“It was the best of times,
it was the worst of times...”

A Tale of Two “ODEs”

Donna Brant, Oregon Department of Education
Emily Passias, Ohio Department of Education

– with apologies to Charles Dickens
Oregon Data Collection

The State maintains two Career and Technical Education (CTE) data collection systems

- **Student data**
  - Demographic information
  - Test-taking data, including statewide standardized tests and technical skills assessments (including Industry Recognized Credentials)

- **Course enrollment**
  - Demographic information
  - Course-taking, including course grade
Collection Challenges

• **Time**
  - CTE staff have multiple responsibilities
    - Work across domains
    - Other duties as assigned

• **Roles**
  - Specialized staff are shared across units
    - Web developers, analysts, researchers are generalists
    - Can be difficult to secure time

• **Skills**
  - Non-CTE staff lack specialized knowledge
    - Incumbent on state CTE staff to provide direction
    - See bullet on ‘Time’ above
Consequences

Oregon has limited capacity to make use of its CTE data resources:

- Federal reporting
  - *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* measures
    - 90 percent Reports
- State reporting
  - Legislative reports
CTE 90 percent Reports: Strengths

- Components
  - Every *Perkins IV* measure
  - Numerator, denominator, and percentages
  - Data at program, school, district, consortium, & state levels
CTE 90 percent Reports: Weaknesses

- Reports do not easily show:
  - Student counts
  - Disaggregated student data
    - Subpopulation performance (e.g., females)
  - Comparisons to all students or non-CTE students
    - Relative performances (e.g., CTE cohort graduation rate is 88 percent, but how does that compare to other students?)
Adaption Strategies

“Hi, my name is Invention. I’d like you to meet my mother, Necessity.”

We have come up with some brute-force ways to use 90 percent Reports to generate information we can use to make data-informed decisions.
New Need for Data

• Secondary Career Pathway Funding
  • 2015-2017 $8.75 million
  • 2017-2019 $8.16 million

• Incentive funding for high school program outcomes
  • Earned three unduplicated credits in a Program of Study
  • Underserved student earning 3 unduplicated credits
  • Earned industry recognized credential

• Funds directly to classroom
  • Minimum $2000 to Maximum $45,000
<table>
<thead>
<tr>
<th></th>
<th>Programs Receiving Funds</th>
<th>Students with 3+ Credits</th>
<th>Of those Students, Number Underserved</th>
<th>Industry Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>460</td>
<td>6700</td>
<td>3658</td>
<td>341</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>378</td>
<td>5063</td>
<td>2786</td>
<td>187</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>283</td>
<td>3591</td>
<td>1938</td>
<td>58</td>
</tr>
</tbody>
</table>
Next Steps

• State Longitudinal Data System Connections
  • Cross agency workgroup
  • Sharing agreements in place
  • Overarching data questions generated

• Reauthorization of Perkins
  • Opportunity to fine tune or create new system

• Data Entry Professional Development
  • Increase accuracy across six student information platforms
Questions

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Ohio Data Collection

• Data on students
  • Demographics
  • Course-taking patterns
  • Follow-up data (self-reports, national student clearinghouse, workforce data pilot)
  • Assessments – academic, technical, industry credentials

• Data on courses
  • Which courses
  • Course locations
  • Teacher data
  • Students in courses
  • Connections to other courses

• Data on pathways
  • Approved pathways
Ohio Data Collection

Pathways

Courses

Students
### Achievement

The Achievement component represents the number of students who pass the state's tests and the technical assessments that measure the skills and knowledge learned in a student's career-technical program.

#### Technical Skill Attainment
- 82.4% students met the standard - **C**
- Indicators Met - **Coming Soon**

#### Graduation Rate

Graduation Rate looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

- Graduation Rates:
  - 95.6% of students graduated in 4 years - **A**
  - 97.1% of students graduated in 5 years - **A**

- JVSD Graduation Rates:
  - 93.6% of students graduated in 4 years
  - 96.9% of students graduated in 5 years

### Prepared For Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

#### Component Grade
- **C**

### Post-Program Outcomes

Post-Program Placement measures the proportion of students who are employed, in an apprenticeship, join the military, or are enrolled in postsecondary education or advanced training in the six months after leaving school. Industry credentials measures the proportion of students earning industry credentials or certificates before they leave high school, or in the first six months after leaving school.

#### Component Grade
- **C**

- Post-Program Placement:
  - 82.7% placement rate

- Industry-Recognized Credentials:
  - 13.9%

- Status Known Rate:
  - 100.0%

- JVSD Post-Program Placement:
  - 93.3%

- JVSD Industry Credentials:
  - 20.2%
Report Cards

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

How Prepared were Your 2015 and 2016 Graduating Classes?

ACT: Participation

ACT: Remediation Free

SAT: Participation

SAT: Remediation Free

Honors Diploma

Industry-Recognized Credential

Advanced Placement: Participation

AP: Exam Score of 3 or Better

Dual Enrollment Credit

International Baccalaureate

IB: Exam Score of 4 or Better

Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential.

Number of Students: 357
Points Value: 1
Points Earned: 357.0

50.7%

A = 90.0% - 100.0%
B = 80.0% - 89.9%
C = 70.0% - 79.9%
D = 60.0% - 69.9%
F = 0.0% - 59.9%

Total Points: 408.9
Graduation Cohort: 806
Percentage: 50.7%
Massillon City CTPD

Federal Accountability Results
Career-Technical Planning Districts are accountable to the U.S. Department of Education for eight measures as required by the Carl D. Perkins Career and Technical Education Act. Career-Technical Planning Districts have local targets for each of these measures.
Click here for full descriptions of the measures.

Overview

<table>
<thead>
<tr>
<th>Metric</th>
<th>Met / Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Attainment - Reading</td>
<td>91.2%</td>
</tr>
<tr>
<td>Academic Attainment - Math</td>
<td>88.5%</td>
</tr>
<tr>
<td>Technical Skill Attainment</td>
<td>84.1%</td>
</tr>
<tr>
<td>Secondary School Completion</td>
<td>95.3%</td>
</tr>
<tr>
<td>Single Year Graduation Rate</td>
<td>95.7%</td>
</tr>
<tr>
<td>Placement</td>
<td>97.9%</td>
</tr>
<tr>
<td>Nontraditional Participation</td>
<td>25.0%</td>
</tr>
<tr>
<td>Nontraditional Completion</td>
<td>10.9%</td>
</tr>
</tbody>
</table>

Details of Measures

- Academic Attainment - Reading
- Academic Attainment - Math
- Technical Skill Attainment
- Secondary School Completion
- Single Year Grad Rate
- Placement
- Nontraditional Participation
- Nontraditional Completion

- All Students
- Economically Disadvantaged
- Asian or Pacific Islander
- African American
- American Indian or Alaska Native
- Hispanic
- Limited English Proficiency
- Multiracial
- White
### Impact: Accountability

<table>
<thead>
<tr>
<th>School Year</th>
<th>CTE Students with Available Assessments</th>
<th>Students Taking Technical Assessments</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>26,143</td>
<td>21,313</td>
<td>81.52 percent</td>
</tr>
<tr>
<td>2013-2014</td>
<td>22,873</td>
<td>16,944</td>
<td>74.08 percent</td>
</tr>
<tr>
<td>2012-2013</td>
<td>18,198</td>
<td>12,057</td>
<td>66.25 percent</td>
</tr>
</tbody>
</table>
### Percent of Students Earning Credentials

<table>
<thead>
<tr>
<th></th>
<th>2015 Graduates</th>
<th>2016 Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of All Graduates</td>
<td>7.43%</td>
<td>9.33%</td>
</tr>
<tr>
<td>Percent of CTE Concentrators</td>
<td>33.37%</td>
<td>40.66%</td>
</tr>
</tbody>
</table>

- Impact: Credentials

- **2015 Graduates**
  - Percent of All Graduates: 7.43%
  - Percent of CTE Concentrators: 33.37%

- **2016 Graduates**
  - Percent of All Graduates: 9.33%
  - Percent of CTE Concentrators: 40.66%
Beyond Accountability: Growth
Beyond Accountability: Programmatic decisions

• **Workforce Outcomes Pilot**
  - Match student data with administrative records for wage and employment histories

• **Program Evaluation**
  - Are programs meeting our expectations for quality?
  - Are the state-approved industry credentials actually leading to better education and workforce outcomes for students?

• **Match between workforce needs and program offerings**
  - Are the programs being offered meeting local workforce needs?
  - How tight is the fit between needs and offerings?
Questions?

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• Lunch from 11:30-12:45
  • tickets can be purchased at the check-in/information desk from 11:45 to 12:00
• Collaboration Roundtables start at 12:45!