

Perkins V Secondary Measure Indicator Definitions

Indicator Code	Indicator Name	Indicator Description	Enrolled or Exit Cohort	Numerator Definition	Denominator Definition
1S1	Four-Year Graduation Rate (4-year Cohort)	The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of the ESEA.	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.
2S1	Academic Proficiency in Reading/ Language Arts	CTE concentrator 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 in reading/language arts as described in section 1111(b)(2) of such Act. (See Perkins V State Plan webpage under State Level Resources for additional info).	Active/ Enrolled	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; whose scores were included in the computation of the State's secondary education Academic Achievement indicator.	Number of CTE concentrators who took the ESEA assessments in <u>Reading/Language Arts</u> whose scores were included in the program year in the State's computation of AYP measure for <u>Reading/Language Arts</u> .
2S2	Academic Proficiency in Mathematics	CTE concentrator 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 in mathematics as described in section 1111(b)(2) of such Act. (See Perkins V State Plan webpage under State Level Resources for additional info).	Active/ Enrolled	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; whose scores were included in the computation of the State's secondary education Academic Achievement indicator.	Number of CTE concentrators who took the ESEA assessments in <u>Mathematics</u> whose scores were included in the program year in the State's computation of AYP measure for <u>Mathematics</u> .
2S3	Academic Proficiency in Science	CTE concentrator 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 in science as described in section 1111(b)(2) of such Act. (See Perkins V State Plan webpage under State Level Resources for additional info).	Active/ Enrolled	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; whose scores were included in the computation of the State's secondary education Academic Achievement indicator.	Number of CTE concentrators who took the ESEA assessments in <u>Science</u> whose scores were included in the program year in the State's computation of AYP measure for <u>Science</u> .
3S1	Post-Program Placement	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 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.	Exiting Students	The number 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 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 ¹ secondary education during the reporting year.
4S1	Non-Traditional Program Concentration	The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. ²	Active/ Enrolled	Number of CTE concentrators, from <u>underrepresented gender groups</u> , enrolled in career and technical education programs and programs of study, that lead to non-traditional fields.	Number of CTE concentrators enrolled in a CTE program or program of study that leads to a nontraditional field, during the reporting year.
5S3	Program Quality – Work-Based Learning	The percentage of CTE concentrators graduating from high school having participated in work-based learning.	Exiting Students	Number of CTE concentrators who graduated from high school having participated in work-based learning.	Number of CTE concentrators who graduated from high school.

¹ This refers to both scenarios of either a student who has dropped out of high school or has completed secondary education and received a high school diploma.

² A student is counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

(See 2020 Nontraditional Occupations Crosswalk listing- <https://s3.amazonaws.com/PCRN/downloads/2020-Nontraditional-Crosswalk.xlsx>)

Perkins V Postsecondary Measure Indicator Definitions

Indicator Code	Indicator Name	Indicator Description	Enrolled or Exit Cohort	Numerator Definition	Denominator Definition
1P1	Postsecondary Placement	The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in 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 placed or retained in employment.	Exiting Students	Number of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in 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 placed or retained in employment.	Number of CTE concentrators who completed their program in the reporting year.
2P1	Earned Recognized Postsecondary Credential	The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion ³ .	Active/ Enrolled Exiting Students	Number of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.	Number of CTE concentrators who left (dropouts and completers) postsecondary education in the prior reporting year.
3P1	Non-traditional Program Concentration	The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. ⁴	Active/ Enrolled	Number of CTE concentrators, from <u>underrepresented gender groups</u> , who enrolled in career and technical education programs and programs of study that lead to non-traditional fields.	Number of CTE concentrators who enrolled in a CTE program or program of study that leads to a nontraditional field, during the reporting year.

³ A student is counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets “within 1 year of completion” to have the plain meaning of those words: “that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.”

⁴ A student is counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work. (See 2020 Nontraditional Occupations Crosswalk listing- <https://s3.amazonaws.com/PCRN/downloads/2020-Nontraditional-Crosswalk.xlsx>)