

# Interpretation Guide

## Perkins IV Secondary Core Performance Indicators Report For Special Populations

Michigan Department of Education  
Office of Career and Technical Education

This report provides information regarding the eight Michigan Perkins IV core performance indicators (CPIs) for *'special populations'* categories for a given year.

The term *'special population'* means—

- A) Individuals with disabilities;
- B) Individuals from economically disadvantaged families, including foster children;
- C) Individuals preparing for non-traditional fields;
- D) Single parents, including single pregnant women;
- E) Displaced homemakers; and
- F) Individuals with limited English proficiency.

Each of these *'special population'* groups in turn have their own specific definitions.

**A) Individual with a Disability—**

- a) **In General.** —The term 'individual with a disability' means an individual with a physical or mental impairment that substantially limits one or more of the major life activities of such an individual, an individual with a record of such an impairment; or an individual regarded as having such an impairment (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).
- b) **Individuals with Disabilities.** —The term 'individuals with disabilities' means more than 1 individual with a disability.

**B) Individuals from economically disadvantaged families, including foster children**

One or more of the following indicates that a secondary student is an economically disadvantaged individual:

- a) An individual whose family income is at or below the national poverty level
- b) The individual or the individual's family receives public assistance
- c) The individual qualified for the free or reduced school lunch program, including direct certification
- d) The individual participates in a federally or state funded program for economically disadvantaged youth
- e) The individual lives in a "foster home"

Students are identified as economically disadvantaged for data purposes based on their eligibility for receiving free and reduced lunch. A student is eligible for free meal/milk or reduced-price meals when he/she meets one of the following criteria:

- a) attends a school that participates in the national school lunch, school breakfast, and/or special milk program, has applied for using a school lunch application, and is approved as eligible for free or reduced-price meals or free milk based on income or categorical requirements;
- b) attends a school that does not participate in the national school lunch, school breakfast, and/or special milk program, has applied for using a school lunch application, and is approved as eligible for free or reduced-price meals or free milk based on income or categorical requirements;
- c) has been identified through Direct Certification; or
- d) is eligible under other federal guidelines.

In Michigan, children or foster children who are recipients of Michigan's Family Independence Program, Food Assistance Program, or Food Distribution Program on Indian Reservations, or who enrolled in Head Start, Even Start, an At-Risk afterschool center, or an emergency shelter automatically qualify for free meals.

**C) Individuals preparing for non-traditional fields—**

These are individuals preparing for occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field. A list of CTE programs identified as nontraditional is available at [http://www.michigan.gov/documents/mde/Nontraditional\\_Cips\\_male\\_female\\_405497\\_7.pdf?20130808155454](http://www.michigan.gov/documents/mde/Nontraditional_Cips_male_female_405497_7.pdf?20130808155454).

**D) Single parents, including single pregnant women—**

At the secondary level, a single parent, including single pregnant women, means an individual who meets ALL of the following criteria:

- a) Age 19 or below
- b) Without a high school diploma
- c) Unmarried or legally separated from their spouse
- d) Pregnant or has a minor child or children for which the parent has custody or joint custody

**E) Displaced homemakers—**

The term 'displaced homemaker' means an individual who:

- a) i) Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
- ii) Has been dependent on the income of another family member but is no longer supported by that income; or

- iii) Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and
- b) Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**F) Individuals with Limited English Proficiency—**

An individual with limited English Proficiency means a secondary school student (for the purposes of secondary CTE) who has limited ability in speaking, reading, writing, or understanding the English language AND

- a) Whose native language is a language other than English
- b) Who lives in a family or community environment in which a language other than English is the dominant language

The '*special populations*' report additionally provides information on two other categories/groups of students. They are:

**G) Migrant Students—**

A student is classified as a migrant student if they are less than 22 years of age and if he/she meets each of the following criteria (under Title I, Part C Migrant Education Program) (per Sections 1309 and 1115(b)(1)(A) and 34CFR 200.40(c) and (e)):

- a) Has not graduated from high school and does not hold a high school equivalency certificate;
- b) Is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or migrant fisher;
- c) Has moved within the preceding 36 months to obtain, or to accompany or join a parent, spouse, or guardian to obtain, temporary or seasonal employment in agricultural or fishing work; and
- d) Has moved from one school district to another.

**H) Tech Prep—**

These are students who:

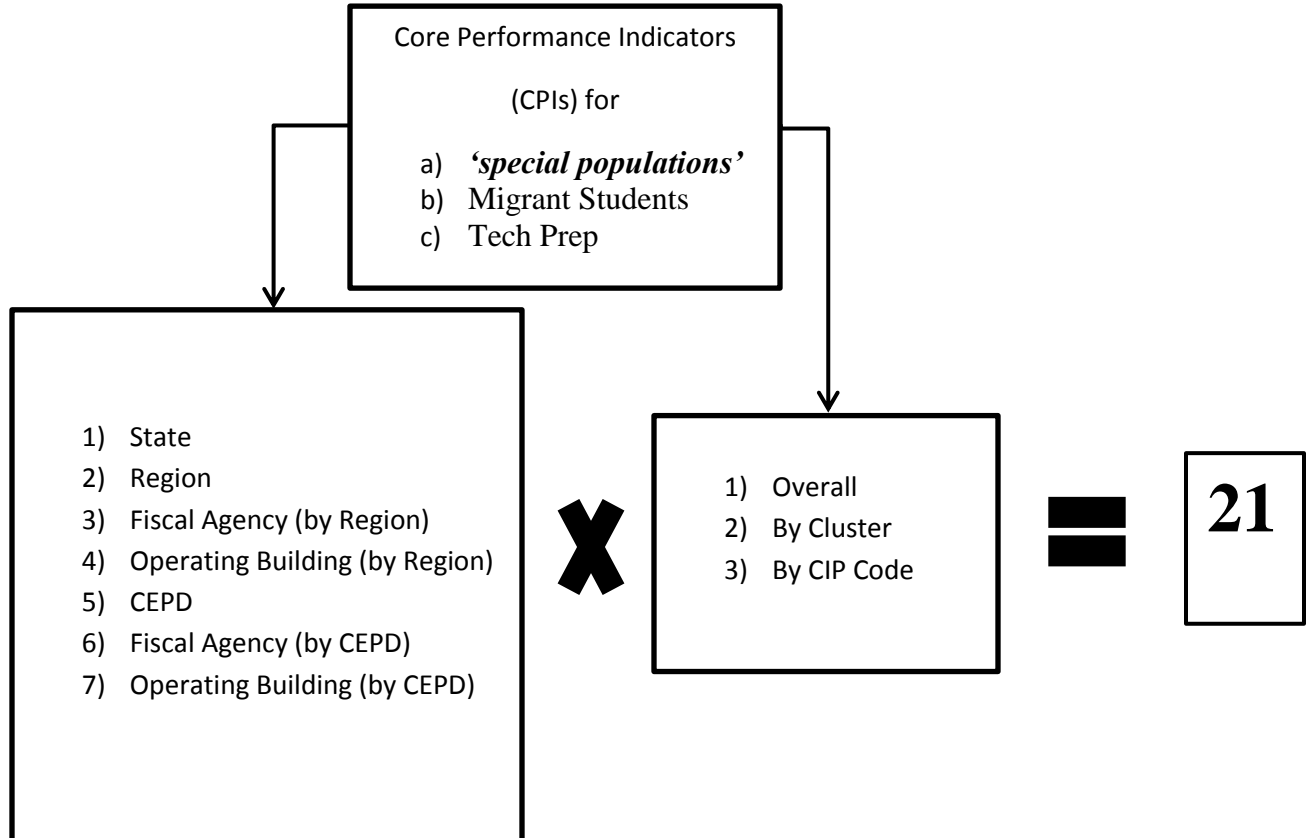
- a) Have completed the secondary education component of a tech prep program; and
- b) Have enrolled in the postsecondary education component of a tech prep program at an institution of higher education described in clause (i) or (ii) of section 203(a)(1)(B) under Perkins IV legislation.

The eight secondary Michigan CPIs are available for each *'special populations'* group in addition to Migrant and Tech Prep students (Appendix A). The eight secondary Michigan CPIs are:

- 1) 1S1 Attainment of Academic Skill – Reading/Language Arts
- 2) 1S2 Attainment of Academic Skill – Mathematics
- 3) 2S1 Technical Skill Attainment
- 4) 3S1 School Completion
- 5) 4S1 Student Graduation Rates
- 6) 5S1 Placement
- 7) 6S1 Nontraditional Participation
- 8) 6S2 Nontraditional Completion

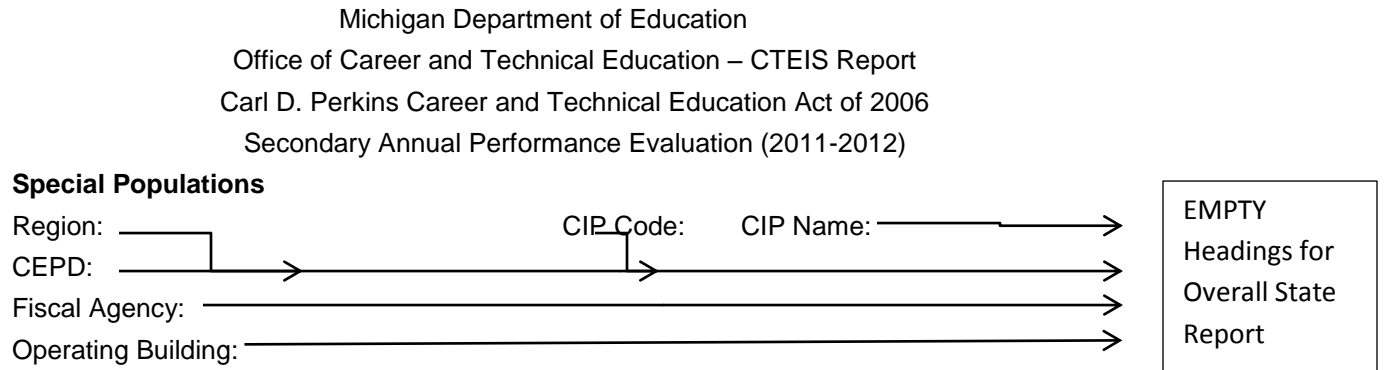
Each indicator has a percentage value associated with it which represents the performance of the *'special populations'* group in addition to Migrant and Tech Prep students at the selected level of detail. The percentage for each indicator is obtained by dividing its numerator by its denominator. The numerator and denominator definitions for each of the CPIs is provided in Appendix B.

CPIs for *'special populations'* groups, Migrant students, and Tech Prep students can be calculated for 21 different combinations comprised of seven different levels and at three sub-levels of detail as shown in Figure 1.

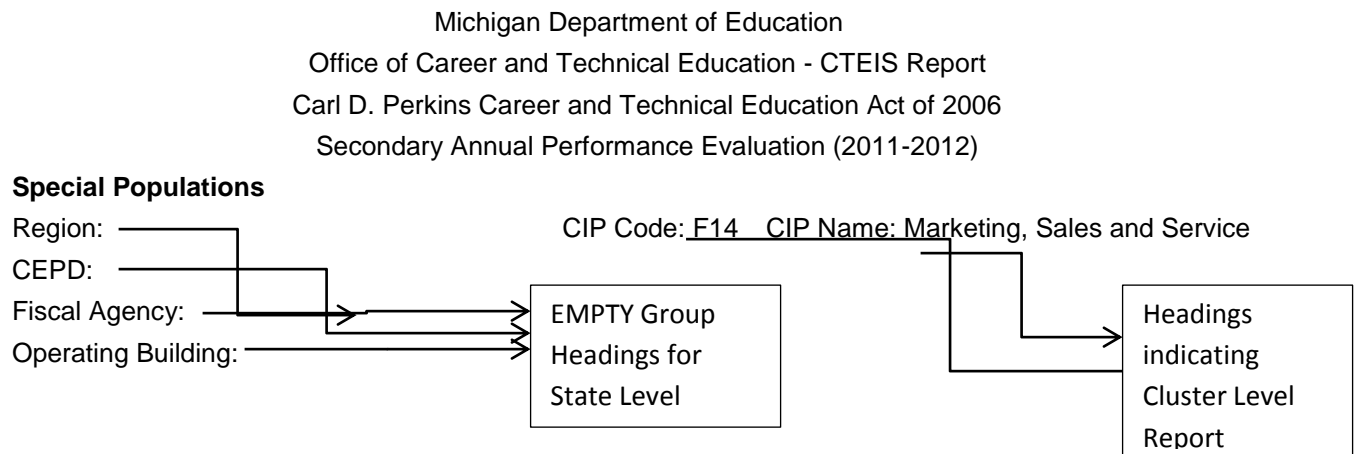


Each of the 21 possible combinations that can be generated, result in output that looks exactly alike except for the headings at the top of the generated CPI table. The headings at the top of the table (see Appendix A) provide information on the group and level of detail the CPI report is being generated for. The headings for the state level report will be empty for the group headings and empty for the level of detail headings (Example 1) unless CPIs are calculated for a particular cluster or CIP code (Example 2, Example 3).

a) Example 1 (Overall '*special populations*' Report for the State):



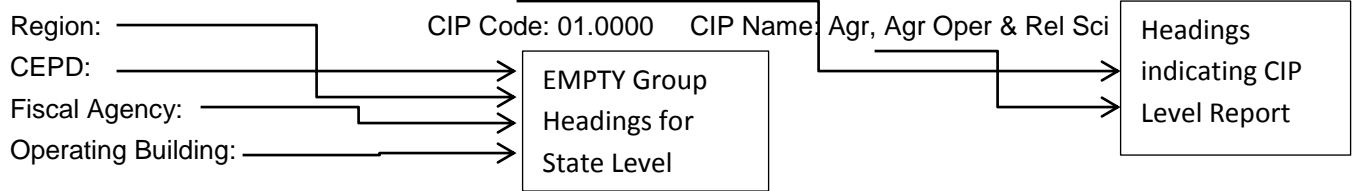
b) Example 2 (Cluster level '*special populations*' Report for the State):



c) Example 3 (CIP Level *'special populations'* Report for the State):

Michigan Department of Education  
Office of Career and Technical Education - CTEIS Report  
Carl D. Perkins Career and Technical Education Act of 2006  
Secondary Annual Performance Evaluation (2011-2012)

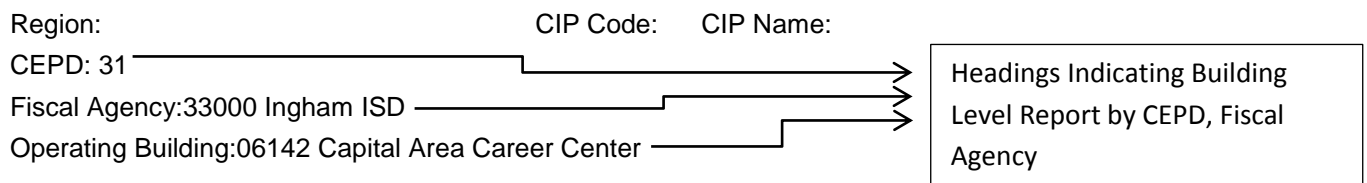
**Special Populations**



d) Example 4 (Building Level *'special populations'* Report for a CEPD, Fiscal Agency ):

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Carl D. Perkins Career and Technical Education Act of 2006  
Secondary Annual Performance Evaluation (2011-2012)

**Special Populations**



The first column of the CPI report with the heading “Core Performance Indicator” shows the short-form and name of the core performance indicator being calculated (e.g., 1S1 Attainment of Academic Skill – Reading/Language Arts; 3S1 School Completion, etc.).

The second through ninth columns provide the numerator and denominator for the given indicator by each *'special populations'* category. The number under the symbol ‘%’ displays the percentage on the given indicator, which is calculated by dividing the numerator by the denominator.

When the value of either the numerator or the denominator for an indicator is below six, then data for that indicator at the selected level/sub-level will not be displayed. Instead, the cell will have the symbol asterisk (\*), indicating that the data provided is too low to assure confidentiality. As the level of detail

increases it is extremely likely that the '*special populations*' report will mostly be filled with asterisks (\*).

If you have questions about interpretation, or suggestions for improving the CPI reports, please contact:

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**APPENDIX A**

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Office of Career and Technical Education - CTEIS Report  
Carl D. Perkins Career and Technical Education Act of 2006  
Secondary Annual Performance Evaluation (2011-2012)

**Special Populations**

Region:                      CIP Code:                      CIP Name:

CEPD:

Fiscal Agency:

Operating Building:

Core Performance Indicator	Disability Status (ESEA/IDEA)		Economically Disadvantaged		Single Parents		Displaced Homemaker	Limited English Proficient		Migrant Student		NonTraditional Enrollees		Tech Prep	
	#	%	#	%	#	%		#	%	#	%	#	%	#	%
1S1 Attainment of Academic Skill - Reading/Language Arts	432	18.6	3294	39.3	24	34.8	*	68	14.6	*		1055	47	5020	53.3
	2319		8389		69			465				2245		9410	
1S2 Attainment of Academic Skill - Mathematics	89	3.9	1066	12.8	*		*	34	7.3	*		350	15.6	2217	23.6
	2299		8355					466				2239		9388	
2S1 Technical Skill Attainment	94	22.5	1310	43.6	10	55.6	*	20	14.2	*		*		2514	59.1
	417		3006		18			141						4253	
3S1 School Completion	3012	90.7	8003	90	*		*	409	93.6	12	100	2488	94.1	12274	94.9
	3322		8891					437		12		2644		12929	
4S1 Student Graduation Rates	2367	85.1	8799	91.6	85	88.5	*	285	88.5	*		2280	94.8	9819	95
	2783		9606		96			322				2404		10339	
5S1 Placement	1115	87.6	4519	91.9	24	85.7	*	136	95.1	*		1204	92.3	5347	94.8
	1273		4915		28			143				1304		5641	
6S1 Nontraditional Participation	1388	17.5	5583	27.1	31	50	*	111	15.3	6	23.1	12028	100	2870	21.5
	7925		20622		62			726		26		12028		13319	
6S2 Nontraditional Completion	153	29.5	546	25.8	10	40	*	8	17.4	*		1339	28.9	480	60.5
	518		2118		25			46				4634		794	

\* = Data provided is too low to assure confidentiality, N/P = Data was not provided



## APPENDIX B

Core Indicator	Measurement
<p>1S1</p> <p>Academic Attainment – Reading/ Language Arts</p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts 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 reading/language arts whose scores were included in the state’s computation of AYP and who, in the reporting year, left secondary education.</p>
<p>1S2</p> <p>Academic Attainment – Mathematics</p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics 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 mathematics whose scores were included in the state’s computation of AYP and who, in the reporting year, left secondary education.</p>
<p>2S1</p> <p>Technical Skill Attainment</p>	<p><b>Numerator:</b> Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who took assessments during the reporting year.</p>
<p>3S1</p> <p>School Completion</p>	<p><b>Numerator:</b> Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential, or earned a State-recognized equivalent, during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its five-year graduation rate.</p>
<p>4S1</p> <p>Student Graduation Rates</p>	<p>The percent of CTE program 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>Numerator:</b> Number of CTE program concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate.</p> <p><b>Denominator:</b> Number of CTE program 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>

<p>5S1 Placement</p>	<p><b>Numerator:</b> Number of 11th and 12th grade CTE completers who left secondary education and were placed in postsecondary education or advanced training; in military service; or employment during the third quarter following the program year in which they left secondary education.</p> <p><b>Denominator:</b> The number of 11th and 12th grade CTE completers who left secondary education during the reporting year.</p>
<p>6S1 Nontraditional Participation</p>	<p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups who, during the reporting year, participated in a program that leads to employment in nontraditional fields.</p> <p><b>Denominator:</b> Number of CTE participants who, during the reporting year, participated in a program that leads to employment in nontraditional fields.</p>
<p>6S2 Nontraditional Completion</p>	<p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups, who completed a program that leads to employment in nontraditional fields prior to leaving secondary education, and who left school in the reporting year.</p> <p><b>Denominator:</b> Number of CTE participants from underrepresented gender groups, who had participated in a program that leads to employment in nontraditional fields, and who left school in the reporting year.</p>