

## 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 should be considered.

Arkansas’s approved Perkins V plan includes the following performance measure baselines and annual targets.

### II. NARRATIVE DESCRIPTIONS

Arkansas’ State Determined Levels of Performance for secondary and postsecondary eligible recipients are included in the table below, as well as provided in section V. of this plan.

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				

INDICATORS	BASELINE LEVEL	PERFORMANCE LEVELS			
		FY 2020	FY 2021	FY 2022	FY 2023
<b>POSTSECONDARY INDICATORS</b>					
1P1: Postsecondary Retention and Post-Program Placement	68.54 %	68.54 %	69.04 %	69.54 %	70.04 %
2P1: Earned Recognized Postsecondary Credential	51.11 %	51.11 %	51.61 %	52.11 %	52.61 %
3P1: Non-traditional Program Concentration	16.15 %	16.15 %	16.16 %	16.17 %	16.18 %

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

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

### 3S1 (Post Secondary Placement)

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

Data for youth 16-19 years of age were retrieved from <http://www.discover.arkansas.gov/Demographic-Data#738665022-unemployment-rates-for-minority-and-youth-in-arkansas>. This data indicates that since March 2020 (the beginning of the pandemic) the unemployment rate for these individuals has increased on a month to month basis. On average over the span of April to December the average change from 2019 to 2020 was a 7% increase in unemployment rate.

	2019		2020		Change for age 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

enrollment

<https://news.uark.edu/articles/56149/chancellor-steinmetz-addresses-impact-of-covid-19-in-op-ed-for-arkansas-democrat-gazette>

<https://www.arkansasonline.com/news/2020/sep/06/colleges-turn-in-enrollment-counts/>

Short summary from <https://www.arkansasonline.com/news/2020/sep/16/state-colleges-report-fall-enrollment/>

*“Enrollment at individual institutions swung by as much as 24.1% fewer students or 30.8% more students than last fall’s preliminary numbers.”*

*Preliminary numbers published by ADHE show 133,454 students enrolled in public and private four-year compared to 138,005 students enrolled last year. This does not include concurrent enrollment. It is a 3.3% drop from the final fall enrollment. When compared to preliminary head counts it is a 4.2% drop.*

*“But the number of students dropped precipitously at the 22 public community colleges, by 9.9% from last fall’s preliminary numbers. This fall, the colleges counted 31,062 students, excluding high school students, compared with 34,466 last fall”*