CTE Program Review - Reporting
Office of Career Technical Education
April 18, 2018
Discussion Topics

- Alignment ➔ Reporting
- CTE Concentrator
- Reporting Data Streams
- Technical Skill Participation
- Post Program Placement
- Data Collections
- Data Reporting
- Reporting Best Practices
Alignment ➔ Reporting

Accurate Reporting

- Instructors
- Course Sequencing
- Technical Skill Assessment
- CTSO
- Courses
- Industry Credentials
- Approved Pathway
- College Credit
Reporting Streams

- Pathway (CTE26) → Courses → Teachers
- Students (Course and Pathway) → Assessments and Credentials → College Credit
- Post Program Survey
CTE Participant and Concentrator

- Participant: A student who has earned credit in a CTE course.

- Concentrator: A student who has completed half of a CTE Career-Field Pathway and has enrolled in the next portion of the Pathway.
Misalignment Consequences

• Withholding, reduction, or loss of funding

• Inaccurate Report Card Data

• Federal Accountability Issues
EMIS Reports

• Reports come out from Initial Staff and Course Collection (L1STR)
  – Gives clear information on reported course and teacher data
  – Does my data align?
  – If not, can I fix it? What can I do to improve in the coming years?
EMIS Reports

• Example 1
  – CTE Student Error Detail (CTAE-001)

<table>
<thead>
<tr>
<th>RPT DEST IRN</th>
<th>RESULT CODE</th>
<th>RESULT CODE DESC</th>
<th>SEVERITY CODE</th>
<th>SSID</th>
<th>LOCAL CLASSRM CODE</th>
<th>LEGAL DIST OF RES IRN</th>
<th>STATE EQUIV GRADE LEVEL CODE</th>
<th>ERR SEV NUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>111111</td>
<td>SC0013</td>
<td>Grade level not valid for curriculum code VM</td>
<td>F</td>
<td>ABO000000</td>
<td>ABCDEFG</td>
<td>111111</td>
<td>06</td>
<td>79</td>
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<tr>
<td>111111</td>
<td>SC0013</td>
<td>Grade level not valid for curriculum code VM</td>
<td>F</td>
<td>CDO000000</td>
<td>ABCDEFG</td>
<td>111111</td>
<td>11</td>
<td>79</td>
</tr>
<tr>
<td>111111</td>
<td>SC0013</td>
<td>Grade level not valid for curriculum code VM</td>
<td>F</td>
<td>EFO000000</td>
<td>ABCDEFG</td>
<td>111111</td>
<td>05</td>
<td>79</td>
</tr>
</tbody>
</table>

• Example 2
  – CTE Course Error Detail (CTAE-002)

<table>
<thead>
<tr>
<th>RPT DEST IRN</th>
<th>RESULT CODE</th>
<th>RESULT CODE DESC</th>
<th>SUBJ CODE</th>
<th>SUBJ DESCR</th>
<th>LOCAL CLASSRM CODE</th>
<th>SCHD INSTR HOUR COUNT</th>
<th>CURCULM CODE</th>
<th>ERR SEV NUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>111111</td>
<td>CS0001</td>
<td>Curriculum code reported is not valid for the reported subject code</td>
<td>072000</td>
<td>Exercise and Athletic Training</td>
<td>123456789</td>
<td>20 05</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>111111</td>
<td>CS0003</td>
<td>Course with curriculum code V8 not correlated to anchor course</td>
<td>072001</td>
<td>Health Sciences and Technology</td>
<td>23456789</td>
<td>75 V3</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>111111</td>
<td>CS0007</td>
<td>Instructional hours reported exceed maximum hours for course in CTR Matrix</td>
<td>175002</td>
<td>Engineering Principles</td>
<td>456789</td>
<td>120 VM</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>111111</td>
<td>CS0020</td>
<td>Work Force Development program not approved by the Office of CTE</td>
<td></td>
<td></td>
<td>56789</td>
<td></td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>111111</td>
<td>CS0023</td>
<td>CBI FCS/GRADS course not approved by Office of CTE</td>
<td></td>
<td></td>
<td>6789</td>
<td></td>
<td>79</td>
<td></td>
</tr>
</tbody>
</table>

• Example 3
  – CTE Staff Error Detail (CTAE-003)

<table>
<thead>
<tr>
<th>RPT DEST IRN</th>
<th>RESULT CODE</th>
<th>RESULT CODE DESC</th>
<th>LOCAL CLASSRM CODE</th>
<th>TEACHER ID</th>
<th>TEACHER NAME</th>
<th>COURSE START DATE</th>
<th>COURSE END DATE</th>
<th>CURCULM CODE</th>
<th>ERR SEV NUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>111111</td>
<td>SF0002</td>
<td>Teacher does not have appropriate certificate/license to teach course</td>
<td>ABCDEFG</td>
<td>OH00000000</td>
<td>DOE, JOHN</td>
<td>2017-08-17 00:00:00:00.0</td>
<td>2018-05-30 00:00:00:00.0</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>111111</td>
<td>SF0002</td>
<td>Teacher does not have appropriate certificate/license to teach course</td>
<td>HUMLMN</td>
<td>OH00000001</td>
<td>DOE, JANE</td>
<td>2017-08-17 00:00:00:00.0</td>
<td>2018-05-30 00:00:00:00.0</td>
<td>79</td>
<td></td>
</tr>
</tbody>
</table>
Annual Program Review Data

• Technical Skill Participation

• Technical Skill Attainment

• Placement
Technical Skill Participation

All students enrolled in Career-Technical Courses should be assessed.
Technical Skill Participation

**Numerator:** Concentrators who left school in programs with available assessments who were assessed

**Denominator:** Concentrators who left school in programs with available assessments
Technical Skill Attainment

**Numerator:** Concentrators who earned valid end of course assessment scores for each course they enrolled in

**Denominator:** Concentrators reported as technical skill participants
Post Program Placement

• Post Program Survey goes out 6 months after graduation
  – Only Concentrators who left secondary education
  • Graduation, Drop out, Age out, GED… etc.
Post Program Placement

**Numerator:** Concentrators who are employed, in the military, continuing their education, or participating in an apprenticeship

**Denominator:** Concentrators who left school in the prior year who responded to the follow up survey
Follow-Up Survey Best Practice

• Prepare for the Survey while students are still in school
  – Build and Maintain a detailed set of contact information for students near graduation
    • Email (not connected to school)
    • Parent/Guardian Contact info
    • Social Media
Survey Best Practice Cont’d

• Make it clear that you will be following up in the coming year
  – Multiple methods of communication
  – This step is important to receiving responses on attempted communication

• Guidance on Instructions and Surveying – Ohio Department of Education website
  – Available Here
Data Collections

• Final Yearly Student Data Collection
  – End of Year Student Collection
• March D collection
  – Data used for Program Review
  – Cycle begins many years before
    • Data mistake that is not corrected can cause a student’s data on March D collection to be miscounted
Data Appeals

Find a School for your Child
Use our interactive dashboard to find what school is best for your family.
Use Dashboard...

Search keywords: EMIS Data Appeals
EMIS Calendar

Find a School for your Child
Use our interactive dashboard to find what school is best for your family.
Use Dashboard...

Search keywords: EMIS Calendar
Reporting the Data

• Enter information through SIS
  → Information feeds into EMIS
• Maintain, throughout their time in pathway, an organized list of students to ensure they are consistently reported in the correct pathway, and courses
  – Review EMIS reports for clarity
Best Practices

• Build a data team
• Good data isn’t a one person job.
• Your EMIS coordinator is your friend.
• Monitor ODE reports
• Institute best practices for follow-up surveys
• Ask questions
CTE Data Management Staff

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• EMIS Help  
  EMIS@education.ohio.gov
Submission Timeline

1. FY17 Self Assessment
   • September 30, 2018
2. FY18 Pathway Data Release
   • November 1, 2018
3. FY18 Initial Corrective Action Plan
   • February 1, 2019
4. FY18 ODE Corrective Action Plan Review
   • April 1, 2019
5. FY18 Corrective Action Plan Revision
   • May 5, 2019
6. FY18 Self Assessment & Doc Upload
   • September 30, 2019
Webinar Series Schedule

1. Overview
   (Recording available on the CTE homepage)
2. Alignment
   (Recording available on the CTE homepage)
3. Instruction
   (Recording available on the CTE homepage)
4. Assessment
   (Recording available on the CTE homepage)
5. Reporting (Today)