Department of Education

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# CAREER AND TECHNCIAL EDUCATION MEMO NO. 146-19

**DATE:** September 27, 2019

**TO:** CTE Administrators

**FROM:** George R. Willcox, Director, Operations and Accountability

 Office of Career, Technical, and Adult Education

## SUBJECT: Perkins V State Negotiated Levels of Performance for 2019-2020

During the 2019-2020 Perkins V transition year, the 2018-2019 Perkins IV state levels of performance for the core indicators in career and technical education (CTE) programs will remain the same. The following pages contain: (1) list of core indicators, state negotiated levels of performance for program year 2019-2020, and the data collection sources; (2) the performance measures and data definitions; and (3) common terms and definitions associated with the Perkins IV Performance Standards and Measures Accountability System for Virginia.

If you have any questions, please contact the CTE staff at CTE@doe.virginia.gov or by telephone at (804) 786-4206.

GRW/aab

Attachments

# **Perkins Performance Measures (2019-2020 Virginia Agreed-Upon Performance Levels)**

| **Core Indicator****Code** | **Core Indicator of Performance** | **State****Negotiated Levels of Performance2019-2020** | **Data Collection Source** |
| --- | --- | --- | --- |
| 1S1 | Academic Attainment English: Reading | 87.00%**\*** | * End-of-Course (EOC) Standard of Learning Test Scores
 |
| 1S2 | Academic AttainmentMathematics (Highest level) | 87.00%**\*** | * End-of-Course (EOC) Standard of Learning Test Scores
 |
| 2S1 A | Technical Skills AttainmentStudent Competency Rate | 93.00% | * Final Completer Demographics Report (CDR)
 |
| 2S1 B | Completers Participating in Credentialing Tests | 85.00% | * Career and Technical Education Credential Collection (CTECC)
 |
| 2S1 C | Test Takers (Completers) Passing Credentialing Tests  | 85.00% | Blank Cell |
| 2S1 D | Completers Passing Credentialing Tests | 78.00% | Blank Cell |
| 2S1 E | Completers Who Passed a Credentialing Test *Plus* Completers Who Earned an Advanced Studies Diploma and Did Not Pass a Credentialing Test | 81.00% | Blank Cell |
| **Information Indicator** | — Completers Who Earned an Advanced Studies Diploma *and* Passed a Credentialing Test | Not Applicable | Blank Cell |
| 3S1 | Secondary Program Completion Rate | 97.00% | * Final Completer Demographics Report (CDR)
* EOY SRC Dropout Report
 |
| 4S1 | Graduation Rate | 94.00% | * Final Completer Demographics Report (CDR)
 |
| 5S1 TR | Transition Rate from Secondary School to Postsecondary Education, Employment, or Military | 94.00% | * CTE Follow-Up Survey of Program Completers
 |
| 5S1 RR | Program Completer Survey Response Rate | 75.00% | * CTE Follow-Up Survey of Program Completers
 |
| 6S1 | Nontraditional Career Preparation Enrollment | 31.75% | * Secondary Enrollment Demographics Form (SEDF)
 |
| 6S2 | Nontraditional Career Preparation Completion | 28.10% | * Final Completer Demographics Report (CDR)
 |

\*Based on Virginia’s Annual Measurable Objectives (AMO) for all students under the ESEA Act, flexibility waivers were granted by the United States Department of Education (USED) in March 2013. Reading - Calculated based on results of the new statewide reading assessments administered for the first time during the 2012-2013 school year. Mathematics - Calculated in fall 2012 based on results of new statewide mathematics assessments administered the first time during the 2011-2012 school year. In July 2014, the USED approved the extension of Virginia's ESEA flexibility waiver based on revised methodology. In 2015, ESEA was signed into law. Virginia’s ESEA plan was approved on May 18, 2018..

# Perkins Performance Measures and Data Definitions for 2019-2020

**1S1—Academic Attainment rate for English: Reading equals the pass rate percentage of CTE students on the Standards of Learning (SOL) End-of-Course (EOC) English: Reading test (Reported by Responsible Division)**

**Numerator:** Number of CTE completers who have met the proficient or advanced level on the statewide high school EOC English: Reading assessment based on the scores that were included in the school division's computation of Annual Measurable Objectives (AMO) and who, in the reporting year, left secondary education

**Denominator:** Number of CTE completers who took the SOL assessments in EOC English: Reading whose scores were included in the school division's computation of AMO and who, in the reporting year, left secondary education

**1S2—Academic Attainment rate for mathematics equals the pass rate percentage of CTE students on the SOL EOC mathematics test (Reported by Responsible Division)**

**Numerator:** Number of CTE completers who have met the proficient or advanced level on the statewide high school EOC mathematics assessment (highest level) based on the scores that were included in the school division's computation of AMO and who, in the reporting year, left secondary education

**Denominator:** Number of CTE completers who took the SOL assessments in EOC mathematics (highest level) whose scores were included in the school division's computation of AMO and who, in the reporting year, left secondary education

**2S1—Technical Skills Attainment: Rate for School Divisions is calculated by the Virginia Department of Education (Reported by CTE Serving Division)**

A. Student Competency Rate from EOY SRC (CTE Completers)

**Numerator:** Number of CTE completers who attained a satisfactory rating (one of the three highest marks) on the Student Competency Rating (SCR) scale on at least 80 percent of the required (essential) competencies in a CTE course

**Denominator:** Number of CTE completers

B. Participation Rate Percentage of CTE Completers Taking External Credentialing Tests

**Numerator:** Number of CTE completers who participated in an approved external examination

**Denominator:** Number of CTE completers

C. Passing Rate of CTE Completers Taking External Credentialing Tests

**Numerator:** Number of CTE completers who passed an approved external examination

**Denominator:** Number of CTE completers taking external credentialing tests

D. Completers Passing Credentialing Tests

**Numerator:** Number of CTE completers who passed an approved external examination

**Denominator:** Number of CTE completers

E. CTE Completers who Passed a Credentialing Test Plus Completers Who Earned an Advanced Studies Diploma and Did Not Pass a Credentialing Test

**Numerator:** Number of CTE completers passing a credentialing test plus the number of CTE completers earning an Advanced Studies Diploma without passing a credentialing test

**Denominator:** Number of CTE completers

**Information Indicator:** CTE Completers Who Earned an Advanced Studies Diploma and Passed a Credentialing Test

**Numerator:** Number of CTE completers earning an Advanced Studies Diploma and passing a credentialing test

**Denominator:** Number of CTE completers

**3S1—Secondary Program Completion Rate (Reported by Responsible Division)**

**Numerator:** Number of CTE completers who earned a secondary school diploma, a High School Equivalency (HSE) program (formerly General Educational Development [GED]) credential, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the school division) during the reporting year

**Denominator:** Number of CTE completers who left secondary education during the reporting year

**4S1—Secondary School Student Graduation Rate (Reported by CTE Serving Division)**

**Numerator:** Number of CTE completers who earned an Advanced Studies, International Baccalaureate, or Standard Diploma

**Denominator:** Number of CTE completers who earned a secondary school diploma, a High School Equivalency (HSE) program (formerly General Educational Development [GED]) credential, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the school division) during the reporting year

**5S1—Transition Rate from Secondary School to Postsecondary Education, Employment, or Military (Reported by CTE Serving Division)**

**Numerator:** Number of CTE completers who left secondary education during the prior year and were enrolled in postsecondary education or advanced training, military service, or employment

**Denominator:** Number of CTE completers who left secondary education during the prior year

**5S1—CTE Completer Response Rate (Reported by CTE Serving Division)**

**Numerator:** Number of CTE completers who responded completely to the Follow-Up Survey of Program Completers

**Denominator:** Number of CTE completers who left secondary education during the prior year

**6S1—Nontraditional Career Preparation Enrollment (Reported by CTE Serving Division)**

**Numerator:** Number of CTE enrollees from underrepresented gender groups who participated during the reporting year in a program that leads to employment in nontraditional fields

**Denominator:** Number of CTE enrollees during the reporting year in a program that leads to employment in nontraditional fields

**6S2—Nontraditional Career Preparation Completion (Reported by CTE Serving Division)**

**Numerator:** Number of CTE completers from underrepresented gender groups who, during the reporting year, completed a program that leads to employment in nontraditional fields

**Denominator:** Number of CTE completers during the program year of a program that leads to employment in nontraditional fields

# Perkins Common Terms and Definitions for 2019-2020

| **Term** | **Definition** |
| --- | --- |
| Career Pathway | A career pathway represents a common set of skills and knowledge, both academic and technical, necessary to pursue a full range of career opportunities ranging from entry level to management, including technical and professional careers. |
| Certification/LicensureAssessments | Completion of certain skill sets and coursework enables students to participate in the Virginia Board of Education-approved assessments for industry certifications, state licenses, and/or occupational competency skills certifications. Students who earn these credentials are eligible to earn verified credits toward graduation requirements. Students are required to earn a Board-approved CTE credential to graduate with a Standard Diploma. |
| Completer | A CTE completer is a student who has met the requirements for a CTE concentration (sequence) and all requirements for high school graduation, or an approved alternative education program. NOTE: Students may take additional CTE courses that will enhance their career pathway goals. |
| Concentration  | A concentration is a coherent sequence of state-approved courses as identified in the course listings within the web-based Administrative Planning Guide (APG). |
| CTE Serving Division | The “CTE Serving Division” is where a student was first reported with a CTE Finisher Code of 1 or 5 in the SRC. |
| CTE Serving School | The “CTE Serving School” is where a student was first reported with a CTE Finisher Code of 1 or 5 in the SRC. CTE Serving Schools can include Regional CTE Centers, Division-Level CTE Centers, Governor’s STEM Academies, and Governor’s Health Sciences Academies.  |
| CTE Data-Reporting School Year | September 1 through August 31 (fall, spring, and summer). |
| Enrollee | An enrollee is a student in grades 6-12 who is enrolled in a state-approved CTE course. |
| Finisher | A finisher is a secondary (high school) student who has earned two or more standard credits for state-approved courses in a CTE program. |
| Leaver | A leaver is a secondary (high school) student who was enrolled in a CTE program and either transferred to another school or dropped out of school without graduating. |
| Responsible Division | The “Responsible Division” is where (a) the student resides, (b) the student attends a school through open enrollment, *or* (c) tuition is waived.NOTE: The Responsible Division must report the records of students when the Serving Division number is greater than 218 or not equal to 900. |
| Serving Division | The “Serving Division” is the division or agency that provides services to the student.NOTE: Only a division whose code number is less than or equal to 218, or is equal to 900, will submit a report to the VDOE. If the Serving Division number is greater than 218 or not equal to 900, the Responsible Division must report the records of those students. |
| Special Populations | Special populations are individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individual; youth in the foster care system; and youth with a parent in the military. |
| Specialization | A specialization is a student choice to take additional courses beyond a minimum completer course sequence in a specific career cluster area related to his/her career pathway. |