

IV. ACCOUNTABILITY AND EVALUATION

A. STATUTORY REQUIREMENTS

- 1. *Describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]***

Through the use of an Accountability and Evaluation Task Force, Oregon's eligible agency—Oregon Department of Education—established Perkins IV measurement definitions and approaches.

Consultation and input on the final definitions and approaches was obtained from:

- Community college Institutional Researchers.
- Oregon's Regional CTE Network.
- Local school district staff with responsibilities for CTE student data.

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- 2. *Describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]***

Secondary and postsecondary eligible recipients have endorsed the approach for establishing state levels of performance.

- Use of current performance data based on the newly developed Perkins IV performance definitions and measures will be the baseline for establishing State Adjusted Levels of Performance.
- Baseline data has been calculated for review and comment by eligible recipients.

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- 3. *Identify, on the forms in Part C of the OVAE guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. Describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]***

Oregon will use the following:

Measurement approaches will be based on a secondary or postsecondary concentrator definition with the exception of 6S1 and 5P1 (see Oregon Performance Measures, A. Secondary, attached), which will be based on a participant definition.

Measurement definitions have been developed with consideration given to non-regulatory guidance provided by the U.S. Department of Education, Office of Vocational and Adult Education (OVAE).

The secondary academic indicators of reading (1S1), mathematics (1S2) and the secondary graduation (4S1) indicator are considered valid and reliable because of Oregon's CTE performance indicator alignment with the state's annual measurement objectives for the Elementary and Secondary Education Act (ESEA) performance levels.

Technical assistance by MRP Associates, Inc. provided external review of Oregon's definitions and measures to assure they are valid and reliable.

Some Accountability and Evaluation Task Force representatives involved with the development of the definitions and measures were selected, in part, because of their research and evaluation backgrounds. They provided additional assessment of the validity and reliability.

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- 4. *Describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]***

Oregon will use the following:

Secondary academic and graduation performance levels and approaches will use Oregon's ESEA/No Child Left Behind (NCLB) statewide assessment data to measure CTE concentrator performance.

Postsecondary performance will be established in collaboration with Oregon community college performance outcomes established by the Oregon Department of Community College and Workforce Development and Northwest Commission on Colleges and Universities evaluation frameworks.

Secondary and postsecondary performance will contribute to Oregon's common measures framework known as Oregon Benchmarks and the community college Key Performance Measures.

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- 5. *On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be***

objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(II)]

Student definitions and performance measure chart is included on page 64 in this section.

- 6. *Describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]***

Secondary and postsecondary eligible recipients have endorsed using statewide benchmark levels of performance for local levels of performance.

Oregon will use the following:

State levels of performance will be considered by eligible recipients along with analysis of trend performance data to assess if unique local circumstances might identify a need for local adjusted levels of performance.

Eligible recipients may submit local adjusted levels of performance for Oregon Department of Education consideration if local data analysis indicates the need for a growth model that will require extended time to meet the State Adjusted Levels of Performance.

Negotiations with eligible recipient administrators will occur to set local adjusted levels of performance.

- 7. *Describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]***

Criteria will include:

Review of performance trend data that identifies specific performance gaps requiring proactive, appropriate intervention.

Implementation of appropriate, effective strategies that lead to attainment of state levels of performance.

Description of local conditions that may impact a local recipient's ability to meet local levels of performance such as, but not limited to: unexpected, rapid change in student demographics; unusually high turnover of teaching staff.

Commitment to a local performance plan that would move the eligible recipient to state levels of performance within a reasonable period of time.

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- 8. Describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

Oregon will utilize existing reporting systems and processes which include:

Maintain secondary CTE student and course enrollment data collected through the Oregon Department of Education (ODE) Consolidated Student Collection.

Conduct secondary CTE student data records' match with ODE statewide assessment data.

Maintain postsecondary CTE student and course enrollment data collected through the Oregon Community College Unified Record System (OCCURS).

Conduct secondary records match with postsecondary student data.

Conduct secondary and postsecondary records match with the Oregon Employment Department wage records, Federal Employment Data Exchange System (FEDES) data, Wage Record Interchange System (WRIS) data and National Student Clearinghouse data.

ODE Consolidated Student Collection and OCCURS have the ability to disaggregate student data for each of the sub-group populations required by Perkins.

Perkins data is reported at state, regional and local school district or community college levels, including disaggregated data for each level. < [Data](#) > is posted publicly on the ODE web site at.

Additionally, Perkins annual reports include a requirement for local analysis of student performance data. Also, web-based instructions, technical guides, and regular professional development are provided to ensure submission of complete, accurate and reliable data, which is documented annually through signed local educational agency (LEA) assurances.

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- 9. Describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

Processes used to reach agreement with a consortia eligible recipient will be the same as with an individual local education agency (LEA) eligible recipient.

Regional consortia must also describe how they will monitor the performance of individual consortium members.

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- 10. Describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]**

Local eligible recipients will access their local levels of performance on the CTE student performance data website. Local performance data is compiled using systems already in place such as ODE statewide assessments, student reporting for ESEA and community college OCCURS. Website data includes performance charts that are used to compare CTE student performance with other Federal programs. Secondary academic and graduation data is shared data with ESEA performance data. Postsecondary student performance data is extracted from the single community college student reporting system.

ODE conducts a synthesis of eligible recipient Perkins annual reports which includes a local analysis of student performance data.

B. Other Department Requirements

- 1. Except as noted above with respect to the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:**

(a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary core indicators of performance;

Student definitions and performance measure chart is included in pages 64-71 in this section.

(b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs (Annual Measurement Objectives) and targets under the ESEA, you will not need to submit baseline data; and

Oregon will use 2007-2008 annual yearly progress (AYP) target for the required transition performance measures of secondary reading (1S1), and mathematics (1S2). Secondary graduation (4S1) will be calculated for CTE graduates using Oregon's AYP measurement approach.

(c) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.

Oregon has supplied the 1S1, 1S2 and 4S1 performance levels for 2007-2008 and 2008-2009 on the attached student definitions and performance measure chart.

Oregon has also requested OVAE to pre-populate the forms in Part C with Oregon's AMOs for 2007-2008 and 2008-2009 program years as confirmation.

2. Identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments and the State's plan for increasing the coverage of programs and students reported in future program years.

Prior to Perkins IV, Oregon has used Grade Point Average (GPA) as the measure for technical skill attainment. Oregon has not monitored eligible recipients on the use of technical skill assessments. We know anecdotally of CTE student technical skill attainment being measured by industry-recognized assessments such as:

- MarkEd for marketing,
- PrintEd for graphics/printing,
- NATEF for automotive,
- ProStart for culinary,
- CNA for health,
- NOCTI assessments in 17 career areas, and
- Technical assessments as part of Cisco and Oracle Academies.

Oregon estimates less than 10% of 2006-2007 CTE concentrator technical skill attainment is being measure formally by technical skill assessments.

Oregon has conducted a regional technical skill assessment pilot during 2006-2007 as "proof of concept" for the use of a standardized assessment protocol to measure technical skill attainment.

Oregon has established an implementation plan for the use of technical skill assessments that follows the guidance developed by the National Next Steps Working Group and the Technical Skills Committee.

Oregon has set the following targets for implementation of technical assessments:

- 2008-2009—final year to use GPA as the measure to report CTE concentrator technical skill attainment.
- 2009-2010—use valid and reliable technical skill assessments that are aligned to industry-based standards to measure and report CTE concentrator technical skill attainment for those CTE concentrators in state-recognized, approved CTE programs of study.
- 2012-2013—100% of CTE concentrators who complete their secondary or postsecondary component of a program of study will demonstrate performance on valid and reliable technical skill assessments that are aligned to industry-based standards.

OREGON STUDENT DEFINITIONS

(Pending final negotiation with US Department of Education, OVAE)

A. Secondary Level

Participant -

Any secondary student who has earned one-half (.5) or more credits in any technical skill course as part of an Oregon state-approved CTE program. *[Oregon approved CTE program = 2 credits or more]*

Concentrator -

Any secondary student who has earned one (1) or more credits in a technical skill course(s) as part of an Oregon state-approved CTE program, of which at least one-half (.5) credit must be designated as a "required" CTE course for program completion. *[Oregon approved CTE program = 2 credits or more]*

B. Postsecondary

Participant -

A postsecondary student who has earned one (1) or more CTE credits in any CTE program area within the reporting year. *[CTE credit = ACTI code 21 or 23]*

Concentrator -

A postsecondary student who is enrolled for credit in the current academic year who: (1) has completed 18 or more program credits, of which 9 credits are CTE, within a single CTE program area that terminates in the award of a degree, a certificate of completion or an industry-recognized credential; or (2) completes a short-term CTE program of between 12 - 17 credits that terminates in the award of a certificate of completion or an industry-recognized credential.

OREGON PERFORMANCE LEVELS

Carl D. Perkins Career and Technical Education Act of 2006
[Section 113 (b)(2)(A) & (B)]

A. SECONDARY *(Pending final negotiation with US Department of Education, OVAE)*

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06- 6/30/07)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/ language arts assessment administered by the State 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 that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	Oregon Statewide Assessment (Reading)	B: 50.00%	L: 60.00% A:	L: 60.00% A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.</p>	Oregon Statewide Assessment (Mathematics)	B: 49.00%	L: 59.00% A:	L: 59.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>1S3 Academic Attainment – Writing</p> <p>[Oregon ONLY—will not be reported in annual CAR report]</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school writing assessment administered by the State 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 that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in writing whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	Oregon Statewide Assessment (Writing)	B: 50.00%	L: 60.00% A:	L: 60.00% A:
<p>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</p> <p>2007-2008; 2008-2009</p>	<p>Numerator: Number of CTE concentrators who made satisfactory progress (grade of C or better) during program year.</p> <p>Denominator: Total number of CTE concentrators during program year.</p>	Locally approved standards and assessments	B: 95.00% cap	L: 95.00% A.	L: 95.00% A.
<p>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</p> <p>2009-2010; 2010-2011 2011-2012; 2012-2013</p>	<p>Numerator: Number of CTE concentrators who were ready to be assessed and who met or exceeded technical skill attainment based valid and reliable technical skill measurements that are aligned with industry-recognized standards, during the reporting year and completed high school.</p> <p>Denominator: Number of CTE concentrators who were ready to be assessed and had technical skills measured during the reporting year and completed high school.</p>	State-approved valid & reliable assessments; Or, External, third-party assessments	B: XX.XX%	L: XX.XX% A:	L: XX.XX% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
3S1 Student High School Completion 113(b)(2)(A)(iii)(I-III)	<p>Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential or other Oregon-recognized equivalent (including recognized alternative standards for individuals with disabilities) during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	State and Local Administrative Records	B: 85.00%	L: 85.00% A:	L: 89.25% A:
4S1 Student HS Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	State and Local Administrative Records	B: 68.10%	L: 68.10% A:	L: 68.10% A:
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of CTE concentrators who completed their CTE program, completed secondary education [numerator of measure 3S1] 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 left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008).</p> <p>Denominator: Number of CTE concentrators who completed their CTE program and completed and left secondary education [3S1] during the reporting year.</p>	State and Local Administrative Records; Employment Wage Record Match	B: 75.20%	L: 75.20% A:	L: 78.96% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE participants</u> 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 <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 42.85%	L: 42.85% A:	L: 45.00% A:
6S2 Nontraditional Program Completion 113(b)(2)(A)(vi)	<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 left secondary education.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year and left secondary education.</p>	State and Local Administrative Records	B: 18.80%	L: 18.80% A:	L: 19.74% A:

B. POSTSECONDARY

(Pending final negotiation with US Department of Education, OVAE)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>O-1P2 Academic Attainment</p> <p>[Oregon ONLY—will not be reported in annual CAR report]</p>	<p>Numerator: Number of community college CTE Concentrators with a GPA of 2.0 or higher in academic courses during program year.</p> <p>Denominator: Total number of Community College CTE Concentrators enrolled in graded academic courses during program year.</p>	<p>Embedded Academic Assessments in CTE and/or Integrated Courses</p>	<p>B: 90.62%</p>	<p>L: 90.62%</p> <p>A:</p>	<p>L: 92.54%</p> <p>A:</p>
<p>1P1 Technical Skill Attainment 113(b)(2)(B)(ii)</p> <p>2007-2008; 2008-2009</p>	<p>Numerator: Number of CTE concentrators who made satisfactory progress (grade of C or better) in career and technical education courses during program year.</p> <p>Denominator: Total number of CTE concentrators during program year.</p>	<p>Locally approved standards and assessments</p>	<p>B: 95.00%</p> <p>cap</p>	<p>L: 95.00%</p> <p>A:</p>	<p>L: 95.00%</p> <p>A:</p>
<p>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</p> <p>2009-2010; 2010-2011 2011-2012; 2012-2013</p>	<p>Numerator: Number of CTE concentrators who completed their CTE program, were tested and found to meet or exceed state-established technical skill attainment thresholds--based on valid and reliable technical skill measurements that are aligned with industry-recognized standards--during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed their CTE program and were tested during the reporting year.</p>	<p>State-approved valid & reliable assessments; Or, External, third-party assessments</p>	<p>B: XX.XX%</p>	<p>L: XX.XX%</p> <p>A:</p>	<p>L: XX.XX%</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2P1 Credential, Certificate, or Degree Completion 113(b)(2)(B)(ii)	<p>Numerator: Number of CTE concentrators who are eligible for, or received a degree, a certificate of completion or an industry-recognized credential and left during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year. [left = non-enrollment in summer & fall terms]</p>	State and Local Administrative Records	B: 57.41%	L: 57.41% A:	L: 59.44% A:
3P1 Student Retention or Transfer in Education 113(b)(2)(B)(iii)	<p>Numerator: Number of CTE concentrators who were enrolled in postsecondary education in the fall term of the reporting year, and were enrolled in postsecondary education in fall term of the previous reporting year and did not complete a CTE program in the previous reporting year.</p> <p>Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not complete a CTE program in the previous reporting year.</p>	State and Local Administrative Records	B: 88.87%	L: 88.87% A:	L: 90.31% A:
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: Number of CTE concentrators who completed their CTE program, obtained or were retained in employment, placed in military service or placed in an apprenticeship program in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008).</p> <p>Denominator: Number of CTE concentrators who completed their CTE program and left postsecondary education during the reporting year.</p>	State and Local Administrative Records; Employment Wage Record Match	B: 88.55%	L: 88.55% A:	L: 90.56% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE participants</u> 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 <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 15.68%	L: 15.68% A:	L: 17.54% A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<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.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 18.49%	L: 18.49% A:	L: 25.18% A: