

CTE 5150: CCQI Data Activity
Advanced Formative Assessment: Data Literacy and Use of Data to Develop Supportive
Environments

Alignment

Alignment to National Standards

This assignment aligns with the following Missouri Leadership Development Standards:

Visionary Leadership (#3 & 4):

- Understands how multiple sources of data connected to a mission, vision and core values.
- Knows the importance of utilizing employment trends and forecasting data to improve and expand Career & Technical Education (CTE) programming.

Instructional Leader (#5):

- Knows, uses, and understands multiple strategies for analyzing data to inform the instructional process.

Managerial Leader (#9)

- Utilizes CCQI to develop, evaluate, expand, and improve local CTE programs, including CTSOs and business/industry/workforce partnerships.

Relational Leadership (#3):

- Understands how to build positive relationships in support of student learning and well-being.

How Alignment is Assured

Alignment to standards is identified for students on the course syllabus. This assignment specifically provides an opportunity for current and future CTE administrators to explore secondary and postsecondary issues specific to his or her interest. It includes research, identifying best practices and/or trends, and implementing findings into CTE programs.

Evidence Overview

Use of Assessment as Part of the Quality Assurance System

This is a formative assessment for ensuring leaders have data literacy skills. Students are required to use the CCQI tool to evaluate one of their local CTE programs by researching multiple sources of program performance data. Once the data has been collected and analyzed, the students then develop a plan for improvement. Students must take into consideration the school culture, resources, and local workforce needs.

Details of Assessment Administration

The CTE 5150 course is a required course, often taken as one of the first CTE administrator certification courses. The course is offered online and students have access to the assignment materials from the beginning of the semester. All students in the course are required to complete this assignment.

How the Evaluation is used to Measure Candidate Progress

This assignment is used to provide formative feedback to candidates on their progress towards certification requirements. The faculty member of this course monitors candidates' abilities.

Evidence and Analysis

Directions Delivered to Candidates

See attached assignment sheet.

Evaluation Instrument

See attached assignment sheet.

Assurance of Reliability and Validity

We review multiple years of data to ensure consistency and reliability. This assessment has been reviewed by CTE administrators to assure content validity.

Presentation of Data (Provide documentation demonstrating candidates' performance on the assessment)

Assignment 7	CCQI	
	Mean M	Standard Deviation SD
Fall 2019 (n=12)	99	3.16
Fall 2020 (n=12)	99.17	1.34
Fall 2021 (n=14)	99.28	2.67
Overall Average (n=38)	99.15	2.39

Analysis and Interpretation

This formative assessment data was collected and analyzed for the Fall semesters of 2019, 2020, and 2021. In 2019, n=12 students completed the assignment. The mean score was 99.0 with a SD of 3.16 and this was the lowest mean score of the three years. In 2020, n=12 students completed the assignment. The mean score was 99.17 with a SD of 1.34. The final year, 2021, n=14 students completed the assessment. The mean score was 99.28 with a SD of 2.67, which was the highest mean score of the three years. Over the three year period, n=38 students completed the assignment with a mean score of 99.15 and a SD of 2.39.

Continuous Improvement**Focus Area(s)**

Common Criteria Quality Indicators (CCQI) is a CTE quality program evaluation tool created by the MO Department of Elementary and Secondary Education. The tool is used by the state to ensure MO CTE programs meet the accountability measures required by Federal Perkins funding. Students are required to use the tool to evaluate and develop a plan for improving a local CTE program. Students research multiple sources of data and make recommendations based on their local school district environment and workforce needs.

We collect student course evaluation feedback as well solicit qualitative feedback at the end of each course to make updates each year

CCQI ACTIVITY

Unit Objective:

Be provided a forum for discussing program and school accreditations.

Assignment Objectives:

1. The student will review the Common Criteria and Quality Indicators for Secondary (or Post Secondary) Career Education Programs Evaluation and Program Improvement Tool.
2. The student will evaluate a career education program using the Common Criteria and Quality Indicators for Secondary (or Post Secondary) Career Education Programs Evaluation Tool.
3. The student will develop a Program Improvement Plan for a career education program.

Assignment Guidelines:

The Office of College and Career Readiness has developed the Common Criteria and Quality Indicators for Career Education Programs. The six common criteria are:

- Criteria 1 – Programs of Study
- Criteria 2 – Curriculum
- Criteria 3 – Instruction
- Criteria 4 – Assessment
- Criteria 5 – Career and Technical Student Organizations
- Criteria 6 – Program Management and Planning

These criteria, along with the supporting quality indicators, are designed to provide guidance And direction to local school districts in establishing, maintaining, and evaluating quality career education programs.

Part 1 - Utilizing the CCQI Evaluation and Program Improvement Tool, the student will choose a program in his/her school and complete an evaluation, with the assistance of the instructor. After completing the evaluation tool, the student will use the supplied summary document to identify the scores in each criteria area, and write a short narrative summarizing the discussion and reasoning behind the scoring for each criteria.

Part 2 - Based on the identified areas of improvement, the student will develop an improvement plan using the format in the supplied summary document.

See assignment resources link for the summary document.

At the end of the assignment cite appropriate MLDS Standards that relate to this assignment. (You will be docked 5 points if you fail to cite the standards)

Final documents will be submitted through the link provided in Blackboard.

ASSIGNMENT RUBRIC	
50	TOTAL POINTS POSSIBLE
Points Earned	
30	<u>Program Evaluation</u> ___ Program Evaluation is complete and a summary of each criteria is included. (5 points for each criteria)
20	<u>Program Improvement Plan</u> ___ Final Program Improvement Plan demonstrates a solid understanding of the program evaluation and supports the results of the evaluation tool.
Point Deductions	
Up to -5 pts.	___ More than 5 errors in sentence writing (spelling; punctuation; grammar).
-5 pts.	___ Assignment deadline not met (10% deduction).
-5 pts.	___ Failure to cite MLDS (10% deduction)