

# RECOMMENDATIONS TO IMPROVE THE COLLECTION OF PERKINS ACCOUNTABILITY DATA IN OREGON

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Submitted by:

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## **BACKGROUND**

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In December 2006, the Office of Vocational and Adult Education (OVAE), U.S. Department of Education, invited state directors of career and technical education (CTE) to submit requests for individualized technical assistance to improve the quality of their Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) systems. In response, the Oregon Department of Education (ODE) submitted an application requesting technical assistance to support the development of its statewide accountability system.

Following conversations with Jim Schoelkopf, Specialist, CTE and Perkins Administration, it was determined that ODE would benefit from having a neutral facilitator with an understanding of Perkins IV to guide discussions of the state's Accountability and Evaluation Taskforce. Taskforce activities were focused on

- Revising the state's current Perkins accountability system to align it with Perkins IV accountability requirements;
- Identifying gaps in the current accountability system that require priority attention to comply with Perkins IV; and
- Recommending approaches for constructing population definitions and measures to address identified accountability gaps.

This paper summarizes taskforce meetings and lays out the state student population definitions and measure constructions developed to collect Perkins IV data.

## TASKFORCE MEETINGS

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To prepare for Perkins planning meetings, Dr. Steven Klein of MPR Associates met with ODE staff on January 30, 2007 to review the proposed agenda for a 2-day statewide transitions planning workshop. The purpose of this kickoff meeting was to clarify Oregon's reporting obligation to OVAE and identify the potential uses of performance data for statewide program improvement purposes. State policies and practices for measuring student attainment of Perkins accountability measures were also examined.

Workshop sessions were held January 31 and February 1, 2007 at Chemeketa Community College in Salem, Oregon. A set of guiding questions used to frame conversations included:

- ✓ What are the Perkins IV Basic Grant and Tech Prep indicators of performance?
- ✓ How could performance data be used beyond reporting (e.g., continuous improvement, program approval)?
- ✓ What are the possible sanction scenarios that could be implemented for eligible recipients who do not meet expected levels of performance? What are the policy implications?
- ✓ What factors need to be considered in the design and implementation of measurement criteria for the technical skill attainment measure?

Following the workshop, state administrators worked to develop a 1-year transition plan for Perkins IV, relying on nonregulatory guidance contained in Troy Justesen's March 13, 2007 memo, *Student Definitions and Measurement Approaches for the Core Indicators of Performance Under Perkins IV*.

At the time of plan submission, ODE staff determined that the state would keep its Tech Prep resources separate from the Basic Grant allocation because of the state's PK-20 work and the initiatives of its Unified Education Enterprise (UEE), which has a focus on student transitions from one educational sector (K-12) to another (postsecondary). At the time, state staff determined that the development and implementation of separate Tech Prep measures would provide a mechanism to measure students' transitional success with a specific cohort of students.

Following review by the State Board in April, a 1-year transition plan was submitted to OVAE prior to the government's May 7, 2007 submission deadline. As evidenced in Appendix A, the population definitions and measurement approaches proposed by the state closely parallel the nonregulatory language provided by OVAE. This was because ODE staff believed, based on guidance provided at the March state directors' meeting in Washington, DC, that the state would be more likely to receive plan approval if federal guidance was followed.

### *Development of the State's 5-Year Perkins Plan*

In late April 2007, ODE staff seated four taskforces to begin formulating the state's Perkins IV 5-year plan. Task forces were organized around four topical areas:

Perkins IV Planning Taskforces	
<p><b><u>Accountability &amp; Evaluation</u></b></p> <p>Recommend policies and practices to measure and evaluate the effectiveness of CTE programs.</p>	<p><b><u>Professional Development</u></b></p> <p>Recommend policies to promote the professional growth of CTE teachers and other staff for an integrated academic and CTE teaching and learning model.</p>
<p><b><u>Program Design</u></b></p> <p>Recommend policies and practices that define program approval and renewal criteria for Perkins IV-eligible CTE programs and meet the program of study criteria as described by Perkins IV.</p>	<p><b><u>Special &amp; Nontraditional</u></b></p> <p>Recommend policies that support attainment of academic and technical skill performance levels by special populations and address Perkins IV requirements for student participation and completion in CTE programs considered nontraditional by gender.</p>

To coordinate Accountability and Evaluation Taskforce work, ODE scheduled a series of meetings organized around the secondary, postsecondary, and Tech Prep indicators. Dr. Steven Klein served as taskforce facilitator.

The first accountability taskforce meeting was held on May 24, 2007 in Salem, Oregon. At this meeting, taskforce members reviewed the secondary Perkins participant and concentrator definitions, along with the measure constructions proposed in the 1-year transition plan. Measures addressed during the meeting included the academic achievement (1S1, 1S2), school completion (3S1), graduation rate (4S1), placement (5S1), nontraditional measures (6S1, 6S2), and an additional, state-defined measure of academic achievement (7S1). Discussions on technical skill assessment (2S1) were deferred to a subsequent meeting.

Based on participant feedback, ODE administrators agreed to modify the state's 1-year transitional measures to better align these measures with state priorities and data collection capacities. In particular, members agreed to change the state's definition of a secondary participant and concentrator to parallel OVAE guidance pertaining to the conversion of standards and course sequences into Perkins credits. Secondary measures were also adapted to reflect local educators' reporting capacity. A copy of the state's revised secondary populations and measures is contained in Appendix B.

The second accountability taskforce meeting was held on June 21, 2007 in Salem, Oregon. At this meeting, taskforce members reviewed the postsecondary Perkins participant and concentrator definitions, and the measure constructions for the credential, certificate, or degree completion (2P1), retention or transfer (3P1), placement (4P1), and nontraditional participation and completion measures (5P1, 5P2). Discussions on technical skill assessment (1P1) were again deferred to a subsequent meeting.

As an outgrowth of the meeting, taskforce members agreed to modify the state's population definitions to align with the sequencing of postsecondary program coursework. Measure constructions were also modified to reflect postsecondary faculty's capacity to collect meaningful data. A copy of the revised state postsecondary measures is included in Appendix B.

To prepare for the third taskforce meeting, focusing on Tech Prep measures, a subgroup of ODE staff met with Steven Klein at the ODE headquarters in Salem on July 10, 2007. Alternative approaches to measuring Tech Prep student outcomes were proposed, and, following consultation with senior policy staff, ODE Perkins administrators determined that it would be most appropriate if the state's Tech Prep resources were combined with the state's basic grant allocation. This proposal was shared at the third taskforce meeting, held on August 23, 2007 in Salem.

During this final accountability taskforce meeting, participants agreed to ODE staff's recommendation to incorporate Tech Prep funding into the state's basic grant formula, and in so doing, eliminate the need for separate Tech Prep measures. Taskforce members also considered alternative approaches for collecting data on secondary and postsecondary student technical skill attainment, using the OVAE definitions of gold, silver, and bronze standards as a resource. It was agreed that the state would accept school district and postsecondary institutional data collected using gold standard approaches (e.g., NOCTI, state or industry licensing or credentialing exam), and that ODE staff would develop criteria and guidelines to support state approval of locally developed assessments where gold standard assessments were lacking or not planned for deployment.

As a culminating activity, members from each of the four taskforces met in Salem on August 24, 2007 to share individual group work and to consider strategies for integrating products to create a system-wide plan for Perkins IV implementation. This full-day meeting featured presentations from each of the four Perkins taskforces, including an hour-long presentation by Jim Schoelkopf of ODE and Steven Klein of MPR Associates, to share accountability taskforce recommendations and answer questions raised by the group. Technical assistance support work concluded following the completion of this cross-taskforce meeting.

**Appendix A:**  
**1-Year Transition Plan**

## 2007-2008 PERKINS IV TRANSITION PLAN

### DRAFT CTE & TECH PREP STUDENT DEFINITIONS (v 2.0)

PENDING FINAL GUIDANCE FROM, AND NEGOTIATION WITH, THE U.S. DEPT. OF EDUCATION, OVAE

#### A. Secondary

##### **Investors –**

A secondary CTE investor is a secondary student who earns 2 or more CTE credits in one or more state recognized program area.

*(Secondary investor definition used for all secondary performance indicators **except** Technical Skill attainment)*

##### **Concentrators –**

A secondary student who has earned 3 or more credits in a single program area;

OR

A secondary student who has earned 2 credits in a single program area if the state or local eligible recipient recognizes a 2 or more course sequence.

*(Secondary concentrator definition used for measuring Technical Skill attainment ONLY)*

#### B. Postsecondary

##### **Concentrators –**

A postsecondary student who:

1. completes at least 12 academic or CTE credits in a program sequence that is comprised of 12 or more academic or CTE credits that terminates in an industry-recognized credential, certificate or degree;
- OR
2. completes a short-term CTE program sequence of less than 12 credits that terminates in an industry-recognized credential, certificate or degree.

*(Concentrator is the denominator for all postsecondary performance indicators)*

##### **Next Steps:**

- CTE courses only; not academic
- 12 credits earned
- Add "institutionally-recognized"
- Adopt #1; drop #2

#### C. Tech Prep

##### **Secondary –**

A secondary education Tech Prep student is a secondary education student who has enrolled in 2 courses in the secondary education component of a tech prep program.

##### **Postsecondary –**

A postsecondary education Tech Prep student is a postsecondary education student who:

- A. has completed the secondary education component of a tech prep program; and
- B. has enrolled in the postsecondary education component of a tech prep program at an institution of higher education.

**2007-2008 PERKINS IV TRANSITION PLAN**  
**DRAFT Pending final student definitions from OVAE**

**FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)**

**A. SECONDARY LEVEL**

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Baseline (7/1/06 – 6/30/07)</b>	<b>Year One 7/1/07- 6/30/08</b>	<b>Year Two 7/1/08- 6/30/09</b>
<b>1S1 Academic Attainment – Reading 113(b)(2)(A)(i)</b>	<p><b>Numerator:</b> Number of investors who have met the proficient or advanced level on the Statewide high school <b>reading</b> assessment administered by the State under Section 1111(b)(3) of the ESEA.</p> <p><b>Denominator:</b> Number of investors who took the ESEA assessments in <b>reading</b> and who have left secondary education in the reporting year.</p>	<b>State and Local Administrative Records</b>	<b>B: 50.00%</b>	<b>L: 60.00%</b> <b>A:</b>	<b>L: 60.00%</b> <b>A:</b>
<b>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</b>	<p><b>Numerator:</b> Number of investors who have met the proficient or advanced level on the Statewide high school <b>mathematics</b> assessment administered by the State under Section 1111(b)(3) of the ESEA.</p> <p><b>Denominator:</b> Number of investors who took the ESEA assessments in <b>mathematics</b> and who have left secondary education in the reporting year.</p>	<b>State and Local Administrative Records</b>	<b>B: 49.00%</b>	<b>L: 59.00%</b> <b>A:</b>	<b>L: 59.00%</b> <b>A:</b>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06 – 6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<b>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</b>  <i>(Secondary Concentrator)</i>	<b>Numerator:</b>  <b>Denominator:</b>		<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)</b>	<b>Numerator:</b> Number of investors enrolled during their senior year that graduated from high school with a diploma or recognized equivalent.  <b>Denominator:</b> Number of investors enrolled during their senior year.	<b>State and Local Administrative Records</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</b>	<b>Numerator:</b> Number of investors reported as graduated using your State’s approved calculation for graduation rate as defined in your State’s ESEA accountability workbook.  <b>Denominator:</b> Number of investors who have left secondary education in the reporting year.	<b>State and Local Administrative Records</b>	<b>B: 68.10%</b>	<b>L: Will be pre-populated at the request of the State</b>  <b>A:</b>	<b>L: Will be pre-populated at the request of the State</b>  <b>A:</b>
<b>5S1 Secondary Placement 113(b)(2)(A)(v)</b>	<b>Numerator:</b> Number of investors who were employed or engaged in further education within one year after program completion.  <b>Denominator:</b> All investors one-year after high school graduation.	<b>State and Local Administrative Records</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06 – 6/30/07)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<b>6S1 Nontraditional Participation and Completion 113(b)(2)(A)(vi)</b>	<p><b>Numerator:</b> Number of investors in underrepresented gender groups in non-traditional employment &amp; training programs who graduated from high school during program year.</p> <p><b>Denominator:</b> Number of investors in employment &amp; training programs who graduated from high school during program year.</p>	<b>State and Local Administrative Records</b>	<b>B:</b>	<b>L:</b> <b>A:</b>	<b>L:</b> <b>A:</b>
<b>7S1--Other Academic Attainment – Writing</b>	<p><b>Numerator:</b> Number of investors who have met the proficient or advanced level on the Statewide high school <b>writing</b> assessment administered by the State under Section 1111(b)(3) of the ESEA.</p> <p><b>Denominator:</b> Number of investors who took the ESEA assessments in <b>writing</b> and who have left secondary education in the reporting year.</p>	<b>State and Local Administrative Records</b>	<b>B: 50.00%</b>	<b>L: 60.00%</b> <b>A:</b>	<b>L: 60.00%</b> <b>A:</b>

\*Annual Statewide Academic Targets for All Schools and Districts  
Oregon's Adequate Yearly Progress (AYP) Performance Levels

School Year	Reading &/or Writing	Mathematics
2007- 2008	60%	59%
2008- 2009	60%	59%
2009- 2010	60%	59%
2010- 2011	70%	70%
2011- 2012	80%	80%
2012- 2013	90%	90%
2013- 2014	100%	100%

**B. POSTSECONDARY/ADULT LEVEL**

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Baseline (7/1/06 – 6/30/07)</b>	<b>Year One 7/1/07- 6/30/08</b>	<b>Year Two 7/1/08- 6/30/09</b>
<b>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</b>	<b>Numerator:</b>  <b>Denominator:</b>		<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</b>	<b>Numerator:</b> Number of concentrators who received a postsecondary degree, or certificate during program year. <b>Denominator:</b> Number of concentrators who completed or left the community college during the program year.	State/Local Administrative Data	<b>B: 58.39%</b>	<b>L: 59.20%</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</b>	<b>Numerator:</b> Number of completers who were placed within one year after program completion, who were retained in employment or further education one year from placement or who had attained a further postsecondary degree or credential within one year from placement. <b>Denominator:</b> Number of completers who were employed or engaged in further education within one year after program completion.	Administrative Record Exchanges	<b>B: 88.81%</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>

<p><b>4P1 Student Placement 113(b)(2)(B)(iv)</b></p>	<p><b>Numerator:</b> Number of concentrators who were employed or engaged in further education within one-year after program completion. <b>Denominator:</b> Number of concentrators.</p>	<p>Administrative Record Exchanges</p>	<p><b>B: 89.83%</b></p>	<p><b>L: 90.35 %</b> <b>A:</b></p>	<p><b>L:</b> <b>A:</b></p>
<p><b>5P1 Nontraditional Participation and Completion 113(b)(2)(B)(v)</b></p>	<p><b>Numerator:</b> Number of concentrators in underrepresented gender groups in nontraditional training and employment programs who received a postsecondary degree or certificate during the program year. <b>Denominator:</b> Number of concentrators in non-traditional employment &amp; training programs.</p>	<p>State/Local Administrative Data</p>	<p><b>B: 20.42%</b></p>	<p><b>L: 23.82%</b> <b>A:</b></p>	<p><b>L:</b> <b>A:</b></p>

DRAFT

# **Appendix B: Revised Plan**

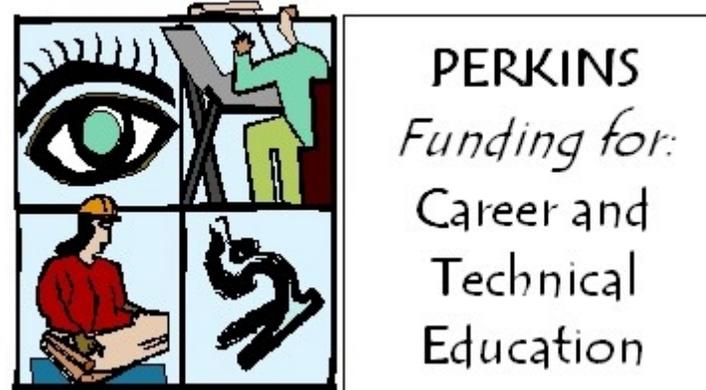
## PERKINS IV

# MEASUREMENT DEFINITIONS

*[RECOMMENDED BY ACCOUNTABILITY & EVALUATION TASKFORCE]*

**UPDATED**

August 27, 2007



## INTRODUCTION

### I. Definitions of Student Populations

Oregon will provide the career and technical education (CTE) student definitions that will be used for the secondary and postsecondary core indicators of performance, e.g., “CTE participants” and “CTE concentrators.” These are the students on which Oregon will report data annually to the Secretary under section 113(c)(1)-(2) of the Act.

### II. Identification of Measurement Definitions/Approaches

The Final Agreed Upon Performance Levels (FAUPL) forms include valid and reliable measurement definitions and approaches for each of the core indicators of performance required under section 113(b) of the Act. Each definition must contain a description of the numerator (the number of individuals achieving an outcome) and a denominator (the number of individuals seeking to achieve an outcome). Based on U.S. Department of Education, OVAE non-regulatory guidance, the FAUPL form has been pre-populated with the measurement definitions and approaches for the core indicators to measure student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics under the ESEA (1S1 and 1S2, respectively) and student graduation rates under the ESEA (4S1). Oregon has voluntarily added 1S3 (writing) as an additional secondary academic indicator. Oregon may propose other student definitions and measurement approaches, but will have to describe in its 5-year State plan how the proposed definitions and measures would be valid and reliable.

### III. Baseline Data

The 2007-2008 FAUPL forms must include baseline data using data for the most recently completed program year (July 1, 2005 – June 30, 2006), on the performance of career and technical education students on each of the core indicators of performance, except that, for the indicators for which a State must use your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if a State chooses to use its AMOs (Annual Measurement Objectives) and targets under the ESEA, baseline data does not need to be submitted. The Department will use the State’s baseline data as a starting point for reaching agreement with the State on the core indicators of performance for the first two program years under section 113(b)(3)(iii) of the Act, except that States that submit a one-year transition plan need to provide baseline data only for the core indicators of performance as provided below:

Performance Indicators		2007-2008 Transition Plan	2008-2013 Five-Year Plan
<b>Secondary – 8 Federal Indicators</b>			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
O-1S3	Academic Attainment – Writing [Oregon Only]	Not required	Not required
2S1	Technical Skill Attainment	Not required	X
3S1	Student HS Completion	Not required	X
4S1	Student HS Graduation	X	X
5S1	Student Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
<b>Postsecondary – 6 Federal Indicators</b>			
O-1P2	Academic Attainment [Oregon Only]	Not required	Not required
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Diploma Completion	Not required	X
3P1	Student Retention or Transfer in Education	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

#### **IV. Performance Levels**

On the FAUPL forms, States must provide proposed levels of performance for each of the core indicators of performance for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) as required under section 113(b)(3)(ii) of the Perkins Act, except that, for the indicators for which the State must use its State's standards, assessments, and graduation rates adopted under Title I of the ESEA, a State that chooses to use its AMOs (Annual Measurement Objectives) or targets under the ESEA will only have to confirm this information with its OVAE Regional Accountability Specialist. At a State's request, the Regional Accountability Specialist will pre-populate the forms in Part C with the State's AMOs or targets for the 2007-08 and 2008-09 program years before sending the forms for completion. States that submit a one-year transition plan need to provide performance levels only for the core indicators of performance listed in the chart above.

#### **V. State Confirmation of Final Agreed Upon Performance Levels**

After reaching agreement with the Department on your State's final agreed upon adjusted performance levels for the first two program years, State's will be asked to confirm these levels via e-mail submission of your State's FAUPL form. A State's final agreed upon performance levels for the first two program years for the ESEA indicators will be incorporated into the State plan and July 1, 2007 Perkins grant award. A State's final agreed upon performance levels for the first two program years for all other for all other indicators will be incorporated into the State plan and July 1, 2008 Perkins grant award.

**STUDENT DEFINITIONS** *(pending final negotiation with US Department of Education, OVAE)*

**A. Secondary Level—** *Task Force Recommendation: August 23, 2007*

Participant -

Any secondary student who has earned one-half (.5) or more credits in any technical skill course part of an Oregon state-approved CTE program.

Concentrator -

Any secondary student who has earned one (1) or more credits in a technical skill course(s) part of an Oregon state-approved CTE program, of which at least one-half (.5) credit must be designated as a "required" CTE course for program completion.

**B. Postsecondary—** *Task Force Recommendation: August 23, 2007*

Participant -

A postsecondary student who has earned one (1) or more CTE credits in any CTE program area within the reporting year. *[CTE credit = ACTI code 21 or 23]*

Concentrator -

A postsecondary student who is enrolled for credit in the current academic year who: (1) has completed 18 or more program credits, of which 9 credits are CTE, within a single CTE program area that terminates in the award of a degree, a certificate of completion or an industry-recognized credential; or (2) completes a short-term CTE program of between 12 - 17 credits that terminates in the award of a certificate of completion or an industry-recognized credential.

PERKINS IV PERFORMANCE INDICATORS *(pending final negotiation with US Department of Education, OVAE)*

A. SECONDARY

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>reading/language arts</b> assessment 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) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>reading/language arts</b> whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 50.00%	L: 60.00% A:	L: 60.00% A:
<p>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>mathematics</b> assessment administered by the State under Section 1111(b)(3) of the (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) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>mathematics</b> whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records	B: 49.00%	L: 59.00% A:	L: 59.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>1S3 Academic Attainment – Writing [Oregon ONLY]</p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school writing assessment 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) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>writing</b> whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 50.00%	L: 60.00% A:	L: 60.00% A:
<p>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</p>	<p><b>Numerator:</b> Number of CTE concentrators who were ready to be assessed and who met or exceeded technical skill attainment based on technical skill measurements that are aligned with industry-recognized standards, during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who were ready to be assessed and had technical skills measured during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:
<p>3S1 Student High School Completion 113(b)(2)(A)(iii)(I-III)</p>	<p><b>Numerator:</b> Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who left secondary education during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4S1 Student HS Graduation Rates 113(b)(2)(A)(iv)	<p><b>Numerator:</b> 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><b>Denominator:</b> 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>	State and Local Administrative Records	B:	L: AMO A:	L: AMO A:
5S1 Secondary Placement 113(b)(2)(A)(v)	<p><b>Numerator:</b> Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p><b>Denominator:</b> Number of CTE concentrators who left secondary education during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p><b>Numerator:</b> Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:
6S2 Nontraditional Program Completion 113(b)(2)(A)(vi)	<p><b>Numerator:</b> 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><b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:

**B. POSTSECONDARY**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>O-1P2 Academic Attainment  [Oregon ONLY]</p>	<p><b>Numerator:</b> Number of community college CTE Concentrators with a GPA of 2.0 or higher in academic courses during program year.  <b>Denominator:</b> Total number of Community College CTE Concentrators enrolled in graded academic courses during program year.</p>	<p>Embedded Academic Assessments in CTE and/or Integrated Courses</p>			
<p>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</p>	<p><b>Numerator:</b> Number of CTE concentrators who were ready to be assessed and who met or exceeded technical skill attainment based on technical skill measurements that are aligned with industry-recognized standards, during the reporting year.  <b>Denominator:</b> Number of CTE concentrators who were ready to be assessed and had technical skills measured during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B:</p>	<p>L:  A:</p>	<p>L:  A:</p>
<p>2P1 Credential, Certificate, or Degree Completion 113(b)(2)(B)(ii)</p>	<p><b>Numerator:</b> Number of CTE concentrators who are eligible for, or received a degree, a certificate of completion or an industry-recognized credential and left during the reporting year.  <b>Denominator:</b> Number of CTE concentrators who left postsecondary education during the reporting year.  [left = non-enrollment in summer &amp; fall terms]</p>	<p>State and Local Administrative Records</p>	<p>B:</p>	<p>L:  A:</p>	<p>L:  A:</p>
<p>3P1 Student Retention or Transfer in Education 113(b)(2)(B)(iii)</p>	<p><b>Numerator:</b> Number of CTE concentrators who were still enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution in the fall term of the reporting year, were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.  <b>Denominator:</b> Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B:</p>	<p>L:  A:</p>	<p>L:  A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4P1 Student Placement 113(b)(2)(B)(iv)	<p><b>Numerator:</b> Number of CTE concentrators who obtained or were retained in employment, placed in military service or placed in an apprenticeship program in the 2<sup>nd</sup> quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p><b>Denominator:</b> Number of CTE concentrators who left postsecondary education during the reporting year.</p>	State and Local Administrative Records	B:	L:  A:	L:  A:
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p><b>Numerator:</b> Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B:	L:  A:	L:  A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p><b>Numerator:</b> 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><b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B:	L:  A:	L:  A: