# Consortium Levels of Performance\*

## Perkins V Consortium: Riverland

3/24/2021

**State Determined Consortium Levels of Performance: Grant Years 2021-2024**

| **Indicator Name** | **Grant Year 1** | **Grant Year 2** | **Grant Year 3** | **Grant Year 4** |
| --- | --- | --- | --- | --- |
| 1S1: Graduation Rate (4-year) | 92.11% | 92.41% | 92.99% | 94.16% |
| 2S1: Academic Proficiency: Reading/Language Arts | 46.00% | 46.36% | 47.09% | 48.55% |
| 2S2: Academic Proficiency: Mathematics | 45.03% | 45.18% | 45.48% | 46.08% |
| 3S1: Post-Program Placement | 47.20% | 47.26% | 47.38% | 47.62% |
| 4S1: Nontraditional Program Concentration | 40.88% | 41.07% | 41.44% | 42.19% |
| 5S3: Program Quality: Work-Based Learning | 21.06% | 21.10% | 21.19% | 21.37% |
| 1P1: Postsecondary Retention and Placement | 82.12% | 82.64% | 83.68% | 85.76% |
| 2P1: Earned Recognized Postsecondary Credential | 60.97% | 61.25% | 61.82% | 62.96% |
| 3P1: Nontraditional Program Enrollment | 13.16% | 13.27% | 13.48% | 13.90% |

**\***Note: updates made to the secondary accountability on Dec. 2, 2019 include removing Extended (7yr) Graduation Rate (1S2) as well as the Program Quality: Postsecondary-Credit (5S2) performance indicators. Reports will be generated for Extended (7yr) Graduation Rate, and Minnesota Department of Education will continue to explore the feasibility of adding Postsecondary-Credit in the future. Finally, Work-Based Learning (5S3) was added to represent the Program Quality indicator. Updates made on Dec 20, 2019 include removing the Program Quality: TSA/IRC performance indicator. Updates made on Mar 24, 2021 include corrections to 1P1 indicator performance levels.

**Modeled Historical Data by Reporting Year**

| **Indicator Name** | **2011** | **2012** | **2013** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1S1: Graduation Rate (4-year) | 97.39% | 89.15% | 91.13% | 89.57% | 94.55% | 90.62% | 92.55% | 91.82% |  |
| 2S1: Academic Proficiency: Reading/Language Arts |  |  |  |  | 53.97% | 51.55% | 42.78% | 45.64% |  |
| 2S2: Academic Proficiency: Mathematics |  |  |  |  | 38.03% | 37.76% | 39.32% | 44.88% |  |
| 3S1: Post-Program Placement |  |  |  |  |  | 48.18% | 50.50% | 47.14% |  |
| 4S1: Nontraditional Program Concentration |  |  |  |  | 41.74% | 39.08% | 37.91% | 40.70% |  |
| 5S3: Program Quality: Work-Based Learning |  |  |  |  | 11.77% | 16.02% | 14.76% | 21.01% |  |
| 1P1: Postsecondary Retention and Placement |  |  |  | 90.78% | 86.01% | 85.57% | 92.11% | 87.40% | 81.60% |
| 2P1: Earned Recognized Postsecondary Credential |  |  | 55.51% | 57.89% | 60.88% | 57.08% | 60.37% | 61.88% | 60.69% |
| 3P1: Nontraditional Program Enrollment |  |  | 6.43% | 9.79% | 9.48% | 7.06% | 10.53% | 10.64% | 13.06% |

\*Note: Levels of performance are pending approval of the state plan. Grant Year 1 is reported in 2021, Grant Year 2 is 2022, etc. Modeled historical data were created using Perkins V definitions. Years shown in the historical data table are *reporting years*. For all secondary indicators, reporting years are the same as school years. For postsecondary indicators 2P1 and 3P1 reporting years are the last year of the cohort (e.g. reporting year 2013 is cohort 2011-2013). For postsecondary indicator 1P1, reporting years are one year after the last year of the cohort (e.g. reporting year 2014 is cohort 2011-2013.