



Accountability Data Definitions

12/4/2019

The term “CTE Concentrator” at the secondary level is defined as a student who has taken two or more credits in a defined Montana Career Pathway. One credit equals one year-long course or two semesters.

Numerator and Denominator definitions for each secondary performance indicator are as follows:

1S1: Four-Year Graduation Rate

Numerator: The number of CTE concentrators who graduated from high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

Denominator: The number of CTE concentrators who, in the reporting year, were included in the state’s computation of its four-year graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 111(b)(2) of the ESSA.

1S2: Extended Graduation Rate

Numerator: Consists of the sum of (a)the number of students in the cohort, as adjusted under clause (i), who earned a regular high school diploma before, during, or at the conclusion of the fourth year of high school; or a summer session immediately following the fourth year of high school; and all students with the most significant cognitive abilities in the cohort who were assessed using the alternate assessment aligned to alternate academic achievement standards under section 1111(b)(2)(D) and awarded a State-defined alternate diploma. (Section 8101 (25) ESEA 1965).

Denominator: Consists of the number of students who form the original cohort of entering first-time students in grade 9 enrolled in the high school no later than the date by which student membership data is collected annually by State educational agencies for submission to the National Center for Education Statistics, and adjusted by adding the students who joined that cohort after the date of the determination of the original cohort; and subtracting only those students who left that cohort after the date of the determination of the original cohort. (Section 8101 (25) ESEA 1965).

2S1: Academic Proficiency in Reading Language Arts

2S2: Academic Proficiency in Math

2S3: Academic Proficiency in Science

All 2S__ indicators use the ESSA-negotiated proficiency scores from the ACT assessment that is administered to all Montana Juniors. ELA 19/Math 22/Science 22. Note: science scores have not been part of the academic assessment in the past, so no baseline scores are available.

Numerator: The number of CTE concentrators who achieved reading/language arts; math, and science proficiency in the challenging State academic standards adopted by State under section 111(b)(1) of the ESEA Act of 1965; as measured by the academic assessments of the ACT scores.

Denominator: The number of CTE concentrators who took the ACT assessment whose scores were included in the program year in the State’s computation of the AYP measure for reading/language arts; math, and science.

3S1: Post-Program Placement

Numerator: The number of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or 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 (U.S.C. 2504(a)), or are employed.

Denominator: The number of CTE concentrators who graduated or dropped out of secondary education during the reporting year.

4S1: Non-traditional Program Concentration (NEW OCTAE Guidelines in Jan. 2020)

Numerator: The number of CTE concentrators, from under-represented gender groups, in career and technical education programs and programs of study, that lead to high wage, high skill, and in-demand employment in non-traditional fields.

Denominator: The number of CTE concentrators in a CTE program or program of study that leads to a non-traditional field, during the reporting year.

State’s selection of additional program quality indicators. The State selected Attained Post-Secondary Credit and Participation in Work-based Learning as the new indicators for secondary students because the Governor, State Legislature, Board of Regents are unified in their support for determining student success in career and college readiness.

Questions:

Does this include community and Tribal college courses?

Can we include WY and ND college courses that offer “in-state tuition to MT students?”

Will we “count” only CTE or prerequisite courses for a specific Program of Stud, or all courses taken?

Can we disaggregate by Class-sized schools to look at equity and access?

Does the term “program of study” mean the same as “MT Career Pathway” for the purposes of these indicators? MY Career Pathway seems to be the secondary portion of the whole program of study that includes postsecondary.

5S2: Program Quality- Attained Post-Secondary Credits

Numerator: The number of secondary CTE concentrators that participate in a dual enrollment course in their chosen career pathway, either through concurrent enrollment, dual credit, or early college.

Denominator: The number of CTE concentrators in a CTE program or program of study during the reporting year.

5S3: Program Quality- Participated in Work-based Learning

Numerator: The number of secondary CTE concentrators that participate in a work-based learning experience. For the purposes of this quality indicator, “work-based learning” is defined as - sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks of a given career field, that are aligned to curriculum and instruction.

Denominator: The number of CTE concentrators in a CTE program or program of study during the reporting year.