



TIPS AND TOOLS FOR CONDUCTING CTE PROGRAM EVALUATIONS (OR: SHOW ME THE DATA!)

Greg Shipp, CTE Coordinator
Conroe ISD



- **Copyright © Notice** The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:
 1. Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
 2. Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA.
 3. Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.
 4. No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.
- Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.
- For information contact: Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-9270 or 512-463-9713; email: copyrights@tea.state.tx.us.

CTE Program Evaluation

- How will you justify current CTE Programs of Study or new Programs of Study?

Why Evaluate?

- Federal & State Requirements
- PBMAS
- Program Access Review (PAR)
- Measure Program Effectiveness
- Measure Student Achievement
- Funding
- Justification for POS and for Change

Annual Perkins Evaluation

- Program Effectiveness Report (PER)
 - Full Compliance Review
 - Submitted to Texas Education Agency
 - Will be reviewed by TEA prior to any onsite CTE Compliance visit
 - TEA will tell you that their onsite findings should match what you submitted on the PER

Program Effectiveness Report

- ▣ 5. The LEA has developed a comprehensive strategy for annual CTE program evaluations.
- ▣ 10. The LEA reviews its Perkins accountability results and uses CTE student performance data to drive goals, strategies, and continuous improvement.
- ▣ 11. The LEA assesses Performance-Based Monitoring (PBM) data reports and follow-up data as available to guide local application planning and improvement strategies.

Program Effectiveness Report

- ▣ 13. The LEA uses the local application and plan as a tool for evaluating and reporting data to assess program effectiveness.
- ▣ 26. The LEA uses multiple strategies, including its accountability data, to assure equal access and full participation of special populations in CTE programs.
- ▣ 28. The LEA evaluates data for special populations to assure that programs and services are working successfully to improve student performance.

Program Effectiveness Report

- 37. CTE programs are evaluated annually to determine that the size, scope, quality, and effectiveness are sufficient to meet the needs of students and be in compliance with state and federal assessment requirements. (Program Access Review)

Program Effectiveness Report

- 67. The LEA uses completion/graduation rates to assess academic attainment of CTE students.
- 68. The LEA provides opportunities, as appropriate, for student attainment of advanced end-of-program industry certifications and licensures.
- 69. The LEA uses follow-up data to assess CTE student participation (including placement and completion) in postsecondary education and/or work.

Program Effectiveness Report

- 70. The LEA complements Perkins accountability data with PBM, Program Access, and other quantitative and qualitative data to assess student performance and make informed decisions
- 71. The LEA evaluates demographic data from year to year, with a focus on eliminating achievement gaps.

Program Effectiveness Report

- 72. The LEA has implemented quality-control procedures for ascertaining the validity, reliability, and completeness of data reported to TEA.
- 73. The LEA reviews labor market data and workforce trends to implement programs that provide students with technical knowledge and skills essential for high-skill, high-wage, or high-demand careers.
- 74. The LEA uses its accountability data to implement continuous improvement activities, including promoting programs that lead to nontraditional fields.

Program Effectiveness Report

- 74. The LEA annually evaluates its student performance data and provides ongoing, systematic, objective evaluation of CTE programs.

Types of Evaluations

- Standard Program Evaluation
- Advisory Committee Evaluation
- PBMAS Data
- External Evaluations
- Facilities Review
- Inventory! (Beginning/Ending)
- Other Evaluation Sources
 - **Student Surveys/Guidance software**
 - **Labor Market Information**
 - **Scholarships/Awards/Income from Projects**

Other Types of Evaluations

- Classroom Observations
 - PDAS
- Student Surveys
- Teacher Surveys
- Employer Surveys
- Advisory Committee



MEASURE PROGRAM EFFECTIVENESS

How do we measure program effectiveness?

Measure Program Effectiveness

- **AEIS Data**

- STAAR
- Graduation Rate
- Dropout Rate
- Attendance Rate
- Nontraditional Participation Rate
- Student Certifications/Licenses
 - Submitted in PER

- **PEIMS Data**

- Contact Hours (V1, V2, V3, etc.)
- Coherent Sequence Students

Verify The Data!

- **PEIMS Review**
 - CTE Code 2 or 3
 - Four Year Plan Review
 - CTE Contact Hour Review
 - Fall/Summer
- **5 Year State Funding Review**
 - Enrollment Increase?
 - Corresponding Funding Increase
 - Unexplained Increase or Decrease
 - Schedule Change/Block or Traditional?

Verify The Data!

- Review STAAR test documents to ensure appropriate CTE Code: 2 or 3
- Review CTE Codes for students prior to Fall Snapshot Submission
 - PBMAS Data based on Code 2 or 3

Look for Trends in the Data

- CTE LEP STAAR
- CTE Sp. Ed STAAR
- CTE Annual Dropout rate
- CTE RHSP/DAP Diploma Rate
- CTE Graduation Rate
- Non Traditional Course Completion
 - Male/Female

Look for Trends in the Data

- STAAR-identify the trend by Academic area
- Identify the CTE students who failed
- Identify the SE/Objectives by student
- Look at trend by teacher
 - Academic and CTE
- Look at attendance (absences) and discipline (DAEP, ISS, OSS, etc)

Look for Trends in the Data

- Over representation/Under representation
 - Barriers to enrollment?
 - Application process
 - Who is admitted? Who is denied? Trend in the data?
 - “Teacher Approval” “Teacher Interview”
 - Scoring rubric that assures non discrimination
 - Look for trends in district, campus and individual CTE programs

Look for Trends in the Data

- Enrollment numbers in current CTE POS or individual courses
 - Low enrollment over time
 - Dual Credit & ATC by POS
 - Interest exceeding capacity over time
 - Student interest in new POS over time
 - License and Certification by POS
 - Does the interest in a new program align with current workforce need?
 - CTE Decision Making Flow Chart

Look for Trends in the Data

- Put a dollar amount on pre enrollment
- Estimate additional \$\$\$\$ for late arrival/early release by placing these students in Career Prep or Practicum with work based instructional arrangement
- If the Campus/District Plan is what drives success, then CTE should be included!
 - Choose critical items, based on data and evaluation to include in the CIP/DIP

Data vs. Evaluation Forms

- Data allows you to identify program trends for growth & areas of concern
- Data allows you to identify specific student needs
- Data provides a path for implementing changes in programs of study
- Data provides the justification for equipment and software upgrades
- Data is dynamic and always changing

Data vs. Evaluation Forms

- Forms are static
- Forms may be completed and then filed with little or no follow up action
- Forms meet the minimum compliance standards- that is all!
- If your programs are static, they are in decline!

Why Evaluate?

Justification for CTE Programs!

- The need to be data driven in making decisions and recommendations
- Required by law
- Highlights strengths and weaknesses
- Helps build business/community partnerships

Where Do I Find CTE Resources?

TEA – Performance Based Monitoring
<http://ritter.tea.state.tx.us/pmi/ctemon/>

Perkins Program Effectiveness Report
<http://www.tea.state.tx.us/index2.aspx?id=3367>

Questions?

- For assistance, contact your Region Education Service Center CTE Specialist:

<http://www.tea.state.tx.us/index2.aspx?id=4881>

Greg Shipp, Administrative Coordinator
for Career & Technical Education Conroe ISD

gshipp@conroeisd.net

936.709.7821