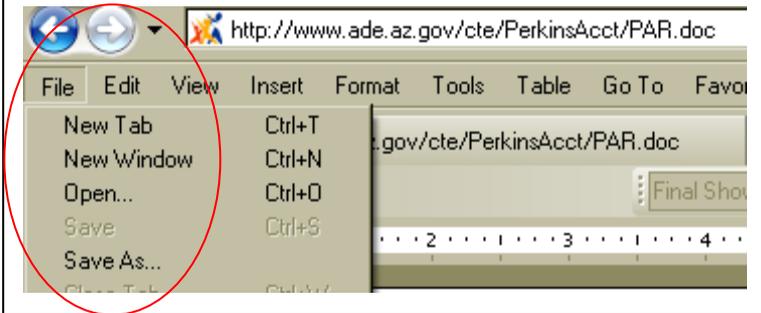


Instructions to fill in this form:

1. Click on File to open the Drop-Down list. Then click on Save As.

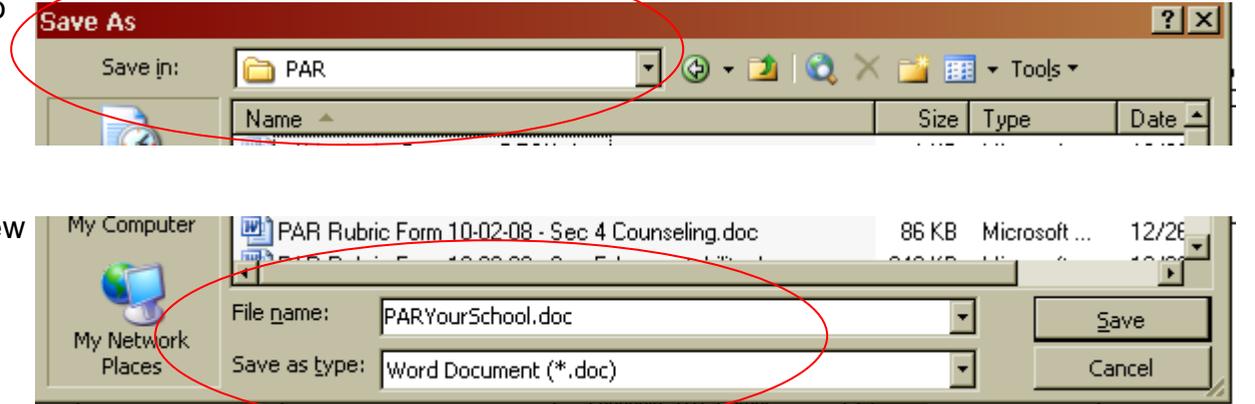


2. Select a location in which to save the file.

At the bottom of the Save As box, go to the File name field.

Click in the field and type a new name for the document, i.e. PARYourSchool.doc.

Close the original document.



3. Open the newly named document. At the top of the form click in the first fill-in form field to the right of "District". Use the TAB key on your keyboard to progress through the form fields or use your mouse to click in each field.

To enter data into a Check Box you may either use your mouse to direct your cursor to the box and click on the box to check or un-check the box – or, you may use the TAB key on your keyboard to move to the Check Box until it is highlighted and then hit the Enter key on your keyboard to check or un-check the box.

To enter data into a Text Field you may either use your mouse to direct your cursor to the Text Field, click on the field, and then type in your response – or, you may use the TAB key on your keyboard to move to the Text Field until it is highlighted and then type in your response.

To enter data in a Numerical Calculation Field you may either use your mouse to direct your cursor to the field, click on the field, and then type in your response – or, you may use the TAB key on your keyboard to move to the field until it is highlighted and then type in your response. When you exit the Numerical Calculation Field the answer will calculate in the quotient field.

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

District: **High School:** **Review**

The PAR is to be used to conduct an assessment of the District's CTE Programs. The PAR will assist ADE/CTE staff in identifying areas of strength as well as areas that require improvement. Areas that require improvement will result in a program improvement plan, which could be amended to your Basic Grant. "Sample Evidence" column is not all inclusive.

Unit	Criteria	Not Evident (NE0)	Approaching Attainment (A&1)	Attained (A/2)	Exceeded (E/3)	Sample Evidence
Federal Programs Unit						
ADMINISTRATION SUPPORT for CTE						
Federal Programs - Basic	1A. Principal and		Knowledge of CTE programs and offers minimal support.	1. Course catalog reflects coherent sequence of CTE courses.	Site Administrator promotes: 1. academic integration 2. collaborative learning	The school is a facility space, and funding for

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

District: _____

High School: _____

Review Date: _____

The PAR is to be used to conduct an assessment of the District's CTE Programs. The PAR will assist ADE/CTE staff in identifying areas of strength as well as areas that requires improvement. It is expected that areas that require improvement will result in a program improvement plan, which could be amended to your Basic Grant.

“Sample Evidence” column is not all inclusive and not all items identified are necessary as evidence.

Unit	Criteria	Not Compliant	Partially Compliant	Compliant	Exceeds Compliance	Sample Evidence	Commendations/Recommendations
Federal Programs Unit							
ADMINISTRATION SUPPORT for CTE							
Federal Programs - Basic Grant Spec (BG) and visiting Local Director (LD)	1A. Principal/ Local Director/ Site Administration		1. Limited knowledge of CTE programs and offers minimal support. 2. More work needed to gain support.	1. Course catalog reflects coherent sequence of CTE courses. 2. Principal serves on CTE Advisory Boards and participates in annual program evaluation. 3. CTSO's active on campus. 4. Master schedule is conducive to enrollment in a coherent sequence of CTE courses.	Site Administrator promotes: 1. academic integration 2. collaborative learning 3. national standards for staff professional development 4. involvement from business & industry 5. cooperative education/ internships as capstone experience	<input type="checkbox"/> The school is allocating facility space, equipment and funding for the program start-up <input type="checkbox"/> Master schedule <input type="checkbox"/> FTEs in CTE <input type="checkbox"/> Course Catalog or description book <input type="checkbox"/> Promotional materials <input type="checkbox"/> Website <input type="checkbox"/> Advisory committee/annual program evaluation membership roster <input type="checkbox"/> Block schedule (____ minutes) <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Federal Programs - BG Spec and LD	1B. District Administrator (one with most longevity)		1. Limited knowledge of CTE program and offer minimal support. 2. More work needed to gain support.	1. CTE programs showcased on school board agenda and minutes. 2. Participates in the annual evaluation and/or PAR.	District administrators & board take active role in promoting & supporting CTE programs: 1. state of the art facilities 2. computer-aided/ITV provide distance learning 3. provide non-trad curriculum delivery methods (block schedule, ITV, Career Pathways)	<input type="checkbox"/> The district is allocating resources for the program start-up <input type="checkbox"/> Board agenda/minutes <input type="checkbox"/> Annual program evaluation roster <input type="checkbox"/> District admin has CTE background/experience <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

Unit	Criteria	Not Compliant	Partially Compliant	Compliant	Exceeds Compliance	Sample Evidence	Commendations/Recommendations
Federal Programs Unit							
Federal Programs - BG Spec and LD	1C. Budget/Funding Business Manager		1. Budget consists of rough estimates of anticipated expenses/resources 2. No itemized budget for any program	1. Produce detailed expenditure report that matches all grant guidelines 2. Demonstrates appropriate use of funds 3. Itemized budget for individual CTE program	1. Expenditure report shows consistent M & O support 2. Starts programs with district funds 3. Sustains and improves programs with district funds 4. Eliminates programs that fail to produce measurable outcomes	<input type="checkbox"/> Funds shown as a line item in the schools approved budget <input type="checkbox"/> Budget <input type="checkbox"/> Expenditure Report <input type="checkbox"/> POs/Invoices <input type="checkbox"/> Fixed Asset List <input type="checkbox"/> Stewardship List <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
REPORTING							
Federal Programs – BG Spec	1D. Timely & Accurate Reporting		1. Submitted 50% of reports on time 2. Brief details 3. No measurable outcomes 4. Subjective	1. Reports submitted by due date 2. Includes detail and measurable outcomes 3. Some objective criteria	1. High level of detail 2. Provides documentation to support outcomes 3. Meets targeted completion dates	<input type="checkbox"/> Midyear Narrative <input type="checkbox"/> Final Narrative <input type="checkbox"/> Final Desk Monitoring or PAR	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
NOTICE OF NONDISCRIMINATION							
Federal Programs – BG Spec	1E. Annual Public Notification of Non-discrimination		1. District has a brief notification of nondiscrimination statement 2. It is not published annually prior to the beginning of school 3. It does not contain all the necessary information	1. District annually provides public notification in media designed to reach the general public at the beginning of each school year stating that the CTE programs are offered without discrimination 2. Includes name and contact information for Section 504 and Title IX Coordinator 3. Notice only in English	1. Annual public notification also includes a listing of CTE program offerings 2. States a lack of English language skills will not be a barrier to admission 3. Notice is available in other languages as needed and in more than one media	<input type="checkbox"/> Newspaper <input type="checkbox"/> Website <input type="checkbox"/> Newsletter <input type="checkbox"/> Student/parent handbook <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

Unit	Criteria	Not Compliant	Partially Compliant	Compliant	Exceeds Compliance	Sample Evidence	Commendations/Recommendations
Federal Programs Unit							
NOTICE OF NONDISCRIMINATION							
Federal Programs – BG Spec	1F. Continuous Notification of Non-discrimination		1. District has a notice of nondiscrimination 2. It does not appear in all publications that go to the district service area	1. District includes a notice of nondiscrimination in at least 90% of the publications including recruitment material	1. All publications (including the website) have the nondiscrimination statement in English and other languages as needed 2. Includes Title IX and Section 504 Coordinators	<input type="checkbox"/> Course description book <input type="checkbox"/> Student and/or parent handbook <input type="checkbox"/> Recruitment materials <input type="checkbox"/> Website <input type="checkbox"/> DVDs/CDs <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
SPECIAL POPULATIONS (Disabled/Handicap, Limited English Proficient, Economic Disadvantaged, and Single Parent, Non-Traditional)							
Federal Programs – BG Spec	1G. Special Population Enrollment (Access)		Special population enrollment in CTE is not equivalent to district's special population enrollment	Special population enrollment in CTE is equivalent to district's special populations enrollment by +/-10%	Each CTE program area reflects special population enrollment whose percentage is equivalent to district enrollment	<input type="checkbox"/> Program enrollment comparisons <input type="checkbox"/> 40 th /100th day enrollment <input type="checkbox"/> 9-12 site enrollment <input type="checkbox"/> Desk Monitoring Assurance 2 calculations <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

1G. ACCESS CALCULATIONS: This assurance determines the level of **access** for student groups. Calculate the percentages for Special Education (Sp Ed) & Sex:

<input type="checkbox"/> *District Special Ed % = $\frac{\text{District 9-12 Sp Ed Enrolled}}{\text{District 9-12 Enrolled}}$ _____ = _____	<input type="checkbox"/> **CTE Special Ed % = $\frac{\text{CTE 9-12 Sp Ed Enrolled}}{\text{District 9-12 CTE Enrolled}}$ _____ = _____
<input type="checkbox"/> *District Male % = $\frac{\text{District 9-12 Male Enrolled}}{\text{District 9-12 Total Enrolled}}$ _____ = _____	<input type="checkbox"/> **CTE Male % = $\frac{\text{CTE 9-12 Male Enrolled}}{\text{District 9-12 CTE Enrolled}}$ _____ = _____
<input type="checkbox"/> *District Female % = $\frac{\text{District 9-12 Female Enrolled}}{\text{District 9-12 Total Enrolled}}$ _____ = _____	<input type="checkbox"/> **CTE Female % = $\frac{\text{CTE 9-12 Female Enrolled}}{\text{District 9-12 CTE Enrolled}}$ _____ = _____

*Use the most current (unduplicated) October 1st enrollment figures
**Use the most current VOCl-26 (Master Program enrollment) figures.

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

Unit	Criteria	Not Compliant	Partially Compliant	Compliant	Exceeds Compliance	Sample Evidence	Commendations/Recommendations
Federal Programs Unit							
Federal Programs – BG Spec	1H. Services to Special Populations (Progress)		1. Lack of provisions for members of special population 2. Little or no planning to provide supplemental services 3. Lack of resources for teachers to provide services 4. Intervention fails to meet student needs	1. Defined provisions for members of Special Populations 2. Clear outline of supplemental services 3. Resources available to teachers 4. Intervention meets student needs	1. Support services, strategies and activities enable special populations to meet SALP 2. Integrated team approach to services and resources 3. Intervention mainstreams students for curricular success and supports IEP transition plan	<input type="checkbox"/> Sample IEP <input type="checkbox"/> IEPs Show student success, notes, dates, initials <input type="checkbox"/> Instructional/classroom aide <input type="checkbox"/> Adaptive devices <input type="checkbox"/> IEP Team Members <input type="checkbox"/> Class Rosters <input type="checkbox"/> Transition Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Federal Programs – BG Spec	1I. Completion (Success)		Special Population students complete at rates outside 10% of the rate of the district's total non-special population	Special Population students complete at or within 10% of the same rate as non-special population students in the district	Special population students complete at or within +/-5% of the same rate as non-special population students in each CTE program area	<input type="checkbox"/> Concentrator reports <input type="checkbox"/> Program enrollment <input type="checkbox"/> Desk Monitoring Assurance 3 (prior year) <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

1I. SUCCESS CALCULATION. This assurance determines the level of **success** for student groups. Calculate non- and special population concentration percentages:

Non Sp Pops Concentrator % = $\frac{\text{Non Sp Pops Concentrators}^*}{\text{Career Prep Non Sp Pops Enrolled}^{**}}$ _____ = _____
 Sp Pops Concentrator % = $\frac{\text{Sp Pops Concentrators}^*}{\text{Career Prep Sp Pops Enrolled}^{**}}$ _____ = _____

NOTE: If these percentages sum to 100%--e.g., 83% Non Sp Pops Concentrators and 17% Sp Pop Concentrators--the respective student groups are being divided by the total enrolled. This is incorrect and will put programs in a far worse light.

4. Based on the calculated percentages, are Special Population CTE students concentrating at the same rate (+/- 5 percentage points) as Non-Special Population CTE students? Yes No **If “no”, cite PIR goals (amend current BG or include in next year’s BG) that include the district plan for improvement.**

*Use the most current Concentrator report figures.

** Use the most current VOICI-26 Master Program enrollment figures. **NOTE: When added together the two denominators should sum to the ‘Total Program Count’ shown on the VOICI 26.**

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

Federal Programs Unit							
FISCAL ASSURANCES		Yes = Compliant. No = Not Compliant.		Commendations/Recommendations			
Federal Programs – BG Spec	1J. Audits	What is the date of the most recent audit of the districts CTE funds (state or federal)? NOTE: Explain to the LEA this is the annual district audit conducted by an independent CPA firm.	Date of Audit: Audit Firm: Lead Auditor: CTE Audit Exceptions:	<input type="checkbox"/> NC <input type="checkbox"/> C			
Federal Programs – BG Spec	1K. Conflict of Interest	Were any items purchased with Perkins or state funds from a vendor that employs a district employer or relative of a district employee? (if Yes, explain)	YES <input type="checkbox"/> NO <input type="checkbox"/>	<input type="checkbox"/> NC <input type="checkbox"/> C			
		Were any items purchased with Perkins or state funds from a vendor in which a district employee has a financial investment? (If Yes, explain)	YES <input type="checkbox"/> NO <input type="checkbox"/>				
Federal Programs – BG Spec	1L. Fixed Assets List/ Inventory	Does district have an established process for the:			<input type="checkbox"/> NC <input type="checkbox"/> C		
		purchase,	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		identification, and	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		Inventorying of capital/equipment purchased with Perkins funds? (If No/unchecked, explain)	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		Based upon an approved project capital expenditure page, does equipment with a unit cost of \$5,000 or more, purchased with Perkins funds, appear on the district's fixed assets listing? Note: If the district guidelines stipulate an amount less than \$5,000, the fixed asset listing should reflect the district guideline.	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		(If No/unchecked, provide a corrective action plan to address deficiency)					
		Does the Fixed Assets listing provide the:					
		Location (school, department, building, etc.)	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		identification number (tag number, serial number, or other number that specifically identifies the item)	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		Description (model number, size, color, etc)	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		Method of acquisition (purchase, donation, construction, trade, or lease-purchase)	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		Source of funding	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		Acquisition date (month and year of acquisition)	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		Purchase document number (P.O. number, voucher number, or other document number that can be used to trace to the supporting documentation)	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
Actual or estimated historical cost	YES <input type="checkbox"/>	NO <input type="checkbox"/>					
Condition of asset (for asset with unit costs of \$5,000 or more purchased with federal monies)	YES <input type="checkbox"/>	NO <input type="checkbox"/>					
Percentage of federal participation (for assets with unit costs of \$5,000 or more purchased with federal monies)	YES <input type="checkbox"/>	NO <input type="checkbox"/>	<input type="checkbox"/> NC <input type="checkbox"/> C				

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

Federal Programs Unit							
FISCAL ASSURANCES		Yes = Compliant. No = Not Compliant.			Commendations/Recommendations		
Federal Programs – BG Spec	1M. Stewardship List	Does the District maintain a stewardship list for items costing at least \$1,000 but less than \$5,000? (or the District's capitalization threshold if less than \$5,000) (If No, explain)	YES <input type="checkbox"/>	NO <input type="checkbox"/>	<input type="checkbox"/> NC <input type="checkbox"/> C		
		Does the:					
		stewardship list include the description,	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		identification number (tag number, serial number, or other number that specifically identifies the item),	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		physical location, and	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
	the month and year (mm/yyyy) of acquisition?	YES <input type="checkbox"/>	NO <input type="checkbox"/>				
Federal Programs – BG Spec	1N. Supplanting	Did this Basic Grant application request funds for vocational expenditures which were previously paid for by non-federal funds? (If Yes, explain)	YES <input type="checkbox"/>	NO <input type="checkbox"/>	<input type="checkbox"/> NC <input type="checkbox"/> C		
		Did this Basic Grant application request funds to purchase textbooks? If yes, are these textbooks required for the course/program?	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		Did this Basic Grant application request additional funding for personnel costs over and above the previous year's grant? (If Yes, explain)	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
Federal Programs – BG Spec	1O. Time & Effort [OMB CIRCULAR NO. A-87 Revised 05/10/04] <i>(Standards regarding time distribution are in addition to the standards for payroll documentation)</i>	Are Perkins funds being used to pay salaries/stipends of staff working less than 100% of their time on CTE activities? (If Yes, explain) If no, the remaining items do not apply	YES <input type="checkbox"/>	NO <input type="checkbox"/>	<input type="checkbox"/> NC <input type="checkbox"/> C		
		If yes, does the employee's position description (PD) detail their CTE responsibility? (If No/unchecked, provide a corrective action plan to address deficiency)	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		Does the employer's PD state the percentage of time they will work on CTE activities? (If No/unchecked, provide a corrective action plan to address deficiency)	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages should be supported by personnel activity reports or equivalent documentation. OMB CIRCULAR NO. A-87, Attachment B, Item 8 (Compensation for personal services). Does the district have a formal time and effort reporting system in place? (If No, explain)	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		Does the district time and effort reporting system meet the following standards:					
		Reflect an after the fact distribution of the actual activity of each employee?	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		Account for the total activity for which each employee is compensated?	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		Are the reports prepared at least monthly and coincide with one or more pay periods?	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		Are the time and effort reports signed by the employee?	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
		(If No/unchecked, provide a corrective action plan to address deficiency)					
		Budget estimates or other distribution percentages:					
		Reflect a reasonable approximations of the CTE activity actually performed;	YES <input type="checkbox"/>	NO <input type="checkbox"/>			
Does the LEA conduct quarterly (or more frequent) comparisons of actual costs to budgeted distributions based on the monthly activity reports? (Note: costs charged to Federal awards to reflect adjustments made as a result of the activity actually performed may be recorded annually if the quarterly comparisons show the differences between budgeted and actual costs are less than 10 %.)	YES <input type="checkbox"/>	NO <input type="checkbox"/>					
The budget estimates or other distribution percentages are revised at least quarterly, if necessary, to reflect changed circumstances.	YES <input type="checkbox"/>	NO <input type="checkbox"/>					

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

Federal Programs Unit

FISCAL ASSURANCES

- Evidence for fiscal assurances:
- Basic Grant application (current and last 2 years)
 - Completion reports for above (current and last 2 years)
 - Purchase orders (POs)
 - Invoices
 - Inventory lists by program
 - Stewardship lists
 - Fixed asset inventory lists
 - Time and effort logs
 - Job descriptions
 - Stipend (Addendum for off contract compensation)
 - General ledger pages
 - _____
 - _____
 - _____

Federal Programs Unit PAR Comments:

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

District:

Unit	Criteria	Not Compliant	Partially Compliant	Compliant	Exceeds Compliance	Commendations/Recommendations
CAREER PATHWAYS UNIT: All forms listed are required for an evaluation; to obtain a certain category you must have more than 50% of the items in that column.						
PROGRAM NAME:			Program Birth Date:			
Career Pathways – State Supervisor	2A. Equipment		<p><i>At least 50% of recommended specific program equipment is available with a plan to procure remainder or plan to utilize equipment off site.</i></p> <p><input type="checkbox"/> 50% of equipment from the ADE recommended list <input type="checkbox"/> Written plan to procure or have purchase orders for equipment not currently in place. <input type="checkbox"/> List of equipment being utilized at offsite location.</p>	<p><i>All recommended program equipment is available, in use and in good working condition and is the industry's most up to date equipment.</i></p> <p><input type="checkbox"/> 100% of equipment from the ADE recommended list is available. <input type="checkbox"/> All equipment is in working order.</p>	<p><i>Available equipment exceed CTE program equipment list.</i></p> <p><input type="checkbox"/> List additional equipment beyond the 100% of equipment from the ADE recommended list that is industry current. <input type="checkbox"/> Inventory showing all equipment available and in good condition. <input type="checkbox"/> Space is ergonomically adapted to the individual program.</p>	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Career Pathways – State Supervisor	2B. Collaboration with Industry		<p><i>Collaboration with Industry is established for the CTE program.</i></p> <p><input type="checkbox"/> List of CTE program Advisory Board members with contact information. <input type="checkbox"/> Written plan for how the advisory board will work with your program.</p>	<p><i>Industry partnerships established with CTE programs through active participation.</i></p> <p><input type="checkbox"/> Minutes of Advisory Board meeting that address CTE program including email. <input type="checkbox"/> Documentation of site visits by partners to the school. <input type="checkbox"/> Newspaper Clippings. <input type="checkbox"/> Brochure for Public Relations.</p>	<p><i>Industry partnerships through collaboration are actively involved in CTE programs and provide support such as: Training sites for students, employment opportunities upon completion of program and/or partners teaching several classes/year.</i></p> <p><input type="checkbox"/> Strategic 5 year plan. <input type="checkbox"/> Letters of commitment from Industry Partners for services they provide. <input type="checkbox"/> Website that reflects Public Relations for the CTE program.</p>	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

Unit	Criteria	Not Compliant	Partially Compliant	Compliant	Exceeds Compliance	Commendations/Recommendations
CAREER PATHWAYS UNIT						
Career Pathways – State Supervisor	2C. Teacher CTE Credentials/ Professional Development		<p><i>Teacher(s) hold appropriate provisional CTE certification, and working toward standard certification and has relevant work experience in the industry that they are teaching.</i></p> <p><input type="checkbox"/> Copy of current CTE Provisional Certificate. <input type="checkbox"/> Resume</p>	<p><i>Teacher(s) currently CTE certified in appropriate area and has relevant work experience (within the last 5 years) in the industry that they are teaching and attends professional development workshops.</i></p> <p><input type="checkbox"/> Copy of current Standard CTE Certificate <input type="checkbox"/> Letter(s) from Employer verifying industry work experience within the past 12 years. <input type="checkbox"/> Certificates for attendance at ACTEAz Summer Conference and ADE sponsored sessions.</p>	<p><i>Teacher has CTE certification and additional professional certificates and/or working on master's degree and annually works in the industry.</i></p> <p><input type="checkbox"/> Current Standard Secondary Certificate. <input type="checkbox"/> National Board Certificate. <input type="checkbox"/> Transcripts for Masters Degree. <input type="checkbox"/> Conference program and/or certificate of Nationally sponsored industry professional development.</p>	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Career Pathways – State Supervisor	2D. Content Standards		<p><i>State designated content standards are aligned with the district curriculum and course sequence is identified, but all courses are not being offered.</i></p> <p><input type="checkbox"/> Course syllabus. <input type="checkbox"/> Course outline. <input type="checkbox"/> Course description booklet outlining coherent sequence for CTE program.</p>	<p><i>Content standards are cross-walked to the academic standards and all courses in the state approved sequence are being taught.</i></p> <p><input type="checkbox"/> Curriculum Map. <input type="checkbox"/> Teachers schedule reflecting all courses in coherent sequence are being taught.</p>	<p><i>All courses in the coherent sequence are taught utilizing content and cross walked with the academic standards.</i></p> <p><input type="checkbox"/> Curriculum Map with the academic standards cross walked.</p>	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Career Pathways – State Supervisor	2E. Academic Integration		<p><i>CTE and academic teacher teams met to plan curriculum.</i></p> <p><input type="checkbox"/> Communication reflecting collaboration.</p>	<p><i>CTE and academic teachers developed lesson(s).</i></p> <p><input type="checkbox"/> Co-developed lesson plans.</p>	<p><i>CTE and academic teachers' team teach lessons.</i></p> <p><input type="checkbox"/> Teaching schedule that reflects collaboration. <input type="checkbox"/> Lesson plans.</p>	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

Unit	Criteria	Not Compliant	Partially Compliant	Compliant	Exceeds Compliance	Commendations/Recommendations
CAREER PATHWAYS UNIT						
Career Pathways – State Supervisor	2Fa. Work Based Learning		<i>No form of Work Based Learning.</i> <input type="checkbox"/> Written plan for establishing a work based learning program.	<i>Work Based Learning in place.</i> <input type="checkbox"/> Co-op/DCE <input type="checkbox"/> Internship <input type="checkbox"/> Training agreements with signatures. <input type="checkbox"/> Training plans with signatures including content standards. <input type="checkbox"/> Work Schedule/Paystubs. OR <input type="checkbox"/> Student Based Enterprise. <input type="checkbox"/> Written business plan for enterprise. <input type="checkbox"/> Financial records. <input type="checkbox"/> Enterprise operates within state regulations, if applicable. OR <input type="checkbox"/> School and community projects. <input type="checkbox"/> Written agreement with district and/or community partner(s). <input type="checkbox"/> Samples of student produced products.	<i>Work Based Learning in place.</i> <input type="checkbox"/> Co-op/DCE <input type="checkbox"/> Internship <input type="checkbox"/> Copy of program/agenda of annual recognition of employer. OR <input type="checkbox"/> Student Based Enterprise. <input type="checkbox"/> Copy of Annual Report. OR <input type="checkbox"/> School and community projects. <input type="checkbox"/> Evidence of community recognition. (i.e. Pictures, letters from customer or newspaper clippings.)	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Career Pathways – State Supervisor	2G. Articulation with Post Secondary Institutions		<i>Postsecondary school programs identified and program is aligned with an articulation agreement.</i> <input type="checkbox"/> Only a “for credit” component is in place for a course in the program. <input type="checkbox"/> Written school plan for partnering with Tech Prep to develop articulation agreements is in place. <input type="checkbox"/> Tech Prep a NO on ADE enrollment reports.	<i>Program has established written Tech Prep articulation agreements with a postsecondary institution, has aligned curriculum and established dual credit or a “for credit” component agreement.</i> <input type="checkbox"/> Tech Prep a YES on ADE enrollment reports. <input type="checkbox"/> At least one course in the program is able to receive dual credit from a post secondary institution as evidenced by students being enrolled for postsecondary credit. <input type="checkbox"/> There is evidence of instructor participating in an articulation meeting (i.e. a listing of meeting results such as articulated content standards)	<i>Students are participating in articulated programs & earning dual or transfer postsecondary credit.</i> <input type="checkbox"/> Students receive dual credit from a postsecondary institution for at least one course in the program as evidenced by transcripts. <input type="checkbox"/> Courses are identified in the course description book as dual credit. <input type="checkbox"/> Courses are identified in the course description book as Tech Prep.	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

Unit	Criteria	Not Compliant	Partially Compliant	Compliant	Exceeds Compliance	Sample Evidence	Commendations/Recommendations
CAREER AND TECHNICAL EDUCATION ORGANIZATIONS (CTSO)			CTSO Name:		School:		Review Date:
CTE Student Organizations Team – CTSO Specialist	3A. CTSO Membership	No program students are CTSO members.	CTSO organization has filed application for charter, submitted member roster, and paid minimum dues to the State Association.	CTSO organization has attained at least 50% membership.	CTSO organization has affiliated the entire program with the state Affiliation program.	<input type="checkbox"/> CTSO local member roster <input type="checkbox"/> Listed on the state affiliation list <input type="checkbox"/> Listed on the National membership list <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
CTE Student Organizations Team – CTSO Specialist	3B. Teaching Standards Utilizing the CTSO	CTSO not utilized as a teaching tool in the classroom.	Employability and Leadership Standards are taught utilizing the CTSO in the classroom to a low level (50%).	The CTSO is utilized to teach Standards in the classroom to a medium level (80%).	The CTSO is utilized to teach Standards in the classroom and outside the classroom to a high level (100%) and is evident through participation beyond the classroom.	<input type="checkbox"/> Documentation of Standards attainment for Employability and Leadership Standards <input type="checkbox"/> Participation in CTSO events is evident <input type="checkbox"/> Lessons utilizing CTSO activities is evident <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
CTE Student Organizations Team – CTSO Specialist	3C. CTSO Activities	None or minimal CTSO activities are occurring.	CTSO activities are evident at the chapter and district levels.	CTSO activities are evident at the state level.	CTSO activities are evident at the national level.	<input type="checkbox"/> Program of Work completed and turned in to the State Organization <input type="checkbox"/> National Chapter award for activities completed and submitted <input type="checkbox"/> Documentation of student participation in local, state or national competitions and activities <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

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Unit	Criteria	Not Compliant	Partially Compliant	Compliant	Exceeds Compliance	Sample Evidence	Commendations/Recommendations
CAREER AND TECHNICAL EDUCATION ORGANIZATIONS (CTSO) CTSO Name:					School:		Review Date:
CTE Student Organizations Team – CTSO Specialist	3D. CTSO Governance	No governance structure education is evident in the classroom or meetings.	CTSO has governance structure established with written constitution/By-Laws in compliance with the State and National Organizations. Parliamentary Procedure is taught in the classroom.	CTSO has governance structure established with constitution/By-Laws written and available in hard copy and electronic format and filed with the State Association. Parliamentary Procedure is taught and utilized.	CTSO has governance structure well established, documented, submitted to the State Association and follows it in meetings and activities. Parliamentary Procedure is taught, well understood and utilized in meetings.	<input type="checkbox"/> Constitution/By-Laws are written and available <input type="checkbox"/> Constitution/By-Laws electronically filed with the State Association <input type="checkbox"/> Meeting minutes are available <input type="checkbox"/> Evidence of officers and parliamentary procedure being followed <input type="checkbox"/> Parliamentary Procedure is taught and utilized. <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
CTE Student Organizations Team – CTSO Specialist	3E. CTSO Professional Development	Instructor has not attended any CTSO Professional Development activities.	CTSO instructor attends local professional development activities for CTSO training.	CTSO instructor attends state professional development activities for CTSO training.	CTSO instructor attends national professional development activities for CTSO training.	<input type="checkbox"/> Evidence of local training provided by school <input type="checkbox"/> State association attendance records <input type="checkbox"/> National Association records <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

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GUIDANCE and COUNSELING					Review Date:	
State Guidance Counselor Supervisor	4A. Career Guidance		<p>Guidance is limited or inadequate.</p> <p><input type="checkbox"/> Guidance counselors are available.</p> <p><input type="checkbox"/> Counselors are familiar with <i>ASCA National Model: A Framework for School Counseling</i>.</p> <p><input type="checkbox"/> Counselors have knowledge of student ECAPS (Education and Career Action Plan) and the needed attributes.</p>	<p>Adequate guidance is available.</p> <p><input type="checkbox"/> School counselors are Arizona School Guidance Counselor certified.</p> <p><input type="checkbox"/> Committed to <i>ASCA National Model: A Framework for School Counseling</i> as their standards for</p> <p><input type="checkbox"/> Career development lessons are taught in classrooms.</p> <p><input type="checkbox"/> Counselors participate in professional development opportunities for counselors.</p> <p><input type="checkbox"/> Student ECAPs (Education and Career Action Plans) have been implemented.</p>	<p>Career guidance is readily available for all students.</p> <p><input type="checkbox"/> Counselors are also teacher certified and S.E.I. endorsed.</p> <p><input type="checkbox"/> <i>ASCA National Model</i> is fully implemented within the school.</p> <p><input type="checkbox"/> Career development lessons are taught regularly at all grade levels within classrooms.</p> <p><input type="checkbox"/> Counselors have membership in professional associations (i.e. AzSCA, ASCA)</p> <p><input type="checkbox"/> Counselors lead and provide professional development opportunities for their site.</p> <p><input type="checkbox"/> All students have a personal ECAP (Education and Career Action) and process in place.</p>	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
State Guidance Counselor Supervisor	4B. Career Guidance Counseling		<p>Counselors have minimal knowledge of CTE as demonstrated by lack of CTE materials, inappropriate scheduling or failure to produce concentrators.</p> <p><input type="checkbox"/> Variety of materials and resources are available and used by counselors and students</p> <p><input type="checkbox"/> Career Center is inadequate or has insufficient resources available.</p> <p><input type="checkbox"/> Non-traditional materials are available.</p>	<p>Counselors have CTE materials and demonstrate an understanding of approved programs by scheduling students in coherent sequence as evidenced by transcripts and/or concentrator data.</p> <p><input type="checkbox"/> Student ECAPS/ Personalized Learning Plan process is in place.</p> <p><input type="checkbox"/> Non-traditional materials are readily available.</p> <p><input type="checkbox"/> Career Center has a variety of current materials available for all students</p>	<p>Counselors promote CTE to students as demonstrated by high level of concentrators and completers.</p> <p><input type="checkbox"/> Student ECAPS/ Personalized Learning Plans are in place for all students.</p> <p><input type="checkbox"/> May have a designated CTE Career Guidance Counselor or Guidance Director at the school.</p> <p><input type="checkbox"/> Non-traditional opportunities are readily available.</p> <p><input type="checkbox"/> Career Center is an Integral part of the school and a guidance tool.</p>	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

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Unit	Criteria	Not Compliant	Partially Compliant	Compliant	Exceeds Compliance	Commendations/Recommendations
GUIDANCE and COUNSELING					Review Date:	
State Guidance Counselor Supervisor	4C. CTE Marketing materials		Minimal CTE marketing materials available.	CTE materials are available and used for promoting and marketing CTE programs. <input type="checkbox"/> Counselors have current information and are knowledgeable with CTE programs. <input type="checkbox"/> Power points, brochures, or posters target students and/or parents are in evidence. <input type="checkbox"/> Career Center is in place with a variety of current materials for all. <input type="checkbox"/> Scheduled Career Fairs	CTE actively promoted to parents, community and other stakeholders. <input type="checkbox"/> Current CTE resources are available in a variety of ways including electronically. <input type="checkbox"/> Yearly scheduled Career Fairs with community involvement. <input type="checkbox"/> Career Center is viable and is a source for current and relevant materials for all. <input type="checkbox"/> Counselors are involved with CTE and postsecondary planning.	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
State Guidance Counselor Supervisor	4D. Extracurricular opportunities, internships, Work Based Learning, other opportunities		Extracurricular opportunities are available. <input type="checkbox"/> Work Based Learning experiences are identified, established and defined. <input type="checkbox"/> Opportunities are posted in the student handbook. <input type="checkbox"/> Student narratives.	WBLE established and students participating in WBL have passed at least one career preparation course. <input type="checkbox"/> ECAPS/ Personalized Learning Plan have notations of WBL, extracurricular, clubs, sports or other opportunities <input type="checkbox"/> Job shadows, internships or mentoring programs are available in collaboration with community stakeholders.	All CTE students participating in work based learning experience have had at least one career preparation course and postsecondary partner. <input type="checkbox"/> Extracurricular, WBL, clubs, organizations, volunteering and leadership opportunities and involvement numbers of hours are entered into all student ECAPs. <input type="checkbox"/> Job shadows, internships or mentoring programs are available for all students as part of partnerships with community stakeholders.	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

Guidance and Counseling Comments:

Empty rectangular box for providing Guidance and Counseling Comments.

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

Unit	Criteria	Not Compliant	Partially Compliant	Compliant	Exceeds Compliance	Sample Evidence	Recommendations
ACCOUNTABILITY – Development & Innovations Group		District			High School		Review Date:
PERFORMANCE STANDARDS (State Adjusted Levels of Performance – (SALP))							
Program Improvement – Accountability Spec	5A.1 District Performance Measure 1S1 AIMS Rdg	District Level of Performance for 1S1 does not meet at least 90% of SALP. The Action Plan does not address improvement strategies for performance measure 1S1.	1. District Level of Performance meets 90% - 100% SALP for 1S1. 2. The Action Plan identifies strategies for improvement of 1S1.	1. District Level of Performance meets SALP or has made improvement 1S1.	1. District Level of Performance has exceeded SALP for 1S1.	<input type="checkbox"/> District Level of Performance <input type="checkbox"/> District and State Performance Measures data <input type="checkbox"/> Action Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Program Improvement – Accountability Spec	5A.2 District Performance Measure 1S2 AIMS Math	District Level of Performance for 1S2 does not meet at least 90% of SALP. The Action Plan does not address improvement strategies for performance measure 1S2.	1. District Level of Performance meets 90% - 100% SALP for 1S2. 2. The Action Plan identifies strategies for improvement of 1S2.	1. District Level of Performance meets SALP or has made improvement 1S2.	1. District Level of Performance has exceeded SALP for 1S2.	<input type="checkbox"/> District Level of Performance <input type="checkbox"/> District and State Performance Measures data <input type="checkbox"/> Action Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Program Improvement – Accountability Spec	5A.3 District Performance Measure 2S1 Technical Skills	District Level of Performance for 2S1 does not meet at least 90% of SALP. The Action Plan does not address improvement strategies for performance measure 2S1.	1. District Level of Performance meets 90% - 100% SALP for 2S1. 2. The Action Plan identifies strategies for improvement of 2S1.	1. District Level of Performance meets SALP or has made improvement 2S1.	1. District Level of Performance has exceeded SALP for 2S1.	<input type="checkbox"/> District Level of Performance <input type="checkbox"/> District and State Performance Measures data <input type="checkbox"/> Action Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

Unit	Criteria	Not Compliant	Partially Compliant	Compliant	Exceeds Compliance	Sample Evidence	Recommendations
ACCOUNTABILITY – Development & Innovations Group		District			High School		Review Date:
Program Improvement – Accountability Spec	5A.4 District Performance Measure 3S1 HS Completion	District Level of Performance for 3S1 does not meet at least 90% of SALP. The Action Plan does not address improvement strategies for performance measure 3S1.	1. District Level of Performance meets 90% - 100% SALP for 3S1. 2. The Action Plan identifies strategies for improvement of 3S1.	1. District Level of Performance meets SALP or has made improvement 3S1.	1. District Level of Performance has exceeded SALP for 3S1.	<input type="checkbox"/> District Level of Performance <input type="checkbox"/> District and State Performance Measures data <input type="checkbox"/> Action Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Program Improvement – Accountability Spec	5A.5 District Performance Measure 4S1 Graduation	District Level of Performance for 4S1 does not meet at least 90% of SALP. The Action Plan does not address improvement strategies for performance measure 4S1.	1. District Level of Performance meets 90% - 100% SALP for 4S1. 2. The Action Plan identifies strategies for improvement of 4S1.	1. District Level of Performance meets SALP or has made improvement 4S1.	1. District Level of Performance has exceeded SALP for 4S1.	<input type="checkbox"/> District Level of Performance <input type="checkbox"/> District and State Performance Measures data <input type="checkbox"/> Action Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Program Improvement – Accountability Spec	5A.6 District Performance Measure 5S1 Placement	District Level of Performance for 5S1 does not meet at least 90% of SALP. The Action Plan does not address improvement strategies for performance measure 5S1.	1. District Level of Performance meets 90% - 100% SALP for 5S1. 2. The Action Plan identifies strategies for improvement of 5S1.	1. District Level of Performance meets SALP or has made improvement 5S1.	1. District Level of Performance has exceeded SALP for 5S1.	<input type="checkbox"/> District Level of Performance <input type="checkbox"/> District and State Performance Measures data <input type="checkbox"/> Action Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

Unit	Criteria	Not Compliant	Partially Compliant	Compliant	Exceeds Compliance	Sample Evidence	Recommendations
ACCOUNTABILITY – Development & Innovations Group		District			High School		Review Date:
Program Improvement – Accountability Spec	5A.7 District Performance Measure 6S1 NT Participation	District Level of Performance for 6S1 does not meet at least 90% of SALP. The Action Plan does not address improvement strategies for performance measure 6S1.	1. District Level of Performance meets 90% - 100% SALP for 6S1. 2. The Action Plan identifies strategies for improvement of 6S1.	1. District Level of Performance meets SALP or has made improvement 6S1.	1. District Level of Performance has exceeded SALP for 6S1.	<input type="checkbox"/> District Level of Performance <input type="checkbox"/> District and State Performance Measures data <input type="checkbox"/> Action Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Program Improvement – Accountability Spec	5A.8 District Performance Measure 6S2 NT Completion	District Level of Performance for 6S2 does not meet at least 90% of SALP. The Action Plan does not address improvement strategies for performance measure 6S2.	1. District Level of Performance meets 90% - 100% SALP for 6S2. 2. The Action Plan identifies strategies for improvement of 6S2.	1. District Level of Performance meets SALP or has made improvement 6S2.	1. District Level of Performance has exceeded SALP for 6S2.	<input type="checkbox"/> District Level of Performance <input type="checkbox"/> District and State Performance Measures data <input type="checkbox"/> Action Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Program Improvement – Accountability Spec	5B.1 School Performance Measure 1S1 AIMS Rdg	School Level of Performance for 1S1 does not meet at least 90% of SALP. The Action Plan does not address improvement strategies for performance measure 1S1.	1. School Level of Performance meets 90% - 100% SALP for 1S1. 2. The Action Plan identifies strategies for improvement of 1S1.	1. School Level of Performance meets SALP or has made improvement 1S1.	1. School Level of Performance has exceeded SALP for 1S1.	<input type="checkbox"/> School Level of Performance <input type="checkbox"/> School and State Performance Measures data <input type="checkbox"/> Action Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

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Unit	Criteria	Not Compliant	Partially Compliant	Compliant	Exceeds Compliance	Sample Evidence	Recommendations
ACCOUNTABILITY – Development & Innovations Group		District			High School		Review Date:
Program Improvement – Accountability Spec	5B.2 School Performance Measure 1S2 AIMS Math	School Level of Performance for 1S2 does not meet at least 90% of SALP. The Action Plan does not address improvement strategies for performance measure 1S2.	1. School Level of Performance meets 90% - 100% SALP for 1S2. 2. The Action Plan identifies strategies for improvement of 1S2.	1. School Level of Performance meets SALP or has made improvement 1S2.	1. School Level of Performance has exceeded SALP for 1S2.	<input type="checkbox"/> School Level of Performance <input type="checkbox"/> School and State Performance Measures data <input type="checkbox"/> Action Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Program Improvement – Accountability Spec	5B.3 School Performance Measure 2S1 Technical Skills	School Level of Performance for 2S1 does not meet at least 90% of SALP. The Action Plan does not address improvement strategies for performance measure 2S1.	1. School Level of Performance meets 90% - 100% SALP for 2S1. 2. The Action Plan identifies strategies for improvement of 2S1.	1. School Level of Performance meets SALP or has made improvement 2S1.	1. School Level of Performance has exceeded SALP for 2S1.	<input type="checkbox"/> School Level of Performance <input type="checkbox"/> School and State Performance Measures data <input type="checkbox"/> Action Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Program Improvement – Accountability Spec	5B.4 School Performance Measure 3S1 HS Completion	School Level of Performance for 3S1 does not meet at least 90% of SALP. The Action Plan does not address improvement strategies for performance measure 3S1.	1. School Level of Performance meets 90% - 100% SALP for 3S1. 2. The Action Plan identifies strategies for improvement of 1S1.	1. School Level of Performance meets SALP or has made improvement 3S1.	1. School Level of Performance has exceeded SALP for 3S1.	<input type="checkbox"/> School Level of Performance <input type="checkbox"/> School and State Performance Measures data <input type="checkbox"/> Action Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

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ACCOUNTABILITY – Development & Innovations Group		District			High School		Review Date:
Program Improvement – Accountability Spec	5B.5 School Performance Measure 4S1 Graduation	School Level of Performance for 4S1 does not meet at least 90% of SALP. The Action Plan does not address improvement strategies for performance measure 4S1.	1. School Level of Performance meets 90% - 100% SALP for 4S1. 2. The Action Plan identifies strategies for improvement of 4S1.	1. School Level of Performance meets SALP or has made improvement 4S1.	1. School Level of Performance has exceeded SALP for 4S1.	<input type="checkbox"/> School Level of Performance <input type="checkbox"/> School and State Performance Measures data <input type="checkbox"/> Action Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Program Improvement – Accountability Spec	5B.6 School Performance Measure 5S1 Placement	School Level of Performance for 5S1 does not meet at least 90% of SALP. The Action Plan does not address improvement strategies for performance measure 5S1.	1. School Level of Performance meets 90% - 100% SALP for 5S1. 2. The Action Plan identifies strategies for improvement of 5S1.	1. School Level of Performance meets SALP or has made improvement 5S1.	1. School Level of Performance has exceeded SALP for 5S1.	<input type="checkbox"/> School Level of Performance <input type="checkbox"/> School and State Performance Measures data <input type="checkbox"/> Action Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Program Improvement – Accountability Spec	5B.7 School Performance Measure 6S1 NT Participation	School Level of Performance for 6S1 does not meet at least 90% of SALP. The Action Plan does not address improvement strategies for performance measure 6S1.	1. School Level of Performance meets 90% - 100% SALP for 6S1. 2. The Action Plan identifies strategies for improvement of 6S1.	1. School Level of Performance meets SALP or has made improvement 6S1.	1. School Level of Performance has exceeded SALP for 6S1.	<input type="checkbox"/> School Level of Performance <input type="checkbox"/> School and State Performance Measures data <input type="checkbox"/> Action Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

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Unit	Criteria	Not Compliant	Partially Compliant	Compliant	Exceeds Compliance	Sample Evidence	Recommendations
ACCOUNTABILITY – Development & Innovations Group		District			High School		Review Date:
Program Improvement – Accountability Spec	5B.8 School Performance Measure 6S2 NT Completion	School Level of Performance for 6S2 does not meet at least 90% of SALP. The Action Plan does not address improvement strategies for performance measure 6S2.	1. School Level of Performance meets 90% - 100% SALP for 6S2. 2. The Action Plan identifies strategies for improvement of 6S2.	1. School Level of Performance meets SALP or has made improvement 6S2.	1. School Level of Performance has exceeded SALP for 6S2.	<input type="checkbox"/> School Level of Performance <input type="checkbox"/> School and State Performance Measures data <input type="checkbox"/> Action Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Program Improvement – Accountability Spec	5C.1 Participation in Assessments (NEW)	Assessments are not available for programs offered at this site, or students are not eligible for testing.	Less than 60% of the students who left school were reported as a Concentrator in a program with a state approved assessment and were tested.	At least 60% of the students who left school were reported as a Concentrator in a program with a state approved assessment and were tested.	More than 60% of the students who left school were reported as a Concentrator in a program with a state approved assessment and were tested.	<input type="checkbox"/> Assessment results <input type="checkbox"/> Performance Measures Reports and data <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Program Improvement – Accountability Spec	5C.2 Assessments Eligibility (NEW)	Assessments are not available for programs offered at this site, or students are not eligible for testing.	Students tested had the minimum number of courses required in each program.	Students tested had the minimum number of courses required in each program.	All students tested had the minimum number of courses required in each program.	<input type="checkbox"/> Assessment results <input type="checkbox"/> Student transcripts for credit verification. <input type="checkbox"/> Performance Measures Reports and data <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Program Improvement – Accountability Spec	5D. Data Verification	No reports are submitted for a program(s).	Submitted some reports for approved program areas.	Submits 40 th /100 th day enrollment, program enrollment, concentrators, completers and placements in all approved programs.	N/A	<input type="checkbox"/> 40 th and 100 th day enrollment reports <input type="checkbox"/> Program enrollment reports <input type="checkbox"/> Concentrator reports <input type="checkbox"/> Placement reports and files <input type="checkbox"/> Student transcripts <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

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ACCOUNTABILITY – Development & Innovations Group		District			High School		Review Date:
Program Improvement – Accountability Spec	5E. Timely & Accurate Reporting		Submitted some reports on time and/or error rate greater than 0.	Exhibits 100% of data by appropriate date of submission with error rate of less than 5%.	Exhibits 100% of data by appropriate dates of submissions with no errors.	<input type="checkbox"/> Reports submitted on time <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Program Improvement – Accountability Spec	5F. Assessment Selection	Assessment not identified.	Assessment identified. <input type="checkbox"/> Classroom assessments are being offered within the content area where State approved assessments are not available.	Assessments are administered. <input type="checkbox"/> State assessments are being offered to students who have completed the course sequence within the content area	Assessments are administered and students pass at high rate. <input type="checkbox"/> Students exceed the state level of performance on the state assessment <input type="checkbox"/> Students are awarded industry certification	<input type="checkbox"/> Students with less than the minimum number of courses in the State designated sequence and not enrolled in the final course of the sequence are able to take assessment. <input type="checkbox"/> _____ Number of students who have been allowed to take assessment before sequence of courses is taken.	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC
Program Improvement – Accountability Spec	5G. CTE Program Evaluation	District is unaware of Annual Evaluation process and has not established an evaluation committee.	Evaluation committee is established but has not participated; and/or not trained in ADE approved evaluation document. <input type="checkbox"/> List of stakeholders with contact information <input type="checkbox"/> List of meeting attendees <input type="checkbox"/> Invitation/agenda <input type="checkbox"/> Evaluation tool used	Evaluation committee (made up of stakeholders) meets annually to evaluate program, using performance data in order to develop and continue improvement plan including development of basic grant objectives. <input type="checkbox"/> Results of evaluation <input type="checkbox"/> Basic Grant application goals are aligned with the Program Evaluation <input type="checkbox"/> Program Improvement Plan and a summary of the evaluation, list of participants and agenda have been received by ADE/CTE.	Evaluation committee actively involved in program improvement. <input type="checkbox"/> Documented measurable improvement from the previous year's evaluation <input type="checkbox"/> A summary of the evaluation, list of participants and agenda have been received by ADE/CTE.	<input type="checkbox"/> Annual evaluation summary, list of participants and agenda are received by ADE/CTE. <input type="checkbox"/> _____	<input type="checkbox"/> NC <input type="checkbox"/> PC <input type="checkbox"/> C <input type="checkbox"/> EC

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Unit	Criteria	Not Compliant	Partially Compliant	Compliant	Exceeds Compliance	Sample Evidence	Recommendations
ACCOUNTABILITY – Development & Innovations Group		District			High School		Review Date:
Accountability – Development and Innovations Group Comments:							

