

The Austin Independent School District (AISD) CTE program provides opportunities for students to acquire 21<sup>st</sup> century academic and technical skills needed for entry into the global workforce and into postsecondary education. College readiness is the most accurate measure the district has for measuring CTE program success for the purpose of the cost-effectiveness analysis. Of the 4,209 seniors in 2013–2014 with college-readiness and CTE status data available, 2,603 (62%) were college

During the 2013–2014 school year, 4,876 seniors were enrolled. Only 4,209 (86%) of all seniors had available CTE status data, as well as Texas Assessment of Knowledge and Skills (TAKS) scores in English language arts (ELA), composition, and mathematics and/or SAT, ACT, Compass, or Texas Success Initiative (TSI) scores, from which to calculate college readiness. Of the seniors with both CTE status and college readiness data available, 1,294 (31%) were CTE concentrators, also referred to as CTE seniors in this report.

A few factors may explain the difference in college readiness rates, based on CTE status in 2013–2014. These include (a) an increase in the level of concentration of Hispanic and economically disadvantaged students among CTE seniors, compared with the level in previous years; (b) a decrease in college readiness rates among these students groups in CTE; (c) an increase in college readiness rates among Hispanic students who were not CTE concentrators; and (d) a lower rate of college readiness among female students in CTE than among those not in CTE.

For the past 5 years, the group of CTE seniors has included a significantly higher percentage of Hispanic and economically disadvantaged students than has the group of non-CTE seniors (Figure 2). In 2013–2014, the difference in the percentage of these student groups, based on CTE status, reached 20 percentage points for both Hispanic and economically disadvantaged seniors, the largest difference in the past 5 years.

In 2013–2014, differences in college readiness rates from the previous school year for both CTE and non-CTE seniors changed that dynamic. For economically disadvantaged seniors, the college readiness rate of those in CTE remained higher than the rate for non-CTE seniors (Figure 3). However, the difference between the rates decreased compared with the difference in previous years. This narrowing of the difference in college readiness rates appears to be due to a significant decrease in the college readiness rate of economically disadvantaged seniors in CTE, from 56% to 48%; the rate for economically disadvantaged non-CTE seniors remained constant.

Regarding Hispanic seniors, for the first time in 5 years, no significant difference existed in college readiness based on CTE status (Figure 3). The college readiness rate for Hispanic seniors in CTE decreased significantly from the rate the previous year, from 58% to 52%. Hispanic seniors not in CTE experienced an increase in their college readiness rate over the same period, from 49% to 51%.

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