

Perkins Secondary Performance Measures

Slide 1 - Cover

This training module was designed to provide greater understanding of the Perkins Secondary performance measures.

Slide 2 – Module Outline

Specifically, in this module we will:

- Provide a brief explanation of what the Carl D. Perkins, Career and Technical Education Act of 2006, sometimes called Perkins IV,
- Define some key concepts necessary to understand the Perkins performance measures,
- Review the different Perkins Secondary performance measures, and
- Answer a few common questions related to the performance measures, discuss meeting performance targets, and some commonly held misconceptions on Perkins performance measures.

Slide 3 – Carl D. Perkins, Career and Technical Education Act of 2006

The Carl D. Perkins, Career and Technical Education Act of 2006, sometimes also referred to as Perkins IV or just Perkins, is a federal program that supports career and technical skills of secondary education students who elect to enroll in career and technical education (or CTE) programs. As recipients of the federal grants, states are required to develop valid and reliable measures for each core indicator of performance in an effort to measure the performance of that state's CTE students. Local agencies that do not meet ninety percent of a local agreed upon performance level on any of the core accountability indicators of performance must complete a Program Improvement Plan.

Slide 4 – Participant

Before we discuss the performance measures, there are a few definitions that need to be understood.

“Participant” is defined as a secondary student with one or more credits in any CTE Program. There is only one measure that uses this term, 6S1 “Non-traditional Participation” which we will discuss later in the presentation.

“Concentrator” is used in every performance measure except one, so it is very important to understand but frequently misunderstood. “Concentrator” refers to a secondary student with three or more credits in a single CTE program, or two credits in a CTE program that is only two credits long.

“Completer” is defined as a high school senior and CTE concentrator who attained either (1) a standard high school diploma, (2) a General Education Development (GED) credential or Adult High School diploma, or (3) a proficiency credential, certificate or degree, in conjunction with a secondary school diploma.

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Slide 5 – Reporting Measures – Secondary (Part 1)

There are eight different performance measures that are a part of Perkins Secondary accountability, sometimes referred to as the “S measures.” Each has a numerator that when divided by the denominator forms the performance score after being converted to a percentage.

The first is “1S1-Academic Attainment-Reading/Language Arts.” Of those students who exited secondary education in the reporting year and sat for the Florida Standards Assessment (or FSA), this measure is the percentage of those students who passed the reading/language arts section of the FSA.

Its companion measure is “1S2-Academic Attainment-Mathematics” and is similar but looks for the passing score on the math section of the FSA.

“2S1-Technical Skill Attainment”, or TSA, is comprised of a numerator totaling the number of concentrators who have earned an industry certification identified on the Technical Skill Attainment Inventory, passed a valid assessment, or earned an eligible Occupational Completion Point (also called an OCP). The denominator is equal to the number of concentrators who have exited the system in the reporting year.

For more information on OCPs, a separate module has been prepared and is available on the Division of Career and Adult Education webpages.

Slide 6 – Reporting Measures – Secondary (Part 2)

Measure “3S1-Secondary School Completion” is composed of the total number of concentrators who have exited the system in the reporting year and earned a standard high school diploma or a GED® divided by the count of concentrators who have exited the system in the reporting year.

The numerator for “4S1-Student Graduation Rates” is the number of concentrators who were included as a graduate in the state’s graduation rate for the Elementary and Secondary Education Act, often referred to as ESEA. The denominator is the total number of concentrators who were included in the state’s graduation rate for ESEA. The key thing to remember is that only standard high school diplomas are counted, not students who have earned a GED®.

Next is “5S1-Secondary Placement” which is the total number of concentrators who exited the system in the prior year and who were found enrolled in postsecondary education, employed, or enlisted in the military divided by the total number of concentrators who exited the system in the prior year.

Slide 7 – Reporting Measures – Secondary (Part 3)

The next two measures are related to “non-traditional CTE programs.” These are programs that are considered non-traditional for certain genders. For example, welding is considered non-traditional for females while nursing is considered non-traditional for males. These next two measures examine the increases of participation and completion by non-traditional gender groups for specific gender-dominated professions.

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Measure “6S1-Non-traditional Participation” is formed by the numerator of a count of participants from underrepresented gender groups enrolled in a non-traditional program. This is the only measure that looks at participants instead of concentrators. The denominator of the measure is the number of participants enrolled in CTE programs that are identified as non-traditional.

The compliment to this measure is “6S2-Non-traditional Completion.” The numerator is the number of concentrators from underrepresented gender groups who have exited the system in the reporting year and earned a standard high school diploma or GED®. The denominator is equal to the number of concentrators from underrepresented gender groups who have exited the system in the reporting year.

Slide 8 – Common Questions

One of the questions we frequently get about the performance measures is “what if a student is enrolled in more than one program?” The performance calculation looks to see if the student was a concentrator in at least one of the programs, for most measures. For 2S1-Technical Skill Attainment, students must have earned an OCP or certification in the program in which they are a concentrator.

What about students who are dual enrolled? Dual enrollment students are a part of the secondary performance measures (sometimes called the “S Measures”) and are excluded in the postsecondary measures. Dual enrollment courses count toward concentrator status if they appear on the comprehensive course table as an equivalent course for the secondary program.

What if the coursework was take at more than one school or district? As long as the current district offers the CTE program the student was enrolled in at the prior district, the prior coursework will count toward concentrator status.

Slide 9 – Setting Perkins Local Performance Targets

Each year, the Florida Department of Education negotiates the state targets annually with the federal Office of Career, Technical, and Adult Education (also known as “OCTAE”).

Local targets are based on the most recent year of data available. Because of the lag in data reporting, targets are based on data from two years prior. For example, the 2016-17 local performance targets are based on the 2014-15 data reported to the Florida Department of Education.

If the 2014-15 performance was below the 2016-17 state target for that measure, the local target is set at the state level target.

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If the 2014-15 performance percentage was equal to or greater than the state target, the local target will be the local performance plus 0.5 percent.

Any new agencies with no prior history of Perkins participation will have all measures set at the state target.

Finally, there is provision for local targets to be negotiated under specific, limited circumstances. Should an agency wish to negotiate a target, they should contact their grants manager. More information on a negotiated target is available in the Perkins Implementation Guide.

Slide 10 – Meeting Perkins Local Performance Targets

Once the local performance targets have been set and agreed upon, agencies must meet or exceed their local targets. An agency must be within 90% of the local target to be considered meeting their target.

Agencies that do not meet at least 90% of their local target are required to complete a program improvement plan for that year.

Agencies with a denominator less than 10 are still required to complete a program improvement plan, but that plan will focus on how their program can meet the size, scope, and quality requirements for participation, demonstrating the sustainability of the program.

Slide 11 – Perkins Reporting Timeline

Secondary measures are calculated using data submitted to the K-12 data system during Survey 5. Each year's reporting data will be pulled mid-October. For example, the 2015-16 performance measures will be calculated based upon data pulled in mid-October of 2016, before the file is final. This is why data must be submitted and accurate to reflect an agency's true performance on Perkins' performance measures.

Slide 12 – Common Misconceptions

It is a common misconception that all the certification that appear on the CAPE Industry Funding List also appear on the Perkins TSA Inventories. This is not true. A certification will only appear on the TSA inventory if a request for a program linkage is made by a local agency.

It is also commonly assumed that a student who earns more than one OCP or certification will count multiple times in measure 2S1-Technical Skill Attainment. This is also not true. A student is considered meeting the TSA requirements if they have earned at least one or more OCPs or certifications in at least one of the programs regardless of the program in which they are a concentrator.

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Slide 13 – Common Misconceptions, Continued

It is also a common misconception that the allocation for Perkins is directly tied to performance. However, that is not true as funding allocations for secondary CTE are independent of agency performance and based on a need-based formula.

Another commonly held myth is that middle school CTE programs are included in performance calculations. CTE programs and courses designed specifically for middle school, such as Diversified Career Technology or Exploratory Career Wheel courses, are not included in Perkins performance calculations. However, secondary CTE courses taken by middle school students are included.

Slide 14 – Common Reporting Issues – Perkins

There are a few reporting issues which can have implications on Perkins performance measures.

One significant issue results from a failure to report OCPs. As suggested earlier, for more information on OCPs and how to report them correctly, please review our separate web module dedicated to this subject.

The use of invalid certification codes can also cause problems adversely affecting performance on measure 2S1.

Finally, missing teacher records are a significant issue. Without an instructor of record on the course, those students will not be counted in the Perkins performance measures.

The Perkins Secondary Performance Measures provide a proxy for understanding and measuring how your agency is performing in delivering quality career and technical education. We have covered in this module key terms, how the measures are calculated, and common issues with the Perkins measures. Thank you for taking the time to view this training module and increase your understanding of Perkins.