

Louisiana State Plan  
Strengthening Career and Technical Education  
for the 21<sup>st</sup> Century Act (Perkins V)

Accountability

Public Comment

November 26, 2019 through January 31, 2020

**A. Accountability for Results**

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
  - (a) the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential;
  - (b) the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
  - (c) the percentage of CTE concentrators graduating from high school having participated in work-based learning.

Include any other measure(s) of student success in career and technical education that are statewide, valid, reliable and comparable across the State.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

<b><u>Measurement Definition</u></b>	<b><u>Indicator Codes</u></b>	<b><u>Indicator Names</u></b>
<p><b>Secondary Level</b></p> <p>The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section § 101 of the Elementary and Secondary Education Act (ESEA) of 1965.)</p> <p><b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1212(b)(2)(C)(vi) of the ESEA.</p> <p><b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State’s Consolidated Accountability Plan pursuant to Section 1212(b)(2)(C)(vi) of the ESEA.</p>	1S1	Four-Year Graduation Rate
<p>(At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by the extended-year adjusted cohort graduation rate defining in such section § 101.</p> <p><b>Numerator:</b> Number of 5<sup>th</sup> and 6<sup>th</sup> year CTE concentrators who, in the reporting year, graduated from high school, as measured by the extended-year adjusted cohort graduation rate.</p> <p><b>Denominator:</b> Number of 5<sup>th</sup> and 6<sup>th</sup> year concentrators who, in the reporting year, were included in the State’s</p>	1S2	Extended Graduation Rate

<p>computation of its extended graduation rate, as measured by extended-year adjusted graduation rate.</p>		
<p>CTE concentrator 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 in reading/language arts as described in section 1111(b)(2) of such Act.</p> <p><b>Numerator:</b> Number of CTE concentrators who are proficient 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, students scoring mastery and above on LEAP 2025 English I and English II assessment or good and above on End of Course (EOC) English III assessment.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of Adequately Yearly progress (AYP) and who, in the reporting year, left secondary education.</p>	<p>2S1</p>	<p>Academic Proficiency in Reading/Language Arts</p>
<p>CTE concentrator 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 in mathematics as described in section 1111(b)(2) of such Act.</p> <p><b>Numerator:</b> Number of CTE concentrators who are proficient in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act, students scoring mastery and above on LEAP 2025 Algebra I or Geometry assessments.</p> <p><b>Denominator:</b> Number of CTE concentrators, who took the ESEA assessment in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<p>2S2</p>	<p>Academic Proficiency in Mathematics</p>

<p>CTE concentrator 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 in science as described in section 1111(b)(2) of such Act.</p> <p><b>Numerator:</b> Number of CTE concentrators who are proficient 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 in Science as described in section 1111(b)(2) of such Act, students scoring mastery and above on LEAP 2025 Biology assessment or good or above on EOC Biology assessment.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in Biology whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<p>2S3</p>	<p>Academic Proficiency in Science</p>
<p>The percentage 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.</p> <p><b>Numerator:</b> Number of CTE concentrators who in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, in the military service or a service program that receives assistance under Title I of the National Community Service Act of 1990 (42 U.S.C. 2504(a)) or are employed.</p> <p><b>Denominator:</b> Number of CTE concentrators who left secondary education during the school year.</p>	<p>3S1</p>	<p>Postsecondary Placement</p>
<p>The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.</p> <p><b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups in career and technical</p>	<p>4S1</p>	<p>Non-traditional Program Enrollment</p>

<p>programs and programs of study that lead to employment in non-traditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who participated in a program that leads to employment in non-traditional fields during the reporting year.</p>		
<p><i>The eligible agency must include at least one program quality indicator—5S1, 5S2 or 5S3—and may include other quality measure that is statewide, valid, reliable and comparable across the State, 5S4.</i></p>		
<p>The percentage of CTE concentrator’s graduation from high school having attained a recognized postsecondary credential.</p> <p><b>Numerator:</b> Number of CTE concentrators graduating from high school having attained a recognized postsecondary credential.</p> <p><b>Denominator:</b> Number of CTE concentrators who graduated during the reporting year.</p>	<p>5S1</p>	<p>Program Quality— Attained Recognized Postsecondary Credential</p>
<p>The percentage of CTE concentrators graduating from high school having attained postsecondary credits in relevant career and technical education program of programs or study earned through dual or concurrent enrollment or another credit transfer agreement.</p> <p><b>Numerator:</b> Number of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement.</p> <p><b>Denominator:</b> Number of CTE concentrators who graduated during the reporting year.</p>	<p>5S2</p>	<p>Program Quality— Attained Recognized Postsecondary Credits</p>
<p>The percentage of CTE concentrators graduating from high school having participated in work-based learning.</p> <p><b>Numerator:</b> Number of CTE concentrators graduating from high school having participated in work-based learning programs.</p> <p><b>Denominator:</b> Number of CTE concentrators who graduated during the reporting year.</p>	<p>5S3</p>	<p>Program Quality— Participated in Work- Based Learning</p>

<p>The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, reliable and comparable across the State. Please identify.</p>	<p>5S4</p>	<p>Program Quality— Other</p>
<p><b><u>Measurement Definition</u></b></p>	<p><b><u>Indicator Codes</u></b></p>	<p><b><u>Indicator Names</u></b></p>
<p><b><u>Postsecondary Level</u></b></p>		
<p>The percentage 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 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 placed or retained in employment.</p> <p><b>Numerator:</b> The distinct number of CTE concentrators who completed a CTE program and meet one of the following criteria (the student can only be counted once, if they meet multiple criteria) after the second quarter of program completion:</p> <ol style="list-style-type: none"> <li>1. The distinct number of CTE concentrators who remained enrolled in postsecondary education from the previous academic; or</li> <li>2. Received an award (graduated) during the previous academic year where the student’s placement in advanced training, military services or a service program that receives assistance under the National Community Service Act; or</li> <li>3. Place or retained employment.</li> </ol> <p><b>Denominator:</b> The distinct number of CTE concentrators who completed a CTE program.</p>	<p>1P1</p>	<p>Postsecondary Retention and Placement</p>
<p>The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. *</p> <p><b>Numerator:</b> The distinct number of CTE concentrators who completed a recognized post-secondary credential during the program participation year (that academic year); or returned to complete a recognized postsecondary credential within a year.</p>	<p>2P1</p>	<p>Earned Recognized Postsecondary Credential</p>

<p><b>Denominator:</b> The distinct number of CTE concentrators who completed a recognized post-secondary credential during the program participation year (that academic year); or the previous year. And, the distinct number of CTE concentrators who left without completing a recognized post-secondary credential or enrolled in another postsecondary institution.</p>		
<p>The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.</p> <p><b>Numerator:</b> The distinct number of CTE concentrators who completed a program of study in a non-traditional field during the program participation year (academic year). These students must be in a program of study that is nontraditional for males or nontraditional for females to be counted in this measure. If the student completed more than one program of study that is considered nontraditional relative to their gender, they can only be counted once.</p> <p><b>Denominator:</b> The distinct number of CTE concentrators who are enrolled and completed a program of study in a non-traditional field during the program participation year (academic year). These students must be in a program of study that is nontraditional for males or nontraditional for females to be counted in this measure. If the student is enrolled in or completed more than one program of study that is considered nontraditional relative to their gender, they can only be counted once.</p>	<p>3P1</p>	<p>Non-traditional Program Enrollment</p>

\*This means that a student is counted under this indicator whether the student obtains the credential during the participation or within 1 year of completion. The Department interprets “within 1 year of completion” to have the Plan meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.

2. State Determined Performance Levels (SDPL) Form

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
<b>Secondary Indicators</b>					
1S1: Four-Year Graduation Rate	86.71%	87.37%	88.03%	88.69%	89.35%
1S2: Extended Graduation Rate					
2S1: Academic Proficiency in Reading Language Arts	51%	53.5%	56%	58.5%	61%
2S2: Academic Proficiency in Mathematics	44%	46.5%	49%	51.5%	54%
2S3: Academic Proficiency in Science	60.54%	63.04%	65.54%	65.54%	70.54%
3S1: Post-Program Placement	58.36%	59.42%	60.49%	61.55%	62.61%
4S1: Non-traditional Program Concentration	18.88%	18.96%	19.03%	19.11%	19.18%
5S1: Program Quality-Attained Recognized Postsecondary Credential	30.04%	32.54%	35.04%	37.54%	40.04%
5S2: Program Quality-Attained Postsecondary Credits	N/A	N/A	N/A	N/A	N/A
5S3: Program Quality-Participated in Work-Based Learning	N/A	N/A	N/A	N/A	N/A
5S4-Program Quality-Other	N/A	N/A	N/A	N/A	N/A
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
<b>Postsecondary Indicators</b>					
1P1: Post-Program Placement	64%	66%	68%	70%	72%
2P1: Earned Recognized Postsecondary Credential	56%	58%	60%	62%	64%

3P1: Non-traditional Program Concentration	20%	20.5%	21%	21.5%	22%
--	-----	-------	-----	-------	-----

**CTE Concentrator:**

Secondary Level: A student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or Perkins Eligible CTE Programs of Study.

Postsecondary Level: A student enrolled in an eligible recipient institution who has:

- (i) earned at least 12 credits within a career and technical education program or Perkins Eligible CTE Program of Study; or
- (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include:
  - i. a description of the process for public comment under section 113(b)(3)(B) of Perkins as part of the development of the State determined levels of performance;

The State determined levels of performance for secondary and postsecondary were made available for the required sixty (60) days of public comment. Opportunities for written public comment were provided via the LCTCS website. A Perkins public comment email address was provided as a means to provide electronic comments. In addition, the LCTCS mailing address was provided for submission of written comments.

To provide additional means of submitting comments, public meetings were held in five (5) locations across the state. Meeting details were published in newspapers statewide, LCTCS website as well as via the Perkins Regional Coalitions. Electronic input opportunities were included in all public meeting details. The results of the public comment feedback are included in [appendix \(TBD\)](#).

- ii. an explanation for the State determined levels of performance that meet each of the statutory requirements:

Secondary:

Louisiana uses a consistent averaging method across all schools, and the performance indicators can (and are) disaggregated by subgroup. Louisiana will continue with its minimum “n” of ten students for reporting subgroups

of students, as has been the practice in Louisiana historically and as has been long approved per Louisiana's accountability workbook and Louisiana's ESEA waiver. An n-size of 10 for subgroup protects the confidentiality of students and, at the same time, includes a majority of the students in subgroup accountability.

Louisiana continues its implementation of more rigorous academic content standards, enhances support for struggling students and schools, and transitions to new expectations for high school graduation.

The levels of performance:

1S1: The baseline is set summing the prior two-year numerators and denominators to calculate a two-year combined average. The growth per year is .66 percentage points. This allows for the Every Student Succeeds Act (ESSA) long term (2025) graduation rate goal of 90 percentage points to be applied to CTE students.

1S2: Louisiana does not include an extended year cohort graduation rate in its accountability system and long-term goals. Instead, Louisiana rewards schools for students who graduate in five or six years through the Strength of Diploma Index in high school accountability.

2S1 and 2S2 mirror the growth to meet the long-term goals (2025) set forth in the Louisiana state ESSA plan. The prior 2 years of performance are lower than the baseline. This accounts for Louisiana's adoption of standards that are more challenging and a more ambitious proficiency definition.

2S3: The baseline is set summing the prior two-year numerators and denominators to calculate a two-year combined average. Yearly growth was established using the prescribed 2.5 percentage points average annual growth for ELA and Math.

3S1: The baseline is set summing the prior two-year numerators and denominators to calculate a two-year combined average. The expected annual improvement factors in the prior two expected annual improvement targets (4.5 percentage point improvement for 2011-2012 and 4 percentage point improvement for 2016-2017). Using the average of 4.25 percentage point improvement for 2023, the yearly target to meet the long-term target of 62.61 percentage point is established at 1.2 percentage points per year.

4S1: The baseline is set summing the prior two-year numerators and denominators to calculate a two-year combined average. The expected annual improvement factors in the prior two expected annual improvement targets (.25 percentage point improvement for 2011-2012 and .35 percentage point improvement for 2016-2017). Using the median of .30

percentage point improvement for 2023, the yearly target to meet the long-term target of 19.18 percentage point is established at .08 percentage points per year.

5S1: Over the prior 3 years, the attainment of post-secondary credentials rate increase by approximately 20 percentage points due to a number of aggressive steps taken by Louisiana educators to overhaul CTE programming through the inclusion of attainment of an industry-based credential as part of the career diploma graduation requirement. With consideration of the above mentioned, the baseline is set at the prior year's performance which is higher than the average of the prior two years performance. The annual improvement is set at 2.5 percentage points to mirror the rigor required for academic performance indicators.

#### Postsecondary

The Institutional Research (IR) Department at LCTCS, utilized the postsecondary descriptions for the required performance targets, to develop the “rules” needed for retrieval of the required data sets. The LCTCS Perkins eligible recipients utilized the information provided by IR to run performance target reports. LCTCS provided the data “rules” to other Perkins eligible postsecondary institutions, for implementation through each respective IR Department. A Perkins V data report was submitted by each postsecondary eligible recipient. The data was compared to the three most recent years of Perkins IV Performance Target data. Baseline data was determined utilizing the outcome of the Perkins IV and V comparison. The goal was to establish baseline data targets that are achievable and conducive to measuring future growth.