



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

**MASSACHUSETTS
PERKINS IV
ACCOUNTABILITY WORKBOOK
- SECONDARY -
2009-2010**

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Table of Contents

Section 1 – Introduction - Page 2

Section 2 - Definitions - Page 2

Section 3 - Understanding the Local Actual Performance Level for Each Core Indicator - Page 4

Section 4 - Negotiating the Local Adjusted Performance Level for Each Core Indicator - Page 5

Section 5 - Local Perkins Improvement Plans - Page 7

Section 6 - Annual Perkins Report 2010 - Page 9

Section 7 - High Skill and/or High Wage and/or High Demand Occupations - Page 10

Appendices:

Appendix A - Timelines Chart

Appendix B - Example of a Core Indicator Data Report

Appendix C - Core Indicator Measurement Definitions and Approaches Chart

Appendix D - Local Adjusted Performance Level Negotiation Chart for Year 3

Appendix E - Local Adjusted Performance Level Negotiation Chart for Year 4

Appendix F - Local Perkins Improvement Plan Chart

Appendix G - Annual Perkins Report 2010 Chart

Appendix H - High Skill and/or High Wage and/or High Demand Occupations Chart

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Section 1 - Introduction

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 (Perkins IV) contains six (6) core indicators on the secondary level (high school) for school districts that have Perkins IV Local Plans. The six (6) core indicators are:

Academic Attainment Language Arts Core Indicator 1S1
Academic Attainment Mathematics Core Indicator 1S2
Technical Skill Attainment Core Indicator 2S1
Completion Core Indicator 3S1
Graduation Rate Core Indicator 4S1
Placement Core Indicator 5S1
Nontraditional by Gender Participation Core Indicator 6S1
Nontraditional by Gender Completion Core Indicator 6S2

The Massachusetts Perkins IV Accountability Workbook - Secondary - 2009-2010 is the second Perkins IV Accountability Workbook - Secondary issued by the Massachusetts Department of Elementary and Secondary Education - Office for Career/Vocational Technical Education (ESE). The first was the Massachusetts Perkins IV Accountability Workbook - Secondary - 2008-2009.

Both Workbooks:

- facilitate understanding the Local Actual Performance Levels for each core indicator;
- facilitate negotiating Local Adjusted Performance Levels with ESE;
- facilitate the development of Local Perkins Improvement Plans for core indicators.

In addition, the Massachusetts Perkins IV Accountability Workbook - Secondary - 2009-2010:

- facilitates the development of the Annual Perkins Report 2010, which is the first such report;
- facilitates the requirement to describe activities to prepare special populations for high skill and/or high wage and/or high demand occupations.

Section 2 - Definitions

The definitions below are directly related to this Workbook. Definitions are also embedded in this Workbook. Additional definitions pertaining to Perkins IV are provided in the Act itself, and in the Massachusetts Perkins IV Manual, both of which are available through links posted at <http://www.doe.mass.edu/cte/perkins/>.

Core Indicator Data Report

Refer to Section 3 of this Workbook titled “Understanding the Local Actual Performance Level for Each Core Indicator.”

Core Indicator Measurement Definitions and Approaches

Measurement definitions and approaches for each core indicator are given in Appendix C of this Workbook titled “Core Indicator Measurement Definitions and Approaches Chart.”

District - the term district includes Perkins Secondary Consortia.

ESE - Massachusetts Department of Elementary and Secondary Education - Office for Career/Vocational Technical Education

High Demand Occupations – occupations in the region served by the district that have been determined to be high demand occupations , i.e., high demand for employees, by the applicable program advisory committee or the workforce investment board(s) that serve the district

High Skill Occupations – occupations in the region served by the district that have been determined to be high skill occupations by the applicable program advisory committee or the regional employment board(s) that serve the district

High Wage Occupations – occupations in the region served by the district that have been determined to be high wage occupations by the applicable program advisory committee or the workforce investment board(s) that serve the district

Industry-Recognized Credential is a credential issued by an industry-recognized organization that indicates a level of occupational competency.

Liaison – each district has a liaison in ESE’s Office for Career/Vocational Technical Education. The list of liaisons is located under “CVTE Staff “at <http://www.doe.mass.edu/cte/>.

Local Actual Performance Level

This term is used to denote the actual performance level attained by a district on a core indicator.

Local Adjusted Performance Level

This term is used to denote the performance level on a core indicator that the district, during the negotiation process, agreed to reach.

Local Perkins Improvement Plan

Refer to Section 5 of this Workbook titled “Local Perkins Improvement Plans.”

Perkins Performance Years

Perkins Performance Year 1 is 2007-2008

Perkins Performance Year 2 is 2008-2009

Perkins Performance Year 3 is 2009-2010

Perkins Performance Year 4 is 2010-2011

Perkins Performance Year 5 is 2011-2012

Perkins Performance Year 6 is 2012-2013

Secondary Career and Technical Education Program Concentrator (CTE Concentrator)

This term is used to denote a student at the secondary level who was enrolled in a career/vocational technical education program for two years. The Student Information Management System (SIMS) is used to capture data on concentrators on the secondary level. The students reported in SIMS as enrolled in a career/vocational technical education program for two consecutive years are CTE concentrators.

Secondary Career and Technical Education Program Participant (CTE Participant)

This term is used to denote a student at the secondary level who was enrolled for one year in any career/vocational technical education program. The Student Information Management System (SIMS) is used to capture data on participants on the secondary level. The students reported in SIMS as enrolled in a career/vocational technical education program in October of the same school year are CTE participants.

State Actual Performance Level

This term is used to denote the actual performance level attained by the State on a core indicator.

State Adjusted Performance Level

This term is used to denote the performance level on a core indicator that the State must reach.

State License/Certification is a license or certification issued to an individual by a state agency (other than a State College) or an agency/organization on behalf of a state agency.

State Perkins Improvement Plan

If Massachusetts fails to meet at least 90 percent of the State Adjusted Performance Level for a core indicator, ESE will be required to develop and implement a State Perkins Improvement Plan for the core indicator that did not meet the State Adjusted Performance Level. The State Perkins Improvement Plan shall be developed in consultation with the appropriate agencies, individuals, and organizations. The State Perkins Improvement Plan shall give special consideration to performance gaps for students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and economically disadvantaged status.

Section 3 -Understanding the Local Actual Performance Level for Each Core Indicator

ESE determines the Local Actual Performance Level for each core indicator by applying the measurement definitions and approaches given in the Core Indicator Measurement Definitions and Approaches Chart in Appendix C to the district outcomes reported in the SIMS data system.

Core indicator data is reported to school districts in “CVTE Reports” available through the ESE **Security Portal**. The core indicator data reports that are in the “CVTE Reports” application are labeled as follows:

CVTE Academic Attainment Language Arts Core Indicator 1S1

CVTE Academic Attainment Mathematics Core Indicator 1S2

CVTE Completion Core Indicator 3S1

CVTE Graduation Rate Core Indicator 4S1

CVTE Placement Core Indicator 5S1

CVTE Nontraditional by Gender Participation Core Indicator 6S1

CVTE Nontraditional by Gender Completion Core Indicator 6S2

Note that a Core Indicator Data Report for core indicator 2S1 (Technical Skill Attainment) will not be produced until technical skill assessments are developed and implemented in an upcoming year that is yet to be determined.

To view the Core Indicator Data Reports, district staff must have the district “CVTE Reports” security role, which can be assigned by the appropriate staff in the district through the “Directory Administration” application. The district staff that have been assigned can:

1. Login to the ESE Security Portal.
2. Select CVTE Reports.
3. Select the Organization name.
4. Select the Select Report button.
5. Select the needed report(s) from the list.
6. To view the data in Excel, select the Export to Excel link.

Appendix B of this Workbook contains an example of a Core Indicator Data Report. The definitions for numerator and denominator are contained in the Core Indicator Measurement Definitions and Approaches Chart in Appendix C. The definitions for Local Adjusted Performance Level and Local Actual Performance Level are given in Section 2 (Definitions) of this Workbook.

Section 4 - Negotiating the Local Adjusted Performance Level for Each Core Indicator

Date Due: December 18, 2009

The Perkins Act (Section 113) requires that each district accept the State Adjusted Performance Level for core indicators as Local Adjusted Performance Levels or negotiate Local Adjusted Performance Levels with ESE.

Steps in the Negotiation Process for Perkins Performance Year 3 (2009-2010) and 4 (2010-2011)

Note that districts are required to complete the process for year 3 and year 4 at the same time. Throughout the process the district may consult with the district’s liaison in ESE as needed. The list of liaisons is located under “CVTE Staff” at <http://www.doe.mass.edu/cte/>.

Step 1 - The district shall access the Core Indicator Data Reports through the ESE as described in Section 3 of this Workbook.

Step 2 - The district shall review the Core Indicator Data Reports.

Step 3 - The district shall review the State Adjusted Levels of Performance for Perkins Performance Year 3 (2009-2010) given in the Local Adjusted Performance Level Negotiation Chart for Year 3 (Appendix D). The district shall also review the State Adjusted Levels of

Performance for Perkins Performance Year 4 (2010-2011) given in the Local Adjusted Performance Level Negotiation Chart for Year 4 (Appendix E).

Step 4 - Using the Local Adjusted Performance Level Negotiation Chart for Year 3 (Appendix D), and the Local Adjusted Performance Level Negotiation Chart for Year 4 (Appendix E), the district shall indicate* adoption by the district of the State Adjusted Performance Level as the Local Adjusted Performance Level for the core indicator for Perkins Performance Year 3 (2009-2010) and year 4 (2010-2011) if the district agrees to use the State Adjusted Performance Level for a core indicator. If the district agrees to use the State Adjusted Performance Level for a core indicator, negotiation for that core indicator Local Adjusted Performance Level is moot.
.* indicate adoption by merely typing in the State Adjusted Performance Level.

The district may negotiate a Local Adjusted Performance Level if it does not wish to adopt the State Adjusted Performance Level for Perkins Performance Year 3 (2009-2010) and/or year 4 (2010-2011). If the district wishes to negotiate Local Adjusted Performance Levels for Perkins Performance Year 3 (2009-2010) and/or 4 (2010-2011), ESE will negotiate with the individual designated by the district superintendent. The negotiation process will take place in November - December 2009. The process will culminate with a completed Local Adjusted Performance Level Negotiation Chart for Year 3 (Appendix D) and a Local Adjusted Performance Level Negotiation Chart for Year 4 (Appendix E) by December 18, 2009.

Important Note 1: All but one of the core indicators (2S1) will have a single Local Adjusted Performance Level for all CTE concentrators/participants. (Core Indicator 2S1 Technical Skill Attainment will not have a Local Adjusted Performance Level for Perkins Performance Year 3 (2009-2010) or Year 4 (2010-2011)).

Important Note 2: Separate Local Adjusted Performance Levels for special populations are not allowable.

Important Note 3: If a district meets the State Adjusted Performance Level for a core indicator, the district cannot negotiate a lower Local Adjusted Performance Level for the subsequent year.

Important Note 4: When considering proposed Local Adjusted Performance Levels during negotiations, ESE will take into account the following:

- State Adjusted Performance Level that must be achieved by the State as a whole and how the proposed Local Adjusted Performance Level for the individual district will assist the State meeting the State Adjusted Performance Level.
- How the proposed Local Adjusted Performance Levels compare with the Local Adjusted Performance Levels established for other districts, taking into account factors that may be identified by the district including the characteristics of the students when the students entered career/vocational technical education and the support services and instruction to be provided.
- The extent to which the Local Adjusted Performance Level will promote continuous improvement on the core indicator by the district.

Step 5 - The district shall email the completed Local Adjusted Performance Level Negotiation Charts (Appendix D and Appendix E) to the district's liaison in ESE by December 18, 2009.

Step 6 - The liaison will review the Local Adjusted Performance Level Negotiation Charts sent by the district and consult with other staff in ESE taking into account the parameters on negotiations for Perkins Performance Year 3 (2009-2010) and year 4 (2010-2011) as described previously in this section. The liaison may require that modifications be made to the proposed Local Adjusted Performance Levels based on the review.

Step 7 - The liaison will email the Local Adjusted Performance Level Negotiation Charts (Appendix D and Appendix E) to the district after the negotiations have concluded so that the district will have a record of the final agreed-upon Local Performance Levels for Perkins Performance Year 3 (2009-2010) and year 4 (2010-2011).

Revisions to Final Agreed-Upon Local Adjusted Performance Levels

Districts may request revisions to their Local Adjusted Performance Level for core indicator 5S1 (placement) if the Workforce Investment Board region(s) in which the district is located experiences a loss of five percent (5%) or more of jobs in the region(s) for three or more consecutive months immediately prior to the beginning of the placement period. The request must be submitted by the district superintendent in writing, addressed to the State Director of Career/Vocational Technical Education in ESE. The request must include documentation from the applicable Workforce Investment Board(s) of the job losses for the applicable period. The State Director will respond in writing to the request within ten (10) business days of receipt.

Section 5 - Local Perkins Improvement Plans

Date Due: February 26, 2010

The Perkins Act (Section 123) requires that each district submit Local Perkins Improvement Plans on core indicators that did not meet at least 90 percent (90%) of the Local Adjusted Performance Level for the core indicator for any of the sixteen (16) populations.

The Massachusetts Perkins IV Manual at http://www.doe.mass.edu/cte/perkins/funding_manual.doc includes information on subsequent action for failure to meet Local Adjusted Performance Levels. District staff should review Perkins IV, which is accessible from a link posted at <http://www.doe.mass.edu/cte/perkins/>.

Steps in Development and Submission of Local Perkins Improvement Plans

Step 1 - The district shall review the Core Indicator Data Reports for Perkins Performance Year 2 that the district will access from the ESE Security Portal as described in Section 3 of this Workbook.

If a district has a core indicator that failed to meet at least 90 percent (90%) of the Local Adjusted Performance Level for the core indicator for any of the sixteen (16) populations given on the Core Indicator Data Report, the district shall develop and implement a Local Perkins Improvement Plan for the populations that did not meet the Local Adjusted Performance Level.

The district shall develop the Local Perkins Improvement Plan in consultation with the appropriate agencies, individuals, and organizations and the district's liaison in ESE. Note that appropriate agencies/organizations would include those outside agencies/organizations that have expertise in serving the population as determined by the district.

Important Note 1: In cases where the denominator for the population contains less than 16 students the district is not required to develop and implement a Local Perkins Improvement Plan for that population.

Important Note 2: If the district developed and submitted a Local Perkins Improvement Plan last winter for a core indicator/population based on Perkins Performance Year 1 and the liaison in ESE notified the district that the Plan met minimum requirements; the district will not submit another Local Perkins Improvement Plan for the core indicator/population. The district may, however, submit revisions to the Local Perkins Improvement Plan at any time. The district may contact its liaison to verify which core indicators/populations require a Local Perkins Improvement Plan.

Important Note 3: Whereas core indicators 1S1 (Academic Attainment Language Arts MCAS), 1S2 (Academic Attainment Mathematics MCAS), and 4S1 (Graduation Rates) are used under the No Child Left Behind Act and thus districts have plans for meeting adequate yearly performance (AYP) for these three (3) indicators, districts should use improvement plans developed for all students to the extent that the district deems appropriate.

Step 2 - The district shall access the Perkins Improvement Plan Chart in Appendix F of this Workbook.

Step 3 - The district shall use one Perkins Improvement Plan Chart for each core indicator that has one or more populations that failed to meet at least 90 percent (90%) of the Local Adjusted Performance Level for the core indicator, (except that for cases where the denominator for the population contains less than 16 students the district is not required to develop and implement a Local Perkins Improvement Plan for that population).

Step 4 - The district shall list the populations that failed to meet at least 90 percent (90%) of the Local Adjusted Performance Level for the core indicator (except that the district shall not list those where the denominator for the population contains less than 16 students.) In the Core Indicator Data Report example in Appendix B of this Workbook, there is one population (students with disabilities) for which a Local Perkins Improvement Plan would be required. However, the fictitious district (Majestic RVTSD) submitted a Local Perkins Improvement Plan last winter for the core indicator/population that was deemed to meet minimum requirements, thus Majestic need not submit another.

Step 5 - The district shall list staff in the district, and appropriate agencies/organizations were consulted in the development of the Local Perkins Improvement Plan for the specific population.

Step 6 - The district shall briefly describe the Local Perkins Improvement Plan.

Step 7 - The district shall email the completed Local Perkins Improvement Plan Chart(s) to its liaison in ESE by February 26, 2010.

Step 8 - The liaison will review the district's Local Perkins Improvement Plan Chart(s) and consult with the district and other ESE staff as necessary.

Step 9 - The liaison will notify the district if the Local Perkins Improvement Plan(s) do not meet minimum requirements so that the district will revise them as necessary.

Step 10 - The liaison will notify the district by email when the Local Perkins Improvement Plan(s) has been deemed to meet minimum requirements.

Step 11 - The district will implement the Local Perkins Improvement Plan(s).

Revisions to the Local Perkins Improvement Plan

Districts may revise Local Perkins Improvement Plans at any time. Revised Local Perkins Improvement Plans shall be submitted to the district's liaison prior to implementation. The liaison will follow the steps outlined above resulting in revisions deemed to meet minimum requirements.

Section 6 – Annual Perkins Report 2010

Date Due: March 31, 2010

The Perkins Act (Section 113) requires that each district submit an Annual Perkins Report regarding the district's progress in achieving the Local Adjusted Performance Levels.

Steps in the Development and Submission of the Annual Perkins Report

Step 1 - The district shall review the Local Perkins Improvement Plans that it submitted last winter.

Step 2 - The district shall access the Annual Perkins Report 2010 Chart in Appendix G of this Workbook.

Step 3 - The district shall use one Annual Perkins Report 2010 Chart for each Local Improvement Plan that it submitted last winter.

Step 4 - The district shall describe in each Annual Perkins Report 2010 Chart the progress that has been accomplished in implementing the Local Perkins Improvement Plan.

Step 7 - The district shall email completed Annual Perkins Report 2010 Charts to its liaison in ESE by March 31, 2010.

Step 8 - The liaison will review the district's Annual Perkins Report 2010 Charts and consult with the district and other ESE staff as necessary.

Step 9 - The liaison will notify the district if Annual Perkins Report 2010 Charts do not meet minimum requirements so that the district will revise them as necessary.

Step 10 - The liaison will notify the district by email when the Annual Perkins Report 2010 Charts have been deemed to meet minimum requirements.

Section 7 – High Skill and/or High Wage and/or High Demand Occupations

Date Due: March 31, 2010.

The Perkins Act (Section 134) requires each district to describe the activities that the district will provide that will prepare special populations for high skill and/or high wage and/or high demand occupations. The United States Department of Education (USED) upon review of Massachusetts templates for Perkins IV Five-Year Local Plans observed that the requirement to describe the activities that the district will provide that will prepare special populations for high skill and/or high wage and/or high demand occupations was lacking.. Therefore, each district must submit this information to amend its Perkins IV Five-Year Local Plans using the High Skill and/or High Wage and/or High Demand Occupations Chart in Appendix H.

Steps in the Development and Submission of the Descriptions

Step 1 - The district shall read the definitions for high skill occupations, high wage occupations and high demand occupations in the Definitions section of this Workbook.

Important Note1: ESE recognizes that **all** students should be prepared for high skill, high demand, and high wage occupations; however, the specific matter to be addressed for Perkins compliance is activities that will prepare **special populations** for high skill **and/or** high wage **and/or** high demand occupations. Ideally, all occupations for which students are being prepared would be high skill, high demand and high wage; however, for Perkins compliance activities should be targeted to prepare special populations for high skill **and/or** high wage **and/or** high demand occupations.

Step 2 - The district shall review with the committee that developed the Perkins IV Five-Year Local Plan, the activities that it provides, which prepare special populations for high skill and/or high wage and/or high demand occupations. The committee shall determine whether the activities are appropriate, and if not, will modify them, or develop new activities.

Step 3 - The district shall access the High Skill and/or High Wage and/or High Demand Occupations Chart in Appendix H of this Workbook.

Step 4 - The district shall describe the activities that the district will provide that will prepare special populations for high skill and/or high wage and/or high demand occupations. Examples include implementing specific Perkins Local Improvement Plans, targeted counseling, enhanced curriculum regarding employability skills and technical skills specific to the population; activities designed to increase the access of special population students to existing programs that prepare students for high skill and/or high wage and/or high demand occupations.

Step 5 - The district shall email the completed High Skill and/or High Wage and/or High Demand Occupations Chart to its liaison in ESE by March 31, 2010.

Step 6 - The liaison will review the district's High Skill and/or High Wage and/or High Demand Occupations Chart and consult with the district and other ESE staff as necessary.

Step 6 - The liaison will notify the district if the High Skill and/or High Wage and/or High Demand Occupations Chart does not meet minimum requirements so that the district will revise them as necessary.

Step 7 - The liaison will notify the district by email when the High Skill and/or High Wage and/or High Demand Occupations Chart has been deemed to meet minimum requirements. The Perkins IV Five-Year Local Plan for the district/consortium will be considered amended at this point.

APPENDIX A - TIMELINES CHART

What and When	Reference
<ul style="list-style-type: none"> • October SIMS Data Reporting each year. • March SIMS Data Reporting each year. • End-of-Year (June) SIMS Data Reporting each Year. 	<p>Instructions for School Districts in Reporting Student-Level Data for Career/Vocational Technical Education (Updated April 2009) at http://www.doe.mass.edu/cte/data/instructions.doc</p> <p>SIMS Version 2.1 Data Handbook at http://www.doe.mass.edu/infoservices/data/sims/DataHandbook.doc</p>
<p>Career/Vocational Technical Education Graduate Follow-up Data Reporting – submit by November 30 each year</p>	<p>Instructions for School Districts in Reporting Student-Level Data for Career/Vocational Technical Education (Updated April 2009) at http://www.doe.mass.edu/cte/data/instructions.doc</p>
<p>Local Adjusted Performance Level Negotiation Charts for Perkins Performance Years 3 (2009-2010) & 4 (2010-2011) - submit by December 18, 2009</p>	<p>Massachusetts Perkins IV Accountability Workbook - Secondary - 2009-2010 at http://www.doe.mass.edu/cte/perkins/</p>
<p>Local Perkins Improvement Plan Charts – submit by February 26, 2010</p>	<p>Massachusetts Perkins IV Accountability Workbook - Secondary - 2009-2010 at http://www.doe.mass.edu/cte/perkins/</p>
<p>Annual Perkins Report 2010 Chart (replaces the Local Plan Update) – submit by March 31, 2010</p>	<p>Massachusetts Perkins IV Accountability Workbook - Secondary - 2009-2010 at http://www.doe.mass.edu/cte/perkins/</p>
<p>High Skill and/or High Wage and/or High Demand Occupations Chart – submit by March 31, 2010</p>	<p>Massachusetts Perkins IV Accountability Workbook - Secondary - 2009-2010 at http://www.doe.mass.edu/cte/perkins/</p>
<p>Standard Contract Form and Application for Program Grants Submission for Perkins Allocation Grant Fiscal Year 2011 - due in the spring 2010 on date specified in Perkins Act Allocation Grant - Secondary Fund Code: 400 Request for Proposals (RFP).</p>	<p>Request for Proposals are posted at http://finance1.doe.mass.edu/Grants.</p>

APPENDIX B - EXAMPLE of CORE INDICATOR DATA REPORT

Perkins Performance Year 2 (2008-2009) Majestic RVTSD

Population	Number of Students in the Numerator	Number of Students in the Denominator	Local Adjusted Performance Level	Local Actual Performance Level	Adjusted vs. Actual*	Met 90% Adjusted Level
Total	79	128	46.25%	61.72%	E	Y
Male	42	83	46.25%	50.6%	E	Y
Female	37	45	46.25%	82.22%	E	Y
American Indian	1	2	46.25%	50%	E	Y
Asian	1	4	46.25%	25%	D	--
Black or African American	1	3	46.25%	33.33%	D	--
Hispanic	6	13	46.25%	46.15%	D	Y
Native Hawaiian or Other Pacific Islander	0	0	46.25%	0%	D	--
White	65	99	46.25%	65.66%	E	Y
Two or More Races	5	7	46.25%	71.43%	E	Y
Disability Status	3	21	46.25%	14.29%	D	N
Economically Disadvantaged	19	34	46.25%	55.88%	E	Y
Single Parents	0	0	46.25%	0%	D	--
Limited English Proficient	0	0	46.25%	0%	D	--
Nontraditional Enrollees	13	17	46.25%	76.47%	E	Y
Tech Prep	79	128	46.25%	61.72%	E	Y

*M = MET; E = Exceeded; D = Did Not Meet

APPENDIX C - CORE INDICATOR MEASUREMENT DEFINITIONS and APPROACHES CHART

This chart lists the core indicators, defines what each core indicator measures, and gives the measurement approaches that the Massachusetts Department of Elementary and Secondary Education uses to develop Core Indicator Data Reports for each district..

Core Indicator	Measurement Definition	Measurement Approach
<p>Academic Attainment Language Arts 1S1</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the MCAS language arts assessment, based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the MCAS assessment in language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<p>The actual state and district performance levels for core indicator 1S1 (proficiency level on MCAS in English language arts (ELA)) are computed from SIMS and MCAS data in the following manner:</p> <ul style="list-style-type: none"> - Determine the students who are CTE concentrators. See CTE Concentrator in the Definitions section of this document. - Determine the CTE concentrators who have left education in the reporting year. A student has left education if the student has been graduated with a competency determination, received a certificate of attainment, reached maximum age, or dropped out of school, according to SIMS June of the reporting year (June 2009 for a school year 2008-2009 CTE concentrator). <p>Determine the Grade 10 ELA scores of the CTE concentrators who have left education in the reporting year. The denominator includes CTE concentrators who took the ELA test. The numerator includes the CTE concentrators who scored proficient or above in the ELA test.</p>

Core Indicator	Measurement Definition	Measurement Approach
Academic Attainment Mathematics 1S2	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the MCAS mathematics assessment, based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.</p>	<p>The actual state and district performance levels for core indicator 1S1 (proficiency level on MCAS in mathematics are computed from SIMS and MCAS data in the following manner:</p> <ul style="list-style-type: none"> - Determine the students who are CTE concentrators. See CTE Concentrator in the Definitions section of this document. - Determine the CTE concentrators who have left education in the reporting year. A student has left education if the student has been graduated with a competency determination, received a certificate of attainment, reached maximum age, or dropped out of school, according to SIMS June of the reporting year (June 2009 for a school year 2008-2009 CTE concentrator). - Determine the Grade 10 mathematics scores of the CTE concentrators who have left education in the reporting year. The denominator includes CTE concentrators who took the mathematics test. The numerator includes the CTE concentrators who scored proficient or above in the mathematics test.
Technical Skill Attainment 2S1	<p>Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the assessments during the reporting year.</p>	<p>The actual state and district performance levels for core indicator 2S1 (technical skill attainment) will be computed from as system under development.</p>

Core Indicator	Measurement Definition	Measurement Approach
<p>Completion 3S1</p>	<p>Numerator: Number of CTE concentrators who earned a regular secondary school diploma during the reporting year. Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	<p>The actual state and local performance levels for core indicator 3S1 are computed from SIMS in the following manner:</p> <p>Determine CTE concentrators who left education the same way as 1S1. This is the denominator. The numerator includes only those who left education as graduated with a competency determination.</p>
<p>Graduation Rates 4S1</p>	<p>MA will use levels that MA uses under NCLB.</p>	<p>The actual state and local performance levels for core indicator 4S1 are computed from SIMS in the following manner:</p> <p>Of the students in the graduate cohort, determine the students who were CTE concentrators at some point during high school. For example, a 2008 Cohort CTE concentrator is a student who was reported in SIMS in a CTE program in both October 2005 and October 2006 or both October 2006 and October 2007, or in October 2005 and October 2007. The denominator includes all CTE concentrators in the graduate cohort. The numerator includes the CTE concentrators who were included as graduated.</p>

Core Indicator	Measurement Definition	Measurement Approach
<p>Placement 5S1</p>	<p>Numerator: Number of CTE concentrators who left secondary education and were in postsecondary education or advanced training including registered apprenticeships, in the military service, or employment 9-12 months after they left secondary education (unduplicated placement status). Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	<p>The actual state and local performance levels for core indicator 5S1 are computed from the Career/Vocational Technical Education Graduate Follow-up Report in the following manner:</p> <p>Determine CTE concentrators who left education the same way as 1S1. This is the denominator. The numerator includes information reported by districts in the CVTE Graduate Follow-up Report.</p>
<p>Nontraditional by Gender Participation 6S1</p>	<p>Numerator: Number of CTE participants were in enrolled in a career and technical education program that prepared them for a career that would be nontraditional for their gender during the reporting year. Denominator: Number of CTE participants who participated in a program that leads to careers in nontraditional fields during the reporting year.</p>	<p>The actual state and local performance levels for core indicators 6S1 are computed from SIMS in the following manner:</p> <ol style="list-style-type: none"> 1. Determine the students who are CTE participants. A School Year 2008-2009 CTE participant is a student who was reported in SIMS October 2008 as enrolled (SIMS element DOE012 = 01) in a CTE program (SIMS element DOE035 <> 00 or 01). 2. Determine the CTE participants who are enrolled in a program that leads to a career in a nontraditional field. This is the denominator. The numerator includes students for whom the field is currently considered nontraditional for their gender.

Core Indicator	Measurement Definition	Measurement Approach
<p>Nontraditional by Gender Completion 6S2</p>	<p>Numerator: Number of CTE concentrators who completed career and technical education program that prepared them for careers that are nontraditional for their gender during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to careers in nontraditional fields during the reporting year.</p>	<p>The actual state and local performance levels for core indicators 6S2 are computed from SIMS in the following manner:</p> <ol style="list-style-type: none"> 1. Determine CTE concentrators the same way as 1S1. 2. Determine the CTE concentrators who have completed a program that leads to a career in a nontraditional field. This is the denominator. The numerator includes students for whom the field is currently considered nontraditional for their gender. A completer is a student who received a high school diploma.

APPENDIX D - LOCAL ADJUSTED PERFORMANCE LEVEL NEGOTIATION CHART for YEAR 3

This chart lists the State Adjusted Performance Levels on each core indicator for Perkins Performance Year 3 (2009-2010). The negotiation process is outlined in Section 4 of this Workbook.

District Name: _____ **District Negotiator:** _____ **State Liaison:** _____

Core Indicator	State Adjusted Performance Level for Perkins Performance Year 3 (2009-2010)	Proposed Local Adjusted Performance Level for Perkins Performance Year 3 (2009-2010)	Final Agreed-Upon Local Adjusted Performance Level for Perkins Performance Year 3 (2009-2010)	Date Agreement Reached
Academic Attainment – Language Arts 1S1	47.25			
Academic Attainment - Mathematics 1S2	42.06			
Technical Skill Attainment 2S1				
Completion 3S1	90.48			

Core Indicator	State Adjusted Performance Level for Perkins Performance Year 3 (2009-2010)	Proposed Local Adjusted Performance Level for Perkins Performance Year 3 (2009-2010)	Final Agreed-Upon Local Adjusted Performance Level for Perkins Performance Year 3 (2009-2010)	Date Agreement Reached
Graduation Rates 4S1	85.00			
Placement 5S1	96.57			
Nontraditional by Gender Participation 6S1	11.40			
Nontraditional by Gender Completion 6S2	10.83			

APPENDIX E - LOCAL ADJUSTED PERFORMANCE LEVEL NEGOTIATION CHART for YEAR 4

This chart lists the State Adjusted Performance Levels on each core indicator for Perkins Performance Year 4 (2010-2011). The negotiation process is outlined in Section 4 of this Workbook.

District Name: _____ **District Negotiator:** _____ **ESE Liaison:** _____

Core Indicator	State Adjusted Performance Level for Perkins Performance Year 4 (2010-2011)	Proposed Local Adjusted Performance Level for Perkins Performance Year 4 (2010-2010)	Final Agreed-Upon Local Adjusted Performance Level for Perkins Performance Year 4 (2010-2011)	Date Agreement Reached
Academic Attainment – Language Arts 1S1	48.25			
Academic Attainment - Mathematics 1S2	43.06			
Technical Skill Attainment 2S1				
Completion 3S1	91.48			

Core Indicator	State Adjusted Performance Level for Perkins Performance Year 4 (2010-2011)	Proposed Local Adjusted Performance Level for Perkins Performance Year 4 (2010-2010)	Final Agreed-Upon Local Adjusted Performance Level for Perkins Performance Year 4 (2010-2011)	Date Agreement Reached
Graduation Rates 4S1	86.00			
Placement 5S1	96.64			
Nontraditional by Gender Participation 6S1	12.40			
Nontraditional by Gender Completion 6S2	11.83			

APPENDIX F - LOCAL PERKINS IMPROVEMENT PLAN CHART

Directions: Read and follow the instructions given in Section 5 of this Workbook.

District Name: _____ **District Contact:** _____ **Date Submitted:** _____

Core Indicator: _____

Population	
	<p>(1) List the staff in the district, appropriate agencies/organizations consulted in the development of the Local Perkins Improvement Plan.</p> <p>(2) Briefly describe the Local Perkins Improvement Plan.</p>
	<p>(1) List the staff in the district, appropriate agencies/organizations consulted in the development of the Local Perkins Improvement Plan.</p> <p>(2) Briefly describe the Local Perkins Improvement Plan.</p>
	<p>(1) List the staff in the district, appropriate agencies/organizations consulted in the development of the Local Perkins Improvement Plan.</p> <p>(2) Briefly describe the Local Perkins Improvement Plan.</p>

APPENDIX G - ANNUAL PERKINS REPORT 2010 CHART

Directions: Read and follow the instructions given in Section 6 of this Workbook.

District Name: _____ **District Contact:** _____ **Date Submitted:** _____

Core Indicator: _____ **Population** _____

APPENDIX H – HIGH SKILL and/or HIGH WAGE and/or HIGH DEMAND OCCUPATIONS CHART

Directions: Read and follow the instructions given in Section 7 of this Workbook.

District Name: _____ **District Contact:** _____ **Date Submitted:** _____

Special Population	Activities
individuals with disabilities	
Individuals from economically disadvantaged families including foster children	
Individuals with limited English proficiency	

individuals preparing for careers that would be nontraditional for their gender	
single parents including single pregnant females	