

Career and Technical Education Performance Levels for Wisconsin

Program Year: 2024

The Strengthening Career and Technical Education in the 21st Century Act is a federal grant program that invests in both secondary and postsecondary career and technical education (CTE). With funding and a commitment to enhancing CTE programs, the act ensures that these programs maintain high standards of rigor, connecting academic and technical content seamlessly across secondary and postsecondary education. In our state, Strengthening CTE for the 21st Century Act allocates over \$21 million, benefiting 421 school districts, 16 technical colleges, 2 tribal colleges, and more than 500 CTE programs, ultimately serving over 62,000 secondary students and 120,000 postsecondary students.

As part of this work, states assess student performance indicators with the goal of continuous improvement and closing equity gaps across student populations. There are seven performance indicators for secondary and three indicators for postsecondary. This report provides the performance levels for program year 2024.

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Contents

Career and Technical Education Performance Levels for Wisconsin	1
Concentrators in CTE.....	2
Secondary Performance	2
Four-Year Graduation Rate.....	2
Academic Proficiency in Reading/Language Arts	3
Academic Proficiency in Mathematics	4
Academic Proficiency in Science	5
Post-Program Placement.....	6
Non-traditional Program Concentration	7
Participated in Work-Based Learning	8
Postsecondary Performance	9
Post-Program Placement.....	9
Credential Attainment.....	10
Non-traditional Program Concentration	11

Concentrators in CTE

Student performance metrics are focused on individuals who concentrate within career and technical education pathways. To be a concentrator, a secondary student has completed at least two CTE courses in a single career pathway throughout high school. Meanwhile, a postsecondary student has successfully completed at least 12 credits in a CTE program or successfully completed a CTE program with fewer than 12 credits.

Secondary Performance

Four-Year Graduation Rate

The percentage of students specializing in career and technical education (CTE) who successfully complete high school within a four-year timeframe, as determined by the adjusted cohort graduation rate defined in the Elementary and Secondary Education Act (ESEA).

$$\frac{\text{Number of CTE concentrators who graduate within 4 years with a high school diploma}}{\text{Number of CTE concentrators in the adjusted 4 – year cohort}}$$

Population	Number of Students in the Numerator	Number of Students in the Denominator	Performance Level
Grand Total - UNDUPLICATED	33204	34101	97.37%
Male	18657	19218	97.08%
Female	14528	14863	97.75%
American Indian or Alaskan Native	251	263	95.44%
Asian	1202	1229	97.80%
Black or African American	1680	1841	91.25%
Hispanic or Latino	3669	3848	95.35%
Native Hawaiian or Other Pacific Islander	27	30	90.00%
White	25238	25701	98.20%
Two or More Races	1137	1189	95.63%
Individuals with Disabilities	2852	3246	87.86%
Individuals from Economically Disadvantaged Families	10255	10809	94.87%
Individuals Preparing for Non-traditional Fields	7216	7411	97.37%
Single Parents	53	57	92.98%
English Learners	1038	1122	92.51%
Homeless Individuals	390	444	87.84%
Youth in Foster Care	41	58	70.69%
Youth with Parent in Active Military	332	339	97.94%
Migrant Students	*	*	*

*** Not reported to protect subgroups with fewer than 20 students**

Academic Proficiency in Reading/Language Arts

The percentage of students specializing in career and technical education (CTE) who meet the rigorous academic standards set by the state, as determined by their performance on the ACT Plus Writing: English Language Arts Assessments in grade 11.

Number of CTE concentrators who tested proficient and above

Number of CTE concentrators who took English Language Arts Assessment in grade 11

Population	Number of Students in the Numerator	Number of Students in the Denominator	Performance Level
Grand Total - UNDUPLICATED	13423	33155	40.49%
Male	6633	18676	35.52%
Female	6777	14457	46.88%
American Indian or Alaskan Native	42	260	16.15%
Asian	535	1211	44.18%
Black or African American	221	1623	13.62%
Hispanic or Latino	861	3701	23.26%
Native Hawaiian or Other Pacific Islander	*	*	*
White	11328	25206	44.94%
Two or More Races	423	1127	37.53%
Individuals with Disabilities	286	3158	9.06%
Individuals from Economically Disadvantaged Families	2443	10251	23.83%
Individuals Preparing for Non-traditional Fields	3133	7224	43.37%
Single Parents	*	49	*
English Learners	*	1075	*
Homeless Individuals	68	393	17.30%
Youth in Foster Care	*	49	*
Youth with Parent in Active Military	141	331	42.60%
Migrant Students	*	*	*

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Academic Proficiency in Mathematics

The percentage of students specializing in career and technical education (CTE) who meet the rigorous academic standards set by the state, as determined by their performance on the ACT Plus Writing: Mathematics Assessments in grade 11.

Number of CTE concentrators who tested proficient and above
Number of CTE concentrators who took Mathematics Assessment in grade 11

Population	Number of Students in the Numerator	Number of Students in the Denominator	Performance Level
Grand Total - UNDUPLICATED	10018	33171	30.20%
Male	6080	18687	32.54%
Female	3929	14462	27.17%
American Indian or Alaskan Native	27	260	10.38%
Asian	403	1211	33.28%
Black or African American	84	1625	5.17%
Hispanic or Latino	458	3706	12.36%
Native Hawaiian or Other Pacific Islander	*	*	*
White	8759	25215	34.74%
Two or More Races	278	1127	24.67%
Individuals with Disabilities	207	3167	6.54%
Individuals from Economically Disadvantaged Families	1421	10258	13.85%
Individuals Preparing for Non-traditional Fields	1892	7225	26.19%
Single Parents	*	50	*
English Learners	*	1079	*
Homeless Individuals	27	393	6.87%
Youth in Foster Care	*	49	*
Youth with Parent in Active Military	104	331	31.42%
Migrant Students	*	*	*

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Academic Proficiency in Science

The percentage of students specializing in career and technical education (CTE) who meet the rigorous academic standards set by the state, as determined by their performance on the ACT Plus Writing: Science Assessments in grade 11.

$$\frac{\text{Number of CTE concentrators who tested proficient and above}}{\text{Number of CTE concentrators who took Science Assessment in grade 11}}$$

Population	Number of Students in the Numerator	Number of Students in the Denominator	Performance Level
Grand Total - UNDUPLICATED	10524	33126	31.77%
Male	6215	18658	33.31%
Female	4299	14446	29.76%
American Indian or Alaskan Native	36	259	13.90%
Asian	375	1211	30.97%
Black or African American	99	1617	6.12%
Hispanic or Latino	531	3698	14.36%
Native Hawaiian or Other Pacific Islander	*	27	*
White	9167	25187	36.40%
Two or More Races	310	1127	27.51%
Individuals with Disabilities	233	3134	7.43%
Individuals from Economically Disadvantaged Families	1701	10235	16.62%
Individuals Preparing for Non-traditional Fields	2055	7216	28.48%
Single Parents	*	49	*
English Learners	*	1076	*
Homeless Individuals	45	392	11.48%
Youth in Foster Care	*	49	*
Youth with Parent in Active Military	119	331	35.95%
Migrant Students	*	*	*

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Post-Program Placement

Secondary post-program placement assesses whether students who graduate high school are placed six months following graduation in employment, higher education, advanced training (e.g., apprenticeship), military service or a service program (e.g., Peace Corps).

Secondary Post-Program Placement is measured as:

$$\frac{\text{Number of graduates who are placed in employment, education, advanced training or service}}{\text{Number of CTE concentrators who graduated in the previous year with a follow – up response}}$$

Population	Number of Students in the Numerator	Number of Students in the Denominator	Performance Level
Grand Total - UNDUPLICATED	22167	23670	93.65%
Male	12236	13132	93.18%
Female	9917	10524	94.23%
American Indian or Alaskan Native	172	199	86.43%
Asian	652	719	90.68%
Black or African American	706	813	86.84%
Hispanic or Latino	1794	2001	89.66%
Native Hawaiian or Other Pacific Islander	*	*	*
White	18188	19229	94.59%
Two or More Races	642	695	92.37%
Individuals with Disabilities	1776	2059	86.26%
Individuals from Economically Disadvantaged Families	5654	6284	89.97%
Individuals Preparing for Non-traditional Fields	4736	5081	93.21%
Single Parents	*	*	*
English Learners	483	556	86.87%
Homeless Individuals	205	237	86.50%
Youth in Foster Care	30	31	96.77%
Youth with Parent in Active Military	208	223	93.27%
Migrant Students	*	*	*

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Non-traditional Program Concentration

One goal of the Strengthening CTE for the 21st Century Act is to increase gender parity in workforce participation across occupations. A “nontraditional occupation” (NTO) is an occupation in which either men or women are considered a minority within the national workforce and makes up less than 25% of workers. Examples of nontraditional occupations for women include welder, business management specialist, software developer, and landscape technician. Examples of nontraditional occupations for men include veterinary assistant, medical billing specialist, dental hygienist, and paralegal.

Number of CTE concentrators from underrepresented gender groups in CTE program(s) that lead to NTO fields
Number of CTE concentrators in CTE program(s) that lead to NTO fields

Population	Number of Students in the Numerator	Number of Students in the Denominator	Performance Level
Grand Total - UNDUPLICATED	13370	42574	31.40%
Male	720	26582	2.71%
Female	12650	15967	79.23%
American Indian or Alaskan Native	108	322	33.54%
Asian	484	1434	33.75%
Black or African American	707	1852	38.17%
Hispanic or Latino	1459	4412	33.07%
Native Hawaiian or Other Pacific Islander	*	*	*
White	10084	32978	30.58%
Two or More Races	515	1543	33.38%
Individuals with Disabilities	1258	4972	25.30%
Individuals from Economically Disadvantaged Families	4651	13812	33.67%
Individuals Preparing for Non-traditional Fields	13370	13370	100.00%
Single Parents	34	66	51.52%
English Learners	427	1375	31.05%
Homeless Individuals	199	483	41.20%
Youth in Foster Care	35	94	37.23%
Youth with Parent in Active Military	150	476	31.51%
Migrant Students	*	*	*

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Participated in Work-Based Learning

The percentage of students focusing on career and technical education (CTE) who graduate from high school after being involved in practical, hands-on work experiences.

Numerator: Number of CTE concentrators who graduated with a regular high school diploma in the academic year having participated in work-based learning at some time during high school.

Denominator: Number of CTE concentrators who graduated with a high school diploma in the academic year.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Performance Level
Grand Total - UNDUPLICATED	12625	33204	38.02%
Male	7074	18657	37.92%
Female	5564	14528	38.17%
American Indian or Alaskan Native	68	251	27.09%
Asian	366	1202	30.45%
Black or African American	375	1680	22.32%
Hispanic or Latino	1125	3669	30.66%
Native Hawaiian or Other Pacific Islander	*	*	*
White	10303	25238	40.82%
Two or More Races	375	1137	32.98%
Individuals with Disabilities	980	2852	34.36%
Individuals from Economically Disadvantaged Families	3481	10255	33.94%
Individuals Preparing for Non-traditional Fields	2449	7216	33.94%
Single Parents	*	53	*
English Learners	243	1036	23.46%
Homeless Individuals	127	390	32.56%
Youth in Foster Care	*	44	*
Youth with Parent in Active Military	131	332	39.46%
Migrant Students	*	*	*

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Postsecondary Performance

Post-Program Placement

Postsecondary post-program placement assesses whether students who graduate from a CTE program are placed six months following graduation in employment, higher education, advanced training (e.g., apprenticeship), military service or a service program (e.g., Peace Corps). Since data are not readily available to assess placement in the military or service programs, post-program placement for students in Wisconsin focuses on employment, education and advanced training.

Postsecondary Post-Program Placement is measured as:

$$\frac{\text{Number of program completers who are placed in employment, education or advanced training}}{\text{Number of CTE concentrators who complete a CTE program within the cohort period}^*}$$

**Only includes students with follow-up information (e.g., survey response, data matching)*

Population	Number of Students in the Numerator	Number of Students in the Denominator	Performance Level
Grand Total - UNDUPLICATED	15249	16592	91.91%
Male	9212	10069	91.49%
Female	5953	6424	92.67%
American Indian or Alaskan Native	126	137	91.97%
Asian	526	583	90.22%
Black or African American	635	704	90.20%
Hispanic or Latino	1284	1408	91.19%
Native Hawaiian or Other Pacific Islander	*	*	*
White	11753	12707	92.49%
Two or More Races	339	363	93.39%
Unknown Race	565	666	84.83%
Individuals with Disabilities	912	1019	89.50%
Individuals from Economically Disadvantaged Families	5172	5627	91.91%
Individuals Preparing for Non-traditional Fields	2120	2319	91.42%
Single Parents	1049	1160	90.43%
Out of Workforce Individuals	1381	1573	87.79%
English Learners	48	63	76.19%
Homeless Individuals	*	*	*
Youth in Foster Care	32	33	96.97%
Youth with Parent in Active Military	38	41	92.68%

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Credential Attainment

Credential attainment assesses whether students who are concentrated in a CTE program complete their degree. There is also an emphasis that these programs lead to high-wage, high-demand and/or high-skilled occupations. For Wisconsin technical colleges, these programs include pathway certificates, short-term technical diplomas, 1-year diplomas, 2-year diplomas, associate degrees and apprenticeship programs. Each WTCS program has been developed based on labor market need and is designed based on the input of a program advisory committee of local employers and employees.

Credential Attainment is measured as:

$$\frac{\text{Number of CTE concentrators who complete a CTE program within the cohort period}}{\text{Number of CTE concentrators}}$$

Population	Number of Students in the Numerator	Number of Students in the Denominator	Performance Level
Grand Total - UNDUPLICATED	17282	23662	73.04%
Male	10505	13863	75.78%
Female	6665	9635	69.17%
American Indian or Alaskan Native	140	191	73.30%
Asian	608	852	71.36%
Black or African American	724	1239	58.43%
Hispanic or Latino	1481	2081	71.17%
Native Hawaiian or Other Pacific Islander	25	32	78.13%
White	13175	17631	74.73%
Two or More Races	377	597	63.15%
Unknown Race	752	1039	72.38%
Individuals with Disabilities	1034	1531	67.54%
Individuals from Economically Disadvantaged Families	5644	8747	64.52%
Individuals Preparing for Non-traditional Fields	2377	3468	68.54%
Single Parents	1175	1713	68.59%
Out of Workforce Individuals	1612	2229	72.32%
English Learners	69	101	68.32%
Homeless Individuals	*	26	*
Youth in Foster Care	33	57	57.89%
Youth with Parent in Active Military	43	49	87.76%

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Non-traditional Program Concentration

A “nontraditional occupation” (NTO) is an occupation in which either men or women are considered a minority within the national workforce and makes up less than 25% of workers. Examples of nontraditional occupations for women include welder, business management specialist, software developer and landscape technician. Examples of nontraditional occupations for men include veterinary assistant, medical billing specialist, dental hygienist and paralegal.

Postsecondary NTO Concentration is measured as:

$$\frac{\text{Number of CTE concentrators enrolled in NTO programs who identify as the minority gender}}{\text{Number of CTE concentrators enrolled in NTO programs}}$$

Population	Number of Students in the Numerator	Number of Students in the Denominator	Performance Level
Grand Total - UNDUPLICATED	3468	19863	17.46%
Male	2306	11733	19.65%
Female	1162	8130	14.29%
American Indian or Alaskan Native	32	155	20.65%
Asian	147	694	21.18%
Black or African American	241	1084	22.23%
Hispanic or Latino	324	1796	18.04%
Native Hawaiian or Other Pacific Islander	*	26	*
White	2504	14753	16.97%
Two or More Races	111	508	21.85%
Unknown Race	101	847	11.92%
Individuals with Disabilities	258	1303	19.80%
Individuals from Economically Disadvantaged Families	1630	7420	21.97%
Individuals Preparing for Non-traditional Fields	3468	3468	100.00%
Single Parents	298	1500	19.87%
Out of Workforce Individuals	356	1844	19.31%
English Learners	*	85	*
Homeless Individuals	*	23	*
Youth in Foster Care	*	52	*
Youth with Parent in Active Military	*	47	*

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