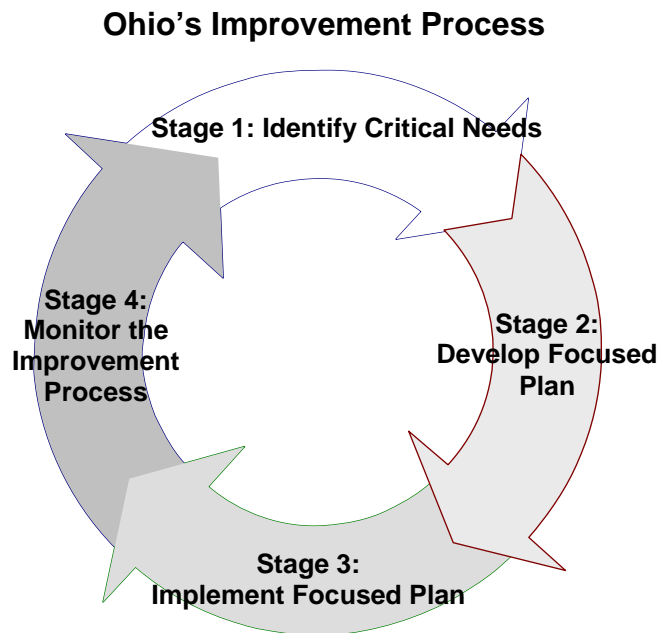


Decision Framework Introduction

The decision framework (DF) is a decision-making process designed to assist districts in making informed decisions – based on what their data tell them -- about where to spend their time, energy, and resources to make significant and substantial improvements in student performance. To that end, the DF will help district leadership teams (DLTs):

- *Sort through and categorize data in meaningful ways;*
- *Prioritize areas of need and make decisions based on an analysis of data;*
- *Identify root causes of prioritized needs; and*
- *Develop a more focused plan leading to improved student achievement.*

When fully operational, the DF will be a component of the comprehensive continuous improvement plan (CCIP) needs assessment that all districts will complete as part of stage 1 of the Ohio Improvement Process (OIP). Stage 1, as illustrated below, is the identification of critical needs.



The DF asks essential questions to assist districts in identifying and analyzing critical components (e.g., curriculum alignment and accessibility) for improving academic performance of all students, including sub-group populations. The essential questions are organized around the following four levels:

Level I: Student Proficiency

In Level I, DLTs review student proficiency data across three years by grade level, building level/grade span, and disaggregated student groups to identify **up to two** content areas of greatest concern. Further analyses using subscale performance data are completed by the DLT **only** for those content area(s) identified as areas of greatest concern. The remainder of the DF – Levels II, III, and IV – provide essential questions for helping districts conduct a root cause analysis of

those factors contributing to the district's current situation. Level II, which has a direct impact on student performance, is completed for *each* area of concern identified under Level I of the DF. Levels III and IV, which have a more global impact, are completed once.

Level II: Instructional Management (*Curriculum, Assessment, & Instructional Practice; Educator Quality; Professional Development*)

In Level II, DLTs answer essential questions in relation to *each* of the content area(s) of greatest concern identified under Level I. Essential questions under Level II focus on curriculum, assessment, instructional practices; educator qualifications, teacher and principal turnover; and the degree to which district professional development (PD) is aligned to problem areas, is designed to promote shared work across the district/buildings, and is effective in helping teachers acquire and apply needed knowledge and skills related to the improvement of instructional practice and student performance. Following the completion of the Level II analyses, DLTs make decisions about the most probable causes contributing to the major problem areas identified under Level I.

Level III: Expectations & Conditions (*Leadership; School Climate; Parent/Family, Student, Community Involvement*)

In Level III, DLTs answer essential questions related to leadership; school climate (including student discipline occurrences, student attendance and mobility, students with multiple risk factors, and teacher and student perception); and parent/family, student, and community involvement and support to identify additional probable causes contributing the areas of greatest need identified in Level I.

Level IV: Resource Management

In Level IV, DLTs answer essential questions related to resource management – defined as the intentional use of time, personnel, data, programmatic, and fiscal resources – to identify additional causes contributing the area(s) of greatest need identified in Level I.

Following completion of the DF, the DLT prioritizes areas of greatest concern, as well as causes contributing to those areas of concern. The decisions made by the DLT at stage 1 of the OIP using the DF provide the foundation for creation of a focused plan with a limited (two to three) goals and limited number of strategies.