

Stage 1 Tab 2.3

Decision Framework Definitions and Acronyms

Definitions	
<b>Critical Mass</b>	The number of staff/school personnel needed to make substantive changes in a building and district. Based on implementation research critical mass is at a minimum of 90% staff.
<b>Ensure/Require</b>	<p>To answer questions with the word <b>ENSURE</b>, the following points should be considered:</p> <p><b>High Level of Implementation</b></p> <ul style="list-style-type: none"> <li>• A documented format, process or procedure that is used systematically and systemically as appropriate</li> <li>• A process is in place to monitor the expected</li> <li>• All stakeholders should be included in the discussion/outcome of the process.</li> </ul> <p>To answer questions with the word <b>REQUIRE</b>, the following helps explain the level of implementation:</p> <p><b>High Level of Implementation</b></p> <ul style="list-style-type: none"> <li>• The expectation is known by all impacted,</li> <li>• The procedure is documented, and monitored on a consistent basis</li> <li>• Feedback is given to staff regarding use.</li> </ul>
<b>Evidence-Based</b>	<p>Evidence-based practice refers to the use of interventions, strategies, and supports that have research documenting their effectiveness. Practices that are evidence-based are ones that have been demonstrated as effective within multiple research studies that document similar outcomes.</p> <p>A particularly useful definition of evidence-based practices was offered by Dunst, Trivette, and Cupsek (2002): <i>Practices that are informed by research in which the characteristics and consequences of environmental variables are empirically established and the relationship directly informs what a practitioner can do to produce a desired outcome.</i></p>
<b>FAY – Full Academic Year</b>	<p>Definition used for accountability related to the specific entrance/exit dates of students to qualify to be included in school and district Local Report Card data.</p> <p>(The Decision Framework does NOT use Full Academic Year data. The data pulled into the DF is from vendor data which includes ALL students tested in your district/school.)</p>
<b>Formative/Short Cycle</b>	<p>Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.</p> <p>Key features of the definition:</p> <ul style="list-style-type: none"> <li>• Formative assessment is a <i>process</i>, not any particular test.</li> <li>• It is used not just by teachers but by <i>both teachers and students</i>.</li> <li>• Formative assessment takes place <i>during instruction</i>.</li> <li>• It provides <i>assessment-based feedback</i> to teachers and students.</li> <li>• The function of this feedback is to help teachers and student make <i>adjustments</i> that will improve students' achievement of intended curricular aims.</li> </ul> <p><u>Transformative Assessment</u>, W. James Popham, 2008 pg. 5</p>
<b>HQPD</b>	<p>Ohio's definition of High Quality Professional Development includes six key areas:</p> <ol style="list-style-type: none"> <li>1. High quality professional development (HQPD) is a purposeful, structured</li> </ol>

	<p>and continuous process that occurs over time.</p> <p>2. High quality professional development(HQPD) is informed by multiple sources of data</p> <p>3. High quality professional development (HQPD) is collaborative.</p> <p>4. High quality professional development (HQPD) includes varied learning experiences that accommodate individual educators’ knowledge and skills.</p> <p>5. High quality professional development (HQPD) is evaluated by its short- and long-term impact on professional practice and achievement of all students.</p> <p>6. High quality professional development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.</p> <p>To see the complete definition of HQPD with descriptors review this resource, <a href="#">Standards ProfDev_sept07.pdf</a></p>
<b>Instructional Framework</b>	The district/school has agreed on everyone using specific effective practices that are defined, learned, implemented, and monitored with feedback provided regarding learning at all levels of the system (Students, Teacher Based Teams, Building Leadership Teams and District Leadership Teams).
<b>Level of Concern</b>	When districts/schools determine the Level of Concern for their achievement data in Level I, remember to factor the gap in achievement between your “All” data and each of your subgroups.
<b>Level of Implementation</b>	A minimum of 90% of the staff implementing with fidelity would be considered a High Level of Implementation
<b>Research-Based</b>	To meet evidence standards, studies must be “well-conducted randomized controlled trials (RCTs) that do not have problems with randomization or attrition, or regression discontinuity designs that do not have problems with attrition. <i>What Works Clearinghouse</i> <a href="http://ies.ed.gov/ncee/wwc/">http://ies.ed.gov/ncee/wwc/</a>
<b>Summative Assessments</b>	Summative assessments are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. It is determining a student’s ability a pre-determined points in time. <a href="http://fcit.usf.edu/assessment/basic/basic.html">http://fcit.usf.edu/assessment/basic/basic.html</a>
<b>Acronyms</b>	
<b>BLT</b>	Building Leadership Team
<b>CSLT</b>	Community School Leadership Team
<b>DLT</b>	District Leadership Team
<b>HQPD</b>	High Quality Professional Development
<b>OIP</b>	Ohio Improvement Process
<b>TBT</b>	Teacher Based Team

## Acronyms

<b>BDF</b> —Building Decision Framework	<b>LEP</b> —Limited English proficient
<b>BLT</b> —Building Leadership Team	<b>MAAP</b> —Matrix of Achievement and Progress
<b>CCIP</b> —Comprehensive Continuous Improvement Plan	<b>ODE</b> —Ohio Department of Education
<b>CSLT</b> —Community School Leadership Team	<b>OIP</b> —Ohio Improvement Process
<b>DF</b> —Decision Framework	<b>OLAC</b> —Ohio Leadership Advisory Council
<b>DIBELS</b> —Dynamic Indicators of Basic Early Literacy Skills	<b>PD</b> —Professional development
<b>DLT</b> —District Leadership Team	<b>PTSA</b> —Parent-Teacher-Student Association
<b>ECO</b> —Early Childhood Outcomes Summary Form	<b>SAFE</b> —Security Application for Enterprise
<b>ELA</b> —English language arts	<b>SIP</b> —School improvement plan
<b>ELL</b> —English language learners	<b>SMART Goals</b> —Specific, measurable, achievable, relevant, timely goals
<b>ESC</b> —Educational Service Center	<b>SSoS</b> —Statewide System of Support
<b>HQPD</b> —High Quality Professional Development	<b>SPoC</b> —Single point of contact
<b>IMM</b> —Implementation Management/Monitoring	<b>SPP</b> —State Performance Plan
<b>IPDP</b> —Individual Professional Development Plan	<b>SST</b> —State Support Team
<b>KRA-L</b> —Kindergarten Readiness Assessment—Literacy	<b>STARS</b> —System to Achieve Results for Students
<b>LEA</b> —Local education agency (district)	<b>SWD</b> —Students With Disabilities
	<b>SWIS</b> —Schoolwide Information System
	<b>TBT</b> —Teacher-Based Team

## OIP Glossary

**Achievement Gap:** The disparity in academic performance on tests among identified groups or the difference between how a group performs and what is expected of that group. Typically, the disparity is defined as a difference between white students and students of color or between students who receive a free or reduced-price lunch and those who do not.

**Actions:** Specific steps to operationalize a strategy and reach a goal.

**Adult Implementation Indicator:** Gauge by which a strategy is determined to be met in terms of changes in practices expected of adults.

**Annual Goal Target:** Gauges against which to judge whether an annual goal is met.

**Baseline:** Starting point from which an indicator can be measured.

**Building Leadership Team (BLT):** A team of individuals who promote a culture of common expectations or commitment by maintaining a schoolwide focus on improving student achievement. The team fosters shared leadership and responsibility for the success of every child through the creation of purposeful communities.

**Capacity Building:** Providing opportunities—such as job-embedded staff development, coaching, and time for reflection on effective instructional practices—that enhance the ability of teachers and administrators to positively affect student learning.

**Collaboration:** Highest level of functioning in a continuum of how information, knowledge, and working together operate in any organization.

**Collaborative Structure:** A structure designed to increase teacher or district staff capacity in meeting the challenge to close achievement gaps and raise the bar for all students. Other terms may be used, such as data teams, grade-level teams, department teams, to describe a professional learning community in a district or building. Characterized by continuous school-based or district-based professional development, mutual support, and coaching with peers; dedicated time for collaborative work; and permission to take risks as a staff to learn, practice, and hone their skills. Effective school and district leadership is fundamental to creating collaborative structures.

**Common Formative Assessments:** Teacher-generated periodic or interim assessments that are collaboratively designed by teams for specific units of instruction. Common formative assessments are created as short matching pre- and postassessments to ensure same-assessment-to-same-assessment comparison of student growth. Common formative assessments usually contain a blend of item types, including selected response and constructed response, representing power standards.

**Communication:** Exchange of ideas and information by any of a variety of methods.

**Community School Leadership Team (CSLT):** See District Leadership Team.

**Comprehensive Assessment System:** The means by which a district measures student performance from the time that the student enters education to the time the student leaves. Includes three types of assessments:

1. Initial or diagnostic assessments that identify student strengths and weaknesses or identify what a student already knows about a topic and identify any gaps or misconceptions.
2. Formative or interim assessments used by teachers and students during instruction that provide feedback to adjust ongoing teaching and learning to improve students' achievement or intended instructional outcomes.
3. Summative assessments given periodically to determine, at a particular point in time, what students know and do not know relative to content standards.

**Comprehensive Continuous Improvement Plan (CCIP):** A unified grants application and verification system that consists of two parts: the Planning Tool and the Funding Application. The Planning Tool contains the goals, strategies, action steps, and district goal amounts for all grants in the CCIP. The Funding Application contains the budget, budget details, nonpublic services, and other related pages. The CCIP should be the district's focused plan for improvement.

**Consensus:** After discussion, a group has reached consensus on a decision if most team members agree with the decision and if those who disagree are willing to accept the decision and try to make it work. Consensus allows those who disagree to gather more data and raise an issue if indicated.

**Content Standards:** Specific, measurable descriptions of what students should know and be able to do at each grade in each curriculum area.

**Continuous Improvement Framework:** The concept that effective schools are engaged in a long-term process of improvement of teaching and learning that is demonstrated by a pattern of continuous improvement of learning for every child. The continuous improvement cycle includes determination of prioritized needs, planning for focused improvement, implementation of the plan, and monitoring and evaluation of the results.

**Culturally Relevant Educational Practices:** Using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically or economically diverse students to make learning encounters more relevant and effective for them.

**Data-Driven Decisions:** Decisions that districts and schools make by knowledgeably and effectively using a range of data at the classroom, school, and district levels to improve instructional support and practices.

**Data-Driven Decisions for Academic Achievement (D3A2):** An ODE initiative that provides a systematic approach for Ohio educators to access data and align resources. Users are able to identify and access resources to meet specific needs from different systems that communicate using common standards, for example, Schools Interoperability Framework (SIF) to ensure consistent data standards and the Ohio Standard Identifier Code (OSIC) to show alignment to Ohio's Academic Content Standards.

**Data Teams:** See Teacher-Based Teams.

**Decision Framework (DF):** An electronic tool that ultimately provides the **CCIP** needs assessment by using essential questions that can be answered with student achievement data, perceptual data, and other forms of data at the state and local level. The essential questions are organized around levels with a focus on student achievement and growth in content areas by grade level, building, and subgroup, followed by essential questions related to the critical student performance problems identified and uncover possible causes of these problems tied to the following: curriculum, instruction, assessment, managing educator talent, and expectations and conditions, for example, school climate, parents and family, community involvement, and allocation of resources.

**Decision Parameters:** Factors that help make sound decisions that serve as guidelines rather than policy, rule, or procedure.

**District Leadership Team (DLT):** A team of individuals who promote a culture of common expectations or commitment by maintaining a districtwide focus on high achievement for all students.

**Early Childhood Outcomes Summary Form (ECO):** Measurement of every preschool child with a disability using a seven-point scale to document the child's progress in each of three categories (positive social and emotional skills, acquiring and using knowledge and skills, and taking appropriate action to meet needs).

**English Language Learners (ELL):** A student subgroup described by instructional needs that change as students gain English language proficiency; ELL students receive services based on their achievement on academic assessments.

**Evaluation:** The practice that DLTs and BLTs engage in to critically examine and analyze monitoring data to assess the extent to which the process and plan implementation produced the desired results.

**Evidence-Based:** The process of reviewing, assessing, and applying proven strategies to address data-determined needs.

**Evidence of Success:** Tangible documentation that shows progress toward achieving a strategy.

**Expectations and Conditions Goal:** A broad statement that specifies a desired change in order to improve or increase the opportunities or potential for improvement in learning and identifies the end result to be achieved within a given timeframe.

**Extended Learning Time:** An increase in the amount of time students have available for school by providing opportunities before and after school and during the summer, modified school calendars, and changes in the structure of the school day. Extended learning time also can be provided by reducing or eliminating pullout programs that interrupt regular instructional time, increasing the focus on learning during scheduled class time by reducing extraneous activities and scheduling longer blocks of time for classes.

**Fidelity:** The degree to which the plan accurately produces its effect: exact correspondence with the process and faithful to the OIP nonnegotiables and OLAC principles in the face of obstacles.

**Focused Plan:** A blueprint based on identified needs that directs all district work and resources and leads to improvement in student achievement.

**Formative Assessment:** A continuous instructional process used by teachers to obtain evidence of student understanding for the purpose of improving teaching or learning. To be effective, teachers must be skillful in using various assessment strategies and tools, such as observation, student conferences, portfolios, performance tasks, prior knowledge assessments, rubrics, feedback, and student self-assessment. More important, they must have a deep understanding of the formative assessment process and understand its close relationship to instructional scaffolding.

**Grade- or Department-Level Teams:** See Professional Learning Community.

**Implementation Management/Monitoring Tool (IMM):** An electronic tool that provides a way for districts to document how their district and school plans will be implemented. The district or school can identify items to be measured, resources needed, persons and groups responsible, timeline for implementing, and completion status of implementation items.

**Indicator:** There are two types of indicators. A *performance indicator* is the gauge by which a goal is determined to be met. A *progress indicator* is the gauge by which a strategy is determined to be successful. Progress indicators have a baseline measure established and short-term progress measures to assess degree of changes in knowledge, skills, attitudes, policies, and practices; and documentation is identified to provide evidence that the indicator is met.

**Inquiry:** A search for knowledge; an investigation or research that has the aim of augmenting knowledge, resolving doubt, or solving a problem by questioning and seeking the truth.

**Institutionalize:** The translation of a district's mission, policies, vision, and continuous improvement plan into actions applicable to the daily activities of its administrators and staff; the integration of OIP principles into the district culture and structure.

**Job-Embedded Professional Development:** Ongoing professional development grounded in day-to-day teaching and designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; aligned to learning standards and school and district improvement plans (Darling-Hammond & McLaughlin, 1995; Hawley & Valli, 1999; Hirsh, 2009; NSDC, 2010).

**KRA-L:** Assessment that measures young children's literacy skills at the beginning of the kindergarten year on six elements or indicators: answering questions, sentence repetition, rhyming identification, rhyming production, letter identification, and initial sounds.

**Learning:** Acquiring and applying new knowledge, behaviors, skills, or values; knowledge acquired by systematic study.

**Mission:** The district's purpose or the reason it exists. Fulfilling the mission is how a district realizes its vision.

**Mobility:** The degree to which a student population of a building 120 days before a test window is not in the same building at the time of the test window.

**Monitoring:** The practice that DLTs and BLTs use to supervise the plan in progress to ensure the tasks, actions, and strategies are on course and on schedule in meeting goals as measured by progress against indicators.

**Multiple Risk Factors:** A multiplicity of reasons for which students may be at risk of academic failure, for example, high levels of both discipline occurrences and absences.

**Nonnegotiable Goal:** Goals upon which all staff members act.

**Observation:** A statement that reflects an opinion, testimonial, or comment about data.

**Pattern:** Data that show a relationship within the same set of data.

**Professional Learning Community or Team:** See Collaborative Structures.

**Recursiveness:** The repeating of a cycle or process, either indefinitely or until a specific point is reached.

**Research-Based Practices:** The process of reviewing, assessing, and applying proven strategies on the basis of empirical evidence to address data-determined needs.

**Root Cause:** The deepest underlying cause of positive or negative symptoms within any process that if eliminated would result in elimination or substantial reduction of the symptom.

**SAS EVAAS:** Valuable diagnostic information about past practices and reports on students' predicted success probabilities at numerous academic milestones, K–12.

**School Improvement Plan:** The school's focused plan for improvement.

**Schoolwide Information System (SWIS):** Web-based information system designed to help school personnel use office referral data to design particular interventions for individual students and general interventions for all students.

**Shared Leadership:** Leadership shared by team leaders and team members—rotating to the person with the key knowledge, skills, and abilities to address the particular issues facing the team at any given moment with the focus on "improvement of instructional practice and performance, regardless of role" (Elmore, 2006).

**SMART (Specific, Measurable, Achievable and Attainable, Results-Oriented, Targeted) Goal:** A broad statement that specifies a desired measurable change in student performance to close a gap or an improvement opportunity or potential for improvement in learning and that identifies the end result to be achieved within a given time.

**Stakeholder:** Anyone who affects or is affected by the success of the district. Typical stakeholder groups include students, teachers, paraprofessionals, support staff, school administrators, students' immediate family members, school board members, community leaders, local business and industry representatives, and citizens who live in the community.

**Standards:** Subject-matter benchmarks to measure students' academic achievement. Curriculum standards drive what students learn in the classroom.

**State Performance Plan (SPP) Indicators:** A strategic framework of 20 measures on which the state collects data in order to determine a district's or building's level of performance, to set targets for improvement, and to develop improvement strategies to improve the performance of students with disabilities in the state.



**Strategy:** A set of specific, measurable written statements about what a district is going to accomplish to meet a need and get closer to reaching a goal within a given time.

**Strategy Indicator:** The gauges by which a strategy is determined to be met in terms of student performance and adult practices.

**Student Performance Goal:** A broad statement that specifies a desired change in student performance to close a gap and identifies the end result to be achieved within a given time.

**Students With Disabilities (SWD):** Students who have a physical or mental impairment that substantially limits one or more major life activities; have a record of such an impairment; or are regarded as having such an impairment. Students with disabilities are those students served under “Assistance for Education of All Children With Disabilities” (Part B) of the Individuals with Disabilities Education Act.

**Subgroups:** A smaller group distinguished in some way from other members of the larger group of which it is a part. Under federal law, each school and district is assessed to determine whether it has achieved adequate yearly progress (AYP) for all students in communication arts and mathematics, as well as among each subgroup (Asian and Pacific islander, black, Hispanic, American Indian, white, free or reduced-price lunch, individualized education program [IEP], limited English proficient [LEP]) unless there are 30 or fewer students in the subgroup. There must be at least 50 students in the IEP and LEP subgroups for a school or district to be accountable for AYP.

**Summative Assessment:** Assessments—for example, state assessments, district benchmark assessments, end-of-term or semester exams—given periodically to determine at a particular point in time what students know and do not know relative to content standards to help evaluate the effectiveness of programs, goals, or alignment of curriculum.

**Tasks:** A list of steps in order to complete an action.

**Teacher-Based Teams (TBT):** Teacher-Based Teams (TBTs) are teams composed of teachers working together to improve instructional practice and student learning through shared work. As part of the OIP use of collaborative structures, TBTs follow a common set of guidelines described in a five-step process connected directly to the focused goals, strategies, and actions described in the school improvement plan.

**Trend:** A statement based on at least three years of data from the same data source.

**Value-Added Data:** A component of Ohio’s accountability system that measures growth or improvement over a period of time to determine the value gained by a student during that time period.

**Vision:** A shared understanding of what the district wants to create (picture of the future) by stakeholders who are committed.