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CTC Goals Tied into TBAISD Vision and Employer Needs

In the summer of 2008, a committee of staff and administrators redefined the vision of the organization. Simply stated, "It is the vision of TBAISD to be the best educational system in the world."

Shortly thereafter, the Career-Tech Center staff established two benchmarkable student achievement goals. They are:

GOAL 1: 95% of the students within the math-focused programs will increase achievement in ACT Work Keys Applied Math from fall of their junior year to spring of their senior year.

GOAL 2: 95% of the students within the ELA-focused programs will increase achievement in ACT Work Keys Reading for Information from fall of their junior year to spring of their senior year.

The goals are a natural fit for CTC students and programs. Reading for information and applied math skills are areas employers have identified as skill gaps for current and future employees. Many job applicants are not able to handle the reading and math demands of the positions for which they apply. Businesses suffer when employees lack these essential skills and have asked for an assessment tool to measure them.

Success in the CTC technical programs is also connected to developing skills in these areas. CTC instructors communicate with business and industry leaders to stay abreast of what they require from employees and continually adjust instruction to assure that program completers are ready for the world of work or post-secondary training. The ACT Work Keys (WK) tests have been part of the Merit Exam that all Michigan students take in March of their junior year. In addition, CTC has used this assessment as a measure of student achievement.

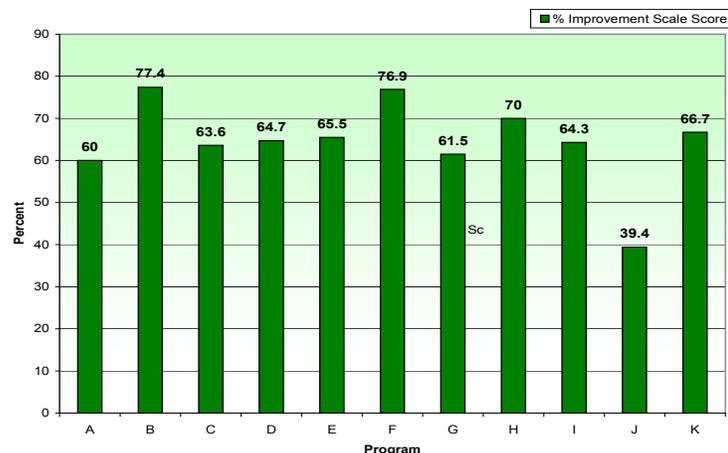
During the 2008-2009 school year, technical and academic teachers provided opportunities for students to receive program-related instruction connected to the student achievement goals. Students also sharpened their skills by completing tutorials on a web-based software package that is aligned to the ACT WK tests.

In mid-May, students took the ACT WK Applied Math test or Reading for Information assessment as a post-test. In the fall, all incoming students are assessed on ACT WK tests; these scores served as pre-test or baseline scores. These pre-test or baseline scores were then compared to the post-test scores to measure improvement and whether or not CTC has reached its academic goals. Scaled scores were used to measure the improved achievement of the students and scores range from "65" to "90."

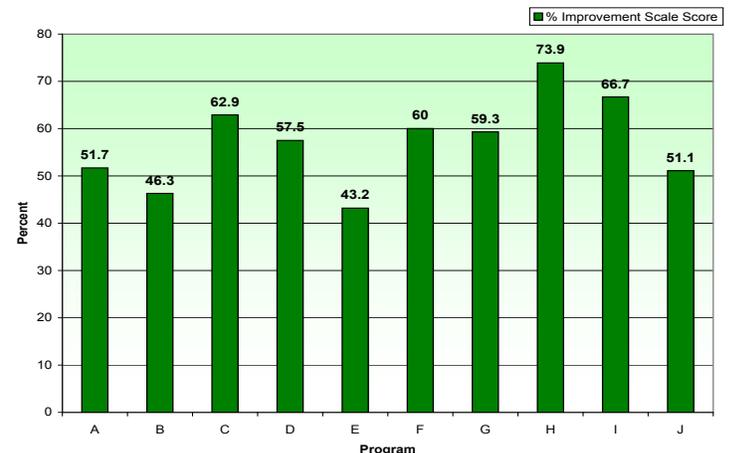
Graph A shows the results. In math-oriented programs, the percent of students improving in individual programs on the ACT WK Applied Math test improvement ranged from 39.4% to 77.4%. Graph B reveals that, for English language arts-oriented programs, the percent of student gain in individual programs on the ACT WK Reading for Information test varied from 43.2% to 73.9%. While the scores fall short of the 95% improvement goal, CTC staff recognizes that these are positive steps and are even more committed to developing strategies to further improve student achievement. When school resumes in the fall, CTC staff will begin the year in a series of meetings to examine data, and research and adjust instructional strategies to increase student achievement. We will keep you posted!

Note:
Information on ACT WK assessments
may be found on: <http://www.act.org/workkeys/>

Graph A
Percent of Students Showing Gains by Program -
Pre and Post ACT WorkKeys Applied Math Test (2007-2009)
(n = 377)



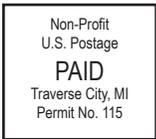
Graph B
Percent of Students Showing Gains by Program -
Pre and Post ACT WorkKeys Reading for Information Test (2007-2009)
(n = 371)





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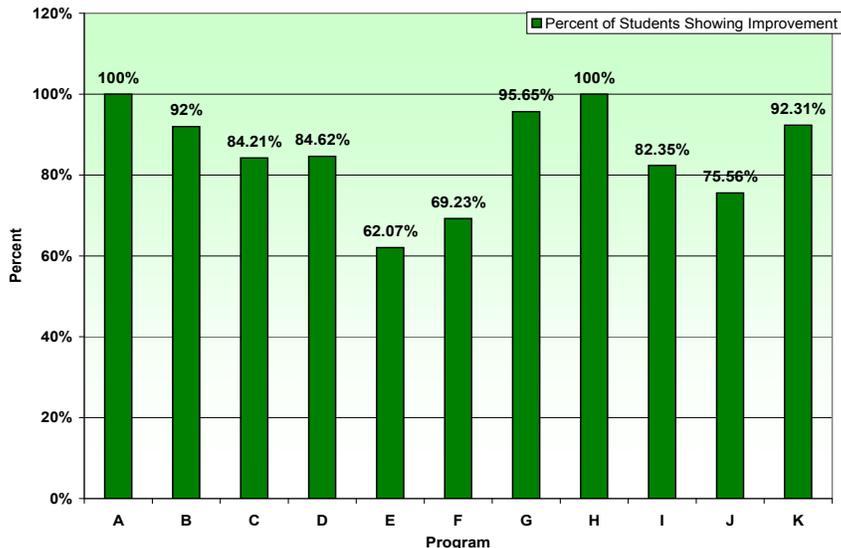
Our mission is to prepare students with skills and learning experiences for employment and life-long learning.



CTC Math-Oriented Program Improves Technical Math Skills

Two years ago, technical teachers in programs with math-related content recognized the need to increase the math skills of students within their programs. The teachers worked to develop a Math Essentials (ME) program to address the situation. They reviewed data and collaborated with CTC's highly-qualified math teachers and developed a ME pre-test to identify students needing help with math concepts critical to success in specific technical programs. The test consisted of problems in the areas of measurement, addition, subtraction, multiplication, division of whole numbers, fractions, decimals and conversions. Students took the pre-test in early October. Then, math teachers analyzed the students' performance and identified those who would be required to attend tutoring based on their individual needs. Sessions were held throughout the year and students were post-tested in the spring. The majority of students performed better on the ME post-test than on the ME pre-test. In fact, in two technical programs, 100% of the students improved! (Refer to graph below.) Our math teachers are "tweaking" parts of the ME pre-test and tutoring sessions for 2009-2010 with high hopes that 100% of the students will show improvement.

Percent of Students (By Program) Showing Improvement - Pre and Post Math Essentials Test (2008-2009) (n = 317)



NEWS AND NOTES

Career-Tech Center, "A Great Place to Learn"



Jason M. Jeffrey, Ed.D.
Principal, CTC

Fall is just around the corner and as I write this piece, our Detroit Tigers are performing at a high level and making a run at the baseball playoffs. The optimism in me believes that they have what it takes, yet winning at the highest levels requires more than a positive outlook. In baseball, managers pay attention to the numbers and make decisions such as the use of pinch hitters and/or stealing bases to achieve their goal: winning the game, the division, the pennant, etc... Research on characteristics of high performing teams such as cardiac surgery teams, Antarctic expeditions, athletic champions, and military units suggests that the most critical element for success is establishing a clear performance objective so that all members of the team know whether or not the outcome has been achieved. These goals provide a reference for measuring progress and, when necessary, making adjustments to ensure success. All members of the TBA Career-Tech Center team are clearly focused on our student achievement goals. During the 2009-10 school year we will continue to adjust our game plan to foster the success of our students and thereby our region, state and nation. Thanks for reviewing our "box score." Best wishes for the fall season!

Nondiscrimination Policy

It is the policy of the Traverse Bay Area Intermediate School District that no person shall, on the basis of race, color, national origin, creed or ancestry, political belief, sex, disability, handicap, religion, age, height, weight, or marital status be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity or employment.

