

**Accountability System Development for 2013 and Beyond
Accountability Policy Advisory Committee (APAC) and
Accountability Technical Advisory Committee (ATAC)**

Career and Technical Education (CTE) Overview

Background

Enrollment. The number and percentage of Texas students enrolled in CTE coherent sequence of courses programs and tech prep programs has increased each year since 2008. The 2010-2011 enrollment in CTE and tech programs was 469,086 students, or 19.4 percent of all Grade 9-12 students.

The Academic Excellence Indicator System (AEIS) state, district, and campus reports show annual enrollment in CTE courses of all students, including those taking a CTE course as an elective, number and percentage of CTE teachers, and program expenditures for CTE programs.

PBMAS. Career and Technical Education is a component of the Performance-Based Monitoring Analysis System (PBMAS). The nine PBMAS CTE indicators measure high school performance and course participation of students who are enrolled in either a career and technology coherent sequence of courses program or a tech prep program.

- Academic achievement on the state assessments
- Dropout rates, graduation rates, and diploma program
- Course completion of nontraditional courses by gender

Very low performance on one indicator or a pattern of poor performance across multiple indicators leads to state monitoring and interventions for the district. Performance is evaluated at the school district level to meet state and federal program monitoring requirements. Performance is reported at the state, region, and school district levels.

Federal data submission. Performance of secondary school CTE and tech prep students is submitted to the federal government as part of an annual performance reporting requirement. The federal performance indicators look at performance of CTE students and tech prep students separately. Performance data are submitted for the state and school districts. Federal reporting requirements include performance on the PBMAS indicators listed above and performance on additional indicators, such as technical skill attainment (assessments aligned with industry-recognized standards or completion of certification/licensure requirements).

Accountability System for 2013 and Beyond

Accountability System Goals. The Texas Education Code (TEC) specifies goals for the state accountability system to ensure that Texas will be among the top ten states in college readiness. In adopting goals and guiding principles for development of the new accountability system, the Accountability Policy Advisory Committee (APAC) and Accountability Technical Advisory Committee (ATAC) broadened the language from “college readiness” to “postsecondary readiness” to communicate high expectations for those students who go from high school to careers or career training programs, as well as college-bound students.

21st Century Workforce Development Program Distinction Designations. Distinction designations in the new accountability system will recognize high performance of students in academics and on broader indicators of excellence beyond results based on state assessments, including campus distinction designations for 21st Century Workforce Development Programs. As required by statute, the criteria for the new distinction designations will be developed by an advisory committee of experts, educators, and community leaders appointed by the governor, lieutenant governor, and speaker of the house. The 21st Century Workforce Development Program committee will convene through 2013 to develop distinction designations that can be awarded as early as 2014. As distinction designations indicators for 21st Century Workforce Development Programs are developed, APAC and ATAC will examine whether some CTE measures can be incorporated into the performance index accountability system.

Other States. Several states have been identified who currently use measures of career readiness in an accountability system that is based on a performance index framework, or are developing a performance index system that will include measures of career readiness.

- Alabama, Florida, Idaho, North Carolina, and Kentucky include measures of career-readiness in a performance index framework for accountability ratings, using indicators that:
 - give credit for either college-readiness or career-readiness, rather than separate indicators that independently measure career readiness;
 - look at participation and performance of students while they are in high school, rather than outcomes following graduation; and
 - give credit for course enrollment, test participation, course completion, test performance, and industry certification.
- Alabama performance indicator (2014): percentage of high school graduates who meet a benchmark score on Advanced Placement (AP), International Baccalaureate (IB), ACT, ACT WorkKeys, or Armed Services Vocational Aptitude Battery (ASVAB), or receive credit for a college course or an industry certification.
- Florida includes career readiness in a participation indicator and a performance indicator.
 - Participation indicator: weighted participation rate with credit for students (Grade 11 -12 students, plus Grade 9-10 participants) who enroll in a dual enrollment course or who take an AP, IB, Advanced International Certificate of Education (AICE), or industry certification examination from state-approved list.
 - Performance indicator: weighted performance rate with credit for students who successfully complete a dual enrollment course, or AP, IB, AICE, or industry certification examination. Successful completion of an industry certification examination is a passing score.
- Idaho includes career readiness in a participation indicator and a performance indicator.
 - Participation indicator: percent of juniors and seniors completing an AP, IB, dual credit, or tech prep course.
 - Performance indicator: percent of participants who receive a grade of C or higher.

- Kentucky performance indicator: percent of graduates who are college-ready and/or career-ready. Students are considered college-ready if they meet a benchmark on ACT, COMPASS, or KYOTE (Kentucky Online Test). Students are considered career-ready if they meet both a career-ready academic benchmark (on ASVAB or ACT WorkKeys) and a career-ready technical benchmark (Kentucky Occupational Skills Standards Assessment (KOSSA) or industry recognized certificate).
- North Carolina improvement indicator: change in percent of students completing college preparation/college tech prep courses of study is included in a growth index with the assessment growth measure and change in dropout rates.
- Virginia does not evaluate career-readiness indicators for accountability ratings but has an incentive program that includes recognition for increase in students earning industry credentials or participating in advanced coursework in the STEM areas.