

Understanding Perkins V Federal Performance Indicators

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PUBLIC INSTRUCTION
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Perkins V Performance Indicators

Under Perkins V, states are required to annually report on the core performance indicators.

Create a data team to review Perkins data before the December Snapshot.



Eight Performance Indicators

Code	Performance Indicator
1S1	Four-year Graduation Cohort Rate
1S2	Seven-year Graduation Cohort Rate
2S1	Academic Proficiency in Reading/Language Arts
2S2	Academic Proficiency in Mathematics
2S3	Academic Proficiency in Science
3S1	Post-Program Placement
4S1	Nontraditional Program Concentration
5S3	Participated in Work-based Learning

Perkins indicators
measure performance
of CTE concentrators



1S1: Four-year Graduation Cohort Rate

Definition:

The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate as defined in ESEA.



1S1: Four-year Graduation Cohort Rate

Numerator	Number of CTE concentrators in the cohort who graduated within four years with a regular high school diploma
Denominator	Number of CTE concentrators who form the adjusted four-year cohort for the graduating class



1S2: Seven-year Graduation Cohort Rate

Definition:

The percentage of CTE concentrators who graduated high school, as measured by the seven-year adjusted cohort graduation rate as defined in ESEA.



1S2: Seven-year Graduation Cohort Rate

Numerator	Number of CTE concentrators in the cohort who graduated within seven years with a regular high school diploma
Denominator	Number of CTE concentrators who form the adjusted seven-year cohort for the graduating class

*2020-2021 Indicator 1S2 results are not calculated because CTE concentrator data was not available for the applicable seven-year graduation cohort for 2020-2021. The seven-year cohort data will be available after the December 2022 snapshot and will be based on 2021-2022 data.



2S1, 2S2, 2S3: Proficiency in Academic Assessments

Definition:

CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA, as measured by the academic assessments described in ESEA.



2S1, 2S2, 2S3: Proficiency in Academic Assessments

	<u>Numerator:</u>	<u>Denominator:</u>
	Number of CTE senior concentrators who took the:	Number of CTE senior concentrators who took the:
2S1	ACT English Language Arts Assessment in grade 11 and tested proficient and above	ACT English Language Arts Assessment in grade 11
2S2	ACT Mathematics Assessment in grade 11 and tested proficient and above	ACT Mathematics Assessment in grade 11
2S3	ACT Science Assessment in grade 11 and tested proficient and above	ACT Science Assessment in grade 11



3S1: Post-program Placement

Definition:

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 under the National and Community Service Act, are volunteers in the Peace Corps, or are employed



3S1: Post-program Placement

Numerator	Number of CTE concentrators who graduated in the previous school year with a positive outcome follow-up
Denominator	Number of CTE concentrators who graduated in the previous school year with a follow-up response



4S1: Non-traditional Program Concentration

Definition:

The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.



4S1: Non-traditional Program Concentration

Numerator	Number of CTE concentrators from underrepresented gender groups in CTE program(s) that lead to non-traditional field
Denominator	Number of CTE concentrators in CTE program(s) that leads to a non-traditional field



5S3: Work-based Learning Participation

Definition:

The percentage of CTE concentrators graduating from high school having participated in work-based learning.



5S3: Work-based Learning Participation

Numerator	Number of CTE concentrators who graduated with a regular high school diploma in the academic year having participated in work-based learning at some time during high school
Denominator	Number of CTE concentrators who graduated with a regular high school diploma in the academic year



Remember, if the fiscal agent missed any of these indicators, you must submit a program improvement plan...

[CTE Data webpage](#)



Thank you

