



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

Career and Technical Education  
Statewide Annual Performance Report  
for School Year 2016-17

Prepared by:  
Office of Career and Technical Education  
1050 First Street NE, Fifth Floor  
Washington, DC, 20002

## OVERVIEW

The Office of Career and Technical Education (CTE) provides leadership, coordination, and technical assistance to ensure excellence in the District of Columbia's (DC) statewide system of career and technical education by providing assistance to secondary, postsecondary, and correctional programs. CTE administers federal and local CTE funds, and monitors sub-grantees to ensure compliance with federal and local requirements and improve program quality. CTE also works to implement key components of the District's CTE Strategic Plan.

## DESCRIPTION OF SERVICES

CTE programs and services aim to strengthen the pipeline from high school to college and careers. These services include coordinating high-quality professional development for educators and school leaders; developing policies and procedures for CTE programs and programs of study (POS)<sup>1</sup>; supporting local CTE student organizations; conducting civil rights compliance monitoring; and supporting programs for non-traditional careers and special populations.

DC supports 27 programs across 13 career clusters. In addition, CTE sponsors two annual spring conferences for students on career opportunities in high-demand, high-growth, and high-skill fields.

## ELIGIBILITY

All public and public charter high schools and public postsecondary institutions in the District of Columbia are eligible to receive CTE funds provided they meet the minimal programmatic requirements as outlined by the guiding legislation.

## REPORT BACKGROUND

Data presented in this report are based on the performance of CTE program completers. A CTE completer is a student who has met the requirements for a CTE concentration (sequence) and all requirements for high school graduation, or an approved alternative education program. A concentration is a coherent sequence of state-approved courses. Students may take additional CTE courses that will enhance their career pathway goals.

Completion of certain skill sets and coursework enable students to participate in approved external examinations that test essential employability and technical skills. Types of credentials include: full industry certification from a recognized industry, trade, or professional association; pathway industry certification specific stackable credentials from a recognized industry that lead to a full industry certification; occupational competency assessment, a national standardized assessment of skills/knowledge in a specific career and/or technical area such as those recognized by the National Occupational Competency Testing Institute (NOCTI), et al; a state license for entry into a specific occupation; and Workplace Readiness Skills certificate for essential employability skills.

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<sup>1</sup> Programs of study are a sequence of courses that prepares students for careers in a related field by: incorporating & aligning secondary and postsecondary elements; including academic & career content in a coordinated, non-duplicative progression of courses; offering the opportunity for college credit (where possible); leading to an industry-recognized credential (IRC)/certificate (college level); and supporting the tenants of the POS 10 Component Framework.

SECONDARY		POSTSECONDARY	
20 High schools offering CTE		1 UDC-CC	
27 CTE Programs		10 CTE Programs	
13 Career Clusters		10 Career Clusters	
3,287 Participants <sup>1</sup>	665 Cohort <sup>2</sup> Concentrators	839 Participants <sup>1</sup>	302 Cohort <sup>2</sup> Concentrators
98.3% 12 <sup>th</sup> grade concentrators who received a regular high school diploma, GED®, or Certificate of IEP completion		<b>CLUSTERS</b> <ul style="list-style-type: none"> <li>- Agriculture, Food, &amp; Natural Resources<sup>4</sup></li> <li>- Architecture &amp; Construction</li> <li>- Arts, AV Technology, &amp; Communications</li> <li>- Business Management &amp; Administration</li> <li>- Education &amp; Training</li> <li>- Health Science</li> <li>- Hospitality &amp; Tourism</li> <li>- Human Services</li> <li>- Information Technology</li> <li>- Law, Public Safety, &amp; Security</li> <li>- Marketing<sup>4</sup></li> <li>- Science, Technology, Engineering, &amp; Math</li> <li>- Transportation, Distribution, &amp; Logistics</li> </ul>	
66.1% Percentage of concentrators who gained employment and/or entered postsecondary education within two quarters of graduation <sup>3</sup>			

Notes:

1. The data reported for **participants** are based on one school year's enrollment (SY 2016-17) of individuals enrolled in CTE classes and that earned a credit.
2. The data reported for **concentrators** are organized by cohort. The secondary cohort, reported in FY 17, represents students who entered high school in SY 2013-14. The postsecondary cohort represents students over 6 semesters (2 fall, 2 spring, 2 summer).
3. Numbers for participants and concentrators cannot be compared (different data universes - School Year versus cohort).
4. Indicates no concentrators in this cluster in SY 2016-17.

## Career and Technical Education Indicators of Performance

### STATE PERFORMANCE

District of Columbia Career and Technical Education Indicators of Performance School Year 2016-17						
Performance Standard			Target	Performance	Met	Not Met
<b>Secondary</b>	1S1	Academic Attainment in Reading/Language Arts	55.00%	20.29%		✓
	1S2	Academic Attainment in Mathematics	59.00%	5.60%		✓
	2S1	Technical Skill Attainment	81.20%	78.26%	✓	
	3S1	Secondary School Completion	88.50%	97.34%	✓	
	4S1	Student Graduation Rates	91.00%	97.82%	✓	
	5S1	Secondary Placement	67.00%	66.09%	✓	
	6S1	Nontraditional Participation	39.50%	40.00%	✓	
	6S2	Nontraditional Completion	43.50%	33.85%		✓
<b>Postsecondary</b>	1P1	Technical Skill Attainment	65.00%	52.16%		✓
	2P1	Credential, Certificate or Diploma	72.00%	12.62%		✓
	3P1	Student Retention or Transfer	18.00%	87.01%	✓	
	4P1	Student Placement	41.00%	N<5%		✓
	5P1	Nontraditional Participation	14.00%	22.40%	✓	
	5P2	Nontraditional Completion	17.00%	11.76%		✓

**DISTRICT OF COLUMBIA PUBLIC SCHOOLS**

<b>DCPS Career and Technical Education Indicators of Performance School Year 2016-17</b>						
<b>Performance Standard</b>			<b>Target</b>	<b>Performance</b>	<b>Met</b>	<b>Not Met</b>
<b>Secondary</b>	1S1	Academic Attainment in Reading/Language Arts	55.00%	24.38%		✓
	1S2	Academic Attainment in Mathematics	59.00%	6.36%		✓
	2S1	Technical Skill Attainment	81.20%	76.19%	✓	
	3S1	Secondary School Completion	88.50%	97.92%	✓	
	4S1	Student Graduation Rates	91.00%	98.81%	✓	
	5S1	Secondary Placement	67.00%	Not Available	✓	
	6S1	Nontraditional Participation	39.50%	37.13%	✓	
	6S2	Nontraditional Completion	43.50%	25.56%		✓

**FRIENDSHIP PUBLIC CHARTER SCHOOLS**

<b>Friendship PCS Career and Technical Education Indicators of Performance School Year 2016-17</b>						
<b>Performance Standard</b>			<b>Target</b>	<b>Performance</b>	<b>Met</b>	<b>Not Met</b>
<b>Secondary</b>	1S1	Academic Attainment in Reading/Language Arts	55.00%	9.68%		✓
	1S2	Academic Attainment in Mathematics	59.00%	N<5%		✓
	2S1	Technical Skill Attainment	81.20%	N<5%		✓
	3S1	Secondary School Completion	88.50%	95.16%	✓	
	4S1	Student Graduation Rates	91.00%	96.72%	✓	
	5S1	Secondary Placement	67.00%	Not Available	✓	
	6S1	Nontraditional Participation	39.50%	45.11%	✓	
	6S2	Nontraditional Completion	43.50%	51.72%	✓	

**MAYA ANGELOU PUBLIC CHARTER SCHOOL**

<b>Maya Angelou PCS Career and Technical Education Indicators of Performance School Year 2016-17</b>						
<b>Performance Standard</b>			<b>Target</b>	<b>Performance</b>	<b>Met</b>	<b>Not Met</b>
<b>Secondary</b>	1S1	Academic Attainment in Reading/Language Arts	55.00%	N<5%		✓
	1S2	Academic Attainment in Mathematics	59.00%	N<5%		✓
	2S1	Technical Skill Attainment	81.20%	N<5%		✓
	3S1	Secondary School Completion	88.50%	88.89%	✓	
	4S1	Student Graduation Rates	91.00%	88.89%	✓	
	5S1	Secondary Placement	67.00%	Not Available	✓	
	6S1	Nontraditional Participation	39.50%	Not Applicable	✓	
	6S2	Nontraditional Completion	43.50%	Not Applicable	✓	

**WASHINGTON MATH SCIENCE AND TECHNOLOGY PUBLIC CHARTER SCHOOL**

WMST PCS Career and Technical Education Indicators of Performance School Year 2016-17						
Performance Standard			Target	Performance	Met	Not Met
Secondary	1S1	Academic Attainment in Reading/Language Arts	55.00%	20.00%		✓
	1S2	Academic Attainment in Mathematics	59.00%	20.00%		✓
	2S1	Technical Skill Attainment	81.20%	50.00%		✓
	3S1	Secondary School Completion	88.50%	100.00%	✓	
	4S1	Student Graduation Rates	91.00%	71.43%		✓
	5S1	Secondary Placement	67.00%	Not Available	✓	
	6S1	Nontraditional Participation	39.50%	51.76%	✓	
	6S2	Nontraditional Completion	43.50%	100.00%	✓	

**UNIVERSITY OF THE DISTRICT OF COLUMBIA – COMMUNITY COLLEGE**

UDC-CC Career and Technical Education Indicators of Performance School Year 2016-17						
Performance Standard			Target	Performance	Met	Not Met
Postsecondary	1P1	Technical Skill Attainment	65.00%	52.16%		✓
	2P1	Credential, Certificate or Diploma	72.00%	12.62%		✓
	3P1	Student Retention or Transfer	18.00%	87.01%	✓	
	4P1	Student Placement	41.00%	Not Available	✓	
	5P1	Nontraditional Participation	14.00%	22.40%	✓	
	5P2	Nontraditional Completion	17.00%	11.76%		✓

## Definitions

**Perkins funds:** Formula funds awarded pursuant to the Carl D. Perkins CTE Act and subgranted to eligible recipients, including LEAs and postsecondary institutions.

**Secondary:** Students who earned -

- *Participants* - At least ½ CTE credit in any ½-credit course or at least 1 credit in any 1-credit course that is part of an OSSE-approved CTE POS (includes students who have earned credits at any point during their secondary enrollment).
- *Completers* - 3 or more credits (out of 3 or more credits) in a single, OSSE-approved CTE POS, or 2 out of 2 credits in a single OSSE-approved CTE POS (includes students who have met/exceeded the threshold at any point during their secondary enrollment).

**Postsecondary:** Students at the University of the District of Columbia (UDC) who completed -

- *Participants* - 1 or more credits in any CTE program of study.
- *Completers* - (1) 12 or more academic and technical credits within a single program sequence that terminates in the award of an IRC, certificate, or degree or (2) A short-term CTE program sequence of less than 12 credit units that terminates in an IRC, certificate, or degree.

**How a standard is met:** A standard is met when the performance is 90 percent of the target.