

## Adjusting Perkins V Performance Measures as a Result of COVID19 Pandemic Impacts

With the COVID pandemic disrupting the latter part of the 2020 school year and throughout the 2021 school year, adjusting several Perkins V performance measures' state-determined performance levels should be considered.

Arkansas's approved Perkins V plan includes the following performance measure baselines and annual targets (state-determined performance levels).

### A. STATE DETERMINED PERFORMANCE LEVELS (SDPL) FORM

State Name: Arkansas

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
INDICATORS	BASELINE LEVEL	PERFORMANCE LEVELS			
		FY 2020	FY 2021	FY 2022	FY 2023
<b>Secondary Indicators</b>					
1S1: Four-Year Graduation Rate	87.18 %	87.18 %	87.18 %	87.18 %	87.18 %
1S2: Extended Graduation Rate	90.40 %	90.40 %	90.40 %	90.40 %	90.40 %
2S1: Academic Proficiency in Reading Language Arts	52.78 %	52.78 %	53.03 %	53.28 %	53.53 %
2S2: Academic Proficiency in Mathematics	46.45 %	46.45 %	46.70 %	46.95 %	47.20 %
2S3: Academic Proficiency in Science	53.26 %	53.26 %	53.51 %	53.76 %	54.01 %
3S1: Post-Program Placement	85.30 %	85.30 %	85.80 %	86.30 %	86.80 %
4S1: Non-traditional Program Concentration	13.33 %	13.33 %	13.33 %	13.33 %	13.33 %
5S1: Program Quality – Attained Recognized Postsecondary Credential	48.91 %	48.91 %	49.41%	49.91 %	50.41 %
5S2: Program Quality – Attained Postsecondary Credits	N/A				
5S3: Program Quality – Participated in Work-Based Learning	N/A				
5S4: Program Quality – Other	N/A				

The following pages address the concerns regarding impact due to the unanticipated circumstances brought about by the COVID19 pandemic specific to each performance measure as appropriate and present the proposed revisions for the affected performance measures.

### 1S1 and 1S2 (Adjusted Cohort Graduation Rate)

Four- and five-year adjusted cohort graduation rate baseline were set at the 1st percentile value of the school distribution of graduation rates for CTE concentrators. These baselines were set at the 1st percentile value to enable focused support for programs where CTE participants were not seeing the relatively high graduation rates of most CTE concentrators.

Early data suggest that the graduation rates may experience some impact from COVID19 disruptions to learning, particularly for students already struggling to be engaged in their secondary education. At the same time, the data regarding CTE concentrators support the hypothesis that students who are CTE concentrators are typically more engaged through graduation and thus impact on graduation rate may be limited. *Thus, the Division of Career and*

*Technical Education is not seeking a revision to the annual targets for the four- and five-year adjusted cohort graduation rates.*

**2S1, 2S2, & 2S3 (Academic Proficiency: ELA, Math, Science)**

In Arkansas’s approved Perkins V plan the academic performance measures were set at the values associated with the 5<sup>th</sup> percentile value of the school distribution of academic proficiency scores. This was done to ensure that the schools who needed the most support were identified and supported. The American Rescue Plan underscores the importance of addressing anticipated and existing COVID19 related learning loss. Research literature provides estimates of typical expected progress in learning and recent white papers have used typical growth in academic achievement and prior understanding of summer learning loss to model anticipated learning loss due to COVID19 disruptions. These studies were reviewed to determine whether data-informed revisions for annual targets for the academic proficiency performance measures were possible and warranted.

Two revisions were considered that would approximate a 0.25 standard deviation impact on the academic proficiency scores.

1) adjust the annual targets for 2021-2023 as if the baselines had been set at the 1st percentile in 2019 and allow for progress at 0.25 points each year, and

2) set the 2021 target at 90 percent of the original proposed targets and allow for progress at the same rate of 0.25 points each year thereafter.

Either revision ensures the original rationale for identifying the schools who need the most support is maintained and a growth of 0.25 points is a sufficient and reasonable effect size growth for each subject area (per Arkansas Perkins V plan). Table 1 indicates the two annual target revisions considered for ELA, Math, and Science. The revisions provide similar targets to the 1st percentile for Math and Science and provide slightly lower than the 1st percentile for ELA.

**Table 1. Comparison of Revisions for 1S1, 1S2, 1S3 Targets**

<b>Subject</b>	<b>Level</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
ELA	5th %-tile	52.78	53.03	53.28	53.53	53.78
	1st %-tile	47.95	48.20	48.45	48.70	48.95
	90% of 5th %-tile			47.95	48.20	48.45
MATH	5th %-tile	46.45	46.70	46.95	47.20	47.45
	1st %-tile	41.77	42.02	42.27	42.52	42.77
	90% of 5th %-tile			42.26	42.51	42.76
SCI	5th %-tile	53.26	53.51	53.76	54.01	54.26
	1st %-tile	47.90	48.15	48.40	48.65	48.90
	90% of 5th %-tile			48.38	48.63	48.88

### 3S1 (Postsecondary Placement)

Unemployment rates and post-secondary enrollment in the fall of 2020 inform the need to consider revisions for the post-secondary placement performance measure.

Data for youth 16-19 years of age were retrieved from [Jobs Demographic Data - Arkansas](#). These data indicate the unemployment rate for these individuals has increased on a month to month basis since March 2020 (the beginning of the pandemic). For the span of months impacted by the COVID19 pandemic (April 2020 to December 2020), this age group witnessed an average 7.0% increase in unemployment rate over the 2019 rate.

**Table 2. Unemployment Rates for 16 – 19 Age Group Compared to 16+**

	2019		2020		One-year Change for ages 16 to 19
	16+	16 to 19	16+	16 to 19	
January	3.7	9.9	3.5	8.9	-1.0
February	3.8	10.4	3.4	8.8	-1.6
March	3.7	10.3	3.6	10.2	-0.1
April	3.6	9.6	4.1	11.8	2.2
May	3.6	8.9	4.6	13.6	4.7
June	3.5	8.6	5.0	15.4	6.8
July	3.7	8.4	5.2	16.4	8.0
August	3.7	8.2	5.5	17.1	8.9
September	3.7	8.1	5.8	17.7	9.6
October	3.6	8.4	5.9	17.2	8.8
November	3.6	8.9	6.2	16.9	8.0
December	3.5	9.6	6.2	16.0	6.4

Postsecondary enrollment for the fall of 2020 declined compared to the prior fall—an additional factor impacting the need to revise the state determined performance levels for Perkins V secondary performance measure 3S1-Postsecondary Placement. In particular, postsecondary institutions declined in enrollment of first-time freshmen by an estimated 13% (4-year) and 21% (2-year) comparing fall 2020 enrollments to the prior year ([Steinmetz, 2021](#)). These declines are estimated to persist through the fall of 2021 based on declines in Common Application submissions and FAFSA applications completed as of March 2021.

Arkansas fall 2020 enrollment numbers revealed variations in changes in overall enrollment at the institution-level with drops in overall enrollment for most institutions. The Arkansas Department of Higher Education reported 4.2% less students enrolled in 2020 compared to 2019. Community colleges' enrollment fell 9.9% when comparing fall 2020 to 2019 counts

(Walkenhorst, 2020). These counts do not differentiate first-time freshman enrollment from overall enrollment.

Given the available data, the 2020 postsecondary placement in employment and/or post-secondary enrollment may be lower than anticipated due to the unforeseen circumstances of the COVID19 pandemic. Accordingly, *the Division of Career and Technical Education is seeking a revision to the annual targets for 3S1 (Postsecondary Placement) as indicated in Table 3.*

**Table 3. Proposed 3S1 Original and Revised Annual Targets**

	Baseline	2020	2021	2022	2023
<b>Original</b>	85.30	85.30	85.80	86.30	86.80
<b>Proposed Revised Target</b>	85.30	75.75	75.75	76.25	76.75

The original annual targets were adjusted by reducing the 2020 target by 11.2% or 9.55 percentage points.

- Average increase in unemployment April 2020 – December 2020 was 7.0%
- Drop in 2020 2- and 4-year college enrollments was 4.2%
- Total potential impact of 11.2% decline or drop in postsecondary placement
- 11.2% of 85.30 = 9.55 percentage points
- Baseline 85.30 – 9.55 percentage points = 75.75

The 2020 and 2021 targets were set the same because the COVID19 pandemic is still occurring. The 0.50 annual increase would be effective in 2022 and 2023.

#### **4S1 (Non-traditional Gender)**

Current enrollment of secondary students in courses in programs of study with a non-traditional gender approximate enrollment in prior years. *Thus, the Division of Career and Technical Education is not seeking a revision to the annual targets for the four- and five-year adjusted non-traditional Program Concentration rates.*

#### **5S1 (Program Quality)**

Enrollment of secondary students in courses leading to certifications approximate enrollment in prior years. *Thus, the Division of Career and Technical Education is not seeking a revision to the Program Quality Indicator rates.*