

Federal Performance Indicators Technical Documentation



Career Technical Planning
District Report Cards

2023-2024 School Year



Department of
Education &
Workforce

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. **The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.**

Table 1: Breadcrumb Trail to Secure Data Center Reports for Districts to Review

Component	Measure	SDC Breadcrumb Trail
Federal Performance Indicators		Report Portal > Secure Data Center > Local Report Card > CTPD Local Report Card
	1S1	Report Portal > Secure Data Center > Career and Technical Education> CTPD 4-Year Longitudinal Graduation Rate
	1S2	Report Portal > Secure Data Center>> Career and Technical Education> CTPD 5-Year Longitudinal Graduation Rate
	2S1	Report Portal > Secure Data Center>> Career and Technical Education CTPD Proficiency Level Test Results
	2S2	Report Portal > Secure Data Center > Career and Technical Education CTPD Proficiency Level Test Results

	2S3	Report Portal > Secure Data Center > Career and Technical Education CTPD Proficiency Level Test Results
	3S1	Report Portal > Secure Data Center > Career and Technical Education> CTPD Post Program Outcomes
	4S1	Report Portal > Secure Data Center>> Career and Technical Education> CTPD/Member District Non-traditional Program Enrollment
	5S3	Report Portal > Secure Data Center > Career and Technical Education> CTPD/Member District Work-Based Learning Participation
	5S4	Report Portal > Secure Data Center > Career and Technical Education > CTPD/Member District Technical Skill Attainment

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Federal Performance Indicators

Career-Technical Planning Districts (CTPD) are accountable to the United States Department of Education for nine indicators in relation to the [Carl D. Perkins Career and Technical Education Act](#).

Under Perkins V, states are required to annually report the following core indicators of performance and disaggregated performance data on eighteen student groups and special populations. Perkins V requires reports on the following groups

- All Students
- Gender
 - Female
 - Male
- Race/Ethnicity:
 - American Indian or Alaskan Native
 - Asian
 - Black, Non-Hispanic
 - Hispanic
 - Multiracial
 - White, Non-Hispanic
- Economic Disadvantage
- English Learners
- Foster
- Homeless
- Migrant
- Military
- Non-traditional Concentrators
- Single parents
- Students with Disabilities

Career-Technical Planning District federal performance indicators are not calculated for student groups with fewer than ten students.

For the 2023-2024 school year, CTPDs are required to meet 90% of the state target per federal Perkins legislation.

FY23 CTPD Perkins Performance Targets		
Indicator	Target	90% of Target
Four-Year Graduation Rate (1S1)	90%	81%
Extended-Year Graduation Rate (1S2)	92.0%	82.8%
Academic Proficiency In Reading/Language Arts (2S1)	86.0	77.4
	71.6%	
Academic Proficiency In Mathematics (2S2)	62.0	55.8
	51.6%	
Academic Proficiency In Science (2S3)	86.0	77.4
	71.6%	

Post-Program Placement (3S1)	73.0%	65.7%
Non-Traditional Program Enrollment (4S1)	19.0%	17.1%
Work-Based Learning Participation (5S3)	14.0%	12.6%
Technical Skill Attainment (5S4)	70.0%	63%

The federal performance indicators for which the Department and all Career-Technical Planning Districts are accountable are as follows:

GRADUATION (1S1 AND 1S2)

FOUR-YEAR GRADUATION RATE (1S1):

The calculation of the four-year graduation rate for Perkins performance is identical to the lagged state CTE four-year graduation rate. For additional details on the CTE four-year Graduation Rate, please see the Graduation Component section.

EXTENDED-YEAR GRADUATION RATE (1S2):

The calculation of the extended-year graduation rate for Perkins performance is identical to the lagged state CTE five-year graduation rate. For additional details on the CTE five-year Graduation Rate, please see the Graduation Component section.

ACADEMIC PROFICIENCY (2S1, 2S2, AND 2S3)

The academic attainment indicators are based upon current year CTE concentrators, including first-time test results for all students who were CTE concentrators during the 2023-2024 school year. The indicators are reading/language arts, mathematics, and science, as outlined in ESSA and using the Performance Index. For additional details on the Performance Index calculation, please see the [Achievement Component technical documentation](#).

ACADEMIC PROFICIENCY IN READING/LANGUAGE ARTS (2S1):

Academic proficiency in Reading/Language Arts is the weighted average of individual student performance levels per achievement test in all subjects for grades 3-8, the high school English language arts alternate assessment and the applicable assessment in English Language Arts II. Additionally, any student taking the end-of-course assessment for the first time in the current or a prior year is included. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.

- **N-Size:** 10 accountable students taking one or more assessments
- **Subjects:** Reading/English language arts
- **Grades:** 3-8, high school
- **Tests:** 3-8 English language arts, end-of-course exams for ELA II
- **Alternate Assessments Included:** Yes

ACADEMIC PROFICIENCY IN MATHEMATICS (2S2):

Academic Proficiency is the weighted average of individual student performance levels per achievement test in Mathematics grades 3-8, plus the grade 10 alternate assessment and the applicable end-of-course assessments including Algebra 1, Geometry, Integrated Math 1 and Integrated Math 2. Any student taking the end-of-course assessment for the first time in the current or prior year is included. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.

- **N-Size:** 10 accountable students taking one or more assessments
- **Subjects:** Mathematics
- **Grades:** 3-8, high school
- **Tests:** grades 3-8 math, end-of -course exams for Algebra I, Geometry, Integrated Math I, and Integrated Math II
- **Alternate Assessments Included:** Yes

ACADEMIC PROFICIENCY IN SCIENCE (2S3):

Academic proficiency is the weighted average of individual student performance levels per achievement test in all subject areas for grades 3-8 and the applicable end-of-course science assessments for any student taking the end-of-course Biology assessment for the first time in the current or a prior year. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.

- **N-Size:** 10 accountable students taking one or more assessments
- **Subjects:** Science
- **Grades:** 3-8, high school
- **Tests:** grade 3-8 science, end-of-course exams for Biology
- **Alternate Assessments Included:** Yes

POST-PROGRAM PLACEMENT (3S1):

The calculation of the Post-Program Placement rate for Perkins performance is identical to the state Placement rate element in the Post-Program Outcomes Component. For additional details on the indicator, please see the [Post-Program Outcomes Component technical documentation](#).

NON-TRADITIONAL PROGRAM ENROLLMENT (4S1):

DEFINITION: The Non-Traditional Program Enrollment indicator measures the percentage of career-technical education concentrators in education pathways that lead to employment in traditional fields according to their gender. This indicator is based upon current year CTE concentrators, including the 2023-2024 school year, in a pathway with a non-traditional designation.

A pathway is considered non-traditional if individuals from their reported gender comprise less than 25 percent of employees in the related occupation or field of work. Non-traditional

program designations for each pathway are outlined in the annual publication of the [CTE Matrix](#)

NUMERATOR: The number of career-technical education concentrators, in the reporting year, enrolled in pathways for employment in a non-traditional field according to gender.

DENOMINATOR: The number of career-technical education concentrators enrolled, in the reporting year, in pathways with non-traditional designations.

WORK-BASED LEARNING PARTICIPATION (5S3):

DEFINITION: Students enrolled in career-technical education courses should participate in experiences aligned to their program of study. Work-based learning completed before enrollment should align to the student's graduation and/or student success plan. For detailed guidance and additional information, please visit, [Work-based Learning](#). While many Career-Technical Planning Districts have been offering work-based learning opportunities, the approved definition, requirements, and calculation of work-based learning is identified in Perkins V.

The Work-Based Learning Participation indicator measures the percentage of career-technical education concentrators who graduated in the lagged four-year CTE graduation cohort with a minimum of 250 hours of work-based learning.

NUMERATOR: The number of career-technical education concentrators who graduated in the lagged four-year graduation cohort with 250 or more hours in a qualified work-based learning experience using Program Codes (GQ060) 310499 or 310500 in the Student Program (GQ) Record in EMIS.

DENOMINATOR: The total number of career-technical education concentrators who graduated in the four-year graduation cohort.

TECHNICAL SKILL ATTAINMENT (5S4):

The calculation of the Technical Skill Attainment Rate for Perkins V performance is identical to the state Technical Skill Attainment Rate. For additional details on the Technical Skill Attainment Rate, please see the Achievement Component section.