



## Virginia Association for Career and Technical Education

### Rationale for Valuing Student Obtained Business and Industry Credentials

For over a decade Virginia has been a leader in student obtained Business and Industry credentials. Endorsed and supported by Virginia's General Assembly, past and current Governors, the business community, Virginia Department of Education and the State Board of Education (BoE) these third party exams and licensing tests have been a goal of local school systems state wide. The rigor and relevance of these BoE approved assessments may provide a student with one to two of their student-selected verified credits required for graduation. Business and government interest in the number of students obtaining these credentials has led to a reference data point on the high school building report card. While the commitment to this instructional goal is vast, a local school system receives no credit for this attainment in the VDOE high school building accreditation process (or formula). Adding value to this data point will provide a more complete picture of the quality of the local school systems and the graduates they are producing.

With a state and national focus on unemployment, this data point must become part of the VDOE high school building accreditation process. For schools that have met minimum accreditation and have quality CTE programs that are meeting the needs of students, employers, and Virginia's economy, this bill would assist in elevating its state accreditation status beyond initial obtainment. The total measurement of a school's quality and state accreditation must include measurement of all knowledge and employability skills.

#### **2012 BILL DRAFT – 10/30/2011**

For schools that have met minimal accreditation requirements, the formula for calculating the final high school accreditation status shall include a minimum numerical value of 3 points, in the completion index total points for each student obtaining an Industry Credential and a diploma. The inclusion of this numeric value can only be used for improving the final accreditation status for a school and therefore cannot be used for obtaining or denying a school's accreditation. There shall be no negative impact. These state and national industry assessments and licenses must be on the BOE approved list for student selected verified credit.

A school's **state accreditation** rating reflects overall achievement in English, history/social science, mathematics and science. In addition, high schools, beginning with accreditation ratings for the 2011-

2012 school year, must meet a minimum benchmark for graduation and completion. Schools in which students meet or exceed all achievement objectives established by the Virginia Board of Education are rated as “fully accredited.” \*81 pts. – Benchmark for Provisionally Accredited – Graduation Rate

<b>Benchmarks for Fully Accredited Ratings Awarded in the 2012-2013 School Year (Based on Testing and Graduation Rate Data from the 2011-2012 School Year)</b>				
<u>Subject</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grades 6 to 12</u>
English	75%	75%	75%	70%
Mathematics	70%	70%	70%	70%
Science	50%		70%	70%
History/Social Science	50%	70%	70%	70%
Graduation and Completion Index (for schools with a graduating class)				85 pts./81 pts.*

**Graduation & Completion Index (GCI) — New Accreditation Factor for High Schools**

The GCI calculation awards full credit for students who earn a Board of Education-approved diploma and partial credit for other outcomes, as displayed in the table below. The GCI calculation comprises students in the cohort of expected on-time graduates (students who were first-time ninth graders four years ago, plus transfers in and minus transfers out) and “carryover” students – Still in School from previous cohorts. A student earning a diploma who entered ninth grade for the first time five years ago is an example of a carryover student. Carryover students are included in annual GCI calculations until they graduate or otherwise leave school. Students with disabilities and limited-English proficient students are included in the GCI calculation when they earn a diploma, GED or certificate of completion;

The weighted index points are totaled and then divided by the total number of cohort students and carryover students who earned a credential or stayed in school, plus all cohort and carryover students who dropped out or left school without earning a credential.

In the following example, **80 students in a school earn a total of 7,155 points and achieve a GCI of 89**

<b>OUTCOME</b>	<b>CALCULATION</b>		<b>RESULTS</b>
	# of students	Point value	# of students x Point Value
Diplomas	66	100	6,600
GEDs	3	75	225
Certificates of Completions	2	25	50
Students still in school	4	70	280
Dropouts	5	0	0
<b>Total</b>	<b>80</b>		<b>7,155</b>
GCI: 7,155/80 = 89			

<b>Example</b> 6,648
7203 GCI=90

A GCI of 85 is required for full accreditation. High schools with a GCI of 80-84 are eligible for a rating of provisionally accredited graduation rate until 2015-2016.

**VACTE Bill requests that 3 point for each student obtained industry credential be added to the Total Point Value before dividing by the total number of students.**

**In this example: 16 Students (25% of the students with diplomas) received an Industry Credential, which would raise the final GCI from 89 to 90.**

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