

DEPARTMENT OF SCHOOL ADMINISTRATION

**PCI
FORM 4-1**

Due annually October 31st to the Department of School Administration and a copy to the Department of Curriculum & Instruction



Plan for Continuous Improvement

SCHOOL: **Advanced Technology Center**

DATE: **10/31/08**

SCHOOL MISSION STATEMENT

The mission of the Advanced Technology Center is to serve as a primary source for instruction and training for Information Technology, Telecommunications, High Performance Engineering/Manufacturing, Marketing Education in Hotel and Retail Operations/Management workforce development, and to be a significant contributor to city, regional and statewide workforce development initiatives in the aforementioned areas.

- | | |
|---|--|
| <input type="checkbox"/> SACS | <input type="checkbox"/> TITLE I |
| <input checked="" type="checkbox"/> SOA | <input type="checkbox"/> OTHER GRANT |
| <input type="checkbox"/> HSTW | <input checked="" type="checkbox"/> Other : <u>VDOE CTE Requirements</u> |

Virginia SOA Requirements

1. Student Achievement
2. Student / staff Attendance
3. Drop-out Rate
4. Staff Development

Virginia Beach City Public Schools values Youth, Commitment, Compassion, Integrity, Positivity, Respect, Wisdom, and Work Ethic.

**VBCPS Goals for 2003 – 2009
Framework for the Future of Schools**



Expanded Instructional Opportunities Through Data-Driven Curriculum



Effective, Efficient Use of Resources to Create Quality Educational Opportunities



Quality Work Force: Trained and Accountable for Performance



Recognition of Our Diversity – Respect for All People



Safe Schools and Effective, Well-Disciplined Environment



Technology Integrated Into Our Curriculum and Instruction



Meaningful Involvement of Community, Parents, and Partners

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Demographic Overview

The Advanced Technology Center (ATC) is the result of a partnership between Tidewater Community College, Virginia Beach City Public Schools and the City of Virginia Beach. This facility is unique among educational institutions as it offers secondary and post-secondary students the highly technical training demanded of today's workforce.

Located on the Virginia Beach Campus of Tidewater Community College, adjacent to the Virginia Beach Higher Education Center operated by Old Dominion University and Norfolk State University, and across the street from Virginia Beach's Landstown High School and Technology Academy and the Sentara Health Systems Health Campus; these adjoining facilities create what city officials and the education community are calling an academic village for Virginia Beach.

Opening in two phases during the 2002-2003 school year, the ATC is a state-of-the-art education facility designed to offer Virginia Beach City Public School secondary students the highly technical education required for successful careers in:

- Information Technology;
- Telecommunications;
- High Performance Manufacturing/Engineering; and
- Marketing Education in Hotel and Retail Operations & Management.

Students accepted to the ATC benefit in the following ways:

- They may remain active at their home high school while taking half day classes at the ATC;
- Students participate in classes that may also carry college credit;
- Participants prepare at no cost for classes leading toward national certification; classes that may cost upwards of \$5,000 or more at outside proprietary institutions and;
- May choose to continue their education at the community college or university levels; and/or directly enter the job market armed with the industry certifications desired by today's employers.

With approximately 400 students selected from each of Virginia Beach's Public High Schools, participating in 14 advanced programs; the ATC's demographics in many ways reflects that of the Virginia Beach City Public Schools as a whole. This is borne out in much of the data that follows:

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VBCPS Plan for Continuous Improvement

Review and Analysis of Results

School: ATC

DATE: 10/31/08

Review

(Objective data, qualitative indicators, trends and comparisons)

• **ATC Program Enrollment Capacity**

Year	# of Programs	Program Capacity	Enrollment	Percentage of Capacity
Sept. 30, 2008	14	512	363	71%

• **Demographic Enrollment Data**

- Ethnic/Gender Distribution

September 2008

Gender	African American	Caucasian	Hispanic	Native American	Asian	Pacific Islander	Non Disclosed	Total	Division %
Females	30	49	5	0	6	1	3	94/25.9%	n/a
Males	53	167	18	0	19	5	7	269/74.1%	n/a
ATC %	83/22.9%	216/59.5%	23/6.3%	0/0%	25/6.9%	6/1.7%	10/2.8%	363/100%	
Div. %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

• **Special Needs Enrollment**

Year	Enrollment	Raw # of Students	ATC %	VBCPS %
Sept. 2006	385	50	13.0%	14.5%
Sept. 2007	380	49	12.8%	11.7%
Sept. 2008	363	39	10.7%	Available 12/08

Analysis

(What does the data mean to the school? Identify gaps and list priorities)

- Today's economy demands that our educational system produce citizens capable of competing for jobs that require knowledge of advanced technological systems which is rarely available in the typical comprehensive high school setting. The ATC provides students with the foundational knowledge needed to enter into these highly technical careers, and or, post-secondary educational institutions. ATC programs continue to be under utilized, and significant increases in student enrollment remain a high priority.

- On average, 2008 data appears to show slight progress being made in addressing discrepancies in the enrollment of minority and non-traditional (female) students. The development of strategies to address these discrepancies continues to be an area of focus.

- The enrollment of special needs students has declined across the school division over the last two years. Analysis of 2007 data shows that a slightly higher than average percentage of special needs students enrolled in ATC programs last year. It appears that the percentage will fall in 2008 to just under the enrollment percentages reported by VBCPS as a whole.

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- ATC Achievement Data**

- 2007-2008 Industry Certification/Assessment Data – Ethnically Disaggregated

Ethnicity	AA/M	CAUC/M	HISP	NA	ASIAN	NH/PI	UNSP	TOTAL
Tests Taken	99/90	238/192	18	0	33	7	7	402
Passed	72/68	183/145	15	0	26	5	4	305
%	78.9/73.3	77.3/78.1	72.2	N/A	81.8	71.4	57.1	75.9

- Student Competency Attainment Data**

Program	2007-2008		
	June enrollment	Students scoring 1, 2, or 3	Pass Rate
93.47% of students must score 1, 2, or 3 on 80% of the essential course competencies			
ATC Results	** 336	313	93.15%

Analysis

(What does the data mean to the school? Identify gaps and list priorities)

- Student attainment of industry certifications is both a local and state area of emphasis. Analysis of the past two years worth of data provides evidence of both gains and declines in performance.
- The pass rate for those students participating in certification testing in the spring of 2007 increased by approximately more than 10% over that of 2006; yet fell by 8.7% in 2008. The number of students participating in testing, however, increased by 14.4%, and the percentage of student population passing certifications increased by 6.1%. The attainment of industry certifications represents TCE's "SOL's", and remains one of the ATC's highest achievement goals.
- It is important to note that the majority of industry certifications are designed to be administered to adults who are either preparing to enter or are already working in a related industry. ATC students have performed exceptionally well, however there are some small areas of concern when the data is ethnically disaggregated. Narrowing these achievement gaps will be an instructional priority. It should be noted, however, that the national pass rate for these certifications tends to be under 60%. All of our student groups exceed this level of performance
- Every Career & Technical Education (CTE/TCE) course across the Commonwealth of Virginia is designed around a competency based education format. It is a requirement that student proficiency in the identified essential competencies in each course is tracked by the instructor. Historically this data has been tracked on a student by student basis, using a paper and pen format, without any entry into a viable database. VBCPS has reported the data to the state by correlating individual student grades in each course to student competency attainment. Although there may be a relationship between student competency and grades, one cannot accurately report individual competency obtainment rates in this manner.
- Analysis of 2007-2008 data indicates that the ATC made progress in this area, but fell slightly short of VDOE requirements. **The enrollment figure provided does not include Cisco I students. Cisco I competencies were under development at the time. This will remain an area of focus for 2008-2009.

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Analysis

(What does the data mean to the school? Identify gaps and list priorities)

• **Virginia's Workforce Readiness Skills**

Advanced Technology Center			
Sessions 1-4			
Pre-Assessment Dates: 11/7/07 through 11/30/07			
Post-Assessment Dates: 4/30/08 through 5/29/08			
Skill Area	Pre-Assessment Average	Post-Assessment Average	Difference
Reading	82.3	82.4	0.1
Mathematics	78.1	76.5	-1.6
Writing	82.2	83.0	0.8
Speaking & Listening	75.9	75.6	-0.3
Computer Literacy	68.2	70.0	1.8
Problem Solving	77.6	80.6	3.0
Big Picture	79.8	81.2	1.4
Work Ethic	89.1	90.5	1.4
Positive Attitude	89.6	90.5	0.9
Independence & Initiative	82.5	84.0	1.5
Self Presentation	84.5	85.3	0.8
Attendance	91.0	95.1	4.1
Team Member	72.6	73.9	1.3
School Average	81.0	82.0	1.0
Pass Rate	79.60 %	85.00 %	5.4 %

- Virginia's CTE/TCE instructors are also required to teach thirteen workforce readiness skills identified as essential by employers from across the Commonwealth. The VBCPS TCE Office, through a grant from Opportunity Incorporated has developed a curriculum to address this State requirement. In addition, the National Occupational Competency Testing Institute (NOCTI) has developed pre and post test assessments which are aligned with the curriculum. The assessment is used to evaluate the success of our TCE programs in teaching these essential skills.
- In 2008 only those students enrolled in a one year or the second of a two year program participated in WPRS testing. This resulted in 125 students being tested.
 - The average student score increased 1point between the pre and post assessment sessions with the average ATC post-assessment score of 82 falling 1.3 points below that reported in 2007.
 - The pass rate however, increased 18.4 % over 2006-2007 due in part at least to a lowering of the assessment pass score by NOCTI and the Commonwealth of Virginia to 75.
 - Of particular concern, is continued poor performance by students in the area of "Computer Literacy", Analysis of this area appears to indicate a focus on the students' ability to use common computer applications, and not on the technical aspects of computer operations that are the focus of many ATC programs.
 - Another concern is the poor post-assessment performance of students in the areas of:
 - Mathematics
 - Speaking & Listening
 - These areas showed students loosing ground between the Fall and Spring assessments.
 - ATC African American males scored just under 8% lower than that of their Caucasian male counterparts on this assessment.

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• **2007-2008 Discipline Data**

Incident	Verbal Warning LO1	Detention LO3C	Sat Det LO3G	Evening School HLO3H	1 ISS LO4A	2 ISS LO4B	3 ISS LO4C	1 OSS LO5A	Rec Expulsion LT SUS	Totals	% of Total
Cell phones					6		1	1		8	21.05%
Class cutting					3					3	7.89%
Defiance	1	1		1	1			1		5	13.16%
Disrespect	1					1				2	5.26%
Dress Code Violation	1	1								2	5.26%
Leaving school grounds					1					1	2.63%
Marijuana possession									1	1	2.63%
Minor physical altercation								2		2	5.26%
Other school violations					1					1	2.63%
Tardiness	1	2	1							4	10.53%
Tobacco use					6					6	15.79%
Vandalism								2		2	5.26%
Violation of Tech Use Policy		1								1	2.63%
Totals	4	5	1	1	18	1	1	6	1	38	100%
%	10.53%	13.16%	2.63%	2.63%	47.37%	2.63%	2.63%	15.79%	2.63%		

- 30 of the ATC's 368 students (8.2%) in 2007-2008 were referred to the administration for disciplinary reasons. This represents a 1% increase in the number of students referred in comparison to the previous year.
- Those 30 students accounted for 38 referrals. Disciplinary referrals were reduced 5% from the number reported 2006-2007.
- 21% of those referrals were the result of Cell Phone violations (VBCPS revised its disciplinary policy with regards to cell phones for 2007-2008. This policy revision resulted in mandated ISS assignment for the first offense, increased faculty and staff enforcement, and a significant increase in the number of students assigned to ISS.)
- Referrals for Tobacco Use increased this year; largely due to ATC students believing that VBCPS guidelines did not apply to them while on TCC grounds.

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Measurable Objectives

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Measurable Objectives (SMART= Specific, Measurable, Attainable, Results Oriented, and Timely)	Areas of Focus (Specific sub-category areas that need attention)	Performance Measures (What public information is available to measure the objective)	Assigned Action Team
<ul style="list-style-type: none"> • <u>Increase student enrollment by 13% for 2008-2009.</u> • <u>80% Certification/Industry Assessment Pass Rate</u> • <u>93.47% of all ATC students will rate a "1", "2", or "3" on 80% of the essential course competencies.</u> • <u>90% of all ATC students will exhibit competency in Virginia's Workplace Readiness Skills.</u> • <u>Reduce the performance gap that currently exists between African American males and their Caucasian counterparts on Virginia's Workplace Readiness Skills assessment.</u> 	<ul style="list-style-type: none"> • Maintain student enrollment at 80% of program capacity. Particular emphasis will be placed on increasing female representation in ATC programs. • Increased emphasis on the teaching of critical thinking and problem solving skills • Use of Understanding by Design lesson plan development • Insure implementation of WPRS curriculum with specific emphasis on those lessons addressing Computer Literacy, Teamwork, and Speaking & Listening skills. • Increase use of Differentiated Instruction strategies 	<ul style="list-style-type: none"> • ATC enrollment will reach a minimum of 410 students. • Individual industry certification/assessment pass/fail scores of those students who sit for an certification or assessment • 93.47% of students will rate a "1", "2", or "3" on 80% of the essential course competencies. • NOCTI WPRS assessment cut score = 79%. • The current gap stands at 8% 	<p>Administrative Team, Administrative Advisory Committee, ATC Faculty</p> <ul style="list-style-type: none"> • TCE Office, ATC faculty, Director • TCE Office, Director, ATC Faculty • TCE Office, ATC Faculty, Director • TCE Office, Director, and ATC Faculty.