

Interpretation Guide

Perkins IV Secondary Core Performance Indicators Report

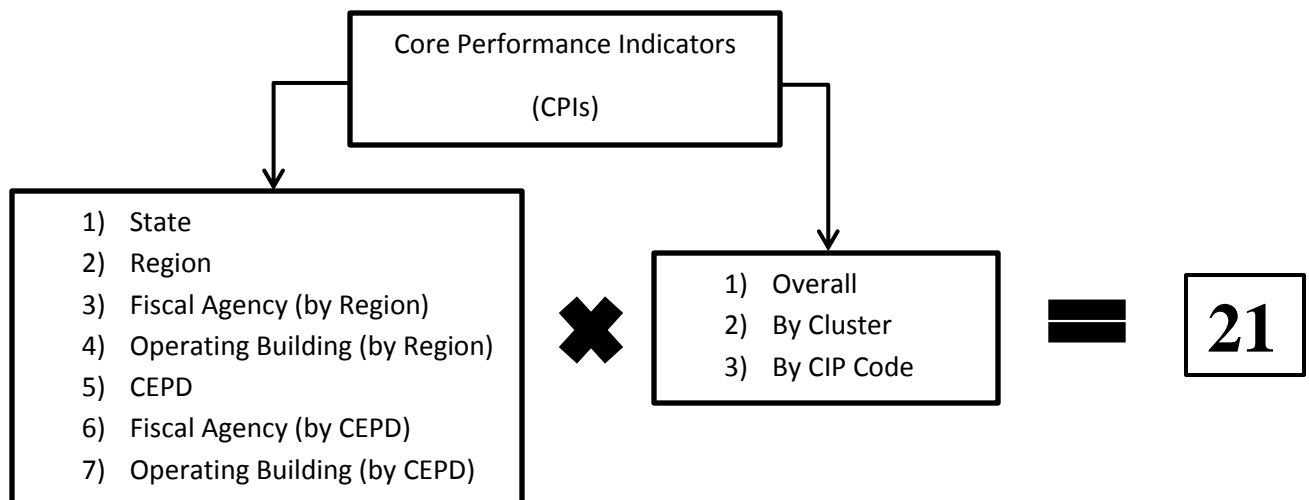
Michigan Department of Education Office of Career and Technical Education

This report provides information regarding the eight Michigan Perkins IV core performance indicators (CPIs) for a given year. The eight secondary Michigan CPIs are (Appendix A):

- 1) 1S1 Attainment of Academic Skill – Reading/Language Arts
- 2) 1S2 Attainment of Academic Skill – Mathematics
- 3) 2S1 Technical Skill Attainment
- 4) 3S1 School Completion
- 5) 4S1 Student Graduation Rates
- 6) 5S1 Placement
- 7) 6S1 Nontraditional Participation
- 8) 6S2 Nontraditional Completion

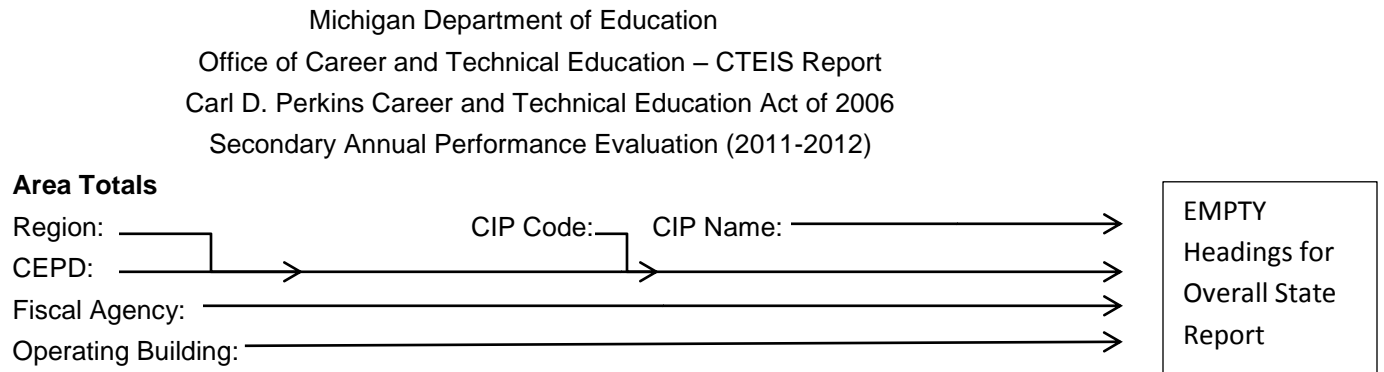
Each indicator has a percentage value associated with it which represents the performance of the selected group and level of detail. The percentage for each indicator is obtained by dividing its numerator by its denominator. The numerator and denominator definitions for each of the CPIs is provided in Appendix B.

CPIs can be calculated for 21 different combinations comprised of seven different groups and at three levels of detail as shown in Figure 1.

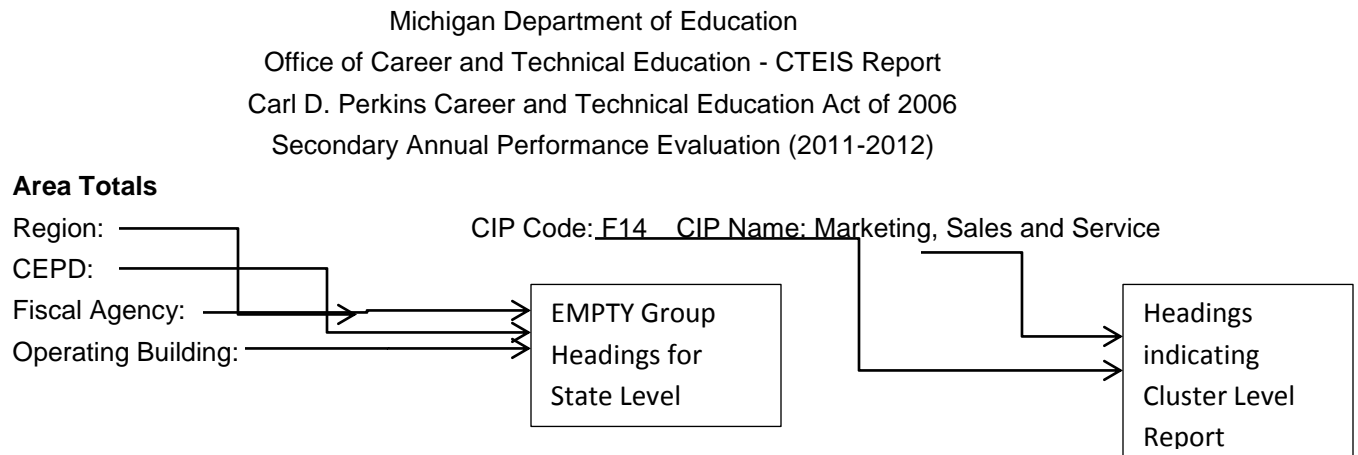


Each of the 21 possible combinations that can be generated, result in output that looks exactly alike except for the headings at the top of the generated CPI table. The headings at the top of the table (see Appendix A) provide information on the group and level of detail the CPI report is being generated for. The headings for the state level report will be empty for the group headings and empty for the level of detail headings (Example 1) unless CPIs are calculated for a particular cluster or CIP code (Example 2, Example 3).

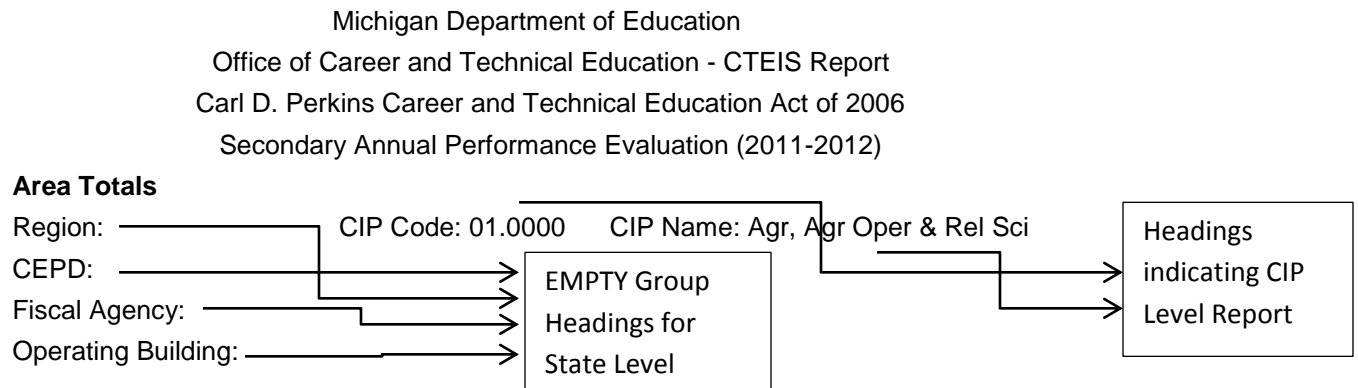
Example 1 (Overall Level Report for the State):



Example 2 (Cluster Level Report for the State):



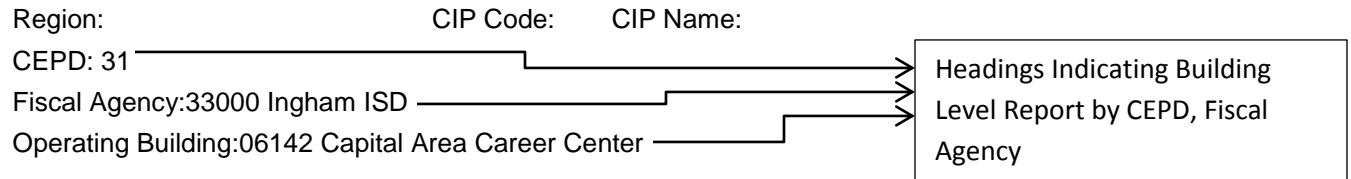
Example 3 (CIP Level Report for the State):



Example 4 (Building Level Report for a CEPD, Fiscal Agency):

Michigan Department of Education
Office of Career and Technical Education - CTEIS Report
Carl D. Perkins Career and Technical Education Act of 2006
Secondary Annual Performance Evaluation (2011-2012)

Area Totals



The first column of the CPI report with the heading “Core Performance Indicator” shows the short-form and name of the core performance indicator being calculated (e.g., 1S1 Attainment of Academic Skill – Reading/Language Arts; 3S1 School Completion, etc.).

The second column of the CPI report with the heading “State Required” indicates the state level target for the indicator that has been negotiated with the US Department of Education, Office of Vocational and Adult Education (OVAE). This is also known by the acronym FAUPL (Final Agreed Upon Performance Level) and displays a percent value (e.g., for FY 2011-2012 the 1S1 target was 57%, 1S2 was 30%, etc.)

The third column of the CPI report with the heading “State Actual” indicates the state level performance on the given indicator. The numbers under the symbol ‘#’ indicate the numerical values for the numerator and denominator for the given indicator. The number under the symbol ‘%’ displays the state level percentage on the given indicator, which is calculated by dividing the numerator by the denominator.

When the value of either the numerator or the denominator for an indicator is below six, then data for that indicator at the selected level will not be displayed. Instead, the cell will have the symbol asterisk (*), indicating that the data provided is too low to assure confidentiality.

If you have questions about interpretation, or suggestions for improving the CPI reports, please contact:

Krishnan Sudharsan
Office of Career and Technical Education
Michigan Department of Education
P. O. Box 30712
Lansing, Michigan 48909
(517) 241-7652
sudharsank@michigan.gov

APPENDIX A

Michigan Department of Education
Office of Career and Technical Education - CTEIS Report
Carl D. Perkins Career and Technical Education Act of 2006
Secondary Annual Performance Evaluation (2011-2012)

Area Totals

Region: CIP Code: CIP Name:

CEPD:

Fiscal Agency:

Operating Building:

Core Performance Indicator	State Required		State Actual	
	%	#	%	#
1S1 Attainment of Academic Skill - Reading/Language Arts	57	13221	51.7	25579
1S2 Attainment of Academic Skill - Mathematics	30	5880	23	25510
2S1 Technical Skill Attainment	48	5248	55.3	9495
3S1 School Completion	93	32306	94.7	34124
4S1 Student Graduation Rates	85	25831	94.8	27234
5S1 Placement	93	14022	95.3	14709
6S1 Nontraditional Participation	23	12028	24.4	49211
6S2 Nontraditional Completion	22	1339	28.9	4634

* = Data provided is too low to assure confidentiality, N/P = Data was not provided

APPENDIX B

Core Indicator	Measurement
<p>1S1</p> <p>Academic Attainment – Reading/ Language Arts</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act, based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the state’s computation of AYP and who, in the reporting year, left secondary education.</p>
<p>1S2</p> <p>Academic Attainment – Mathematics</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act, based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the state’s computation of AYP and who, in the reporting year, left secondary education.</p>
<p>2S1</p> <p>Technical Skill Attainment</p>	<p>Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took assessments during the reporting year.</p>
<p>3S1</p> <p>School Completion</p>	<p>Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential, or earned a State-recognized equivalent, during the reporting year.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its five-year graduation rate.</p>
<p>4S1</p> <p>Student Graduation Rates</p>	<p>The percent of CTE program concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Numerator: Number of CTE program concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate.</p> <p>Denominator: Number of CTE program concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>

<p>5S1 Placement</p>	<p>Numerator: Number of 11th and 12th grade CTE completers who left secondary education and were placed in postsecondary education or advanced training; in military service; or employment during the third quarter following the program year in which they left secondary education.</p> <p>Denominator: The number of 11th and 12th grade CTE completers who left secondary education during the reporting year.</p>
<p>6S1 Nontraditional Participation</p>	<p>Numerator: Number of CTE participants from underrepresented gender groups who, during the reporting year, participated in a program that leads to employment in nontraditional fields.</p> <p>Denominator: Number of CTE participants who, during the reporting year, participated in a program that leads to employment in nontraditional fields.</p>
<p>6S2 Nontraditional Completion</p>	<p>Numerator: Number of CTE participants from underrepresented gender groups, who completed a program that leads to employment in nontraditional fields prior to leaving secondary education, and who left school in the reporting year.</p> <p>Denominator: Number of CTE participants from underrepresented gender groups, who had participated in a program that leads to employment in nontraditional fields, and who left school in the reporting year.</p>