



Perkins Secondary Performance Measures

Data Reporting Training Module

Prepared by the Division of Career and Adult Education

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This module covers:

1. A brief explanation of the Carl D. Perkins, Career and Technical Education Act of 2006 (Perkins IV)
2. Key concepts in understanding Perkins performance measures
3. A review of the individual Perkins Secondary performance measures
4. Answers to common questions, discussions on meeting performance targets, and common misconceptions

Carl D. Perkins, Career and Technical Education Act of 2006 (Perkins IV)

- Federal Program that supports career and technical skills of postsecondary education students who elect to enroll in career and technical education programs
- States are required to develop valid and reliable measures for each core indicator of performance in order to measure the performance of Florida's CTE students.
- Local agencies that do not meet 90% of a local agreed upon performance level on any of the core indicators of performance must complete a Program Improvement Plan

What is a...

- **PARTICIPANT?**

- A secondary student with 1 or more credits in any CTE program

- **CONCENTRATOR?**

- A secondary student with 3 or more credits in a single CTE program –OR– 2 credits in a CTE program that is only 2 credits long

- **COMPLETER?**

- A senior CTE concentrator who attained 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.

Reporting Measures- Secondary

	1S1- Academic Attainment- Reading/Language Arts	1S2- Academic Attainment- Mathematics	2S1- Technical Skill Attainment (TSA)
Numerator	Concentrators who have exited the system in the reporting year and met the passing score on the statewide high school reading/language arts assessment	Concentrators who have exited the system in the reporting year and met the passing score on the statewide high school math assessment	Concentrators who have earned an industry certification or passed a valid assessment, or earned an eligible Occupation Completion Point
Denominator	Concentrators who have exited the system in the reporting year and took the statewide high school reading/language arts assessment	Concentrators who have exited the system in the reporting year and took the statewide high school math assessment	Concentrators who have exited the system in the reporting year

Reporting Measures- Secondary

	3S1- Secondary School Completion	4S1- Student Graduation Rates	5S1- Secondary Placement
Numerator	Concentrators who have exited the system in the reporting year and earned a standard high school diploma or GED®	Concentrators who were included as a graduate in the state's graduation rate for ESEA	Concentrators who exited the system in the prior year and who were found enrolled in postsecondary, employed, or enlisted in the military
Denominator	Concentrators who have exited the system in the reporting year	Concentrators who were included in the state's graduation rate for ESEA	Concentrators who exited the system in the prior year

Reporting Measures- Secondary

	6S1- Non-traditional Participation	6S2- Non-traditional Completion
Numerator	Participants from underrepresented gender groups enrolled in a non-traditional program	Concentrators from underrepresented gender groups who have exited the system in the reporting year and earned a standard high school diploma, or GED
Denominator	Participants enrolled in CTE programs that are identified as non-traditional	Concentrators from underrepresented gender groups who have exited the system in the reporting year

Common Questions – Perkins Performance

- 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 TSA (2S1) students must have earned an OCP or certification in the program in which they are a concentrator.*
- What if a student is dual enrolled?
 - *To be included as a secondary concentrator, the dual enrollment courses must appear on the comprehensive course code table as an equivalent course for the secondary program*
 - *Dual enrollment students are not included in the postsecondary measures*
- What if coursework was taken 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.

Setting Perkins Local Performance Targets

- State Targets- negotiated annually with Office of Career, Technical, and Adult Education (OCTAE)
- Local Targets- are based on the most recent year of data available.
 - The 2016-17 local targets were based on the 2014-15 data.
 - If the 2014-15 performance percentage was below the 2016-17 state target for that measure, the local target will be the state target
 - If the 2014-15 performance percentage was equal to or greater than the state target, the local target will be the local performance percentage plus 0.5

Meeting Perkins Local Performance Targets

- Agencies are expected to meet or exceed their local targets
 - An agency must be within 90% 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
 - Agencies with a denominator less than 10 are required to complete a program improvement plan, but will focus on how their program can meet the size, scope, and quality requirements for participation.

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

Common Misconceptions – Perkins

- All certifications on the CAPE Industry Certification Funding List appear on Perkins TSA Inventories
 - *Response: A certification will only appear on the TSA inventories if a request for a program linkage is made by a local agency.*
- A student who earns more than one OCP or certification will count multiple times in 2S1 – Technical Skill Attainment
 - *Response: A student in more than one program is considered meeting the TSA requirement if they have earned at least one or more OCPs or certifications regardless of the program in which they are a concentrator.*

Common Misconceptions – Perkins

- Allocation amount is directly tied to performance
 - *Response: Performance does not impact funding allocation.*
- Middle school CTE programs are included in performance calculations
 - *Response: Middle school CTE programs are not included in the Perkins performance calculations, but secondary CTE courses taken by middle school students are included.*

Common Reporting Issues – Perkins

- Failure to report OCPs
- Invalid certification codes
- Missing teacher record