

Perkins Accountability Definitions

Student Definitions

- Participant:** Any student in grades 7-12 who has enrolled in a Cluster or Pathway course within an approved Career & Technical Education (CTE) program.
- Concentrator:** Students in grades 9-12 who have earned two (2) credits in a single approved CTE program.

To earn concentrator status (2 or more credits within a single approved CTE program), a student can accumulate credits within the following rules:

Foundational CTE Courses	Cluster Courses	Pathway Courses	Academic Courses	Capstone Courses
↓	↓	↓	↓	↓
Up to .5 credits	All cluster course credits (including those from virtual courses)	All pathway credits (including those from virtual or dual credit courses)	Up to .5 credits	Up to 1 credit
<i>At least one of the 2 credits for concentrator status must come from cluster or pathway courses.</i>				

When districts are members of Multi-Districts, concentrators are “credited” to a district according to the following:

1. If the student’s resident district offers the same CTE Career Cluster program as the Multi-District, then the resident district receives the concentrator credit.
 Example: Baltic School District and the Sioux Falls CTE Academy both offer the Architecture and Construction Career Cluster program. If a Baltic student is a concentrator in the Architecture and Construction program, then Baltic will receive the concentrator credit for that student even when the student has taken Architecture & Construction courses at the CTE Academy.
2. If the Multi-District offers an approved CTE program the resident district does not offer, then the Multi-District receives the concentrator credit.
 Example: A student from Corn Palace School District takes courses at the Sioux Falls CTE Academy and becomes a concentrator in the

Hospitality & Tourism Career Cluster program. Since Baltic does not offer the Hospitality & Tourism program, the CTE Academy receives the concentrator credit for that student.

Special Population Definitions

Single parent:

A pregnant or parenting student.

Disabled student:

Disability Status (ESEA/IDEA) as used in section 1111(h)(1)(C)(i) of the ESEA refers to a "child with a disability," which under section 9101 of the ESEA has the same meaning as the term in section 602 of the Individuals with Disabilities Education Act. Under section 602(3) of the IDEA, the term "child with a disability" means a child

- a. with intellectual disabilities, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as 'emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and
- b. who, by reason thereof, needs special education and related services.

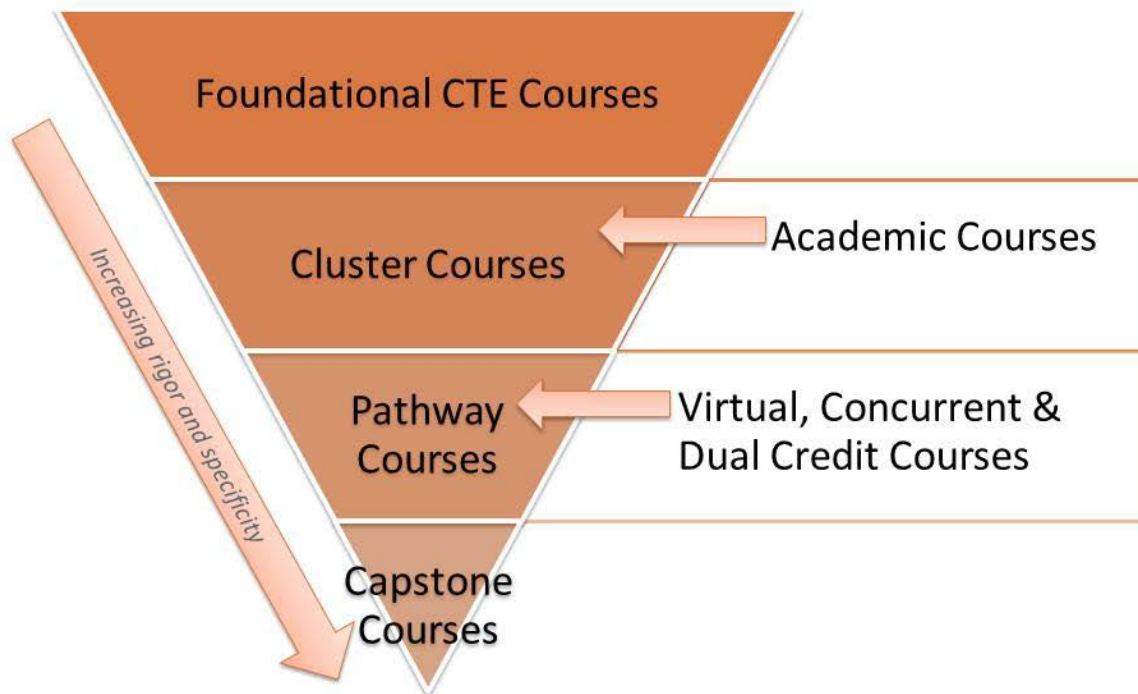
Economically disadvantaged student:

Individuals from economically disadvantaged families as determined by Free and Reduced Lunch status.

English Learner:

A student whose native language is not English and who has difficulties speaking, reading, writing, or understanding English which may be sufficient to deny the student the ability to successfully achieve in the classroom.

Course Definitions



Academic Courses:

For Perkins/CTE purposes, an Academic course is a non-technical course that supports the content of Pathway and/or Cluster courses. Higher level academic courses are recommended to purposefully connect academic and technical concepts in students' programs of study. Some Academic courses are available through the SD Virtual School.

Assignment Code/State Course Code: A specific five-digit code assigned to identify a course and tied to teachers' certifications. Districts enter assignment codes in the Personnel Record Form (PRF) system, which is then carried over to the Perkins Data Collection System.

Capstone Courses:

Capstone experiences and Service Learning (sometimes referred to as work-based learning courses) are culminating courses within students' programs of study. Some capstone experiences are offered through the SD Virtual School.

Cluster Courses:

Cluster courses teach knowledge and skills which are applicable to all pathways within a Career Cluster. Cluster courses are generally introductory in nature. Some Cluster courses are available through the SD Virtual School.

Concurrent Credit Course:

Concurrent Credit courses, for Perkins purposes, are technical courses in which students earn both secondary and postsecondary credit AND a teacher at the secondary resident district teaches the course as adjunct faculty for one of the state's technical institutes. Students' resident districts transcript the credits and grades earned for Concurrent Credit Courses and enter applicable data into the Perkins Data Collection system.

Dual Credit Course:

Dual Credit courses, for Perkins purposes, are technical courses in which students earn both secondary and postsecondary credit. There are some Dual Credit courses offered statewide through the SD Virtual School. Other dual credit courses are offered in agreements directly between school districts and one of South Dakota's technical institutes (LATI, MTI, STI or WDT). Others are offered online directly from the state's technical institutes. Students' resident districts transcript the credits and grades earned for Dual Credit Courses and enter applicable data into the Perkins Data Collection system.

Foundational CTE Courses:

Foundational CTE courses apply across all 16 clusters. They help students master basic workplace readiness and soft skills. Some Foundational CTE courses are offered through the SD Virtual School.

Foundational CTE courses include:

- *Career Exploration (22151)*
- *Foundations of Technology (10004)*
- *Employability (22152)*
- *Entrepreneurship (12053)*
- *Leadership & Service (22101)*

Pathway Courses:

Pathway courses teach knowledge and skills which are applicable to a specific pathway within a Career Cluster. Pathway courses generally include a range of advanced courses. Some Pathway courses may require students to complete prerequisite Cluster or Pathway courses. Dual credit technical courses with application to the Career Cluster count as Pathway courses. Some Pathway courses (including Dual Credit courses) are available through the SD Virtual School.

South Dakota Virtual School Course:

A virtual course, for Perkins purposes, is a Career & Technical Education course offered through the South Dakota Virtual School (www.sdvs.k12.sd.us). Students'

resident districts transcript the credits and grades earned for SD Virtual School Courses and enter applicable data into the Perkins Data Collection system.

Core Indicators of Performance (Standards & Measures)

Technical Skill Attainment (TSA):

Technical Skill Attainment (TSA) represents, in percentage form, students' mastery of the skills and knowledge outlined in the course's standards. The TSA is an average of all content in the course, whether in a semester-course or a year-long course and should represent mastery at the appropriate Webb's Depth of Knowledge Level. The Webb's Depth of Knowledge Level is the categorization of standards according to the complexity of thinking required to successfully master the standards.

Placement:

Placement data notes intentions of exiting secondary students following high school (2-year postsecondary, 4-year postsecondary, military, advanced training or employment). Placement data should be entered for all exiting students, whether they took a CTE course in the reporting school year or at some point earlier in their education.

The accountability measures in the Perkins IV legislation demonstrate levels of achievement in six areas:

Table 1: Perkins Secondary Performance Measures		
Measure	Definition	Formula
Academic Attainment Reading/ Language Arts 1S1	<p>Numerator: Number of CTE concentrators who attain a level 3 or 4 on the Smarter Balanced OR MSAA English language arts high school assessment and left secondary education during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the Smarter Balanced OR MSAA English language arts high school assessment and left secondary education during the reporting year.</p>	<p>Numerator:</p> <ul style="list-style-type: none"> • Students who left secondary education • with 2 credits • level 3 or 4 on the Smarter Balanced OR MSAA English language arts high school assessment <p>Denominator</p> <ul style="list-style-type: none"> • Students who left secondary education • with 2 credits • have taken the Smarter Balanced OR MSAA English language arts high school assessment

Table 1: Perkins Secondary Performance Measures (cont'd)

Measure	Definition	Formula
<p>Academic Attainment Mathematics</p> <p>1S2</p>	<p>Numerator: Number of CTE concentrators who attain a level 3 or 4 on Smarter Balanced OR MSAA mathematics high school assessment and left secondary education during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the Smarter Balanced OR MSAA mathematics high school assessment and left secondary education during the reporting year.</p>	<p>Numerator:</p> <ul style="list-style-type: none"> • Students who left secondary education • with 2 credits • level 3 or 4 on the Smarter Balanced OR MSAA mathematics high school assessment <p>Denominator</p> <ul style="list-style-type: none"> • Students who left secondary education • with 2 credits • have taken the Smarter Balanced OR MSAA mathematics high school assessment
<p>Technical Skill Attainment</p> <p>2S1†</p>	<p>Numerator: The number of concentrators who attain a program average of 75 percent or higher in their CTE program.</p> <p>Denominator: The number of concentrators in the program.</p>	<p>Numerator:</p> <ul style="list-style-type: none"> • students with 2 credits • TSA (technical skill attainment) of 75 or above <p>Denominator</p> <ul style="list-style-type: none"> • students with 2 credits
<p>Secondary School Completion</p> <p>3S1</p>	<p>Numerator: The number of CTE concentrators who graduated in the reporting year or earned a high school equivalency in the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	<p>Numerator:</p> <ul style="list-style-type: none"> • students with 2 credits • those marked as graduated OR • high school equivalency of graduate certificate <p>Denominator</p> <ul style="list-style-type: none"> • with 2 credits • dropped out (in SIMS system in 14, 15 or 16 and not in 17) OR • graduated or completed a high school equivalency

*Note the Smarter Balanced and MSAA high school assessments are given in grade 11, but the scores are reported when the student exits secondary education. If a student took the assessment in grade 12, the score will be included in the attainment rate when the student exits secondary education.

†Technical Skill Attainment: Program average is the average of all CTE course grades on a 100 point scale.

Table 1: Perkins Secondary Performance Measures (cont'd)

Measure	Definition	Formula
<p>Student Graduation Rates</p> <p>4S1</p>	<p>Numerator: Number of CTE concentrators who earned a high school diploma in the reporting year.</p> <p>Denominator: Number of CTE concentrators from the four-year adjusted cohort in the reporting year.</p>	<p>Numerator</p> <ul style="list-style-type: none"> • students with 2 credits • those marked as graduated <p>Denominator</p> <ul style="list-style-type: none"> • 2 credits • dropped out (in SIMS system in 14,15, or 16 and not in 17) OR • graduated
<p>Secondary Placement</p> <p>5S1</p>	<p>Numerator: The number of concentrators who have left secondary education in the reporting year and placed in postsecondary education, employment, advanced training**, or the military.</p> <p>Denominator: Number of concentrators who left secondary education during the reporting year.</p>	<p>Numerator</p> <ul style="list-style-type: none"> • students who left secondary education • students with 2 credits • with a placement in 2-year postsecondary education, 4-year postsecondary education, employment, advanced training, or military <p>Denominator</p> <ul style="list-style-type: none"> • Students who left secondary education • Students with 2 credits

***Advanced Training: Any formal training beyond the high school or secondary level not related to a postsecondary degree program.*

Table 1: Perkins Secondary Performance Measures (cont'd)

Measure	Definition	Formula	
Nontraditional Participation 6S1	<p>Numerator: The number of nontraditional participants enrolled in programs preparing them for careers nontraditional for their gender during the reporting year.</p> <p>Denominator: The total number of participants (nontraditional + traditional) enrolled in programs preparing them for careers considered nontraditional for their gender during the reporting year.</p>	Numerator	Denominator
		Females enrolled in AFNR Cluster	All enrolled in AFNR
		Females enrolled in A & C	All enrolled in A & C
		Males enrolled in Health Science	All enrolled in Health Science
		Males enrolled in Human Services	All enrolled in Human Services
		Females enrolled in IT	All enrolled in IT
		Females enrolled in Manufacturing	All enrolled in Manufacturing
		Females enrolled in STEM	All enrolled in STEM
		Females enrolled in Transportation	All enrolled in Transportation
		Nontraditional Completion 6S2	<p>Numerator: The number of nontraditional concentrators completing programs preparing them for careers considered nontraditional for their gender.</p> <p>Denominator: The total number of concentrators (nontraditional + traditional) completing programs preparing them for careers considered nontraditional for their gender.</p>
Females 2 credits in AFNR	2 credits in AFNR		
Females 2 credits in A & C	2 credits in A & C		
Males 2 credits in Health Science	2 credits in Health Science		
Males 2 credits in Human Services	2 credits in Human Services		
Females 2 credits in IT	2 credits in IT		
Females 2 credits in Manufacturing	2 credits in Manufacturing		
Females 2 credits in STEM	2 credits in STEM		
Females 2 credits in Transportation	2 credits in Transportation		