Career &
Technical Education

CTE Data & Accountability Handbook

Revision History

| Date	Updates
August 2022	Updated coherent sequence section to include specificity on relationship for articulated courses taught at a CTED; district and CTED responsibilities
	Added paragraph in Student Enrollment section regarding student type indicator; examples
	Added paragraph in Student Enrollment section regarding reporting articulated enrollment for courses taught at a CTED central campus; relationship with data that is reported by CTED
	Added clarification in paragraph on reporting credits in the Student Enrollment section; students earn 0.5 high school credits for each three semester hours of credit earned at a community college or university
	Updated funding eligibility section regarding concentrators/placements requirement; four-year grace period
	Added information on enrollment-based funding allocation process
	Added clarification in Student Enrollment section regarding data capture dates.
	Added clarification in Performance Measures section and Appendix on what data is used to calculate performance measures.
	Added list of cohort 2021 academic assessments to performance measures section.
	Updated rules for performance measures to specify changes in leave codes/enrollment status.
	Added user guide section for accessing CTE Data Portal through ADEConnect
	Added list of all active CTEDs in Arizona
	Updated performance measure rules to comply with new enrollment status codes

Contents

Career and Technical Education Districts in Arizona
(links to websites)

1. CAVIAT - Coconino Association for Vocations, Industry and Technology
2. CAVIT - Central Arizona Valley Institute of Technology
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4. CVIT - Cobre Valley Institute of Technology
5. EVIT - East Valley Institute of Technology
6. GIFT - Gila Institute for Technology
7. MICTED - Mountain Institute CTED
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11. STEDY - Southwest Technology Education District of Yuma
12. VACTE - Valley Academy for Career and Technology Education
13. WAVE - Western Arizona Vocational Education
14. West-MEC - Western Maricopa Education Centers
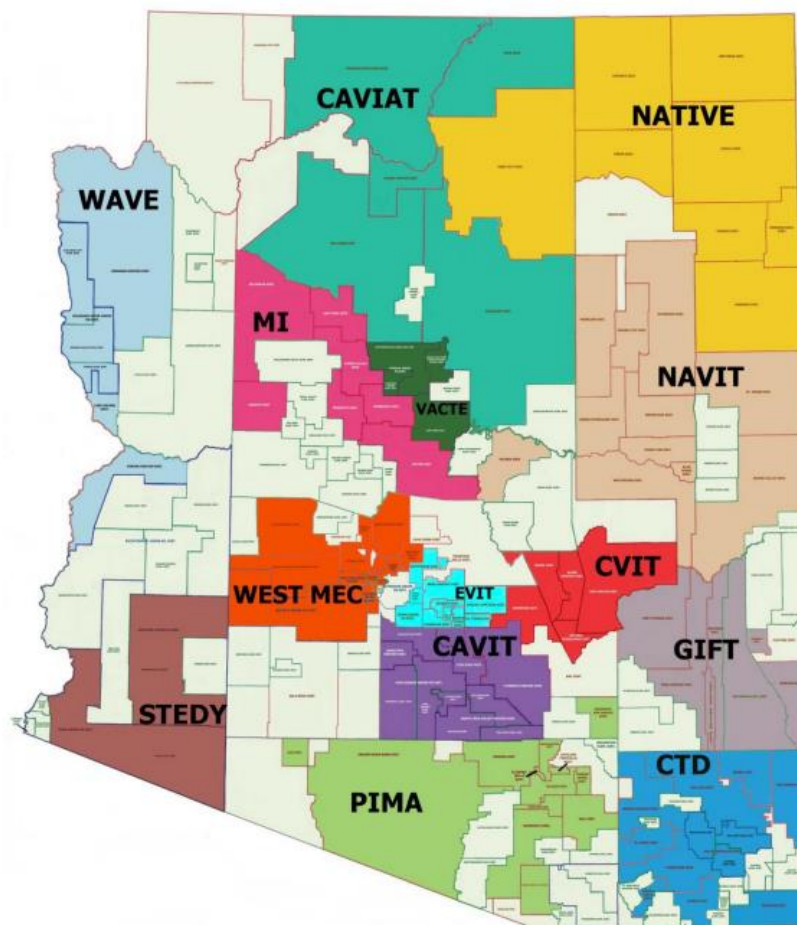
User Guide: Accessing CTE Data Portal through ADEConnect

Access to the CTE Data Portal is requested and granted through the Arizona Department of Education's ADEConnect system. CTE Data Portal access requests are submitted to the ADE-CTE unit and are approved on a case-by-case basis. Only districts that are participating in CTE programs, Career and Technical Education Districts, and Community Colleges are eligible for access to the CTE Data Portal.

The instructional steps below assume that the desired user already has an ADEConnect account but does not have access to the CTE Data Portal. For assistance on creating an ADEConnect for a new user, please contact ADEConnect Support or visit ADEConnect help at https://adeconnect.azed.gov/Help.

The steps below must be completed by an ADEConnect Entity Administrator. To find your entity administrator, please click: https://adeconnect.azed.gov/FindEA and search for your organization. Please be sure to check the entity ID number when searching for your organization. Only the ADEConnect Entity Administrator(s) may assign or edit ADEConnect user roles within their organizations.
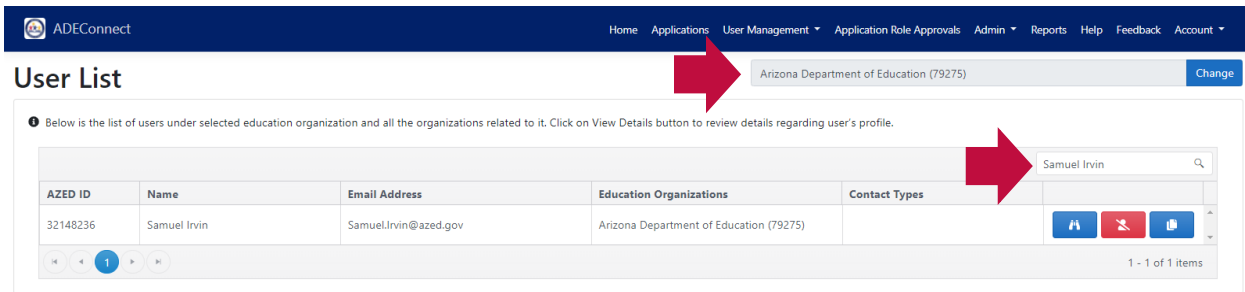
Who: All CTE Data Portal users

STEP 1 (ENTITY ADMINISTRATOR): Log into ADEConnect through your SIS or at https://adeconnect.azed.gov/.

STEP 2 (ENTITY ADMINISTRATOR): From the ADEConnect home page, click on "User Management" in the main window or in the main toolbar area (blue bar at the top). If you select User Management from the main toolbar area, click on "User List".
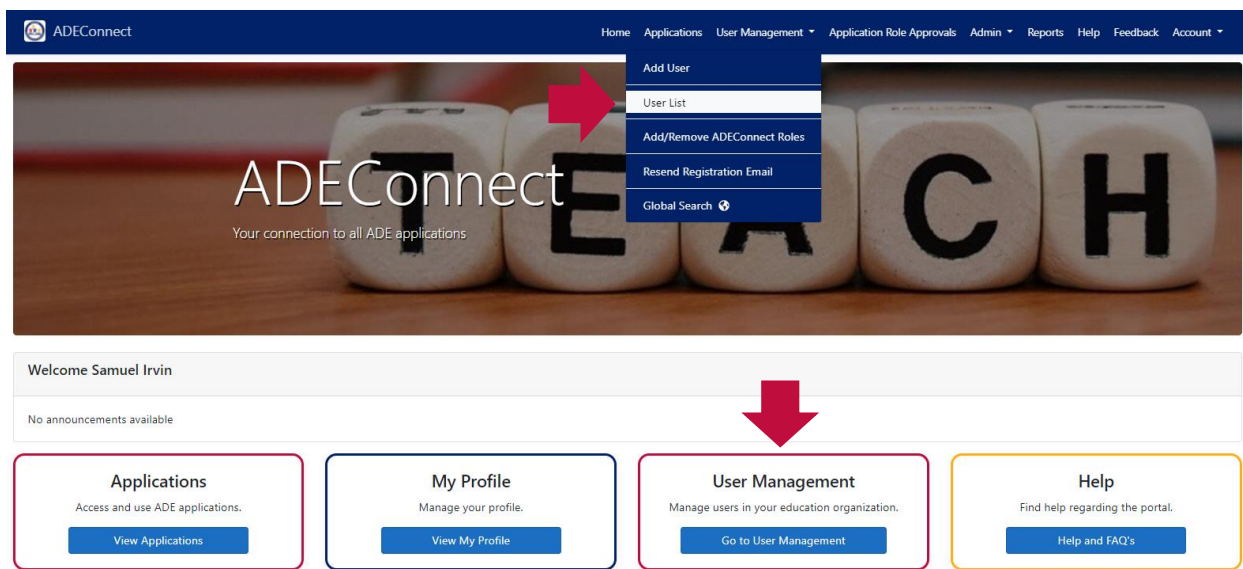
STEP 3 (ENTITY ADMINISTRATOR): Search for the desired user in the Search box to the right of the screen. Ensure that the entity name and entity ID in the top right selection box is correct. In the example below, the Entity is "Arizona Department of Education (79275)" but should be the name and ID number for your organization (at the district level). In the example below, we have searched for the user "Samuel Irvin".
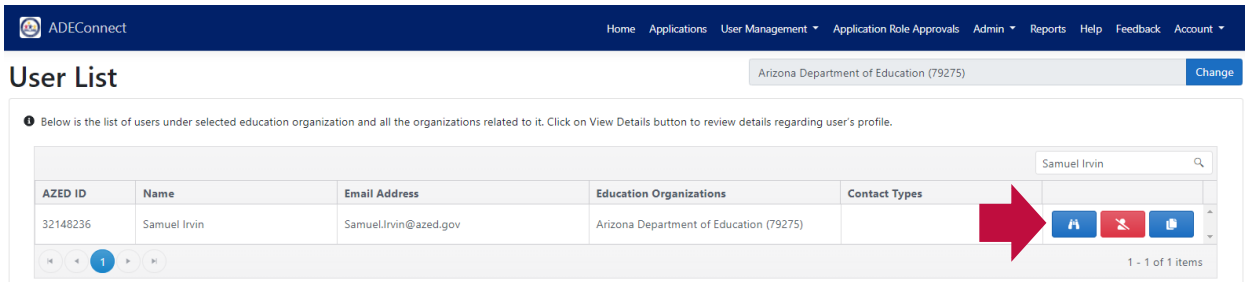
STEP 4 (ENTITY ADMINISTRATOR): Click the small binoculars icon to view the user's profile. The red "remove person" button will delete the user and the blue copy button will clone the user. Be careful not to click either of these two options unintentionally.
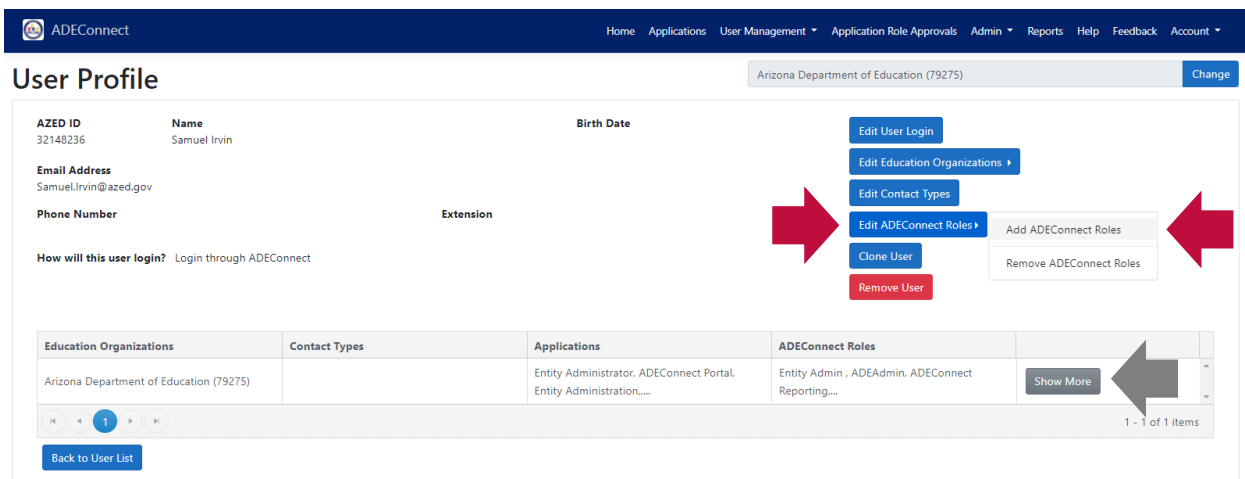
STEP 5 (ENTITY ADMINISTRATOR): From the user's profile, click on "Edit ADEConnect Roles", and then click on "Add ADEConnect Roles".

Tip: To view the roles that a user currently has assigned, click on the gray "Show More" button (gray arrow above).
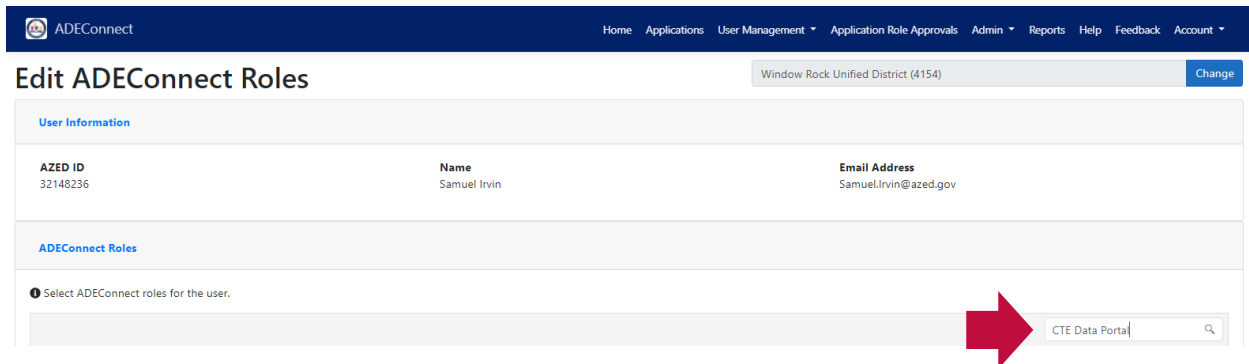
Tip: The Entity Administrator may edit user roles, including organization assignment, by removing the ADEConnect role and re-adding it with the updated information.

STEP 6 (ENTITY ADMINISTRATOR): From the "Edit ADEConnect Roles" page, search for the **CTE Data Portal** role in the "ADEConnect Roles" section.

CTE Data Portal: Modify – For secondary schools, charter schools, and CTEDs.
CTE Data Portal: Postsecondary – For community colleges.
CTE Data Portal: Read Only – To assign read only access to the user for your organization. If you select this role, a CTE staff person will contact you (entity administrator) with additional steps.
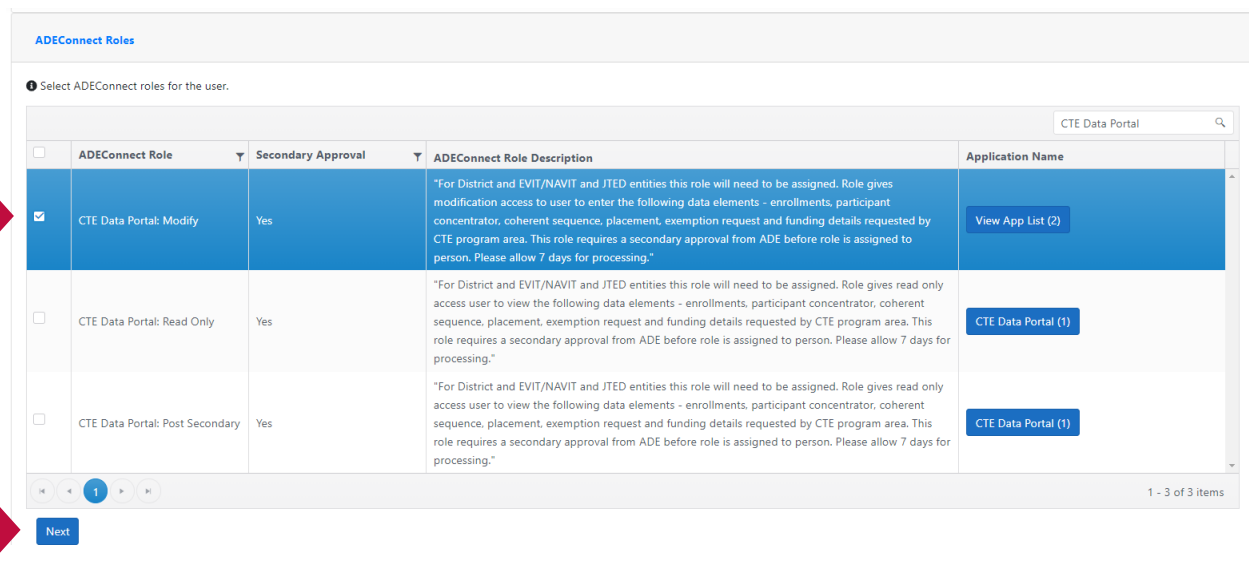
STEP 7 (ENTITY ADMINISTRATOR): Select the checkbox for the role you wish to assign. In the example below, the role "CTE Data Portal: Modify" is selected. Click "Next".

STEP 8 (ENTITY ADMINISTRATOR): Select the organization to which you will assign the role for the user. For all CTE Data Portal roles, select the top-most level of the organization (district, charter district, CTED, or community college). In the example below, the role is being saved to the "Arizona Department of Education" but should be saved to your own individual organization(s). Click "Save" to assign the role.

ADEConnect Roles - Assign to education organizations

ⓘ Select education organizations for ADEConnect roles.

ADEConnect Roles	Education Organizations
CTE Data Portal: Modify	Arizona Department of Education (79275) ✕

Save   Cancel

STEP 9 (USER): Once the Entity Administrator assigns the role, the CTE Data Portal will appear as an application on your ADEConnect Applications List page. To view this list, log into ADEConnect and click on "Applications" in the main window area or in the main toolbar area (blue bar at the top).

STEP 10 (USER): Click on "CTE Data Portal" in the Applications list to access the CTE Data Portal. Be sure that the link to the CTE Data Portal appears under the correct organizational heading. In the example below, the organizational heading is "Arizona Department of Education (79275)", but will be your own district, charter, CTED, or community college. The CTE Data Portal should not appear under a single school site. If it is appearing under a single school site, please contact your entity administrator to have it reassigned to the district level.

Annual Data Reporting Timeline

A full timeline with dates and deadlines can be found on the ADE-CTE website here:
https://www.azed.gov/cte/cte-data-portal-information.

Always refer to the ADE-CTE website timeline for up-to-date deadlines or contact CTE Accountability with any questions or concerns. Separate calendars exist for District and CTED users.

The CTE Data Reporting timeline roughly follows the school year with a few exceptions. The data reporting timeframe/cycle typically runs from October through June/July of the school year for which data will be reported. Data reporting is by fiscal year which runs from July 1 through June 30 and is referred to by the year in which the fiscal year ends (example: FY 2022 runs from July 1, 2021, through June 30, 2022).

For each data reporting element, please see the general timeline below.

Contacts: Contact reporting will open at the beginning of the data reporting timeframe, generally in October of the school year for which data will be reported. Contacts may be modified at any point throughout the data reporting timeframe (for the remainder of the school year).

Coherent Sequence: Coherent sequence reporting will open at the beginning of the data reporting timeframe, generally in October of the school year for which data will be reported. The coherent sequence may be modified at any point throughout the data reporting timeframe (for the remainder of the school year).

Fall and Spring Enrollment: Both Fall and Spring enrollment reporting will be in the Fall term, generally around the middle of October of the school year for which data will be reported. Enrollment should be reported when credits are posted for students enrolled on the data capture dates (below), which may not be until the end of the term. Enrollment reporting will remain open until the first data cut-off date (check website calendar for the specific deadline), typically in the middle of June.

- Fall enrollment reports should be those students enrolled in CTE courses on October 15th.
- Spring enrollment reports should be those students enrolled in CTE courses on February 15th.

After the first data cut-off date, the enrollment reporting module will be closed for approximately 2 to 3 weeks while preliminary funding is calculated. It will then re-open for one month (check online calendar for specific date window, typically month of July, into early August) to allow for corrections to enrollment data based on preliminary funding amounts. After the corrections period has concluded, the enrollment reporting module will close again permanently (check online calendar for specific date) and final funding will be calculated and disseminated.

Industry Credentials: Industry credentials reporting will open alongside enrollment reporting (as enrollment must exist for a credential to be reported), generally around the middle of October of the school year for which data will be reported. Schools will also have the opportunity to report credentials for the prior school year (until June 30). Check the online calendar for

specific dates. Credential reporting will continue past the end of the school year until June 30 of the following year.

Placement Survey: The Placement Survey will open in the Fall, typically towards the end of October of the school year for which enrollment data is reported. The Placement Survey lags one year behind all other data reports in the CTE Data Portal and is based on the prior year's concentrators that left secondary education. The Placement Survey will remain open until the first data cut-off date (check the online calendar for specific date) along with enrollment reporting, typically in the middle of June.

After the first data cut-off date, the Placement Survey will be closed for approximately 2 to 3 weeks while preliminary funding is calculated. It will then re-open for one month (check online calendar for specific date window, typically month of July, into early August) to allow for corrections to Placement Survey data based on preliminary funding amounts. After the corrections period has concluded, the Placement Survey reporting module will close again permanently (check online calendar for specific date) and final funding will be calculated and disseminated.

Coherent Sequence

The Coherent Sequence is a list of CTE courses that a school offers or plans to offer. Schools have the opportunity annually to update their coherent sequence if new CTE programs are offered or if some programs are discontinued at the school. For each program that is added to a school's coherent sequence, some courses are required, and optional courses are available. A school must add the required courses to their coherent sequence for each CTE program selected. For any course, the school must also indicate if the course will be taught at the school itself (non-articulated course) or if it will be taught elsewhere (articulated course).

The coherent sequence lists CTE programs and courses as they appear in the State Course Catalog, the Statewide CTE coherent sequence, and on the approved programs list for the selected fiscal year. Districts and schools may opt to title their CTE courses differently, but the coherent sequence must remain consistent with the actual approved CTE program and course titles. The CTE Program and Course numbers (CIP codes) are federally regulated, and districts must use the program and course numbers that appear on the coherent sequence.

A program and course must exist on a school's coherent sequence in order for the school to record CTE student enrollment in that program and course. When recording enrollment, the program, course, and location where the course is taught (non-articulated or articulated) must match the coherent sequence for the enrollment record to process successfully. A program/course may exist on the coherent sequence in multiple locations (non-articulated and articulated).

A coherent sequence is required for each school within a participating LEA.

Data Dependencies

In CTE data reporting, reporting/creating the Coherent Sequence is dependent on:

- **Being an approved CTE school**
  Only approved CTE schools may report data to the Arizona Department of Education.
- **Approved LOP applications, if applicable**
  Only approved schools may add an LOP to the coherent sequence.

In CTE data reporting, the following elements are dependent on the coherent sequence:

- **Fall & Spring Enrollment:**
  Enrollment may only be reported for courses listed on the coherent sequence.

Resources

CTE Programs Coherent Sequence document is available (by Fiscal Year) on the ADE-CTE website here: https://www.azed.gov/cte/programs.

Articulation

Courses on the coherent sequence for a school must be designated as nonarticulated or articulated. Schools report their own student's enrollment at any location (non-articulated or articulated)[1].

- Nonarticulated courses are those courses that are taught at the school of residence (the school for which the coherent sequence exists and that is responsible for maintaining the student's transcript) by that school's instructional staff.
- Articulated courses are those courses that are taught somewhere other than the student's school of residence. This may include another school within or outside of the district, at a Community College, or at a Career and Technical Education district.
  - Courses taught at CTED leased land central campuses co-located on school grounds should be reported as articulated courses. Leased land central campuses are different than CTED satellite campuses.

Definitions of CTED Campus Types
A.R.S § 15-393(Z)

"Centralized campus" (AKA "Central Campus") means a facility that is owned and operated by a career and technical education district to offer career technical education programs or career technical education courses.

"Leased centralized campus" (AKA "Leased-land Central Campus") means a facility that is leased and operated by a career and technical education district to offer career technical education programs or career technical education courses.

"Satellite campus" means a facility that is owned or operated by a school district or charter school to offer career technical education district programs or career technical education courses.

Articulation and Educator Certification

All CTE courses must be taught by appropriately certified educators with the exception of courses taught at community colleges (through the CTED) by community college instructors. Since Community College instructors do not receive educator certifications from the Arizona Department of Education, their certification/qualifications to teach CTE courses cannot be verified. All other courses must be taught by appropriately certified teachers regardless of course location.

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[1] The East Valley Institute of Technology (EVIT) records their own enrollment data. EVIT satellite districts do not record a coherent sequence or enrollment for EVIT Central Campus (articulated) courses.

Articulation with CTED Central Campus – Relationship and Responsibilities

The following applies only to satellite campuses of Career and Technical Education Districts (CTED) and CTED central campuses. The following does not apply to non-CTED member districts/non-satellite campuses.

Districts: For school districts/high schools with articulated enrollment where the course is taught at a CTED central location (central campus or community college), both the CTED central campus and the satellite campus will report the student's enrollment in the CTE Data Portal. Districts should work with their CTED to ensure that the articulated location for such courses matches the CTED's coherent sequence for the same course.

CTEDs: For CTEDs that teach students that articulate from satellite campuses, both the satellite campus and the CTED central campus will report the student's enrollment in the CTE Data Portal (given that the satellite campus is a CTE participating school). CTEDs should work with their member districts and satellite campuses to ensure that the satellite campus' coherent sequence matches the CTEDs coherent sequence for each course.

For both Districts & CTEDs: The following elements must match on each entity's coherent sequence to ensure seamless data alignment between CTED and satellite campus (for articulated courses taught at a CTED):

- Program Number
- Course Number
- District Articulated Location (CTDS) must match CTED's central campus (CTDS)

Articulation between District Schools (no CTED)

In-District Districts should report students that travel between schools within the district as articulated students at their regular school ("home" school, "school of residence") and should not report the student as a nonarticulated student at the school where they are taught. This will ensure that the student's record(s) are kept at their regular school rather than splitting records between schools. In AzEDS, students may be concurrently (AKA ancillary) enrolled at the school at which they are taking their concurrent enrollment courses and should be exited with a "CC" (Completed Concurrent) exit code at the end of the year or with the appropriate mid-year withdrawal code rather than an end-of-year exit code such as "G" (Graduates) or "P" (Promoted).

Out-of-District Districts that send students to schools (non-CTED) outside of the student's regular school district should not report such students in the CTE Data Portal as the school district that is teaching the student will report these students. This will ensure that students are not double-reported, and that record(s) and enrollment funding will be kept with the district that is providing instruction.

Resources

A list of CTE participating Districts and Schools (with CTED assignment) and a list of CTED locations at postsecondary institutions (community colleges) can be found on the ADE-CTE website here: https://www.azed.gov/cte/cte-enrollment.

Local Occupational Programs

Local Occupational Programs (LOP) are CTE programs that do not appear on the Approved CTE Programs List for the state but would meet a local need in a particular region. Districts or CTEDs located in the region may apply for an LOP and, if approved, may offer the LOP as a CTE program in the approved school(s). LOPs must deliver a full coherent sequence of instruction, must be taught by appropriately certified CTE educators, and must meet all criteria of an approved CTE program (*A.R.S. § 15-391*).

If a district/school has been approved to offer a specific local occupational program (LOP), the approved LOP may be added to the school's coherent sequence. Only approved schools may add LOPs – the CTE Data Portal will prevent unauthorized schools from selecting an LOP on the coherent sequence. LOPs that have been approved for a Career and Technical Education district (CTED) are typically also approved for each of the CTED's member districts, although some exclusions may apply. Please refer to the Local Occupational Program approved program list on the CTE website to see authorized entities for each LOP.

Resources

The LOP application, programs list (with approved districts/schools), and coherent sequence are available on the ADE-CTE website here: https://www.azed.gov/cte/programs.

Inactive Programs

Any CTE program (including LOP) without enrollment for two consecutive years is considered inactive and is automatically removed from a school's coherent sequence (the CTE Data Portal moves the course to an "Inactive" section on the Coherent Sequence page).

If a school resumes offering the inactive course, they must re-add the course to their coherent sequence. Districts/schools with inactive local occupational programs must contact CTE Program Services for further assistance.

Resources

Contact information for CTE Program Services can be found on the ADE-CTE website here: www.azed.gov/cte/programs.

Approved Courses Criteria
A.R.S. § 15-391

The term "CTE course" means a course that is offered by a career and technical education district as part of a career and technical education district program, that is approved by the career and technical education division of the department of education and that meets the following requirements:

    (a) Is taught by an instructor who is certified to teach career and technical education by the state board of education or by a postsecondary educational institution.

    (b) Is part of a program that requires students to obtain a passing score of at least sixty percent on an assessment that demonstrates the level of skills, knowledge and competencies necessary to be successful in the designated vocation or industry for that program of study.

    (c) Is part of an approved career technical education district program.

    (d) Is not a course or any variation of a course, including honors, that is required under the minimum course of study pursuant to section 15-701.01 in order to graduate from high school, except that credit may be awarded for any career and technical education course.

    (e) Requires a majority of instructional time to be conducted in a laboratory environment, field-based environment or work-based learning environment, except for community college courses.

    (f) Has demonstrated a need for extra funding in order to provide the career technical education course.

    (g) Requires specialized equipment and specialized materials in order to provide instruction to students that exceeds the cost of a standard educational course.

The term "CTE program" means a sequence of courses that is offered by a career technical education district and meets all of the following requirements:

    (a) Is taught by an instructor who is certified to teach career and technical education by the state board of education or by a postsecondary educational institution.

    (b) Requires an assessment that demonstrates the level of skills, knowledge and competencies necessary to be successful in the designated vocation or industry or an assessment necessary for certification, if appropriate, or for career readiness and entry-level employment, in and acceptance by that vocation or industry. Any assessment adopted pursuant to this subdivision shall require a passing score of at least sixty percent.

    (c) Requires specialized equipment and specialized materials in order to provide instruction to students that exceeds the cost of a standard educational course.

    (d) Requires a majority of instructional time to be conducted in a laboratory environment, field-based environment or work-based learning environment, and requires career and technical student organization participation, except for community college courses.

    (e) Demonstrates alignment through a curriculum, instructional model and course sequence to meet the standards of a career and technical education preparatory program as determined by the career and technical education division of the department of education.

(f) Has a defined pathway to career and postsecondary education in a specific vocation or industry as determined by the career and technical education division of the department of education.

(g) Is approved by the career and technical education division of the department of education based only on the requirements prescribed in this paragraph after the submission of all required documentation.

(h) Is certified by the career technical education district governing board to have met all the requirements prescribed in this article.

(i) Is offered only to students in grades nine, ten, eleven and twelve.

(j) Fills a high-need vocational or industry need as determined by the career and technical education division of the department of education.

(k) Requires a single or stackable credential as described in subdivision (l) of this paragraph or a skill that will allow a student to obtain work as described in subdivision (l) of this paragraph on graduation before receiving an associate degree or baccalaureate degree.

(l) Leads to certification or licensure, if available, or to career readiness and entry-level employment where relevant certification or licensure does not exist in that industry, in the designated vocation or industry that has been verified and accepted by that vocation or industry and that qualifies the person for employment. If there is no certification or licensure that is accepted by the vocation or industry, or if business practicalities do not require certification or licensure, completion of the program must qualify the student for at least entry-level employment.

(m) Requires instruction and instructional materials in courses that are substantially different from and exceed the scope of standard instruction and that include vocational skills, competencies and knowledge to be successful in the designated career technical education district program vocation or industry.

(n) An industry or vocation has agreed to provide financial or technical support to the career technical education district for a specific career technical education district program. For the purposes of this subdivision, "financial support" includes in-kind contributions and donations.

(o) A career technical education district has demonstrated a need for extra funding in order to provide the career technical education district program.

Resources

Full list of approved programs (by fiscal year), the coherent sequence of instruction, and teacher certification information by program can be found on the ADE-CTE website here: www.azed.gov/cte/programs.

Enrollment

Districts provide student level enrollment for all CTE courses in both Fall and Spring terms. Enrollment is captured on specific dates during the school year:

Fall Term Data Capture Date	Spring Term Data Capture Date
October 15	February 15

Districts and CTEDs must report students that were enrolled in CTE courses on the data capture dates in each respective term. Only students actively enrolled in a CTE course may be reported (regardless of attendance on those particular dates), meaning that if a student withdrew prior to or transferred in after a data capture date, that student should not be reported in that term's CTE course enrollment.

Districts may wait until credits have been posted at the end of each respective term before reporting student enrollment for that term, but the students that are reported should be those that were enrolled on the respective data capture date.

For students that transfer schools and continue in CTE programs, credit history is tracked across all CTE-participating schools and should not be duplicated. If a district or CTED feels that they should report a student's enrollment for students not actively enrolled on a term's data capture date to accurately capture the student's credits, please contact CTE Accountability. The CTE Data Portal system will prevent a school from creating a duplicate enrollment record for a student in any given term.

Data Dependencies

In CTE Data Reporting, enrollment reporting is dependent on:

- **Coherent Sequence**
  CTE course must be listed on the school's coherent sequence. Course enrollment cannot be reported for courses that are not listed on the school's coherent sequence.

In CTE Data Reporting, the following elements are dependent on enrollment reporting:

- **Participant/Concentrator credits:**
  Participant/concentrator records are created by the existence of enrollment data and credits reported in enrollment reporting are directly imported into the student's participant/concentrator record.
- **Reporting industry-recognized credentials:**
  Credentials may be reported only for courses in which the student has enrollment.
- **Enrollment-based CTE State Priority grant funding allocation:**
  75% of a district's CTE State Priority grant allocation is based on current year CTE enrollment as reported in the CTE Data Portal.

Resources

Please see sections of this document regarding participant/concentrator records, industry credentials, and CTE State Priority grant funding.

Summer Enrollment

CTE does not fund summer enrollment and summer enrollment is not captured in the CTE Data Portal. Student level enrollment records must be provided on an annual basis and are disaggregated/broken down by CTE program, CTE course, Term (fall/spring), class period, local course title, and course educator/teacher.

AzEDS Interface

The CTE Data Portal interfaces with the ADE AzEDS (Arizona Education Data Standards) system to verify student enrollment (by school of residence) and to populate student demographic information, including grade level and any special populations. The CTE Data Portal does not interface with AzEDS to populate enrollment data – all enrollment data must be provided by the districts directly into the CTE Data Portal.

Course Must Exist on Coherent Sequence

A program/course and articulated location (if applicable) must exist on the coherent sequence in order to record enrollment data in that program/course and articulated location (if applicable). For example, if Graphic Design – Graphic Design I exists as a non-articulated course on a school's coherent sequence, that school could record student enrollment in Graphic Design I only at the school of residence. If the school attempted to record student enrollment at an articulated location (including at a CTED campus), the CTE Data Portal would reject the record and the student enrollment would not be processed. However, if Graphic Design I existed on the coherent sequence with an articulated location specified (such as a CTED campus), and the school attempted to record Graphic Design I student enrollment at the specified articulated location, the record would be accepted. A program/course may exist on the coherent sequence in multiple locations (non-articulated and articulated). The CTE Data Portal uses the school of residence CTDS number to verify student enrollment.

Recording Credit

Any credits earned by students in CTE courses must be recorded with the student level enrollment data. When recording data, schools should pay close attention to how the credit was earned by the student. If a student earns credit in a course that spans one school year, earning 0.5 credits in each term (Fall and Spring), the CTE student enrollment data should reflect this and the school would record 0.5 credit in each term, resulting in 1 credit awarded at the conclusion of the school year. If a student earns credit in a course that spans only one semester (such as in a block course), the CTE student enrollment data should reflect this, and the school would record 1 credit earned in 1 term. In the case where a student earns 0.5 credits in the same course in 2 different class periods of the day in the same term, the data should be recorded as earning 0.5 credits in each course within the same term (2 separate enrollment records in the same term differentiated by class period). The system will aggregate credits by program and course, so the student will still receive 1 credit at the conclusion of the term.

Zero Credit

A value should be recorded even if the student did not earn credit (i.e., did not pass the course) – the school should record a "0" for the credit earned. In cases where students do not earn credit, the student's enrollment will still be eligible to generate grant funding (given that course is eligible for funding).

Credits Must Be Reported During Reporting Cycle

Please note that all credit must be provided with the student's CTE enrollment data and credits cannot be modified anywhere else in the CTE Data Portal or after the Enrollment modification window closes (see Data Portal schedule/timeline for modification window timeframe).

Community College Credits

The school, charter, or CTED must report the academic credit awarded by the school district, charter school, or CTED, including zero or partial credit. Schools, including CTEDs, should not report community college credit hours for CTE students. Students may receive more than one high school credit per CTE course. For students enrolled in CTE courses provided by a community college, high school credit should be reported as one-half credit (0.5) for every three community college credit hours. Community college courses worth more than three community college credit hours but fewer than six credit hours should be considered equal to one-half high school credit for CTE data reporting purposes. Students may be concurrently enrolled in multiple courses to meet the semester credit hour requirement to receive high school academic credit. Credit among multiple community college courses may be combined to award high school credit if the community college courses align to the same CTE course.

Local Course Titles and Class Periods

The CTE Data Portal recognizes only approved CTE program and course names and approved CTE program and course numbers as they appear in the State Course Catalog, the statewide coherent sequence of courses, and on the CTE approved programs list for any given fiscal year/school year. Districts/schools may opt to title their CTE courses differently, but enrollment data must still align to the approved CTE programs and courses. Local Course Title and/or class period designation can be used to distinguish separate classes of the same CTE course; however, local course title and class period are not used in data aggregation or analysis; only the approved CTE programs and courses are used to aggregate data.

Example 1 – Renaming CTE course to local title

One common method for naming CTE classes at the local district level is to specify the level/term/semester in the course title. For example, the approved CTE course "Graphic Design I" may be titled "Graphic Design 1-2" at the local District level with the student taking "Graphic Design 1" in the Fall term and "Graphic Design 2" in the Spring term, earning 0.5 credits in each resulting in 1 credit received at the conclusion of the school year. Even though the Spring term class is titled "Graphic Design 2", the student has completed only the approved CTE course "Graphic Design I" and has received only the 1 credit. The local district may title the approved CTE course "Graphic Design II" as "Graphic Design 3-4". Upon completing "Graphic Design 3-4" at the local District level, a CTE student would have completed the approved CTE course "Graphic Design II", which is how the course enrollment would be recorded in the CTE Data Portal.

Example 2 – Different versions of the same CTE course

Districts may opt to use different local course titles for the same CTE course as long as the course is taught to CTE program standards. The local course title, in this case, could be used to distinguish different classes of the same approved CTE course, even if they are taught in the same class period. For example, the approved CTE course "Software and App Design I" may be titled at the local District level as two different classes: "Software Development 1-2" and "Survey of Coding 1-2". Both "Software Development 1-2" and "Survey of Coding 1-2" are the same approved CTE course ("Software and App Design I") and the "Software and App Design I" standards must be taught, but the district may go beyond the standards to differentiate the instruction received in either course. When recording enrollment in either "Software Development 1-2" or "Survey of Coding 1-2" in the CTE Data Portal, the District must ensure that they are recorded as the approved CTE course "Software and App Design I" with the distinction made using the Local Course Title.

Teacher Certification

Teachers must be properly certified to teach CTE courses. The CTE Data Portal interfaces with the ADE Certification databases to verify a teacher's certification for each course for which they are recorded as teacher. The CTE Data Portal uses the teacher's ADE issued seven-digit Educator ID Number (EIN) to verify their certification. A teacher may still be recorded as teacher for a CTE course if they are not certified, but the course will not be eligible to generate CTE State Priority grant funding unless an exemption request is submitted and approved. Districts should not allow improperly certified teachers to teach CTE courses. The appropriate CTE certification for each program can be found on the Program Standards documentation on the ADE-CTE website here: www.azed.gov/cte/programs or in a downloadable file on the website here: www.azed.gov/cte/cte-enrollment.

Teachers have until May 1st of each fiscal year to receive proper certification and/or endorsement to teach CTE courses.

- If a teacher begins the school year improperly certified, they have until that date to receive the proper certification.
- If the teacher is not properly certified as of that date, the class will not be considered for CTE State Priority grant funding unless an exemption request is submitted and approved.

Certification for Cooperative Education and Internships

- Cooperative Education courses can be taught by a teacher with an appropriate CTE certification (for the specific CTE program), and the teacher must have a Cooperative Education endorsement (CEN).
- Diversified cooperative education can be taught by any CTE certified teacher (does not have to be for the specific CTE program) and the teacher must have a Cooperative Education endorsement (CEN).
- Internships can be taught by a teacher with any CTE certification (does not have to be for the specific CTE program).

CTE Teacher Certifications

SCTA or SSCTEA	CTE Agriculture, K-12
SCTBM or SSCTEBM	CTE Business and Marketing, K-12
SCTET or SSCTET	CTE Education and Training, K-12
SCTF or SSCTEFCS	CTE Family and Consumer Sciences, K-12
SCTHC or SSCTEHC	CTE Health Careers, K-12
SCTIET or SSCTEIET	CTE Industrial and Emerging Technologies, K-12

ADE Teacher Certification website: https://www.azed.gov/educator-certification

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Student Type Indicator

Each CTE student enrollment record that is recorded in the CTE Data Portal must have a "student type" indicator code. The student type indicator codes are:

Code Value	Student Type
1	CTE participating public school/charter school
2	Homeschool (non-ESA recipient)
3	Non-CTE participating public school/charter school
4	Private school/private charter school
5	Empowerment Scholarship Account (ESA) recipient

The student type indicator should be used to document each CTE student's normal schooling outside of their CTE courses. In order to be enrolled in a CTE course (and be reported into AzEDS and into the CTE Data Portal), a student must have a state-issued student ID number ("SUID"), even if that student is enrolled only in CTE courses and receives instruction in non-CTE courses at another location, such as at a private school or if they are homeschooled (non-ESA recipient). The student type indicator allows ADE-CTE to track these students for data reporting/analysis purposes, but also allows flexibility for managing these student records. ESA recipients may not be enrolled in a public school or charter school but may be enrolled in a CTED for CTE courses only.

A school is considered "CTE participating" if the school offers ADE-approved CTE programs.

Examples:

- A student attends CTE courses at their regular high school where they also attend non-CTE courses (math, science, etc.). When the school's CTE staff report the student's CTE enrollment in the CTE Data Portal, this student is coded as Type 1 – CTE participating public school/charter school.
- A student attends CTE courses at their local Career and Technical Education District (CTED) central campus. For the student's non-CTE courses, they attend their regular high school/charter school. Their regular high school reports this student's CTE courses as articulated enrollment (taught at CTED central campus or CTED community college campus) and the student is coded as Type 1 – CTE participating public school/charter school.
- A student is typically homeschooled for all non-CTE courses (English, Humanities, etc.), but attends their local public high school exclusively for a CTE program. Since they are enrolled in the public school (high school or charter school), they have an SUID number and are reported to the state through AzEDS and can be reported through the CTE Data Portal. The student is reported to ADE-CTE (in the CTE Data Portal) by the school that teaches the CTE program and is coded as Type 2 – Homeschool (non-ESA recipient).
- A student typically attends non-CTE courses at a private school but attends their local high school for CTE courses as they are not taught at the private school. Since they are enrolled at the public high school (for CTE only), they have an SUID and are reported to

the state and may be reported through the CTE Data Portal. The student is reported to CTE (in the CTE Data Portal) by the school that teaches the CTE program and is coded as Type 4 – Private school/private charter school.

Articulated Enrollment – Working with CTED/Satellite Campuses

For courses taught at a CTED[2], satellite campuses will report students that attend those courses as articulated enrollment. CTED central campuses will also report the same students as nonarticulated enrollment. The Enrollment records must align on several components in order to "match" which will determine how the student's credentials, participant/concentrator record, and placement survey record are managed in the CTE Data Portal.

The following elements must align on the District and CTED enrollment records to be considered a "match":

Location: The district's articulated location (course location) must be the same as the CTED's central campus location. In other words, the articulated location must be the same as the CTED's nonarticulated location for the course.

Term: The course term must be the same for each entity that is reporting the student (Fall or Spring).

Program and Course: The program number and course number must be the same for each entity reporting the student. Different courses within the same program will not be considered a match.

Teacher/instructor: The teacher must be the same for each entity reporting the student. In cases where more than one instructor is assigned to the course, only one teacher may be reported in the CTE Data Portal – CTEDs and Satellites should ensure that the same teacher is selected and reported in the CTE Data Portal. Match is done on teacher's EIN. In cases where EIN is not provided, match is done on teacher's Last Name.

Student Info: Students are identified by their state ID number (SUID).

No matching is conducted on Local Course Title, Class Period, or Credits Earned. The articulated record at a satellite may have a different local course title or class period ID and still be considered a match if all other elements are aligned.

Matching enrollment is important as it helps identify any discrepancies between satellite and central CTED reporting.

A match is expected when:

A CTED uploads an enrollment record where the student is coming from a high school (and the student's high school's CTDS number is provided). The match is expected at the high school as an articulated enrollment record where the articulated location is this CTED.

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[2] Does not apply to East Valley Institute of Technology (EVIT) or its member districts.

A District high school uploads an enrollment record where the student is attending the course at a CTED. The match is expected at the CTED as a nonarticulated enrollment record where the student's high school/SOR CTDS is this district high school.

Participant/Concentrator

CTE participants and CTE concentrators are tracked year-by-year in the CTE Data Portal until the student either graduates or leaves school. Participants and concentrators are used in calculating the state's, a district's, or school's performance measures as required by Perkins V. The CTE Data Portal will also display technical skills assessment results and any credential data for each student/program, if applicable. Participant/Concentrator records are created when a student earns credit in a CTE program and are retained until the student graduates or otherwise leaves school. The record consists of the student's information and the number of credit's they earned, by year, in a CTE program. Each CTE program a student earns credit in would create a separate Participant/Concentrator record. Each fiscal year's Participant/Concentrator records consist of the prior year's records where the student is still enrolled, and any new records created (by the system) because a student earned credit in a CTE program in the reporting year.

Data Dependencies

In CTE data reporting, the participant/concentrator record is dependent on:

- **CTE student enrollment data**
  Credits are populated directly from the CTE Data Portal enrollment data.

In CTE data reporting, the following elements are dependent on the participant/concentrator records:

- **CTE State Priority funding:**
  All programs must have a concentrator within the first four years of the programs existence to qualify for CTE state priority funding.
- **Federal Performance Measures (Perkins V Performance Measures)**
  Concentrator data is used extensively in calculating the performance measures specified in Perkins V legislation.
- **Placement Survey**
  The Placement Survey is created for each concentrator that leaves secondary education in the reporting year.

Definitions

Participant

A CTE participant is a student that has completed at least one CTE course worth at least one credit in an approved CTE program in the reporting year.

For CTE tracking purposes, only current year Participants are identified.

Concentrator

A CTE concentrator is a student that has completed at least two CTE courses worth at least one credit each in an approved CTE program. Internships, Cooperative Education, and Diversified Cooperative Education courses are not used in identifying CTE concentrators.

For CTE tracking purposes, concentrator status is retained until the student exits secondary education.

Perkins V Performance Measures

There are eight Perkins V Performance Measures that are calculated using participant/concentrator data. Students are deduplicated when calculating performance measures, meaning that each student is only counted one time, regardless of the number of CTE programs in which they are a participant or concentrator.

See Section 2 – Accountability for more detailed information, including how each measure is calculated.

Measure	Calculation	Data Source
1S1 Graduation Rate	Number of CTE concentrators that graduate with their cohort divided by the number of concentrators in the cohort.	CTE concentrators in the reporting year cohort
2S1 Reading Proficiency	Number of CTE concentrators that met or exceeded the State Reading Assessment divided by the number of concentrators that took the same assessment.	CTE concentrators in the reporting year cohort
2S2 Math Proficiency	Number of CTE concentrators that met or exceeded the State Mathematics Assessment divided by the number of concentrators that took the same assessment.	CTE concentrators in the reporting year cohort
2S2 Science Proficiency	Number of CTE concentrators that met or exceeded the State Science Assessment divided by the number of concentrators that took the same assessment.	CTE concentrators in the reporting year cohort
3S1 Placement	Number of CTE concentrators in an eligible placement in the second quarter after leaving high school divided by the number of concentrators that left high school in the reporting year.	CTE concentrators in previous reporting year; placement survey
4S1 Nontraditional Enrollment	Number of nontraditional CTE concentrators in a nontraditional program divided by the total number of concentrators in nontraditional programs.	CTE concentrators in the reporting year

5S1 Industry Credentials	Number of CTE concentrator graduates that earned an industry recognized credential divided by the total number of concentrator graduates that attempted to earn an industry recognized credential.	CTE concentrators in reporting year; credentials data
5S4 Technical Skills Assessment	Number of CTE concentrator graduates that passed the technical skills assessment for their program divided by the number of concentrator graduates that took the technical skills assessment for their program.	CTE concentrators in reporting year, technical skills assessment data

Student Demographics and AzEDS Leave Codes

The CTE Data Portal interfaces with the AzEDS system to populate the student's "leave code" at the end of the fiscal year. Leave codes may be posted at any point during the school year up to the AzEDS reporting cutoff and are refreshed daily in the CTE Data Portal. Leave codes are also referred to as "Exit Codes" in AzEDS. Leave codes are translated into an "Enrollment Status" that indicates if the student is still enrolled in school, has left school, or status is unknown.

The CTE Data Portal interfaces with the AzEDS (Arizona Education Data Standards) system to populate the student's name, grade level, gender, race/ethnicity, and any special populations. Special populations include Special Needs, Economically Disadvantaged students, English Learners, Homeless Individuals, Individuals in Foster Care, students with a parent in Active Military duty, and Migrant students. Special populations data are used by ADE to identify equity gaps and to comply with federally mandated year-end reporting. Cohort year is also populated from AzEDS and is used in several performance measures. The CTE Data Portal refreshes AzEDS-derived data on a nightly basis, including leave codes.

Credits in the PC Record

The CTE Data Portal aggregates student's credits directly from the CTE Data Portal Enrollment records at each school to verify if the student meets the definition of CTE participant or CTE concentrator. Student may gain more than 1 credit in a single CTE course, but until they complete two or more CTE courses in a single CTE program, they will not be considered a CTE concentrator.

Credits are displayed by CTE program and by the year in which the credit was earned.

A student's Participant/Concentrator record may also display credits earned in an "Intro Program". Intro programs, discontinued in 2018, allowed students to receive credit in a "shared" intro course before concentrating in a specific CTE program. Intro credits cannot be edited and the CTE Data Portal will display any intro credits earned in a qualifying CTE intro program for each CTE program in which the student has continued.

Credits may not be modified in the PC record; all credits are reported during the enrollment reporting timeframe.

Participant/Concentrator Creation Process

The CTE Data Portal creates Participant/Concentrator records automatically; district/CTED users do not have the ability to create or modify participant/concentrator records. The CTE Data Portal will create a participant/concentrator record at the school that most recently awarded credit (reflected in the CTE Data Portal) to the student in the program that is indicated on the record. Since student's may participate/concentrate in more than one program, records for a single student may exist at multiple schools with each school maintaining the records only for the programs in which they taught the student.

Example:
Johnny attends Hillside High School in southern Arizona for his Freshman and Sophomore years. He participates and concentrates in both Culinary Arts and Automotive Technologies at Hillside High School. During the summer between his Sophomore and Junior year, he transfers to Mountain High School in northern Arizona. At Mountain High School, in his Junior year, Johnny participates in Automotive Technologies, but does <u>not</u> continue in Culinary Arts. For this Junior year:

- Mountain High School would see the concentrator record for Johnny for the Automotive Technologies program (with all credits he's earned at any school in AZ) but would <u>not</u> see the concentrator record for Culinary Arts.
- Hillside High School would see the concentrator record for Johnny for Culinary Arts but would <u>not</u> see the concentrator record for Automotive Technologies. Hillside would continue to maintain the Culinary Arts record until Johnny earns credit in Culinary Arts elsewhere or leaves secondary education.

When Johnny graduates from Mountain High School a year later, Mountain High School would be responsible for conducting the Placement Survey for the Automotive Technologies program and Hillside High School would be responsible for conducting the Placement Survey for the Culinary Arts program.

Placement Survey

The CTE Data Portal creates a list of students eligible for post-secondary placement using a school's Participant/Concentrators data from the immediate prior school year.

Concentrators with the following AzEDS leave codes are populated to the school's placement survey list:

- A – Attendees
- G/S7/W7 – Graduated
- S4/S5/W5 – Dropout
- S6/W6 – Aged Out (22+)
- S11/W11 – Left for GED

A student is considered placed if they are enrolled in postsecondary education or advanced training, are in the military, are a volunteer in the Peace Corps or in a National Service Program that receives assistance through Title I of the National and Community Service Act of 1990 or are employed in the second quarter after leaving high school (secondary education).

Schools conduct placement surveys on these concentrators. Placement surveys are conducted manually outside of the CTE Data Portal, but survey results are input into the system by schools each year.

The placement survey results (number of placements) is used in calculating performance measure 3S1 Placement. The placement survey results are also used in calculating 25% of the CTE State Priority grant funding allocation – schools receive funding for each placement that is related to the student's CTE program.

As districts are responsible for conducting the placement survey, it is highly recommended that schools collect contact information from students and keep contact information up to date for all concentrators. Please see the full "recommendations for follow-up" document on the ADE-CTE website here: www.azed.gov/cte/cte-placement.

Data Dependencies

In CTE data reporting, the placement survey is dependent on:

- Existence of concentrator records
  Only concentrators that leave secondary education in the reporting year are eligible for the Placement Survey

In CTE data reporting, the following elements are dependent on the Placement Survey:

- **Related Placement-based CTE State Priority grant funding allocation:**
  25% of a district's CTE State Priority grant allocation is based on related placements.
- **Federal Performance Measure 3S1 Placement (Perkins V Performance Measures)**
  Concentrator data is used in calculating performance measure 3S1 Placement as specified in Perkins V legislation.

3S1 Placement Performance Measure

Performance Measure 3S1 Placement is a Perkins-required core indicator of performance for CTE schools. The performance measure is calculated as the number of concentrators that left secondary education in the prior year and are placed into one of the eligible placement categories in the second quarter after leaving high school divided by the number of concentrators that left secondary education in the prior year. The term "second quarter" after exiting high school means that the student must be "placed" in the second quarter of the year after they leave school; for instance, if a student leaves school in May (2nd quarter of the year), their placement would be recorded for their activities in the 4th quarter of the year (October 1 through December 31).

Related Placement

Postsecondary Education or Advanced Training

Placement in postsecondary education or advanced training may be considered related if the curriculum of the postsecondary education program or advanced training program is **directly aligned to the technical skills and standards taught in the student's high school CTE program**. Such programs should be a continuation or expansion of the technical skills and knowledge learned in the student's high school CTE program.

Postsecondary education may be at any level, including community college (student in pursuit of an associate degree), college or University (student in pursuit of a Baccalaureate degree) or at any postsecondary education institution or advanced training provider (student in pursuit of any form of postsecondary certificate, credential, licensure, etc.).

Students who graduate from high school but remain enrolled in a career and technical education district central campus in the year immediately following graduation for the purpose of completing a CTE program may be considered placed in advanced training, but the placement may considered related only if 1) the student became a concentrator prior to graduating high school and is continuing in the same program after graduation, or 2) the technical skills in the CTED central campus program align to the high school CTE program in which the student is a concentrator/eligible for placement.

Military Service or Employment

Placement in employment or military service may be considered related if the job duties performed by the student in the regular course of their employment or military service **directly align to the technical skills and standards taught in the student's high school CTE program**. To be considered related, the student's job duties should be the practical application of the technical skills and knowledge learned in the student's high school CTE program. Employment or military service with job duties that apply the professional skills learned in a CTE program but do not practically apply the technical skills may not be considered related placement.

The Arizona Department of Education – Career and Technical Education unit requires that job duties are accurately described in the placement survey when the respondent answers in the affirmative for either employment or military service placement.

Apprenticeships

Apprenticeships may be considered either employment (if the individual receives a wage for the performance of their apprenticeship job functions) or as advanced training (if the apprenticeship culminates in the award of a credential, certificate, license, etc.).

Professional Skills

Professional skills are an integral part of all CTE programs and are necessary to obtain a job and to be successful in that job in any career pathway. Since all CTE programs incorporate professional skills in the instruction of the program's standards, placement (in any category) that utilizes the professional skills learned in a CTE program but not the technical skills learned in the CTE program should not be considered a related placement; placements must align to the technical skills and knowledge learned in the student's CTE program to be considered a related placement.

Related Placement Funding

CTE Student placement data is used to calculate 25% of a district's CTE State Priority grant allocation. Placement data from the fiscal year prior to the current reporting year is used to calculate the placement-based portion of the grant allocation for the next upcoming fiscal year's grant. For example, placement data from school year 2020-2021 is used to calculate the final grant allocation for the FY 2023 (SY2022 - 2023) grant allocation. This is to account for the lag in collecting placement survey information from students and from Districts. Since eligible placement must be collected in the second quarter after exiting secondary education, placement data is not considered final in time to prepare the reporting year's or the immediately following fiscal year's grant allocation. All placement data is currently self-reported by Districts using placement surveys to concentrators who have left school including if the placement is related to the concentrator's CTE program from high school. All related placements within a district are used to calculate funding, however, students may only generate funding for one related placement (i.e., if a student has related placement in more than one program at the district, they will generate funding for only one related placement).

Resources

Please see sections of this document regarding participant/concentrator records, Perkins V Performance Measures and CTE State Priority grant funding.

Resources for conducting the Placement Survey, including an optional form template and recommendations for following up with students can be found on the ADE-CTE website here: www.azed.gov/cte/cte-placement.

Industry Credentials

Students with enrollment records in the reporting year are also eligible to have an approved industry-recognized credential, license, or certificate recorded in the CTE Data Portal. Credentials may be entered into the CTE Data Portal at any time during the Enrollment reporting window. Districts may record any approved credential for students enrolled in CTE programs – the CTE Data Portal will limit the selection of credentials to the approved list for any specified program.

Students do not need to a concentrator in order to have a credential recorded. A credential may only be recorded one time per student, but a student can earn more than one (different) credentials for any single CTE program.

Schools should report all credentials earned by their students, including those earned through articulated enrollment. For courses taught at CTEDs, the CTED should report the credential, but the student's primary school of residence should ensure that the credential is reported and report the credential if missing.[3]

Perkins V and A.R.S. §15-391(4)(I) requires that all approved CTE programs lead to an industry recognized credential if available, but students are not required to test for or earn a third-party industry recognized credential.

Data Dependencies

In CTE data reporting, industry credential reporting is dependent on:

- **Existence of student enrollment data**
  Credentials may be reported only for students with course enrollment in the same school year.

In CTE data reporting, the following elements are dependent on industry credentials:

- **Federal Performance Measure 5S1 Industry Credentials (Perkins V Performance Measure)**
  Graduate concentrator attempts to attain industry credentials are measured in performance measure 5S1 Industry Credentials.
- **AZ Credential Incentive Program**
  Future Years – In future years, AZ Industry Credential Incentive Funding may be based on credential data reported in the CTE Data Portal.
- **A-F Accountability (not through CTE Data Portal)**
  Schools may gain points as part of the College and Career Readiness Index (CCRI, School A-F) for students who obtain an industry credential.

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[3] The East Valley Institute of Technology reports their own student's credential attainment data for central campus courses. Member districts/satellite campuses of EVIT should not report credentials earned by EVIT central campus students (for central campus courses).

5S1 Industry Credentials Performance Measure

Performance Measure 5S1 Industry Recognized Credential is a Perkins-required core indicator of performance for CTE schools. Industry credentials earned by CTE students are used in calculating the measure.

The measure is calculated as the number of CTE concentrators who graduated from high school during the reporting year and earned an industry recognized credential divided by the number of CTE concentrators who graduated from high school during the reporting year and attempted to earn an industry recognized credential.

The credential attempt does not need to be in the reporting year; any concentrator credential attempt is included in this measure once the student graduates from high school. Only concentrator credential data is considered in the calculation of this measure. Students are considered "graduated" if they finish the school year with an AzEDS leave code of 'G', 'S7', or 'W7'.

Important Note!

It is important that districts record all credential attempts, both successful and unsuccessful, for their CTE students so that this measure is accurate.

A-F Accountability

The College and Career Readiness Index (CCRI; School A-F) generates .5 up to 1.0/2.0 points, for students who obtain an industry-recognized credential. A list of credentials approved for A-F Accountability and instructions on requesting credentials be added to the approved list are available on the CTE Industry Credentials website.

Each school/district will need to self-report the CCRI points earned. To assist LEAs in this process, a CCRI Self-Report Spreadsheet has been created and can be downloaded through ADEConnect during the A-F Self Reporting window. Schools serving grades 9-12 will be able to download and complete the spreadsheet in order to calculate the number of points earned toward the CCRI portion of their letter grade. Instructions for completing the spreadsheet are available on the first worksheet tab (titled "Instructions") within the excel document. To access the spreadsheet, logon to ADEConnect and select "A-F Self Reporting Data" under the menu. If you do not see "A-F Self Reporting Data," you will need to request permission from your entity administrator. Select CCRI to download the CCRI Self-Report Spreadsheet and submit your CCRI data.

Important Note!

ADE Career and Technical Education does not manage the CCRI data submission process; please contact ADE Accountability (Achieve@azed.gov or https://www.azed.gov/accountability-research/state-accountability) for any questions or concerns with the CCRI data submission process or School A-F Accountability.

Arizona Industry Credential Incentive Program
A.R.S. § 15-249.15

The Arizona Industry Credential Incentive Program (established by A.R.S. §15-249.15) awards up to $1000 for each high school graduate that has earned an industry credential in a high-demand industry (identified through cooperation with the Arizona Commerce Authority and the Arizona Office of Economic Opportunity). Students must be considered concentrators in a CTE program to be considered eligible for funding (for their concentrator program credential). If the student earns more than one qualifying credential (nonduplicative) through their attendance at more than one entity, the funds will be prorated equally for each credential earned; a student may not generate more than $1000 in incentive funding. Secondary entities with Arizona Department of Education approved career & technical education programs should report only students earning a credential for a course they directly administer. Career and Technical Education Districts and secondary charter schools will report their own credential data for this funding opportunity. More information and policies for this funding opportunity can be found on the CTE website and within the Industry Credential Incentive Program application for funding.

Incentive funding must be used in one or more of the following five permitted areas:

- For instructional and professional development costs for career & technical education teachers to become certifying professionals for an approved certificate, credential, or license
- To offset student's costs of acquiring a certification, credential, or license
- For developmental costs related to creating, expanding, or improving an approved site of a certificate, credential, or license for a career & technical education program or course
- For instructional hardware, software, or supplies required for acquiring a certification, credential, or license
- For career exploration (any grade) and awareness activities for parents, students, and the community for the approved career & technical education sectors

Use of funds is restricted to the five areas above and must be related to the approved, in-demand industry sectors.

Data collection for this program is conducted outside of the CTE Data Portal. Credentials must be submitted through the appropriate process to be considered for this program. However, this process will eventually be automated within the CTE Data Portal once four consecutive years of credential data is collected within the Portal. All entities with approved CTE programs should ensure that their credential data is also input into the CTE Data Portal (beginning FY 2020). Students may earn credentials at any point in high school but will not generate funding until they graduate (and are considered a concentrator in an approved program). The program must be on the approved list *when the student began their CTE program* which may not necessarily align to the approved list when the student graduates.

Resources

See more information on this program on the ADE-CTE website here: www.azed.gov/cte-cte-industry-credentials.

CTE State Priority Grant Funding

The CTE State Priority grant is calculated using CTE student enrollment (75% of total allocation) and related placements (25% of total allocation). For each funding year, enrollment in the immediate prior fiscal year is used and related placements in the second prior fiscal year are used to calculate State Priority funding.

Enrollment-based Funding (75%) + Related Placement-based Funding (25%) = Total District Funding

Enrollment Portion Formula (SBE Approved February 2021)

9th Grade Count + 10th Grade Count + 11th Grade Count + 12th Grade Count = Total Course Headcount *(A)*

      Note: A student may be funded only once per distinct district/course/fiscal year.

Total Course Headcount (per course) *(A)* * Program Weight = Weighted Count *(B)*

Weighted Count (B) ÷ Σ(Weighted Count) *(C)* = Proportion of Total Weighted Enrollment (per Course) *(D)*

Note: Σ(Weighted Count) (C) is the sum of the weighted count for all courses, all programs, all schools in Arizona.

Proportion of Total Weighted Enrollment *(D)* * Total Dollars Available = Total Course Funding *(E)*

Business Rules – Enrollment Portion

1. "CTE Course" means an individual CIP coded course as it appears on the coherent sequence regardless of the number of instances/classes or local course titles.
2. All CTE courses (other than postsecondary courses) must be taught by an appropriately certified teacher to be eligible to generate CTE State Priority grant funding.
3. All CTE courses must have both a concentrator and a placement within 4 years of the program's start at the school to be eligible to generate CTE State Priority grant funding (for the 5th year and beyond).
4. A student may generate funding for an individual course and within a single district only once within the same fiscal year (distinct student, course, district, year).
5. Total Course Headcount (A) is the number of individuals (students) enrolled in CTE courses within the school district. Students enrolled in the same course in multiple schools within the same district will count only once in the Total Course Headcount (A) for that course.
   a. Note: Students enrolled in a CTE course in multiple districts will generate funding for both districts (given that both courses are eligible for funding).
6. All students in grades 09 – 12 are eligible to generate CTE State Priority grant funding.
7. Both nonarticulated and articulated enrollment will generate funding for the student's school of residence. Schools should continue to report all articulated enrollment

(including CTED central campus enrollment) to ensure the school receives enrollment-based funding.

    a. Note: Career and Technical Education Districts (CTED) do not receive CTE State Priority grant funding for central campus courses (other than the East Valley Institute of Technology (EVIT)). Districts that are members of CTEDs must report all articulated enrollment for courses taught at CTED central campuses to ensure that the district receives the enrollment-based funding.

    b. Note: Districts that are members of EVIT do not report articulated enrollment for courses taught at EVIT's central campuses as EVIT reports enrollment and receives funding for those courses.

8. Students do not need to earn credit to generate funding given that the course and student enrollment is eligible to generate funding.

9. Program weight (B) is determined by the program's rank which is determined by labor market information provided to ADE by the Arizona Office of Economic Opportunity. The Approved CTE Programs List on the CTE website (www.azed.gov/cte/programs) contains the ranking for each program. Local Occupational Programs (LOP) are also weighted.

Weights are then applied as follows:

Rank	Weight
5	1.1
4	1.0
3	0.9
2	0.8
1	0.7

Related Placement Portion Formula

Count of Students with Related Placements (all districts) (A) * Total Dollars Available (B) = Dollar Amount per Student (C)

Count of Students with Related Placements (per district) (D) * Dollar Amount per Student (C) = Total Placement Funding (E)

Business Rules – Related Placement Portion

1. Only one related placement per student may be funded. Students with multiple related placements will generate funding for only one of the related placements (system chooses placement with oldest created Concentrator record).

2. Related placements for both nonarticulated and articulated programs are eligible to generate funding for the student's school of residence. Schools should report all placement data to ensure that the school receives related placement funding.

    a. Note: Career and Technical Education Districts (CTED) do not receive CTE State Priority grant funding for central campuses (other than the East Valley Institute of Technology (EVIT)).

Funding Eligibility

To be eligible for CTE State Priority grant funding, a CTE program must:

- Have at least one concentrator and at least one placement (indicated by school's placement survey) by the program's fourth year of existence (4-year grace period).
  - An exemption request may be submitted to waive these requirements, but only one exemption request may be submitted per District per program in a rolling five-year period.
  - If a program goes inactive (no enrollment for two consecutive years), four-year grace period for concentrators and placement starts over.
- Be taught by an appropriately certified CTE educator.
  - See section on reporting enrollment for more on Appropriate Certification
  - The CTE Data Portal report "Improper Teacher Certification" details teachers that do not have the proper certification for the course for which they were reported as the instructor. The report shows the teacher's information, course information, the teacher's current certifications/endorsements, and the required certifications/endorsements.
  - Teachers have until May 1st of each year to become certified for that school year.

Program Ranks and Weights

Each CTE program is ranked based on industry demand for the related occupations in cooperation with the Arizona Commerce Authority and the Arizona Office of Economic Opportunity. Program rank is used in determining the programs weight. Programs that are weighed more will generate more funding than programs with lower weighting. Program rank can be seen on the Approved Programs List by Rank on the CTE website for each year.

Grants Management System (GME)

The CTE State Priority grant is administered through the Grants Management Enterprise (GME) system. Grant applications, payments/reimbursements, and fiscal reporting are conducted in the GME system, which is accessed through ADEConnect. A preliminary grant allocation is typically available in the GME system in early March preceding the fiscal year and recipients with an approved funding application may begin to access funds starting July 1 (start of the fiscal year). Funds should be drawn down no later than the end of the fiscal year, July 30 (the last day a reimbursement request may be submitted).

Please contact your CTE Grants Program Specialist with questions or concerns with your CTE State Priority grant or contact ADE Grants Management with any technical system questions or concerns. ADE Grants Management will also assist with the processing of reimbursement requests or end-of-year Completion Reports (fiscal reporting).

ADE Grants Management can be reached at 602-542-3901.

Resources

More information on CTE grants can be found on the ADE-CTE website here:

- CTE State Priority grant: https://www.azed.gov/cte/cte-state-priority
- CTE Federal Perkins grant: https://www.azed.gov/cte/cte-perkins-v

Accountability

Section 113 of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires that each state establish a performance accountability system to "assess the effectiveness of the State and the eligible recipients 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". The Arizona accountability system must address federal and state data collection requirements and may change each year as new requirements are implemented.

The CTE Data Portal is the data collection and management arm of this performance accountability system. Data processed through the CTE Data Portal is used in analyzing, assessing, and reporting CTE program success and effectiveness, as required by Perkins V Section 113(b)(3)(C). The CTE Data Portal is also used for state purposes, including, but not limited to, the calculation of state CTE funding through the CTE State Priority grant.

The CTE Data Portal works in conjunction with other systems to fully account for student and program success, including, but not limited to, the CTE Technical Skills assessment application, the Grants Management Enterprise grants system, and the Arizona Education Data Standards (AzEDS) system.

Perkins V Performance Measures
20 U.S.C. 2323 (Perkins V § 113(b)(2)(A)

There are eight Perkins V Performance Measures that are calculated using participant/concentrator data. Students are deduplicated when calculating performance measures, meaning that each student is only counted one time, regardless of the number of CTE programs in which they are a participant or concentrator. Each measure has an associated state determined level of performance (SDLP) which is a performance level determined by the State and approved by the U.S. Secretary of Education through the office of career, technical, and adult education (OCTAE). The core intent of performance measures is continuous improvement, and SDLP increases on an annual basis for each measure. This section includes each performance measure plus SDLP for the first four years of Perkins V.

Districts must meet the SDLP annually; Districts that do not meet at least 90% of SDLP may be placed on an Improvement Plan for that measure. Failure to meet SDLP for three consecutive years will result in the district being placed on a Directed Improvement Plan.

ADE will calculate the performance of each sub-recipient using data submitted to the agency. Students are deduplicated when calculating these measures but can be counted in more than one program. This means that if a student concentrates in more than one program at a single school, they would be included in the calculation for each program in which they are a concentrator but would only be counted once in the calculation for their school, their District, or the State.

Each performance measure is listed on a separate page.

1S1 Graduation Rate

Arizona uses the four-year adjusted cohort (defined in section 8101 of the Elementary and Secondary Education Act of 1965) for calculating graduation rate. The measure is calculated as the number of concentrators that graduate with their cohort in the reporting year divided by the number of concentrators in that cohort. Students that have exited the cohort are excluded from the calculation. Students are considered graduates if their AzEDS leave code is 'G', 'S7', or 'W7'. The CTE Data Portal assigns an Enrollment Status of "GR" for all graduates. ADE assigns a cohort year to all students entering high school. The cohort year is set expecting students to graduate high school after four consecutive years.

Data Source: CTE Data Portal concentrators, AzEDS graduate leave codes

Numerator
Number of CTE concentrators who graduate with their cohort in the reporting year

Denominator
Number of CTE concentrators in the reporting year cohort

State Determined Level of Performance for 1S1 Graduation Rate

	SY2019 - 2020		SY2020 - 2021		SY2021 - 2022		SY2022 - 2023	
1S1 Graduation Rate	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP
	92.00 %	82.80 %	92.25 %	83.03 %	92.50 %	83.25 %	92.75 %	83.48 %

2S1 Reading/Language Arts Proficiency; 2S2 Mathematics Proficiency; 2S3 Science Proficiency

Perkins V requires states to measure CTE concentrator proficiency in the challenging academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in that section. Concentrators in the reporting year cohort (four-year cohort) are included in the calculation of the three academic proficiency performance measures. All students in that cohort who leave secondary education in the reporting year are considered in the measure. Students are considered to have "left secondary education" for the purpose of these measures if they have an end-of-year AzEDS leave code of A – Attendees; G/S7/W7 – Graduated; S5/W5 – Dropout; S6/W6 – Aged Out (22+); or S11/W11 – Left for GED. The CTE Data Portal assigns an Enrollment Status of "GR" for graduates ("G", "S7", "W7") and an Enrollment Status of "LS" for all others listed. ADE assigns a cohort year to all students entering high school. The cohort year is set expecting students to graduate high school after four consecutive years.

Data Source: CTE Data Portal concentrators; State Assessment data for assessment results; AzEDS leave codes

Academic Assessments[4]

The standard academic assessment that would have been administered to the reporting year graduating cohort is used in calculating this measure. Academic assessments may change, so only the reporting year cohort is used. Students do not need to graduate with their cohort to be included in this measure; all reporting year cohort students with an eligible leave code will be considered.

Numerator for 2S1 Reading/English Language Arts (ELA) Proficiency
Number of CTE concentrators in the reporting year cohort who met or exceeded all ELA standards measured on a standard State ELA assessment and left secondary education in the reporting year.

Denominator for 2S1 Reading/English Language Arts (ELA) Proficiency
Number of CTE concentrators in the reporting year cohort who took a standard State ELA assessment and left secondary education in the reporting year.

Numerator for 2S2 Mathematics Proficiency
Number of CTE concentrators in the reporting year cohort who met or exceeded all Math standards measured on a standard State Math assessment and left secondary education in the reporting year.

Denominator for 2S2 Mathematics proficiency
Number of CTE concentrators in the reporting year cohort who took a standard State Math assessment and left secondary education in the reporting year.

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[4] Depending on availability of State Assessment data, some performance data may not be present for all years.

Numerator for 2S3 Science Proficiency
Number of CTE concentrators in the reporting year cohort who met or exceeded all Science standards measured on a standard State Science assessment and left secondary education in the reporting year.

Denominator for 2S3 Science Proficiency
Number of CTE concentrators in the reporting year cohort who took a standard State Science assessment and left secondary education in the reporting year.

State Determined Levels of Performance for 2s1, 2S2, and 2S3 Academic Proficiency

Academic Proficiency	SY2019 - 2020		SY2020 - 2021		SY2021 - 2022		SY2022 - 2023	
	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP
2S1 Reading/ELA	24.25 %	21.83 %	24.50 %	22.05 %	24.75 %	22.28 %	25.00 %	22.50 %
2S2 Mathematics	28.00 %	25.20 %	28.25 %	25.43 %	28.50 %	25.65 %	28.75 %	25.88 %
2S3 Science	20.00 %	18.00 %	20.25 %	18.23 %	20.50 %	18.45 %	20.75 %	18.68 %

Notes

The following academic assessments are used to calculate 2S1 English Language Arts Proficiency:

- AzMERIT English Language Arts 11
- AzMERIT English Language Arts 10
- AzMERIT English Language Arts 09

The following academic assessments are used to calculate 2S2 Mathematics Proficiency:

- AzMERIT Mathematics Grade 10
- AzMERIT Mathematics Algebra I
- AzMERIT Mathematics Algebra II
- AzMERIT Mathematics Geometry

The following academic assessments are used to calculate 2S3 Science Proficiency:

- AIMS – Science
- AIMS – A Science

List of assessments is subject to change annually due to changes/updates to statewide assessments each year.

3S1 Placement

Perkins V requires that the State measure the percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, enter military service or a service program that receives assistance under Title I of the National and Community Services Act of 1990, are volunteers in the Peace Corps, or are employed. All placement data is gathered by districts through placement surveys or any other available, reliable methods and provided to ADE through the CTE Data Portal.

The term "second quarter after exiting secondary education" applies to each student individually and is the second quarter of the year after the student leaves school. For instance, if a student leaves school in May (2nd quarter of the year), their placement would be recorded for any activities in the 4th quarter of the year (October 1 – December 31). Students are considered to have "left secondary education" for the purpose of this measure if they have an end-of-year AzEDS leave code of A – Attendees; G/S7/W7 – Graduated; S5/W5 – Dropout; S6/W6 – Aged Out (22+); or S11/W11 – Left for GED. The CTE Data Portal assigns an Enrollment Status of "GR" for graduates ("G", "S7", "W7") and an Enrollment Status of "LS" for all others listed.

For this measure, ADE will use the most recently available placement data which is the year lagging behind the current data reporting year (due to the requirement for placement to be in the second quarter after leaving school). The placement does not have to be related to the CTE program skill-wise for the concentrator to be included in the PM calculation. However, the portion of State CTE funding (CTE State Priority grant) that is based on related placements is contingent on a concentrators post-high school placement being related to their high school CTE program. Volunteers in the Peace Corps or in a National Service Program that receives assistance under Title I of the National and Community Service Act of 1990 are considered related placements for state CTE funding purposes.

Data Source: CTE Data Portal concentrators; CTE Data Portal placements; AzEDS leave codes

Numerator
Number of CTE concentrators who, in the second quarter after exiting from secondary education, were placed in postsecondary education or advanced training, in military service, in a service program that receives assistance through the National & Community Service Act of 1990, in the Peace Corps, or employed.

Denominator
Number of CTE concentrators who left secondary education in the reporting year.

State Determined Level of Performance of 3S1 Placement

3S1 Placement	SY2019 - 2020		SY2020 - 2021		SY2021 - 2022		SY2022 - 2023	
	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP
	76.00 %	68.40 %	76.25 %	68.63 %	76.50 %	68.85 %	76.75 %	69.08 %

4S1 Nontraditional

Perkins V requires that the State measure the percentage of CTE concentrators in career and technical education programs that lead to non-traditional fields. This indicator varies from other indicators in that current, reporting year enrollment data is used as opposed to capturing data for concentrators that left secondary education in the reporting year. CTE program's nontraditional gender can be found online at www.azed.gov/cte/programs. This performance measure is not calculated for programs that are not designated as a nontraditional program. If a school/district does not offer any programs that are considered non-traditional, this measure will not be calculated for that school/district. For schools/districts that offer both nontraditional and non-nontraditional programs, this measure will be calculated only for the nontraditional programs. All CTE concentrator enrollment in nontraditional fields will be captured and used in calculating this measure.

A program is considered nontraditional if individuals from a single gender comprise less than 25 percent of the individuals employed in the related occupation or field of work. A concentrator is considered nontraditional if their gender matches a program's nontraditional gender.

Data Source: CTE Data Portal concentrators; CTE programs list nontraditional status; AzEDS leave codes

Numerator
Number of nontraditional CTE concentrators [enrolled] in a nontraditional program in the reporting year.

Denominator
Number of CTE concentrators [enrolled] in a nontraditional program in the reporting year.

State Determined Levels of Performance for 4S1 Nontraditional

4S1 Nontraditional	SY2019 - 2020		SY2020 - 2021		SY2021 - 2022		SY2022 - 2023	
	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP
	33.00 %	29.70 %	33.25 %	29.93 %	33.50 %	30.15 %	33.75 %	30.38 %

5S1 Industry Recognized Credential

The attainment of industry recognized credentials is a valid and reliable measure of CTE program success. ADE has developed a robust system to identify and validate viable third-party credentials. All CTE programs must lead to an industry certification (A.R.S. §15-391). Since this PM captures the rate of attainment of credentials, Districts should report all attempts by concentrators to earn a credential, even if the attempt was not successful. Concentrators will be considered as "graduates" if they have a reporting year leave code (in AzEDS) of 'G', 'W7', or 'S7'. The CTE Data Portal assigns an Enrollment Status of "GR" for all graduates.

Data Source: CTE Data Portal concentrators; CTE Data Portal credentials; AzEDS leave codes

Numerator
Number of CTE concentrators who graduated from high school during the reporting year and earned a recognized industry credential for their program.

Denominator
Number of CTE concentrators who graduated from high school during the reporting year and attempted to earn a recognized industry credential for their program.

State Determined Level of Performance for 5S1 Industry Recognized Credential

	SY2019 - 2020		SY2020 - 2021		SY2021 - 2022		SY2022 - 2023	
5S1 Industry Recognized Credential	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP
	33.00 %	29.70 %	33.25 %	29.93 %	33.50 %	30.15 %	33.75 %	30.38 %

5S4 Technical Skills Assessment

Technical Skills Assessments are designed to certify and document student attainment of industry-validated knowledge and skills through a comprehensive online assessment and as such are a valid and reliable measure of CTE program success. All assessments are 100 multiple-choice items that align to program technical standards and range from knowledge and comprehension to application, analysis, and evaluation in cognitive difficulty. The majority of the items are operational items that have historically proven to be valid and reliable, and the remaining are field-tested items. Students are scored on only the operational items and not the field-tested items. Those who successfully complete the 60% pass score requirement receive an industry-endorsed congratulatory letter and certificate.

Not all CTE programs currently have a technical skills assessment (TSA) in place. Only programs with a TSA in place will be included in calculating this measure. If a school/district offers only programs without a TSA in place, this measure will not be calculated for that school/district. If a school/district offers both programs with a TSA in place and without, the measure will be calculated only for those programs with a TSA in place.

The CTE Data Portal interfaces with the CTE Technical Skills Assessments web application to bring in student's TSA results. Concentrators will be considered as "graduates" if they have a reporting year leave code (in AzEDS) of 'G', 'W7', or 'S7'. The CTE Data Portal assigns an Enrollment Status of "GR" for all graduates.

Data Source: CTE Data Portal concentrators; CTE Technical Skills Assessment application assessment results; AzEDS leave codes

Numerator
Number of CTE concentrators who graduate from high school during the reporting year and passed the technical skills assessment for their program.

Denominator
Number of CTE concentrators who graduated from high school during the reporting year and attempted the technical skills assessment for their program.

State Determined Level of Performance for 5S4 Technical Skills Assessment

	SY2019 - 2020		SY2020 - 2021		SY2021 - 2022		SY2022 - 2023	
5S4 Technical Skills Assessment	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP
	70.00 %	63.00 %	70.25 %	63.23 %	70.5%	63.45 %	70.75 %	63.68 %

State Determined Level of Performance (All Measures)

Performance Measure	SY2019 - 2020		SY2020 - 2021		SY2021 - 2022		SY2022 - 2023	
	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP
1S1 Graduation Rate	92.00%	82.80%	92.25%	83.03%	92.50%	83.25%	92.75%	83.48%
2S1 Reading/Language Proficiency	24.25%	21.83%	24.50%	22.05%	24.75%	22.28%	25.00%	22.50%
2S2 Mathematics Proficiency	28.00%	25.20%	28.25%	25.43%	28.50%	25.65%	28.75%	25.88%
2S3 Science Proficiency	20.00%	18.00%	20.25%	18.23%	20.50%	18.45%	20.75%	18.68%
3S1 Placement	76.00%	68.40%	76.25%	68.63%	76.50%	68.85%	76.75%	69.08%
4S1 Nontraditional Enrollment	33.00%	29.70%	33.25%	29.93%	33.50%	30.15%	33.75%	30.38%
5S1 Industry Recognized Credential	33.00%	29.70%	33.25%	29.93%	33.50%	30.15%	33.75%	30.38%
5S4 Technical Skills Assessment	70.00%	63.00%	70.25%	63.23%	70.5%	63.45%	70.75%	63.68%

Accountability/Performance Measures Reports

A variety of reports summarizing local performance on the Career and Technical Education performance measures are compiled annually using participant, concentrator, placement, and credentials data. These reports are a valuable resource to use with administrators, teachers, and advisory committees. These reports may also be a valuable resource for an Annual Program Evaluation and should be used to determine program status. Performance Measures reports are made available to Districts in the CTE Data Portal. CTE announces when these reports are available each year.

Performance Measures Reports include:

- PM Results by District (All programs) (District Level Performance)
- PM Results by District by Program
- PM Results by School (All programs)
- PM Results by School by Program

Unduplicated vs Duplicated Students

All eligible concentrators are considered when calculating performance measures results, but students are deduplicated, meaning that students count only once per report. Students can concentrate in multiple programs and are included in the results for each program, but if multiple programs are viewed simultaneously (within the same numerator/denominator value and result), the student is only counted once, regardless of number of CTE concentrations.

For example, consider a student that concentrates in two CTE programs: Culinary Arts and Automotive Technologies. In this example, the student concentrates in both programs at the same school. When viewing performance measures reports for the school as a whole, this student would be counted only once in the numerator and in the denominator for each applicable performance measure. However, when viewing performance measures results for the Culinary Arts program and for the Automotive Technologies program separately, the student would be counted once in each report as well.
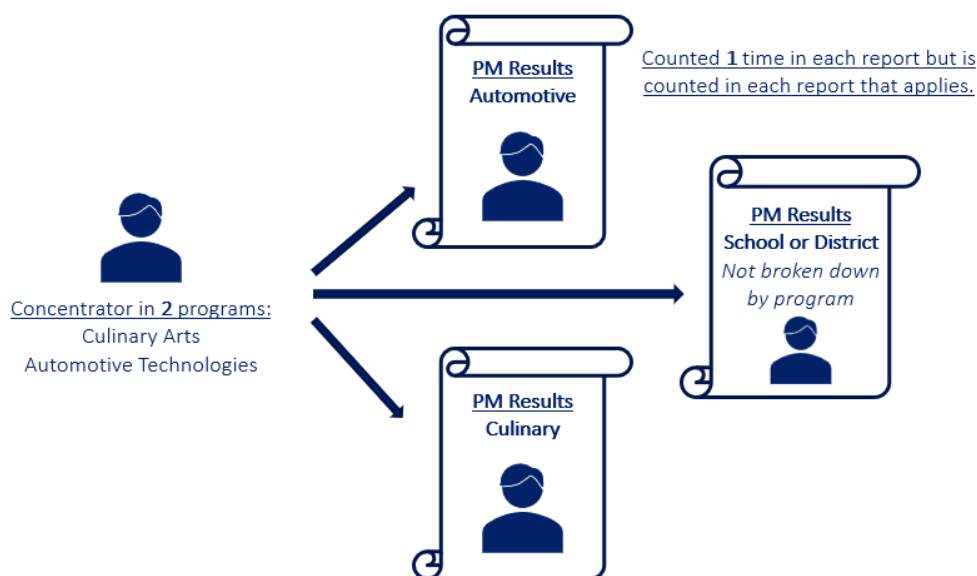
There are three ways that performance measure data can be grouped and viewed by schools/districts.

By Program	By School	By District
Students are counted once in each program in which they are a concentrator and meet the requirements of each performance measure.	Students are counted once, regardless of the number of programs in which they concentrate. Students must meet all of the requirements of each measure to be included in that measure.	Students are counted once, regardless of number of schools at which they have records and regardless of the number of programs in which they concentrate. Students must meet all of the requirements of each measure to be included.
Example: Avery is a concentrator in Culinary Arts and in Mechanical Drafting. John, the CTE Director, is reviewing the performance results for his school's programs. Given that Avery meets all of the other requirements for each measure, they would be counted in the performance measure results for Culinary Arts AND for Mechanical Drafting.	Example: Jesse is a concentrator at Hillside High School in Film and TV Production and in Fashion Design and Merchandising. Susan, the CTE Director, is viewing performance results for Hillside High School overall. Given that Jesse meets all of the other requirements for each measure, they would be counted once in the performance measure results for Hillside High School.	Example: Alex is a concentrator at Hillside High School and at their local Career and Technical Education District. Susan, the CTE Director at Hillside High School, is viewing performance measures results for her school and Hannah, the CTE Director at the local CTED, is viewing performance measures results for her school/CTED. Given that Alex meets all of the other requirements for each measure, they would be counted once in the performance measures results for Hillside High School and once in the results for the local CTED[5].

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[5] Only one CTED (East Valley Institute of Technology) is subject to Perkins-required performance measures.

Performance Measure Calculation Process

All performance measure calculations follow the same general calculation.

First, data is grouped depending on how you want to view your performance results. You can select to view results (calculations) for each program, for a school, or for your entire district. Once a selection is made, only the records that are in the selected group will be used in the calculation.

After data is grouped, additional filters are then applied for each measure. Each record must pass all of the requirements for each measure's numerator and denominator definitions to be included in each measure. Only records that pass the requirements for each measure are included.

After the dataset is filtered for each measure, the final step is to deduplicate students. Using the student's unique ID number, the calculation counts the number of unique students (meaning that they are only counted once, no matter how many times they appear in the grouped, filtered dataset). Lastly, performance results are displayed on a variety of reports in the CTE Data Portal.

Data is grouped by Program, by School, or by District	→	Filters are applied for each measure	→	**Distinct** students are counted

Leave Codes/Exit Codes

Leave codes are assigned in AzEDS and imported into the CTE Data Portal. Leave codes are an important tracking tool that allows ADE to fully understand the movement of a student through the education system, including their ultimate departure from secondary education in the State. Some leave codes have restrictions – check the ADE Graduation, Dropout & Persistence Rate Technical Manual (found here: https://www.azed.gov/accountability-research/pupil-withdrawals) for more details on codes, including use cases and scenarios. Leave code reporting is typically handled by district SIS staff.

CTED Leave Codes

Starting in the 2022-2023 school year, CTEDs should report all central campus students as "concurrent" (also known as "Ancillary" or "Co-enrolled") enrollment type (membership type) in AzEDS, unless the student has no other enrollments in AzEDS (such as a homeschooled student attending CTE courses at the CTED central campus.

- For years in which students do not withdraw and are "promoted" to the next year (i.e., complete a year, but do not complete a program), the CTED should use the "CC" leave code (for completed concurrent enrollment).
- For years in which students do not withdraw and complete a CTED program, the CTED should use the "C" leave code (for completed program).
- For years in which students exit secondary education, but do not complete a program, the CTED should use the "A" leave code (for attended).
- For years in which other codes would apply, such as withdrawals, the appropriate code should be used (such as W1 for mid-year withdrawal).

Understanding Leave Codes in AzEDS

CTE performance measures use specific leave codes to count students for each measure. The leave codes used in the performance measures, as well as leave codes used in other areas of CTE Accountability (in the CTE Data Portal) are listed below. Leave codes are pulled in automatically from AzEDS for each student by matching the student's unique ID number (SUID). Leave codes are also referred to as "Exit Codes".

AzEDS Leave Codes

Code	Description	
EXITED SECONDARY EDUCATION		
G	Year-end graduate	Student completed a course of study for high school and passed all three high school assessments or completed an IEP and the requirements specified within their IEP.
S7	Summer graduate	
W7	Mid-year graduate	
S5	Summer dropout	Student has left secondary education with no intentions of returning to complete their high school education.
W5	Dropout	
S6	Summer aged out (22+)	Student has turned 22 and is no longer school age.
W6	Aged out (22+)	
S11	Summer GED	Student has exited secondary education with the expressed purpose of obtaining a GED.
W11	GED	
A	Attendees	Student is a 12th grade student who did not fulfill a course of student OR did not complete an IEP OR turned 22 years of age OR attended school as a 12th grade foreign exchange student.
STILL ENROLLED		
E1	Still enrolled	Student is still enrolled in school and is expected to return next year. CTE Data Portal converts multiple "Still Enrolled" exit codes to E1 for simplicity.
CC	Completed Concurrent	Student has completed the year in a concurrent/ancillary enrollment. Should not be used when student graduates. Should be used by CTEDs for all central campus courses (other than when student completes program, then use "C").
TRANSFERS		
W1	Transferred	Student has transferred to another school which grants an accredited high school diploma to continue their studies.
S1	Summer Transferred	
W99, S99	Transferred (within District)	
W21, S21	Transferred (out of state)	
W22, S22	Transferred (out of country)	
OTHER ('W' codes indicate midterm exit; 'S' codes indicate summer exit)		
C	Completer	Student completed a course of study at a Career and Technical Education District (CTED), before or after graduation.
W2, S2	Illness	Student has a chronic illness.
W3, S3	Expelled	Student has been expelled or has received long-term suspension.
W4, S4	Status Unknown	Student's status is unknown.
W8, S8	Deceased	Student is deceased.
W9, S9	Homeschool	Student has withdrawn for homeschooling.

W10, S10	State Detention Facility	Student has been transferred to a state detention facility.

Understanding Leave Codes in CTE Data Portal

The CTE Data Portal imports a student's exit code from AzEDS from each school in which they are enrolled. Since the system creates records at the school that most recently awarded credit to the student in each student's respective CTE programs, the record may or may not be created at the school(s) at which the student is actually enrolled in the reporting year (AzEDS enrollment). As such, all current year/reporting year leave codes are brought in from AzEDS and the student is assigned a single leave code that is used across all participant/concentrator records across all districts.

Based on the leave code(s) found for each student, student's records will be assigned into one of three "Enrollment Status" groups:

Number	Enrollment Status in CTE Data Portal	AzEDS Enrollment Code Set
1	GR – Graduated	G, S7, W7
If no codes for a student found in the "GR" set, go to next set:		
2	LS – Left Secondary Education	W5, W6, W11, S5, S6, S11, A, C
If no codes for a student found in the "LS" set, go to next set:		
3	NE – No Longer Enrolled	D1, S8, S10, S13, S17, S18, S19, S20, S21, S22, S51, W8, W13, W15, W17, W18, W20, W21, W22, W51
If no codes for a student found in the "NE" set, go to next set:		
4	SE – Still Enrolled	All other codes not in another set
If no codes for a student found in the "SE" set, go to next set:		
5	SE – Status Unknown	W4, S4

Performance Improvement Plans

If a district fails to meet at least 90% of the State Determined Levels of Performance (SLDP) or show improvement to a previously negotiated local level of performance, the district is required to create and implement an Improvement Plan. Per Section 123(b)(4) of Perkins V, failure to create and implement an Improvement Plan for performance measures not met could result in loss of funds. To determine whether an Improvement Plan for performance measures not met is necessary, compare the District Level of Performance to 90% of the State Determined Level of Performance (90% SDLP) for each performance measure.

Creating and Implementing an Improvement Plan

According to Section 123(b)(1-5) of Perkins V, districts that fail to meet 90% of SLDP on any measure must submit an Improvement Plan. The CTE Grant Program Specialist staff (GPS) will provide technical assistance for those districts with a Year 1 Improvement plan on any performance measure to monitor progress. If there is a Year 2 of an Improvement Plan, districts will receive increased GPS technical assistance and monitoring for implementing the Improvement Plan.

The Improvement Plan must include the following:

• The core indicator(s) of performance for which the district failed to meet the 90% threshold.
• If there are categories of students for which there were quantifiable disparities or gaps in performance comparted to all students or any other category of students, these categories must be addressed to include all geographic, socioeconomic, or ethnic anomalies.
• The action steps which will be implemented, beginning in the current program year, to improve the performance levels for those core indicators not met or any categories of students for which disparities or gaps in performance were identified.
• The staff member(s) responsible for each action step.
• The timeline for completing each action step.

The Improvement Plan must be submitted to the State by November 30 of the plan year. The Improvement Plan is embedded in the body of the Perkins grant application.

Creating and Implementing a Directed Improvement Plan

If a District fails to meet at least 90% of SDLP for one or more performance measure for three consecutive years, the district is required to create and implement a Directed Improvement Plan. According to section 123(b)(4) of the Perkins V:

"The eligible agency may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient's allotment under this title if the eligible recipient— (i) fails to implement an improvement plan…; or (ii) with respect to any specific core indicator of performance that was identified in a program improvement plan…fails to meet at least 90 percent of the local level of performance for such core indicator for 2 consecutive years after the eligible recipient has been identified for improvement…"

Districts that fail to meet the SDLP for any performance measure for three consecutive years will not be penalized by sanction to diminish funding for CTE programs. A minimum of 10% of

Perkins funding should be redirected to provide activities and/or resources to improve district performance on the measure(s) not met. Districts not meeting SDLP for any measure for three or more consecutive years will be required to create and implement a Directed Improvement Plan which will be provided by ADE/CTE staff.

Upon notification of Year 3 noncompliance, a district must:

- Report quarterly to ADE/CTE on progress.
- If the performance measure not met is nontraditional participation (4S1), the district must:
  - Avail themselves of resources to train staff, administration, and student expectations related to nontraditional sex participation in the identified and selected programs.
  - Implement other best practices as they are identified to reduce the perceived sex biased behaviors.

A Directed Improvement Plan must include the following:

- The core indicator(s) of performance for which the district failed to meet the 90% threshold.
- The district's negotiated level of performance for the current year.
- If there are categories of students for which there were quantifiable disparities or gaps in performance comparted to all students or any other category of students, these categories must be addressed to include all geographic, socioeconomic, or ethnic anomalies.
- The action steps which will be implemented, beginning in the current program year, to improve the performance levels for those core indicators not met or any categories of students for which disparities or gaps in performance were identified.
- Perkins and/or other funds allocated to increase the performance level.
- The staff member(s) responsible for each action step.
- The timeline for completing each action step.

Glossary of Terms

ACADEMIC CREDIT – Credit earned within a CTE program that contain sufficient academic content and has been approved by the district/school board to fulfill an academic requirement. The credit must appear as CTE credit on the student's transcript.

ACTIVE DATE – (for a course) The date that an LEA first reports enrollment for a course.

ADVANCED TRAINING – Any postsecondary training program, not limited to programs offered at colleges or universities. Students enrolled in a postsecondary education institution in academic programs should be recorded as attending postsecondary education for CTE post-high-school Placement.

ANNUAL PROGAM EVALUATION – The systemic review of the worth or merit of a program as required in the Perkins Act and in the Arizona Revised Statutes.

ARTICULATED STUDENT – A student that is enrolled in a CTE course that is provided by another entity (other than their school of residence) in an approved CTE program. The student may begin taking courses provided by the school of residence and then proceed to take further courses in the same program with another entity (ex. another high school within the same district, a Career & Technical Education District, a skill center, or a community college). A student may also enroll and take the full coherent sequence of an approved CTE program with an entity other than the school of residence. The physical location of where the course is offered is not a consideration, rather, who is responsible for providing services to the student. For example, it is not uncommon for a CTED to have space on the physical campus of the school of residence to teach CTE course(s). Students attending the CTED classes in this example would be considered articulated.

AzEDS – *Arizona Education Data Standards;* the standardized data reporting system used by the Arizona Department of Education to collect, process, and utilize education data provided by school districts. Districts submit data to AzEDS through their student information system. Some CTE data elements are pulled into the CTE Data Portal from AzEDS, matching by SUID, fiscal year, and other data.

CAREER AND TECHNICAL EDUCATION APPROVED PROGRAM – A coherent sequence of instruction designed to deliver all state-designated program standards for any program on the CTE Program List. A program is directly related to preparing individuals for employment in an occupation or a pathway to postsecondary education. Approved and conditionally approved programs qualify to apply for state and federal funding.

CAREER AND TECHNICAL EDUCATION DISTRICT (CTED) – A district that is formed to work in partnership with area high schools to deliver CTE programs.

CARNEGIE UNIT – One unit of credit awarded in grades 7-12 for a minimum of 120 classroom hours of instruction, representing one year's study in any subject. At the postsecondary level, 3 community college credits equal one-half of a Carnegie Unit.

CIP CODES (CIP) – The Classification of Instructional Programs is the U.S. Department of Education's standard educational program classification system. It includes a uniform

numbering system and description of educational programs. CTE program and course numbers align to CIP codes.

COHERENT SEQUENCE – A series of 2 or 3 required courses within an approved CTE program that address the technical skills standards for a program. See www.azed.gov/cte/programs.

COHORT YEAR – The school year in which the student entered the baseline group used for computing completion rates (e.g., high school, program).

CONCENTRATOR – At the secondary level, a student who has completed and passed at least two courses worth at least one credit each in a single career and technical education program. Internship, cooperative education, and diversified cooperative education are not included in defining a CTE concentrator. At the postsecondary level, a student that has completed at earned at least 12 community college credits in a CTE program or has completed the program if it consists of 12 or fewer credits. Secondary students that attend community college courses (dual enrollment or via their district's CTED articulation) must qualify as a concentrator using the postsecondary definition to be considered a concentrator at the postsecondary institution. The student may qualify using the secondary definition to be considered a concentrator at their school.

CTDS – County/Type/District/School code created and assigned to a District and each of its schools by the Arizona Department of Education. The code must be accurate to ensure that data is correctly credited to the school.

DIRECTED IMPROVEMENT PLAN – An Improvement Plan to address performance measures not met at 90% of the negotiated level of performance for three or more consecutive years. Progress reports are due quarterly.

DUPLICATED COUNT – see also: Unduplicated Count. One student may be enrolled and counted for data collection purposes in more than one course. Duplicated student count is used in Course Enrollment Reports. A student who concentrates in more than one program may be reported as a concentrator in all programs.

ENROLLMENT REPORTING – Fall and Spring term Enrollment data provide essential information affecting program eligibility for federal and state CTE funds. It is important that districts submit reports and verify the accuracy of the reported information by the due dates. See section 5 above for more details.

EXEMPTION REQUEST – The formal procedure to request, for one year, an exemption for one or more of the essential program requirements for an approved CTE program. Any program requesting an exemption must provide evidence-based information to support the exemption request. Evidence can include, but are not limited to, historical program performance outcomes or additional information showing the missing program requirement has been corrected or resolved. The electronic Exemption Request submission form is located inside the CTE Data Portal.

IMPROVEMENT PLAN – Perkins V, Section 123(b)(2) requires that an Improvement Plan be written to address any performance measures that do not meet at least 90% of the state determined level of performance.

 INDUSTRY CREDENTIALS – Industry-recognized credentials, certificates, or licenses that have gone through a robust vetting process and that have been validated by Arizona industry as acceptable for employment. Credentials must be approved by a related industry advisory committee, the Arizona CTE Quality Commission and Arizona State Board of Education before they are included in the Performance Measure. Arizona Revised Statute 15-391 requires all approved CTE programs must lead to industry certifications.

INTERNSHIP – A CTE Internship is a method of work-based learning experience to connect classroom learning to work activities. It follows the sequence of courses in an approved CTE program. It provides students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously developed CTE knowledge and skills. The internship must be directly related to the CTE program where the credits were earned and offers both paid and unpaid work experience.

 LEA - *LOCAL EDUCATION AGENCY* – A board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district or political subdivision in a state or any other public educational institution or agency having administrative control and direction of a CTE program.

LEAVE CODES – Valid leave codes will be used in the calculation of performance measures. Leave codes include withdrawal codes and/or year-end status codes. Also referred to as "Exit Codes" in AzEDS.

NON-ARTICULATED STUDENT – A student who is enrolled in a CTE course offered by the school of residence in an approved program. A student may begin taking courses in a program at the school of residence and proceed to take the entire coherent sequence of courses from this entity.

 NONTRADITIONAL PARTICIPATION – Enrollment in CTE programs for which individuals from one gender comprise less than 25% of the individuals employed in the workforce.

PARTICIPANT – A student who has completed and passed a single course worth at least one credit in a CTE program in the reporting year.

PLACEMENT – State funding to districts generated by CTE concentrators who have left secondary education and were considered placed in the second quarter after exiting from secondary education. Their status will be verified by an appropriate survey response to ADE CTE. Any of the following count for placement funding:

- Enrollment in related postsecondary education or in a related advanced training program
- Serving in active military duty in a position where duties are related to their CTE program
- Employment in a CTE program-related position
- Participation in a National Service Program that receives assistance from the National and Community Service Act
- Participation in the Peace Corp

RELATED PLACEMENT – A related placement is one that directly uses or builds on the Career Preparation standards acquired in the concentrator's CTE program. The placement may be in postsecondary education or training, military service, or employment. Participation in a National

Service Program or in the Peace Corps also count as related placement for funding purposes. A related placement for a valid concentrator from the previous school year earns funding paid from the State Priority (vocational block) grant. A student may only generate funding once, regardless of the number of related placements.

PLACEMENT SURVEY ¬– A follow-up survey that is conducted on all high school concentrators that have left secondary education in the reporting year. CTE concentrators are surveyed in the second quarter after exiting secondary education. Placement survey results are uploaded or created manually within the CTE Data Portal for tracking and funding purposes. Placement survey results are also used in Perkins performance measure 3S1 – Placement.

RACIAL AND ETHNIC CODES – Required information that identifies racial or ethnic groups for reporting purposes. The CTE Data Portal uses racial and ethnic information from the AzEDS system, matching by SUID and student's birthdate.

Ethnic Categories

- **Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can also be used in addition to "Hispanic or Latino."
- Not Hispanic or Latino

Racial Categories

- American Indian or Alaska Native: A person having origins in any of the original peoples of North, Central, or South America, and who maintains tribal affiliations or community attachment.
- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. (Note: Individuals from the Philippine Islands have been recorded as Pacific Islanders in previous data collection strategies.)
- Black or African American: A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."
- Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

SAIS NUMBER/SAISID – see *Student Unique ID number/SUID.* Deprecated term for ADE-generated state student ID number used to track each student enrolled in public instruction in the State of Arizona.

SCHOOL OF ATTENDANCE (SOA) – The school that provides the student's CTE courses. If the school of attendance is different that the school of residence, the courses a student take should show as articulated courses in the school of residence's coherent sequence of courses.

SCHOOL OF RESIDENCE (SOR) – The school that maintains the student's transcript. A student may attend CTE courses with the school of residence, if offered, or attend courses offsite. The school of residence has AzEDS reporting responsibility for the student.

SPECIAL POPULATIONS – In order to provide specific federal data as required in the Consolidated Annual Report (CAR), eligible categories of students who are participating in Career and Technical Education (CTE) must be reported as Special Populations students. All students in these categories who participate in CTE must be reported. The CTE Data Portal uses special population information from AzEDS system, matching by SUID and student's birthdate.

- Individuals with Disabilities (Handicapped)
- Individuals from Economically Disadvantaged Families
- Individuals Preparing for Non-traditional Fields
- Single Parents
- Out of Workforce Individuals (formerly "Displaced Homemaker")
- English Learners (formerly "Limited English Proficient" or "English Language Learners")
- Homeless Individuals
- Youth in Foster Care
- Youth with a Parent in Active Military
- Migrant Students

STANDARDS – CTE standards specify the occupational knowledge, skills and abilities validated by business and industry for workforce success and postsecondary education/training. The technical skill standards are used for the technical skill assessment for Performance Measure 5S4 Technical Skill Attainment.

STATEMENT OF ASSURANCE – A district provides assurance to ADE that it has read, understands, and affirms that the district accepts and commits to abide by the federal Carl Perkins Grant Program, Fiscal and Accountability Assurances, which is a requirement on a district's federal Perkins Grant Application. CTEDs have a separate Statement of Assurance that must assure that each program/sequence of courses reported for CTED Average Daily Membership (ADM) meets the requirements of ARS § 15-391.5.

STUDENT UNIQUE ID NUMBER (SUID) - ADE-generated state student ID number used to track each student enrolled in public instruction in the State of Arizona. The CTE Data Portal uses the SUID to match each student to AzEDS records to pull in demographic information. SUIDs are also used to track student level enrollment.

UNDUPLICATED COUNT – A student is only counted once, even if that student is enrolled more than once.

WORK-BASED LEARNING - "Strengthening Career and Technical Education for the 21st Century Act" definition – The term 'work-based learning' means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

- Arizona Work-based Learning Guide definition as approved by the Arizona State Board of Education

    Work Based Learning (WBL) experiences allow students to develop professional skills to enhance their employability. These experiences can occur either at a school or an industry site. WBL allows students to apply classroom learning in a hands-on experience at a worksite.

- Cooperative Education

    Cooperative education (Co-op) is an advanced method of career development that provides the opportunity for both technical application and professional skill development. Co-op requires a scheduled class period during the day to specifically teach professional skills. Cooperative Education Teachers Leave must be certified with a Cooperative Education, K-12 Endorsement along with an appropriate CTE Certificate.

- Diversified Cooperative Education

    Diversified Cooperative Education (DCE) is similar to the Cooperative Education Program in its makeup. The difference is that there is one teacher responsible for students within multiple program areas, whereas cooperative education involves only one program. DCE programs are usually broken up by a broad category of programs.

- Internships

    A CTE Internship is the final course in the sequence of courses of an approved CTE program. The CTE Internship provides CTE students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously developed technical skills and practical application of previously studied theory through a combination of coursework and part-time experience for which school credit is awarded.

- Clinicals

    Structured clinicals provide students with the opportunity to apply classroom learning to real situations, develop core competencies needed to make the transition from the classroom to the workplace and are based on observation and care of patients at different stages of medical practice.

- Supervised Agricultural Experiences (SAE)

    An SAE is a practical application of classroom concepts designed to develop skills in agricultural-related career areas and provide real-work experiences.

- Apprenticeships

    Registered Apprenticeships involve learning by performing on the job and through related technical instruction. On-the-job training and related technical instruction are both vital elements required for a Registered Apprenticeship program.

- School-Based Enterprises

    A School-Based Enterprise (SBE) is an entrepreneurial operation in a school setting that provides goods and/or services to meet the needs of the market.

- Mock Business/Industry Projects

    A variation on the school-based Enterprise includes projects developed to market items or services from a variety of CTE programs on campus and provides direct experience with industry standards.

Appendix A: Perkins Performance Measure Calculation Rules

For each performance measure, current year (reporting year) Participant/Concentrator records that meet all of the requirements for the measure will be included in the calculation. Records must pass all of the requirements to be included in the measure.

1S1 Graduation Rate
Numerator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student is in the reporting year cohort (student's cohort year is equal to the reporting year).
3. Student graduated in the reporting year (CTE Data Portal Enrollment Status is "GR")

Denominator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student is in the reporting year cohort (student's cohort year is equal to the reporting year).

2S1 Reading/ELA Proficiency
Numerator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student is in the reporting year cohort (student's cohort year is equal to the reporting year).
3. Student took a state reading assessment and earned a score of Met or Exceeds.
4. The student left school in the reporting year (CTE Data Portal Enrollment Status is "GR" or "LS").

Denominator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student is in the reporting year cohort (student's cohort year is equal to the reporting year).
3. Student took a state reading assessment (any score).
4. The student left school in the reporting year (CTE Data Portal Enrollment Status is "GR" or "LS").

2S2 Mathematics Proficiency
Numerator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student is in the reporting year cohort (student's cohort year is equal to the reporting year).
3. Student took a state mathematics assessment and earned a score of Met or Exceeds.
4. The student left school in the reporting year (CTE Data Portal Enrollment Status is "GR" or "LS").

Denominator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student is in the reporting year cohort (student's cohort year is equal to the reporting year).
3. Student took a state mathematics assessment (any score).
4. The student left school in the reporting year (CTE Data Portal Enrollment Status is "GR" or "LS").

2S3 Science Proficiency

Numerator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student is in the reporting year cohort (student's cohort year is equal to the reporting year).
3. Student took a state science assessment and earned a score of Met or Exceeds.
4. The student left school in the reporting year (CTE Data Portal Enrollment Status is "GR" or "LS").

Denominator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student is in the reporting year cohort (student's cohort year is equal to the reporting year).
3. Student took a state science assessment (any score).
4. The student left school in the reporting year (CTE Data Portal Enrollment Status is "GR" or "LS").

3S1 Placement

Numerator: Count all participant/concentrator records in the reporting year (Placement reporting year is one year prior to the reporting year for all other measures) where:

1. The record is a concentrator record.
2. The student has a corresponding placement survey indicating that they were placed in the second quarter after they finished high school. The Placement Survey must correspond to the concentrator record (by program).
3. The student left school in the reporting year (CTE Data Portal Enrollment Status is "GR" or "LS").

Denominator: Count all participant/concentrator records in the reporting year (Placement reporting year is one year prior to the reporting year for all other measures) where:

1. The record is a concentrator record.
2. The student left school in the reporting year (CTE Data Portal Enrollment Status is "GR" or "LS").

4S1 Nontraditional (Enrollment)

Numerator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The record is for a program that has been designated with a nontraditional gender.
3. The student's gender matches the nontraditional gender for the program.
4. The student is enrolled in the reporting year in the same program (the same program in which they are a concentrator).

Denominator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The record is for a program that has been designated with a nontraditional gender.
3. The student is enrolled in the reporting year in the same program (the same program in which they are a concentrator).

5S1 Industry Recognized Credentials

Numerator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student graduated in the reporting year (CTE Data Portal Enrollment Status is "GR").
3. The student earned an industry recognized credential for their program (the same program in which they are a concentrator).

Denominator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student graduated in the reporting year (CTE Data Portal Enrollment Status is "GR").
3. The student attempted to earn (including both Pass and Did Not Pass attempts) an industry recognized credential for their program (the same program in which they are a concentrator).

5S4 Technical Skills Assessment

Numerator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student graduated in the reporting year (CTE Data Portal Enrollment Status is GR").
3. The student took and passed the technical skills assessment for their program (the same program in which they are a concentrator).

Denominator: Count all participant/concentrator records in the reporting year where:

1. The record is a concentrator record.
2. The student graduated in the reporting year (CTE Data Portal Enrollment Status is "GR")
3. The student took the technical skills assessment for their program (the same program in which they are a concentrator).