

OSPI Perkins Indicators & State Targets (2024-2026)

Indicators Methodology:

2025 & 2026 - Targets calculated averaging the two previous years of Concentrator cohort performance data.

2024 – Targets based on performance on the 2023 Concentrator cohort performance data.

CTE Concentrator Definition: A CTE Concentrator will be any student who earns two credits in a single career cluster within their four-year cohort.

CTE Participant Definition: A CTE participant will be any student that earns high school credit in a CTE course in a single school year as reported annually.

Indicator/Definition from Perkins	2024	2025	2026
1S1: Four-Year Graduation Rate <i>Defined as: The percentage of <u>CTE Concentrators</u> 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).</i>	86.8%	93.6%	96%
Numerator: CTE Concentrators who graduate in the 4-year adjusted cohort. Denominator: All CTE Concentrators in the four-year adjusted cohort.			
Methodology/Background: If a student withdraws at any point in their high school career, they will still contribute to the denominator. If a student achieves Concentrator status at any time during high school, the student will be identified as a Concentrator for the 1S1 indicator. Wherever the student is last served is where the student will show up in data, whether they achieved Concentrator status at that location or not. This is consistent with OSPI's adjusted cohort methodology used for the official federal graduation rate calculation.			

Indicator/Definition from Perkins	2024	2025	2026
1S2: Extended Graduation Rate <i>Defined as: The percentage of <u>CTE Concentrators</u> who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.</i>	89.8%	94.4%	97.5
Numerator: CTE Concentrators who graduate in the five-year adjusted cohort. Denominator: All CTE Concentrators in the five-year adjusted cohort.			
Methodology/Background: If a student withdraws at any point in their high school career, they will still contribute to the denominator. If a student achieves Concentrator status at any time during high school they will be identified as a Concentrator for the 1S2 indicator. Wherever the student is last served is where the student will show up in data, whether they achieved Concentrator status at that location or not. This is consistent with OSPI's adjusted cohort methodology used for the official federal graduation rate calculation.			



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Indicator/Definition from Perkins	2024	2025	2026
2S1: Academic Proficiency in Reading/Language Arts <i>Defined as: 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.</i>	69%	61.6%	64%
Numerator: Any CTE Concentrators in the denominator who achieved proficiency on the ELA academic assessment, as defined in the Washington ESSA State Plan. Denominator: All CTE Concentrators in the four-year adjusted cohort who were expected to take the ELA academic assessment.			
Methodology/Background: This indicator will represent proficiency based on a cohort of students rather than a snapshot in time. Students will be reported only once, in their expected on-time graduation year regardless of when they took their ELA academic assessment. If a student becomes a Concentrator in their 5 th , 6 th , or 7 th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this measure.			

Indicator/Definition from Perkins	2024	2025	2026
2S2: Academic Proficiency in Mathematics <i>Defined as: 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.</i>	39.4%	29.6%	32%
Numerator: Any CTE Concentrators in the denominator who achieved proficiency on the mathematics academic assessment, as defined in the Washington ESSA State Plan. Denominator: All CTE Concentrators in the four-year adjusted cohort, who were expected to take the mathematics academic assessment.			
Methodology/Background: This indicator will represent the proficiency based on a cohort of students rather than a snapshot in time. Students will be reported only once, in their expected on-time graduation year regardless of when they took their math academic assessment. If a student becomes a Concentrator in their 5 th , 6 th , or 7 th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this measure. For 2S1 and 2S2: The academic indicators in Washington's ESSA plan are related to proficiency on the statewide assessment for English Language Arts (ELA) and Mathematics. Washington uses the Smarter Balanced Assessment System, which is aligned to the Washington K-12 Learning Standards. Students currently take the statewide assessment for ELA and Mathematics in the 10 th grade. The state ESSA plan articulates targets for all students, at all grade levels. Considering the definition of CTE Concentrator, high school students in grades 9-12 will contribute to the Concentrator definition.			

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Indicator/Definition from Perkins	2024	2025	2026
2S3: Academic Proficiency in Science <i>Defined as: <u>CTE Concentrator</u> proficiency in the challenging State academic standards measured by the academic assessments in science.</i>	30.1%	45.5%	41.5%
Numerator: Any CTE Concentrators in the denominator who achieved proficiency on the science academic assessment. Denominator: All CTE Concentrators in the four-year adjusted cohort, who were expected to take the science academic assessment.			
Methodology/Background: This indicator will represent the proficiency based on a cohort of students rather than a snapshot in time. Students will be reported only once, in their expected on-time graduation year regardless of when they took their science academic assessment. If a student becomes a Concentrator in their 5 th , 6 th , or 7 th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this measure. There is no current academic indicator or metric in the ESSA plan for academic proficiency in science. The Washington Comprehensive Assessment of Science (WCAS) is aligned with the Washington State 2013 K-12 Science Learning Standards, which are the Next Generation Science Standards (NGSS). Students are assessed through the WCAS in the 11 th grade.			
Indicator/Definition from Perkins	2024	2025	2026
3S1: Postsecondary Placement <i>Defined as: The percentage of <u>CTE Concentrators</u> 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.</i> <i>*Washington does not collect data on "advanced training."</i>	68%	77.1%	78.5%
Numerator: Those students in the denominator who are placed in the second quarter after being reported in the denominator of 1S1. This includes postsecondary education, advanced training, military service, or employment. Denominator: The number of CTE Concentrators that exited (graduated or dropped out) from secondary education within the four-year adjusted cohort of the prior reporting year.			
Methodology/Background This data is driven by performance 2 quarters after the student is expected to leave the system as part of the four-year adjusted graduation cohort. OSPI relies on the Education Research & Data Center (ERDC) to provide the data on post-high school activities (post-secondary education, military service or employment). OSPI will provide ERDC with the cohort of students that make up the denominator so that they can create the numerator. Students who continue enrollment beyond four years will not be included in this measure.			



OSPI Perkins Indicators & State Targets (2024-2026)

Indicator/Definition from Perkins	2024	2025	2026
4S1: Non-traditional Program Enrollment <i>Defined as: The percentage of <u>CTE Concentrators</u> in career and technical education programs and programs of study that lead to non-traditional fields.</i>	21%	19.8%	21.5%
Numerator: Those students in the denominator who at any time during their secondary enrollment, but prior to their on-time four-year expected graduation year, was enrolled in a CTE course that was designated as preparing students for non-traditional fields based upon the indicator on the CIP code chart, and the student's gender. Denominator: All CTE Concentrators in the four-year adjusted cohort. Students that identify as "Gender X" are not permitted to be reported at the federal level. Due to this issue, students that identify as "gender X" will not be represented in the gender categories reported for this indicator but gender X will be represented in all other reporting groups for this indicator.			
Methodology/Background: Students will be reported only reported once, in their expected on-time graduation year. If a student becomes a Concentrator or enrolls in a non-trad program only in their 5th, 6th, or 7th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this indicator. Washington understands the constraints associated with the federal definition of non-traditional being restricted to gender. This is problematic, as available data shows disproportional employment among many special populations, not solely restricted to gender. Additionally, Washington's secondary data system provides for students to be represented as "gender X". This will potentially impact the validity of data reported at the local and state level for this indicator. OSPI reviewed the previous state targets and state performance metrics for non-traditional participation and non-traditional completion to inform proposed targets.			
Indicator/Definition from Perkins	2024	2025	2026
5S1: Program Quality – Attained Recognized Postsecondary Credential <i>Defined as: The percentage of <u>CTE Concentrators</u> graduating from high school having attained a recognized postsecondary credential.</i>	36%	36.9%	37%
Numerator: Of students in the denominator, those that have attained an industry recognized credential through CTE coursework, as reported in the state data system (CEDARS). Denominator: All CTE Concentrators in the four-year adjusted cohort.			

OSPI Perkins Indicators & State Targets (2024-2026)

Indicator/Definition from Perkins	2024	2025	2026
5S2: Program Quality – Attained Postsecondary Credits <i>Defined as: The percentage of <u>CTE Concentrators</u> graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.</i>	82.5%	96.8%	97.5%
Numerator: Of students in the denominator, students that completed courses that provided dual credit. Denominator: All CTE Concentrators in the four-year adjusted cohort who graduated.			
Indicator/Definition from Perkins	2024	2025	2026
5S3: Program Quality – Participated in Work-Based Learning <i>Defined as: The percentage of <u>CTE Concentrators</u> graduating from high school having participated in work-based learning.</i>	51%	43.3%	71.5%
Numerator: Of students in the denominator, CTE Concentrators that participated in work-based learning. Denominator: All CTE Concentrators in the four-year adjusted cohort who graduated.			
Methodology/Background: As work-based learning is a required component of CTE programs in Washington, work-based learning was defined as guest speakers, structured field trips, school-based enterprises, job shadows, cooperative and instructional worksite learning, paid and unpaid internships, all Supervised Agricultural Experience (SAE) projects, appropriate career and leadership development activities through CTSOs, and employment.			