

Appendix E

Outcomes

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VIRGINIA DEPARTMENT OF EDUCATION

CAREER AND TECHNICAL EDUCATION

ANNUAL PERFORMANCE REPORT (APR)

FOR

ARLINGTON COUNTY PUBLIC SCHOOLS

SCHOOL YEAR
2015-2016

January 20, 2017

(1S1 & 1S2) Academic Attainment

Academic Attainment - Students (based on responsible school division) who completed a CTE program (all and special populations) and were also enrolled in an academic course, for which a Standards of Learning (SOL) end-of-course test is required, will attain a passing score on the corresponding test.

Performance Standard: 1S1 English: Reading = 75.00%
1S2 Mathematics (Highest Level) = 75.00%.

ALL CTE COMPLETERS PERFORMANCE						
SOL Test	2015-2016		2014-2015		2013-2014	
EOC English: Reading (1S1)	95.48%	(233 of 244)	95.48%	(296 of 310)	95.00%	(437 of 460)
EOC Mathematics (Highest level) (1S2)	96.36%	(238 of 247)	94.25%	(295 of 313)	96.12%	(446 of 464)

ALL SPECIAL POPULATIONS PERFORMANCE		
SOL Test	2015-2016	
EOC English: Reading (1S1)	93.10%	(135 of 145)
EOC Mathematics (Highest Level) (1S2)	95.17%	(138 of 145)

(2S1) Technical Skills Attainment

Technical Skills Attainment¹ consists of five Performance Measures:

- A. The percentage of completers² that attain 80% of the essential competencies on the state-provided, industry-validated competency lists – **90.00%**
- B. Completers participating in one or more Board approved credentialing tests – **70.00%**
- C. Completers taking and passing credentialing tests – **79.00%**
- D. Completers passing credentialing tests – **58.00%**
- E. Completers who passed a credentialing test plus the Completers who earned an Advanced Studies Diploma and did not pass a credentialing test³ – **50.00%**

¹ For students based on CTE serving school division

² 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

³ Performance measure for College and Career Readiness required by the Virginia Board of Education

(2S1) Technical Skills Attainment (cont.)

ALL CTE COMPLETERS						
PERFORMANCE STANDARD	2015-2016		2014-2015		2013-2014	
A. Student Competency Rate ⁴	92.52%	(235 of 254)	88.82%	(278 of 313)	84.50%	(398 of 471)
B. Completers Participating in a Credentialing Test Rate	93.31%	(237 of 254)	88.18%	(276 of 313)	79.19%	(373 of 471)
C. Test Takers (Completers) Passing Credentialing Test Rate	85.23%	(202 of 237)	79.71%	(220 of 276)	71.58%	(267 of 373)
D. Completers Passing Credentialing Test Rate ⁵	79.53%	(202 of 254)	70.29%	(220 of 313)	56.69%	(267 of 471)
E. Completers who passed a credentialing test plus Completers who earned an Advanced Studies Diploma and did not pass a credentialing test ⁵	83.46%	(212 of 254)	77.00%	(241 of 313)	62.21%	(293 of 471)
Information Indicator – Completers who earned an Advanced Studies Diploma and passed a credentialing test	52.36%	(133 of 254)	44.73%	(140 of 313)	35.67%	(168 of 471)

ALL SPECIAL POPULATIONS PERFORMANCE						
PERFORMANCE STANDARD	2015-2016		2014-2015		2013-2014	
A. Student Competency Rate ⁴	91.10%	(133 of 146)	84.36%	(151 of 179)	77.69%	(202 of 260)
B. Completers Participating in a Credentialing Test Rate	93.15%	(136 of 146)	91.06%	(163 of 179)	79.62%	(207 of 260)
C. Test Takers (Completers) Passing Credentialing Test Rate	82.35%	(112 of 136)	74.85%	(122 of 163)	61.35%	(127 of 207)
D. Completers Passing Credentialing Test Rate ⁵	76.71%	(112 of 146)	68.16%	(122 of 179)	48.85%	(127 of 260)
E. Completers who passed a credentialing test plus Completers who earned an Advanced Studies Diploma and did not pass a credentialing test ⁵	80.14%	(117 of 146)	72.07%	(129 of 179)	55.00%	(143 of 260)
Information Indicator – Completers who earned an Advanced Studies Diploma and passed a credentialing test	39.73%	(58 of 146)	34.08%	(61 of 179)	23.08%	(60 of 260)

⁴ Completers who have attained 80% of the Student Competency

⁵ Performance measure for College and Career Readiness required by the Virginia Board of Education

(3S1) Secondary School Completion

Secondary School Completion – Students (based on responsible school division) who completed CTE programs and graduated from secondary education.

Performance Standard: 3S1 Secondary School Completion = 95.00%.

2015-2016		2014-2015		2013-2014	
95.49%	(254 of 266)	97.81%	(313 of 320)	97.72%	(471 of 482)

(4S1) Graduation Rate

Graduation Rate – The number of CTE completers (based on CTE serving school division) who earned an Advanced Studies Diploma, International Baccalaureate Diploma or Standard Diploma.

Performance Standard: 4S1 Graduation Rate = 92.00%.

2015-2016		2014-2015		2013-2014	
93.31%	(237 of 254)	88.18%	(276 of 313)	90.02%	(424 of 471)

(5S1) Secondary Placement (Transition) Rate

Secondary Placement (Transition) Rate – CTE completers (based on CTE serving school division) will successfully transition from secondary school to employment, military, further education, or full-time equivalency of part-time combinations of transition indicators.

Performance Standard: 5S1 Secondary Transition Rate = 92.00%.

ALL CTE COMPLETERS					
2015-2016		2014-2015		2013-2014	
97.45%	(229 of 235)	96.37%	(345 of 358)	93.04%	(321 of 345)

ALL SPECIAL POPULATIONS PERFORMANCE	
2015-2016	
96.30%	(130 of 135)

(5S1) Program Completer Response Rate (Cont.)

Program Completer Response Rate – The response rate to the Career and Technical Education Student Follow-Up Survey for school year 2014-2015.

Performance Standard: 5S1 Completer Response Rate = 75.00%.

2015-2016		2014-2015		2013-2014	
75.08%	(235 of 313)	76.01%	(358 of 471)	75.82%	(345 of 455)

(6S1 & 6S2) Nontraditional Career Preparation

Nontraditional Career Preparation (Enrollment) – The total (combined) enrollment rate (based on CTE serving school division) in the state-identified courses for nontraditional career preparation of the gender that comprises less than 25%.

Performance Standard: 6S1 Nontraditional Career Preparation Enrollment = 30.00%

ALL CTE NONTRADITIONAL ENROLLMENT					
2015-2016		2014-2015		2013-2014	
39.42%	(1,952 of 4,952)	41.18%	(2,034 of 4,939)	41.57%	(1,975 of 4,751)

Nontraditional Career Preparation (Completion) – The total (combined) completion rate (based on CTE serving school division) in the state-identified courses for nontraditional career preparation of the gender that comprises less than 25%.

Performance Standard: 6S2 Nontraditional Career Preparation Completion = 26.00%.

ALL CTE NONTRADITIONAL COMPLETERS					
2015-2016		2014-2015		2013-2014	
26.61%	(33 of 124)	24.57%	(43 of 175)	27.64%	(76 of 275)

2015-2016 Arlington County Public Schools Annual Performance Summary

Standard	All Students		Special Population	
	Met	Not Met	Met	Not Met
1S1 Academic Attainment: Reading	✓		✓	
1S2 Academic Attainment: Mathematics (Highest Level)	✓		✓	
<u>2S1 Technical Skills Attainment</u>				
A. Student Competency Rate	✓		✓	
B. Completers Participating in Credentialing Test Rate	✓		✓	
C. Test Takers (Completers) Passing Credentialing Test Rate ¹	✓		✓	
D. Completers Passing Credential Test Rate ²	✓		✓	
E. Completers who passed a credentialing test plus Completers who earned an Advanced Studies Diploma and did not pass a credentialing test ²	✓		✓	
3S1 Secondary School Completion	✓			
4S1 Student Graduation Rate	✓			
5S1 Secondary Placement (Transition) Rate	✓		✓	
5S1 Program Completer Response Rate	✓			
6S1 Nontraditional Career Preparation (Enrollment)	✓			
6S2 Nontraditional Career Preparation (Completion)	✓			

¹ Perkins CAR measure for Technical Skills Attainment

² Performance measure required by the Virginia Board of Education

The 2015-2016 Statewide Annual Performance Report will be located at
http://www.doe.virginia.gov/instruction/career_technical/statistics_reports/index.shtml

Industry Credentials

State-approved credentials are industry-specific tests that measure the skills necessary to be competent in the field related to the test. These assessments include state and national licenses, industry credentials, or occupational competency tests developed for a specific industry. Students learn the skills within the appropriate CTE class and at the end of the class sit for the related test. If a student passes the test, they are awarded a certificate that could lead to employment and/or a higher starting salary. The certification may also be used for a student-selected verified credit towards graduation.

Table 1 shows industry certification tests available to APS CTE students along with the year each test was available.

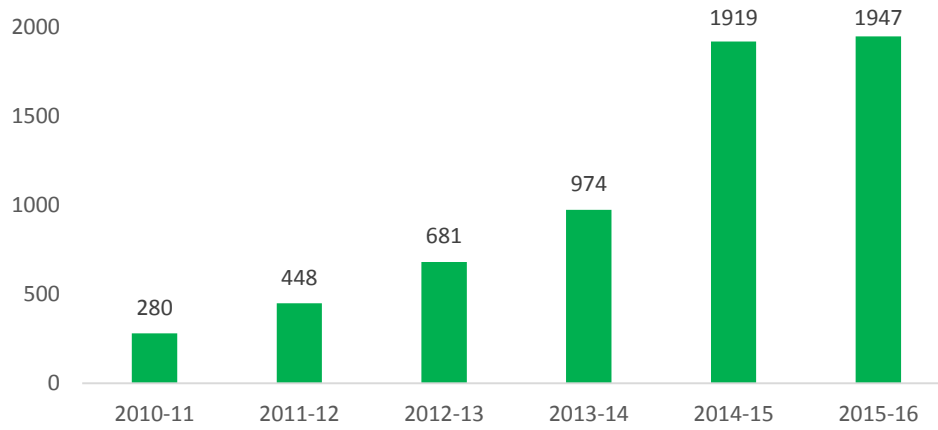
Table 1: Industry Certification Tests Available to CTE Students

<i>Certification Test Name</i>	<i>CTE Program Area</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>
<i>ACA Adobe Dreamweaver CS5</i>	Business & IT	Y	Y	
<i>ACA Photoshop CS6</i>	Business & IT/Tech Ed		Y	Y
<i>ASE Maintenance & Light Repair</i>	Trade & Industrial			Y
<i>Brainbench Internet Security</i>	Business & IT			Y
<i>Brainbench JAVA 1</i>	Computer Science	Y	Y	Y
<i>Brainbench Network Authentication</i>	Business & IT			Y
<i>Brainbench Network Security</i>	Business & IT			Y
<i>Brainbench Networking Concepts</i>	Business & IT			Y
<i>ETS ParaPro</i>	FACS			Y
<i>Intuit Quickbooks Certified User 2015</i>	Business & IT			Y
<i>MOS Microsoft Office Excel 2013</i>	Business & IT			Y
<i>MOS Microsoft Office Powerpoint 2010</i>	Business & IT	Y	Y	Y
<i>MOS Microsoft Office Word 2010</i>	Business & IT	Y	Y	
<i>MOS Microsoft Office Word 2013</i>	Business & IT			Y
<i>MTA Web Development Fundamentals (C#)</i>	Business & IT	Y		
<i>NOCTI ASK Entrepreneurship Management</i>	Business & IT			Y
<i>NOCTI ASK Fundamental Business Concepts</i>	Business & IT			Y
<i>NOCTI Electrical Occupations</i>	Trade & Industrial			Y
<i>NOCTI Television Production</i>	Trade & Industrial		Y	Y
<i>PLTW Intro to Engineering Design</i>	Technology Education	Y	Y	Y
<i>PLTW Principals of Engineering Design</i>	Technology Education		Y	Y
<i>TCP/IP Administration</i>	Business & IT			Y
<i>WISE Financial Literacy</i>	Business & IT	Y	Y	Y
<i>Workplace Readiness Skills for Commonwealth</i>	ALL CTE	Y	Y	Y

Appendix E2

Figure 1 shows the number of industry credentials achieved from 2010-11 through 2015-16. This data was provided by the CTAE Office and reflects the most recent annual report prepared by the Virginia Department of Education, which is based on data reported annually to VDOE.

Figure 1: Number of Industry Credentials Achieved, 2010-11 through 2015-16



College Credit Courses

Dual enrollment is an enrichment opportunity that allows APS high school students to earn college credits for courses taken through a number of colleges while still being enrolled in the high school class. As a dual enrolled student, a student takes a course at their high school and is enrolled in both high school and college.

The following CTE dual enrollment classes are available to students: Advanced Topics in IT, Advanced Topics, Automotive Technology I, Automotive Technology II, Automotive Technology III, Computer Assisted Tech/Arch Drawing, Computer Assisted Tech/Eng Drawing, Computer Programming, Early Childhood Education II, EMT/Human Anatomy & Physiology, Geospatial Tools & Techniques, Medical Terminology, Teachers for Tomorrow and Television and Multimedia Production.

Students may also earn college credit while in high school through the AP or IB programs.

The **Advanced Placement (AP) program** is an intensive program of college-level curricula and exams developed by the College Board that provides high school students with an opportunity to earn college credit at participating colleges and universities across the country. The AP program offers students an opportunity to develop their academic strengths through rigorous curricula and challenging national exams and exposes them to academic experiences usually reserved for college students. AP classes are available at all APS comprehensive high schools. AP exams are scored on a scale of 1 to 5, with 3 or above considered a passing score.

In the area of CTE, APS students may take AP Computer Science.

International Baccalaureate (IB) is an academic program licensed by the International Baccalaureate Organization (IBO) that, upon successful completion, results in the awarding of a high school degree. The curriculum emphasizes the importance of international awareness and responsible citizenship. The program allows students to take courses in high school that may confer college credit. Students take a test and submit documentation at the end of the course for a score that may be accepted and colleges and universities the student may attend. The IB program is available at Washington-Lee High School. IB exams are scored on a scale of 1 to 7; a score of 4 or above is considered passing.

The following IB courses are available in the area of CTE: Computer Science, Business Management, and Design Technology.

Table 1: Student Demographics for Students in CTE Dual Enrolled Classes

Student Group	2013-14 (n=98)	2014-15 (n=154)	2015-16 (n=201)
<i>Female</i>	22%	37%	44%
<i>Male</i>	78%	63%	56%
<i>LEP</i>	31%	25%	25%
<i>Non-LEP</i>	69%	75%	75%
<i>Disadvantaged</i>	51%	42%	37%
<i>Non Disadvantaged</i>	49%	58%	63%
<i>SWD</i>	27%	19%	9%
<i>Non-SWD</i>	73%	81%	91%
<i>Asian</i>	7%	6%	12%
<i>Black</i>	12%	9%	10%
<i>Hispanic</i>	47%	53%	43%
<i>White</i>	29%	29%	32%
<i>Other</i>	5%	3%	3%

Table 2: Student Demographics for Students in AP Computer Science

Student Group	2013-14 (n=26)	2014-15 (n=39)	2015-16 (n=80)
<i>Female</i>	4%	15%	10%
<i>Male</i>	96%	85%	90%
<i>LEP</i>	8%	8%	1%
<i>Non-LEP</i>	92%	92%	99%
<i>Disadvantaged</i>	19%	21%	11%
<i>Non Disadvantaged</i>	81%	79%	89%
<i>SWD</i>	12%	8%	9%
<i>Non-SWD</i>	88%	92%	91%
<i>Asian</i>	27%	20%	12%
<i>Black</i>	4%	5%	3%
<i>Hispanic</i>	15%	13%	13%
<i>White</i>	50%	56%	66%
<i>Other</i>	4%	5%	6%

Table 3: Student Demographics for Students in CTE IB Classes

Student Group	2013-14 (N=96)	2014-15 (n=83)	2015-16 (n=83)
<i>Female</i>	20%	23%	18%
<i>Male</i>	80%	77%	82%
<i>LEP</i>	3%	5%	2%
<i>Non-LEP</i>	97%	95%	98%
<i>Disadvantaged</i>	17%	24%	21%
<i>Non-Disadvantaged</i>	83%	76%	79%
<i>SWD</i>	4%	5%	7%
<i>Non-SWD</i>	96%	95%	93%
<i>Asian</i>	11%	16%	14%
<i>Black</i>	8%	10%	8%
<i>Hispanic</i>	16%	19%	16%
<i>White</i>	55%	51%	55%
<i>Other</i>	9%	5%	6%

Figure 1: Percentage of Students Obtaining College Credit from CTE Dual Enrolled Courses

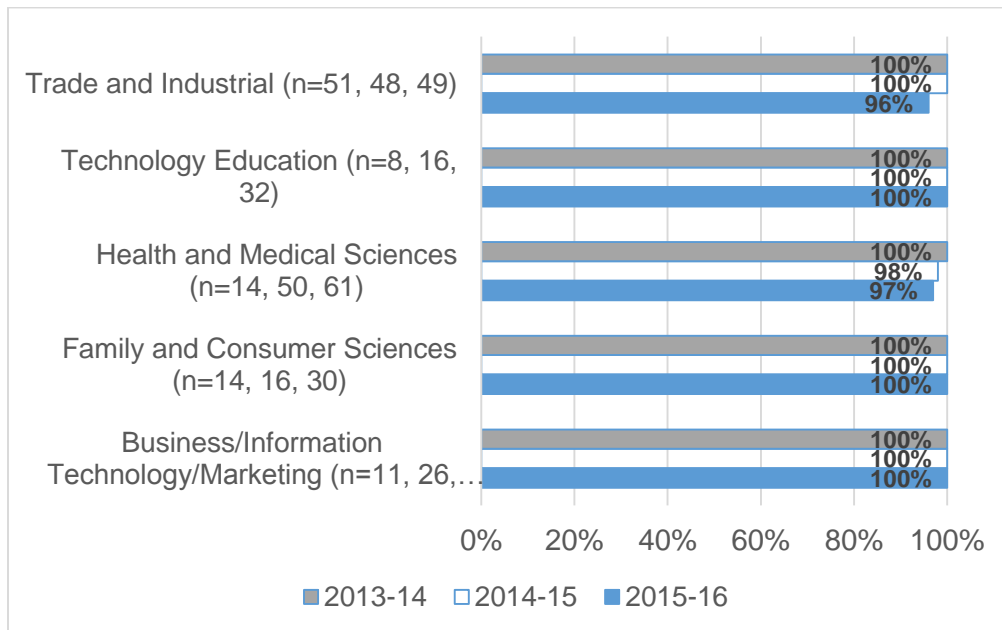


Figure 2: Percentage of Students Obtaining College Credit from AP Computer Science

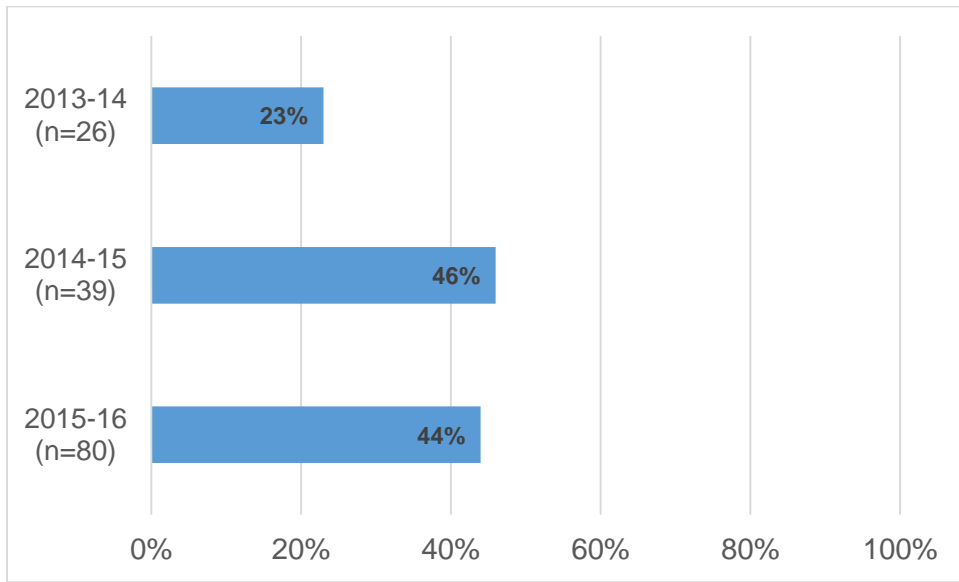
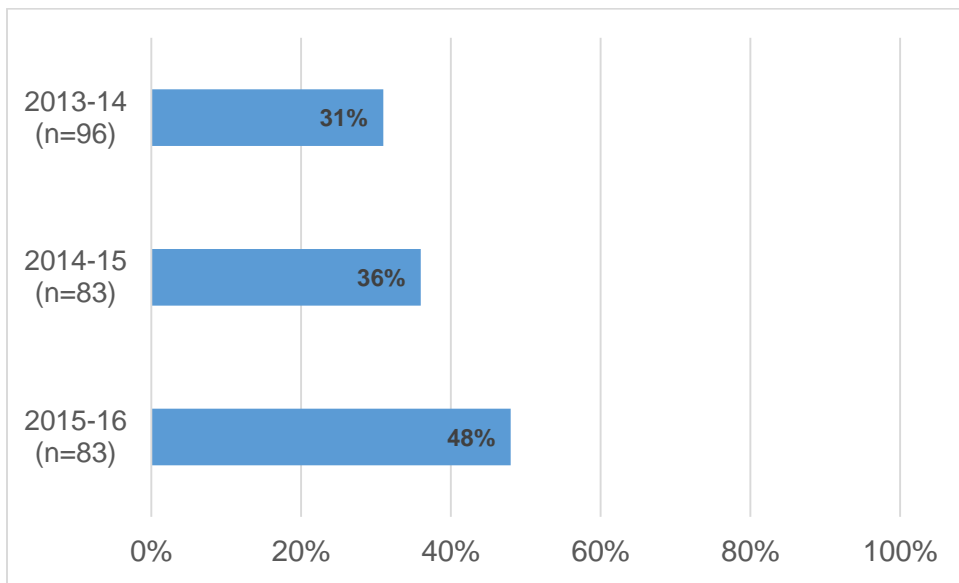


Figure 3: Percentage of Students Obtaining College Credit from CTE IB Courses



Graduation Data for CTE Completers

Figure 1: Diploma Type for CTE Completers

Diploma Type	2015-16 (n=243)	2014-15 (n=309)	2013-14 (n=470)	2012-13 (n=472)	2011-12 (n=539)
Advanced Studies	56%	56%	51%	50%	48%
Applied Studies	1%	1%	2%	1%	1%
Certificate of Completion	1%	Less than 1%	2%	2%	1%
Dropout	4%	2%	2%	2%	3%
Modified Standard Diploma	5%	7%	4%	6%	7%
Standard Diploma	32%	33%	39%	39%	40%
Unconfirmed	2%	1%	Less than 1%	1%	1%

Figure 2: Diploma Type for CTE Completers by Gender

		Advanced Studies	Applied Studies	Certificate of Completion	Dropout	Modified Standard Diploma	Standard Diploma	Unconfirmed
2015-16	Female (n=86)	48%	2%	1%	6%	5%	37%	1%
	Male (n=157)	60%	1%	1%	2%	5%	29%	2%
2014-15	Female (n=120)	49%	1%	1%	3%	5%	40%	1%
	Male (n=189)	61%	1%	0%	1%	7%	28%	2%
2013-14	Female (n=192)	48%	4%	3%	1%	5%	37%	1%
	Male (n=278)	52%	0%	1%	3%	4%	40%	0%
2012-13	Female (n=219)	51%	1%	2%	1%	5%	39%	1%
	Male (n=253)	48%	1%	2%	2%	6%	40%	1%
2011-12	Female (n=236)	47%	Less than 1%	2%	2%	5%	42%	1%
	Male (n=303)	49%	1%	1%	4%	8%	37%	1%

Figure 3: Diploma Type for CTE Completers by LEP Status

		Advanced Studies	Applied Studies	Certificate of Completion	Dropout	Modified Standard Diploma	Standard Diploma	Un-confirmed
2015-16	Non-LEP (n=222)	59%	1%	1%	4%	5%	30%	1%
	LEP (n=21)	19%	5%	5%	0%	5%	52%	14%
2014-15	Non-LEP (n=271)	62%	Less than 1%	0%	2%	5%	30%	0%
	LEP (n=38)	13%	5%	3%	0%	16%	53%	10%
2013-14	Non-LEP (n=412)	56%	1%	1%	2%	4%	36%	Less than 1%
	LEP (n=58)	12%	3%	9%	2%	9%	64%	2%
2012-13	Non-LEP (n=406)	56%	1%	2%	2%	5%	35%	1%
	LEP (n=66)	12%	2%	3%	1%	11%	68%	3%
2011-12	Non-LEP (n=448)	53%	1%	2%	3%	6%	35%	Less than 1%
	LEP (n=91)	25%	0%	0%	3%	8%	60%	3%

Figure 4: Diploma Type for CTE Completers by Disadvantage Status

		Advanced Studies	Applied Studies	Certificate of Completion	Dropout	Modified Standard Diploma	Standard Diploma	Un-confirmed
2015-16	Non-disadvantaged (n=156)	62%	1%	1%	6%	5%	23%	2%
	Disadvantaged (n=87)	44%	1%	1%	0%	5%	48%	1%
2014-15	Non-disadvantaged (n=199)	66%	2%	1%	3%	3%	24%	1%
	Disadvantaged (n=110)	38%	0%	0%	0%	13%	48%	1%
2013-14	Non-disadvantaged (n=303)	59%	1%	2%	3%	3%	31%	1%
	Disadvantaged (n=167)	35%	3%	1%	1%	7%	54%	0%
2012-13	Non-disadvantaged (n=314)	54%	1%	1%	2%	5%	37%	1%
	Disadvantaged (n=158)	41%	2%	4%	1%	8%	44%	0%
2011-12	Non-disadvantaged (n=346)	57%	1%	Less than 1%	3%	6%	32%	1%
	Disadvantaged (n=193)	32%	1%	3%	4%	9%	52%	0%

Figure 5: Diploma Type for CTE Completers by SWD Status

		Advanced Studies	Applied Studies	Certificate of Completion	Dropout	Modified Standard Diploma	Standard Diploma	Unconfirmed
2015-16	Non-SWD (n=197)	64%	0%	1%	3%	0%	31%	2%
	SWD (n=46)	20%	7%	4%	6%	24%	39%	0%
2014-15	Non-SWD (n=254)	65%	0%	Less than 1%	2%	1%	30%	2%
	SWD (n=55)	18%	6%	0%	2%	31%	44%	0%
2013-14	Non-SWD (n=394)	59%	Less than 1%	2%	2%	1%	35%	1%
	SWD (n=76)	11%	8%	0%	1%	21%	59%	0%
2012-13	Non-SWD (n=400)	57%	Less than 1%	2%	1%	1%	38%	1%
	SWD (n=72)	10%	6%	0%	3%	35%	47%	0%
2011-12	Non-SWD (n=444)	55%	0%	1%	3%	1	38%	1%
	SWD (n=95)	15%	3%	1%	3%	32%	46%	0%

Figure 6: Diploma Type for CTE Completers by Race/Ethnicity

		Advanced Studies	Applied Studies	Certificate of Completion	Dropout	Modified Standard Diploma	Standard Diploma	Un-confirmed
2015-16	Asian (n=25)	76%	0%	0%	4%	4%	16%	0%
	Black (n=39)	36%	0%	3%	3%	18%	39%	3%
	Hispanic (n=86)	42%	2%	2%	8%	2%	40%	3%
	White (n=75)	76%	0%	0%	0%	1%	23%	0%
	Other (n=18)	50%	6%	0%	0%	44%	0%	0%
2014-15	Asian (n=25)	64%	0%	0%	4%	0%	32%	0%
	Black (n=45)	42%	0%	0%	0%	18%	40%	0%
	Hispanic (n=115)	37%	1%	1%	3%	10%	45%	4%
	White (n=109)	81%	2%	0%	1%	0%	17%	0%
	Other (n=15)	60%	0%	0%	0%	7%	33%	0%
2013-14	Asian (n=54)	37%	2%	4%	6%	6%	46%	0%
	Black (n=67)	31%	0%	3%	4%	8%	54%	0%
	Hispanic (n=171)	40%	3%	2%	2%	6%	45%	1%
	White (n=158)	73%	1%	0%	0%	0%	26%	0%
	Other (n=20)	70%	0%	0%	0%	5%	25%	0%
2012-13	Asian (n=57)	53%	2%	0%	2%	0%	44%	0%
	Black (n=79)	32%	3%	4%	2%	8%	52%	0%
	Hispanic (n=183)	39%	1%	3%	2%	9%	44%	2%
	White (n=134)	72%	1%	0%	1%	3%	23%	0%
	Other (n=19)	58%	0%	0%	0%	5%	37%	0%
2011-12	Asian (n=59)	68%	0%	2%	5%	0%	24%	2%
	Black (n=101)	23%	1%	2%	3%	8%	62%	1%
	Hispanic (n=204)	36%	1%	2%	5%	11%	44%	1%
	White (n=157)	70%	0%	0%	1%	4%	26%	0%
	Other (n=18)	67%	0%	0%	0%	0%	33%	0%