



# Annual Program Review

Ohio Department of Education, Dec 5, 2018

**Ohio** | Department  
of Education

# Discussion Topics

Objectives of the  
Workshop

Data Measures

Root Cause Analysis

Goal Setting

# Preparing All Students for Success





# Support Team for Career-Technical Education

# Annual Program Review



**How does  
CTE  
Participant  
and  
Concentrator  
impact the  
data?**

**What are the  
data  
measures  
used in the  
CTE Annual  
Program  
Review?**

**How does  
the data flow  
from the  
district to  
EMIS?**

# CTE Participant and Concentrator

- Participant: A student who has earned credit in a CTE course.
- Concentrator: A student who has completed half of a CTE Career-Field Pathway and has enrolled in the next portion of the Pathway.

# Data Measures

OVERVIEW	REPORT CARD	QUESTIONS	SCHEDULE	ISSUES / CAPS	TECHNICAL ASSISTANCE	COMPLIANCE DOCS	COMPLIANCE COMMENTS
SELECT PATHWAY CODE: A0 - Agribusiness and Production Systems ▾							
2016	Technical Skill Attainment	Participation Rate	Post-Program Placement				
	>70.0% Compliant	>90.0% Compliant	>84.0% Compliant				

- **Technical Skill Attainment:** Percent of concentrators who passed the technical test.
- **Participation Rate:** Percent of concentrators who left school in programs with available tests who were assessed and reported with valid scores.
- **Post-Program Placement:** Percent of concentrators who are employed, join the military, or enrolled in postsecondary education or advanced training six months after leaving school.

# Technical Skill Participation

All students enrolled in Career-Technical Courses should be assessed regardless of their status as a participant or concentrator.



# Technical Skill Participation

**Numerator:** Concentrators who left school in programs with available assessments who were assessed.

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**Denominator:** Concentrators who left school in programs with available assessments.

# Technical Skill Attainment

**Numerator:** Concentrators who earned valid end of course assessment scores for each course they enrolled in

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**Denominator:** Concentrators reported as technical skill participants

# Post Program Placement

- Post Program Survey goes out 6 months after graduation
  - **Only Concentrators who left secondary education**
    - Graduation, Drop out, Age out, GED... etc.
- Calculation Information

# Post Program Placement

**Numerator:** Concentrators who are employed, is in the military, is continuing their education, or is in an apprenticeship

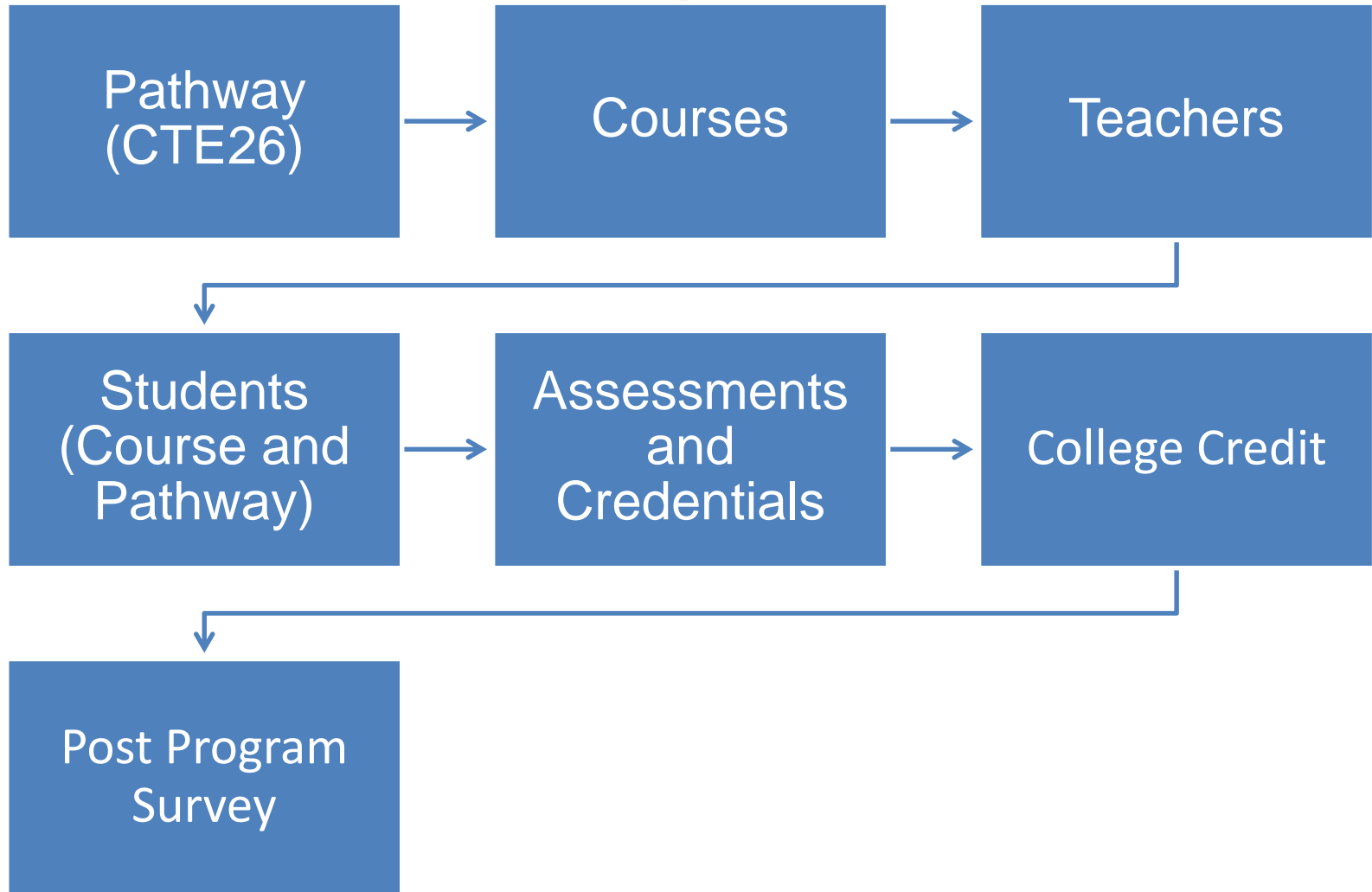
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**Denominator:** Concentrators who left school in the prior year who responded to the follow up survey.

# Alignment → Reporting



# Reporting Streams



# WebXam Reports



# Root Cause Analysis





# Finding the Cause

- What is the result or data point in your district that caused you to give this indicator a Minimal or Unsatisfactory rating?
- What is causing this data point? What is behind this?
- Digging into causes allows us to set more effective strategies to improve systems

# Root Cause Analysis



***Symptom:*** Problem trying to solve

***System Challenge(s):*** Underlying cause(s) that if removed would reduce or eliminate the symptom

# Real Life Example

Why won't my car start?



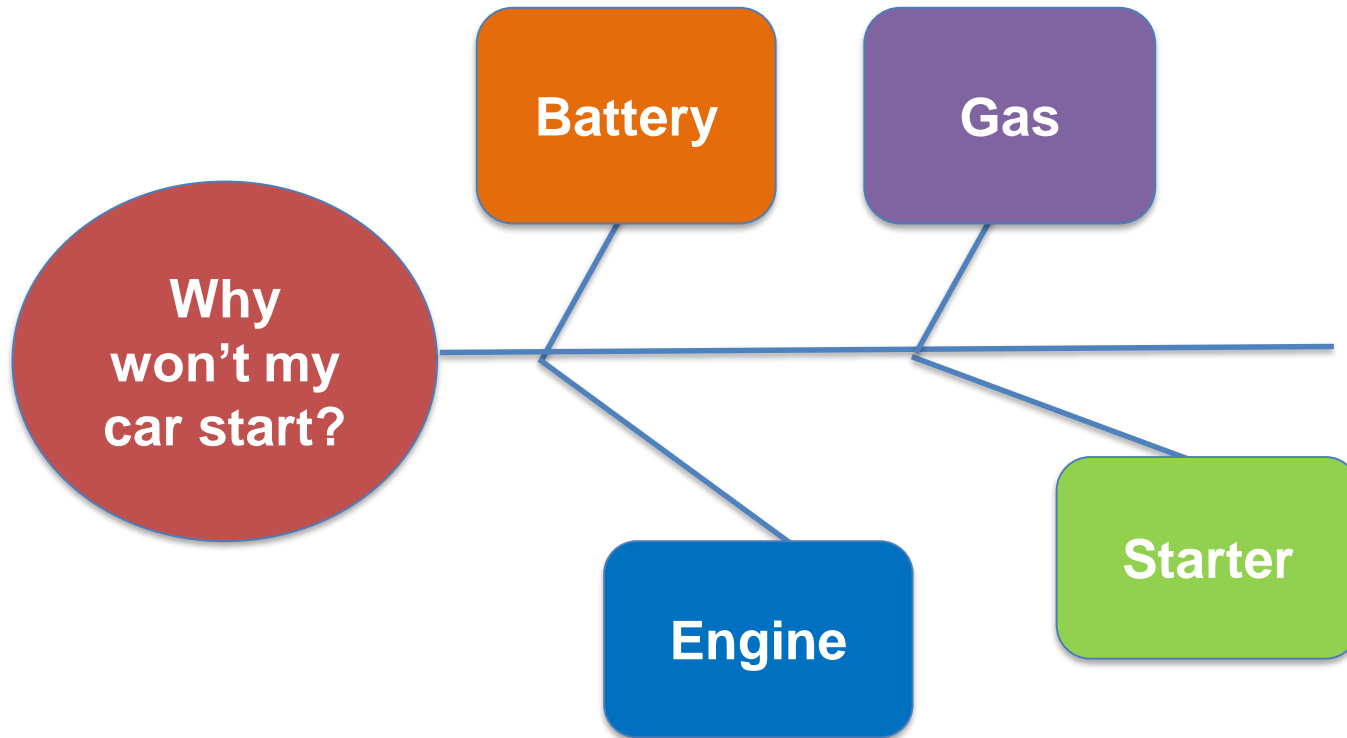
Battery

Gas

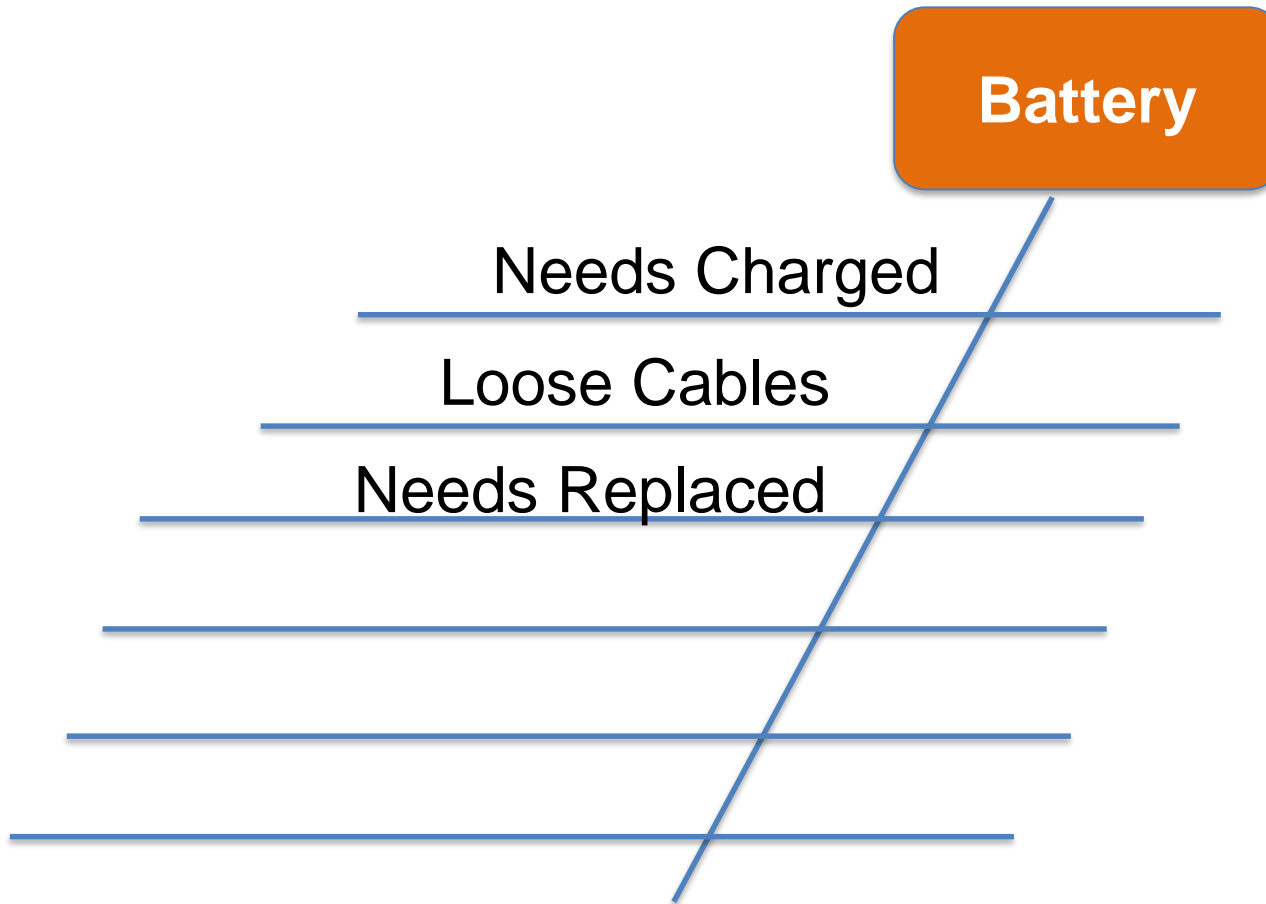
Engine

Starter

# Fishbone Diagram



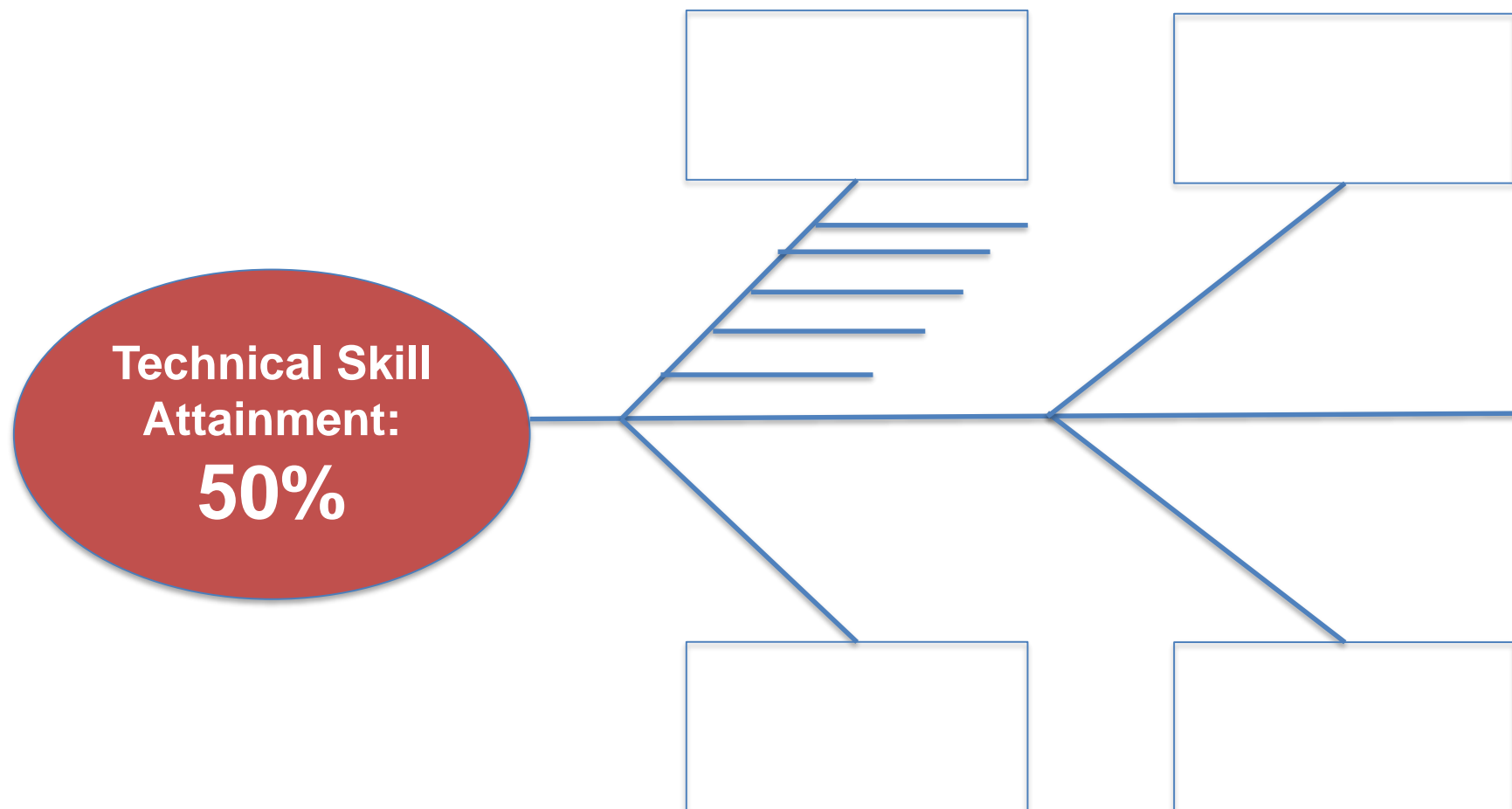
# Brainstorm Causes



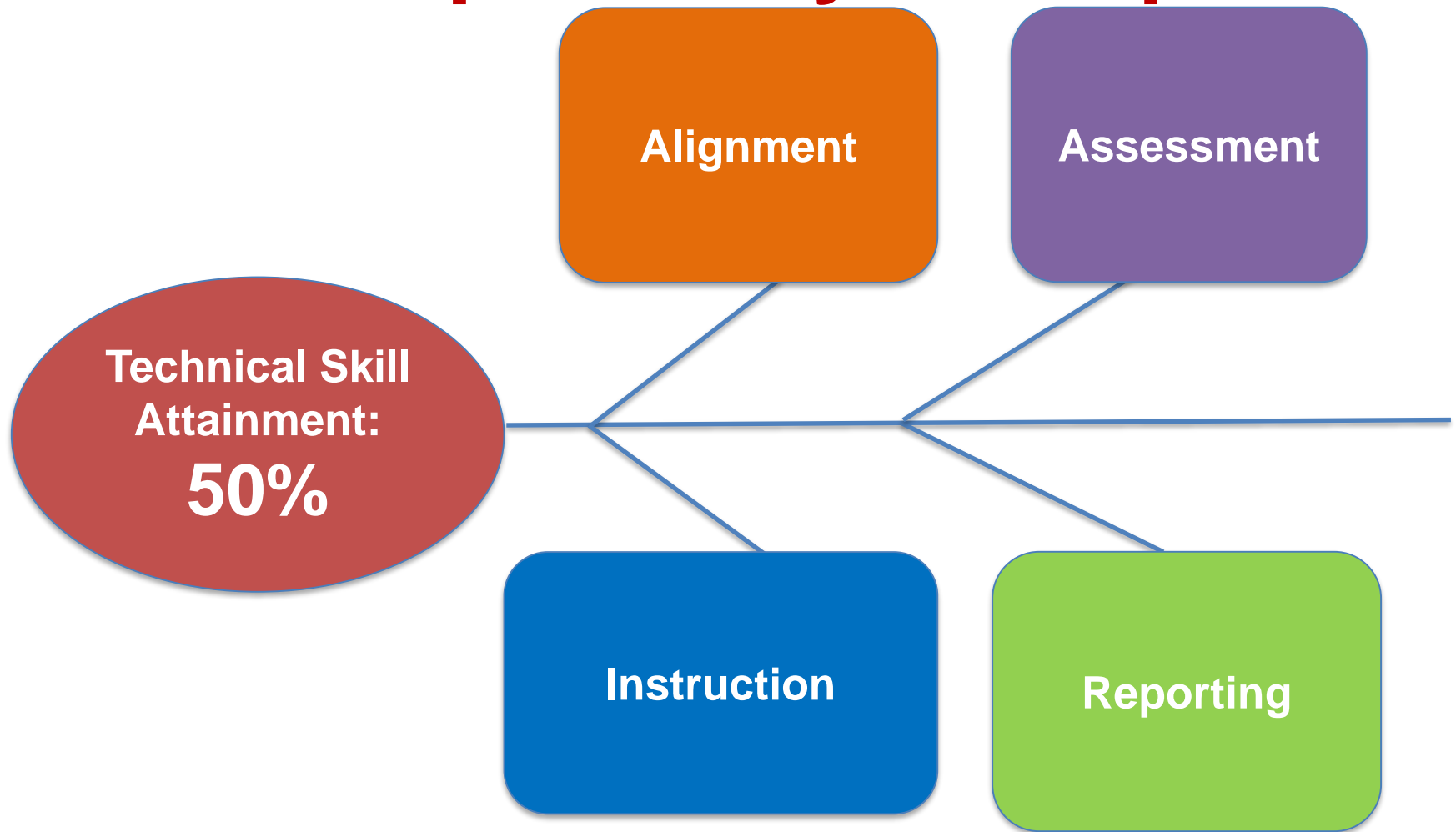
# Determine Root Cause

“5 Whys”	
<b>Why won't my car start?</b>	Battery is not charged
<b>Why?</b>	Alternator is not functioning
<b>Why?</b>	Belt is broken
<b>Why?</b>	Old and never replaced
<b>Why?</b>	Not following maintenance schedule

# Group Activity Example



# Group Activity Example





# Alignment

Low Advisory Committee Involvement

Course of study is not based on Standards

Course sequencing

Courses do not match pathway code

# Determine Root Cause

## “5 Whys”

**Why is our technical skill attainment not meeting the measure?**

Pathway and Course alignment

**Why?**

Course of study does not match standards in assessments

**Why?**

Courses taught do not match courses in CTE26

**Why?**

Instructor is teaching locally designed courses and is unaware of assigned courses

**Why?**

Instructor is not involved in CTE26 application or decision making

# Root Cause: Key Elements

- Focus on system challenges, not symptoms
- Sphere of influence
  - Adult vs Student Based
  - In our control vs Out of our control
- If addressed, the symptom can be reduced or eliminated
- There is rarely one root cause in complex systems such as education

# Next Steps

1. Complete QPS Self Assessment and Discussion in Guidebook
2. Complete Root Cause Analysis for selected measures
  - Look for which indicators are both
    1. Within your sphere of influence
    2. Most likely to move the needle for kids

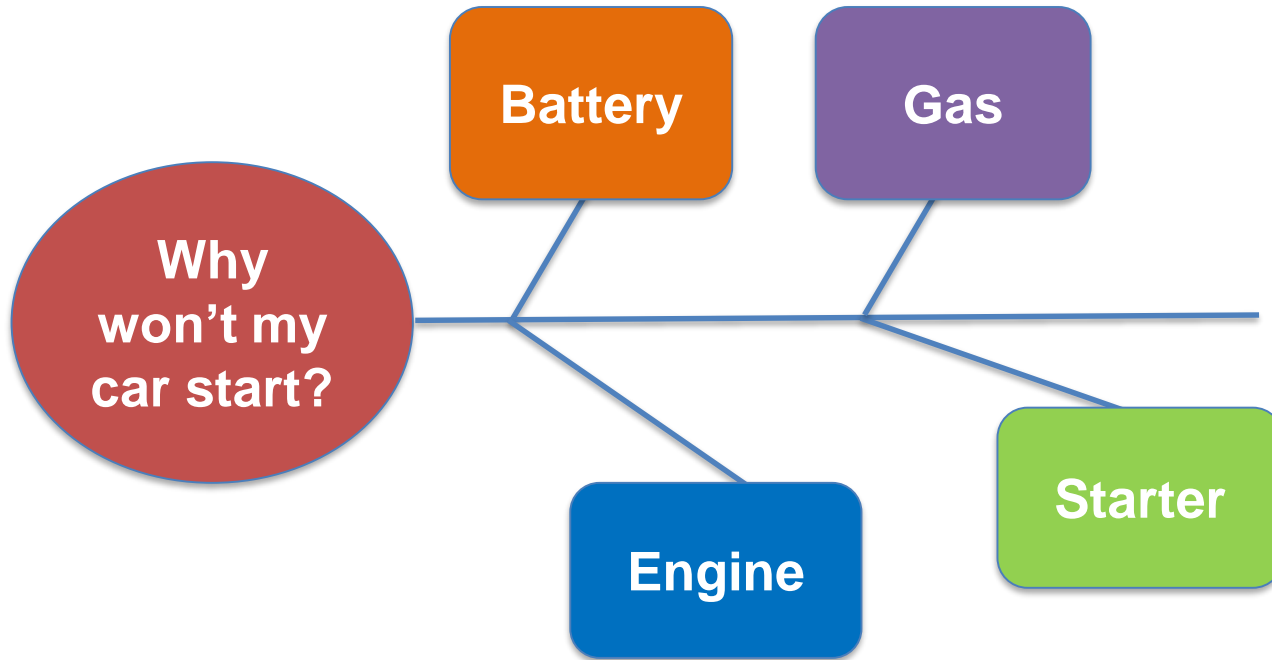
# Goal Setting

- SMART Goals
  - **S**pecific
  - **M**easurable
  - **A**ttainable
  - **R**ealistic
  - **T**imely

# SMART Goals

- Address the actual cause, not a symptom
- Check your goal for each of the components
  - “Is it specific enough?”
  - “Is it measurable?”

# SMART Goals



“Replace the battery on my car today”

- This is a SMART Goal, but does not address the actual cause determined

# SMART Goals

Write a SMART Goal to address the Root Cause

“5 Whys”	
<b>Why won't my car start?</b>	Battery is not charged
<b>Why?</b>	Alternator is not functioning
<b>Why?</b>	Belt is broken
<b>Why?</b>	Old and never replaced
<b>Why?</b>	Not following maintenance schedule



# SMART Goals

- I will take my car in for regular maintenance checks every 6 months and opt for necessary maintenance.
  - **Strategy**: Create a reminder system and find a trustworthy maintenance location to develop a relationship with.
    - **Action Step**: Set Reminders for every 6 months on phone or email (calendar)
    - **Action Step**: Research (friends, coworkers, internet, reviews) local mechanics and select one.
    - **Action Step**: Make appointment in the next week and set next maintenance appointment when picking up car.

# Determine Root Cause

## “5 Whys”

**Why is our technical skill attainment not meeting the measure?**

Pathway and Course alignment

**Why?**

Course of study does not match standards in assessments

**Why?**

Courses taught do not match courses in CTE26

**Why?**

Instructor is teaching locally designed courses

**Why?**

Instructor is not involved in CTE26 application or decision making

# SMART Goals → Action Plan

- Align current pathway courses taught with CTE26 on file and ensure courses align with ODE Course Outlines by the time first EMIS course reporting window opens..
  - **Strategy**: Hold pathway team meetings that strategically plan course structure, instruction, assessment, and data.
    - **Action Step**: Hold a meeting to verify course selection and sequence using CTE Program and Assessment Matrix.
    - **Action Step**: Hold a meeting to review CTE Course Outlines and the Outcomes/Competencies identified.
    - **Action Step**: Hold a meeting to review WebXam blueprints and set a pacing guide to cover all content.

# SMART Goals → Action Plan

SMART GOAL		STANDARD: _____		INDICATOR(S): _____						
GOAL 1:										
STRATEGIES, INDICATORS AND PROGRESS MEASURES										
GOAL 1 STRATEGY:										
STRATEGY DATA INDICATORS	BASELINE MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE	
	Measure	Description	(DATE) PROJECTED	ACTUAL RESULTS	(DATE) PROJECTED	ACTUAL RESULTS	(DATE) PROJECTED	ACTUAL RESULTS	(DATE) PROJECTED	ACTUAL RESULTS

## IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Sustaining Success
1.a.			
1.b.			
1.c.			
1.d.			
1.e.			

# Next Steps

- Complete earlier work (QPS Review, Root Cause Analysis)
- Select 3 Indicators that align with Root Cause Analysis to set goals
- Use SMART Goal Format to set goals and complete Action Plan form