



Perkins V Indicator Supplemental Report, 2021-22

District Name: WHITNEY ISD

District Number: 109911

Guidance for Local Career and Technical Education (CTE) Leaders

The Comprehensive Local Needs Assessment (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:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/>

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 2021-22 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

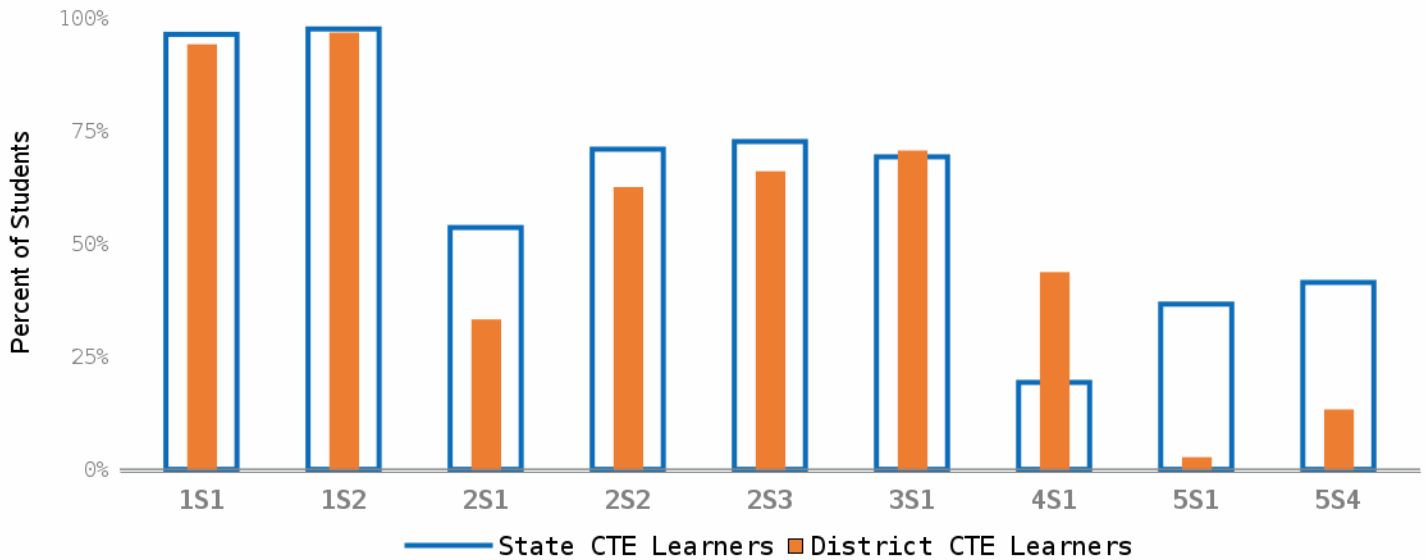
Compare the district’s reported indicator performance measure to the statewide baseline data. Select the performance accountability indicator targets for CTE Learners your district is not meeting in the aggregate.

		CTE Learners	
Indicator	Name	Statewide	District
1S1	Four-Year Graduation Rate	97%	94%
1S2	Extended-Year Graduation Rate	98%	97%
2S1	Academic Proficiency in Reading/Language Art	54%	33%
2S2	Academic Proficiency in Mathematics	71%	63%
2S3	Academic Proficiency in Science	73%	66%
3S1	Post-Program Placement	69%	71%
4S1	Non-Traditional Program Concentration	19%	44%
5S1	Program Quality – Attained Recognized	37%	3%
5S4	Program Quality – CTE Completer	42%	13%

Part 2: Student Performance

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

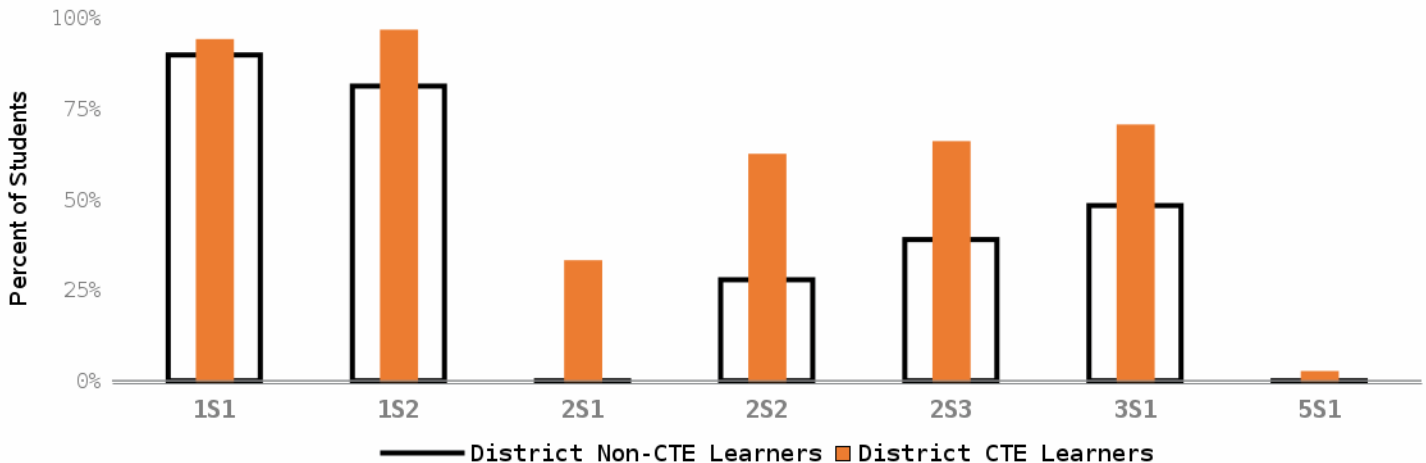
Your district's performance was lower than the state in the following areas: 1S1, 1S2, 2S1, 2S2, 2S3, 5S1, 5S4



Note: The orange bar represents the LEA's CTE learners' (Concentrators and Completers) data, while the blue box represents the state's baseline data. Using this data, LEAs will identify areas in which CTE students are not meeting the state baseline data for each of the Perkins Performance Indicators. The data set is also provided in a chart format by numerator and denominator to allow for a review of the LEA's data by indicator. For more information and examples, please see the CLNA Guidebook.

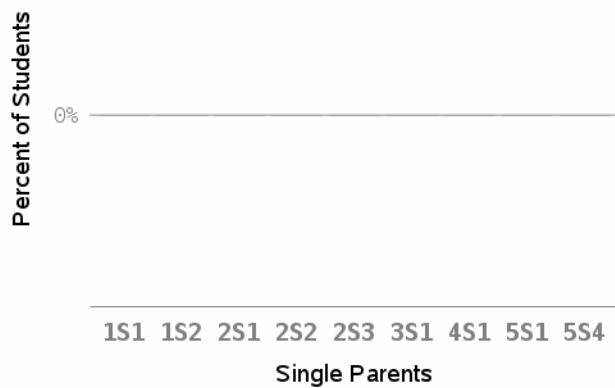
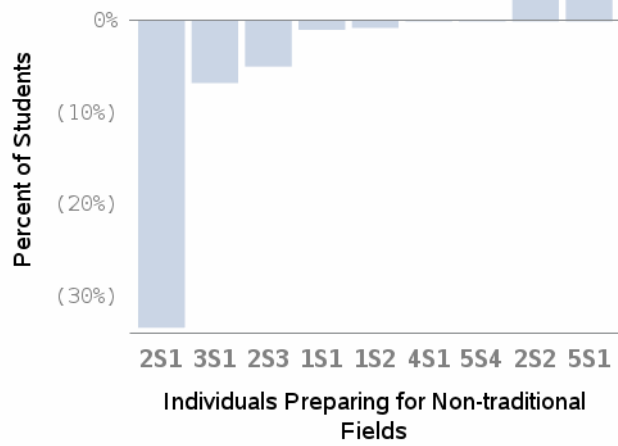
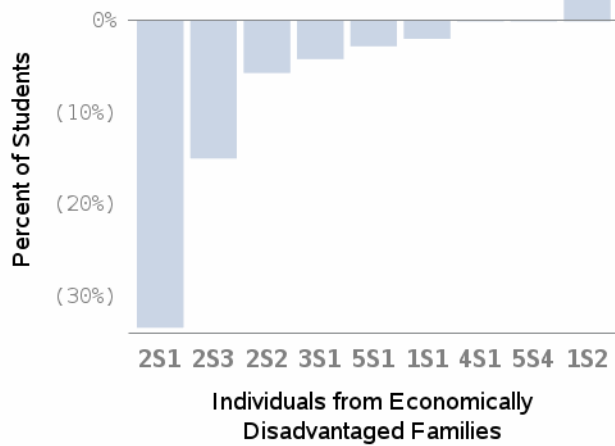
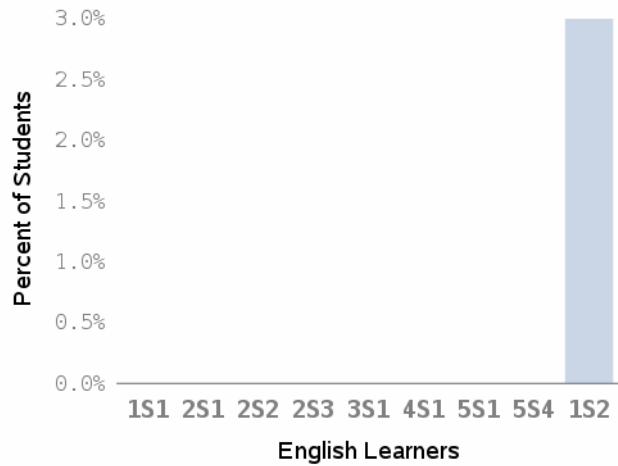
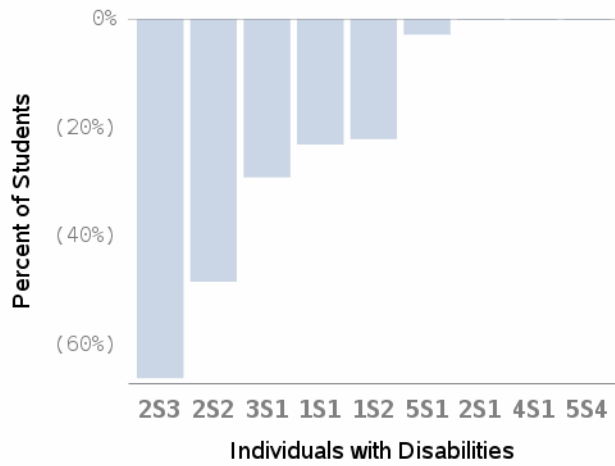
2.3 Compare the performance of CTE Learners with non-CTE Learners on accountability indicators.

Your district's CTE learner performance was lower than your district's non-CTE learner performance in the following areas: None

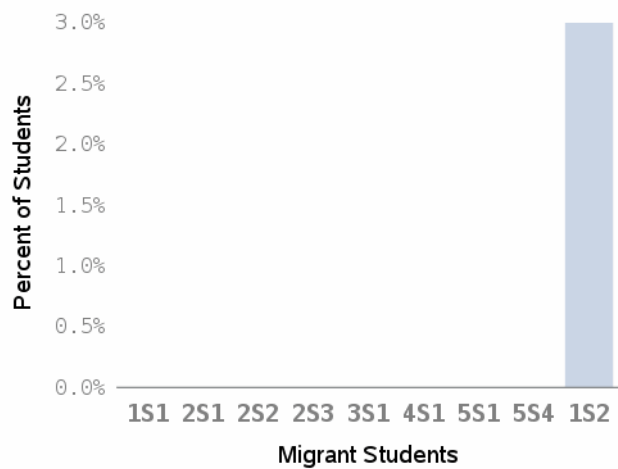
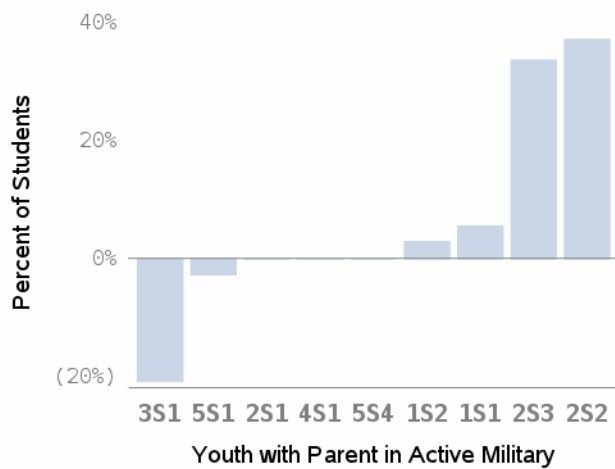
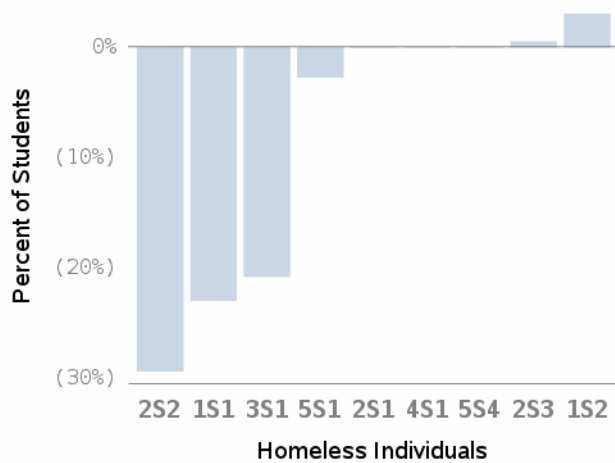


Note: The orange bar represents the LEA's CTE learners' (Concentrators and Completers) data, while the black box represents your district's non-CTE Learners' data. Using this data, LEAs will identify areas in which students are not meeting the district's baseline data for each of the Perkins Performance Indicators. The data set is also provided in a chart format by numerator and denominator to allow for a review of the LEA's data by indicator. For more information and examples, please see the CLNA Guidebook.

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 (represented as 0%) is the performance of all LEA CTE Learners (Concentrators and Completers). Bars below zero represent the special population’s performance below the overall LEA’s CTE Learners’ performance. Bars above zero represent the special population’s performance above the overall LEA’s CTE Learners’ performance. Each individual graph provides data on a special population. Please note that within each graph, the Perkins Performance Indicators are arranged from lowest performing to highest performing, so they may be in a different order for each special population graph. The data set is also provided in a chart format by numerator and denominator to allow for a review of the disaggregated data by student groups. For more information and examples, please see the CLNA Guidebook.



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 population. 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.

CTE Learners with Disabilities performed lower than all CTE Learners in the following indicators: 1S1, 1S2, 2S2, 2S3, 3S1, 5S1

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: 1S1, 2S1, 2S2, 2S3, 3S1, 5S1

CTE Learners Preparing for Non-traditional Fields performed lower than all CTE Learners in the following indicators: 1S1, 1S2, 2S1, 2S3, 3S1

CTE Learners from Single Parent households performed lower than all CTE Learners in the following indicators: None

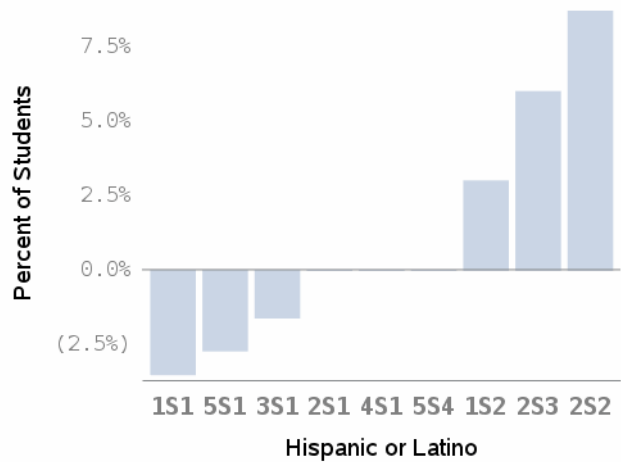
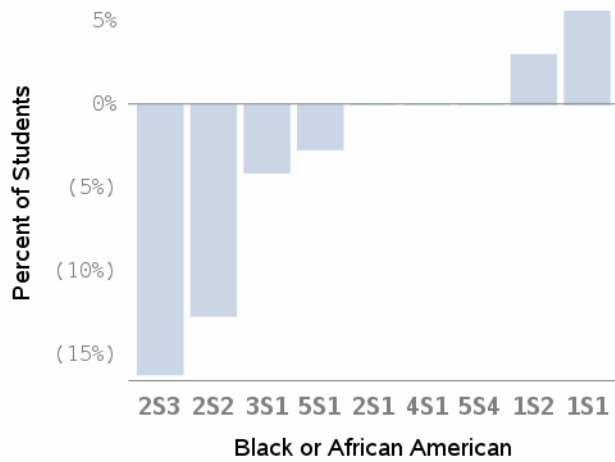
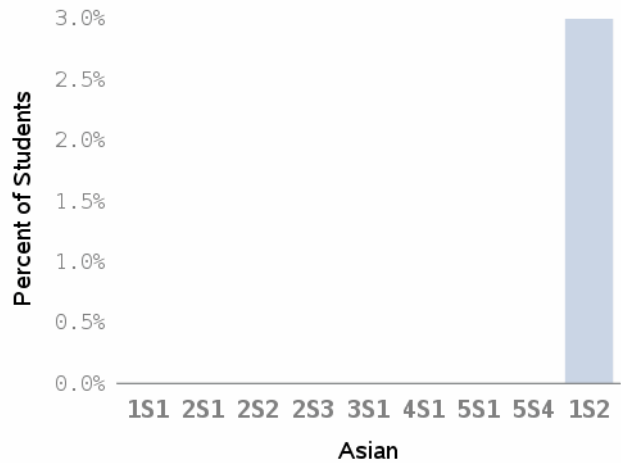
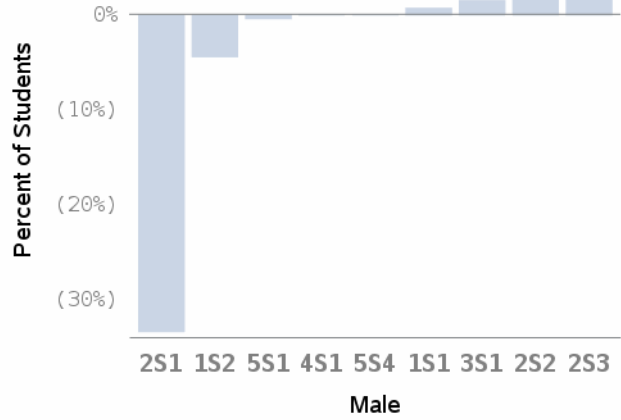
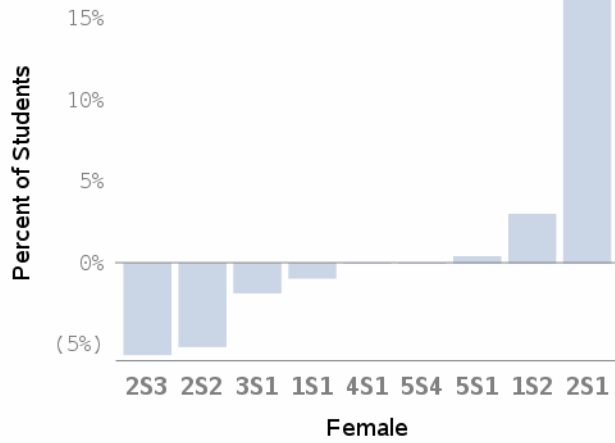
CTE Learners from Out-of-Work households performed lower than all CTE Learners in the following indicators: None

CTE Learners in Foster Care performed lower than all CTE Learners in the following indicators: None

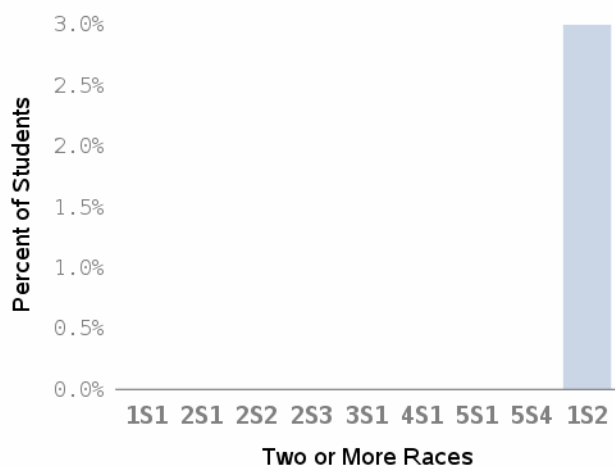
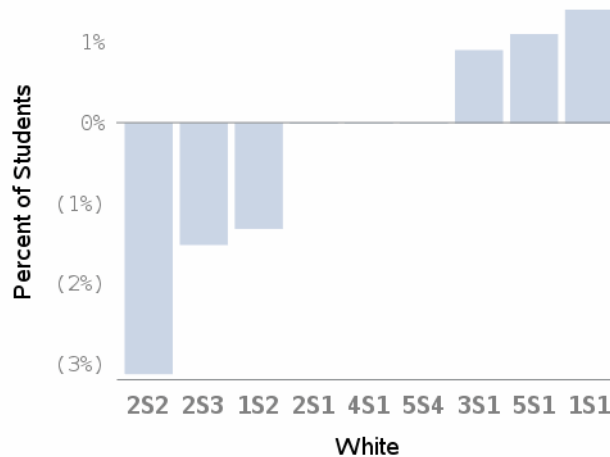
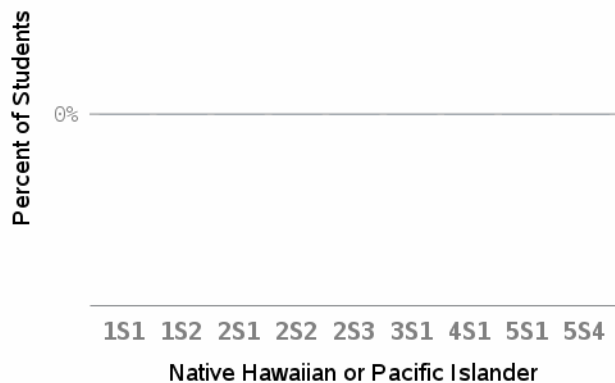
CTE Learners with Parents in Active Military performed lower than all CTE Learners in the following indicators: 3S1, 5S1

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 (represented as 0%) is the performance of all LEA CTE Learners (Concentrators and Completers). Bars below zero represent the special population's performance below the overall LEA's CTE Learners' performance. Bars above zero represent the special population's performance above the overall LEA's CTE Learners' performance. Each individual graph provides data on a special population. Please note that within each graph, the Perkins Performance Indicators are arranged from lowest performing to highest performing, so they may be in a different order for each special population graph. The data set is also provided in a chart format by numerator and denominator to allow for a review of the disaggregated data by student groups. For more information and examples, please see the CLNA Guidebook.



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Female CTE Learners performed lower than all district CTE Learners in the following indicators: 1S1, 2S2, 2S3, 3S1

Male CTE Learners performed lower than all district CTE Learners in the following indicators: 1S2, 2S1, 5S1

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, 2S3, 3S1, 5S1

Hispanic or Latino CTE Learners performed lower than all district CTE Learners in the following indicators: 1S1, 3S1, 5S1

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: 1S2, 2S2, 2S3

CTE Learners of two or more races performed lower than all district CTE Learners in the following indicators: None

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	AGRICULTURAL, FOOD, & NATURAL RESOURCES	51
2	HUMAN SERVICES	30
3	BUSINESS, MARKETING, & FINANCE	8
4	EDUCATION & TRAINING	8
5	HEALTH SCIENCE	7
6	ARTS, AUDIO VISUAL TECHNOLOGY, & COMMUNICATION	2
7	HOSPITALITY & TOURISM	1
8	INFORMATION TECHNOLOGY	1
9	LAW & PUBLIC SERVICE	1
10	SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS	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 progress in providing equal access to CTE programs.

Note: Use the *Opportunity Gap* tabs in the Perkins Summary Report to identify special populations of students who are taking part in CTE at disproportionate levels (over or underrepresented) as compared to the overall student population.