


REVISED STATE-DETERMINED LEVEL OF PERFORMANCE SECONDARY PERKINS PERFORMANCE INDICATORS -- OPEN FOR PUBLIC COMMENT

The public comment period is open for the proposed revised State-Determined Level of Performance (SDLP) Secondary Perkins Performance Indicators 2S1, 2S2, 4S1, and 5S3. Public comment is required for all changes made to the Perkins State Plan, including the SDLPs, and must be gathered within 60 days of the submission of the plan to the U.S. Department of Education. (See [Section 113 \(b\)\(3\)\(A\)\(iii\)\(B\)\(ii\)](#). )

Performance Indicator 2S1 Academic Proficiency in Reading/Language Arts

Performance Indicator 2S2 Academic Proficiency in Mathematics

Performance Indicator 4S1 Nontraditional Program

Performance Indicator 5S3 Program Quality – Work-Based Learning

The public comment period is open from March 20 – April 21, 2023.

[Submit your feedback here.](#)

Background

States were required to develop a new Perkins State Plan as part of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) legislation, which became effective July 1, 2019. Illinois' Perkins V State Plan was developed in consultation with stakeholders from around the state, who provided feedback on all aspects of the plan, including the proposed SDLPs. Contrary to years past, Perkins V enabled states to set their own SDLPs (based on evidentiary support), as opposed to negotiating these levels with the U.S. Department of Education. States that desire to make any changes to these levels of performance must make the proposed revised SDLPs available for a 30-day public comment period.

Section X – Accountability for Results in the approved [Illinois Perkins V State Plan](#) is being proposed for revision. Subsection a., which pertains to Secondary State-Determined Levels of Performance, runs from pages 84-88.

Perkins Performance Indicator	2022 Performance	2023 Target	2024 Target
1S1 Four-Year Graduation Rate*	97.73	95.60	95.80
1S2 Extended Graduation Rate*	96.24	95.50	95.50
2S1 Academic Proficiency in Reading	28.14	29.42	30.01
2S2 Academic Proficiency in Mathematics	25.78	28.49	29.06
2S3 Academic Proficiency in Science	29.86	40.4	40.5
3S1 Post-Program Placement*	54.62	63.80	64.30
4S1 Nontraditional Program	30.98	31.00	31.50
5S2 Program Quality – Attained Postsecondary Credits*	31.65	31.60	32.00

5S3 Program Quality – Work-Based Learning	5.03	5.50	5.75
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*Indicators 1S1, 1S2, 2S3, 3S1, and 5S2 will not be changed. Indicator 3S1 will include employment numbers from fiscal year 2023, which should improve the performance.

Secondary 2S1: Academic Proficiency in Reading/Language Arts

Career and Technical Education (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 (ESEA) of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.

Numerator: The unduplicated number of CTE concentrators with a “proficient” score in the reading/language arts section on a statewide high school assessment exam during the reporting year.

Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

The proposed adjustment for the federal fiscal year 2022/state fiscal reporting year 2023 SDLP for Secondary 2S1 is to decrease the current SDLP of 41.1% to 29.4% in FY 2023 and FFY 2023/state fiscal reporting year 2024 SDLP to 30.01%. ISBE’s rationale for this change is as follows: The overall average of the reading/language arts in the state is 28.14%. Students are still recovering from pandemic-related disruptions to their learning. The proposed adjustment for CTE students is consistent with current accountability measures for all students in the state.

Secondary 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 ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.

Numerator: The unduplicated number of CTE concentrators with a “proficient” score in the mathematics section on a statewide high school assessment exam during the reporting year.

Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

The proposed adjustment for the FFY 2022/state fiscal reporting year 2023 SDPL for Secondary 2S2 is to decrease the current SDLP of 40.4% to 28.49% in FY 2023 and FFY 2023/state fiscal reporting year 2024 SDPL to 29.06%. ISBE’s rationale for this change is as follows: The overall average of the mathematics in the state is 25.78%. Students are still recovering from pandemic-related disruptions to their learning. The proposed adjustment for CTE students is consistent with current accountability measures for all students in the state.

Secondary 4S1: Nontraditional Program Enrollment

The percentage of CTE concentrators in Career and Technical Education programs and programs of study that lead to nontraditional fields.

Numerator: The unduplicated number of CTE program concentrators in a cluster that are in a CTE program area in that cluster that is identified as nontraditional to the student's reported gender. (If a student achieves concentrator status in multiple programs and is considered nontraditional in any of them, then that is the student's official designation.)

Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year.

The proposed adjustment for the FFY 2022/state fiscal reporting year 2023 SDPL for Secondary 4S1 is to decrease the current SDLP of 40.4% to 30.0% in FY 2023 and FFY 2023/state fiscal reporting year 2024 SDPL to 30.5%. ISBE's rationale for this change is as follows: The methodology for calculating the nontraditional programs was changed. The previous methodology was duplicating the students if they are in multiple programs within a cluster. The methodology change will count the students once in a cluster.

5S3: Program Quality – Work-Based Learning

The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Numerator: The unduplicated number of exiting CTE concentrators in the reporting year and who have a passing grade in a course identified as a work-based learning course or a cooperative education course (2021 or before).

Denominator: The unduplicated number of exiting CTE concentrators in the reporting year.

The proposed adjustment for the FFY 2022/state fiscal reporting year 2023 SDPL for Secondary 5S3 is to decrease the current SDLP of 7.1% to 5.0% in FY 2023 and FFY 2023/state fiscal reporting year 2024 SDPL to 5.5%. ISBE's rationale for this change is as follows: The methodology for calculating the work-based learning was changed. The previous methodology was using the cooperative ed courses and ISBE is now using work-place learning courses.