Background Information: The Board of Education approved the Virginia System of Performance Standards and Measures as part of the 2000-2004 State Plan for Career and Technical Education (CTE). The federal Perkins act requires that the results on the negotiated state-adjusted levels of performance for both secondary and postsecondary CTE be communicated to the board and other audiences. Each school division and the Virginia Community College System will receive an annual report of performance.

Summary of Major Elements The Virginia system addresses:

- academic achievement;
- occupational competence;
- nontraditional career preparation;
- successful transition to careers and/or further education;
- employer/employee satisfaction with high school preparation; and
- access and success for special populations as defined by Perkins.

The CTE Annual Performance Report provides results for the first four items. All other results will be provided to each locality in a comprehensive individual Data Analysis Report.
Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the report be accepted as presented, maintained as a part of the Board of Education’s meeting records, and be communicated to the audiences required by the Perkins legislation.

Impact on Resources: There is a minimum impact on resources. The agency’s existing resources can absorb costs at this time.

Timetable for Further Review/Action: None
A. **ACADEMIC ACHIEVEMENT**

**Performance Standard:** Eligible students (9-12 grades) who are enrolled in a career and technical course(s) and also in an academic course(s) for which a Standards of Learning end-of-course test(s) is/are required, will attain a passing score on the Standards of Learning end-of-course tests, contribute to the school’s annual accreditation requirements based on the Provisional Accreditation Benchmarks\(^1\), and contribute to annually improving the statewide baseline academic attainment average as determined for federal reporting.


<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Percent of Test Takers</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>81.48% (65,067 of 79,860)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>70.60% (65,702 of 93,057)</td>
</tr>
<tr>
<td>History</td>
<td>73.80% (76,390 of 103,505)</td>
</tr>
<tr>
<td>Science</td>
<td>70.30% (66,921 of 95,197)</td>
</tr>
</tbody>
</table>

**Note:** The Academic Achievement data in this report represent a sub-population of the total population of test takers and is based on the performance of students enrolled in Career and Technical Education courses in the state. These academic attainment data are completed solely for federal performance and reporting purposes. These data shall in no way be used in conjunction with or interpreted for a school's accreditation status.

\(^1\) The Board set the minimum acceptable pass rates required for a school to achieve the rating of Provisionally Accredited/Meets State Standards in the academic years 2000-2004. The Provisional Accreditation Benchmarks through 2004 are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>English</th>
<th>Math</th>
<th>History/Social Sciences</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>63%</td>
<td>60%</td>
<td>45%</td>
<td>60%</td>
</tr>
<tr>
<td>2001-02</td>
<td>66%</td>
<td>65%</td>
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<td>2002-03</td>
<td>70%</td>
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</tr>
<tr>
<td>2003-04</td>
<td>70%</td>
<td>70%</td>
<td>55%</td>
<td>70%</td>
</tr>
</tbody>
</table>

B. **OCCUPATIONAL COMPETENCE**

**Performance Standard:** Ninety-four and three tenths percent (94.34%) of the career and technical education completers will attain 80 percent of the competencies on the locally validated competency lists.

*Career and Technical Education Program Completers*

<table>
<thead>
<tr>
<th>Completers who Attained 80% of the Competencies</th>
<th>Completers(^2)</th>
<th>Percent that Attained 80% of the Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>25,710</td>
<td>26,828</td>
<td>95.83%</td>
</tr>
</tbody>
</table>

**Note:** A Career and Technical Education Program Completer is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

\(^2\) Includes all completers from the comprehensive high schools and the Career and Technical Education local and regional centers.
NON-TRADITIONAL CAREER PREPARATION

**Performance Standard:** The total enrollment rate in the state-identified courses for non-traditional career preparation of the gender that comprise less than 25 percent will be 12.82 percent.

### C. Non-Traditional Career Preparation Enrollment

<table>
<thead>
<tr>
<th>Non-Traditional Enrollment</th>
<th>Enrollment of Non-Traditional Courses</th>
<th>Percent of Non-Traditional Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>13,363</td>
<td>99,114</td>
<td>13.48%</td>
</tr>
</tbody>
</table>

**Performance Standard:** The total completion rate of the state-identified content areas for non-traditional career preparation of the gender that comprise less than 25 percent will be 9.63 percent.

### D. Non-Traditional Career Preparation Completion

<table>
<thead>
<tr>
<th>Non-Traditional Completers</th>
<th>Completers of Non-Traditional Programs</th>
<th>Percent of Non-Traditional Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,463</td>
<td>12,221</td>
<td>11.97%</td>
</tr>
</tbody>
</table>

E. SECONDARY SCHOOL COMPLETION

**Performance Standard:** The completion rate for students in career and technical content areas, including the secondary component of Tech Prep programs, is 96.47 percent.

### Secondary School Completion Rate

<table>
<thead>
<tr>
<th>c^3</th>
<th>c + d^3</th>
<th>Completion Rate^3</th>
</tr>
</thead>
<tbody>
<tr>
<td>26,828</td>
<td>26,927</td>
<td>99.63%</td>
</tr>
</tbody>
</table>

^3 The Completion Rate was calculated using the number of completers (c) reported on the 2003-2004 Completer Demographics Report (CDR) and the number of dropouts (d) who completed a career and technical education program sequence or concentration as reported on the 2003-2004 Division Dropout Report. The formula is \(\frac{c}{c + d}\).

F. DIPLOMA/CREDENTIAL

**Performance Standard:** The rate in which students will earn either the Career and Technical Education Board of Education Diploma Seal or the Advanced Mathematics and Technology Board of Education Diploma Seal is to be determined.

### Seal Attainment Rate

<table>
<thead>
<tr>
<th>Completers who earned at least one Seal</th>
<th>Completers</th>
<th>Percent that Earned a Board Seal</th>
</tr>
</thead>
<tbody>
<tr>
<td>15,689</td>
<td>26,828</td>
<td>58.48%</td>
</tr>
</tbody>
</table>

**Note:** Three hundred twelve (312) combined and comprehensive high schools in 120 divisions awarded the Career and Technical Education or the Advanced Mathematics and Technology Board of Education Diploma Seals during the 2003-2004 school year. Data collected in 2000-2001, 2001-2002, 2002-2003, and 2003-2004 to establish the state baseline for future negotiations with the United States Department of Education, Office of Vocational and Adult Education.
G. TRANSITION

Performance Standard: Students who are career and technical completers/graduates will successfully transition at a combined rate of 92.81 percent from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

### 2003 Completer Transition Rate

<table>
<thead>
<tr>
<th>Completers who transitioned</th>
<th>Completers who indicated transition status</th>
<th>Transition Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>19,950</td>
<td>20,947</td>
<td>95.24%</td>
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</tbody>
</table>

### 2003 Completer Response Rate

<table>
<thead>
<tr>
<th>Completers who responded to the survey</th>
<th>2003 Completers</th>
<th>Completer Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>20,947</td>
<td>25,766</td>
<td>81.30%</td>
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</table>

Note: The target response rate for the 2004 Follow-Up of the 2003 Completers was 75 percent.

### 2003-2004 Statewide Performance Summary

<table>
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<th>Standard</th>
<th>Met</th>
<th>Not Met</th>
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<td>A. Academic Achievement</td>
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<tr>
<td>B. Occupational Competence</td>
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<tr>
<td>C. Non-Traditional Career Enrollment</td>
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</tr>
<tr>
<td>D. Non-Traditional Career Completion</td>
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</tr>
<tr>
<td>E. Secondary School Completion</td>
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</tr>
<tr>
<td>F. Diploma/Credential</td>
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<tr>
<td>G. Completer Transition Rate</td>
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</tbody>
</table>

## 2003-2004 Statewide Performance Summary by Division *

- **X** Performance meets or exceeds the 2003-2004 Performance Standard.
- ♦ Refer to the individual school data for results.
- ▲ Data collected for the 2003-2004 school year will be used to establish a future baseline.
- – Performance measure does not apply to Regional Technical Centers.

### Standards**

<table>
<thead>
<tr>
<th>Division</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
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* Refer to the individual school data for results.

¹ Includes Massanutten Technical Center.
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* – Based on data reported to United States Department of Education, December 31, 2004.

**Standards are as follows:**

A. Academic Achievement  
B. Occupational Competence  
C. Non-Traditional Career Preparation Enrollment  
D. Non-Traditional Career Preparation Completion  
E. Secondary School Completion  
F. Diploma/Credential  
G. Completer Transition Rate

1 – Performance based on data collected as of February 2005 due to late submission by division.