

Oregon Career and Technical Education (CTE) Performance Measurement (Secondary)

1. Oregon Career and Technical Education

Oregon has a long history of supporting [career and technical education \(CTE\)](#) in secondary and postsecondary education. CTE is delivered in nearly every high school and all seventeen community colleges in Oregon. In Oregon and nationally, CTE leads many best practices related to effective teaching and learning methodologies, improves student achievement and graduation, incorporates technological advances, provides context and relevance to learning, and contributes to workforce needs. Career and technical education provides opportunities for students to learn and apply the content of core academic and [STEM](#) content areas. Career and technical education, once referred to as vocational education, then professional technical education, continues to evolve and expand as a valued and important component of education and workforce development systems.

a. Accountability

Funding available through the federal [Carl D. Perkins Career and Technical Education Act of 2006 \(Perkins IV\)](#) augments local and state support of CTE in schools and community colleges. These public resources come with rigorous expectations concerning student achievement, program performance, and fiscal accountability. Regardless if schools receive federal Perkins funds, state policies require that all schools and community colleges with state-approved career and technical education programs report specified data to the state. The state then compiles and reports the data annually to the U.S. Department of Education (USDOE), [Office of Career, Technical, and Adult Education \(OCTAE\)](#) in compliance with section 113(c)(1)-(2) of the Perkins IV Act. The data is reported to USDOE using the [EDFacts](#) reporting system and the [Perkins Consolidated Annual Report \(CAR\)](#). The “90% Met Report” is the primary method used to provide local CTE data to the field. Various ad hoc reports are compiled for use by local and state staff, administrators, legislators, and others. Such data collection and reporting requires consistent [definitions of CTE performance measures and of CTE students](#).

2. CTE Performance Measurement

a. Secondary CTE Student Definitions

Oregon has adopted CTE student definitions for “CTE participants” and “CTE concentrators” for reporting the secondary and postsecondary core indicators of performance (also referred to as “performance measures”). The student definitions below apply to *all* CTE participants and *all* CTE concentrators. However, it is essential to understand that Perkins-required reporting (CAR and EDFacts) uses subsets of these definitions: 1) For reporting student performance, only students who fit the definitions of the numerators and denominators of each performance measure are included, and 2) For reporting CTE student enrollment counts in state-approved CTE programs, only students who became CTE participants or who became CTE concentrators in the reporting year are included. In other words, not all Oregon students enrolled in CTE are reflected in most reports using Perkins performance data.

- 1) CTE Participant:** Any secondary student who has earned one-half (.5) or more credits in any technical skill course part of an [Oregon state-approved CTE Program \(CTE Program of Study, State-Recognized CTE Program\)](#).
- 2) CTE Concentrator:** Any secondary student who has earned one (1) or more credits in a technical skill course(s) part of an [Oregon state-approved CTE Program \(CTE Program of Study, State-Recognized CTE Program\)](#), of which at least one-half (.5) credit must be designated as a “[required](#)” for program completion.

b. Secondary CTE Student Enrollment Reporting

Perkins IV also requires annual reporting to USDOE of the unduplicated counts of students who are considered CTE Participants and CTE Concentrators, referred to as the CTE Student Enrollment Report. The annual CTE student enrollment reporting to USDOE includes only the students who reached the thresholds as CTE Participants or CTE Concentrators in the reporting year. It does not include all of the CTE Participants or CTE Concentrators in schools.

We are required to report an unduplicated count of CTE Participants disaggregated by the gender, race, ethnicity, special populations, and other student categories as required by the [Elementary and Secondary Education Act \(ESEA\)](#). We are also required to provide an unduplicated count of CTE Concentrators disaggregated using the [16 career cluster categories](#) recognized by [OCTAE](#) and the [National Association for State Directors for Career and Technical Education Consortium \(NASDCTEc\)](#).

c. Secondary CTE Performance Measurement Definitions and Levels

There are also definitions of the core indicators of performance, also called “performance measures,” adopted in the [Oregon State Plan for Career and Technical Education](#) and used for Perkins IV reporting. Each definition includes a description of the numerator (number of students achieving an outcome) and the denominator (number of students seeking to achieve an outcome). Oregon has aligned the CTE performance measurement definitions in reading/language arts, mathematics, and graduation with [Oregon’s Annual Measurement Objectives \(AMO\)](#) used for [Elementary & Secondary Education Act \(ESEA\)](#) reporting. For information about cohort graduation rates, visit <http://www.ode.state.or.us/search/page/?id=2644> and http://www.ode.state.or.us/wma/data/schoolanddistrict/students/docs/cohort-graduation-rate-policy-manual_201314.pdf.

In addition, 1S3 Academic Attainment: Writing (secondary), 4S1_5Yr High School Graduation (5-year cohort rate), and 4S1 High School Graduation (single year rate) have been added as academic performance indicators of interest to CTE stakeholders in Oregon, but are not required by Perkins IV to report to USDOE (indicated by **NR**).

- 1) 1S1 Academic Attainment: Reading/Language Arts**
- 2) 1S2 Academic Attainment: Mathematics**
- 3) 1S3 Academic Attainment: Writing (NR)**
- 4) 2S1 Technical Skill Attainment**
- 5) 3S1 High School Completion**
- 6) 4S1_4Yr High School Graduation – four-year cohort rate**
- 7) 4S1_5Yr High School Graduation – five-year cohort rate (NR)**
- 8) 4S1 High School Graduation – single year rate (NR)**
- 9) 5S1 Student Placement**
- 10) 6S1 Non-traditional Participation**
- 11) 6S2 Non-traditional Completion**

Oregon Secondary CTE Performance Measurement

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Indicator	Performance Measurement Definition	Year 1 7/1/07- 6/30/08	Year 2 7/1/08- 6/30/09	Year 3 7/1/09- 6/30/10	Year 4 7/1/10- 6/30/11	Year 5 7/1/11- 6/30/12	Year 6 7/1/12- 6/30/13	Year 7 7/1/13- 6/30/14	Year 8 7/1/14- 6/30/15
1S1 Academic Attainment: Reading/ Language Arts	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on Oregon's reading/language arts assessment administered under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores of CTE concentrators who, in the reporting year, completed high school.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts and who, in the reporting year, completed high school.</p>	L. 60.00% A. 65.60%	L. 60.00% A. 73.34%	L. 60.00% A. 73.66%	L. 70.00% A. 75.16%	L. 70.00% A. 93.60%	L. 70.00% A. 94.27%	L. 82.00% A. 94.19%	L. 85.00% A.
1S2 Academic Attainment: Mathematics	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on Oregon's mathematics assessment administered under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores of CTE concentrators who, in the reporting year, completed high school.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics and who, in the reporting year, completed high school.</p>	L. 59.00% A. 60.35%	L. 59.00% A. 67.47%	L. 59.00% A. 66.21%	L. 70.00% A. 67.68%	L. 70.00% A. 78.50%	L. 70.00% A. 77.30%	L. 67.00% A. 85.82%	L. 70.00% A.
1S3 (NR) Academic Attainment: Writing	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on Oregon's writing assessment administered under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores of CTE concentrators who, in the reporting year, completed high school.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in writing and who, in the reporting year, completed high school.</p>	L. 60.00% A. 63.02%	L. 60.00% A. 60.41%	L. 60.00% A. 62.10%	L. 70.00% A. (61.15%)	L. 70.00% A. 71.4%	L. 70.00% A. 78.46%	L. 70.00% A. 70.64%	L. 70.00% A.

Key: (NR) = Not required to report to USDOE, OCTAE for Perkins

L = Performance level (target) as negotiated with USDOE, OCTAE **A** = Actual performance level **(XX.XX%)** = Red with parenthesis indicates actual performance level is below performance level (target)

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2S1 Technical Skill Attainment	<p>Numerator: Number of CTE concentrators who <u>completed their CTE program</u> and took and passed valid and reliable technical skill measurements that are aligned with <u>industry-recognized standards</u>, if available and appropriate, and completed high school during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took <u>technical skill assessments</u> and completed high school during the reporting year.</p>	<p>2S1 Technical Skill Attainment is now based on the definition to the left. Before 2010-11, technical skill attainment was reported based on GPA in CTE courses.</p> <p>For more information, please visit: http://www.ode.state.or.us/search/page/?id=1656.</p>			L. 50.00% A. 58.36%	L. 60.00% A. 64.90%	L. 70.00% A. (65.42%)	L. 70.00% A. 74.60%	L. 71.00% A.
3S1 Student High School Completion	<p>Numerator: Number of CTE concentrators who earned a regular secondary school <u>diploma</u>, earned a <u>General Education Development (GED)</u> credential or other <u>Oregon-recognized equivalent (including recognized alternative standards for individuals with disabilities)</u>, and left secondary education, during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	L. 85.00% A. (51.58%)	L. 89.25% A. 94.21%	L. 92.50% A. 93.05%	L. 95.00% A. (86.55%)	L. 95.00% A. (83.20%)	L. 95.00% A. (83.08%)	L. 83.25% A. (82.09%)	L. 83.50% A.

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4S1_4Yr Student High School Graduation (4-year cohort rate)	<p>Numerator: Number of CTE concentrators in the state's adjusted four-year cohort that earn regular high school diplomas by August in the reporting year.</p> <p>Denominator: Number of CTE concentrators in the state's adjusted four-year cohort in the reporting year. The adjusted four-year cohort includes students who were first enrolled in high school four years prior to August of the reporting year plus those students who transferred into the cohort within these four years and minus those students who transferred out of the cohort within these four years.</p>	<p>Beginning in 2013-14, the high school graduation rate of CTE concentrators is reported to USDOE using a 4-year cohort calculation method.</p> <p>The cohort graduation rate calculation for 4S1_4Yr Student High School Graduation (4-year cohort rate) is based on the definition to the left. This cohort calculation methodology and the performance target (AMO) is the same as used for all Oregon students and therefore provides comparable data.</p> <p>For more information regarding the cohort graduation rate, please visit: http://www.ode.state.or.us/wma/data/schoolanddistrict/students/docs/cohort-graduation-rate-policy-manual_201314.pdf and http://www.ode.state.or.us/search/page/?id=2644.</p> <p>The 4S1_5Yr (5-year cohort graduation rate) (left) and 4S1 (single year graduation rate) (below and left) are not required to be reported to USDOE for Perkins performance measurement. These rates are provided as additional reference data which teachers, CTE program administrators, state staff, and others can use to make comparisons and evaluate the effectiveness of their programs.</p> <p>The performance level indicated for 4S1_5Yr (5-year cohort graduation rate) is also the same as used for all other Oregon students and therefore provides comparable data. There is no longer a performance level target established for 4S1 (single year graduation rate).</p>						L. 69.00% A. 85.66%	L. 72.00% A.
4S1_5Yr (NR) Student High School Graduation (5-year cohort rate)	<p>Numerator: Number of CTE concentrators in the state's adjusted five-year cohort that earn regular high school diplomas by August in the reporting year.</p> <p>Denominator: Number of CTE concentrators in the state's adjusted five-year cohort in the reporting year. The adjusted five-year cohort includes students who were first enrolled in high school four years prior to August of the reporting year plus those students who transferred into the cohort within these five years and minus those students who transferred out of the cohort within these five years.</p>							L. 74.00% A. 89.38%	L. 77.00% A.
4S1 (NR) Student High School Graduation (single year rate)	<p>Numerator: Number of CTE concentrators who were reported in the current data collections as graduated in the reporting year.</p> <p>Denominator: Number of CTE concentrators who were reported in the current data collections, and included in the computation of the rate of graduation in the reporting year.</p>	L. 68.10% A. (50.58%)	L. 68.10% A. 92.24%	L. 68.10% A. 91.03%	L. 68.10% A. 85.36%	L. 68.10% A. 82.00%	L. 68.10% A. 82.11%	L. NA A. 80.65%	L. NA A.

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5S1 Student Placement	<p>Numerator: Number of CTE concentrators who completed high school and were found in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they completed high school (i.e., unduplicated placement status for CTE concentrators who graduated by June 30 would be determined between October 1 and December 31).</p> <p>Denominator: Number of CTE concentrators who completed high school during the reporting year.</p>	L. 75.20% A. (55.00%)	L. 60.00% A. (47.39%)	L. 62.00% A. (40.19%)	L. 59.00% A. (10.51%)	L. 59.50% A. (54.80%)	L. 55.00% A. 55.57%	L. 56.00% A. (53.67%)	L. 56.50% A.
6S1 Nontraditional Participation	<p>Numerator: Number of CTE <i>participants</i> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE <i>participants</i> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	L. 42.85% A. 53.32%	L. 45.00% A. 51.56%	L. 47.00% A. 47.85%	L. 36.50% A. 46.16%	L. 37.00% A. 44.80%	L. 37.50% A. 39.91%	L. 39.00% A. (33.05%)	L. 39.50% A.
6S2 Nontraditional Completion	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year and completed high school.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year and completed high school.</p>	L. 18.80% A. 64.65%	L. 19.74% A. 62.32%	L. 21.00% A. 55.72%	L. 21.00% A. 44.84%	L. 22.00% A. 45.80%	L. 23.00% A. 42.88%	L. 25.00% A. (22.55%)	L. 42.00% A.

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