

<b>Appendix 1: Performance Analysis Chart</b>		
<b>Organizational Environment</b>		
<b>Current Situation</b>	<b>Desired Situation</b>	<b>Gap</b>
Funds being cut for WDE courses	Equal funding for all courses (core and electives)	Lack of resources decrease in the seen importance of WDE courses
WDE courses not a rationale for the school's ABC's	More weight and emphasis on WDE VoCats scores	Decrease motivation among WDE faculty and students
County offers staff development for WDE staff but not relevant to their coursework	Each area of WDE should have staff development focusing on their courses	Lack of efficient training and development in respective courses for instructors
County emphasis on integration of core courses into WDE curricula.	Equal integration between core courses and WDE courses.	Lower importance on WDE courses.
<b>Work Environment</b>		
<b>Current Situation</b>	<b>Desired Situation</b>	<b>Gap</b>
WDE courses not a major priority in the THS academic mission/vision	Involve WDE courses in the THS mission	Less importance of WDE courses in overall work environment
No system of reward or reprimand for teachers based on performance in WDE courses (VoCats)	System of reward and reprimand for teachers based on performance in WDE courses (VoCats)	WDE instructors are unaware of expectations in their courses.
Students who do poorly on VoCats are advancing to next level of course.	Minimum score needed to move on to next level of course.	No minimum score needed to advance to next level of the course.
An abundance of up-to-date, high quality technology	Maximize the use of the technological resources	Technology is underutilized.
Students are unsure of instructors expectations	Reward and reprimand system in place for students to strive for	No system of reward or reprimand.
<b>Work Level</b>		
<b>Current Situation</b>	<b>Desired Situation</b>	<b>Gap</b>
20% of class time for instruction	50% of class time for instruction	30% more time for instruction
<b>Worker Level</b>		
<b>Current Situation</b>	<b>Desired Situation</b>	<b>Gap</b>
Students take course without knowledge of course description	Students take course because they know what it is about	Unclear course descriptions
Students view course as boring and lack desire to perform	Students enjoy the course and are excited to learn	Lack of motivation
0% attendance at review sessions	100% attendance at review sessions (each student attends a certain amount of review sessions per nine weeks)	100%

