



Accountability for results and continuous improvement are key principles of the Strengthening Career and Technical Education for the 21st Century Act (“Perkins V”). The Arizona Perkins V accountability system evaluates the extent to which Arizona’s CTE concentrators meet state-determined levels of performance across several secondary and postsecondary indicators of performance. The performance indicators ensure that, as a state, we can assess the effectiveness of our programs in achieving statewide progress in career and technical education and to optimize the return on investment of Federal funds in career and technical education.

Performance improvement plans are submitted to the Department as a revision to the the subrecipient’s Perkins V grant application in the Grants Management system.

PERFORMANCE IMPROVEMENT PLANS

Section 123(b)(1-5) of Perkins V requires subrecipients that fail to meet at least 90% of the state determined level of performance (SDLP) for any performance measure submit a performance improvement plan for the measure(s) that did not meet the 90% threshold. Arizona Department of Education CTE staff will provide technical assistance for subrecipients that enact a performance measure improvement plan and will monitor the district’s progress in addressing any deficiencies in performance.

Performance improvement plans must include the following:

- The indicator or indicators for which the district did not meet the 90% of SDLP threshold, and
- The action steps that will be implemented to improve the performance levels for the performance indicator/measure that did not meet the 90% of SDLP threshold, and
- The staff member(s) that will be responsible for each action step, and
- The timeline for completing each action step.

If there are categories of students for which there are quantifiable disparities or gaps in performance compared to all students or any other category of students for any measure(s) that require a performance improvement plan, these categories must be addressed in the performance improvement plan. Specific actions steps must be identified to address the specific categories of students with performance disparities or gaps.

DIRECTED PERFORMANCE IMPROVEMENT PLANS

Subrecipients that fail to meet at least 90% of SDLP for one or more measure for three or more consecutive years must submit and implement a directed performance measure improvement plan for the measure(s) that continuously did not meet the 90% threshold. The directed improvement plan will be developed by the Arizona Department of Education staff working in conjunction with subrecipient staff. Subrecipients will also be required to report performance improvement plan progress to the Department on a quarterly basis.

Subrecipients that fail to meet the 90% of SDLP threshold for any performance measure for three consecutive years will not receive reduced funding for CTE programs. A minimum of 10% of Perkins funding should be redirected to provide activities and/or resources to improve district performance on the measure(s) not met.

A Directed Performance Improvement Plan must include the following:

- The indicator or indicators for which the district did not meet the 90% of SDLP threshold, and
- The action steps that will be implemented to improve the performance levels for the performance indicator/measure that did not meet the 90% of SDLP threshold, and
- The staff member(s) that will be responsible for each action step, and

- The timeline for completing each action step, and
- Perkins and/or other funds allocated specifically to address the performance deficiency.

If there are categories of students for which there are quantifiable disparities or gaps in performance compared to all students or any other category of students for any measure(s) that require a performance improvement plan, these categories must be addressed in the performance improvement plan. Specific actions steps must be identified to address the specific categories of students with performance disparities or gaps.

WRITING A PERFORMANCE IMPROVEMENT PLAN

When writing performance improvement plans (PIP), subrecipients should consider the following:

- Performance improvement should be data-driven. Subrecipients should collect disaggregated data related to the performance measure(s) that require a PIP from as many sources as possible, including, but not limited to, the CTE Data Portal and the subrecipients student information/management systems.
- Performance improvement plans should address the root cause of the performance deficiency rather than address only the symptoms. Subrecipients should analyze all available data to identify potential root cause(s) and vet the possible root cause(s) with stakeholders before identifying action steps.
- Action steps should be specific, relatable, and impactful to the applicable performance indicator(s). Subrecipients should identify an end-goal and strategically implement action steps that will lead to the defined goal. Progress towards the goal should be measurable.
- If there are quantifiable disparities in performance for a specific category or categories of students, specific actions steps must be identified and implemented to address the specific categories of students with performance disparities or gaps. The specific population(s) must be identified in the PIP.
- Performance improvement activities should address long-term goals but also short-term outcomes. Action steps should connect, when possible, to other parts of the subrecipients' Perkins V application/comprehensive local needs assessment, broader school improvement activities, or other specific local programs.