OREGON DEPARTMENT OF EDUCATION

OREGON
Career and
Technical
Education

Reporting Secondary Technical Skill Assessment Data Questions and Answers

Is there going to be a cross-check between the CTE Student file and the approved course list? For example, one program really lists only two welding courses, each one duplicated because it's offered at different times by the school. A student wouldn't take all four.

Yes, we will be cross-checking the CTE Student Data collection with the four-year CTE Course Enrollment collection, which is validated against the list of approved courses on the CTE Program Update. The CTE Program Update is the primary source for determining completer requirements.

If four distinct courses are listed as required, a student will have had to complete all four to become a completer. In the case where a course is divided into semesters (sections), the course numbers are usually different to reflect that information and will be identified as separate courses in our CTE Course Enrollment collection. For the specific example, a student would take all four semesters of welding to become a completer. If that is not the intent of the program, changes will need to be made on the CTE Program Update.

We are currently in the Credit by Proficiency mode. Can CBP be considered as an assessment?

Perkins IV is very specific about using assessments. A credit by proficiency system should include relevant assessments. These assessments could be used to determine technical skill attainment if they are valid, reliable, aligned with appropriate standards, and approved by ODE.

You would know once we submit our data in June who is a completer. Wouldn't we need to know before then? In district would we need to track that info?

Yes, in order to know who to assess, you would need some way to track who is a CTE Program of Study completer. We will monitor the percent of completers who are being assessed to give us a sense of whether schools are having difficulty identifying their completers. One way to track completers is to keep records of which students have taken which courses. Some schools may already have this capability. Another approach would be to attach administration of technical skill assessments to a final course in a completer sequence. If you submit assessment data for students who are not completers, we will be able to filter out that data from our final report.

What about courses attached to multiple programs? In our student system, each course can only be tied to one program. An example would be "Keyboarding" which exists in multiple Programs.

The only required change to the Student Information Systems should be the addition of eight fields (four for each of two possible assessments) related to technical skill assessment that will be part of the CTE Student Data collection. In those fields, you will be entering a program code that is related to the assessment. Each assessment for each student should only have one program code. The program codes entered in the CTE Course Enrollment collection File and linked to specific courses are not used by us for this particular report so schools can continue with whatever practice they have followed in the past.

How are schools/districts addressing the cost of the assessment to their budgets?

Many schools already use some type of technical skill assessment in their CTE programs. For them, the costs of assuring the use of assessments that are valid, reliable, aligned with appropriate standards, and approved by ODE is negligible. The number of CTE Program of Study completers in a program will probably be relatively small for most schools. Many commercially produced assessments can be purchased for under $20.00 per student. That cost is an eligible use of Perkins IV funds. Many districts and regions are developing local assessments that will be more closely aligned with instruction and will have a much lower administration cost.

Is there a CTE program who is leading the way in adopting the technical skill assessment?

Some regions have been piloting technical skill assessments for several years while others have just begun development of regional assessments. Many Regional CTE Coordinators and Perkins Grant Managers are aware of this ongoing work and can point you toward individuals who have the most experience. As locally produced assessments are being developed and approved, you might also refer to the online list of approved assessments to find regions that are actively developing assessments.

Are only program completers assessed?

Districts are only required to assess CTE Program of Study completers. Others can be assessed and data can be entered into the system. We will be able to filter out students who have been assessed but do not meet our basic definition of a completer. Data from students other than CTE Program of Study completers might be valuable for program evaluation.

Who typically would enter this data? Registrar? Teacher? District Office?

This will vary from district to district. There are people within each district who have the rights to input data. These rights are provided by the district. If you are unable to find out who has data rights in a building, we would recommend contacting the district office.

It is important to note that when the person with rights to input data (say, a principal) is different from the person who actually inputs the data, critical communication breakdowns can occur. When data is submitted to the CTE collections, an e-mail will be sent to the person with rights. That e-mail will explain if the submission was successful or if there were problems. It is critical that these messages are provided to the data-submitter right away.

Problems also arise when the data-submitter and/or the person with rights submits the data and immediately leaves for the summer. Someone must be assigned responsibility and available to check for the e-mail reply and to address any data issues – <u>before</u> the close of the CTE collections on June 30.

Schools are encouraged to provide rights for the Regional CTE Coordinator or Perkins Grant Manager so that he/she can assist in monitoring the CTE data submission process.

Must we have at least one Program of Study in each building do a technical skill assessment this year? Must it be the program that became a Program of Study?

Districts will be phasing in technical skill assessments over the next few years. All CTE Programs of Study must administer technical skill assessments by the 2012 -2013 academic year. The phase-in to reach that goal may be identified by a specific district or a regional consortium. We recommend that technical skill assessment be implemented for a program soon after it has become a CTE Program of Study. Assessments can be administered before the program is a CTE Program of Study. That data can be included in our reports since all existing programs have identified required courses that will be used to identify completers.

Are there CTE programs in Oregon that will be exempt from testing?

All CTE Programs of Study will be required to have technical skill assessments by the 2012-2013 academic years. There are some program areas that may not have commercially available assessments. Oregon has an approval system for locally produced assessments that meet certain requirements of validity and reliability.

Helpful links and resources:

Information on technical skill assessment
http://www.ode.state.or.us/search/page/?id=1656

Oregon Skill Sets database with lists of approved technical skill assessments
http://www.ode.state.or.us/apps/oss/

Directory of Regional CTE Coordinators
http://www.ode.state.or.us/teachlearn/pte/rcataglance.pdf

Subscribe to the Data NEWSline monthly e-mail newsletter
http://listsmart.osl.state.or.us/mailman/listinfo/datacollection

Be sure that your school/district/ESD has someone on the Data Collection Committee
https://district.ode.state.or.us/search/results/?id=402

CTE Data Collection & Reports
http://www.ode.state.or.us/search/page/?id=1623

Improving CTE Data
http://www.ode.state.or.us/teachlearn/pte/ctedataquality0209.pdf

Secondary CTE Data Collection Definitions and Deadlines
http://www.ode.state.or.us/teachlearn/pte/ctedatacollectionsdefinitions.pdf

Starting page for School CTE Data Reports
http://www.ode.state.or.us/data/stats/opte/

Technical assistance with data submissions – ODE Helpdesk
(503) 947-5715 and ODE.Helpdesk@state.or.us