

April 15, 2009

**TO:** School District Superintendents  
Professional-Technical School Administrators  
Professional-Technical Education District Coordinators

**FROM:** Richard Ledington, Director of Research

**SUBJECT:** FY09 Secondary Perkins Performance Measures

The State Division of Professional-Technical Education is required to collect data from Perkins recipients as a requirement of the Carl D. Perkins Career and Technical Education Act of 2006. This mailing includes several documents that describe the data collecting and reporting procedures. Carefully reading the instructions and definitions will assist in the submission of accurate and reliable data. The enclosed documents are described below.

**Guide for Secondary Schools.** The *Guide* provides detailed instructions and examples for completing the *Annual (FY09) Reporting Form*.

**Annual (FY09) Reporting Form.** These forms are designed to collect data from the schools on eight (8) performance measures set forth in the Perkins Act. The use of this form is required for the submission of the performance data from your school. An Excel version of the form is available at [www.pte.idaho.gov/perkins/perkinshome.htm](http://www.pte.idaho.gov/perkins/perkinshome.htm). **(It is our preference that you use the Excel spreadsheet and submit your forms electronically.)**

- **All eight (8) measures are required for the 2008-09 (FY09) school year.**
- Please fill in all the data fields for each of the performance measures. If there are no students in a category, enter 0.
- Include all PTE students that meet the group definition in the denominator.
- Future funding for professional-technical programs is dependent on accurate data and our ability to demonstrate student success. Your attention to detail in collecting and reporting data accurately is appreciated.

**Suggestions for Completing the Annual (FY09) Report.** The Annual (FY09) Reporting Form is comprised of eight (8) pages or worksheets; one (1) for each performance measure. A separate report is required for each school. Please read carefully all information in the Guide and the instructions on each worksheet. The performance for each measure is calculated using the following two numbers:

- Denominator – The total number of students in the group being measured
- Numerator – The number of students in this group who met or exceeded the standard

Once these totals are determined, the data must be disaggregated by gender, race and special populations. The definitions of these student categories are detailed in the Guide. It is our preference that you use the Excel form to report your data. The cells where you need to enter data are highlighted in yellow. Once you enter data into the Excel form it will:

- Calculate your performance on the measure (stated as a percentage).
- Compare your performance to the Final Agreed Upon Performance Level (FAUPL), further indicating “**Yes**” you met the standard or “**No**” you did not meet the standard.
- When your performance on the measure does not meet 90% of the FAUPL you are required to submit an improvement plan. The last column on each worksheet will indicate “**Yes**” if you are required to submit an improvement plan for this measure.
- The worksheet named “**Perkins FY09 Annual Report**” summarizes your performance on all the measures. **All schools must submit an Annual Report.** This page also explains if you are required to submit an “Improvement Plan”.
  - All schools **must** complete the “Annual Report”. The Annual Report is a brief, general narrative report on how the Perkins funds helped the PTE students meet the standards. Complete the worksheet named “Perkins FY09 Annual Report” and submit with the completed performance measure forms.
  - Districts or Consortiums that have schools which **did not meet** 90% of the performance levels for one (1) or more of the measures **must** submit an “Improvement Plan”. The improvement plan must address the standards that were not met and strategies the district will use to increase student achievement in these areas. Complete the worksheet named “Perkins FY09 Improvement Plan” and submit with the completed performance measure forms.

Please submit the Annual (FY09) Reporting Form (all eight worksheets; one for each performance measure), the Annual Report, and the Program Improvement Plan (if required for your district) by **June 1, 2009** to Dick Ledington or Donna Simpson. If you have any questions, please contact me at [dledingt@pte.idaho.gov](mailto:dledingt@pte.idaho.gov) or Donna Simpson, Administrative Assistant for Research, at [dsimpson@pte.idaho.gov](mailto:dsimpson@pte.idaho.gov). Our telephone number is (208) 334-3216.

## **GUIDE FOR SECONDARY SCHOOLS**

in completing the performance measures forms  
as required by the Carl D. Perkins Career and Technical Education Act of 2006

In Idaho, the State Division of Professional-Technical Education (SDPTE) administers the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Public Law 109-270), commonly known as Perkins IV. A link to the official Perkins IV is posted at <http://cte.ed.gov/index.cfm>. This Guide has been prepared to assist school districts and consortiums in the reporting of performance data required in Perkins IV. Some commonly asked questions about the reporting of performance data for professional-technical students are listed below.

- ***What is the purpose of the performance measures?*** To assess the effectiveness of Perkins recipients in achieving statewide progress in career and technical education, and to optimize the return of investment of federal funds.
- ***Who must report?*** Idaho is required to report on all students participating in public professional-technical education in the State.
- ***What definitions can we use?*** Idaho is required to use the definitions for “PTE Concentrator” and “PTE Participant” as described in its approved Perkins IV State Plan.
- ***What performance levels can we use?*** SDPTE negotiates with the Office of Vocational and Adult Education (OVAE) to set the state performance levels. The School District/Institution can negotiate for adjusted levels of performance if they do not accept the state adjusted level.
- ***What is disaggregated data?*** Disaggregate means “to divide into parts”. Idaho must provide disaggregated data by gender, race, ethnicity, disability status, and migrant status. Each of these parts are referred to as student subgroups and are defined.

The following definitions are provided to help you identify the student groups and to provide valid, accurate and reliable data.

### **Definitions of Secondary Student Populations:**

1. **PTE Participant** – Any secondary student who has earned one (1) or more credits in any state-approved professional-technical education (PTE) program.
2. **PTE Concentrator** – A concentrator is a junior or senior student who: (1) has completed three state approved PTE courses in a program sequence and is enrolled in a capstone course; OR (2) who has completed all the PTE courses in a program sequence if less than three, OR (3) who is enrolled in a state approved Professional-Technical School and is enrolled in a capstone course.
  - *NOTE: The term “concentrator” has replaced the term “completer” that was used in reporting for the Perkins III Act of 1998. This change in terminology occurred when the Perkins IV Act of 2006 was passed by Congress.*

**Performance Measures:** There are eight (8) performance measures; also referred to as “indicators of performance” in the Perkins Act. The performance measures are described below.

1. **1S1 - Academic Attainment - Reading/Language Arts:** The percentage of PTE concentrators who are seniors and scored proficient or above on the ISAT 10 in Reading, or achieved proficiency through an alternative route to graduation.
  - *NOTE: Federal reporting requires schools to report the data for each ISAT score, plus the number of students who achieved proficiency through an alternative route to*

graduation. Please check that the numbers in D19 and J19 are the same; please correct data if they are not equal.

2. **1S2 - Academic Attainment - Mathematics:** The percentage of PTE concentrators who are seniors and scored proficient or above on the ISAT 10 in Mathematics, or achieved proficiency through an alternative route to graduation.
  - See Note for 1S1.
3. **2S1 - Technical Skill Attainment:** The percentage of PTE concentrators who passed a state approved technical skill assessment (TSA) during the reporting year.
  - *NOTE: Report only program completers who took a state approved TSA from July 1, 2008 to June 30, 2009. By October 15, 2009 schools will need to identify the state approved TSA for each PTE program of study. Schools will be expected to show they are increasing the number and percentage of program completers that take a state approved TSA.*
4. **3S1 - Secondary School Completion:** The percentage of PTE concentrators who left high school and earned a high school diploma during the reporting year.
5. **4S1 - Student Graduation Rate:** The percentage of PTE concentrators who were included in the AYP determination for graduation rate during the reporting year.
6. **5S1 - Secondary Placement:** The percentage of PTE concentrators who achieved a positive placement in the second quarter after leaving high school.
  - *NOTE: The numbers for the denominator and numerator are taken from the Form 10-SS which was submitted on February 15, 2009. This data includes only those students who completed programs in the Spring of 2008 and were followed up in January 2009. These numbers have been entered for you, so you will only need to disaggregate them.*
7. **6S1 - Non-Traditional Participation:** The percentage of PTE participants who enroll in a state-approved PTE program that is nontraditional to their gender.
  - *NOTE: The numbers for the denominator and numerator are taken from the Form 10-E which was submitted on February 15th. These numbers have been entered for you, so you will only need to disaggregate them. The list of nontraditional programs is included and available at [www.pte.idaho.gov/Perkins/PerkinsHome.htm](http://www.pte.idaho.gov/Perkins/PerkinsHome.htm).*
8. **6S2 - Non-Traditional Completion:** The percentage of PTE concentrators in programs that are nontraditional to their gender.
  - *NOTE: The list of nontraditional programs is included and available at [www.pte.idaho.gov/Perkins/PerkinsHome.htm](http://www.pte.idaho.gov/Perkins/PerkinsHome.htm).*

## **DEFINITIONS OF STUDENT SUBGROUPS:**

**Gender:** A school is required to disaggregate the grand total for each performance measure by gender; male or female.

**Race and Ethnicity Categories:** A school is required to disaggregate the grand total for each performance measure by race and ethnicity using the following categories and definitions:

- **American Indian or Alaskan Native** – A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- **Asian** – A person having origins in any of the original peoples of the Far East, East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China,

India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

- **Black or African American** – A person having origins in any of the Black racial groups of Africa.
- **Hispanic or Latino**– A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.
- **Native Hawaiian or Other Pacific Islander** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Two or More Races** – A person belonging to two or more racial groups.

**Special Populations and Other Student Categories:** The term “special populations”: means – (A) individuals with disabilities; (B) individuals with other barriers to educational achievement, including individuals with limited English proficiency; (C) individuals from economically disadvantaged families, including foster children; and, (D) single parents, including single pregnant women.

- **Individual with a Disability:** The term "individual with a disability" means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (ADA)). Under section 3(2) of the ADA, the term "disability" means, with respect to an individual, (A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (B) a record of such an impairment; or (C) being regarded as having such impairment.
- **Economically Disadvantaged:** The term “economically disadvantaged” refers to individuals aged 15 through 19 from families with incomes below the poverty line, inclusive, who reside in the school district served by such local educational agency.
- **Single Parents (including pregnant women):** The term “single parents, including pregnant women” means an individual who (1) is unmarried or legally separated from a spouse; and (2) (i) has a minor child or children for which the parent has either custody or joint custody; or (ii) is pregnant. (NOTE: This term refers to students who are themselves, single parents according to the above definition.)
- **Limited English Proficient (LEP).** Students from language backgrounds other than English who need language assistance services in their own language or in English in the schools and who meet one or more of the following conditions: (1) the student was born outside of the United States or his or her native language is not English; (2) the student comes from an environment where a language other than English is dominant; or (3) the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency. The student also has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.
- **Migrant Student:** A student of compulsory school attendance age who has not graduated from high school or completed a high school equivalency certificate and resides within a family that is composed of migrant fisher or agricultural workers. The student has moved within the preceding 36 months in order for the family to obtain or seek this type of temporary or seasonal employment that is a principal means of livelihood.
- **Individuals Preparing for Non-Traditional Fields:** This term only applies to programs that are defined as a “nontraditional” (*Please see list of Secondary Programs Leading to Occupations with Under-Represented Males or Females for more information*). “Nontraditional Training and Employment” refers to occupations

or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

- **Tech Prep:** Idaho is not required to disaggregate for “Tech Prep” students.

## Suggestions for Completing the Secondary Performance Measures for FY2009

1. **Create a PTE Student Data Collection Form:** This is typically an Excel spreadsheet to collect the needed information on each student. An example is available at <http://www.pte.idaho.gov/Perkins/PerkinsHome.htm> under “FY09 Secondary Forms”.

Idaho Division of Professional-Technical Education, 650 West State, PO Box 83720, Boise, ID 83720-0095																	
Sample Form for Collecting and Reporting PTE Student Data for the Perkins Measures																	
School District:				Date:													
School Name:				Contacts Phone:													
Name of Contact:				Contacts E-mail:													
Student First Name	Student Last Name	Gender (M or F)	Grade (9, 10, 11 or 12)	PTE Concentrator (Y/N)	Race/Ethnicity (1, 2, 3, 4, 5, 6 or 7)	Special Education (Y or N)	Economically Disadvantaged (Y or N)	Single Parent (Y or N)	Limited English Proficient (Y or N)	Migrant (Y or N)	ISAT Reading (1, 2, 3, 4 or 5)	ISAT Math (1, 2, 3, 4 or 5)	Technical Assessment (0, 1 or 2)	Included in the RYP Determination for graduation date (Y or N)	Left School During Reporting Year (1 or 2)	Enrolled in Program Non-traditional to Gender (Y or N)	Completer in Program Non-traditional to Gender (Y or N)
Sample	Student	M	12	Y	5	N	N	N	N	N	1	1	0	1	1	N	N

2. **List All PTE Participants:** You may be able to export this information from the school's student information system, so you will need to coordinate with the person who manages the system at your school or district. With most student information systems you can export specific data to a spreadsheet using a Query statement. **List a student only once, even if they are enrolled in more than one (1) PTE program.** Label this worksheet “PTE Participants”. Collect the needed information for the performance measures as described in the column headings. NOTE: The list of PTE concentrators will be a subset of this group.
3. **Coding Student Data on the Worksheet:** Each row represents one (1) student. For each data element (column) on the worksheet, it is recommended you use the coding system listed below to record student information. With the exception of the first and last name, each cell would only require a 1-2 digit number or letter to indicate the status. For example, a student who is a “PTE Concentrator” would have a code of “Y” in this cell. The data coding is listed below.
  - A. Student First Name
  - B. Student Last Name
  - C. Grade (9, 10, 11, 12)
  - D. PTE Concentrator (Y/N)
  - E. Gender (M, F)
  - F. Race/Ethnicity
    1. American Indian or Alaskan Native
    2. Asian
    3. Black or African American

4. Hispanic or Latino Ethnicity
  5. Native Hawaiian or Other Pacific Islander
  6. White
  7. Two or More Races
- G. Individual with disability/Special Education (Y/N)
- H. Economically Disadvantaged/Free or Reduced Lunch (Y/N)
- I. Single parent (Y/N)
- J. Limited English Proficient (Y/N)
- K. Migrant (Y/N)
- L. ISAT Reading
1. Scored “**Below Basic**” on the ISAT 10 Reading
  2. Scored “**Basic**” on the ISAT 10 Reading
  3. Scored “**Proficient**” on the ISAT 10 Reading
  4. Scored “**Advanced**” on the ISAT 10 Reading
  5. Achieved proficiency through an alternative route to graduation
- M. ISAT Math
1. Scored “**Below Basic**” on the ISAT 10 Reading
  2. Scored “**Basic**” on the ISAT 10 Reading
  3. Scored “**Proficient**” on the ISAT 10 Reading
  4. Scored “**Advanced**” on the ISAT 10 Reading
  5. Achieved proficiency through an alternative route to graduation
- N. Technical Assessment
0. Did not take a technical assessment during the reporting year
  1. Took and passed a state approved technical assessment during the reporting year
  2. Took but did not pass a state approved technical assessment during the reporting year
- O. Left school during reporting year
1. Left school during reporting year and earned a high school diploma
  2. Left school during reporting year but did not graduate
- P. The student is enrolled in a PTE program that is non-traditional to their gender (Y/N)
- Q. The student is a PTE Concentrator in a program that is non-traditional to their gender (Y/N)

Idaho Division of Professional-Technical Education, 650 West State, PO Box 83720, Boise, ID 83720-0095  
Sample Form for Collecting and Reporting PTE Student Data for the Perkins Measures

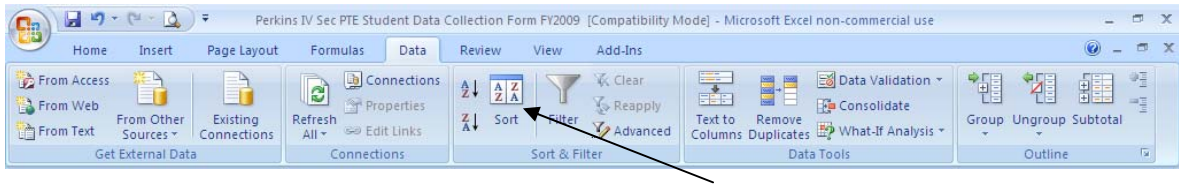
4	School District		Date	
5	School Name		Contacts Phone	
6	Name of Contact		Contacts E-mail	

8	Student First Name	Student Last Name	Gender (M or F)	Grade (9, 10, 11 or 12)	PTE Concentrator (Y or N)	Disability (Y, 1, 2, 3, 4, 5 or F)	Special Education (Y or N)	Economically Disadvantaged (Y or N)	Single Parent (Y or N)	Limited English Proficient (Y or N)	Migrant (Y or N)	ISAT Reading (Y, 1, 2, 3, 4 or 5)	ISAT Math (Y, 1, 2, 3, 4 or 5)	Technical Assessment (Y, 1 or 2)	Enrolled in the PTE program (Y or N)	Enrolled in Program Non-traditional to Gender (Y or N)	Completed Program Non-traditional to Gender (Y or N)
9	Student		M	12	Y	5	N	N	N	N	N	1	1	0	1	1	N

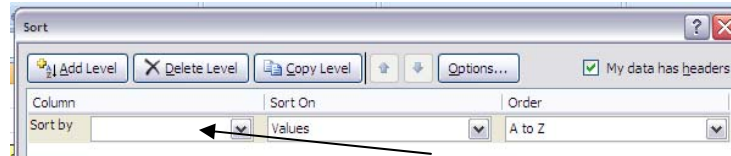
Each row represents one (1) student. Coding of the data for each student should be completed before going to step #4. There should be no empty cells

4. **Create Worksheet for PTE Concentrators:** Once you have a complete list of “PTE Participants” and have coded all the data (no empty cells), right click on the worksheet tab “PTE Participants” and select “Move or Copy”. Check the box “Create a Copy” and click “OK”. This will create a duplicate worksheet named “PTE Participants(2)”. Right click on the worksheet tab “PTE Participants(2)” and select “Rename”. Name the second worksheet “PTE Concentrators”.

- Sort PTE Concentrator Worksheet:** With the rows highlighted that contain student information, select the “Data” tab at the top of the worksheet. In the data menu, select “Sort”.

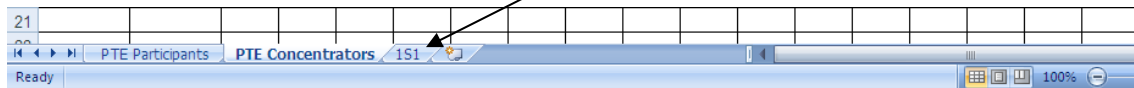


In the Sort dialog box, select the column that indicates if the student is a PTE concentrator. Click “OK” and this will sort the list based on the student’s concentrator status.



Highlight the rows for students that have an “N” for concentrator status; right click and select “Delete”. Click on “save” at the top left corner of the workbook. The workbook will now contain two worksheets: PTE Participants and PTE Concentrators.

- Create Worksheet for 1S1:** The denominator for 1S1 is PTE Concentrators. Right click on the worksheet tab “PTE Concentrators” and select “Move or Copy”. Check the box “Create a Copy” and click “OK”. This will create a duplicate worksheet named “PTE Concentrators(2)”. Right click on the worksheet tab “PTE Concentrator(2)” and select “Rename”. Name the second worksheet “1S1”.



- Sort Worksheet for 1S1:** The denominator for 1S1 is “concentrators who are seniors”. On the 1S1 worksheet highlight the rows that contain student information. Select the “Data” tab at the top of the worksheet and select “Sort”. In the Sort dialog box, select the column that indicates the grade level of the student. Click “OK” and this will sort the list based on the student’s grade level. Highlight the rows for students that have a 9, 10 or 11 for grade level; right click and select “Delete”. Click on “save” at the top left corner of the workbook. The workbook will now contain a list of PTE Concentrators who are seniors.
- Disaggregate the Data for 1S1:** Using the sort function, sort the data for the student categories. This is the source of the data to be recorded on Annual (FY09) Report Form for 1S1. Continue sorting the 1S1 worksheet until you have disaggregated the information for all the student categories.
- Repeat #6 - #8 For Each Performance Measure:** Create a separate worksheet for each performance measure. Please note the following:

- PTE concentrators are the group being measured for all performance measures, except for 6S1 - Nontraditional Participation.
- Although PTE concentrators are the group primarily being measured, it is often only a portion of this group that meet a certain criteria that is of interest. For example: PTE concentrators who took a technical skill assessment; and PTE concentrators that left high school during the reporting year.

- The numerator is the total number of students included in the denominator that met the standard.