

**Goal 4**  
 The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 26.1% in August 2019 to 52.0% by August 2026

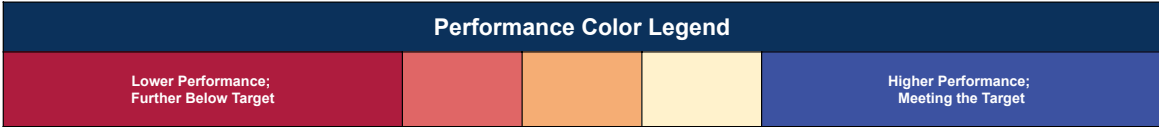
**Goal 5**  
 The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 54.5% in August 2019 to 80.0% in August 2026

**Leading Indicator 4.1**  
 The percentage of students in grades 9-11 who score at or above grade level on the District's within-year math and reading assessments in Fall, Winter, and Spring each year.

**Leading Indicator 5.1**  
 The percentage of 11th grade CTE students who pass their CTE Level 2 coursework (with a grade of A or B).

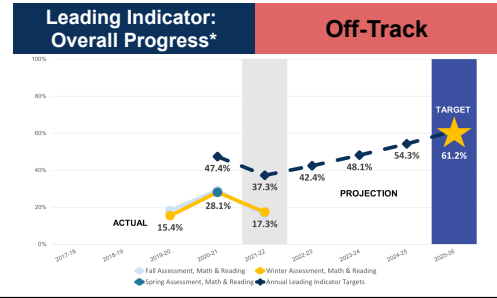
**Leading Indicator 5.2**  
 The percentage of 10th grade CTE students who pass their CTE Level 1 coursework (with a grade of A or B).

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**Leading Indicator 4.1**  
The percentage of students in grades 9-11 who score at or above grade level on the District's within-year math and reading assessments in Fall, Winter, and Spring each year.



\*In 2021-22, the cut point for scoring At/Above Grade Level on Star Math was adjusted. This change impacted both the percentage of students scoring At/Above Grade Level in 2021-22 and the Annual Targets for 2021-22 through 2025-26.

Assessment Period	2018-19 <sup>1</sup>	2019-20 <sup>2</sup>	2020-21 <sup>3</sup>	2021-22 <sup>4</sup>	2021-22 Annual Leading Indicator Target	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target
	Fall	N/A	18.2%	29.2%	15.4%	37.3%	-21.9	-27.0
Winter	N/A	15.4%	28.1%	17.3%	37.3%	-20.0	-25.1	61.2%
Spring	N/A	N/A	28.0%	Forthcoming	37.3%	-	-	61.2%
Leading Indicator Performance* (Annual Targets were adjusted for 2021-22 through 2025-26)								
Student Group	Fall 2021-22		Winter 2021-22		2021-22 Annual Leading Indicator Target	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target
	% Participating <sup>7</sup>	% At/Above Grade Level <sup>4</sup>	% Participating <sup>7</sup>	% At/Above Grade Level <sup>4</sup>				
Black / African American	70.9%	7.4%	61.3%	8.4%	37.3%	-28.9	-34.0	61.2%
Hispanic / Latinx	66.1%	8.4%	57.8%	9.9%	37.3%	-27.4	-32.5	61.2%
White	79.2%	31.1%	72.5%	34.8%	37.3%	-2.5	-7.6	61.2%
Asian	88.4%	39.1%	85.6%	40.1%	37.3%	+2.8	-2.3	61.2%
Multi Racial / Other	71.9%	18.1%	63.1%	18.6%	37.3%	-18.7	-23.8	61.2%
American Indian / Alaskan Native	73.0%	10.9%	52.6%	15.6%	37.3%	-21.7	-26.8	61.2%
Native Hawaiian / Pacific Islander	71.9%	39.1%	61.1%	18.2%	37.3%	-19.1	-24.2	61.2%
English Learners	66.8%	1.8%	60.0%	3.0%	37.3%	-34.3	-39.4	61.2%
Special Education <sup>8</sup>	60.0%	1.4%	48.1%	2.2%	37.3%	-35.1	-40.2	61.2%
Economically Disadvantaged	71.6%	10.5%	61.1%	12.4%	37.3%	-24.9	-30.0	61.2%

**College & Career Goal 4: Participation & Performance  
Grades 9-11, Star Math & Reading**

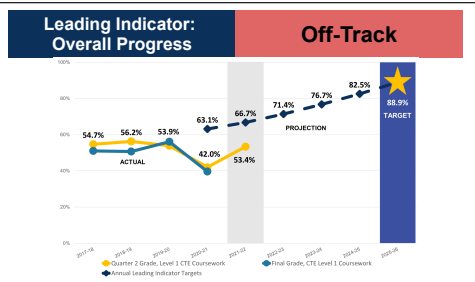
	Fall 2021-22					Winter 2021-22					% Students Participating: Change From Fall 2021-22 <sup>a</sup>	% At/Above Grade Level: Change From Fall 2021-22 <sup>a</sup>
	# Students Eligible <sup>a</sup>	# Students Participating <sup>7</sup>	% Students Participating <sup>7</sup>	# At/Above Grade Level <sup>4</sup>	% At/Above Grade Level <sup>4</sup>	# Students Eligible <sup>a</sup>	# Students Participating <sup>7</sup>	% Students Participating <sup>7</sup>	# At/Above Grade Level <sup>4</sup>	% At/Above Grade Level <sup>4</sup>		
<b>Overall</b>	28,177	20,493	72.7%	3,113	15.4%	27,830	17,545	64.5%	3,022	17.3%	-8.2	+1.9
<b>Black / African American</b>	14,128	10,015	70.9%	741	7.4%	13,865	8,472	61.3%	711	8.4%	-9.6	+1.0
<b>Hispanic / Latinx</b>	6,188	4,092	66.1%	329	8.4%	6,200	3,323	57.8%	322	9.9%	-8.3	+1.5
<b>White</b>	3,470	2,748	79.2%	849	31.1%	3,414	2,418	72.5%	842	34.8%	-6.7	+3.7
<b>Asian</b>	2,934	2,595	88.4%	1,004	39.1%	2,944	2,451	85.6%	984	40.1%	-2.8	+1.0
<b>Multi Racial/Other</b>	1,362	974	71.9%	176	18.1%	1,310	827	63.1%	154	18.6%	-8.8	+0.5
<b>American Indian / Alaskan Native</b>	63	46	73.0%	5	10.9%	61	32	52.5%	5	15.6%	-20.5	+4.7
<b>Native Hawaiian / Pacific Islander</b>	32	23	71.9%	9	39.1%	36	22	61.1%	4	18.2%	-10.8	-20.9
<b>English Learners</b>	3,699	2,472	66.8%	40	1.8%	3,932	1,971	60.0%	57	3.0%	-6.8	+1.2
<b>Non-English Learners</b>	24,478	18,021	73.7%	3,073	17.1%	23,898	15,574	65.2%	2,965	19.0%	-8.5	+1.9
<b>Special Education<sup>8</sup></b>	4,900	2,940	60.0%	41	1.4%	4,821	2,319	48.1%	51	2.2%	-11.9	+0.8
<b>Non-Special Education</b>	23,277	17,553	75.4%	3,072	17.7%	23,009	15,226	68.1%	2,971	19.6%	-7.3	+1.9
<b>Economically Disadvantaged</b>	18,648	13,351	71.6%	1,389	10.5%	18,528	11,234	61.1%	1,389	12.4%	-10.5	+1.9
<b>Non-Economically Disadvantaged</b>	9,530	7,142	74.9%	1,724	24.7%	9,302	6,311	71.8%	1,633	26.1%	-3.1	+1.4
<b>Off Track (36 Schools)<sup>10</sup></b>	16,365	10,857	66.3%	256	2.4%	16,159	8,679	55.6%	251	2.9%	-10.7	+0.5
<b>Near Track (9 Schools)<sup>10</sup></b>	6,863	5,625	82.0%	908	16.3%	6,797	5,026	74.9%	892	17.8%	-7.1	+1.5
<b>On Track (7 Schools)<sup>10</sup></b>	4,330	3,867	89.3%	1,935	50.0%	4,297	3,586	83.5%	1,862	51.9%	-5.8	+1.9

**College & Career Goal 4: Participation & Performance by Grade Level  
Grades 9-11, Star Math & Reading**

	Fall 2021-22					Winter 2021-22					% Students Participating: Change From Fall 2021-22	% At/Above Grade Level: Change From Fall 2021-22
	# Students Eligible <sup>a</sup>	# Students Participating <sup>7</sup>	% Students Participating <sup>7</sup>	# At/Above Grade Level <sup>a</sup>	% At/Above Grade Level <sup>a</sup>	# Students Eligible <sup>a</sup>	# Students Participating <sup>7</sup>	% Students Participating <sup>7</sup>	# At/Above Grade Level <sup>a</sup>	% At/Above Grade Level <sup>a</sup>		
<b>All Students (Grades 9-11)</b>	28,177	20,493	72.7%	3,113	15.4%	27,830	17,545	64.5%	3,022	17.3%	-8.2	+1.9
<b>Grade 9</b>	10,630	7,924	74.5%	921	11.8%	10,631	6,870	67.2%	940	13.7%	-7.3	+1.9
<b>Grade 10</b>	9,170	6,694	73.0%	1,203	18.2%	9,009	5,686	64.2%	1,145	20.2%	-8.8	+2.0
<b>Grade 11</b>	8,377	5,875	70.1%	989	17.0%	8,190	4,989	61.6%	937	18.9%	-8.5	+1.9

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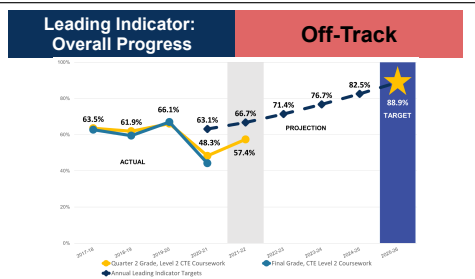
**Leading Indicator 5.2**  
 The percentage of 10th grade CTE students who pass their CTE Level 1 coursework (with a grade of A or B).



Grading Period	2018-19	2019-20 <sup>11</sup>	2020-21 <sup>12</sup>	2021-22	2021-22 Annual Leading Indicator Target	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target		
	Quarter 2 Grades	56.2%	53.9%	42.0%	53.4%	66.7%	-13.3	-18.0	88.9%	
Final Grades	50.7%	56.1%	39.6%	Forthcoming	66.7%	-	-	88.9%		
Leading Indicator: Passing Level 1 CTE Coursework (Grade 10, Grade of A or B) - Quarter 2 Grades										
Student Group	Quarter 2 2020-21			Quarter 2 2021-22			2021-22 Annual Leading Indicator Target	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target
	# Eligible CTE Students <sup>13</sup>	# Eligible CTE Students Passing Coursework <sup>14</sup>	% Eligible CTE Students Passing Coursework <sup>14</sup>	# Eligible CTE Students <sup>13</sup>	# Eligible CTE Students Passing Coursework <sup>14</sup>	% Eligible CTE Students Passing Coursework <sup>14</sup>				
All Students	1,691	711	42.0%	1,382	738	53.4%	66.7%	-13.3	-18.0	88.9%
Black / African American	960	372	38.8%	768	351	45.7%	66.7%	-21.0	-25.7	88.9%
Hispanic / Latinx	469	181	38.6%	325	184	56.6%	66.7%	-10.1	-14.8	88.9%
White	152	96	63.2%	170	121	71.2%	66.7%	+4.5	-0.2	88.9%
Asian	45	31	68.9%	55	48	87.3%	66.7%	+20.6	15.9	88.9%
Multi Racial / Other	62	30	48.4%	60	32	53.3%	66.7%	-13.4	-18.1	88.9%
American Indian / Alaskan Native <sup>16</sup>	I.S.	I.S.	I.S.	I.S.	I.S.	I.S.	66.7%	N/A	N/A	88.9%
Native Hawaiian / Pacific Islander <sup>16</sup>	I.S.	I.S.	I.S.	I.S.	I.S.	I.S.	66.7%	N/A	N/A	88.9%
English Learners	208	76	36.5%	147	84	57.1%	66.7%	-9.6	-14.3	88.9%
Non-English Learners	1,483	635	42.8%	1,235	654	53.0%	66.7%	-13.7	-18.4	88.9%
Special Education	322	97	30.1%	305	128	42.0%	66.7%	-24.7	-29.4	88.9%
Non-Special Education	1,369	614	44.9%	1,077	610	56.6%	66.7%	-10.1	-14.8	88.9%
Economically Disadvantaged	1,288	501	38.9%	1,007	496	49.3%	66.7%	-17.4	-22.1	88.9%
Non-Economically Disadvantaged	403	210	52.1%	375	242	64.5%	66.7%	-2.2	-6.9	88.9%

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**Leading Indicator 5.1**  
 The percentage of 11th grade CTE students who pass their CTE Level 2 coursework (with a grade of A or B).



Grading Period	2018-19	2019-20 <sup>11</sup>	2020-21 <sup>12</sup>	2021-22	2021-22 Annual Leading Indicator Target	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target		
	Quarter 2 Grades	61.9%	66.1%	48.3%	57.4%	66.7%	-9.3	-14.0	88.9%	
Final Grades	62.7%	59.4%	67.0%	Forthcoming	66.7%	-	-	88.9%		
<b>Leading Indicator: Passing Level 2 CTE Coursework (Grade 11, Grade of A or B) - Quarter 2 Grades</b>										
Student Group	Quarter 2 2020-21			Quarter 2 2021-22			2021-22 Annual Leading Indicator Target	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target
	# Eligible CTE Students <sup>13</sup>	# Eligible CTE Students Passing Coursework <sup>14</sup>	% Eligible CTE Students Passing Coursework <sup>14</sup>	# Eligible CTE Students <sup>13</sup>	# Eligible CTE Students Passing Coursework <sup>14</sup>	% Eligible CTE Students Passing Coursework <sup>14</sup>				
All Students	1,213	586	48.3%	1,089	625	57.4%	66.7%	-9.3	-14.0	88.9%
Black / African American	709	315	44.3%	628	330	52.5%	66.7%	-14.2	-18.9	88.9%
Hispanic / Latinx	304	139	45.7%	286	158	55.2%	66.7%	-11.5	-16.2	88.9%
White	124	79	63.7%	106	87	82.1%	66.7%	+15.4	10.7	88.9%
Asian	39	32	82.1%	33	30	90.9%	66.7%	+24.2	19.5	88.9%
Multi Racial / Other	35	21	60.0%	34	18	52.9%	66.7%	-13.8	-18.5	88.9%
American Indian / Alaskan Native <sup>16</sup>	I.S.	I.S.	I.S.	I.S.	I.S.	I.S.	66.7%	N/A	N/A	88.9%
Native Hawaiian / Pacific Islander <sup>16</sup>	I.S.	I.S.	I.S.	I.S.	I.S.	I.S.	66.7%	N/A	N/A	88.9%
English Learners	105	46	43.8%	128	73	57.0%	66.7%	-9.7	-14.4	88.9%
Non-English Learners	1,108	540	48.7%	961	552	57.4%	66.7%	-9.3	-14.0	88.9%
Special Education	222	100	45.0%	201	92	45.8%	66.7%	-20.9	-25.6	88.9%
Non-Special Education	991	486	49.0%	888	533	60.0%	66.7%	-6.7	-11.4	88.9%
Economically Disadvantaged	873	380	43.5%	811	434	53.5%	66.7%	-13.2	-17.9	88.9%
Non-Economically Disadvantaged	340	206	60.6%	278	191	68.7%	66.7%	+2.0	-2.7	88.9%

Passing Level 1 or Level 2 CTE Coursework (Grade A or B) Eligible CTE Students, Quarter 2 Grades								
School Type	Grade	Quarter 2 2020-21			Quarter 2 2021-22			% Eligible CTE Students Passing Coursework: Change From Quarter 2, 2020-21
		# Eligible CTE Students <sup>13</sup>	# Eligible CTE Students Passing Coursework <sup>14</sup>	% Eligible CTE Students Passing Coursework <sup>14</sup>	# Eligible CTE Students <sup>13</sup>	# Eligible CTE Students Passing Coursework <sup>14</sup>	% Eligible CTE Students Passing Coursework <sup>14</sup>	
All Schools (26 Schools)	10	1,691	711	42.0%	1,382	738	53.4%	+11.4
	11	1,213	586	48.3%	1,089	625	57.4%	+9.1
Comprehensive CTE Schools (6 Schools) <sup>16</sup>	10	812	369	45.4%	745	383	51.4%	+6.0
	11	576	286	49.7%	604	322	53.3%	+3.7
Schools with CTE Programs (20 Schools) <sup>16</sup>	10	879	342	38.9%	637	355	55.7%	+16.8
	11	637	300	47.1%	485	303	62.5%	+15.4

**Passing Level 1 or Level 2 CTE Coursework (Grade A or B)  
Eligible CTE Students, Quarter 2 Grades by Career Cluster**

Career Cluster <sup>17</sup>	Grade 10 (Level 1 Coursework) Quarter 2 2021-22			Grade 11 (Level 2 Coursework) Quarter 2 2021-22		
	# Eligible CTE Students <sup>13</sup>	# Eligible CTE Students Passing Coursework <sup>14</sup>	% Eligible CTE Students Passing Coursework <sup>14</sup>	# Eligible CTE Students <sup>13</sup>	# Eligible CTE Students Passing Coursework <sup>14</sup>	% Eligible CTE Students Passing Coursework <sup>14</sup>
<b>All Students</b>	<b>1,382</b>	<b>738</b>	<b>53.4%</b>	<b>1,089</b>	<b>625</b>	<b>57.4%</b>
<b>Construction &amp; Manufacturing</b>	292	187	<b>64.0%</b>	251	143	<b>57.0%</b>
<b>Communications &amp; Graphics</b>	271	134	<b>49.4%</b>	226	122	<b>54.0%</b>
<b>Business &amp; Finance</b>	244	95	<b>38.9%</b>	118	51	<b>43.2%</b>
<b>Hospitality</b>	233	150	<b>64.4%</b>	177	130	<b>73.4%</b>
<b>Transportation</b>	81	42	<b>51.9%</b>	76	31	<b>40.8%</b>
<b>Personal Care</b>	78	31	<b>39.7%</b>	60	33	<b>55.0%</b>
<b>Information Technology</b>	75	46	<b>61.3%</b>	68	46	<b>67.6%</b>
<b>Natural Sciences &amp; Biotechnology</b>	59	27	<b>45.8%</b>	66	27	<b>40.9%</b>
<b>Education, Health, &amp; Other Clusters</b>	49	26	<b>53.1%</b>	47	42	<b>89.4%</b>



## MTSS Climate

Pre-Implementation	Initial Implementation		Full Implementation	Sustained Implementation
Foundational Elements	Training and Support	Buy-In	Delivery	Outcomes
Are we prepared to begin implementation? Are all of the required inputs in place?	Have stakeholders been trained to implement and/or support implementation?	Do stakeholders understand and believe in the approach?	Have stakeholders implemented key activities with fidelity? Is the approach being implemented as designed?	Is the strategy having the desired effects or impacts?
1a. District communication of the What and Why >>>	2a. Teachers participate in professional development ⚠	3a. Teachers are bought into the approach/strategy	4a. Teachers participate in key activities or use key resources ●	5a. Changes in student academic outcomes ●
1b. Availability of written guidelines and resources ✓	2b. Support staff participate in professional development ✓		4b. School leaders participate in key activities or use key resources ●	5b. Changes in student social-emotional outcomes ●
1c. Fully staffed schools (Teachers, School Leaders, Counselors, etc.) ✗	2c. School Leaders participate in professional development >>>	3b. Support staff are bought into the approach/strategy ●	4c. Support staff are providing support for implementation activities ●	5c. Changes in teacher retention and attendance ●
1d. Sufficient staffing to support implementation (Support staff) >>>	2d. Teachers feel that Professional Development prepared them to implement strategies ⚠			5d. Changes in teacher satisfaction and belonging ●
1e. Adequate time for Professional Learning Cycles ✗	2e. Support staff feel that Professional Development prepared them to implement strategies >>>	3c. School Leaders are bought into the approach/strategy ●	4d. Key activities are taking place with fidelity (e.g., frequency, duration, content) ●	5e. Changes in family (parent/guardian) satisfaction and belonging ●
1f. Adequate time for implementation >>>	2f. School Leaders feel that Professional Development prepared them to implement strategies >>>			

Implementation Report Color Legend			
✓	>>>	✗	●
Achieved	In Progress	Incomplete	Not Started

An orange triangle symbol indicates that there is currently insufficient data to assess this implementation indicator.

<sup>1</sup> Star assessments for grades 9-11 were not administered district-wide prior to 2019-20. At/Above Grade Level is the percentage of students who are At/Above Benchmark on both Star Math and Star Reading.

<sup>2</sup> In 2019-20, Star assessments were administered district-wide to students in grades 9-11. In Spring 2019-20, Star assessments were not administered due to COVID-19. At/Above Grade Level is the percentage of students who are At/Above Benchmark on both Star Math and Star Reading.

<sup>3</sup> In 2020-21, Star assessments were administered district-wide to students in grades 9-11 At/Above Grade Level is the percentage of students who are At/Above Benchmark on both Star Math and Star Reading.

<sup>4</sup> In 2021-22, Star assessments were administered district-wide to students in grades 9-11. At/Above Grade Level is the percentage of students who are At/Above Benchmark on both Star Math and Star Reading. In addition, the percentile rank associated with scoring At/Above Grade Level on only Star Math increased from the 40th percentile to the 70th percentile.

<sup>5</sup> In 2021-22, Annual Targets for Leading Indicator 4.1 were adjusted. Annual Targets for Leading Indicator 4.1 are set based on the likelihood of a student in grades 3 to 8 scoring Proficient/Advanced on the PSSA Math or PSSA ELA exams when scoring At/Above Grade Level on the within-year assessments. These relationships are used to determine Leading Indicator 4.1 Annual Targets because there is no available research by Renaissance on the relationship between Star Math or Star Reading and Keystone Exams. Starting in 2021-22, the percentile rank associated with scoring At/Above Grade Level on Star Math increased from the 40th percentile to the 70th percentile, meaning there is greater confidence that students who score At/Above Grade Level will score Proficient/Advanced on PSSA Math. The Annual Targets for Leading Indicator 4.1 were updated as a result of this percentile change. For more information on the relationship between a student's performance on Star Math and the PSSA Math and ELA exams, please see <http://doc.renlearn.com/kmnet/r005379488c3817f.pdf>.

<sup>6</sup> All students are required to participate except for students who are exempted based on their Individualized Education Program (IEP). For the Special Education student group, '% of Students Participating' includes all students, including those who are exempted, in the denominator.

<sup>7</sup> Students are counted as participating if they completed a Star Math and a Star Reading assessment. Only results from assessments taken within the official testing window are counted.

<sup>8</sup> Students are considered eligible if they were enrolled at their school on the last day of the testing window. In 2021-22, the Star Fall assessment window ran from September 8, 2021 through October 8, 2021 and the Star Winter assessment window ran from December 1, 2021 through December 23, 2021.

<sup>9</sup> The metrics '% Students Participating: Change From Fall 2021-22' and '% At/Above Grade Level: Change From Fall 2021-22' represent the percentage point difference between the percentage of students participating in or scoring At/Above Grade Level on Star Math & ELA (At/Above Benchmark) from the Fall 2021-22 assessment window to the Winter 2021-22 assessment window.

<sup>10</sup> School groups are based on Winter 2020-21 performance data. Any schools that were not operational in 2020-21 are excluded from the performance metrics for On, Near, and Off Track performance groups.

<sup>11</sup> In 2019-20, 'Final Grades' represent grades at the end of Quarter 3. Due to COVID-19, the 2019-20 Quarter 3 was extended through the end of the school year, and Quarter 4 was canceled.

<sup>12</sup> In 2020-21, 'Final Grades' includes final grades of students who took an eligible CTE course in Quarter 4, as well as final grades of students who took an eligible CTE course in Quarter 2 but were not enrolled in an eligible CTE course in Quarter 4.

<sup>13</sup> Eligible Career and Technical Education (CTE) students are those enrolled in CTE courses aligned to their grade level based on their enrollment at the end of the second or fourth grading quarter and are on track to take the NOCTI at the end of their 12th grade year. CTE courses can be half or full year courses, and are aligned to grade level by the following: Level 3 Coursework for students in grades 12, Level 2 Coursework for students in grade 11, and Level 1 Coursework for students in grade 10. Only CTE courses with coursework associated to an industry-aligned NOCTI Exam are included.

<sup>14</sup> '% Eligible CTE Students Passing Coursework' measures the percentage of Career and Technical Education (CTE) students receiving a letter grade of A or B in their Level 1 CTE coursework for 10th grade or Level 2 CTE coursework for 11th grade. Only CTE courses with coursework associated to an industry-aligned NOCTI Exam are included.

<sup>15</sup> Metrics for student groups are suppressed when either there are fewer than 20 eligible students in the student group, or, if another student group has fewer than 20 eligible students, a second student group's metrics are suppressed to prevent the first student group's metrics from being determined through simple calculations.

<sup>16</sup> Comprehensive Career and Technical Education (CTE) Schools are designated by the School District of Philadelphia where all students in grade 10 and above are expected to participate in CTE course progression. Schools with CTE Programs are schools where CTE students are integrated with peers that are not pursuing CTE paths. In 2020-21 Quarter 2 and 2021-22 Quarter 2, five schools with CTE Programs did not have any eligible grade 11 CTE students. In 2020-21 Quarter 2, one school with a CTE Program did not have any eligible grade 10 CTE students, and in 2021-22 Quarter 2, four schools with CTE Programs did not have any eligible grade 10 CTE students.

<sup>17</sup> Career Clusters represent collections of career pathways available to District students. Each cluster includes multiple career tracks. For more information on Career Clusters and programs, visit <https://www.philasd.org/cte/our-cte-programs>.