CTE Student Performance Data Analysis

A 3-year analysis of CTE concentrator performance will help identify any performance measures that may need to be addressed to increase concentrator academic and technical skill attainment as well as the other performance indicators. The analysis of CTE concentrator performance data may guide you toward identifying appropriate priority goals and strategies for CTE program improvement.

CTE Performance Indicator	Current Year CTE Target Performance Year: 2020-21	Current Year Regional Performance Year: 2020-21	2018-2019	2019-2020	2020-2021
1S1—Four-Year Graduation Rate	89.50%	98.65%	86.36%	89.89%	95.24%
Hispanic	89.50%	98.15%	75%	100%	100%
White	89.50%	98.48%	90.28%	90.54%	94.74%
Economically Disadvantaged	89.50%	97.20%	71.43%	74.07%	83.33%
Students with Disabilities	89.50%	98.48	69.23%	77.78%	100%
2S1 - Academic Proficiency in Reading/Language Arts	*68.00%	No Data	83.78%	81.82%	No Data
2S2—Academic Proficiency in Mathematics	35.70%	No Data	35.14%	39.39%	No Data
3S1—Post-Secondary Placement	49.30%	34.21%	44.87%	41.33%	21.43%
4S1—Non-Traditional Enrollment	27.50%	26.68%	24.62%	15.05%	14.85%
5S1—Program Quality - Participation in Work-Based Learning	5.00%	35.63%	N/A	N/A	0%

1S1: Four-Year Graduation Rate
The percentage of secondary CTE concentrators who graduate within four years. This indicator uses the same definition for a high school graduate as the one used to determine overall state four-year graduation rates.

2S1: Academic Proficiency in Reading/Language Arts
The percentage of secondary CTE concentrators who demonstrate proficiency in reading/language arts as measured by the statewide assessment. This data is reported in the year that the student takes the assessment. In Oregon, statewide assessments are administered during 11th grade.

2S2: Academic Proficiency in Mathematics
The percentage of secondary CTE concentrators who demonstrate proficiency in mathematics as measured by the statewide assessment. This data is reported in the year that the student takes the assessment. In Oregon, statewide assessments are administered during 11th grade

3S1: Postsecondary Placement
The percentage of secondary CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education; are in advanced training, military service, or a service program; or are employed.

4S1: Nontraditional Program Enrollment
The percentage of CTE concentrators in CTE Programs and Programs of Study that lead to fields that are nontraditional for the gender of the concentrator. These programs are identified using national data.

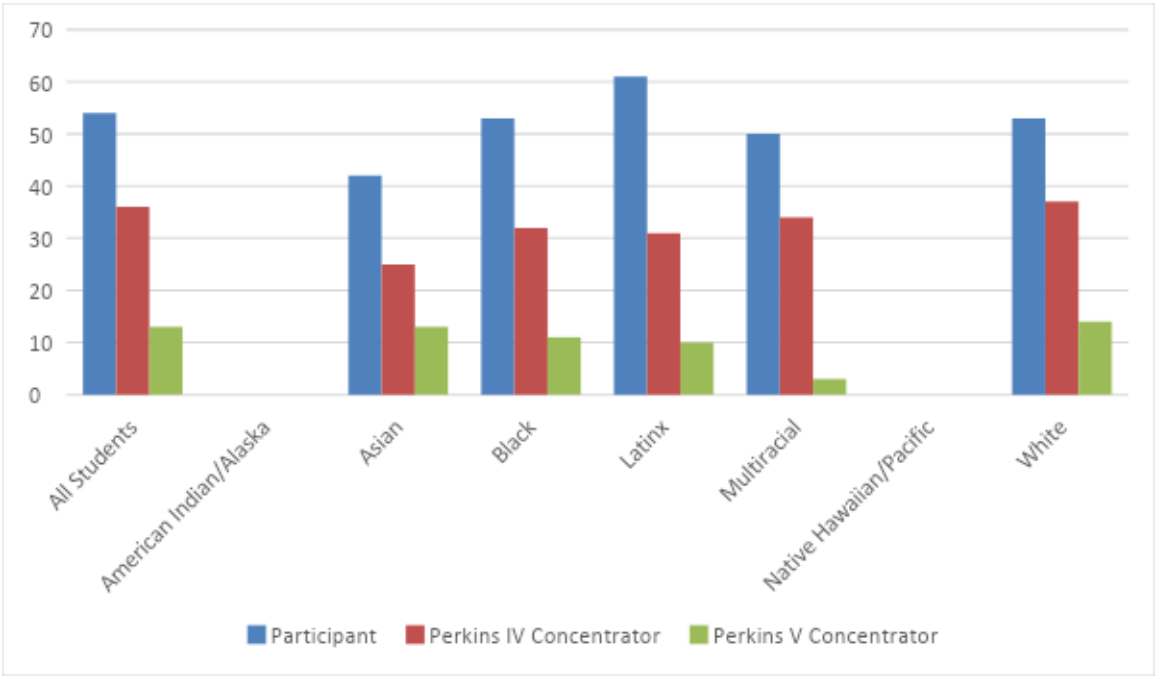
5S3: Program Quality – Participation in Work-Based Learning
The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Source: ODE, Perkins Career and Technical Education 90% Report

CTE Student Participation Data Analysis

A 3-year analysis of CTE participation performance will help identify equity gaps to be addressed to increase concentrator status (2018/2019 – 2020/2021). **In percent.**

Student Category	Participant % At least 0.5 cr < 1	Perkins IV Concentrator % At least 1cedit < 2	Perkins V Concentrator %At least 2 credits
All Students	54	36	13
American Indian/Alaska			
Asian	42	25	13
Black	53	32	11
Latinx	61	31	10
Multiracial	50	34	3
Native Hawaiian/Pacific			
White	53	37	14



Source: Education Northwest. Oregon CTE Participation Explorer

Retention from participant (0.5 credit) to Perkins V Concentrator (2 or more credits)

	All Students	American Indian/Alaska	Asian	Black	Latinx	Multiracial	Native Hawaiian/Pacific	White
Retention to Concentrator (at least 2.0 cr)	24%		30%	20%	16%	6%		27%
County Average	36	16	50	39	38	33	27	35

Source: Education Northwest. Oregon CTE Participation Explorer

Labor Market Analysis - looking at your current programs of study and the most recent labor market information for high-wage high-demand occupations, are their opportunities for new programs that should be considered.

Current Programs of Study:

Career Area	Program Title
Agriculture, Food & Natural Resource Systems	Agriculture, General
Arts, Information & Communications	Journalism & Broadcasting
Business & Management	Restaurants, Food & Beverage Services
Industrial & Engineering Systems	Automotive Service Technology
Industrial & Engineering Systems	Manufacturing, General

High-Wage High-Demand Occupations in Tri-County Area - 2020-2030

Source: Oregon Employment Department. Crosswalk prepared by the Oregon Dept. of Education

Career Learning Area	Occupation Title	Annual Openings
Agriculture, Food, and Natural Resource Systems	Farmers, Ranchers, and Other Agricultural Managers	455
Agriculture, Food, and Natural Resource Systems	Natural Sciences Managers	53
Agriculture, Food, and Natural Resource Systems	Buyers and Purchasing Agents	338
Agriculture, Food, and Natural Resource Systems	Environmental Scientists and Specialists, Including Health	70
Agriculture, Food, and Natural Resource Systems	Pest Control Workers	-s-
Agriculture, Food, and Natural Resource Systems	First-Line Supervisors of Farming, Fishing, and Forestry Workers	52
Agriculture, Food, and Natural Resource Systems	Logging Equipment Operators	-s-
Agriculture, Food, and Natural Resource Systems	Refuse and Recyclable Material Collectors	131
Arts, Information & Communications	Computer and Information Systems Managers	428
Arts, Information & Communications	Computer Systems Analysts	372
Arts, Information & Communications	Information Security Analysts	112
Arts, Information & Communications	Computer Network Support Specialists	98
Arts, Information & Communications	Computer User Support Specialists	440
Arts, Information & Communications	Network and Computer Systems Administrators	252
Arts, Information & Communications	Database Administrators and Architects	101
Arts, Information & Communications	Software Developers and Software Quality Assurance Analysts and Testers	1,291
Arts, Information & Communications	Web Developers and Digital Interface Designers	173
Arts, Information & Communications	Computer Occupations, All Other	235
Arts, Information & Communications	Art Directors	253
Arts, Information & Communications	Fashion Designers	118
Arts, Information & Communications	Graphic Designers	255

Arts, Information & Communications	Producers and Directors	115
Arts, Information & Communications	Writers and Authors	144
Business Management	General and Operations Managers	1,773
Business Management	Marketing Managers	439
Business Management	Sales Managers	427
Business Management	Computer and Information Systems Managers	428
Business Management	Financial Managers	524
Business Management	Farmers, Ranchers, and Other Agricultural Managers	455
Business Management	Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other	806
Business Management	Human Resources Specialists	518
Business Management	Management Analysts	661
Business Management	Market Research Analysts and Marketing Specialists	862
Business Management	Project Management Specialists and Business Operations Specialists, All Other	1,541
Business Management	Accountants and Auditors	833
Business Management	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	749
Business Management	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,122
Business Management	First-Line Supervisors of Office and Administrative Support Workers	731
Health Science	Medical and Health Services Managers	288
Health Science	Medical Scientists, Except Epidemiologists	100
Health Science	Pharmacists	110
Health Science	Physician Assistants	80
Health Science	Physical Therapists	89
Health Science	Speech-Language Pathologists	79
Health Science	Registered Nurses	1,498
Health Science	Nurse Practitioners	157
Health Science	Physicians, All Other; and Ophthalmologists, Except Pediatric	109
Health Science	Dental Hygienists	142
Health Science	Clinical Laboratory Technologists and Technicians	128
Health Science	Licensed Practical and Licensed Vocational Nurses	149
Health Science	Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other	181
Health Science	Massage Therapists	248
Health Science	Dental Assistants	274
Human Resources	Administrative Services and Facilities Managers	236
Human Resources	Food Service Managers	236
Human Resources	Social and Community Service Managers	178
Human Resources	Compliance Officers	171
Human Resources	Training and Development Specialists	272

Human Resources	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	417
Human Resources	Child, Family, and School Social Workers	280
Human Resources	Clergy	163
Human Resources	Lawyers	249
Human Resources	Paralegals and Legal Assistants	342
Human Resources	Health Specialties Teachers, Postsecondary	228
Human Resources	Elementary School Teachers, Except Special Education	426
Human Resources	Secondary School Teachers, Except Special and Career/Technical Education	297
Human Resources	Self-Enrichment Teachers	273
Human Resources	Massage Therapists	248
Industrial and Engineering Systems	Construction Managers	354
Industrial and Engineering Systems	Buyers and Purchasing Agents	338
Industrial and Engineering Systems	Electronics Engineers, Except Computer	345
Industrial and Engineering Systems	Industrial Engineers	323
Industrial and Engineering Systems	Production, Planning, and Expediting Clerks	276
Industrial and Engineering Systems	First-Line Supervisors of Construction Trades and Extraction Workers	390
Industrial and Engineering Systems	Carpenters	1,188
Industrial and Engineering Systems	Electricians	701
Industrial and Engineering Systems	Plumbers, Pipefitters, and Steamfitters	443
Industrial and Engineering Systems	Industrial Machinery Mechanics	274
Industrial and Engineering Systems	First-Line Supervisors of Production and Operating Workers	373
Industrial and Engineering Systems	Welders, Cutters, Solderers, and Brazers	303
Industrial and Engineering Systems	First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	340
Industrial and Engineering Systems	Heavy and Tractor-Trailer Truck Drivers	1,228
Industrial and Engineering Systems	Bus Drivers, Transit and Intercity	-s-

Program Quality and Outcomes

1. Standards & Content

2022-23 Goal:

As programs go through the renewal process, new state standards will need to be adopted by each program. This transition may require modifying the curriculum for new student outcomes that align with these standards. Advisory committees should be used to determine what new equipment needs if any this change will require.

	Activities	Expected Outcomes	Anticipated Perkins Expenditures
2023-2025			
Beyond 2025 (long-term)			

2. Alignment & Articulation

2022-23 Goal:

Clackamas County CTE programs, in cooperation with the aligning community college, will increase the number of new early college credit opportunities available to students by 5%, in 2022-23 school year.

100% of programs will have active advisory committees comprised of local industry partners that meet a minimum of twice per school year.

	Activities	Expected Outcomes	Anticipated Perkins Expenditures
2023-2025			
Beyond 2025 (long-term)			

3. Accountability & Evaluation

2022-23 Goal:

At least 75% of CTEC programs will have available WBL options meeting the state definition.

Achievement gaps in the Perkins Performance Indicators and participation data (found at the top of the document) will be addressed to create equitable outcomes for students.

	Activities	Expected Outcomes	Anticipated Perkins Expenditures
2023-2025			
Beyond 2025 (long-term)			

4. Student Support Services

2022-23 Goal:

Facilitate sharing of innovative, culturally proficient, and equitable curricula across districts.

Teachers will engage in professional development that engages students in their learning and creates equitable outcomes for all students in programs of study.

Student support services are a core element for Perkins-eligible programs of study and include:

- All CTE students will have informational career guidance, academic advising and instructional support to assist them in progressing through a CTE program of study in a nonduplicative manner (e.g. Pathway Templates, Education Plan and Profile, appropriate accommodations, ELL services).
- Are there barriers that prevent students from accessing academic supports?
- What policies are in place that remove prerequisite barriers? (need to tweak)
- What barriers currently exist that prevent certain focal student groups from accessing programs?

	Activities	Expected Outcomes	Anticipated Perkins Expenditures
2023-2025			
Beyond 2022-25 (long-term)			

5. Professional Development

2022-23 Goal:

Facilitate sharing of innovative, culturally proficient, and equitable curricula across districts.

Professional development intent and design must [Sec. 122(c)(2) & Sec. 135(b)(4)]:

- promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies;
- be high quality, sustained, intensive, and focused on instruction, and increase the academic knowledge and understanding of industry standards;
- encourage applied learning that contributes to the academic and CTE knowledge of the student;
- provide the knowledge and skills needed to work with and improve instruction for special populations; and
- assist in accessing and utilizing CTE accountability data, student achievement data, and data from assessments.

	Activities	Expected Outcomes	Anticipated Perkins Expenditures
2023-2025			
Beyond 2025 (long-term)			