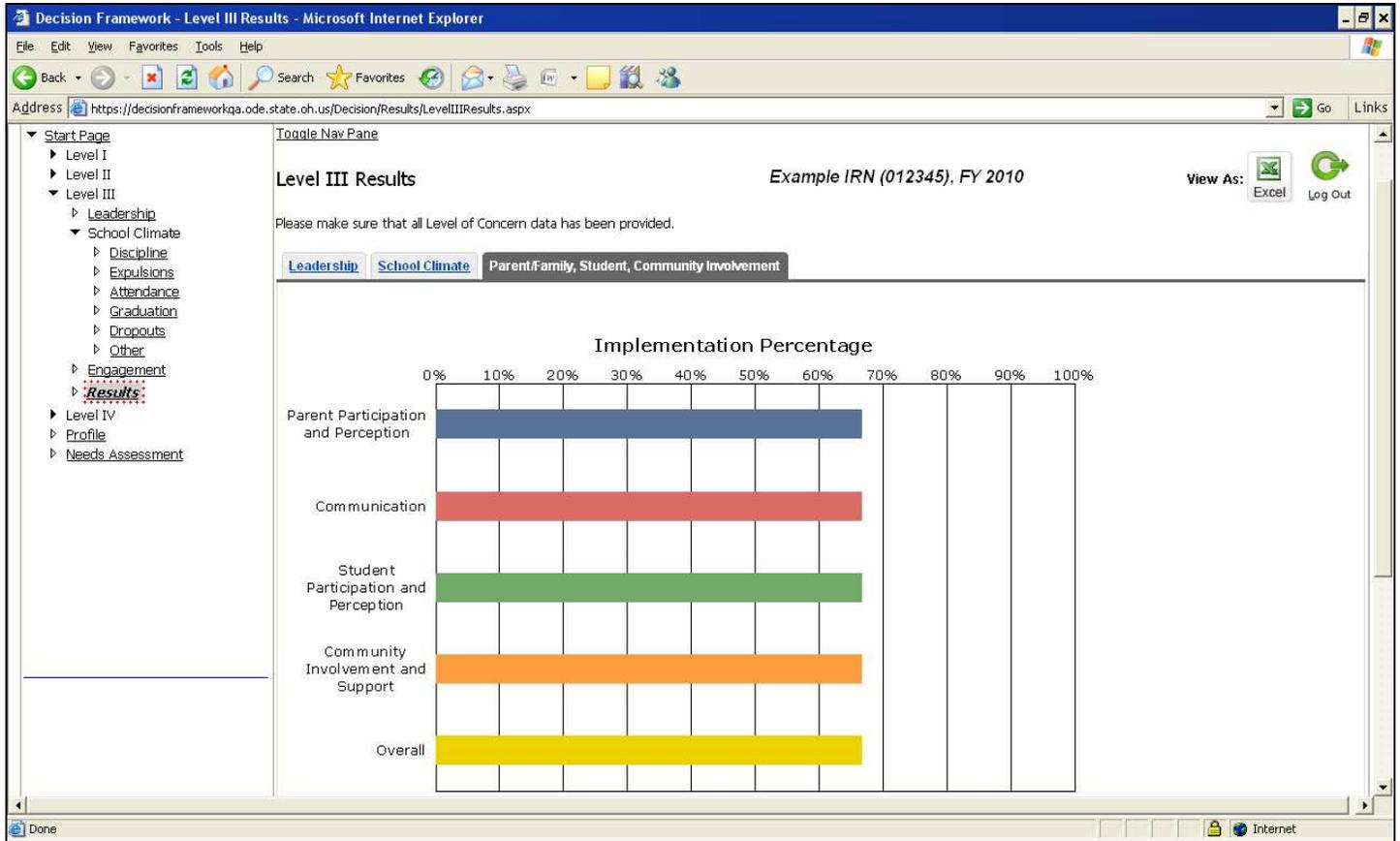


Figure 42: Level III Results, Parent/Family, Student, Community Involvement

- 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.

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

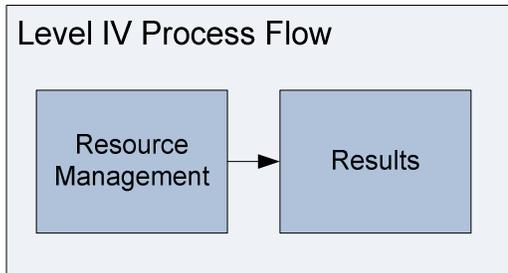


Figure 43: Level IV Process Flow

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.

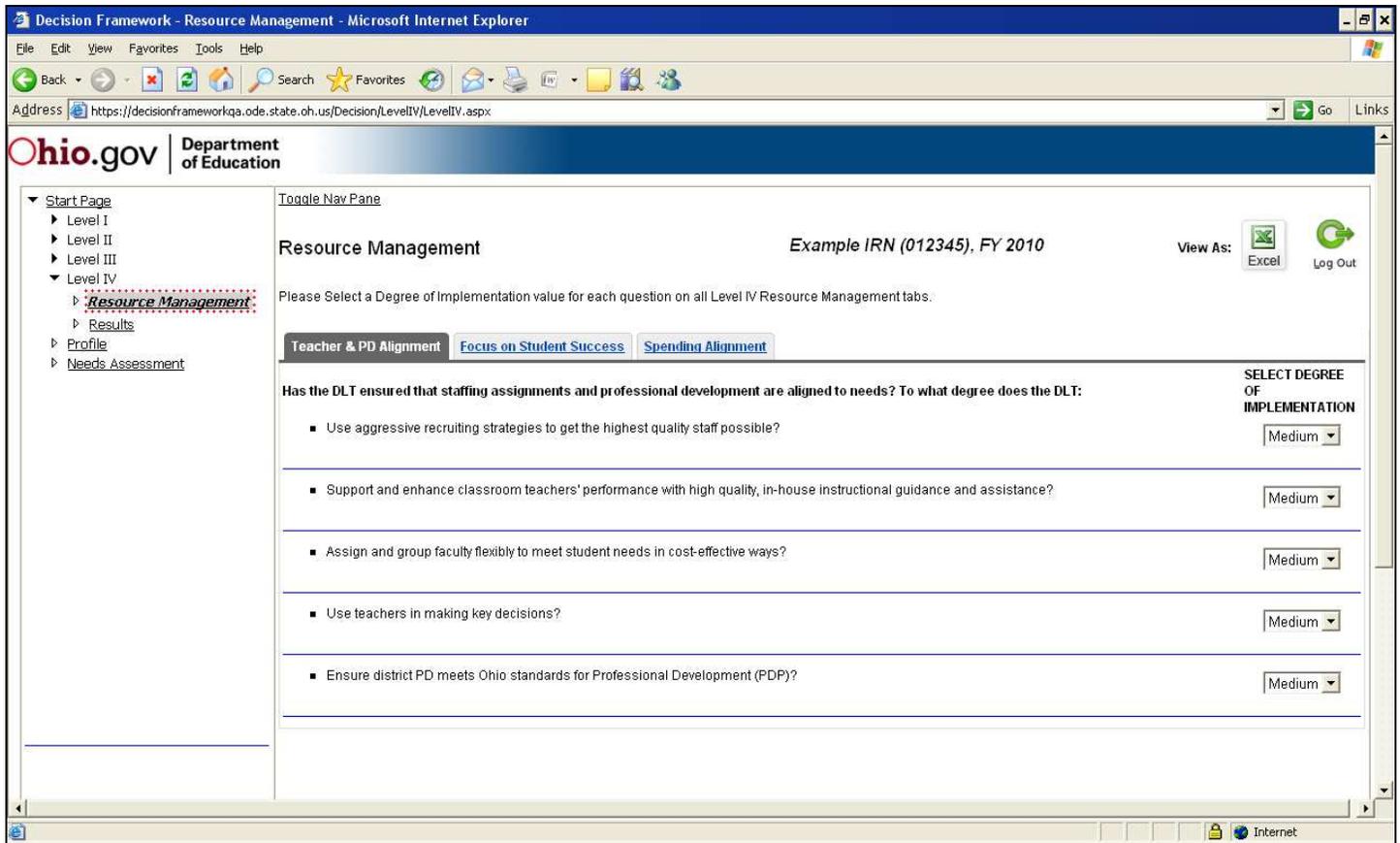


Figure 44: Level IV, Resource Management page – example tab

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

Level IV Results

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

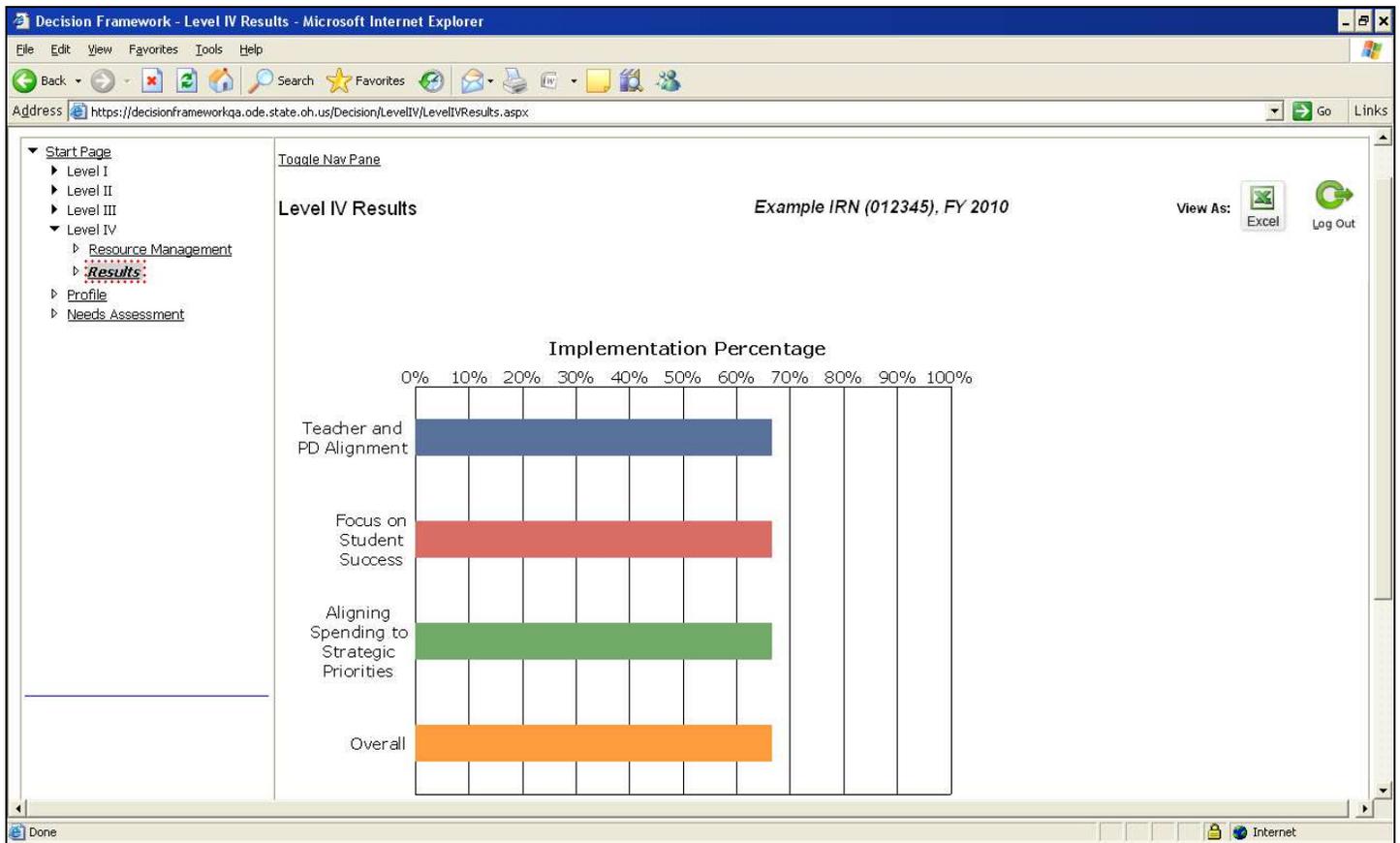


Figure 45: Level IV Results

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

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.

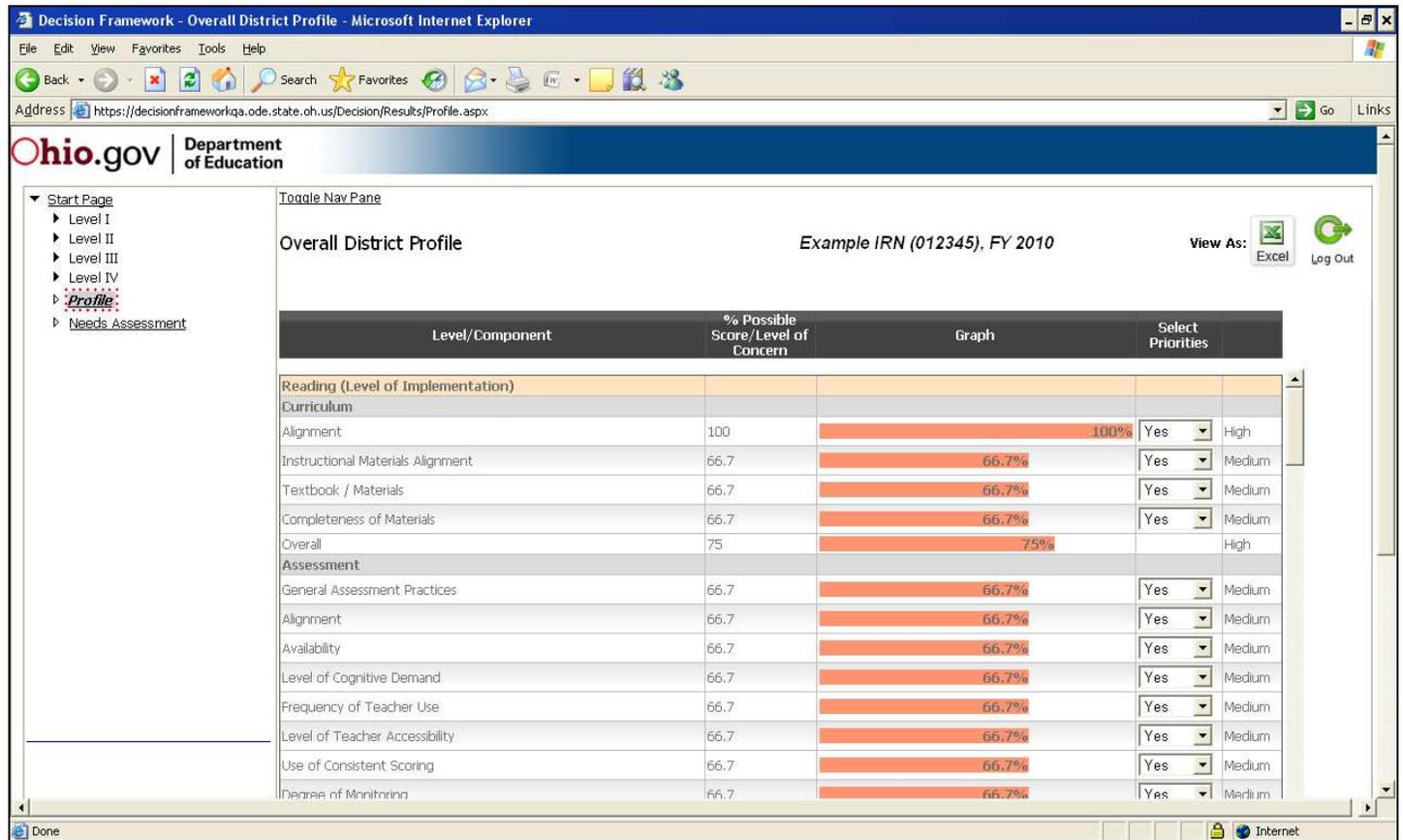


Figure 46: Profile

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

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.

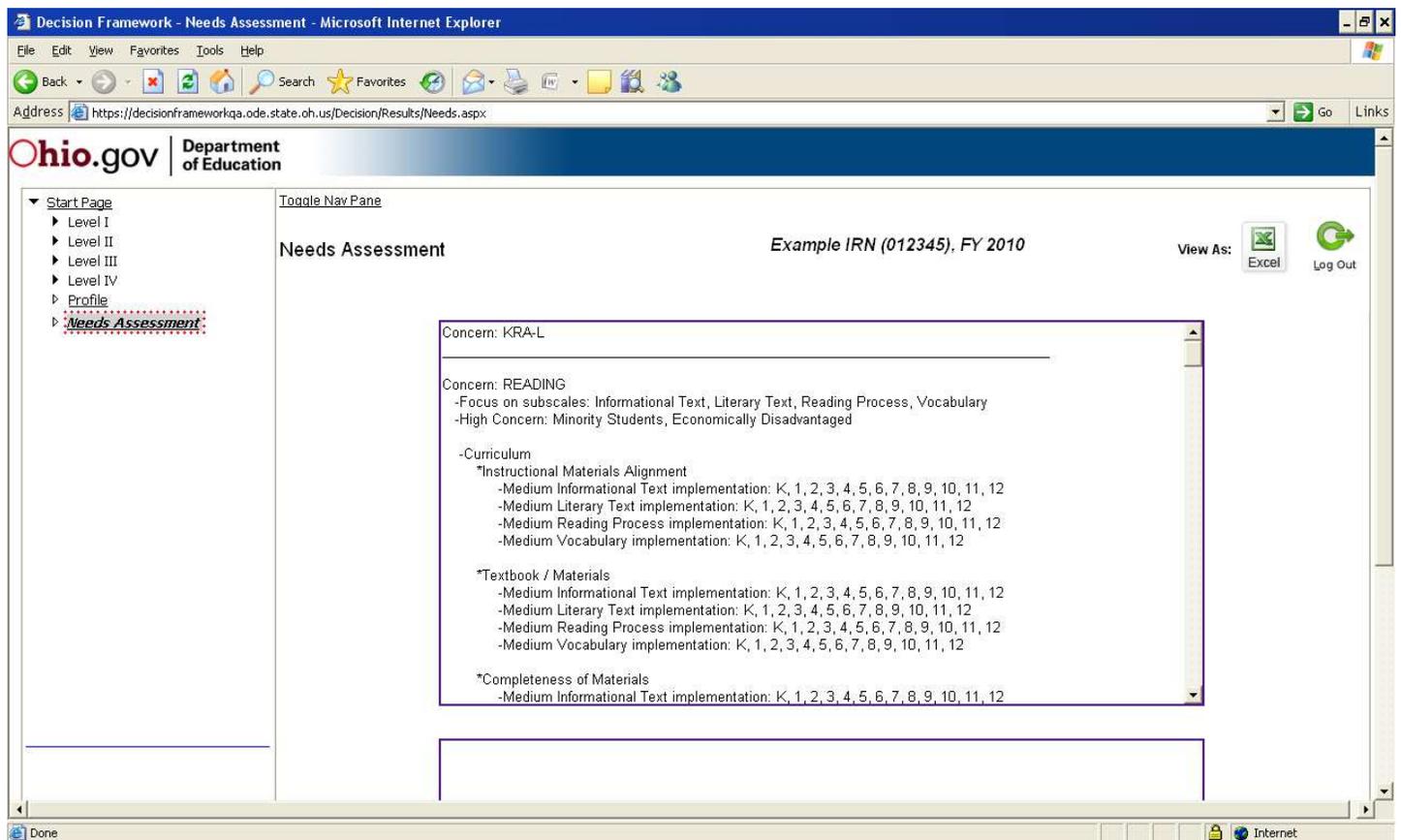


Figure 47: Needs Assessment

- 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.

- Comments and Fourth Goal information can be added by placing the cursor in the textbox below the generated portion of the Needs Assessment.
- 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 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	Included
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 > KRA-L Level of Concern)	Included	Not applicable	Included
High Priority Content Areas (Level I Results > High Priority Content Area)	Select up to 2 Content Areas	View District’s selections	Select up to 2 Content Areas
“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
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
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
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0.3	4/17/2009	Additional info added	Rick Brown
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