## Core Perkins 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** |
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| **Four Year Graduation Rate**  **1S1** | The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).  **Denominator:** Number of CTE concentrators who, in the reporting year, were included in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.  **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. | The actual state and local performance levels for core indicator 1S1 are computed from SIMS in the following manner:  Of the students in the graduate cohort, determine the students who were CTE concentrators at some point during high school. For example, a 2018 Cohort CTE concentrator is a student who was reported in SIMS in a CTE program in both October 2015 and October 2016 or both October 2016 and October 2017, or in October 2015 and October 2017.  The denominator includes all CTE concentrators in the graduate cohort.  The numerator includes only the CTE concentrators who were idenified as graduated.  **This remains the same as Perkins IV Grad Rate (4S1).**  For 2020, this will refer to **2019 Grads**.  People may refer to this as ‘2019 reporting year’ because its reporting on 2019 Grads *and other earlier metrics. However, the name ‘reporting year’ may get confusing under Perkins V.* |
| **Academic Proficiency in Reading/Language Arts**  **2S1** | CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.  **Denominator:** Number of CTE concentrators who took the MCAS assessment in language arts.  **Numerator:** Number of CTE concentrators who have met the Meeting or Exceeding level on the MCAS assessment in language arts. | The actual state and district performance levels for core indicator 2S1 (proficiency level on MCAS in English language arts (ELA)) are computed from SIMS and MCAS data in the following manner:   * Determine the students who are **CTE Concentrators** (two consecutive years of program enrollment). * Determine the Grade 10 ELA achievement levels of the CTE concentrators.   The denominator includes CTE concentrators who took the ELA MCAS.  The numerator includes only the CTE concentrators who scored Meeting or Exceeding in the Grade 10 ELA MCAS.  For 2020, this will refer to 2020 Concentrators *and 2019 MCAS.* |
| **Academic Proficiency in Mathematics**  **2S2** | CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.  **Denominator:** Number of CTE concentrators who took the MCAS assessment in mathematics.  **Numerator:** Number of CTE concentrators who have met the Meeting or Exceeding level on the MCAS assessment in mathematics. | The actual state and district performance levels for core indicator 2S2 (proficiency level on MCAS in mathematics are computed from SIMS and MCAS data in the following manner:   * Determine the students who are **CTE Concentrators** (two consecutive years of program enrollment). * Determine the Grade 10 Math achievement levels of the CTE concentrators.   The denominator includes CTE concentrators who took the Math MCAS.  The numerator includes only the CTE concentrators who scored Meeting or Exceeding in the Grade 10 Math MCAS.  For 2020, this will refer to 2020 Concentrators *and 2019 MCAS.* |
| **Academic Proficiency in Science**  **2S3** | CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.  **Denominator:** Number of CTE concentrators who took the MCAS assessment in Science and Technology/Engineering.  **Numerator:** Number of CTE concentrators who have met the Proficient or Advanced level on the MCAS assessment in Science and Technology/Engineering. | The actual state and district performance levels for core indicator 2S3 (proficiency level on MCAS in Science and Technology/Engineering are computed from SIMS and MCAS data in the following manner:   * Determine the students who are **CTE Concentrators** (two consecutive years of program enrollment). * Determine the Grade 10 Science and Technology/Engineering achievement levels\* of the CTE concentrators.   The denominator includes CTE concentrators who took the Science and Technology/Engineering MCAS.  The numerator includes only the CTE concentrators who scored Advanced or Proficient in the Grade 10 Science and Technology/Engineering MCAS.  \* This follows Profiles reporting rules:  Grade 10 Science and Technology/Engineering results represent *the highest achievement level attained by students by the end of grade 10*. In addition, only students enrolled for two full years in the state/district/school are included in state/district/school achievement level results.  For 2020, this will refer to 2020 Concentrators *and 2019 MCAS.* |
| **Post-program Placement**  **3S1** | The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.  **Denominator**: Number of CTE concentrators who graduated \*during the year prior.  **Numerator**: Number of CTE concentrators who graduated and were in postsecondary education or advanced training including registered apprenticeships, in the military service or a service program (as described), or are volunteers (as described), or employment, in the second quarter (3-6 months) after they left secondary education (unduplicated placement status). | The actual state and local performance levels for core indicator 3S1 are computed from the Career/Vocational Technical Education Graduate Follow-up Report in the following manner:  Determine **CTE Concentrator** graduates. This is the denominator.  The numerator includes information reported by districts in the CVTE Graduate Follow-up Report.  *\*This metric will shift to this after the first year.*  For 2020, this will refer to 2018 Graduates and 2019 follow-up survey results.  For 2021, this will refer to 2020 Graduates and 2020 follow-up survey results. |
| **Nontraditional Program Concentration**  **4S1** | The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.  **Denominator:** Number of CTE concentrators who participated in a program that leads to careers in nontraditional fields.  **Numerator:** Number of CTE concentrators in a career and technical education program that prepared them for a career that would be nontraditional for their gender. | The actual state and local performance levels for core indicator 4S1 are computed from SIMS in the following manner:   * Determine the students who were **CTE Concentrators** (two consecutive years of program enrollment). * Determine the **CTE Concentrators** who are enrolled in a program that leads to a career in a nontraditional field.   This is the denominator.  The numerator includes only those students for whom the field is currently considered nontraditional for their gender.  For 2020, this will refer to 2020 enrollment [Oct 2019 SIMS]. |
| **Program Quality – Participated in Work-Based Learning**  **5S3** | The percentage of CTE concentrators graduating from high school having participated in work-based learning.  In MA, participation in work-based learning includes **pre-apprenticeship, cooperative education, internship, capstone project, a simulated work experience** within an approved Ch.74 program, or obtaining a **high value industry-recognized credential** issued by a recognized private organization and/or other State, or federal government department, agency, or board that reflects completion of a work-based learning experience.  **Denominator:** Number of CTE concentrators who graduated in the reporting year.  **Numerator:** Number of CTE concentrators who graduated in the reporting year and completed a work-based learning experience before graduation. | The actual state and local performance levels for core indicator 5S3 are computed from SIMS in the following manner:   * Determine the students who were **CTE Concentrators** (two consecutive years of program enrollment) during high school. For example, a 2018 graduate concentrator is a student who was reported in SIMS in a CTE program in both October 2017 and October 2018, or both October 2018 and October 2019. * Determine those who graduated in the reporting year.   This is the denominator.  The numerator includes the only those CTE concentrators who graduated in the reporting year, and who completed a work-based learning experience before graduation.  For 2020, this will refer to 2019 Graduates and their WBL completion. |

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