## Appendix I: Performance Targets (under construction)

# Appendix I: Performance Targets

The Performance indicators and their names and guidelines stem from (federal) Perkins V legislation and related U.S. Department of Education guidance.

**Performance Indicator 3-Part Naming Convention**

**Part 1: Metric Series Number:** Metrics are grouped into series; some series have only one metric in the group; some series have multiple mandatory metrics; one series (5S) has multiple metrics with only one of the metrics mandatory for ODE’s Perkins reporting.

**Part 2: Metric Education Level Code:** S is used for secondary metrics; P is used for postsecondary metrics.

**Part 3: Metric In-Series Sequence Number:** Some metric series contain more than one indicator; this number specifies which in-series metric is referenced. All metrics have this third naming component; for series with only one metric in the sequence, the metric uses 1 for this number.

**Performance Indicator Series**

**1S Series**: Secondary Graduation Rates

**2S Series**: Secondary Academic Proficiency

**3S Series**: Postsecondary Placement of Secondary Students

**4S Series**: Nontraditional (by gender) Program Enrollment of Secondary Students

**5S Series**: Secondary Program Quality

**1P Series**: Postsecondary Retention and Placement of Postsecondary Students

**2P Series**: Postsecondary Industry Recognized Credentialing of Postsecondary Students

**3P Series**: Nontraditional (by gender) Program Enrollment of Postsecondary Students

*Table 1 Proposed Perkins Performance Targets, Secondary*

| **Secondary Indicator** | **Baseline Level** | **2024-25 Targets** | **2025-26 Targets** | **2026-27 Targets** | **2027-28 Targets** |
| --- | --- | --- | --- | --- | --- |
| 1S1: Four-Year Graduation Rate | >95% | 93.25% | 93.50% | 93.75% | 94.00% |
| 1S2: Extended Graduation Rate | >95% | 93.50% | 93.75% | 94.00% | 94.25% |
| 2S1: Academic Proficiency in Reading Language Arts  | 59.87% | 51.45% | 51.90% | 52.30% | 52.70% |
| 2S2: Academic Proficiency in Mathematics  | 26.75% | 19.80% | 20.00% | 20.20% | 20.40% |
| 2S3: Academic Proficiency in Science  | 60.79% | 54.65% | 55.15% | 55.65% | 56.15% |
| 3S1: Postsecondary Placement  | 60.53% | 61.20% | 61.80% | 62.30% | 62.90% |
| 4S1: Non-Traditional Program Enrollment  | 33.70% | 35.00% | 35.50% | 36.00% | 36.50% |
| 5S3: Program Quality – Participated in Work-Based Learning  | 54.40% | 55.80% | 56.40% | 57.00% | 57.60% |

*Table 2 Proposed Perkins Performance Targets, Postsecondary*

| ***Postsecondary Indicator*** | ***Baseline Level*** | ***FY 2024 Target*** | ***FY 2025 Target*** | ***FY 2026 Target*** | ***FY 2027 Target*** |
| --- | --- | --- | --- | --- | --- |
| *1P1: Postsecondary Retention and Placement* | *80.42%* | *83.75%* | *84.25%* | *84.75%* | *85.25%* |
| *2P1: Earned Recognized* *Postsecondary Credential* | *55.41%* | *55.50%* | *56.00%* | *56.50%* | *57.00%* |
| *3P1: Non-Traditional* *Program Enrollment* | *19.10%* | *19.15%* | *19.40%* | *19.65%* | *19.90%* |

## Performance Level Analysis & Proposed Targets

### 1P1: Postsecondary Retention and Placement

In Perkins V, the 1P1 Performance Indicator “*Postsecondary Placement*” assesses the percentage of CTE Concentrators who either remain enrolled in postsecondary education, engage in advanced training, military service, participate in a service or volunteer program, or are placed or retained in employment.

**Numerator:** # of CTE Concentrators who completed a program or program of study and, at 2nd quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National Community Service Act of 1990, are volunteers as described in section 5(a) of Peace Corps Act, or are placed or retained in employment

**Denominator:** # of CTE Concentrators who completed a program or program of study during the reporting year

***Table 3 Indicator 1P1 Performance Analysis***

| **Indicator Value Type, 1P1** | **Report year 2020-21** | **Report year 2021-22** | **Report year 2022-23** | **Base Level** | **Report year 2023-24** |
| --- | --- | --- | --- | --- | --- |
| Numerator Count | 5,105 | 4,401 | 4441 | 4421 |  |
| Denominator Count | 5,837 | 5,529 | 5467 | 5498 |  |
| Actual Performance | **87.46%** | **79.60%** | **81.23%** | **80.42%** |  |
| Performance Target | 62.80% | 63.20% | 67.60% |  | 72.00% |
| Performance Type | Met or Exceeded Target | Met or Exceeded Target | Met or Exceeded Target |  |  |

Oregon’s statewide performance in the Postsecondary Retention and Placement (1P1) indicator was 87.46% in 2020-21, 79.60% in 2021-22, and 81.23% in 2022-23. The average performance of program years 2021-22 and 2022-23, referred to as the Base Level, is 80.42%. (Table 3).

***Table 4 Indicator 1P1 Proposed Targets***

| **Report Year** | **Proposed Target** |
| --- | --- |
| 2024-25 | 83.75% |
| 2025-26 | 84.25% |
| 2026-27 | 84.75% |
| 2027-28 | 85.25% |

The proposed targets for the *Postsecondary Retention and Placement* (1P1) performance indicator for program years 2024-25 through 2027-28 are outlined in Table 4.  These targets are based on the Base Level (the two-year average performance) and align with the “continuous improvement” federal standard.

### 2P1: Earned Recognized Postsecondary Credential

In Perkins V, the 2P1 Performance Indicator “Earned Recognized Postsecondary Credential” assesses the percentage of CTE Concentrators who attain a recognized postsecondary credential during their participation in a program or within one year of program completion.

**Numerator:** # of CTE Concentrators who received a recognized postsecondary credential during participation in or within 1 year of program completion

**Denominator:** # of CTE concentrators who left postsecondary education in the prior reporting year

***Table 5 Indicator 2P1 Performance Analysis***

| **Indicator Value Type, 2P1** | **Report year 2020-21** | **Report year 2021-22** | **Report year 2022-23** | **Base Level** | **Report year 2023-24** |
| --- | --- | --- | --- | --- | --- |
| Numerator Count | 4,530 | 4,503 | 5,521 | **5,012** |  |
| Denominator Count | 9,347 | 8,426 | 9,623 | **9,024.5** |  |
| Actual Performance | **48.46%** | **53.44%** | **57.37%** | **55.41%** |  |
| Performance Target | 39.00% | 39.40% | 42.30% |  | 45.20% |
| Performance Type | Met or Exceeded Target | Met or Exceeded Target | Met or Exceeded Target |  |  |

Oregon’s statewide performance in the *Earned Recognized Postsecondary Credential* (2P1) indicator was 48.46% in 2020-21, and 53.44% in 2021-22, and 57.37% in 2022-23. The average performance over these two program years, 2021-22 and 2022-23, is 55.41% (Table 5).

***Table 6 Indicator 2P1 Proposed Targets***

| **Report Year** | **Proposed Target** |
| --- | --- |
| 2024-25 | 55.00% |
| 2025-26 | 56.00% |
| 2026-27 | 56.50% |
| 2027-28 | 57.00% |

The proposed targets for the “Earned Recognized Postsecondary Credential” (2P1) performance indicator for program years 2024-25 through 2027-28 are outlined in Table 6. These targets are based on the Base Level (the two-year average performance) and align with the “continuous improvement” federal standard.

### 3P1: Nontraditional Program Enrollment

Under Perkins V, the 3P1 Performance Indicator, “Nontraditional Program Concentration” measures the percentage of CTE Concentrators from underrepresented gender groups participating in career and technical programs and programs of study that lead to nontraditional fields.

**Numerator:** # of CTE Concentrators from underrepresented gender groups who participated in nontraditional programs

**Denominator:** # of CTE Concentrators who participated in nontraditional programs

***Table 7 Indicator 3P1 Performance Analysis***

| **Indicator Value Type, 3P1** | **Report year 2020-21** | **Report year 2021-22** | **Report year 2022-23** | **Base Level** | **Report year 2023-24** |
| --- | --- | --- | --- | --- | --- |
| Numerator Count | 1,879 | 2,266 | 2,945 | **2,605.5** |  |
| Denominator Count | 10,764 | 11,298 | 16,238 | **13,768** |  |
| Actual Performance | **17.49%** | **20.06%** | **18.14%** | **19.10%** |  |
| Performance Target | 16.00% | 16.40% | 17.90% |  | 19.40% |
| Performance Type | Met or Exceeded Target | Met or Exceeded Target | Met or Exceeded Target |  |  |

Oregon statewide performance in the Nontraditional Program Concentration (3P1) indicator was 17.49% in 2020-21, 20.06% in 2021-22, and 18.14% in 2022-23. The average performance of program years 2021-22 and 2022-23 is 19.10%. (Table 7)

***Table 8 Indicator 3P1 Proposed Targets***

| **Report Year** | **Proposed Target** |
| --- | --- |
| 2024-25 | 19.15% |
| 2025-26 | 19.40% |
| 2026-27 | 19.65% |
| 2027-28 | 19.90% |

The proposed targets for the Nontraditional Program Concentration (3P1) performance indicator for program years 2024-25 through 2027-28 are outlined in Table 8. These targets are based on the Base Level (the two-year average performance) and align with the “continuous improvement” federal standard.

### 1S1: Four-Year Graduation Rate

The percentage of secondary CTE Concentrators in the 4-year cohort 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.

**Numerator:** # of CTE Concentrators who graduate high school (regular diploma, modified diploma, or post-graduate scholars), as measured by the four-year adjusted cohort graduation rate.

**Denominator:** # 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.

***Table 9 Indicator 1S1 Performance Analysis***

| **Indicator Value Type, 1S1** | **Report year 2020-21** | **Report year 2021-22** | **Report year 2022-23** | **Base Level**  | **Report year 2023-24** |
| --- | --- | --- | --- | --- | --- |
| Numerator Count | \* | \* | \* | **\*** |  |
| Denominator Count | 8168 | 4586 | 8341 | 6464 |  |
| Actual Performance | **> 95%** | **> 95%** | **> 95%** | **> 95%** |  |
| Performance Target | 89.50% | 90.00% | 90.50% |  | 91.00% |
| Performance Type | Met or Exceeded Target | Met or Exceeded Target | Met or Exceeded Target |  |  |

Oregon’s statewide performance in the *Four-Year Graduation Rate* (1S1) indicator was over 95% in all three report years, 2020-21, 2021-22, and 2022-23. The average performance of the most recent two years is above 95%. (Table 9)

***Table 10 Indicator 1S1 Proposed Targets***

| **Report Year** | **Proposed Target** |
| --- | --- |
| 2024-25 | 93.25% |
| 2025-26 | 93.50% |
| 2026-27 | 93.75% |
| 2027-28 | 94.00% |

The four-year graduation rate for CTE Concentrators has consistently exceeded the statewide average for all students. Historically, the Oregon CTE four-year graduation rate has hovered around 90%. The first three years of Perkins V Concentrator definition saw ODE exceed targets.

A special circumstance prevents Oregon from establishing this set of SDPLs for this indicator higher than the Base Level actual performance because Oregon must protect student confidentiality with certain levels of data suppression applied to summary performance results. That data suppression includes coding any group’s results of 95% or higher as “> 95%.” This means that no SDPL can be publicly reported higher than 95%, while Oregon categorizes subgrantee and student group disaggregations in all three performance types in the public report set. The CTE administrators and instructors in Oregon requested maintenance of a target set below the 95% public-reporting threshold for their community partner engagement.

For the above reasons, the proposed 1S1 targets (Table 10) maintain small target increases each year as the rate approaches 100%. For continuous improvement, we move from 91% in 2023-24 to 93% in 2024-25.

### 1S2: Extended Graduation Rate

The percentage of secondary CTE Concentrators in the 5-year cohort who graduate within five years. This indicator uses the same definition for a high school graduate as the one used to determine overall state five-year graduation rates.

**Numerator:** # of CTE Concentrators who graduate high school (regular diploma, modified diploma, or post-graduate scholars), as measured by the five-year adjusted cohort graduation rate

**Denominator:** # 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 five 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.

***Table 11 Indicator 1S2 Performance Analysis***

| **Indicator Value Type, 1S2** | **Report year 2020-21** | **Report year 2021-22** | **Report year 2022-23** | **Base Level** | **Report year 2023-24** |
| --- | --- | --- | --- | --- | --- |
| Numerator Count | \* | \* | \* | **\*** |  |
| Denominator Count | 7348 | 4341 | 7973 | 6157 |  |
| Actual Performance | **> 95%** | **> 95%** | **> 95%** | **> 95%** |  |
| Performance Target | 90.00% | 90.50% | 91.00% |  | 91.50% |
| Performance Type | Met or Exceeded Target | Met or Exceeded Target | Met or Exceeded Target |  |  |

Oregon’s statewide performance in the *Five-Year Graduation Rate* (1S2) indicator was over 95% in all three report years, 2020-21, 2021-22, and 2022-23. The average performance of the most recent two years is above 95%.  (Table 11)

***Table 12 Indicator 1S2 Proposed Targets***

| **Report Year** | **Proposed Target** |
| --- | --- |
| 2024-25 | 93.50% |
| 2025-26 | 93.75% |
| 2026-27 | 94.00% |
| 2027-28 | 94.25% |

This graduation rate for all students typically exceeds the four-year rate by about 0.5% to 1%. The proposed target for this indicator reflects this. The first two years of Perkins V Concentrator definition saw ODE exceed targets.

A special circumstance prevents Oregon from establishing this set of SDPLs for this indicator higher than the Base Level actual performance because Oregon must protect student confidentiality with certain levels of data suppression applied to summary performance results. That data suppression includes coding any group’s results of 95% or higher as “> 95%.” This means that no SDPL can be set higher than 95% while Oregon categorizes subgrantee and student group disaggregations in all three performance types in the public report set. The CTE administrators and instructors in Oregon requested maintenance of a target set below the 95% public-reporting threshold for their community partner engagement.

For the above reasons, the proposed 1S2 targets (Table 12) maintain small target increases each year as the rate approaches 100%. For continuous improvement, we move from 91.5% in 2023-24 to 93.5% in 2024-25.

### 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—Assessment results are reported in the year that the student takes the assessment. In Oregon, statewide assessments are administered during the 11th grade.

**Numerator:** who have met the proficient or advanced level on Oregon’s **reading/language arts** assessment administered under Section 1111(b)(3) of ESEA as amended by the No Child Left Behind Act

**Denominator:** # of CTE Concentrators who took the ESEA assessment in **reading/language arts**

***Table 13 Indicator 2S1 Performance Analysis***

| **Indicator Value Type, 2S1** | **Report year 2020-21** | **Report year 2021-22** | **Report year 2022-23** | **Base Level** | **Report year 2023-24** |
| --- | --- | --- | --- | --- | --- |
| Numerator Count | 14 | 494 | 8290 | **4392** |  |
| Denominator Count | 42 | 753 | 15313 | **8033** |  |
| Actual Performance | **33.33%** | **65.60%** | **54.14%** | **59.87%** |  |
| Performance Target | 68.00% | 64.40% | 72.90% |  | 77.43% |
| Performance Type | Below 90% Level | Met or Exceeded Target | Below 90% Level |  |  |

Oregon’s statewide performance in the *Academic Proficiency in Reading / Language Arts* (2S1) indicator was 33.33% in 2020-21, 65.60% in 2021-22, and 54.14% in 2022-23. The average performance of the most recent two years is 59.87%. (Table 13) The average performance of all three years is 51.02%.

***Table 14 Indicator 2S1 Proposed Targets***

| **Report Year** | **Proposed Target** |
| --- | --- |
| 2024-25 | 51.45% |
| 2025-26 | 51.90% |
| 2026-27 | 52.30% |
| 2027-28 | 52.70% |

Oregon suspended these assessments briefly in the early pandemic. The assessments are again required[[1]](#footnote-1) for all of Oregon’s 11th-grade students. Performance on these state assessments is uncertain in the years following the significant education interruptions of the early pandemic school closures and in consideration of the fact that Oregon students continue to experience interruptions to learning during fires, smoke pollution days, and other severe weather school closures.

Special consideration applies to the interpretation of Oregon’s actual performance results in this indicator for the 2020-21 and 2021-22 report years. These years saw Concentrator assessment data available in samples too small for accurately tracking statewide, subgrantee, or school district performance. We anticipate continued fluctuation in the sample of students participating in this assessment as students may now opt out.

For the above reasons, modest increases are proposed to this target in the State Plan 2024 with a starting point closer to the three-year average than the two-year average**.** (Table 14)

### 2S2: Academic Proficiency in Mathematics

The percentage of secondary CTE Concentrators who demonstrate proficiency in mathematics as measured by the statewide assessment—Assessment results are reported in the year that the student takes the assessment. In Oregon, statewide assessments are administered during the 11th grade.

**Numerator:** # of CTE Concentrators who have met the proficient or advanced level on Oregon’s **mathematics** assessment administered under Section 1111(b)(3) of ESEA as amended by the No Child Left Behind Act

**Denominator:** # of CTE Concentrators who took the ESEA assessment in **mathematics**

***Table 15 Indicator 2S2 Performance Analysis***

| **Indicator Value Type, 2S2** | **Report year 2020-21** | **Report year 2021-22** | **Report year 2022-23** | **Base Level** | **Report year 2023-24** |
| --- | --- | --- | --- | --- | --- |
| Numerator Count | \* | 210 | 3749 | **1979.5** |  |
| Denominator Count | 41 | 755 | 8290 | **4522.5** |  |
| Actual Performance | **< 5%** | **27.81%** | **25.69%** | **26.75%** |  |
| Performance Target | 35.70% | 34.40% | 39.60% |  | 42.75% |
| Performance Type | Below 90% Level | Below 90% Level | Below 90% Level |  |  |

Oregon’s statewide performance in the *Academic Proficiency in Mathematics* (2S2) indicator was below 5% in 2020-21 and was 27.81% in 2021-22, and 25.69% in 2022-23. The average performance of the most recent two years is 26.75%. (Table 15) The average performance of all three years is in the range[[2]](#footnote-2) of 17.83% to 19.50%.

***Table 16 Indicator 2S2 Proposed Targets***

| **Report Year** | **Proposed Target** |
| --- | --- |
| 2024-25 | 19.80% |
| 2025-26 | 20.00% |
| 2026-27 | 20.20% |
| 2027-28 | 20.40% |

Oregon suspended these assessments briefly in the early pandemic. The assessments are again required[[3]](#footnote-3) for all of Oregon’s 11th-grade students. Performance on these state assessments is uncertain in the years following the significant education interruptions of the early pandemic school closures and in consideration of the fact that Oregon students continue to experience interruptions to learning during fires, smoke pollution days, and other severe weather school closures.

Special consideration applies to the interpretation of Oregon’s actual performance results in this indicator for the 2020-21 and 2021-22 report years. These years saw Concentrator assessment data available in samples too small for accurately tracking statewide, subgrantee, or school district performance. We anticipate continued fluctuation in the sample of students participating in this assessment as students may now opt out.

For the above reasons, modest increases are proposed to this target in the State Plan 2024 with a starting point closer to the three-year average than the two-year average**.** (Table 16)

### 2S3: Academic Proficiency in Science

The percentage of secondary CTE Concentrators who demonstrate proficiency in science as measured by the statewide assessment—Assessment results are reported in the year that the student takes the assessment. In Oregon, statewide assessments are administered during the 11th grade.

**Numerator:** # of CTE Concentrators who have met the proficient or advanced level on Oregon’s **science** assessment administered under Section 1111(b)(3) of ESEA as amended by the No Child Left Behind Act

**Denominator:** # of CTE Concentrators who took the ESEA assessment in **science**

***Table 17 Indicator 2S3 Performance Analysis***

| **Indicator Value Type, 2S3** | **Report year 2020-21** | **Report year 2021-22** | **Report year 2022-23** | **Base Level** | **Report year 2023-24** |
| --- | --- | --- | --- | --- | --- |
| Numerator Count | 13 | 267 | 6079 | 3173 |  |
| Denominator Count | 33 | 327 | 15229 | 7778 |  |
| Actual Performance | **39.39%** | **81.65%** | **39.92%** | **60.79%** |  |
| Performance Target | 45.90% | 44.00% | 50.40% |  | 54.15% |
| Performance Type | Below 90% Level | Met or Exceeded Target | Below 90% Level |  |  |

Oregon’s statewide performance in the *Academic Proficiency in Science* (2S3) indicator was 39.39% in 2020-21, 81.65% in 2021-22, and 39.92% in 2022-23. The average performance of the most recent two years is 60.79%. (Table 17) The average performance of all three years is 53.65%.

***Table 18 Indicator 2S3 Proposed Targets***

| **Report Year** | **Proposed Target** |
| --- | --- |
| 2024-25 | 54.65% |
| 2025-26 | 55.15% |
| 2026-27 | 55.65% |
| 2027-28 | 56.15% |

Oregon suspended these assessments briefly in the early pandemic. The assessments are again required[[4]](#footnote-4) for all of Oregon’s 11th-grade students. Performance on these state assessments is uncertain in the years following the significant education interruptions of the early pandemic school closures and considering that Oregon students continue to experience interruptions to learning during fires, smoke pollution days, and other severe weather school closures.

Special consideration applies to the interpretation of Oregon’s actual performance results in this indicator for the 2020-21 and 2021-22 report years. These years saw Concentrator assessment data available in samples too small for accurately tracking statewide, subgrantee, or school district performance. We anticipate continued fluctuation in the sample of students participating in this assessment as students may now opt out.

For the above reasons, modest increases are proposed to this target in the State Plan 2024 with a starting point closer to the three-year average than the two-year average. (Table 18)

### S1: Postsecondary Placement

The percentage of CTE Concentrators who, in the report year fall quarter after exiting from secondary education, are in postsecondary education, are in advanced training, military service, or a service program, or are employed.

**Numerator:** # of CTE Concentrators who, in the fall quarter after exiting from secondary education, are in postsecondary education, are in 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

**Denominator:** # of CTE Concentrators who exited secondary education in the school year immediately preceding the reporting year

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***Table 19 Indicator 3S1 Performance Analysis***

| **Indicator Value Type, 3S1** | **Report year 2020-21** | **Report year 2021-22** | **Report year 2022-23** | **Base Level** | **Report year 2023-24** |
| --- | --- | --- | --- | --- | --- |
| Numerator Count | 3,322 | 19,517 | 11,846 | **15,681.5** |  |
| Denominator Count | 9,185 | 31,829 | 19,832 | **25,830.5** |  |
| Actual Performance | **36.17%** | **61.32%** | **59.73%** | **60.53%** |  |
| Performance Target | 49.30% | 47.20% | 55.80% |  | 59.85% |
| Performance Type | Below 90% Level | Met or Exceeded Target | Met or Exceeded Target |  |  |

Oregon’s statewide performance in the *Postsecondary Placement* (3S1) indicator was 36.17% in 2020-21, 61.32% in 2021-22, and 59.73% in 2022-23. The average performance of the most recent two years is 60.53%. (Table 19)

***Table 20 Indicator 3S1 Proposed Targets***

| **Report Year** | **Proposed Target** |
| --- | --- |
| 2024-25 | 61.20% |
| 2025-26 | 61.80% |
| 2026-27 | 62.30% |
| 2027-28 | 62.90% |

While ODE has increased number of data partners to improve postsecondary matching and unemployment rates are stabilizing in the wake of early COVID pandemic disruptions across the nation and in Oregon, the first year of Perkins V performance targets saw the state fail to meet the 90% level on this metric.

ODE has observed that the strong regional economies across the Pacific Northwest have presented unique hurdles in tracking postsecondary activity of secondary CTE Concentrators. Namely, students who proceed to work in neighboring states, Idaho and Washington, are not able to be identified in ODE Perkins reporting at this time. ODE continues to develop data partnerships that will support data agreements, producing information on CTE concentrator employment in the region.

### 4S1: Non-Traditional Program Concentration

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. Programs’ traditional gender categories are identified using national designations.

**Numerator:** # of CTE Concentrators who concentrated in a state-approved Program of Study that leads to a non-traditional field for their gender

**Denominator:** # of CTE Concentrators in a state-approved Program of Study in the report year that is associated with a traditional gender

***Table 21 Indicator 4S1 Performance Analysis***

| **Indicator Value Type, 4S1** | **Report year 2020-21** | **Report year 2021-22** | **Report year 2022-23** | **Base Level** | **Report year 2021-24** |
| --- | --- | --- | --- | --- | --- |
| Numerator Count | 5726 | 3319 | 4912 | **4115.5** |  |
| Denominator Count | 18030 | 9652 | 14881 | **12266.5** |  |
| Actual Performance | **31.76%** | **34.39%** | **33.01%** | **33.70%** |  |
| Performance Target | 27.50% | 28.00% | 28.50% |  | 29.00% |
| Performance Type | Met or Exceeded Target | Met or Exceeded Target | Met or Exceeded Target |  |  |

Oregon’s statewide performance in the *Non-Traditional Program Concentration* (4S1) indicator was 31.76% in 2020-21, 34.39% in 2021-22, and 33.01% in 2022-23. The average performance of the most recent two years is 33.70%. (Table 21)

***Table 22 Indicator 4S1 Proposed Targets***

| **Report Year** | **Proposed Target** |
| --- | --- |
| 2024-25 | 35.00% |
| 2025-26 | 35.50% |
| 2026-27 | 36.00% |
| 2027-28 | 36.50% |

Not all CTE programs are associated with a traditional gender for the field. Of the active program CIP codes in Oregon Perkins V CTE, 37.1% are associated with a traditional gender; this equates to roughly 42% of secondary CTE programs registered with ODE in the first years of tracking this metric.

The inconsistent availability of programs eligible for this metric across the state is a primary reason for the conservatism in increases on this target. (Table 22)

ODE is actively developing statewide frameworks for CTE programs that are expected to support access to all program types in all areas of the state. As those frameworks gradually come online, we can reassess this set of targets.

### 5S3: Program Quality – Participated in Work-Based Learning

CTE Work-based Learning is defined in Oregon as “structured learning in the workplace or simulated environment that provides opportunities for sustained interactions with industry or community professionals that foster an in-depth, firsthand experience of the expectations and application of knowledge and skills required in a given career field.”

**Numerator:** # of CTE Concentrators who graduated from high school the school year immediately preceding the report year and had a CTE WBL experience in their program of Concentration.

**Denominator:** # of CTE Concentrators who graduated from high school the school year immediately preceding the report year

***Table 23 Indicator 5S3 Performance Analysis***

| **Indicator Value Type, 5S3** | **Report year 2020-21** | **Report year 2021-22** | **Report year 2021-23** | **Base Level** | **Report year 2021-24** |
| --- | --- | --- | --- | --- | --- |
| Numerator Count | 3273 | 2392 | 6378 | **4385** |  |
| Denominator Count | 9815 | 4746 | 10924 | **7835** |  |
| Actual Performance | **33.35%** | **50.40%** | **58.39%** | **54.40%** |  |
| Performance Target | 5.00% | 12.00% | 20.00% |  | 25.00% |
| Performance Type | Met or Exceeded Target | Met or Exceeded Target | Met or Exceeded Target |  |  |

Oregon’s statewide performance in the *Program Quality – Participated in Work-Based Learning* (5S3) indicator was 33.35% in 2020-21, 50.40% in 2021-22, and 58.39% in 2022-23. The average performance of the two most recent years is 54.40%. (Table 23)

***Table 24 Indicator 5S3 Proposed Targets***

| **Report Year** | **Proposed Target** |
| --- | --- |
| 2024-25 | 55.80% |
| 2025-26 | 56.40% |
| 2026-27 | 57.00% |
| 2027-28 | 57.60% |

ODE has improved data tracking for this metric. This was a new performance indicator under Perkins V, and the initial years reporting on this metric revealed confusion in the field regarding both CTE classification of WBL and CTE WBL data submission specification that led to significant over-reporting of CTE WBL experiences. ODE has been refining programming guidance and data management around CTE WBL and is continually improving data literacy supports around this metric and for those reasons, anticipates an ostensible decrease in CTE WBL reporting in the coming years. ODE has specified Clinical/practicum/internships, school-based enterprises, workplace simulation/technology-based learning, service-learning, and cooperative work experiences for CTE WBL reporting and has recently added capacity to match CTE WBL to the appropriate CE program for a given student. Despite this anticipated adjustment to data reporting, CTE WBL is anticipated to be a significant and growing component of CTE programming across Oregon, as reflected in the proposed target set (Table 24).

1. Circumstances exist for individual students to opt-out of these required assessments. [↑](#footnote-ref-1)
2. The range represents alternately substituting 0% and 5% for the suppressed actual performance in 2020-21. [↑](#footnote-ref-2)
3. Circumstances exist for individual students to opt-out of these required assessments. [↑](#footnote-ref-3)
4. Circumstances exist for individual students to opt-out of these required assessments. [↑](#footnote-ref-4)