2017-18 CTE Data Review
Division of College, Career & Technical Education

In order to ensure that reported CTE data are reflected correctly for an LEA, CTE directors need to conduct the following data reviews:

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<th>LEA Staff</th>
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<th>Date End</th>
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<td>Cohort &amp; CTE data staff</td>
<td>Feb. 2018</td>
<td>June 13, 2018</td>
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<td>Reports II-VII</td>
<td>CTE data staff</td>
<td>July 30, 2018</td>
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<td>Reports VIII-IX</td>
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*The cohort concentrator review is conducted by the department's office of accountability with LEA data staff starting in the early spring.*

This data review is your opportunity to ensure data submitted are an accurate reflection of the CTE programs and students within your LEA. Accuracy is extremely important for LEAs and the department because these data are utilized to complete required federal reports and generate the CTE Report Card.

To facilitate the full review of LEA-reported data, the department will generate and release individual data reviews, which are organized by category, within the [CCR SharePoint site](#). Reports will be released in two waves: Reports I-VII by July 30, and reports VIII-IX at a date still to be determined. As a wave is released, the department will send updates via its newsletters. The table on the following page provides a summary of the review categories for 2017-18 and the dates of release for each.

Detailed instructions for the review of each available report are provided on the subsequent pages of this document. These instructions will guide you through each report step-by-step. Please note that small changes to the steps might be made as additional data reports are released throughout the process. Once finished with a reporting section, please check the “Attest Report #” button on the “Data Review” page in eTIGER to indicate completion.
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*Release dates will be updated and specific report instructions will be added each time new reports are made available.*
I. CTE Cohort Concentrator and Graduation Type (3S1 & 4S1 Data)

a. The following information was provided during the June review period in the CCR Update:
   i. As the school year comes to a close, your CTE data needs to be reviewed and verified, including CTE concentrator data, as we use the graduation cohort's concentrator data for several aspects of state and federal reporting. For more information on the how the graduation cohort is calculated, please refer to this document.
   ii. In order to verify that your concentrators are fully represented in the graduation cohort file, we recommend you and your district cohort personnel take the following steps starting June 2:
      1. CTE director contacts their district cohort personnel to review the downloadable cohort file.
      2. CTE directors cross-check the list of students marked as “CTE” in cohort file against their record.
      3. CTE directors change any incorrect data in eTIGER before June 13.

b. For additional assistance on navigating eTIGER to verify or update your concentrators, please refer to this guide. Any changes will then be reflected in overnight processing with data migrating correctly into the EIS cohort data table. As a reminder, please note that your district's eTIGER data must be reviewed and attested by May 30. However, you have until June 13 to verify your CTE cohort concentrators.
II. eTIGER CTE and Non_CTE Class Enrollment; Nontraditional Participants (6S1 Data)

**eTIGER CTE and Non_CTE Class Enrollment**

a. Items to note prior to the data review:

i. The review data were generated from the reported 2017-18 data pulled from eTIGER as of June 25, 2018. Data changes after June 25 are not included in this review.

ii. In eTIGER, “School Course Listing” displays all the CTE classes that a LEA reported in EIS. This class list may include extra classes that LEAs planned to provide but eventually canceled/rearranged and did not update in EIS before the end of the school year. Therefore, for the report purpose, only those classes which were attested by instructors or CTE directors should be included.

iii. A student will be excluded if the student did not appear as a “Current Student” in the class roster. The review data includes ONLY attested classes with current student total. **Note:** If a student withdrew from the class, this student’s “Class Assignment End Date” will be earlier than the “Class Ending Period.” This student will be removed from the “Current Students” list and only can be viewed or reported from the “All Students” (or “Withdrawn and Transferred Students”) list on the “Class Roster” screen.

iv. If a class was assigned to more than one teacher during the same period of time, these classes will display more than one time on the “School Courses List” screen. Compare the column “Instructor Name/Assignment Begin – End” and the column “Period/Block.”

v. A valid CTE high school class was reported in EIS with “Teacher of Record” as “Y.” A class with the “teacher of record” or a co-teaching class with “teacher of record” left blank or “N” (not a primary teacher of the class) will not be included in this review as a valid class. **Note:** This business rule will not apply to dual enrollment classes. Dual enrollment classes are postsecondary courses and don’t need to have “Teacher of Record” reported.

vi. Starting in 2015-16, if a valid dual enrollment course is not awarding high school credit, no further data needs to be reported or attested for the class in eTIGER.

vii. Starting in 2015-16, if a valid dual enrollment course is awarding high school credit, the following data needs to be reported and attested in eTIGER:

1. concentrator (if applicable),
2. student industry certificates (if applicable),
3. periods,
4. high school number of credits earned,
5. EIS credits earned (data pulled out from EIS student class grade report),
6. postsecondary institution enrolled, and
7. postsecondary credits or credit hours earned.

viii. Beginning in 2013-14, general education courses included in a program of study (POS) were listed and reported through eTIGER at the link “School Course Listing (Non_CTE)” under “Class/Course Rosters.” LEAs only need to attest general education classes where earned credit or concentrators were reported for listed students. **Note:** For
more guidance, refer to “Instructions of Reporting General Education Data” at eTIGER homepage.

b. The process to conduct the data review for the valid classes, teachers, and students:

Overview
- Review class enrollment-related data files including questionable data (if listed) in SharePoint.
- In eTIGER, make any necessary updates.
- Once complete, attest Report II on the eTIGER “2017-18 Data Review” page if Nontraditional Participants data are also reviewed.

i. Log in to SharePoint and download the following review files related to class enrollment reported data. **Note:** If a specific file/report is not present in your SharePoint folder, then there is no data to review or no issues with questionable data. Data files list all valid classes by service school (the location at which the class was taught) with total enrollment of current students who stayed until the end of the class.

   1. **Il_sys#_sch_course_list_CTE:** lists all attested classes with valid enrollment totals. The “Course_type” column lists CTE middle school courses and CTE high school courses which includes local dual credit (DC), statewide dual credit (SDC), Cambridge, and dual enrollment (DE). “Attested By” and “Attested Date” columns are left blank for those DE classes not awarding high school credit.
   2. **Il_sys#_cte_questionable:** lists students with no earned credits reported to eTIGER, but was marked as a concentrator or reported different earned credits in eTIGER than in EIS.
   3. **Il_sys#_sch_course_list_nonCTE:** lists attested nonCTE classes which have student earned credits and/or concentrators reported.
   4. **Il_sys#_noncte_questionable:** lists students with 0 or no earned credits reported to eTIGER, but had EIS credits earned reported.
   5. **Il_sys#_noTLN:** lists teachers without Teacher License Number reported to EIS.
   6. **Il_sys#_incorrect_primary_sch:** lists students with an incorrect primary school reported to EIS.

ii. Once the above review has been conducted:

   1. If you found that the worksheets “sch_course_list” (including _CTE and _nonCTE) did not include all of your 2017-18 classes, check “attestation” of the classes in eTIGER. Only attested classes, other than those not awarding high school credit DE classes, will be included in the review/reports. Any class not listed at the “sch_course_list” and not showing on the School Courses List screen in eTIGER needs to be reported to and corrected by your local EIS person.
   2. If you found a discrepancy in the total number of students in a class, click the “All Students” list on the class roster screen and check the “student class assignment end date.” It is suggested that the LEAs leave the “class assignment
end date” blank or report the same or later date as “class ending period” for those in-class students who were listed as “Current Students” in eTIGER and included in the “Enrollment” column of a class in data review “sch_course_list.”

3. If you had teachers listed in worksheet “no_TLN,” please report the valid teacher license numbers to EIS for each teacher.

4. If you had students listed in “incorrect_primary_sch,” please find out the correct home school information and update EIS for those listed students. All CTE reports are based on the student’s primary school.

5. Make all necessary updates in eTIGER or EIS and check back in eTIGER after overnight processing for all updates.

Nontraditional Participants (6S1 Data)

a. Items to note prior to the data review:

   i. The nontraditional participant data were generated from the reported 2017-18 data pulled from eTIGER as of June 25, 2018.

   ii. A nontraditional CTE participant is any CTE participant who enrolled in any nontraditional CTE course in the reporting school year.

   iii. A CTE participant is defined as a student who has earned one or more credits in any career and technical education course(s) by the end of reporting school year.

   iv. A nontraditional CTE course is defined as any CTE course that leads to employment in a nontraditional field.

      1. The nontraditional fields for female students are defined as those fields with less than 25 percent female representation in an occupation.

      2. The nontraditional fields for male students are defined as those fields with less than 25 percent male representation in an occupation.

   v. If need, review the “Nontraditional CTE Courses.”

   vi. The term underrepresented gender group refers to the group of female (or male) participants who are in an identified male (or female) nontraditional CTE course.

   vii. The numerator of 6S1 (6S1n) is the number of CTE participants from underrepresented gender groups who enrolled in a nontraditional CTE course in the reporting year.

   viii. The denominator of 6S1 (6S1d) is the number of CTE participants who enrolled in a nontraditional CTE course in the reporting year.

b. The process to conduct the data review for nontraditional data:

   Overview
   - Review nontraditional participation (6S1) data files in SharePoint,
   - Make any necessary data changes and updates in EIS or eTIGER, and then
   - Attest the report II on the eTIGER “2017-18 Data Review” page if eTIGER CTE and Non_CTE class enrollment were also reviewed.

   i. Log in to SharePoint, download the following review files from for nontraditional related data:
1. **II_sys#_6S1n**: the nontraditional underrepresented gender participants of 2017-18
2. **II_sys#_6S1d**: the nontraditional participants of 2017-18

   ii. Once the above review has been conducted, make the below changes as needed:
   
   1. Make the changes in EIS (through LEA EIS staff):
      a. Remove a student from any nontraditional class or
      b. Change the gender of a student.
   2. Make the changes in eTiger:
      c. Log in to eTiger.
      d. Select “School Course Listing” under “Class/Course Roster.”
      e. Select the course code/local class number to open the class roster.
      f. Change the credits earned of a student (Teacher Tutorial pg. 51) or
         change the concentrator status of a student (Teacher Tutorial pg. 28).
      g. Check back in eTiger after the overnight data processing at class roster
         for all above updates.
   c. When this data review is complete, the updated data will be included in the final CTE reports.
      This information will also be posted in eTiger in the Spring of 2019 under “2017-18 Data
      Review” as a “Final” link.

III. **Early Postsecondary CTE Data (Dual Enrollment, Dual Credit, and Cambridge Courses)**

   a. Items to note prior to the data review:
      i. The early postsecondary data were generated from the reported 2017-18 data pulled
         from eTiger as of June 25, 2018.
      ii. The data are presented according to the student’s primary system and school (home
         school). A school may provide more than one dual credit, dual enrollment, or Cambridge
         class section for the same course. Note: The data display the number of courses but not
         classes offered for dual credit, dual enrollment, or Cambridge by the school and system.
         For early postsecondary class enrollment information, refer to the class enrollment
         review file in Report II, **II_sys#_sch_course_list_CTE**
      iii. CTE Dual Credit (DC):
         1. Dual credit courses are **high school courses** with accompanying challenge
            exams that are aligned to postsecondary standards. Students earn
            postsecondary credit by meeting or exceeding the cut score for the exam. There
            are two types of dual credit courses in Tennessee:
            a. Local dual credit: Earn postsecondary credit by successfully completing
               the courses and passing an assessment developed and/or recognized by
               the granting postsecondary institution.
            b. Statewide dual credit: Earn postsecondary credit by meeting or exceeding
               the established cut score set for the exam that can be applied to any
               public postsecondary institution in Tennessee.
               i. The CTE statewide dual credit courses in 2017-18 were:
1. 4269 – SDC: Intro to Plant Science
2. 4270 – SDC: intro to Agri Business

2. The dual credit review data were compiled by student records which teachers reported to eTIGER under the column of “Dual Credit” in one of the following ways:
   a. “Yes:” the student enrolled in the course, but did not take the challenge exam;
   b. “Pass:” the student enrolled in the course, took the challenge exam, and passed the challenge exam; or
   c. “Fail:” the student enrolled in the course, took the challenge exam, but failed the challenge exam.

iv. CTE Dual Enrollment (DE)
   1. A dual enrollment course is a postsecondary course in which high school students are enrolled at the postsecondary institution and earn postsecondary credit upon completion of the course. High school credit is awarded based on the local policy. Note: No competencies need to be reported in eTIGER.
   2. The dual enrollment review data were compiled student records reported to eTIGER as dual enrollment course codes. Note: All DE courses should be scheduled with the department assigned course codes listed in the 2017-18 Correlations of Course Codes listing.
   3. If a dual enrollment class did not award high school credits to the students, no further data needs to be reported or attested in eTIGER.
   4. If an LEA awarded high school credit for a dual enrollment class to any student in the class, all high school-related data (refer to this instructions Report II, A, Number 7 for the reported data list) and postsecondary institution and postsecondary earned credits data need to be reported in eTIGER, and the class needs to be attested.

v. Cambridge courses are part of the Cambridge International Exam program. These courses provide high school students the opportunity to earn postsecondary credit that is accepted by colleges in the U.S. and abroad. Data reported for Cambridge courses in CTE content areas are the same as other high school CTE courses.

b. The process to conduct the data review for early postsecondary:

   Overview
   - Review early postsecondary related data files including questionable data (if listed) in SharePoint.
   - Update data changes in eTIGER.
   - Attest Report III on the eTIGER “2017-18 Data Review” page.

   i. Log in to SharePoint and download the following review files related to dual credit (DC) reported data. Note: If a specific file/report is not present in your SharePoint folder, then there is no data to review or no issues with questionable data.
1. **III_sys#_dc_all**: includes all student records with “yes, pass, or fail” reported in the “Dual_Credit” column.

2. **III_sys#_dc_course_sch**: lists dual credit courses offered, and number of students enrolled, by home school. Students enrolled in multiple dual credit courses are duplicated/counted more than once in this file.

3. **III_sys#_dc_no_hscrdit**: includes student records that listed the “Dual_Credit” column (yes, pass, or fail) but the “High School Credit Earned” were reported as “0” or is blank.

4. **III_sys#_sdc_no_dccheck**: includes dual credit student records, including Statewide Dual Credit, that were not reported as a dual credit class. (For example, did not list “yes”, “pass”, or “fail” at “Dual Credit” column)

5. **III_sys#_dc_pass_sch**: the percentage of students reported as “Pass” or “Yes” for a dual credit course listed by school of primary enrollment.

ii. Log in to SharePoint and download the following review files related to dual enrollment (DE) reported data using state implemented dual enrollment course codes for both awarded (i.e. attested) and non-awarded (i.e. non-attested) high school credit classes. **Note**: if a specific file is not present in your SharePoint folder, then there are no data to review or no issues with questionable data.

1. **III_sys#_de_all**: includes student records that reported as dual enrollment classes (courses code 4058 to 4133 and 6189 to 6192) which contain data in the “Dual Enrollment” column with both the postsecondary institution selected and the dual enrollment credits or credit hours earned reported (attested DE classes); or non-attested DE classes which with no data reported and not awarding high school credit.

2. **III_sys#_de_course_sch**: lists the dual enrollment courses offered and the number of students enrolled by school of primary enrollment. Students enrolled in multiple dual enrollment courses will be duplicated/counted more than once in this file.

3. **III_sys#_de_earned_sch**: the percentage of CTE students earning postsecondary credits for dual enrollment (credit >0) and reported to eTIGER by schools of primary enrollment.

4. **III_sys#_dequestionable**: includes student records reported as below:
   a. Attested student records that did not report dual enrollment earned credit or credit hour.
   b. Attested student records that did not report “Dual Enrollment Institution”.
   c. Attested student records that did not report high school or EIS credits earned.
   d. Unattested DE classes but reported high school or EIS earned credits.

iii. Log in to SharePoint and download the following review files related to Cambridge courses reported data for students who were reported to eTIGER with course code
**4237 to 4264. Note:** If a specific report is not present in your SharePoint folder, then there is no data to review or no issues with questionable data.

1. **III_sys#_cambridge_all:** includes all students enrolled in CTE Cambridge courses.
2. **III_sys#_cambridge_course_sch:** lists schools of primary enrollment which offered any Cambridge courses with the courses offered and total number of students (duplicate count).

iv. Once the above review has been conducted, **go into eTIGER** to make the necessary changes to student records. **Note:** All changes will be pending until an overnight processing is complete. Make sure to check eTIGER the next day to ensure the changes were completed correctly.

1. Log in to eTIGER.
2. Select “School Course Listing” under “Class/Course Roster.”
3. Select the course code/local class number to open the class roster.
4. To correct the student's early postsecondary questionable data, navigate to the student's class roster screen and click “**Report Class**” to report and save the data. **Note:** The individual data entry screen for DE courses **is not working** currently. IT is working on a solution. “Report Class” will open the data entry screen for updating the class as whole.
   
   a. **Data reported for Dual Enrollment Class, awarding high school credits:**
      
   i. Use a dual enrollment course code.
   ii. No competencies/standards need to be reported.
   iii. Report both “Dual Enrollment Credit Earned” and “Dual Enrollment Institution.”
   iv. The “Dual Enrollment” column shows as “YES.”
   v. Also report the following high school-related data:
      
      1. Number Period
      2. Number Credits Earned
      3. EIS Credits Earned (populated from EIS)
      4. Concentrator (if applicable)
      5. Certificate (if applicable)

   b. **Dual Enrollment Class, no high school credits awarded:**
      
      i. Use a dual enrollment course code.
      ii. No data needs to be reported nor class needs to be attested.

   c. **Dual Credit Class:**
      
      i. Other than Statewide Dual Credit courses, 4269 and 4270, use a CTE high school course code.
      ii. The “Dual Credit” column shows “Yes, Fail, or Pass.”

   d. **Cambridge Class, report as high school classes:**
      
      i. Use Cambridge course codes 4237 through 4264.
      ii. Report the following high school-related data:
1. Number Period
2. Number Credits Earned
3. EIS Credits Earned (populated from EIS)
4. Competencies Assessed
5. Number Competencies Attained
6. Number Competencies Percentage
7. Concentrator (if applicable)
8. Certificate (if applicable)

iii. “Dual Credit” column show “NO.”

c. When this data review is complete, the updated data will be included in the final CTE reports. This information will also be posted in eTIGER in spring 2019 under “2017-18 Data Review” as a “Final” link.

IV. 2017-18 Concentrators and Skill Attainment Data (2S1 Data) and Nontraditional Concentrators (6S2 Data)

2017-18 Concentrators and Skill Attainment Data (2S1 Data)

a. Items to note prior to the data review:

i. The review concentrator list and competency attainment data were generated from the reported 2017-18 data pulled from eTIGER as of July 10, 2018.

ii. The CTE “concentrators of the school year” includes all CTE students who were indicated as a “concentrator” in the selected school year from any grade. This list can be pulled out from eTIGER “Concentrators” under “Reports” by selected school year.

iii. Technical Skill Attainment (2S1) uses the reported competency attainment data (including the rubric and non-rubric classes) of the concentrators of the school year in eTIGER to calculate each concentrator’s actual skill attainment performance value. (Note: The rubric classes calculate only 3s and 4s as skill attainment value.)

iv. Beginning from the 2014-15 school year, program of study optional general education courses can make students a concentrator and the technical skill attainment of such general courses will be converted from the course final grade to the following:

<table>
<thead>
<tr>
<th>Alpha Grade</th>
<th>Number Grade</th>
<th>Competency Attainment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
<td>100%</td>
<td>Advanced</td>
</tr>
<tr>
<td>B</td>
<td>85–92</td>
<td>90%</td>
<td>Proficient</td>
</tr>
<tr>
<td>C</td>
<td>75–84</td>
<td>80%</td>
<td>Proficient</td>
</tr>
<tr>
<td>D</td>
<td>70–74</td>
<td>70%</td>
<td>Basic</td>
</tr>
<tr>
<td>F</td>
<td>0–69</td>
<td>0%</td>
<td>Below Basic</td>
</tr>
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v. Beginning in the 2015-16 school year, a CTE dual enrollment course can make a student a concentrator. Eighty-five percent of competency attainment will be assigned to all dual enrollment courses as the percentage of technical skill attainment for 2S1 indicator.

vi. Although a student might become a concentrator in more than one program of study, 2S1 is a non-duplicated count, and the highest attainment value was used for this calculation.

b. The process to conduct the data review for the reported concentrators and their performance of technical skill attainment:

Overview
- Review concentrator reported data for 2017-18 and the related data files (including questionable data, if listed) in SharePoint.
- In eTIGER, update the data.
- Attest Report IV on the eTIGER “2017-18 Data Review” page if Nontraditional Concentrators are also reviewed.

i. Log in to SharePoint and download the following review files related to concentrator reported data:

1. **IV_sys#_2S1n**: students who were included in 2S1n (the list of 2017-18 non-duplicated concentrators who have “competency_attained%” greater than or equal to 75%). This data is the numerator of 2S1.
2. **IV_sys#_2S1d**: students who were included in 2S1d (the list of 2017-18 non-duplicated concentrators). This data is the denominator of 2S1.
3. **IV_sys#_2S1null_small_attain**: list of students with 0, <10%, or no competency attainment value. The list includes POS optional general education courses but did not have a course final grade reported as of July 10, 2018. Therefore, no competency attainment value is listed.
4. **IV_sys#_concentrator_questionable**: list of students were reported as concentrators in the same program of study multiple times in 2017-18 school year.

ii. Once the above review has been conducted, make the changes in eTIGER:

1. Log in to eTIGER.
2. Select “School Course Listing” under “Class/Course Roster.”
3. Select the course code/local class number to open the class roster.
4. Change the student’s concentrator status by clicking “Yes” or “No” under “Concentrator” column.
5. Change the student’s rubric data by clicking the number under “Course Standards.”
6. Refer to eTIGER home for step-by-step instructions for Rubric Data Reporting and Concentrator Reporting (Teacher Tutorial, pg. 28).
7. Ask your EIS data person to report the final grade for no grade program of study optional general education courses in order to convert to the competency attainment value for 2S1 report.

8. Check back in eTIGER after the overnight data process (click “Concentrators” under “Report”) for all of the updates.

Nontraditional Concentrators (6S2 Data)

a. Items to note prior to the data review:
   i. The data for this review were generated from the CTE reported 2017-18 data pulled from eTIGER as of June 25, 2018, for nontraditional participants and July 10 for nontraditional concentrators.
   ii. Any nontraditional CTE participant (definition referred to Report II) who becomes a concentrator in the reporting school year is counted as a nontraditional concentrator for that school year.
   iii. The term underrepresented gender group refers to the group of female (or male) participants or concentrators who are in an identified male (or female) nontraditional CTE course.
   iv. The numerator of 6S2 (6S2n) is the number of any nontraditional CTE participant from underrepresented gender groups who became a concentrator in the reporting year.
   v. The denominator of 6S2 (6S2d) is the number of any nontraditional CTE participant who became a concentrator in the reporting year.

b. The process to conduct the data review for nontraditional data:

   **Overview**
   - Review nontraditional concentrators (6S2) data files in SharePoint.
   - Make any necessary data changes and updates in EIS or eTIGER.
   - Attest the Report IV on the eTIGER “2017-18 Data Review” page if 2017-18 Concentrator are also reviewed.

   i. Log in to SharePoint, download the following review files from for nontraditional concentrator related data:
      i. **IV_sys#_6S2n**: the nontraditional underrepresented gender concentrators of 2017-18
      ii. **IV_sys#_6S2d**: the nontraditional concentrators of 2017-18
   ii. Once the above review has been conducted, make the below changes as needed:
      i. Make the changes in EIS (through LEA EIS staff):
         1. Remove a student from any nontraditional class or
         2. Change the gender of a student.
      ii. Make the changes in eTIGER:
         1. Log in to eTIGER.
         2. Select “School Course Listing” under “Class/Course Roster.”
         3. Select the course code/local class number to open the class roster.
4. Change the credits earned of a student (Teacher Tutorial pg. 51) or change the concentrator status of a student (Teacher Tutorial pg. 28).
5. Check back in eTIGER after the overnight data processing at class roster for all above updates.

   c. When this data review is complete, the updated data will be included in the final CTE reports. This information will also be posted in eTIGER in spring 2019 under “2017-18 Data Review” as a “Final” link.

V. CTE Concentrator Follow-Up (5S1 Data)
   a. Items to note prior to the data review:
      i. Secondary placement is a measure of the number of CTE cohort concentrators who graduated in the 2016-17 school year and were reported to eTIGER as follow-up students for 2017-18. In addition, these are cohort concentrators who were placed in a) postsecondary education or advanced training, b) military service, or c) had employment in the second quarter following the program year in which they graduated from secondary education.
      ii. Follow-up data reported to eTIGER for the 2017-18 school year were used for this data review. Data were pulled from eTIGER as of July 13, 2018.
      iii. The data indicated as “non-graduated,” “excluded,” and “not located” were not included in the calculation.
      iv. Although a student might become a concentrator in more than one program of study, secondary placement core indicator (5S1) should be a non-duplicate count.

   b. The process for conducting the review for Secondary Placement:

   Overview
   • Review secondary placement (5S1) data files (including questionable data if listed) in SharePoint.
   • Make any necessary data changes and updates in eTIGER.
   • Attest the Report V on the eTIGER “2017-18 Data Review” page.

   i. Log in to SharePoint and download the following review files related to secondary placement reported data:
      1. V_sys#_5S1n: students who were included in 5S1n (placed in either postsecondary education or advanced training, military service, or had employment). This data is the numerator of 5S1.
      2. V_sys#_5S1d: students who were included in 5S1d (the list of 2015-16 nonduplicated graduated cohort concentrators). This data is the denominator of 5S1.
      3. V_sys#_5S1_no_grad: lists students that did not report graduation data but indicated as “located” and “included”. Report graduation and placement data for the listed records at the eTIGER “Follow-up Entry” page if the student graduated.
4. **V_sys#_5S1_not_located**: students reported with placement data but indicated as not_located. Remove the “not_located” indication on the eTIGER “Follow-up Entry” report if placement data for the listed records was found.

5. **V_sys#_5S1_dup_cont**: duplicate concentrators who were reported for follow-up. Exclude the duplicate records at eTIGER “Follow-up Entry” report to avoid duplicate counts of cohort concentrators in the final follow-up report.

   ii. Once the above review has been conducted, make the changes in eTIGER:

   1. Log in to eTIGER.
   2. Under “Class/Course Roster, Follow-up Entry,” select school and year of 2017-18 to make the changes. For further change details please refer to eTIGER home “Follow-up Reporting Guidelines” link under “Follow-up Reporting (SS1) Resources” section.
   3. Check back the changes in eTIGER after the overnight processing; under Report, select “Follow-up” to view the updated follow-up report.

   c. When this data review is complete, the updated data will be included in the final CTE reports. This information will also be posted in eTIGER in spring 2019 under “2017-18 Data Review” as “Final” link.

VI. **Student Industry Certificates**

   a. Items to note prior to the data review:

   i. Starting in the 2012-13 school year, eTIGER began to collect CTE students’ industry certificates data. The awarded certificates of students were reported by the related course teacher with the certificate type, test date, and certificate issue date.

   ii. Certificates can only be reported by a teacher and edited or removed by the same reported teacher from the reported class.

   iii. A student certificate report can be viewed on the eTIGER link “Print Student Certificates” under “Reports.”

   iv. Starting in 2016-17, only department-recognized certificates are listed under “2017-18 Promoted Student Industry Certifications” and can be reported in eTIGER for students.

   b. The process to conduct the data review for student industry certifications:

   i. Log in to eTIGER.

   ii. Under “Reports,” click on “Print Student Certificates.”

   iii. Select report year as “2017-18” to generate the student certificates report as a whole system. You may also select “school” or “certificate” to narrow down the listed students.

   iv. Review the listed student certificate information. If there is incorrect information, please go back to the reported class (listed under “LCN” column) to **make all necessary updates in eTIGER**. Check back after the overnight process in eTIGER on the Student Certificate report for all the updates.

c. When this data review is complete, the updated data will be included in the final CTE reports. This information will also be posted in eTIGER in spring 2019 under “2017-18 Data Review” as a “Final” link.

VII. Program of Study (POS) and Special Program of Study (SPOS)

a. Items to note prior to the data review:
   i. The Program of Study (POS) and Special Program of Study (SPOS) data can be reviewed at eTIGER.
   ii. Planned POS and SPOS data for 2017-18 were reported by each LEA in spring 2017.
   iii. LEAs were permitted to modify POS and SPOS of 2017-18 data through Sept. 30, 2017.

b. The process to conduct the data review for program of study and special program of study:
   i. Log in to eTIGER.
   ii. Select the “Program of Study” application.
   iii. Click “Print District” and “2017-18” school year (Only course code numbers for the selected POS/SPOS will appear on the “Print District” screen for each school).
   iv. To reference the courses titles of a POS/SPOS, refer to the 2017-18 Program of Study.
   v. Review the listed POS/SPOS for each school. If there is incorrect information, make all necessary updates in eTIGER “Program of Study” application. Refer to POS Selection Instructions.
   vi. Check back after the overnight process at the Program of Study application “Print District” link for the updates on the selections of POS/SPOS.

c. When this data review is complete, the updated data will be included in the final CTE reports. This information will also be posted in eTIGER in spring 2019 under “2017-18 Data Review” as a “Final” link.

VIII. CTE Cohort Concentrator Assessment (1S1 and 1S2 Data)

a. Items to note prior to the data review:
   i. The academic attainment data will be compiled in early fall 2018 from:
      1. The final 2014 cohort CTE concentrators data, which was provided by the Office of Accountability, and
      2. The cohort CTE concentrators’ assessment results, which were matched by the Assessment Division.
   ii. The CTE 2017-18 exiting concentrators were finalized during the 2014 cohort grad rate appeal process in early fall 2018.
   iii. The graduation requirement with an End-of-Course assessment beginning with students entering the ninth grade in the 2009-10 school year.
iv. For the 1S1 and 1S2 measures, CTE compiled the assessment records of cohort concentrators through their seventh to twelfth grade school years in the subject areas of Algebra I (or Integrated Math I, starting from 2016-17 school year) and English II.

v. Tennessee no longer scores the writing assessment with “proficient” or “advanced;” therefore, the academic attainment – 1S1 (reading/language arts) only includes the assessment results of English II (starting from the 2013-14 school year).

vi. In the calculation of performance, the number of students who took the test constituted the denominator and only those students who had performance levels of proficient or advanced were counted in the numerator.

b. The process to conduce the data review of Assessment Data (1S1 and 1S2):

<table>
<thead>
<tr>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review assessment data files <strong>in SharePoint</strong>,</td>
</tr>
<tr>
<td>Submit data change requests for any data updates.</td>
</tr>
<tr>
<td>Attest the report <strong>VIII</strong> on the eTIGER “2017-18 Data Review” page.</td>
</tr>
</tbody>
</table>

i. Log in to SharePoint and download the following review files for academic attainment related data:

1. **VIII_sys#_no_assessment**: lists CTE 2014 cohort concentrators who did not have any Algebra I (or Integrated Math I) or English II assessment results

2. **VIII_sys#_ctecohort_assessment**: lists CTE 2014 cohort concentrators with their assessment performance compiled from seventh to twelfth grade school years
   a. Column “ENGLII_test” – y indicates this student took the English II assessment (as 1S1d student list)
   b. Column “ENGLII_pa” – y indicates this student performed proficient or advanced on English II assessment (as 1S1n student list)
   c. Column “MATH_test” – y indicates this student took the Algebra I or Integrated Math I assessment (as 1S2d student list)
   d. Column “MATH_pa” – y indicates this student performed proficient or Advanced on Algebra I or Integrated Math I assessment (as 1S2n student list)

ii. Once the above review has been conducted, **send the data change requests to CTE.eTIGER@tn.gov** with the supporting documentation for:

1. **CTE 2014 cohort concentrator status.** (Note: The cohort CTE concentrator list was finalized as June 13, 2018, at Review I. Any concentrator status updates after the due date of the process were not included in this data review and would not be included in CTE reports of 2017-18 as well).
2. **Assessment results.** Attach supporting documentation of test results for the change requests. Any updates of assessment results will be e-mailed to LEAs that submitted change requests.

c. When this data review is complete, the updated data will be included in the final CTE reports. This information will also be posted in eTIGER in spring 2019 under “2017-18 Data Review” as a “Final” link.

IX. **Perkins CAR Report Indicators (1S1 – 6S2)**

a. Items to note prior to the data review:

   i. The Consolidated Annual Report (CAR) is a federal reporting requirement to receive Perkins funds. The department complies data from eTIGER annually to complete this report.

   ii. A definition of each indicator is listed below:

   1. **1S1 - Academic Attainment – Reading/Language Arts**
      a. **Actual Numerator (1S1n):** The count of CTE cohort concentrators in Gateway or end-of-course English II test (prior to 2013-14 11th grade Writing was included) having performance level of proficient or advanced.
      b. **Actual Denominator (1S1d):** The count of CTE cohort concentrators who took Gateway or end-of-course English II test (prior to 2013-14 11th grade Writing was included).

   2. **1S2 - Academic Attainment – Mathematics**
      a. **Actual Numerator (1S2n):** The count of CTE cohort concentrators in Gateway or end-of-course Algebra I test (or Integrated Math I from 2016-2017) having performance level of proficient or advanced.
      b. **Actual Denominator (1S2d):** The count of CTE cohort concentrators who took Gateway or end-of-course Algebra I test (or Integrated Math I from 2016-17).

   3. **2S1 - Technical Skill Attainment**
      a. **Actual Numerator (2S1n):** The count of current school year CTE Concentrators who have > or =75% of Competencies Attained (CTE Rubric performance level of proficient or advanced) of the third course in the concentrated CTE program area which has the industry-validated career and technical proficiency standards in the reporting year.
      b. **Actual Denominator (2S1d):** The count of current school year CTE Concentrators who became a concentrator in the reporting year.

   4. **3S1 - Secondary School Completion**
      a. **Actual Numerator (3S1n):** The count of CTE cohort concentrators who were included in the “cohort group” and who completed high school (with a completion certificate including regular diploma, special education diploma, GED, high school diploma or certificates, and from 2016-17 occupational diploma).
b. **Actual Denominator (3S1d):** The count of CTE cohort concentrators who were included in the state's computation of its graduation rate in the reporting year.

5. **4S1 - Student Graduation Rates**
   a. **Actual Numerator (4S1n):** The count of CTE cohort concentrators who were included in the “cohort group” and who graduated on-time (four years plus a summer) with a regular diploma in the reporting year.
   b. **Actual Denominator (4S1d):** The count of CTE cohort concentrators who were included in the State's computation of its graduation rate in the reporting year.

6. **5S1 - Secondary Placement**
   a. **Actual Numerator (5S1n):** The count of prior year CTE cohort concentrators who graduated and who were entered into postsecondary education or advanced training, in military service, or had employment within one year of graduation.
   b. **Actual Denominator (5S1d):** The count of prior year CTE cohort concentrators who graduated in the same reporting year as numerator of 5S1.

7. **6S1 - Nontraditional Participation**
   a. **Actual Numerator (6S1n):** The count of CTE participants from underrepresented gender groups who enrolled in a nontraditional CTE course that leads to employment in nontraditional fields in the reporting year.
   b. **Actual Denominator (6S1d):** The count of CTE participants who enrolled in a nontraditional CTE course that leads to employment in nontraditional fields in the reporting year.

8. **6S2 - Nontraditional Completion**
   a. **Actual Numerator (6S2n):** The count of any Nontraditional Participant from an underrepresented gender group who became a concentrator in the reporting year.
   b. **Actual Denominator (6S2d):** The count of any Nontraditional Participant who became a concentrator in the reporting year.

b. The process to conduct the data review for Perkins CAR indicators:

   - **Overview**
     - Review indicator data file in SharePoint.
     - Submit data change requests for any data updates.
     - Attest the Report IX on the eTIGER “2017-18 Data Review” page.

   i. Log in to SharePoint, download the review file for the indicators:
      1. **IX_sys#_indicator:** system data for all eight 2017-18 Perkins CAR indicators.
   ii. Cross check indicator review data file from different review reports:
      1. 1S1 and 1S2 – Report VIII
2. 2S1 – Report IV
3. 3S1 and 4S1 – Report I
4. 5S2 – Report V
5. 6S1 – Report II
6. 6S2 – Report IV

iii. Once the above review has been conducted, send the data change requests to CTE.eTIGER@tn.gov with the supporting documentation for the concerns.

c. When this data review is complete, the updated data will be included in the final CTE reports. This information will also be posted in eTIGER in spring 2019 under “2017-18 Data Review” as a “Final” link.