

# Understanding Your Performance Indicator Reports

Bureau of Career Development Training  
November 8, 2016

# What are Performance Indicators?

- o The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) requires states to report on thirteen (13) core indicators of performance.
- o Eight (8) of these indicators are at the secondary level.
- o PIs were established “to assess the effectiveness of the state in achieving statewide progress in (career) and technical education, and to optimize the return of investment of Federal funds in (career) and technical education activities...”
- o States negotiate annual performance goals with the Office of Career Technical and Adult Education (OCTAE)
- o Local recipients negotiate annual performance goals with the state.

# The Elite Eight

## *Secondary Performance Indicators*

- o **1S1:** Academic Attainment in Reading/Language Arts
- o **1S2:** Academic Attainment in Mathematics
- o **2S1:** Technical Skill Attainment
- o **3S1:** School Completion
- o **4S1:** Graduation Rate
- o **5S1:** Placement
- o **6S1:** Nontraditional Participation
- o **6S2:** Nontraditional Program Completion

# Definitions and Populations

- Performance is expressed through the outcomes of a specific population as defined by a numerator and denominator.
- Most (*but not all*) of NH's PIs are focused on **12<sup>th</sup> grade CTE students who are concentrators in their primary program and who left secondary education at the end of the reporting year.**
- PIs 1S1, 1S2, 3S1, and 4S1 focus on this population.
- 5S1 focuses on program completers, not just concentrators.
- 2S1, 6S1 and 6S2 do not take grade level into account, and 6S1 does not require concentrator status.

# Unpacking the Report

(Or, “How I Learned to Stop Worrying and Love Charts”)

o “Here are your data. Have fun!”

## 2013-2014 Center-Level Perkins Performance Indicators

### 28000 Awesome Career Technical Center

Font Key: **Bold Purple** - Actual outcome falls below goal, but is within 90% of the goal  
**Bold Red** - Actual outcome is below goal and falls outside the 90% threshold  
*Purple Italics* - The % below goal if the outcome is still within 90% of the goal.  
*Red Italics* - The % below goal if the outcome falls outside 90% of the goal.

SCHOOL YEAR 2013-2014							Percent of Special Population Students Proficient in Reading/Language Arts																
<i>"N/A" = No students who fit the indicator's FAUPL definition were enrolled in the program.</i>							<i>"No Enr" = No students in the associated special population were enrolled in the program.</i>																
PI	Academic Attainment - Reading/Language Arts	Total Assess'd	Total Proficient	Percent Proficient	Local Goal	+/- Local Goal	Male	Female	Native Amer.	Pac. Island.	Asian	Black	Hisp.	White	Multi-Racial	Disa-bled	Econ. Disadv.	LEP	Non-Trad.	Disp. Home.	Single Parent	Migrant	
470604	Automotive Mechanics Technician	63	35	<b>55.56%</b>	58.00%	<b>-2.44%</b>	52.54%	100.00%	No Enr	No Enr	No Enr	0.00%	0.00%	57.38%	No Enr	10.53%	30.00%	0.00%	100.00%	No Enr	No Enr	No Enr	No Enr
460201	Building/Construction Trades	9	2	<b>22.22%</b>	58.00%	<b>-35.78%</b>	22.22%	No Enr	No Enr	No Enr	No Enr	No Enr	No Enr	22.22%	No Enr	0.00%	0.00%	No Enr	No Enr	No Enr	No Enr	No Enr	No Enr
120500	Cooking and Related Culinary Arts, General	23	18	78.26%	58.00%	20.26%	55.56%	92.86%	No Enr	No Enr	No Enr	No Enr	100.00%	77.27%	No Enr	66.67%	83.33%	No Enr	92.86%	No Enr	No Enr	No Enr	No Enr
120401	Cosmetology	69	35	<b>50.72%</b>	58.00%	<b>-7.28%</b>	No Enr	50.72%	No Enr	No Enr	No Enr	33.33%	37.50%	52.63%	100.00%	17.65%	42.86%	16.67%	No Enr	No Enr	No Enr	No Enr	No Enr
131210	Early Childhood Education and Teaching	23	18	78.26%	58.00%	20.26%	No Enr	78.26%	No Enr	No Enr	No Enr	No Enr	100.00%	76.19%	No Enr	50.00%	77.78%	No Enr	No Enr	No Enr	No Enr	No Enr	No Enr
140101	Engineering, General	21	16	76.19%	58.00%	18.19%	76.19%	No Enr	No Enr	No Enr	33.33%	No Enr	No Enr	83.33%	No Enr	60.00%	100.00%	80.00%	No Enr	No Enr	No Enr	No Enr	No Enr
460599	Plumbing and Water Supply Services, Other	13	8	61.54%	58.00%	3.54%	61.54%	No Enr	No Enr	No Enr	No Enr	No Enr	No Enr	61.54%	No Enr	0.00%	57.14%	No Enr	No Enr	No Enr	No Enr	No Enr	No Enr
<b>Local Totals:</b>		221	132	59.73%	58.00%	1.73%	55.86%	63.64%	No Enr	No Enr	33.33%	25.00%	50.00%	61.19%	100.00%	22.22%	51.56%	41.67%	94.44%	No Enr	No Enr	No Enr	No Enr

Based on these results, does my center need to submit a targeted improvement plan for this indicator?

**90% of Local Goal**  
 +/- 90% of Goal = **52.20%**  
 7.53%

**NO, a Targeted Improvement Plan IS NOT Required**

If an eligible recipient fails to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance, the eligible recipient shall develop and implement a program improvement plan. (Perkins Act of 2006, Section 113(b)(4))

# Unpacking the Report

(continued)

o The universal reaction:



# Unpacking the Report

(continued)

- o Take a deep breath. Relax. Things aren't as scary as they seem.



# Unpacking the Report

## *The Basics*

School Year

Report Title

2013-2014 Center-Level Perkins Performance Indicators

28000 Awesome Career Technical Center

CTE Center Name

SCHOOL YEAR 2013-2014

"N/A" = No students who fit the Indicator's FAUPL definition were enrolled in the program.

CTE Center School ID

PI	Academic Attainment - Reading/Language Arts	Total Assess'd	Total Proficient	Percent Proficient	Local Goal	+/- Local Goal
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PI Code

PI Name

Numerator

Local Performance Goal

Denominator

Approved Program CIP Codes

Approved Program Titles

470604	Automotive Mechanics Technician	6	3	55.56%	58.00%	-2.44%
460201	Building/Construction Trades	0	0	22.22%	58.00%	-35.78%
120500	Cooking General	5	1	20.00%	58.00%	-38.00%
120401	Cosmetology	35	17	50.72%	58.00%	-7.28%
131210	Early Childhood Education and Teaching	21	10	48.10%	58.00%	-9.90%
140101	Engineering, General	21	16	76.19%	58.00%	18.19%
460599	Plumbing and Water Supply Services, Other	13	8	61.54%	58.00%	3.54%
<b>Local Totals:</b>		221	132	59.73%	58.00%	1.73%

# Unpacking the Report

## The Numbers

### 2013-2014 Center-Level Perkins Performance Indicators

#### 28000 Awesome Career Technical Center

SCHOOL YEAR 2013-2014

"N/A" = No students who fit the Indicator's FAUPL definition were enrolled in the program.

PI	Academic Attainment - Reading/Language Arts	Total Assess'd	Total Proficient	Percent Proficient	Local Goal	+/- Local Goal
151		63	35	55.56%	58.00%	-2.44%
		9	2	22.22%	58.00%	-35.78%
		22	18	78.26%	58.00%	20.26%
120401	Cosmetology	69	35			
131210	Early Childhood Education and	23	18			
		21	16			
	pply	13	8	61.54%	58.00%	3.54%
<b>Local Totals:</b>		221	132	59.73%	58.00%	1.73%

Students per program who satisfy the NUMERATOR definition

Students per program who satisfy the DENOMINATOR definition

Percent of students per program who satisfy the PI definition (Numerator ÷ Denominator)

By what percentage the PROGRAM met, exceeded, or failed to meet the local performance goal

Overall denominator total

Overall numerator total

Overall PI Performance

By what percentage the CENTER met, exceeded, or failed to meet the local performance goal

# Unpacking the Report

## *The Colorful Text*

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*Red Italics* - The % below goal if the outcome falls outside 90% of the goal.

PL	Academic Attainment - Reading/Language Arts	Total Assess'd	Total Proficient	Percent Proficient	Local Goal	+/- Local Goal
170604	Automotive Mechanics Technician	63	35	<b>55.56%</b>	<b>58.00%</b>	-2.44%
460201	Building/Construction Trades	9	2	<b>22.22%</b>	<b>58.00%</b>	-35.78%
120500	Cooking and Related Culinary Arts, General	23	18	78.26%	<b>58.00%</b>	20.26%
120401	Cosmetology	69	35	<b>50.72%</b>	<b>58.00%</b>	-7.28%
131210	Early Childhood Education and Teaching	23	18	78.26%	<b>58.00%</b>	20.26%
140101	Engineering, General	21	16	76.19%	<b>58.00%</b>	18.19%
460599	Plumbing and Water Supply Services, Other	13	8	61.54%	<b>58.00%</b>	3.54%
<b>Local Totals:</b>		221	132	59.73%	<b>58.00%</b>	1.73%

# Unpacking the Report

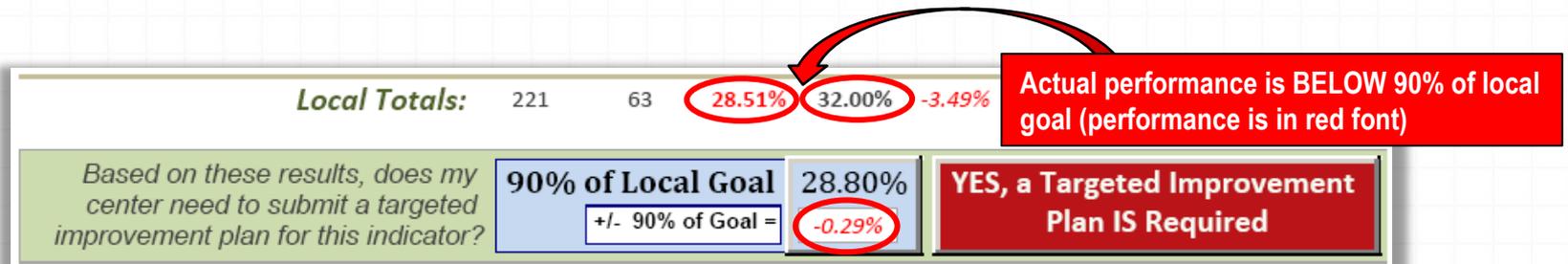
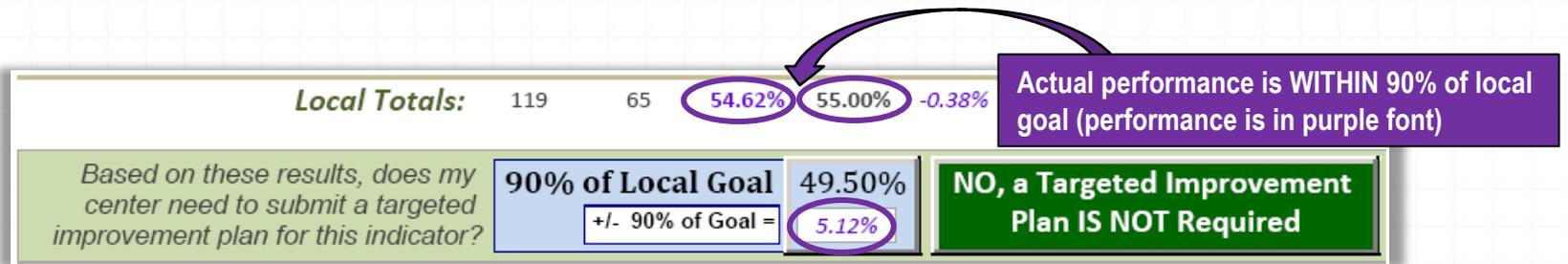
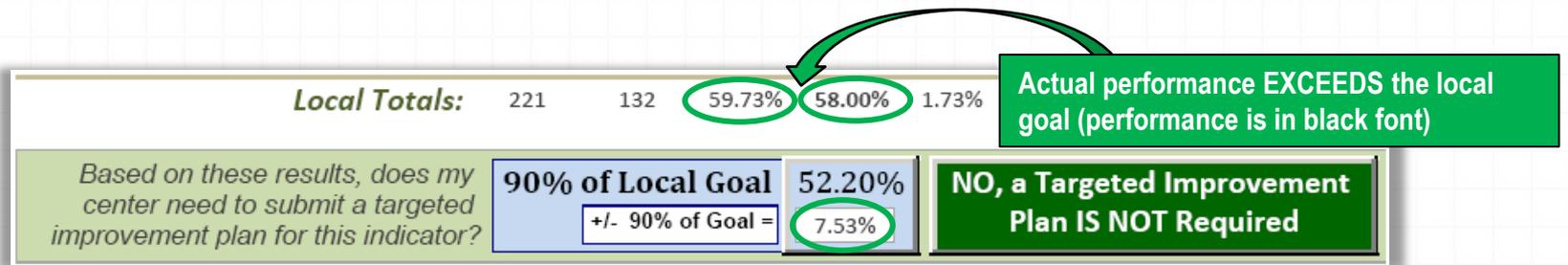
## *Targeted Improvement: Yes or No?*

- o “If an eligible recipient fails to meet at least 90% of an agreed upon local adjusted level of performance for any of the core indicators of performance, the eligible recipient shall develop and implement a program improvement plan.”<sup>1</sup>
- o The need for an improvement plan is based on **OVERALL** center performance on an indicator, not on a program by program basis.
- o However, centers may use their *program* level performance to inform which programs require improvement.

<sup>1</sup> Perkins Act of 2006, Section 113(b)(4)

# Unpacking the Report

## Targeted Improvement: Yes or No?



# Unpacking the Report

## *The Special Populations Section*

- o The Special Populations portion of the report generates by far the most questions.
- o “How can I have 100% black students AND 100% white students AND 100% Hispanic students in this program? That’s 300%, not counting the 50% Asian students! Is my program full of clones?”
- o Short answer: No (unless you’ve got a *really* advanced Biotechnology program...)

# Unpacking the Report

## *The Special Populations Section*

- o For student privacy, the special populations section of each report doesn't indicate the percent of students in a program who are members of a particular special population.
- o Rather, the special populations numbers indicate the percent of students in a specific population ***who met the PI definition and are included in the numerator.***
- o In other words, “100% black students, 100% white students, 100% Hispanic students, and 50% Asian students” means that all black, white and Hispanic students (however many there are) enrolled in that program who satisfied the PI definition were in the numerator, while of the Asian students, only 50% (of whatever number there are) satisfied the PI definition and were included in the numerator.

# Unpacking the Report

## The Special Populations Section: Program Level

Percent of Special Population Students Proficient in Mathematics															
<i>"No Enr" = No students in the associated special population were enrolled in the program.</i>															
Male	Female	Native Amer.	Pac. Island.	Asian	Black	Hisp.	White	Multi-Racial	Disa-abled	Econ. Disadv.	LEP	Non-Trad	Disp. Home.	Single Parent	Migrant
27.12%	50.00%	No Enr	No Enr	No Enr	0.00%	0.00%	29.51%	No Enr	15.79%	20.00%	0.00%	50.00%	No Enr	No Enr	No Enr
33.33%	No Enr	No Enr	No Enr	No Enr	No Enr	No Enr	33.33%	No Enr	0.00%	50.00%	No Enr	No Enr	No Enr	No Enr	No Enr
22.22%	42.86%	No Enr	No Enr	No Enr	No Enr	0.00%	36.36%	No Enr	33.33%	33.33%	No Enr	42.86%	No Enr	No Enr	No Enr
No Enr	18.84%	No Enr	No Enr	No Enr	0.00%	12.50%	21.05%	0.00%	5.88%	14.29%	0.00%	No Enr	No Enr	No Enr	No Enr
No Enr	21.74%	No Enr	No Enr	No Enr	No Enr	0.00%	23.81%	No Enr	0.00%	11.11%	No Enr	No Enr	No Enr	No Enr	No Enr
66.67%	No Enr	No Enr	No Enr	66.67%	No Enr	No Enr	66.67%	No Enr	80.00%	100.00%	80.00%	No Enr	No Enr	No Enr	No Enr
15.38%	No Enr	No Enr	No Enr	No Enr	No Enr	No Enr	15.38%	No Enr	0.00%	28.57%	No Enr	No Enr	No Enr	No Enr	No Enr
33.33%	23.64%	No Enr	No Enr	66.67%	0.00%	8.33%	29.85%	0.00%	16.67%	21.88%	33.33%	44.44%	No Enr	No Enr	No Enr

27.12% of male students in this program who satisfied the PI definition were proficient in Math

No Native American, Pacific Islander, or Asian students were enrolled in this program.

29.51% of white students were proficient in Math.

20% of economically disadvantaged students were proficient in Math.

50% of nontraditional students were proficient in Math.

0.00% of black or Hispanic students were proficient in Math.

15.79% of students with IEPs were proficient in Math.

0.00% of Limited English Proficiency students were proficient in Math.

50% of female students were proficient in Math

Nontraditional student proficiency should match the proficiency of the program's nontraditional gender. In this case, females.

# Unpacking the Report

## *The Special Populations Section: Center Overall*

Percent of Special Population Students Proficient in Mathematics															
<i>"No Enr" = No students in the associated special population were enrolled in the program.</i>															
Male	Female	Native Amer.	Pac. Island.	Asian	Black	Hisp.	White	Multi-Racial	Disa-bled	Econ. Disadv.	LEP	Non-Trad	Disp. Home.	Single Parent	Migrant
27.12%	50.00%	No Enr	No Enr	No Enr	0.00%	0.00%	29.51%	No Enr	15.79%	20.00%	0.00%	50.00%	No Enr	No Enr	No Enr
33.33%	No Enr	No Enr	No Enr	No Enr	No Enr	No Enr	33.33%	No Enr	0.00%	50.00%	No Enr	No Enr	No Enr	No Enr	No Enr
22.22%	42.86%	No Enr	No Enr	No Enr	No Enr	0.00%	36.36%	No Enr	33.33%	33.33%	No Enr	42.86%	No Enr	No Enr	No Enr
No Enr	18.84%	No Enr	No Enr	No Enr	0.00%	12.50%	21.05%	0.00%	5.88%	14.29%	0.00%	No Enr	No Enr	No Enr	No Enr
No Enr	21.74%	No Enr	No Enr	No Enr	No Enr	0.00%	23.81%	No Enr	0.00%	11.11%	No Enr	No Enr	No Enr	No Enr	No Enr
66.67%	No Enr	No Enr	No Enr	66.67%	No Enr	No Enr	66.67%	No Enr	80.00%	100.00%	80.00%	No Enr	No Enr	No Enr	No Enr
15.38%	No Enr	No Enr	No Enr	No Enr	No Enr	No Enr	15.38%	No Enr	0.00%	28.57%	No Enr	No Enr	No Enr	No Enr	No Enr
33.33%	23.64%	No Enr	No Enr	66.67%	0.00%	8.33%	29.85%	0.00%	16.67%	21.88%	33.33%	44.44%	No Enr	No Enr	No Enr

Overall, 33.33% of the center's male students who met the PI definition were proficient in Math.

23.64% of female students were proficient in Math.

66.67% of Asian students were proficient in Math

0.0% of black students were proficient in Math.

29.85% of white students were proficient in Math.

8.33% of Hispanic students were proficient in Math.

16.67% of students with IEPs were proficient in Math.

21.88% of economically disadvantaged students were proficient in Math.

33.33% of Limited English Proficiency students were proficient in Math.

44.44% of nontraditional students were proficient in Math.

# Unpacking the Report

## *The Special Populations Section: For Example*

- o “My Automotive Maintenance program’s Special Populations section on the Academic Attainment in Reading report (1S1) says there are 50% Males, 66.67% Females, 43% white students, 50% black students, and 16.2% students with IEPs.”
- o This means:
  - o 50% of the males in Automotive Maintenance who met the PI definition were proficient in Reading
  - o 66.67% of the females in Auto Maintenance who met the PI definition were proficient in Reading.
  - o 43% of white students and 50% of black students in Auto Maintenance who met the PI definition were proficient in Reading.
  - o 16.2% of IEP students in Auto Maintenance who met the PI definition were proficient in Reading.

# Unpacking the Report

## *The Special Populations Section: For Example*

- o **This is where it's important to know and understand the demographic makeup of your programs.**
- o *50% of males were proficient in Reading.* How many males do you typically have in your Auto Mechanics program? Forty? Or four? That 50% could represent two students out of four, in which case it's not very useful. But if it represents twenty out of forty, you know it's an issue.
- o *66.67% of females were proficient in Reading.* Again, how many females do you typically have in your Auto Mechanics program? Thirty or three? That 66.67% could represent two students out of three, or could represent twenty out of thirty. The former would change wildly based on a single student's performance and thus isn't very informative, but the latter would indicate that a solid  $\frac{2}{3}$  of your female students have a proficient grasp of Language Arts.

# Unpacking the Report

## *Enrollment Reports*

- o The term “Enrollment Reports” is misleading.
- o These reports are about **STUDENT** totals as well as **ENROLLMENT** totals.
- o For **ENROLLMENT** totals, students are counted in every program in which they participate. Some students may only enroll in one program, while others may enroll in two or more.
  - o This is done to provide information about how many students take part in each program, which can help identify programs in need of student outreach, or programs that excel in attracting student participation.
- o For **STUDENT** totals, students are counted only once per center, in their ***Primary Program***.
  - o This is done to provide unduplicated student counts, to indicate how many individual people make use of the center’s programs (a student enrolled in more than one program is still only ONE person).
  - o A student’s *primary program* is loosely defined as that program which the student is most likely to complete.
  - o Each center has its own method for determining the primary program of a student enrolled in more than one program.
    - o EXAMPLE: Student survey; Program application; etc.

# Unpacking the Report

## *How Enrollment Reports differ from PI Reports*

**28000 Awesome Career Technical Center**

**School Year 2010-2011**

OVERALL Enrollment by Primary Program			Gender Totals		Number of Primary Program Students in Special Populations													
CIP	Program Name	Enrollments	Male	Female	Native Amer.	Pac. Island.	Asian	Black	Hispanic	White	Multi-Racial	Disable	Econ. Disadv.	LEP	Non-Trad*	Disp. Home.	Single Parent	Migrant
470604	Automotive Mechanics Technician	89	88	1	1	0	0	1	8	79	0	36	24	4	0	0	0	0
460201	Building/Construction Trades	19	18	1	2	0	0	0	1	16	0	3	10	0	1	0	0	0
120500	Cooking and Related Culinary Arts, General	49	30	19	0	0	1	0	1	46	0	18	16	0	20	0	0	0
120401	Cosmetology	95	4	91	0	0	0	3	19	73	0	20	42	0	4	0	0	0
131210	Early Childhood Education and Teaching	19	0	19	0	0	0	0	0	19	0	5	8	0	0	0	0	0
140101	Engineering, General	35	30	5	0	0	0	0	1	32	1	3	4	0	7	0	0	0
460599	Plumbing and Water Supply Services, Other	40	39	1	0	0	0	1	3	36	0	6	9	1	1	0	0	0
<b>Total Primary Program Enrollments</b>		<b>346</b>	<b>209</b>	<b>137</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>34</b>	<b>301</b>	<b>1</b>	<b>91</b>	<b>114</b>	<b>6</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>0</b>

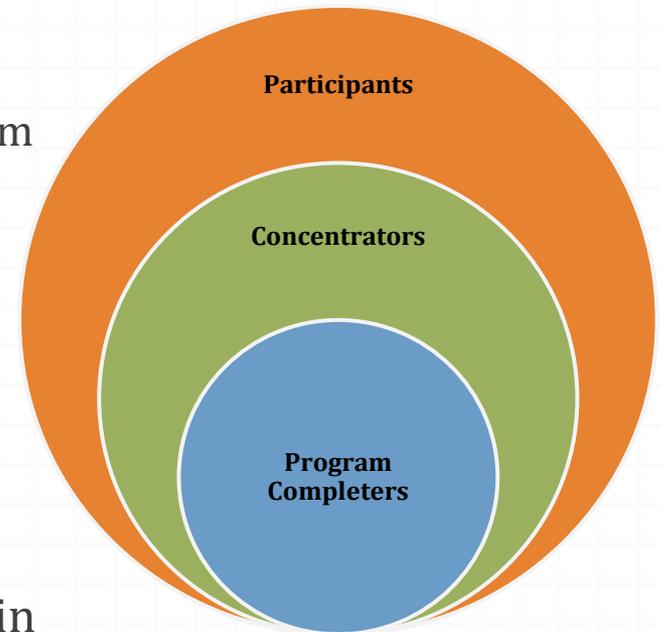
\* "Not NT" indicates that the program is not considered nontraditional for either gender.

- o Enrollment reports are comprised of whole numbers, not percentages.
- o Special populations, too, are expressed in whole numbers.
- o Students are counted regardless of grade level.
- o There are no goals and no targeted improvement plan requirements.

# Unpacking the Report

## *Participants, Concentrators, Completers*

- o There are SIX Enrollment reports:
  - o PARTICIPANTS by Primary Program
  - o CONCENTRATORS by Primary Program
  - o PROGRAM COMPLETERS by Primary Program
  - o TOTAL PARTICIPANT Enrollments
  - o TOTAL CONCENTRATOR Enrollments
  - o TOTAL PROGRAM COMPLETER Enrollments
- o All concentrators and completers are also participants.
- o All completers are also concentrators.
- o You should expect to see more students in the Overall Enrollment report than the Concentrator report, and potentially more in the Concentrator report than the Completer report.



# Common Questions

## 3S1 vs. 4S1: What's the Difference?

- o “What is the difference between 3S1 (School Completion) and 4S1 (Graduation Rate)?”
- o 3S1 is a relatively basic calculation that looks at the number of senior CTE concentrators who received a diploma, a GED, or another credential in lieu of a diploma (such as a certificate of completion awarded to students aging out of special education).
- o 4S1 is formula driven and is derived from the state’s overall computation of graduation rate “as described in Section 1111(b)(2)(C)(vi) of the ESEA.”
- o ***Graduation Rate is calculated using cohorts. School Completion is not.***

# Common Questions

## School Completer vs. School Leaver: What's the difference?

- A secondary ***school completer*** is a student who received a diploma or some other accepted credential (such as a certificate of completion or GED).
  - Diploma recipients are the most common school completer type. *“They can be thought of as students who meet or exceed the coursework and performance standards for high school completion established by the state or other relevant authorities.”*<sup>1</sup>
  - Students who receive some other credential in lieu of a diploma generally satisfy requirements that differ from those needed for a diploma but are sufficient to complete secondary education.
- A secondary ***school leaver*** *may be* a school completer, but may also be a student who did not graduate, did not receive a GED, and did not receive another eligible credential.
  - In addition to school completers, a school leaver may be a dropout, a student who moved out of state, a student who transferred to a private school, a foreign exchange student who returned to his or her home country, etc.

<sup>1</sup> <https://nces.ed.gov/pubs2004/dropout00-01/#5>

# Common Questions

Special Populations vs. Special Education: What's the difference?

- o Special education students are only one of the special populations identified by Perkins IV.
- o Perkins IV defines **six** specific special populations:
  - o Economically Disadvantaged students, including foster children
  - o Limited English Proficiency
  - o Students with disabilities
  - o Single Parents, including single pregnant teens
  - o Displaced Homemakers
    - o *At the secondary level, displaced homemakers are extremely rare.*
  - o Nontraditional students
- o Data driven activities and initiatives designed to improve access or outcomes for special populations should be considered for each of these groups.

# Conclusion

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