

DEPARTMENT OF EDUCATION
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Richmond, Virginia 23218-2120
CAREER AND TECHNICAL EDUCATION MEMO NO. 114-17

DATE: July 31, 2017

TO: CTE Administrators

FROM: Lolita B. Hall, Director
Office of Career, Technical, and Adult Education

SUBJECT: Perkins IV State Negotiated Levels of Performance for 2017-2018

In compliance with the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), school divisions are required to meet or exceed state levels of performance for the core indicators in career and technical education (CTE) programs. The following pages contain: (1) list of core indicators, state negotiated levels of performance for program year 2017-2018, 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 data management team, Office of Career, Technical, and Adult Education at CTE@doe.virginia.gov or by telephone at (804) 786-4206.

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Attachments

**Perkins IV Performance Measures
(2017-2018 Virginia Agreed Upon Performance Levels)**

Core Indicator Code	Core Indicator of Performance	State Negotiated Level of Performance 2017-2018	Data Collection Source
1S1	Academic Attainment English: Reading	85.00%*	<ul style="list-style-type: none"> End-of-Course (EOC) Standard of Learning Test Scores
1S2	Academic Attainment Mathematics (Highest level)	85.00%*	<ul style="list-style-type: none"> End-of-Course (EOC) Standard of Learning Test Scores
2S1	Technical Skills Attainment A. Student Competency Rate	92.00%	<ul style="list-style-type: none"> Final Completer Demographics Report (CDR) Career and Technical Education Credential Collection (CTECC)
	B. Completers Participating in Credentialing Tests	82.00%	
	C. Test Takers (Completers) Passing Credentialing Tests	83.00%	
	D. Completers Passing Credentialing Tests	75.00%	
	E. Completers who passed a credentialing test <i>plus</i> Completers who earned an Advanced Studies Diploma and did not pass a credentialing test	78.00%	
	Information Indicator —Completers who earned an Advanced Studies Diploma <i>and</i> passed a credentialing test	Not Applicable	
3S1	Secondary Program Completion Rate	96.50%	<ul style="list-style-type: none"> Final Completer Demographics Report (CDR) End-of-Year Student Record Collection Drop-out Report
4S1	Graduation Rate	93.50%	<ul style="list-style-type: none"> Final Completer Demographics Report (CDR)
5S1	Transition Rate from Secondary School to Postsecondary Education, Employment, or Military	93.50%	<ul style="list-style-type: none"> CTE Follow-Up Survey of Program Completers
	Program Completer Survey Response Rate	75.00%	<ul style="list-style-type: none"> CTE Follow-Up Survey of Program Completers
6S1	Nontraditional Career Preparation Enrollment	31.50%	<ul style="list-style-type: none"> Secondary Enrollment Demographics Form (SEDF)
6S2	Nontraditional Career Preparation Completion	28.00%	<ul style="list-style-type: none"> 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 USDOE 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 for the first time during the 2011-2012 school year. In July 2014, USDOE approved the extension of Virginia's ESEA flexibility waiver based on revised methodology.

Perkins IV Performance Measures and Data Definitions

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 End-of-Year (EOY) Student Record Collection (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

Perkins IV Performance Measures and Data Definitions (continued)

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)/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)/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 completed during the reporting year 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 IV Common Terms and Definitions

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/Licensure Assessments	Completion of certain skill sets and coursework enables students to participate in the 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. Beginning in 2013-2014, first time ninth-grade students (graduation class of 2017) 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 Student Record Collection.
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 Student Record Collection. 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, 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 student who has earned two (2) or more standard credits for state-approved courses in a CTE program.
Leaver	A leaver is a secondary 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, <i>or</i> (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 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, including foster children; individuals preparing for nontraditional career fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.
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.