



INTRODUCTION

Section 113 of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires that each state establish a performance accountability system to “assess the effectiveness of the State and the eligible recipients of the State in achieving statewide progress in career and technical education, and to optimize the investment of Federal funds in career and technical education activities”. The Arizona accountability system must address federal and state data collection and dissemination requirements and may change each year as new requirements are implemented.

The CTE Data Portal is the data collection and management arm of this performance accountability system. Data processed through the CTE Data Portal is used in analyzing, assessing, and reporting CTE program successes and effectiveness, as required by Perkins V Section 113(b)(3)(C). The CTE Data Portal is also used for state purposes, including, but not limited to, the calculate of state CTE grant funding.

The CTE Data Portal works in conjunction with other systems to fully account for student and program success, including, but not limited to, the CTE Technical Skills Assessment (TSA) application, the Grants Management Enterprise (GME) system, and the Arizona Education Data Standards (AzEDS) system.

PERKINS V PERFORMANCE MEASURES

20 U.S.C. 2323 (Perkins V § 113(b)(2)(A))

At the secondary level, there are eight Perkins V performance measures that are calculated for each participating LEA. All performance measures are calculated using data reported to the Arizona Department of Education (“Department”) through the CTE Data Portal, supplemented by data reported to the Department through AzEDS. Each measure has an associated state determined level of performance (“SDLP”) which is a performance level/target determined by the State and approved by the U.S. Secretary of Education through office of career, technical, and adult education (“OCATE”) at the United States Department of Education. The intent of performance measurement is continuous improvement, and as such, SDLP increases on an annual basis for each measure.

Districts must meet the SDLP annually. Districts that do not meet at least ninety percent (90%) of SDLP for any measure may be placed on an Improvement Plan for any missed measure. Failure to meet SDLP for three consecutive years will result in the district being placed on a Directed Improvement Plan.

ADE will calculate the performance of each sub-recipient using student data aggregated into LEA-level, individual school-level, and individual program-level reports. Students are deduplicated when calculating measures but can be counted in more than one program in the individual program-level reports (or more than one school if records exist at multiple schools). This means that if a student concentrates in more than one program at a single school, they would be included in the calculation for each program in which they are a concentrator (program-level reports), but only once in the school-, district-, or state-level reports.

1S1 GRADUATION RATE

Arizona uses the four-year adjusted cohort (defined in section 8101 of the Elementary and Secondary Education Act of 1965) for calculating graduation rate. The measure is calculated as the number of concentrators that graduate with their cohort in the reporting year divided by the number of concentrators in the that cohort.

- Students that have exited the cohort are excluded from the calculation.
- Students are considered graduates if their reported year-end code is 'G', 'S7', or 'W7'.
- The CTE Data Portal assigns an enrollment status code of 'GR' for all graduates.
- ADE assigns a cohort year to all students once they enter high school. The cohort year is set expecting students to graduate high school after four consecutive years.

Numerator: Number of CTE concentrators who graduate with their cohort in the reporting year.

Denominator: Number of CTE concentrators in the reporting year.

2S1 READING/LANGUAGE ARTS PROFICIENCY

2S2 MATHEMATICS PROFICIENCY

2S3 SCIENCE PROFICIENCY

Perkins V requires states to measure CTE concentrator proficiency in the challenging 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 that section.

- Concentrators in the reporting year cohort (four-year cohort) are included in the calculation of the three academic proficiency performance measures.
- All students in that cohort who leave secondary education in the reporting year are considered in the measure. Students are considered to have "left secondary education" for the purpose of these measures if they have an end-of-year AzEDS leave code of A – Attendees; G/S7/W7 – Graduated; S5/W5 – Dropout; S6/W6 – Aged Out (22+); or S11/W11 – Left for GED.
- The CTE Data Portal assigns an Enrollment Status of "GR" for graduates ("G", "S7", "W7") and an Enrollment Status of "LS" for all others listed.
- ADE assigns a cohort year to all students entering high school. The cohort year is set expecting students to graduate high school after four consecutive years.

The standard academic assessment that would have been administered to the reporting year graduating cohort is used in calculating this measure. Academic assessments may change, so only the reporting year cohort is used. Students do not need to graduate with their cohort to be included in this measure; all reporting year cohort students with an eligible year-end exit code (see above) will be considered.

Numerator for 2S1 Reading/English Language Arts (ELA) Proficiency: Number of CTE concentrators in the reporting year cohort who met or exceeded all ELA standards measured on a standard State ELA assessment and left secondary education in the reporting year.

Denominator for 2S1 Reading/English Language Arts (ELA) Proficiency: Number of CTE concentrators in the reporting year cohort who took a standard State ELA assessment and left secondary education in the reporting year.

Numerator for 2S2 Mathematics: Proficiency Number of CTE concentrators in the reporting year cohort who met or exceeded all Math standards measured on a standard State Math assessment and left secondary education in the reporting year.

Denominator for 2S2 Mathematics proficiency: Number of CTE concentrators in the reporting year cohort who took a standard State Math assessment and left secondary education in the reporting year.

Numerator for 2S3 Science Proficiency: Number of CTE concentrators in the reporting year cohort who met or exceeded all Science standards measured on a standard State Science assessment and left secondary education in the reporting year.

Denominator for 2S3 Science Proficiency: Number of CTE concentrators in the reporting year cohort who took a standard State Science assessment and left secondary education in the reporting year.

Notes

The following academic assessments are used to calculate 2S1 English Language Arts Proficiency:

- AzMERIT English Language Arts 11
- AzMERIT English Language Arts 10
- AzMERIT English Language Arts 09
- ACT
- SAT

The following academic assessments are used to calculate 2S2 Mathematics Proficiency:

- AzMERIT Mathematics Grade 10
- AzMERIT Mathematics Algebra I
- AzMERIT Mathematics Algebra II
- AzMERIT Mathematics Geometry
- ACT
- SAT

The following academic assessments are used to calculate 2S3 Science Proficiency:

- AIMS – Science
- AIMS – A Science
- AzSCI

Please note that the ACT is not an approved state assessment for science and will not be included in the calculation; AzSCI is the only approved state assessment for science.

3S1 PLACEMENT

Perkins V requires that the State measure the percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, enter military service or a service program that receives assistance under Title I of the National and Community Services Act of 1990, are volunteers in the Peace Corps, or are employed. All placement data is gathered by districts through placement surveys or any other available, reliable methods and provided to ADE through the CTE Data Portal.

- The term “second quarter after exiting secondary education” applies to each student individually and is the second quarter of the year after the student leaves school. For instance, if a student leaves school in May (2nd quarter of the year), their placement would be recorded for any activities in the 4th quarter of the year (October 1 – December 31).

- Students are considered to have “left secondary education” for the purpose of this measure if they have an end-of-year AzEDS leave code of A – Attendees; G/S7/W7 – Graduated; S5/W5 – Dropout; S6/W6 – Aged Out (22+); or S11/W11 – Left for GED. The CTE Data Portal assigns an Enrollment Status of “GR” for graduates (“G”, “S7”, “W7”) and an Enrollment Status of “LS” for all others listed.
- For this measure, ADE will use the most recently available placement data which is the year lagging behind the current data reporting year (due to the requirement for placement to be in the second quarter after leaving school).
- The placement does not have to be related to the CTE program skill-wise for the concentrator to be included in the PM calculation. However, the portion of State CTE funding (CTE State Priority grant) that is based on related placements is contingent on a concentrator's post-high school placement being related to their high school CTE program.
- Volunteers in the Peace Corps or in a National Service Program that receives assistance under Title I of the National and Community Service Act of 1990 are considered related placements for state CTE funding purposes.

Numerator: Number of CTE concentrators who, in the second quarter after exiting from secondary education, were placed in postsecondary education or advanced training, in military service, in a service program that receives assistance through the National & Community Service Act of 1990, in the Peace Corps, or employed.

Denominator: Number of CTE concentrators who left secondary education in the reporting year.

4S1 NONTRADITIONAL

Perkins V requires that the State measure the percentage of CTE concentrators in career and technical education programs that lead to non-traditional fields. This indicator varies from other indicators in that current, reporting year enrollment data is used as opposed to capturing data for concentrators that left secondary education in the reporting year.

- CTE program's nontraditional gender can be found online at www.azed.gov/cte/programs. This performance measure is not calculated for programs that are not designated as a nontraditional program.
- If a school/district does not offer any programs that are considered non-traditional, this measure will not be calculated for that school/district. For schools/districts that offer both nontraditional and non-traditional programs, this measure will be calculated only for the nontraditional programs.
- All CTE concentrator enrollment in nontraditional fields will be captured and used in calculating this measure.
- A program is considered nontraditional if individuals from a single gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.
- A concentrator is considered nontraditional if their gender matches a program's nontraditional gender.

Numerator: Number of nontraditional CTE concentrators enrolled in a nontraditional program in the reporting year.

Denominator: Number of CTE concentrators enrolled in a nontraditional program in the reporting year.

5S1 INDUSTRY RECOGNIZED CREDENTIAL

The attainment of industry recognized credentials is a valid and reliable measure of CTE program success. ADE has developed a robust system to identify and validate viable third-party credentials. All CTE programs must lead to an industry certification (A.R.S. §15-391). Since this PM captures the rate of attainment of

credentials, Districts should report all attempts by concentrators to earn a credential, even if the attempt was not successful.

- Concentrators will be considered as “graduates” if they have a reporting year leave code (in AzEDS) of ‘G’, ‘W7’, or ‘S7’. The CTE Data Portal assigns an Enrollment Status of “GR” for all graduates.

Numerator: Number of CTE concentrators who graduated from high school during the reporting year and earned a recognized industry credential for their program.

Denominator: Number of CTE concentrators who graduated from high school during the reporting year and attempted to earn a recognized industry credential for their program.

5S4 TECHNICAL SKILLS ASSESSMENT

Technical Skills Assessments are designed to certify and document student attainment of industry-validated knowledge and skills through a comprehensive online assessment and as such are a valid and reliable measure of CTE program success. All assessments are 100 multiple-choice items that align to program technical standards and range from knowledge and comprehension to application, analysis, and evaluation in cognitive difficulty. The majority of the items are operational items that have historically proven to be valid and reliable, and the remaining are field-tested items. Students are scored on only the operational items and not the field-tested items. Those who successfully complete the 60% pass score requirement receive an industry-endorsed congratulatory letter and certificate.

- Not all CTE programs currently have a technical skills assessment (TSA) in place. Only programs with a TSA in place will be included in calculating this measure. If a school/district offers only programs without a TSA in place, this measure will not be calculated for that school/district. If a school/district offers both programs with a TSA in place and without, the measure will be calculated only for those programs with a TSA in place.
- The CTE Data Portal interfaces with the CTE Technical Skills Assessments web application to bring in student’s TSA results. Concentrators will be considered as “graduates” if they have a reporting year leave code (in AzEDS) of ‘G’, ‘W7’, or ‘S7’. The CTE Data Portal assigns an Enrollment Status of “GR” for all graduates.

Numerator: Number of CTE concentrators who graduate from high school during the reporting year and passed the technical skills assessment for their program.

Denominator: Number of CTE concentrators who graduated from high school during the reporting year and attempted the technical skills assessment for their program.

STATE DETERMINED LEVEL OF PERFORMANCE (ALL MEASURES) FIRST 4 YEARS OF PERKINS V

Performance Measure	SY2019 - 2020		SY2020 - 2021		SY2021 - 2022		SY2022 - 2023	
	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP	SDLP	90% of SDLP
1S1 Graduation Rate	92.00%	82.80%	92.25%	83.03%	92.50%	83.25%	92.75%	83.48%
2S1 Language Arts Proficiency	24.25%	21.83%	24.50%	22.05%	24.75%	22.28%	25.00%	22.50%
2S2 Mathematics Proficiency	28.00%	25.20%	28.25%	25.43%	28.50%	25.65%	28.75%	25.88%
2S3 Science Proficiency	20.00%	18.00%	20.25%	18.23%	20.50%	18.45%	20.75%	18.68%
3S1 Placement	76.00%	68.40%	76.25%	68.63%	76.50%	68.85%	76.75%	69.08%
4S1 Nontraditional Enrollment	33.00%	29.70%	33.25%	29.93%	33.50%	30.15%	33.75%	30.38%
5S1 Industry Recognized Credential	33.00%	29.70%	33.25%	29.93%	33.50%	30.15%	33.75%	30.38%
5S4 Technical Skills Assessment	70.00%	63.00%	70.25%	63.23%	70.5%	63.45%	70.75%	63.68%

PERFORMANCE MEASURE REPORTS

A variety of reports summarizing local performance on the Career and Technical Education performance measures are compiled annually using participant, concentrator, placement, and credentials data. These reports are a valuable resource to use with administrators, teachers, and advisory committees. These reports may also be a valuable resource for an Annual Program Evaluation and should be used to determine program status. Performance Measures reports are made available to Districts in the CTE Data Portal. CTE announces when these reports are available each year.

These reports include:

- PM Results by District (District Level of Performance; DLP)
- PM Results by District by Program
- PM Results by School
- PM Results by School by Program

DEFINITIONS

AzEDS	Arizona Education Data Standards: the standardized data reporting system used by the Arizona Department of Education to collect, process, and utilize education data provided by school districts. Districts submit data to AzEDS through their student information system (SIS). Some CTE data elements are pulled into the CTE Data Portal from AzEDS, matching data by student identifier (SUID), fiscal year, and other data points.
Participant	A student who has completed and passed a single course worth at least one credit in a CTE program in the reporting year.
Concentrator (Secondary level)	At the secondary level, a student who has completed and passed at least two courses worth at least one credit each in a single career and technical education program. Internships, cooperative education, and diversified cooperative education are not included in defining a CTE concentrator.
State Determined Level of Performance (SDLP)	The performance target for each of the eight Perkins V performance measures. The SDLP is determined by the State during the State Plan process and approved by the U.S. Department of Education. SDLP was previously referred to as “State Adjusted Level of Performance” (SALP) under past legislation (Perkins IV).
“Leave code” “Exit code” “Entry code” “Year-end code”	Code submitted via SIS to AzEDS to describe how a student completes a school year at an individual school. Entry and exit codes are important tracking tools that allow the Department to understand fully the movement of a student through the education system, including their ultimate departure from secondary education.