



IDAHO

Division of
Professional-Technical Education

DATE: April 18, 2016

TO: School District Superintendents
Professional-Technical School Administrators
Professional-Technical Education District Coordinators

FROM: Dwight Johnson, Administrator

SUBJECT: FY16 Secondary Perkins Performance Measures

The Division of Professional-Technical Education is required to collect data from Perkins recipients as a requirement of the Carl D. Perkins Career and Technical Education Act of 2006. There are several documents that describe the data collecting and reporting procedures. Carefully reading the instructions and definitions will assist in the submission.

The attached documents are described below:

- **Guide (see pages 2-6)** - provides instructions and examples for completing the Perkins Measures Report.
- **Perkins Measures Report** – data collection forms for the measures. This is required from each school.
 - **Only six (6) measures are required for the 2015-16 (FY16) school year.** Idaho is not required to report on the 1S1 and 1S2 measure for the 2015-16 school year.
 - Fill in all yellow data fields for each worksheet. **If there are no students, enter 0.**
 - Include all PTE students that meet the group definition in the denominator.
 - Future Perkins funding for professional-technical programs is dependent on accurate data and our ability to demonstrate student success.
- **Suggestions for Collecting the Perkins Measures (see pages 7-9)**
- **Non-Traditional Program List** – for measures 6S1 and 6S2
- **Annual Plan** – required by each recipient (as a district or consortium)
- **Performance Improvement Plan** – required by each recipient (as a district or consortium) that did not meet the state performance levels.

Reports are due electronically on June 20th. Please return the required documents to perkins@pte.idaho.gov If you have any questions, contact Sara Cole at scole@pte.idaho.gov / (208) 429-5549 or Heather Luchte at hluchte@pte.idaho.gov / (208) 429-5512.

GUIDE FOR SECONDARY SCHOOLS

The Division of Professional-Technical Education administers the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Public Law 109-270), commonly known as Perkins IV. A link to the official Perkins IV is posted at <http://cte.ed.gov/index.cfm>. Some commonly asked questions about the reporting of performance data for professional-technical students are listed below.

- **What is the purpose of the performance measures?** To assess the effectiveness of Perkins recipients in achieving statewide progress in career and technical education, and to optimize the return of investment of federal funds.
- **Who must report?** Idaho is required to report on all students participating in public professional-technical education in the State.
- **What definitions can we use?** Idaho is required to use the definitions for “PTE Concentrator” and “PTE Participant” as described in its approved Perkins IV State Plan.
- **What performance levels can we use?** The division negotiates with the Office of Career, Technical, and Adult Education (OCTAE) to set the state performance levels. The School District can negotiate for adjusted levels of performance if they do not accept the state adjusted level.
- **What is disaggregated data?** Disaggregate means “to divide into parts”. Idaho must provide disaggregated data by gender, race, and other special populations.

The performance for each measure is calculated using the following two numbers:

- Denominator – The total number of students in the group being measured
- Numerator – The number of students in this group who met or exceeded the standard

Once these totals are determined, the data must be disaggregated. The definitions of these student categories are detailed in the Guide. Use the Excel form to report your data. **Data entry is needed for all cells in yellow.** Entering School District, School Name, Name of Contact, Date and Contact’s Email on 2S1 will copy over to the other worksheets. Once you enter data into the Excel form it will:

- Calculate your performance on the measure (stated as a percentage).
- Compare your performance to the Final Agreed Upon Performance Level (FAUPL), further indicating “Yes” you met the standard or “No” you did not meet the standard.
- Indicate if the school’s performance on the measure is less than 90% of the FAUPL. The last column on each worksheet will indicate “Yes” if the school’s performance is less than 90% of the FAUPL.
- Indicate if numerator and denominator totals do not add up. If a “NO” appears in column D or E, rows 19 and 28 for Gender Totals and Race/Ethnicity Totals the numbers need corrected.
- The “**School Summary Report**” summarizes the performance on all the measures. While accountability for performance is at the recipient level (as a district or consortium head), the school summary may be useful in helping recipients identify the location of performance issues and to better target technical assistance and the use of Perkins funds for program improvement. When a recipient's total performance (all schools combined) does not meet 90% of the state performance level, an improvement plan is required.

Recipient Annual Report: The Annual Report is a general narrative on how each recipient is using Perkins funds to help PTE students meet the performance measures. Individual schools are not required to submit an Annual Report; **only the recipient (as a district or consortium) is required to submit an Annual Report.** The form is available at www.pte.idaho.gov/Perkins/Secondary_Forms.html. The report is due with the Performance Measures. **If you are part of a consortium, the head of the consortium is responsible for submitting the Annual Plan inclusive of all schools within the consortium.**

Recipient Performance Improvement Plan (PIP): Perkins recipients (district or consortium) are required to continually make progress toward improving the performance of PTE students. Recipients need to combine the performance data from all schools to determine if they have met the state performance levels. When a recipient's total performance does not meet 90% of the state performance level, they are required to submit a Performance Improvement Plan (PIP) with the Performance Measures and Annual Report. The PIP must address the performance measure(s) that were not met and strategies the recipient will use to increase student achievement in these areas. **If you are part of a consortium, the head of the consortium is responsible for submitting the PIP inclusive of all schools within the consortium that did not meet performance levels.**

The state may withhold all, or a portion, of the recipient's Perkins allotment if they:

- (1) Fail to implement an improvement plan,
- (2) Fail to show improvement in meeting the state levels of performance, or
- (3) Fail to meet at least 90% of the state performance level for three consecutive years.

Definitions of Secondary Student Populations:

1. **PTE Participant** – Any secondary student who has earned one (1) or more credits in any state-approved professional-technical education (PTE) program.
2. **PTE Concentrator** – A concentrator is a junior or senior student who: (1) has completed three state approved PTE courses in a program sequence and is enrolled in a capstone course; OR (2) who has completed all the PTE courses in a program sequence if less than three, OR (3) who is enrolled in a state approved Professional-Technical School and is enrolled in a capstone course. **Only report once - i.e. if a student was a concentrator in two different programs, he or she should be reported only one time.**

Performance Measures: There are eight (8) performance measures; also referred to as “indicators of performance” in the Perkins Act. The performance measures are described below.

1. **1S1 - Academic Attainment - Reading/Language Arts:** Idaho is not reporting on this measure in the 2015-2016 school year due to the transition in statewide testing.

1S2 - Academic Attainment - Mathematics: Idaho is not reporting on this measure in the 2015-2016 school year due to the transition in statewide testing.

Note regarding Measures 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2:

- o Calculations for Gender and Race/Ethnicity will indicate whether or not the column totals match (indicated by a “Yes”). Make corrections if they are not equal (indicated by a “No”). See columns D & E, rows 19 & 28.

2. **2S1 - Technical Skill Attainment:** The percentage of PTE concentrators who passed a state approved technical skill assessment (TSA) during the reporting year.
 - The Denominator is “the number of PTE concentrators who TOOK a state approved technical skill assessment during the reporting year”.
 - The Numerator is “the number of PTE concentrators who TOOK and PASSED a state approved technical skill assessment during the reporting year”.
 - Both numbers should include concentrators who are Juniors and/or Seniors.
 - The TSA must be a nationally validated, industry-based, valid and reliable assessment, generally administered by a 3rd party vendor (i.e. CTECS, www.ctecs.org).
 - Instructor developed and administered exams do not qualify as a measure of TSA that meets the federal definition. The data should be changed to 0’s if this is the case.
 - The TSA for your concentrators depends on the program(s) of study offered at your school. It is best to connect the TSA with a capstone course so that taking the TSA is part of the course requirements. The participation rate is 100% (100% of the school’s program concentrators must be tested). If less than 100% are tested, your data must be included in the Program Improvement Plan for your district or consortium (depending upon which type of recipient your district is).
 - **Report only program concentrators who took a state approved TSA during the current school year.**

3. **3S1 - Secondary School Completion:** The percentage of PTE concentrators who left high school and earned a high school diploma during the reporting year. The denominator should include all PTE concentrators who either dropped out of high school (Juniors and/or Seniors), or completed high school (Seniors who are graduating this spring). The numerator would include the number of those students who earned a high school diploma during the reporting year.

4. **4S1 - Student Graduation Rate:** The percentage of PTE concentrators who were included in the AYP determination for graduation rate during the reporting year. If students are reported on Measure 4S1 (Student Graduation Rate), many (or all) of those students will also meet the criteria for Measure 3S1. **The data reported for 3S1 and 4S1 should be quite close or the same.**

5. **5S1 – Secondary Placement:** The percentage of PTE concentrators who achieved a positive placement in the second quarter after leaving high school.
 - **Denominator:** number of PTE concentrators who left high school (graduated) in the spring of 2015, and were reported on the FY2016 10SS form (Summary of Secondary Student Concentrator Graduate Follow-up Report) submitted online by the school’s Online Administrator. **Non-respondents and/or deceased concentrators reported on the 10SS should be deleted from the total number of PTE concentrators.**
 - **Numerator:** the school’s total number of PTE concentrators who achieved a positive placement in the second quarter after leaving high school. Positive Placement includes: military; employed; or pursuing additional education (PTE or Academic).
 - **Data submitted on the 10SS must be used for this measure.** Disaggregate the totals submitted online, and enter that data in the “Race/Ethnicity” section. Populate the

“Special Programs or Populations” section from school records.

- **Contact the school’s Online Administrator or Donna Simpson (dsimpson@pte.idaho.gov) to obtain the 10SS data.**
6. **6S1 - Non-Traditional Participation:** The percentage of PTE participants who enroll in a state-approved PTE program that is non-traditional to their gender.
- Use the 10E forms for unduplicated numbers for the denominator and numerator.
 - Numerator definition – The school’s total number of PTE participants who enroll in a state approved PTE program that is nontraditional to their gender.
 - Denominator definition – The school’s total number of PTE participants in programs designated as non-traditional.
 - A list of non-traditional programs is attached and is available at http://pte.idaho.gov/Perkins/Secondary_Forms.html.
7. **6S2 - Non-Traditional Completion:** The percentage of PTE concentrators in programs that are non-traditional to their gender.
- Numerator definition - The school's total number of students who are PTE concentrators in programs nontraditional to their gender. (Non-traditional completers only)
 - Denominator definition - The school's total number of PTE concentrators in programs designated as non-traditional. (All completers in non-traditional programs)
 - A list of non-traditional programs is attached and is available at http://pte.idaho.gov/Perkins/Secondary_Forms.html.

DEFINITIONS OF STUDENT SUBGROUPS:

Disaggregate the grand total for each measure using the following categories and definitions:

Gender: Disaggregate the grand total by male or female. **Totals must match the Grand Total cells.**

Race and Ethnicity: **(Students can be reported in only one “Race and Ethnicity” category.)**

- **American Indian or Alaskan Native** – A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- **Asian** – A person having origins in any of the original peoples of the Far East, East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American** – A person having origins in any of the Black racial groups of Africa.
- **Hispanic or Latino**– A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.
- **Native Hawaiian or Other Pacific Islander** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Two or More Races** – A person belonging to two or more racial groups.

Special Programs or Populations and Other Student Categories:

Students can be reported in more than one “Special Programs or Populations” category.

Disability Status (ESEA/IDEA): “disability status” as used in section 1111(h)(1)(C)(i) of the ESEA refers to a “child with a disability”, which under section 9101 of the ESEA has the same meaning as the term in section 602 of the Individuals with Disabilities Education Act. Under section 602(3) of the IDEA, the term “child with a disability” means a child with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as ‘emotional disturbance’), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services.

Economically Disadvantaged: Students from economically disadvantaged families, including foster children.

Single Parents: Includes single pregnant women: (1) is unmarried or legally separated from a spouse; and (2) (i) has a minor child or children for which the parent has either custody or joint custody; or (ii) is pregnant. **(This term refers to students who are themselves single parents according to the above definition.)**

Limited English Proficient (LEP): Secondary school students, adults, or out-of-school youth who have limited ability in speaking, reading, writing, or understanding the English language, and whose native language is a language other than English; or who live in a family or community environment in which a language other than English is the dominant language.

Migrant Student: A student of compulsory school attendance age who has not graduated from high school or completed a high school equivalency certificate and resides within a family that is composed of migrant fisher or agricultural workers. The student has moved within the preceding 36 months in order for the family to obtain or seek this type of temporary or seasonal employment that is a principal means of livelihood.

Nontraditional Enrollees: This term only applies to programs that are defined as a “nontraditional” (*n*). “Nontraditional Training and Employment” refers to occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

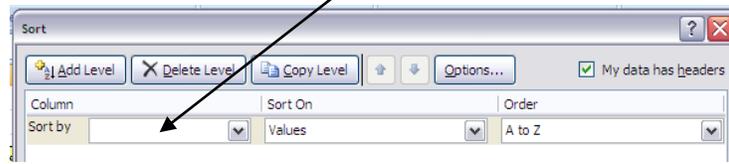
- 6. White
- 7. Two or More Races
- G. Individual with Disability/Special Education (Y/N)
- H. Economically Disadvantaged/Free or Reduced Lunch (Y/N)
- I. Single parent (Y/N)
- J. Limited English Proficient (Y/N)
- K. Migrant (Y/N)
- L. Technical Assessment
 - 0. Did not take a technical assessment during the reporting year
 - 1. Took a state approved technical assessment during the reporting year
 - 2. Took and passed a state approved technical assessment during the reporting year
- M. Left school during reporting year
 - 0. Did not leave school during the reporting year
 - 1. Left high school during the reporting year and earned a high school diploma
 - 2. Left high school during reporting year but did not graduate
- N. The student is enrolled in a PTE program that is non-traditional to their gender (Y/N)
- Q. The PTE Concentrator in a program that is non-traditional to their gender (Y/N)

Student First Name	Student Last Name	Gender (M or F)	Grade (9, 10, 11 or 12)	PTE Concentrator (Y/N)	Readability (1, 2, 3, 4, 5, 6 or 7)	Special Education (Y or N)	Economically Disadvantaged (Y or N)	Single Parent (Y or N)	Limited English Proficient (Y or N)	Migrant (Y or N)	ISAT Reading (1, 2, 3, 4 or 5)	ISAT Math (1, 2, 3, 4 or 5)	Technical Assessment (0, 1 or 2)	Included in the XIP information for graduation (Y or N)	Left School during Reporting Year (Y or N)	Enrolled in Program Non-traditional to Gender (Y or N)	Completer in Program Non-traditional to Gender (Y or N)
Sample	Student	M	12	Y	5	N	N	N	N	N	1	1	0	1	1	N	N

4. **Create Worksheet for PTE Concentrators:** Once you have a complete list of “PTE Participants” and have coded all the data (no empty cells), right click on the worksheet tab “PTE Participants” and select “Move or Copy”. Check the box “Create a Copy” and click “OK”. This will create a duplicate worksheet named “PTE Participants (2)”. Right click on the worksheet tab “PTE Participants (2)” and select “Rename”. Name the second worksheet “PTE Concentrators”.
5. **Sort PTE Concentrator Worksheet:** With the rows highlighted that contain student information, select the “Data” tab at the top of the worksheet. In the data menu, select “Sort”.

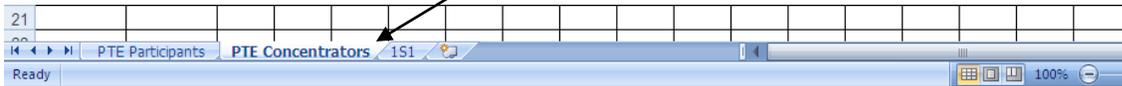


In the Sort dialog box, select the column that indicates if the student is a PTE concentrator. Click “OK” and this will sort the list based on the student’s concentrator status.



Highlight the rows for students that have an “N” for concentrator status; right click and select “Delete”. Click on “save” at the top left corner of the workbook. The workbook will now contain two worksheets: PTE Participants and PTE Concentrators.

6. **Create Worksheet for 2S1:** The denominator for 2S1 is PTE Concentrators who **took** a state approved TSA. Right click on the worksheet tab “PTE Concentrators” and select “Move or Copy”. Check the box “Create a Copy” and click “OK”. This will create a duplicate worksheet named “PTE Concentrators (2)”. Right click on the worksheet tab “PTE Concentrator (2)” and select “Rename”. Name the second worksheet “2S1”.



7. **Sort Worksheet for 2S1:** The denominator for 2S1 is PTE Concentrators who **passed** a state approved TSA. On the 2S1 worksheet highlight the rows that contain student information. Select the “Data” tab at the top of the worksheet and select “Sort”. In the Sort dialog box, select the column that indicates the grade level of the student. Click “OK” and this will sort the list based on the student’s grade level. Highlight the rows for students that have a 9, 10 or 11 for grade level; right click and select “Delete”. Click on “save” at the top left corner of the workbook. The workbook will now contain a list of PTE Concentrators who passed took and passed a state approved TSA.
8. **Disaggregate the Data for 2S1:** Using the sort function, sort the data for the student categories. This is the source of the data to be recorded on Perkins Measures Report Form for 2S1. Continue sorting the 2S1 worksheet until you disaggregate information for all student categories.
9. **Repeat #6 - #8 For Each Performance Measure:** Create a separate worksheet for each performance measure. Please note the following:
 - **PTE concentrators** are the group being measured for all performance measures, except for 6S1 - Nontraditional Participation.
 - Although PTE concentrators are the group primarily being measured, it is often only a portion of this group that meet a certain criteria that is of interest. For example: PTE concentrators who took a TSA; and PTE concentrators that left high school during the reporting year.
 - The numerator is the total number of students included in the denominator that met the standard.