



Perkins V Comprehensive Local Needs Assessment (CLNA) Supplemental Report, 2020-21

District Name: Roscoe Collegiate ISD
 District Number: 177901

Guidance for Local Career and Technical Education (CTE) Leaders

The CLNA is designed as the foundation of Perkins V implementation at the local level. This process provides an opportunity for districts to take an in-depth look at their entire CTE system and identify areas where targeted improvements can lead to increased opportunities and outcomes for student success. The purpose of the CLNA is to support data-driven decision-making and more closely align planning, spending, and accountability activities under Perkins V. This report summarizes findings related to the district’s baseline Perkins V indicators as described in the [Texas Comprehensive Local Needs Assessment Guidebook](#).

Sections of this report are labeled by the corresponding applicable CLNA section, where the number to the left of the decimal represents the application part, and the number to the right is the line. For example, 2.1 would represent Part 2 - Line 1. The report reflects data from the 2017-18 academic year.

Report Terminology

CTE Learner – CTE concentrator (code 6) and CTE completers (code 7)

Non-CTE Learner – Other CTE indicator codes, including non-CTE students (code 4), CTE participants (code 5), and CTE explorers (code E)

Perkins V Performance Indicators

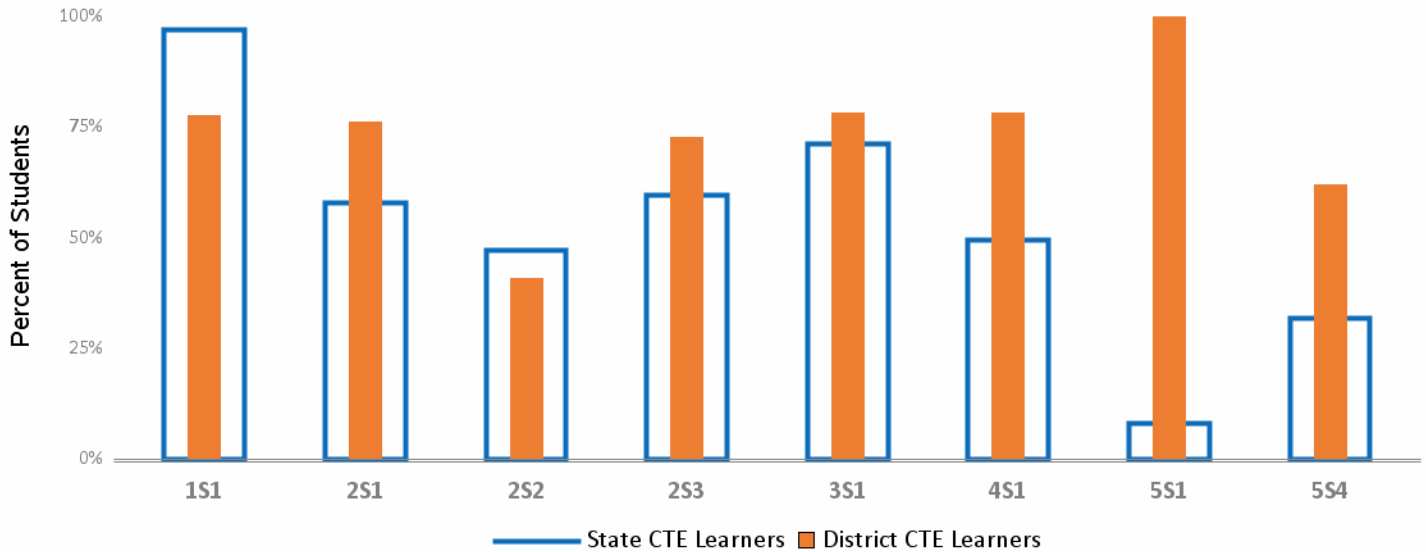
Compare the district’s reported indicator performance measure to the statewide baseline data. Select the performance accountability indicator targets for CTE Learners your district is not meeting in the aggregate.

Indicator	Name	CTE Learners	
		Statewide	District
1S1	Four-Year Graduation Rate	97%	78%
2S1	Academic Proficiency in Reading/Language Art	58%	76%
2S2	Academic Proficiency in Mathematics	47%	41%
2S3	Academic Proficiency in Science	60%	73%
3S1	Post-Program Placement	71%	78%
4S1	Non-Traditional Program Concentration	50%	78%
5S1	Program Quality – Attained Recognized	8%	100%
5S4	Program Quality – CTE Completer	32%	62%

Part 2: Student Performance

2.1 Identify the Perkins performance accountability indicator targets not being met at the LEA level.

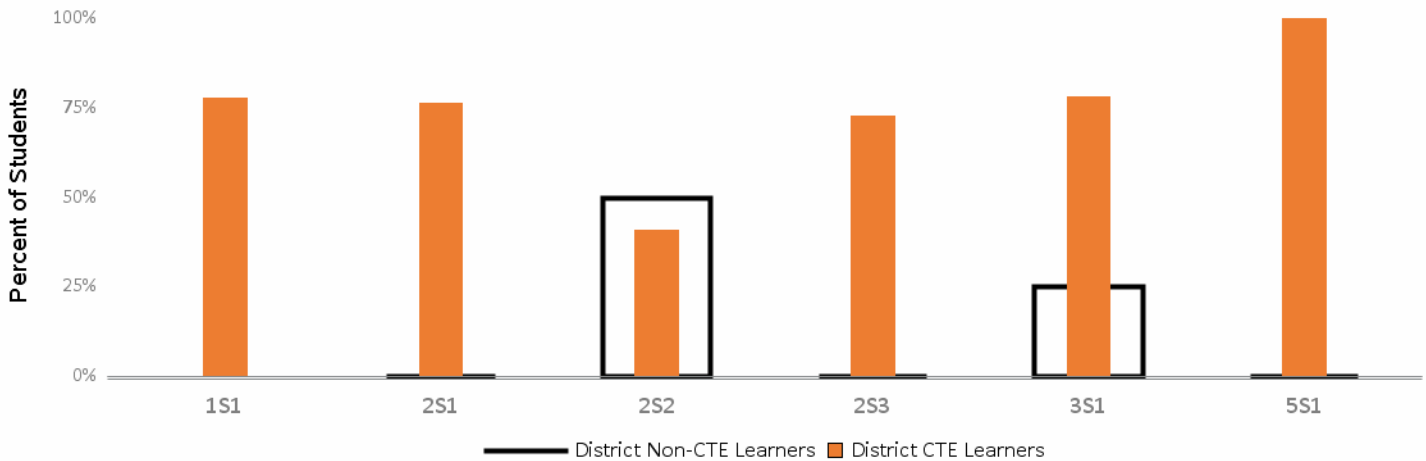
Your district's performance was lower than the state in the following areas: 1S1, 2S2



Note: The X-axis represents the Perkins V core indicators of performance. The Y-axis represents the percentage of students identified as CTE Learners at the district level and the state baseline data. Orange represents the LEA's CTE learners (concentrators and completers) baseline data and blue represents the state baseline data. Using this data, LEAs will be able to identify areas in which their students are meeting and not meeting the state baseline data. The data is also provided by numerator and denominator in the LEA's TEAL account to allow for a review of the disaggregated data by student groups.

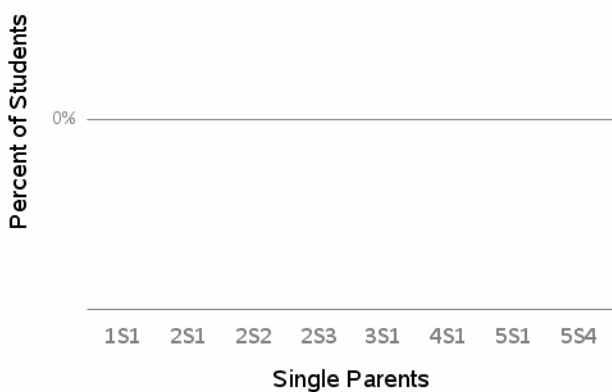
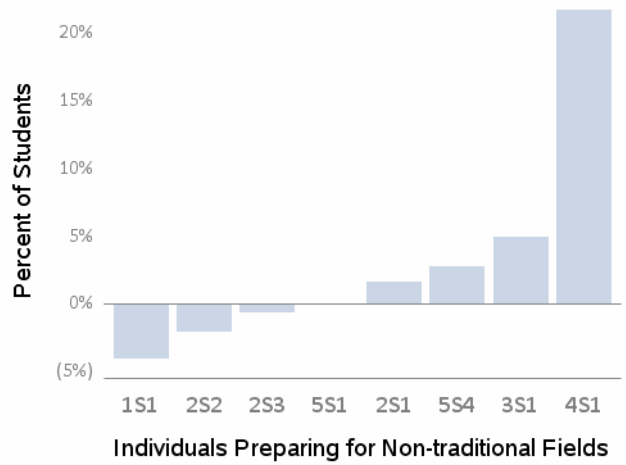
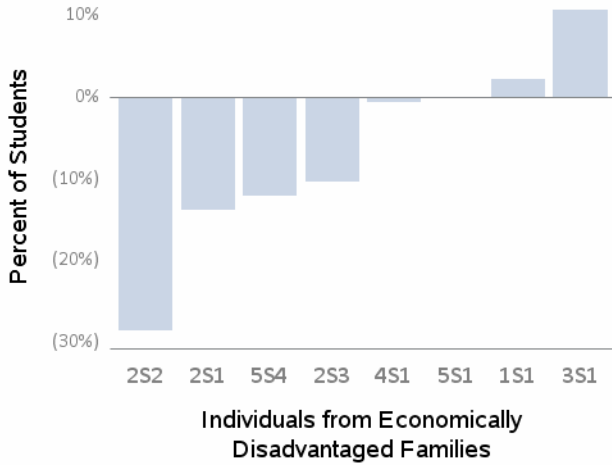
2.3 Compare the performance of CTE Learners with non-CTE Learners on accountability indicators.

Your district's CTE learner performance was lower than your district's non-CTE learner performance in the following areas: 2S2

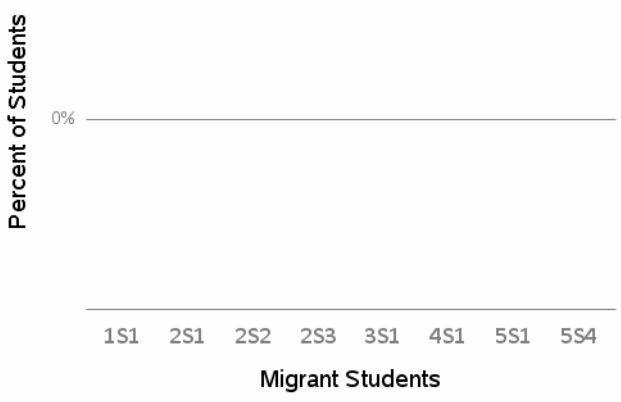
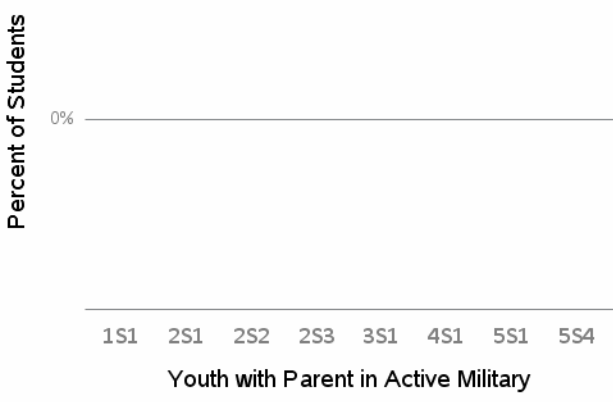
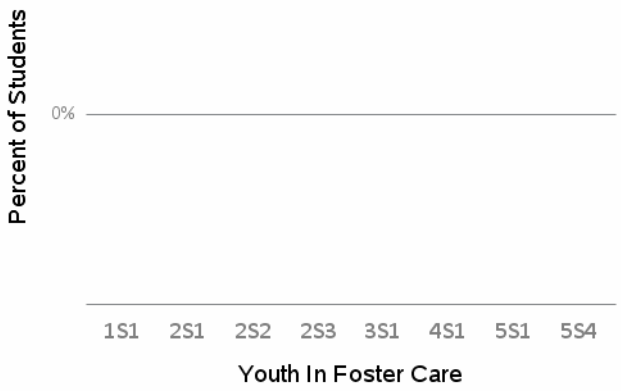
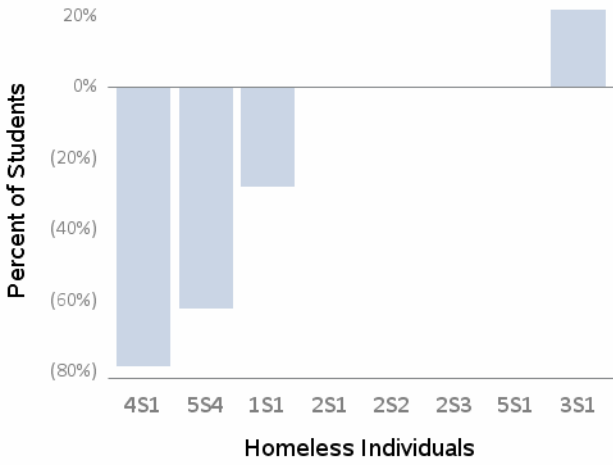


Note: The X-axis represents the Perkins V core indicators of performance. The Y-axis represents the percentage of students identified as district CTE Learners and non-CTE Learners. The orange represents the LEA's CTE Learners and black represents the LEA's non-CTE Learners. Using this data, LEAs will be able to identify areas in which CTE Learners outperform or underperform in comparison to non-CTE Learners. The data is also provided by numerator and denominator in the LEA's TEAL account to allow for a review of the disaggregated data by student groups.

2.4 Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level.



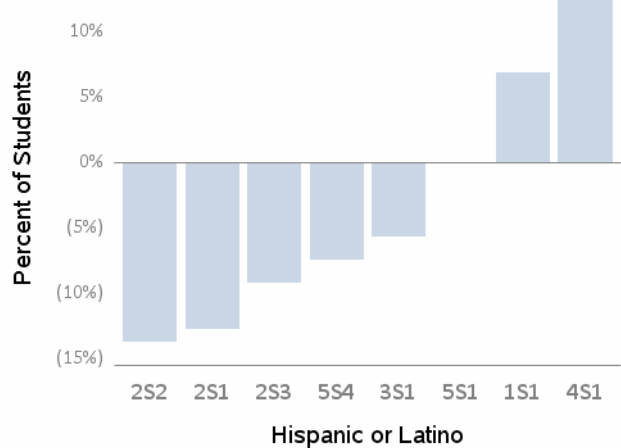
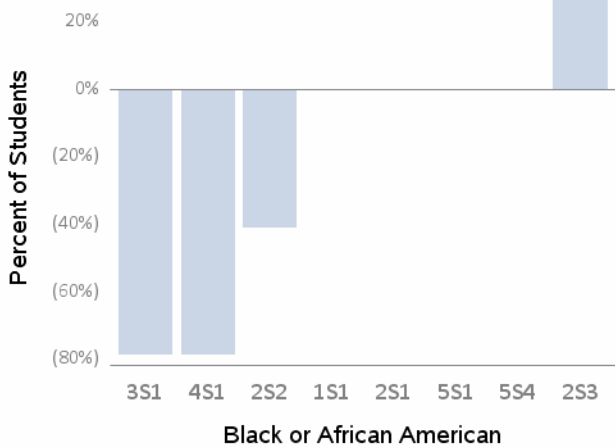
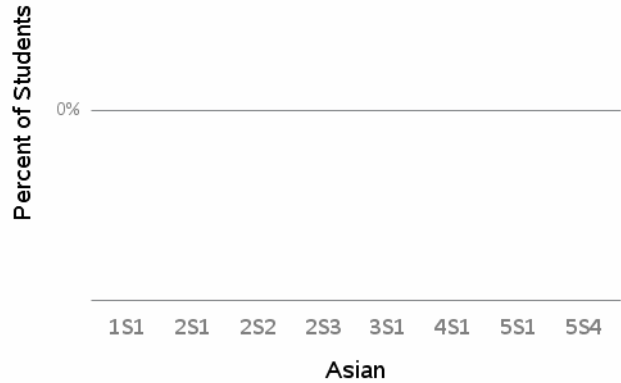
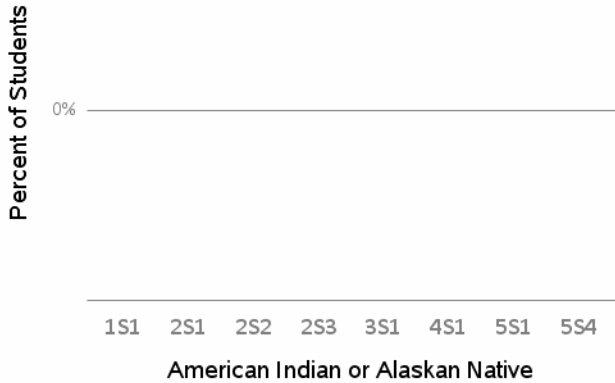
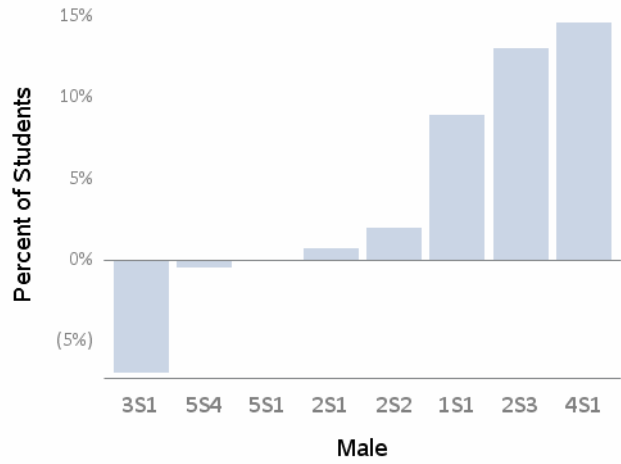
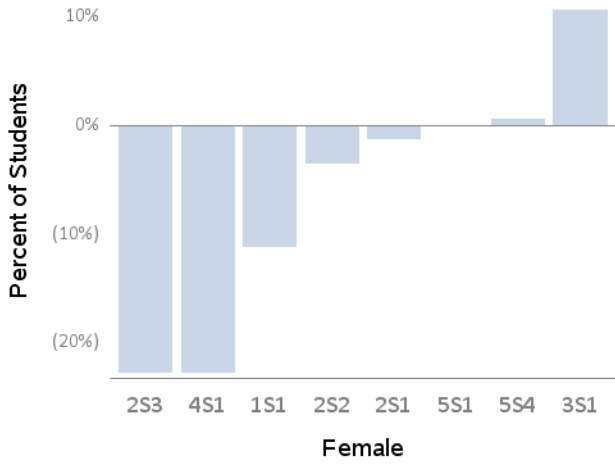
Note: The baseline is the performance of all district CTE Learners (i.e., '0') respective to each performance indicator. Bars below zero represent performance below the overall district CTE Learners' performance. Bars above zero represent performance above the overall district CTE Learners' performance. Each individual graph provides data on a special population. The X-axis represents the Perkins V Indicator. The Y-axis represents the percentage of students in each subpopulation. The data is also provided by numerator and denominator in the LEA's TEAL account to allow for a review of the disaggregated data by student groups.



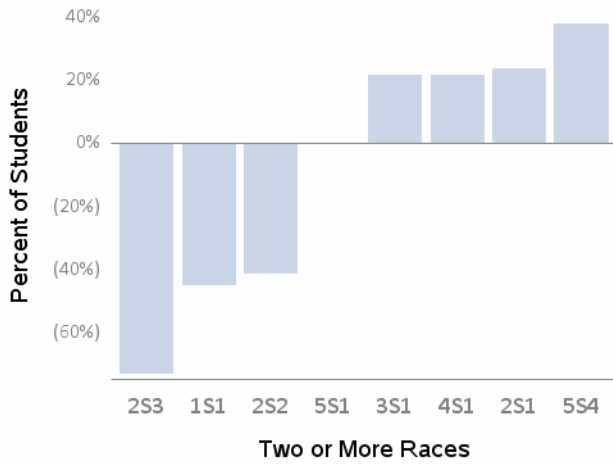
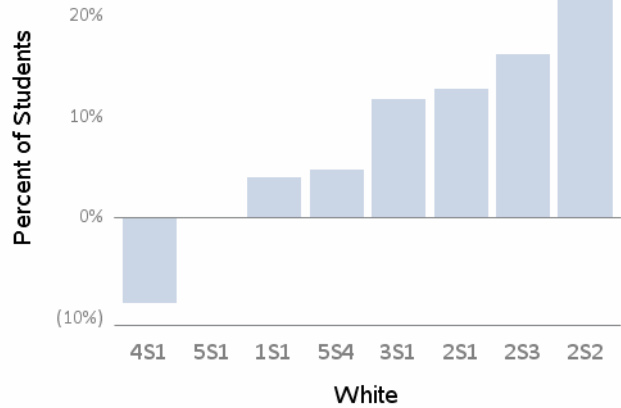
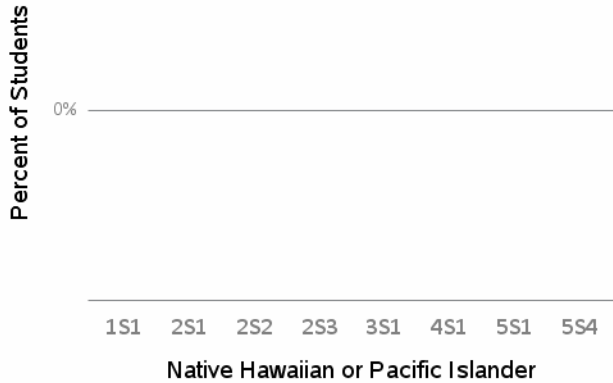
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- CTE Learners with Disabilities performed lower than all CTE Learners in the following indicators: None
- CTE English Learners performed lower than all CTE Learners in the following indicators: None
- CTE Learners from Economically Disadvantaged Families performed lower than all CTE Learners in the following indicators: 2S1, 2S2, 2S3, 4S1, 5S4
- CTE Learners Preparing for Non-traditional Fields performed lower than all CTE Learners in the following indicators: 1S1, 2S2, 2S3
- CTE Learners from Single Parent households performed lower than all CTE Learners in the following indicators: None
- CTE Learners from Out-of-Work households performed lower than all CTE Learners in the following indicators: None
- CTE Learners in Foster Care performed lower than all CTE Learners in the following indicators: None
- CTE Learners with Parents in Active Military performed lower than all CTE Learners in the following indicators: None
- CTE Learners from Migrant households performed lower than all CTE Learners in the following indicators: None

2.5 Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE program at the LEA level.



Note: The baseline is all district CTE Learners (i.e., '0') respective to each performance indicator. Bars below zero represent performance lower than the overall district CTE Learners' performance. Bars above zero represent performance above the overall district CTE Learners' performance. Each individual graph provides data on a subpopulation. The X-axis represents the Perkins V indicators. The Y-axis represents the percentage of students in each subpopulation. The data is also provided by numerator and denominator in the LEA's TEAL account to allow for a review of the disaggregated data by student groups.



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Female CTE Learners performed lower than all district CTE Learners in the following indicators: 1S1, 2S1, 2S2, 2S3, 4S1

Male CTE Learners performed lower than all district CTE Learners in the following indicators: 3S1, 5S4

American Indians or Alaskan Native CTE Learners performed lower than all district CTE Learners in the following indicators: None

Asian CTE Learners performed lower than all district CTE Learners in the following indicators: None

Blacks or African American CTE Learners performed lower than all district CTE Learners in the following indicators: 2S2, 3S1, 4S1

Hispanic or Latino CTE Learners performed lower than all district CTE Learners in the following indicators: 2S1, 2S2, 2S3, 3S1, 5S4

Native Hawaiian or Pacific Islander CTE Learners performed lower than all district CTE Learners in the following indicators: None

White CTE Learners performed lower than all district CTE Learners in the following indicators: 4S1

CTE Learners of two or more races performed lower than all district CTE Learners in the following indicators: 1S1, 2S2, 2S3

Part 3: Labor Market Alignment

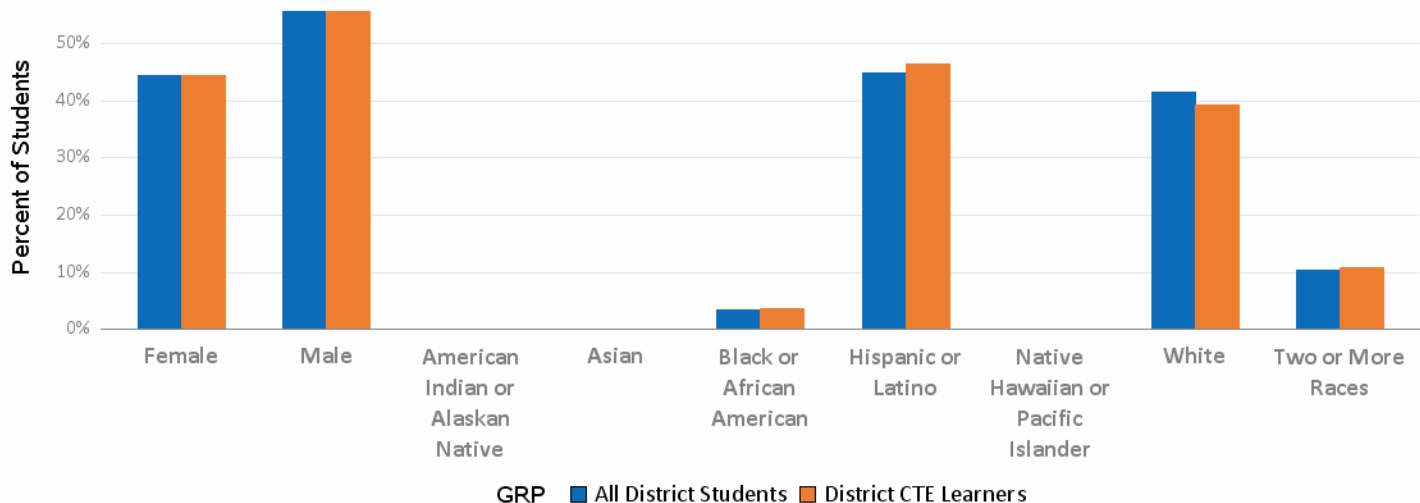
3.2 Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.

District Rank	State Career Cluster	CTE Learners
1	Agriculture, Food and Natural Resources	19
2	Science, Technology, Engineering and Mathematics	6
3	Law and Public Service	2
4	Transportation, Distribution and Logistics	2
5	Arts, Audio Visual Technology and Communication	1
6	Health Science	1

Note. Only career clusters with district CTE learners are represented. Compare top career clusters identified in 3.1 of the CLNA to the district’s top career clusters.

Part 6: Improving Equity and Access

6.1 Evaluate student groups taking part in CTE at disproportionate levels, in comparison to the overall student population. Identify which groups are over and underrepresented.



Note: The X-axis represents student sub-groups. The Y-axis represents the percentage of students in the sub-group. If the orange bar is higher than the blue bar, then a sub-group is overrepresented. If the orange bar is lower than the blue bar, then the sub-group is underrepresented. If groups are over or underrepresented, the LEA should look further and determine if its practices and policies are equitable.

Representation was higher among CTE Learners compared to the district for the following groups: Black or African American, Hispanic or Latino, Two or More Races