TEDS

TECHNICAL EDUCATION DATA SYSTEM

USER GUIDE

KENTUCKY DEPARTMENT OF EDUCATION
OFFICE OF CAREER AND TECHNICAL EDUCATION
DIVISION OF TECHNICAL SCHOOLS AND FEDERAL PROGRAMS

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OVERVIEW

General Information

The Technical Education Database System (TEDS) is the official repository of student data for all career/technical programs taught in Kentucky. This data is used by universities, community and technical colleges, state-operated and locally owned area technology centers, high schools and middle schools.

Data from TEDS is used for program assessment and improvement, budgeting and accountability at the state and federal levels.

Data Entry

Data may be input manually or through a data import process. Imported data is processed in the evening and is generally available for viewing and reporting the next business day.

System Messages

Important messages relative to TEDS will display on the home page when you log in to the system. If you need to review a message once you are logged in, simply click the Home (System Messages) link in the upper left hand menu.

Themes

You can change the general look of your TEDS environment by changing the theme. Click on the 'Theme' button in the upper right corner of TEDS to explore the possibilities.

System Security

The data entered into the TEDS System is governed by the Federal Education Right to Privacy Act (FERPA). Local TEDS user access is limited to schools for which they are approved. **Please notify your TEDS Administrator whenever an employee leaves**.

Password Reminders

- Access will be denied after three (3) failed login attempts
- Do not allow any system to save your password
- Do not share your password
- Avoid using
  - ✓ Birthdays or Anniversaries
  - ✓ Place of birth
  - ✓ Seasons
  - ✓ Basic patterns like "12345" or "QWERTY"
  - ✓ The word "password"

DOCUMENTATION FOR ACCOUNTABILITY

The Office of Career and Technical Education is required to ensure that performance data reported to the U.S. Department of Education for Perkins accountability is complete, accurate and reliable. All data used for Perkins federal and state accountability reporting (demographic, program enrollment, termination/completion and follow-up) **must** be entered into the TEDS database. This data may also be used as a school resource for other reporting types.

- Schools **must** maintain source documentation to verify that the data entry of Perkins information is complete, accurate and reliable.
- Schools should routinely produce and review reports for enrollment, including all special populations (disability, economic disadvantage, single pregnant woman, single parent, displaced homemaker, LEP).
- Please be sure that the documentation is complete and stored where it is easily accessible when an auditor/monitor visits the school.
- Termination and placement reports should also be reviewed once the data has been entered into TEDS.
- **Postsecondary** schools may use the Institution's application for admission or declaration of a technical program major for documenting student enrollment.
- **Secondary** schools may have a master list of the student's schedule showing that the student is taking courses in a particular technical program or a career major declaration.
- Documentation for students who qualify as one of the special populations is particularly important.

All documentation relative to TEDS is subject to the **Data Retention Policy**

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Various types of documentation may be used to address each specific data field. Due to variances between secondary and post-secondary, each has its own chart. The Sample Document charts for **secondary** and **postsecondary** can be found in the **appendices** or by clicking the links above.

GETTING TO THE DATA

Following is a brief description of each section of the navigation menu.

NOTE: When available, there is a link for step-by-step instructions

School Administration

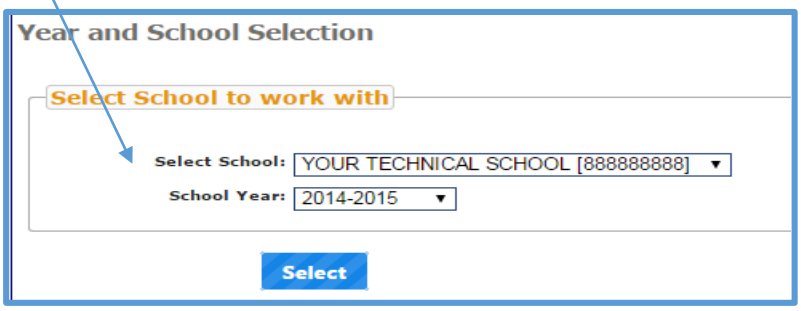
Select School and Year

1. Once you log in to TEDS, click on ***Select School*** in the left hand menu.

NOTE: A plus sign (+) beside the function indicates that there are associated sub-functions available.

If you do not see "Select School", click on the plus sign next to School Administration to display the sub-functions.

2. Choose the ***school*** and ***school year*** from the dropdown menus then click ***Select***.



REMEMBER: The name of the selected school will be displayed beneath the TEDS banner at the top left of the screen. You may change your working school or school year at any time during your session by choosing 'Select School' from the left hand menu.

You now have a menu based on your selected school that will allow you to access:

- **School Wide Enrollment**, which includes
  - ✓ Demographics
  - ✓ Student Enrollment Information, and
  - ✓ Test Data
- **Student Searches**
- **Career Readiness**
- **Specific Program Sections**, and
- **Follow Up Information**

School Wide Enrollments

Once you have selected your school, you will be able to see an alphabetical listing of students for that school.

From this screen the user may choose to

- Work with demographic or enrollment data for a particular student whose data has already been entered into TEDS.
- Mark or correct Federal Indicators for all students

NOTE: Data for new students may not be entered under the School Wide Enrollments link

Student Search

You can conduct a student search without going to school wide enrollment by clicking this option in the side menu.

Career Readiness

From this screen, you can input career readiness data for all students. This includes WorkKeys Certificate Level, ASVAB (AFQT) score and Industry Certificates data for each student. Instructions for working with Career Readiness data can be found in the TEDS Step-by-Step Manual.

Program Sections

This area lists all pathways that you either have or are currently offering. *If a **SECONDARY** pathway name is in ALL CAPS, it is not an active pathway*. Here you can

- Review/edit student information (demographics and enrollment) in a specific section
- Add new students
- Update student demographic, enrollment, termination, transcript and special populations information by program section.

Follow Up

From this section, you can track student progress after graduation. This includes generating follow up letters and updating information for students who have graduated. Instructions for completing all follow up processes can be found in the TEDS Step-by-Step Manual.

Reports

Numerous reports are available from this menu option. Instructions for generating and using the reports commonly used for data validation can be found in the TEDS Step-by-Step Manual.

Import

This link allows you to import student data from Infinite Campus, PeopleSoft, Banner or any other institutional data system properly synced with TEDS for use in reports, terminations, etc. Detailed instructions can be found in the TEDS Step-by-Step Manual.

Companies

Update and/or add company information for use in follow up letters and surveys.

My Account

Review your information in TEDS including email, associated schools. From here, you can also change your password.

My School

Review and/or update some school information.

Downloads

This section contains relevant documents and forms. It is regularly updated. Documents may be viewed online, saved or printed.

STUDENT DATA INFORMATION

Note: Students will be listed once for each individual pathway enrollment for the selected school year. Be sure to select the student listing that has the pathway enrollment with which you wish to work.

Student DEMOGRAPHIC Data

Each student has only one **demographic** record regardless of the number of pathways in which they are enrolled. Some demographic fields are only effective as of the date of the change. *For example, when a student incurs a disability, that data applies to future enrollments but not to past ones.* Therefore, it is important to verify all data as you go.

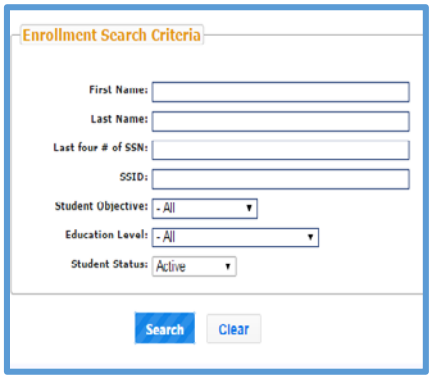
Demographic data can be viewed/edited in two basic ways. To view data for a specific student, it is often easier to use School Wide Enrollment. If you need to view several students in the same class, it is better to go through Program Sections.

For a complete list of demographic data, see **Appendix G**.

Option 1: Data for a Single Student

- ✓ Click on School Wide Enrollments

***** REMEMBER: This is for students already in TEDS *****



1. Using the Enrollment Search Criteria, enter one or more student data criteria to narrow your search.
   This can be done without knowing in which program the student is enrolled.
2. Click **Search**
3. Once you are certain you have the correct student, click on ***Demographics***

Option 2: Data for Multiple Students in Same Pathway

- ✓ Be sure the name of the working school is correct if you have access to data for more than one school.
- ✓ Be sure the selected school year is correct (can only make changes in current year).
- ✓ Click on **Program Sections** from the navigation tree.
- ✓ Select the program name from the list that appears in the navigation tree.
- ✓ Select the specific section from the list of available sections.
- ✓ Click on **Class List**.

Student ENROLLMENT Data

Student enrollment is entered by pathway. Enter one enrollment record for the pathway in which the student is enrolled, regardless of the number of courses being taken in that pathway. *If a student is enrolled in more than one pathway, enter an enrollment record for each pathway*. There is some data that is required for each enrollment. A chart listing Enrollment data can be found in **Appendix F**.

Additional Links from Enrollment Tab

Additional data accessible from the enrollment screen is described below.

Credentials

The exact name of the credential is not entered into TEDS. Available credentials are:

✓ Associate Degree	✓ High School Diploma
✓ Career Major Certificate	✓ KOSSA Certificate
✓ Certificate Of Achievement	✓ Program Certificate
✓ GED	✓ Technical Degree
✓ Program Diploma	

Industrial Certificates

Industry certificates are those credentials for which the student must pass a test that has been validated/approved by the business or industry. Validated/approved indicates that a student who has successfully passed the test is prepared to work in that field. The list of available industry certificates is maintained by OCTE Central Office.

Work Based Learning (WBL)

Work-based learning is primarily an opportunity for students to experience 'real world' activities while enrolled in the technical program.

Work-based learning activities include:

✓ Clinical experience	✓ Internship	✓ Registered apprenticeship
✓ Co-operative education	✓ Mentoring	✓ Registered pre-apprenticeship
✓ Entrepreneurial program	✓ Practicum	✓ School-based enterprise

KOSSA

Individual test results for students who took the KOSSA test are imported into TEDS by the TEDS Administrator at the KDE-OCTE Office. Schools will be notified once the test results have been imported into the TEDS database.

REMEMBER: These scores appear in the school year the test is taken

WORKING WITH THE DATA

Entering New Student Data

STOP!! If a class is **required for all students in the school**, then the students are **NOT** considered exploring, and are **NOT** entered into TEDS until they enroll in another CTE class.

To help ensure a cleaner data import, beginning in 2015-16, all new **SECONDARY** students MUST be entered first into Infinite Campus on the TEDS tab. Instructions for this can be found in the TEDS Step-by-Step Manual.

IMPORTANT: Imported data will OVERWRITE much of the data in TEDS. Make sure you import TEDS data from TEDS tab in Infinite Campus **BEFORE** you complete other updates in TEDS.

POSTSECONDARY student data may be imported or entered manually in TEDS. Entering students manually in TEDS must be done, by Program, from Program Sections.

Note: Always search for the student's name in TEDS, even if sure that the student was not previously entered into TEDS and has no existing demographic record. This will prevent duplicate demographic records with different SSID or SSN numbers for the same student and keep the TEDS data as clean as possible.

- Click on the program in which the student is/will be enrolled
- Click on **Class List** for the section you wish to add the student(s)
- Click **Add New Enrollment** above the search criteria area.
- Enter the student's name in the **Enrollment Search Criteria** section and click **Search**.
- If the student's name **does not** appear in the search results, you will then need to add them as a new enrollment
- If the student's name does appear in the search results, you may edit existing demographic or enrollment data or add new enrollment.

NOTE: This option **MAY** be used for **secondary** students at the end of the year and then **ONLY** if it is too late to enter the student on the TEDS tab in IC.

IMPORTANT: Imported data will OVERWRITE much of the data in TEDS. Make sure you import TEDS data from TEDS tab in Infinite Campus **BEFORE** you complete other updates in TEDS.

Working With Existing Student Data

To access student demographic/enrollment data for students already enrolled:

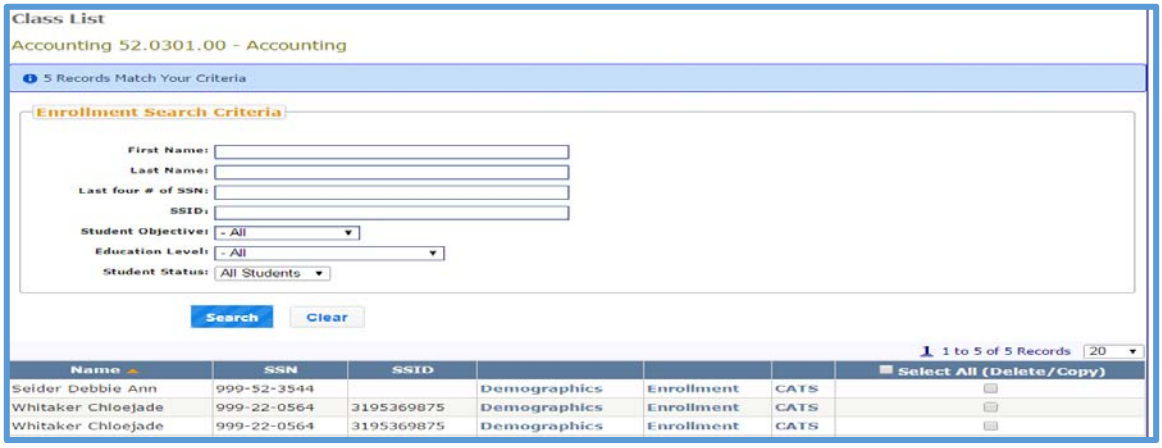
- Be sure the name of the working school and school year are correct.
- Select the program name from the 'Program Sections' list in the navigation tree.
- Select the section from the list of available sections.
- Select the option that you need to work with.
  - **Edit** allows you to change information about how the program section is being taught
  - **Class List** allows you to edit demographic and enrollment data
  - **Termination** allows you to change termination status, date and objective
  - **KOSSA Registration** identifies those students registered to sit for KOSSA testing
  - **Aggregate** *(not used for secondary)* allows you to enter data showing enrollment by totals only for exploratory activities such as continuing education courses, upgrade courses, community education classes etc.

Class List Screen

This screen consists of a list that displays the students by name, SSN and SSID. Additionally, it provides links to each student's demographic, enrollment and CATS.

From this screen, you have the ability to

- ✓ **Copy** data for an individual or group of students***** from one program section to another for the same school year.
- ✓ **Delete**** an incorrect student enrollment record, and
- ✓ **Add** new students



****** Note: Be very careful when indicating which students to delete. Once the delete has been confirmed you will not be able to restore the deleted records.

Termination Screen

This screen consists of a list that displays the students by name, SSN and SSID. Objective, Education Level, Termination Status and Termination Date can be edited from this screen. A termination status MUST be entered for ALL of a student's program enrollments (active and inactive) for the school year the student exits the school.

At the end of each year, all SECONDARY seniors who are exploring are automatically terminated as "Exploratory Exit".

For detailed options for terminations, see the TEDS Step-by-Step Manual.

It is best to complete terminations after the FINAL TEDS import from Infinite Campus.

IMPORTANT: Imported data will OVERWRITE much of the data in TEDS. Make sure you import TEDS data from TEDS tab in Infinite Campus **BEFORE** you complete other updates in TEDS.

KOSSA Screen

The individual test results for students who took a KOSSA test are imported into TEDS by the TEDS Administrator in the OCTE Central Office. Schools will be notified once the test results have been imported into the TEDS database. Data fields on the KOSSA screen include:

- **Skill Standard** – the name of the test
- **Final Score** – the student's overall score
- **Passed** – a 'yes/no' field indicating whether the student passed the KOSSA test

Aggregate Enrollment Screen

Only data for training programs developed for the public (community education, upgrade, short- term programs, etc.) or exploratory experiences in such areas as Career Choices are entered into TEDS using the Aggregate Data screen.

This screen allows the user to enter collective data about groups of students in a section of an exploratory activity. Use this option instead of generating an individual enrollment record for each student participating in the exploratory activity. Detailed instructions can be found in the TEDS Step-by-Step Manual.

NOTE: (required for ATC/CTC) Enter enrollment data for students enrolled in a secondary exploratory program such as Career Choices using the Student/Class List/Enrollment screen. Enter "Exploring" in the Objective field. Do not enter the aggregate totals for the exploratory program on the Aggregate screen.

FOLLOW UP

For instructions on generating follow up **forms** and **summaries**, and entering the resulting data in TEDS, see the TEDS Step-by-Step Manual.

6 Month Follow Up

Six months after the school year ends, students who completed a career and technical program and graduated from the institution are contacted to determine how they transitioned to life after school. From the Follow Up screen you can

- Generate Follow Up student letters,
- Input the information gathered from follow up letters,

TEDS will generate follow up letters for all:

- ✓ **SECONDARY** students who are listed as 12th grade, preparatory students AND have a termination status of 'Completer and HS Grad', and
- ✓ **POST-SECONDARY** student forms will only be generated for students whose termination status is 'completer'.

It is necessary to **generate** the Follow Up forms, even if the school does not need a printed copy. Generating Follow Up forms assigns a document ID number to each form/survey. This ID number is the point of reference for entering response into TEDS.

Once the letters have been generated, you can create a Follow Up Summary. This summary is what you will use to verify and enter the follow up data in TEDS.

Retention Follow Up for Post-Secondary Students

NOTE: Retention Follow Up data is not required for secondary students

The Retention Follow Up is the last step in the Follow Up process for post-secondary students. The Retention Follow Up occurs one year after completion of a program to see whether the employment/education status of the student has changed or remains the same.

TEDS will generate retention follow up letters for every post-secondary student who reported themselves as either "employed in a field related to training", "employed in a field not related to training", "continuing education" or "military".

Comparison of the responses to the Student Follow Up and Retention Follow Up provides information used for federal and state accountability and program assessment.

REPORTS

Numerous reports can be generated from TEDS. Depending on what information you are looking for, you can often change variables to generate just the report you need. Most often, reports are used to validate data in TEDS. Below is a list of the initial (base) reports that are available in TEDS. For a description and steps on how to use these for data validation, see Recommended Reports for Data Validation in TEDS Step-by-Step Basics.

Aggregate Summary	**Dual Credit Hours**	**O*Net Titles**
ASVAB Assessment	**Duplicate Federal Indicator**	**Perkins 3 Performance Measures**
Attend Hours	**Employer Survey**	**Perkins 4 Performance Measures**
CATS Detail	**Enrollment**	**Perkins 4 Summary**
CATS Results	**Home School Report**	**Program Assessment Credentials Earned**
CATS Summary	**Industry Certificates**	**Program Completion Report**
Class List	**KOSSA Results**	**Statistical**
Credentials Earned	**KOSSA Test Tickets**	**WorkKeys Assessment**

COMPANY

The company maintenance screen is reached by selecting ‘Companies’ from the navigation tree on the left side of the screen. The company search screen is initially blank. There are hundreds of company records in the system and trying to display them all in a list when the screen is selected would slow down the system response time.

Searching for Companies

You can find a company by searching by all or part of its name. Note that in some instances, usually due to varied spellings, you might miss your company if you use the full name. For example, Wal Mart is in the system as ‘Wal Mart’, ‘WalMart’ and ‘Wal-Mart’. If you type in one of these versions then you will miss the other two. If you type in just ‘Wal’, then all of the varieties will be displayed.

Editing an Existing Company

- Click **Companies** in the navigation tree on the left side of the screen
- Search for the company name
- Highlight the name of the company and click edit

  NOTE: The company name, address and relationship are required fields. Additional fields are optional, but any additional information is helpful.

- Make necessary changes
- Click **Save**

APPENDICES

Appendix A: Special Populations Descriptions

Appendix B: Sample Document Types: Secondary Students

Appendix C: Sample Document Types: Post-Secondary Students

Appendix D: Termination Status Options

Appendix E: Perkins IV Accountability Goals Chart

Appendix F: Enrollment Data Chart

Appendix G: Demographic Data Chart

Glossary

Appendix A: Special Populations Descriptions

Disability

Secondary schools must have an Individual Education Plan (IEP) or 504 Plan on file to report the student as having a disability. Students may also self-report their disability by requesting some type of special accommodation so that they may succeed in the program (large print books, special computer software, an interpreter for the deaf etc.)

Postsecondary schools may use data provided by another office within the school, such as Financial Aid. Lists of students who receive assistance from an outside agency (Department for Career Rehabilitation, Department for the Blind etc.) are acceptable documentation for entering disability data into TEDS. Students may also self-report their disability by requesting some type of special accommodation so that they may succeed in the program (e.g., large print books, special computer software, interpreter for the deaf). A copy of a 504 plan showing the planned transition from secondary to postsecondary education is also acceptable.

Economic disadvantage

Secondary schools may indicate that the student has an economic disadvantage if the student is eligible for free or reduced lunch

Postsecondary schools may indicate that the student has an economic disadvantage if the student:

- Is a recipient of a Pell Grant; or
- Receives funds under a WIOA individual training agreement; or
- Has a family income is at or below poverty level as set by the U. S. Department of Commerce.

Displaced homemaker

A person entering or returning to the workplace after caring for family without remuneration and for that reason has diminished marketable skills and has been dependent on the income of another family member but is no longer supported by that income.

NOTE: The Displaced Homemaker category is for post-secondary schools only

Single parent

Any unmarried, legally separated, divorced or widowed mother or father (both postsecondary and secondary) who has a minor child(ren) for which the parent has total or joint custody may qualify for this type of special population. Most schools receive this information when students self-report the situation. Some schools have a daycare center on campus for students and may have this information available from the daycare center.

Single pregnant woman

Any single, legally separated, divorced or widowed pregnant female student (both postsecondary and secondary) may qualify for this type of special population. Single fathers-to-be are not included in this population. The two most common methods for a school to have this information are through the student self-reporting the condition or through a request for special accommodation due to the pregnancy.

LEP

A student with limited English Proficiency (LEP) is one who is a member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from career/technical studies to the same extent as a student whose primary language is English.

Nontraditional to Gender

Any student enrolled in a program designated as nontraditional to the student's gender. The US Department of Labor provides a **list of occupations** that employ less than 25% of one gender, according to the latest federal census data. The master program file is then marked as nontraditional for the specific gender in the TEDS database.

NOTE 1: The Tech Prep field will remain in TEDS to maintain the ability to print for historical purposes.

NOTE 2: reporting options are primarily used by OCTE Central Office for federal Perkins accountability reporting but may be used by schools / districts if so desired.

Appendix B: Sample Documentation Types: Secondary Students

SECONDARY STUDENTS ONLY	
Type of Data	**Documentation**
Demographic	✓ Program application ✓ ILP/career major declaration ✓ Copy of student schedule ✓ School's own form
Disability	✓ IEP ✓ 504 Plan ✓ Request for special services
Economic Disadvantage	Record of free or reduced lunch
Displaced Homemaker	NOT APPLICABLE
Single Parent	Evidence of custody of child
Single Pregnant Woman	✓ Self-declared ✓ Request for assistance to stay in school
Limited English Proficiency (LEP)	✓ Self-declared statement ✓ Enrolled in class for limited English proficiency ✓ Evidence of request for tutor and/or interpreter
Individual Learning Plan (ILP)	Signed Individual Learning Plan (ILP) with sequence of courses
Termination Status and Date	✓ Teacher grade books showing successful completion of program, transfer or exiting school ✓ School Records ✓ Graduation dates with lists of graduating students
Credential Earned	Check sheet of graduation requirements (including technical requirements) met
KOSSA	Results of KOSSA test with scores by student
Industry Certification	✓ Results of Industry Certification test per student ✓ School records ✓ Confirmation from industry
Follow-up: Student	TEDS Student Follow Up Form *(completed and verified)*

Appendix C: Sample Documentation Types: Post-Secondary Students

POST-SECONDARY STUDENTS ONLY	
Type of Data	**Documentation**
Demographic	✓ Program application ✓ Declaration of major ✓ School's own form ✓ School's own data system
Program Enrollment	✓ Program application ✓ Declaration of major ✓ School's own form ✓ School's own data system
Enrollment Date	✓ Student transcript ✓ Program Application ✓ School's own form ✓ School's own data system
Objective	✓ Program application ✓ Declaration of major ✓ School's own form ✓ Sequence of courses in program ✓ School's own data system
Grade Point Average (GPA)	✓ No longer used for validation
Disability	✓ Self-disclosure ✓ Request for services ✓ Referral from Career Rehabilitation ✓ Secondary transition plan (IEP)
Displaced Homemaker	✓ Self-declared ✓ WIA welfare reform participant
Single Parent	Proof of total/joint custody of child(ren)
Single Pregnant Woman	✓ Self-declared
Limited English Proficiency (LEP)	✓ Self-declared statement ✓ Enrolled in class for limited English proficiency ✓ Evidence of request for tutor and/or interpreter

Appendix D: Termination Status Options

Exploratory Exit

This **MUST** be used for all students enrolled in a pathway whose objective is shown as 'exploring'. 'Exploratory Exit' is the only option that will be listed in the drop-down box if the objective field has a value of 'exploring'.

Completer (Post-Secondary Only)

Postsecondary ONLY. Student who completes the program requirements to receive a credential for the technical program. This includes associate degrees, program diplomas and program certificates.

Completer and HS graduate

Secondary student who is leaving secondary education, has completed four or more credits in the program AND earned a high school diploma. The four credits must be within the same CIP code/career pathway.

Completer and NOT HS graduate

Secondary student who is leaving secondary education and has completed four or more credits in the program without earning a high school diploma. The four credits must be within the same CIP code/career pathway.

Graduated Without Completing

Secondary preparatory student who exits the technical program without completing four credits in the technical program but does receive a high school diploma.

Early Leaver with Skills (Post-Secondary Only)

Postsecondary student who exits the technical program for employment in the selected area of study prior to earning any credential (associate degree, program diploma, program certificate).

Leaver/Dropout

- ✓ **Secondary** student who drops out and does not complete the required 4 credits in the pathway, or
- ✓ **Post-secondary** student who exits the technical program and does not complete the requirements for any credential (associate degree, program diploma, program certificate).

Transfers

- ✓ **Post-secondary** student who exits a technical program by

- o changing to another technical program at the same school, or
- o changing to a different school

✓ **Secondary** student who exits the technical program by changing to a different school.

Transfer to Baccalaureate

Post-secondary student who exits a technical program by transferring to a four-year baccalaureate program.

The chart below gives a brief overview of which status may be used for each student level

Termination Status	Secondary/ Underclassman	Secondary Senior	Post-Secondary
Completer/Post-Secondary			X
Completer/HS Grad		X	
Completer/NOT HS Grad	X	X	
Early Leaver w/Skills			X
Leaver/Dropout	X	X	X
Transfer	X	X	X
Transfer to Baccalaureate			X
Graduated w/out Completing		X	
Exploratory Exit	X	X	
Deceased	X	X	X

Appendix E: Perkins IV Accountability Goals Chart

Perkins IV Accountability Goals Chart *Kentucky Department of Education* *Office of Career and Technical Education*			
Accountability Measure with detailed definition	**2013** **2014**	**2014** **2015**	**2015** **2016**
1S1 Academic Attainment Reading *Senior preparatory students scoring proficient or above on EOC assessment in English II* **Numerator:** Number of senior concentrators who have met the proficient or advanced level on the Statewide high school **reading/language arts** assessment administered by the State under Section 1111(b)(3) of the ESEA. **Denominator:** Number of senior concentrators who took the ESEA assessments in **reading/language arts** and who have left secondary education in the reporting year.	**52.26%**	**31.69%**	**33.69%**
1S2 Academic Attainment Math *Senior preparatory students scoring proficient or above on EOC assessment in Algebra II* **Numerator:** Number of seniors concentrators who have met the proficient or advanced level on the Statewide high school **mathematics** assessment administered by the State under Section 1111(b)(3) of the ESEA. **Denominator:** Number of senior concentrators who took the ESEA assessments in **mathematics** and who have left secondary education in the reporting year.	**33.29%**	**31.60%**	**33.60%**
2S1 Technical Skill Attainment *Senior preparatory students passing a KOSSA or an Industry Certification* **Numerator:** Number of senior concentrators who passed the technical assessment tests and left secondary education in the reporting year. **Denominator:** Number of senior concentrators who took the technical assessment tests and left secondary education in the reporting year.	**70.27%**	**63.00%**	**70.50%**
3S1 School Completion *Students completing high school including alternative certifications and GEDs* **Numerator**: The number of senior concentrators who received a high school diploma, a general education development (GED) credential or other state recognized equivalent during the reporting year. **Denominator**: Number of senior concentrators who received a high school diploma, a general education development (GED) credential, other state recognized equivalent and dropped out of high school in the reporting year.	**99.32%**	**98.00%**	**99.50%**
4S1 Graduation Rates *Students receiving a high school diploma* **Numerator:** Number of senior concentrators who graduated in the reporting year. (compare to state graduation rate for 04-05 latest available) **Denominator:** Number of concentrators who have left secondary education in the reporting year.	**98.47%**	**97.00%**	**98.00%**

Perkins IV Accountability Goals Chart

Kentucky Department of Education *Office of Career and Technical Education*

Accountability Measure with detailed definition	**2013 2014**	**2014 2015**	**2015 2016**
5S1 Placement *Previous year completers who have had a successful placement in postsecondary education, employment, apprenticeship or the military* **Numerator**: Number of concentrators who completed the program and graduated from high school and who entered postsecondary education or advanced training, entered the military, or was employed in the reporting year during the second quarter. **Denominator**: Number of concentrators who completed the program and graduated from high school in the preceding reporting year.	**89.41%**	**92.00%**	**92.00%**
6S1 Nontraditional Participation *Students of a gender enrolled in a program that employs 25 percent or less of that gender* **Numerator**: Number of nontraditional participants who enrolled in programs leading to employment in the occupations that employ less than 25 percent of one gender in the reporting year. **Denominator**: Number participants enrolled in programs leading to employment in occupations that employ less than 25 percent of one gender and the number of participants who left the program in the reporting year.	**36.89%**	**38.00%**	**38.00%**
6S2 Nontraditional Completion *Students of a gender that complete a program that employs 25 percent or less of that gender* **Numerator**: Number of nontraditional concentrators who completed programs leading to employment in occupations that employ less than 25 percent of one gender. **Denominator**: Number students who completed programs leading to employment in occupations that employ less than 25 percent of one gender and number of students (concentrators) who left the program in the reporting year.	**19.82%**	**22.00%**	**22.00%**
1P1 Technical Skill Attainment *Preparatory students that passed a program assessment test or a completer that received or was eligible to receive a credentials* **Numerator**: Number of concentrators who passed the program assessment tests in the reporting year plus concentrators who completed the program and received or were eligible to receive a credential in the reporting year. **Denominator**: Number of concentrators who took the program assessment tests in the reporting year plus concentrators who received or were eligible to receive a credential plus concentrators who left postsecondary education in the reporting year.	**47.00%**	**76.00%**	**76.00%**

Perkins IV Accountability Goals Chart

Kentucky Department of Education *Office of Career and Technical Education*

Accountability Measure with detailed definition	**2013 2014**	**2014 2015**	**2015 2016**
2P1 Credential / Certificate / Degree *Students who completed the pathway and received or was eligible to receive a credential.* **Numerator**: Number of concentrators who completed the programs and received an industry-recognized credential and concentrators who completed the program and received or was eligible to receive a credential, certificate or degree in the reporting year. **Denominator**: Number of concentrators who completed the programs and received an industry-recognized credential and received or was eligible to receive a credential, certificate or degree and who left postsecondary education in the reporting year.	**47.00%**	**76.00%**	**76.00%**
3P1 Student Retention or Transfer *A preparatory that was retained in the pathway or transferred to a baccalaureate degree program* **Numerator:** Number of concentrators who are retained in the programs plus the number of concentrators who transfer to baccalaureate degree programs in the reporting year. **Denominator:** Number of concentrators who are retained in the programs plus the number of concentrators who transfer to baccalaureate degree programs plus the number of concentrators who leave the programs in the reporting year.	**65.24%**	**91.00%**	**91.00%**
4P1 Student Placement *Previous year completers who graduated or were eligible to graduate that have had a successful placement in employment, apprenticeship or the military* **Numerator:** Number of concentrators who 1) completed the program and graduated from the institution, or 2) were eligible for graduation/degree, or 3) entered the military service or apprenticeship programs or 4) were employed or retained in employment for high skill, high demand or high wage occupations or professions in the second quarter. **Denominator**: Number of concentrators who completed the program and graduated or completed the program and was eligible for graduation in the preceding reporting year.	**68.48%**	**74.00%**	**74.00%**
5P1 Nontraditional Participation *Students of a gender enrolled in a program that employs 25% or less of that gender* **Numerator:** Number of nontraditional participants enrolled in program leading to nontraditional employment in an occupation that employs less than 25 percent of one gender in the reporting year. **Denominator**: Number of participants enrolled in programs leading to nontraditional employment in an occupation that employs less than 25 percent of one gender and participants who left postsecondary education in the reporting year.	**24.64%**	**23.00%**	**23.00%**

Perkins IV Accountability Goals Chart *Kentucky Department of Education* *Office of Career and Technical Education*			
Accountability Measure with detailed definition	**2013** **2014**	**2014** **2015**	**2015** **2016**
5P2 Nontraditional Completion *Students of a gender that complete a program that employs 25% or less of that gender* **Numerator**: Number of nontraditional concentrators who completed a program leading to nontraditional employment in occupations employing less than 25 percent of one gender in the reporting year. **Denominator**: Number of concentrators who completed a program leading to nontraditional employment in occupations employing less than 25 percent of one gender and the number of concentrators who left the program in the reporting year.	**8.28%**	**13.00%**	**13.00%**

Appendix F: Enrollment Data Chart

From the student enrollment screen the following can be updated:

Heading	Required/Optional	Explanation
Student Objective *	**Required**	Choose Exploratory or Preparatory
Education Level *	**Required**	Select the student's present grade level
Attend Hours *	**Required**	**SECONDARY:** Enter the average number of hours per day that a student is scheduled to attend classes. **POST-SECONDARY:** Enter "6" if student is FULL time, or enter "3" if student is PART time.
Home High School * **SECONDARY ONLY** *N/A if you are the home high school*	**Required**	Indicate the school that is sending the student. **NOTE**: For students who are *home schooled* ***OR*** *attend private school* **AND** *attend an ATC or CTC,* select the name of the high school the student would otherwise attend. ** *(may also be considered a feeder school)*
Enrollment Date *	**Required**	Enter the date the student originally enrolled for the school year.
Credit Hours *	**Required**	The number of technical credit hours that the student has successfully completed is entered into this field.
Disability	**Optional**	Select appropriate disability MUST have documentation on file for verification
Disadvantaged Cond.	**Optional**	
Special Pops	**Optional**	Select appropriate special population category See descriptions in **Appendix A**
Dual Credit Hours	**Optional**	Enter the number of credits earned at the postsecondary institute
Dual Credit School	**Optional**	Select the name of the postsecondary Institution that will be awarding the dual credit
Termination Status	**Required** (end of school year)	Select the Termination Status of the student See descriptions in **Appendix D**
Termination Date	**Required** (end of school year)	Enter the date the student exited the program
Accumulated GPA	**Optional**	Not used for Secondary
Federal Report	**Required**	MUST select ONE pathway. If enrolled in multiple pathways, AND any are preparatory, MUST select preparatory pathway.
• LEP • Tech Prep • IEP • Pell Grant • WIA • Inactive • Plan 504	**Optional**	Select all appropriate check boxes See **Appendix A** for special populations descriptions
Took Program Assessment	**Optional**	Only check if a student does not pass a test. However, do not check if multiple tests taken and at least one passed.

**** Starred information is REQUIRED for New Student Enrollment***

Appendix G: Demographic Data Chart

From the student demographic screen the following may be viewed or updated:

Demographic	Description/Information
First Name *	**Required**
Last Name *	**Required** *Do not enter suffix (e.g., Jr. or III) in this field*
Middle Name	**Required**
Date of Birth *	**Required**. *Must use four-digit year and leading zeros for the month and day (MM/DD/YYYY).* *For example: January 9, 1996 = 11/19/1999*
Gender *	**Required**
Race *	**Required**
Social Security Number (SSN) *	**Required for New Student Enrollment** in Infinite Campus
Student ID (SSID)	**Required for secondary students**. *SSID is assigned by Infinite Campus when a student record is entered.*
Prefix	**Optional** (e.g., Mr. or Miss)
Suffix	**Optional** (e.g., Jr. or III)
Notes	**Optional** *This field may be used for information the school may want to remember about the student (e.g., courses taken, awards).* **Do not record sensitive/confidential information in the Notes field, as it may be a violation of FERPA.**
Address *	**Required**
Phone	**Optional** (but highly recommended)
Extension	**Optional**
Email	**Optional**
Student Contact Data	**Optional** The name and address of someone who should know how to contact the former student who completed the program and graduated from school is entered on this screen. Click on the 'New Contact' link to enter contact data.

**** Starred information is REQUIRED for New Student Enrollment***

NOTE: Information about placement and retention in employment, military or additional education is an accountability measure for Perkins funding.

GLOSSARY

Attend Hours

Actual seat time the student spends in a particular program/career pathway.

Semester or Trimester?

Semester	Trimester
Full Year Schedule, Traditional Fall & Spring Schedule, Quarterly Schedule or Block Fall & Spring Schedule	Trimester Schedule

What do I put in Term 1, 2 and 3?

POST-SECONDARY: Enter "6" if student is FULL time, or enter "3" if student is PART time.

SECONDARY: Average Daily Attendance in a Career Major (No rounding)

Example 1: Kim is on a **full year schedule**. She has two 55-minute courses that are in the Animal Systems Career Major

55 * 2 = 110 Minutes / 60 minutes = 1.83 Attend Hours for Term 1 and Term 2.

Example 2: Sarah is on a **Trimester schedule**. She has one 50-minute course in the Business Management Career Major AND one 50-minute course in the Animal Systems Career Major.

50 / 60 minutes = .83 Attend Hours for Term 1 in each of the Career Majors and 0 Attend Hours in Term 2 and Term 3 until you have her schedule for Trimester 2 and 3

Example 3: Charles is on a **Block schedule**. He has one 90-minute course on Mon, Wed, Fri the first week, and Tues, Thurs the second week.

(90 * 3) + (90 * 2) = 450 minutes / 10 days = 45 minutes / 60 minutes in an hour = .75 Attend Hours for Term 1 and 0 Attend Hours in Term 2 until you have her spring schedule.

Career Clusters

Sixteen broad categories that encompass virtually all occupations from entry through professional levels

Career and Technical Student Organizations (CTSO)

Co-curricular organizations within CTE program areas to enhance student career and leadership development, motivation and recognition. The CTSOs are Future Farmers of America (FFA), Future Business Leaders of America (FBLA), Family, Career & Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), Skills USA (SKILLS), Distributive Education Clubs of America (DECA) and Technology Student Association (TSA)

Classification of Instructional Programs (CIP) Code

Developed by the U.S. Department of Education's National Center for Education Statistics (NCES), the CIP code provides a taxonomic scheme that supports the accurate tracking, assessment, and reporting of fields of study and program completions activity.

Data Retention Policy

All documentation relative to TEDS, including but not limited to demographic, enrollment, program completion and placement, special populations, credentials, industry testing and certification must be kept on file for a minimum of five (5) school years.

Dual Credit

When students earn secondary and postsecondary credit for the same course. This is awarded to all secondary students who complete a technical education program, graduate from high school and enroll in a postsecondary Institution where there is an articulation agreement with the secondary Institution.

Dual Credit Student (articulated)

Secondary students who are enrolled in a technical education course at the high school and receiving credit for the course from the Community and Technical College System or a university as secondary students.

Dual Enrollment

Some secondary students enroll in college courses while they are currently attending high school, and they are considered dual enrollment. (The students are physically attending both Institutions.) When these students graduate from high school and enroll in the postsecondary Institution, they receive articulated credit for the postsecondary course taken at the same time they were completing high school. These dual enrollments are usually in required academic courses such as English.

Enrollment Status

Identifies the enrollment status of each student in a CTE program/pathway. Students can be identified as EXPLORING (secondary or post-secondary) or PREPARATORY (secondary or post-secondary).

POST-SECONDARY: Information must be entered for any student who has been enrolled in a technical education course(s) long enough to be required to pay tuition. Enter "exploring" in the student objective field for any student who has 12 or fewer credits in the program/CIP code. Once the student has completed 12 credits in their program AND is enrolled for the next course (resulting in 13 or more credits in the program), change the status to "preparatory".

Exploratory Program

Any program, secondary or postsecondary, designed for career exploration or short-term skills upgrade only, not leading to a credential. Exploratory programs do not qualify for Perkins funding.

Exploring Student, Postsecondary (Participant)

Any student who has enrolled in the beginning sequence of courses (up to 12 credits) in a postsecondary career and technical education program. *Not included in Perkins accountability reporting except for 5P1/Nontraditional Participation measure*.

Exploring Student, Secondary (Participant)

Any student who has enrolled in the beginning sequence of courses (up to two credits) in a secondary career and technical education program that requires at least four credits to complete the program. *Not included in Perkins accountability reporting except for 6S1/Nontraditional Participation measure*.

NOTE: Students enrolled in only general education or remedial courses do not qualify as technical education students and are not to be entered into TEDS.

Exporting

Creating two text files (i.e. demographic and enrollment) containing TEDS data from STI or Infinite Campus that is imported into TEDS

General Education Course

A course that is required for completion of a certificate or degree that is required for all majors, whether the major is considered a technical education program or not.

Importing

Using the two text files generated from the export process from Infinite Campus to move data into TEDS

Non-Traditional

Programs that lead to nontraditional careers. Generally identified as programs/careers identified as having less than 25% participation by one gender.

Preparatory Program, Postsecondary

Sequence of courses at least one year in length that prepares a student for further education or employment in high skill, high way or high demand occupations.

Preparatory Program, Secondary

Sequence of at least four technical courses in a career and technical education program leading to an occupation/profession. Program must receive Perkins funds.

Preparatory Student, Secondary

Any secondary student who has completed two credits in a pathway AND is enrolled in the third/fourth credit within an approved CTE pathway. *Preparatory students are included in Perkins accountability reporting*.

Preparatory Student, Postsecondary (Concentrator)

Any student who has successfully completed at least 12 credits in same CTE program AND is enrolled in the next credit course in the same program. *Preparatory students are included in Perkins accountability reporting*.

Program Section

An electronic version of a teacher's roster. Program sections provide a convenient way for schools to manage their lists of students. While schools MUST have at *least one section* per program, there is no upper limit to the number of sections.

Remedial Courses

Those courses designed to increase a student's skills or understanding of the subject matter to the level that the student could be expected to complete entry-level courses in the subject area successfully.

TEDS

Technical Education Database System. The official repository of student data for all career technical programs in Kentucky (secondary and postsecondary).

Termination status

The reason a student exits the technical education program. Perkins IV requires states to track the outcome of every student who enrolls in a technical education program until the 'normal amount of time has passed' for the student to graduate.