

# SCSL Digital Collections

## Career and technical education center report card ratings criteria

Item Type	Text
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Download date	2024-10-10 06:57:20
Link to Item	<a href="http://hdl.handle.net/10827/5350">http://hdl.handle.net/10827/5350</a>

## Career and Technical Education Center Report Card Ratings Criteria

In spring 2005, the Academic Standards and Assessments Subcommittee asked the staff of the Education Oversight Committee to review the criteria for the report card ratings of the Career and Technical Education (CATE) Centers. The report card ratings received by the centers state wide are, and have been, higher, on average, than the report card ratings for elementary, middle, and high schools. Table 1 shows the Absolute ratings achieved by the 38 CATE Centers since the first report card in 2001.

Table 1  
CATE Absolute Ratings 2001-2007

Report Card Year	Excellent	Good	Average	Below Average	Unsatisfactory
2001	36	1	1	0	0
2002	30	8	0	0	0
2003	30	6	0	2	0
2004	31	3	3	1	0
2005	25	9	3	0	1
2006	29	8	1	0	0
2007*	30	3	3	0	1

One school received no rating in 2007; 2 new schools received no rating in 2007 as well because they had no Field Placement data.

Presently the Absolute ratings criteria and the percentage weight are:

- ❑ Mastering core competencies or certification requirements: The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade. Students are to be assessed on the competencies identified in the adopted syllabi or specified for certification programs (e.g., FAMS). This factor applies to any career and technology course in the center. This criterion is weighted at twice the value of other criteria. (50%)
- ❑ Graduation rate: The number of twelfth-grade career technology education students who graduate in the spring is divided by the number of twelfth graders enrolled in the center and converted to a percentage. This criterion incorporates passage of the Exit Examination required for graduation. (25%)
- ❑ Placement rate: The number of career and technology completers who are available for placement in postsecondary instruction, military services, or employment is divided into the number of students over a three-year period who are actually placed and converted to a percentage. This criterion mirrors the Perkins standard. (25%)

During the summer of 2005 an advisory committee on the CATE ratings was identified and research was conducted on how other states evaluate their CATE centers and on the impact the pending federal Perkins reauthorization legislation would have on the CATE centers ratings calculations. The federal Perkins legislation was amended late in 2005.

Clarification from the federal government on the reporting requirements for Perkins has been received over the last several months. Two of the present reporting requirements – Field Placement and Graduation Rate - will remain the same, though the Graduation Rate will mirror No Child Left Behind. The third criterion – mastering the core competencies - will change to students passing “technical skill assessments.”

The South Carolina Department of Education (SCDE) recently received additional information from the federal government explaining “technical skill assessments.” Acceptable “technical skill assessments” include state licensing exams for cosmetologists, pharmacy technicians, and nursing/nursing assistants; national licensing exams in architecture and construction (plumbing, electricity, air conditioning and heating, etc.); national certification tests for automobile collision and engine repair; national certification exams in culinary arts; and national certification exams in marketing, sales and service (fashion design, communication, etc.). There are, however, numerous areas of curriculum offered at the CATE centers that do not have correlating national or state examinations; examinations in those areas are under development, either through consortia of states working on common exams or through national assessments developed by national trade associations. Furthermore, until examinations are available for all areas (target date 2012-2013), the federal government has identified additional measures which can be used for reporting purposes: 1) state and/or locally developed tests that meet minimum validity and reliability guidelines, and/or 2) GPA, course completion, program completion, or teacher-developed exams. Until exams are available in all areas, the federal government asked states to submit a transition plan by April 2007 for the transition year of 2007-08 and a five year plan for implementation of the “technical skill assessments” by April 2008. The federal accountability plan submitted by the South Carolina Department of Education stated that South Carolina would use both the results of students taking qualifying certification and licensure exams and the GPA measure presently used as part of the federal and state accountability systems. GPA scores for students taking the qualifying certification and licensure exams will be removed from the data collected so that each student is counted only once.

Using the information collected by the SCDE on certification exams during the 2006-07 academic year, the staff of the EOC recommend the following changes in the criteria for the Absolute ratings of the Career and Technical Education Center Report Cards.

Recommendation 1: Beginning with the 2009 report card, use the scores on the certification or licensure examinations taken by the CATE students as the basis of the Mastery criterion; for students who do not have certification and licensure exams, continue to utilize the GPA measure presently part of the report card ratings.

Under this system, each student would count once through his/her certification or licensure examination, or the GPA of 2.0 earned in the CATE courses.

#### Results of change

Student performance on certification and licensure examinations were included along with mastery (at the 2.0 or higher level) of occupational courses in the Mastery criterion in the Absolute Rating criteria. The resulting new distribution of Mastery performance was re-normed using 2007 data to obtain the cut points for assigning point weights of 1 through 5 for the Mastery criterion in the calculation of the ratings (Table 2). The cut points were set at intervals three-fourths of the standard deviation from the mean performance. The revised cut points are listed in Table 3, along with the Graduation Rate and Field Placement criteria which are currently used in the calculation of the Absolute Rating index. The graduation rate and placement criteria point weights were not re-normed and the weightings of the three criteria in the rating calculation were not changed. The 2007 Absolute Ratings and the simulations of the Absolute Ratings based on the revised Mastery criteria are listed in Table 4.

Table 2  
Student Mastery of Core Competencies and  
Performance on Certification and Licensure Examinations

Statistic	Statistic Value
Mean	83.09
Standard Deviation	7.2332
Median	83.6
Minimum Value	67.5
Maximum Value	97.8
Number of Schools	40

Table 3  
Revised Career and Technology Center Absolute Ratings Criteria

Criterion	Points Assigned				
	5	4	3	2	1
Mastery (weighted x 5)	94% or more	89–93%	78–88%	72–77%	71% or below
Graduation Rate (weighted x 2.5)	97% or more	92–96%	87–91%	82–86%	81% or below
Field Placement (weighted x 2.5)	98% or more	95–97%	92–94%	89–91%	88% or below

Table 4  
Comparison of 2007 Career and Technical Education Center Absolute Ratings and  
Simulated Ratings Based on Revised Mastery Criteria

2007 Absolute Ratings		Simulated 2007 Ratings Based on Revised Mastery Criteria	
Rating	Number (%)	Rating	Number (%)
Excellent	30 (81.1)	Excellent	18 (48.6)
Good	3 (8.1)	Good	2 (5.4)
Average	3 (8.1)	Average	13 (35.1)
Below Average	0 (0.0)	Below Average	1 (2.7)
Unsatisfactory	1 (2.7)	Unsatisfactory	3 (8.1)
Total*	37 (100)	Total*	37 (100)

\*Three of the 40 Career and Technical Education Centers did not receive ratings in 2007 because they did not yet have Field Placement data. Percent totals may not equal 100 due to rounding.

**Recommendation 2:** Approve the values assigned to the different Mastery point levels as presented in Table 3.