Career Education Planning District (CEPD) 49 Core Performance Indicator (CPI) Trends: *2008-2012*

November 30, 2012

Prepared for
Career and Technical Education (CTE) Administrators
Michigan

Submitted by
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BACKGROUND

The Perkins Act of 2006 requires that states establish and support performance accountability systems that can assess the effectiveness of the state and local funding recipients in Career and Technical Education (CTE). The state-developed performance measures consist of core indicators, any additional indicators that the state determines, and the "state adjusted levels of performance" for the indicators.[1]

This document provides information regarding the performance of Career Education Planning District (CEPD) 49 on eight Core Performance Indicators (CPIs) at the secondary level. The eight CPIs in Michigan are 1S1–Academic Attainment in Reading/Language Arts, 1S2–Academic Attainment in Mathematics, 2S1–Technical Skill Attainment, 3S1–School Completion, 4S1–Student Graduation Rate, 5S1–Placement, 6S1–Nontraditional Participation, and 6S2–Nontraditional Completion. Definitions for the eight CPIs are available at http://www.cteisreports.com/Reports/CPI/Measures%20and%20Performance%20Levels.pdf.

A graph associated with each CPI for CEPD 49 is provided in the Appendix and depicts data on the CPI for five years (2007–2008, 2008–2009, 2009–2010, 2010-2011 and 2011-2012), except for 2S1 (Technical Skill Assessment) which depicts only four years of data (2008–2009, 2009–2010, 2010-2011 and 2011-2012) since there were no statewide technical skill assessments in 2007–2008. The green column in each graph shows the percentage scored by CEPD 49 on the CPI, the gray column shows the overall statewide percentage on the CPI, and the black square dots indicate the yearly State accepted target for the CPI. Green or gray columns below the black square dot for a particular year indicate that the Region or State did not meet the State accepted target for that particular CPI in the given year. Similarly, green or gray columns above the black square dot for a particular year indicate that the CEPD or State met/exceeded the State accepted target for that particular CPI in the given year.

PURPOSE

The intent of this document is to serve as a tool for CTE administrators to use in determining what CPI strategies are working or not working within their CEPD and region. Furthermore sharing of information in this document with CTE teachers and other relevant personnel within the Region may help stimulate discussion on how to improve Regional performance on individual CPIs.

CONTACT

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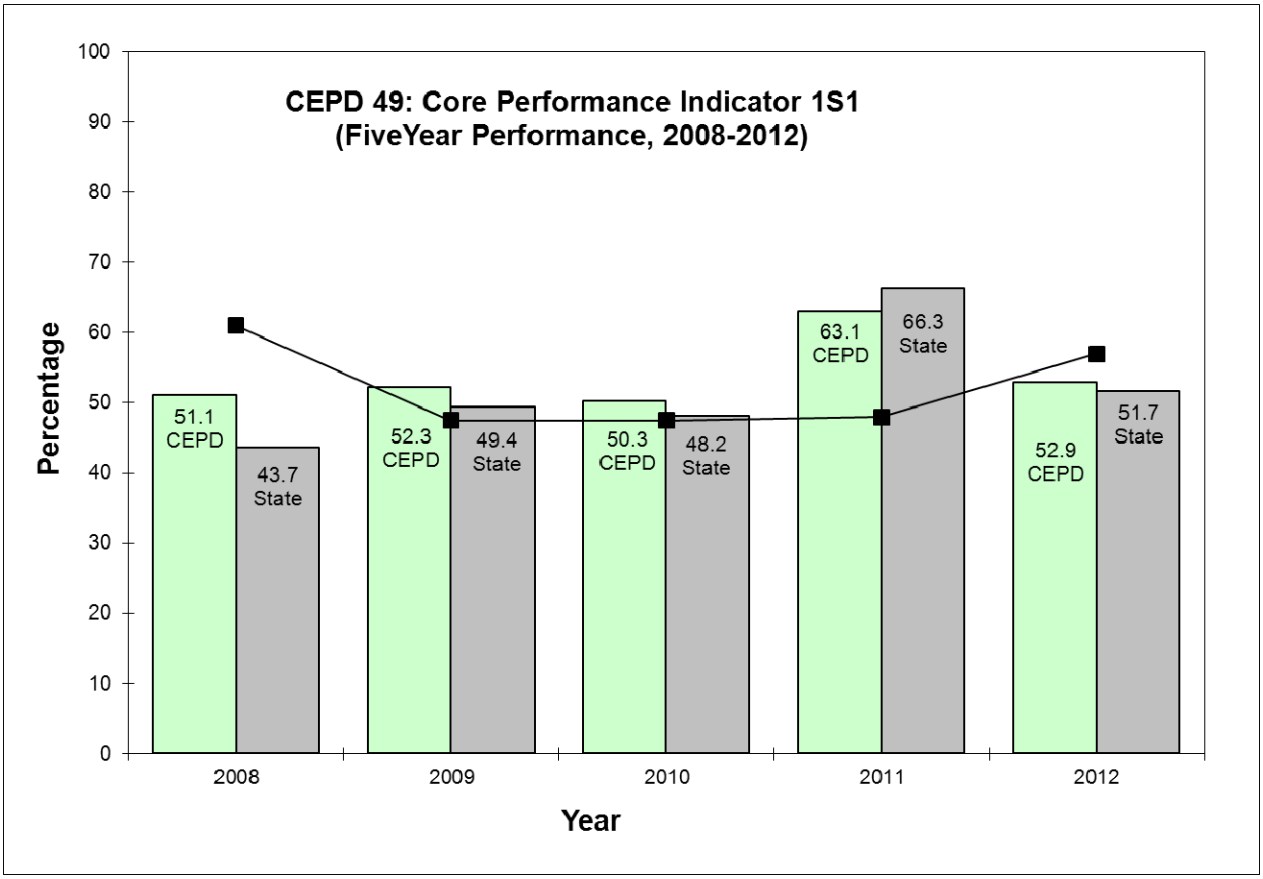
[1] Perkins Act of 2006: The Official Guide. 2006. Association for Career and Technical Education, Alexandria, Virginia

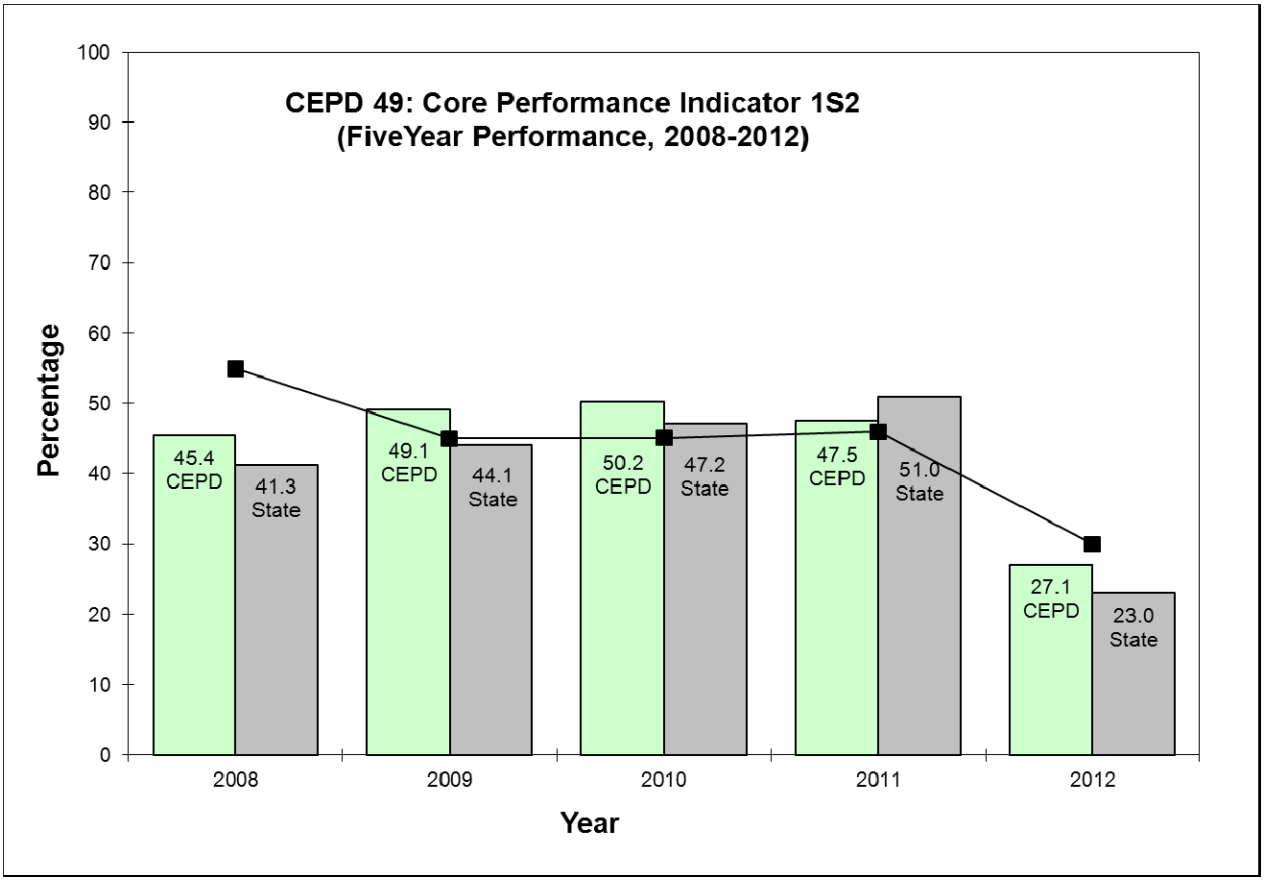
APPENDIX:

1S1Academic Attainment in Reading/Language Arts



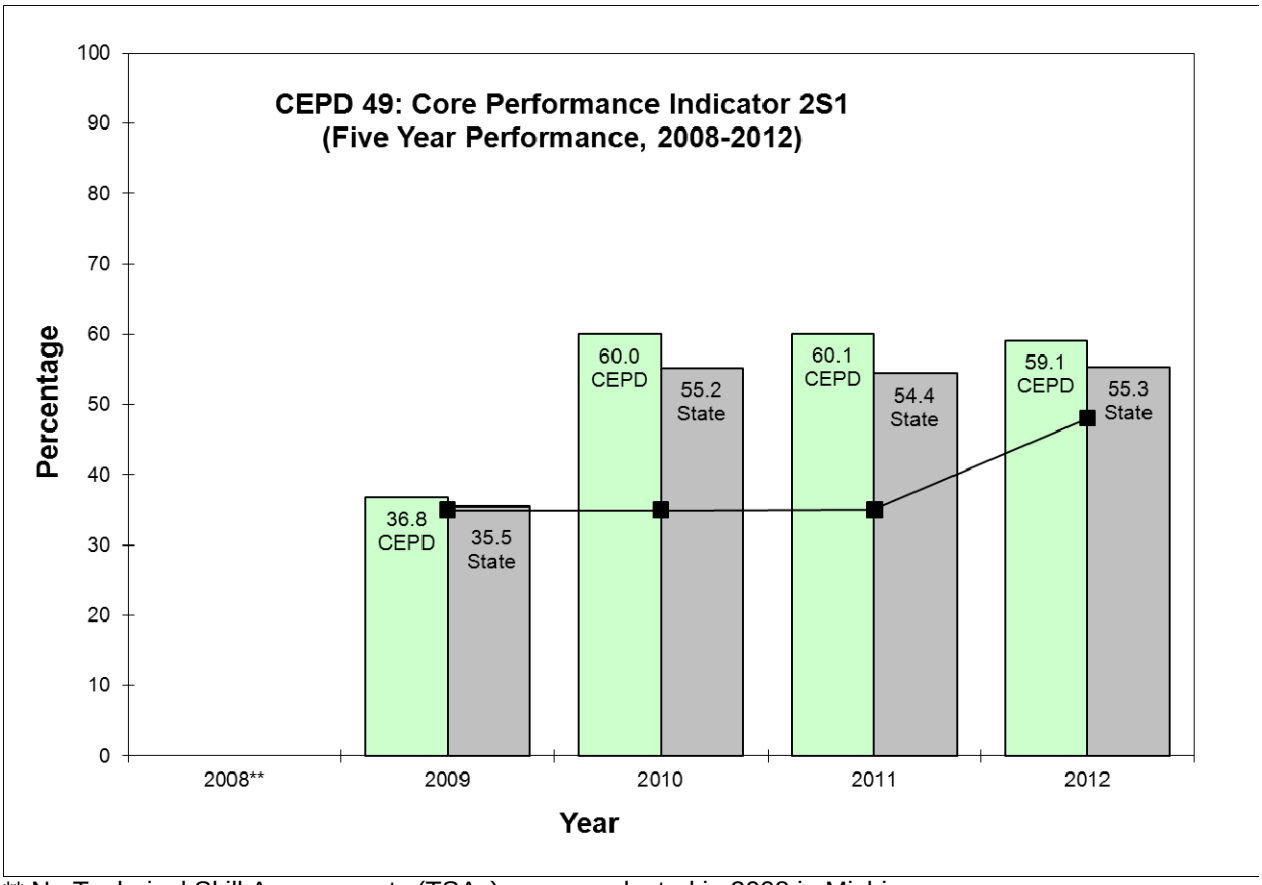
Year	Annual State 1S1 Target (%)
2008	61.00
2009	47.50
2010	47.50
2011	48.00
2012	57.00

APPENDIX:
1S2 Academic Attainment in Mathematics



Year	Annual State 1S2 Target (%)
2008	55.00
2009	45.00
2010	45.05
2011	46.00
2012	30.00

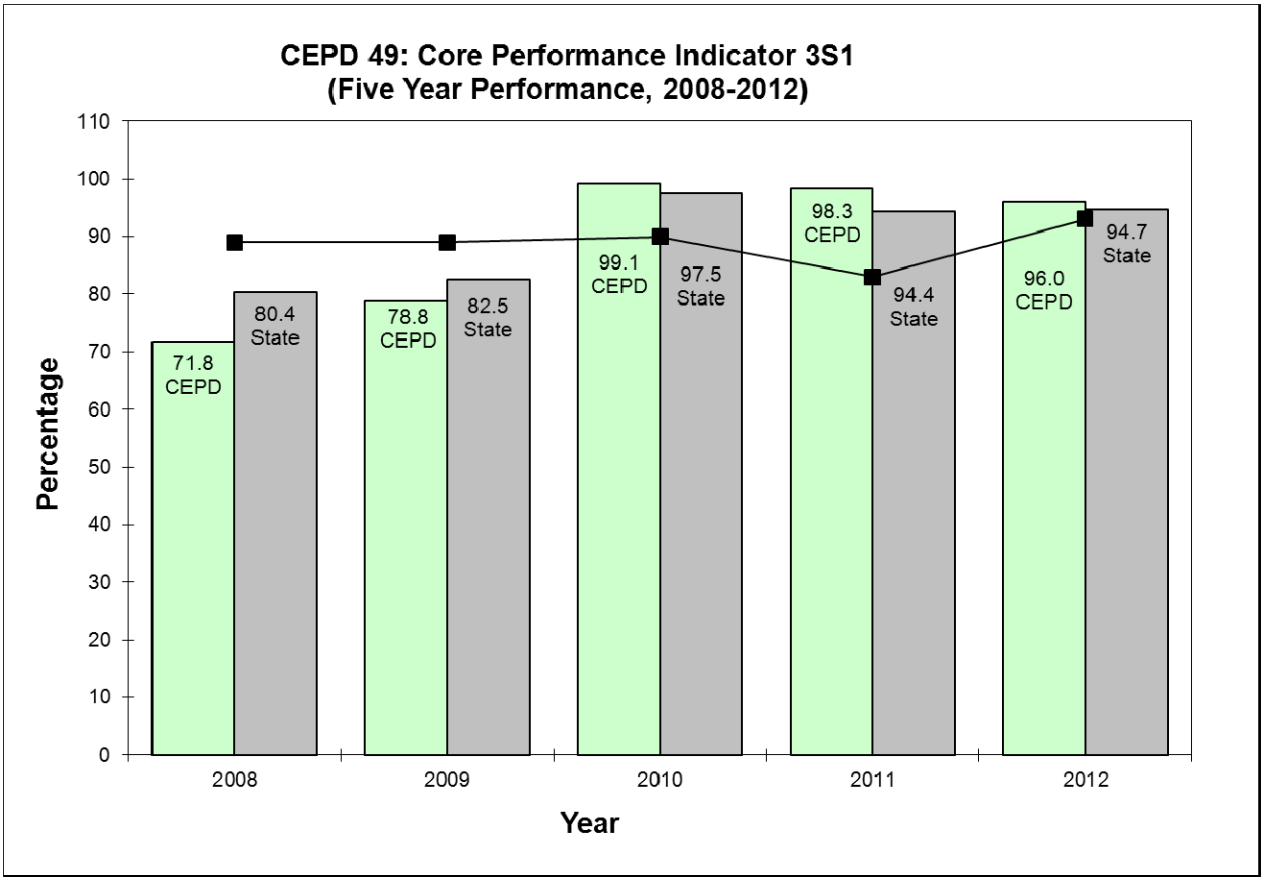
APPENDIX:
2S1Technical Skill Attainment



** No Technical Skill Assessments (TSAs) were conducted in 2008 in Michigan

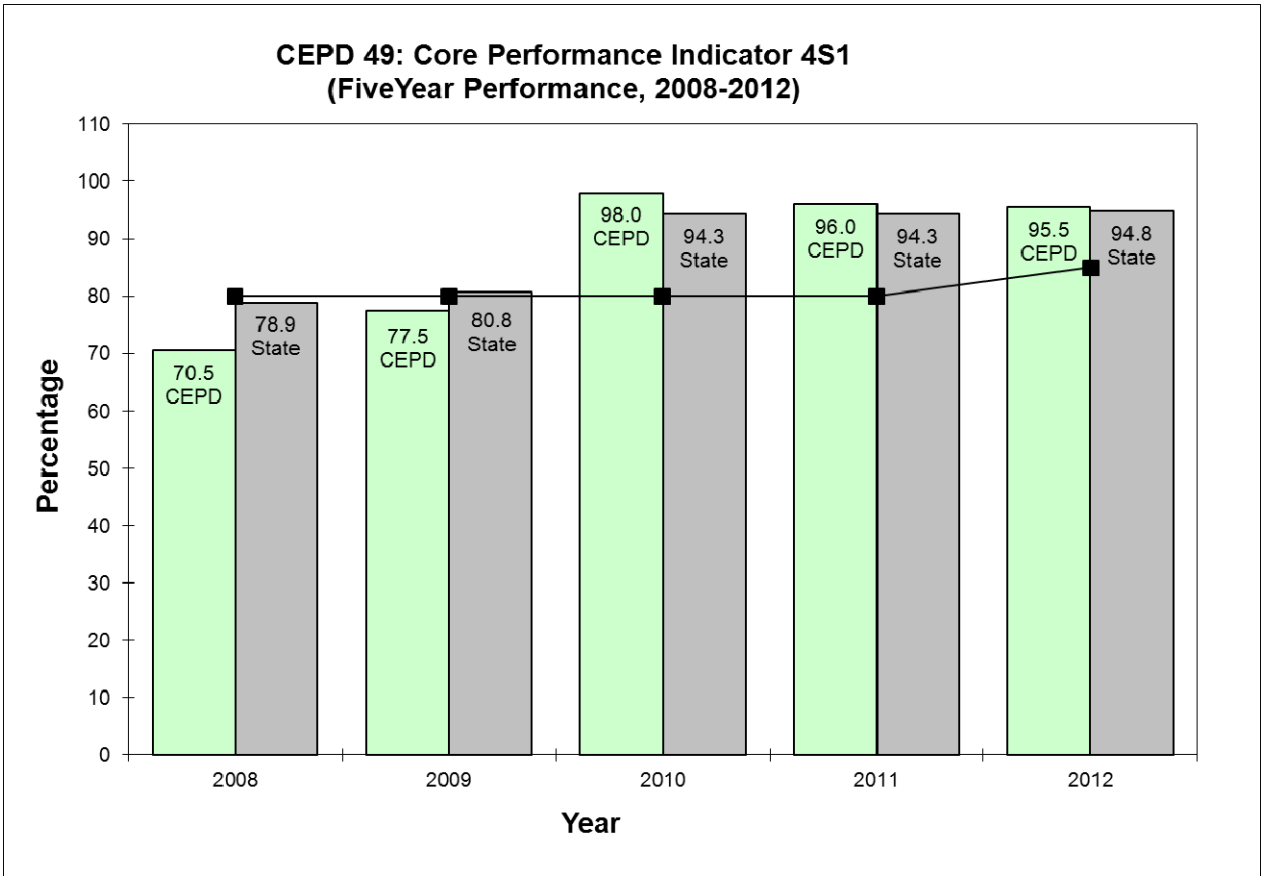
Year	Annual State 2S1 Target (%)
2008	No TSAs in this year
2009	35.00
2010	35.00
2011	35.05
2012	48.00

APPENDIX:
3S1 School Completion



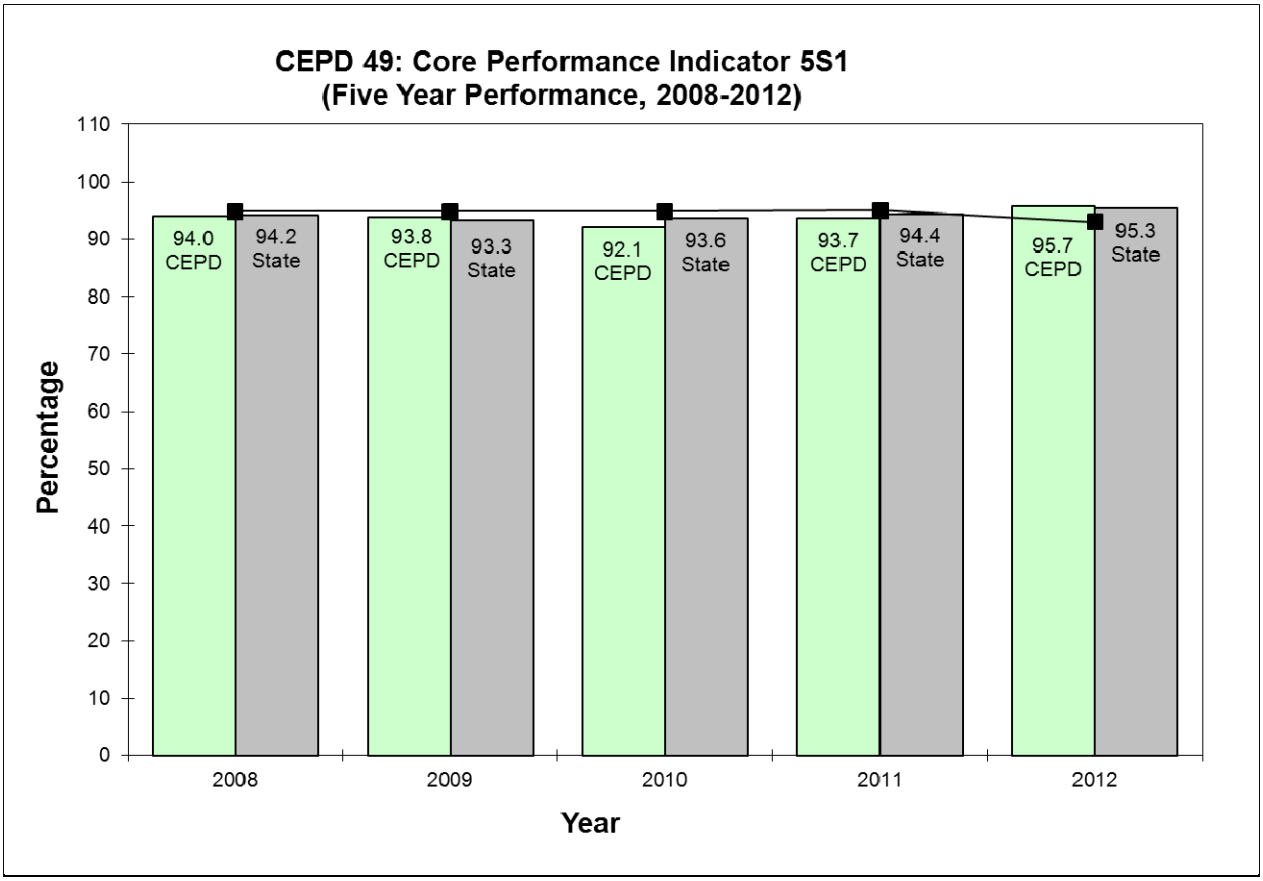
Year	Annual State 3S1 Target (%)
2008	89.00
2009	89.00
2010	90.00
2011	83.00
2012	93.00

APPENDIX:
4S1 Student Graduation Rate



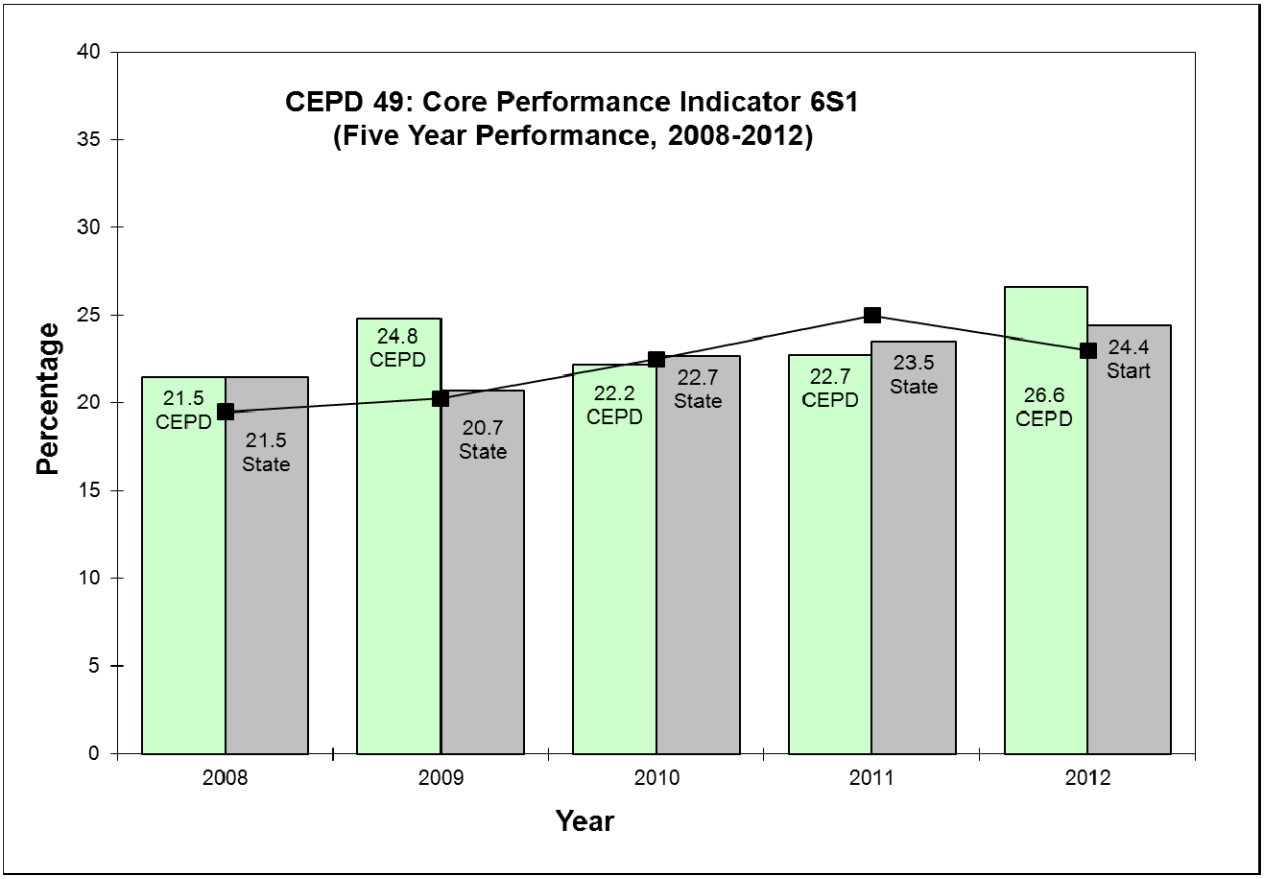
Year	Annual State 4S1 Target (%)
2008	80.00
2009	80.00
2010	80.00
2011	80.00
2012	85.00

APPENDIX:
5S1 Placement



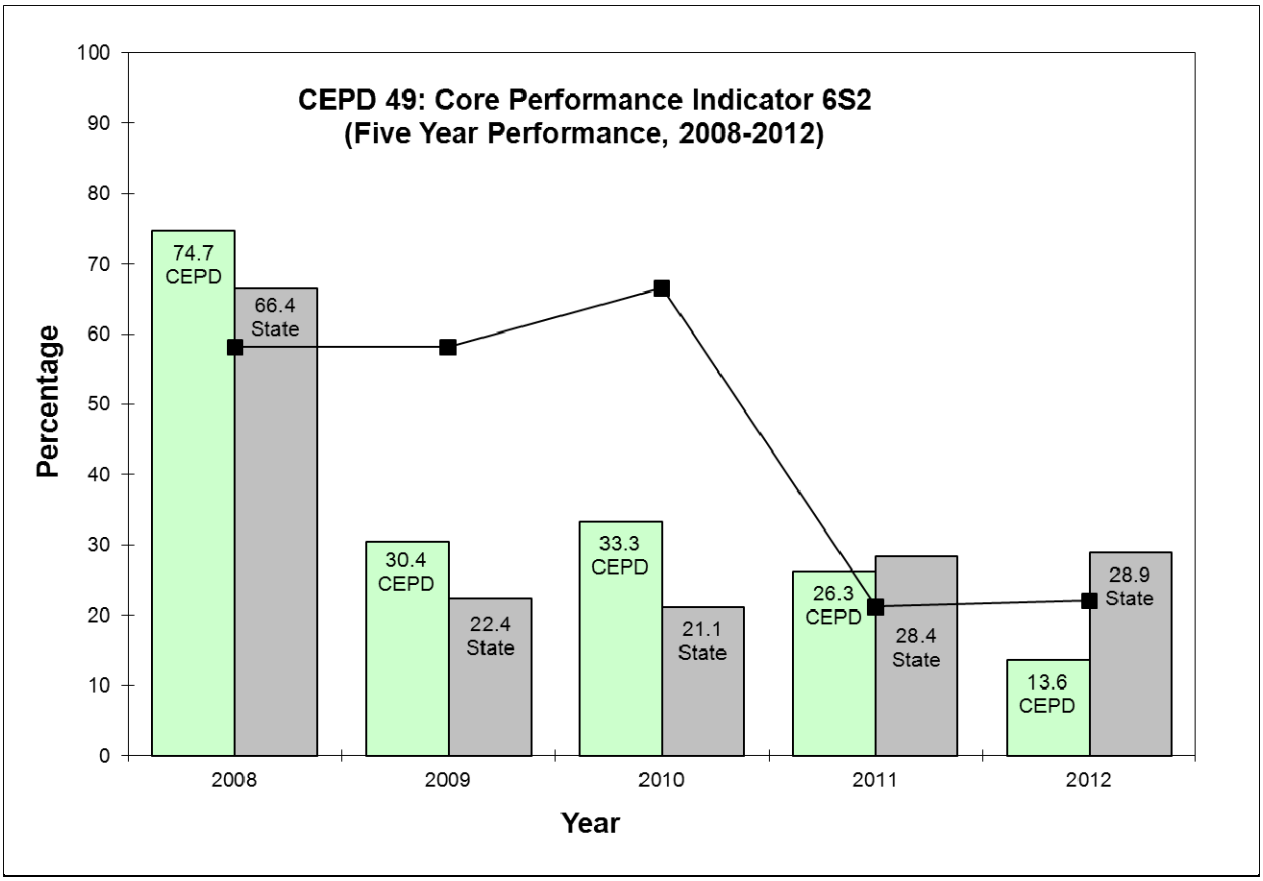
Year	Annual State 5S1 Target (%)
2008	94.79
2009	94.79
2010	94.79
2011	95.04
2012	93.00

APPENDIX:
6S1 Nontraditional Participation



Year	Annual State 6S1 Target (%)
2008	19.50
2009	20.25
2010	22.50
2011	25.00
2012	23.00

APPENDIX:
6S2 Nontraditional Completion



Year	Annual State 6S2 Target (%)
2008	58.15
2009	58.15
2010	66.56
2011	21.20
2012	22.00