

**College & Career 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.

**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 4.2**

The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.

**College & Career 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 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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**Performance Color Legend**



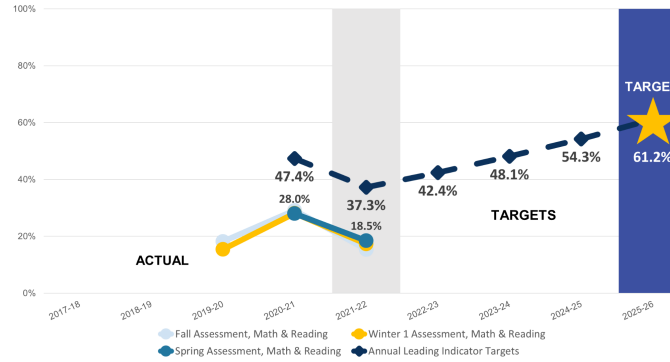
### College & Career Goal 4

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.

### 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 Overall Progress



### Off Track

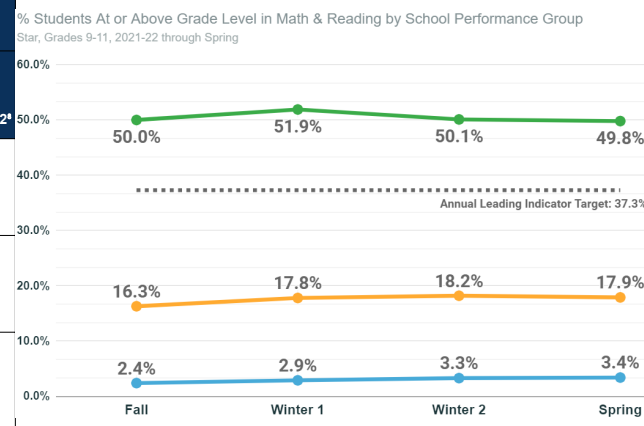
- Targets and performance dropped from 2020-21 to 2021-22 because we changed the cutoff for At or Above Grade Level from the 40th to 70th percentile.
- The percentage of students At or Above Grade Level increased over the year by 3 percentage points.
- The percentage of students in grades 9-11 taking both Reading and Math assessments dropped from 73% in Fall to about 43% in Spring. Participation decreased in all performance categories.
- Performance continues to be impacted by student attendance.

\*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 <sup>4</sup>	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	61.2%
Winter 1	N/A	15.4%	28.1%	17.3%	37.3%	-20.0	-25.1	61.2%
Spring	N/A	N/A	28.0%	18.5%	37.3%	-18.8	-23.9	61.2%

### Spring 2022 Performance (School Performance Groups Based on Winter 1 2020 Performance)

School Performance Group	# Students Eligible <sup>a</sup>	# Students Participating <sup>b</sup>	% Students Participating <sup>b</sup>	# At/Above Grade Level <sup>c</sup>	% At/Above Grade Level <sup>c</sup>	% At/Above Grade Level: Change From Winter 1, 2021-22 <sup>d</sup>
Off Track (36 Schools) <sup>a</sup>	15,291	5,019	34.5%	169	3.4%	+0.5
Near Track (9 Schools) <sup>a</sup>	6,505	3,275	51.8%	587	17.9%	+0.1
On Track (7 Schools) <sup>a</sup>	4,240	2,530	59.7%	1,261	49.8%	-2.1



2021-22 Spring Performance						
Student Group	# 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>	% At/Above Grade Level: Change From Winter 1, 2021-22 <sup>a</sup>
Overall	26,606	10,977	42.7%	2,026	18.5%	+1.2
Black / African American	13,075	5,216	40.1%	469	9.0%	+0.6
Hispanic / Latinx	5,956	1,890	35.4%	215	11.6%	+1.7
White	3,315	1,558	48.6%	518	33.3%	-1.5
Asian	2,949	1,759	62.4%	708	40.3%	+0.2
Multi Racial/Other	1,229	521	42.5%	112	21.5%	+2.9
American Indian / Alaskan Native	53	20	38.5%	1	5.0%	-10.6
Native Hawaiian / Pacific Islander	29	13	48.1%	3	23.1%	+4.9

2021-22 Spring Performance						
Grade Level	# 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>	% At/Above Grade Level: Change From Winter 1, 2021-22 <sup>a</sup>
Overall	26,606	10,977	42.7%	2,026	18.5%	+1.2
Grade 9	10,423	4,488	45.6%	684	15.3%	+1.6
Grade 10	8,590	3,512	41.9%	729	20.8%	+0.6
Grade 11	7,593	2,977	39.9%	613	20.7%	+1.8

2021-22 Spring Performance						
Student Group	# Students Eligible <sup>6</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>	% At/Above Grade Level: Change From Winter 1, 2021-22 <sup>8</sup>
<b>Overall</b>	<b>26,606</b>	<b>10,977</b>	<b>42.7%</b>	<b>2,026</b>	<b>18.5%</b>	<b>+1.2</b>
Non-Special Education	22,075	9,605	45.4%	1,997	20.9%	+1.3
Special Education <sup>10</sup>	4,531	1,372	30.3%	29	2.1%	-0.1

2021-22 Spring Performance						
Student Group	# Students Eligible <sup>6</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>	% At/Above Grade Level: Change From Winter 1, 2021-22 <sup>8</sup>
<b>Overall</b>	<b>26,606</b>	<b>10,977</b>	<b>42.7%</b>	<b>2,026</b>	<b>18.5%</b>	<b>+1.2</b>
Former English Learners	1,663	932	56.0%	351	37.7%	+2.4
Never English Learners	20,941	8,816	42.1%	1,638	18.6%	+1.1
English Learners	4,002	1,229	40.0%	37	3.1%	-

2021-22 Spring Performance						
Student Group	# Students Eligible <sup>6</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>	% At/Above Grade Level: Change From Winter 1, 2021-22 <sup>8</sup>
<b>Overall</b>	<b>26,606</b>	<b>10,977</b>	<b>42.7%</b>	<b>2,026</b>	<b>18.5%</b>	<b>+1.2</b>
Non-Economically Disadvantaged	8,686	3,998	50.2%	1,033	25.9%	-0.2
Economically Disadvantaged	17,920	6,979	39.4%	993	14.3%	+1.9

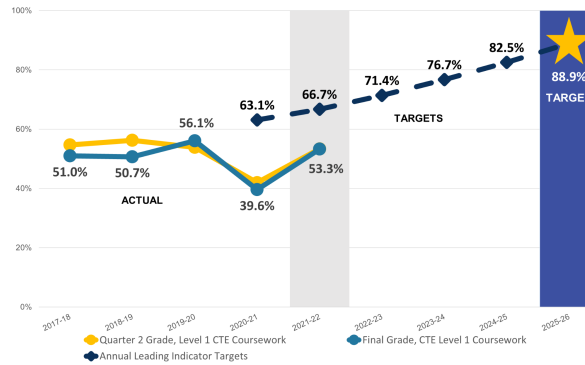
### College & Career Goal 5

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 5.2

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

### Leading Indicator Overall Progress



### Off Track

- Overall, the District continues to be Off Track towards meeting its 2021-22 CTE Goal 5 Leading Indicator Annual Target for Grade 10.

- The percentage of CTE students passing their CTE coursework with an A or B remained stable from Quarter 2 to Final Grades, both overall and across student groups.

- Performance continues to be impacted by student attendance.

Leading Indicator: District-Wide % Passing Level 1 CTE Coursework (Grade of A or B) Grade 10, Eligible CTE Students	Assessment Period	2018-19	2019-20 <sup>11</sup>	2020-21 <sup>12</sup>	2021-22	2021-22 Annual Leading Indicator Target <sup>†</sup>	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%	53.3%	66.7%	-13.4	-18.1	88.9%
<b>2021-22 Final Grades</b>						% CTE Students Passing Level 1 CTE Coursework (Grade of A or B) by School Type Final Grades, Grade 10, 2018-19 through 2021-22 			
School Type	# 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 Passing Coursework: Change from Final Grades, 2020-21 <sup>14</sup>					
Schools with CTE Programs (6 Schools) <sup>14</sup>	620	353	56.9%	+18.4					
Comprehensive CTE Schools (20 Schools) <sup>14</sup>	744	374	50.3%	+9.4					
						Schools with CTE Programs (6 Schools) <sup>14</sup>		Comprehensive CTE Schools (20 Schools) <sup>14</sup>	

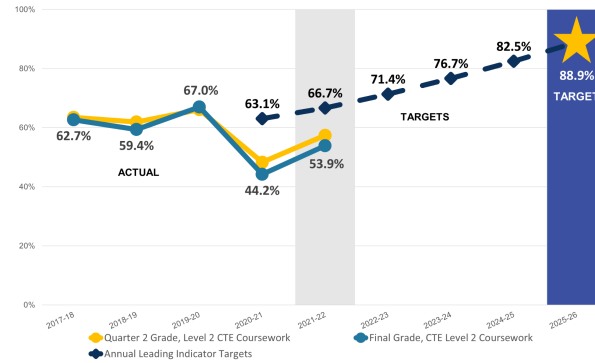
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### Leading Indicator 5.1

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

### Leading Indicator Overall Progress



### Off Track

- Overall, the District continues to be Off Track towards meeting its 2021-22 CTE Goal 5 Leading Indicator Annual Target for Grade 11.
- There was a decrease in the percentage of CTE students passing their CTE coursework with an A or a B from Quarter 2 to Final Grades, both overall and across student groups.
- Performance continues to be impacted by student attendance.

Leading Indicator: District-Wide % Passing Level 2 CTE Coursework (Grade of A or B) Grade 11, Eligible CTE Students	Assessment 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	59.4%	67.0%	44.2%	53.9%	66.7%	-12.8	-17.5	88.9%																
<b>2021-22 Final Grades</b>																									
School Type	# 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 Passing Coursework: Change from Final Grades, 2020-21 <sup>14</sup>	% CTE Students Passing Level 2 CTE Coursework (Grade of A or B) by School Type Final Grades, Grade 11, 2018-19 through 2021-22					Schools with CTE Programs (6 Schools) <sup>16</sup>  Comprehensive CTE Schools (20 Schools) <sup>16</sup>															
Schools with CTE Programs (6 Schools) <sup>14</sup>	525	318	60.6%	+16.6	<table border="1"> <caption>% CTE Students Passing Level 2 CTE Coursework by School Type</caption> <thead> <tr> <th>Assessment Period</th> <th>Schools with CTE Programs (6 Schools)</th> <th>Comprehensive CTE Schools (20 Schools)</th> </tr> </thead> <tbody> <tr> <td>Final Grades, 2018-19</td> <td>59.9%</td> <td>59.0%</td> </tr> <tr> <td>Final Grades, 2019-20</td> <td>69.2%</td> <td>64.8%</td> </tr> <tr> <td>Final Grades, 2020-21</td> <td>44.5%</td> <td>44.0%</td> </tr> <tr> <td>Final Grades, 2021-22</td> <td>60.6%</td> <td>48.1%</td> </tr> </tbody> </table>						Assessment Period	Schools with CTE Programs (6 Schools)	Comprehensive CTE Schools (20 Schools)	Final Grades, 2018-19	59.9%	59.0%	Final Grades, 2019-20	69.2%	64.8%	Final Grades, 2020-21	44.5%	44.0%	Final Grades, 2021-22	60.6%	48.1%
Assessment Period	Schools with CTE Programs (6 Schools)	Comprehensive CTE Schools (20 Schools)																							
Final Grades, 2018-19	59.9%	59.0%																							
Final Grades, 2019-20	69.2%	64.8%																							
Final Grades, 2020-21	44.5%	44.0%																							
Final Grades, 2021-22	60.6%	48.1%																							
Comprehensive CTE Schools (20 Schools) <sup>16</sup>	595	289	48.1%	+3.6																					

2021-22 Spring Performance: Grade 10

Career Cluster <sup>1*</sup>	# 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 Passing Coursework: Change from Final Grades, 2020-21 <sup>18</sup>
<b>Overall</b>	<b>1,364</b>	<b>727</b>	<b>53.3%</b>	<b>+13.7</b>
Business & Finance	241	90	37.3%	+9.4
Communications & Graphics	263	131	49.8%	+9.3
Construction & Manufacturing	294	193	65.6%	+20.3
Education, Health, & Other Clusters	49	27	55.1%	+11.2
Hospitality	230	150	65.2%	+8.4
Information Technology	72	42	58.3%	+12.6
Natural Sciences & Biotechnology	59	29	49.2%	+11.7
Personal Care	74	30	40.5%	-8.9
Transportation	82	35	42.7%	+4.1

2021-22 Spring Performance: Grade 11

Career Cluster <sup>1*</sup>	# 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 Passing Coursework: Change from Final Grades, 2020-21 <sup>18</sup>
<b>Overall</b>	<b>1,120</b>	<b>604</b>	<b>53.9%</b>	<b>+9.7</b>
Business & Finance	114	43	37.7%	+8.4
Communications & Graphics	237	129	54.4%	+7.7
Construction & Manufacturing	262	138	52.7%	-7.9
Education, Health, & Other Clusters	46	37	80.4%	+27.2
Hospitality	174	121	69.5%	+21.7
Information Technology	80	53	66.3%	+24.1
Natural Sciences & Biotechnology	65	24	36.9%	-3.6
Personal Care	59	29	49.2%	-11.6
Transportation	83	30	36.1%	-22.5

2021-22 Final Grades: Grade 10

Student Group	# 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 Passing Coursework: Change from Final Grades, 2020-21 <sup>18</sup>
<b>Overall</b>	<b>1,364</b>	<b>727</b>	<b>53.3%</b>	<b>+13.7</b>
Black / African American	744	335	45.0%	+9.5
Hispanic / Latinx	337	193	57.3%	+19.9
White	168	121	72.0%	+10.4
Asian	54	47	87.0%	+21.0
Multi Racial/Other	58	29	50.0%	+1.5
American Indian / Alaskan Native <sup>17</sup>	<i>I.S</i>	<i>I.S</i>	<i>I.S</i>	<i>I.S</i>
Native Hawaiian / Pacific Islander <sup>17</sup>	<i>I.S</i>	<i>I.S</i>	<i>I.S</i>	<i>I.S</i>

2021-22 Final Grades: Grade 11

Student Group	# 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 Passing Coursework: Change from Final Grades, 2020-21 <sup>18</sup>
<b>Overall</b>	<b>1,120</b>	<b>604</b>	<b>53.9%</b>	<b>+9.7</b>
Black / African American	654	325	49.7%	+9.8
Hispanic / Latinx	288	150	52.1%	+8.3
White	107	82	76.6%	+16.1
Asian	34	30	88.2%	+13.8
Multi Racial/Other	35	16	45.7%	-1.5
American Indian / Alaskan Native <sup>17</sup>	<i>I.S</i>	<i>I.S</i>	<i>I.S</i>	<i>I.S</i>
Native Hawaiian / Pacific Islander <sup>17</sup>	<i>I.S</i>	<i>I.S</i>	<i>I.S</i>	<i>I.S</i>

2021-22 Spring Performance: Grade 10

Student Group	# 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 Passing Coursework: Change from Final Grades, 2020-21 <sup>18</sup>
Overall	1,364	727	53.3%	+13.7
Non-Special Education	1,072	601	56.1%	+14.1
Special Education <sup>10</sup>	292	126	43.2%	+13.6

2021-22 Spring Performance: Grade 10

Student Group	# 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 Passing Coursework: Change from Final Grades, 2020-21 <sup>18</sup>
Overall	1,364	727	53.3%	+13.7
Former English Learners	74	51	68.9%	+2.2
English Learners	148	85	57.4%	+20.9
Never English Learners	1,142	591	51.8%	+13.0

2021-22 Spring Performance: Grade 10

Student Group	# 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 Passing Coursework: Change from Final Grades, 2020-21 <sup>18</sup>
Overall	1,364	727	53.3%	+13.7
Non-Economically Disadvantaged	350	222	63.4%	+11.8
Economically Disadvantaged	1,014	505	49.8%	+13.8

2021-22 Spring Performance: Grade 11

Student Group	# 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 Passing Coursework: Change from Final Grades, 2020-21 <sup>18</sup>
Overall	1,120	604	53.9%	+9.7
Non-Special Education	912	517	56.7%	+12.3
Special Education <sup>10</sup>	208	87	41.8%	-1.7

2021-22 Spring Performance: Grade 11

Student Group	# 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 Passing Coursework: Change from Final Grades, 2020-21 <sup>18</sup>
Overall	1,120	604	53.9%	+9.7
Former English Learners	48	30	62.5%	+7.5
English Learners	129	72	55.8%	+11.9
Never English Learners	943	502	53.2%	+9.4

2021-22 Spring Performance: Grade 11

Student Group	# 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 Passing Coursework: Change from Final Grades, 2020-21 <sup>18</sup>
Overall	1,120	604	53.9%	+9.7
Non-Economically Disadvantaged	261	181	69.3%	+12.1
Economically Disadvantaged	859	423	49.2%	+9.9



<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> Students are considered eligible if they were enrolled at their school on the last day of the testing window. In 2021-22, the Star Winter 1 assessment window ran from December 1, 2021 through December 23, 2021 and the Star Spring assessment window ran from May 16, 2022 through June 14, 2022.

<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> The metric '% At/Above Grade Level: Change From Winter 1 2021-22' represents the percentage point difference between the percentage of students scoring At/Above Grade Level on Star Math & ELA (At/Above Benchmark) from the Winter 1 2021-22 assessment window to the Spring 2021-22 assessment window.

<sup>9</sup> School groups are based on Winter 1 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 school performance groups.

<sup>10</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>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> The metric '% Eligible CTE Students Passing Coursework: Change from Final Grades, 2020-21' represent the percentage point difference between the percentage of students passing CTE Level 1 Coursework (Grade 10) or CTE Level 2 Coursework (Grade 11) with an A or B from Final Grades, 2020-21 to Final Grades, 2021-22.

<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 2021-22 Final Grades, four schools with CTE Programs did not have any eligible grade 11 CTE students and one school did not have any eligible grade 10 CTE students. In 2020-21 Final Grades, three schools with a CTE Program did not have any eligible grade 11 CTE students and four schools with CTE Programs did not have any eligible grade 10 CTE students.

<sup>17</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>18</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>.