# Part A: Evaluation of Student Performance

The comprehensive local needs assessment shall include an evaluation of student performance including special populations and each subgroup. The CLNA must contain an evaluation of CTE concentrators’ performance on each of the core performance indicators. While you are already required to do this as part of your local plan under Perkins IV, the evaluation must now at a minimum include a performance analysis of the subgroups as well.

Section 134(c)(2)(A) states the needs assessment must include:

*An evaluation of the performance of the students served with respect to State determined and local levels of performance, including an evaluation for special populations and each subgroup described in section 1111 of the ESEA. (Listed in table below)*

## OPTIONAL RESOURCES

### Quick Reference Guide – Part A: Evaluation of Student Performance

| **Materials Needed** | **Suggested Stakeholders to Consult** |
| --- | --- |
| 1. Best data possible – with the change in definitions, and COVID impacted assessments, use your best judgement
2. Perkins performance data for the past three years disaggregated by CTE program area and student groups including:
	* Gender
	* Race and ethnicity
	* Individuals with disabilities
	* Individuals from economically disadvantaged families including low-income youth and adults
	* Individuals preparing for nontraditional fields
	* Single parents including single pregnant women
	* Out of work individuals
	* English learners
	* Homeless individuals
	* Youth who are in or who have aged out of the foster care system
	* Youth with a parent who is on active duty military
3. Comparison data for all students – Secondary comparisons for graduation rates, academic performance and placement – Postsecondary comparisons for credential attainment and placement.
4. Strategies utilized to address performance gaps for specific student groups along with outcomes for the strategies attempted
5. [Link to CTE Explorer](https://public.tableau.com/app/profile/amy.arneson/viz/CTEParticipationExplorer/AnnualParticipation) used in the Regional Education Laboratory’s (RTI) report and training
6. NEW ODE Dashboard
7. [Stoplight Reports](https://www.oregon.gov/ode/learning-options/CTE/data/Pages/Reporting%2C-Accountability%2C-and-Data-Informed-Decision-Making.aspx)
 | All stakeholders required by law particularly:* Administrators
* Secondary teachers
* Postsecondary faculty
* Academic and career advising professionals
* Tribal organizations and representatives
* Representatives of special populations
* Data staff
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| **Suggested Strategies for Consultation** |
| --- |
| * [Oregon Stakeholder Engagement Guide](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Documents/RoadmapforEngagement.pdf)
* Work group to examine data including educators, career guidance professionals, and representatives of special populations
* Assemble educator groups by CTE career area to examine data
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| **Questions to Discuss** |
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| 1. How are students in each CTE Program performing on federal accountability indicators compared to non-CTE students?
2. How are students from special populations and students from different genders, races, and ethnicities performing in each CTE Program?
3. Where do the biggest gaps in performance exist between groups of students? Why might these gaps exist?
4. Which CTE Programs overall have the highest outcomes and which have the lowest? What are the potential barriers to outcomes that the school/institution could change?
5. Are there certain CTE Programs where special populations are performing above average? Below average?
6. Is there a trend across all CTE Programs?
7. What pre-requisites exist that may create barriers to enrollment in the CTE Program?
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### Discussion Records – Part A: Evaluation of Student Performance

| **Questions to Consider** | **Plus - Notes** | **Delta - Notes** |
| --- | --- | --- |
| How are students in each CTE Program performing on federal accountability indicators compared to non-CTE students? |  |  |
| How are students from special populations and students from different genders, races, and ethnicities performing in each CTE Program? |  |  |
| Where do the biggest gaps in performance exist between groups of students? Why might these gaps exist? |  |  |
| Which CTE Programs overall have the highest outcomes and which have the lowest? What are potential barriers? |  |  |
| Are there certain CTE Programs where special populations are performing above average? Below average? |  |  |
| Is there a trend across all CTE Programs? |  |  |
| What pre-requisites exist that may create barriers to enrollment in the CTE Program? |  |  |
|  |  |  |

### Identifying Need, Setting Priorities, and Identifying Action Steps

Below are some resources to help you with this step:

1. Identifying Strengths and Needs
	* Use the information discussed above to identify strengths and needs
2. Identifying Causes
	* [NAPE Root Cause Analysis](https://napequity.org/wp-content/uploads/NAPE_RootCauses_Chart_FNL1.pdf): provides a description of the process for finding a root cause
	* [Herringbone Tool](https://drive.google.com/file/d/1jufX3AkP8oSStbYug5hNVl84CBSIED46/view): a simple graphic to help develop root causes
	* [5 Whys Guide and Template](https://www.michigan.gov/documents/mde/5_Whys_Worksheet_680955_7.pdf) to identify root causes
3. Setting Priorities and Goals
	* Use the simple worksheet below to help set priorities
* What strategies may be employed to reduce inequities?
* What do community partners say are potential solutions to the need?
* What would be achievable goals to close gaps seen in these data?

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| **Part A: Evaluation of Student Performance - Strengths*****Cause and Potential for Leverage/Expansion*** |
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***Use this scale to help identify priority***

**Ratings**

1. Significant gaps and/or multiple gaps exist
2. Some gaps exist and/or we do not have a concrete plan to address them
3. Very few gaps exist and we have a plan in place to close the remaining gaps
4. No gaps exist

**Priority**

1. Critical
2. High priority
3. Medium priority
4. Low priority at this time

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| --- | --- | --- |
| **Rating** | **Priority** | **Part A: Evaluation of Student Performance - Needs*****Add in Cause and Potential Goal to Highest Priorities*** |
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## REQUIRED Response

Once the analysis and priority setting with partners is complete, each applicant will be required to share the results of the needs assessment as part of the Perkins Strategic Plan and Local Application process. **The information below will be uploaded into the application platform.**

Remember, this is the only information that will be available to demonstrate you have thoroughly examined the current status of student performance. A checklist and rubric to help formulate your response are provided below.

| **Question** | **Blank for your response** |
| --- | --- |
| Statement of Strength(s) and Need(s) |  |
| Who was consulted in this discussion?Include at a minimum:Names, stakeholder roles of those participating in discussion of student performance |  |
| Discussion of process to identify this need.Include at a minimum:A discussion of the data examined in determining strength and needA discussion of above average and below average special population and historically underserved student A discussion of potential root causes and strategies regarding inequities in performance  |  |

## Rubric

| **1 – Does not Meet - revision required** | **2 – Minimally Meets – some revision required** | **3 – Meets Requirement** | **4 – Exceeds Requirement** |
| --- | --- | --- | --- |
| The response does not indicate how stakeholders were involved in identifying and prioritizing needs | The response provides some description indicating stakeholders were involved in identifying and prioritizing needs | The response provides a specific description regarding how stakeholders were involved in identifying and prioritizing needs |  |
| The response does not include which performance indicators have been met and/or does not indicate analysis of data | The response identifies performance indicators have been met but there is no discussion of data analysis | The response clearly identifies which performance indicators have been met through analysis of data | The response clearly identifies which performance indicators have been met through analysis of data and includes a visual representation |
| The response does not include which performance indicators have not been met and/or does not indicate analysis of data | The response identifies performance indicators have not been met but there is no discussion of data analysis | The response clearly identifies which performance indicators have not been met through analysis of data | The response clearly identifies which performance indicators have not been met through analysis of data and includes a visual representation |
| The response includes limited or no examination of above average and below average student performance in subpopulations/ historically underserved groups | The response includes evidence of examination of above average and below average student performance in some subpopulations/ historically underserved groups | The response includes evidence of examination of above average and below average student performance in all subpopulations/ historically underserved groups | The response includes evidence of examination of above average and below average student performance in all subpopulations/ historically underserved groups and includes a visual representation |
| The response includes no evidence of examination of potential root causes and/or possible strategies regarding inequities in performance in each CTE Program area | The response includes some limited evidence of examination of potential root causes and/or possible strategies regarding inequities in performance in each CTE Program area | The response includes strong evidence of examination of potential root causes and possible strategies leading to inequities in performance in each CTE Program area |  |