DOINGWHATWORKS

SAMPLE MATERIAL

Ohio Decision Framework Needs Assessment

Ohio Department of Education

Topic: Using Student Achievement Data to Support Instructional Decision Making

The Ohio Department of Education's (ODE) unified state system of support is directly focused on improving students' academic achievement. As part of the state system, the four-stage Ohio Improvement Process (OIP) helps districts build capacity for sustained improvement, beginning with collecting and analyzing data in a comprehensive needs assessment. This sample material is a compilation of screen shots of the Ohio Decision Framework tool that district leadership teams use to compile relevant data.

The tool includes a Quick Start Guide, a User's Manual, and links to additional resources to guide teams through the data collection and input process. The ODE provides the tool online linked to district assessment data from the state data warehouse. The district leadership team can view charts and graphs of subject-area and subgroup proficiencies, select areas of concern and disaggregate results by building, and identify high-priority areas. There are data fields to choose the district implementation level of an aligned, standards-based curriculum, from which the system presents an implementation percentage. Based on the information input

from the district team, the system produces a report identifying primary areas of concern across subject areas, curriculum implementation, and expectations and conditions.

As states seek to develop and refine their systems of support, this tool may highlight key areas to address in designing a needs assessment.

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Needs Assessment

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This Needs Assessment has been generated using your selections throughout the Decision Framework and the Profile page. An additional text area is included for you to add any additional thoughts not covered by the generated Needs Assessment.

Concern: KRA-L

Concern: READING
-Focus on subscales: Informational Text, Reading Process
-High Concern: Students with Disabilities, Economically Disadvantaged

-Curriculum
*Textbook / Materials
-Low Informational Text Implementation: K, 1
-Low Reading Process implementation: K, 1

-Assessment
*General Assessment Practices: Medium implementation

-Instructional Practice
*Alignment with standards: High Alignment with standards
*Student engagement & support: Medium Student engagement & support

-Professional Development
*Application/Impact of Knowledge/Skills Learned through HQPD: Medium implementation

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Concern: MATHEMATICS
-Focus on subscales: Algebra, Number Sense
-High Concern: Students with Disabilities, Economically Disadvantaged

-Curriculum

-Assessment
*General Assessment Practices: Medium implementation

-Instructional Practice
*Alignment with standards: High Alignment with standards
*Student engagement & support: High Student engagement & support

-Professional Development
*Application/Impact of Knowledge/Skills Learned through HQPD: Medium implementation

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Concern: Expectations and Conditions

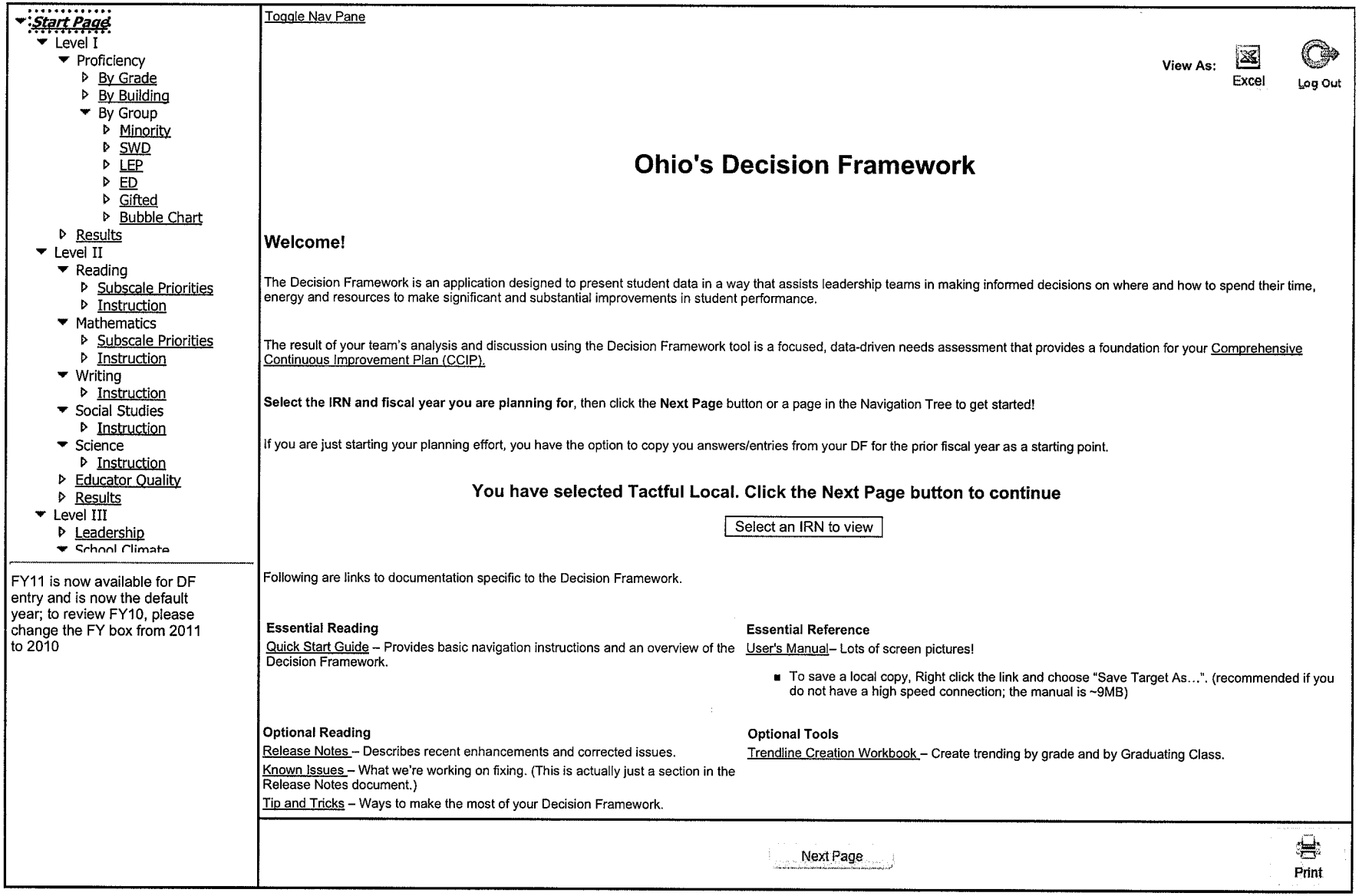
-Leadership
*Instruction & the Learning Process: Medium implementation
*Community Engagement Process: Medium implementation

-School Climate (Level of Concern)
*Student Discipline Occurrences: Medium overall concern
with High concern for 5, 6, 7, SWD, Male
*Student Attendance: Medium overall concern
with High concern for SWD

-School Climate (Level of Implementation)
*Student Mobility: Low implementation

-Parent / Family Student Community Involvement
*Parent Participation and Perception: High implementation
*Student Participation and Perception: Medium implementation

-Resource Management
*Focus on Student Success: Medium implementation



- Start Page
- Level I
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    - By Grade
    - By Building
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FY11 is now available for DF entry and is now the default year; to review FY10, please change the FY box from 2011 to 2010

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Ohio's Decision Framework

Welcome!

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

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

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

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

You have selected Tactful Local. Click the Next Page button to continue

Select an IRN to view

Following are links to documentation specific to the Decision Framework.

Essential Reading

Quick Start Guide – Provides basic navigation instructions and an overview of the Decision Framework.

Essential Reference

User's Manual– Lots of screen pictures!

- To save a local copy, Right click the link and choose "Save Target As…". (recommended if you do not have a high speed connection; the manual is ~9MB)

Optional Reading

Release Notes – Describes recent enhancements and corrected issues.

Known Issues – What we're working on fixing. (This is actually just a section in the Release Notes document.)

Tip and Tricks – Ways to make the most of your Decision Framework.

Optional Tools

Trendline Creation Workbook – Create trending by grade and by Graduating Class.

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Proficiency by Grade

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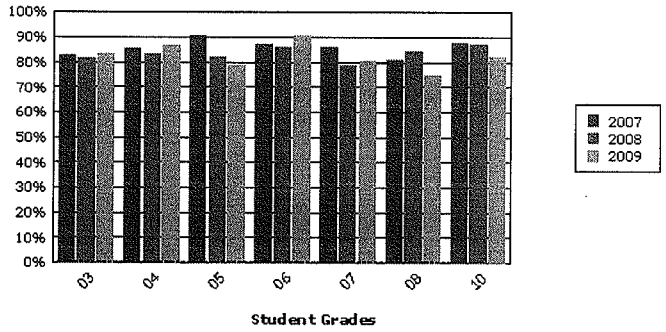
KRA-L | Reading | Mathematics | Writing | Social Studies | Science | Level of Concern

Reading % Proficiency by Grade Level



SELECT LEVEL OF CONCERN

Grades	Reading
3rd Grade	High
4th Grade	High
5th Grade	High
6th Grade	Medium
7th Grade	High
8th Grade	Medium
10th Grade	Medium
12th Grade	

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Cut % : 0

Slide to change cut %

Grade Level	Metrics	2007	2008	2009
3rd Grade	Students Tested	296	277	258
3rd Grade	Not Proficient	51	50	43
3rd Grade	Proficient	245	227	215
3rd Grade	Proficient Percentage	82.8%	81.9%	83.3%
4th Grade	Students Tested	280	291	261
4th Grade	Not Proficient	41	49	35
4th Grade	Proficient	239	242	226
4th Grade	Proficient Percentage	85.4%	83.2%	86.6%
5th Grade	Students Tested	261	277	289
5th Grade	Not Proficient	24	49	61

1 2 3

Proficiency by Group - Bubble Chart

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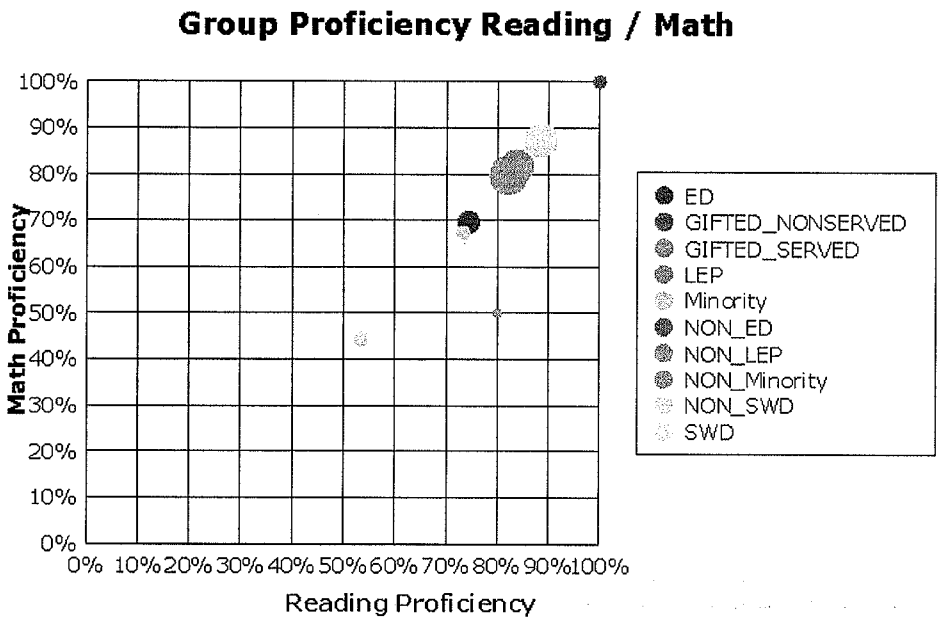
Currently displaying the district chart

Select a School: District level chart



The center of each circle provides the Math and Reading proficiency percentages for that group. The area of each circle provides the size of the group relative to the other groups. Groups without students are not shown on the graph.
** Data points showing 0% proficiency were not calculated due to a sampling of less than 10 students

Level I Results

Print Page

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	

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SELECT LEVEL OF CONCERN

	Reading	Mathematics	Writing	Social Studies	Science
3rd Grade	High	Medium	None	None	None
4th Grade	High	High	Low	None	None
5th Grade	High	High	None	Medium	Medium
6th Grade	Medium	Medium	None	None	None
7th Grade	High	High	Medium	None	None
8th Grade	Medium	High	None	High	High
10th Grade	Medium	Medium	Medium	High	High
12th Grade					

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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.

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		NUMBER OF BUILDINGS BY LEVEL OF HIGH CONCERN				
GRADE SPAN	Total Buildings in District	READING	MATHEMATICS	WRITING	SOCIAL STUDIES	SCIENCE
Elementary	6	4	3	1	4	2
Middle	1	0	0	0	1	1
High	2	0	0	0	2	2
Total	9	4	3	1	7	5

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	High	High	Medium	Medium	High
Students with Disabilities	High	High	High	High	High
Limited English Proficient	High	High	Medium	Medium	Medium
Economically Disadvantaged	High	High	Medium	High	High
Gifted					

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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	High Priority	High Priority			

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Reading Level II A

Print Page

Curriculum | Assessment | Instructional Practice | Professional Development

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

  SELECT LEVEL OF IMPLEMENTATION

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

**Grid has been disabled*

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

  SELECT LEVEL OF IMPLEMENTATION

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

**Grid has been disabled*

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

  SELECT LEVEL OF IMPLEMENTATION

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

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- Ensure that curricular materials are used to facilitate the use of higher order thinking skills (i.e., 21st Century Skills) on a routine basis?

  SELECT LEVEL OF IMPLEMENTATION

Level II Results

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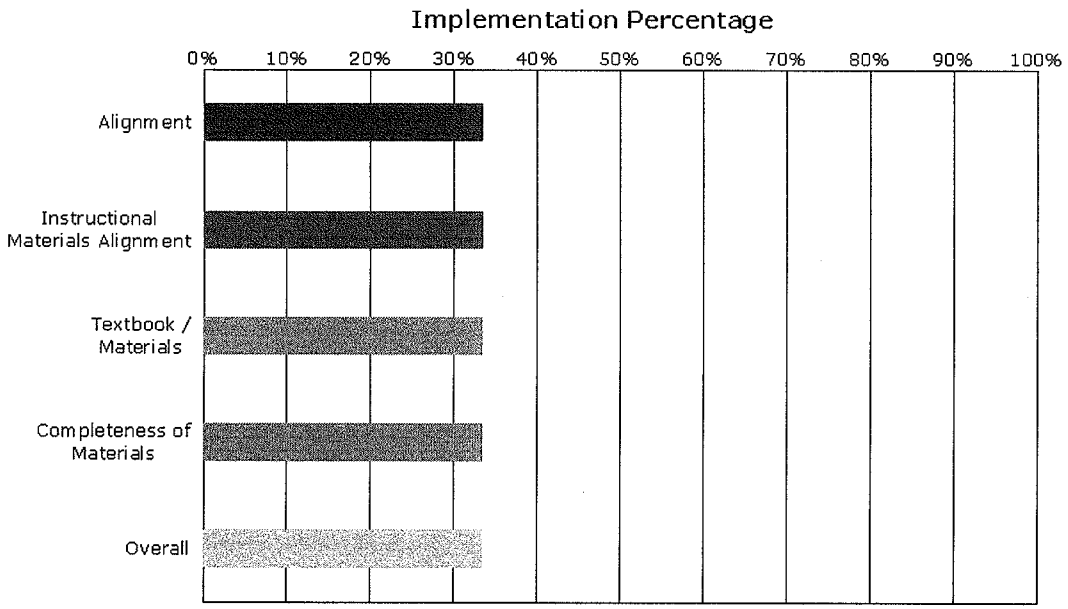
Reading Math Writing Social Studies Science Educator Quality

Curriculum Assessment Instructional Practice Professional Development



Leadership

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

Has the DLT ensured the implementation of high-quality standards-based instruction aligned with district goals for instruction and achievement? To what extent does the DLT:	**SELECT DEGREE OF IMPLEMENTATION**
■ Support the implementation of high-quality standards-based instruction aligned with the district's curriculum and goals for instruction and achievement on a district-wide basis?	Medium **Dropdown List has been disabled*
■ Assure that the district curriculum is the curriculum used in all schools?	Medium **Dropdown List has been disabled*
■ Convey clear priorities among the district's instructional goals and objectives?	High **Dropdown List has been disabled*
■ Ensure the delivery of high-quality instruction on a district-wide basis that is based on research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction?	Medium **Dropdown List has been disabled*
■ Implement the processes that accurately monitors the district's instructional program?	Low **Dropdown List has been disabled*
■ Monitor student achievement, ensuring that school instructional practices are designed to provide full access and opportunity to all students/students groups to meet district goals?	Medium **Dropdown List has been disabled*
■ Ensure the systemic implementation and ongoing evaluation of prevention/intervention strategies as a part of its instructional program to ensure that all students meet performance targets?	Low **Dropdown List has been disabled*
■ Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress and guide instructional planning toward meeting district goals?	Low **Dropdown List has been disabled*
■ Assist administrators in fulfilling instructional leader responsibilities?	Medium **Dropdown List has been disabled*
■ Assist administrators and building leadership teams (DLTs) to effectively monitor the progress of all students in their building toward meeting district goals?	Medium **Dropdown List has been disabled*

Level III Results

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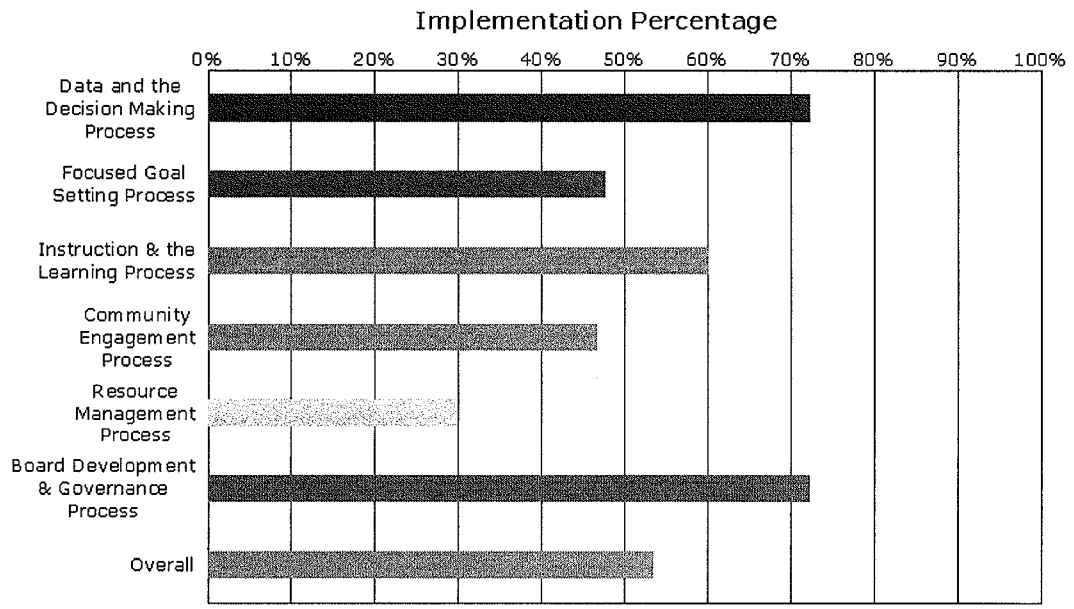
Leadership | School Climate | Parent/Family, Student, Community Involvement



Overall District Profile

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Level/Component	% Possible Score / Level Of Concern	Graph	Select Priorities	
Reading (Level of Implementation)				
Curriculum				
Alignment	33.3	**33.3%**		Low
Instructional Materials Alignment	33.3	**33.3%**		Low
Textbook / Materials	33.3	**33.3%**		Low
Completeness of Materials	33.3	**33.3%**		Low
Overall	33.3	**33.3%**		Low
Assessment				
General Assessment Practices	0			
Alignment	2.6	**2.6%**		Low
Availability	3.2	**3.2%**		Low
Level of Cognitive Demand	3.2	**3.2%**		Low
Frequency of Teacher Use	2.6	**2.6%**		Low
Level of Teacher Accessibility	2.6	**2.6%**		Low
Use of Consistent Scoring	3.2	**3.2%**		Low
Degree of Monitoring	2.6	**2.6%**		Low
Overall	2.8	**2.8%**		Low
Instructional Practice				
Alignment with standards	100	**100%**		High
Quality/rigor of instructional practice	33.3	**33.3%**		Low
Monitoring degree of use of effective strategies	33.3	**33.3%**		Low
Student engagement & support	66.7	**66.7%**		Medium
Shared responsibility	44.4	**44.4%**		Medium
Overall	58.3	**58.3%**		Medium
Professional Development				
HQPD Aligned to Identified Problem Area	88.9	**88.9%**		High
HQPD to Promote Shared Work	55.6	**55.6%**		Medium
Application/Impact of Knowledge/Skills Learned through HQPD	33.3	**33.3%**		Low
Overall	61.9	**61.9%**		Medium
Math (Level of Implementation)				
Curriculum				
Alignment	94.9	**94.9%**		High
Instructional Materials Alignment	100	**100%**		High

Textbook / Materials	100	**100%**		High
Completeness of Materials	100	**100%**		High
Overall	98.7	**98.7%**		High
Assessment				
General Assessment Practices	40	**40%**		Medium
Alignment	46.2	**46.2%**		Medium
Availability	48.7	**48.7%**		Medium
Level of Cognitive Demand	49.2	**49.2%**		Medium
Frequency of Teacher Use	48.7	**48.7%**		Medium
Level of Teacher Accessibility	48.7	**48.7%**		Medium
Use of Consistent Scoring	48.7	**48.7%**		Medium
Degree of Monitoring	33.3	**33.3%**		Low
Overall	46.2	**46.2%**		Medium
Instructional Practice				
Alignment with standards	100	**100%**		High
Quality/rigor of instructional practice	50	**50%**		Medium
Monitoring degree of use of effective strategies	33.3	**33.3%**		Low
Student engagement & support	66.7	**66.7%**		Medium
Shared responsibility	44.4	**44.4%**		Medium
Overall	61.1	**61.1%**		Medium
Professional Development				
HQPD Aligned to Identified Problem Area	66.7	**66.7%**		Medium
HQPD to Promote Shared Work	44.4	**44.4%**		Medium
Application/Impact of Knowledge/Skills Learned through HQPD	40	**40%**		Medium
Overall	52.4	**52.4%**		Medium
Educator Quality (Level of Concern)				
Teacher Turnover	Medium			
Administrator Turnover	High			
Educator Quality (Level of Implementation)				
Educator Qualifications	77.8	**77.8%**		High
Leadership (Level of Implementation)				
Data and the Decision Making Process	72.2	**72.2%**		High
Focused Goal Setting Process	47.6	**47.6%**		Medium
Instruction & the Learning Process	60	**60%**		Medium
Community Engagement Process	46.7	**46.7%**		Medium
Resource Management Process	29.6	**29.6%**		Low
Board Development & Governance Process	72.2	**72.2%**		High
Overall	53.5	**53.5%**		Medium

School Climate (Level of Concern)				
Student Discipline Occurrences	Medium			
Student Expulsions/Out-of-School Suspensions	Medium			
Student Attendance	Low			
Student Graduation	Medium			
Student Drop-outs	Medium			
Multiple Risk Factors	High			
School Climate (Level of Implementation)				
Student Mobility	26.7	**26.7%**		Low
Teacher and Student Perception	0			
Overall	26.7	**26.7%**		Low
Parent / Family Student Community Involvement (Level of Implementation)				
Parent Participation and Perception	46.7	**46.7%**		Medium
Communication	50	**50%**		Medium
Student Participation and Perception	33.3	**33.3%**		Low
Community Involvement and Support	90.5	**90.5%**		High
Overall	59.1	**59.1%**		Medium
Resource Management (Level of Implementation)				
Teacher and PD Alignment	73.3	**73.3%**		High
Focus on Student Success	53.3	**53.3%**		Medium
Aligning Spending to Strategic Priorities	45.8	**45.8%**		Medium
Overall	55.6	**55.6%**		Medium