

Consolidated Annual Report, Program Year 2012 - 2013 Delaware

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

No

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

The Delaware Department of Education has assisted secondary and post-secondary districts with the development of and continuous enhancements to data collection and reporting systems. For secondary districts, a software application has been deployed that enables schools to enter Career and Technical Education pathway enrollment and completion information. This software has been updated to track Career and Technical Education student concentrator status under Perkins IV. Software applications have also been deployed for secondary districts to monitor summary data on Career and Technical Education participant and concentrator status for each school. The quality of the data is still an issue. The improvement of data quality will be a main focus for the coming year.

Post-secondary districts are provided with data collection tools, data entry training, and on-site technical assistance when needed so that Perkins data reporting is accurate and consistent with reporting requirements.

The Delaware Department of Education participates in the National Student Clearinghouse to collect relevant data for postsecondary education placement outcomes. In order to enhance data accuracy,

As part of Delaware's Educational Reform and Race to the Top application, Delaware is building an Educational Dashboard Portal to make data easily accessible to different stakeholders with differentiated dashboards. The inclusion of needed Career and Technical Education data into the Educational dashboard has been an issue.

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Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Delaware Department of Education continued the process of revising and refining its district improvement planning, consolidated application, and monitoring processes. The Education Success Planning and Evaluation System requires districts to analyze progress on all Perkins IV targets, set associated goals and objectives, determine strategies and activities for achieving each goal and objective, and evaluate progress on each goal and objective. Districts must specifically report on plans for meeting the needs of special populations.

Each Delaware Department of Education Career and Technical Education staff member is responsible for the approval and monitoring of district Perkins IV plan elements and grant awards. Delaware Department of Education Career and Technical Education staff members review applications for program related issues including a review of district performance goals. District goals must represent sufficient progress toward meeting or exceeding the State's performance goals and toward improving District performance compared to the previous year. Applications are only approved when the District sets appropriate performance goals and shows evidence of progress. The approval process includes:

A review of the application narrative to ensure that activities support the requirements and intent of the Perkins IV legislation.

A review of program strategies and activities to meet performance levels.

A review of allocations and expenditures to identify and prevent unallowable expenditures. Delaware Department of Education fiscal staff members also conduct review and approval of district budgets.

Delaware Department of Education Career and Technical Education staff members also monitor all districts receiving Perkins IV funds including:

A review of budget close-out reports to ensure funds were expended as approved.

An annual review of data and documents (desk audit) to ensure program compliance

Provide one on one technical assistance of program implementation for priority (high need or high risk) districts

Since Delaware is a "Race to the Top State" Districts via the Delivery Unit receive reviews and feedback at regular intervals. The review frequency is based on the districts rating of needing Intense, Moderate or Minimum support. Through this process districts progress on meeting Perkins Performance targets is included as part of the review.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

State Code requires all districts to provide evidence of curriculum alignment to state content standards. Technology integration is a key component of Career and Technical Education content area standards and, therefore, must be demonstrated during the course approval process. All districts are required to show curricular alignment for any new or expanding career areas. This process is conducted each March. The use of technology and the professional development of staff is a key component of the course approval process. Each district receiving federal Perkins funding has a designated Career and Technical Education liaison. The role of the liaison is to provide technical assistance and to be a point of contact. Career and Technical Education liaisons work with the district to ensure that all Perkins' regulations are being followed. College and Technical Education liaisons provide technical assistance on the use and expansion of technology into approved Career and Technical Education approved programs.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

The Delaware Department of Education has adopted both the Common Core Standards and the Common Core Technical Standards. As part of the roll-out of the Common Core Standards Career and Technical Education staff members have been engaged in the roll out of the Common Core Standards to districts. The roll out includes professional development for all districts. Professional development is being provided to staff in the effective use of scientifically based research and data to improve instruction. Literacy across all content areas is being stressed.. Career and Technical Education staff as part of the Teaching and Learning branch is part of the Common Core professional development being provided to all districts. Topics have include the use of Dr. David Conley's Four Keys and technical literacy. In addition Career and Technical Education staff provide technical assistance to Career and Technical Education teachers, middle and high school counselors, and district administrators on alignment with national and industry standards, as well as the integration of academic standards.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

State regulation now requires all students between the eighth and twelfth grades to participate in the Student Success Plan process. The Student Success Plan is a plan encompassing a minimum of five years, including one year beyond high school. The plan is developed and updated at least annually by the student, the student's advisor, at least one other staff member and the student's parent(s), guardian(s) or relative caregiver. The Student Success Plan includes courses needed in preparation for immediate entry into the work force or opportunities in post secondary education. The plan also includes the support services necessary for the student to graduate from high school. An additional year of high school may be an option for inclusion in the Student Success Plan. Information on the Student Success Plan is available at the following web site: <http://www.doe.k12.de.us/dess/espes.shtml> . In addition, as part of the Delaware Department of Education's College and Career Ready initiative, a plan is being created to integrate the Student Success Plan with Programs of Study.

The Delaware Department of Education provides online access to the Student Success Plan, which is designed to empower students to explore possibilities, develop a plan and achieve their goals for the future. Central to the Student Success Plan program is an interactive, highly user-friendly website that students can use to learn about careers and schools, set goals and develop a plan for academics, activities or other experiences they'll need during high school.

The Career and Technical Education associates continue to encourage rich exploratory opportunities for all middle school students to expose them to career opportunities including non-traditional occupations. The Delaware Department of Education's Career and Technical Education work group is also working with the National Alliance for Partnerships in Equity to identify the current barriers affecting student recruiting and retention into nontraditional careers. The Delaware Department of Education will use the data provided by the National Alliance for Partnerships in Equity to provide professional development to districts needing help in this area.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

As part of the Consolidated Application each district applying for federal Career and Technical Education funds must provide answers to the following questions:

- Describe the process that is used to review the career and technical education programs offered at the district to identify any barriers to the access of special populations.
- Describe the strategies used to mitigate any identified barrier that results in the lowering of access to or to the lowering of success in approved Career and Technical Education courses for special populations.
- Describe the process that is used to enable special populations to meet the Perkins Performance targets.

-Describe the process that is used to assure that individuals who are members of special populations are not discriminated against in their pursuit of study within all career and technical education areas.

These responses are closely monitored by Career and Technical Education staff. Districts not meeting the needs of special populations receive access and assistance to best practices to assist special populations. In addition, because of the December 2011 federal audit, a committee was established to create a process to review all Delaware Department of Education Career and Technical Education policies related to special populations. The committee has been tasked to create an audit protocol for program review and site visits. In addition, 10% of an Exceptional Children's staff time was reallocated to work with Career and Technical Education staff to ensure special populations needs were being addressed in local applications.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Delaware Department of Education Career and Technical Education staff members provide both proactive and on-demand technical assistance for all Perkins IV programs. Proactive technical assistance activities include

- support for Education Success Planning and Evaluation processes
- information dissemination via in-person meetings and website content
- development of standardized data reports to assist with Perkins data reporting
- development and deployment of software application (eSchoolPlus CTE user-defined screen) to input Perkins-related data
- assistance with end of pathway (technical skill attainment) assessment selection, curricular alignment, and implementation

On-demand technical assistance activities include:

- LEA and school-level program enhancement advice and assistance
- program clarifications
- assistance with data entry and data verification procedures
- on-site training for secondary and post-secondary LEA Perkins data reporting

The current Delaware Career and Technical Education program delivery system is in a state of change. In February of 2013 the Career and Technical Education workgroup was moved to the Teaching and Learning branch. The Teaching and Learning branch is responsible for the implementation of the Common Core standards. Much of the technical assistance provided this year was via the Common Core Implementation plan. As part of the response to the December 2011 federal audit, the Delaware Department of Education contracted with Vivayic to provide recommendations to the Delaware Department of Education to improve the effectiveness, value and quality of Career Technical Education as delivered in Delaware. This report has been completed. Action on the report is currently on hold until a new Director of Career and Technical Education is named. The current Director of Career and Technical Education is retired as of January 1, 2014.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

20000

Number of students participating in Perkins CTE programs in state correctional institutions:

420

Describe the CTE services and activities carried out in state correctional institutions.

Perkins monies will be used at three prison education programs: James T. Vaughn Correctional Center; Dolores Baylor Women's Correctional Institution; and the Sussex Correctional Institution.

James T. Vaughn Correctional Center

Auto Technology – This prison vocational program provides instruction in Automobile Technology including: detailing, general maintenance, engine repair, automatic transmission/transaxle; suspension and steering; brakes; electrical/electronic systems; heating and air conditioning; and engine performance. All instruction focuses on the content needed to receive ASE certification. There are approximately 30 students served annually. Upon exit from the Level 5 prison, offenders are assisted to take their ASE certification tests and are provided information on how to connect with their local Department of Labor for job search.

HVAC – This program provides HVAC instruction aligned with NCCER standards. Through this program, students complete the NCCER HVAC Core curriculum and participate in a hands-on apprenticeship component. There are approximately 30 students served annually. The students completing this program attain an NCCER certification. Upon leaving this program offenders are provided information on how to connect with their local Department of Labor for job search.

Plumbing – This program provides Plumbing instruction aligned with NCCER standards. Through this course of study, students complete the NCCER Plumbing Core curriculum and participate in a hands-on apprenticeship component. There are approximately 30 students served annually. Upon leaving this program offenders are provided information on how to connect with their local Department of Labor for job search.

Sussex Correctional Institution

Computer Applications - This program provides training in the use of the Microsoft Office Suite and Adobe Master Collection application software collections. The areas of instruction include: word processing, spreadsheet applications, presentations, data base development, HTML programming, SQRL programming, website development, and network development. Approximately 125 offenders are served each year in this program. Students are provided with information on how to connect with their local Department of Labor for job search upon exit.

Masonry - This program provides training in 4 levels of National Center for Construction Education and Research (NCCER) including: a core curriculum introduction to craft skills; skills for basic brick laying; measuring, drawing and design specification; installation techniques; residential plans and drawing interpretation, high rise construction, and specialized materials and techniques. Approximately 40 offenders are served annually. Students are provided with information on how to connect with their local Department of Labor for job search upon exit.

The computer applications programs will service 125 inmates each year and the masonry program will service about 40 inmates each year. Students are provided with information on how to connect with their local Department of Labor for job search upon exit.

Dolores Baylor Women's Correctional Institution

Culinary Arts - Students in the Culinary Arts Program receive nationally recognized instruction in the food industry and are ready for work upon completion. Instruction is provided in the following areas: hospitality, services, sanitation and safety; Food Service Worker 1 and 2; Nutrition; Institutional Cooking; and Human Resources Management. Approximately 30-40 students are served on an annual basis. Completers receive their nationally recognized ServSafe certification. Students are provided with information on how to connect with their local Department of Labor for job search upon exit.

Microsoft Applications - Students enrolled in the Microsoft Office classes receive instruction in computer basics, Microsoft Word, Excel, Publisher, PowerPoint and in MS Publisher. Students learn the fundamentals of each of these programs. They use these skills to communicate via documentation, presentation skills, charts/graphs and manage data and finances. Approximately 55 students are served in this program annually. Students are provided with information on how to connect with their local Department of Labor for job search upon exit.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

Not Applicable. Delaware has not provided funding to state institutions serving individuals with disabilities.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

Career and Technical Education staff from the Delaware Department of Education provided requested technical assistance with charter school personnel, including those with current charter approval, as well as those actively seeking state approval, in the areas of Career and Technical Education program development, funding opportunities and fiscal requirements. The Career and Technical Education team works closely with the Department's Charter office in the review of charter applications. In addition, charter schools are included in all professional development opportunities.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Family and Consumer Sciences is one of the approved Career and Technical Education pathways available to students. Districts apply for Perkins funding via the Consolidated Application process. In addition, the Career and Technical Education team has a dedicated Education Associate for the area of Family and Consumer Science.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

Yes

Adult and school dropouts are supported through the extensive Career and Technical Education offerings provided in the evenings by our three regional Career and Technical Education Centers. Each county has access to the offerings of a regional career and technical education center.

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

Yes

Districts are encouraged to use state generated Career and Technical education funding and/or federal Perkins funds to assist special population students in transitioning from school to meaningful employment. This is an area that needs to be expanded. Although the Career and Technical Education team now has 10% of one of the Exceptional Children's staff's time, the current workload of both the Career and Technical Education team and that of the Exceptional Children's team has not allowed for meaningful work to be completed.

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

Delaware as part of the implementation of the Common Core Standards is working with its districts to have each district create a two year school plan for the implementation of the Common Core. Career and Technical Education teachers are part of this overall initiative. Delaware's has set as its goal the following: "Every single student in our system will graduate college and career ready, with the freedom to choose his or her life's success. Our education system needs to change because the world is changing, and because it is the right thing to do." The two year school implementation plan will address the immediate needs that are essential to meet the demands of transitioning to the Common Core Standards. The mission of each school plan is to create a Common Core culture in all Delaware classrooms. Schools are being encouraged to work with other schools within and/or across districts. In addition state Career and Technical Education staff serve on the Common Core Steering committee.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

The Delaware Department of Education partners with districts Institutions of Higher Education, adult education providers, and business and industry representatives to continuously improve and expand Career and Technical Education programs. FY 2013 funds supported Delaware Department of Education's Career and Technical Education staff member efforts including the following:

- collaboration with districts and Institutions of Higher Education to ensure effective implementation and student use of Student Success Plans
- collaboration with districts, Institutions of Higher Learning, and business and industry representatives to develop statewide pathway course outlines
- collaboration with districts, Institutions of Higher Learning and business and industry representatives to develop high quality, standards-based, technologically and academically integrated instructional units for statewide pathway courses
- collaboration with districts and adult education providers to facilitate Tech Prep articulations. Although Tech Prep is no longer provided federal funding, Delaware supports Tech Prep with state funding
- collaboration with districts and adult education providers to to coordinate district's apprenticeship education programs with the Department of Labor and the Governor's Council on Apprenticeship and Training
- collaboration with teachers and administrators to promote programs of study. Samples of districts Programs of Study may be found at the following web site: <http://www.doe.k12.de.us/infosuites/ddoe/aboutdoe/workgroups/cte.shtml>
- collaboration with the Delaware Higher Education Office to ensure that their work with the Institutions of Higher Learning has a strong Career and Technical Education connection. The Delaware Higher Education office and the Career and Technical Education work group are in the same branch-Teaching and Learning.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

No

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

Delaware continues to have strong state support. Delaware continues to fund Tech prep at the state level. The Career and Technical Education work group works closely with Tech Prep. Tech Prep coordinates state wide articulation agreements and dual enrollment activities with secondary and Institutions of Higher Learning (IHE). Tech Prep has also been collaborating with the Career and Technical Education team on support for Programs of Study.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Career and technical student organizations continue to be an important part of a complete career and technical program. Instructors are encouraged to integrate requirements of competitions into classroom instruction so all students can take part, at some level, in the opportunities career and technical student organizations provide.

Business Professionals of America

Students participated in 53 state and national competitive events related to their business and finance education programs. Curriculum issues are also addressed through annual and monthly leadership meetings involving both advisors and students. Business Professionals of America students and advisors took part in the following professional development and leadership training activities:

State Officer Summer Leadership Training (joint with DECA)

State Officer Winter Planning Seminar

State Officer Monthly Meetings

Statewide Leadership Summit

Quarterly Board of Directors Meetings

State Fall Leadership Conference (joint with DECA)

State Leadership Conference

National Leadership Conference

DECA: An Association of Marketing Students

Students participated in 42 state and national events related to their marketing education programs. Curriculum issues are also addressed through annual and monthly leadership meetings involving both advisors and students. DECA students & advisors took part in the following professional development and leadership training activities:

State Officer Summer Leadership Training (joint with BPA)

State Officer Winter Planning Seminar

State Officer Monthly Meetings

Monthly Advisory Board Meetings

State Fall Leadership Conference (joint with BPA)

Regional DECA Leadership Conference (NARCon)

State Career Development Conference

International Career Development Conference

FFA

Students participated in over 20 state and national career development activities related to their course of study. Students took part in the following activities to assist in professional and leadership development:

State sponsored State Officer Leadership Training

Planning and conducting the State FFA Awards Breakfast

National FFA sponsored National Leadership Conference for State Officers

State Fall Leadership Conference for Chapter Officers

National FFA Presidents Conference (State President and Vice President)

78th State FFA Convention

National FFA Convention

National Officer Training visit

Twice a month state officers meetings

State, regional, and national career development activities.

Technology Student Association (TSA)

Students and advisors took part in the following activities to assist in leadership training:

State Officer Leadership Summer Training Seminar

State Officer Monthly Meetings

National TSA Leadership Conference

Fall Leadership Conference

State TSA Conference and Competitive Events

National TSA Conference

SkillsUSA

Students and advisors took part in the following activities to assist in leadership training:

Spring Leadership Conference

State Officer Monthly Meetings

National Skills USA/VICA Conference

State Officer Leadership Summer Training Seminar

Family Career and Community Leaders of America (FCCLA)

Students and advisors took part in the following activities to assist in leadership training:

State Officer Monthly Meetings

State Spring Leadership Conference and Competitive Events

National FCCLA Conference

State Officer Training

Fall Leadership Meeting

Regional Cluster meeting training

Health Occupations Students of America (HOSA)

A Health Sciences, Education Associate was added to the CTE staff for the current school year. The new Health Sciences Associate has begun the process of creating a Delaware HOSA chapter. The new Education Associate has attended the following:

HOSA National Leadership Conference

HOSA State Advisors Management Conference

National Consortium on Health Science Education (NCHSE) Annual Board of Directors' Meeting

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

All Delaware Career and Technical education courses must be approved by the Career and Technical Education office in order to be eligible for state career and technical education funding units. As part of the annual funding request all courses must show that current industry standards must be addressed.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

Ongoing partnerships with business include connections through Career and Technical Student Organizations including leadership and skill events and active participation from advisory committees for planning, implementation and evaluation.

State Career and Technical Education funds are provided to districts with students enrolled in cooperative education experiences related to completed student pathways.

The Career and Technical Education team also works closely with the Delaware Advisory Council on Career and Technical Education (DACCTE). DACCTE actively promotes coordination, collaboration and effective partnerships among business, industry, labor, education and employment and training programs to help meet the economic needs of the state. The state of Delaware continues to fund the Advisory Council through state funding.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

After the December 2011 federal audit and the issuing of findings in May of 2012, Delaware has been reviewing its process of course approval and the process needed to move to the national career cluster model. An independent study of all current processes was completed this fall. Implementation of the recommendations of this report have been put on hold as a result of the move of the Career and Technical Education work group from the College and Workforce branch to that of Teaching & Learning Branch and the retirement of the current Director for Career and Technical Education. Despite the changes Delaware has continued to add new pathways in the area of Health Sciences.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

Entrepreneurial concepts are embedded in various Career and Technical Education pathways. Entrepreneurial concepts are also embedded in various Career and Technical Student Organization activities.

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

No

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

Last year the Career and technical Education team created a bi-monthly Career and Technical Education newsletter, The CTE Communicator. Due to the organizational changes the newsletter was not issued on a regular basis.

The Delaware Department of Education and the Delaware Advisory Council on Career and Technical Education continues to provide training for teachers, counselors, and administrators for utilization of the Delaware Department of Labor's Office of Occupational Labor Market Information Career Compass.

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Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

The Delaware Performance Appraisal System (DPAS II), Component 5 Internal Measures project was completed this year. Each Career and Technical Education course has both a pre-test and a post test. This process was part of Delaware's Race To the Top initiative. These assessments are used to guide instruction and to measure student growth. The Career and Technical Education work group was moved in March 2013 from the College and Workforce Readiness branch to the Teaching and Learning Branch. This move and new reporting structure caused several planned initiatives to be placed on hold. The decision to purchase quality assessments for those areas where a technical and/or certification are not available is currently pending. The current Director for Career and Technical Education is leaving the department effective January 1, 2014. This position has been posted and new leadership will be making the decision on the purchase of end of pathway assessments and the timeframe for implementation.

This refers to the fact that Section 4 shows enrollment in 14 career clusters, but Section 6 shows Tech Skill Assessments for 5 Program Areas. We need to clarify 2 things:

These program areas cover 10 of the career clusters

We do not have assessments for all clusters.

Next year we will report technical skill assessments by cluster.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Secondary Program Improvement Plans

Delaware met all secondary level targets at the 90% level of the state adjusted level of performance.

Local Program Improvement Plans

14 Secondary LEAs and 1 Post-secondary LEA failed to meet at least 90 percent of an agreed upon adjusted level of performance for one or more indicators.