

Perkins IV Indicator Definitions and Data Elements (Revised 8/12/2016)

Indicators	Measurement Definition	Data Elements & Calculation Specs
<p>1S1 – Academic Attainment: Reading/ Language Arts</p>	<p>Numerator: Number of <u>CTE concentrators</u> 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 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) in the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP in the reporting year.</p>	<p>CTE concentrators are matched with state assessment data (NOTE: per Federal guidelines, only students whose scores would be included in statewide AYP computation are included). For example, for the 2015-16 school year, CTE concentrators were matched with all 11th graders who took the ACT in Spring 2016.</p> <p>Calculation is based on:</p> $\frac{\text{CTE Concentrators proficient in state reading test}}{\text{CTE concentrators who took state reading test}}$
<p>1S2– Academic Attainment: Math</p>	<p>Numerator: Number of <u>CTE concentrators</u> 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 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) in the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP in the reporting year.</p>	<p>CTE concentrators are matched with state assessment data (NOTE: per Federal guidelines, only students whose scores would be included in statewide AYP computation are included). For example, for the 2015-16 school year, CTE concentrators were matched with all 11th graders who took the ACT in Spring 2016.</p> <p>Calculation is based on:</p> $\frac{\text{CTE Concentrators proficient in state math test}}{\text{CTE concentrators who took state math test}}$

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2S1: Technical Skill Attainment	<p>Numerator: Number of <u>CTE concentrators</u> who <i>passed</i> end of program technical skill assessments that are aligned with industry-recognized standards if available and appropriate.</p> <p>Denominator: Number of <u>CTE concentrators</u> who <i>took</i> the assessments.</p>	<p>Students taking an assessment were required to take an assessment that was directly linked to the pathway they concentrated in. There are essentially two ways to meet technical skill attainment (assessment or Project Lead the Way):</p> <ol style="list-style-type: none"> 1) <i>Students are provided the opportunity to take a NOCTI technical skills assessment or industry certified assessment.</i> 2) <i>Engineering pathway students may participate in Project Lead the Way</i>
3S1: Secondary School Completion	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma (if offered by the State) <i>or</i> other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p>CTE concentrators who were noted as having graduated or dropped out of secondary education during the reporting year (e.g., 2015-16) are identified. Calculation is based on:</p> <p style="text-align: center;"><u>Graduates</u> Graduates + Dropouts</p>
4S1: Student Graduation Rates	<p>Numerator: Number of <u>CTE concentrators</u> 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>Denominator: Number of <u>CTE concentrators</u> 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 (Concentrators in graduate cohort + Concentrator Dropouts cohort).</p>	<p>NOTE: NCLB / AYP graduate rate calculations are based on prior year's graduation information. Given the above, we used prior year's graduation rates to calculate this indicator.</p> <p><u>Specifically, for the 2015-16 reporting year, the following was done:</u> A complete list of the students in the state's 2014-15 graduation cohort, including graduates and non-graduates, was joined with a list of CTE concentrators from the prior four years. This is an inner join. So, the final file used to calculate this metric will include any student that is both in the state's 2014-15 graduation cohort and has been reported as a CTE concentrator during their high school career.</p>

Indicators	Measurement Definition	Data Elements & Calculation Specs
5S1: Secondary Placement	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, into military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the prior reporting year.</p>	<p>CTE concentrators who left secondary education during the prior year and were followed up with are included in the calculation of this indicator (students for which follow-up was not completed are excluded). The indicator is calculated as follows:</p> $\frac{\text{CTE concentrators in advanced placement}}{\text{CTE concentrators who were followed-up with}}$
6S1: Nontraditional Participation	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>All participants who were in a non-traditional occupational field (as determined by CIP code provided) were selected. Note that the latest non-traditional guidelines were used to determine fields that are considered non-traditional for each gender. Participants are then examined by gender to determine the non-traditional participants.</p> <p>For example, nursing is a non-traditional male profession while engineering is a non-traditional female profession. Participants whose gender matches those in a non-traditional program (e.g. females pursuing an engineering field) are considered non-traditional participants whereas participants whose gender does not match a non-traditional program (e.g. a male pursuing an engineering field) are considered traditional participants. Calculations are based on:</p> $\frac{\text{Non-traditional CTE Participants}}{\text{Non-traditional + traditional CTE participants in non-traditional program}}$ <p>NOTE: This indicator is based on unduplicated counts (i.e., each participant is assigned to ONE cluster/CIP).</p>
6S2: Nontraditional Completion	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>CTE concentrators who completed a program during the reporting year are identified. The total number of these concentrators in a non-traditional field (as determined by CIP code provided) are determined using the latest guidelines for occupational fields that are considered non-traditional for each gender. This is compared to each concentrator's gender to determine if a concentrator is a non-traditional student (see above for examples). Calculation is based on:</p> $\frac{\text{Non-traditional CTE Concentrators who completed a program in a non-traditional field}}{\text{Non-traditional + Traditional CTE concentrators who completed a program in a non-traditional field}}$