

03/17/2016

2016 End of Year CTE Data Collection March 17, 2016 **Transcript**

[00:00:00] Welcome to the Office of Career and Technical Education of the Virginia Department of Education's video technical assistance session which will focus on the end-of-year CTE reporting of data. Joining me today is Mark Burnett who is the CTE Data Specialist for the Department of Education. Thank you George. Today we will be talking about the end-of-year CTE data collection and the topics of discussion will cover the master schedule collection, the student record collections, the CTE annual performance report, and the data analysis report. As we approach the end of the school year, we can review some of the important procedures of the Career and Technical Education data collection. The upcoming collections provide data measures that affect your division, both financially and for accountability measures. The end-of-year and summer student record collections provide information for both the preliminary and the final completer demographic report. The master schedule collection and the end-of-year SEDF both provide data for the SEDF division verification report. Please have these documents near at hand as they are your guide to CTE data reporting. The CTE elements of the student record collection and the master schedule collection. As with all collections, staff from your CTE office must coordinate closely with the division student information's reporting staff. Sometimes, data is submitted several times to correct errors so please review reports after each day the submission for irregularities and reports in order for these to be corrected in a manageable fashion. It's very important that this data is correct in your student information system before school is out. Very often it's difficult to get this information collected during the summer months when this information is extracted by the division student information staff, so validate as early as possible.

[00:02:24] The CTE reports for you to review during these submissions include the secondary student Career Cluster enrollment report, both preliminary and final completer demographic reports as well as the end-of-year SEDF division verification report. Please take careful time to review these reports and look for unexpected data. Both funding and accountability are based on these reports so use your ruler to go over these reports line by line. For the secondary student Career Cluster enrollment report, the most important student record collection data element for all CTE students is the CTE Career Cluster code, representing each of the 16 career clusters that is reported for all CTE students, which is the majority of your student population in secondary education. The secondary student Career Cluster enrollment report is part of the end-of-the-year student record collection. For the completer demographic report these elements should be evaluated for completeness and accuracy. Some of this information involves all students taking CTE courses and some are for students finishing their CTE programs during this year. Very often only CTE staff will have this information. It is essential that it's recorded in the division's student information system that will be used for data extraction that will occur over the summer. For all CTE students, the CTE finisher codes which are 1 through 5, 3 representing a student taking a CTE course and 5 is for a CTE finisher that has taken CTE dual enrollment courses. And for certain elements of the CTE special population, codes of 4, 5, and 6, representing students that fall into the categories for those areas of special populations such as non-traditional. For CTE finishers, the CTE competency attainment flag represents students attaining 80% of the CTE competencies in the most recent CTE course. So this information generally comes from the

teachers in those courses and is provided to the student information system staff in order for it to be recorded. The student contact information with phone number, address, and perhaps any other information that your school division records is helpful to obtain at this time, because it's important to have it updated for the following year's completer follow-up survey. This is how you will be contacting your students one year after they graduate. You must report career pathway codes for all CTE finishers and you'll see those in appendix K.

[00:05:29] You should be aware that the master schedule collection or MSC provides specific data in a SEDF reports. There is no spring collection of course enrollment data and the end of year collection is based on the data from both the spring student record collection and the end-of-year master schedule collection. The spring SRC is used to determine whether the student is enrolled in the school at the time of the class. Both the fall and the end-of-year collections include data for all classes taught throughout the 2015-16 school year. Also remember that CTE courses reported in the master schedule collection must meet all requirements for a complete state approved CTE course as listed in the user's manual appendices, and the curriculum requirements in Verso. Courses not meeting these requirements must use SCED codes for local electives. Every CTE course must be reported in MSC-based collection on the full length of the course, so for the full course fractional parts of a course cannot be processed for the SEDF report, which is important for MSC. The CTERS User's Manual provides the official list of CTE courses and lengths. It is essential that CTE serving school be correctly reported based on where instruction occurs. In the master schedule collection this is reported based upon the course section and the teacher where the class is held. In the student record collection, the student is reported with a serving school where they received their CTE instruction. They're references to these procedures on page 17 of the CTERS User's Manual and on page 12 of the specifications for completing the MSC document.

[00:07:32] There are a few important steps in the SEDF Division Verification report review process, where you're expecting to see data abnormalities or teachers with large class sizes. If you have an entry on the threshold report section does the report reflect the teacher's class load? Do the course minutes reflect the entire length of instruction for that class? There's a table on page 9 of the CTERS User's Manual to help you with some examples. Also, are the SCED and sequence numbers reported on the MSC reflecting the course description of the class being taught? There is a web form for threshold explanations on the "View Courses" page for each teacher that needs to be entered when thresholds exist. Please fill in this form in the SSWS after the last MSC submission because whenever the MSC is resubmitted, this file gets erased and you would have to re-enter that information. Even though the MSC collection has changed the method of data entry, the SEDF still requires interaction for the CTE staff and the CTE administrator. Please remember that you must enter explanations for teachers in certain conditions, such as when the class size exceeds 35 students in the class and when instructional minutes is 54,000 minutes in a year. It is a good idea to wait until the last data submission for the MSC before you type in the explanations, as these explanations are erased, as I said earlier.

[00:09:31] You should be in regular contact with your division data staff in charge of student reporting. They need to be given direction on a number of elements of the CTE data. For example, the "F" record reports the work-based learning code that is used to report counts of students in cooperative education. It also records dual enrollment flags that identify students that are in dual enrollment courses. For the reporting of course sections concurrently taught by a teacher at the same time, you use the "I" record. It is the primary section, should be the section with the fewest minutes. If all sections have the same time length, then the primary section should be the highest level prep, which

goes back to the way the SEDF was reported in years past. Just a reminder for the many points that information from the SEDF affects. It's for Federal Perkins reporting for CTE data required by the Board of Education and the General Assembly to provide measures of accountability to be used in developing the CTE local plan, and to serve as a basis in allocating state funds as well as to assure state and OSHA regulations for class size.

[00:11:02] In the beginning of 2016, the data that you are verifying now will be reported to the US Department of Education. The State Board of Education will be published for the division level data for the annual performance report. You should have those in hand at this time. For some divisions that have multiple schools with students in the ninth grade and above, you will be receiving data analysis reports for those schools in your division by the single-sign-on drop box. They should be arriving to you soon. On the annual performance report, information is reported on the Perkins measures and performances of the school divisions that are used in preparation of the local plan. The annual performance report for the 2014-15 year was recently posted up on the DOE website. The data analysis report provides more detail than the annual performance report by showing information about performance by the individual schools. In summary of today's sessions, review and validate this important data early. That is the essence of this process is to be able to get a look at the data early enough for all the interested parties to review it and make sure that it's accurate and correct. With this you will have a successful year and a good data collection. Thank you.

[00:12:45] We would like to call your attention to a special opportunity this year with the Workplace Readiness Skills Assessment for the Commonwealth. School divisions that have need of testing students in the month of July may contact the CTECS organization to make those arrangements. The window for regular testing will close as scheduled on June 30th, but if school divisions do have needs for students to test during the summer, the opportunity has been extended to do that through July 31. The results of those exams will tie back to your 2015-16 report. Please do not hesitate to contact Mark Burnett if you have questions pertaining to the MSC, SEDF, or any of the data collection reports that are submitted to the Department of Education. Mark's contact information and our office email address is listed on the screen. We appreciate everyone's attendance today and certainly thank Mark Burnett for the session that he's provided. We would ask that you would take a couple of minutes to complete the online survey. We value your feedback and use that information to continuously improve the quality of the technical assistance sessions that are offered. We certainly thank you again for participating in today's session and wish you a very successful end of the school year.