CTE Program Review

Office of Career Technical Education

February 28, 2018

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Discussion Topics

CTE Program Review Process Overview

Measures

Quality Program Standards Self-Assessment

Corrective Action Plan

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CTE Program Review

FY17 Compliance Data Released Nov. 1, 2017

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Program Review Schedule

- **Year 1 & 2:**
  - District Self Review
  - FY2016 & FY2017
- **Year 3:**
  - Corrective Action Plan (Upload)
  - FY2018
- **Year 4 & 5:**
  - Onsite Review
  - FY2019 & FY2020

Measures

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.

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Quality Program Standards

- Common process for local program improvement

- Outlines an Exemplary Program

- Supported by Legislation in House Bill 59
  - Designed for all Secondary CTE Programs
  - Foundation for professional development and statewide program consultation

Quality Program Standards

Standard 5: Curriculum and Program Design

Standard Statement: The career-technical education program includes foundational and specialized courses designed to prepare students for lifelong learning within a career pathway.

Standard Definition: Quality curriculum and program design reflects standards that are relevant, rigorous, and industry-validated and aligned with state and national technical content standards. Curriculum and program design focuses on career readiness and postsecondary educational options. The curriculum and program design includes career-planning activities for students, student leadership opportunities, and a program of study that supports overall student achievement.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. An approved course of study is current and based on industry validated technical content standards.	The local board of education approved course of study is based on the state career field technical content standards, local needs, and industry certification when applicable.	The local board of education approved course of study is based on the state career-field technical content standards and local needs.	The local board of education approved course of study is based on the state career field technical contents standards.	There is no locally approved course of study.
2. The program is logically organized, including course descriptions and sequences, prerequisites and staffing assignments.	Program is logically and sequentially organized, including course descriptions, course sequences and prerequisites.	Program course curriculum content is organized, includes course prerequisites and staff assignments.	Program description includes course listings.	No program description exists.
3. Technical content is aligned with academic content standards. Evidence: (e.g., lesson plans, course of study, cross walk)	Technical content is aligned with two or more of Ohio's Learning Standards.	Technical content is aligned with one of Ohio's Learning Standards.	Ohio's Learning Standards are recognized in the program of study.	No effort to align with or include learning standards.
4. Curriculum is articulated with a post-secondary institution and industry-recognized credentials.	Postsecondary relationships include shared instructional resources and transferrable college credit or attainment	Postsecondary relationships include formal articulation agreements.	Postsecondary relationships include curriculum alignment.	No postsecondary relationships exist.

Review Process Best Practices
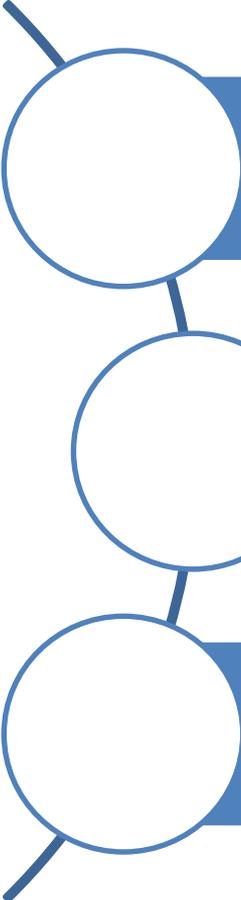
Administrative Review

Advisory Committee Review

Instructor Review

Administrative Review

- Who is involved?

  - CTE Supervisor, Principal, Counselor, Superintendent (if possible), CTPD Administration

- How often?

  - As needed for your program

- May focus on specific standards or review all Quality Program Standards

Advisory Committee Review

- How is that advisory committee involved?
  - Present findings of administrative review
  - Guide Advisory Committee through their own review
    - May be better to discuss longer term view with a small selection of Quality Program Standards

Instructor Review

- Focus on the details and specific outcomes in their classroom

- Analyze Quality Program Standards and select most relevant standards to their classroom
  - Select the indicators that are true for their classroom and student outcomes

Quality Program Standards Continuous Growth Plan

- Starts with results of the Quality Program Standards Review

- Look for "Minimal" and "Unsatisfactory" ratings

- Identify areas for growth (target standards) from the Program Review

  - Develop:

    - Action Steps
    - Target Dates

- Growth: Increase an indicator **one** level

Corrective Action Plan

- Mirrors Quality Program Standards Continuous Growth Plan

- Addition:

  – Documentation timeline with Office of Career Technical Education

    - Detailed plan of what will be sent to Office of Career Technical Education as evidence of action steps being completed

    - Timeline of when this is due

Example

District: Anywhere Local Schools

Pathway: T9- Ground Transportation

Pathway Non-Compliant in FY2016 and FY2017

Pathway Data FY18:

- Technical Skill: 57%

- Participation: 100%

- Post-Program Placement: 84%

Quality Program Standards Rated ≤ Minimal

- Standard 3 Program Planning and Evaluation

Example

- Advisory committee is approved by the board of education and has regularly scheduled meetings with minutes.

- Advisory committee members serve for an established number of years.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Uses an advisory committee, authorized by the local board of education, with established criteria for membership that meets regularly. Evidence: (e.g., membership names and titles, criteria, minutes)	Local board of education-approved advisory committee with membership criteria meets regularly with documented minutes.	Local board of education-approved advisory committee meets twice per year.	Local board of education-approved advisory committee meets once per year.	There is no local board of education-approved advisory committee.

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Example

- Advisory committee participates in the Quality Program Review and provides feedback.
- Advisory committee actively promotes programing and provides experiential learning opportunities.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
2. Advisory committee assists with program initiatives including evaluation, promotion, planning and instruction. Evidence: (e.g., minutes, program evaluation tool, program evaluation procedures, committee feedback)	Advisory committee meets regularly with documented minutes. It assists in the program with evaluation, promotion, planning and instruction by providing feedback and engagement in program functions.	Advisory committee meets regularly to provide feedback on most program operations.	Advisory committee meets annually to review general program operations.	No advisory committee exists.

Example

- WebXam data is collected but is not reviewed or used to improve instruction.
- Grades are recorded in the grade book but do not reflect standards mastery.

	QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
3.	Collects local, state and/or national performance data for program improvement. Evidence: (e.g., local student evaluations, placement rates, industry credential passage rate, technical attainment participation and passage rates)	Collects, analyzes and applies performance data for program improvement.	Collects and analyzes all recommended performance data.	Collects some performance data.	Does not collect data.

Example

- Administrators and teachers review job out look data annually with school counselor to guide program design to prepare students for careers of the future.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
4. Collects local, state and national economic development and career outlook data for program improvement. Evidence: (e.g., Ohio Means Jobs, Occupational Outlook Handbook, and Bureau of Labor Statistics)	Collects, analyzes and applies data for program improvement.	Collects and analyzes all recommended performance data.	Collects some performance data.	Does not collect data.

Example

- Administrators, Advisory Committee, and Teachers complete annually a review of pathway programs but have not developed a plan of action for continuous improvement.

	QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
5.	Conducts a program evaluation based on local performance information, state performance measures, and input from community stakeholder groups. Evidence: (e.g., procedures, examples)	Conducts a program evaluation annually and develops a continuous improvement plan.	Conducts a program evaluation annually, but does not develop a continuous improvement plan.	Conducts a program evaluation on irregular basis and informally documented.	Does not evaluate the program.

Example

Quality Program Standards Continuous Growth Plan
(Minimal and Unsatisfactory Ratings Only)

Standard # Indicator #	Deficiency discovered during program review	Action Plan	Target Date(s)	√
S.3 **I.3**	Analyzing and applying performance data for program improvement.	1. 2. 3.		

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Example

Quality Program Standards Continuous Growth Plan
(Minimal and Unsatisfactory Ratings Only)

Standard # Indicator #	###	Action Plan	Target Date(s)	√
S.3 **I.3**	##### ##### ##### ##### ##### ##### ##### ##### ##### ##### ##### ##### ##### ##### ##### #####	1. Teachers and District Testing Coordinators will ensure that students are taking the correct End of Course WebXam by subject code. 2. Instructors will review curriculum maps of instruction and cross walk maps with WebXam outcome reports to better determine utilization of instructional time on course standards that local students scored low on. 3. School administrators, curriculum directors, and instructors will collaborate to develop short cycle assessments (5-10 to multiple choice question) per course outcome designed to mimic End of Course WebXam assessments. 4. Instructors will review student mastery of standards in the short cycle assessments quarterly and adjust instruction as necessary.		

Example

Career-Technical Education Annual Program Review Corrective Action Plan

OPPORTUNITIES FOR IMPROVEMENT As identified in the Self-Evaluation Assessment.	CORRECTIVE ACTION PLAN Established by the district after Summary Report review with CTPD (when applicable) and ODE staff)	DOCUMENTATION TIMELINE List the specific documentation to be sent to ODE supporting Corrective Action Plan implementation	SET SPECIFIC TARGET DATES Month/Day/Year
Analyzing and applying performance data for program improvement. Evidence: (e.g., local student evaluations, placement rates, industry credential passage rate, technical attainment participation and passage rates)	1. Ensure that students are taking the appropriate End of Course WebXam that is aligned with the Course of instruction. 2. Instructors will review curriculum maps of instruction and cross walk maps with WebXam outcome reports to better determine utilization of instructional time on course standards that local students scored low on. 3. School administrators, curriculum directors, and instructors will collaborate to develop short cycle assessments (5-10 to multiple choice question) per course outcome designed to mimic End of Course WebXam assessments. 4. Instructors will review student mastery of standards in the short cycle assessments quarterly and adjust instruction as necessary.	1. Print FY2018 Program & Assessment Matrix with the proper course filtered. 2. Course map of standards with WebXam outcome report highlighting the standards that students under performed on. Proposed changes to course map to address standards with low performance. 3. Examples of short cycle assessments collaborated on by instructor and curriculum director or administrator. 4. Proof of professional development on instructional strategies.	

Webinar Series Schedule

1. Overview (Today)
2. Alignment (03/06/2018)
3. Instruction (03/21/2018)
4. Assessment (04/04/2018)
5. Reporting (04/18/2018)

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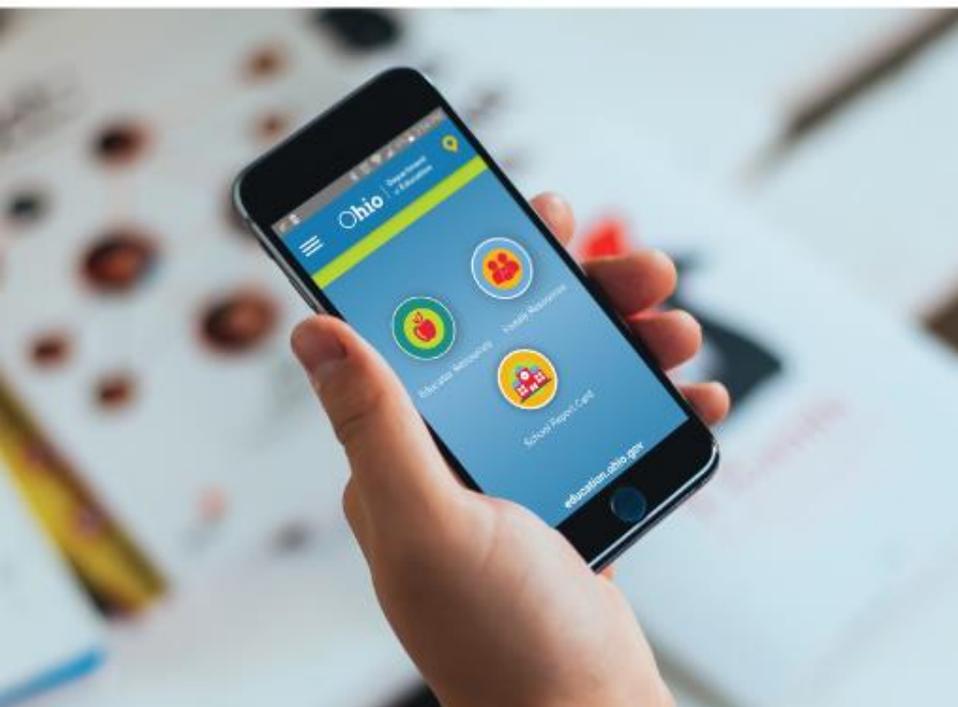
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