

Strengthening Career and Technical Education for the 21st Century Act Secondary Accountability Definitions

CTE Definitions

Statutory Definition	Operational Definition
<p>CTE Participant: The term ‘CTE Participant’ means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.</p>	<p>CTE Participant: Any 9th-12th grade student who successfully completes 1 or more state-approved CTE course(s).</p>
<p>CTE Concentrator: The term ‘CTE Concentrator’ means at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study.</p>	<p>CTE Concentrator: Any 9th-12th grade student who successfully completes 150+ course hours (or more) as part of a state-approved secondary CTE program, within one career field.</p>

Accountability Performance Indicator Definitions

Statutory Definition	Operational Definition
<p>1S1: Four-Year Graduation Rate</p> <p>The percentage of CTE Concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of the ESEA.</p> <p><i>(also known as the four-year cohort Graduation Rate)</i></p>	<p>Numerator: Number of CTE Concentrators who, in the reporting year, were included as a graduate in the State’s computation of its four-year cohort graduation rate.</p> <p>Denominator: Number of CTE Concentrators who, in the reporting year, were included in the State’s computation of its four-year cohort graduation rate. Includes: 1) graduated, 2) dropouts, 3) continuing, and, 4) unknown.</p>

Statutory Definition	Operational Definition
<p>2S1: Academic Proficiency in Reading/Language Arts</p> <p>CTE Concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.</p>	<p>Numerator: Number of 10th grade CTE Concentrators who met or exceeded the proficiency level on the Statewide high school Reading assessments, either the MCA or MTAS.</p> <p>Denominator: Number of students designated as CTE Concentrators by the end of their 10th grade year, who took the MCA or MTAS and whose high school Reading assessment scores were included in the State’s ESSA computation.</p>
<p>2S2: Academic Proficiency in Mathematics</p> <p>CTE Concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.</p>	<p>Numerator: Number of 11th grade CTE Concentrators who met or exceeded the proficiency level on the Statewide high school Mathematics assessments, either the MCA or MTAS.</p> <p>Denominator: Number of students designated as CTE Concentrators by the end of their 11th grade year, who took the MCA or MTAS and whose high school Mathematics assessment scores were included in the State’s ESSA computation.</p>
<p>2S3: Academic Proficiency in Science</p> <p>CTE Concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.</p> <p>**NOTE: Although data are reported for this indicator, no SDPL’s are projected or reported as having met/not met. Grade of testing is not standardized.</p>	<p>Numerator: Number of 9th or 10th grade CTE Concentrators who met or exceeded the proficiency level on the Statewide high school Science assessments, either the MCA or MTAS; after completion of Life Science course.</p> <p>Denominator: Number of students designated as CTE Concentrators by the end of their 10th grade year, who took the MCA or MTAS and whose high school Science assessment scores were included in the State’s ESSA computation.</p>
<p>3S1: Post-Program Placement</p> <p>The percentage of CTE Concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.</p>	<p>Numerator: Number of CTE Concentrators who, in the second quarter after graduating high school, enrolled in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.</p> <p>Denominator: Number of CTE Concentrators who graduated high school.</p>

Statutory Definition	Operational Definition
<p>4S1: Non-Traditional Program Concentration</p> <p>The percentage of CTE Concentrators in career and technical education programs and programs of study that lead to non-traditional fields.</p>	<p>Numerator: Number of CTE Concentrators from underrepresented gender groups who complete a program that leads to employment in nontraditional fields.</p> <p>Denominator: Number of CTE Concentrators who complete a program leading to employment in nontraditional fields.</p>
<p>5S3: Program Quality – Work-Based Learning</p> <p>The percentage of CTE Concentrators graduating from high school having participated in work-based learning.</p>	<p>Numerator: Number of CTE Concentrators who successfully complete one or more work-based learning course(s) prior to graduation.</p> <p>Denominator: Number of CTE Concentrators who graduated high school.</p>

Frequently Asked Questions 5S3 Work-Based Learning

Frequently Asked Questions:	Response:
<p>Which program codes are counted within the numerator of the work-based learning accountability measure?</p>	<p>000750, 009090, 009095, 019901, 019090, 019095, 049090, 049095, 079090, 079095, 099090, 099095, 149090, 149095, 179090, 179095</p>
<p>Which course codes in the programs listed above are counted within the numerator of the work-based learning accountability measure?</p>	<p>Students enrolled in course code 97 (Work Experience) are counted in the work-based learning accountability measure.</p>
<p>Are CTE Concentrators from <i>all</i> CTE career fields included in the work-based learning accountability measure—or, only CTE Concentrators from specific career fields?</p>	<p>CTE Concentrators included in the numerator of the work-based learning accountability measure represent <i>all</i> career fields as well as those students who concentrate in work-based learning only (including both Diversified and ACTE-SPED program areas).</p>
<p>If a student becomes a CTE Concentrator as a result of taking 150+hrs within a state-approved work-based learning program (either in Diversified or ACTE-SPED) –does the student then need to successfully complete additional course 97 hours in order to be counted in the numerator of the accountability measure?</p>	<p>Actually, no. As long as course 97 was part of the successfully completely 150+hr in becoming a CTE Concentrator, then the student would automatically be included in the numerator for the 5S3 Work-based Learning performance indicator.</p>