

OSPI Secondary Indicators – Perkins V

CTE Concentrator Definition: A CTE concentrator is a student, served by an eligible recipient, who has completed at least 2 courses in a single career and technical education program or program of study. For the purposes of this definition, Washington will define course as a learning experience that results in the student earning at least one high school credit and will define program or program of study as courses in the same career cluster level. 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 is a student who completes no less than one course in a career and technical education program or program of study of an eligible recipient. Consistent with the term course used in concentrator, Washington define course as a learning experience that results in the student earning at least one high school credit. A CTE participant will be any student that earns a high school credit in a CTE course in a single school year as reported annually.

Indicator/Definition from Perkins	2020-21	2021-22	2022-23	2023-24
<p>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></p>	83.6%	84.7%	85.7%	86.8%

Methodology/Background: Washington’s primary goal is for students to graduate from high school, ready for college, career, and life. Consistent with the goals and indicators described in the state’s ESSA plan, OSPI proposes establishing a 90 percent minimum graduation rate for all students. In review of data from recent years, no student group was performing higher than the 90 percent threshold, and some of the most underserved student groups will need to make substantial annual gains to meet the 10-year goal identified in the ESSA plan. The state’s ESSA plan described annual improvement targets for each school year, from 2017-2018 through 2026-27. OSPI proposes to mimic the state targets for all-students for the 1S1 indicator. Once data has been collected under the new definition of CTE concentrator, data will be analyzed among all students, and disaggregated across race/ethnicity, gender, and elements of special populations to determine impact of CTE programming on the overall state 4-year adjusted cohort graduation rate. The annual targets are projected to align to the 90 percent goal by 2027.

Numerator: CTE concentrators who graduate in the 4-year adjusted cohort.
Denominator: All CTE concentrators in the four-year adjusted cohort.

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. This data is already available to school districts, and is publicly reported for other student groups in the same manner. The addition of the concentrator status, as defined in the Washington state plan will create an additional student group of “CTE Concentrator.”

Preliminary Data Availability: Is dependent upon when school districts submit final enrollment status for students within the four-year adjusted cohort for the reporting year. This happens for some districts in June/August, however districts update their data until it is finalized in October through a data verification process managed by the state.

OSPI Secondary Indicators – Perkins V

Final Data Availability: The graduation rate for all students is finalized in October. Status for the prior school year is not finalized until the school district reports enrollment for the current school year. October 15 is the latest a school district submits enrollment; providing final exiting status to be determined. The graduation rate is not finalized until October 15 of school year + 1. Example: Class of 2019 graduation rate is considered final, October, 2019.

Indicator/Definition from Perkins	2020-21	2021-22	2022-23	2023-24
<p>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></p>	86.6%	87.7%	88.7%	89.8%

Methodology/Background: The extended adjusted-cohort graduation rates (five, six, and seven-year rate) were not included as specific measures in the accountability framework of the state’s ESSA plan, so there are not long-term goals or measures that can be used to inform the state Perkins plan. This is an optional indicator for the purposes of the state Perkins plan. OSPI reviewed data over multiple years to set the extended graduation rate target. Data review demonstrated that the largest jump in graduation was between the fourth and fifth year, with a roughly 3.5 percentage point increase. With a focus on using data to direct decision-making, OSPI recommends using the 5-year extended graduation rate, to provide more recent information to districts. OSPI suggests a target that sets the 5-year extended graduation rate at 3 percentage points above the 4-year rate target in each year.

Numerator: CTE concentrators who graduate in the five-year adjusted cohort.
Denominator: All CTE concentrators in the five-year adjusted cohort.
 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. The addition of the concentrator status, as defined in the Washington state plan will create an additional student group of “CTE Concentrator.”

Preliminary Data Availability: Is dependent upon when school districts submit final enrollment status for students within the four-year adjusted cohort for the reporting year. This happens for some districts in June/August, however districts update their data until it is finalized in October through a data verification process managed by the state.

Final Data Availability: The graduation rate for all students is finalized in October. Status for the prior school year is not finalized until the school district reports enrollment for the current school year. October 15 is the latest a school district submits enrollment; providing final exiting status to be determined. The graduation rate is not finalized until October 15 of school year + 2. Example: Class of 2019 5-year graduation rate is considered final, October, 2020.

OSPI Secondary Indicators – Perkins V

Indicator/Definition from Perkins	2020-21	2021-22	2022-23	2023-24
<p>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></p>	76.4%	78.7%	80.9%	83.2%
<p>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. Benefits: Data system and rules align with current ESSA rules, and data is available immediately. 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 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 measure. Preliminary Data Availability: Follows the graduation rate data availability. Final Data Availability: Follows the graduation rate data availability.</p>				
<p>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></p>	57.1%	62.6%	68.1%	73.6%
<p>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. Benefits: Data system and rules align with current ESSA rules, and data is available immediately. 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 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 measure. Preliminary Data Availability: Follows the graduation rate data availability. Final Data Availability: Follows the graduation rate data availability.</p>				
<p>Methodology/Background: 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 10th grade. The state ESSA</p>				

OSPI Secondary Indicators – Perkins V

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. The difference between the proposed targets for ELA and mathematics proficiency indicators in the state ESSA plan, and the Perkins V plan are due to the methodology used to propose these targets. To establish these targets, the state report card was reviewed to determine performance for 10th grade students in 2018 on the ELA and Mathematics assessments. This projection still aligns with the ESSA long term target of 90 percent by 2027. Considering the definition of concentrators under Perkins V, OSPI plans to reevaluate these targets once specific data for CTE concentrators becomes available, which will provide a baseline for reevaluation.

Indicator/Definition from Perkins	2020-21	2021-22	2022-23	2023-24
<p>2S3: Academic Proficiency in Science <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 science as described in section 1111(b)(2) of such Act.</i></p>	50.2%	56.8%	63.5%	70.1%
<p>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. Benefits: Follows consistent methodology with 2S1 and 2S2. Eliminates concern about different testing years for 2S series of indicators. 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 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 measure. Preliminary Data Availability: Follows the graduation rate data availability. Final Data Availability: Follows the graduation rate data availability.</p>				
<p>Methodology/Background: 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 11th grade. For consistency, OSPI proposed the long-term target to be set at 90 percent proficiency level. To determine annual targets, the 2018 assessment information was reviewed for 11th graders that took the test. Using actual performance metrics, in combination with the long-term target of 90 percent, OSPI proposes the above targets for 2S3. If the state amends the ESSA plan to include the science assessment, adjustments will be made to the state Perkins plan.</p>				

OSPI Secondary Indicators – Perkins V

Indicator/Definition from Perkins	2020-21	2021-22	2022-23	2023-24
<p>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></p>	67%	70.2%	73.4%	76.6%
<p>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.</p> <p>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.</p> <p>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 ERDC to provide the data on post-high school activities (post-secondary education, advanced training, 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. This data will serve as a baseline, and the state will review the data of students that may not be included in this four-year cohort, and reevaluate in three years if this is the appropriate methodology.</p> <p>Preliminary Data Availability: Preliminary data is not available. This data will only be available when final post-secondary outcomes are provided by ERDC.</p> <p>Final Data Availability: 2 years following the students exit from the secondary system. As an example, class of 2019 four-year cohort will be reported in the 2020 CAR report.</p>				
<p>Methodology/Background To propose this target, OSPI reviewed the state performance data under the similar indicator for Perkins IV. Our previous state performance on this similar measure informed our target, which we adjusted for changes in the concentrator definition. We reviewed the historical performance which was 72 percent, and reduced it by 5 percent to establish the baseline of the projected targets. In projecting a 90 percent target in 10 years, we projected a 3.2 point annual increase.</p>				
Indicator/Definition from Perkins	2020-21	2021-22	2022-23	2023-24
<p>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></p>	51.8%	54.8%	57.8%	60.8%

OSPI Secondary Indicators – Perkins V

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. **The denominator for this measure is the same denominator as for the 1S1 measure.** 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.

Data Availability: 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.

Methodology/Background: 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. Previous performance would set the baseline at 56.8 percent. To be consistent with the earlier decision to modify the baseline to reflect the new concentrator definition, OSPI reduced the baseline by 5 percent to propose a baseline of 51.8 percent, with an annual growth target of 3 percentage points.

Program Quality Overview: OSPI proposes including all three recommended program quality indicators into the accountability system for Perkins V. As these represent brand new indicators, and in consideration of the change in the concentrator definition, OSPI recommends that data is collected on all indicators to provide a baseline for future decisions. There are data changes that will need to be phased in to collect data for each indicator. While there is a current data structure to collect information on industry recognized credentials (recognized postsecondary credential), and postsecondary credits (dual credit), the definitions and methodology will require adjustments within the current system. The collection for participation in work-based learning will require a definition adjustment and modifications to the state data system. These indicators are all important focus areas for quality for CTE programs in our state, and data will be utilized to inform future decision making. The decision to recommend that all three indicators are included was informed by stakeholder engagement across a multitude of secondary education partners.

Indicator/Definition from Perkins	2020-21	2021-22	2022-23	2023-24
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>	43%	46%	49%	52%

OSPI Secondary Indicators – Perkins V

Numerator: Of students in the denominator, those that have attained an industry recognized credential through CTE coursework, as reported in the state data system .

Denominator: All CTE concentrators in the four-year adjusted cohort who are exiting. The denominator for this measure is the same denominator as for the 1S1 measure.

Data Availability: Once the state data system has evolved, the state will consider amending the numerator definition and the methodology to represent student access to industry certificates. This will become available SY 2021-22 at the earliest. In absence of this information, the state will collect and report the number of concentrators that have attained certification as currently measured in the state data system (Element H21). Dependent upon baseline data, the state will reassess the indicator targets accordingly.

Methodology/Background: Currently school districts report whether a course provides the opportunity for students to access industry recognized credentials. However, there are limitations in the number of certifications that can be reflected in the system, as well as a lack of mechanism to represent the type(s) of certificates available. Plans to expand the data collected related to industry recognized credentials are being phased in, and the state is developing an approved list of industry credentials for secondary CTE programs in partnership with the State Board for Community and Technical Colleges (SBCTC).

While the state’s CTE graduation pathway promotes course taking that includes and/or leads to an industry recognized credential, this indicator will reflect only certifications and credentials that have been earned as a component of the secondary coursework. A shared state goal, is that 70 percent of Washington students from the high school class of 2030 will complete a postsecondary credential by age 26. While this goal represents education and training opportunities beyond the secondary system, this does provide a long-term metric for an aspirational target, that CTE programs can help support. Using current data of credential obtainment at 40%, we have set a 3 percentage point increase goal for recognized postsecondary credentials. CTE programs that are endorsed as Career Launch approved programs, as described in the Career Connect Washington system, will contribute to this quality indicator.

Indicator/Definition from Perkins	2020-21	2021-22	2022-23	2023-24
<p>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></p>	81.5%	82.9%	84.3%	85.7%

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. The denominator for this measure is the same numerator as for the 1S1 measure.

Data Availability: CTE courses may report alignment with any of the state’s approved dual credit programs, however the most frequent dual credit type is likely to be CTE Dual Credit (formerly Tech Prep). Only CTE Dual Credit courses with current articulation agreements that have been registered in Washington’s Statewide Enrollment and Reporting System (SERS). These courses should lead to a professional-technical two-year degree, two-year certificate, or apprenticeship, and/or lead to employment or further education. Other dual credit programs in Washington

OSPI Secondary Indicators – Perkins V

include; Advanced Placement (AP), Cambridge International (CI), International Baccalaureate (IB), Running Start, College in the High School (CHS), and Career and Technical Education (CTE) Dual Credit.

Methodology/Background: Currently school districts report whether a course provides the opportunity for students to access dual credit, however there are likely data validity issues with current CTE dual credit reports. OSPI plans to support school districts in improved data reporting for all dual credit opportunities. CTE preparatory courses, and courses with a CTE sequence for the purposes of the CTE graduation pathway support student access to earn dual credit through CTE Dual Credit and through other dual credit programs and articulation agreements. Under state law, school districts must demonstrate that approved career and technical programs maximize opportunities for students to earn dual credit for high school and college. This indicator will be measured by assessing the number of graduating seniors that have had access to dual credit as a component of their CTE program enrollment. To set this target, OSPI reviewed the class of 2018 four-year cohort, and determined that 75.7 percent of graduates had access to dual credit through a CTE course. In consistency with the long term target of 90 percent by 2027, the targets will increase annually by 1.4 percentage points.

Indicator/Definition from Perkins	2020-21	2021-22	2022-23	2023-24
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>	90%	91.4%	92.8%	94.2%

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.

Data Availability: The only element consistently available in the data systems at this time is the enrollment reported in cooperative worksite learning, through the “888” CIP Codes. Through stakeholder engagement, and in review if the Perkins definition of work-based learning, this was deemed as too restrictive, and not reflective of the intention of the definition. Washington will seek to include a new CEDARS element, with specific valid values that align with the types of work-based learning students should have access to as part of the instructional experience.

Methodology/Background: For background, the Perkins V definition of work-based learning means, “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.” Including career awareness, career exploration, career preparation and career launch activities including but not limited to; embedded work-based learning; 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. As work-based learning is a required component of CTE programs in Washington, the target is set at 90% in the first year, and increases by 1.4% annually. This option will require a phase in of definition and data requirements. If selected, this indicator will not be a required component of the accountability system until 2021-22.