**Perkins V Performance Measures**

**Special Population Categories:**

* Individuals with disabilities
* Individuals from economically disadvantaged families, including low-income youth and adults.
* Individuals preparing for non-traditional fields.
* Single parents, including single pregnant women.
* Out-of-workforce individuals.
* English learners.
* Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a).
* Youth who are in, or have aged out of, the foster care system.
* Youth with a parent who…
  + Is a member of the armed forces (as such term is defined in section 101 (a)(4) of title 10, United States Code); and
  + Is on active duty (as such term is defined in section 101(d)(1) of such title).
* Migrant students (secondary only).

**Secondary Indicators:**

1S1 – Four Year Graduation Rate:

* Numerator: Number of CTE concentrators who graduated from high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).
* Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2) of the ESSA.

2S1 – Academic Proficiency in Reading/Language Arts:

* Numerator: Number of CTE concentrators who achieved reading/language arts proficiency in the challenging State 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 section 1111(b)(2) of such Act; whose scores were included in the computation of the State’s secondary education Academic Achievement indicator, and who in the reporting year left secondary education.
* Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.

2S2 – Academic Proficiency in Mathematics:

* Numerator: Number of CTE concentrators who achieved mathematics proficiency in the challenging State 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 section 1111(b)(2) of such Act; whose scores were included in the computation of the State’s secondary education Academic Achievement indicator, and who in the reporting year left secondary education.
* Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.

2S3 – Academic Proficiency in Science

* Numerator: Number of CTE concentrators who achieved science proficiency in the challenging State 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 section 1111(b)(2) of such Act; whose scores were included in the computation of the State’s secondary education Academic Achievement indicator, and who in the reporting year left secondary education.
* Denominator: Number of CTE concentrators who took the ESEA assessments in science whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.

3S1 – Post-Program Placement:

* Numerator: The number of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.
* Denominator: The number of CTE concentrators who left secondary education during the reporting year.

4S1 – Non-Traditional Program Concentrators:

* Numerator: Number of CTE concentrators, from underrepresented gender groups, in career and technical education programs of study that leads to non-traditional fields.
* Denominator: Number of CTE concentrators in a CTE program or program of study that leads to a non-traditional field, during the reporting year.

5S3 – Program Quality / Participated in Work-Based Learning

* Numerator: Number of CTE concentrators who graduated from high school having participated in work-based learning.
* Denominator: Number of CTE concentrators who graduated from high school.

**Postsecondary Indicators:**

1P1 – Postsecondary Placement

* Numerator: Number of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title 1 of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.
* Denominator: Number of CTE concentrators who completed their program in the reporting year.

2P1 – Earned Recognized Postsecondary Credential

* Numerator: Number of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
* Denominator: Number of CTE concentrators who left postsecondary education in the prior reporting year.

3P1 – Non-Traditional Program Concentrators:

* Numerator: Number of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study that lead to non-tra
* Denominator: Number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field, during the reporting year.