

Indicator	Numerator	Denominator	Measurement Approach	Baseline	2018-2019		2017-2018		2016-2017		2015-2016		2014-2015	
					Target	Actual	Target	Actual	Target	Actual	Target	Actual		
1S1: Attainment of Academic Skills - Reading/Language Arts	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 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.	Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.	State Academic Assessment System, State Student Records	43.57	51.4		51.3		51	49.84	60	51.22	58.3	49.99
1S2: Attainment of Academic Skills - Mathematics	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.	Number of concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.	State Academic Assessment System, State Student Records	83.87	39.1		39		39	41.23	78.6	35.98	78.4	37.31
2S1: Technical Skill Attainment	Number of CTE participants who achieved proficiency or above proficiency on CTE post-assessments or who received selected industry recognized credential or who counted as proficient using the postsecondary technical attainment measure in the reporting year.	95% of the number of CTE participants in secondary courses for which CTE post-assessments or selected industry recognized credentials were available and 95% of all secondary participants in postsecondary courses in the reporting year.	3rd Party Skill Assessment, External--Third-Party Assessments, Local Administrative Records, State Assessment Records, State Developed Skill Assessment	70	82.1		82.1		82	78.5	82	76.48	82	75.89
3S1: School Completion	Number of senior concentrators who earned a high school diploma or GED in the reporting year.	Number of senior concentrators who left secondary education in the reporting year	Local Administrative Records, State Administrative Records	85.91	94.1		94		93.5	98.81	93.5	99.85	93	98.87
4S1: Student Graduation Rates	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	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	Local Administrative Records, State Administrative Records	81.65	92.1		92		91	98.85	91	97.71	90	95.7

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	1111(b)(2)(C)(vi) of the ESEA.	Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.												
5S1: Placement	Number of concentrators who left secondary education in the year prior to the reporting year and who are in postsecondary education, or advanced training, in military service, or in employment in the third quarter following leaving secondary education.	Number of concentrators who left secondary education in the year prior to the reporting year	Local Administrative Records, State Administrative Records	94	93.9		93.8		93.7	95.38	93.7	93.23	93.6	94.49
6S1: Nontraditional Participation	Number of participants who are enrolled during the year reporting in a program that leads to non-traditional fields and are of the non-traditional gender	Number of participants who are enrolled during the year reporting in a program that leads to nontraditional fields	Local Administrative Records, State Administrative Records	25.08	31.2		31.2		31.2	27.96	31.2	33.8	31.1	40.33
6S2: Nontraditional Completion	Number of concentrators in a program that leads to non-traditional fields and leaving secondary education in the year reporting	Number of concentrators leaving secondary education in the year reporting who earned credit in at least one course that leads to non-traditional fields	Local Administrative Records, State Administrative Records	18.83	22.4		22.3		22.2	32.94	22.2	31.27	22.1	31.87
1P1: Technical Skill Attainment	Number of concentrators in CTE with an earned GPA of 2.5 or higher. *Reporting Year GPA is calculated based on all non-developmental credit-bearing courses a CTE Concentrator takes during the reporting year (fall, spring, and summer). Credit hours attempted are counted for any course with a letter grade of A, B, C, D, or F. Grade values are assigned as follows: A=4, B=3, C=2, D=1, and F=0. Courses with letter grades of AU, CE, I, P, and W are not used in GPA calculations. Quality points are computed by multiplying credit hours attempted by grade value per course. Reporting Year GPA is computed as the sum quality points for the reporting year divided by the sum credit hours attempted for the reporting year.	Number of concentrators in CTE who were enrolled during the reporting year.	Local Administrative Records, National Clearinghouse, State Administrative Records	73.2	80.3		80.25		80.2	80.34	80.2	80.18	80.1	79.18

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					Target	Actual	Target	Actual	Target	Actual	Target	Actual		
2P1: Credential, Certificate, or Degree	Number of CTE Concentrators from the previous reporting year, who did not re-enroll in the North Carolina Community College System during the current reporting year, who received who received a certificate, a diploma, or a degree in a CTE Program Area during the previous reporting year. Credential - Any certificate, diploma, or degree awarded in a CTE Program Area by a North Carolina Community College System school during the student's initial reporting year. Students who earn multiple CTE credential during the reporting year are only counted once.	Note: Appears to be a trend to increase completions with better data collection at the local colleges. Holding low for another year to see if this is a trend.	State Administrative Records	44.1	57		56		54.9	69.9	54.9	59.43	54.7	57.4
3P1: Student Retention or Transfer	Number of CTE Concentrators from the previous reporting year who did not earn a certificate, diploma, or degree in a CTE Program Area during the previous reporting year but remained enrolled in the NCCCS system or transferred to another post-secondary institution during the subsequent reporting year.	Number of concentrators in CTE who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, a diploma, or a degree in the previous reporting year.	Local Administrative Records, State Administrative Records	77.81	78		76		75	84.48	67	83.01	66.22	83.1
4P1: Student Placement	Number of non-inmate CTE Concentrators, from the previous reporting year who did not earn a credential in an CTE Program Area during the previous reporting year and who did not re-enroll in the North Carolina Community College System or any other post-secondary institution during the current reporting year, who were placed or retained in employment, military service, or apprenticeship program in the second quarter following the program year in which they left the North Carolina Community College System.	Note: Looking for trends, we are still challenged obtaining data of boarder counties where CTE graduates obtain employment in neighboring states and our data collection system does not record this employment data.	Local Administrative Records, UI Wage Records	74.8	68.5		68		67.7	71.99	67.7	68.93	67.65	66.4
5P1: Nontraditional	Number of CTE participants from	NOTE: Changing to the new NAPE	Local Administrative	20.47	6.01		6		5.95	5.86	22.7	23.98	22.62	23.53

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					Target	Actual								
Participation	underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	table has removed many programs that counted for this indicator. We are reassessing our emphasis on the newly identified underrepresented programs.	Records, State Administrative Records											
5P2: Nontraditional Completion	Number of concentrators in CTE from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Note: we are re-assessing the practice of annual concentrator definition of 12 credits each year and does not necessarily include all completers.	State Administrative Records	19.78	14.95		14.91		14.5	14.08	17.85	21.14	17.8	21.17