



# Perkins V Accountability

March 2020

# ▶ Perkins V Statutory Requirements

## **State Determined Levels of Performance Shall:**

- Be expressed in a percentage or numerical form to be objective, quantifiable, and measurable;
- Require the state to continually make meaningful progress toward improving the performance of all career and technical education (CTE) students, including student groups and special populations;
- Have been subject to the public comment process and the eligible agency has provided a written response;

## ➤ Perkins V Statutory Requirements (cont.)

- When being adjusted in subsequent years, consider how the levels of performance involved compare with the state-determined levels of performance established for other states;
- When being adjusted, be higher than the average actual performance of the two most recently completed program years; and
- Consider the extent to which the State-determined levels of performance advance the eligible agency's (PDE) goals.

# ▶ Proposed Perkins V Performance Levels

- The following slides detail Pennsylvania's proposed performance levels.
- Each performance indicator is expressed in a percentage and is intended to establish meaningful progress for all students in CTE disaggregated by student groups and special populations.

## ➤ Meaningful Progress

Under Perkins V, states define meaningful progress.

- Pennsylvania's ESSA Plan methodology calculates annual increments to reach half the distance to 100 percent over 11 years.
- For Nontraditional Indicators, the goal is half the distance to 25 percent over 11 years.

# ▶ Pennsylvania CTE Concentrator

Perkins V defines CTE concentrator as:

- (A) At the **secondary** school level, a student served by an eligible recipient who has completed at least two courses in a single CTE program or program of study; and
- (B) At the **postsecondary** level, a student enrolled in an eligible recipient who has:
  - (i) Earned at least 12 credits within a CTE program or program of study; or
  - (ii) Completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.



# Proposed Pennsylvania Secondary Indicator

## 1S1: Four-Year Graduation Rate

- Defined as the percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate as defined under the Elementary and Secondary Education Act (ESEA) of 1965.
- Proposed Baseline = 92.19
- Proposed Performance Target Increment = 0.36
  - FY2020 = 92.55
  - FY2021 = 92.91
  - FY2022 = 93.27
  - FY2023 = 93.63

# Proposed Pennsylvania Secondary Indicator

## 1S1: Four-Year Graduation Rate (cont.)

- Four-year adjusted cohort graduation rate (ACGR) is defined in section 8101 of ESEA.
- To calculate the ACGR, states identify the “cohort” of first-time 9<sup>th</sup> graders in a particular school year and adjust this number by adding any students who transfer into the cohort after 9<sup>th</sup> grade and subtracting any students who transfer out, emigrate to another country, or pass away.
- The ACGR is the percentage of the students in this cohort who graduate within four years.



# ▶ Pennsylvania Secondary Indicator

## 1S2: Extended Graduation Rate

- Defined as the percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in ESEA.
- Proposed Baseline = 94.39
- Proposed Performance Target Increment = 0.26
  - FY2020 = 94.65
  - FY2021 = 94.91
  - FY2022 = 95.17
  - FY2023 = 95.43

# ▶ Pennsylvania Secondary Indicator

## 1S2: Extended Graduation Rate (cont.)

- Extended-year ACGR is defined as the number of students who receive a regular high school diploma five years after their cohort started 9<sup>th</sup> grade divided by the adjusted cohort of students who started 9<sup>th</sup> grade five years earlier.
- Source: Every Student Succeeds Act High School Graduation Rate Non-regulatory Guidance 2017

### **2S1: Academic Proficiency in Reading Language Arts**

- Defined as CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of ESEA, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2).
- Proposed Baseline = 50.8
- Proposed Performance Target Increment = 2.24
  - FY2020 53.04
  - FY2021 55.28
  - FY2022 57.52
  - FY2023 59.76

# ▶ Pennsylvania Secondary Indicator

## **2S2: Academic Proficiency in Mathematics**

- Defined as CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the ESEA, as measured by the academic assessments in mathematics as described in section 1111(b)(2).
- Proposed Baseline = 41.8
- Proposed Performance Target Increment = 2.65
  - FY2020 = 44.45
  - FY2021 = 47.10
  - FY2022 = 49.75
  - FY2023 = 52.40

# ▶ Pennsylvania Secondary Indicator

## **3S1: Post-Program Placement**

- Defined as the percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.
- Proposed Baseline = 92.48
- Proposed Performance Target Increment = 0.34
  - FY2020 = 92.82
  - FY2021 = 93.16
  - FY2022 = 93.50
  - FY2023 = 93.84

# ▶ Pennsylvania Secondary Indicator

## 4S1: Non-traditional Program Concentration

- Defined as the percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.
- Proposed Baseline = 15.49
- Proposed Performance Target Increment = 0.43
  - FY2020 = 15.92
  - FY2021 = 16.35
  - FY2022 = 16.78
  - FY2023 = 17.21

## **4S1: Non-traditional Program (cont.)**

- The U.S. Department of Labor defines non-traditional occupations as occupations for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation.

# ▶ Pennsylvania Secondary Indicator

## **5S1: Program Quality – Attained Recognized Postsecondary Credential**

- Defined as the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.
- Proposed Baseline = 65.56
- Proposed Performance Target Increment = 1.57
  - FY2020 = 67.13
  - FY2021 = 68.70
  - FY2022 = 70.27
  - FY2023 = 71.84



# ▶ Pennsylvania Secondary Indicator

## **5S1: Program Quality – Attained Recognized Postsecondary Credential (cont.)**

- Section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) defines “recognized postsecondary credential” as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

# ▶ Pennsylvania Secondary Indicator

## 5S4: Program Quality – Technical Skill Attainment

- Defined as the percentage of graduating CTE concentrators who successfully achieve competency levels at or above the Competent level on the NOCTI Job Ready Occupational Specific Assessments or achieve competency on other PDE approved test in the reporting year.
- Proposed Baseline = 84.27
- Proposed Performance Target Increment = 0.72
  - FY2020 = 84.99
  - FY2021 = 85.71
  - FY2022 = 86.43
  - FY2023 = 87.15

# ▶ Pennsylvania Postsecondary Indicator

## 1P1: Post-Program Placement

- Defined as the percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

# ▶ Pennsylvania Postsecondary Indicator

## 1P1: Post-Program Placement (cont.)

- Proposed Baseline = 93.11
- Proposed Performance Target Increment = 0.31
  - FY2020 = 93.42
  - FY2021 = 93.74
  - FY2022 = 94.05
  - FY2023 = 94.36

# ▶ Pennsylvania Postsecondary Indicator

## 2P1: Earned Recognized Postsecondary Credential

- Defined as the percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.
- Proposed Baseline = 90.20
- Proposed Performance Target Increment = 0.45
  - FY2020 = 90.65
  - FY2021 = 91.10
  - FY2022 = 91.55
  - FY2023 = 91.10

# ▶ Pennsylvania Postsecondary Indicator

## 3P1: Non-traditional Program Concentration

- Defined as the percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.
- Proposed Baseline = 21.66
- Proposed Performance Target Increment = 0.15
  - FY2020 = 21.81
  - FY2021 = 21.96
  - FY2022 = 22.11
  - FY2023 = 22.26

## Contact/Mission

For more information on the Pennsylvania Perkins V State Plan please visit PDE's website at [www.education.pa.gov](http://www.education.pa.gov)

*The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.*