

U.S. DEPARTMENT OF EDUCATION

ED*Facts* Submission System

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| **FS142 - CTE Concentrators Academic Achievement File Specifications** |
| **SY 2018-19** |

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DOCUMENT CONTROL

DOCUMENT INFORMATION

|  |  |
| --- | --- |
| **Title:** | FS142 - CTE Concentrators Academic Achievement File Specifications |
| **Security Level:** | Unclassified – For Official Use Only |

DOCUMENT HISTORY

|  |  |  |
| --- | --- | --- |
| **Version Number** | **Date** | **Summary of Change**  |
| 1.0 – 14.0 |  | Versions 1.0 through 14.0 are used to build files for school years prior to SY 2018-19. |
| 15.0 | August 2018 | Updated for SY 2018-19:* Table 2.3-1: Revised to separate out Category Set F, G, H and J into separate aggregation rows. Separated Special Populations (Perkins) column into Single Parent Status, Displaced Homemaker, LEP Status (Perkins) and Non-Traditional Enrollees columns
* Section 2.4 and table 4.2-1: Removed guidance to provide the program year in the explanation field for data from a program year prior to SY 2018-19
* Table 4.2-1:
	+ Revised definition and permitted value description for Proficiency Status
	+ Removed MISSING as a permitted value for Migratory Status
 |

PREFACE

This document provides technical instructions for building files that are submitted through the ED*Facts* Submission System (ESS). The ESS is an electronic system that facilitates the efficient and timely transmission of data from SEAs to the U.S. Department of Education.

This document is to be used in coordination with other documentation posted on the [ED*Facts* Initiative Home Page](http://www2.ed.gov/about/inits/ed/edfacts/index.html) under ED*Facts* System Documentation, including:

* ED*Facts* Workbook – a reference guide to using the ED*Facts*

Submission System (ESS); particularly useful to new users; contains multiple appendices, including one that explains how to use the file specifications

* ESS User Guide – provides assistance to new users of the ED*Facts* Submission System (ESS); it addresses the basic mechanics of system access and data submission
* ED*Facts* Business Rules Guide – describes each business rule includes the error number, type, message, definition, edit logic, and the file specifications where the business rules are applied

Please contact the Partner Support Center (PSC) with questions about the documents. You will find contact information for PSC and each State ED*Facts* Coordinator on the [ED*Facts* Contact Page](http://www2.ed.gov/about/inits/ed/edfacts/eden/contacts.html).

Data submitted through the ESS are authorized by an Annual Mandatory Collection of Elementary and Secondary Education Data Through ED*Facts* (OMB 1850-0925, expires 6/30/2020). ED*Facts* is a U.S. Department of Education (ED) initiative to govern, acquire, validate, and use high quality, kindergarten through grade 12 (K–12) performance data for education planning, policymaking, and management and budget decision-making to improve outcomes for students. ED*Facts* centralizes data provided by SEAs, LEAs and schools, and provides users with the ability to easily analyze and report data. This initiative has significantly reduced the reporting burden for state and local data producers, and has streamlined data collection, analysis and reporting functions at the federal, state and local levels.

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# PURPOSE

This document contains instructions for building files to submit ED*Facts* Data Group 681: CTE concentrators academic achievement table. The definition for this data group is:

The number of CTE concentrators who left secondary education during the school year for whom a proficiency score on the state assessment was included in the state's calculation of adequate yearly progress (AYP).

The data collected through this file specification is currently collected through the Consolidated Annual Performance (CAR), Accountability, and Financial Status Report for the State Basic Grant Program under the *Carl D. Perkins Vocational and Technical Education Act* (Perkins IV). In the Perkins IV Consolidated Annual Report (CAR), this provides responses for the performance indicators Academic Achievement in Reading/Language Arts (1S1) and Academic Achievement in Mathematics (1S2).

The ED data stewarding office/s for this file: OCTAE

# GUIDANCE FOR SUBMITTING THIS FILE

This section contains changes from the previous school year, core requirements for submitting this file, required categories and totals, and general guidance.

## Changes from the SY 2017-18 File Specifications

Other than any editorial changes listed in the document history on page ii, there have been no changes to this file specification.

## Core Requirements for Submitting this File

The following table contains the reporting period, the education units included or excluded, the type of count, and zero count reporting.

**Table 2.2-1: Core Reporting Requirements**

|  | **SEA** | **LEA** | **School** |
| --- | --- | --- | --- |
| Reporting Period | Program Year (Perkins) - The 12-month period beginning July 1 and ending June 30 as described for programs under Carl D. Perkins Career and Technical Education Act of 2006 (unless the state has approval from the Department for a different 12-month period) |  |  |
| Education units included | Include SEA |  |  |
| Education units not reported |  |  |  |
| Type of count | Once for each academic subject |  |  |
| Zero counts | Required, except as explained below |  |  |
| Zero exceptions or Not applicable | Category set G – Student count for displaced homemakers – If your state does not have displaced homemakers at the secondary level, leave that category set out of the file. In the narrative portion of the CAR, you will need to include a statement that displaced homemakers do not apply to the secondary level. |  |  |
| Missing | Use “-1” to report missing counts.Use “MISSING” when a category is not available |  |  |
| Related metadata survey |  |  |  |

## Required Categories and Totals

The table below lists the combinations of the categories and totals that are expected to be submitted for the state and each LEA or school that should be included in the file.

* An “X” in the column indicates that the category value must be submitted when reporting that aggregation.
* The total indicator must be either “Y” (Yes) or “N” (No).
	+ If the record is for a category set, specify an “N” (No).
	+ If the record is for a subtotal or education unit total, specify a “Y” (Yes).
* The abbreviations in the “Table Name” column represent the technical name of the data used in the file.

**Table 2.3–1: Required Categories and Totals**

| **Aggregation** | **Table Name** | **Academic Subject (Assessment - no science)** | **Proficiency Status**  | **Sex (Membership)** | **Racial Ethnic** | **Disability Status (IDEA or ADA)** | **Economically Disadvantaged Status** | **Migratory Status** | **Single Parents Status**  | **Displaced Homemaker**  | **LEP Status (Perkins)**  | **Non-Traditional Enrollees**  | **Total Indicator** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category Set A** | **CTECONACAD** | X | X | X |  |  |  |  |  |  |  |  | N | Student Count by Academic Subject (Assessment - no science) by Proficiency Status by Sex (Membership) |
| **Category Set B** | **CTECONACAD** | X | X |  | X |  |  |  |  |  |  |  | N | Student Count by Academic Subject (Assessment - no science) by Proficiency Status by Racial Ethnic |
| **Category Set C** | **CTECONACAD** | X | X |  |  | X |  |  |  |  |  |  | N | Student Count by Academic Subject (Assessment - no science) by Proficiency Status by Disability Status (IDEA or ADA) |
| **Category Set D** | **CTECONACAD** | X | X |  |  |  | X |  |  |  |  |  | N | Student Count by Academic Subject (Assessment - no science) by Proficiency Status by Economically Disadvantaged Status |
| **Category Set E** | **CTECONACAD** | X | X |  |  |  |  | X |  |  |  |  | N | Student Count by Academic Subject (Assessment - no science) by Proficiency Status by Migratory Status |
| **Category Set F** | **CTECONACAD** | X | X |  |  |  |  |  | X |  |  |  | N | Student Count by Academic Subject (Assessment - no science) by Proficiency Status by Single Parents Status |
| **Category Set G** | **CTECONACAD** | X | X |  |  |  |  |  |  | X |  |  | N | Student Count by Academic Subject (Assessment - no science) by Proficiency Status by Displaced Homemaker |
| **Category Set H** | **CTECONACAD** | X | X |  |  |  |  |  |  |  | X |  | N | Student Count by Academic Subject (Assessment - no science) by Proficiency Status by LEP Status (Perkins) |
| **Category Set J** | **CTECONACAD** | X | X |  |  |  |  |  |  |  |  | X | N | Student Count by Academic Subject (Assessment - no science) by Proficiency Status by Non-Traditional Enrollees |
| **Subtotal 1** | **CTECONACAD** | X | X |  |  |  |  |  |  |  |  |  | Y | Student Count by Academic Subject (Assessment - no science) by Proficiency Status |

## Guidance

This section contains guidance for submitting this file in the format of questions and answers.

**Does the data have to be submitted in the CAR?**

No. These data will be transferred to the CAR. SEAs will still need to submit other data directly into the CAR, for example, SEAs will submit data on postsecondary directly into the CAR.

**When must the data be reported?**

Data must be reported by December 31.

**What is the Perkins program year?**

The Perkins program is either July 1 through June 30 **OR** a 12 month ED approved period. For example, a state’s ED approved period could be September 1 to August 30.

**What data are reported in the file for SY 2018-19?**

States should report the data for the program year approved by ED for the state’s 2018-19 Consolidated Annual Report (CAR) due December 31, 2019.  That data may be from a program year prior to program year 2018-19.

**Reporting for Perkins is different than for other files, why?**

Data for the CAR has historically been collected based on reporting year and not performance year. ED plans to continue this approach until Perkins is reauthorized.

**Which students should be reported in this file?**

Report students who have both:

1. Reached the state-defined threshold level for vocational education participation, (i.e., CTE concentrators[[1]](#footnote-2)), regardless of whether the program was funded by Perkins AND
2. Left secondary education during the school year either because they graduated or because they left school

AND for whom

1. A proficiency score on a state assessment was included in the state’s calculation of adequate yearly progress (AYP).

**What if my state uses a different definition for the numerator and/or denominator for Academic Achievement?**

If your state has an ED negotiated and approved definition in its Perkins IV State Plan that differs from the definition used in this file, use that definition from the State Plan rather than the definition provided in this file. The CTE director in your state will have a copy of the ED approved Perkins IV State Plan.

**What students in which institutions should be reported in this file?**

Report all students who meet the stated criteria that were enrolled in a public CTE program in all institutions during the reporting period, regardless of whether those institutions received Perkins funding.

**Are students who participated in CTE programs at private agencies or institutions reported in this file?**

A state must report on all students participating in career and technical education at private agencies or institutions that are reported by the state for purposes of the Elementary and Secondary Education Act (ESEA). Students in private institutions which do not receive Perkins funding are reported only in the state file.

**How are students reported by proficiency status?**

Report students by one of the following permitted values:

* PROFICIENT – Students were at or above proficient on the assessment
* NOTPROFICIENT – Students were below proficient on the assessment

**Which state assessment results are used to determine proficiency status?**

Use the most current state assessment results that were included in the state’s calculation of adequate yearly progress.

In some states, the most current results could be from a previous school year. For example, a student who reached CTE concentrator status graduated in this school year could have participated in the state reading/language arts assessment in the 10th grade and in the mathematics assessment in the 11th grade. In this case, the data reported for the students in this school year would be based on the reading/language arts assessment from two years ago and the mathematics assessment from last year.

**Are all students reported in all category sets?**

No. All students are included in category set A by sex (membership) and the total. Category set B includes all students if the state used the 7 permitted values. Category set B may not include all students if the state used the 5 permitted values.

The rest of the category sets do not include all students, only those students with that particular attribute.

**How are student counts reported by the racial ethnic?**

The data must be reported by the following 7 permitted values.

|  |
| --- |
| **AM7** – American Indian or Alaska Native  |
| **AS7** – Asian  |
| **BL7** – Black or African American  |
| **HI7** – Hispanic/Latino  |
| **PI7** – Native Hawaiian or Other Pacific Islander  |
| **WH7** – White  |
| **MU7** – Two or more races  |

**How are student counts reported for children with disabilities?**

A state can report data by either (1) disability status (only), based on eligibility under IDEA, OR (2) disability status (ADA), based on eligibility under ADA. The election will be noted in the State’s Perkins IV State Plan.

1. If a state elects to report data by disability status (only), include students who meet the definition of children with disabilities (IDEA) in the ED*Facts* Workbook. In the data record, use the permitted value “WDIS” for “children with one or more disabilities (IDEA).”
2. If a state elects to report data by disability status (ADA), include students who have a disability as defined in section 3 of the *Americans with Disabilities Act* of 1990 (ADA). Under section 3 (2) of the ADA, the term disability means, with respect to an individual,:

(A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual;

(B) a record of such an impairment; or

(C) being regarded as having such an impairment.

In the data record, use the permitted value “DISADA” for students with disabilities as defined by ADA.”

**How are student counts reported by economically disadvantaged status?**

Include students who are from economically disadvantaged families as defined by the states, including foster children.

**How are student counts reported by migratory status?**

Include students who meet the definition of eligible migratory children in the ED*Facts* Workbook.

**In Table 2.3-1, how are student counts reported by “special populations (Perkins)?”**

Report students for each of the following special populations:

* Single Parents Status – include single parents and single pregnant women.
* Displaced Homemaker - Include students who:

 (A)(i) have worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills;

(ii) have been dependent on the income of another family member but is no longer supported by that income; or

(iii) are parents whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and

(B) are unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. [sec. 3(7) of Perkins III]

* LEP Status (Perkins) – Include students who have a limited ability in speaking, reading, writing, or understanding the English language, and
1. Whose native language is a language other than English

 OR

1. Who live in a family or community environment in which a language other than English is the dominant language
* Non-traditional enrollees – Include students who are from a gender group that comprises less than 25% of the individuals employed in an occupation or field of work.

**How does the ED*Facts* data crosswalk to the Perkins Core Indicators of Performance?**

The appendix contains a crosswalk to the Perkins Core Indicator that uses data from this file.

## Definitions

See the [ED*Facts* Workbook](https://www2.ed.gov/about/inits/ed/edfacts/eden-workbook.html) for the standard definitions. This file specification has no additional definitions.

# FILE NAMING CONVENTION

The following file naming convention is to help identify files to provide technical assistance.

A maximum of 25 characters (including the file extension) is allowed for the file name.

The following is the naming convention for file submissions:

sslev**filename**vvvvvvv.ext

**Table 3.0-1: File Naming Convention**

|  |  |  |
| --- | --- | --- |
| **Where** | **Means** | **Limit in characters** |
| ss | USPS State Abbreviation | 2 |
| lev | Abbreviation for level:* SEA for a State Education Agency level
 | 3 |
| filename | **CTECONCEN** | 9 |
| vvvvvvv | Alphanumeric string designated by the SEA to uniquely identify the individual submission (*e.g.,* ver0001, v010803) | 7 |
| .ext | Extension identifying the file format:.txt – fixed .csv – comma delimited.tab – tab delimited | 4 |

# FIXED OR DELIMITED FILES

This section describes the fixed file and delimited file specifications. The fixed file and delimited files contain a header record followed by data records. The file type is specified in the header record.

The “Pop” column in the header and data records is coded as follows:

M - Mandatory, this field must always be populated

A - This field is populated in accordance with table 2.3-1 “Required Categories and Totals”

O - Optional, data in this field are optional

## Header Record Definition

The header record is required and is the first record in every file submitted to the ESS. The purpose of the header record is to provide information as to the file type, number of data records in the file, file name, file identifier, and file reporting period.

**Table 4.1–1: Header Record**

| **Data Element Name** | **StartPosition** | **Length** | **Type** | **Pop** | **Definition / Comments** | **Permitted Values Abbreviations** |
| --- | --- | --- | --- | --- | --- | --- |
| File Type | 1 | 50 | String | M | Identifies the type of file being submitted. | **SEA CTE CONCENTRATORS ACADEMIC ATTAINMENT** |
| Total Records in File | 51 | 10 | Number | M | The total number of data records contained in the file. The header record is NOT included in this count. |   |
| File Name  | 61 | 25 | String | M | The file name including extension, the same as the external file name.  |  See section 3.0 |
| File Identifier | 86 | 32 | String | M | Any combination of standard characters to further identify the file as specified by the SEA (e.g., a date, person’s name, and version number). |   |
| File Reporting Period | 118 | 9 | String | M | The school year for which data are being reported. The required format is "CCYY–CCYY" or "CCYY CCYY", where either a hyphen or a space separates the beginning and ending years.  | **2018-2019**OR**2018 2019** |
| Filler | 127 | 288 | String | M | Leave filler field blank. |   |
| Carriage Return / Line Feed (CRLF) | 415 | 1 |   | M |   |   |

Below is an example of a header record.

**Table 4.1–2: Header Record Example**

|  |  |
| --- | --- |
| Format | File Type,Total Records in File,File Name,File Identifier,File Reporting Period,Filler,Carriage Return / Line Feed (CRLF) |
| Example | SEA CTE CONCENTRATORS ACADEMIC ATTAINMENT,15,euseaCTECONCENv000001.csv,characters to identify file,2018-2019,¶ |

## Data Record Definition

Data records are required and immediately follow the header record in every file submitted to the ESS. Data records provide counts for the specified category sets, subtotals and education unit totals.

**Table 4.2–1: Data Records**

| **Data Element Name** | **StartPosition** | **Length** | **Type** | **Pop** | **Definition / Comments** | **Permitted Values Abbreviations** |
| --- | --- | --- | --- | --- | --- | --- |
| File Record Number | 1 | 10 | Number | M | A sequential number assigned by the State that is unique to each row entry within the file. |   |
| **DG559**State Code | 11 | 2 | String | M | The two-digit American National Standards Institute (ANSI) code for the state, District of Columbia, and the outlying areas and freely associated areas of the United States. | For a list of valid State Codes, refer to the ED*Facts* Workbook. |
| **DG570**State Agency Number | 13 | 2 | String | M | A number used to uniquely identify state agencies. This ID cannot be updated through this file.  | **01** – State Education Agency |
| Filler | 15 | 14 | String | M | Leave filler field blank. |   |
| Filler | 29 | 20 | String | M | Leave filler field blank. |  |
| Table Name | 49 | 20 | String | M | See table 2.3-1 Required Categories and Totals | **CTECONACAD** |
| Academic Subject (Assessment – no science) | 69 | 15 | String | M | The description of the content or subject area of an assessment. | **RLA** – Reading/Language Arts)**M** – Mathematics |
| Proficiency Status  | 84 | 15 | String | M | An indication of whether scores were proficient or above.***Revised!*** | **PROFICIENT** – Attained proficiency**NOTPROFICIENT** – Not proficient***Revised!*** |
| Sex (Membership) | 99 | 15 | String | A | The concept describing the biological traits that distinguish the males and females of a species. | **F** – Female**M** – Male**MISSING**  |
| Racial Ethnic | 114 | 15 | String | A | The general racial category that most clearly reflects individuals' recognition of their community or with which the individuals most identify. | **AM7** – American Indian or Alaska Native**AS7** – Asian**BL7** – Black or African American**HI7** – Hispanic/Latino**PI7** – Native Hawaiian or Other Pacific Islander**MU7** – Two or more races**WH7** – White**MISSING**  |
| Disability Status (IDEA or ADA) | 129 | 15 | String | A | An indication that students have disability status under either the Individuals with Disabilities Education Act (IDEA) or the American’s with Disabilities Act (ADA). | **DISADA** – ADA status**WDIS** – Disability status (IDEA)**MISSING**  |
| Economically Disadvantaged Status | 144 | 15 | String | A | An indication that students meet the state criteria for classification as economically disadvantaged. | **ECODIS** – Economically Disadvantaged (ED) Students |
| Migratory Status | 159 | 15 | String | A | An indication that students are eligible migratory children. | **MS** – Migratory students***Revised!*** |
| Single Parents Status | 174 | 15 | String | A | An indication that students are either single parents or pregnant teenagers | **SPPT** – Single Parents Status |
| Displaced Homemaker | 189 | 15 | String | A | An indication that students are displaced homemakers. | **DH** – Displaced homemaker |
| LEP Status (Perkins)  | 204 | 15 | String | A | An indication that students are LEP according to the definition in Perkins which is “a secondary student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding English language, and (a) whose native language is a language other than English, or (b) who lives in a family or community environment in which a language other than English is the dominant language.” | **LEPP** – LEP Status (Perkins) |
| Filler | 219 | 15 | String | M |  Leave filler field blank. |  |
| Non-Traditional Enrollees | 234 | 15 | String | A | An indication that students who are enrolled in a non-traditional program are members of the underrepresented gender group. | **NTE** – Non-traditional Enrollee |
| Total Indicator | 249 | 1 | String | M | An indicator that defines the count level – see table 2.3-1 Required Categories and Totals | **N** – Specifies category set**Y** – Specifies subtotal or total of the education unit |
| Explanation | 250 | 200 | String | O | Text field for state use.***Revised!*** | ***Revised!*** |
| Student Count  | 450 | 10 | Number | M |  |   |
| Carriage Return / Line Feed (CRLF) | 460 | 1 |   | M |   |   |

Below is an example of a data record, this is the set of data that should be submitted for each education unit. See table 2.3-1.

**Table 4.2–2: Data Record Examples – SEA level**

|  |  |
| --- | --- |
| **Aggregation**  | **Example** |
| Format | File Record Number,State Code,State Agency Number,Filler,Filler,Table Name,Academic Subject (Assessment – no science),Proficiency Status,Sex (Membership),Racial Ethnic,Disability Status (IDEA or ADA),Economically Disadvantaged Status,Migratory Status,Single Parents Status,Displaced Homemaker,LEP Status (Perkins),Filler,Non-Traditional Enrollees,Total Indicator,Explanation,Student Count,Carriage Return / Line Feed (CRLF) |
| Category Set A | 1,80,01,,,CTECONACAD,RLA,PROFICIENT,F,,,,,,,,,,N,,35¶ |
| Category Set B | 9,80,01,,,CTECONACAD,LA,PROFICIENT,,AM7,,,,,,,,,N,,12¶ |
| Category Set C | 12,80,01,,,CTECONACAD,RLA,PROFICIENT,,,DISADA,,,,,,,,N,,8¶ |
| Category Set D | 16,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,ECODIS,,,,,,,N,,20¶ |
| Category Set E | 17,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,,MS,,,,,,N,,4¶ |
| Category Set F | 17,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,,,SPPT,,,,,N,,2¶ |
| Category Set G | 28,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,,,,DH,,,,N,,2¶ |
| Category Set H | 25,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,,,,,LEPP,,,N,,5¶ |
| Category Set J | 37,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,,,,,,,NTE,N,,3¶ |
| Subtotal 1 | 38,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,,,,,,,,Y,,80¶ |

# APPENDIX: CROSSWALK

This file specification provides data for two performance indicators:

* **1S1 - Academic Attainment in Reading/Language Arts**

Measure - Percent of CTE concentrators met proficiency or above on state-established academic standards in reading (language arts)

* **1S2 - Academic Attainment in Mathematics**

Measure – Percent of CTE concentrators met proficiency or above on state-established academic standards in mathematics

**1S1 Academic Attainment in Reading/Language Arts**

|  |  |  |
| --- | --- | --- |
|  | **Overall performance indicator** | **Subgroups****(*e.g.,* students who are economically disadvantaged)** |
| Numerator: # of CTE concentrators who left secondary education and were at or above proficient when they took the state assessment for reading (language arts) and their score was included in the state’s computation of AYP | DG 681 (FS142)Subtotal 1 where proficient status is at or above proficient and academic subject is reading (language arts) | DG 681 (FS142)Category set D (category set with economically disadvantaged status) where proficient status is at or above proficient and academic subject is reading (language arts) |
| Denominator: # of CTE concentrators who left secondary education and had a score on the state assessment for reading (language arts) that was included in the state’s computation of AYP | DG 681 (FS142)Subtotal 1 where academic subject is reading (language arts) | DG 681 (FS142)Category set D (category set with economically disadvantaged status) where academic subject is reading (language arts) |

**1S2 Academic Attainment in Mathematics**

|  |  |  |
| --- | --- | --- |
|  | **Overall performance indicator** | **Subgroups****(*e.g.,* students who are economically disadvantaged)** |
| Numerator: # of CTE concentrators who left secondary education and were at or above proficient when they took the state assessment for mathematics and their score was included in the state’s computation of AYP | DG 681 (FS142)Subtotal 1 where proficient status is at or above proficiency and academic subject is mathematics | DG 681 (FS142)Category set D (category set with economically disadvantaged status) where proficient status is at or above proficiency and academic subject is mathematics |
| Denominator: # of CTE concentrators who left secondary education and had a score on the state assessment for mathematics that was included in the state’s computation of AYP | DG 681 (FS142)Subtotal 1 where academic subject is mathematics | DG 681 (FS142)Category set D (category set with economically disadvantaged status) where academic subject is mathematics |



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1. The definition of career and technical education (CTE) concentrators is in the ED*Facts* Workbook. [↑](#footnote-ref-2)