

2024 South Carolina Perkins V State Determined Levels of Performance Public Comment

The South Carolina Department of Education (SCDE) Office of Career and Technical Education is seeking public comment on its proposal to update the Career and Technical Education (CTE) State Determined Levels of Performance (SDPLs) for the Perkins V Performance Indicators. The new SDPLs will cover the 2024-2027 school years and will comply with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Section 113 (b)(3)(B)(ii).

Rationale

The original CTE State Determined Levels of Performance identified in the South Carolina State Plan were based on the average of the previous two years (2017-2018 and 2018-2019) of performance prior to the full implementation of Perkins V, working group feedback, and public comment. Data collection under Perkins V began during the 2019-2020 school year. A new State Plan must be established for the second four-year cycle beginning with the 2024-2025 school year and must include updated SDLPs or benchmarks for performance goals. The new baseline was developed upon the review of the last three years of performance. The systematic adjustment to the SDPLs demonstrates the state's commitment to strive for continuous improvement over the 4-year period.

Perkins V Core Indicators of Performance Descriptions

Secondary Level:

1S1: Four-Year Graduation Rate: The percentage of CTE concentrators who graduate 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).

*2S1: Academic Proficiency in Reading/Language Arts: 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.

*2S2: Academic Proficiency in Mathematics: 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.

*2S3: Academic Proficiency in Science: 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.

3S1: Postsecondary Placement: 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.

4S1: Non-traditional Program Enrollment: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

***5S1: Program Quality – Attained Recognized Postsecondary Credential:** The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

The proposed secondary SDLPs are displayed in the table below:

| Secondary Indicators | Baseline Level | Performance Levels | | | |
|---|----------------|--------------------|---------|---------|---------|
| | | FY 2024 | FY 2025 | FY 2026 | FY 2027 |
| 1S1: Four-Year Graduation Rate | 97 | 94 | 95 | 96 | 97 |
| 2S1: Academic Proficiency in Reading Language Arts | 64 | 61 | 62 | 63 | 64 |
| 2S2: Academic Proficiency in Mathematics | 49 | 47 | 48 | 49 | 50 |
| 2S3: Academic Proficiency in Science | 42 | 42 | 43 | 44 | 45 |
| 3S1: Postsecondary Placement | 97 | 94 | 95 | 96 | 97 |
| 4S1: Non-traditional Program Enrollment | 21 | 18 | 19 | 20 | 21 |
| 5S1: Program Quality – Attained Recognized Postsecondary Credential | 53 | 50 | 51 | 52 | 53 |

**Indicates revision request to original SDPL.*

Requested Revisions for the 2024 State Plan

*We will be requesting revisions in our state plan to address 2S1, 2S2, and 2S3:

- 2S1: Academic Proficiency in Reading/Language Arts
- 2S2: Academic Proficiency in Mathematics
- 2S3: Academic Proficiency in Science

The revision requests will update the numerator and denominator to address:

- Realignment with the state's ESSA accountability end of course test for Indicator 2S1 (English 1 to English 2).
- Adjustment to address performance with regard to the ESSA Waiver issued to the state in response to the COVID -19 learning loss.
- A purposeful shift in our definition of the term proficiency. The calculation will only count students with a score of "C" or higher. Previously, "D" was included.

*We will be requesting revisions in our state plan to address 5S1:

- 5S1: Program Quality – Attained Recognized Postsecondary Credential

The revision request will update the numerator and denominator to address:

- The definition will be updated to capture concentrators who completed (completers) and align with the college and career readiness accountability measurement.
- The state is moving to a tiered credential system, and the future performance will be impacted.

Postsecondary Level

1P1: Postsecondary Retention and Placement: 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.

2P1: Credential, Certificate or Diploma: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. The SCTCS defines all baccalaureate degree, associate degree, diploma, and credit certificate programs offered in technical/community colleges as part of this definition as specified in the State Board for Technical and Comprehensive Education Procedure 3-1-101.1.

3P1: Non-traditional Program Enrollment: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

The proposed new postsecondary SDLPs are displayed in the table below:

| Postsecondary Indicators | Baseline Level | Performance Levels | | | |
|--|----------------|--------------------|---------|---------|---------|
| | | FY 2024 | FY 2025 | FY 2026 | FY 2027 |
| 1P1: Postsecondary Retention and Placement | 83.5 | 84.0 | 84.5 | 85.0 | 85.5 |
| 2P1: Credential, Certificate or Diploma | 97.5 | 98.0 | 98.5 | 99.0 | 99.5 |
| 3P1: Non-traditional Program Enrollment | 9.0 | 9.25 | 9.5 | 9.75 | 10.0 |

If you have any questions, please contact Maria Swygert with the Office of Career and Technical Education and Student Transition Services at nmswyger@ed.sc.gov.

Legislative Reference:

Perkins V: <https://cte.ed.gov/legislation/perkins-v>