

Updated Perkins V Core Performance Indicators (CPIs) – Baselines and Proposed Targets

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Perkins V Core Performance Indicators (CPIs)

Core performance indicators for CTE concentrators at secondary level:

- Four-year Graduation Cohort Rate - **1S1**
- Academic Proficiency in
 - Reading/Language Arts - **2S1**
 - Mathematics – **2S2**
 - Science – **2S3**
- Post-Program Placement – **3S1**
- Nontraditional Program Concentration – **4S1**
- Recognized Postsecondary Credential – **5S1**

Graduation Rate – 1S1

Code	Indicator	Enrolled or Exit Cohort	Numerator	Denominator
1S1	Four-year Graduation Rate	Exiting students	The number of CTE concentrators who graduated from high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2) of the ESSA.

Graduation Rate – 1S1

Perkins Region	Actual Performance			Baseline Simulation	
	2015-16	2016-17	2017-18	2017-18	2018-19
1	98%	96%	97%	97%	98%
2	97%	94%	93%	93%	94%
3	97%	98%	97%	97%	98%
4	98%	98%	97%	97%	96%
5	92%	93%	93%	93%	94%
6	94%	97%	96%	96%	97%
7	95%	93%	93%	94%	94%
9	96%	95%	97%	97%	98%
10	96%	94%	94%	94%	95%
11	94%	94%	94%	94%	94%
12	97%	97%	97%	97%	98%
13	96%	95%	96%	96%	95%
14	96%	96%	96%	96%	96%
15	97%	97%	97%	97%	97%
16	97%	98%	98%	98%	97%
17	97%	96%	98%	98%	98%
18	97%	96%	97%	97%	97%
19	95%	94%	96%	96%	93%
20	98%	95%	97%	97%	97%
21	95%	96%	96%	96%	96%
22	95%	95%	94%	94%	93%
23	96%	96%	96%	96%	96%
24	96%	97%	94%	94%	92%
27	93%	95%	97%	97%	95%
28	96%	96%	99%	99%	98%
29	96%	95%	95%	95%	96%
30	96%	100%	98%	98%	99%
Statewide	96.6%	96.3%	96.6%	96.8%	96.7%

Graduation Rate – 1S1

Year	Statewide Proposed Target
2016-2017	95.00%
2017-2018	95.00%
2018-2019	95.00%
2020-2021	<i>95.00%</i>
2021-2022	<i>95.00%</i>
2022-2023	<i>95.00%</i>
2023-2024	<i>95.00%</i>

Academic Attainment in Reading/Language Arts– 2S1

Code	Indicator	Enrolled or Exit Cohort	Numerator	Denominator
2S1	Academic Proficiency in Reading/Language Arts	Exiting students	Number of CTE concentrators who achieved <u>reading/language arts</u> proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act, and who left school in the reporting year.	Number of CTE concentrators who have taken the ESSA assessments in <u>reading / language arts</u> and who left school in the reporting year.

Academic Attainment in Reading/Language Arts– 2S1

Perkins Region	Actual Performance			Baseline Simulation New	
	2015-16	2016-17	2017-18	2017-18	2018-19
1	57%	61%	58%	58%	54%
2	52%	59%	59%	59%	60%
3	53%	72%	67%	69%	64%
4	59%	59%	58%	60%	63%
5	43%	61%	60%	59%	58%
6	44%	61%	58%	59%	57%
7	44%	41%	46%	45%	49%
9	37%	55%	52%	52%	41%
10	36%	54%	52%	52%	56%
11	44%	50%	52%	52%	51%
12	50%	56%	59%	58%	58%
13	49%	59%	58%	60%	55%
14	43%	61%	61%	61%	59%
15	52%	64%	64%	64%	63%
16	43%	59%	59%	60%	56%
17	63%	73%	73%	73%	71%
18	47%	65%	67%	67%	63%
19	43%	56%	54%	55%	53%
20	54%	65%	63%	63%	58%
21	49%	50%	51%	52%	50%
22	39%	51%	47%	47%	45%
23	54%	74%	74%	75%	72%
24	23%	30%	27%	25%	28%
27	50%	62%	59%	59%	56%
28	61%	60%	64%	66%	67%
29	45%	58%	58%	59%	55%
30	47%	56%	58%	57%	58%
Statewide	46.9%	59.8%	59.8%	59.9%	57.7%

Academic Attainment in Reading/Language Arts– 2S1

Year	Statewide Proposed Target
2016-2017	51.30%
2017-2018	51.00%
2018-2019	58.00%
2020-2021	<i>58.00%</i>
2021-2022	<i>58.25%</i>
2022-2023	<i>58.50%</i>
2023-2024	<i>58.75%</i>

Academic Attainment in Math – 2S2

Code	Indicator	Enrolled or Exit Cohort	Numerator	Denominator
2S2	Academic Proficiency in Mathematics	Exiting students	Number of CTE concentrators who achieved <u>mathematics</u> proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act, and who left school in the reporting year.	Number of CTE concentrators who have taken the ESSA assessments in <u>mathematics</u> and who left school in the reporting year.

Academic Attainment in Math – 2S2

Perkins Region	Actual Performance			Baseline Simulation New	
	2015-16	2016-17	2017-18	2017-18	2018-19
1	31%	34%	39%	39%	35%
2	28%	31%	31%	32%	33%
3	24%	34%	39%	40%	34%
4	30%	30%	28%	29%	39%
5	21%	29%	30%	29%	34%
6	20%	28%	30%	30%	31%
7	15%	19%	22%	21%	23%
9	20%	23%	22%	21%	16%
10	18%	29%	27%	27%	33%
11	18%	24%	27%	28%	27%
12	21%	33%	36%	36%	36%
13	24%	35%	33%	34%	36%
14	21%	33%	35%	36%	33%
15	28%	34%	35%	35%	36%
16	23%	33%	32%	33%	33%
17	35%	48%	47%	48%	50%
18	29%	43%	45%	44%	44%
19	20%	29%	27%	27%	30%
20	27%	36%	33%	34%	28%
21	25%	26%	26%	28%	25%
22	16%	23%	24%	24%	20%
23	37%	56%	57%	60%	54%
24	8%	10%	9%	9%	9%
27	26%	34%	34%	33%	31%
28	34%	33%	36%	38%	42%
29	25%	35%	34%	33%	33%
30	20%	31%	30%	28%	32%
Statewide	24.8%	34.3%	34.4%	34.4%	34.7%

Academic Attainment in Math – 2S2

Year	Statewide Proposed Target
2016-2017	27.00%
2017-2018	25.20%
2018-2019	34.00%
2020-2021	<i>34.00%</i>
2021-2022	<i>34.25%</i>
2022-2023	<i>34.50%</i>
2023-2024	<i>34.75%</i>

Academic Attainment in Science – 2S3

Code	Indicator	Enrolled or Exit Cohort	Numerator	Denominator
2S1	Academic Proficiency in Science	Exiting students	Number of CTE concentrators who achieved <u>science</u> proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act, and who left school in the reporting year.	Number of CTE concentrators who have taken the ESSA assessments in <u>science</u> and who left school in the reporting year.

*Michigan requested and was approved for a waiver to submit baseline and SDPLs for the Science indicator in April 2021.

Placement Rate – 3S1

Code	Indicator	Enrolled or Exit Cohort	Numerator	Denominator
3S1	Post-Program Placement	Exiting students	The number of CTE concentrators who took the survey, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.	The number of CTE concentrators who left secondary education during the reporting year and who took the survey.

Placement Rate – 3S1

❖ CTE Completers only

Perkins Region	Baseline Simulation New	
	2017-18	2018-19
1	97.0%	94.6%
2	97.0%	95.6%
3	92.0%	93.5%
4	94.0%	97.3%
5	93.0%	96.2%
6	95.0%	94.9%
7	94.0%	93.8%
9	96.0%	96.5%
10	95.0%	94.4%
11	91.0%	91.3%
12	98.0%	97.2%
13	96.0%	98.5%
14	97.0%	96.8%
15	96.0%	96.1%
16	97.0%	96.9%
17	99.0%	99.7%
18	97.0%	97.8%
19	94.0%	94.9%
20	97.0%	99.1%
21	96.0%	92.2%
22	93.0%	95.2%
23	97.0%	98.2%
24	93.0%	96.0%
27	96.0%	96.9%
28	97.0%	97.5%
29	97.0%	96.0%
30	97.0%	95.3%
Statewide	96.5%	96.4%

Placement Rate – 3S1

Year	3S1 Statewide Proposed Target
2020-2021	<i>95.00%</i>
2021-2022	<i>95.00%</i>
2022-2023	<i>95.00%</i>
2023-2024	<i>95.00%</i>

Nontraditional Concentration – 4S1

Code	Indicator	Enrolled or Exit Cohort	Numerator	Denominator
4S1	Nontraditional Program Concentration	Active / Enrolled	Number of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study, that lead to nontraditional fields.	Number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field, during the reporting year.

Nontraditional Concentration – 4S1

Perkins Region	Baseline Simulation	
	2017-18	2018-19
1	10%	11%
2	12%	13%
3	15%	19%
4	18%	23%
5	21%	22%
6	18%	19%
7	22%	22%
9	29%	27%
10	20%	20%
11	23%	23%
12	16%	16%
13	18%	18%
14	20%	19%
15	21%	22%
16	17%	17%
17	14%	12%
18	17%	16%
19	19%	19%
20	17%	16%
21	23%	25%
22	23%	21%
23	18%	19%
24	18%	24%
27	20%	18%
28	21%	22%
29	16%	17%
30	19%	18%
Statewide	18.9%	19.1%

Nontraditional Concentration – 4S1

Year	4S1 Statewide Proposed Target
2020-2021	19.00%
2021-2022	19.25%
2022-2023	19.50%
2023-2024	19.75%

Program Quality Indicator – 5S1

Code	Indicator	Enrolled or Exit Cohort	Numerator	Denominator
5S1	Recognized Postsecondary Credential	Exiting students	Number of CTE concentrators who graduated from high school having attained a recognized postsecondary credential.	Number of CTE concentrators who graduated from high school.

Credential Attainment– 5S1

- From 2017-18 VISTA datasets from CEPI: 225 students have any level of postsecondary awards.
- From 2017-18 technical skill assessment (2S1) data: 785 have passed the assessments, only available for partial CIPs (11.0901; 15.1301; 46.0303; 48.0508; 43.0100; 51.0000).
- Totally $225+785=$ 1,010 students out of 30,052 concentrators (under new definition) have attained recognized credentials (3.4%).

Credentials for Baseline Simulation

- Credentials used for baseline simulation from 2017-18 technical skill assessment (2S1) data:

CIP CODE	PROGRAM	VENDOR	ASSESSMENT
11.0901	Computer Systems Networking and Telecommunications	<ul style="list-style-type: none"> • CompTIA • LPI • Certiport • CISCO 	<ul style="list-style-type: none"> • IT Certifications • CompTIA: IT Fundamentals, A+, Network+, Linux+, Security+ • LPI: Linux Essentials, Linux 1,2,3 • Certiport: MTA, IC3 • CISCO: CCENT
15.1301	Drafting and Design Technology/Architectural	<ul style="list-style-type: none"> • Certiport 	<ul style="list-style-type: none"> • Autodesk Certified User Certification
46.0303	Line Worker	<ul style="list-style-type: none"> • Assessment Systems 	<ul style="list-style-type: none"> • Energy Industry Fundamentals (EIF)
48.0508	Welding, Brazing and Soldering	<ul style="list-style-type: none"> • American Welding Society 	<ul style="list-style-type: none"> • Sense Certification
43.0100	Public Safety/ Protective Services	<ul style="list-style-type: none"> • Firefighter I & II Certifications 	<ul style="list-style-type: none"> • Firefighter I & II Certifications
26.0102 51.0000 51,1000 51.0707	Health Science	<ul style="list-style-type: none"> • Pearson VUE – National Registry of Emergency Medical Technicians • Certified Nurse Assistant Exam • Prometric 	<ul style="list-style-type: none"> • EMT Certification • Certified Nurse Assistant (CNA)

Credential Attainment– 5S1

Year	5S1 Statewide Proposed Target
2020-2021	3.00%
2021-2022	5.50%
2022-2023	7.50%
2023-2024	10.00%