

Understanding Ohio's Career-Technical Education Report Card

Component: Achievement

Measures: Technical Skill Attainment – Contributes 75% toward Component Grade

Indicators Met – Contributes 25% toward Component Grade

Description: Students in most Ohio Career-Tech programs take a series of assessments to gauge their knowledge and skill in their field of study. The results of these assessments can be reported to potential employers as evidence of competency and experience. **Technical Skill Attainment** measures how many students passed the relevant Ohio Career Technical Competency Assessments or Industry Assessments for their career-technical program. This measure is also calculated for federal accountability, and reported on the Perkins Performance Reports. Each assessment has a passing benchmark score, listed on the [Career-Technical Assessment System Matrix](#). The measure reports the proportion of students who took assessments and passed them. The **Indicators Met** measure reports the percentage of CTE Concentrators who pass the Ohio State Tests or End of Course Exams

Technical Facts: The Technical Skill Attainment calculation includes only students who took CTE assessments, and assessment scores are included in the calculation only in the year that students leave school. This ensures that the scores included in the calculation reflect only students who have completed a full assessment series. The Indicators Met measure includes all students who participated in CTE programming in the current school year.

In addition to being reported on the CTE Report Card, Career- Technical Planning Districts also have local targets for this measure. Whether or not they met this local target is reported in the **Federal Accountability Results** component.

A-F Rating: The Technical Skill Attainment rate reflects the proportion of students who passed the technical tests in their Career-Tech program. Only students who took tests are included in the passage rate.

Grade	Test Passage Rate
A	90%-100%
B	80%-89.9%
C	70%-79.9%
D	60%-69.9%
F	Below 60%

This grade also reflects the testing participation rate. Districts who test a high proportion of their students receive a grade increase, while those who test a low proportion of their students receive a grade decrease.

Effect	Test Participation Rate
1 Grade Decrease	Test participation rate $\geq 80\%$ but $< 90\%$
2 Grade Decrease	Test participation rate $< 80\%$

The grade scale for the Indicators Met measure is as follows:

Grade	Percent Passing
A	90%-100%
B	80%-89.9%
C	70%-79.9%
D	50%-69.9%
F	Below 50%

Component: Graduation Rate

Measures: Four-Year Graduation Rate – Contributes 60% toward component grade

Five-Year Graduation Rate – Contributes 40% toward component grade

Description: The Four-Year Graduation Rate includes as graduates only those students who earn a diploma within four years after entering the ninth grade for the first time and were CTE Concentrators. The Five-Year Graduation Rate includes those students who graduate within five years after entering ninth grade for the first time and were CTE Concentrators by the end of their fourth year.

Technical Fact: A number of years ago, Ohio transitioned to a new method of calculating the graduation rate set by the federal government. This allows for comparisons between Ohio and other states.

A-F Rating: The ranges for the graduation rate measures are different and mirror the ranges used on the Local Report Card for traditional schools

Four-Year Graduation Rate

Score	Letter Grade
93% - 100%	A
89% - 92.9%	B
84% - 88.9%	C
79% - 83.9%	D
Less than 79%	F

Five-Year Graduation Rate

Score	Letter Grade
95% - 100%	A
90% - 94.9%	B
85% - 89.9%	C
80% - 84.9%	D
Less than 80%	F

Component: Post-Program Outcomes

Measure: Post-Program Placement – Single measure in component grade

Description: Because Career-Technical Education programs are preparing students for transitioning to careers and postsecondary education, post-program placement is an important indicator of success. **Post-Program Placement** data is collected via follow-up survey with career-tech students who left high school the previous year. Specifically, students are asked if they were employed, in an apprenticeship, in postsecondary education or advanced training, or in the military during the first 3-6 months after leaving school. These subgroups are combined to create the numerator for the post-program placement measure.

Technical Fact: Only students that districts were able to locate to participate in the follow-up survey are included in the Post-Program Placement calculation. The percentage of students located for survey is called the Status Known Rate. Both the Post-Program Placement Calculation and the Status Known Rate are used in determining the letter grade for this measure.

In addition to being reported on the CTE Report Card, Career- Technical Planning Districts also have local targets for this measure. Whether or not they met this local target is reported in the **Federal Accountability Results** component.

A-F Rating: There are two pieces to the Post-Program Placement grade.

The Post-Program Placement rate places CTPDs into an initial grade band, shown below.

<u>Placement Rate</u>	
Score	Letter Grade
93% - 100%	A
89% - 92.9%	B
84% - 88.9%	C
79% - 83.9%	D
Less than 79%	F

Grades then may be increased or decreased, depending on the Status Known Rate for the CTPD.

<u>Status Known Rate</u>	<u>Effect</u>
95%-100%	Letter grade increased one level
85%-94.9%	No change to initial letter grade
0%-84.9%	Letter grade decreased one level

Component:	Post-Program Outcomes
Measures:	Industry-Recognized Credentials – Reported, but Not Graded
Description:	Students in many Ohio Career-Tech programs are working towards earning an industry credential, certification, or license in their program area of study. These credentials can be crucial to gaining entry into employment or advanced training. The proportion of students who left school and who earned industry credentials is reported in the Industry-Recognized Credentials measure.
Technical Facts:	<p>The Industry-Recognized Credentials calculation only includes students in the year that students leave school. This ensures that the scores included in the calculation reflect only students who have had optimum opportunities to earn a credential.</p> <p>Credential data is collected during the school year, as well as via follow-up survey administered to students several months after leaving school. This ensures that students have the opportunity to earn credentials that require a high school diploma, and that these credentials will be counted in the Industry Credential calculation.</p>
A-F Rating:	The Industry Credentials measure is not subject to an A-F Rating on the 2016-2017 CTE Report Card.

Component: Prepared for Success

Measures: ¹College Admission Test (*percent receiving non-remed. score*)
¹Industry-Recognized Credentials (*percent with a credential*)
¹Honors Diplomas Awarded (*percent with an Honors Diploma*)
²Advanced Placement (*percent scoring three or above*)
²International Baccalaureate (*percent scoring four or above*)
²Dual Enrollment Credits (*percent earning at least three credits*)
¹Having any or all contributes a weight of 1.0 toward component
²Having any item in 1 and any or all in 2 contributes an additional weight of 0.3 toward component

Description: When students graduate from high school, they must be ready for success in college and careers without needing to take remedial classes. This goal is measured by the **Prepared for Success** component.

Prepared for Success is a unique component. It contains six measures that do not receive a grade. Beginning in 2016, the component is graded based on the percentage of a school's or district's four- and five-year graduation cohorts that demonstrate college- and career-readiness. Using multiple measures for college- and career-readiness allows districts to showcase their unique approaches for preparing students. Some schools may focus on industry credentials while others focus on ACT scores.

Technical Facts: A school earns a point for every student in the four- and five-year graduation cohorts who either: (a) achieves a remediation free score on all parts of the ACT or SAT; (b) earns an industry-recognized credential; or (c) receives an honors diploma. A student earns an additional 0.3 points for completing one or more criteria from the list above and also: (a) earning a three or higher on an AP exam; (b) earning a four or higher on an international baccalaureate exam; or (c) earning three or more college credits through college credit plus. The maximum points that any individual student can earn is 1.3 regardless of how many criteria are met.

A-F Rating: The grade scale increases over the next three years. The 2017 scale is:

Score	Letter Grade
90% - 100%	A
70% - 89.9%	B
45% - 69.9%	C
25% - 44.9%	D
Less than 25%	F

Component: Federal Accountability Results

Measures: Academic Attainment – Reading
Academic Attainment – Mathematics
Technical Skill Attainment
Secondary School Completion
Single Year Graduation Rate
Post-Program Placement
Nontraditional Participation
Nontraditional Completion

Description: These eight measures comprise the federal accountability system for the Carl D. Perkins Career and Technical Education Act of 2006. Career-technical planning districts have local targets for each measure with the Ohio Department of Education. These targets are designed to encourage continuous improvement.

Academic Attainment – Reading measures the proportion of students who passed the Reading portion of the Ohio Graduation Test before leaving school.

Academic Attainment – Mathematics measures the proportion of students who passed the Mathematics portion of the Ohio Graduation Test before leaving school.

Technical Skill Attainment measures how many students passed the relevant Ohio Career Technical Competency Assessments or Industry Assessments for their career technical program. This measure is also part of the Achievement Component.

Secondary School Completion measures the proportion of students who left school in a single year with a diploma or GED (as opposed to dropping out).

Single Year Graduation Rate measures the proportion of students who left school in a single year who graduated from high school (as opposed to obtaining a GED or dropping out).

Post-Program Placement measures the proportion of students who were employed, enrolled in postsecondary education, participating in advanced training or an apprenticeship program, or in the military in the 3 to 6 months after leaving school. This measure is also part of the Post Program Outcomes Component.

Nontraditional Participation measures the proportion of students participating in Career-Tech programs that lead to employment in nontraditional fields. Nontraditional fields are defined by gender only. For example, engineering is currently defined as a nontraditional field

for females, while early childhood education qualifies as a nontraditional field for males.

Nontraditional Completion measures the proportion of students who completed Career-Tech programs that lead to employment in nontraditional fields. Nontraditional fields are defined by gender only. For example, engineering is currently defined as a nontraditional field for females, while early childhood education qualifies as a nontraditional field for males. A full list of nontraditional programs is available on the Ohio Department of Education website.

Technical Facts: These measures, with the exception of Nontraditional Participation, are calculated once students leave school. They represent the cumulative results of coursework and assessments taken during high school, and their post-high school educational and employment choices.

Nontraditional Participations captures all students participating in Career-Technical education during the school year.

A-F Rating: The measures contained in the Federal Accountability Results component are not subject to an A-F Rating on the CTE Report Card.