

Carl Perkins Definitions: Performance Indicator and Summary Reports

Perkins IV requires local recipients to negotiate outcome targets with the state for each performance indicator. Since Minnesota distributes Perkins funds through a consortium structure, accountability negotiations occur between the state and each of the 26 consortia. Performance outcomes for each individual district contribute to their consortium’s overall final outcome and are used to determine whether a consortium’s negotiated target has been met.

Each December, the state is required to submit a report on Minnesota’s progress toward meeting established performance levels. Outcome data for each federally agreed upon performance indicator definition, basic student enrollment counts, and the number of Career Technical Education (CTE) Concentrators with each Career Cluster, are reported to the Office of Career and Technical Adult Education (OCTAE) according to all federally required demographic and special population student groups.

We hope these data will also inform local decision making and program improvement efforts.

Please [email Kari-Ann Ediger](#) with any accountability or program improvement question you may have.

Report Name	Performance Indicator Definitions
<p>1S1 Academic Attainment in Reading/Language Arts</p>	<p><i>Numerator:</i> Number of 12th grade Participants and Concentrators who have met or exceeded the proficiency level on the Statewide high school Reading assessments, either the MCA or MTAS, as administered by the State under Section 1111(b)(3) of the Elementary and 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).</p> <p><i>Denominator:</i> Number of 12th grade Participants and Concentrators who took the MCA or MTAS and whose high school Reading assessment scores were included in the State’s computation of AYP.</p>
<p>1S2 Academic Attainment in Mathematics</p>	<p><i>Numerator:</i> Number of 12th grade Participants and Concentrators who have met or exceeded the proficiency level on the Statewide high school Mathematics assessments, either the MCA or MTAS, as administered by the State under Section 1111(b)(3) of the Elementary and 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).</p> <p><i>Denominator:</i> Number of 12th grade Participants and Concentrators who took the MCA or MTAS and whose high school Mathematics assessment scores were included in the State’s computation of AYP.</p>

Report Name	Performance Indicator Definitions
<p>2S1 Technical Skill Attainment</p>	<p><i>Numerator:</i> Number of Secondary CTE Concentrators within Programs of Study selected by the state for which state-approved technical skill assessment instruments have been identified who attain a passing score on any of those identified technical skill assessment instruments pertinent to the Program of Study in which concentrator status is obtained.</p> <p><i>Denominator:</i> Number of Secondary CTE Concentrators within Programs of Study selected by the state for which state-approved technical skill assessment instruments have been identified who attempt any of those identified technical skill assessment instruments pertinent to the Program of Study in which concentrator status is obtained.</p>
<p>3S1 School Completion/Graduation</p>	<p><i>Numerator:</i> Number of CTE Concentrators who earned a regular secondary school diploma during the reporting year.</p> <p><i>Denominator:</i> Number of CTE Concentrators who left secondary education during the reporting year.</p>
<p>4S1 No Child Left Behind (NCLB), Four-Year Graduation Rate</p>	<p><i>Numerator:</i> 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.</p> <p><i>Denominator:</i> 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.</p>
<p>5S1 Placement</p>	<p><i>Numerator:</i> Number of secondary CTE completers, who are registered as participating in higher education through a data match with the Statewide Longitudinal Data System (SLEDS), which contains statewide data from the Minnesota Office of Higher Education and nationwide data from the National Clearing House.</p> <p><i>Denominator:</i> Number of secondary CTE completers.</p>
<p>6S1 Nontraditional Participation</p>	<p><i>Numerator:</i> Number of CTE students from underrepresented gender groups who enrolled in a CTE program that leads to employment in a nontraditional field, during the current reporting year.</p> <p><i>Denominator:</i> Number of CTE students who enrolled in a program that leads to employment in nontraditional fields during the current reporting year.</p>
<p>6S2 Nontraditional Completion</p>	<p><i>Numerator:</i> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p><i>Denominator:</i> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>

Report Name	Summary Report Definitions
Basic Student Enrollment	<p>Single count: Total number of eligible¹ Career Technical Education (CTE) Participants² and Concentrators³ within a district or consortium.</p> <p>Note that if a CTE Participant attended more than one district within a consortium, that student will be counted once for each district attended within the individual district reports. However, this student will only be counted one time within the consortium report. This is what is meant by “unduplicated” within the Consortium report. And, this is why adding up all the numbers from each individual district report may not equal the enrollment numbers listed on the consortium report (i.e. the duplicate counts across districts are removed within the Consortium report).</p>
Carl Perkins Annual Report –by Career Cluster	<p>Number of Concentrators enrolled in CTE courses as counted by Career Cluster.</p> <p>CTE Concentrators do not need to have concentrated in the Career Cluster in which they are counted. Instead, these data simply represent course taking patterns organized by Career Cluster. For example, a student could have become a Concentrator in Marketing, but, within the current school year enrolled in a Hospitality and Tourism course as well as a Finance course. In this example, the Concentrator would be counted two times in the table, once for Hospitality and Tourism, and once for Finance.</p> <p>If an unduplicated count of Concentrators is needed, please refer to Concentrators³ below.</p>
Carl Perkins Annual Report –by Program , or –by Course	<p>Number of students who enrolled in each Program or Course within the current year; as long as it was an Approved Program administer by an appropriately licensed CTE teacher. Students do not need to have been Participants, Concentrators, or have been proficient in the course to be counted within these reports.</p> <p>If an unduplicated count of Concentrators is needed, please refer to Concentrators³ below.</p>

¹ **An eligible student** is a student who has taken, or is currently enrolled in, an approved CTE course and has an active enrollment record in MARSS for current reporting year.

² **Participant** is a student who has successfully completed at least 100 hours in approved CTE courses.

³ **Concentrator** is a student who has successfully completed at least 240 hours in approved CTE courses.