

# 2019-20 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 complete Step 1 of the following data reviews by September 30, 2020.

Report	Data Review Categories	Data Location	Release Date	Review Deadline
<b>Step I</b>				
I	eTIGER CTE & Non-CTE Enrollment & Credits	CCR SharePoint	Aug. 3	Sept. 30
II	Early Postsecondary CTE Data (Dual Credit, Dual Enrollment, and Cambridge) – Cross Check with Data Report “Dual Credit/Enrollment Classes or Students”	CCR SharePoint /Data Reports	Aug. 3	Sept. 30
III	CTE Concentrator of 2019-20 – Cross Check with Auto-identified Concentrator List	eTIGER/ Auto list??	Aug. 3/ ??	<b>Aug. 31</b> ??
IV	CTE Concentrator Follow-Up Report	eTIGER	Aug. 3	Sept. 30
V	Program of Study offering	eTIGER	Aug. 3	Sept. 30
<b>Step II</b>				
VI	Perkins V Indicators - Performance of CTE Concentrators: <ul style="list-style-type: none"> <li>• 1S1 Cohort Graduation Rate</li> <li>• 2S1 Academic – Language Arts<sup>1</sup></li> <li>• 2S2 Academic – Math<sup>1</sup></li> <li>• 2S3 Academic – Science<sup>1</sup></li> <li>• 3S1 Cohort Secondary Placement<sup>2</sup></li> <li>• 4S1 Nontraditional Program Enrollment<sup>1</sup> (including list of nontraditional POS)</li> <li>• 5S1 Cohort Concentrator WBL Enrollment (including list of WBL courses)</li> <li>• 5S2 Cohort ReadyGraduate<sup>2</sup></li> </ul> <p><sup>1</sup> <b>Active CTE Concentrators</b> – students with CTE concentrator status and enrolled in the reporting school year</p> <p><sup>2</sup> <b>One -Year lag data</b></p>	CCR SharePoint	Sept.	

The department will generate and release the data files at above listed data locations for review. As reports are released, the division will send applicable updates via email to CTE directors and CORE CTE consultants will provide technical assistance, as requested.

To complete the full review of LEA-reported data, CTE Directors will need below application access:

- eTIGER Director access (including Program of Study)
- SharePoint CCR folder access
- Single Sign On (SSO) Data Report access

Please sent the [TDOE Application Access Form](#) to [DT Support](#) for the access request.

### How to make changes to your data in eTIGER

1. Un-approve the certified data
2. Un-attest the classes
3. Make the changes
4. Attest the classes
5. Approve the updated data

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 in general. Small changes to the steps might be made as additional data reports are released throughout the process. **As a reporting section is completed, check the “Attest Report #” button on the “2019-20 Data Review” page in eTIGER to indicate completion.**

## Data Review Instructions, by Report

### I. eTIGER CTE and Non-CTE Enrollment & Credits

- a. Purpose: This review is to confirm accurate data for 2019-20 CTE classes, students’ enrollment and credits earned.
- b. Source Data Notes:
  - i. The included data was generated from the 2019-20 data pulled from eTIGER as of July 28, 2020.
  - ii. In eTIGER, “School Course Listing” displays all the CTE classes that a LEA reported to State Education Information System (EIS). Only the valid classes which were attested by instructors or CTE directors should be included in this data review.
  - iii. A student will be excluded from the review class if this student withdrew from the class. Normally this student’s “Class Assignment End Date” will be earlier than the “Class Ending Period.” This can be viewed from the “All Students” (or “Withdrawn and Transferred Students”) list on the “Class Roster” screen.
- iv. Credits Earned
  1. “Number Credits Earned” column shows the credits reported to eTIGER. This is required data. “0” represents no credits earned for the student(s).
  2. “EIS Credits Earned” represents the credits reported through Student Final Grade Report in EIS and were pulled in to eTIGER as reference.
  3. “Number Credits Earned” and “EIS Credits Earned” should be consistent for all student records. If not, make sure the credits reported to eTIGER “Number Credits earned” were accurate.

- v. Starting in 2013-14, general education courses included in a CTE 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” and “Notes for Reporting General Education Data” on the eTIGER homepage.

c. Data Review Process:

**Overview**

- Review class enrollment-related data files including questionable data (if listed) in SharePoint.
- In eTIGER or EIS, make any necessary updates.
- Once complete, attest Report I on the eTIGER “2019-20 Data Review” page.

- i. Log in to CCR SharePoint and download the following review files related to class enrollment reported data.

1. LEA I sch\_course\_list\_CTE
  - a. Lists all attested classes with valid enrollment totals.
  - b. 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).
2. LEA I CTE questionable credits
  - a. Lists students with no earned credits reported to eTIGER **or** reported different earned credits in eTIGER than in EIS.
3. LEA I sch\_course\_list\_non\_CTE
  - a. Lists attested non CTE classes which have student earned credits and/or concentrators reported.
4. LEA I non\_CTE questionable
  - a. Lists students with reported different earned credits in eTIGER than in EIS.

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.

- ii. Make all necessary updates in eTIGER or EIS. Note: eTIGER updates overnight, so check back in eTIGER after overnight processing to see all updates.
1. If you found that the worksheets “sch\_course\_list” (for CTE and non\_CTE) did not include all of your 2019-20 classes, check “attestation” of the classes in eTIGER.
    - a. Only attested classes will be included in the review/reports.

- b. 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.”
    - a. 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. “Number Credits Earned” and “EIS Credits Earned” data should be consistent for all student records.
    - a. CTE class attestation only hold the accountability for CTE data staff for the “Number Credits Earned” data reported to eTIGER.

## II. **Early Postsecondary CTE Data (Dual Credit, Dual Enrollment, and Cambridge)**

### **Cross Check with Dual Credit/Enrollment Classes and Dual Credit/Enrollment Students**

- a. Purpose: This review is to assure the data of CTE Local Dual Credit, State Dual Credit, Dual Enrollment, and Cambridge classes and students in 2019-20 reporting year. In addition, the DC examine results, and DE postsecondary institution and credential earned were reported to eTIGER and accurate.
- b. Source Data Notes:
  - i. Early postsecondary data was generated from the reported 2019-20 data pulled from eTIGER as of July 28, 2020.
  - ii. In 2019-20, EPSO elements of Dual Credit (DC), Dual Enrollment (DE), and Cambridge were reported to eTIGER by LEAs in addition to the enrollment data to State EIS.
  - iii. CTE Dual Credit (DC):
    1. Definition: 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 (SDC) in 2019-20 were:

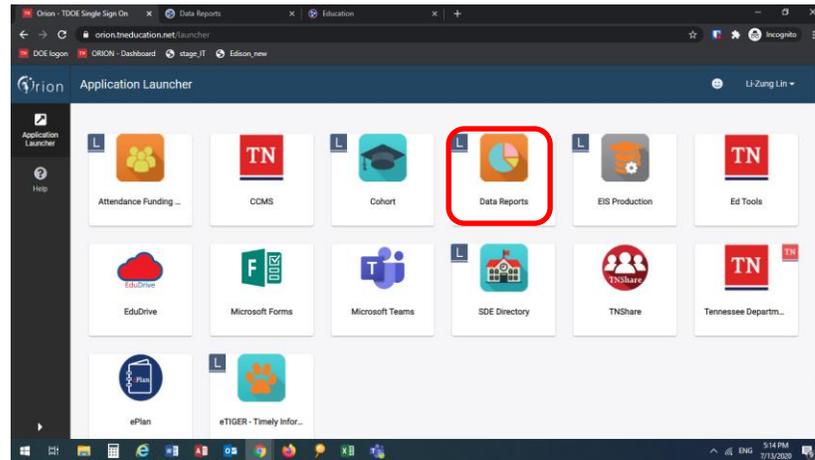
        - i. C18H09 – SDC: Introduction to Plant Science
        - ii. C18H10 – SDC: Introduction to Agriculture Business

- iii. C15H21 – SDC: Criminal Justice
    - iv. C12H44 – SDC Pilot: Introduction to Business
  2. The dual credit review data is 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. Definition: A dual enrollment course is a postsecondary course in which high school students are enrolled at the postsecondary institution (TCAT, community college, or university) and earn postsecondary credit upon completion of the course. High school credit is awarded based on the local policy.
    2. The dual enrollment review data is compiled based on student records reported to eTIGER as dual enrollment course codes listed in the online course catalog.
    3. In addition, the dual enrollment review data is compiled by student records with data “Dual Enrollment =Yes” which teachers reported to eTIGER for:
      - a. Postsecondary institution; and
      - b. Postsecondary credentials.
  - 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 is the same as other high school CTE courses.
- c. Data Review Process:
 

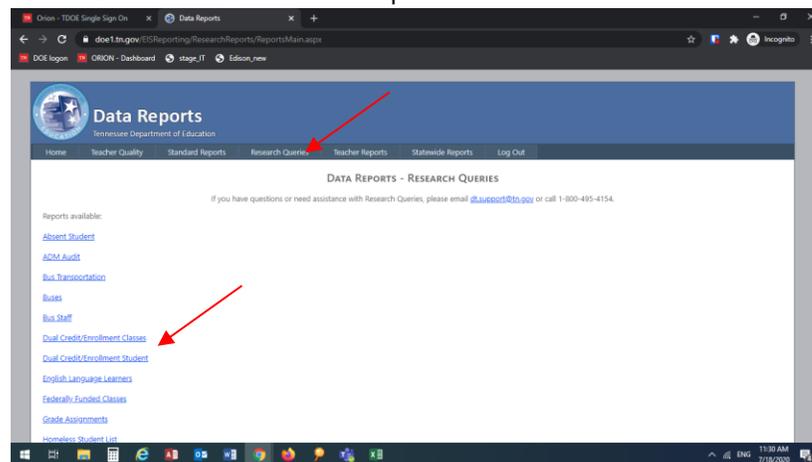
**Overview**

  - Review early postsecondary related data files including questionable data (if listed) in SharePoint.
  - Cross Check the data consistence with State “Data Reports” of Dual Credit/Enrollment Classes and Dual Credit/Enrollment Students.
  - Update data changes in eTIGER or EIS data report Extract 30 – Class Section.
  - Once complete, attest Report II on the eTIGER “2019-20 Data Review” page.

  - i. Access the EIS Data Reports
    1. Login to TDOE SSO and select “Data Reports”



2. Select "Research Queries" for "Dual Credit/Enrollment Classes" and Dual Credit/Enrollment Students" reports



- ii. Log in to CCR SharePoint and download the following review files related to postsecondary reported data.
  1. LEA II EPSO class:
    - a. Lists the EPSO classes offered and the total number of students enrolled by class.
    - b. Students enrolled in multiple EPSO classes will be duplicated/counted more than once in this file.
  2. LEA II EPSO student:
    - a. Includes student level records that reported in attested EPSO classes.
    - b. Students enrolled in multiple EPSO classes are duplicated/counted more than once in this file.
  3. LEA II DC pass:
    - a. The percentage of students reported as "Pass" or "Yes" for a dual credit course to eTIGER.

4. LEA II DE earned:
  - a. The percentage of CTE students earning postsecondary credits for dual enrollment (credit >0) and reported to eTIGER.
5. LEA II EPSO questionable: includes student records reported as below:
  - a. In SDC classes, but did not report “yes”, “pass”, or “fail” at “Dual Credit” column for students.
  - b. In DE classes, but did not report both “Dual Enrollment Institution” and earned credits or clock hours data.
  - c. Reported postsecondary data but not did not report high school 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. EPSO (Early Postsecondary Opportunity) data includes CTE review classes of DE, DC, and Cambridge.

- iii. Once the above review has been conducted, go into eTIGER or EIS to make the necessary changes to student records.
  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. 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 student records in the class as whole.
    - a. All Early Postsecondary CTE classes have to be attested.
    - b. Data reported for Dual Enrollment Class:
      - i. Use a dual enrollment course code.
      - ii. Report both “Dual Enrollment Credit Earned” and “Dual Enrollment Institution.”
      - iii. The “Dual Enrollment” column shows as “YES.”
      - iv. 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)
    - c. Dual Credit Class:
      - i. Other than Statewide Dual Credit courses (C12H44, C15H21, C18H09, and C18H10), use a CTE high school course code.
      - ii. The “Dual Credit” column shows “Yes, Fail, or Pass.”
    - d. Cambridge Class, report as CTE high school classes:
      - i. Use Cambridge course codes.
      - ii. 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)
- iii. "Dual Credit" column show "NO."

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.

- iv. Ask LEA EIS staff to make the changes at EIS data report Extract 30, if any, for DE/DC class enrollment.
- v. The EPSO class attestation only hold the accountability for CTE data staff for the EPSO data reported to eTIGER.

III. **CTE Concentrator of 2019-20 (Review Deadline - August 31)**

**Cross Check with Auto-Identified Concentrator List** (will be provided later on)

a. Purpose:

- i. This review is to assure the reported concentrators and the area of concentration were compliant with the new concentrator definition.
- ii. To Beta test the auto-identifying concentrator process.

b. Source Data Notes:

- i. The review concentrator data was pulled from eTIGER as the date of review.
- ii. 2019-20 was the first year of Perkins V concentrator definition was applied to identify the CTE concentrators. While automatically identify CTE concentrator is under development, CTE class instructors continue to report to eTIGER for LEAs' concentrators.
- iii. Perkins V CTE concentrator is defined as a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study. To meet the criteria of a Perkins V concentrator:
  1. Earned credit counts when –
    - a. The instructor-reported earned credit was the same as the credit pulled from student Final Grade Report in EIS; or
    - b. Enrollment in the 3<sup>rd</sup> course in the same CTE program of study in the following term or semester may be substituted when there was no credit reported or the eTIGER reported credit was different from the EIS Final Grade Report.
  2. Two sequenced courses in the same POS –
    - a. May be taken in different school year; but
    - b. Can't use the same course code.
- iv. Students can become concentrators in multiple POS. Students cannot become a concentrator in the same program of study multiple times.

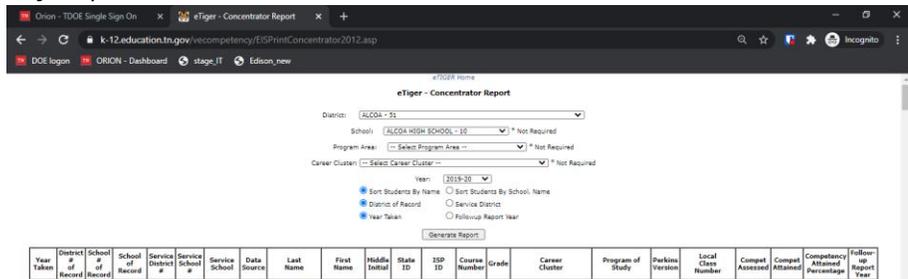
- v. The CTE “concentrators of the school year” includes all CTE students in any grade who were indicated as a “concentrator” in the selected school year.
  1. This list can be pulled from eTIGER “Concentrators” under “Reports” by selected school year.

c. Data Review Process:

**Overview**

- Review and cross check data from eTIGER 2019-20 “Concentrators Report” with auto-identified concentrators.
- Update the concentrator data at eTIGER or report to [CTE.eTIGER@tn.gov](mailto:CTE.eTIGER@tn.gov) to adjust the business rules for CTE concentrator auto-identifying process.
- Attest Report III on the eTIGER “2019-20 Data Review”.

- i. Access eTIGER “Concentrator Report”
  1. Log in to eTIGER and click “Concentrators” under “Reports”.
  2. Select school year of 2019-20, and specific school and career clusters (if you prefer to narrow down the data file).



3. Check if a student has been reported in the same area of concentration multiple times in the school year.
  4. Check if a concentrator’s follow-up survey years (one year after the graduation, last column of the report) is correct.
- ii. Check against the data listed at Auto-Identified Concentrator report (will be provided later on).
  - iii. Make the changes in eTIGER at concentrator report screen and check back in after the overnight data process at “Concentrators” reports for all of the updates; or
  - iv. Report to [CTE.eTIGER@tn.gov](mailto:CTE.eTIGER@tn.gov) to adjust the Auto-identified concentrator process.
  - v. CTE class attestation only hold the accountability for CTE data staff for the concentrators shown on eTIGER “Concentrator Report”.
  - vi. If the above concentrator updates involve the 2019-20 cohort graduated students, please also check at cohort graduation file the flag of “CTE”=y.

#### IV. CTE Concentrator Follow-up Report

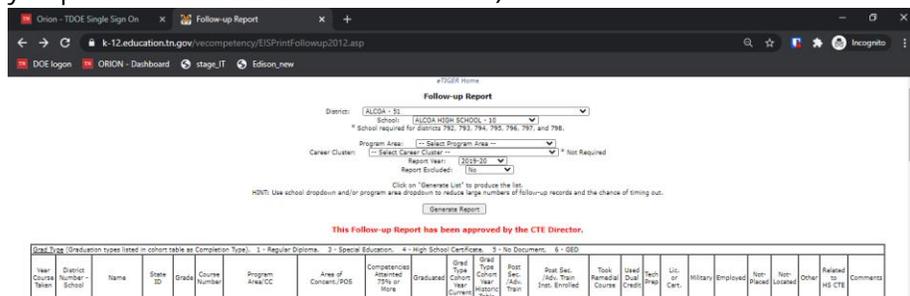
- a. Purpose:

- i. Secondary placement is a measure of the number of CTE cohort concentrators who graduated in the 2018-19 school year and were reported to eTIGER as follow-up students for 2019-20 (the last year of Perkins IV report for 5S1 indicator of Secondary Placement).
- ii. In addition, these are cohort concentrators who were placed in
  - 1. Postsecondary education or advanced training,
  - 2. Military service, or
  - 3. Employment
 in the second quarter following the program year in which they graduated from secondary education.
- b. Source Data Notes:
  - i. Follow-up data reported to eTIGER for the 2019-20 school year was used for this data review. Data were pulled from eTIGER as of the date of review.
  - ii. The data indicated as “non-graduated,” “excluded,” and “not\_located” were not included in the calculation for Perkins indicator reporting.
  - iii. Although a student might become a concentrator in more than one program of study, and listed on the Follow-up entry screen multiple times Perkins report of Secondary Placement core indicator should be a non-duplicate count.
- c. Data Review Process:

**Overview**

- Review reported secondary placement data in eTIGER. Pull out “Follow-up Report” under “Reports”.
- Make any necessary data changes and updates in eTIGER “Follow-up Entry” under “School/Course Rosters”.
- Attest the Report IV on the eTIGER “2019-20 Data Review” page.

- i. Access eTIGER “Follow-up” report:
  - 1. Log in to eTIGER and click “Follow-up” under “Reports”.
  - 2. Select school year of 2019-20, and specific school and career clusters (if you prefer to narrow down the data file).



69		68									
Competencies Met 75% or More	Graduated %	Post-Secondary Train %	Post-Secondary Train-Enrolled %	Post-Secondary Course Credit %	Post-Secondary Cert %	Post-Secondary Military %	Post-Secondary Employed %	Post-Secondary Non-Placed %	Post-Secondary Not-Located %	Other %	Retained to US CTE %
99.7%	100%	92.73%	92.73%	0%	69.57%	2.9%	2.9%	0%	1.43%	0%	95.63%

Secondary Placement = (Post-Secondary/Advanced Training or Military or Employed) / (Total/Courses - Not Located) 100% (Numerator = 68) (Denominator = 68)

Number of concentrators you were unable to reach after making survey and phoning at least two times: 1

Survey Response Rate: 99.55 %

3. Check at the bottom of the % calculation of reported data columns.
    - a. Ensure the "Graduated" data was reported for each student.
    - b. Only the graduated cohort concentrator will be include in Perkins secondary placement calculation.
  4. Select "Report Excluded" as "No" for the calculation results without the duplicated concentrators.
- ii. Make the changes in eTIGER:
1. Under "Class/Course Roster, Follow-up Entry," select school and year of 2019-20 to make the changes. For further change details please refer to eTIGER home "[Follow-up Reporting Guidelines](#)" link under "Follow-up Reporting (5S1, as Perkins IV) Resources" section.
  2. Check the changes in eTIGER after the overnight processing.
  3. Under "Report", select "Follow-up" to view the updated follow-up report.

#### V. Program of Study (POS) and Special Program of Study (SPOS) Offering

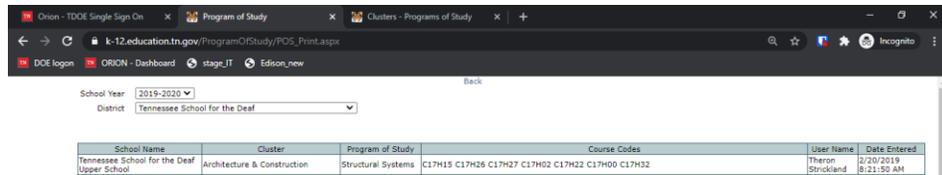
- a. Purpose: Each year LEAs reported to State the POS or SPOS which their High Schools planned to offered for CTE students.
- b. Source Data Notes:
  - i. The review POS and SPOS data was pulled from eTIGER as the date of review.
  - ii. POSs and SPOSs are defined by TDOE or submitted by a LEA as a special program of study and approved by the Tennessee State Board of Education and consist of a minimum sequence of three levels of courses and are aligned to the Federal definition.
  - iii. Due to the implementation of new course codes in 2019-20, All prior approved POS and SPOS were retired in 2018-19. The review 2019-20 POSs or SPOSs were listed with the new course codes.
  - iv. If there is any discrepancy of listed courses, contact CCTE Division at [CTE.eTIGER@tn.gov](mailto:CTE.eTIGER@tn.gov) for updates.
- c. Data Review Process:

##### Overview

- Review reported POS and SPOS data through "Program of Study" selection in eTIGER.
- Make any necessary data changes and updates at "School Assignments" in Program of Study.
- Attest the Report V on the eTIGER "2019-20 Data Review" page.

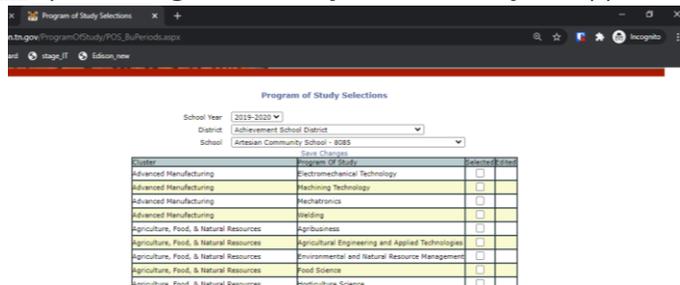
- i. Access "Program of Study" in eTIGER:

1. Log in to eTIGER.
2. Select the “Program of Study” application.
3. Click “Print District” and “2019-20” school year (Only course codes for the selected POS/SPOS will appear on the “Print District” screen for each school).
4. Verify especially the listed courses for SPOS. Contact CTE division for any incorrect course list.



- ii. To reference the courses titles of a POS/SPOS, refer to the [2019-20 Program of Study](#) for POS and SPOS approved letter for SPOS.
- iii. Review the selection of POS/SPOS for each school. If there is incorrect information, make all necessary updates and save in “School Assignments” link at eTIGER “Program of Study” selection.

Note: Special Program of Study are listed only for approved school(s).



- iv. Check back after the overnight process at the Program of Study application “Print District” link for the updates on the selections of POS/SPOS.

## VI. Perkins V Indicators – Performance of CTE Concentrators

- a. Purpose: The Consolidated Annual Report (CAR) is a federal reporting requirement to receive Perkins funds. The department complies the CTE data annually to complete this report.
- b. Source Data Notes:
  - i. 2019-20 is the first year of Perkins V. Though TN will be waived from the CAR, indicators for the performance of CTE concentrators will be generated for LEA to review.
  - ii. Perkins V Indicator data will be calculated based on the review concentrator updated data (deadline as August 31) pulled from eTIGER as of September 1, 2020.
  - iii. Two different concentrator groups were included in the below indicators:
    1. CTE Cohort Concentrators – graduating cohort students with concentrator status
    2. Active CTE Concentrators – students with concentrator status and enrolled in the reporting school year

Perkins V Indicator		Target Group	Data Source
1s1	CTE Cohort Graduation Rate	CTE Cohort Graduate Concentrator	Accountability, graduate cohort data file. Flag for CTE concentrators.
2s1	Academic - Language Arts	Active CTE concentrator of the year	CTE concentrator of 1920, ACT and End of Course highest assessment outcome.
2s2	Academic - Math	Active CTE concentrator of the year	CTE concentrator of 1920, ACT and End of Course highest assessment outcome.
2s3	Academic - Science	Active CTE concentrator of the year	CTE concentrator of 1920, ACT and End of Course highest assessment outcome.
3s1	Follow-up	CTE Cohort Graduate Concentrator*	Compiled from eTIGER Follow-up report.
4s1	Nontraditional Program Enrollment	Active CTE concentrator of the year	CTE concentrator of 1920, Nontraditional 1920 POS.
5s3	Concentrator WBL Enrollment	CTE Cohort Graduate Concentrator	Accountability cohort file, CTE WBL course enrolment.
5s4	TN Ready Graduate	CTE Cohort Graduate Concentrator*	Provided by Data Use group

**Note: Active CTE Concentrator** - students with concentrator status and enrolled in the reporting school year  
**\*1-year lag data**

iv. A definition of each indicator is listed below:

1. 1S1 - 4-Year Graduation Rate (exiting concentrators)
  - a. Numerator (1S1n): The count of **CTE concentrators** who were included in the numerator of State's computation of its graduation rate in the reporting year.
  - b. Denominator (1S1d): The count of **CTE concentrators** who were included in the denominator of State's computation of its graduation rate in the reporting year.

Note: The value of this 1S1 should be the same as the final CTE cohort graduation rate which State Accountability released.
2. 2S1 - Academic Proficiency in Reading/Language Arts (active concentrators)
  - a. Numerator (2S1n): The count of **CTE reported concentrators** in end-of course English II test having performance level of proficient (on track) or advanced (mastered) or ACT English Assessment score 18 or above.
  - b. Denominator (2S1d): The count of **CTE reported concentrators** who took end-of-course English II test or ACT English Assessment.
3. 2S2 - Academic Proficiency in Mathematics (active concentrators)
  - a. Numerator (2S2n): The count of **CTE reported concentrators** in end-of course Algebra II or Integrated Math III test having performance level of

- proficient (on track) or advanced (mastered) or ACT Math Assessment score 22 or above.
- b. Denominator (2S2d): The count of **CTE reported concentrators** who took end-of course Algebra II or Integrated Math III test or ACTE Math Assessment.
4. 2S3 - Academic Proficiency in Science (active concentrators)
    - a. Numerator (2S3n): The count of **CTE reported concentrators** in end-of course Biology test having performance level of proficient (on track) or advanced (mastered) or ACT Science-Biology Assessment score 23 or above.
    - b. Denominator (2S3d): The count of **CTE reported concentrators** who took end-of course Biology test or ACT Science-Biology Assessment
  5. 3S1 - Postsecondary Placement (exiting concentrators, one year lag)
    - a. Numerator (3S1n): 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. Denominator (3S1d): The count of prior year **CTE cohort concentrators** who graduated in the same reporting year as numerator of 3S1.  
Note: This indicator shows the last year of Perkins IV Secondary Placement.
  6. 4S1 - Non-traditional Program Enrollment (Active concentrator)
    - a. Numerator (4S1n): The count of **CTE reported concentrators** from underrepresented gender groups who enrolled in a non-traditional program of study in the reporting year.
    - b. Denominator (4S1d): The count of **CTE reported concentrators** who were identified in the reporting year.  
Note: Nontraditional Program of Study of 2019-20 (will be posted by State)
  7. 5S1 - Program Quality through Work-Based Learning (Exiting concentrators)
    - a. Numerator (5S1n): The count of **CTE cohort concentrators** who were enrolled in any of the State listed WBL courses.
    - b. Denominator (5S1d): The count of **CTE cohort concentrators** who were identified in the reporting year.  
Note: CTE WBL course list for Perkins (will be posted by State)
  8. 5S2 - Program Quality through "Ready Graduate" Attainment (Exiting concentrators, one year lag)
    - a. Numerator (5S2n): Count of **CTE concentrators** who were included in the numerator of TN "Ready Graduate" in the reporting year.
    - b. Denominator (5S2d): Count of **CTE concentrators** who were included in the denominator of TN "Ready Graduate" in the reporting year.  
Note: The value of this 5S2 should be the same as the Ready Graduate for CTE Concentrators which State released in School Report Card.

c. Data Review Process:

**Overview**

- Review indicator data file in SharePoint.
  - Submit data change requests for any data updates to [CTE.eTIGER@tn.gov](mailto:CTE.eTIGER@tn.gov) with the supportive documents.
  - Attest the Report VI on the eTIGER “2019-20 Data Review” page.
- i. Log in to CCR SharePoint, download the review file for the indicators:
    1. LEA\_VI\_indicator: LEA data for all eight 2019-20 Perkins CAR indicators.
  - ii. Cross check indicator review data file with different datasets:
    1. 1S1 – 2019-20 Cohort Graduation data
    2. 2S1-2S3 – End of Course assessment results and ACT scores
    3. 3S1 – Data Review Report IV (CTE follow-up report)
    4. 4S1 – Data Review Report I (CTE enrollment) and Nontraditional POS list
    5. 5S1 – Data Review Report I (CTE enrollment) and WBL course list
    6. 5S2 – TN School Report Card, Ready Graduate CTE concentrator value
  - 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.

**Note:** Make sure all “Attest Report #” button on the “2019-20 Data Review” page in eTIGER have been checked to indicate the completion of data review by **Sept., 30**.