



Secondary *Proposed* Local Perkins V Targets

Kari-Ann Ediger | Results Measurement-Program Improvement

- State Determined Performance Levels (SDPLs)
- Local State Determined Performance Levels (SDPLs)
- Methods, Context, and National Comparison
- Questions?

State Process

- Current Perkins V State Plan **ends at the end of the 23-24 school year.**
- States must either develop and submit a new plan or continue their current plan.
- With or without revisions to the state plan, **states and local recipients must set new state performance indicator targets for accountability purposes** (SDPLs/State Determined Performance Levels).
- While states cannot adjust targets while *implementing* an Improvement Plan, these are considered **new** targets (so, essentially a reset, but there is a floor for the levels).

Guidelines for Establishing Performance Targets State Determined Performance Levels (SDPL) Years 5-8

New performance targets/SDPLs must:

- Be expressed as a percentage or numerical form.
- Show *continuous meaningful progress* toward improving performance of all career and technical education students.
- Be *higher than the average actual performance of the two most recently completed program years* (Year 2 & 3 of Perkins V).
 - Unless you propose a change due to the “unanticipated circumstances” provision (i.e., change in data collection or data methodology, etc.). This allows you to propose performance targets lower than the baseline/floor (average of recent 2 years actual performance) given you provide details and rationale related to the unanticipated circumstance, etc.
 - *This rule must be applied for each year there are SDPLs.*

Guidelines for Establishing Performance Targets State Determined Performance Levels (SDPL) Years 5-8

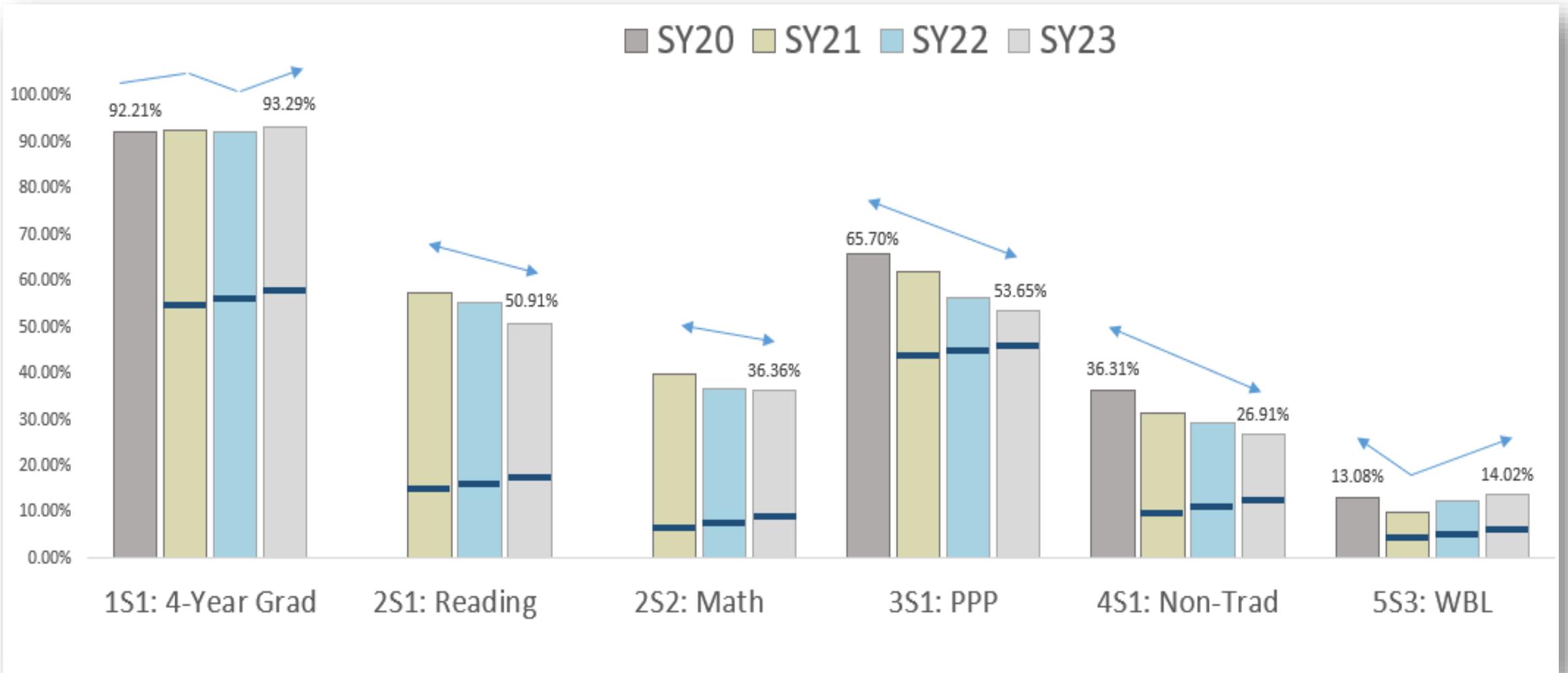
New performance targets/SDPLs must:

- Go through the same types of stakeholder engagement as originally required – i.e., subject to the ***public comment*** process.
- Take into consideration how levels of performance compare with state levels of performance established for **other states**.
- Take into account the extent to which the SDPLs advance the eligible agency's goals as set forth in the state plan.

SDPL Development Timeline

- April 2023 – Regional State Plan planning meeting.
- May – August 2023 – Started data/methodology review; calculated the average of Year 1/Year 2 ; started preparing proposed SDPLs.
- September 2023 – Learned federal expectation to use Year 3 in baseline calculation if possible, so re-calculated averages (based on Years 2/Year 3) and proposed state level SDPLs.
- October/November 2023 – gather input/feedback on proposed SDPLs and SDPL development.
- November/December 2023 - SDPL public comment begins/ends
- April 2024 –release proposed consortium level SDPLs for review by state CTE leaders and consortia leaders.

Secondary: Performance Indicators



Proposed **State** Determined Performance Levels

	SD	Baseline (2022 + 2023)	GY5 (2025)	GY6 (2026)	GY7 (2027)	GY8 (2028)	Annual increase by year & Total Increase
1S1: Graduation Rate (4-year)	1SD	92.69%	92.70%	92.85%	93.01%	93.17%	(.0001) + (.0015) + (.0016) + (.0016) = 0.48%
2S1: Academic Proficiency: Reading/Language Arts	.25SD	53.08%	53.09%	53.31%	53.54%	53.77%	(.0001) + (.0022) + (.0023) + (.0023) = 0.69%
2S2: Academic Proficiency: Mathematics	.50SD	36.46%	36.47%	36.72%	36.98%	37.24%	(.0001) + (.0025) + (.0026) + (.0026) = 0.78%
3S1: Post-Program Placement	.25SD	55.05%	55.06%	55.45%	55.84%	56.23%	(.0001) + (.0039) + (.0039) + (.0039) = 1.18%
4S1: Nontraditional Program Concentration	.25SD	28.14%	28.15%	28.44%	28.73%	29.02%	(.0001) + (.0029) + (.0029) + (.0029) = 0.88%
5S3: Program Quality: Work- Based Learning	1SD	13.18%	13.19%	13.68%	14.18%	14.68%	(.0001) + (.0049) + (.0049) + (.0049) = 1.50%



Local SDPLs

Proposed Local SDPL: Methods

Performance Targets/SDPLs must: Show *continuous meaningful progress* toward improving performance of all career and technical education students.

SY22 Actual	SY23 Actual	Baseline (SY22+SY23)/2
Low (25%)	High (75%)	Baseline (50%) is lower than the SY23 Actual (75%)
High (75%)	Low (25%)	Baseline (50%) is higher than the SY23 Actual (25%)** Opt-Out rate 10% or higher

- According to the guidance, the expectation is to perform at least as high, if not higher, than the last measured level of performance.
- In circumstances where the Baseline was lower than the SY23 Actual level of performance, the positive difference between the SY23 Actual and the Baseline was added to the GY5 SDPL.
- The exception to this rule pertains to Academic Achievement in Reading and/or Math. In cases where a Consortium's Opt-out rate was 10% or higher, the Baseline only plus the GY5 annual increase was implemented.

Proposed **Local** State Determined Performance Levels (SDPL)

	SD	Baseline (2022 + 2023)	Annual increase by year & Total Increase
1S1: Graduation Rate (4-year)	.0027 Slope	2022 + 2023	$(.0027) + (.0027) + (.0027) + (.0027) = 1.08\%^*$
2S1: Academic Proficiency: Reading/Language Arts	.25SD	2022 + 2023	$(.0001) + (.0022) + (.0023) + (.0023) = 0.69\%^{**}$
2S2: Academic Proficiency: Mathematics	.50SD	2022 + 2023	$(.0001) + (.0025) + (.0026) + (.0026) = 0.78\%^{**}$
3S1: Post-Program Placement	.25SD	2022 + 2023	$(.0001) + (.0039) + (.0039) + (.0039) = 1.18\%^*$
4S1: Nontraditional Program Concentration	.25SD	2022 + 2023	$(.0001) + (.0029) + (.0029) + (.0029) = 0.88\%^*$
5S3: Program Quality: Work- Based Learning	2.00%	2022 + 2023	$(.0050) + (.0050) + (.0050) + (.0050) = 2.00\%^*$

*SDPL = Baseline + Difference (SY23-Baseline) + annual increase.

**SDPL = Baseline + Difference (SY23-Baseline) + annual increase. With the exception any Consortia experiencing a 10% of higher Opt-Out rate, in which case the lower Baseline + the annual increase is implemented.

Proposed Local State Determined Performance Levels

*SDPL = Baseline + Difference (SY23-Baseline) + annual increase. For those whose SY23 Actual is higher than the baseline.
 **SDPL = Baseline + Difference (SY23-Baseline) + annual increase. For those whose SY23 Actual is higher than the Baseline, with the exception any Consortia experiencing a 10% of higher Opt-Out rate, in which case the lower Baseline + the annual increase is implemented.

	Baseline (2022 + 2023) (ie. Baseline + SY23diff = 0)	Baseline + SY23diff
1S1: Graduation Rate (4-year)	2	21*
2S1: Academic Proficiency: Reading/Language Arts	19	4* (5 eligible**)
2S2: Academic Proficiency: Mathematics	20	3* (10 eligible**)
3S1: Post-Program Placement	15	8*
4S1: Nontraditional Program Concentration	18	5*
5S3: Program Quality: Work-Based Learning	7	16*

Out-Out Percentages, by Consortium

Reading

Consortium	%OptOut_TotalEnroll	CountRefusedParent	CountRefusedStudent
Minneapolis	27%	331	266
St. Paul	18%	427	26
Dakota County	17%	359	37
Riverland	16%	198	10
Northeast Metro	15%	1030	260
Oak Land	12%	465	196
Southwest Metro	12%	495	100
South Central	12%	357	54
Great River	10%	412	121
Mid-Minnesota	10%	142	45
Hennepin West	9%	523	71
True North Stars	8%	92	16
South Metro	8%	266	36
Southeast	7%	127	13
Lake Superior	7%	93	24
Runestone	7%	44	3
Central Lakes	5%	74	32
Lakes Country	4%	84	7
North Country-NW	4%	36	5
Pine to Prairie	4%	37	10
Rochester-ZED	4%	24	4
Minnesota West	2%	51	11
Pine Technical	2%	14	0

Mathematics

Consortium	%OptOut_TotalEnroll	CountRefusedParent	CountRefusedStudent
Minneapolis	39%	481	414
St. Paul	29%	645	60
Northeast Metro	23%	1282	656
Riverland	23%	250	19
Dakota County	23%	473	76
Southwest Metro	21%	872	193
Oak Land	20%	720	355
South Central	17%	447	115
Hennepin West	15%	819	107
Mid-Minnesota	13%	172	71
Great River	13%	457	214
Runestone	11%	72	3
Southeast	11%	185	26
Lake Superior	10%	123	45
South Metro	9%	323	33
Pine Technical	8%	43	1
Central Lakes	8%	78	76
North Country-NW	7%	41	25
Lakes Country	7%	121	20
Rochester-ZED	7%	36	15
True North Stars	5%	59	12
Minnesota West	4%	72	30
Pine to Prairie	4%	45	2

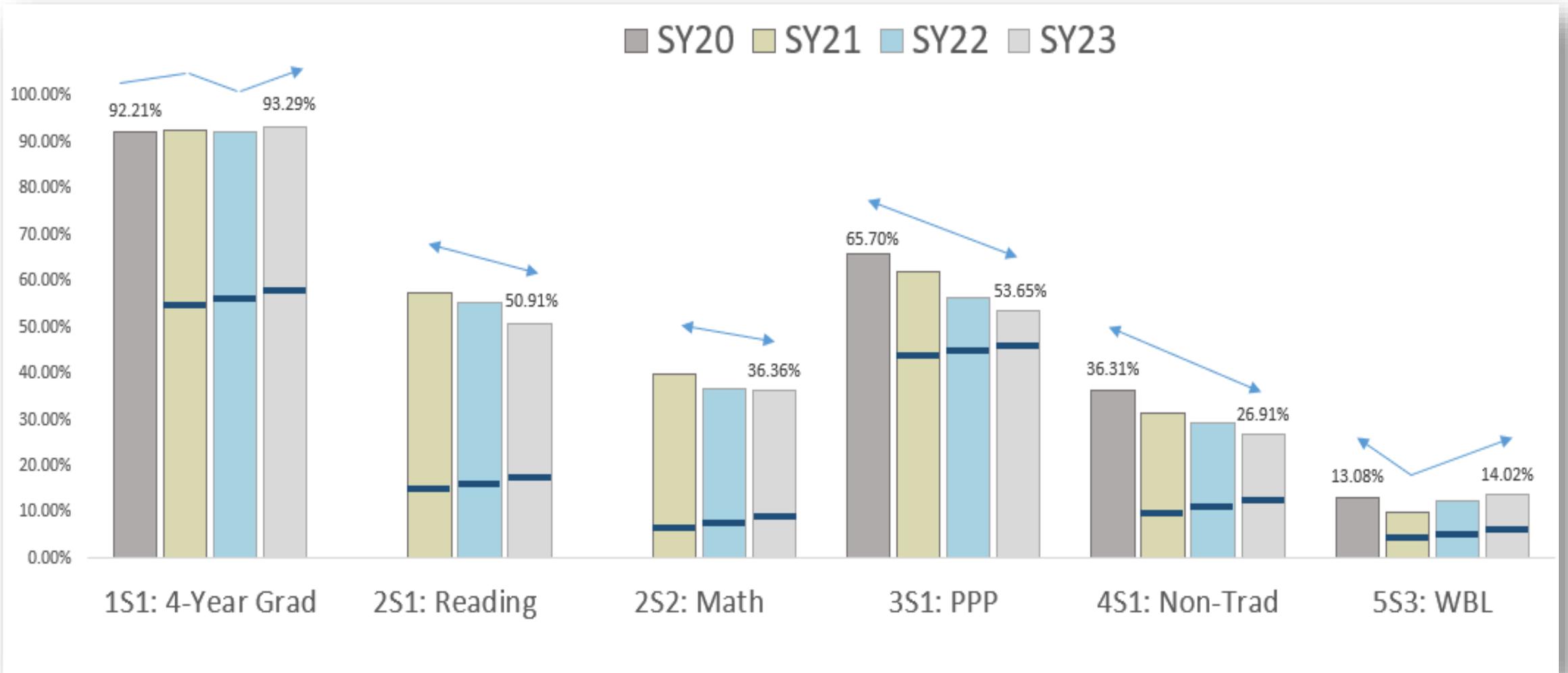


Considerations

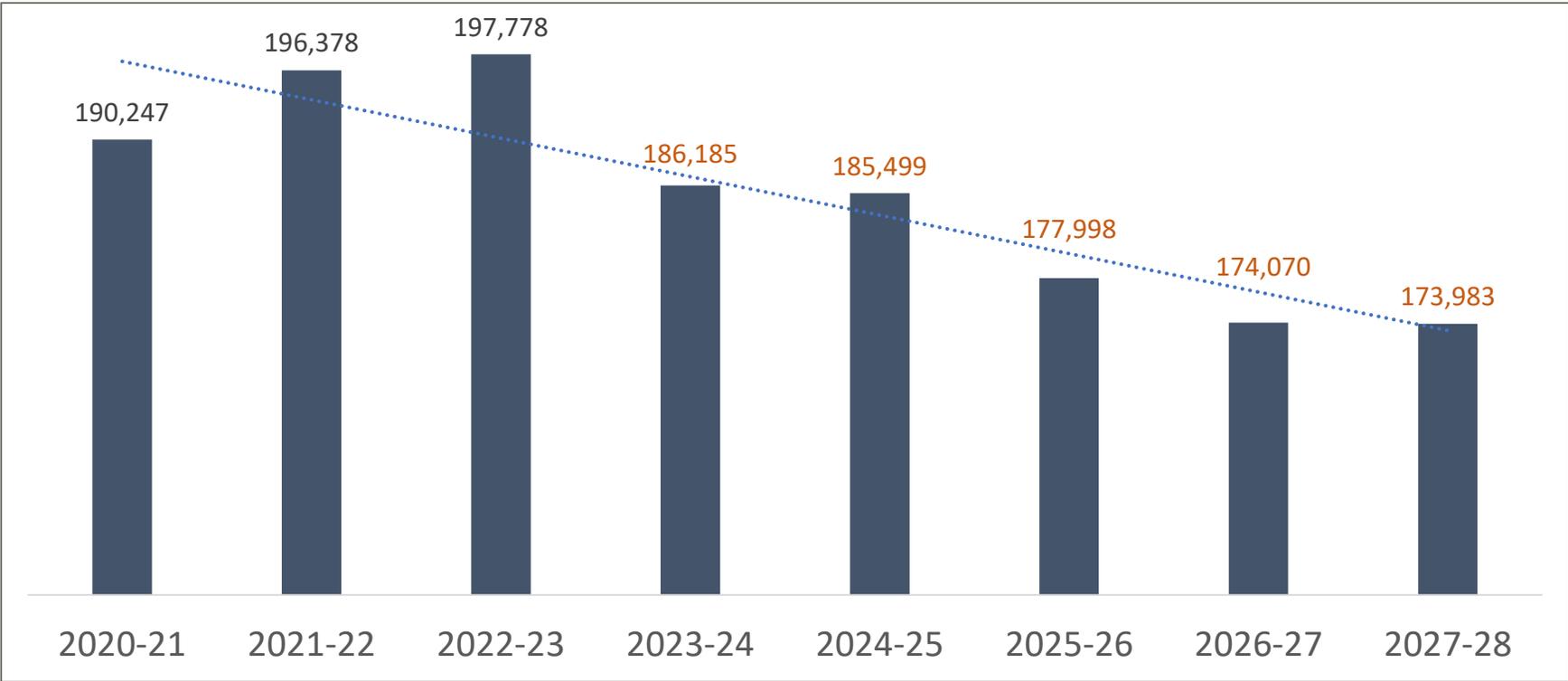
Secondary Information Review

- To inform the process of establishing state and local performance targets for Grant Years 5-8, the following was reviewed:
 - MN trend performance data (historical and Perkins V).
 - Enrollment trends for both Participants & CTE Concentrators.
 - Enrollment data, both current students in the system as well as future high school enrollment based on current grade school enrollment trends.
 - Current trends in achievement data.
 - Opt-Out information
 - Existing performance gaps, by disaggregated student groups.
 - Discipline data.
 - ❖ No recent Attendance data were available for review due to Covid19 disruptions in prior years.
 - Review CAR data from similar states will also be conducted.

Secondary: Performance Indicators



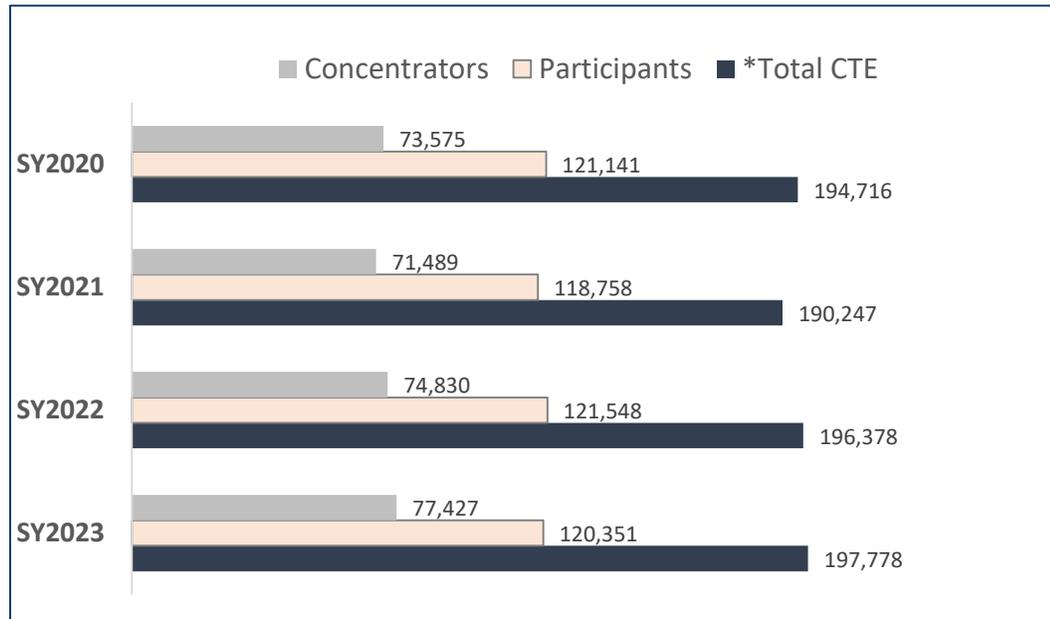
Projecting Enrollment: 70% CTE Student



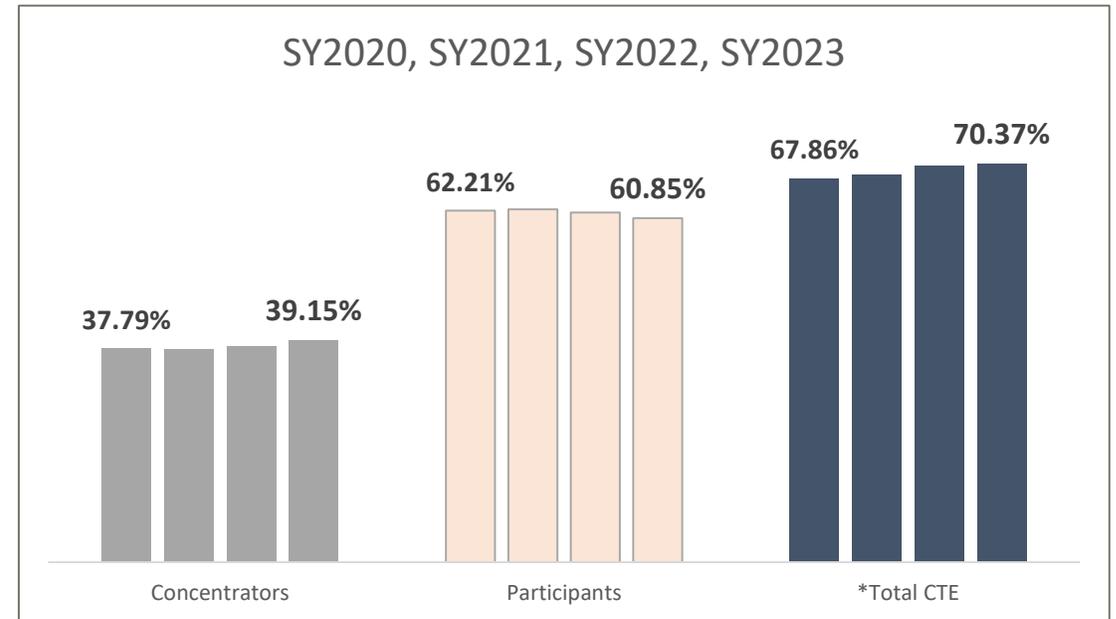
- Unless something changes unexpectedly, SY2022-23 is anticipated to be the last “large” year.

Enrollment: Participants & Concentrators

NUMBER



PERCENTAGE



- Although the number of students in each category (Participant/Concentrator/Total) oscillates from one year to the next, it is the percentages that we want to pay attention to overall.
- That said, things may “feel” a little differently when implementing the program going forward. Best practice is to keep in mind that every student counts.

Secondary: Performance Gaps

Performance Gaps (Ss Group-Actual)																		
	1S1: 4yrGrad			2S1: Reading			2S2: Math			3S1: PPP			4S1: NonTrad			5S3: WBL		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Grand Total	92.66%	92.09%	93.29%	57.48%	55.25%	50.91%	39.73%	36.55%	36.36%	61.93%	56.44%	53.65%	31.56%	29.37%	26.91%	9.98%	12.34%	14.02%
Male	-0.87%	-0.79%	-0.84%	-3.93%	-2.68%	-2.86%	1.15%	1.75%	2.07%	-4.88%	-4.68%	-4.63%	-9.01%	-10.95%	-9.97%	0.57%	0.43%	0.59%
Female	1.21%	1.04%	1.10%	5.83%	4.11%	4.23%	-1.78%	-2.65%	-3.22%	7.74%	7.20%	5.98%	19.92%	23.38%	19.15%	-0.75%	-0.54%	-0.74%
American Indian	-4.92%	-10.86%	-10.30%	-21.41%	-14.88%	-18.04%	-21.55%	-16.79%	-17.58%	-22.25%	-20.90%	-19.23%	-0.95%	2.65%	0.12%	1.25%	-3.57%	2.17%
Asian	-0.07%	-0.19%	-0.24%	9.01%	4.94%	4.96%	6.67%	5.41%	1.94%	8.25%	5.59%	4.26%	2.49%	3.34%	1.20%	-1.70%	-2.37%	-5.95%
Black	-6.81%	-7.51%	-5.30%	-10.92%	-12.39%	-12.66%	-22.97%	-20.83%	-20.30%	-0.35%	-2.79%	-2.69%	-2.40%	0.31%	3.90%	1.66%	1.76%	0.80%
Hawaiian/PI	-9.33%	-8.22%	-8.29%	-24.15%	-33.03%	-17.58%	-39.73%	-18.37%	-25.25%	-19.07%	6.72%	-11.54%	5.94%	-16.87%	11.55%	-6.28%	-7.08%	0.27%
Hispanic	-5.95%	-6.70%	-5.91%	-12.04%	-8.09%	-13.17%	-17.52%	-17.54%	-17.04%	-12.09%	-12.83%	-22.12%	2.09%	1.91%	3.39%	-0.06%	0.61%	-1.12%
White	1.66%	1.84%	1.61%	0.97%	1.56%	2.31%	2.54%	3.09%	3.82%	0.87%	1.36%	2.91%	-0.27%	-0.53%	-0.82%	-0.04%	0.07%	0.58%
Multi	-4.16%	-3.21%	-2.60%	6.54%	1.53%	1.53%	-0.55%	-1.15%	-5.16%	-5.82%	-4.40%	-5.61%	2.06%	1.28%	1.53%	0.34%	-1.13%	-0.46%
Special Education	-13.48%	-14.86%	-13.77%	-27.50%	-25.97%	-24.28%	-24.09%	-21.42%	-21.82%	-28.23%	-27.96%	-26.73%	-6.50%	-4.64%	-3.14%	7.70%	9.09%	10.10%
Economic Disadvntge	-5.46%	-6.78%	-5.76%	-13.85%	-12.34%	-11.76%	-16.73%	-15.46%	-16.44%	-12.09%	-13.20%	-15.38%	0.36%	2.02%	3.03%	1.79%	1.77%	1.70%
English Learners	-8.46%	-10.59%	-9.96%	-42.36%	-43.98%	-40.99%	-31.69%	-29.01%	-29.92%	-3.54%	-10.33%	-16.02%	-3.03%	0.21%	-0.68%	-1.21%	0.05%	-1.56%
Homeless	-18.67%	-21.68%	-18.68%	-20.44%	-19.08%	-17.11%	-16.87%	-24.85%	-21.27%	-51.88%	-43.84%	-45.59%	-0.37%	2.25%	3.23%	4.00%	4.57%	4.19%
Youth in Foster Care			-21.63%		-21.92%	-13.41%		-21.55%	-14.74%				0.97%	-3.70%			6.63%	14.68%
Migrant	-5.16%	-12.09%	-33.29%	42.52%	-5.25%	-50.91%	-39.73%	-36.55%	-36.36%	-36.93%	-16.44%	-16.15%	-11.56%	3.96%	23.09%	1.13%	-12.34%	13.25%



National Comparison: PCRN data

National Comparison

	National Ranking		#of States reporting		MN Actuals		All States, Range
	2021	2022	2021	2022	2021	2022	2022
1S1: 4-year GradRate	49	49	[53]	[52]	92.66%	92.09%	85.00% to 99.67%
2S1: Reading	18	25	[43]	[51]	57.48%	55.25%	0.71% to 93.78%
2S2: Math	16	26	[42]	[50]	39.73%	36.55%	0.23% to 95.46%
3S1: PPP	38	41	[50]	[50]	61.93%	56.44%	36.80% to 98.53%
4S1: NonTrad	16	27	[51]	[49]	31.56%	29.37%	14.90% to 50.76%
*5S3: WBL	21	23	[24]	[26]	9.98%	12.34%	5.03% to 87.35%

- Why have we not looked at these data ever before? (PCRN)
- Why are there more than 50 states/territories?

National Comparison

	National Ranking		#of States reporting		MN Actuals		All States, Range
	2021	2022	2021	2022	2021	2022	2022
1S1: 4-year GradRate	49	49	[53]	[52]	92.66%	92.09%	85.00% to 99.67%
2S1: Reading	18	25	[43]	[51]	57.48%	55.25%	0.71% to 93.78%
2S2: Math	16	26	[42]	[50]	39.73%	36.55%	0.23% to 95.46%
3S1: PPP	38	41	[50]	[50]	61.93%	56.44%	36.80% to 98.53%
4S1: NonTrad	16	27	[51]	[49]	31.56%	29.37%	14.90% to 50.76%
*5S3: WBL	21	23	[24]	[26]	9.98%	12.34%	5.03% to 87.35%

- When reviewing the “Grand Total: Ranking”
 - Which Performance Indicator do we appear to be excelling at?
 - Higher numbers represent closest to the bottom.
 - Lower numbers are closer to the top.

National Comparison

	National Ranking		#of States reporting		MN Actuals		All States, Range
	2021	2022	2021	2022	2021	2022	2022
1S1: 4-year GradRate	49	49	[53]	[52]	92.66%	92.09%	85.00% to 99.67%
2S1: Reading	18	25	[43]	[51]	57.48%	55.25%	0.71% to 93.78%
2S2: Math	16	26	[42]	[50]	39.73%	36.55%	0.23% to 95.46%
3S1: PPP	38	41	[50]	[50]	61.93%	56.44%	36.80% to 98.53%
4S1: NonTrad	16	27	[51]	[49]	31.56%	29.37%	14.90% to 50.76%
*5S3: WBL	21	23	[24]	[26]	9.98%	12.34%	5.03% to 87.35%

- When reviewing the “Grand Total: Ranking”
 - Which Performance Indicator do we appear to be excelling at?
 - Higher numbers represent closest to the bottom.
 - Lower numbers are closer to the top.

National Comparison

	National Ranking		#of States reporting		MN Actuals		All States, Range
	2021	2022	2021	2022	2021	2022	2022
1S1: 4-year GradRate	49	49	[53]	[52]	92.66%	92.09%	85.00% to 99.67%
2S1: Reading	18	25	[43]	[51]	57.48%	55.25%	0.71% to 93.78%
2S2: Math	16	26	[42]	[50]	39.73%	36.55%	0.23% to 95.46%
3S1: PPP	38	41	[50]	[50]	61.93%	56.44%	36.80% to 98.53%
4S1: NonTrad	16	27	[51]	[49]	31.56%	29.37%	14.90% to 50.76%
*5S3: WBL	21	23	[24]	[26]	9.98%	12.34%	5.03% to 87.35%

- When reviewing the “Grand Total: Ranking”
 - Which Performance Indicator do we appear to need the most support for?
 - Higher numbers represent closest to the bottom.
 - Lower numbers are closer to the top.

National Comparison

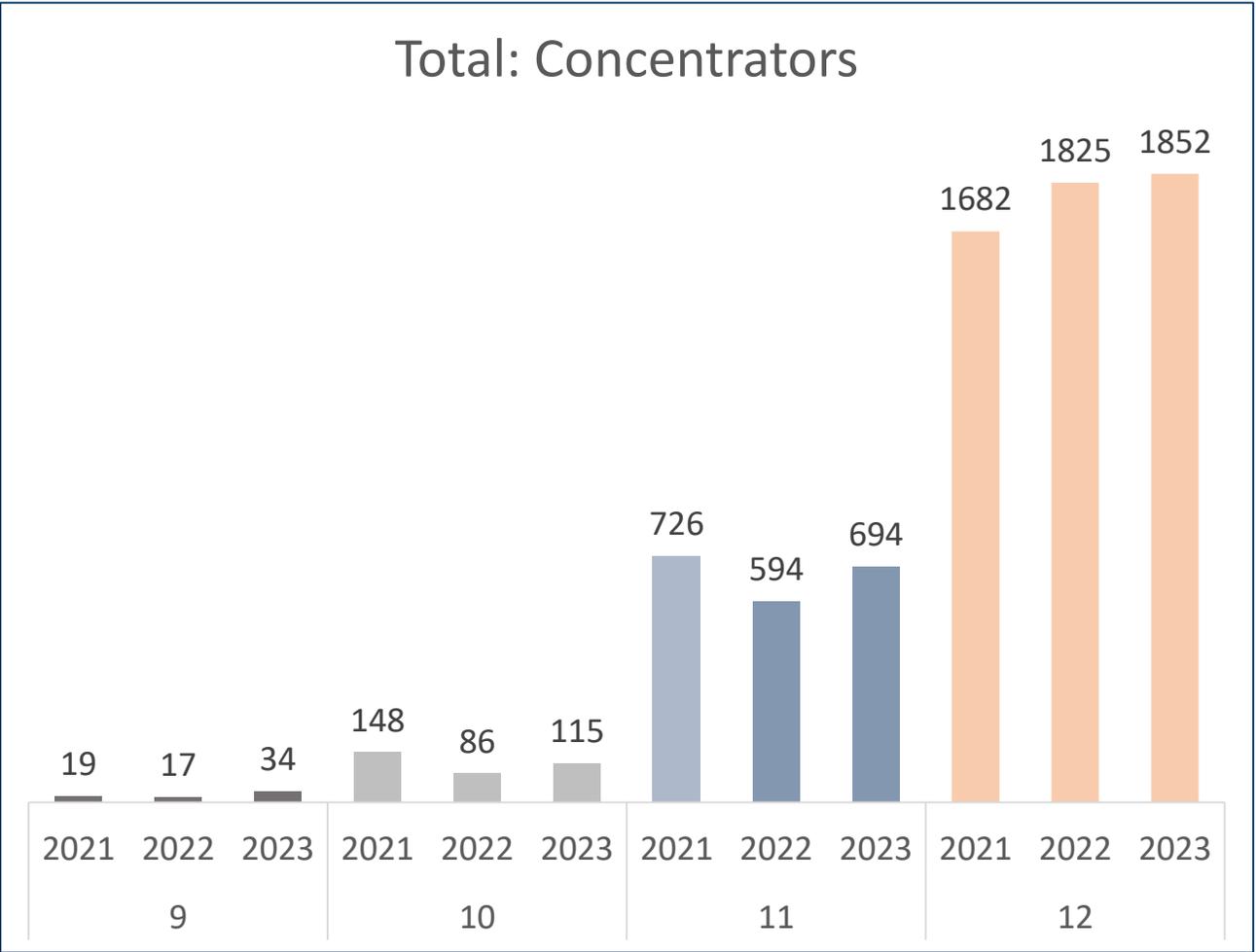
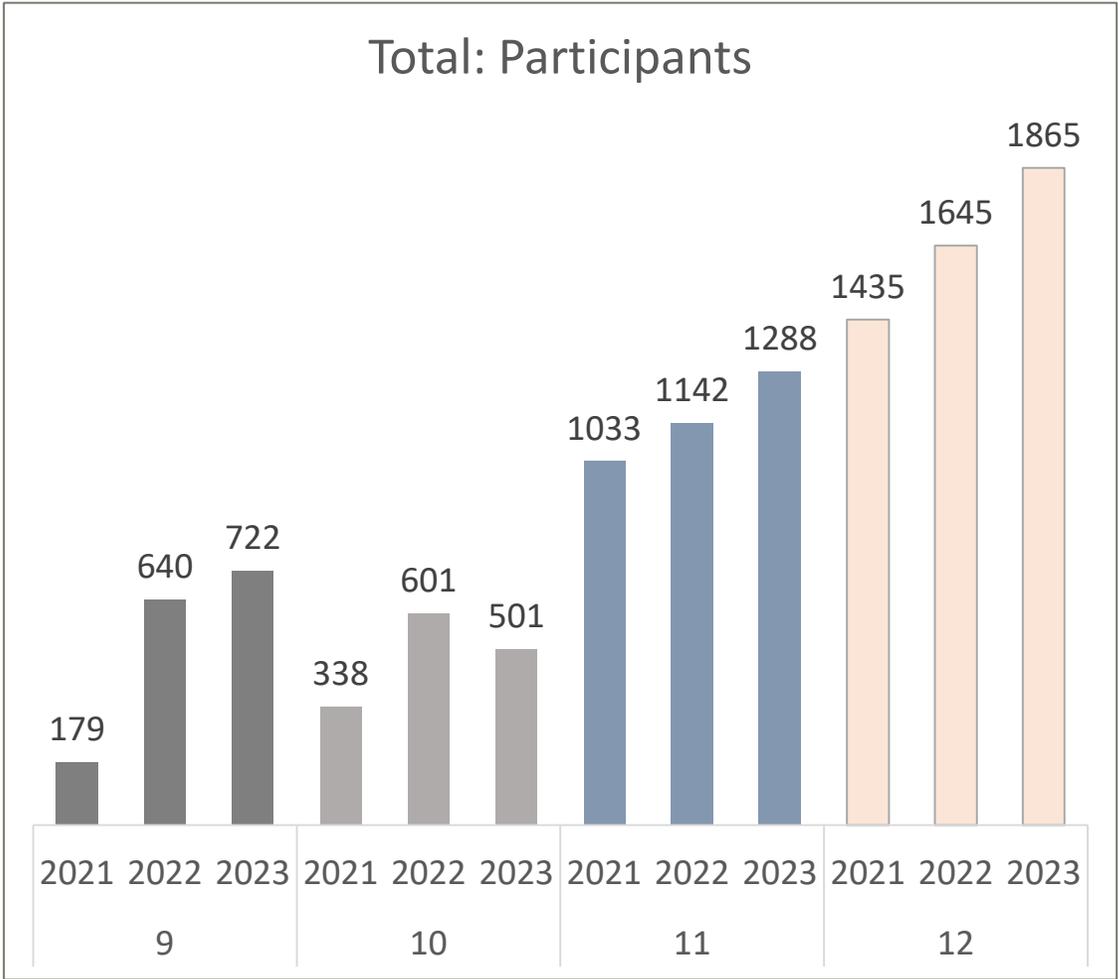
	National Ranking		#of States reporting		MN Actuals		All States, Range
	2021	2022	2021	2022	2021	2022	2022
1S1: 4-year GradRate	49	49	[53]	[52]	92.66%	92.09%	85.00% to 99.67%
2S1: Reading	18	25	[43]	[51]	57.48%	55.25%	0.71% to 93.78%
2S2: Math	16	26	[42]	[50]	39.73%	36.55%	0.23% to 95.46%
3S1: PPP	38	41	[50]	[50]	61.93%	56.44%	36.80% to 98.53%
4S1: NonTrad	16	27	[51]	[49]	31.56%	29.37%	14.90% to 50.76%
*5S3: WBL	21	23	[24]	[26]	9.98%	12.34%	5.03% to 87.35%

- When reviewing the “Grand Total: Ranking”
 - Which Performance Indicator do we appear to need the most support for?
 - Higher numbers represent closest to the bottom.
 - Lower numbers are closer to the top.

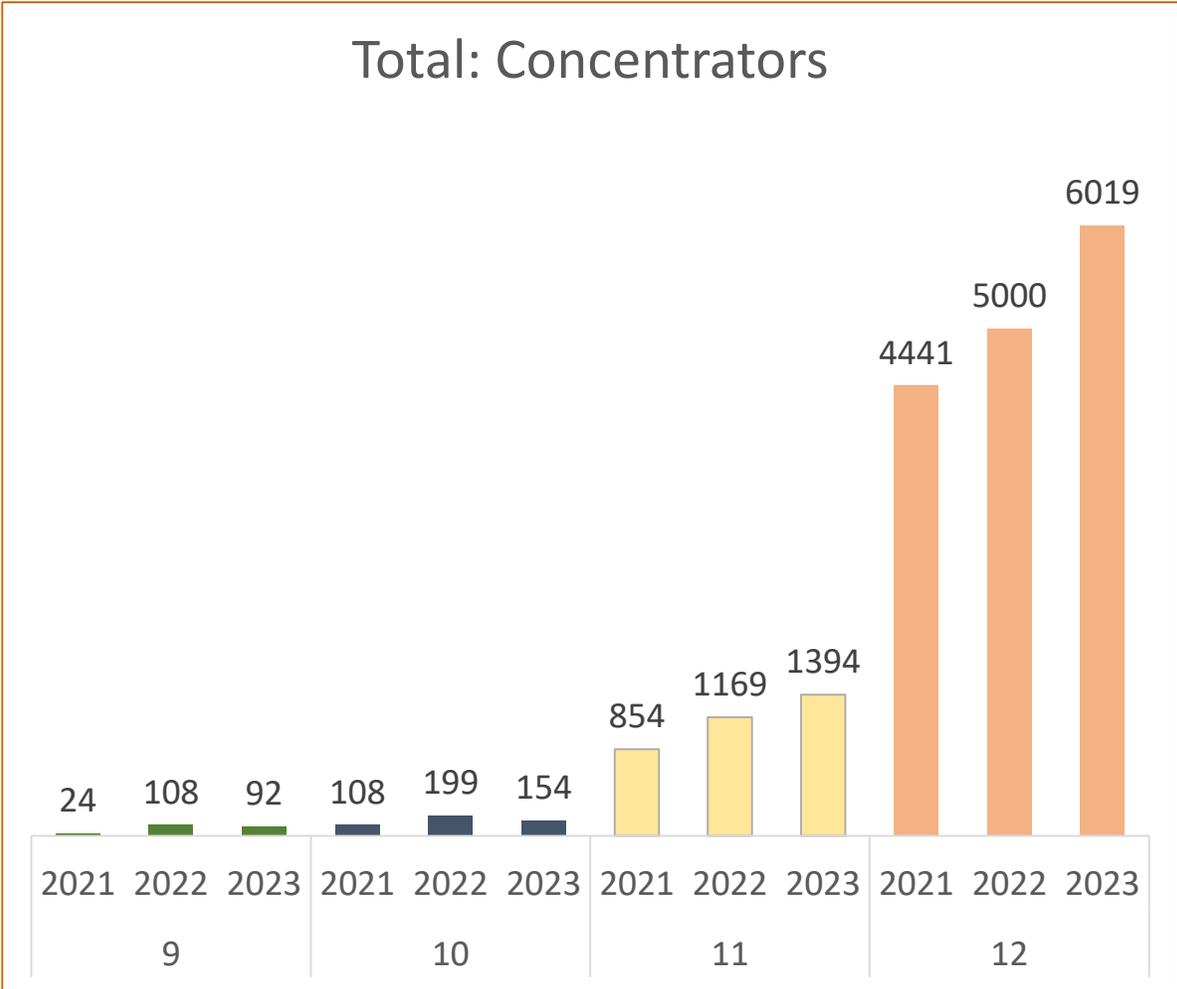
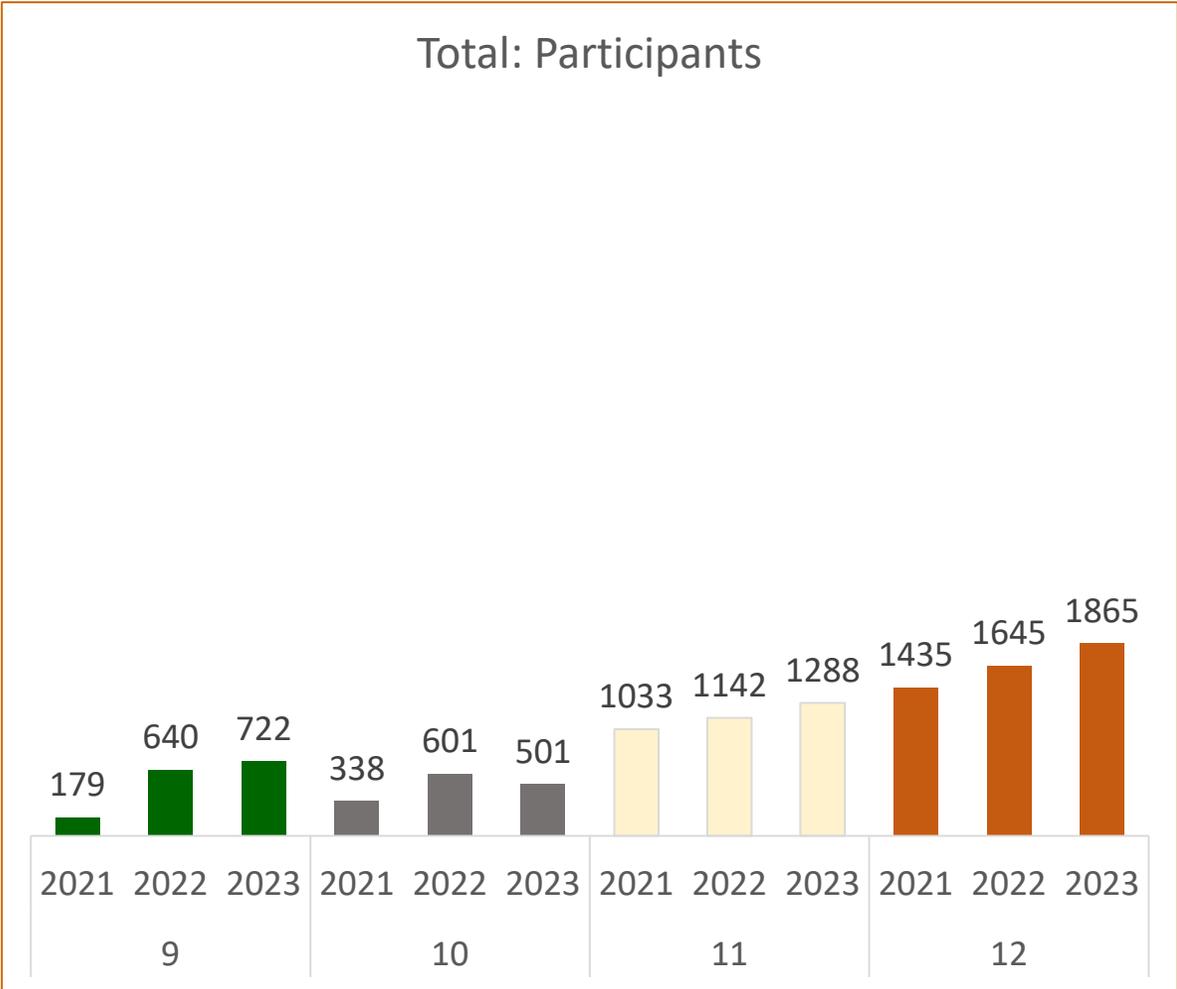


Work-Based Learning

ACTE-SPED, By year & By Grade



Diversified Occupations, By year & By Grade



5S3: Program Quality: Work-Based Learning

Frequently Asked Questions:	Response:
Which program codes are counted within the numerator of the work-based learning accountability measure?	000750, 009090, 009095, 019901, 019090, 019095, 049090, 049095, 079090, 079095, 099090, 099095, 149090, 149095, 179090, 179095
Which course codes in the programs listed above are counted within the numerator of the work-based learning accountability measure?	Students enrolled in course code 97 (Work Experience) are counted in the work-based learning accountability measure.
Are CTE Concentrators from <i>all</i> CTE career fields included in the work-based learning accountability measure—or, only CTE Concentrators from specific career fields?	CTE Concentrators included in the numerator of the work-based learning accountability measure represent <i>all</i> career fields as well as those students who concentrate in work-based learning only (including both Diversified and ACTE-SPED program areas).
If a student becomes a CTE Concentrator as a result of taking 150+hrs within a state-approved work-based learning program (either in Diversified or ACTE-SPED) – does the student then need to successfully complete additional course 97 hours in order to be counted in the numerator of the accountability measure?	Actually, no. As long as course 97 was part of the successfully completed 150+hr in becoming a CTE Concentrator, then the student would automatically be included in the numerator for the 5S3 Work-based Learning performance indicator.

- **National Youth Apprenticeship Initiatives:**
- This year marks the 1st National Youth Apprenticeship Week (YAW)
- YAW is designed to increase awareness of apprenticeships among youth, educators, parents, state agencies, workforce partners, industry and to highlight the benefits of apprenticeships as a pathway to careers
- In the last 10 years, the number of active youth apprentices increased by 118% from 119,996 to 262,221



Report: Proposed Performance Levels

<https://www.minnstate.edu/system/cte/perkins-consortia.html>

Proposed State Determined Performance Levels

Actual Perkins V performance

Table 1. Secondary State Determined Levels of Performance and Actual Performance Rate by Grant Reporting Year

Indicator Name	Perkins V Performance					Proposed SDPLs				
	Baseline (2020)	GY1 (2021)	GY2 (2022)	GY3 (2023)	GY4 (2024)	Baseline (2022+2023)	GY5 (2025)	GY6 (2026)	GY7 (2027)	GY8 (2028)
1S1: Graduation Rate (4-year)	92.21%	92.66%	92.09%	93.29%		92.69%	92.70%	↙92.85%	↙93.01%	↙93.17%
2S1: Academic Proficiency: Reading/Language Arts	N/A	57.48%	55.25%	50.91%		53.08%	53.09%	↙53.31%	↙53.54%	↙53.77%
2S2: Academic Proficiency: Mathematics	N/A	39.73%	36.55%	36.36%		36.46%	36.47%	↙36.72%	↙36.98%	↙37.24%
2S3: Academic Proficiency: Science	N/A	N/A	N/A	41.83%		N/A*	N/A*	N/A*	N/A*	N/A*
3S1: Post-Program Placement	65.70%	61.93%	56.44%	53.65%		55.05%	55.06%	↙55.45%	↙55.84%	↙56.23%
4S1: Nontraditional Program Concentration	36.31%	31.56%	29.37%	26.91%		28.14%	28.15%	↙28.44%	↙28.73%	↙29.02%
5S3: Program Quality: Work-Based Learning	13.08%	9.98%	21.34%	14.02%		13.18%	13.19%	↙13.68%	↙14.18%	↙14.68%

*The grade in which the Science assessment is offered to students in MN depends upon when students complete the Life Sciences requirements during high school. The timing of this course can vary from one school year to the next and from one district to another. Therefore, while MN reports the Science data to OCTAE, we are not required to set SDPLs for this performance indicator.

Proposed SDPLs

- Baseline under Perkins V is actual performance from 2020
- Baseline under proposed SDPLs is the average actual performance from 2022 and 2023
- The ↙ symbol indicates SDPLs that will need to be annually reviewed based on actual performance and *may* be adjusted
- Page 1 of the report indicates which years of performance are used for each grant year

Proposed **Local** State Determined Performance Levels (SDPL)

	SD	Baseline (2022 + 2023)	Annual increase by year & Total Increase
1S1: Graduation Rate (4-year)	.0027 Slope	2022 + 2023	(.0027) + (.0027) + (.0027) + (.0027) = 1.08%*
2S1: Academic Proficiency: Reading/Language Arts	.25SD	2022 + 2023	(.0001) + (.0022) + (.0023) + (.0023) = 0.69%**
2S2: Academic Proficiency: Mathematics	.50SD	2022 + 2023	(.0001) + (.0025) + (.0026) + (.0026) = 0.78%**
3S1: Post-Program Placement	.25SD	2022 + 2023	(.0001) + (.0039) + (.0039) + (.0039) = 1.18%*
4S1: Nontraditional Program Concentration	.25SD	2022 + 2023	(.0001) + (.0029) + (.0029) + (.0029) = 0.88%*
5S3: Program Quality: Work- Based Learning	2.00%	2022 + 2023	(.0050) + (.0050) + (.0050) + (.0050) = 2.00%*

*SDPL = Baseline + Difference (SY23-Baseline) + annual increase.

**SDPL = Baseline + Difference (SY23-Baseline) + annual increase. With the exception any Consortia experiencing a 10% of higher Opt-Out rate, in which case the lower Baseline + the annual increase is implemented.

Data and program review:

- Ensure that all your hard work and effort are being counted.
- Look for any ‘low hanging fruit’ –small opportunities with minimal effort that could actually add up to large performance gains.
- Work through any more long-term strategies that, though they could take longer to implement, would likely have bigger gains for students and student performance outcomes.

Thank you!