**Disaggregating Data**

As a component of Perkins programming, districts and institutions are required to disaggregate data for each of the indicators of performance for the subpopulations of interest and identify and quantify any disparities or gaps in performance. *Sect. 113 (b) (4) (B)*

Examining enrollment and completion trends is not a new requirement; it has been required in Perkins IV and plays a bigger and more substantive role under Perkins V. This also closely aligns with other strategic initiatives and improvement efforts (e.g., Perkins Improvement Plans, SOA and ESSA plans, district strategic plans, educational program plans, and others).

The Office for CCTE recognizes that a thoughtful processof examining disaggregated enrollment and completion data for patterns of disproportionality may be complex, and districts may approach this requirement using varied and innovative strategies.

If it has been a while since this was done systematically, or for districts looking to refresh this routine, start with a few steps:

* **Get ready.** Get access to CVTE Reports.[[1]](#footnote-1)
* **Partner with others** who are doing this and who can bring different perspectives, such as a school or district leader, data specialist, guidance counselors, student support staff, special education school leaders, English language learner directors and others.
* **Review the data.** Refer to CVTE Reports and use Tools[[2]](#footnote-2) to discuss the facts and establish a common understanding, and to synthesize conclusions[[3]](#footnote-3).

This can then be used as a stepping off point for causal analysis, program improvement, and more.

For new ideas and to stay aligned with upcoming requirements, refer to these resources:

* The [Perkins V](http://www.doe.mass.edu/ccte/cvte/perkins-v/) Comprehensive Local Needs Assessment Guide and Worksheet have reflection questions to inform resource planning, and Parts I and VI align with this requirement. A comprehensive local needs assessment is required under Perkins V.
* A short video, [Using DESE's CVTE Data Resource](https://www.youtube.com/watch?v=brr-c9-66pQ&feature=youtu.be)s, shows where to find relevant reports on the DESE website.
* A guide, [Using Performance Outcomes to Improve CVTE Programming for Students](http://www.doe.mass.edu/ccte/cvte/data/guidance.pdf), includes definitions, links to reports, tools for examining data, discussion questions and more.
* [Planning for Success](http://www.doe.mass.edu/research/success/) is Massachusetts's recommended strategic planning and continuous improvement process. While broad in scope and not limited to districts offering CVTE, this includes a variety of schools and districts in the case studies.
1. See [Using Performance Outcomes to Improve CVTE Programming for Students](http://www.doe.mass.edu/cte/data/guidance.pdf) (or Guide): DESE’s Data Resources, p.9. [↑](#footnote-ref-1)
2. See Guide: Enrollment Analysis, p.29, Graduation Analysis, p.19, or other Perkins Indicators. [↑](#footnote-ref-2)
3. See Guide: Synthesizing the Perkins Core Indicators by Subgroups, p.34, or Synthesizing Enrollment, p.35-36. [↑](#footnote-ref-3)