



Coordinator Name

Michael B. Rogg

Planning Team

Michael B. Rogg – Technical Education Director
Mary P. Braun – Curriculum and Instruction Administrator
Kirsta Armstead – Assessment Facilitator
Michael Powers – North Technical High School Principal
David Baker – South Technical High School Principal

Description of the Program (2011-2012)

The Instructional Effectiveness Plan sets forth the teacher evaluation process, the incorporation of Continuous Classroom Improvement processes into teacher professional development/training, the goals for state-mandated academic and technical testing student passage, and teacher use of student data to direct instruction for the 2011-12 school year. The Plan describes Teacher Performance Based Evaluations, the continuing education of teachers in their instructional methods, student goals for end-of-course exams in the academic core subjects and the Technical Skills Assessments, and the delivery of student-centered instruction guided by student test data and class performance.

Description of How the Program's Services are Developed and Delivered

Administrators regularly evaluate teacher performance through formal and informal observations throughout the school year, using the district performance based evaluation process for this review. All teachers participated in Continuous Classroom Improvement (C.C.I.) and Teacher-Student Partnerships (T.S.P) trainings through Jim Shipley and Associates during the 2011-12 school year. Missouri MAP and Technical Skills Assessment (TSA) results are made available to teachers for reflection and planning. Teachers review formative student data in academic and trade cluster meetings; this data review leads to alternative instructional strategies for students who are not meeting goals.

Key Program Stakeholder Groups

- | | |
|--|---|
| <input checked="" type="checkbox"/> Students | <input type="checkbox"/> Board of Education |
| <input type="checkbox"/> Parents | <input type="checkbox"/> Taxpayers |
| <input checked="" type="checkbox"/> Staff | <input type="checkbox"/> Other (Specify.) |
| <input type="checkbox"/> Administrators | |

Student and/or Stakeholder Needs Addressed by the Program

The instructional needs of full and half-day students at North and South Technical High Schools are met through this program.

Overall Goals of the Program

Expected Measurable Outcomes

Goal 1: Teachers will provide effective instruction to students in the technical education schools.

Goal 1 outcomes will be measured by Performance Based Evaluations.
1.1 Teachers will demonstrate knowledge of content and instructional practices/methods.
1.2 Teachers will design coherent instruction.
1.3 Teachers will establish a culture for learning.
1.4 Teachers will engage students in learning.
1.5 Teachers will select instructional goals/objectives based on District curriculum and formative student data.

<p>Goal 2: Teachers will be trained in Continuous Classroom Improvement (CCI) strategies and use CCI data strategies to improve instruction.</p>	<p>2.1 100% of teachers will attend all sessions of C.C.I. and T.S.P. training offered during school year. 2.2 100% of teachers will meet and discuss student assessment data at in-house data team meetings to guide individualized instruction.</p>
<p>Goal 3: Full-day North Tech student performance will improve on state end-of-course exams from the prior year.</p>	<p>3.1 Communication Arts (English II) index scores will show progress from the previous year. 3.2 Math (Algebra I) index scores will show progress from the previous year. 3.3 Science (Biology) index scores will show progress from the previous year. 3.4 Social Studies (American Government) index scores will show progress from the previous year.</p>
<p>Goal 4: Student percentage of passage on DESE approved Technical Skills Assessments (T.S.A.'s) will increase over the 2010-11 school year. (State cut-score percentage used as baseline).</p>	<p>4.1 The percentage of students meeting cut-scores on technical skills assessments will meet DESE standard. 4.2 The percentage of students passing T.S.A.'s will increase by 5% over last school year.</p>

Evaluation Questions

- What is the status of the program's progress toward achieving the goals?
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program's actual implementation compare with the program's design?
- How should priorities be changed to put more focus on achieving the goals?
- How should goals be changed? Any added or removed?

Data Collection Methods

- Surveys and questionnaires
- Interviews
- Document reviews
- Observations
- Focus groups
- Case studies
- Assessments
- Other (Specify)

Technical Education Instructional Effectiveness

2012-2013 Program Evaluation Report

Special School District



Evaluation Results

What is the status of the program's progress toward achieving the goals?

Goal 1: Teachers will provide effective instruction to students in the technical education schools.

Measurable Objective 1:	<p>Goal 1 outcomes will be measured by Performance Based Evaluations.</p> <p>1.1 Teachers will demonstrate knowledge of content and instructional practices/methods.</p> <p>1.2 Teachers will design coherent instruction.</p> <p>1.3 Teachers will establish a culture for learning.</p> <p>1.4 Teachers will engage students in learning.</p> <p>1.5 Teachers will select instructional goals/objectives based on District curriculum and formative student data.</p>
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Results: Percent of Teachers who Meet or Exceed Expectations/Mean Score for Effectiveness

Percent of Teachers who Meet or Exceed Expectations – Technical Education			
		N	Mean
Obj 1.1	Demonstrates knowledge of content and Instructional Practices/Methods		98.8%
Obj 1.2	Designs Coherent instruction.		94.2%
Obj 1.3	Establishes a culture for learning.		93.1%
Obj 1.4	Engages students in learning.		95.4%
Obj 1.5	Selects instructional goals and objectives based on District Curriculum and Student Data.		97.7%

Mean Score (1-5) for instructional effectiveness items on PBE			
		N	Mean
Obj 1.1	Demonstrates knowledge of content and Instructional Practices/Methods		4.18
Obj 1.2	Designs Coherent instruction.		4.03
Obj 1.3	Establishes a culture for learning.		4.12
Obj 1.4	Engages students in learning.		4.16
Obj 1.5	Selects instructional goals and objectives based on District Curriculum and Student Data.		4.05

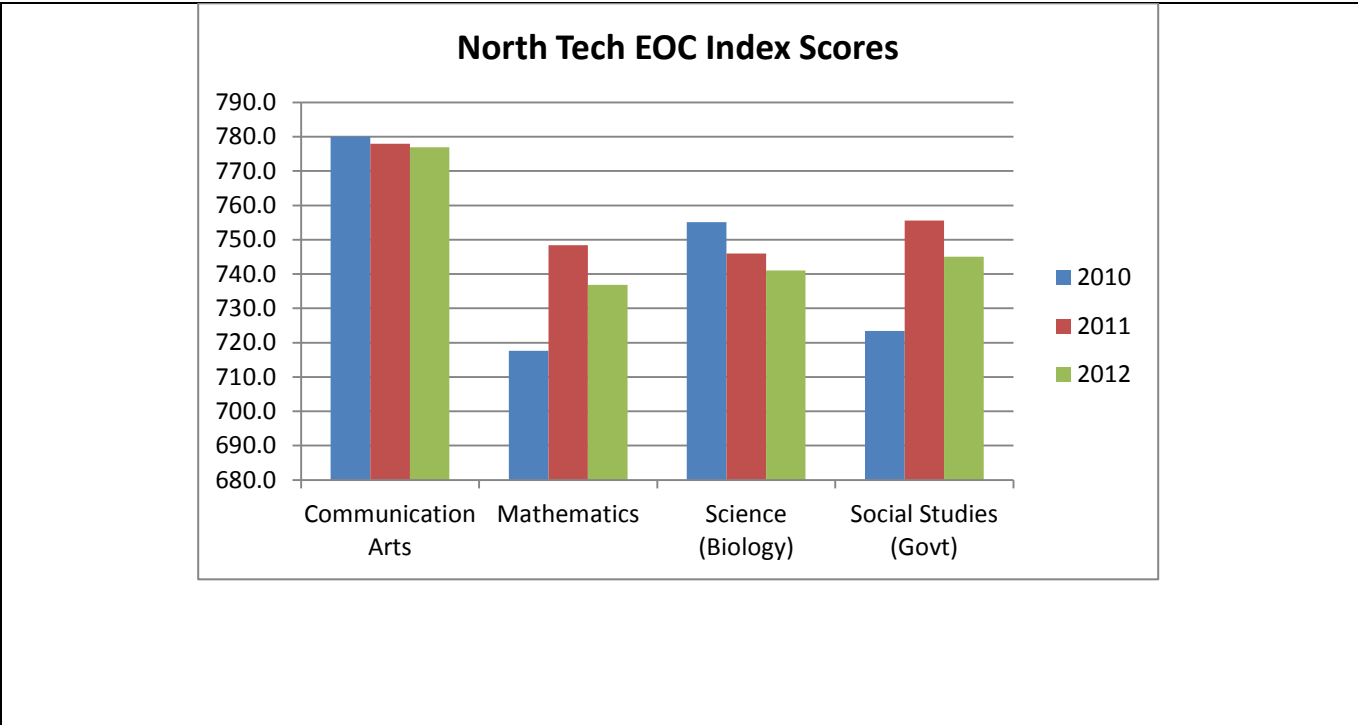
Goal 2: Teachers will be trained in Continuous Classroom Improvement (CCI) strategies and use CCI data strategies to improve instruction.

Measurable Objective 1:	2.1 100% of teachers will attend all sessions of C.C.I. and T.S.P. training offered during school year.
Results: MET. Teacher attendance at district offerings of C.C.I. and T.S.P. training resulted in 100% of new teachers receiving training and 99% of veteran teachers completing all sessions.	

Measurable Objective 2:	2.2 100% of teachers will meet and discuss student assessment data at in-house data team meetings to guide individualized instruction.
Results: MET. Leadership and data team meetings at both North and South Technical High Schools include 100% of staff members. These meetings are held during bi-weekly teacher prep periods, after school, and during summer break. The agendas regularly include discussion of student formative data. Teachers plan instruction and create common assessments based on this data.	

Goal 3: Full-day North Tech student performance will improve on state end-of-course exams from the prior year.

Measurable Objective 1:	<p>3.1 Communication Arts (English II) index scores will show progress from the previous year.</p> <p>3.2 Mathematics (Algebra I) index scores will show progress from the previous year.</p> <p>3.3 Science (Biology) index scores will show progress from the previous year.</p> <p>3.4 Social Studies (American Government) index scores will show progress from the previous year.</p>																								
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<p><u>North Tech EOC Scores over a Three-Year Period</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">North Tech EOC Index Scores</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Communication Arts</td> <td>780.0</td> <td>778.0</td> <td>776.9</td> </tr> <tr> <td>Mathematics</td> <td>717.6</td> <td>748.4</td> <td>736.8</td> </tr> <tr> <td>Science (Biology)</td> <td>755.1</td> <td>745.9</td> <td>741.0</td> </tr> <tr> <td>Social Studies (Gov't)</td> <td>723.4</td> <td>755.6</td> <td>745.0</td> </tr> </tbody> </table>		North Tech EOC Index Scores					2010	2011	2012	Communication Arts	780.0	778.0	776.9	Mathematics	717.6	748.4	736.8	Science (Biology)	755.1	745.9	741.0	Social Studies (Gov't)	723.4	755.6	745.0
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Goal 4: Student percentage of passage on DESE approved Technical Skills Assessments (T.S.A.'s) will increase over the 2010-11 school year.

Measurable Objective 1:	4.1 The percentage of students meeting cut-scores on technical skills assessments will meet DESE standard.																
Results: MET. Both schools met the DESE test passage standard over the last two years.																	
<table border="1"> <thead> <tr> <th colspan="4">Percent of students passing TSAs</th> </tr> <tr> <th>School</th> <th>2010-11</th> <th>2011-2012</th> <th>Met State</th> </tr> </thead> <tbody> <tr> <td>North Technical</td> <td>65%</td> <td>72%</td> <td>Yes</td> </tr> <tr> <td>South Technical</td> <td>72%</td> <td>80%</td> <td>Yes</td> </tr> </tbody> </table>		Percent of students passing TSAs				School	2010-11	2011-2012	Met State	North Technical	65%	72%	Yes	South Technical	72%	80%	Yes
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Measurable Objective 2:	4.2 The percentage of students passing T.S.A.'s will increase by 5% over last school year.																
Results: MET. Both schools increased their assessment passage from 2010-11 to 2011-12 by at least 5%.																	
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What do key staff and stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

Strengths

- Teachers exhibit an excellent degree of competency in their subject/technical trade areas. (Obj. 1.1)
- Instructional objectives and learning goals reflect district curriculum and student needs. (Obj. 1.5)
- Although they decreased slightly each year, Communication Arts test scores have remained fairly constant over the three year period.
- Although they decreased from 2011 to 2012, Mathematics and Social Studies test scores have increased since 2010.

Opportunities/Weaknesses

- The lowest mean score on the PBE for Instructional Effectiveness was "Designs Coherent Instruction."
- "Establishes a culture for learning" was the lowest percentage of teachers who met or exceeded expectations for Instructional Effectiveness PBE.
- Biology scores declined over the three year period.

How well aligned are the program’s priorities and processes with the goals of the program?

The program’s priorities and processes are well aligned with program goals and needs.

Deployment Level of Program Services: Services are fully deployed without significant weaknesses or gaps in any areas or schools.

Should priorities be changed to put more focus on achieving the goals? Yes No

Should goals be changed, added or removed? Yes No

Evaluation Implications

General Recommendation Resulting from the Evaluation

Select from the following possible recommendations resulting from the evaluation:

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Expand the program, replicating effective components
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

Action Plans

1. Include staff as continuous improvement coaches to assist instructional facilitator to help teachers design coherent instruction.

2. Develop and implement an instrument to measure soft skills related to work readiness and use the results to help establish a culture for learning.
3. Seek additional professional development opportunities for instruction related to establishing a culture for learning and "soft skills" (team building, work ethic, etc.) seminars that would directly benefit students.
4. Explore then adopt strategies to stop annual decreases in EOC scores and to improve student performance on those assessments.

Status of Recommendations from Previous Program Evaluation

- *Implement the KeyTrain assessment and remediation software that is directly tied to WorkKeys skill level attainment.*
 - *Juniors will take the Keytrain pretests and work from the WorkKeys level they scored. Seniors will continue to work through Keytrain to strengthen skills in Applied Math, Locating Information, and Reading for Information.*
 - *Seniors will take the full WorkKeys assessment in those three areas during their senior year.*

These steps have been accomplished this school year. The juniors in construction-related programs are also given the WorkKeys instrument as a pretest.

- *Continue to merge WorkKeys data with the new Student Information System (SIS) data base in order to provide disaggregated data in the future.*

SIS data includes three scores for both KeyTrain and WorkKeys testing per student. KeyTrain remediation scores are imported at the beginning and end of each school year.

- *Continue using Continuous Classroom Improvement (CCI) Teaching strategies as the primary vehicle for improvement of reading and instruction.*

CCI strategies including class mission statements and identification of goals, and the Plan, Do, Study, Act (PDSA) sequence for planning instruction have been implemented in all classrooms at both technical schools.

- *Implement increased frequency of vocational classroom progress monitoring instruments to supplement Keytrain instruction and WorkKeys testing.*

Keytrain remediation has been implemented as the progress monitoring instrument used by all technical education students to improve Math and Reading scores. Students continue to use this software instruction to achieve levels higher than the trade-recognized requirements for the subject areas.

- *Pilot the administration of COMPASS™ Assessment of American College Testing (ACT) to effect seamless student matriculation into postsecondary technical programs.*

The COMPASS assessment has been administered to over 200 students for each of the last two years. As part of a pilot program, all full-day junior students were administered a "pretest" COMPASS in the fall of 2012. The same students will be given the COMPASS in the spring of 2014 to determine progress. The spring test will be counted as an admissions test for the St Louis Community College system.

- *Increase the scope of WorkKeys Foundation Skill areas assessments administered.*

The WorkKeys Foundation Skill assessment was not implemented this year. We are planning to incorporate next school year if time and capacity allows.

- *Establish methods to measure performance of student cohort groups.*

At North Technical, WorkKeys, KeyTrain and STAR Enterprise tests are used to identify student who require remediation in Reading and Math.

Cost and Funding Source

The cost is included in the budget.