



Maryland

STATE DEPARTMENT OF EDUCATION

Career and Technical Education: State Determined Performance Levels

Reporting Specifications, Guidelines, and Historical Data
(2024-2027)

Office of College and Career Pathways

Spring 2024

MARYLAND STATE DEPARTMENT OF EDUCATION

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1.0	February 15, 2024	Initial Document
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Purpose

The Carl D. Perkins Career and Technical Education Act (commonly referred to as the Perkins Act or Perkins V) aims to increase the quality of career and technical education (CTE) within the United States to help the economy. The purpose of the state-determined performance levels within the Perkins Act is multi-fold:

Ensure Accountability: These performance levels are designed to ensure that states are accountable for improving the academic and technical skills of students participating in career and technical education (CTE) programs. By setting these levels, states are committed to continuous improvement and are held responsible for achieving specific outcomes.

Promote Continuous Improvement: The performance levels serve as benchmarks for states to assess their progress in enhancing the quality of their CTE programs. This encourages states to constantly evaluate and improve their education and training programs to meet the evolving needs of the workforce.

Enhance State and Local Flexibility: While the Perkins Act sets out national priorities and goals, it also gives states and local education providers considerable flexibility in determining how to meet these goals. The state-determined performance levels allow states to set targets that are ambitious yet attainable, considering their unique economic, demographic, and educational contexts.

Support Student Success: The performance levels focus on key indicators of student success, including graduation rates, academic achievement, and placement in postsecondary education or employment. This ensures that the programs are effectively preparing students for high-skill, high-wage, or in-demand industry sectors and occupations.

Data-Driven Decision Making: By establishing and monitoring these performance levels, states can use data to make informed decisions about how to allocate resources, identify areas for improvement, and implement strategies that best support student achievement and program quality.

Overall, the state-determined performance levels in the Perkins Act are integral to ensuring that career and technical education programs are aligned with state and local economic needs and are effectively preparing students for the challenges of the 21st-century workplace.

Statutory Requirements

Governing Authority

Carl D. Perkins Act, SEC. 113 [20 U.S.C. 2323]

Core Indicators of Performance: Secondary (Required)

1. The percentage of CTE Concentrators who graduate high school, as measured by:
 - a. the four-year adjusted cohort graduation rate; and
 - b. at the State's discretion, the extended year adjusted cohort graduation rate.
 - c. Graduates are defined in section 8101 of the Elementary and Secondary Education Act of 1965.
2. 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 described in section 1111(b)(2) of such Act.
3. The percentage of CTE concentrators 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.
4. The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

CTE Program Quality Indicators: Secondary (Required to choose at least one)

1. The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.
2. The percentage of CTE concentrators 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 program or another credit transfer agreement.
3. The percentage of CTE concentrators graduating from high school having participated in work-based learning.
4. Any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State.

Core Indicators of Performance: Post-Secondary (Required)

1. The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in 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 placed or retained in employment.
2. The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
3. The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Public Comment Period for Performance Measures (Required)

1. Each eligible agency shall develop the levels of performance in consultation with the stakeholders.
2. Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance meet the requirements of the law; support the improvement of performance of all CTE concentrators, including subgroups of students and special populations; and support the needs of the local education and business community.

Performance Level Definitions: Secondary Programs

PERKINS V SECONDARY POPULATIONS DEFINITIONS

Participant: An individual who earns not less than one credit in an MSDE-approved career and technical education (CTE) program of study (POS).

Concentrator: An individual who has earned at least two credits in a single MSDE-approved CTE POS.

PERKINS V SECONDARY MEASUREMENT DEFINITIONS

1S1: Four-Year Graduation Rate

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in four years in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its four-year adjusted cohort graduation rate as defined in in Section 1111(b)(2)(C)(vi) of the ESEA.

2S1: Academic Proficiency in Reading/Language Arts

Numerator: Number of CTE concentrators who met or exceeded expectations on the Statewide high school reading/language arts assessment as administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) whose scores were included in the computation of the State's secondary education Academic Achievement indicator and who, in the reporting year left secondary education.

Denominator: Number of CTE concentrators who took the Statewide high school reading/language arts assessment as administered by the State under Section 1111(b)(3) of the ESEA as amended by ESSA whose scores were included in the computation of the State's Academic Achievement indicator and who, in the reporting year left secondary education.

2S2: Academic Proficiency in Mathematics

Numerator: Number of CTE concentrators who met or exceeded expectations on the Statewide high school mathematics assessment as administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) whose scores were included in the computation of the State's secondary education Academic Achievement indicator and who, in the reporting year left secondary education.

Denominator: Number of CTE concentrators who took the Statewide high school mathematics assessment as administered by the State under Section 1111(b)(3) of the ESEA as amended by ESSA whose scores were included in the computation of the State's Academic Achievement indicator and who, in the reporting year left secondary education.

2S3: Academic Proficiency in Science

Numerator: Number of CTE concentrators who met or exceeded expectations on the Statewide high school science assessment as administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) whose scores were included in the computation of the State's secondary education Academic Achievement indicator and who, in the reporting year left secondary education.

Denominator: Number of CTE concentrators who took the Statewide high school science assessment as administered by the State under Section 1111(b)(3) of the ESEA as amended by ESSA whose scores were included in the computation of the State's Academic Achievement indicator and who, in the reporting year left secondary education.

3S1: Secondary Post-Program Placement

Numerator: Number of CTE concentrators 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 Community Service Act of 1990 or are employed.

Denominator: Number of CTE concentrators who exited from secondary education.

4S1: Non-traditional Program Concentration

Numerator: Number of under-represented CTE concentrators in non-traditional CTE programs during the reporting year.

Denominator: Number of CTE concentrators in non-traditional CTE programs during the reporting year.

Nontraditional Fields - individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work. Qualifying programs are identified by MSDE as of July 1, 2024, and will not be updated until July 1, 2028.

5S1: Program Quality Indicator – Attained Recognized Postsecondary Credential

Numerator: Number of CTE concentrators who met or exceeded proficiency on industry standards to attain a state-approved industry recognized credential and who, in the reporting year, exited from secondary education.

Denominator: Number of CTE concentrators who exited from secondary education.

5S3: Program Quality Indicator - Work Based Learning

Numerator: Number of CTE concentrators graduating in the reporting year who, while enrolled, participated in the high school level of a registered apprenticeship program.

Denominator: Number of CTE concentrators who exited from secondary education.

Performance Level Definitions: Postsecondary Programs

PERKINS V POSTSECONDARY POPULATIONS DEFINITIONS

Participant: A participant at the postsecondary level who completes not less than one credit in a CTE POS of an eligible recipient.

Concentrators: A CTE concentrator at the postsecondary level is an individual taking courses from eligible recipient who has earned at least 12 credits within a CTE POS; or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

PERKINS V POSTSECONDARY MEASUREMENT DEFINITIONS

1PI: Postsecondary Placement

Numerator: Number of CTE concentrators from the prior year that graduated postsecondary education and who were found to be in postsecondary education, in advanced training, in military service, in a national community service program/Peace Corps, or employed, between October 1 and December 31 of the current reporting year.

Denominator: Number of CTE concentrators who graduated from postsecondary education during the prior reporting year

2PI: Earned Recognized Postsecondary Credential

Numerator: Number of concentrators in previous year who received a recognized postsecondary credential during participation in or within 1 year of program completion.

Denominator: Concentrators in previous year.

Recognized Postsecondary Credential – an award consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

3PI: Non-traditional Program Concentration

Numerator: Number of CTE concentrators from the underrepresented gender group (males or females) in a CTE POS that lead to employment in nontraditional occupations (i.e., for which individuals from one gender comprise less than 25 percent of the individuals employed in that field in the reporting year).

Denominator: Number of CTE concentrators (males and females) in a CTE POS that leads to employment in nontraditional occupations in the reporting year.

Nontraditional Fields - individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work. Qualifying programs are identified by MSDE as of July 1, 2024, and will not be updated until July 1, 2028.

Maryland State Determined Performance Levels (2020-2023)

PROCESS FOR SDPL DEVELOPMENT

The process of developing state-determined performance levels in Maryland's Career and Technical Education (CTE) [Four-Year State Plan](#) was comprehensive and involved multiple steps, including:

Grounding in State Goals and Vision: The plan is based on Maryland's goals and vision for CTE, guided by the requirements of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), and informed by other key frameworks such as the Maryland Workforce Innovation and Opportunity Act (WIOA) State Plan, and the Blueprint for Maryland's Future.

Extensive Stakeholder Engagement: The development process included input from a wide range of stakeholders representing business, higher education, workforce and economic development, and local school systems. This engagement included teachers, faculty, school system leaders, school leaders, specialized instructional support personnel, career and academic guidance counselors, paraprofessionals, local CTE directors, community college Perkins Plan coordinators, Local Advisory Councils, Program Advisory Committees, and various other groups and individuals.

Focus on Key Topics: Stakeholders examined and provided input on crucial topics such as equal access to CTE programs, supports for success, preparation for high-skill, high-wage, or in-demand industry occupations, meeting or exceeding performance levels, and aligning CTE programs with workforce development needs and employer requirements.

Continued Engagement and Advisory Committees: The plan emphasizes ongoing stakeholder engagement through the statewide CTE Advisory Committee and other forms of collaboration, ensuring that the development of performance levels and other aspects of the plan remain dynamic and responsive to feedback.

Input from Workforce and Education Agencies: Collaboration with the Maryland Department of Labor and other state workforce agencies was crucial in aligning the strategic vision of meeting skilled workforce needs with emerging in-demand industry sectors and occupations.

Meetings and Input Sessions: Specific meetings, such as the CTE State Plan Meeting and the CTE Local Directors' Meeting, were held to gather input on the vision, accountability system, needs assessment, local application, and monitoring processes for CTE in Maryland.

This multi-faceted approach to developing state-determined performance levels underscores Maryland's commitment to creating a CTE system that is responsive to economic needs, educational goals, and the aspirations of students and employers alike. The process was characterized by broad stakeholder involvement, a focus on critical issues affecting CTE, and an emphasis on continuous engagement and collaboration.

BASELINE AND PERFORMANCE LEVELS BY YEAR: SECONDARY

Indicator	Baseline	2020	2021	2022	2023
1S1: Four-Year Graduation Rate	87.76%	88.49%	89.22%	89.97%	90.71%
2S1: Academic Proficiency in Reading / Language Arts	45.80%	48.00%	50.20%	52.30%	54.50%
2S2: Academic Proficiency in Mathematics	40.90%	43.20%	45.60%	48.00%	50.30%
2S3: Academic Proficiency in Science	-	-	-	-	-
3S1: Post-Secondary Placement	75.60%	75.90%	76.20%	76.50%	76.80%
4S1: Non-traditional Program Concentration	28.10%	28.30%	28.51%	28.72%	28.92%
5S1: Program Quality—Attained Recognized Credential	77.50%	77.80%	78.11%	78.41%	78.71%
5S4: Program Quality: Other (TSA Attainment)	77.50%	77.80%	78.11%	78.41%	78.71%

BASELINE AND PERFORMANCE LEVELS BY YEAR: POSTSECONDARY

Indicator	Baseline	2020	2021	2022	2023
1P1: Post-Secondary Retention and Placement	70.80%	70.98%	71.15%	71.33%	71.51%
2P1: Earned Recognized Post-Secondary Credential	44.10%	44.20%	44.30%	44.40%	44.50%
3P1: Non-Traditional Program Enrollment	21.41%	24.53%	24.65%	24.85%	24.97%

PROPOSED Maryland State Determined Performance Levels (2024-2027)

PROCESS FOR SDPL DEVELOPMENT

Statutory Requirements for Setting New SDPLs

Beginning with the 2024-2027 CTE State Plan, Maryland is required to update the SDPLs in accordance with §113(b)(3)(a)(i)(III) of the Carl D. Perkins Act. These requirements stipulate the new performance levels must:

1. be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;
2. require the state to continually make meaningful progress toward improving the performance of all CTE students;
3. have been subject to the public comment process;
4. take into account how the levels of performance compare with the SDPLs for other States;
5. be higher than the average actual levels of performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions; and,
6. take into account the extent to which the SDPLs advance state career and technical education goals.

Process for Public Engagement and Comment

<Explain the public comment period and process here>

SETTING THE BASELINE: ACTUAL STATEWIDE PERFORMANCE (SECONDARY)

Indicator	2021	2022	Average
1S1: Four-Year Graduation Rate	96.7%	96.0%	96.4%
2S1: Academic Proficiency in Reading / Language Arts	27.6%	56.3%	42.0%
2S2: Academic Proficiency in Mathematics	45.5%	47.4%	46.5%
2S3: Academic Proficiency in Science	14.1%	20.8%	17.5%
3S1: Post-Secondary Placement	80.9%	81.8%	81.4%
4S1: Non-traditional Program Concentration	25.1%	26.7%	25.9%
5S1: Program Quality—Attained Recognized Credential	0.0%	0.0%	0.0%
5S3: Program Quality: Work-Based Learning	0.0%	0.0%	0.0%

SETTING THE BASELINE: ACTUAL STATEWIDE PERFORMANCE (POSTSECONDARY)

Indicator	2021	2022	Average
1P1: Post-Secondary Retention and Placement	77.4%	76.5%	77.0%
2P1: Earned Recognized Post-Secondary Credential	41.3%	41.5%	41.4%
3P1: Non-Traditional Program Enrollment	23.4%	24.8%	24.6%

PROPOSED PERFORMANCE LEVELS BY YEAR: SECONDARY

Indicator	Baseline	2024	2025	2026	2027
1S1: Four-Year Graduation Rate	96.4%	96.68%	96.95%	97.23%	97.50%
2S1: Academic Proficiency in Reading / Language Arts	42.0%	45.58%	49.15%	52.72%	56.30%
2S2: Academic Proficiency in Mathematics	46.5%	48.87%	51.24%	53.61%	55.98%
2S3: Academic Proficiency in Science	17.5%	19.38%	21.25%	23.13%	25.00%
3S1: Post-Secondary Placement	81.4%	81.70%	82.0%	82.30%	82.60%
4S1: Non-traditional Program Concentration	25.9%	26.11%	26.32%	26.53%	26.74%
5S1: Program Quality—Attained Recognized Credential	0.0%	11.25%	22.50%	33.75%	45.00%
5S3: Program Quality: Work-Based Learning	0.0%	5.63%	11.25%	16.88%	22.50%

PROPOSED PERFORMANCE LEVELS BY YEAR: POSTSECONDARY

Indicator	Baseline	2024	2025	2026	2027
1P1: Post-Secondary Retention and Placement	77.0%	77.18%	77.36%	77.54%	77.72%
2P1: Earned Recognized Post-Secondary Credential	41.4%	41.50%	41.60%	41.70%	41.80%
3P1: Non-Traditional Program Enrollment	24.6%	24.75%	24.90%	25.05%	25.20%

Process Notes for Determining Adequate Annual Progress

1. Per United States Department of Education requirements, the new Baseline is set by averaging the actual statewide performance percentages from the prior two years.
2. To forecast the State Determined Performance Levels (SDPLs) for the state of Maryland for the program years 2024, 2025, 2026, and 2027, we calculated the annual growth rate based on the provided historical data and applied it to the future years.
3. The 5S1 indicator is being redefined to include earned industry-recognized credentials in a related CTE program of study. Using 45% as the goal for 2027, proposed performance levels were backwards mapped into 2024, 2025, and 2026.
4. The 5S3 indicator is new for the state of Maryland. Using the Blueprint's goal of 45% of all graduates completing the high school level of apprenticeship by 2031 and starting with a baseline of 0.00%, the proposed performance levels for each year were calculated and distributed over the 8-year period, with 22.5% being the goal for the midpoint.

APPENDIX A: Secondary CTE Participation

Population	2020	2021	2022	2023
GRAND TOTAL	122,519	126,504	133,071	
GENDER				
Male	65,438	68,337	71,302	
Female	57,081	58,167	61,769	
RACE/ETHNICITY (1997 Revised Standards)				
American Indian	276	324	360	
Asian	8,021	8,285	8,365	
Black or African American	42,573	44,945	46,875	
Hispanic/Latino	19,439	20,688	24,191	
Native Hawaiian or Other Pacific Islander	173	195	225	
White	46,717	46,560	47,203	
Two or More Races	5,320	5,507	5,852	
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)				
Individuals with Disabilities	12,946	14,014	14,471	
Individuals from Economically Disadvantaged Families	43,967	50,074	62,614	
Individuals Preparing for Non-traditional Fields	38,772	40,533	43,445	
Single Parents	-	n<35	n<35	
Out of Workforce Individuals	-	-	-	
English Learners	5,428	6,309	7,900	
Homeless Individuals	1,109	2,026	2,214	
Youth In Foster Care	374	372	372	
Youth with Parent in Active Military	1,791	1,646	2,171	
Migrant Students	-	n<35	n<35	

APPENDIX B: Secondary CTE Concentration

Population	2020	2021	2022	2023
GRAND TOTAL	30,797	33,830	39,648	
GENDER				
Male	17,349	19,158	22,201	
Female	13,398	14,672	17,447	
RACE/ETHNICITY (1997 Revised Standards)				
American Indian	57	65	102	
Asian	2,503	3,050	3,264	
Black or African American	9,563	10,072	12,061	
Hispanic/Latino	4,224	4,292	5,672	
Native Hawaiian or Other Pacific Islander	36	36	68	
White	13,051	14,855	16,691	
Two or More Races	1,313	1,460	1,790	
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)				
Individuals with Disabilities	2,935	3,182	3,733	
Individuals from Economically Disadvantaged Families	9,751	11,101	16,140	
Individuals Preparing for Non-traditional Fields	5,283	5,328	6,503	
Single Parents	-	n<35	n<35	
Out of Workforce Individuals	-	-	-	
English Learners	885	8,47	1,133	
Homeless Individuals	321	441	544	
Youth In Foster Care	109	54	61	
Youth with Parent in Active Military	339	241	624	
Migrant Students	-	n<35	n<35	

APPENDIX C: ISI-Four Year Graduation Rate

Population	2020	2021	2022	2023
State Determined Performance Level	88.49%	89.22%	89.97%	90.71%
GRAND TOTAL - UNDUPLICATED	94.23%	96.66%	96.01%	
GENDER				
Male	93.40%	96.27%	95.33%	
Female	95.24%	97.15%	96.85%	
RACE/ETHNICITY (1997 Revised Standards)				
American Indian	100.00%	94.12%	91.07%	
Asian	98.86%	99.22%	98.82%	
Black or African American	89.34%	94.05%	93.21%	
Hispanic/Latino	91.56%	95.10%	93.47%	
Native Hawaiian or Other Pacific Islander	92.00%	100.00%	97.44%	
White	97.40%	98.12%	98.28%	
Two or More Races	96.76%	97.12%	96.02%	
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)				
Individuals with Disabilities	88.32%	91.69%	90.28%	
Individuals from Economically Disadvantaged Families	88.66%	93.17%	93.13%	
Individuals Preparing for Non-traditional Fields	94.62%	97.36%	97.63%	
Single Parents	-	100.00%	84.62%	
Out of Workforce Individuals	-	-	-	
English Learners	80.40%	86.88%	87.13%	
Homeless Individuals	83.94%	87.81%	86.77%	
Youth In Foster Care	78.79%	89.29%	79.31%	
Youth with Parent in Active Military	97.42%	98.21%	98.74%	
Migrant Students	-	-	-	

Population	2020	2021	2022	2023
State Determined Performance Level	88.49%	89.22%	89.97%	90.71%
CAREER CLUSTER				
Agriculture, Food, and Natural Resources	95.67%	98.69%	97.23%	
Architecture and Construction	91.64%	96.13%	95.02%	
Arts, A/V Technology, and Communications	94.49%	96.68%	96.27%	
Business Management and Administration	92.45%	96.15%	96.29%	
Education and Training	89.87%	91.82%	90.96%	
Finance	94.26%	97.48%	97.54%	
Government and Public Administration	94.51%	93.43%	88.89%	
Health Science	95.54%	97.92%	97.50%	
Hospitality and Tourism	92.23%	96.98%	97.57%	
Human Services	92.17%	96.66%	96.70%	
Information Technology	94.72%	97.54%	98.09%	
Law, Public Safety, Corrections, and Security	95.14%	95.99%	96.25%	
Manufacturing	97.34%	98.58%	99.07%	
Marketing	97.42%	97.00%	96.73%	
Science, Technology, Engineering, and Mathematics	98.25%	99.04%	98.81%	
Transportation, Distribution, and Logistics	90.19%	96.36%	97.16%	

APPENDIX D: 2S1-Proficiency in Reading / Language Arts

Population	2020	2021	2022	2023
State Determined Performance Level	48.00%	50.20%	52.30%	54.50%
GRAND TOTAL - UNDUPLICATED	-	27.55%	56.26%	
GENDER				
Male	-	24.97%	54.34%	
Female	-	31.21%	58.58%	
RACE/ETHNICITY (1997 Revised Standards)				
American Indian	-	50.00%	49.06%	
Asian	-	45.10%	78.77%	
Black or African American	-	20.82%	45.40%	
Hispanic/Latino	-	27.40%	46.48%	
Native Hawaiian or Other Pacific Islander	-	0.00%	61.54%	
White	-	37.78%	62.19%	
Two or More Races	-	28.57%	59.65%	
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)				
Individuals with Disabilities	-	8.67%	16.63%	
Individuals from Economically Disadvantaged Families	-	23.29%	43.25%	
Individuals Preparing for Non-traditional Fields	-	38.50%	64.66%	
Single Parents	-	0.00%	8.33%	
Out of Workforce Individuals	-	-	-	
English Learners	-	4.38%	7.54%	
Homeless Individuals	-	15.25%	33.68%	
Youth In Foster Care	-	0.00%	31.03%	
Youth with Parent in Active Military	-	37.50%	76.07%	
Migrant Students	-	-	-	

Population	2020	2021	2022	2023
State Determined Performance Level	48.00%	50.20%	52.30%	54.50%
CAREER CLUSTER				
Agriculture, Food, and Natural Resources	-	40.91%	53.03%	
Architecture and Construction	-	17.46%	35.95%	
Arts, A/V Technology, and Communications	-	28.85%	56.46%	
Business Management and Administration	-	32.34%	52.29%	
Education and Training	-	14.53%	39.47%	
Finance	-	40.00%	67.25%	
Government and Public Administration	-	26.56%	46.53%	
Health Science	-	31.96%	56.53%	
Hospitality and Tourism	-	26.47%	50.44%	
Human Services	-	22.05%	45.14%	
Information Technology	-	29.66%	79.10%	
Law, Public Safety, Corrections, and Security	-	27.27%	50.38%	
Manufacturing	-	36.84%	48.71%	
Marketing	-	50.00%	59.83%	
Science, Technology, Engineering, and Mathematics	-	55.91%	77.14%	
Transportation, Distribution, and Logistics	-	18.52%	36.02%	

APPENDIX E: 2S2-Proficiency in Mathematics

Population	2020	2021	2022	2023
State Determined Performance Level	43.20%	45.60%	48.00%	50.30%
GRAND TOTAL - UNDUPLICATED	-	45.50%	47.36%	
GENDER				
Male	-	47.16%	49.93%	
Female	-	43.44%	44.06%	
RACE/ETHNICITY (1997 Revised Standards)				
American Indian	-	40.00%	43.33%	
Asian	-	75.30%	74.85%	
Black or African American	-	20.95%	25.24%	
Hispanic/Latino	-	29.17%	25.78%	
Native Hawaiian or Other Pacific Islander	-	50.00%	56.00%	
White	-	59.71%	58.84%	
Two or More Races	-	45.20%	49.85%	
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)				
Individuals with Disabilities	-	9.45%	8.10%	
Individuals from Economically Disadvantaged Families	-	23.96%	24.45%	
Individuals Preparing for Non-traditional Fields	-	50.57%	55.17%	
Single Parents	-	0.00%	12.50%	
Out of Workforce Individuals	-	-	-	
English Learners	-	1.44%	0.34%	
Homeless Individuals	-	15.90%	12.93%	
Youth In Foster Care	-	13.04%	5.88%	
Youth with Parent in Active Military	-	59.73%	66.48%	
Migrant Students	-	-	-	

Population	2020	2021	2022	2023
State Determined Performance Level	43.20%	45.60%	48.00%	50.30%
CAREER CLUSTER				
Agriculture, Food, and Natural Resources	-	47.66%	32.24%	
Architecture and Construction	-	25.32%	26.86%	
Arts, A/V Technology, and Communications	-	42.80%	39.63%	
Business Management and Administration	-	38.08%	37.68%	
Education and Training	-	23.75%	21.36%	
Finance	-	53.18%	58.56%	
Government and Public Administration	-	33.70%	30.95%	
Health Science	-	42.95%	40.24%	
Hospitality and Tourism	-	35.81%	33.12%	
Human Services	-	25.80%	25.65%	
Information Technology	-	68.21%	74.84%	
Law, Public Safety, Corrections, and Security	-	43.45%	41.07%	
Manufacturing	-	47.31%	42.71%	
Marketing	-	49.90%	48.44%	
Science, Technology, Engineering, and Mathematics	-	67.55%	73.19%	
Transportation, Distribution, and Logistics	-	29.66%	31.65%	

APPENDIX F: 2S3-Proficiency in Science

Population	2020	2021	2022	2023
State Determined Performance Level	0.00%	0.00%	0.00%	0.00%
GRAND TOTAL - UNDUPLICATED	-	14.07%	20.77%	
GENDER				
Male	-	13.28%	20.36%	
Female	-	15.18%	21.29%	
RACE/ETHNICITY (1997 Revised Standards)				
American Indian	-	0.00%	36.36%	
Asian	-	26.67%	47.17%	
Black or African American	-	6.67%	11.60%	
Hispanic/Latino	-	13.71%	16.98%	
Native Hawaiian or Other Pacific Islander	-	0.00%	0.00%	
White	-	23.39%	27.95%	
Two or More Races	-	0.00%	27.42%	
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)				
Individuals with Disabilities	-	3.77%	5.19%	
Individuals from Economically Disadvantaged Families	-	7.95%	14.89%	
Individuals Preparing for Non-traditional Fields	-	13.04%	29.79%	
Single Parents	-	0.00%	0.00%	
Out of Workforce Individuals	-	-	-	
English Learners	-	0.00%	1.64%	
Homeless Individuals	-	4.76%	13.51%	
Youth In Foster Care	-	0.00%	0.00%	
Youth with Parent in Active Military	-	66.67%	45.95%	
Migrant Students	-	-	-	

Population	2020	2021	2022	2023
State Determined Performance Level	0.00%	0.00%	0.00%	0.00%
CAREER CLUSTER				
Agriculture, Food, and Natural Resources	-	40.00%	19.48%	
Architecture and Construction	-	0.00%	14.36%	
Arts, A/V Technology, and Communications	-	33.33%	24.79%	
Business Management and Administration	-	12.00%	20.40%	
Education and Training	-	9.09%	8.99%	
Finance	-	5.56%	35.19%	
Government and Public Administration	-	0.00%	10.26%	
Health Science	-	22.73%	26.67%	
Hospitality and Tourism	-	11.76%	27.69%	
Human Services	-	6.45%	13.29%	
Information Technology	-	35.14%	46.07%	
Law, Public Safety, Corrections, and Security	-	0.00%	22.97%	
Manufacturing	-	12.50%	18.60%	
Marketing	-	16.67%	22.15%	
Science, Technology, Engineering, and Mathematics	-	27.27%	37.80%	
Transportation, Distribution, and Logistics	-	8.11%	10.00%	

APPENDIX G: 3S1-Postsecondary Placement

Population	2020	2021	2022	2023
State Determined Performance Level	75.9%	76.2%	76.5%	76.8%
GRAND TOTAL - UNDUPLICATED	81.21%	80.89%	81.79%	
GENDER				
Male	77.60%	77.75%	78.66%	
Female	85.36%	84.70%	85.68%	
RACE/ETHNICITY (1997 Revised Standards)				
American Indian	73.47%	62.79%	93.94%	
Asian	92.42%	91.71%	90.97%	
Black or African American	79.84%	79.04%	80.76%	
Hispanic/Latino	72.33%	73.37%	76.57%	
Native Hawaiian or Other Pacific Islander	89.47%	56.52%	51.54%	
White	82.99%	82.33%	82.56%	
Two or More Races	81.50%	83.20%	77.79%	
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)				
Individuals with Disabilities	60.68%	63.20%	67.01%	
Individuals from Economically Disadvantaged Families	74.93%	74.50%	76.50%	
Individuals Preparing for Non-traditional Fields	84.45%	84.61%	85.07%	
Single Parents	-	-	-	
Out of Workforce Individuals	-	-	-	
English Learners	46.48%	48.74%	59.04%	
Homeless Individuals	67.10%	59.78%	65.75%	
Youth In Foster Care	72.97%	65.00%	79.31%	
Youth with Parent in Active Military	81.82%	77.16%	78.36%	
Migrant Students	-	-	-	

Population	2020	2021	2022	2023
State Determined Performance Level	75.9%	76.2%	76.5%	76.8%
CAREER CLUSTER				
Agriculture, Food, and Natural Resources	80.59%	78.19%	77.22%	
Architecture and Construction	68.93%	66.86%	69.16%	
Arts, A/V Technology, and Communications	81.38%	77.93%	82.48%	
Business Management and Administration	77.87%	78.67%	82.61%	
Education and Training	71.98%	71.84%	73.70%	
Finance	83.09%	83.85%	84.24%	
Government and Public Administration	-	-	-	
Health Science	89.78%	89.91%	90.50%	
Hospitality and Tourism	76.61%	83.16%	81.85%	
Human Services	80.00%	79.00%	83.03%	
Information Technology	86.68%	84.45%	83.71%	
Law, Public Safety, Corrections, and Security	84.41%	82.27%	79.39%	
Manufacturing	76.60%	76.06%	77.05%	
Marketing	83.57%	83.83%	81.66%	
Science, Technology, Engineering, and Mathematics	89.89%	89.40%	89.59%	
Transportation, Distribution, and Logistics	70.42%	69.17%	73.30%	

APPENDIX H: 4S1-Nontraditional Program Concentration

Population	2020	2021	2022	2023
State Determined Performance Level	28.3%	28.51%	28.72%	28.92%
GRAND TOTAL - UNDUPLICATED	25.68%	23.13%	26.71%	
GENDER				
Male	7.56%	6.51%	5.31%	
Female	52.41%	53.11%	58.06%	
RACE/ETHNICITY (1997 Revised Standards)				
American Indian	36.11%	25.64%	25.45%	
Asian	27.80%	28.60%	28.56%	
Black or African American	28.15%	26.78%	29.78%	
Hispanic/Latino	26.44%	24.06%	24.64%	
Native Hawaiian or Other Pacific Islander	18.18%	32.00%	23.68%	
White	23.65%	23.74%	25.07%	
Two or More Races	22.64%	24.19%	28.12%	
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)				
Individuals with Disabilities	19.17%	19.89%	20.08%	
Individuals from Economically Disadvantaged Families	26.59%	24.70%	27.31%	
Individuals Preparing for Non-traditional Fields	-	-	-	
Single Parents	-	0.00%	50.00%	
Out of Workforce Individuals	-	-	-	
English Learners	25.04%	22.55%	25.17%	
Homeless Individuals	25.76%	24.49%	30.11%	
Youth In Foster Care	28.07%	28.00%	30.00%	
Youth with Parent in Active Military	22.13%	21.15%	26.05%	
Migrant Students	-	0.00%	0.00%	

Population	2020	2021	2022	2023
State Determined Performance Level	28.3%	28.51%	28.72%	28.92%
CAREER CLUSTER				
Agriculture, Food, and Natural Resources	55.56%	59.32%	56.98%	
Architecture and Construction	7.74%	9.14%	9.22%	
Arts, A/V Technology, and Communications	41.03%	42.20%	44.44%	
Business Management and Administration	46.63%	45.01%	42.26%	
Education and Training	13.72%	12.50%	10.27%	
Finance	-	-	-	
Government and Public Administration	-	-	-	
Health Science	13.41%	13.63%	13.12%	
Hospitality and Tourism	60.90%	62.07%	58.78%	
Human Services	5.72%	5.65%	6.05%	
Information Technology	24.49%	23.64%	28.93%	
Law, Public Safety, Corrections, and Security	52.79%	51.63%	51.52%	
Manufacturing	13.66%	14.88%	14.33%	
Marketing	-	-	-	
Science, Technology, Engineering, and Mathematics	25.95%	24.86%	26.80%	
Transportation, Distribution, and Logistics	8.22%	8.52%	8.27%	

APPENDIX I: 5S1-Attained Recognized Credential

Population	2020	2021	2022	2023
State Determined Performance Level	77.8%	78.11%	78.41%	78.71%
GRAND TOTAL - UNDUPLICATED	71.40%	48.80%	80.92%	
GENDER				
Male	69.20%	46.13%	81.11%	
Female	73.79%	51.80%	80.69%	
RACE/ETHNICITY (1997 Revised Standards)				
American Indian	60.00%	38.46%	90.91%	
Asian	77.03%	35.52%	85.16%	
Black or African American	57.94%	36.07%	69.12%	
Hispanic/Latino	68.41%	53.45%	77.62%	
Native Hawaiian or Other Pacific Islander	57.14%	100.00%	71.43%	
White	80.26%	57.91%	86.03%	
Two or More Races	77.32%	50.96%	81.39%	
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)				
Individuals with Disabilities	58.31%	49.05%	64.90%	
Individuals from Economically Disadvantaged Families	64.59%	41.25%	75.01%	
Individuals Preparing for Non-traditional Fields	73.75%	40.68%	80.42%	
Single Parents	-	100.00%	100.00%	
Out of Workforce Individuals	-	-	-	
English Learners	62.50%	36.48%	61.46%	
Homeless Individuals	62.50%	52.58%	70.77%	
Youth In Foster Care	75.00%	41.67%	100.00%	
Youth with Parent in Active Military	87.88%	76.47%	89.53%	
Migrant Students	-	-	-	

Population	2020	2021	2022	2023
State Determined Performance Level	77.8%	78.11%	78.41%	78.71%
CAREER CLUSTER				
Agriculture, Food, and Natural Resources	72.41%	45.45%	61.76%	
Architecture and Construction	66.17%	61.94%	80.82%	
Arts, A/V Technology, and Communications	69.44%	46.58%	71.79%	
Business Management and Administration	62.50%	31.40%	68.47%	
Education and Training	77.78%	58.06%	83.89%	
Finance	66.47%	79.03%	87.50%	
Government and Public Administration	-	29.54%	54.55%	
Health Science	86.57%	80.97%	85.68%	
Hospitality and Tourism	74.67%	68.00%	91.03%	
Human Services	78.76%	60.50%	78.05%	
Information Technology	68.12%	12.68%	78.35%	
Law, Public Safety, Corrections, and Security	44.68%	16.67%	72.41%	
Manufacturing	69.89%	77.08%	90.04%	
Marketing	36.36%	7.87%	67.92%	
Science, Technology, Engineering, and Mathematics	57.50%	46.75%	86.44%	
Transportation, Distribution, and Logistics	78.55%	70.74%	84.57%	

APPENDIX J: 5S4-Other (TSA Attainment)

Population	2020	2021	2022	2023
State Determined Performance Level	77.8%	78.11%	78.41%	78.71%
GRAND TOTAL - UNDUPLICATED	72.44%	55.69%	81.13%	
GENDER				
Male	72.24%	53.28%	81.01%	
Female	72.68%	58.45%	81.27%	
RACE/ETHNICITY (1997 Revised Standards)				
American Indian	66.67%	47.06%	88.24%	
Asian	79.01%	46.88%	84.14%	
Black or African American	57.88%	39.75%	69.11%	
Hispanic/Latino	67.43%	58.91%	78.29%	
Native Hawaiian or Other Pacific Islander	54.55%	87.50%	88.24%	
White	79.81%	65.19%	86.16%	
Two or More Races	74.14%	56.80%	78.35%	
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)				
Individuals with Disabilities	61.75%	47.13%	69.89%	
Individuals from Economically Disadvantaged Families	63.66%	44.28%	74.16%	
Individuals Preparing for Non-traditional Fields	73.06%	55.43%	80.88%	
Single Parents	-	100.00%	100.00%	
Out of Workforce Individuals	-	-	-	
English Learners	61.95%	37.02%	67.18%	
Homeless Individuals	60.00%	51.88%	71.57%	
Youth In Foster Care	60.00%	38.46%	60.00%	
Youth with Parent in Active Military	75.76%	73.33%	90.29%	
Migrant Students	-	-	-	

Population	2020	2021	2022	2023
State Determined Performance Level	77.8%	78.11%	78.41%	78.71%
CAREER CLUSTER				
Agriculture, Food, and Natural Resources	61.29%	74.07%	78.71%	
Architecture and Construction	64.02%	65.55%	83.43%	
Arts, A/V Technology, and Communications	69.06%	50.33%	75.63%	
Business Management and Administration	68.14%	38.19%	72.68%	
Education and Training	76.42%	35.30%	83.92%	
Finance	72.06%	76.43%	78.31%	
Government and Public Administration	61.54%	32.95%	79.47%	
Health Science	87.78%	84.59%	85.91%	
Hospitality and Tourism	75.89%	70.55%	86.24%	
Human Services	78.28%	62.99%	80.30%	
Information Technology	77.72%	38.20%	71.93%	
Law, Public Safety, Corrections, and Security	81.15%	66.16%	90.94%	
Manufacturing	69.40%	79.54%	90.83%	
Marketing	61.54%	22.74%	73.47%	
Science, Technology, Engineering, and Mathematics	65.85%	62.29%	84.46%	
Transportation, Distribution, and Logistics	79.69%	70.28%	86.33%	

APPENDIX K: Postsecondary CTE Participation

Population	2020	2021	2022	2023
GRAND TOTAL	48,588	45,507	43,806	
GENDER				
Male	17,249	16,582	1,6537	
Female	31,339	28,925	27,269	
RACE/ETHNICITY (1997 Revised Standards)				
American Indian	140	141	115	
Asian	3,290	3,056	2,990	
Black or African American	17,823	17,040	16,067	
Hispanic/Latino	5,201	5,071	5,601	
Native Hawaiian or Other Pacific Islander	82	70	58	
White	18,377	16,583	15,369	
Two or More Races	1,840	1,785	1,828	
Unknown	1,835	1,761	1,778	
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)				
Individuals with Disabilities	2,584	1,941	2,125	
Individuals from Economically Disadvantaged Families	13,185	12,225	9,206	
Individuals Preparing for Non-traditional Fields	10,456	9,818	9,670	
Single Parents	3,456	3,527	2,452	
Out of Workforce Individuals	107	117	49	
English Learners	1,709	1,604	3,303	
Homeless Individuals	n<35	232	n<35	
Youth In Foster Care	n<35	40	n<35	
Youth with Parent in Active Military	767	755	802	

APPENDIX L: Postsecondary CTE Concentration

Population	2020	2021	2022	2023
GRAND TOTAL	28,992	26,739	25,225	
GENDER				
Male	9,881	9,293	9,076	
Female	19,111	17,446	16,149	
RACE/ETHNICITY (1997 Revised Standards)				
American Indian	80	77	57	
Asian	2,171	2,004	1853	
Black or African American	9,884	9,348	8816	
Hispanic/Latino	3,076	2,946	3156	
Native Hawaiian or Other Pacific Islander	57	48	n<35	
White	11,666	10,360	9357	
Two or More Races	954	911	954	
Unknown	1,104	1,045	999	
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)				
Individuals with Disabilities	1,732	1,331	1430	
Individuals from Economically Disadvantaged Families	8,581	7,974	5399	
Individuals Preparing for Non-traditional Fields	5,693	5,347	5189	
Single Parents	2,195	2,171	1539	
Out of Workforce Individuals	64	81	46	
English Learners	1,148	1,034	2802	
Homeless Individuals	n<35	n<35	n<35	
Youth In Foster Care	n<35	n<35	n<35	
Youth with Parent in Active Military	508	497	475	

APPENDIX M: 1P1-Postsecondary Placement

Population	2020	2021	2022	2023
State Determined Performance Level	70.98%	71.15%	71.33%	71.51%
GRAND TOTAL - UNDUPLICATED	68.33%	77.40%	76.46%	
GENDER				
Male	68.50%	78.15%	78.24%	
Female	68.23%	77.02%	75.56%	
RACE/ETHNICITY (1997 Revised Standards)				
American Indian	68.42%	59.26%	74.07%	
Asian	67.71%	71.58%	75.26%	
Black or African American	69.03%	77.88%	76.89%	
Hispanic/Latino	73.35%	77.45%	78.14%	
Native Hawaiian or Other Pacific Islander	-	76.92%	83.33%	
White	67.15%	78.65%	76.27%	
Two or More Races	75.21%	77.40%	76.57%	
Unknown	63.16%	27.78%	44.44%	
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)				
Individuals with Disabilities	65.42%	72.22%	73.44%	
Individuals from Economically Disadvantaged Families	68.61%	73.63%	74.91%	
Individuals Preparing for Non-traditional Fields	69.59%	77.69%	76.14%	
Single Parents	72.36%	80.30%	76.62%	
Out of Workforce Individuals	-	80.00%	76.47%	
English Learners	72.78%	76.00%	69.62%	
Homeless Individuals	-	-	61.22%	
Youth In Foster Care	-	-	100.00%	
Youth with Parent in Active Military	59.38%	69.15%	76.77%	

Population	2020	2021	2022	2023
State Determined Performance Level	70.98%	71.15%	71.33%	71.51%
CAREER CLUSTER				
Agriculture, Food, and Natural Resources	63.74%	71.84%	74.00%	
Architecture and Construction	67.32%	72.79%	68.66%	
Arts, A/V Technology, and Communications	61.36%	72.64%	64.21%	
Business Management and Administration	68.30%	74.52%	74.96%	
Education and Training	74.14%	74.55%	66.22%	
Finance	66.27%	68.98%	76.19%	
Government and Public Administration	-	-	-	
Health Science	69.41%	77.82%	77.92%	
Hospitality and Tourism	62.90%	76.14%	64.22%	
Human Services	65.38%	79.87%	78.42%	
Information Technology	71.20%	76.87%	77.88%	
Law, Public Safety, Corrections, and Security	67.38%	85.28%	83.02%	
Manufacturing	66.39%	75.28%	82.89%	
Marketing	75.86%	-	80.00%	
Science, Technology, Engineering, and Mathematics	72.90%	77.55%	75.76%	
Transportation, Distribution, and Logistics	64.81%	67.27%	62.60%	

APPENDIX N: 2P1-Earned Postsecondary Credential

Population	2020	2021	2022	2023
State Determined Performance Level	44.2%	44.3%	44.4%	44.5%
GRAND TOTAL - UNDUPLICATED	35.30%	41.27%	41.53%	
GENDER				
Male	32.70%	39.24%	40.75%	
Female	37.05%	42.38%	41.96%	
RACE/ETHNICITY (1997 Revised Standards)				
American Indian	39.02%	40.91%	49.09%	
Asian	32.49%	38.97%	44.77%	
Black or African American	30.80%	37.58%	34.75%	
Hispanic/Latino	31.90%	35.51%	36.76%	
Native Hawaiian or Other Pacific Islander	34.78%	35.14%	41.94%	
White	41.33%	46.32%	48.84%	
Two or More Races	25.67%	34.73%	36.71%	
Unknown	26.88%	43.90%	38.33%	
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)				
Individuals with Disabilities	47.54%	57.16%	53.91%	
Individuals from Economically Disadvantaged Families	35.45%	40.10%	38.70%	
Individuals Preparing for Non-traditional Fields	33.20%	40.28%	40.01%	
Single Parents	30.73%	42.26%	46.65%	
Out of Workforce Individuals	-	52.63%	46.15%	
English Learners	29.02%	35.53%	33.20%	
Homeless Individuals	-	-	62.82%	
Youth In Foster Care	-	-	40.00%	
Youth with Parent in Active Military	28.57%	38.55%	45.91%	

Population	2020	2021	2022	2023
State Determined Performance Level	44.2%	44.3%	44.4%	44.5%
CAREER CLUSTER				
Agriculture, Food, and Natural Resources	40.38%	41.27%	47.20%	
Architecture and Construction	22.30%	30.62%	35.70%	
Arts, A/V Technology, and Communications	24.07%	34.36%	31.67%	
Business Management and Administration	29.71%	36.25%	32.45%	
Education and Training	32.22%	36.18%	59.26%	
Finance	24.50%	34.95%	33.16%	
Government and Public Administration	66.67%	-	-	
Health Science	39.69%	42.01%	43.56%	
Hospitality and Tourism	46.04%	39.29%	46.69%	
Human Services	26.10%	37.37%	37.14%	
Information Technology	30.94%	46.02%	45.03%	
Law, Public Safety, Corrections, and Security	48.01%	55.00%	44.83%	
Manufacturing	38.34%	45.92%	44.04%	
Marketing	76.67%	-	41.67%	
Science, Technology, Engineering, and Mathematics	34.33%	44.34%	52.04%	
Transportation, Distribution, and Logistics	35.04%	30.17%	56.48%	

APPENDIX O: 3P1-Nontraditional Program Concentration

Population	2020	2021	2022	2023
State Determined Performance Level	24.53%	24.65%	24.85%	24.97%
GRAND TOTAL - UNDUPLICATED	24.13%	24.33%	24.82%	
GENDER				
Male	22.17%	21.17%	20.38%	
Female	25.12%	26.01%	27.33%	
RACE/ETHNICITY (1997 Revised Standards)				
American Indian	24.19%	25.86%	34.09%	
Asian	25.41%	26.62%	25.41%	
Black or African American	25.45%	25.88%	26.14%	
Hispanic/Latino	25.59%	24.80%	26.27%	
Native Hawaiian or Other Pacific Islander	32.00%	25.00%	20.00%	
White	21.98%	22.18%	22.74%	
Two or More Races	25.85%	22.84%	24.87%	
Unknown	25.74%	26.63%	25.90%	
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)				
Individuals with Disabilities	22.31%	20.22%	21.45%	
Individuals from Economically Disadvantaged Families	25.26%	25.61%	23.85%	
Individuals Preparing for Non-traditional Fields	-	-	-	
Single Parents	20.60%	21.31%	21.38%	
Out of Workforce Individuals	13.56%	18.99%	6.82%	
English Learners	22.98%	26.00%	32.51%	
Homeless Individuals	-	30.19%	66.67%	
Youth In Foster Care	-	35.71%	20.00%	
Youth with Parent in Active Military	24.94%	24.76%	22.79%	

Population	2020	2021	2022	2023
State Determined Performance Level	24.53%	24.65%	24.85%	24.97%
CAREER CLUSTER				
Agriculture, Food, and Natural Resources	31.72%	29.13%	38.74%	
Architecture and Construction	33.17%	32.29%	33.86%	
Arts, A/V Technology, and Communications	31.46%	34.25%	36.66%	
Business Management and Administration	45.27%	44.75%	43.78%	
Education and Training	7.85%	7.54%	7.55%	
Finance	33.93%	34.67%	35.50%	
Government and Public Administration	30.77%	26.67%	25.00%	
Health Science	12.16%	12.62%	13.15%	
Hospitality and Tourism	64.65%	64.43%	63.04%	
Human Services	11.95%	12.86%	13.93%	
Information Technology	25.77%	25.55%	28.24%	
Law, Public Safety, Corrections, and Security	38.96%	38.13%	37.21%	
Manufacturing	18.42%	19.54%	17.91%	
Marketing	-	-	-	
Science, Technology, Engineering, and Mathematics	28.33%	24.32%	21.40%	
Transportation, Distribution, and Logistics	12.68%	13.38%	10.55%	