

Perkins V Career-Technical Planning District Performance Indicator Simulations

Perkins V requires states to determine performance measures to reflect core indicators of performance for CTE concentrators at the secondary level. Indicators of performance under Perkins V should be valid and reliable. Simulations of several performance indicators are provided at the Career-Technical Planning District (CTPD) and student subgroup level so that CTPDs can begin to evaluate and set performance standards. The simulated Perkins V performance indicators will ensure the state of Ohio's indicators of performance for Perkins V are reliable, valid and allow for transparency during the process.

Data Notes:

- To allow for effective planning, the data contained in the simulations are not masked. For student privacy, the data **must not** be released or discussed in detail with stakeholders. Only staff employed by the CTPD lead district should be provided access to the simulated data.
- Data reflected in each simulation are preliminary and subject to change. Data should not be considered as CTPD report card reports. CTPD report card reports for the 2020-2021 school year will be made available to CTPD lead districts at a later date.
- Student subgroup and special population rows with no data indicate there were no students in the subgroup for the indicator.

Simulations include:

- CTPD student subgroup and special population level Technical Skill Attainment
- CTPD student subgroup and special population level Work-Based Learning for the Perkins Work-Based Learning Performance Indicator
- CTPD student subgroup and special population level Work-Based Learning for the State CTPD report card Career & Post-Secondary Readiness Component
- CTPD student subgroup level 4yr Graduation Rate
- CTPD student subgroup and special population level 5yr Graduation Rate
- CTPD student subgroup and special population level Non-traditional Program Enrollment

All measures are calculated at the CTPD student subgroup and special population level. Student subgroups and special populations included are those required by Perkins V:

- All Students
- Race/Ethnicity
- Gender

- Students with Disabilities
- Economic Disadvantage
- English Language Learners
- Foster
- Homeless
- Migrant
- Military
- Single Parents
- Non-traditional Concentrators

More detailed descriptions of the simulations created for each CTPD are listed below:

Technical Skill Attainment Passage:

The Ohio Department of Education calculates summative technical assessment benchmarks and scores for each student across all aligned course-level assessment records reported for the student.

Calculation and Methodology: All students who were reported as concentrators in the 2019-2020 school year who also completed an aligned workforce development course in the reporting LEA in the year, or, were derived as concentrators in a program for which there is an aligned technical assessment are included in Technical Skill Attainment. Only students who have taken at least one course-level technical assessment aligned to their program are included in Technical Skill Passage. Students are included in the calculation for any district in which they were concentrators in the year and as a result can count in more than one CTPD. If students are concentrators in more than one program of concentration in more than one-member district within a CTPD, the program in which the student has the highest summative score is chosen for inclusion in the CTPD calculations.

The calculation of a student's summative score includes all current and prior year assessment records reported that are aligned to their program of concentration. The highest of all scores is factored into the calculation if an assessment is retaken. Equivalency scores from aligned CCP courses, course grades reported during the 2019-2020 school year and in lieu of industry recognized credentials are factored into the calculation.

Numerator: The number of career-technical education concentrators in the reporting year who were calculated as proficient or higher in technical skill assessments aligned with their program of concentration.

Denominator: The number of career-technical education concentrators in the reporting year who participated in technical assessments aligned to their program of concentration

Notes:

*The calculation of Technical Skill Passage excludes students who were not tested. The Technical Skill Participation measure, which is used for the District Quality Program Reviews and the assignment of the Technical Skill Attainment component grade on the CTPD report cards, evaluates the percentage of students who took technical assessments aligned to their programs of concentration.

*The calculation of Technical Skill Passage excludes students in programs for which there are no aligned technical assessments.

*CTPDs with low simulated technical skill passage rates should work with their member districts to determine if there are EMIS reporting issues.

Work-Based Learning: The percent of CTE Concentrators in the FY20 4-year graduation cohort who participated in a work-based learning experience. Two work-based learning simulations have been created for each CTPD:

- The 4yr graduation cohort who accumulated 250 or more work-based learning hours. This simulation is for the Perkins V Work-Based Learning performance indicator.
- The 4yr graduation cohort with any work-based learning hours. This simulation is for the Career & Post-Secondary Readiness component on the CTPD report cards.

Calculation and Methodology: The work-based learning simulations include students who ever met concentrator status and were in the FY20 4yr graduation cohort. Students who were reported as accumulating work-based learning hours using the Work-Based Learning student program codes elements in EMIS (EMIS element GQ060 values 310040, 310099, 310249, 310499, 310500) are included in the numerator. Students are included in the district in which they were last a CTE concentrator, and in the district with the highest CTE FTE when concentrators in more than one district in their last year in CTE.

Perkins V Work-Based Learning Performance Indicator Simulations:

Numerator: The number of career-technical education concentrators in the 4yr graduation cohort who participated in a minimum of 250 hours of state-defined work-based learning.

Denominator: The total number of career-technical education concentrators in the 4yr graduation cohort.

Career & Post-Secondary Readiness Component Work-Based Learning Simulations:

Numerator: The number of career-technical education concentrators in the 4yr graduation cohort who participated in state-defined work-based learning.

Denominator: The total number of career-technical education concentrators in the 4yr graduation cohort.

Notes: CTPDs with low simulated work-based learning rates should work with their member districts to determine if there are EMIS reporting issues.

Four-Year Graduation Rate: The percent of CTE concentrators who graduated within four years of starting 9th grade.

Calculation and Methodology: The 4yr graduation rate includes students who ever met concentrator status and are part of the FY20 4yr graduation cohort. Students who were reported as concentrators under Perkins IV and those who met Perkins V concentrator status in FY20 are included in the measure. Students are included in the district in which they were last a CTE concentrator, and in the district with the highest CTE FTE when concentrators in more than one district in their last year in CTE.

Numerator: CTE concentrators who graduated within 4 years of starting 9th grade

Denominator: All CTE concentrators in the FY20 4yr graduation cohort

Five-Year Graduation Rate: The percent of CTE concentrators who graduated with five years of starting 9th grade.

Calculation and Methodology: The 5yr graduation rate includes students who ever met concentrator status and are part of the FY19 5yr graduation cohort. Students who were reported as concentrators under Perkins IV are included in the measure. Students are included in the district in which they were last a CTE concentrator, and in the district with the highest CTE FTE when concentrators in more than one district in their last year in CTE.

Numerator: CTE Concentrators who graduated within 5 years of starting 9th grade

Denominator: All CTE concentrators in the FY19 5yr graduation cohort

Non-Traditional Program Enrollment: The percent of students who were CTE concentrators during the 2020 school year who were enrolled in a program that leads to employment in fields not traditional for their gender.

Calculation and Methodology: The non-traditional program enrollment measure includes only those students enrolled in career-tech programs that are designated as non-traditional for a gender group. Students enrolled in programs with neutral gender status are excluded from the calculation. Programs are deemed non-traditional for a gender if they lead to a profession for which less than 25% of the field is comprised of a gender.

All students who were reported as concentrators in FY20 who also completed an aligned workforce development course in the reporting LEA in the year, or, were derived as concentrators in a program with a non-traditional designation are included. Students are included in any district in which they were concentrators in the year and as a result can count in more than one CTPD.

For a list of non-traditional program designations, please reference the FY20 CTE Program and Assessment Matrix available on the Ohio Department of Education Career-Technical Education website. The Non-traditional program designations are reviewed and updated periodically by the Office of Career-Technical Education based upon federal guidance. The non-traditional program designations that apply in a year are those listed in the CTE Program and Assessment Matrix for the reporting year.

Numerator: The number of career-technical education concentrators in FY20 enrolled in programs that lead to employment that is non-traditional for their gender.

Denominator: The number of career-technical education concentrators in FY20 enrolled in programs with non-traditional designations.