Annual Program Review

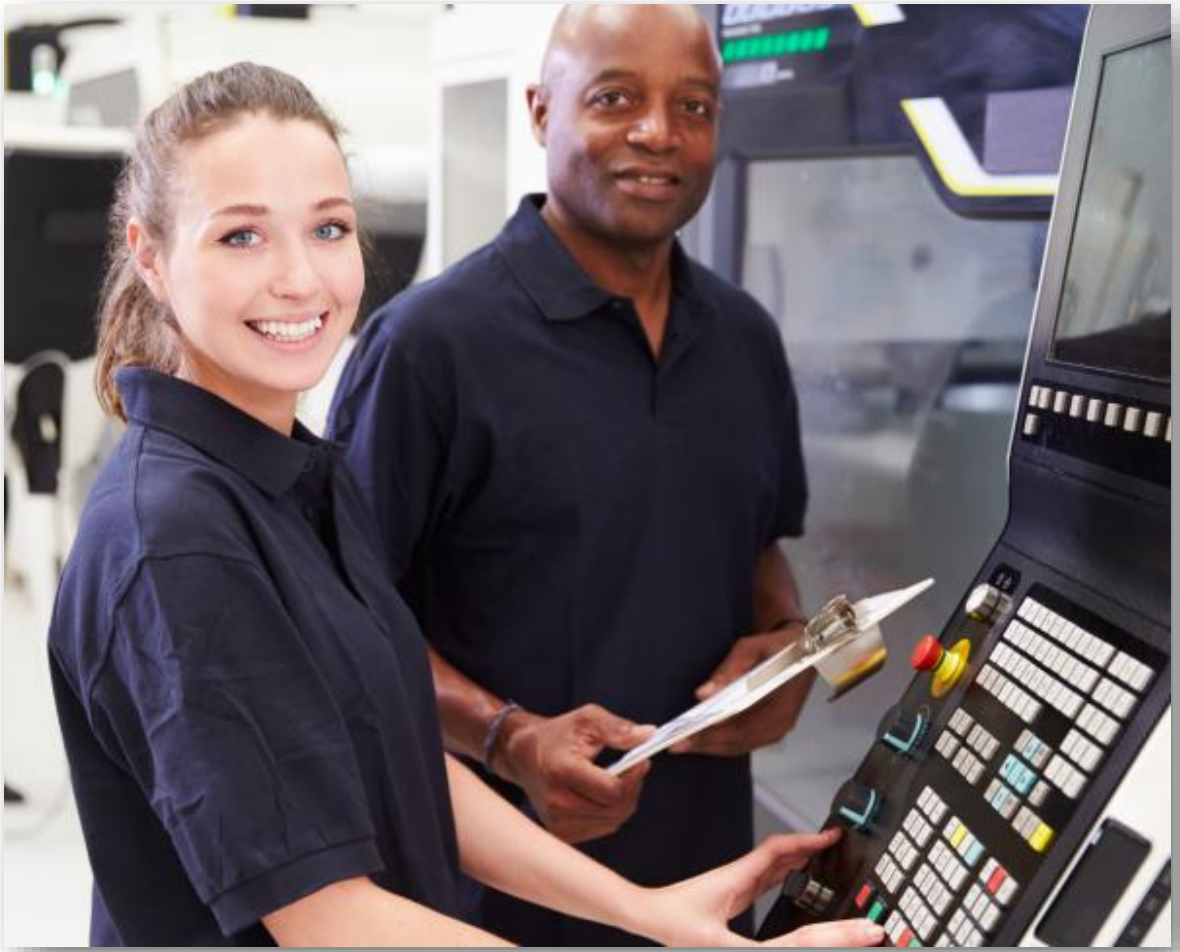
Ohio Department of Education, Dec 5, 2018

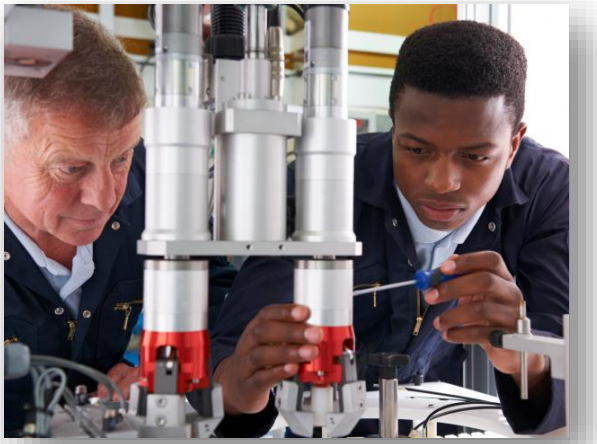
Ohio | Department of Education

Discussion Topics

- Objectives of the Workshop
- Data Measures
- Root Cause Analysis
- Goal Setting

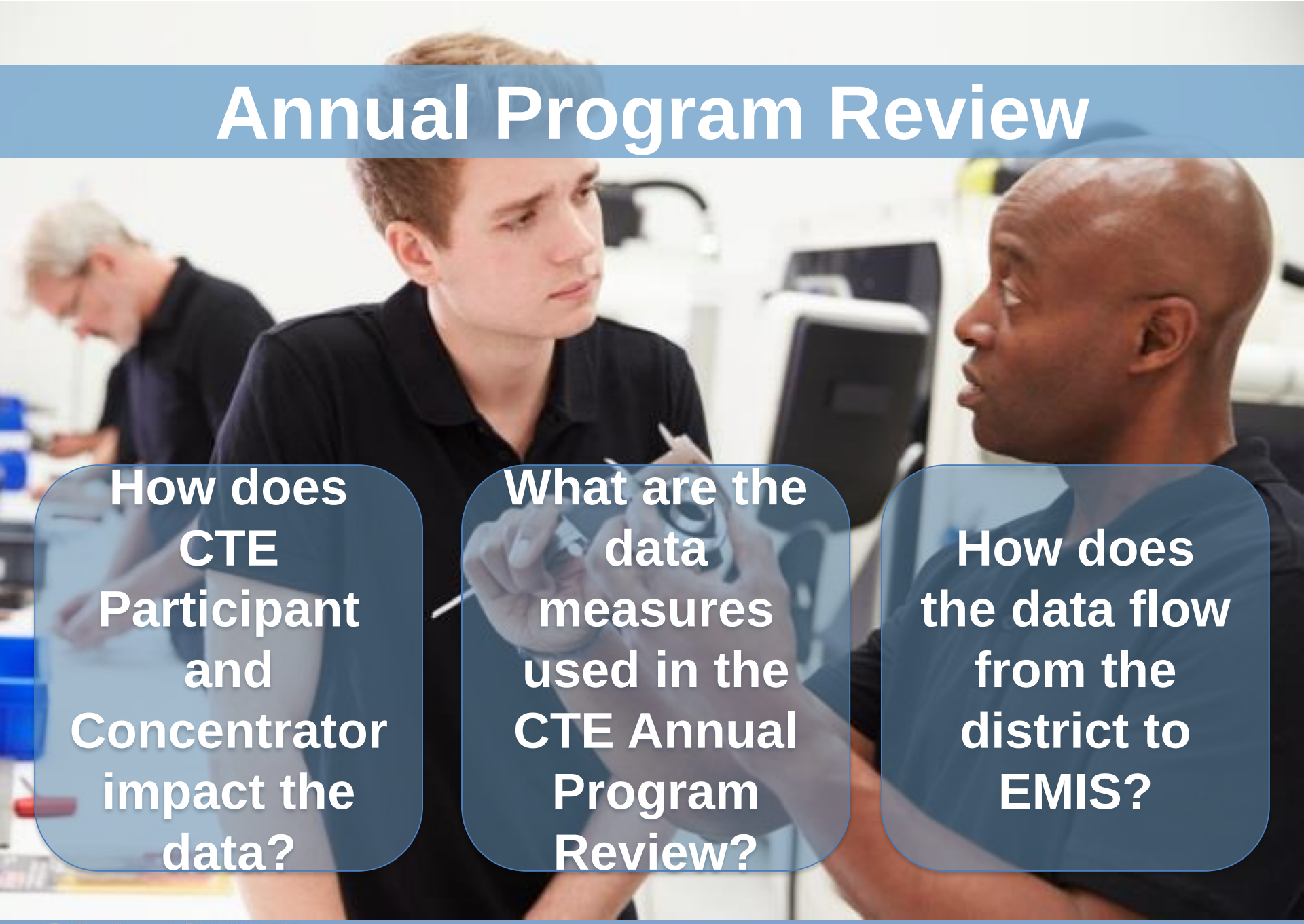
Preparing All Students for Success





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?

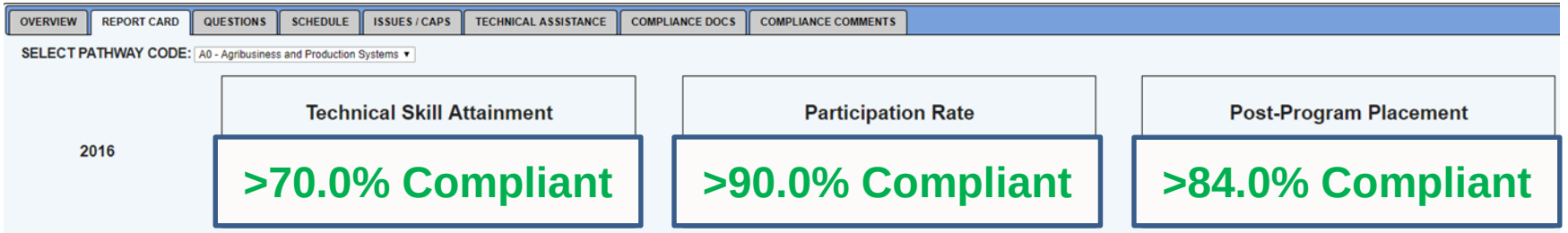
How does the data flow from the district to EMIS?

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



- **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.

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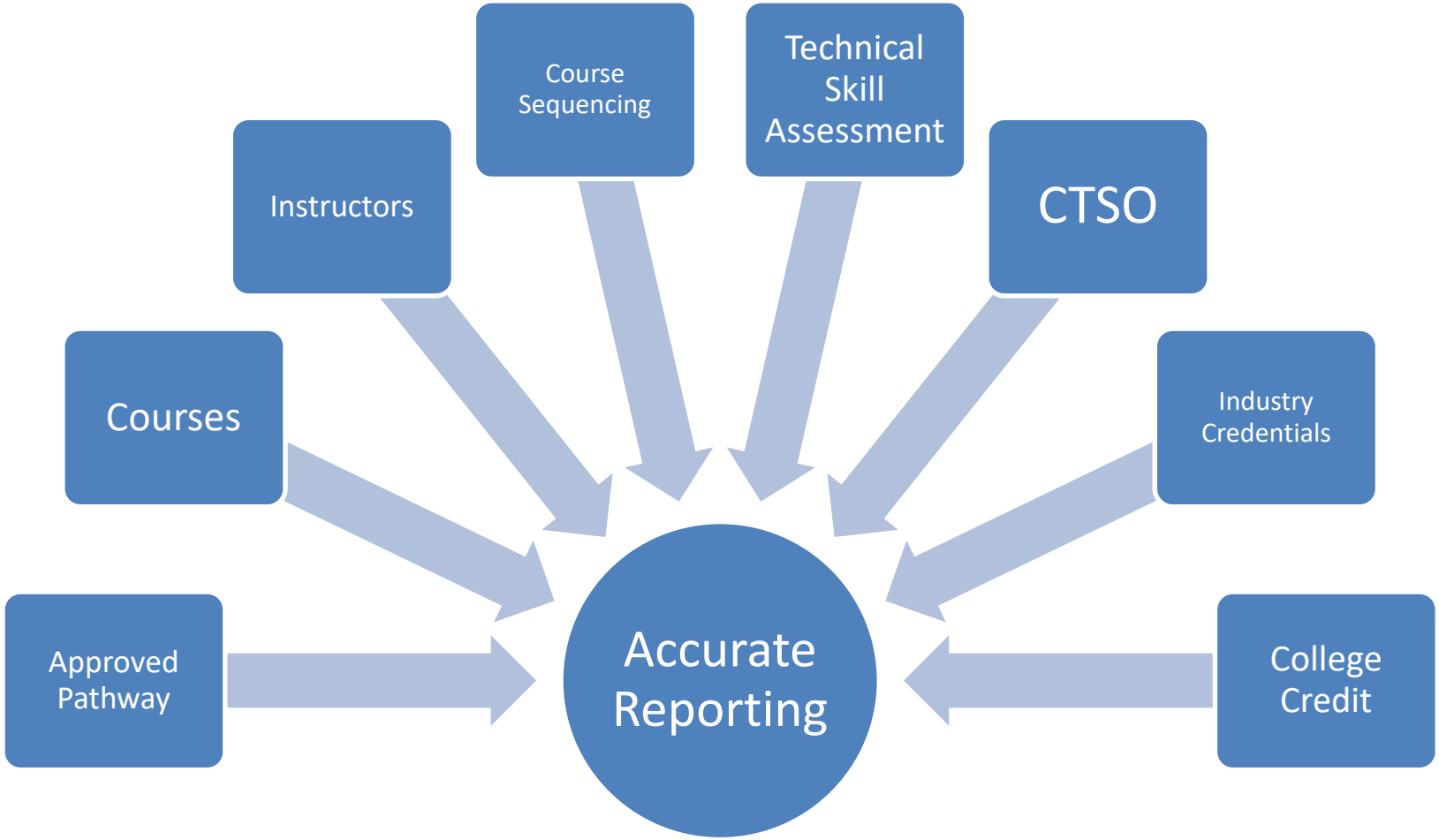
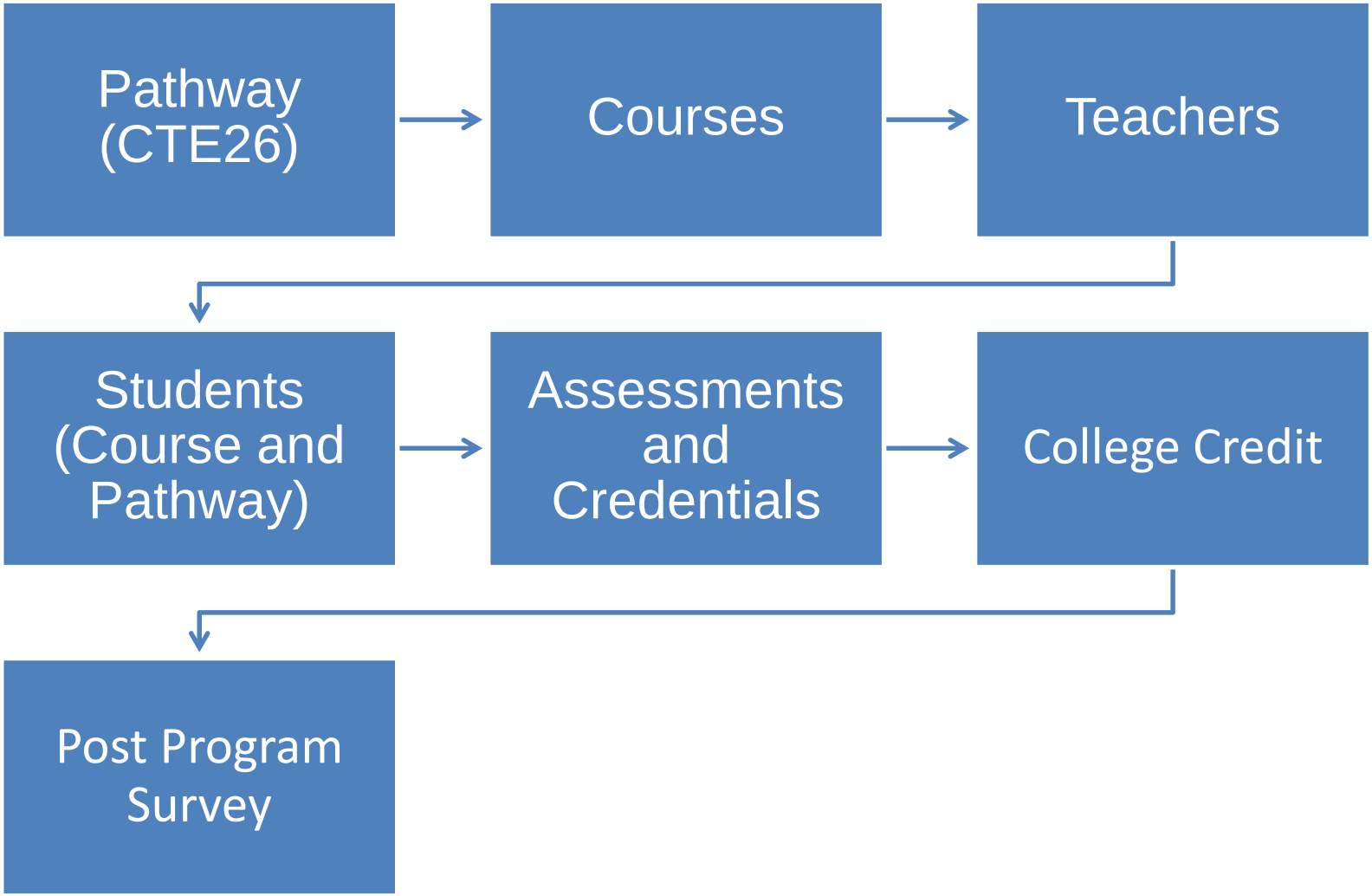
Denominator: Concentrators who left school in the prior year who responded to the follow up survey.

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?

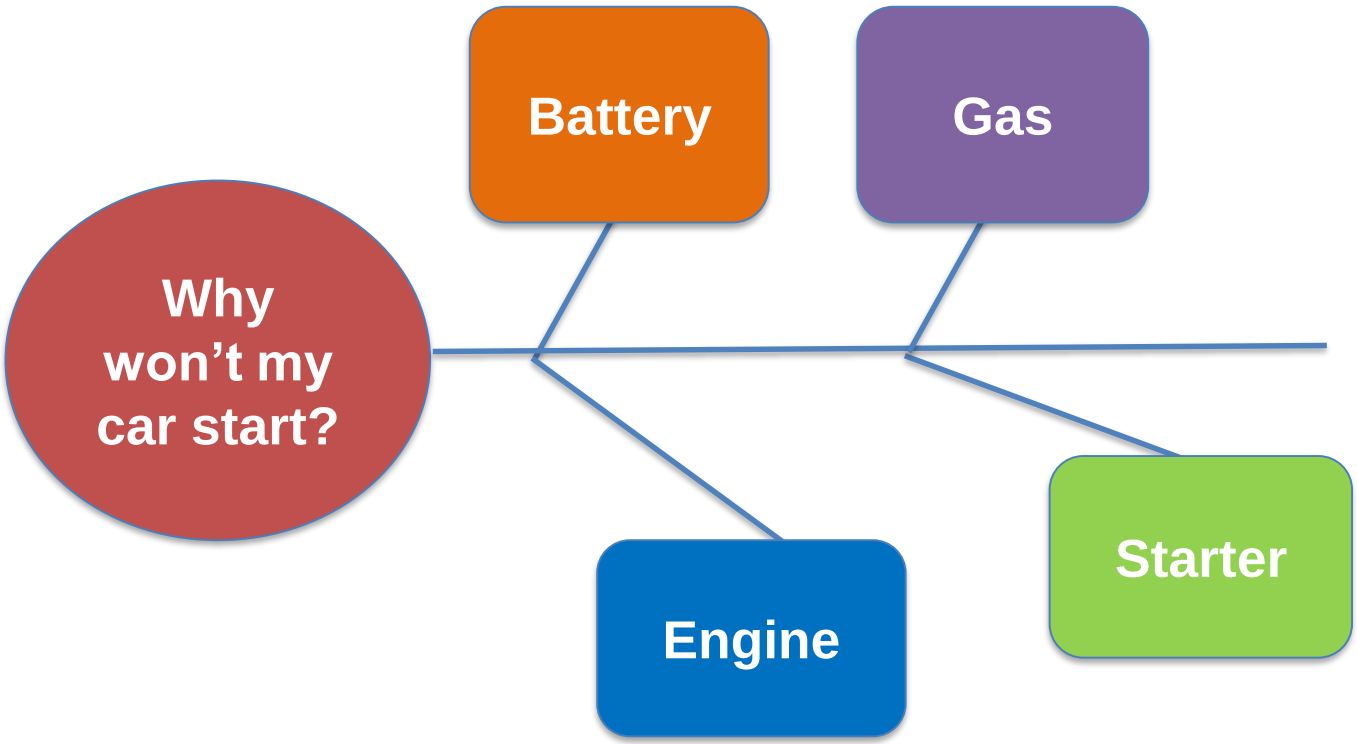
Battery

Gas

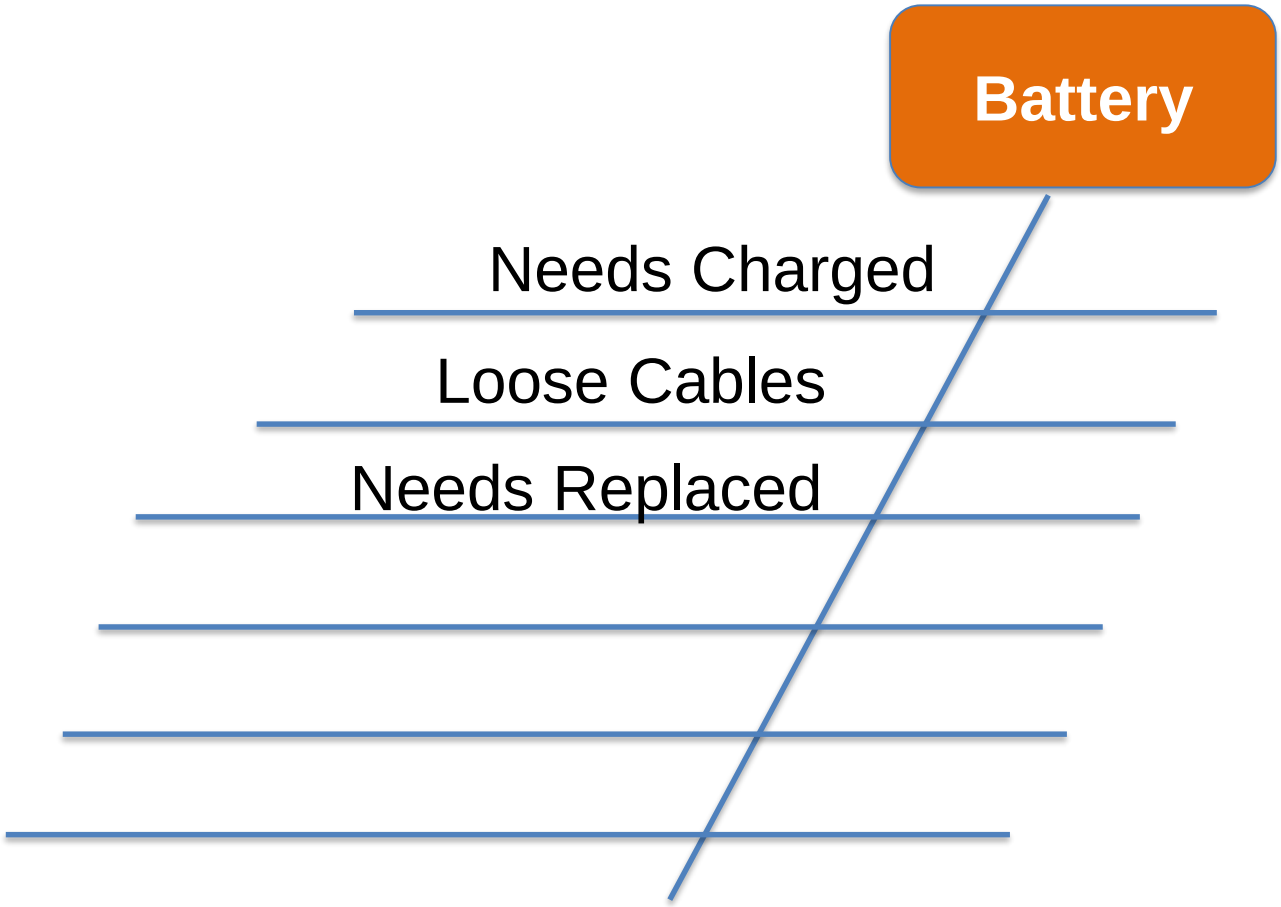
Engine

Starter

Fishbone Diagram



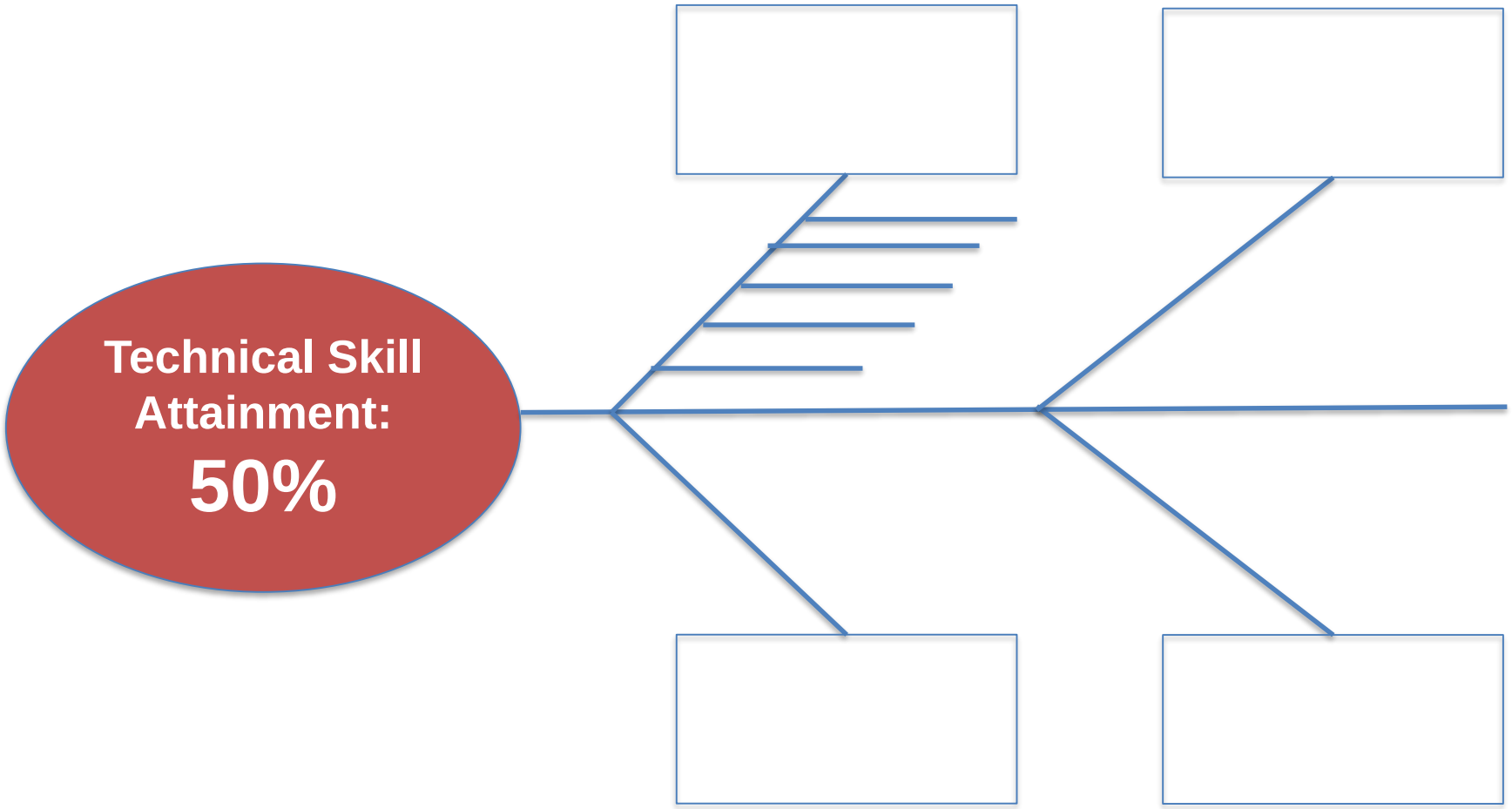
Brainstorm Causes



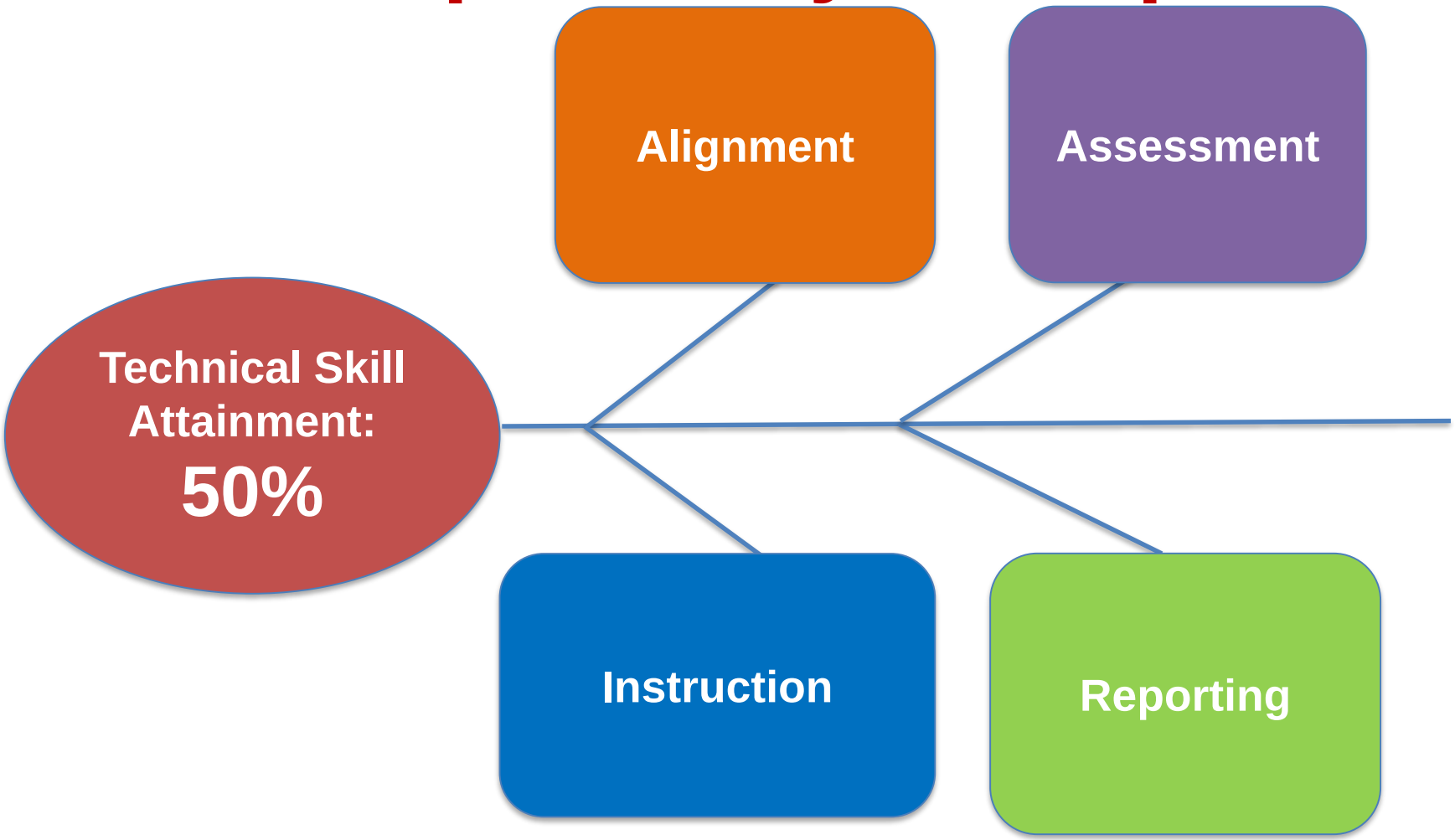
Determine Root Cause

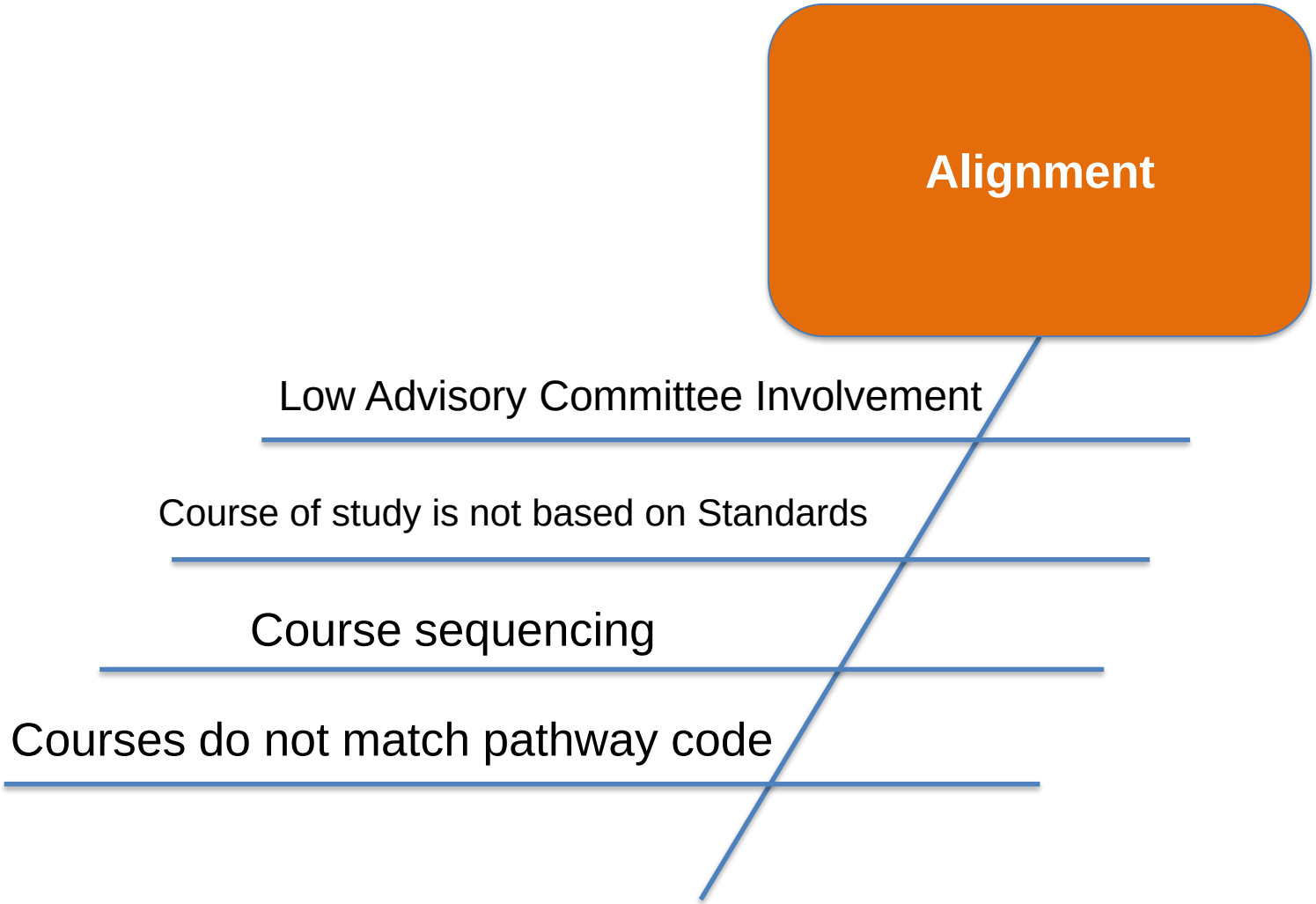
"5 Whys"	
Why won't my car start?	Battery is not charged
Why?	Alternator is not functioning
Why?	Belt is broken
Why?	Old and never replaced
Why?	Not following maintenance schedule

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

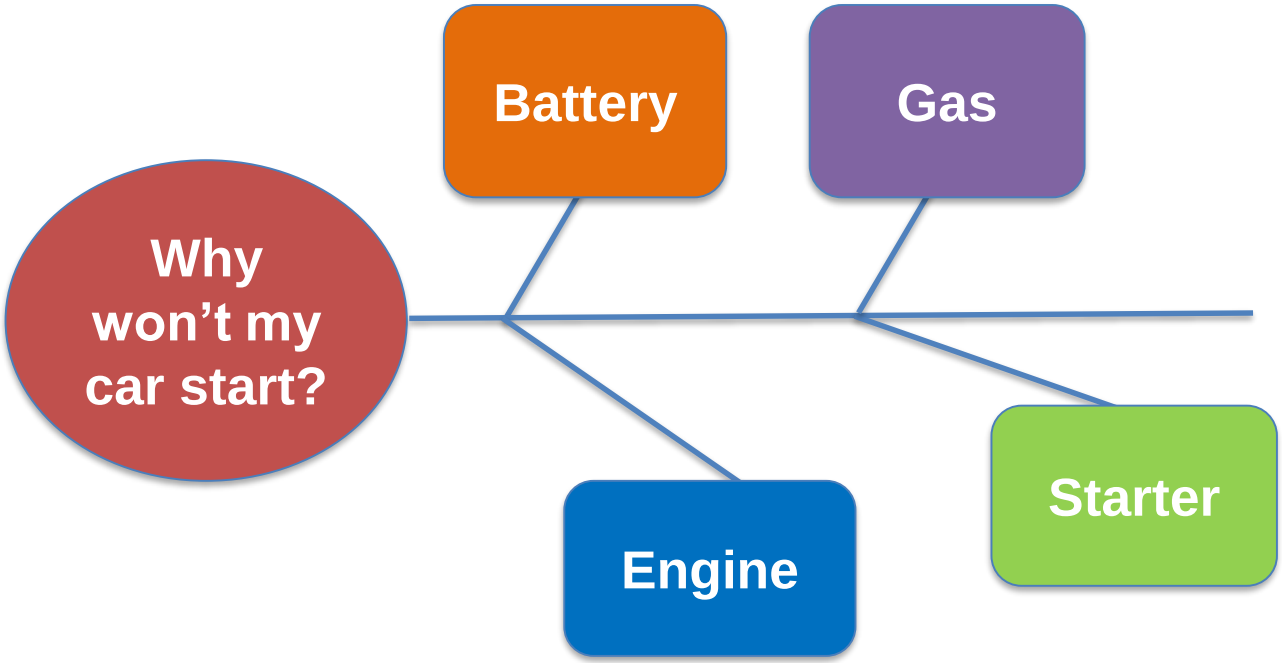
Goal Setting

- 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"	
Why won't my car start?	Battery is not charged
Why?	Alternator is not functioning
Why?	Belt is broken
Why?	Old and never replaced
Why?	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:										
	BASELINE MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE	
STRATEGY DATA INDICATORS	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