



Quick Guide: Reading Perkins Performance & Improvement Plans

Quick Guide: Perkins Performance Indicators

Use this to understand your Perkins performance Indicators and results for the academic year

2023-24 Secondary Performance Metric Definitions

(Perkins Fiscal year 2024-25)

METRIC	METRIC DEFINITION
(1S1) FOUR-YEAR GRADUATION RATE	<p>Numerator: Number of CTE concentrators and CTE completers who, in their 4th year of high school, have met locally defined requirements for a high school diploma in the reporting year, and were included in the state's computation of its four-year adjusted graduation rate pursuant to Section 8101(25) of the ESSA.</p> <p>Denominator: Number of CTE concentrators and CTE completers who, in their 4th year of high school, were included in the state's computation of its four-year adjusted graduation rate pursuant to Section 8101(25) of the ESSA.</p>
(2S1) ACADEMIC PROFICIENCY IN READING/ LANGUAGE ARTS	<p>Numerator: Number of CTE concentrators and CTE completers in their 4th or greater year of high school who have met the ESSA-proficient level on the statewide high school Reading/Language Arts assessment (11th grade SAT) and who, in the reporting year, have met locally defined requirements for a high school diploma.</p> <p>Denominator: Number of CTE concentrators and CTE completers in their 4th or greater year of high school who took the Reading/Language Arts assessment (11th grade SAT) and who, in the reporting year, have met locally defined requirements for a high school diploma.</p>
(2S2) ACADEMIC PROFICIENCY IN MATHEMATICS	<p>Numerator: Number of CTE concentrators and CTE completers in their 4th or greater year of high school who have met the ESSA-proficient level on the statewide high school Mathematics assessment (11th grade SAT) and who, in the reporting year, have met locally defined requirements for a high school diploma.</p> <p>Denominator: Number of CTE concentrators and CTE completers in their 4th or greater year of high school who took the Mathematics assessment (11th grade SAT) and who, in the reporting year, have met locally defined requirements for a high school diploma.</p>
(2S3) ACADEMIC PROFICIENCY IN SCIENCE	<p>Numerator: Number of CTE concentrators and CTE completers in their 4th or greater year of high school who have met the ESSA-proficient level on the statewide high school Science assessment (11th grade SAT) and who, in the reporting year, have met locally defined requirements for a high school diploma.</p> <p>Denominator: Number of CTE concentrators and CTE completers in their 4th or greater year of high school who took the Science assessment (11th grade SAT) and who, in the reporting year, have met locally defined requirements for a high school diploma.</p>

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2023-24 Secondary Performance Metric Definitions

(Perkins Fiscal year 2024-25)

METRIC	METRIC DEFINITION
(3S1) POST-PROGRAM PLACEMENT	Numerator: Number of previous year CTE concentrators and CTE completers who graduated high school and are placed in employment, postsecondary education, apprenticeship or advanced training, military service, AmeriCorps or Peace Corps two quarters after the end of the academic year. (Assessment occurs between Oct. 1 - Dec.31 following high school graduation)
	Denominator: Number of previous year CTE concentrators and CTE completers placement respondents who completed high school in the academic year (excl respondents who were 'unemployed and not actively seeking employment')
(4S1) NON-TRADITIONAL CONCENTRATION	Numerator: Number of CTE concentrators from underrepresented gender groups enrolled in non-traditional programs during the academic reporting year.
	Denominator: Number of CTE concentrators enrolled in non-traditional programs during the academic reporting year.
(5S3) PROGRAM QUALITY: PARTICIPATION IN WORK-BASED LEARNING	Numerator: Number of CTE concentrators who graduated from high school during the current academic year who participated in work-based learning in any year as part of the CTE program. (WBL includes apprenticeship, on-the-job training, clinical experience, and credit-for-work)
	Denominator: Number of CTE concentrators who graduated from high school during the current academic year.

Quick Guide: Perkins Performance Indicators

Use this to understand your Perkins performance Indicators and results for the academic year

2023-24 Postsecondary Performance Metric Definitions

(Perkins Fiscal year 2024-25)

METRIC	METRIC DEFINITION
(1P1) POSTSECONDARY RETENTION AND PLACEMENT	Numerator: Number of previous year CTE completers who were placed in employment, continuing education, apprenticeship or advanced training, military service, AmeriCorps or Peace Corps two quarters after the end of the academic year. (Assessment occurs between Oct. 1 - Dec.31 following the end of the academic reporting year)
	Denominator: Number of previous year CTE completers placement respondents.
(2P1) EARNED RECOGNIZED POSTSECONDARY CREDENTIAL	Numerator: Number of CTE completers who received a recognized postsecondary credential during participation in or within one year of CTE program completion. (Includes industry-recognized certification, apprenticeship completion, occupational licensure, and associate or bachelor's degree)
	Denominator: Number of CTE completers who completed an approved CTE program during the previous reporting year.
(3P1) NON-TRADITIONAL CONCENTRATION	Numerator: Number of CTE concentrators from underrepresented gender groups enrolled in non-traditional programs during the academic reporting year.
	Denominator: Number of CTE concentrators enrolled in non-traditional programs during the academic reporting year.

Quick Guide: State Levels of Performance and Targets FFY 2024-2027

Use this to understand the State Perkins performance and targets for plan years

For this state plan period from 2024-2028, Colorado has updated its performance targets as shown in the table below. The baseline was established by averaging program year performance data for 2022 and 2023. Targets for reporting years covered by this state plan were set to ensure meaningful progress. At a minimum, performance for each indicator is expected to increase by at least one quarter of a percentage point annually (often higher) in all instances where the baseline was less than 95%. In instances where the baseline was 95% or higher, targets generally increased by one-tenth of a percentage point unless the baseline was already 99% or higher. Maintaining current performance is considered equivalent to progress in those instances and the target was left as the baseline percentage for the entirety of the state plan period.

State Levels of Performance and Targets by Reporting Year

Metric	Baseline	Reporting Year			
		FFY 2024	FFY 2025	FFY 2026	FFY 2027
SECONDARY					
1S1 - Four-Year Graduation Rate	97.75%	97.75%	97.85%	97.95%	98.05%
2S1 - Academic Proficiency in Reading/Language Arts	60.56%	61.00%	61.50%	62.00%	62.50%
2S2 - Academic Proficiency in Mathematics	36.95%	37.00%	37.50%	38.00%	38.50%
2S3 - Academic Proficiency in Science *	20.00%	20.00%	20.50%	21.00%	21.50%
3S1 - Post-Program Placement	94.75%	94.75%	94.85%	94.95%	95.05%
4S1 - Non-Traditional Concentration	21.14%	21.25%	21.50%	22.00%	22.50%
5S3 - Program Quality - Work-based Learning	27.88%	28.00%	28.50%	29.00%	29.50%
POSTSECONDARY					
1P1 - Postsecondary Retention and Placement	98.99%	99.00%	99.00%	99.00%	99.00%
2P1 - Earned Recognized Postsecondary Credential	100.00%	100.00%	100.00%	100.00%	100.00%
3P1 - Non-Traditional Program Concentration	13.98%	14.50%	14.75%	15.00%	15.25%

*Colorado did not have science assessment data (2S3) to use for Perkins reporting in previous program years, thus was not able to calculate a two-year average. As such, the baseline for Perkins V initially established for the state plan was utilized as the starting point.

Baseline equals the average of program year performance data for 2022 and 2023.

Note that baseline averages and therefore, performance targets, increased most under the new plan for 2S1 Reading Proficiency (From 35% to 60.56%) and 5S3 Work-based Learning (From 7% to 27.88%)

To meet performance targets for a given indicator, your district must achieve 90% of the target for that indicator in the FFY. For example, to meet performance in 2S1 Academic Proficiency in Reading in FFY 2024, your district must achieve 90% of 61%, or 54.9% proficiency.

Quick Guide: Perkins Performance Reports

Use this to understand your Perkins performance Indicators and results for the academic year

The Report "Private Performance by Institution (Secondary or PostSecondary)" displays each Institution's Perkins performance results for the latest academic year. You can export the data to excel to better examine the results and highlight areas of over and under performance by metric.

1S1 = High School Graduation **2S1** = Reading/Language Assessment **2S2** = Math Assessment
2S3 = Science Assessment (not shown) **3S1** = Placement **4S1** = Non-Traditional **5S1** = Work-Based Learning
1P1 = PS Retention/Placement **2P1** = PS Credential **3P1** = Non-Traditional

Year	Type	Numer_1S1	Denom_1S1	Percent_1S1	Numer_2S1	Denom_2S1	Percent_2S1	Numer_2S2	Denom_2S2	Percent_2S2	Numer_3S1	Denom_3S1	Percent_3S1	Numer_4S1	Denom_4S1	Percent_4S1	Numer_5S1	Denom_5S1	Percent_5S1
2024	2023-2024 State Performance Target			83.75%			35.50%			35.25%			90.75%			21.00%			8.00%
2023	2022-2023 State Performance Target			83.50%			35.00%			35.00%			90.50%			39.75%			7.00%
2023	2022-2023 State Performance Target 90%			75.15%			31.50%			31.50%			81.45%			35.78%			6.30%
2023	2022-2023 State Actual Level	12397	12784	96.97%	6848	11227	61.00%	4216	11227	37.55%	11436	12176	93.92%	2225	10049	22.14%	3184	12397	25.68%
2023	Institution	481	494	97.37%	160	406	39.41%	59	406	14.53%	460	481	95.63%	128	514	24.90%	85	481	17.67%
2023	Male	217	224	96.88%	75	180	41.67%	38	180	21.11%	206	217	94.93%	94	293	32.08%	56	217	25.81%
2023	Female	264	270	97.78%	85	226	37.61%	21	226	9.29%	254	264	96.21%	34	221	15.38%	29	264	10.98%
2023	American Indian or Alaskan Native	46	47	97.87%	11	39	28.21%	3	39	7.69%	43	46	93.48%	12	41	29.27%	10	46	21.74%
2023	Asian	20	20	100.00%	16	19	84.21%	8	19	42.11%	19	20	95.00%	9	28	32.14%	5	20	25.00%
2023	Black	28	28	100.00%	10	25	40.00%	0	25	0.00%	27	28	96.43%	13	38	34.21%	2	28	7.14%
2023	Hispanic	246	249	98.80%	50	204	24.51%	17	204	8.33%	233	246	94.72%	71	277	25.63%	55	246	22.36%
2023	White	415	428	96.96%	137	351	39.03%	54	351	15.38%	399	415	96.14%	102	442	23.08%	71	415	17.11%
2023	Native Hawaiian or other Pacific Islander	3	3	100.00%	0	3	0.00%	0	3	0.00%	3	3	100.00%	0	4	0.00%	1	3	33.33%
2023	Two or more races	20	21	95.24%	11	20	55.00%	5	20	25.00%	20	20	100.00%	7	25	28.00%	2	20	10.00%
2023	Individuals with Disabilities	85	90	94.44%	15	58	25.86%	6	58	10.34%	70	85	82.35%	13	68	19.12%	9	85	10.59%
2023	Economically Disadvantaged	157	158	99.37%	25	127	19.69%	8	127	6.30%	150	157	95.54%	28	85	32.94%	37	157	23.57%
2023	Limited English	29	30	96.67%	0	24	0.00%	0	24	0.00%	28	29	96.55%	7	31	22.58%	9	29	31.03%
2023	Non-Traditional	53	54	98.15%	16	44	36.36%	6	44	13.64%	53	53	100.00%	128	128	100.00%	7	53	13.21%
2023	Migrant Student	1	1	100.00%	0	0	0.00%	0	0	0.00%	1	1	100.00%	0	0	0.00%	0	1	0.00%
2023	Homeless	11	11	100.00%	0	6	0.00%	0	6	0.00%	11	11	100.00%	2	8	25.00%	0	11	0.00%
2023	Parent In Military	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%

The numerator and denominator represent the counts as defined in the Perkins performance metrics

The fifth row shows how your institution or district did compared to the 90% performance target in row three (97.4 v 75.2)

You can also see how your institution or district did compared to the overall state performance on row four (14.5 v 37.5)

Results are also broken out by demographics so you can see where you're over or under performing (11.0 fem v 17.7 inst v 6.3 state)

Quick Guide: Perkins Improvement Plans

Use this to understand your Perkins Performance Improvement Plan

Districts who fall below 90% of the annual state targets or have performance gaps greater than 30% compared to their overall institutional performance among gender, race/ethnicity, or special populations must create an improvement plan for each affected area. To write an effective plan, you first need to understand and analyze the highlighted report in the Grants/Improvement Plan area of the gateway.

State Performance Target vs Actual Performance by Deficient Metric

Academic Year	2S2 Academic Proficiency in Mathematics	2S1 Academic Proficiency in Reading/Language Arts	4S1 Non-traditional Concentration	5S3 Program Quality - WBL
2024 - 2025 State performance target	37.00%	61.00%	21.25%	28.00%
2023 - 2024 State performance target	35.25%	35.50%	21.00%	8.00%
2023 - 2024 State Actual level	37.55%	61.00%	22.14%	25.68%

The top of the report displays the state performance targets for the current and future Perkins fiscal year, as well as the actual state performance level for the current academic year. (Note that the 90% target is **NOT** displayed here although that determines whether your institution or district met overall performance.)

Only performance metrics that were deemed to have deficiencies appear in your improvement plan. However, it's important to note that includes metrics where your institution or district may have met or exceeded the overall target, but have areas within gender, race/ethnicity, or special populations that are deemed deficient. For example, this district met the overall targets for 2S1, 4S1, and 5S3.

Actual Performance of Each Population by Metric

Deficiency Code / Name	2S2 Academic Proficiency in Mathematics			2S1 Academic Proficiency in Reading/Language Arts			4S1 Non-traditional Concentration			5S3 Program Quality - WBL		
	N	D	%	N	D	%	N	D	%	N	D	%
2023 - 2024 Institution Actual level	59	406	14.53%	160	406	39.41%	128	514	24.90%	85	481	17.67%

Your actual institution or district level performance is displayed on the first line of the next section. The numerator/denominator and performance % is displayed. Metrics with deficient performance overall will be highlighted in red. For example, 2S2 displayed here.

Quick Guide: Perkins Performance

Use this to understand your Perkins Improvement Plan

The areas shaded in red within the demographic area of the Perkins improvement plan can be confusing as the red shade isn't indicating individual deficiencies against the state performance targets, but rather the **under AND over areas where the percentage difference between the district's actual level of performance and the demographic results is more than 30%**. Also, to be included in the evaluation, a denominator must exceed a count of 30 to be statistically significant.

Deficiency Code / Name	2S2 Academic Proficiency in Mathematics			2S1 Academic Proficiency in Reading/Language Arts			4S1 Non-traditional Concentration			5S3 Program Quality - WBL		
	N	D	%	N	D	%	N	D	%	N	D	%
2023 - 2024 Institution Actual level	59	406	14.53%	160	406	39.41%	128	514	24.90%	85	481	17.67%
Male	38	180	21.11%	75	180	41.67%	94	293	32.08%	56	217	25.81%
Female	21	226	9.29%	85	226	37.61%	34	221	15.38%	29	264	10.98%
American Indian or Alaskan Native	3	39	7.69%	11	39	28.21%	12	41	29.27%	10	46	21.74%
Asian	8	19	42.11%	16	19	84.21%	9	28	32.14%	5	20	25.00%
Black	0	25	0.00%	10	25	40.00%	13	38	34.21%	2	28	7.14%
Hispanic	17	204	8.33%	50	204	24.51%	71	277	25.63%	55	248	22.36%
White	54	351	15.38%	137	351	39.03%	102	442	23.08%	71	415	17.11%
Native Hawaiian or other Pacific Islander	0	3	0.00%	0	3	0.00%	0	4	0.00%	1	3	33.33%
Two or more races	5	20	25.00%	11	20	55.00%	7	25	28.00%	2	20	10.00%
Individuals with Disabilities	6	58	10.34%	15	58	25.86%	13	68	19.12%	9	85	10.59%
Economically Disadvantaged	8	127	6.30%	25	127	19.69%	28	85	32.94%	37	157	23.57%

Q: Why aren't white and disabled students highlighted if performance was less than the state target for 2S2 of 35.25%?

A: The highlighted areas here are based on whether the result is within 30% of the overall institution performance of 14.53%. Results between 10.17-18.88% would be in range.

Q: Why aren't these groups highlighted if performance was over or under district performance by more than 30%?

A: The denominator count must be greater than 30 to be included in the analysis.

Q: The district exceeded performance on 5S3 by 10%. Why are results greater than the state target of 8% highlighted here, as well as those that far exceed the state target?

A: The highlighted areas here are based on whether the result is within 30% of the overall institution performance of 17.67%. Results between 12.37-22.97% would be in range.