



**Department of  
Education &  
Workforce**

# Quality Program Review (QPR)



# What is the Quality Program Review?

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Ohio legislation requires the Ohio Department of Education & Workforce (ODEW) and the lead district of each secondary Career-Technical Planning District (CTPD) to conduct an annual review for each career-technical education pathway within the district.



# QPR Successes

- Facilitated over 20 workshops since 2019
- QPS Surveys and Action Plans create an opportunity for districts to discuss Quality CTE Delivery
- Equity Labs align to program quality
- Secure Data Center Resource Developed
- Revised Assessment Retake Policy to drive an Improvement in Technical Skill Attainment
- 20% reduction in Non-Compliant Programs from last year

# Who should be involved?

- The Quality Program Review process should be a collaborative effort between all stakeholders at the district and CTPD level.
- Surveys, root cause analysis and action plans should be completed and supported by these stakeholders.
- Strategies will only be embraced if all stakeholders provide input and feel supported in their efforts.

# QPR Process Opportunities

- Increase the frequency of conversations with Career Tech Planning Districts and Associate Schools
- Provide more support to CTPD's and Associate Schools
- Communicate how Districts can best utilize resources

# QPR Vision

- New Focus Areas
  - Intensive supports for programs not meeting the data measures in the first 3 years
  - Consistent and sustained collaborative relationship between Education Program Specialist and CTPD Leads
  - Fostering relationships with CTPD and Associate Schools
  - Data Analysis and additional resources
  - Stakeholder involvement in action plan process

# QPR Support Processes

## Horizon & Timeline

### Year 1-3 (Intensive Supports)

November 6 <sup>th</sup>	Nov 7 <sup>th</sup> - Dec 15 <sup>th</sup>	January 2 <sup>nd</sup> - 31 <sup>st</sup>	Feb 1 <sup>st</sup> - March 15 <sup>th</sup>
Data Release	EPS and CTPD/District Initial Meeting	In-Person Workshops (4)	Follow-up Meeting EPS and CTPD/District
Notification Email	Survey Completed/Updated by pathway	Action Plan Development	Action Plan Approval
EPS & CTPD Contact	Action Plan Development	EPS and CTPD/District ongoing technical Assistance	
Level Setting Virtual Webinar			

Year 4 - Same steps as years 1-3, but QPR team and other appropriate staff will conduct on-site review/workshop.

Year 5 - Same steps as years 1-3 and 4, but appropriate staff will review next steps with CTPD.



# Concentrator Definition

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At the secondary school level, a student served by an eligible recipient who has completed at least two courses in a single approved career-technical education program or program of study.



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# Course Completion Definition

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For a student to have completed a course, the student;

- Must have been enrolled for at least 90 percent of the scheduled hours and/or;
- Earned full or partial credit in a workforce development course (curriculum element VT, VP, VN (JTC), VC, PS), including job training programs.



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# QPR Measures



# QPR Measures

Select Pathway Code: M1 - Cosmetology

2023

## Technical Skill Attainment

**96.7%**

87/90

**Compliant**

Participation 100.0% (90/90)

## Work-based Learning

**57.6%**

19/33

## Post-Program Placement

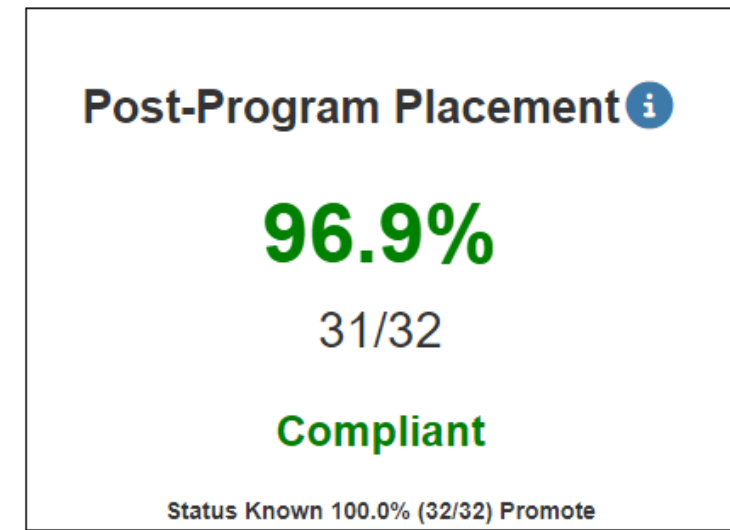
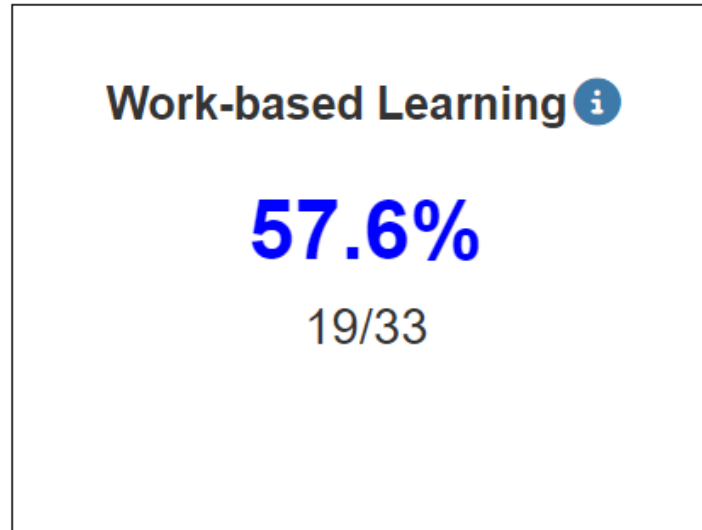
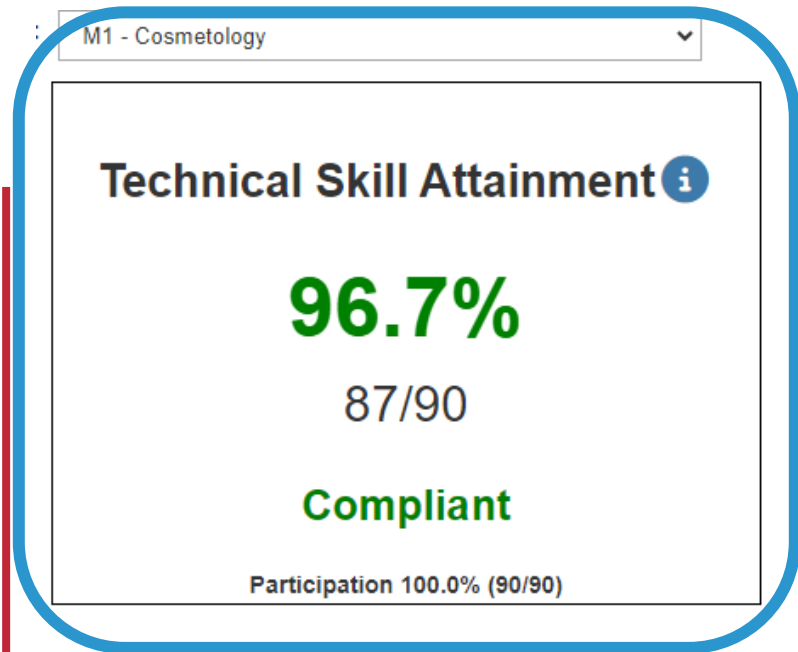
**96.9%**

31/32

**Compliant**

Status Known 100.0% (32/32) Promote

# Technical Skill Attainment (TSA)



Percentage of CTE Concentrators in the reporting year who participated in and received a cumulative score of proficient or higher on the technical assessments aligned to their pathway.

# Technical Skill Attainment (TSA)

- Current Year Calculation
- WebXam
  - Credentials ('In lieu of' only)
  - College Credit Plus
- If more than one technical assessment record is reported for the same course, only the highest score is used in the calculation of the cumulative score (retakes, credentials 'in lieu of', etc).

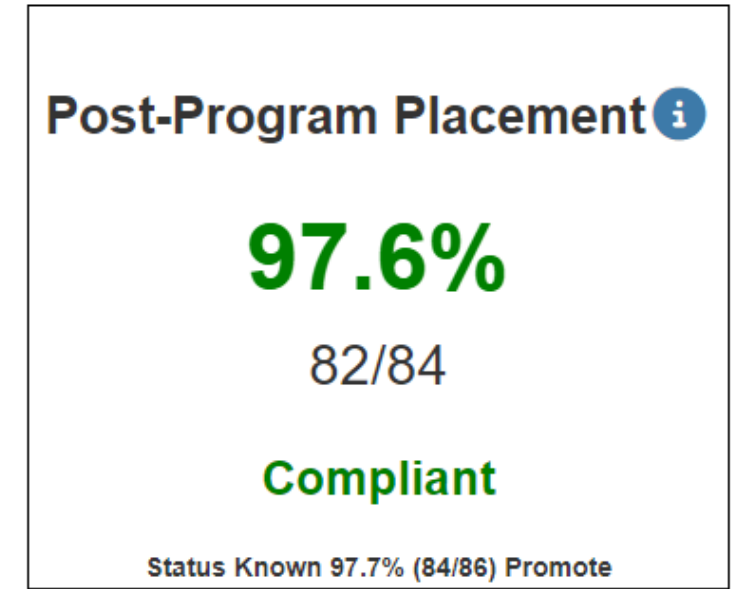
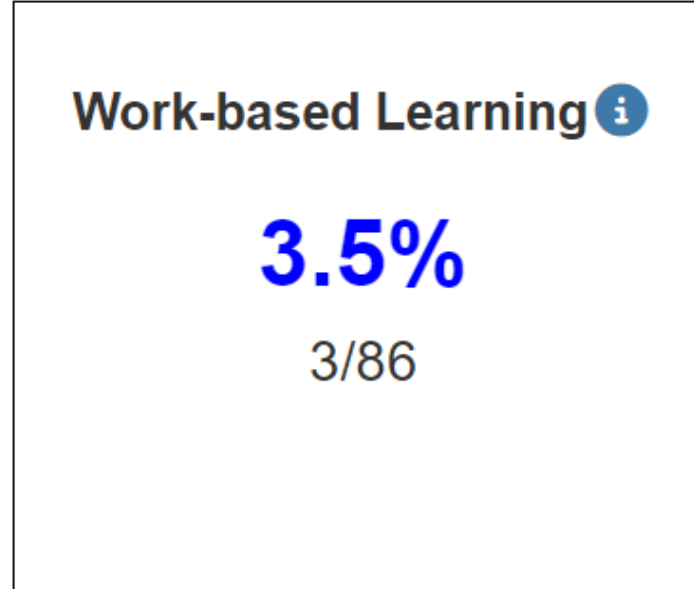
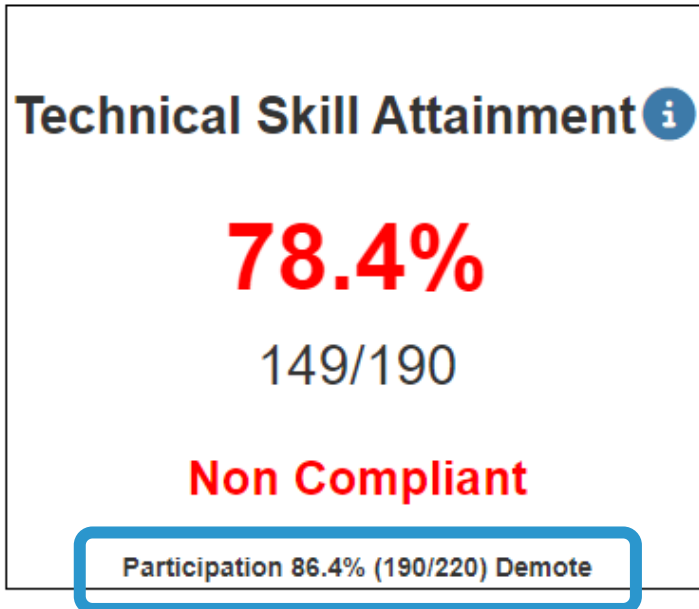
Student Summative Score Calculation, A0 Pathway				
Assessment Year	Assessment Subject Code	Proficient Benchmark	Advanced Benchmark	Student Assessment Score
2022	AAL5	59	91	73
2022	AAM5	63	79	88
2022	AAN5	62	93	85
2023	ADH0	59	76	73
<b>Summative Score</b>		59 + 63 + 62 + 59 = 243 243/4 = <b>60.8</b>	91 + 79 + 93 + 76 = 339 339/4 = <b>84.8</b>	73 + 88 + 85 + 73 = 319 319/4 = <b>79.8</b>

# TSA Current Year Calculation Examples

Student Grade	WFD Courses Taken	Concentrator Status	Calculated Assessments	Narrative
11	178000 (DD) 178003 (DD)	Yes	MCZ0 MCZ3	Student has completed two workforce development courses, becomes a concentrator and enters the calculation.
12	178004 (DD) 178019 (DD)	Yes	MCZ4, MCZ0 MDA9, MCZ3	Student completes additional courses. All current and previous assessment records are included in the calculation.

Student Grade	WFD Courses Taken	Concentrator Status	Calculated Assessments	Narrative
9	010105 (A0)	No	No Calculation	Student completed only one workforce development course and is not a concentrator.
10	010125 (A0)	Yes	AAN5 AAL5	Student completes additional course(s). All current and previous assessment records are included in the calculation.
11	011010 (A0)	Yes	AEP0, AAN5 AAL5	Student completes additional course(s). All current and previous assessment records are included in the calculation.
12	011020 (A0)	Yes	AER0, AEP0, AAN5, AAL5	Student completes additional course(s). All current and previous assessment records are included in the calculation.

# Technical Skill Attainment - Participation



If less than 90% of the concentrators take a required technical assessment (participate), the pathway receives a demotion for the Technical Skill Attainment measure.



# Post-Program Placement

M1 - Cosmetology

## Technical Skill Attainment

**96.7%**

87/90

**Compliant**

Participation 100.0% (90/90)

## Work-based Learning

**57.6%**

19/33

## Post-Program Placement

**96.9%**

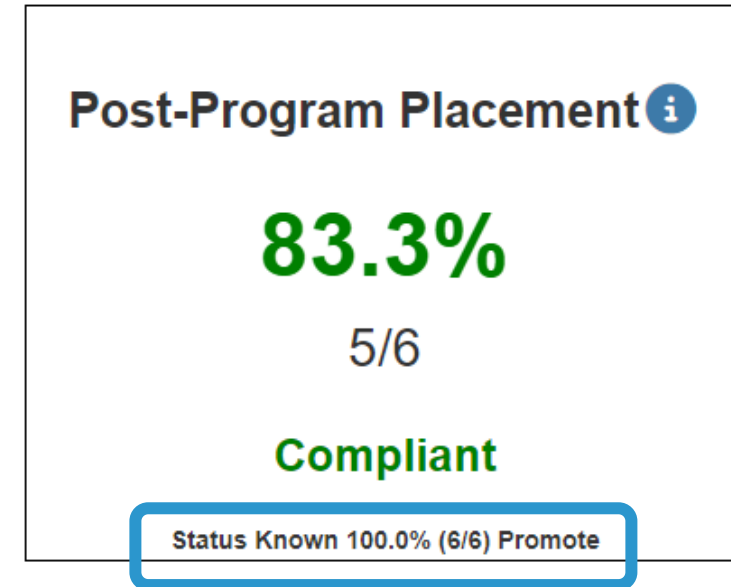
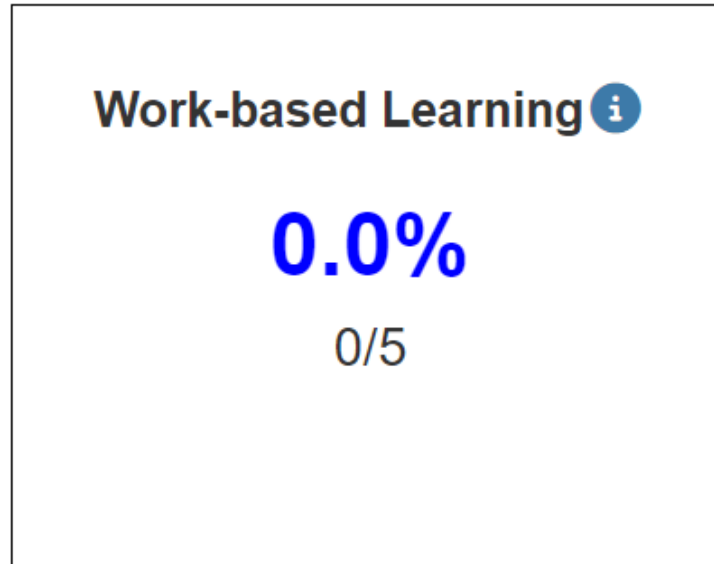
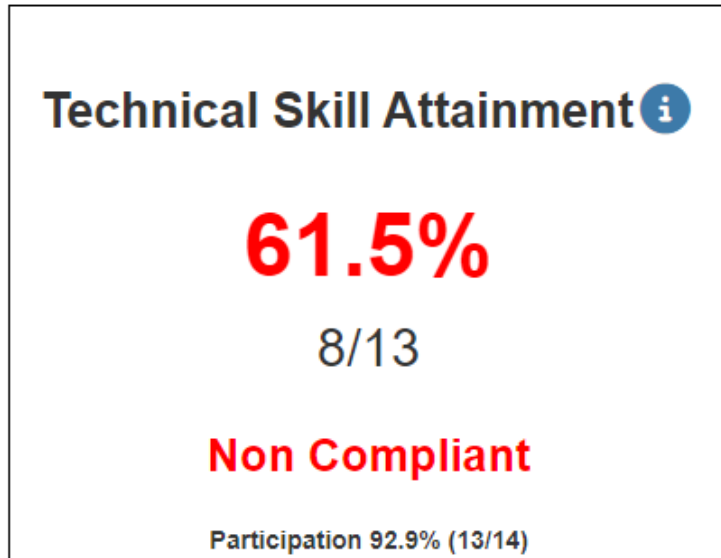
31/32

**Compliant**

Status Known 100.0% (32/32) Promote

Percentage of status known CTE Concentrators who left Secondary Education the previous year and were enrolled in postsecondary education or advanced training, in military service, a service program, an apprenticeship or employed.

# Post-Program Placement – Status Known Rate



If the status known is less than 85%, the pathway receives a demotion for this measure. If the status known is 95% or more, the pathway receives a promotion for the Post-Program Placement measure.

# Work-based Learning

M1 - Cosmetology

## Technical Skill Attainment

**96.7%**

87/90

**Compliant**

Participation 100.0% (90/90)

## Work-based Learning

**57.6%**

19/33

## Post-Program Placement

**96.9%**

31/32

**Compliant**

Status Known 100.0% (32/32) Promote

Work-based Learning measures the percentage of career-technical education concentrators who were graduates in the graduation cohort and participated in a minimum of 250 hours of work-based learning.

# Work-based Learning

- 250 hours (grades 9-12)
- Must occur at a work site
- Co-supervision
- Must have learning agreement
- Hold Harmless



## Off-Site Placement or Internship

In an off-site placement or internship experience, the student is a paid employee or non-paid intern for a business or community partner. The student performs tasks and demonstrates skills necessary for the operation of the business or organization, as determined by the employer with additional guidance from the instructor or educational supervisor. In this type of work-based learning experience, work occurs off-site and can take place during school hours or when school is not in session.



## Apprenticeship/ Pre-Apprenticeship

Pre-apprenticeships offer students an opportunity to participate in work-based learning experiences in designated occupations or industry sectors in preparation for formal registered apprenticeship training programs. Pre-apprenticeships follow recognition procedures as outlined by [ApprenticeOhio](#), Ohio's State Apprenticeship Council. Apprenticeships have similar but distinct registration requirements through ApprenticeOhio to teach a skilled occupation pursuant to a registered apprenticeship agreement. Apprentices must be at least 16 years old, except when a higher minimum age standard is fixed by law.



## Remote or Virtual Placement

In a virtual or remote placement experience, the student is a paid employee or non-paid intern for a business or community partner, but work-based learning most often takes place outside of the physical location of the employer. The student performs tasks and demonstrates skills necessary for the operation of the business or organization, as determined by the employer with additional guidance from the instructor or educational supervisor. Work can be completed during school hours or when school is not in session.



## Entrepreneurship

In an entrepreneurship experience, the student operates his or her own business or service, including oversight of all operational and risk-management decisions. The student performs tasks and demonstrates skills necessary for the operation of the business, as determined in a business plan with input and guidance from the instructor or educational supervisor, as well as an external business mentor. Facilities, resources and equipment can be provided by the school or an outside source, if necessary. Work can be completed during school hours or when school is not in session. Planning completed prior to the operation of the business would not qualify as work-based learning experience.



## School-based Enterprise

In a school-based enterprise, students work cooperatively to operate a business or service, with facilities, resources and equipment most often provided by the school. The students perform tasks and demonstrate skills necessary for the operation of the business, as determined in a business plan with input and guidance from the instructor or educational supervisor, as well as an external business mentor. The experience can be structured as a partnership or cooperative with an outside entity; when this is the case, a partnership agreement should define roles, responsibilities and profit distribution between participants. In this type of work-based learning experience, work often will be completed during school hours.



## Simulated Work Environment

In a simulated work experience, the student works cooperatively with a business mentor to perform work in a simulated environment. The student performs tasks and demonstrates skills necessary for success in a particular industry, as determined by the business mentor with input and additional guidance from the instructor or educational supervisor. Facilities, resources and equipment can be provided by the school or an outside source, if necessary. The student should have the opportunity to practice interaction with customers or community members as is commiserate with the typical experience of the industry. Work can be completed during school hours or when school is not in session.

# Student Populations

Indicator	QPR 2021 Data	QPR 2022 Data	QPR 2023 Data	QPR 2024 Data	QPR 2025 Data
Technical Skill Attainment 70%	2020-21 Concentrator	2021-22 Concentrator	2022-23 Concentrator	2023-24 Concentrator	2024-25 Concentrator
Work-Based Learning 15%	2020 Graduation Cohort Concentrator Graduates	2021 Graduation Cohort Concentrator Graduates	2022 Graduation Cohort Concentrator Graduates	2023 Graduation Cohort Concentrator Graduates	2024 Graduation Cohort Concentrator Graduates
Post-Program Placement 84%	Concentrators who left Secondary Education Academic Year 2019-2020	Concentrators who left Secondary Education Academic Year 2020-2021	Concentrators who left Secondary Education Academic Year 2021-2022	Concentrators who left Secondary Education Academic Year 2022-2023	Concentrators who left Secondary Education Academic Year 2023-2024

# Quality Program Standards

**Standard 1: Instructional Facilities and Resources:** The facility supports implementation of the career-technical program and provides students with opportunities for the development and application of technical knowledge and skills.

**Standard 2: School and Community Relations:** School, community, and industry partners are engaged in developing and supporting the career-technical education program.

**Standard 3: Program Planning and Evaluation:** A results-driven needs assessment and evaluation exists for continual program development, improvement, and alignment with labor market needs.

**Standard 4: Educators that Contribute to the Profession:** Career-Technical educators continuously develop as professionals and support the growth of the profession they serve.

**Standard 5: Curriculum and Program Design:** The career-technical education program includes foundational and specialized courses designed to prepare each student for lifelong learning within a career pathway.

**Standard #6: Instruction:** Career-Technical Education programs promote high academic achievement, technical knowledge and skill development of all students.

**Standard #7: Assessment:** Career-Technical education programs use authentic and performance-based assessments to measure student learning and skill attainment of Ohio's Career Field Technical content standards.

**Standard #8: Experiential Learning Experience Programs:** All students participate in an experiential learning program that connects the technical knowledge and skills learned in both classroom and laboratory to the work place.

**Standard #9: Leadership Development/CTSO:** Students participate in intra-curricular Career-Technical Student Organization (CTSO) that promotes cognitive knowledge and skill and leadership development.

**Standard #10: Equitable Student Access:** Career-technical education programs serve each student interested in preparing for a career in any of Ohio's 16 Career Fields and are reflective of the school's student population. Capacity should permit students to schedule first choices of career area.

# Quality Program Standards

## Standard #6: Instruction

**Standard Statement:** Career-Technical Education programs promote high academic achievement, technical knowledge and skill development of all students.

**Standard Definition:** Educators develop differentiated instructional plans that are rigorous and relevant, and represent real-work knowledge and skills. The rigor of instruction represents current industry needs and prepares each student for workplace and post-secondary options. Instruction incorporates core academic requirements and promotes academic and technical skill attainment. Instruction is designed and delivered with each student in mind, meeting the needs of the individuals in the classroom.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Instruction balances between inquiry-based classroom and laboratory instruction, experiential learning, and engagement in the Career Technical Student Organization.	A documented balance exists between inquiry-based classroom and laboratory instruction, experiential learning and engagement in the student organization.	There is an attempt to balance inquiry-based classroom and laboratory instruction, experiential learning, and engagement in the student organization, but two of the three components dominate the instruction.	One component of the curriculum clearly is dominating the instruction. The instructor(s) has a plan to bring deficient areas into balance.	None of these components are apparent in the instruction.
2. Instructional activities provide equitable opportunities for each to demonstrate technical skills and develop critical higher- order thinking.  Evidence: (e.g., lesson plans, activity descriptions)	Instructional activities promote the transfer of technical knowledge and skill to different situations and applications, and to students of all backgrounds and abilities.	Instructional activities require each student to apply higher order technical skills.	Instructional activities require students to demonstrate knowledge and application-based technical skills.	Students are not provided opportunities to master technical skills.
3. Instruction reinforces the application of relevant and rigorous career-technical learning standards.  Evidence: (e.g., lesson plans)	Instruction consistently incorporates related career-technical learning standards.	Instruction focuses on academic skills and connects with career-technical learning standards.	Instruction focuses on academic skills.	Instruction does not address academic skills.

# Quality Program Standards Survey

Overview | Report Card | **Questions** | Issue / AP | Technical Assistance | Meeting

### Sections

Hide Sections

\* Required @ Recommended LEA

- \* Standard 1: Instructional Facilities and Resources
- \* Standard 2: School and Community Relations
- \* Standard 3: Program Planning and Evaluation
- \* Standard 4: Educators that Contribute to the Profession
- \* Standard 5: Curriculum and Program Design
- \* Standard 6: Instruction**
- \* Standard 7: Assessment
- \* Standard 8: Experiential Learning
- \* Standard 9: Leadership Development/CTSO
- \* Standard 10: Equitable Student Access

### Questions

QPR23 Quality Program Standards Survey

Prev Section | **Standard 6: Instruction** | LEA  | Next Section

Questions \* Required @ Recommended

- \* 1
- \* 2
- \* 3
- \* 4
- \* 5

Group Name | Standard 6: Instruction

\* Question 1

**Standard Statement:** Career-Technical Education programs promote high academic achievement, technical knowledge and skill development of all students.

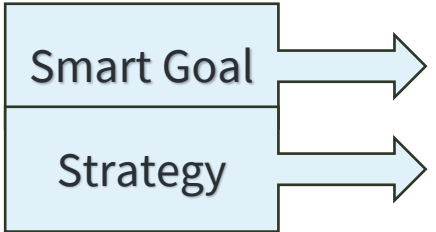
**Standard Definition:** Educators develop differentiated instructional plans that are rigorous and relevant, and represent real-work knowledge and skills. The rigor of instruction represents current industry needs and prepares each student for workplace and post-secondary options. Instruction incorporates core academic requirements and promotes academic and technical skill attainment. Instruction is designed and delivered with each student in mind, meeting the needs of the individuals in the classroom.





# Action Plans

ACTION PLAN				Date:		January 6, 2024	
District:	R Hall Local Schools		School:	Ryan High School			
Pathway:	F6		Standard & Quality Indicator:	7.4			
SMART Goal:	Increase Technical Skill Attainment to 75% with a 100% Participation rate by June 1, 2024.						
Strategy:	Students will be pretested to get familiar with the testing format and provide data for the instructor. Students will take their WebXam in March to allow for remediation and a retake in May if need be. The instructor will work with the EMIS coordinators to confirm matching course numbers and correct concentrators and to confirm all concentrators have taken all necessary tests.						
STRATEGY PROGRESS MEASURES							
Progress Measure 1	Baseline	Date	11/1/2024	Date		Date	
		Projected	Actual	Projected	Actual	Projected	Actual
Technical Skill Attainment	66%	70%	%		%		%
Progress Measure 2	Baseline	Date	3/31/2024	Date		Date	
		Projected	Actual	Projected	Actual	Projected	Actual
Participation Rage	84%	100%	%		%		%
Progress Measure 3	Baseline	Date	2/2/24	Date	10/1/24	Date	
		Projected	Actual	Projected	Actual	Projected	Actual
WebXam Pretest Takers	0%	80%	%	100%	%		%
IMPLEMENTATION DETAILS							
Action Steps	Data Source		Responsible Designee		Implementation Check		
1 Develop check system for testing	Spreadsheet		Teacher, EMIS Coordinator		Meeting with supervisor		



Standard & Indicator

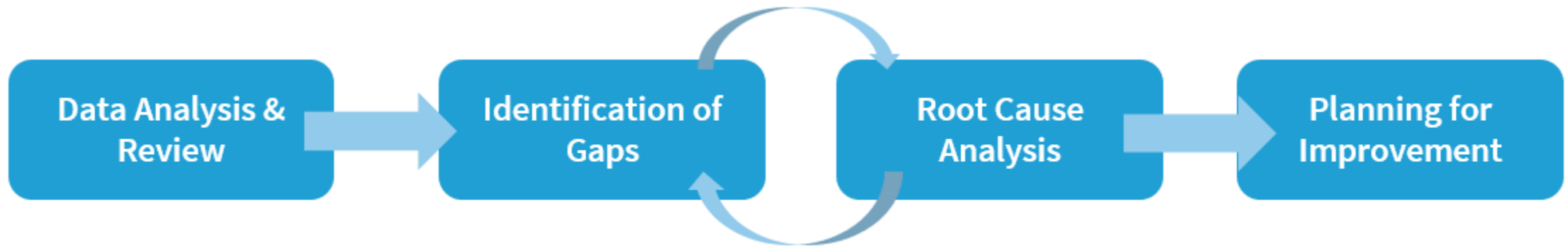
Dates & Measures



# Scenario-Based Activity:

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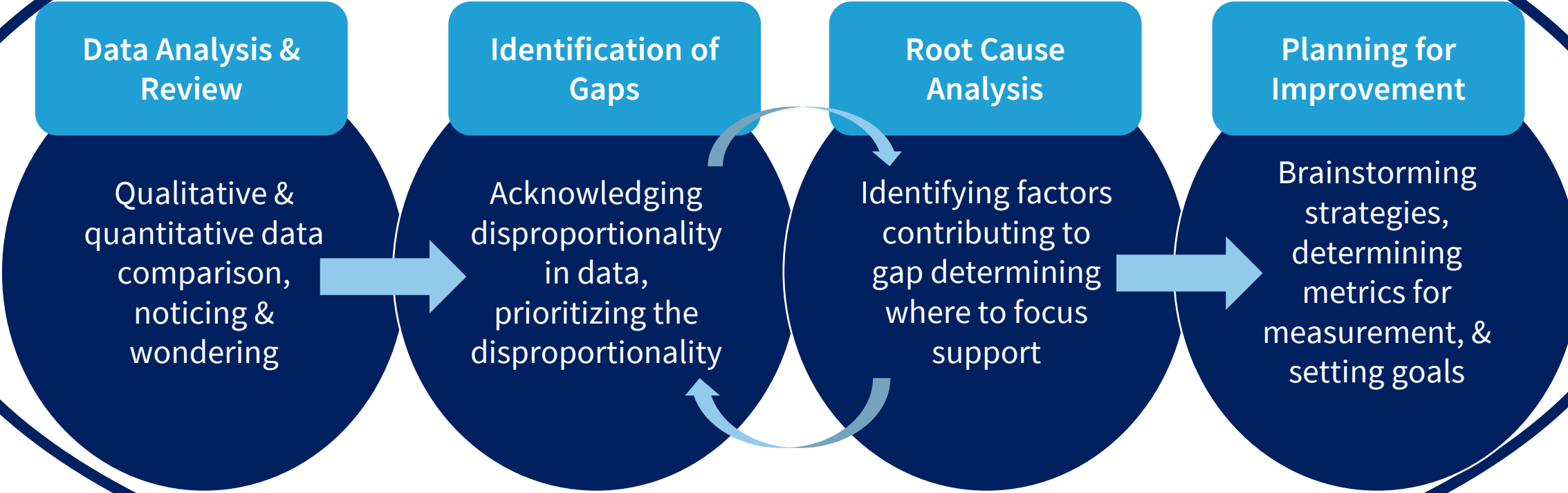
## Modeling the Process for Continuous Improvement



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# CONTINUOUS IMPROVEMENT PROCESS

## Stakeholder Engagement

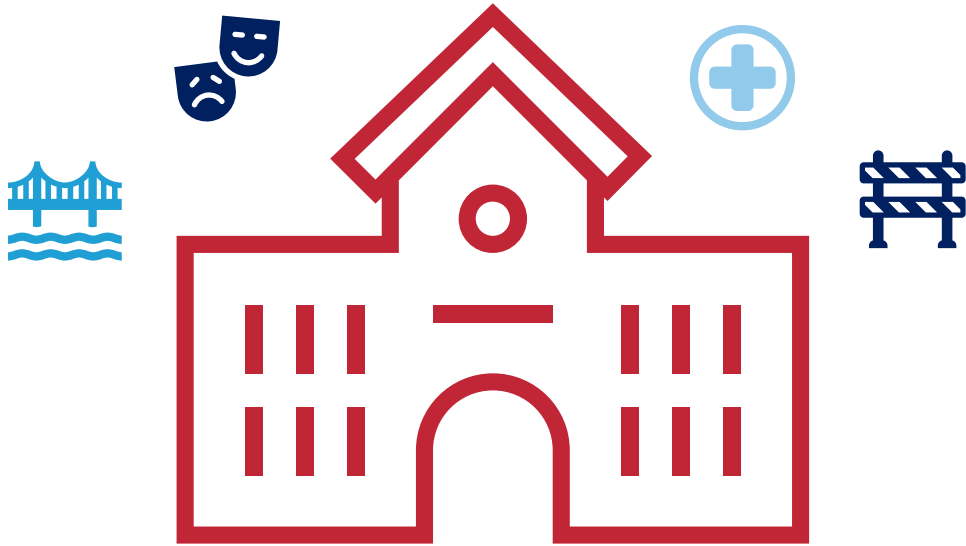


# DATA DISCLOSURES

- The data provided is entirely fictional and is designed to mirror reports that are available to secondary schools in the Secure Data Center, Monitoring and WebXam.
- Please read the “Report Information” to learn more about what students are being represented in the report.
- The intention of the scenarios is to model a process that can be used for any continuous improvement activity.



# QPR Scenario: Data Review & Analysis



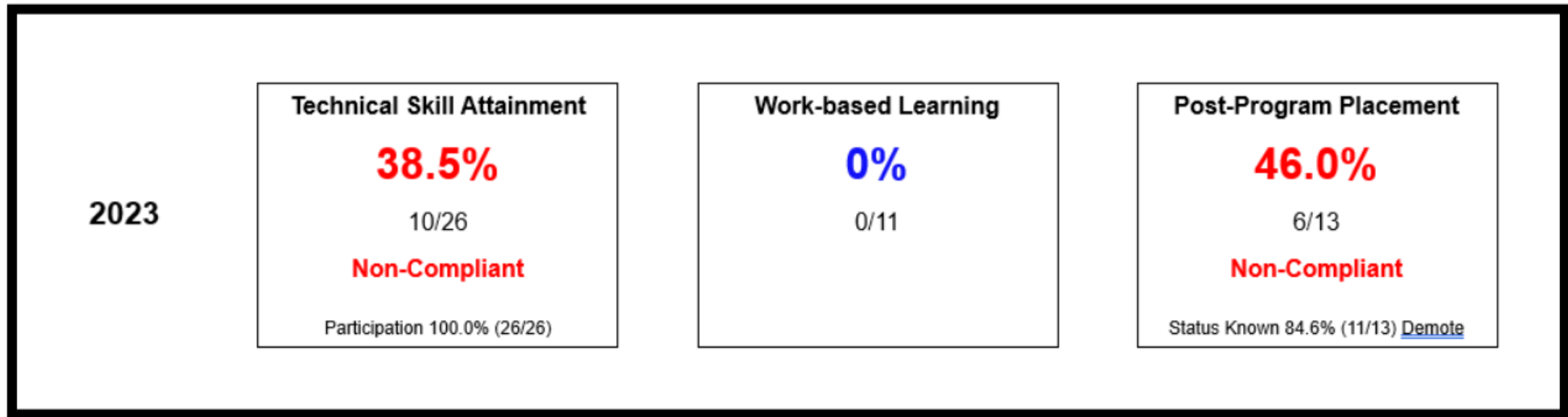
**Crance High School**

Crance City School District is in Bartlett County JVSD CTPD.

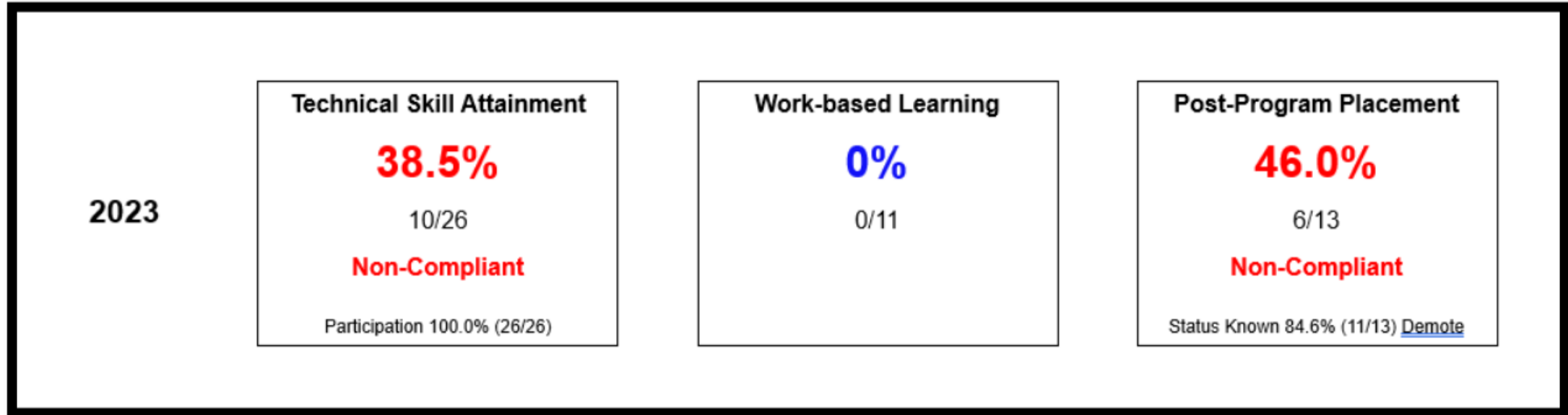
Crance High School and Bartlett County Career Center both have DD: Structural Systems pathways.

# QPR Scenario: Data Review & Analysis

The DD pathway at CHS is non-compliant in Technical Skill Attainment and Post-Program Placement in the 2023 Quality Program Review.



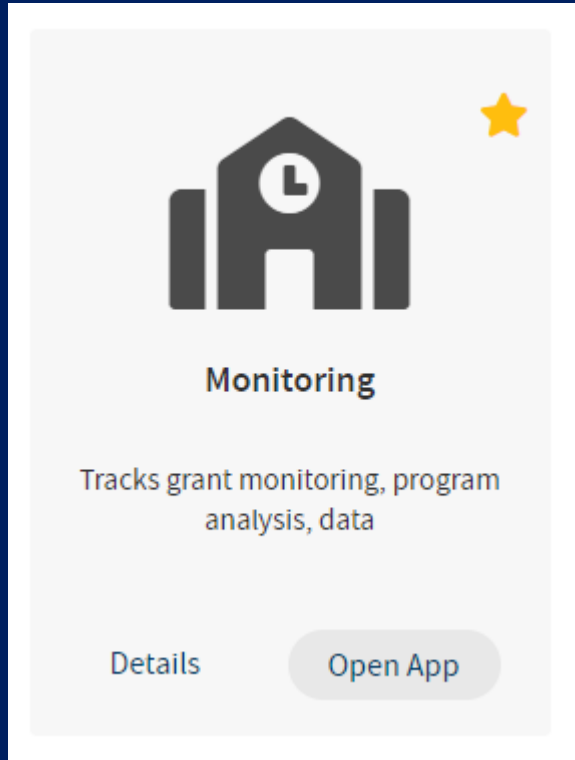
# QPR Scenario: Data Review & Analysis



Have you seen this information for your non-complaint pathway?

What application houses this dashboard?

# Activity



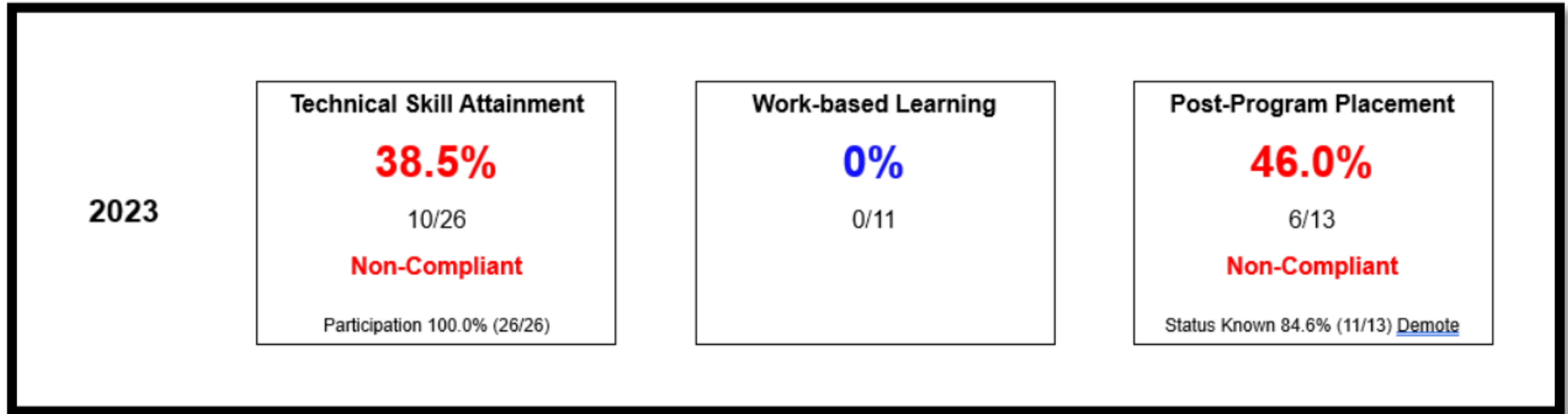
5 minutes

- Go into the **Monitoring** application and view the dashboard for the non-complaint pathways that are here today.

	Technical Skill Attainment	Work-based Learning	Post-Program Placement
2023	<b>38.5%</b> 10/26 <b>Non-Compliant</b> Participation 100.0% (26/26)	<b>0%</b> 0/11	<b>46.0%</b> 6/13 <b>Non-Compliant</b> Status Known 84.6% (11/13) <a href="#">Demote</a>



# QPR Scenario: Technical Skill Attainment



Crance High School reviews the Technical Skill Attainment Reports for the DD pathway.



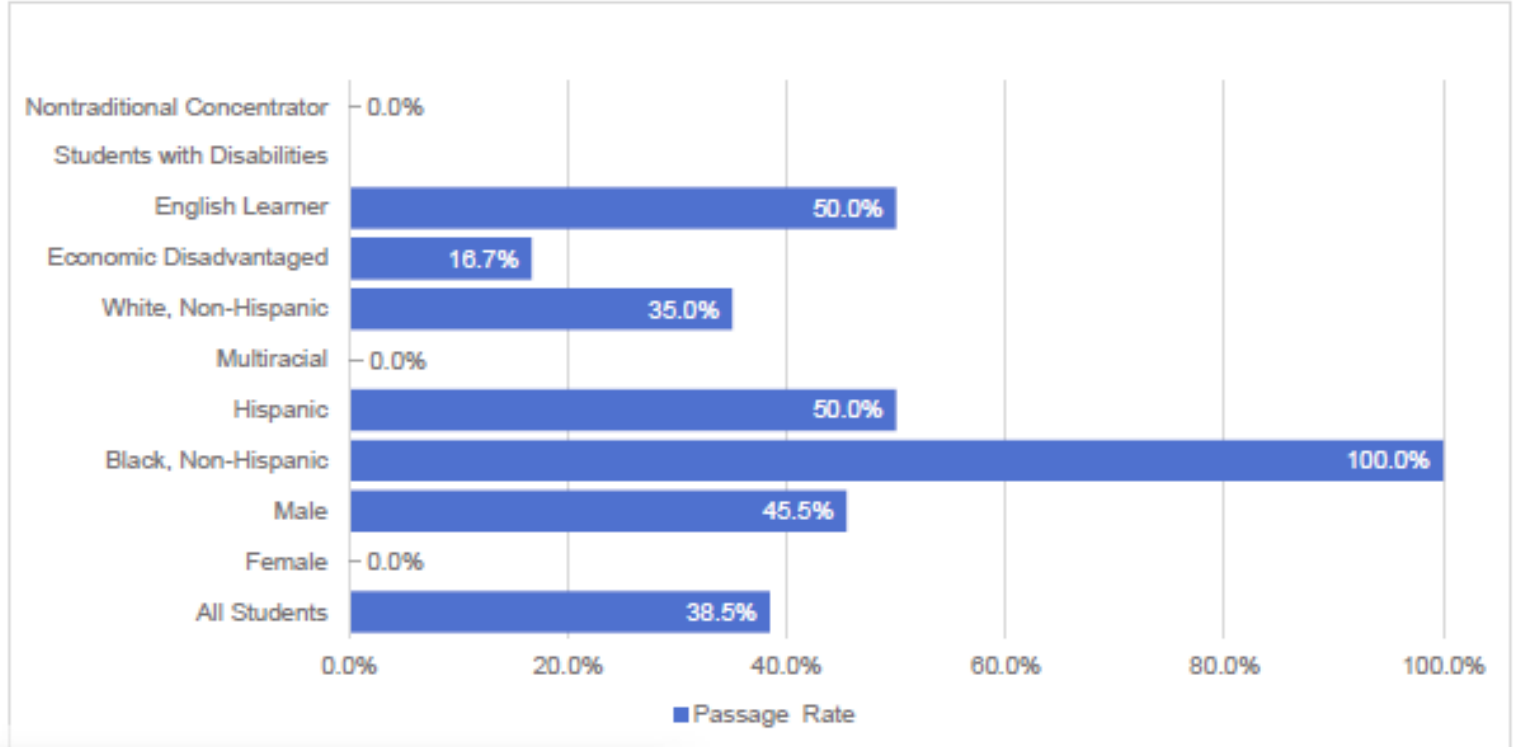
# Technical Skill Attainment Assessment Passage (CTPD) - Demographic Overview

Choose a School Year  
2022-2023 School Year

Choose a Career Tech Planning District  
Bartlett County JVSD CTPD

Pathway  
DD: Structural Systems

Subgroup	Proficient or Higher	Test Count	Passage Rate
All Students	10	26	38.5%
Female	0	4	0.0%
Male	10	22	45.5%
Asian	0	0	0.0%
Black, Non-Hispanic	1	1	100.0%
Hispanic	2	4	50.0%
Multiracial	0	1	0.0%
White, Non-Hispanic	7	20	35.0%
Economic Disadvantaged	1	6	16.7%
English Learner	2	4	50.0%
Students with Disabilities	0	12	0.0%
Migrant Students	0	0	0.0%
Military Students	0	0	0.0%
Foster Students	0	0	0.0%
Adjudicated Youth Students	0	0	0.0%
Single Parent	0	0	0.0%
Nontraditional Concentrator	0	4	0.0%



## Report information

The Technical Skill Attainment report is comprised of two measures; Technical Skill Participation and Passage.

Technical Skill Participation reports the percentage of CTE Concentrators in the year who participated in assessments aligned to their pathway.

The Technical Skill Passage reports the percentage of CTE Concentrators in the year who participated in and received a cumulative score of proficient or higher on the technical assessments aligned to their pathway, or, who obtained aligned industry-recognized credentials.

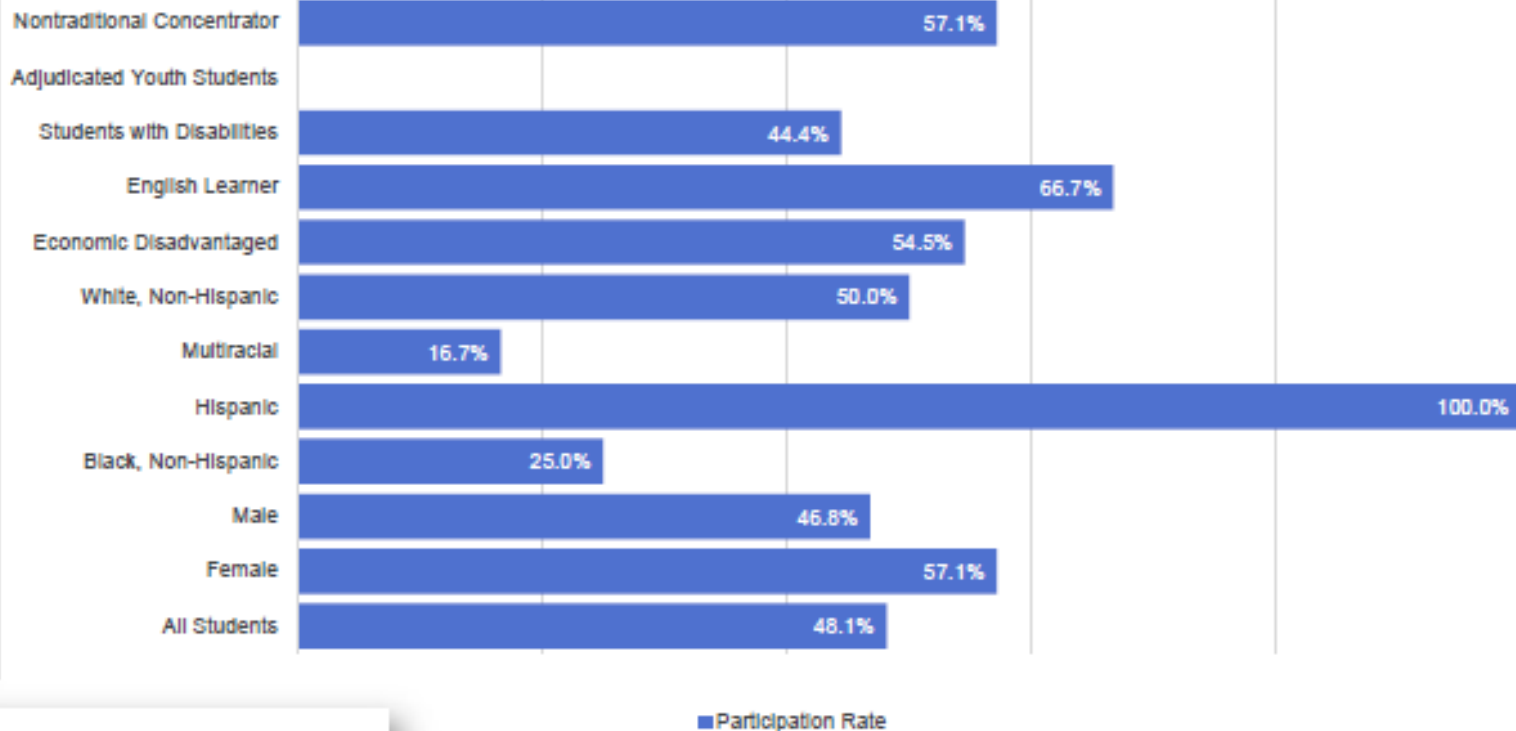
## Technical Skill Attainment Participation Rate (CTPD) - Demographic Overview

Choose a School Year  
2022-2023 School Year

Choose a Career Tech Planning District  
Bartlett County JVSD CTPD

Pathway  
DD: Structural Systems

Subgroup	Tested Counted	Concentrator Count	Participation Rate
All Students	26	54	48.1%
Female	4	7	57.1%
Male	22	47	46.8%
Asian	0	0	0.0%
Black, Non-Hispanic	1	4	25.0%
Hispanic	4	4	100.0%
Multiracial	1	6	16.7%
White, Non-Hispanic	20	40	50.0%
Economic Disadvantaged	6	11	54.5%
English Learner	4	6	66.7%
Students with Disabilities	12	27	44.4%
Migrant Students	0	0	0.0%
Military Students	0	0	0.0%
Foster Students	0	0	0.0%
Adjudicated Youth Students	0	1	0.0%
Single Parent	0	0	0.0%
Nontraditional Concentrator	4	7	57.1%



### Report information

The Technical Skill Attainment report is comprised of two measures; Technical Skill Participation and Passage.

Technical Skill Participation reports the percentage of CTE Concentrators in the year who participated in assessments aligned to their pathway.

The Technical Skill Passage reports the percentage of CTE Concentrators in the year who participated in and received a cumulative score of proficient or higher on the technical assessments aligned to their pathway, or, who obtained aligned industry-recognized credentials.

# Technical Skill Attainment Participation Rate (CTPD) - Demographic Overview

Choose a School Year  
2022-2023 School Year

Choose a Career Tech Planning District  
Bartlett County JVSD CTPD

Choose a Subgroup  
All

Pathway  
DD: Structural Systems

District	School Year Subgroup	2022-2023 School Year		
		Tested Count	Concentrator Count	Participation Rate
Bartlett County Career Center	All Students	0	28	0.0%
	Female	0	7	0.0%
	Male	0	25	0.0%
	Asian	0	0	0.0%
	Black, Non-Hispanic	0	3	0.0%
	Hispanic	0	0	0.0%
	Multiracial	0	5	0.0%
	White, Non-Hispanic	0	20	0.0%
	Economic Disadvantaged	0	5	0.0%
	English Learner	0	2	0.0%
	Students with Disabilities	0	15	0.0%
	Migrant Students	0	0	0.0%
	Military Students	0	0	0.0%
	Foster Students	0	0	0.0%
	Adjudicated Youth Students	0	1	0.0%
Single Parent	0	0	0.0%	
Nontraditional Concentrator	0	3	0.0%	
Grance City Schools	All Students	28	28	100.0%
	Female	4	4	100.0%
	Male	22	22	100.0%
	Asian	0	0	0.0%
	Black, Non-Hispanic	1	1	100.0%
	Hispanic	4	4	100.0%
	Multiracial	1	1	100.0%
	White, Non-Hispanic	20	20	100.0%
	Economic Disadvantaged	8	8	100.0%
	English Learner	4	4	100.0%
	Students with Disabilities	12	12	100.0%
	Migrant Students	0	0	0.0%
	Military Students	0	0	0.0%
	Foster Students	0	0	0.0%
	Adjudicated Youth Students	0	0	100.0%
Single Parent	0	0	0.0%	
Nontraditional Concentrator	4	4	100.0%	



# What other report can the team review and compare to the Technical Skill Attainment Report to gain even more information?



38% TSA		Performance Standards			Preliminary Scoring			
Student	Student Demo	Pathway/Test	Proficient	Advanced	Test Date	% Correct	Score so Far	Score
<b>Female, White, Econ</b>								
<b>1</b>	<b>Disadvantaged</b>	<b>DD - Structural Systems</b>	<b>65</b>	<b>94</b>		<b>60</b>	<b>Not Proficient</b>	
		178040 - Fundamentals	65	95		54		Not Proficient
		178003 - Structural Systems	70	95		70		Proficient
		178018 - Safety & Leadership	65	95		43		Not Proficient
		178001 - Carpentry Tech Skills	60	90		72		Proficient
<b>Male, White, Student</b>								
<b>2</b>	<b>with Disability</b>	<b>DD - Structural Systems</b>	<b>65</b>	<b>94</b>		<b>44</b>	<b>Not Proficient</b>	
		178040 - Fundamentals	65	95		40		Not Proficient
		178003 - Structural Systems	70	95		42		Not Proficient
		178018 - Safety & Leadership	65	95		38		Not Proficient
		178001 - Carpentry Tech Skills	60	90		55		Not Proficient
<b>3</b>	<b>Male, White</b>	<b>DD - Structural Systems</b>	<b>65</b>	<b>94</b>		<b>68</b>	<b>Proficient</b>	
		178040 - Fundamentals	65	95		68		Proficient
		178003 - Structural Systems	70	95		68		Not Proficient
		178018 - Safety & Leadership	65	95		73		Proficient
		178001 - Carpentry Tech Skills	60	90		62		Proficient
<b>Female, White, Student with</b>								
<b>4</b>	<b>Disability</b>	<b>DD - Structural Systems</b>	<b>65</b>	<b>94</b>		<b>38</b>	<b>Not Proficient</b>	
		178040 - Fundamentals	65	95		20		Not Proficient
		178003 - Structural Systems	70	95		52		Not Proficient
		178018 - Safety & Leadership	65	95		20		Not Proficient
		178001 - Carpentry Tech Skills	60	90		60		Proficient
<b>5</b>	<b>Male, Black</b>	<b>DD - Structural Systems</b>	<b>65</b>	<b>94</b>		<b>76</b>	<b>Proficient</b>	
		178040 - Fundamentals	65	95		68		Proficient
		178003 - Structural Systems	70	95		85		Proficient
		178018 - Safety & Leadership	65	95		60		Not Proficient
		178001 - Carpentry Tech Skills	60	90		90		Proficient
<b>Male, Hispanic, Econ</b>								
	<b>Disadvantaged, Student with</b>							



# QPR Scenario: Data Review & Analysis

### Post Program Outcome

Choose a School Year  
2022-2023 School Year

Choose a School Year  
2023-2024 School Year

Subgroup

- All Students
- Female
- Male
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Multiracial
- White, Non-Hispanic
- Economic Disadvantaged
- English Learner
- Students with Disabilities
- Homeless Students
- Migrant Students
- Military Students
- Single Parent
- Nontraditional Concentrator

### Technical Skill Attainment Participation Rate (CTPD) - Demographic Overview

Subgroup	Tested Counted	Concentrator Count	Participate Rate
All Students	28	54	
Female	4	7	
Male	22	47	
Asian	0	0	
Black, Non-Hispanic	1	4	
Hispanic	4	4	
Multiracial	1	6	
White, Non-Hispanic	20	40	
Economic Disadvantaged	6	11	
English Learner	4	6	
Students with Disabilities	12	27	
Migrant Students	0	0	
Military Students	0	0	
Foster Students	0	0	
Adjudicated Youth Students	0	1	
Single Parent	0	0	
Nontraditional Concentrator	4	7	

Report information

The Technical Skill Attainment report is comprised of two measures; Technical Skill Participation and Passage.

Technical Skill Participation reports the percentage of CTE Concentrators in the year who participated in assessments aligned to their pathway.

The Technical Skill Passage reports the percentage of CTE Concentrators in the year who participated in and received a cumulative score of proficient or higher on the technical assessments aligned to their pathway, or who obtained aligned industry-recognized credentials.

### Technical Skill Attainment Assessment Passage (CTPD) - Demographic Overview

Choose a School Year  
2022-2023 School Year

Choose a Career Tech Planning District  
Bartlett County JVSD CTPD

Pathway  
DD: Structural Systems

Subgroup	Proficient or Higher	Test Count	Passage Rate
All Students	10	26	38.5%
Female	0	4	0.0%
Male	10	22	45.5%
Asian	0	0	0.0%
Black, Non-Hispanic	1	1	100.0%
Hispanic	2	4	50.0%
Multiracial	0	1	0.0%
White, Non-Hispanic	7	20	35.0%
Economic Disadvantaged	1	6	16.7%
English Learner	2	4	50.0%
Students with Disabilities	0	12	0.0%
Migrant Students	0	0	0.0%
Military Students	0	0	0.0%
Foster Students	0	0	0.0%
Adjudicated Youth Students	0	0	0.0%
Single Parent	0	0	0.0%
Nontraditional Concentrator	0	4	0.0%

Report information

The Technical Skill Attainment report is comprised of two measures; Technical Skill Participation and Passage.

Technical Skill Participation reports the percentage of CTE Concentrators in the year who participated in assessments aligned to their pathway.

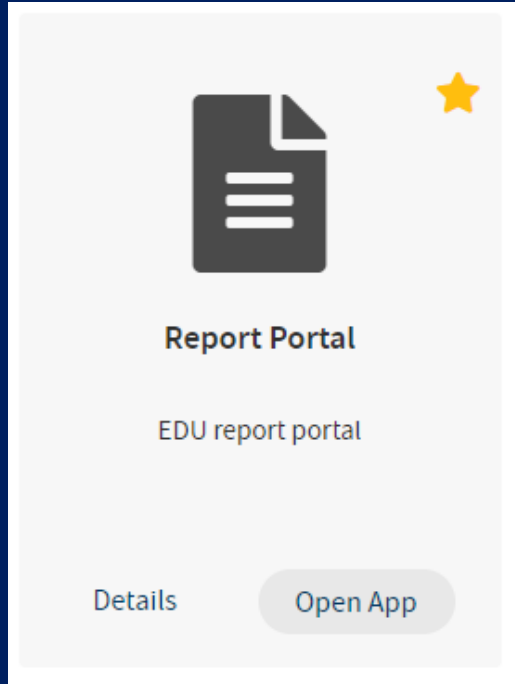
The Technical Skill Passage reports the percentage of CTE Concentrators in the year who participated in and received a cumulative score of proficient or higher on the technical assessments aligned to their pathway, or who obtained aligned industry-recognized credentials.

Have you seen these reports for your non-complaint pathway?

What application houses these reports?



# Activity



**20 minutes**

- Review the **Data Handout** for the DD pathway at Crance High School.
- Go to the **Reports Portal** and into the **Secure Data Center** to view the **Technical Skill Attainment Report** or the **Post-Program Placement Report** for your non-complaint pathways.
- **BONUS!** Compare Tech Skill Report to the WebXam Reports.

Share Out!



**WHAT DID YOU NOTICE?**



# QPR Scenario: Existing Information

**As the team prepares to complete the required QPR continuous improvement activities they reflect on what they already know about the DD pathway in Crance High School:**

- The teacher, Mr. Kesler has been teaching for 14 years and is ready to retire.
- He owned a construction business for 20 years before getting his alternate teaching license to teach CTE.
- He prefers to teach “hands on”– so, most instructional time is spent in the lab setting.
- He often makes copies from an old Carpentry & Building Construction textbook for students to read and answer questions about on worksheets for participation points.
- He gives a multiple-choice, paper and pencil assessment after every “unit” from the textbook.
- The largest part of students’ quarterly grades comes from their progress on lab projects.
- Based on conversations with his students, he believes that more than half of his students did not choose to be in his program.
- Many students do not have transportation to get to job sites, so community-based work-based learning opportunities are limited.



# QPR Scenario: Existing Information

Think about what existing qualitative data do you already have about your non-compliant programs?

## Teacher

- Mindset
- Professional work history
- Pedagogy
- Administrative Support

## Instruction

- Curriculum
- Assessment cadence
- Alignment to WebXam

## Supports

- Universal
- IEP
- Accommodations
- Emotional
- Social

## Students

- Interest or motivation
- Mindset
- Learning needs

# Discussion



**10 minutes**

## Consider existing information & quantitative data reports

- What are some **potential root causes** of the non-compliance of the DD pathway at Crance High School?
- What are some **potential root causes** of your non-compliant pathways based on what you know right now?

Share Out!



**WHAT ARE SOME POTENTIAL ROOT CAUSES?**

# CRANCE HIGH SCHOOL DECIDES TO EXPLORE TWO POTENTIAL ROOT CAUSES:

- **Reporting:** The team is interested in confirming that the reporting for their pathway was accurate.
- **Instructional Supports:** Mr. Kesler's classroom has many diverse learners, not only in background, but in motivation, interest level and beyond. They have different learning needs that may require additional support.

# QPR Scenario: Stakeholder Engagement & Root Cause Analysis

**CHS decides to conduct the following stakeholder engagement activities to learn more about their potential root causes:**

- Mr. Kesler will complete the **Quality Program Standards Self-Assessment Survey** to provide more insight to the team into his perceived strengths and areas of opportunity.
- The team will connect with the building **EMIS Coordinator** to review assessment reporting practices, and to determine any opportunities for errors within the process.
- The team will ask some of Mr. Kesler's **students for feedback** about their assessment experience.



## STUDENT INTERVIEWS

### Q: What do you remember about taking the WebXam last year?

A1: I remember it felt like a long test. Typically, I take tests over multiple days and I have someone who helps me, but this was just a bunch of questions. I don't think I answered all of them – it took a long time to read the question sometimes.

A2: I don't think I took a WebXam last year.

A3: The WebXam test was weird – you had to read a really long paragraph and then try to answer questions about it. It was kind of like the ACT. Mr. Kesler said I passed, so I don't have to worry about it anymore.

### Q: How did you feel when you took the WebXam?

A1: I hate taking tests, and Mr. Kesler said it wasn't for a grade, so I just clicked through a lot of the answers.

A2: I don't really remember. It was at the end of the year.

A3: It wasn't fun, but it wasn't a big deal. I felt like I knew some of the answers.

### Q: How do you prepare for the WebXam?

A1: Mr. Kesler has us review what we've learned in class – sometimes we play a review game or sometimes we just go over old tests. He says the test is something we have to do so he can keep being our teacher. We didn't really talk about it much until it was time to take the test.

A2: I didn't because I didn't know I was taking it.

A3: I didn't but Mr. Kesler teaches us about a lot of this stuff so I just remembered what I could.

# EMIS COORDINATOR DISCUSSION

When the team spoke with the EMIS Coordinator, they confirmed the process for reporting:

- The district's **Testing Coordinator** works with the **CTE teachers** to make sure they are testing all students each year.
- The **CTE teachers** work with the **Testing Coordinator** to review scores & submit to the **EMIS Coordinator** for reporting.
- The **EMIS Coordinator** uses the CTAC-001 report.
- The **EMIS Coordinator** *does not* review the CTE Concentrator Report with **CTE teachers**.



# Review & Discuss

QPR Scenario #2: DD Teacher Standards Survey

**Quality Program Standards Summative Review**

District IRN: [REDACTED] District Name: Barberton County JVS/CITPD Building Name: Crance High School  
Teacher Name: Mr. Kesler Reviewer Name: Mr. Kesler Date: November 9, 2023

**Standard 1: Instructional Facilities and Resources**

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY	COMMENTS
1. Facility size, layout and labs facilitate delivery of the courses in the career-technical program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Facility is organized, maintained, compliant and conducive to learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Classroom and laboratory inventory is developed annually with a plan for purchases and replacement current to technology used in workplace.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Equipment is maintained and inspected.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Non-classroom instructional spaces are conducive to learning and are maintained and inspected.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Version 1.2/November 20, 2019



10 minutes

- **Review** the Self-Assessment Survey that Mr. Kesler completed.
- Has the collected information confirmed the potential root causes of **Reporting** and **Instructional Supports**?

**What additional information can be collected to confirm or deny the potential root causes for your non-compliance?**

# What Would You Do?

## Share Out!

- Did the collected information confirm the potential root causes of **Reporting & Instructional Strategies**?
- What information will you collect to understand more about your root causes for non-compliance?



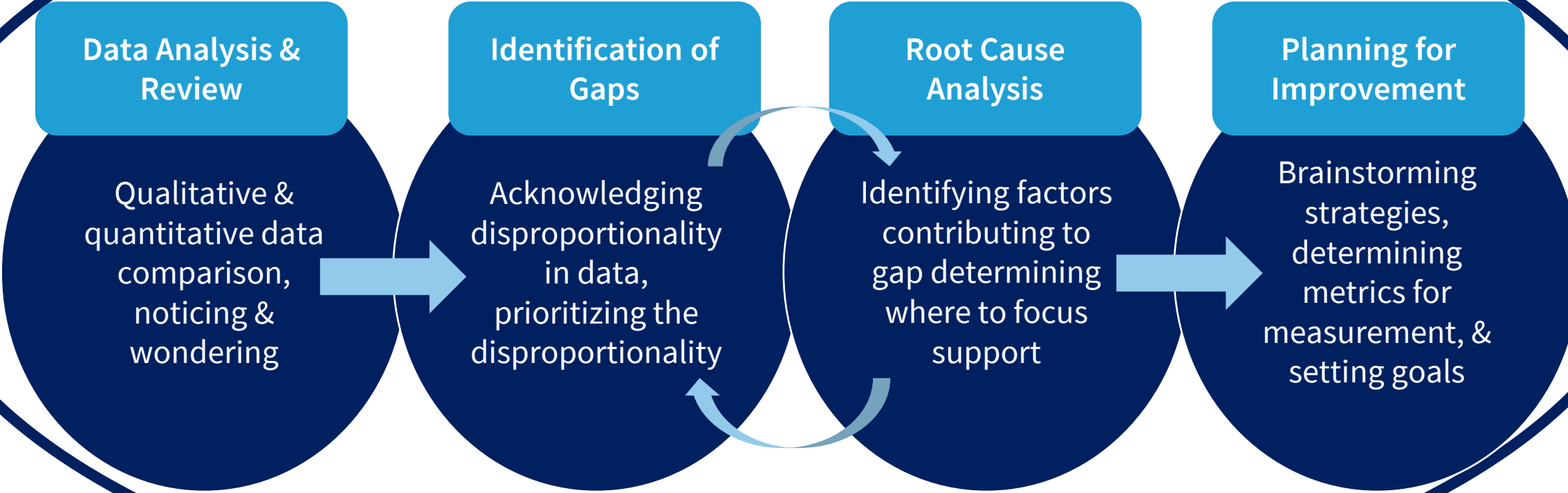
# QPR Scenario: Things to think about

## What Will You Do?

- **What are the root causes to your non-compliance?**
- **Who will be involved in the Action Plan steps?**
- **What metrics will you use to measure improvement?**
- **What will your timeline be?**

# CONTINUOUS IMPROVEMENT PROCESS - REVIEW

## Stakeholder Engagement



# Timeline

Technical Assistance Timeline			
November 1 - 6	November 6 - December 15	January 2 - 31	Feb 1 - March 15
Data Release	EPS & District Initial Meeting	In-Person Workshops (4)	Follow-up Meeting EPS & District
Notification Email	Survey Completed/Updated by pathway	Action Plan Development	Action Plan Approval
EPS & District Contact	Action Plan Development	EPS & District Ongoing TA	
QPR Overview Webinar			

# Resources



Home > Career Tech > Quality Program Review

## LATEST NEWS

[Request for Qualifications for the 2024-2025 List of Approved of Assessments Posted](#)

[Register for the 2023 Ohio Assessment Conference](#)

[Readiness Assessments extended through 2024](#)

[View All News](#)

## Quality Program Review

The intent of the Career-Technical Education Quality Program Review is to maximize the use of resources improving the quality of career-technical education programs. The Career-Technical Education Program Review is a one to five-year process. The district conducts a self-review and creates and implements identified improvement strategies for non-compliance areas identified in the compliance system. This work is completed in collaboration with the Career-Technical Planning District and the Ohio Department of Education.

The indicators for the FY2021 Pathway Data and beyond will align to the **Strengthening Career and Technical Education for the 21st Century Act (Perkins V)**, the **Career-Technical Planning District Report Card** and will be **Technical Skill Attainment, Work-based Learning and Post-Program Placement**.

[Quality Program Review Performance Levels and Component Chart](#)

## Resources

- » [2023-24 Quality Program Review Monitoring Technical Manual](#)
- » [Ohio's Quality Program Standards for Career-Technical Education Programs](#)
- » [Quality Program Review Guidebook](#)
- » [Action Plan Goal Template](#)
- » [Quality Program Standards Survey Template](#)



# QUESTIONS?

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