

# 2015-16 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 will need to conduct the following data reviews:

Review Data	LEA Staff	Date Begin	Date End
2012 Cohort Concentrators*	Cohort & CTE data staff	February 2016	As scheduled
Data review I - VI	CTE data staff	June 15, 2016	Aug. 1, 2016
Data review VII - IX	CTE data staff	Sept. 23, 2016	Nov. 18, 2016

\*The cohort concentrator review is conducted by the department's office of accountability with district data staff starting in the early spring. Please work with your local cohort graduates and graduation rate data person to ensure the accuracy of cohort concentrators by the scheduled date.

This data review is your opportunity to ensure that the 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 district reported data, individual data reviews, which are organized by category, will be generated and released within eTIGER and a SharePoint site (see further instructions through *College and Career Readiness Update* for downloading data review files from the SharePoint site). Reports will be released as soon as they are completed. As additional reports are released during the review period, email notifications will be sent out notifying you of the new report(s). The table on the following page provides a summary of the review categories for 2015-16 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 Section #" button on the "Data Review" page to indicate completion.**

Report	Data Review Categories	Release Date
I	CTE class enrollment and teacher and student profile including general education POS optional courses	June 15
II	Concentrators and technical skill attainment (indicator 2S1) including concentrators indicated at general education and early postsecondary courses	July 1
III	Student certificates	July 1
IV	Early postsecondary CTE data (dual credit, dual enrollment, Cambridge)	June 27
V	Programs of study and secondary placement (indicator 5S1)	July 1
VI	Nontraditional participation (indicator 6S1) and Nontraditional completion (indicator 6S2)	July 15
VII	Career and technical student organizations (CTSO) membership	Sept. 23
VIII	Secondary school completion (indicator 3S1) and Student Concentrator Graduation Rate (indicator 4S1)	Oct. 14
IX	Academic Attainment (indicator 1S1 and 1S2)	Nov. 8

*Release dates will be updated and specific report instructions will be added each time new reports are made available.*

I. **Class enrollment and teacher & student profile (including general education courses and early postsecondary courses)**

A. Items to note prior to the data review include:

- 1) The review data were generated from the reported 2015-16 data pulled from eTIGER as of June 2, 2016.
- 2) In eTIGER, "School Course Listing" displays all the CTE classes (including dual enrollment and Cambridge courses, which are new in the 2015-16 school year) 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.
- 3) 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" list on the "Class Roster" screen.
- 4) 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".)
- 5) 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 as 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 the 4000 series dual enrollment classes in the 2015-16 school year. These dual enrollment classes are postsecondary courses and will have "Teacher of Record" not reported.
- 6) 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.
- 7) 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:
  - student industry certificates
  - concentrator status
  - postsecondary institution enrolled
  - and high school credits earned
  - postsecondary credits or credit hours earned.

**Currently class attestation is not working for dual enrollment classes. IT is currently fixing the issue. Please be sure to attest all classes with reported dual enrollment data when certifying data review I.**

- 8) 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.**

**Currently class attestation is not working for Non\_CTE classes. IT is currently fixing the issue. Please be sure to attest all classes with reported data when certifying data review I.**

- B. The process to conduct the data review for the valid classes, teachers and students:
- 1) Log into eTIGER
  - 2) Under "Utilities," click on "2015-16 Data Review"
  - 3) Review file "**datareview\_enrollment.xlsx**" that includes four data worksheets:
    - a. **sch\_course\_list\_CTE & sch\_course\_list\_nonCTE**: list all **attested** classes by service school (the location at which the class was taught) with total enrollment of current students who stayed at the end of the class. Cambridge and dual enrollment CTE classes will be pointed out at the column of "Class\_type" specifically on the list. Please pay special attention to the note in row 1 of the spreadsheet.
    - b. **dual\_enrollment**: lists all **attested and unattested** dual enrollment classes. **Only attest** the dual enrollment classes where high school credits are awarded.
    - c. **Cambridge**: lists all Cambridge classes. Class attestation is required.
  - 4) Download review file "**sys#\_datareview\_I**" from SharePoint, **only if you received a notice from department staff**.
    - a. **noTLN**: lists teachers without Teacher License Number reported to EIS.
    - b. **incorrect\_primary\_sch**: lists students with incorrect primary school reported to EIS.
  - 5) Once the above review has been conducted:
    - a. If you found that worksheets "sch\_course\_list" (including \_CTE and \_nonCTE) did not include all your 2015-16 classes, check "attestation" of the classes in eTIGER (only attested classes will be included in the review/reports). Any class not listing 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.
    - b. If you found a discrepancy in the total number of students in a class, click "All Students" list at 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."
    - c. If you had teachers listed in worksheet "**no\_TLN**", please report the valid teacher license numbers to EIS for each teacher.
    - d. 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.
    - e. Make all necessary updates in eTIGER or State EIS and check back in eTIGER after overnight processing for all updates.

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 under "2015-16 Data Review" as a "Final" link.

**II. Concentrators and Skill Attainment Data (Indicator 2S1):**

- A. Items to note prior to the data review include:
- 1) The review concentrator list and competency attainment data were generated from the reported 2015-16 data pulled from eTIGER as of June 2, 2016.
  - 2) 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.
  - 3) 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).
  - 4) Beginning from the 2014-15 school year, POS 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:

Alpha Grade	Number Grade	Competency Attainment	Notes
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

- 5) Beginning in the 2015-16 school year, a CTE dual enrollment course can make students a concentrator. **85%** of competency attainment will be assigned to **all** dual enrollment courses as the percentage of technical skill attainment for 2S1 indicator.
  - 6) Although students might become a concentrator in more than one career cluster, 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 is as follows:
- 1) Log into eTIGER
  - 2) Under “Utilities,” click “2015-16 Data Review”
  - 3) Review concentrator reported data for 2015-16 and the related data files (including questionable data, if listed) on SharePoint. Go into eTIGER to update the data and attest on the eTIGER “2015-16 Data Review” page.
  - 4) Log on SharePoint, download the following review files related to concentrator reported data:
    - a. **sys#\_2S1n**: Students who were included in 2S1n (the list of 2015-16 non-duplicated concentrators who have “competency\_attained%” greater than or equal to 75%). This data is the numerator of 2S1.
    - b. **sys#\_2S1d**: Students who were included in 2S1d (the list of 2015-16 non-duplicated concentrators). This data is the denominator of 2S1.
    - c. **sys#\_2S1\_sch**: 2S1n, 2S1d, and 2S1 value of each reported school
    - d. **sys#\_2S1null\_small\_attain**: list of students with 0, <10%, or no competency attainment value

- e. **sys#\_2S1nograde\_nonCTE**: list of students who were made concentrators in POS optional general education courses but did not have a course final grade reported as of June 2, 2016. Therefore, no competency attainment value listed.
- 5) Once the above review has been conducted, make the changes in eTIGER:
- a. Log into 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 student's concentrator status by clicking "Concentrator"
  - e. Change the student's rubric data by clicking the number under "Course Standards"
  - f. Refer to eTIGER home for step-by-step instructions for Rubric Data Reporting and Concentrator Reporting (Teacher Tutorial, pg. 28)
  - f. Ask your EIS data person to report the final grade for no grade POS optional general education courses in order to convert to the competency attainment value for 2S1 report.
  - g. Check back at eTIGER after the overnight data process (click "Concentrators" under "Report") for all the updates.

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 under "2015-16 Data Review" as a "Final" link.

### III. Student Certificates

#### A. Items to note prior to the data review include:

- 1) The review data were generated from the reported 2015-16 data pulled from eTIGER as of June 2, 2016.
- 2) From 2012-13 school, eTIGER started 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.
- 3) Certificates can only be reported by a teacher and edited or removed by the same reported teacher from the reported class.
- 4) A student certificate report can be viewed on the eTIGER link "Print Student Certificates" under "Reports."
- 5) Starting in 2015-16, only TDOE recognized certificates are listed under "Available Student Industry Certifications" and can be reported in eTIGER for students.
- 6) The following certificates were added to eTIGER for the 2015-16 school year. Please update eTIGER if any of these new certificates were earned.

Microsoft Office Expert (pass the two-part Expert Exam in Excel)
Microsoft Office Expert (pass the two-part Expert Exam in Word)
Microsoft Office Master – Track 1 (Word Expert + Excel Core + Elective)
Microsoft Office Master – Track 2 (Excel Expert + Word Core + Elective)
Microsoft Office Master – Track 3 (Word Expert + Excel Expert)

#### B. The process to conduct the data review for student certificates:

- 1) Log into eTIGER
- 2) Under "Reports," click on "Print Student Certificates"
- 3) Select report year as "2015-16" to generate the student certificates report as a whole system. You may also select "school" or/and "certificate" to narrow down the listed students.
- 4) 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.

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 under "2015-16 Data Review" as a "Final" link.

#### IV. Early Postsecondary CTE Data (Dual Enrollment, Dual Credit, and Cambridge Courses)

##### A. Items to note prior to the data review include:

- 1) The early postsecondary data were generated from the reported 2015-16 data pulled from eTIGER as of June 2, 2016.
- 2) 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 "datareview\_enrollment" data file released earlier on the 2015-16 Data Review page in eTIGER.
- 3) CTE Dual Credit is defined as:
  - a. 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:
    - Local dual credit: earn postsecondary credit by successfully completing the courses and passing an assessment developed and/or **recognized by the granting postsecondary institution**
    - 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**
  - b. The dual credit data were compiled by the students' records which the teacher reported to eTIGER the column of "Dual Credit" in one of the following ways:
    - "Yes": the student was enrolled in the course, but did not take the challenge exam,
    - "Pass": the student enrolled in the course, took the challenge exam, and passed the challenge exam,
    - "Fail": the student enrolled in the course, took the challenge exam, but failed the challenge exam.
- 4) CTE dual enrollment is defined as:
  - a. 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.
  - b. The dual enrollment data were compiled by the students' records which reported to eTIGER under the 4000 series dual enrollment course codes. Two sets of the data will be presented—**dual enrollment participants** (students reported to EIS as CTE dual enrollment classes) and **dual enrollment awarded HS credits profile** (compiled from those dual enrollment courses awarded the high school credits).
  - c. 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.
  - d. If a district awarded high school credit for a dual enrollment class to any student in the class, both **the postsecondary institution and the earned credits** need to be reported in eTIGER and the class needs **to be attested**.

- 5) 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 data is as follows:

- 1) Log in to eTIGER
- 2) Under "Utilities," click on "2015-16 Data Review"
- 3) Review early postsecondary related data files including questionable data (if listed) at SharePoint, update data changes in eTIGER, and then attest Report IV on the eTIGER "2015-16 Data Review" page.
  
- 4) Log on to SharePoint, 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.
  - a. **sys#\_dualcredit\_all:** includes all student records with "yes/pass/fail" reported in "Dual\_Credit" column.
  - b. **sys#\_dualcredit\_course\_sch:** lists dual credit courses offered, and number of students enrolled, by school. Students enrolled in multiple dual credit courses will be duplicated/counted more than once in this file.
  - c. **sys#\_dcredit\_pass\_sch:** the percentage of CTE listed as "Pass" or "Yes" for a dual credit course listed by school of primary enrollment
  - d. **sys#\_dcquestionable\_de\_credit:** includes student records that report information in both the "Dual\_Credit" column and the "Dual Enrollment Credit" column.
    - **Note:** districts with this file in SharePoint must take very specific steps to ensure that this data is reported appropriately, as courses may be either dual credit OR dual enrollment (but cannot be both).
    - Please follow the instructions listed on section 5 in the 2015-16 eTIGER Early Postsecondary Data Reporting Adjustments document.
  - e. **sys#\_dcquestionable\_nhscredit:** includes student records that list dual credit (yes, pass, or fail listed in the "Dual Credit" column), but the "High School Credit Earned" were reported as "0"
    - Student records should only reflect "0" credits if the student was not awarded high school credit for the course.
  - f. **sys#\_dcquestionable\_wr\_coursecode:** includes student records that contain information about dual credit while using a dual enrollment course code.
    - **Note:** districts with this file in SharePoint must take very specific steps to ensure that this data is reported appropriately, as courses may be either dual credit OR dual enrollment (but cannot be both).
    - Please follow the instructions listed on section 3 in the 2015-16 eTIGER Early Postsecondary Data Reporting Adjustments document.

- 5) Log in to SharePoint, download the following review files related to **dual enrollment (de)** reported data for awarded high school credit classes. **Note:** If a specific file is not present in your SharePoint folder, then there is no data to review, or no issues with questionable data.
  - a. **sys#\_denroll\_all:** includes student records that contain data in the “Dual Enrollment” column, with both the postsecondary institution selected and the dual enrollment credits or credit hours earned reported.
  - b. **sys#\_dualenroll\_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.
  - c. **sys#\_denroll\_earned\_sch:** the percentage of CTE students earning postsecondary credits for dual enrollment (credit >0) by schools of primary enrollment
  - d. **sys#\_dequestionable\_ndenroll\_credit:** includes questionable data with “0” dual enrollment earned credit/credit hour
    - Student records should only reflect “0” if a student was not awarded postsecondary credits/hours for this course.
  - e. **sys#\_dequestionable\_nhscredit:** includes student records that report “0” high school credits earned credit
    - Student records should only reflect “0” credits if a student was not awarded high school credit for the course.
  - f. **sys#\_dequestionable\_also\_dccredit:** includes student records that contain data in the “Postsecondary Institution” and “Dual Enrollment Credit” columns, but also report data in the “Dual Credit” column (reported as “yes/pass/fail”, listing no in this column does not result in questionable data)
    - **Note:** districts with this file in SharePoint must take very specific steps to ensure that this data is reported appropriately, as courses may be either dual credit OR dual enrollment (but cannot be both).
    - Please follow the instructions listed in all sections of the 2015-16 eTIGER Early Postsecondary Data Reporting Adjustments document.
  - g. **sys#\_dequestionable\_wr\_coursecode:** pulls out dual enrollment records with CTE high school course code reported
    - **Note:** districts with this file in SharePoint must take very specific steps to ensure that this data is reported appropriately, as courses may be either dual credit OR dual enrollment (but cannot be both).
    - Please follow the instructions listed in in all sections of the 2015-16 eTIGER Early Postsecondary Data Reporting Adjustments document.
- 6) Log in to SharePoint, download the following review files related to **dual enrollment participants** reported data for students who were reported to eTIGER with dual enrollment course codes. **Note:** If a specific file is not present in your SharePoint folder, then there is no data to review, or no issues with questionable data.
  - a. **sys#\_dual\_enroll\_part\_all:** includes records for all students enrolled in CTE dual enrollment course codes as reported to EIS

- b. **sys#\_dual\_enroll\_part\_sys**: lists primary systems which offered any dual enrollment courses with the courses offered and total number of students (duplicate count) enrolled
  - c. **sys#\_dual\_enroll\_part\_sch**: lists schools of primary enrollment which offered any dual enrollment courses with the courses offered and total number of student (duplicate count) enrolled
  - d. **sys#\_dual\_enroll\_part\_schttotal**: lists total of dual enrollment participants by school of primary enrollment
- 7) Log in to SharePoint, 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.
- a. **sys#\_cambridge\_all**: includes all students enrolled in CTE Cambridge courses who were reported to EIS enrolled in 2015-16 new CTE Cambridge courses
  - b. **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)
- 8) 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.
- 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 student's early postsecondary data according to the following instructions listed in the 2015-16 eTIGER Early Postsecondary Data Reporting Adjustments document.
  - e. No further data need to be updated for Cambridge courses if the course number, total of student counts, and performance of students are reported accurately.

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 under "2015-16 Data Review" as a "Final" link.

## V. Programs of Study (POS), Special Programs of Study (SPOS), and Secondary Placement (5S1)

### Programs of Study (POS) and Special Programs of Study (SPOS)

A. Items to note prior to the data review include:

- 1) The POS and SPOS data were generated from the reported 2015-16 data pulled from eTIGER as of June 8, 2016.
- 2) Planned POS and SPOS for 2015-16 were reported by each district in the spring of 2015.
- 3) LEAs were permitted to modify POS and SPOS 2015-16 data thru Sept. 30, 2015.

B. The process to conduct the data review for the selected POS and SPOS is as follows:

- 1) Log into eTIGER
- 2) Under "Utilities," click "2015-16 Data Review"
- 3) Review POS and SPOS related data files at SharePoint, update data, and then attest at the eTIGER "2015-16 Data Review" page.
- 4) Log on SharePoint, download the following review files related to POS and SPOS data:
  - a. **sys#\_postotal\_sch**: total number of POS and SPOS of each school
  - b. **sys#\_pos\_spos\_sys**: list of POS and SPOS by 16 career clusters of each system
  - c. **sys#\_pos\_spos\_sch**: list of POS and SPOS by 16 career clusters of each school
- 5) Once the above review has been conducted, make the changes in eTIGER:
  - a. Log into eTIGER
  - b. Select "Program of Study" application
  - c. Click "School Assignment" and select school and year of 2015-16 to update. Make changes of selected POS and/or SPOS; then save the changes.
  - d. After completion, click "Print District" to view the updated POS/SPOS selections.

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 under "2015-16 Data Review" as a "Final" link.

### Secondary Placement (5S1)

Secondary placement is a measure of the number of CTE cohort concentrators who graduated in the 2014-15 school year and were reported to eTIGER as follow-up students for 2015-16. 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.

A. Items to note prior to the data review include:

- 1) Follow-up data reported to eTIGER for the 2015-16 school year were used for this data review. Data were pulled from eTIGER as of June 2, 2016.
- 2) The data indicated as "non-graduated," "excluded," and "not\_located" **were not** included in the calculation.
- 3) Although students might become a concentrator in more than one career cluster or program of study, Secondary Placement core indicator (5s1) **should be** a non-duplicate count.

B. The process for conducting the review for Secondary Placement is as follows:

- 1) Log into eTIGER
- 2) Under "Utilities," click "2015-16 Data Review"
- 3) Review secondary placement (5S1) data files (including questionable data if listed) at SharePoint, make any necessary data changes and updates in eTIGER, and then attest the report on the eTIGER "2015-16 Data Review" page.
- 4) Log on to SharePoint, download the following review files related to secondary placement reported data:
  - a. **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 for 5S1.
  - b. **sys#\_5s1d**: Students who were included in 5S1d (the list of 2014-15 non-duplicated graduated cohort concentrators). This data is the denominator for 5S1.
  - c. **sys#\_5S1\_sch**: 5S1n, 5S1d, and 5S1 values of each school
  - d. **sys#\_5s1\_no\_grad**: Students reported with placement data but indicated as not graduated. Report graduation data for the listed records at the eTIGER "Follow-up Entry" page if the student graduated.
  - e. **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.
  - f. **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.
- 5) Once the above review has been conducted, make the changes in eTIGER:
  - a. Log into eTIGER
  - b. Under "Class/Course Roster, Follow-up Entry," select school and year of 2015-16 to make the changes.  
For further change details please refer to eTIGER home "Follow-up Reporting (5S1) Resources," Follow-up Reporting Guidelines link.
  - c. Check back the changes in eTIGER after the overnight processing - under Report, select "Follow-up" to view the updated follow-up report.

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 under "2015-16 Data Review" as a "Final" link.

## VI. Nontraditional Participation (6S1) and Nontraditional Completion (6S2)

### A. Items to note prior to the Data Review include:

- 1) The nontraditional data and the data for nontraditional concentrators were generated from the reported 2015-16 data pulled from eTIGER as of June 2, 2016.
- 2) A **nontraditional CTE participant** is any **CTE participant** who enrolled in any **nontraditional CTE course** in the reporting school year.
- 3) 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.
- 4) A nontraditional CTE course is defined as any CTE course that leads to employment in a nontraditional field.
  - a. The nontraditional fields for female students are defined as those fields with less than 25% female representation in an occupation.
  - b. The nontraditional fields for male students are defined as those fields with less than 25% male representation in an occupation.
  - c. The web link for "Nontraditional CTE Courses" is posted under Data Reporting at <http://www.tn.gov/education/topic/cte-accountability-and-data-reporting>.
- 5) Any nontraditional CTE participant who becomes a concentrator in the reporting school year is counted as a **nontraditional concentrator** for that school year.
- 6) 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.
- 7) 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.
- 8) The denominator of 6S1 (6S1d) is the number of CTE participants who enrolled in a nontraditional CTE course in the reporting year.
- 9) 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.
- 10) 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 is as follows:

- 1) Log on to eTIGER
- 2) Under "Utilities," click on "2015-16 Data Review"
- 3) Review nontraditional participation (6s1) and completion (6s2) data files at SharePoint, make any necessary data changes and updates in EIS or eTIGER, and then attest the report on the eTIGER "2015-16 Data Review" page.
- 4) Log on to SharePoint, download the following review files from **Data Review I\_VI** for nontraditional related data:
  - a. **sys#\_6s1\_sch** - 6s1n, 6s1d, and 6s1 value for each reported school
  - b. **sys#\_6s1n\_list** - the nontraditional underrepresented gender participants of 2015-16
  - c. **sys#\_6s1d\_list** - the nontraditional participants of 2015-16
  - d. **sys#\_6s2\_sch** - 6s2n, 6s2d, and 6s2 value for each reported school
  - e. **sys#\_6s2n\_list** - the nontraditional underrepresented gender concentrators of 2015-16

- f. **sys#\_6s2d\_list** - the nontraditional concentrators of 2015-16
- 5) Once the above review has been conducted,
- a. Make the changes in EIS (through district EIS staff):
- Remove student from any nontraditional class
  - Change the gender of a student
- OR**
- b. Make the changes in eTIGER:
- Log in to eTIGER
  - Select "School Course Listing" under "Class/Course Roster"
  - Select the course code/local class number to open the class roster.
  - Change the credits earned of a student (Teacher Tutorial pg. 51).
  - Change the concentrator status of a student (Teacher Tutorial pg. 28).
  - Check back in eTIGER after the overnight data processing at class roster for all above updates.

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 under "2015-16 Data Review" as a "Final" link.

## VII. Career and Technical Student Organization (CTSO) Membership

The 2015-16 career and technical student organization (CTSO) membership data were obtained directly from the related national student organizations. In order to ensure the data is correctly reflected for a school system, CTE directors will need to conduct a data review.

A. CTSO data includes the following seven student organizations:

- 1) FFA
- 2) FBLA
- 3) FCCLA
- 4) HOSA
- 5) DECA
- 6) TSA
- 7) SkillsUSA

B. The process to conduct the data review of the CTSO membership is as follows:

- 1) Log on to SharePoint, download the following review files from **Data Review I\_VII** for CTSO related data:
  - a. **sys#\_ctso\_alldata**: all chapters of CTSOs with their advisory and membership information
  - b. **sys#\_ctso\_total**: chapter and membership total of system and schools by each CTSO
- 2) Review the above files to identify any discrepancies of chapters or student rosters of CTSOs at your system and schools.
- 3) Once the above review has been conducted, please send any questions or updates to the appropriate CTSO specialist below:
  - Steven Mitchell, FBLA/DECA ([Steven.Mitchell@tn.gov](mailto:Steven.Mitchell@tn.gov))
  - Tracy Whitehead, TSA/SkillsUSA ([Tracy.Whitehead@tn.gov](mailto:Tracy.Whitehead@tn.gov))
  - Stuart Watson, FFA ([Stuart.Watson@tn.gov](mailto:Stuart.Watson@tn.gov))
  - Pamela Grega, HOSA/FCCLA ([Pamela.Grega@tn.gov](mailto:Pamela.Grega@tn.gov))
- 4) Log on to eTIGER
- 5) Under “Utilities” click 2015-16 Data Review
- 6) Attest Report VII

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 under “2015-16 Data Review” as a “Final” link.

### **VIII. Secondary School Completion (3S1) and Student Graduation Rates (4S1)**

#### **A. Items to note prior to the data review include:**

- 1) Each year, districts work with the department's office of accountability to complete the process for determining cohort students and graduation rates. In early fall, the process concludes and the final cohort group is established and their graduation rate is calculated.
- 2) The department uses the cohort and graduation rate data provided by the office of accountability to identify CTE cohort concentrators and calculate student graduate rate for Perkins core indicators 4S1 and 3S1. As a result, the data presented for review are the final data for 3S1 and 4S1 for the 2015-16 school year.

#### **B. The following process should be followed to review 3S1 and 4S1:**

- 1) Review data for 4S1, Student Graduation Rate, is the same as "CTE" group data of the Graduation Cohort Data Application. To crosscheck, you can obtain that data by:
    - a. Requesting access to the graduation cohort data application (from the Director of Schools) and select "CTE" to view the graduation rate of CTE concentrators.
- OR**
- b. Obtain the downloaded cohort CSV data file from your district cohort application or graduation rate data specialist and calculate following step 3.
  - 2) Review data for 3S1, Secondary School Completion, is generated from CTE cohort concentrator data of the school year based on the calculation below.
  - 3) To calculate 3S1 and 4S1:
    - a. Open the downloaded cohort CSV file in Excel
    - b. Filter the "CTE" column for a "Y", "Cohort Year" for 2012, and "includedincohort" for a "Y"
    - c. Total the number of records indicated from step b above to determine the denominator for 3S1 (3S1d) and 4S1 (4S1d)
    - d. For the numerator for 3S1 (3S1n):
      - Filter the "Completion\_Type" column for "1, 3, 4 or 6" (regular diploma, Special Ed. diploma, High School Certificate, or GED)
      - Total the number of records with a "1, 3, 4 or 6" to determine the numerator for 3S1 (3S1n)
    - e. For the numerator for the 4S1 (4S1n):
      - Filter the "Completion\_Type" column for a "1" (regular diploma)
      - Total the number of records with a "1" to determine the numerator of 4S1 (4S1n)

#### **B. The process for conducting the review for secondary school completion and student graduation rates is as follows:**

- 1) Log into eTIGER
- 2) Under "Utilities," click "2015-16 Data Review"
- 3) Review secondary school completion (3s1) and student graduation rates (4s1) data files at SharePoint, and then attest the report on the eTIGER "2015-16 Data Review" page.

- 4) Log on to SharePoint, download the following review files from **Data Review I\_VIII** for completion and graduation rate related data:
  - a. **sys#\_4s1\_sch** - 4S1n, 4S1d, and 4S1 value for each reported school
  - b. **sys#\_4s1n\_list** - students who were included in 4S1n (CTE 2012 cohort concentrators with regular diploma, completion\_type=1)
  - c. **sys#\_3s1d\_list** - students who were included in 3S1d or 4s1d (all CTE 2012 cohort concentrators)
  - d. **sys#\_3s1\_sch** - 3S1n, 3S1d, and 3S1 value for each reported school
  - e. **sys#\_3s1n\_list** - students who were included in 3S1n (CTE 2012 cohort concentrators with regular diploma, special education diploma, high school certificate, or GED; completion\_type=1,3,4 or 6)
- 5) Once the above review has been conducted, attest the report on the eTIGER “2015-16 Data Review” page.

When the data review process is complete, the same data will be included in the final CTE reports. This information **WILL** also be posted in eTIGER in the spring under “2015-16 Data Review” as a “Final” link.

## IX. Academic Attainment - 1S1 (Reading/Language Arts) and 1S2 (Mathematics)

### A. Items to note prior to the Data Review:

- 1) The academic attainment data will be compiled in early fall 2016 from:
  - a. the final 2012 cohort CTE concentrators data, which was provided by office of accountability, and
  - b. the cohort CTE concentrators' assessment results, which were matched by the assessment division.
- 2) The CTE 2015-16 exiting concentrators were finalized during the 2012 cohort grad rate appeal process in early fall 2016.
- 3) The graduation requirement for passing Gateway exams was replaced with an End-of-Course assessment beginning with students entering the ninth grade in the 2009-2010 school year.
- 4) For the 1S1 and 1S2 measures, CTE compiled the assessment records of cohort concentrators through their 7<sup>th</sup> to 12<sup>th</sup> grade school years in the subject areas of Algebra I and English II.
- 5) Tennessee no longer scores the Writing Assessment to "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).
- 6) 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 conduct the data review of the Academic Attainment - 1S1 (Reading/Language Arts) and 1S2 (Mathematics) is as follows:

- 1) Log into eTIGER
- 2) Under "Utilities," click "2015-16 Data Review"
- 3) Review Academic Attainment - 1S1 (Reading/Language Arts) and 1S2 (Mathematics) data files at SharePoint, and then attest the report on the eTIGER "2015-16 Data Review" page.
- 4) Log on to SharePoint, download the following review files from **Data Review I\_IX** for academic attainment related data:
  - a. **sys#\_no\_assessment**: lists CTE 2012 cohort concentrators who did not have any Algebra I or English II assessment results
  - b. **sys#\_ctecohort\_assessment**: lists CTE 2012 cohort concentrators with their assessment performance compiled from 7<sup>th</sup> to 12<sup>th</sup> grade school years
    - o Column "ENGII\_test" - **y** indicated this student took the English II assessment (as 1S1d student list)
    - o Column "ENGII\_pa" - **y** indicated this student performed proficient or advanced on English II assessment (as 1S1n student list)
    - o Column "ALGI\_test" - **y** indicated this student took the Algebra I assessment (as 1S2d student list)
    - o Column "ALGI\_pa" - **y** indicated this student performed proficient or Advanced on Algebra I assessment (as 1S2n student list)

- c. **sys#\_1s1\_sch**: 1S1n, 1S1d, and 1S1 value for each reported school
  - d. **sys#\_1s2\_sch**: 1S2n, 1S2d, and 1S2 value for each reported school
- 6) 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:
- a. CTE 2012 cohort concentrator status  
**Note:** the cohort CTE concentrator list was finalized at the cohort/graduation rate process conducted by the office of accountability in early fall 2016. 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 2015-16 as well.
  - b. 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.

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 under “2015-16 Data Review” as a “Final” link.