

Strengthening CTE for the 21st Century Act Instructions for Perkins V Secondary Accountability Reporting 2019-2020

Introduction

The Strengthening CTE for the 21st Century Act requires all recipients of federal funds to 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 Every Student Succeeds Act (ESSA) performance measures are determined by reports generated from data submitted via MOSIS and MAP Assessment Data. Each of the local education agencies report Career and Technical Education (CTE) data for their students in the June Student Core/Enrollment and Attendance and February Graduate Follow-up reporting cycles. Levels of performance have been established for the seven performance indicators required by the Act.¹

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¹ Missouri Perkins V State Plan - <https://dese.mo.gov/sites/default/files/Perkins-V-Plan.pdf>

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IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th 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. Hover over School Data and select Data Portal. Select Reports and Resources for College & Career Education. The adult, postsecondary, and secondary reports are provided by each core indicator. Once a report is selected there are 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 V.

To access the Perkins Accountability Reports: (In Development)

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

- Hover over School Data
- Click on Data Portal
- Click on Reports and Resources
- Click on College and Career Education
- 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 2020
- 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.

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

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

0704	Family Consumer Science and Human Services	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 16-18.

1S1 Four-Year Graduation Rate

1S1 measures the percentage of CTE concentrators who meets the graduation requirements as established by the state board.

The **numerator** is the total number of concentrators in the reporting year that were included as graduated in the states computation of the cohort graduation rate.

The **denominator** is the total number of concentrators in the reporting year that were included in the states computation of the cohort graduation rate.

Total Number of Graduates

(Numerator)

**Total Number of Graduates Plus Drop-Outs
Plus Transfer In Minus Transfer Outs**

(Denominator)

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 exit code from the Exit Code field in the June Student Enrollment and Attendance.

2S1 Academic Proficiency in Reading Language Arts

(English Language Arts)

2S1 measures the percentage of CTE concentrators who score in the top two achievement levels of the English II end-of-course (EOC) assessment within the Missouri Assessment Program (MAP). These students left secondary education during the reporting year. It is assumed that all CTE students take the English II EOC.

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 of Concentrators Scoring in the
Top 2 Levels of the Reading/Language Arts
(ELA) Test**
(Numerator)

**Total Number of Concentrators Taking the
Reading/Language Arts (ELA) 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; exit codes from the Exit Code field in the June Student Enrollment and Attendance; and the student's (ELA) assessment score.

2S2 Academic Proficiency in Mathematics

2S2 measures the percentage of CTE concentrators who score in the top two achievement levels of the Algebra I or Algebra II end-of-course (EOC) assessment within the Missouri Assessment Program (MAP). If the Algebra I EOC was not completed in grades 9-12 then the Algebra II EOC score will be used in the calculation. These students 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 or Algebra II 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 or Algebra II EOC assessment and whose scores were included in the state's AYP computation and left secondary education during the reporting year.

**Number of Concentrators Scoring in the
Top 2 Levels of the Mathematics Test**

(Numerator)

**Total Number of Concentrators Taking the
Mathematics 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 exit code from the Exit Code field in the June Student Enrollment and Attendance; and the student's Mathematics assessment score.

2S3 Academic Proficiency in Science

2S3 measures the percentage of CTE concentrators who score in the top two achievement levels of the Biology end-of-course (EOC) assessment within the Missouri Assessment Program (MAP). These students left secondary education during the reporting year. It is assumed that all CTE students take the Science assessment.

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

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

**Total Number of Concentrators Taking the
Science 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 exit code from the Exit Code field in the June Student Enrollment and Attendance; and the student's Science assessment score.

3S1 Post-Program Placement

3S1 measures the percentage of CTE concentrators who were placed in postsecondary education, advanced training, military service, national and community service or peace corps or employment within 180 days of graduation following the program year in which they graduated or received a GED.

The **numerator** is the total number of CTE concentrators who left secondary education and were placed in postsecondary, advanced training, military service, national and community service or peace corps, or employment within 180 days of graduation following the program year.

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

**Number of Concentrators Placed in
Postsecondary Education, Advanced
Training, Military Service, National and
Community Service or Peace Corps, or
Employment**
(Numerator)

**Total Number of Concentrators who left
Secondary Education**
(Denominator)

Accountability

This core indicator is calculated by using the classification of CHS or CNP in the CareerEd field in the 2019 June Student Core; the exit code from the Exit Code field in the 2019 June Student Enrollment and Attendance; and the follow up status in the 2020 February Student Graduate Follow Up.

NOTE: The Numerator uses the exit codes G01 and D05 for this Core Indicator. The Denominator uses the exit codes of G01 and G03, D01-D06 and T009 for this Core Indicator.

4S1 Non-Traditional Program Concentration

4S1 measures the percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

The **numerator** is the total number of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

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 Concentrators in
Nontraditional CTE Programs**
(Numerator)

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

The following programs are considered nontraditional for these gender groups:

- Agricultural Education – Nontraditional for females
- Family Consumer Sciences and Human Services Education– 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 program concentration (4S1):

Nontraditional Program – Gender Crosswalk

Program Type	Program Name	Nontraditional Gender
0104	Agriculture	Female
0204	Business	Neither
0404	Marketing	Neither
0504	Health Sciences	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.

5S1 Program Quality – Attained Recognized Postsecondary Credential

5S1 measures the percentage of secondary CTE concentrators who graduated and attained a Postsecondary Credential in the reporting year.

The **numerator** is the total number of CTE concentrators who graduated and attained a recognized postsecondary credential.

The **denominator** is the total number of CTE concentrators who were included in the state’s computation of its graduation rate.

**Number of Concentrators Graduating and
Attaining a Recognized Postsecondary
Credential (IRC)**
(Numerator)

**Total Number of Concentrators - Graduates
Plus Drop-Outs Plus Transfer In Minus
Transfer Outs**
(Denominator)

Accountability

This core indicator is calculated by using the classification of CHS or CNP in the CareerEd field and the Industry Recognized Credential field in the June Student Core; and the exit code from the Exit Code field in the June Student Enrollment and Attendance.

The following is the code sets for the Industry Recognized Credentials:

https://dese.mo.gov/sites/default/files/FilespecCodeSets_2020CodeSets.html#Industry_Recognized_Credential_Codes

Definitions/Student Classifications

The following definitions apply to the Perkins V 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 2018-2019 reporting year, a student earns ½ credit in a CTE program area. (LTO)
- In the 2019-2020 reporting year, the same student earns ½ credit in a different CTE program area. (LTO)
- In the 2018-2019 reporting year a different student was marked as a participant (PHS) but in the 2019-2020 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 2018-2019 reporting year, a student earns ½ credit in a CTE program area. (LTO)
- In the 2019-2020 reporting year, the same student earns ½ credit in the same CTE program area. (PHS)

NOTE: ½ credit in 2018-2019 + ½ credit in 2019-2020 = 1 credit in a Department-approved program area.

Career Education Concentrator

- **CHS** – A secondary student who has completed at least two courses in a single career and technical education program of study. A course is defined as a series of lessons that equal one credit. 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. (CHS)

- **CNP** – A secondary student has completed at least two courses in a single career and technical education program of study 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: This information will be collected in the June Student Enrollment/Attendance field ExitCode.

https://dese.mo.gov/sites/default/files/FilespecCodeSets_2020CodeSets.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 V is **July 1, 2019 through June 30, 2020**.

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 V requires students to be identified by special populations. 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.

https://dese.mo.gov/sites/default/files/FilespecCodeSets_2020CodeSets.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.

https://dese.mo.gov/sites/default/files/FilespecCodeSets_2020CodeSets.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.

https://dese.mo.gov/sites/default/files/FilespecCodeSets_2020CodeSets.html#Yes_No

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.

https://dese.mo.gov/sites/default/files/FilespecCodeSets_2020CodeSets.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.

https://dese.mo.gov/sites/default/files/FilespecCodeSets_2020CodeSets.html#Yes_No

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.

https://dese.mo.gov/sites/default/files/FilespecCodeSets_2020CodeSets.html#Yes_No

Homeless Individuals: The primary nighttime residence is the basis for identifying homeless children and youth. Provide code that identifies primary nighttime residence.

NOTE: This information will be collected in the June Student Core field Homeless.

https://dese.mo.gov/sites/default/files/FilespecCodeSets_2020CodeSets.html#Homeless_Codes

Youth in Foster Care: Report for foster care any time during the school year. Consistent with the Fostering Connections Act, “foster care” means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, Tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is a Federal matching of payment that are made (45 C.F.R § 1355.20(a)).

NOTE: This information will be collected in the June Student Core field Foster Care.

https://dese.mo.gov/sites/default/files/FilespecCodeSets_2020CodeSets.html#Yes_No

Youth with Parent in Active Military: Consistent with the Every Student Succeeds Act (ESSA), and 10 U.S.C 101 (a)(4) and 101(d)(1), and 101 (d)(5). An indication that the student has a parent or guardian that is a member of the Armed Forces on active duty or on full-time National Guard duty.

NOTE: This information will be collected in the June Student Core field Military.

https://dese.mo.gov/sites/default/files/FilespecCodeSets_2020CodeSets.html#Military_Codes

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.

https://dese.mo.gov/sites/default/files/FilespecCodeSets_2020CodeSets.html#Migrant_Codes