CTE Report Card Guide

Overview

The [CTE Report Card](#) spotlights the performance and enrollment in Tennessee school districts' CTE programs each year. It is generated based on data from a student's "home school" (i.e., primary school, where the student is registered), not the "service school" (i.e., the school where the class is housed). The report card only includes high schools having student enrollment of 50 or more CTE participants.

This guide provides a walkthrough of each section of the report card, explaining the source of the data, how it was calculated, and other notes to help understand the report card format.

The CTE Report Card incudes three sections, each with subsections:

1. CTE Program Overview
   - High School Enrollment
   - Enrollment by Career Cluster
2. Early Postsecondary Opportunities
   - CTE Dual Credit
   - CTE Dual Enrollment
3. Cohort Concentrator Performance
   - Reading/Language Arts
   - Mathematics
   - Post-High School Placement

Data Sources

A majority of the enrollment data that is included in this report card comes from information entered by district staff in school information systems (SIS) packages that are extracted in the department's Education Information System (EIS) and displayed in eTIGER.

In addition, CTE directors and teachers enter additional information in the eTIGER application, which is solely built for CTE reporting. This same data is also used to meet federal reporting requirements for the Carl D. Perkins Act of 2006. This additional information

includes marking students as [concentrators,](#) confirming credits earned in early postsecondary opportunities by CTE participants, and completing the post-high school follow-up survey, among others. At the conclusion of each school year, CTE teachers and directors attest that the data is accurate.

Layout Notes

- As noted above, high schools with CTE participant enrollment of fewer than 50 students are not displayed on the CTE report card.
- Percentages of zero are displayed as only the digit "0."
- Missing data is displayed as a blank space.

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CTE Program Overview

High School Enrollment Table

High School Enrollment	District/School	State
# of Secondary Students Enrolled in CTE Course		190699
% CTE Concentrators		17.49%

CTE concentrators are those who have earned three or more credits in any Program of Study or Career Cluster in 2016-2017 (previously called Program Area prior to 2013-14). (Data Source: 2016-2017 eTIGER)

This table is a count of the total high school enrollment in CTE classes within the identified school year. Depending on the class schedule, a student may enroll in more than one CTE course during the same school year.
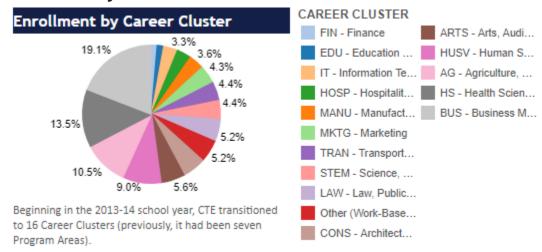
- **# of Secondary Students Enrolled in CTE Courses**
    - A student may enroll in more than one CTE course in the same school year.
    - Regardless of how many CTE courses in which a student enrolls, student enrollment can only count a student once.
- **% CTE Concentrators**
    - A CTE concentrator is any student that earned **three or more** credits in a CTE program of study or career cluster. **Note:** Beginning in the 2017-18 school year, the definition of CTE concentrator changed to three more courses only in a CTE program of study.
    - This row in the table presents the percentage of high school students that became a concentrator by taking the third class in the identified school year. For example, if a student took their third class in a program of study in 2016-17, then that student can be marked as a concentrator in eTIGER, and once marked, the student would now be a concentrator and represented in this row for the 2016-17 CTE Report Card.

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Enrollment by Career Cluster Table

Enrollment by Career Cluster

- 3.3%
- 3.6%
- 4.3%
- 4.4%
- 4.4%
- 5.2%
- 5.2%
- 5.6%
- 9.0%
- 10.5%
- 13.5%
- 19.1%

CAREER CLUSTER

- FIN - Finance
- EDU - Education ...
- IT - Information Te...
- HOSP - Hospitalit...
- MANU - Manufact...
- MKTG - Marketing
- TRAN - Transport...
- STEM - Science, ...
- LAW - Law, Public...
- Other (Work-Base...
- CONS - Architect...
- ARTS - Arts, Audi...
- HUSV - Human S...
- AG - Agriculture, ...
- HS - Health Scien...
- BUS - Business M...

Beginning in the 2013-14 school year, CTE transitioned to 16 Career Clusters (previously, it had been seven Program Areas).

Tennessee's career clusters are organized into 16 broad categories that encompass virtually all occupations from entry through professional levels and are aligned with the U.S. Department of Education's structure of career and technical education.

- MANU: Advanced Manufacturing
- AG: Agriculture, Food & Natural Resources
- CONS: Architecture & Construction
- ARTS: Arts, Audio/Visual Technology, & Communication
- BUS: Business, Management, & Administration
- EDU: Education & Training
- FIN: Finance
- GOV: Government & Public Administration

- HS: Health Science
- HOSP: Hospitality & Tourism
- HUSV: Human Services
- IT: Information Technology
- LAW: Law, Public Safety, Corrections, & Security
- MKTG: Marketing
- STEM: Science, Technology, Engineering, & Mathematics
- TRAN: Transportation, Distribution, & Logistics

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The "Other" category represents student enrollment in CTE courses that do not fit in one of the above 16 career clusters. Those courses could include the following:

- work-based learning,
- general CTE, and
- contextual academics.

Note: Before 2013-14, the programs were categorized into seven program areas.

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Early Postsecondary Opportunities

CTE Dual Credit (DC) and Dual Enrollment (DE) Tables

CTE Dual Credit	District/School	State
# of Unique Dual Credit Courses		123
# of Students in Dual Credit Courses		10,242
% of all CTE Students who take a Dual Credit Course		5.35%
% of Students meeting all Dual Credit Requirements		90.44%

Dual credit courses are high school courses with accompanying challenge exams that are aligned to postsecondary standards. Students are eligible to receive college credit by meeting or exceeding the cut score for the exam. (Data Source: 2015-2016 eTIGER)

CTE Dual Enrollment	District/School	State
# of Unique Dual Enrollment Courses		124
# of Students in Dual Enrollment Courses		3,984
% of all CTE Students who take a Dual Enrollment Course		2.08%
% of Students Enrolled and Earned Credit		94.84%

Dual enrollment courses are postsecondary courses that can be taught at the high school or college campuses. Students earn college credit by passing the course. (Data Source: 2015-2016 eTIGER)

These two tables present data for CTE Dual Credit and CTE Dual Enrollment courses. The following are definitions for these types of early postsecondary opportunities (EPSOs). More information can be found on the department's Early Postsecondary page:

- **Statewide Dual Credit (SDC) Courses:** SDC courses are college-level courses taught at the high school level by trained high school teachers. All students enrolled in a SDC course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the exam cut score receive college credit that can be applied to any Tennessee public postsecondary institution.
- **Local Dual Credit (LDC) Courses:** LDC is a high school course aligned to a local postsecondary institution's course and exam. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution.
- **Dual Enrollment (DE) Courses:** DE is a postsecondary course, taught either at the postsecondary institution or at the high school, by postsecondary faculty or credentialed adjunct faculty. Students are enrolled at the postsecondary institution and earn postsecondary credit upon completion of the course. High school credit is awarded based on local policy.

Below is a breakdown of the data rows in this table:
- **# of Unique Dual Credit/Dual Enrollment Courses**
  - A school or district may provide more than one class for the same DC or DE course. This data counts the total number of unique DC or DE courses offered but not the total number of DC or DE classes.
  - Starting in 2015-16, DE and SDC courses were provided their own course codes. DC courses use the normal high school CTE course codes.

- o **Note:** CTE DE courses codes are only by program of study, not individual courses. For example, a welding DE course is given one course code, 4062, regardless if the course is teaching Welding I or Welding II standards. Therefore, different DE courses in the same program of study are reported with the same DE course code. As a result, the number of unique DE courses decreased significantly in the 2016-17 school year. Refer to the correlation of course codes page for more information on course codes.
- **# of Students in Dual Credit/Dual Enrollment Courses**
  - o A student may take more than one DC or DE course during the same school year, however, this row only counts a student one time. For example, if a student took two different DE courses, that students is counted only once.
- **% of all HS CTE Student who take a Dual Credit/Dual Enrollment Course**
  - o This row shows the percentage of high school students who took one or more DC or DE classes. A student may take more than one DC or DE class but only counts once for this row.
- **% of Students meeting all Dual Credit Requirements (Dual Credit)**
  - o This row shows the percentage of all students who passed their DC or SDC course, as reported as "Yes" or "Pass" in eTIGER.
  - o **Note:** For SDC courses, students must sit and pass the challenge exam to meet requirements.
- **% of Student Enrolled and Reported Earning Postsecondary Credit (Dual Enrollment)**
  - o This row shows the students who earned postsecondary credits for their DE course, as reported in eTIGER.
  - o **Note:** DE courses allow students to earn both high school and postsecondary credits. However, it is up to the district whether to award high school credit or not. If high school credit is not awarded by the district, then earned credits for the course were not necessary to report in eTIGER.

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Cohort Concentrator Performance

Reading/Language Arts	District/School	State
% of P/A Goal		63.00%
% of P/A Actual		64.41%

Data are based on 2012 cohort concentrators' performance in English II (prior to 2013-14 11th grade Writing was included). P/A stands for Proficient or Advanced.

Mathematics	District/School	State
% P/A Goal		58.00%
% P/A Actual		69.71%

Data are based on 2012 cohort concentrators' performance in Algebra I. P/A stands for Proficient or Advanced.

Post-High School Placement	District/School	State
% Placement Goal		92.00%
% Placement Actual		95.29%

Post-high school placement includes CTE concentrators in the 2011 graduation cohort entering postsecondary education, military, or employment in 2015-2016. This is a self-reported number by the district. (Data Source: 2015-2016 eTIGER)

A cohort signifies a group of students who are in the same graduating class. For example, students who entered high school in fall 2013 are in the 2013 cohort. It is expected that these students will graduate in summer 2017. Only cohort concentrators are displayed for these three subsections.

All three tables use the same formula for their rows:
- **% of P/A or Placement Goal**
  - This is the district's negotiated Final Agreed Upon Performance Levels (FAUPL) target value for the school year.
- **% of P/A or Placement Actual**
  - This is the actual performance of the cohort concentrators in that year.

Reading/Language Arts
Data for this first table come from the end-of-course (EOC) results of cohort concentrators for English II. Students who receive a proficient or advanced on English II count towards the percentage.

Mathematics
Data for this second table come from the end-of-course (EOC) results of cohort concentrators for Algebra I or Integrated Math I. Students who receive a proficient or advanced on Algebra I or Integrated Math I count towards the percentage.

Note: Some districts began offering Integrated Mathematics I as an alternative to Algebra I in the 2016-17 school year.

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Post-High School Placement

Data for this last table comes from follow-up survey results conducted by districts on cohort concentrators six months after graduation. The actual count is the percentage of respondents who verify they are currently placed in postsecondary education, advanced training, military, or employed.

Questions or Feedback

Please email CTE.eTIGER@tn.gov with any questions or feedback on the CTE Report Card.

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