Region 25 Core Performance Indicator (CPI) Trends:

2009-2015

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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 Region 25 on eight Core Performance Indicators (CPIs) at the secondary level. The eight CPIs in Michigan are 1S1–Academic Attainment in Reading, 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/ReferenceMaterials/Michigan%20Agreed%20Upon%20Performance%20Levels%202015-2016.pdf.

A graph associated with each CPI for Region 25 is provided in the Appendix and depicts data on the CPI for seven years (2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015). The green column in each graph shows the percentage scored by Region 25 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 Region 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 Region and Career Education Planning District (CEPD). 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.

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

CONTACT

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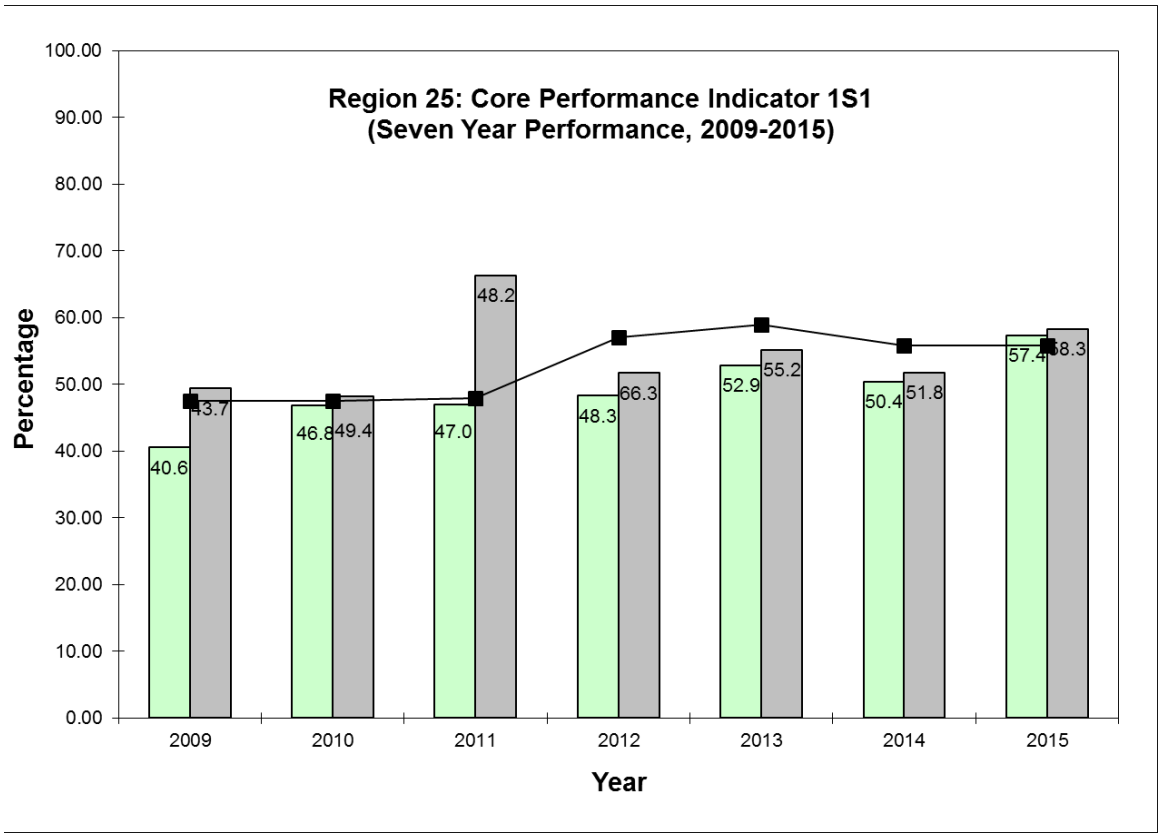
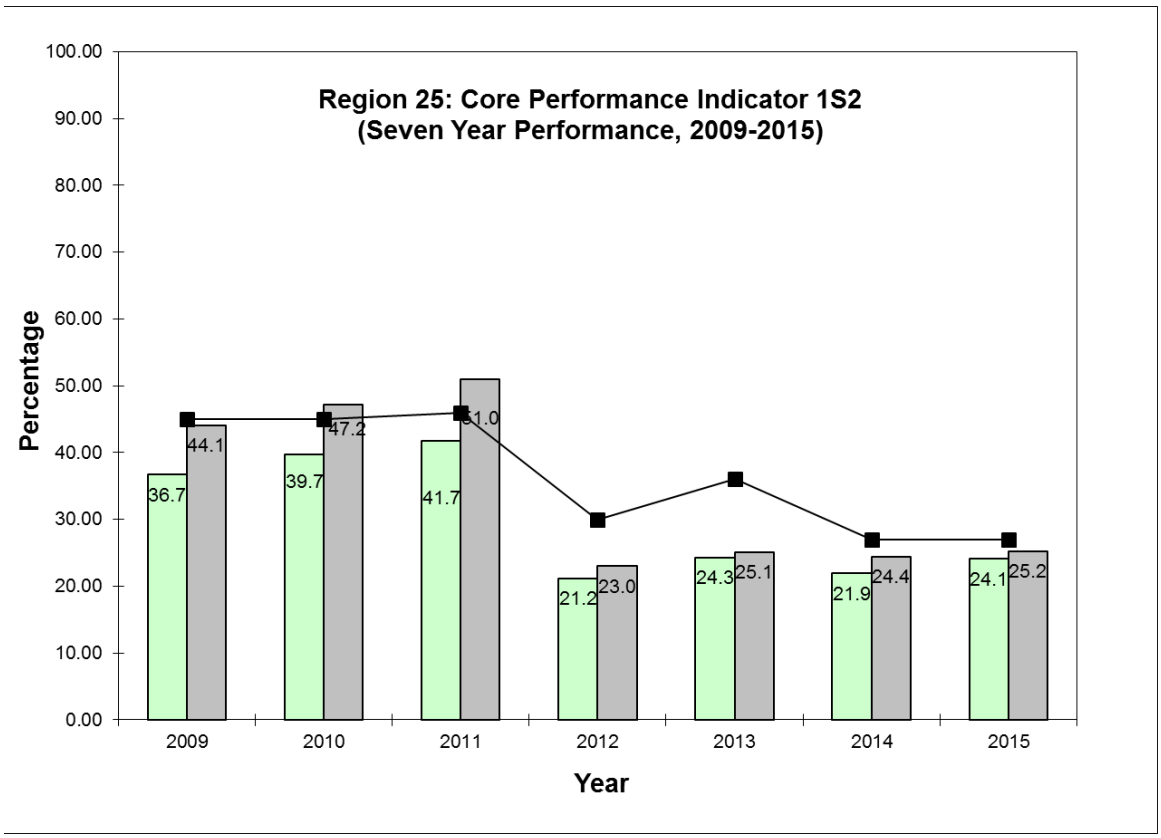
APPENDIX:
1S1 Academic Attainment in Reading



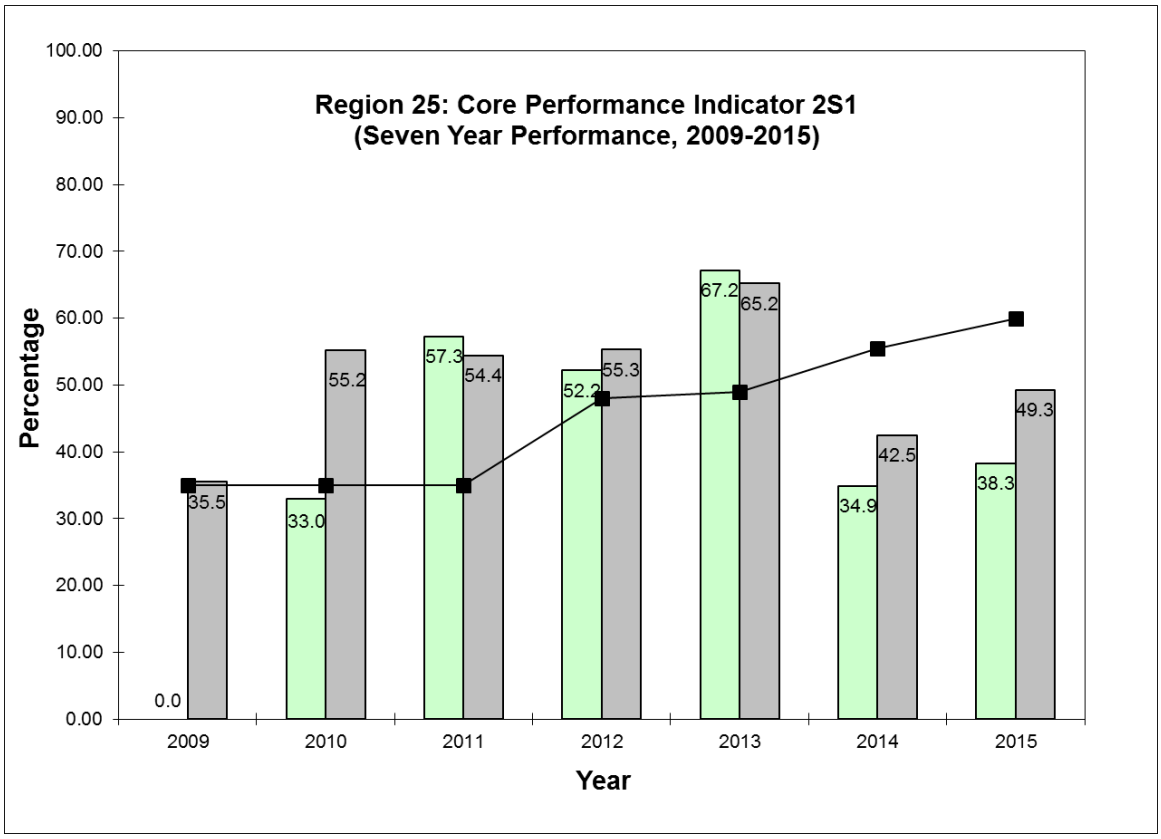
Year	Annual State 1S1 Target (%)
2009	47.50
2010	47.50
2011	48.00
2012	57.00
2013	59.00
2014	55.80
2015	55.80

APPENDIX:
1S2 Academic Attainment in Mathematics



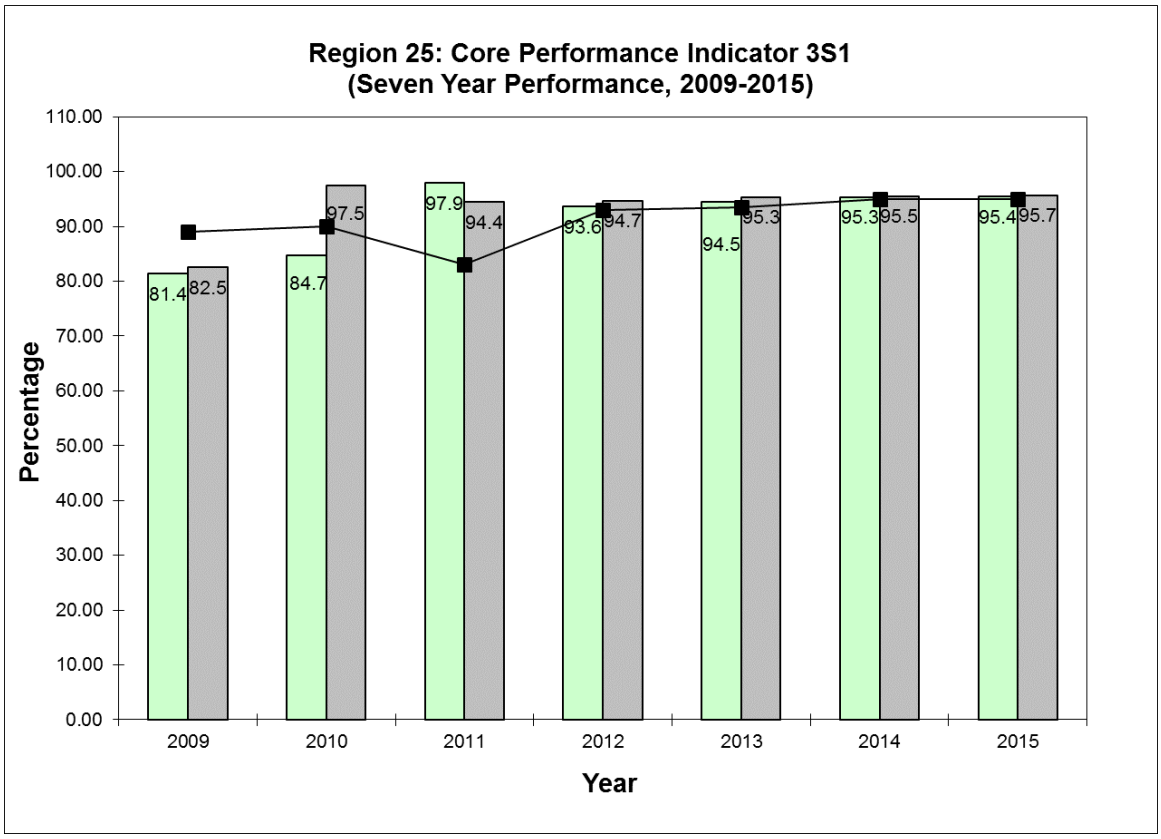
Year	Annual State 1S2 Target (%)
2009	45.00
2010	45.05
2011	46.00
2012	30.00
2013	36.00
2014	27.00
2015	27.00

APPENDIX:
2S1 Technical Skill Attainment



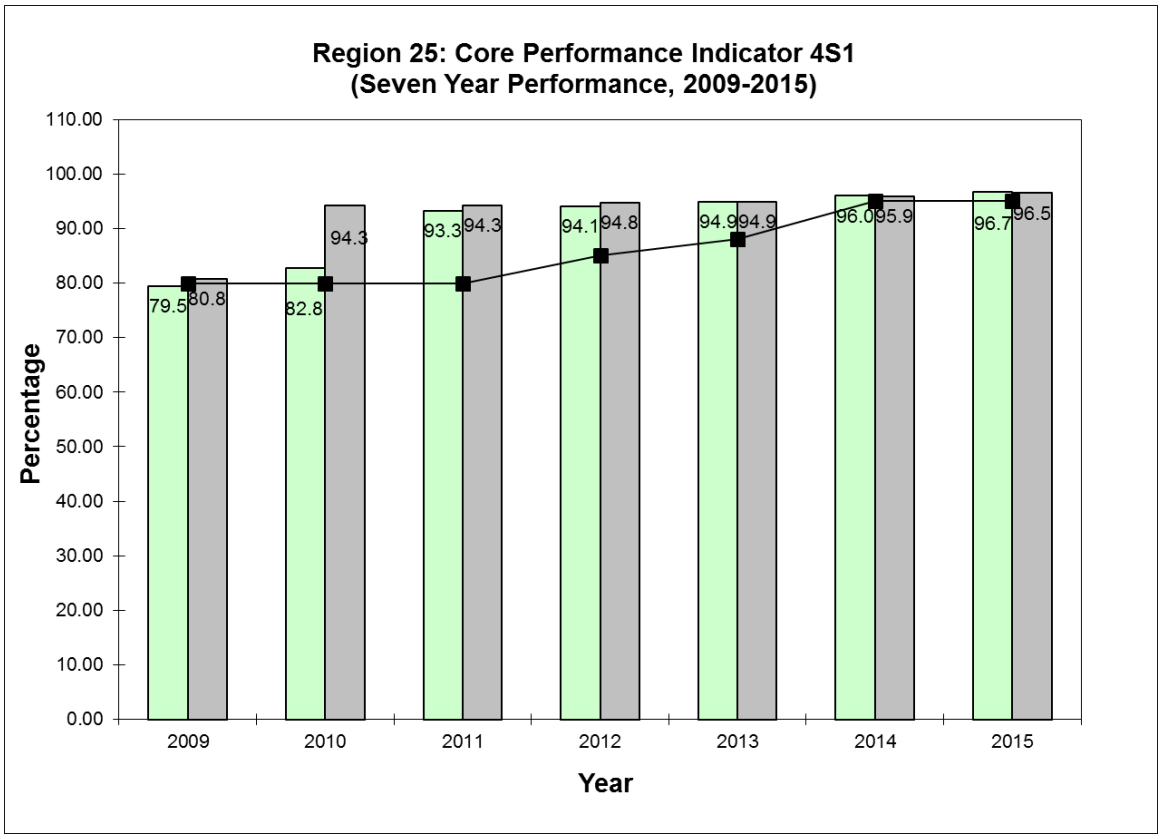
Year	Annual 2S1 Target (%)
2009	35.00
2010	35.00
2011	35.05
2012	48.00
2013	49.00
2014	55.50
2015	60.00

APPENDIX:
3S1 School Completion



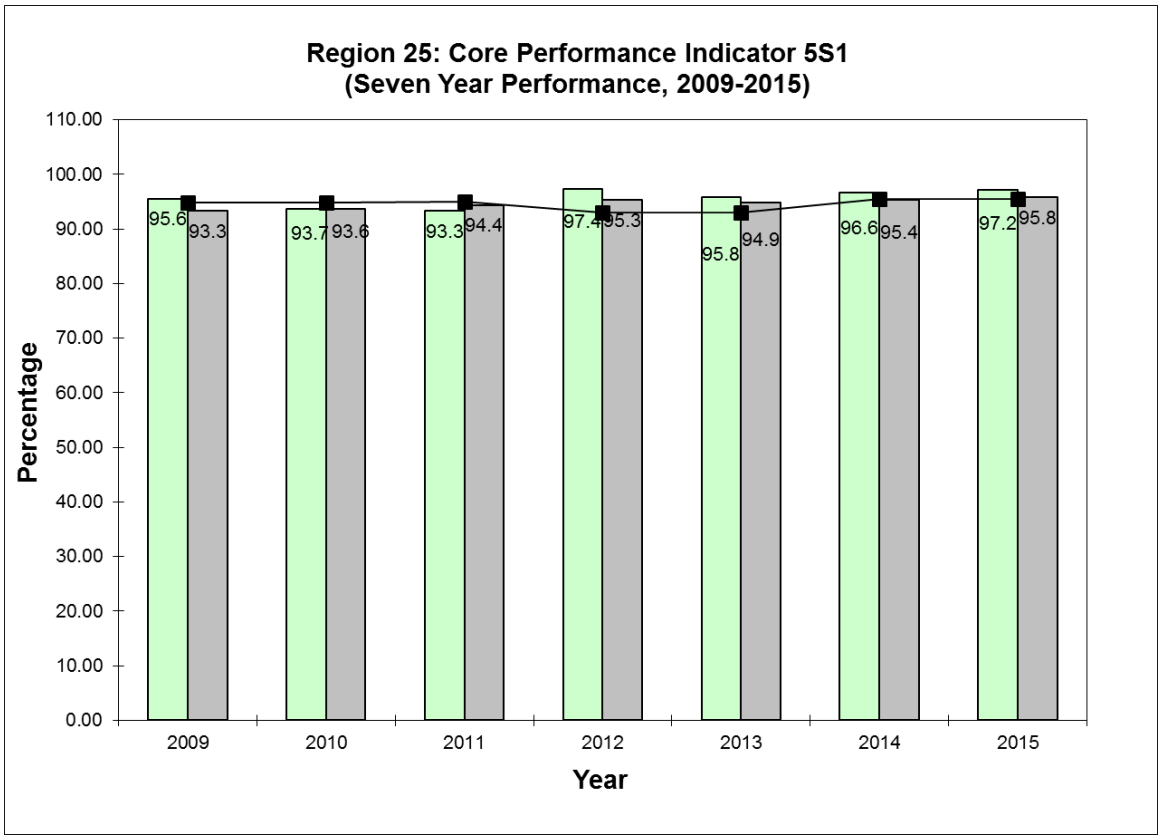
Year	Annual State 3S1 Target (%)
2009	89.00
2010	90.00
2011	83.00
2012	93.00
2013	93.50
2014	95.00
2015	95.00

APPENDIX:
4S1 Student Graduation Rate



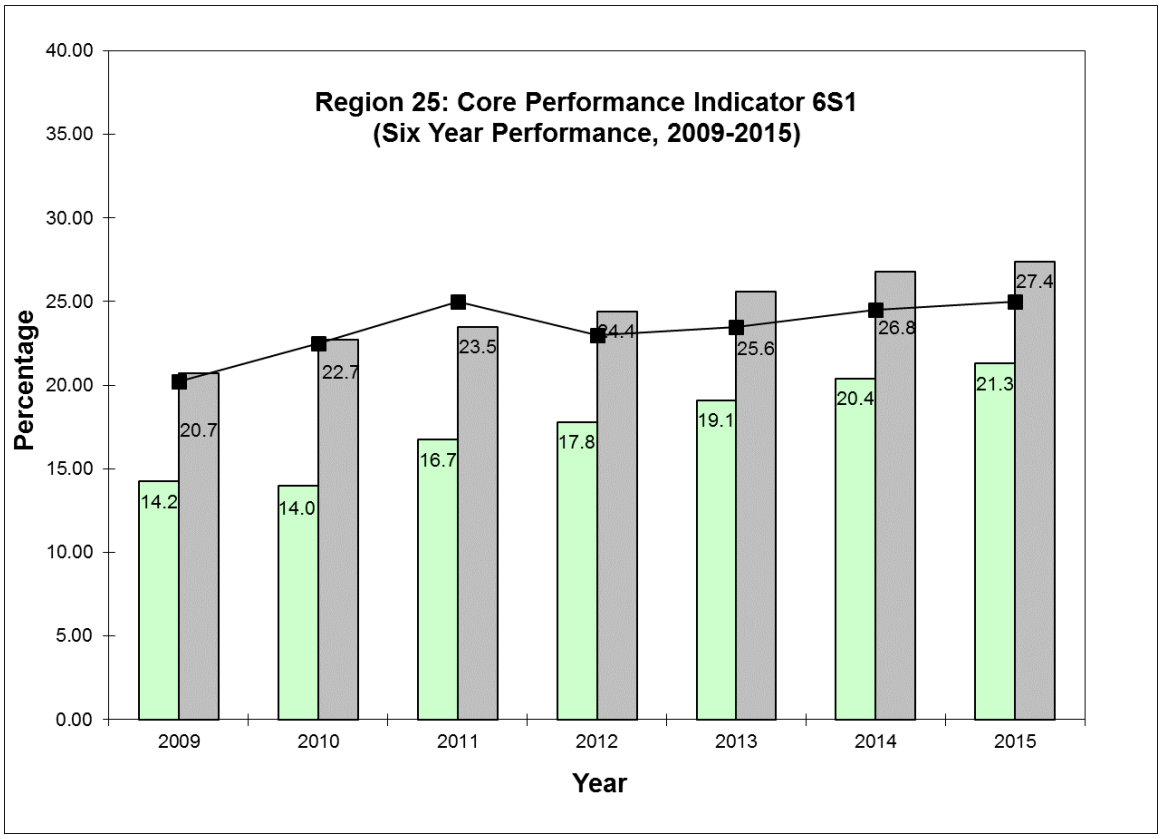
Year	Annual 4S1 Target (%)
2009	80.00
2010	80.00
2011	80.00
2012	85.00
2013	88.00
2014	95.00
2015	95.00

APPENDIX:
5S1 Placement



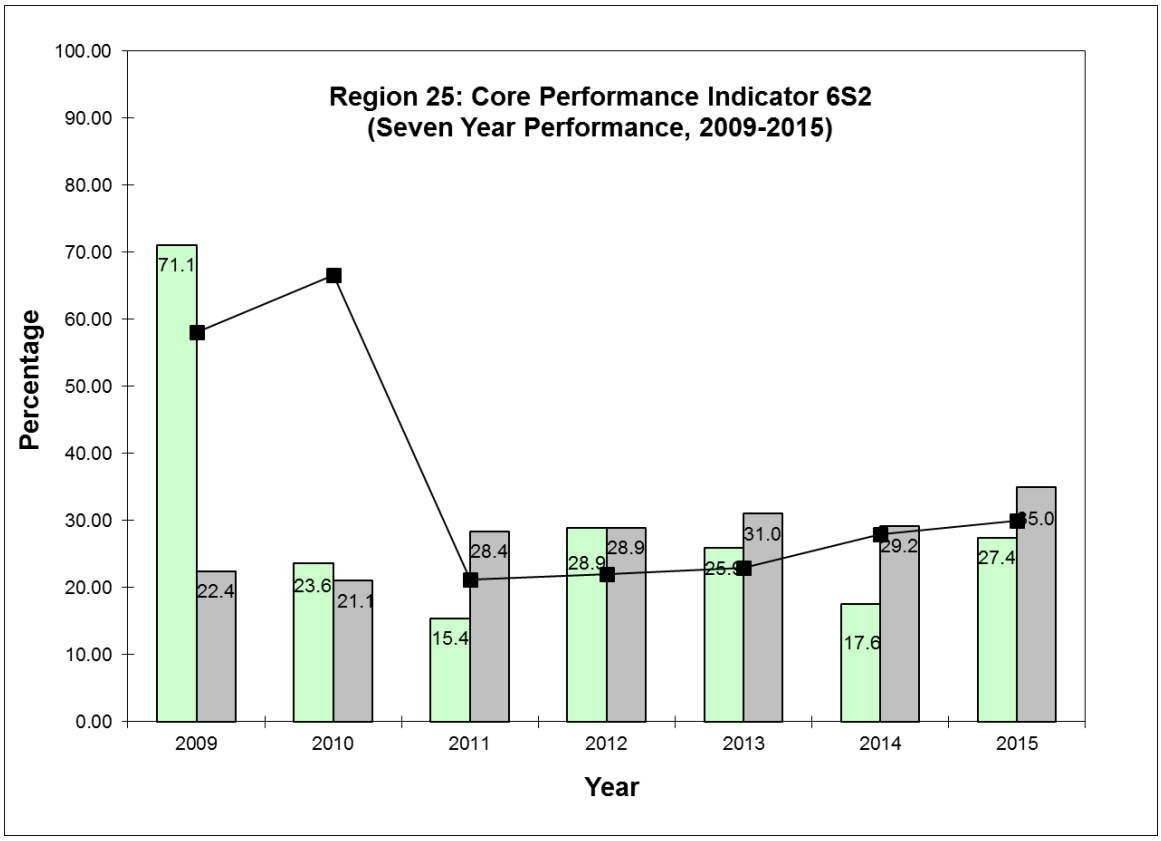
Year	Annual State 5S1 Target (%)
2009	94.79
2010	94.79
2011	95.04
2012	93.00
2013	93.00
2014	95.50
2015	95.50

APPENDIX:
6S1 Nontraditional Participation



Year	Annual State 6S1 Target (%)
2008	20.25
2009	22.50
2010	25.00
2011	23.00
2012	23.50
2013	24.50
2014	25.00

APPENDIX:
6S2 Nontraditional Completion



Year	Annual State 6S2 Target (%)
2009	58.15
2010	66.56
2011	21.20
2012	22.00
2013	23.00
2014	28.00
2015	30.00