Perkins IV Indicator Definitions and Data Elements (Revised 10/20/2011)

Indicators	Measurement Definition	Data Elements & Calculation Specs
1S1 – Academic Attainment: Reading/ Language Arts	**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 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. **Denominator:** Number of CTE concentrators who took the ESEA assessments in **reading/language arts** whose scores were included in the State's computation of AYP in the reporting year.	CTE concentrators (entered in WyCTA database) are matched with PAWS data received from WDE (NOTE: per Federal guidelines, only students whose scores were included in statewide AYP computation are included). For example, for the 2007-08 school year, CTE concentrators from WyCTA database were matched with all 11th graders who took the PAWS in Spring 2007-08. ***Data Note**: Matching rate depends on the accuracy of the WISER IDs provided in the WyCTA database. Errors in IDs will lead to less than 100% matching among 11th graders.* Calculation is based on: CTE Concentrators proficient in PAWS reading test CTE concentrators who took PAWS reading test
1S2– Academic Attainment: Math	**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 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. **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.	Same as above Calculation is based on: CTE Concentrators proficient in PAWS math test CTE concentrators who took PAWS math test

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2S1: Technical Skill Attainment	Number of CTE concentrators who *passed* end of program technical skill assessments that are aligned with industry-recognized standards, if available and appropriate. Number of CTE concentrators who *took* end of program technical skill assessments that are aligned with industry-recognized standards, if available and appropriate.	During this transitional year, determination of technical skill attainment was based on which CTE program area concentrators participated in and was calculated accordingly. See below: 1) ***If in a pathway that has CTE online assessment (i.e., General Ag, Ag Mechanics, Technical Drafting, Architectural Drafting, Residential & Commercial Carpentry, Cabinetmaking & Woodworking, Welding):*** Calculation based on: Concentrators over proficiency cut score Concentrators who took CTE online assessment ***2) If in the Engineering pathway and completed Project Lead the Way:*** Calculation based on: Number of concentrators with GPA >= than 3.0 in Project Lead the Way classes Number of concentrators who completed Project Lead the Way ***3) If in a pathway that offers an industry-certified assessment:*** Calculation based on: Concentrators who passed an industry certified test Concentrators who took an industry certified test ***4) If in a pathway that is not listed above (i.e., no CTE online assessment is available, did not complete Project Lead the Way, or did not offer an industry-certified assessment):*** Calculation based on: Concentrators who were proficient on 2 out 3 WyCTA Content Areas Concentrators who took WyCTA Assessment

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3S1:Secondary School Completion	**Numerator:** Number of CTE concentrators 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) *or* 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. **Denominator:** Number of CTE concentrators who left secondary education during the reporting year.	CTE concentrators who were noted as having graduated or dropped out of secondary education (as entered in WyCTA database) during the reporting year (e.g., 2010-11) are identified. Calculation is based on: $\frac{\text{Graduates}}{\text{Graduates + Dropouts}}$
4S1: Student Graduation Rates	**Numerator:** Number of CTE 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. **Denominator:** Number of CTE 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.	NOTE: NCLB / AYP graduate rate calculations are based on prior year's graduation information. For example, 2010-11 AYP decisions are based on 2009-10 graduation rates. Given the above, we used prior year's graduation rates to calculate this indicator. Specifically, for the 2010-11 reporting year, the following was done: A listing of all graduates in 2009-10, and 10th grade dropouts in 2007-08, 11th grade dropouts in 2008-09, and 12th grade dropouts in 2009-10 was provided by WDE to create a graduation cohort. Only students who were noted as graduating on time (within 4 years) were included in our analysis (same as that used for NCLB purposes). PRES Associates pulled all CTE concentrators in our databases who were expected to graduate by Spring 2010. Specifically, the 07-08 Perkins datafile was filtered so that all 10th graders who were also identified as concentrators in that school year were selected (these students would be expected to graduate in 2010). The 08-09 Perkins datafile was also filtered so that all juniors who were also identified as concentrators in that school year were selected. Finally, the 09-10 Perkins datafile was filtered for all seniors who were identified as concentrators. This was done so that once a student becomes a concentrator (e.g., in junior or senior year, and in rarer cases, sophomore year), they would be included in a graduation cohort---depending on their grade level at the time of concentrator status. For example, a junior who reached concentrator status in 08-09 would be expected to graduate in 09-10, and thus would be included in that year's graduation cohort. The Perkins files were merged and duplicate students were removed so that each field pertained to a unique concentrator. This file, containing all concentrators expected to graduate in 2010, was merged to the data obtained from the WDE. This allowed PRES to identify students who graduated and dropped out based on data provided by the state.

Indicators	Measurement Definition	Data Elements & Calculation Specs
5S1: Secondary Placement	**Numerator:** Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (e.g., unduplicated placement status for CTE concentrators who graduated by June 30, 2009 would be assessed between October 1, 2009 and December 31, 2009). **Denominator:** Number of CTE concentrators who left secondary education during the reporting year.	CTE concentrators who left secondary education during the prior year and were followed up are included in the calculation of this indicator (students for which follow-up was not completed are excluded). The indicator is calculated as follows: $\frac{\text{CTE concentrators in advanced placement}}{\text{CTE concentrators who were followed-up}}$
6S1: Nontraditional Participation	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	Data from the new CTE Participant page on WyCTA database was analyzed. The total number of participants who were in a non-traditional occupational field (as determined by CIP code provided) were first counted. Note that the latest non-traditional guidelines were used to determine fields that are considered non-traditional for each gender. PRES then examined counts by gender to determine the percentage of participants who were in these non-traditional fields according to gender. 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: $\frac{\text{Non-traditional CTE Participants}}{\text{Non-traditional + traditional CTE participants in non-traditional program}}$ **NOTE: This indicator is based on unduplicated counts (i.e., each participant is assigned to ONE cluster/CIP).**
6S2: Nontraditional Completion	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	CTE concentrators in the WyCTA database who completed a program during the reporting year are identified. The total number of 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: $\frac{\text{Non-traditional CTE Concentrators who completed a program in a non-traditional field}}{\text{Non-traditional + Traditional CTE concentrators who completed a program in a non-traditional field}}$