

## 2018-19 CTE Data Review

### Division of College, Career & Technical Education

In order to ensure reported College, Career, and Technical Education data is correctly reflected for each Local Educational Agency (LEA), local career and technical education (CTE) directors are asked to conduct the following data reviews:

Review Data	LEA Staff	Date Begin	Date End
Report I – 2015 Cohort* Concentrators & Graduation data	Cohort & CTE data staff	Feb. 2019	June 14, 2019 July 28, 2019
Reports II	CTE data staff	July 8, 2019	July 28, 2019
Reports III-VII	CTE data staff	Aug. 1, 2019	Sept. 27, 2019
Reports VIII-IX	CTE data staff	TBA	Sept. 27, 2019

*\*The cohort student review is conducted by the department's office of accountability with LEA data staff starting in the early spring.*

**Note:** This review is your opportunity to confirm the data submitted precisely reflects CTE programs and students within your respective LEA. Accuracy is a vital component for both local education agencies and the department as submitted data is utilized to complete required federal CTE reports.

To facilitate the full review of LEA-reported data, the department will generate and release individual data reviews organized by category within the [CCR SharePoint site](#). Reports will be released in succession: July, August, and late September. As a report is released, the division will send applicable updates via email to CTE directors and regional CORE consultants will provide technical assistance where needed. The table on the following page provides a summary of the review categories and the dates of release for each.

Detailed instructions for the review of each available report is provided on the subsequent pages of this document. The instructions will guide you through each report step-by-step. Small changes to the steps might be made as additional data reports are released throughout the process. As a reporting section is completed, please check the "Attest Report #" button on the "2018-19 Data Review" page in eTIGER to indicate completion.

Report	Data Review Categories	Data Location	Release Date
I	<a href="#">CTE Cohort Concentrator and Graduation Type (3S1 &amp; 4S1 Data)</a>	Cohort File & eTIGER	Available
II	<a href="#">eTIGER CTE and Non-CTE Class Enrollment Concentrator (2S1 Data)</a>	<a href="#">SharePoint</a>	July 8
III	<a href="#">CTE Concentrator Follow-up (5S1 Data)</a>	<a href="#">SharePoint</a>	Aug. 1
IV	<a href="#">Student Industry Certificates</a>	eTIGER	Available
V	<a href="#">Program of Study</a>	eTIGER	Available
VI	<a href="#">Early Postsecondary CTE Data (dual credit, dual enrollment, Cambridge)</a>	<a href="#">SharePoint</a>	Aug. 26
VII	<a href="#">Nontraditional Participants (6S1 Data)</a> <a href="#">Nontraditional Concentrators (6S2 Data)</a>	<a href="#">SharePoint</a>	Aug. 26
VIII	<a href="#">CTE Cohort Concentrator Assessment (1S2 &amp; 1S2 Data)</a>	<a href="#">SharePoint</a>	Late Sept.
IX	<a href="#">Perkins Core Indicators of Performance:</a> <ul style="list-style-type: none"> <li>• 1S1 &amp; 1S2 Academic Attainment</li> <li>• 2S1 Skill Attainment</li> <li>• 3S1 Secondary School Completion</li> <li>• 4S1 Concentrator Graduation Rate</li> <li>• 5S1 Secondary Placement</li> <li>• 6S1 Nontraditional Participation</li> <li>• 6S2 Nontraditional Completion</li> </ul>	<a href="#">SharePoint</a>	Late Sept.

*\*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): Complete by July 28**
- a. The following information is for verifying CTE cohort concentrators:
- 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 [2019 Graduation Cohort Protocol](#).
  - ii. In order to verify your concentrators are fully represented in the graduation cohort file, we recommend you and your district cohort personnel take the following steps:
    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. District cohort personnel change any incorrect cohort data through cohort appeal process before June 14.
    4. CTE directors change any incorrect cohort concentrator data in eTIGER before July 28.
    5. Confirm the 2018-19 CTE cohort final concentrator list at cohort file after August 1.
    6. Work with district cohort personnel to review preliminary CTE cohort concentrator graduation rates in the cohort application (August 26-September 6).
- b. For additional assistance on navigating eTIGER to verify or update your concentrators, please refer to [CTE Graduation Cohort Concentrators](#). Any changes will be reflected in overnight processing with data migrating correctly into the EIS cohort data table. As a reminder, please note your district's eTIGER 2018-19 reported data will be reviewed and attested by September 27, the end date of CTE Data Review. However, you only have until July 28, the end date of Data Review Report II, to verify your CTE cohort concentrators.

## II. **eTIGER CTE and Non CTE Class Enrollment; Concentrators and Skill Attainment Data (2S1 Data) – Complete by July 28**

### **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 2018-19 data pulled from eTIGER as of July 1, 2019. Data changes after July 1 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 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 do not need to have “Teacher of Record” reported.
- vi. Starting in 2018-19, if a valid dual enrollment course is not awarding high school credit, no further data needs to be reported. The course must still be attested 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. Starting 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 “2018-19 Data Review” page if Concentrator (2S1 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. II\_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, including local dual credit (DC), statewide dual credit (SDC), Cambridge, and dual enrollment (DE).
  2. II\_sys#\_CTE\_questionable: lists students with no earned credits reported to eTIGER, but who were marked as a concentrator or reported different earned credits in eTIGER than in EIS.
  3. II\_sys#\_sch\_course\_list\_non\_CTE: lists attested non CTE classes which have students earning credits and/or concentrators reported.
  4. II\_sys#\_non\_CTE\_questionable: lists students with 0 or no earned credits reported to eTIGER, but who had EIS credits earned reported.
  5. II\_sys#\_noTLN: lists teachers without Teacher License Number reported to EIS.
  6. II\_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 non\_CTE) did not include all of your 2018-19 classes, check “attestation” of the classes in eTIGER. Only attested 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 administrator.
  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.

### **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 2018-19 data pulled from eTIGER as of July 1, 2019.
- ii. The CTE “concentrators of the school year” includes all CTE students in any grade who were indicated as a “concentrator” in the selected school year. This list can be pulled 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. Starting in the 2014-15 school year, program of study optional general education courses can qualify a student as a concentrator and the technical skill attainment of such general courses will be converted from the course final grade to the following:

<b>Alpha Grade</b>	<b>Number Grade</b>	<b>Competency Attainment</b>	<b>Notes</b>
A	93–100	100%	Advanced
B	85–92	90%	Proficient
C	75–84	80%	Proficient
D	70–74	70%	Basic
F	0–69	0%	Below Basic

- v. Starting in the 2015-16 school year, a CTE dual enrollment course can qualify a student as 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 2018-19 and the related data files (including questionable data, if listed) in SharePoint.
- In eTIGER, update the data.
- Attest Report II on the eTIGER “2018-19 Data Review” page if eTIGER CTE and Non\_CTE class enrollment were also reviewed.

- i. Log in to SharePoint and download the following review files related to concentrator reported data:
  1. II\_sys#\_2S1n: students who were included in 2S1n (the list of 2018-19 non-duplicated concentrators who have “competency\_attained%” greater than or equal to 75%). This data is the numerator of 2S1.
  2. II\_sys#\_2S1d: students who were included in 2S1d (the list of 2018-19 non-duplicated concentrators). This data is the denominator of 2S1.
  3. II\_sys#\_2S1null\_small\_attain: list of students with 0, <10%, or no competency attainment value. The list also includes POS optional general education courses but did not have a course final grade reported as of July 1, 2019. Therefore, no competency attainment value is listed.
  4. II\_sys#\_concentrator\_questionable: list of students were reported as concentrators in the same program of study multiple times in 2018-19 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.

- c. This concentrator review will also conclude the 2018-19 CTE concentrator cohort list. Please check at cohort file "CTE"=y for the CTE cohort concentrators applied for graduation rate calculation (refer to data review report I).
- d. 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 2020 under "2018-19 Data Review" as a "Final" link.

### III. **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 2017-18 school year and were reported to eTIGER as follow-up students for 2018-19. 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 2018-19 school year were used for this data review. Data were pulled from eTIGER as of July 18, 2019.
  - 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 III on the eTIGER "2018-19 Data Review" page.

- i. Log in to SharePoint and download the following review files related to secondary placement reported data:
  1. III\_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. III\_sys#\_5S1d: students who were included in 5S1d (the list of 2017-18 nonduplicated graduated cohort concentrators). This data is the denominator of 5S1.
  3. III\_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. III\_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. Ill\_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 2018-19 to make the changes. For further change details please refer to eTIGER home ["Follow-up Reporting Guidelines"](#) link under "Follow-up Reporting (5S1) Resources" section.
  3. Check 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 2020 under "2018-19 Data Review" as "Final" link.

#### IV. **Student Industry Certificates (IC)**

- 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 could be reported by the teacher at the related courses (classes in the same career cluster of program of study which the IC is listed) 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. If students earned same IC multiple times, eTIGER save the last reported IC for that student.
  - iv. A student certificate report can be viewed on the eTIGER link "Print Student Certificates" under "Reports."
  - v. Starting in 2016-17, only department-recognized certificates listed as ["Promoted Student Industry Certifications"](#) can be reported in eTIGER for students.
  - vi. Industry Certificates which students earned other than reported to eTIGER can be verified through the Ready Graduate Appeals process the year of their graduation.
- 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 "2018-19" to generate the student certificates report as a whole system. You may also select "school" or/and "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.

- v. Attest Report IV on the eTIGER “2018-19 Data Review” page.
- 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 2020 under “2018-19 Data Review” as a “Final” link.

#### V. **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 in eTIGER.
  - ii. Planned POS and SPOS data for the year were reported by each LEA through “Open Enrollment” in spring.
  - iii. LEAs were permitted to modify reported Open Enrollment POS and SPOS data of the year through Sept. 30.
  - iv. Due to the implementation of new course codes in 2019-20, ALL POS and SPOS will be retired in 2018-19. The listed sequence courses of State promoted POSs and approved SPOSs will be replaced with the new course codes after the 2019-20 school year begins.
- 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 “2018-19” 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 [2018-19 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.
  - vii. Attest Report V on the eTIGER “2018-19 Data Review” page.
- 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 2020 under “2018-19 Data Review” as a “Final” link.

#### VI. **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 2018-19 data pulled from eTIGER as of Aug. 12, 2019.

- 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, b. i. 1. 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.  
The CTE statewide dual credit courses in 2018-19 were:
      - i. 4269 – SDC: Introduction to Plant Science
      - ii. 4270 – SDC: Introduction to Agriculture Business
      - iii. 6431 – SDC: Criminal Justice
      - iv. 6437 – SDC Pilot: Introduction to 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 [2018-19 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 but needs to be 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, vii for the reported data list), postsecondary institution, and postsecondary earned credits data need to be reported in eTIGER, also 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 VI on the eTIGER “2018-19 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. VI\_sys#\_dc\_all: includes all student records with “yes, pass, or fail” reported in the “Dual\_Credit” column.
    2. VI\_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. VI\_sys#\_dc\_no\_hscredit: 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. VI\_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. VI\_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 for both awarded high school credit classes (reported all high school CTE needed data) and non-awarded high school credit classes (only attested the class). 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. VI\_sys#\_de\_all: includes student records that reported as attested dual enrollment classes (courses code 4058 to 4133 and 6189 to 6192)
    2. VI\_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. VI\_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. VI\_sys#\_dequestionable: includes student records reported as below:
    - a. Reported high school data but did not report both “Dual Enrollment Institution” and “dual enrollment earned credit or credit hour”.
    - b. Reported postsecondary data but not did not report high school data.
    - c. Unattested DE classes but reported either high school or postsecondary data.
- 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 4265 and 9824 to 9826. 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. VI\_sys#\_cambridge\_all: includes all students enrolled in CTE Cambridge courses.
  2. VI\_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).
  3. VI\_sys#\_cambridgequestionable: class attested but not complete CTE high school data.
- 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. All Early Postsecondary CTE classes have to be attested.
    - b. 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)
- c. Dual Enrollment Class, no high school credits awarded:
- i. Use a dual enrollment course code.
  - ii. No data needs to be reported.
- d. Dual Credit Class:
- i. Other than Statewide Dual Credit courses (4269, 4270, 6431, and 6437), use a CTE high school course code.
  - ii. The "Dual Credit" column shows "Yes, Fail, or Pass."
- e. Cambridge Class, report as high school classes:
- i. Use Cambridge course codes 4237 through 4265 and 9824 to 9826.
  - 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 2020 under "2018-19 Data Review" as a "Final" link.

## **VII. Nontraditional Participants (6S1 Data) and Nontraditional Concentrators (6S2 Data)**

### **Nontraditional Participants (6S1 Data)**

- a. Items to note prior to the data review:
- i. The nontraditional participant data were generated from the reported 2018-19 data pulled from eTIGER as of Aug. 12, 2019.
  - 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 VII on the eTIGER "2018-19 Data Review" page if Nontraditional Concentrators (6S2 Data) were also reviewed.

- i. Log in to SharePoint, download the following review files from for nontraditional related data:
  1. VII\_sys#\_6S1n: the nontraditional underrepresented gender participants of 2018-19.
  2. VII\_sys#\_6S1d: the nontraditional participants of 2018-19.
- ii. Once the above review has been conducted, make the blow 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:
    - a. Log in to eTIGER.
    - b. Select "School Course Listing" under "Class/Course Roster."
    - c. Select the course code/local class number to open the class roster.
    - d. Change the credits earned of a student (Teacher Tutorial pg. 51) **or** change the concentrator status of a student (Teacher Tutorial pg. 28).
    - e. Check back in eTIGER after the overnight data processing at class roster for all above 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 2018-19 data pulled from eTIGER as of Aug.12, 2019, for nontraditional participants and for nontraditional concentrators (2018-19 concentrator data was finalized on July 28 at data review report II).

- ii. Any nontraditional CTE participant (referred to above 6S1 data definition) 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 VII on the eTIGER “2018-19 Data Review” page if Nontraditional Participants (6S1 Data) are also reviewed.

- i. Log in to SharePoint, download the following review files from for nontraditional concentrator related data:
  1. VII\_sys#\_6S2n: the nontraditional underrepresented gender concentrators of 2018-19
  2. VII\_sys#\_6S2d: the nontraditional concentrators of 2018-19
- ii. Once the above review has been conducted, make the below changes as needed:
  1. For student’s “nontraditional participant” status,
    - a. Make the changes in EIS (through LEA EIS staff):
      - i. Remove a student from any nontraditional class or
      - ii. Change the gender of a student.
    - b. Make the changes in eTIGER:
      - i. Log in to eTIGER.
      - ii. Select “School Course Listing” under “Class/Course Roster.”
      - iii. Select the course code/local class number to open the class roster.
      - iv. Change the credits earned of a student (Teacher Tutorial pg. 51) or change the concentrator status of a student (Teacher Tutorial pg. 28).
      - v. Check back in eTIGER after the overnight data processing at class roster for all above updates.
  2. 2018-19 CTE concentrators have been finalized on July 28 in data review report II. Therefore no need for concentrator status changes for nontraditional concentrator students of the year.



- 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 2020 under “2018-19 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 of 2019-20 from:
    1. The final 2015 cohort CTE concentrators data, which will be provided by the Office of Accountability, and
    2. The cohort CTE concentrators’ assessment results, which will be matched by the Assessment Division.
  - ii. The graduation requirement with an End-of-Course (EOC) assessment beginning with students entering the ninth grade in the 2009-10 school year.
  - iii. For the 1S1 and 1S2 measures, CTE compiled the highest EOC assessments or ACT records (starts from 2018-19) of cohort concentrators through their seventh to twelfth grade school years as below:
    1. 1S1 - ACT English Assessment or English II
    2. 1S2 - ACT Math Assessment or Algebra II or Integrated Math III
  - iv. Tennessee no longer scores the writing assessment with “proficient” or “advanced;” therefore, the academic attainment in reading/language arts includes the end of course assessment only for English II (starting from the 2013-14 school year).
  - v. 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 on track) or advanced (or mastered) OR ACT score 21 or above were counted in the numerator.
- b. The process to conduct the data review of Assessment Data (1S1 and 1S2):

##### Overview

- Review assessment data files in SharePoint.
  - Submit data change requests for any data updates.
  - Attest the report VIII on the eTIGER “2018-19 Data Review” page.
- i. Log in to SharePoint and download the following review files for academic attainment related data:
    1. VIII sys# no assessment act: lists CTE 2015 cohort concentrators who did not have any end of courses assessment or ACT results in 1S1 or in 1S2.
    2. VIII sys# ctecohort assessment: lists CTE 2015 cohort concentrators with their assessment performance compiled from seventh to twelfth grade school years
      - a. Column “LA/R test” – y indicates this student took the English II or ACT assessment (as 1S1d student list)

- b. Column “LA/R\_pa” – y indicates this student performed proficient (on track) or advanced (mastered) on English II assessment or ACT English core  $\geq 21$  (as 1S1n student list)
  - c. Column “MATH\_test” – y indicates this student took the Algebra II or Integrated Math III assessment or ACT Math (as 1S2d student list)
  - d. Column “MATH\_pa” – y indicates this student performed proficient (on track) or advanced (mastered) on Algebra II or Integrated Math III assessment or ACT Math  $\geq 21$  (as 1S2n student list)
- ii. Once the above review has been conducted, send the data change requests to [CTE.eTIGER@tn.gov](mailto:CTE.eTIGER@tn.gov) with the supporting documentation for:
  - 1. CTE 2015 cohort concentrator status. (**Note:** The cohort list was finalized as June 14, 2019, at Review I. And CTE cohort concentrator list was also finalized after review II, July 28. 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 2018-19 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 2020 under “2018-19 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 compiles 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 (on track) or advanced (mastered) or ACT English Assessment score 21 or above.
      - 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) or ACT English Assessment.
    - 2. 1S2 - Academic Attainment – Mathematics
      - a. Actual Numerator (1S2n): The count of CTE cohort concentrators in Gateway or end-of course Algebra II test (or Integrated Math III from 2016-

- 2017) having performance level of proficient (on track) or advanced (mastered) or ACT Math Assessment score 21 or above.
- b. Actual Denominator (1S2d): The count of CTE cohort concentrators who took Gateway or end-of course Algebra II test (or Integrated Math III from 2016-17) or ACTE Math Assessment.
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 occupational diploma (added from 2016-17).
    - 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 “2018-19 Data Review” page.

- i. Log in to SharePoint, download the review file for the indicators:
  1. IX\_sys#\_indicator: system data for all eight 2018-19 Perkins CAR indicators.
- ii. Cross check indicator review data file from different review reports:
  1. 1S1 and 1S2 – Report VIII
  2. 2S1 – Report II
  3. 3S1 and 4S1 – Report I
  4. 5S2 – Report III
  5. 6S1 – Report VII
  6. 6S2 – Report VII
- iii. Once the above review has been conducted, if you have any question send the data change requests to [CTE.eTIGER@tn.gov](mailto: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 2020 under “2018-19 Data Review” as a “Final” link.

Note: Make sure all “Attest Report #” button on the “2018-19 Data Review” page in eTIGER have been checked to indicate the completion of data review.