

## PART A: EVALUATION OF STUDENT PERFORMANCE

Use the prompts on this worksheet to evaluate how your campus/district's CTE programs support and improve student performance on ESSA (secondary only) and Perkins measures. Address those statements and questions that provide the best and most relevant feedback to your campus/district.

Consider the following statements, identify those that best match your campus/district, and choose the most appropriate response.

**1 This is a Strength | 2 This is satisfactory | 3 This area needs some improvement | 4 This area needs major improvement**

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
Students in each CTE program perform acceptably on federal accountability indicators in comparison to non-CTE students.		x			Class of 2020 average ACT score is 19.06 , Agriculture concentrators scored an average ACT of 20.2, Business concentrators scored an average ACT of 19.8, Family and Consumer Science concentrators scored an average ACT of 19.3, Trade and Industrial Arts concentrators scored an average ACT of 17.4, students with mixed concentrators scored an average ACT of 17.9	Student ACT reports were reviewed
Students from special populations perform acceptably in each CTE program.		x			63/66 resource students are participating or have participated in CTE courses. Students receiving free or reduced lunches are represented well. 86% of 11th and 12th grade students in this population have received 2 or more CTE credits. 91% of 9th and 10th grade students in this population have or are taking at least one CTE class.	Students transcripts were reviewed.
Students from different genders, races, and ethnicities perform acceptably in each CTE program.		x			45/48 minority students are participating or have participated in CTE courses	Students transcripts were reviewed.
Performance gaps exist between subgroups of students.	x				All subgroups are represented and are represented at a similar rate of the general population	Students transcripts were reviewed.
There are CTE programs where special populations are performing above average.		x			Our minority students score well in Agriculture Ed courses. Our resource students score well in several Family and Consumer Science classes.	Students transcripts were reviewed.
There are CTE programs where special populations are performing below average.			x		Our minority students do not score as well in some of our Family and Consumer Science courses	Students transcripts were reviewed.

*Secondary:* Review the number of CTE concentrators from the previous year. Use this number as the numerator and the total senior graduating class as the denominator. What percent of the class are concentrators?  
(< 50%- strength; 35-49%- satisfactory; 10-34%-needs some improvement; 0-9%- needs major improvement)

x					85/114 75%	Reviewed from 2019 CTE concentrator submission
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*Further questions to consider:* Which student groups are struggling the most in CTE programs? Which CTE programs overall have the highest outcomes and which have the lowest? Is there a trend across all CTE programs? What the potential root causes of inequities in performance in each CTE program?

**Please describe the results of the CLNA and explain how your district will address disparities or gaps in performance between groups of students over the next two**

Family and Consumer Science teachers will become more aware of cultural differences in FCS fields.