

Career and Technical Education Performance Levels for Wisconsin

Program Year: 2023

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 88,000 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 eight performance indicators for secondary and three indicators for postsecondary. This report provides the performance levels for program year 2023.

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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	34485	35419	97.36%
Male	19332	19899	97.15%
Female	15133	15499	97.64%
American Indian or Alaskan Native	275	296	92.91%
Asian	1244	1282	97.04%
Black or African American	1673	1839	90.97%
Hispanic or Latino	3424	3623	94.51%
Native Hawaiian or Other Pacific Islander	22	23	95.65%
White	26718	27188	98.27%
Two or More Races	1129	1168	96.66%
Individuals with Disabilities	3085	3478	88.70%
Individuals from Economically Disadvantaged Families	9921	10485	94.62%
Individuals Preparing for Non-traditional Fields	6992	7194	97.19%
Single Parents	43	53	81.13%
English Learners	987	1089	90.63%
Homeless Individuals	403	456	88.38%
Youth in Foster Care	50	61	81.97%
Youth with Parent in Active Military	308	317	97.16%
Migrant Students	*	*	*

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

Extended-Year Graduation Rate

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

$$\frac{\text{Number of CTE concentrators who graduate within 7 years with a high school diploma}}{\text{Number of CTE concentrators in the adjusted 7 – year cohort}}$$

Population	Number of Students in the Numerator	Number of Students in the Denominator	Performance Level
Grand Total - UNDUPLICATED	61	76	80.26%
Male	37	44	84.09%
Female	24	32	75.00%
American Indian or Alaskan Native	0	0	-
Asian	*	*	*
Black or African American	*	*	*
Hispanic or Latino	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	-
White	38	42	90.48%
Two or More Races	*	*	*
Individuals with Disabilities	56	63	88.89%
Individuals from Economically Disadvantaged Families	*	*	*
Individuals Preparing for Non-traditional Fields	*	*	*
Single Parents	*	*	*
English Learners	*	*	*
Homeless Individuals	*	*	*
Youth in Foster Care	*	*	*
Youth with Parent in Active Military	*	*	*
Migrant Students	*	*	*

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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	12825	34318	37.37%
Male	6326	19300	32.78%
Female	6484	14997	43.24%
American Indian or Alaskan Native	53	284	18.66%
Asian	511	1252	40.81%
Black or African American	179	1552	11.53%
Hispanic or Latino	760	3448	22.04%
Native Hawaiian or Other Pacific Islander	*	*	*
White	10938	26658	41.03%
Two or More Races	378	1104	34.24%
Individuals with Disabilities	284	3351	8.48%
Individuals from Economically Disadvantaged Families	2002	9816	20.40%
Individuals Preparing for Non-traditional Fields	2772	6963	39.81%
Single Parents	*	43	*
English Learners	*	992	*
Homeless Individuals	60	404	14.85%
Youth in Foster Care	*	53	*
Youth with Parent in Active Military	109	313	34.82%
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.

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

Population	Number of Students in the Numerator	Number of Students in the Denominator	Performance Level
Grand Total - UNDUPLICATED	10342	34344	30.11%
Male	4155	19318	21.51%
Female	6179	15005	41.18%
American Indian or Alaskan Native	41	285	14.39%
Asian	456	1252	36.42%
Black or African American	90	1558	5.78%
Hispanic or Latino	455	3460	13.15%
Native Hawaiian or Other Pacific Islander	*	*	*
White	9026	26661	33.85%
Two or More Races	271	1108	24.46%
Individuals with Disabilities	242	3358	7.21%
Individuals from Economically Disadvantaged Families	1412	9835	14.36%
Individuals Preparing for Non-traditional Fields	1832	6966	26.30%
Single Parents	*	43	*
English Learners	*	1001	*
Homeless Individuals	29	405	7.16%
Youth in Foster Care	*	53	7.55%
Youth with Parent in Active Military	78	313	24.92%
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	10658	34287	31.08%
Male	6141	19278	31.85%
Female	4506	14988	30.06%
American Indian or Alaskan Native	45	282	15.96%
Asian	417	1252	33.31%
Black or African American	88	1544	5.70%
Hispanic or Latino	498	3449	14.44%
Native Hawaiian or Other Pacific Islander	*	*	*
White	9320	26636	34.99%
Two or More Races	286	1104	25.91%
Individuals with Disabilities	253	3322	7.62%
Individuals from Economically Disadvantaged Families	1525	9799	15.56%
Individuals Preparing for Non-traditional Fields	1981	6960	28.46%
Single Parents	*	43	*
English Learners	*	994	*
Homeless Individuals	40	404	9.90%
Youth in Foster Care	*	53	*
Youth with Parent in Active Military	86	313	27.48%
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:

Number of graduates who are placed in employment, education, advanced training or service
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	21988	22942	95.84%
Male	12357	12965	95.31%
Female	9631	9977	96.53%
American Indian or Alaskan Native	139	163	85.28%
Asian	606	652	92.94%
Black or African American	814	935	87.06%
Hispanic or Latino	1578	1703	92.66%
Native Hawaiian or Other Pacific Islander	*	*	*
White	18187	18793	96.78%
Two or More Races	648	680	95.29%
Individuals with Disabilities	1938	2172	89.23%
Individuals from Economically Disadvantaged Families	5516	5987	91.13%
Individuals Preparing for Non-traditional Fields	4417	4610	95.81%
Single Parents	43	48	89.58%
English Learners	390	439	88.84%
Homeless Individuals	208	243	85.60%
Youth in Foster Care	131	391	33.50%
Youth with Parent in Active Military	194	202	96.04%
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	13347	41332	32.29%
Male	656	26544	2.47%
Female	12691	14767	85.94%
American Indian or Alaskan Native	130	376	34.57%
Asian	448	1291	34.70%
Black or African American	706	1786	39.53%
Hispanic or Latino	1413	4169	33.89%
Native Hawaiian or Other Pacific Islander	*	*	*
White	10178	32373	31.44%
Two or More Races	465	1311	35.47%
Individuals with Disabilities	1282	4915	26.08%
Individuals from Economically Disadvantaged Families	4431	12800	34.62%
Individuals Preparing for Non-traditional Fields	13347	13347	100.00%
Single Parents	25	50	50.00%
English Learners	397	1292	30.73%
Homeless Individuals	204	478	42.68%
Youth in Foster Care	29	89	32.58%
Youth with Parent in Active Military	143	448	31.92%
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	11562	35134	32.91%
Male	6379	19725	32.34%
Female	5178	15389	33.65%
American Indian or Alaskan Native	44	280	15.71%
Asian	324	1283	25.25%
Black or African American	259	1821	14.22%
Hispanic or Latino	869	3531	24.61%
Native Hawaiian or Other Pacific Islander	*	*	*
White	9746	27049	36.03%
Two or More Races	315	1148	27.44%
Individuals with Disabilities	944	3364	28.06%
Individuals from Economically Disadvantaged Families	2878	10254	28.07%
Individuals Preparing for Non-traditional Fields	2123	7130	29.78%
Single Parents	*	54	*
English Learners	187	1053	17.76%
Homeless Individuals	101	436	23.17%
Youth in Foster Care	*	51	*
Youth with Parent in Active Military	96	315	30.48%
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	15905	17409	91.36%
Male	5965	6542	91.18%
Female	9851	10765	91.51%
American Indian or Alaskan Native	112	129	86.82%
Asian	590	669	88.19%
Black or African American	677	753	89.91%
Hispanic or Latino	1177	1297	90.75%
Native Hawaiian or Other Pacific Islander	*	*	*
White	12478	13574	91.93%
Two or More Races	346	388	89.18%
Unknown Race	511	582	87.80%
Individuals with Disabilities	1029	1154	89.17%
Individuals from Economically Disadvantaged Families	5741	6254	91.80%
Individuals Preparing for Non-traditional Fields	2075	2280	91.01%
Single Parents	1163	1269	91.65%
Out of Workforce Individuals	1391	1620	85.86%
English Learners	104	117	88.89%
Homeless Individuals	0	0	-
Youth in Foster Care	*	*	*
Youth with Parent in Active Military	*	*	*

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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	18105	25860	70.01%
Male	6793	10488	64.77%
Female	11206	15222	73.62%
American Indian or Alaskan Native	132	197	67.01%
Asian	696	1025	67.90%
Black or African American	767	1551	49.45%
Hispanic or Latino	1354	2265	59.78%
Native Hawaiian or Other Pacific Islander	*	*	*
White	14085	19204	73.34%
Two or More Races	401	676	59.32%
Unknown Race	651	916	71.07%
Individuals with Disabilities	1173	1863	62.96%
Individuals from Economically Disadvantaged Families	6271	10513	59.65%
Individuals Preparing for Non-traditional Fields	2351	3732	63.00%
Single Parents	1279	1875	68.21%
Out of Workforce Individuals	1670	2344	71.25%
English Learners	123	232	53.02%
Homeless Individuals	0	0	-
Youth in Foster Care	*	*	*
Youth with Parent in Active Military	*	*	*

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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	3732	21700	17.20%
Male	1220	8838	13.80%
Female	2512	12862	19.53%
American Indian or Alaskan Native	29	164	17.68%
Asian	159	845	18.82%
Black or African American	311	1356	22.94%
Hispanic or Latino	377	1921	19.63%
Native Hawaiian or Other Pacific Islander	*	*	*
White	2614	16063	16.27%
Two or More Races	135	542	24.91%
Unknown Race	99	789	12.55%
Individuals with Disabilities	295	1548	19.06%
Individuals from Economically Disadvantaged Families	1881	8874	21.20%
Individuals Preparing for Non-traditional Fields	3732	3732	100.00%
Single Parents	286	1637	17.47%
Out of Workforce Individuals	349	1966	17.75%
English Learners	33	182	18.13%
Homeless Individuals	0	0	-
Youth in Foster Care	*	*	*
Youth with Parent in Active Military	*	*	*

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