

Carl D. Perkins Career and Technical Education Act of 2006 Instructions for Perkins IV Secondary Accountability Reporting 2015-2016

Introduction

The Carl D. Perkins Career and Technical Education Act of 2006 requires that all recipients of federal funds provide accountability data to the U.S. Department of Education. The Missouri Department of Elementary and Secondary Education (DESE) is the Missouri state agency responsible for collecting and reporting this data. Student data is collected via the Missouri Student Information System (MOSIS) system. The No Child Left Behind (NCLB) performance measures are determined by reports generated from data submitted via MOSIS. Each of the local education agencies report Career and Technical Education (CTE) data for their students in the June Student Core/Enrollment and Attendance reporting cycle. Levels of performance have been established for the eight performance indicators required by the Act.¹

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¹ Missouri Perkins IV State Plan - http://www.dese.mo.gov/schoollaw/rulesregs/Inc_By_Ref_Mat/PerkinsIVStatePlan.htm

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VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

Accountability Report Navigation

Each core indicator report can be located in the Missouri Comprehensive Data System (MCDS) Portal located on DESE's homepage. The secondary reports are provided in three separate levels:

1. State
2. District
3. Consortium

Performance levels for each of the indicators are negotiated with the U.S. Department of Education, Office of Career, Technical, and Adult Education.

Missouri is held accountable for meeting at least 90% of each agreed-upon performance level or is required to implement a program improvement plan pursuant to section 123(a)(1) of Perkins IV.

To access the Perkins Accountability Reports:

Go to DESE's homepage (www.dese.mo.gov)

- Click on MCDS Portal
- Point at Guided Inquiry
- Click on College and Career
- Click on Secondary
- Click on which Accountability report you want to view
- Select Level
 - o State (*Missouri Only*)
 - o District
 - o Consortium
- Select your district – Alphabetical by district name
- Select the year
 - o 2016
 - o 2015
 - o 2014
 - o 2012
 - o 2013
 - o 2011
 - o 2010
 - o 2009
 - o 2008
- Click "View Report"

Consolidated Annual Report Indicators

Participation Enrollment

Participation Enrollment measures the number of CTE students who have earned one or more credits in any Department-approved career education program area.

This is calculated by using the classification of PHS or CHS in the CareerEd field in the MOSIS June Student Core.

Concentrator 16 Career Clusters

Concentrator 16 Career Clusters measures the number of CTE concentrators who are placed in their primary field of study and their career cluster.

This is calculated by using the classification of CHS or CNP in the CareerEd field; the CTE Cluster field; and the CTE Program Code in the MOSIS June Student Core.

Report the unduplicated career cluster for all students who meet the concentrator definition. If a concentrator has earned credits in more than one program area (Agriculture, Family Consumer Sciences, Business), report them only in their primary field of study.

The following chart is a crosswalk of program type to career cluster:

Secondary Program Code – Cluster Crosswalk

Program Type	Program Name	Cluster #
0104	Agricultural Education	Cluster #01 – Agriculture, Food & Natural Resources
0204	Business Education	Cluster #04 – Business, Management & Administration Cluster #06 – Finance Cluster #11 – Information Technology
0404	Marketing Education	Cluster #14 – Marketing
0504	Health Sciences or PLTW –Biomedical	Cluster #08 – Health Science
0604	Family Consumer Sciences	Cluster #09 – Hospitality & Tourism Cluster #10 – Human Services
0704	Occupational Family Consumer Science	Cluster #05 – Education & Training Cluster #09 – Hospitality & Tourism Cluster #10 – Human Services

0804	Skilled Technical Sciences	Cluster #02 – Architecture & Construction Cluster #03 – Arts, A/V Technology & Communications Cluster #11 – Information Technology Cluster #12 – Law, Public Safety, Corrections & Security Cluster #13 – Manufacturing Cluster #15 – Science, Technology, Engineering & Mathematics Cluster #16 – Transportation, Distribution & Logistics
1004	PLTW – Engineering	Cluster #15 – Science, Technology, Engineering & Mathematics

The full descriptions of the 16 career clusters are located on pages 18-19.

1S1 Academic Attainment – Communication Arts

1S1 measures the percentage of CTE concentrators who score in the top two achievement levels of the English II end-of-course (EOC) assessment and left secondary education during the reporting year. It is assumed that all CTE students take the English II EOC assessment.

The **numerator** is the total number of CTE concentrators who score either proficient or advanced on the English II EOC assessment and whose scores were included in the state’s adequate yearly progress (AYP) computation and left secondary education during the reporting year.

The **denominator** is the total number of CTE concentrators who took the English II EOC assessment and whose scores were included in the state’s AYP computation and left secondary education during the reporting year.

**Number Scoring in the Top 2 Levels of the
Comm Arts Test**
(Numerator)

Total Number Taking the Comm Arts Test
(Denominator)

Accountability

This core indicator is calculated by using the classification of CHS or CNP in the CareerEd field in the June Student Core; the “left secondary education” exit code from the Exit Code field in the June Student Enrollment and Attendance; and the student’s English II EOC assessment score.

Local recipients will accept the No Child Left Behind cut scores approved by the State Board of Education as the agreed-to level of performance.

1S2 Academic Attainment – Mathematics

1S2 measures the percentage of CTE concentrators who score in the top two achievement levels of the Algebra I end-of-course (EOC) assessment and left secondary education during the reporting year. It is assumed that all CTE students take the Mathematics assessment.

The **numerator** is the total number of CTE concentrators who score either proficient or advanced on the Algebra I EOC assessment and whose scores were included in the state’s AYP computation and left secondary education during the reporting year.

The **denominator** is the total number of CTE concentrators who took the Algebra I EOC assessment and whose scores were included in the state’s AYP computation and left secondary education during the reporting year.

**Number Scoring in the Top 2 Levels of the
Math Test**
(Numerator)

Total Number Taking the Math Test
(Denominator)

Accountability

This core indicator is calculated by using the classification of CHS or CNP in the CareerEd field in the June Student Core; the “left secondary education” exit code from the Exit Code field in the June Student Enrollment and Attendance; and the student’s Algebra I EOC assessment score.

Local recipients will accept the No Child Left Behind cut scores approved by the State Board of Education as the agreed-to level of performance.

2S1 Technical Skill Attainment (TSA)

2S1 measures the percentage of CTE concentrators who passed technical skill assessments aligned with industry-recognized standards, if available and appropriate, during the reporting year.

The **numerator** is the total number of CTE concentrators who passed the technical skill assessments that are aligned with industry-recognized standards.

The **denominator** is the total number of CTE concentrators who took the technical skill assessments that are aligned with industry-recognized standards.

Number Passing Technical Skill Assessment
(Numerator)

**Total Number Taking Technical Skill
Assessment**
(Denominator)

Accountability

This core indicator is calculated by using the classification of CHS or CNP in the CareerEd field in the June Student Core; the “left secondary education” exit code from the Exit Code field in the June Student Enrollment and Attendance; and the student’s classification of PT, FT or PR in the CTE TSA field in the June Student Core.

Technical Skill Attainment

To measure technical skill attainment, a third-party, industry-recognized skill assessment is required to be given to Perkins concentrators who completed a Department-approved CTE program. Results of the TSA will be reported in the MOSIS June Student Core submission the year the test was taken and each following year until the student leaves the institution.

Secondary Program Completion

Program completion is defined locally and should consist of a combined sequence of courses that build upon each other and total three or more units of credit. Courses can cross over into different program areas.

100% of concentrators who complete a program will be expected to take a technical skill assessment.

TSA Codes

One of the six codes below must be reported in the June Student Core field CTE TSA for all CTE concentrators.

FT – A concentrator who completed a Department-approved CTE program and failed the technical skill assessment.

NA – A concentrator who was eligible to take a technical skill assessment but an assessment was not available for the student (i.e. no assessment was available for the specified program area.)

NE – A concentrator who was not eligible to take a technical skill assessment (i.e. coursework required to complete the program is greater than three credits. Example: A welding program that is a two-year program requiring six credits for program completion.)

NT – A concentrator who was eligible to take a technical skill assessment and the assessment was available but the student did not take the assessment (i.e. sick the day of testing.)

PR – A concentrator who took a technical skill assessment; however, there are pending results.

NOTE: All student data reported with a CTE TSA status of PR need to be updated by the district by **August 31** with either PT, passed test, or FT, failed test.

PT – A concentrator who completed a Department-approved CTE program and passed the technical skill assessment.

3S1 School Completion

3S1 measures the percentage of secondary CTE concentrators who graduated or earned a GED during the reporting year.

The **numerator** is the total number of CTE concentrators who earned a high school diploma or GED during the reporting year.

The **denominator** is the total number of CTE concentrators who left secondary education during the reporting year.

Number of Completers
(Numerator)

Number of Concentrators Eligible
(Denominator)

Example: According to Core Data Screen 20, there are 200 seniors eligible to graduate. Each student has either earned three CTE credits or is enrolled in CTE courses that will award three CTE credits by the end of the school year. Of these 200 seniors:

- Three students drop out of school before they are a CTE concentrator. (Not concentrators)
- Two students withdraw from school and both have three units of CTE credit. One plans to attend the first semester of the next school year and graduate in January. (Both are concentrators)
- One student is deceased and had three units of CTE credit. (Concentrator)
- Two students are expelled and both have three units of CTE credit. One of the two earns a GED. (Both are concentrators)
- One student fails English, has three units of CTE credit, and will graduate after completing summer school in July. (Concentrator)

Accountability

This core indicator is calculated by using the classification of CHS or CNP in the CareerEd field in the June Student Core and the “left secondary education” exit code from the Exit Code field in the June Student Enrollment and Attendance.

4S1 Student Graduation Rate

4S1 measures the percentage of CTE concentrators who graduate over four years (grades 9-12.)

The **numerator** is the total number of CTE concentrators who graduate during the reporting year.

The **denominator** is the total number of CTE concentrators who graduate **plus** the number of CTE concentrators who drop out of school during the four years.

Total Number of Graduates
(Numerator)

Total Number of Graduates Plus Drop-Outs
(Denominator)

Example:

Graduation Year	2013	2014	2015	2016
Number of CTE concentrators to graduate	-	-	-	280
Number of CTE concentrators who drop out of school	0	10	2	2

CTE graduation rate:

$$\frac{280}{294} = 95.24\%$$

Accountability

This core indicator is calculated by using the classification of CHS or CNP in the CareerEd field in the June Student Core and the “left secondary education” exit code from the Exit Code field in the June Student Enrollment and Attendance.

5S1 Placement

5S1 measures the percentage of CTE concentrators who were placed in postsecondary education or advanced training, in the military, or employment in the second quarter following the program year in which they graduated or received a GED. (Example: For any given year, the unduplicated placement for CTE concentrators who graduated by June 30 would be determined between October 1 and December 31.)

The **numerator** is the total number of CTE concentrators who graduated or received a GED and were placed in postsecondary or advanced training, in the military, or employment in the second quarter following the program year.

The **denominator** is the total number of CTE concentrators who graduated or received a GED.

**Number of Completers Placed in
Postsecondary Education, Employment, or
Military**
(Numerator)

Number of Completers
(Denominator)

Accountability

This core indicator is calculated by using the classification of CHS or CNP in the CareerEd field in the 2015 June Student Core; the “left secondary education” exit code from the Exit Code field in the 2015 June Student Enrollment and Attendance; and the follow up status in the 2016 February Student Graduate Follow Up.

NOTE: The exit codes for this core indicator are G01 and D05.

6S1 Nontraditional Participation

6S1 measures the percentage of CTE participants from underrepresented gender groups enrolled in nontraditional career education programs.

The **numerator** is the total number of CTE participants from underrepresented gender groups enrolled in nontraditional career education programs. The student must have earned one or more credits in a nontraditional career education program.

The **denominator** is the total number of CTE students enrolled in nontraditional career education programs. The student must have earned one or more credits in a nontraditional career education program.

**Total Number of Underrepresented
Secondary CTE Participants Enrolled in
Nontraditional CTE Programs**
(Numerator)

**Total Number of Secondary CTE
Participants Enrolled in Nontraditional CTE
Programs**
(Denominator)

The following programs are considered nontraditional for these gender groups:

- Agricultural Education – Nontraditional for females
- Family Consumer Sciences Education (*0604, Family-Focused Programs and 0704, Occupation Programs*) – Nontraditional for males
- Health Sciences Education – Nontraditional for males
- Skilled Technical Sciences (*formerly T&I*) – Nontraditional for females
- Technology & Engineering (*formerly PLTW*) – Nontraditional for females

Business, Marketing and Cooperative Education is balanced. There are NO underrepresented gender groups for these program areas. Therefore, these students are not included in the numerator or denominator.

Accountability

This core indicator is calculated by using the student classification of PHS or CHS and the Nontraditional code of Y or N in the CareerEd field in the June Student Core.

The following chart is to be used for identification of nontraditional participation (6S1) and nontraditional completion (6S2):

Nontraditional Program – Gender Crosswalk

Program Type	Program Name	Nontraditional Gender
0104	Agriculture	Female
0204	Business	Neither
0404	Marketing	Neither
0504	Health Sciences	Male
0604	Family-Focused FCS	Male
0704	Occupational FCS	Male
0804	Skilled Technical Sciences	Female
1004	Technology & Engineering	Female

NOTE: This information will be collected in the June Student Core field Nontraditional Student. Referring to the chart above, the gender in the Nontraditional Gender column would be marked as Y (yes); the opposite gender would be marked as N (no) for each program type.

6S2 Nontraditional Completion

6S2 measures the percentage of CTE concentrators from the underrepresented gender groups who completed and graduated from a nontraditional career education program.

The **numerator** is the total number of CTE concentrators from the underrepresented gender groups who completed and graduated from a nontraditional career education program.

The **denominator** is the total number of CTE concentrators who completed and graduated from a nontraditional program.

**Total Number of Underrepresented
Secondary Concentrators Completing
Nontraditional CTE Programs**

(Numerator)

**Total Number of Secondary Concentrators
Completing Nontraditional CTE Programs**

(Denominator)

Accountability

This core indicator is calculated by using the classification of CHS or CNP; the Nontraditional code of Y or N in the CareerEd field in the June Student Core and the “left secondary education” exit code from the Exit Code field in the June Student Enrollment and Attendance.

NOTE: See the Nontraditional Program - Gender Crosswalk, page 14, for the list of nontraditional programs.

Definitions/Student Classifications

The following definitions apply to the Perkins IV performance measures:

Career Education Student Classifications

NHS – A secondary student who has not earned **any** approved CTE credit(s) in grades 9-12.

LTO – A secondary student who has earned **some** approved CTE credit(s) in grades 9-12 but does not meet the definition of a Perkins Participant nor a Perkins Concentrator in the reporting year.

EXAMPLE:

- In the 2013-2014 reporting year, a student earns $\frac{1}{2}$ credit in a CTE program area. The student would be marked as an LTO.
- In the 2014-15 reporting year, the same student earns $\frac{1}{2}$ credit in the same CTE program area so in the 2014-2015 reporting year the student was marked as a participant (PHS).
- In the 2015-2016 reporting year, the same student **does not earn** any CTE credit. This student would be marked as an LTO.

Career Education Participant

- **PHS** – A secondary student who has earned one or more credits in any Department-approved career education program area. This student would be marked as a PHS in the CareerEd field of the June Student Core.

NOTE: A CTE participant is a secondary student who **is earning** CTE credit(s) in the reporting year.

EXAMPLE:

- In the 2014-2015 reporting year, a student earns $\frac{1}{2}$ credit in a CTE program area.
- In the 2015-2016 reporting year, the same student earns $\frac{1}{2}$ credit in the same CTE program area.

NOTE: $\frac{1}{2}$ credit in 2014-2015 + $\frac{1}{2}$ credit; in 2015-2016 = 1 credit in a Department-approved program area.

Career Education Concentrator

- **CHS** – A secondary student who has earned three or more credits in a sequence in any Department-approved career education program area. This student would be marked as a CHS in the CareerEd field of the June Student Core.

NOTE: A CTE concentrator is a secondary student who **is earning** CTE credit(s) in the reporting year.

- **CNP** – A secondary student who has earned three or more credits in a sequence in any Department-approved career education program area; however, the student **did not earn** any CTE credit(s) in the reporting year. This student would be marked as a CNP in the CareerEd field of the June Student Core.

NOTE: A student can only be marked in one of the five possible categories. The assumption will be that if a CTE student is marked as a CTE concentrator (CHS), they would automatically be counted as a CTE participant.

Credits in a Sequence – A sequence is defined as a series of courses that build upon each other, show a relationship, and assist students in developing knowledge and skills leading to postsecondary education or employment.

Left Secondary Education – Is defined as a student who graduated, dropped out, is deceased, or was expelled.

NOTE: The MOSIS exit codes that apply are:

1. Graduated – G01, G02
2. GED Drop Out – D05
3. Dropped Out – D01, D03, D04, D06
4. Deceased – T009
5. Expelled – D02

http://dese.mo.gov/sites/default/files/FilespecCodeSets_2016CodeSets.html#Exit_Codes

PLTW – Project Lead the Way

Reporting Year – The most recent academic year that data is available. The current reporting year for Perkins IV is **July 1, 2015 through June 30, 2016**.

16 Career Cluster Descriptions List

Cluster #	Cluster Name	Description
1	Agriculture, Food & Natural Resources	Planning, managing, and performing agricultural production and horticulture and landscaping services and related professional and technical services, mining and extraction operations, and managing and conserving natural resources and related environmental services
2	Architecture & Construction	Designing, planning, managing, building, and maintaining physical structures and the larger built environment including roadways and bridges and industrial, commercial and residential facilities and buildings
3	Arts, A/V Technology & Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services
4	Business, Management & Administration	Planning, managing, and providing administrative support, and human resource management
5	Education & Training	Planning, managing, and providing education and training services, and related learning support services including assessment and library and information services
6	Finance	Planning, managing, and providing banking, investment, financial planning, accounting, and insurance services
7	Government & Public Administration	Planning, managing, and providing government legislative and administrative and regulatory services and related general purpose government services at the federal, state, and local levels
8	Health Science	Planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care

9	Hospitality & Tourism	Planning, managing, and providing lodging, food, recreation, convention and tourism, and related planning and support services such as travel-related services
10	Human Services	Planning, managing, and providing human services including social and related community services
11	Information Technology	Designing, developing, managing, and operating communication and information technology systems, networks, information processing, and related hardware and software for telecommunications and computing services
12	Law, Public Safety, Corrections & Security	Planning, managing, and providing judicial, legal, and protective services including professional and technical support services in the fire protection and criminal justice system
13	Manufacturing	Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering
14	Marketing	Planning, managing, and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion
15	Science, Technology, Engineering & Mathematics	Planning, managing, and providing scientific research and professional and technical services (physical/engineering and social) including laboratory and testing services, and research and development services
16	Transportation, Distribution & Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance

Special Populations

Perkins IV requires students to be identified by special population. Students that meet more than one special population category should be marked in each category they meet.

Individuals with Disabilities: An individual with a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment is on file.

NOTE: This information will be collected in the June Student Core field IEPDisability using the disability codes 00-18.

[http://dese.mo.gov/MOSIS/FilespecCodeSets_2016CodeSets.html#Disability Codes](http://dese.mo.gov/MOSIS/FilespecCodeSets_2016CodeSets.html#Disability_Codes)

Economically Disadvantaged: Classification is defined as free or reduced lunch.

NOTE: This information will be collected in the June Student Core field LunchStatus using the codes U, F or R.

[http://dese.mo.gov/MOSIS/FilespecCodeSets_2016CodeSets.html#Lunch Status Codes](http://dese.mo.gov/MOSIS/FilespecCodeSets_2016CodeSets.html#Lunch_Status_Codes)

Displaced Homemaker: An individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under social security; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

NOTE: This information will be collected in the June Student Core field Displaced Homemaker using the codes Y or N.

Limited English Proficient: An individual who has limited ability in speaking, reading, writing or understanding the English language and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language.

NOTE: This information will be collected in the June Student Core field LEP/ELL using the codes NLP, NRC, MY1, MY2, or RCV.

[http://dese.mo.gov/MOSIS/FilespecCodeSets_2016CodeSets.html#LEP Codes](http://dese.mo.gov/MOSIS/FilespecCodeSets_2016CodeSets.html#LEP_Codes)

Nontraditional Enrollees: An individual entering a CTE training program or occupation nontraditional to their gender.

NOTE: This information will be collected in the June Student Core field NonTraditional Student using the codes Y or N.

Single Parents: An individual who is unmarried or separated from their spouse and is pregnant or has sole or joint custody of a minor child or children.

NOTE: This information will be collected in the June Student Core field Single Parent using the codes Y or N.

Migrant: An individual who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse, or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or to work in a beef, poultry, or pork processing plant.

NOTE: This information will be collected in the June Student Core field Migrant using the codes NM, PS, PN, NP, NN, CA OR CR.

http://dese.mo.gov/MOSIS/FilespecCodeSets_2016CodeSets.html#Migrant_Codes