**Local Data REVIEW AND Reflection**

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| **OVERVIEW** |
| This section explains resources the Department has made available to help CVTE schools/programs review and analyze their student data. The Department recognizes the importance of districts understanding and addressing trends locally to continue to improve CVTE programs and equity-focused policies. Robust data collection practices, including the Department’s admissions and waitlist data collections, will both: (1) help CVTE schools/programs improve their policies to attract, enroll, and retain students; and (2) inform the Department’s compliance monitoring practices. |
| **REQUIREMENTS** |
| Massachusetts [regulations](https://www.doe.mass.edu/lawsregs/603cmr4.html?section=03) require the following for every Chapter 74 state-funded school/program.* The **board of trustees or school committee** must:
	+ Annually approve selective criteria (if used) for admissions.
* The **superintendent** must:
	+ Annually attest to the Department that the admissions policy complies with federal and state law and any relevant guidelines issued by the Department or the U.S. Department of Education.
		- *See* Appendix 2: Superintendent Attestation Form—to be released later this summer—for a template to use in completing this task.
* The **school/program** must:
	+ Maintain a record of all students who apply, enroll, or are waitlisted, along with their score on any admissions criteria used, and provide this information to the Department if requested.
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| **CONSIDERATIONS** |
| **Interactive Tools** The Department has created [CTE-ART Tools website](https://www.doe.mass.edu/ccte/cvte/data/vart.html) to help CVTE schools/programs analyze trends in their student populations – including students who apply, are waitlisted, and are admitted. The Department encourages CVTE schools/programs to use these interactive tools to review their data and fuel conversations within the district, including with boards of trustees and school committees. **Review and Reflection**As CVTE schools/programs analyze and improve their practices to admit, enroll, and retain students, it is critically important that they use their student data to drive this process. Data-driven conversations may focus on these questions: * Are enrolled students representative of the sending districts’ student population?
* Is the incoming class representative of the sending districts’ student population?
* Do particular groups of students have higher rates of admission than others?
* What does the school/district make of any trends in the data?
* Going deeper –
	+ If particular student groups are admitted at rates disproportionate to the demographics of the host district(s), are parts of the recruitment, application, and/or admissions processes driving this disparity?
	+ What alternative components could the CVTE school/program consider to help address this disparity?
	+ How have admitted students who received lower overall scores or component scores on admissions criteria progressed (particularly as compared to higher-scoring peers) in your CVTE setting after their first year? Overall?
	+ How could their experience help inform the CVTE school/program’s admission process?

Although the work described above is undertaken at the local level, the Department is available to assist CVTE schools/districts with data simulations. Please email the Office for College, Career and Technical Education at ccte@mass.gov or contact your [district liaison](https://www.doe.mass.edu/ccte/cvte/liaisons.html) directly if you are interested in data simulations. |