

PIONEER TECHNOLOGY CENTER
OVERVIEW
INSTRUCTIONAL AREA PLANNING PROCESS

**PURPOSE**

Instructional area planning is completed annually for each instructional area. The areas documented in the **Instructional Area Planning Instrument** are considered key success indicators for measuring instructional area effectiveness. The percentages for the key indicators determine the need for additional analysis and planning. This tool is designed to assist PTC staff in making data-driven decisions regarding instructional area development, continuation and/or termination.

COMPONENTSPREVIOUS YEAR DATA (Completion/Placement)

Positive Target Percentages (+Target %) have been established as markers to identify instructional area strengths and weaknesses. Any item with a Positive Target Percentage of 70% or less will be reviewed; strategies and goals will be developed to improve the deficiency. **Analysis Percentages** (*Analysis %) are reviewed to determine trends that may be affecting instructional area effectiveness. Strategies and goals will be developed as needed to effect instructional area performance.

CURRENT YEAR DATA (Enrollment/End-of-Year Status (Predictive)/Industry Credentialing)

Enrollment data is reported to the PTC Board of Education quarterly. These snapshots are recorded and Percent of Capacity (% of Capacity) determined. If Percent of Capacity is below 75% in any quarter, strategies and goals are developed, as needed, to address improvement options. The **End-of-Year Status** data is predictive based on information collected from the students by the instructor at the end of the current school year. This information is reviewed by the Instructor and Instructional Director to identify weak area. Strategies and goals are developed as needed to address identified weaknesses. **Industry Credentialing** data is collected at the end of the school year. This data is used to report to sending High Schools for A-F grading reports and for expected ODCTE follow-up requirements.

CALCULATION FORMULAS

Completion—Count (in defined area) divided by Total

Placement—Count (in defined area) divided by Total CM Completers/Course Concentrators

Enrollment—Student Count (Enrollment) divided by Capacity; Average Enrollment divided by Capacity

End-of-Year Status—Student Count (Returning, Exiting, Status Unknown, No Show) divided by Total Students Served; Student Count (in sub-categories of Returning and Exiting) divided by Student Count (Returning or Exiting)

Industry Credentialing—Student Count (in defined area) divided by Total Exiting CM Completers/Course Concentrators

COMPLETION TIMEFRAME

The data can be accumulated throughout the year starting by 1) collecting Enrollment data in September and November; 2) completing the Follow-up Data portion in January using the End-of-Year Status Student Roster (completed by the Instructor in May of the *previous* year); 3) collecting the remaining Enrollment data in February and April; then 4) completing the process by collecting the End-of Year Status and Industry Credentialing information from the Instructor in May of the *current* year. Another option is to complete the entire process in May of each school year after all data is available. Strategies and goals are developed by the Instructor and the Instructional Director; they are reviewed and implemented no later than the first week of August for the ensuing school year.

GUIDELINES**PREVIOUS YEAR FOLLOW-UP DATA SUMMARY**

The **Completion, Placement** and **Wage Data** portions of the **Instructional Area Planning Instrument** are completed when District Follow-up Data is received from the ODCTE, generally in January. This Follow-up Data reflects information reported for the previous school year. In addition to the Follow-up Data, the predictive End-of-Year Status information completed at the end of the previous school year is used as a reference tool for students not reported in the Follow-up Data. (The End-of-Year Status information is explained in the Current Year Data Summary section.) The Student Count for each line item is determined (based on Follow-up Data) and entered into the table. The embedded formulas calculate Positive Target Percentages or Analysis Percentages. Any student(s) appearing on the End-of-Year Status information not reflected in the Follow-up Data should be verified and explained in the Notes section. Strategies and goals may be developed by the Instructor and Instructional Director to address any areas of concern presented in an analysis of the data.

Note: For the purpose of this data summary:

1. **Data utilized for this segment is collected from the ODCTE Follow-up Reports – “Completion Summary by Career Major” and “Placement Summary by Career Major”**
2. **Completion** Total is equal to the total number of students reflected on the Follow-up Report. Students completing multiple Career Majors will be counted in the Total for each Career Major completed.
3. **Placement** Total CM Completers/Course Con. is equal to the number of students shown in the Completed CM and Course Concentrator columns on the Follow-up Report.
4. Individuals cannot be counted as both Employed and Continuing Education. Therefore, students reported as Employed Related to CM or Cluster are not counted as Continuing Education even if they are pursuing further education. Students who are reported as Employed Unrelated or Unemployed but are pursuing further education are counted as Continuing Education.
5. **Wage Data** information collected is also located on the “Placement Summary by Career Major” report.

CURRENT YEAR DATA SUMMARY

The **Enrollment** section of the **Instructional Area Planning Instrument** is collected from data snapshots presented to the PTC Board of Education. (These reports are compiled by the PTC Counselor and are saved in the Director Team folder >Instructional Area Planning on the X drive.) Enrollment numbers are reported in September, November, February and April. Enrollment numbers reported at these times reflective relatively stable enrollment counts. This number is reviewed to determine if a program is over or under-enrolled or if there are periods when enrollment drops. This information is discussed with the Instructor. Recruitment or retention strategies may be developed or program changes may be explored (i.e. in response to consistently low enrolled programs, etc.). Some information may be explained by the length of Career Majors and/or points of previous entries.

The **End-of-Year Status** information in the **Instructional Area Planning Instrument** is generated by the Instructor at the end of each school year. At the end of the school year, the Instructor is provided a Student Roster from the Registrar listing any student enrolled in a Career Major during the course of the school year. The Instructor marks each student on the roster as one of the following: Career Major Completer; Course Concentrator; Return to Program; Return to High School; Transfer to Another PTC Program; Status Unknown; Exiting for Other Known Reasons; Exiting for Unknown Reasons; or No Show. Recording this information at the end of each school year helps the Instructor the following year when ODCTE Follow-up Data is collected. This information is also used to explain discrepancies between the number of students served and the number of students appearing in the Follow-up Data. The Instructor and the Instructional Director can use this information to determine what, if anything, could have been done or should have been done differently to keep students from leaving the program.

INSTRUCTIONAL AREA PLANNING INSTRUMENT

The **Industry Credentialing** section in the **Instructional Area Planning Instrument** is designed to capture data needed to report to sending high schools for reporting on the districts' A-F Reports and for anticipated ODCTE follow-up reporting. At the end of the school year, the Instructor is provided a Business and Industry Recognized Endorsements Roster from the Registrar listing any student enrolled in a Career Major during the course of the school year. The Instructor marks each student on the roster completing a business or industry recognized endorsement related to the career major for which enrolled. This information can be used to identify instructional areas lacking industry credentialing opportunities or to troubleshoot the reasons students may not be achieving industry credentials.

ANNUAL GOALS

Strategies and goals are developed by the Instructor and Instructional Director to address any areas of concern presented in an analysis of the IAPI data. The IAPI data is completed the prior spring; the data includes prior year ODCTE follow-up measures as well as current year enrollment and completion/retention analysis.

Target and **Analysis** percentages are reviewed and goals are identified and implemented no later than the first week of August for the ensuing school year. Goals may also carry over for more than one year, if implementation requires a multi-year plan.

Positive Target Percentages (+Target %) have been established as markers to identify instructional area strengths and weaknesses. Any item on the Completion or Placement tables on the Instructional Area Planning Instrument with a Positive Target Percentage of 70% or less will be reviewed; strategies and goals will be developed to improve the deficiency.

Analysis Percentages (*Analysis %) on the Completion and Placement tables are reviewed to determine trends that may be affecting instructional area effectiveness. Strategies and goals will be developed as needed to effect instructional area performance.

Student Survey Data is collected twice per school year at the end of each semester. This information is used for planning and goal setting.

PREVIOUS YEAR DATA SUMMARY—SY

Positive Target Percentages for each area:

- Above 85% - **Exceptional**—Share best practices
- 71-84% - **Satisfactory**—Monitor percentages and set goals
- 55-70% - **Watch**—Develop strategies and set goals for improvement
- Below 55% - **Unsatisfactory**—Develop plan for improvement; possible recommendation regarding program if on plan for improvement for 1-2 years.

Data collected from prior year ODCTE Follow-Up Reports – “Completion and Placement Summaries by Career Major”

Completion—Prior Year	Count	+Target %	*Analysis %
Completed CM			
Course Concentrators			
Continuing in (current) Career Major			
Skill Enhancement			
*Changed CM/Trnsf to other prgm @ PTC			
*Transferred to another school			
*Dropped—No longer in school			
Total			

Completion data is based on the previous year's Student Roster and ODCTE follow-up reports. It is possible for a student to complete multiple Career Majors in some programs. **All completed Career Majors** are reported on the *Completed CM* line and counted in the *Total*.

NOTES:

Placement—Prior Year	Count	+Target %	*Analysis %
Military			
Employed Related to CM			
Employed Related to Cluster			
Continuing Education			
*Employed Not Related			
*Unemployed but Seeking			
*Not in Labor Force			
*Unknown			
Total CM Completers/Course Con.			

Placement data is calculated on **all** Career Major Completers and Course Concentrators and based on ODCTE follow-up reports.

Wage Data - Prior Year	# Wages Reported/ # Employed	% Reporting Wage	Average Wage (per hour)

Wage data is based on Career Major Completers as reported on the ODCTE follow-up reports.

(+Target %) For any areas with Positive Target Percentages below the satisfactory level, the instructor will develop strategies and goals for improvement.
 (*Analysis %) The instructor and instructional director will analyze trends and identify strategies and goals to address areas needing improvement.
 Short-term and long-term objectives, including measurement criteria to determine achievement of the objectives, should be developed using the **Strategies and Goals Planning Form**.

CURRENT YEAR DATA SUMMARY—SY

Enrollment—Quarterly enrollment data will be reviewed at the end of each academic year. If the instructional area enrollment is below 75% during any quarter, strategies and goals will be developed to address improvement options as needed. Short- term and long-term objectives, including measurement criteria to determine achievement of the objectives, should be developed using the **Strategies and Goals Planning Form**.

Data from Quarterly Enrollment Reports	Capacity:	
Enrollment*—Current Year	Student Count	% of Capacity
Initial (September)		
Second Quarter (November)		
Third Quarter (February)		
Fourth Quarter (EoY)		
Average Enrollment Data		
*Based on PTC Board Report data.		

End-of-Year Status—Utilizing the End-of-Year Status information, the instructor and instructional director will analyze trends and identify strategies and goals to address areas needing improvement. Short- term and long-term objectives, including measurement criteria to determine achievement of the objectives, should be developed using the **Strategies and Goals Planning Form**. Data collected from Projected Completion Roster

Total Students Served <small>[Fulltime students are listed once]</small> (See attached printout):			
End-of-Year Status—Current Year	Student Count	% of SC	% of Total Students
Returning			
CM Completers (% of Returning)			
Exiting			
CM Completers (% of Exiting)			
Course Concentrators (% of Exiting)			
Transfers to Other PTC Program (% of Exiting)			
Returning to Home School (% of Exiting)			
Other Known Reasons (% of Exiting)			
Other Unknown Reasons (% of Exiting)			
Status Unknown			
No Show (Initial Entry)			

Industry Credentialing—Workplace success is directly related to area of study industry credentials. The instructor and instructional director will review the percentage of Career Major Completers and Course Concentrators exiting with industry credentialing to determine if intervention strategies/goals are needed. (Not all instructional areas have 1, 2, or 5 level industry credentialing options.) Short-term and long-term objectives, including measurement criteria to determine achievement of the objectives, should be developed using the **Strategies and Goals Planning Form**.

⊕Total Exiting CM Completers/Course Concentrators:		
Industry Credentialing—Current Year	Student Count	% of CMC/CC Exiting
CMC/CC Exiting with 1, 2, 5 Credential		
CMC/CC Exiting with B, S, G, P WorkKeys		

⊕ Use Total Exiting CM Completers and Exiting Course Concentrator Student Counts from End-of-Year Status table.

Industry Credentialing percentages are calculated on Career Major Completers and Course Concentrators utilizing the Business and Industry Recognized Endorsements Form and WorkKeys Data provided by the Academic Center.

INSTRUCTIONAL AREA PLANNING INSTRUMENT

INSTRUCTIONAL AREA:

Current Year Student Participation Data

Data is collected from CTSO workbook and WBL workbook. CTSO data is based upon highest percentage of participation in any CTSO event. WBL percentage is based on number of unique students with WBL activity recorded.

WBL & CTSO Participation		
	Student Count	% of Total Students
WBL		
Participation Rate		
CTSO		
# of CTSO Memberships		
# participating in Activities Events		

Current Year Student Survey Data

Student questions and yes no responses. The data shown is collected from student YES responses.

Survey Questions	Semester 1 Result		Semester 2 Result	
	District %	Class %	District %	Class %
When I struggle in my Pioneer Technology Center program, my instructor at PTC will help me?				
My instructor cares if I participate in the classroom / clinical / labs / shop?				
My instructor discusses my academic / career major / program with me?				
My instructor is knowledgeable about my program skill area and teaches in a way I can understand?				
My instructor is organized and prepared for class?				
My instructor handles discipline issues effectively?				

Instructional Area Planning Instrument (IAPI) Goal Setting and Planning Form

Program:	Instructor:	School Year:
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NOTE: Highlight the areas the goals align with: Completion/Placement/Retention/Enrollment/ Credentialing

Unsatisfactory Below 55%	Watch 55-70%	Satisfactory 71-84%	Exceptional Above 85%	<p>Positive Target Percentages (+Target %) have been established as markers to identify instructional area strengths and weaknesses. Any item on the Completion or Placement tables on the Instructional Area Planning Instrument with a Positive Target Percentage of 70% or less will be reviewed; strategies and goals will be developed to improve the deficiency.</p> <p>Analysis Percentages (*Analysis %) on the Completion and Placement tables are reviewed to determine trends that may be affecting instructional area effectiveness. Strategies and goals will be developed as needed to effect instructional area performance.</p>
Enrollment %				
Completion %				
Placement %				
Credentialing %	WorkKeys:	Industry:		
Wage%	Reported:	Avg/Hour:		
CTSO %				
WBL%				

Long Term Goal(s)– Completion/Placement/Retention/ Enrollment/Credentialing

Action Plan(s):	Targeted Date of Completion	Completed?	
		Yes	No
		Yes	No
		Yes	No
		Yes	No

Instructor Program Goals

Action Plan(s): <i>Please include the frequency of your data tracking and source of the data.</i>	Targeted Date of Completion	Completed?	
		Yes	No
		Yes	No
		Yes	No
		Yes	No

PROJECTED NEEDS: PLANNING FOR THE NEXT 3-5 YEARS, LIST ANTICIPATED NEEDS IN EACH OF THE AREAS IDENTIFIED BELOW.

Professional Development	Curriculum	Equipment	Facilities	Staffing