

# **Resetting State-Determined Performance Levels Under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)**



WISCONSIN DEPARTMENT OF  
**PUBLIC INSTRUCTION**

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# Introduction

The 2020-21 school year began the full implementation of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and is scheduled to be the *first year of official reporting on the new indicators* included in the law.

*The coronavirus pandemic has disrupted baseline-year data collection* and has created concern among career and technical education (CTE) leaders related to Perkins V accountability and data reporting.



# Original Performance Indicators

Indicators	Baseline Level	FY 2020	FY 2021	FY 2022	FY 2023
1S1: Four-Year Graduation Rate	96.64%	96.64%	96.97%	97.30%	97.64%
1S2: Extended Graduation Rate	97.71%	97.71%	97.91%	98.11%	98.31%
2S1: Academic Proficiency in Reading Language Arts	40.65%	40.65%	40.85%	41.05%	41.25%
2S2: Academic Proficiency in Mathematics	38.44%	38.44%	38.64%	38.84%	39.04%
2S3: Academic Proficiency in Science	35.57%	35.57%	35.77%	35.97%	36.17%
3S1: Post-Program Placement	95.23%	95.23%	95.48%	95.73%	95.98%
4S1: Non-traditional Program Concentration	23.06%	23.06%	23.31%	23.56%	23.81%
5S3: Program Quality – Participated in Work-Based Learning	16.25%	16.25%	16.45%	16.65%	16.85%



# Mitigating Circumstances

- This is an **atypical** year due to the pandemic and its impact on school districts and student learning.
- The Department of Education allows states to **revise** performance levels under Perkins V.
- As a result, Wisconsin is pursuing **revision to** seven of our Perkins V performance targets as reflected in this presentation.



# Continuing Commitment to Equity

This decision does **not** in any way mean that we are backing away from our commitment to equity, access, and quality in CTE.

**Adjusting our accountability targets**, however, will allow us the **flexibility** necessary to put strategies in place to move the needle forward for students leading to even better results.



# Creating Opportunity

CTE provides a lifeline to those who have been most affected by the pandemic. By taking the pressure off districts to reach accountability measures, our state can focus on connecting learners with high-quality career pathways.

*Each of the following slides addresses a state-determined performance level (SDPL), including the original SDPL for the 20-21 school year, the proposed revised SDPL, and the rationale for the change.*



# Indicator 1S1: Four-Year Graduation Cohort

Year	Indicator (current target level)	Indicator (proposed target level)
2020-21 (baseline)	96.64%	85.50%
2021-22	96.97%	85.70%
2022-23	97.30%	85.90%
2023-24	97.64%	86.10%

**Rationale for change:** Graduation rates have been fairly consistent. We are confident that graduation rates will not be as affected as the other indicators. The proposed revised level represents 95% of the state's average actual performance of the three most recent school years. The proposed annual rate increase is .20%.



# Indicator 1S2: Extended Cohort Graduation Rate

Year	Indicator (current target level)	Indicator (proposed target level)
2020-21 (baseline)	97.71%	87.47%
2021-22	97.91%	87.67%
2022-23	98.11%	87.87%
2023-24	98.31%	88.07%

**Rationale for change:** While Graduation rates have been fairly consistent, Graduation rates tend to be higher for CTE concentrators. The proposed revised level represents 95% of the state's average actual performance of the three most recent school years. The proposed annual rate increase is .20%.





# Indicator 2S1: English/Language Arts Performance

Year	Indicator (current target level)	Indicator (proposed target level)
2020-21 (baseline)	40.65%	33.15%
2021-22	40.85%	33.35%
2022-23	41.05%	33.55%
2023-24	41.25%	33.75%

**Rationale for change:** We anticipate the pandemic may have a marked impact on academic performance. The proposed revised indicator level represents 90% of the state's average actual performance of the three most recent school years. The proposed annual rate increase is .20%.



# Indicator 2S2: Math Performance

Year	Indicator (current target level)	Indicator (proposed target level)
2020-21 (baseline)	38.44%	28.80%
2021-22	38.64%	29.00%
2022-23	38.84%	29.20%
2023-24	39.04%	29.40%

**Rationale for change:** We anticipate the pandemic may have a marked impact on academic performance. The proposed revised indicator level represents 90% of the state's average actual performance of the three most recent school years. The proposed annual rate increase is .20%.



# Indicator: Science Performance

Year	Indicator (current target level)	Indicator (proposed target level)
2020-21 (baseline)	35.57%	28.26%
2021-22	35.77%	28.46%
2022-23	35.97%	28.66%
2023-24	36.17%	28.86%

**Rationale for change:** We anticipate the pandemic may have a marked impact on academic performance. The proposed revised indicator level represents 90% of the state's average actual performance of the three most recent school years. The proposed annual rate increase is .20%.



# Indicator 3S1: Post-Program Placement

Year	Indicator (current target level)	Indicator (proposed target level)
2020-21 (baseline)	95.23%	91.10%
2021-22	95.48%	91.30%
2022-23	95.73%	91.50%
2023-24	95.98%	91.70%

**Rationale for change:** With a positive economic outlook and employers already experiencing talent shortages, we expect minimal impact. The National Student Clearinghouse is reporting a 4% decrease; therefore, the state's proposed revised level represents the average actual performance of the three most recent school years minus 4%. The proposed annual rate increase is .20%.



# Indicator 5S3: Work-Based Learning Participation

Year	Indicator (current target level)	Indicator (proposed target level)
2020-21*	16.25%	8.46%
2021-22	16.45%	10.46%
2022-23	16.65%	13.46%
2023-24	16.85%	16.46%

**Rationale:** We anticipate that this indicator may be most deeply impacted by the pandemic, affecting WBL offerings. Though our proposed revised level starts low, we expect it to improve at an accelerated rate. The proposed level represents 50% of the actual CTE performance level; however, the annual increase of 2% the first year followed by 3% for the last two years will bring the level back to the original performance level.



# Thank you for your feedback!

Between April 19 - May 18, provide your comments.

## [Resetting State-Determined Performance Levels](#)

\* If you would like questions addressed prior to providing comment, please contact Mai Choua Thao during her office hours on May 6, from 2:00-4:00 using the link:

<https://dpi.wi.gov/cte/events/cte-data-office-hours-12>

