

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:

- 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.
- If the Multi-District offers an approved CTE program the resident district does not offer, then the Multi-District receives the concentrator credit.

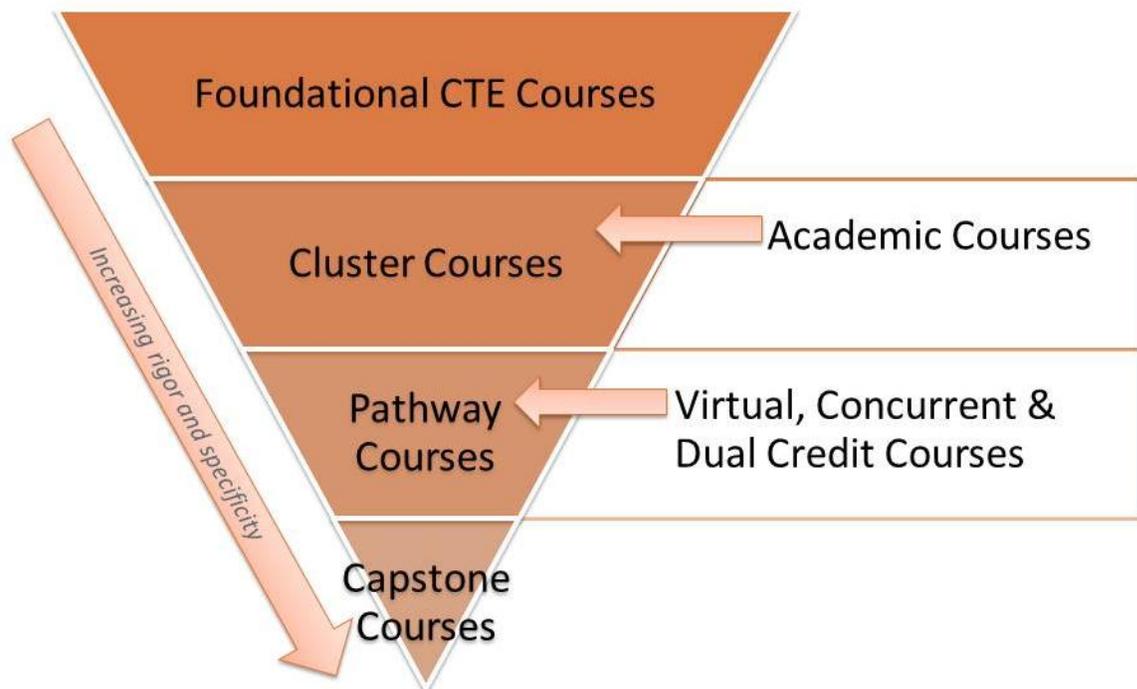
Example: A student from Baltic School District takes courses at the Sioux Falls CTE Academy and becomes a concentrator in the Hospitality & Tourism Career Cluster program. Since Baltic does not offer the Hospitality & Tourism program, the CTE Academy receives the concentrator credit for that student.

NOTE: The term “completer” is not used in the Perkins IV legislation.

Special Population Definitions

Single parent:	A pregnant or parenting student (female or male).
Disabled student:	A student on an Individualized Education Plan (IEP).
Economically disadvantaged student:	A student on free or reduced lunch under the National School Lunch Act.
Limited English Proficiency:	A student whose native language is not English and who has difficulty speaking, reading, writing, or understanding English.

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.

Articulated Credit Course:

Articulated courses are secondary CTE courses in which students receive full secondary credit for their mastery of course concepts and requirements. For courses with articulation agreements at one of South Dakota's technical institutes, students who go on to attend the technical institute are able to forgo tuition for a portion of the required course credits, depending on the rigor of the course offered at their resident district.

Assignment 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 are 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 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 (80023)*
- *Computer Applications (10004)*
- *Employability/Careers (22152)*
- *Foundations of CTE (22150)*
- *Service Learning (22104)*

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.

Virtual 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 Virtual 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 Bloom’s or Webb’s level.

Placement: Placement data notes 12th graders’ intentions following high school (2-year postsecondary, 4-year postsecondary, military, advanced training or employment). Placement data should be entered for all 12th graders, whether they took a CTE course in the 2013-14 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 concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment</p> <p>Denominator: Number of concentrators who took the assessments in reading/language arts and who have left secondary in the reporting year.</p>	<p>Numerator:</p> <ul style="list-style-type: none"> • 12th grade student • with 2 credits • reading score of 604 and above – Proficient & Advanced on the Dakota STEP test <p>Denominator</p> <ul style="list-style-type: none"> • 12th grade student • with 2 credits • has a Dakota STEP test reading score

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

Measure	Definition	Formula
Academic Attainment Mathematics 1S2*	<p>Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment</p> <p>Denominator: Number of concentrators who took the assessments in mathematics and who have left secondary education in the reporting year.</p>	<p>Numerator:</p> <ul style="list-style-type: none"> • 12th grade student • with 2 credits • math score of 715 and above – Proficient & Advanced <p>Denominator</p> <ul style="list-style-type: none"> • 12th grade student • with 2 credits • has a math score
Technical Skill Attainment 2S1†	<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
Secondary School Completion 3S1	<p>Numerator: The number of <u>CTE concentrators</u> who earned a regular secondary school diploma.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the regular 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"> • with 2 credits • dropped out (in SIMS system in 10, 11 or 12 and not in 13) OR • graduated
Student Graduation Rates 4S1	<p>Numerator: Number of concentrators reported as graduated using your State’s approved calculation for graduation rate as defined in your State’s ESEA accountability workbook.</p> <p>Denominator: Number of concentrators who have left secondary education 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 10, 11 or 12 and not in 13) OR • graduated

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

Measure	Definition	Formula	
Secondary Placement 5S1	<p>Numerator: The number of concentrators who have graduated placed in postsecondary education, employment, advanced training**, or the military.</p> <p>Denominator: Number of concentrators who have graduated completing the program.</p>	<p>Numerator</p> <ul style="list-style-type: none"> • 12th grade students • students with 2 credits • with a placement in 2 year, 4 year, employment, advanced training, or military <p>Denominator</p> <ul style="list-style-type: none"> • 12th grade students with 2 credits 	
Nontraditional Participation 6S1	<p>Numerator: The number of nontraditional participants enrolled in programs preparing them for careers nontraditional for their gender.</p> <p>Denominator: The total number of participants (nontraditional + traditional) enrolled in programs preparing them for careers considered nontraditional for their gender.</p>	<p>Numerator</p> <p>Females enrolled in AFNR Cluster</p>	<p>Denominator</p> <p>All enrolled in AFNR Cluster</p>
		<p>Females enrolled in A& C</p>	<p>All enrolled in A & C</p>
		<p>Males enrolled in Health Science</p>	<p>All enrolled in Health Science</p>
		<p>Males enrolled in Human Services</p>	<p>All enrolled in Human Services</p>
		<p>Females enrolled in IT</p>	<p>All enrolled in IT</p>
		<p>Females enrolled in Manufacturing</p>	<p>All enrolled in Manufacturing</p>
		<p>Females enrolled in STEM</p>	<p>All enrolled in STEM</p>
		<p>Females enrolled in Transportation</p>	<p>All enrolled in Transportation</p>
		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>
<p>Females 2 credits in AFNR</p>	<p>2 credits in AFNR</p>		
<p>Females 2 credits in A& C</p>	<p>2 credits in A & C</p>		
<p>Males 2 credits in Health Science</p>	<p>2 credits in Health Science</p>		
<p>Males 2 credits in Human Services</p>	<p>2 credits in Human Services</p>		
<p>Females 2 credits in IT</p>	<p>2 credits in IT</p>		
<p>Females 2 credits in Manufacturing</p>	<p>2 credits in Manufacturing</p>		
<p>Females 2 credits in STEM</p>	<p>2 credits in STEM</p>		
<p>Females 2 credits in Transportation</p>	<p>2 credits in Transportation</p>		

*Note the Dakota STEP is given in grade 11, but the scores are reported when the student is in grade 12.

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

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

Implications of South Dakota's New Assessment Field Test and Adoption

South Dakota is conducting a Smarter Balanced Assessment (SBAC) field test in 2014 with full operational use intended for subsequent years. Field tests are conducted to help confirm that assessments like SBAC capture valid and reliable measures of student achievement in an equitable manner. In addition, field tests help instructors and schools ascertain their preparedness for the full assessments that will be conducted in 2015.

Given these limited purposes, the field test is not intended to provide comprehensive measures that could accurately replace D-STEP in 2014. For more information on the SBAC field test, please visit SBAC's Field Test page (<http://www.smarterbalanced.org/field-test/>). Tables 2 and 3 below describe the assessments that will be conducted and how that will impact Perkins reporting, respectively.

Table 2 below details what assessment(s) will be utilized in upcoming academic years.

Table 2: Assessments Utilized by Academic Year	
Year	11th Grade Assessments Utilized
2012-13	D-STEP
2013-14	SBAC field test and limited D-STEP
2014-15	SBAC
2015-16 and beyond	SBAC

Table 3 details how the assessment regimen above will affect Perkins data and reporting for both 1S1 (Reading/Language Arts Academic Attainment) and 1S2 (Mathematics Academic Attainment), which are collectively referred to as "measures" in Table 3.

Table 3: Future Impacts of Assessment Regimen on 1S1 & 1S2 Measures	
Year	Impact on 1S1 & 1S2
2013-14	Measures capture 12 th graders in 2013-14 who have two or more CTE credits AND took D-STEP as 11 th graders in 2012-13.
2014-15	Measures will not be available for 2014-15 12 th graders who have two or more CTE credits.
2015-16	Measures will reflect 12 th graders in 2015-16 with two or more CTE credits who took SBAC as 11 th graders in 2014-15.
2016-17	Measures will reflect 12 th graders in 2016-17 with two or more CTE credits who took SBAC as 11 th graders in 2015-16.