



Coordinator Name

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Planning Team

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Description of the Program (2012-2013)

The Department of Elementary and Secondary Education (DESE) requires a written curriculum for all instructional programs that must contain: a rationale, general description of the content, graduate goals, learner objectives, alignment of the objectives to the district's goals and the Show-Me Standards, instructional activities, specific assessments, scope and sequence and a date of Board review and approval for each curriculum guide. The curriculum committees have developed procedures for writing curriculum to meet the state standards.

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

Content specific committees of teachers and administrators are formed and meet to write or revise each curriculum. After the curriculum receives Board approval, it is posted electronically so that teachers have access. Teachers receive professional development on the curriculum. In addition to writing the curriculum, the committees select the textbooks and instructional materials that will support the curriculum. Technical curricula are updated as needed in response to market needs, new equipment purchases, and DESE evaluation tools.

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 checked="" type="checkbox"/> Administrators | |

Student and/or Stakeholder Needs Addressed by the Program

Technical program curricula have been written to reflect the skills and knowledge that students will need to learn in order to be successful in entry-level employment or move to postsecondary training. The theoretical and practical application of trade skills are critical components of the curriculum review process. Students are then better prepared to pass Technical Skills Assessments (TSA) and Industry Recognized Certifications (IRC) and thus to be successful after graduation.

Academic and special education curricula provide roadmaps for teachers to follow to help students meet their goals for both achievement and post graduate success.

Overall Goals of the Program

Expected Measurable Outcomes

Goal 1: All SPED and CTE Schools Curriculum will be aligned to Missouri Learning/IRC standards.

- 1.1 Special education curricula in Math and English Language Arts will be reviewed and aligned to Missouri Learning Standards on a three year cycle.
- 1.2 100% of curricula in special education schools will incorporate content and processes related to equity, technology, research and work-place readiness goals.
- 1.3 20% of CTE technical curricula will be reviewed as part of 5 year cycle. This review will include alignment

	<p>to DESE approved IRCs.</p> <p>1.4 100% of CTE technical curricula that have DESE approved Industry Recognized Certifications will be aligned with IRCs. Tasks identified by this alignment will be incorporated into the ISM task list of essential skills.</p>
<p>Goal 2: Staff will develop a systematic approach to curriculum development and review.</p>	<p>2.1 Unified teams of Special Education and Technical Education teachers will attend professional development together to identify areas of collaboration.</p> <p>2.2 Flow chart of Curriculum Review process will be developed.</p> <p>2.3 Technical Schools will follow a five-year cycle of curriculum review.</p> <p>2.4 Special Education Schools will follow a three-year cycle of curriculum review.</p> <p>2.5 100% of technical curricula will cover all identified essential skills over four semesters.</p>
<p>Goal 3: All teachers will implement the curriculum.</p>	<p>3.1 100% of teachers with summative Performance Based Evaluations (PBE) will demonstrate knowledge of content and instructional practices and methods. (PBE 1.a)</p> <p>3.2 100% of teachers with summative Performance Based Evaluations (PBE) will demonstrate that they select instructional goals and objectives based on Board approved curriculum (PBE 1.c.)</p> <p>3.3 100% of teachers with summative PBEs will demonstrate that they teach the board approved curriculum. (PBE 3.a.)</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)

Curriculum

2013-2014 Program Evaluation Report Special School District



Evaluation Results

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

Goal 1: All SPED and CTE Schools Curriculum will be aligned to Missouri Learning/IRC standards.

Measurable Objective 1:	1.1 All special education curricula in Math and English Language Arts will be reviewed and aligned to Missouri Learning Standards.
Results: Met. All special education Math and English Language Arts curricula were reviewed and aligned to Missouri Learning Standards.	

Measurable Objective 2:	1.2 All curricula in special education schools will incorporate content and processes related to equity, technology, research, and work-place readiness goals.
Results: Met. All curricula in special education schools incorporated content and processes related to equity, technology, research, and work-place readiness goals.	

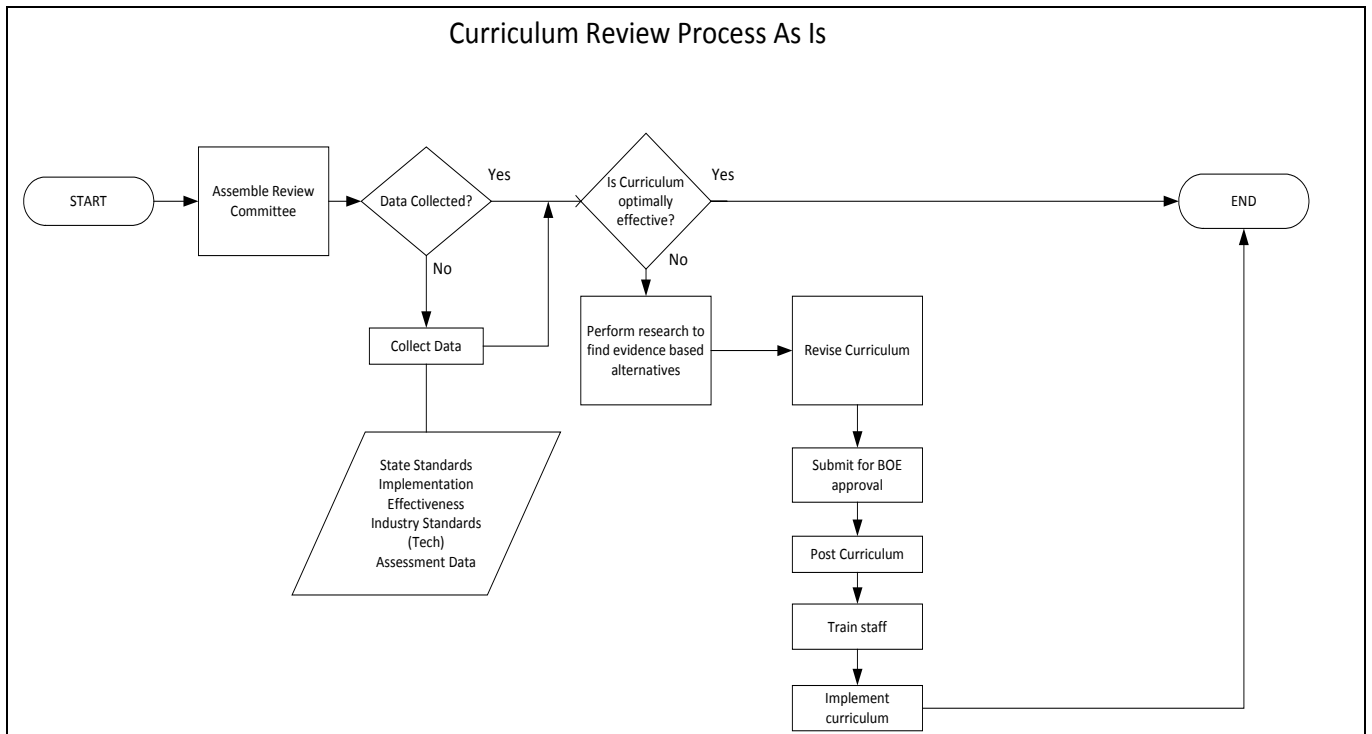
Measurable Objective 3:	1.3 20% of CTE technical curricula will be reviewed as part of 5 year cycle. This review will include alignment to DESE approved Industry Recognized Certifications (IRC).
Results: Met. 20% of CTE technical curricula were reviewed for necessary updates including IRCs.	

Measurable Objective 4:	1.4 100% of CTE technical curricula that have DESE approved Industry Recognized Certifications will be aligned to IRCs. Tasks identified by this alignment will be incorporated into the ISM task list of essential skills.
Results: Met. All curricula with IRCs have been aligned to those IRCs. IRC tasks have been added to the ISM task lists of essential skills.	

Goal 2: Staff will develop a systematic approach to curriculum development and review.

Measurable Objective 1:	2.1 Unified teams of Special Education and Technical Education teachers will attend professional development together to identify areas of collaboration.
Results: Met. Special Education and Technical Education teachers attended Common Core professional development activities to identify areas of collaboration.	

Measurable Objective 2:	2.2 Flow chart of Curriculum Review process will be developed.
Results: Met. A flow chart of the Curriculum Review process has been developed.	



Measurable Objective 3:	2.3 Technical schools will follow a five year cycle of curriculum review.
Results: Met. Technical schools follow a five year plan of review in addition to specific requests for review due to changes in expectations of industry.	

Measurable Objective 4:	2.4 Special education schools will follow a three year cycle of curriculum review.
Results: Met. The separate special schools follow a three year cycle of review.	

Measurable Objective 5:	2.5 100% of technical curricula will cover all identified essential skills over four semesters.
Results: Met. All technical programs cover all identified essential skills over 4 semesters.	

Goal 3: All teachers will implement the curriculum

Measurable Objective 1:	3.1 100% of teachers with summative Performance Based Evaluations (PBE) will demonstrate knowledge of content and instructional practices and methods (PBE 1.a.).
Results: Not met. 92.3% of the teachers having a summative evaluation in 2012-2013 were rated as meeting or exceeding the standard for demonstrating knowledge of content and instructional practices.	

Measurable Objective 2:	3.2 100% of teachers with summative Performance Based Evaluations (PBE) will indicate that they select instructional goals and objectives based on Board approved curriculum (PBE 1.c.).
Results: Not met. 93.8% of the teachers having a summative evaluation in 2012-2013 were rated as meeting or exceeding the standard for selecting instructional goals and objectives based on Board approved curriculum.	

Measurable Objective 3:	3.3 100% of teachers with summative PBEs will indicate that they teach the Board approved curriculum (PBE 3.a.).
Results: Not met. 93.8% of the teachers having a summative evaluation in 2012-2013 were rated as meeting or exceeding the standard for teaching Board approved curriculum.	

What do key staff and stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

<p>Strengths</p> <ul style="list-style-type: none"> • <i>All curricula are reviewed, revised and approved on a regular basis.</i> • <i>Special education and technical schools are collaborating increasingly and eliminating redundancies.</i> • <i>The creation of a flowchart of the process for curriculum review is a strength.</i> • <i>Several IRCs were added to the list of assessments.</i>
<p>Opportunities/Weaknesses</p> <ul style="list-style-type: none"> • <i>Currently there are no quantitative means of evaluating the effectiveness of curriculum.</i> • <i>Changes in industrial technology require changes in technical curriculum more often than a five year cycle in order to prepare students for successful post-secondary placement. Current capacity for additional review is limited.</i> • <i>Technical and special education curriculum review are on different cycles.</i> • <i>Not all teachers are teaching the BOE approved curriculum.</i>

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

The programs priorities and process are well aligned with the goals of the program.

Deployment Level of Program Services: Services are well deployed, with no significant gaps.

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. Develop quantitative tools for evaluating the curriculum using TSA pass rates for technical curricula and Item Benchmark analysis from MAP and EOC assessments for academic curricula in special education and technical schools.

2. Investigate the possibility of using the smarter balanced intermittent assessments as tools to evaluate curricula as they become available.
3. Review and streamline the process for updating technical curriculum to reduce cycle time and make SSD more agile in responding to changes in technology in the workplace.
4. Investigate the possibility of using Build Your Own Curriculum (BYOC) software for technical curriculum.
5. Investigate the possibility of unifying all curriculum cycles for special education and technical curricula.
6. Analyze PBE data to identify possible interventions to improve the rate of teachers teaching the BOE approved curriculum.
7. Review the curriculum process for systematic improvement using Baldrige tools including the Process Classification Framework section related to curriculum.

Review of previous action plans.

CTE Action Plans

1. *Program teachers who have extensive curricular needs outside of the five-year plan cycle will be offered compensation for their assistance in developing lesson objectives and researching additional resources. These academic and trade program teachers will work in conjunction with Central Office staff. Adjustments to the five-year plan will be made to accommodate program needs if those programs are within a year of their scheduled review.*

Several academic teachers were compensated for their time in assisting with curriculum writing. The subjects included Math for Machining, Biology, A/P Biology, Pre-calculus and Calculus dual credit courses. Two Career Tech Ed teachers also assisted the curriculum department with changes to their curriculum in Construction Methods and Precision Machining. The Health Sciences curriculum was moved up a year to separate two year curriculum from the one-year satellite offerings.

2. *To more fully understand the new academic Common Core Standards for curriculum, central office staff have attended various state-supported workshops and webinars. Lead teachers at North Technical High School have also attended these functions. The curriculum budget will allow the central office staff to enlist the assistance of these teachers in the alignment process over the next two years. Staff will also search for software resources that align curricula with these new Common Core Standards.*

The curriculum administrator and facilitator have attended various workshops and participated in several webinars in regard to the new common core standards for English/Language Arts and Mathematics. North Technical High School teachers (in all four academic areas) have also attended these and additional meetings respective to their subject area of expertise.

Staff have worked toward a manual alignment of state-approved common core standards with current, existing curriculum. This has been more productive than the results from the search for an alignment tool. DESE has provided various documents with the comparison of the current G.L.E. and C.L.E. standards to the new common core standards to determine missing objectives – these have been quite helpful.

Special Education Action Plans

1. *The extension curriculum will be included in BYOC.*

All extension curricula are now posted on BYOC.

- 2. Teachers will be surveyed to determine what additional instructional materials are needed to support the curriculum.*

Teachers were surveyed about additional instructional materials and those were investigated

- 3. A process will be developed and implemented for increasing the amount of learning activities and assessments for each learning target.*

A process was developed and implemented for increasing the amount of learning activities and assessments for the learning targets in the curriculum. This process is that the committee meets quarterly to develop learning activities and assessments.

- 4. Align the English Language Arts curriculum to the common core state standards (CCSS).*

The ELA curriculum and Mathematics curriculum are aligned to the CCSS.

Cost and Funding Source Costs are included in the budget.