



## Secondary CLNA Data: Student Performance

Kari-Ann Ediger | Results Measurement/Program Improvement

# Learning Outcomes

## Purpose

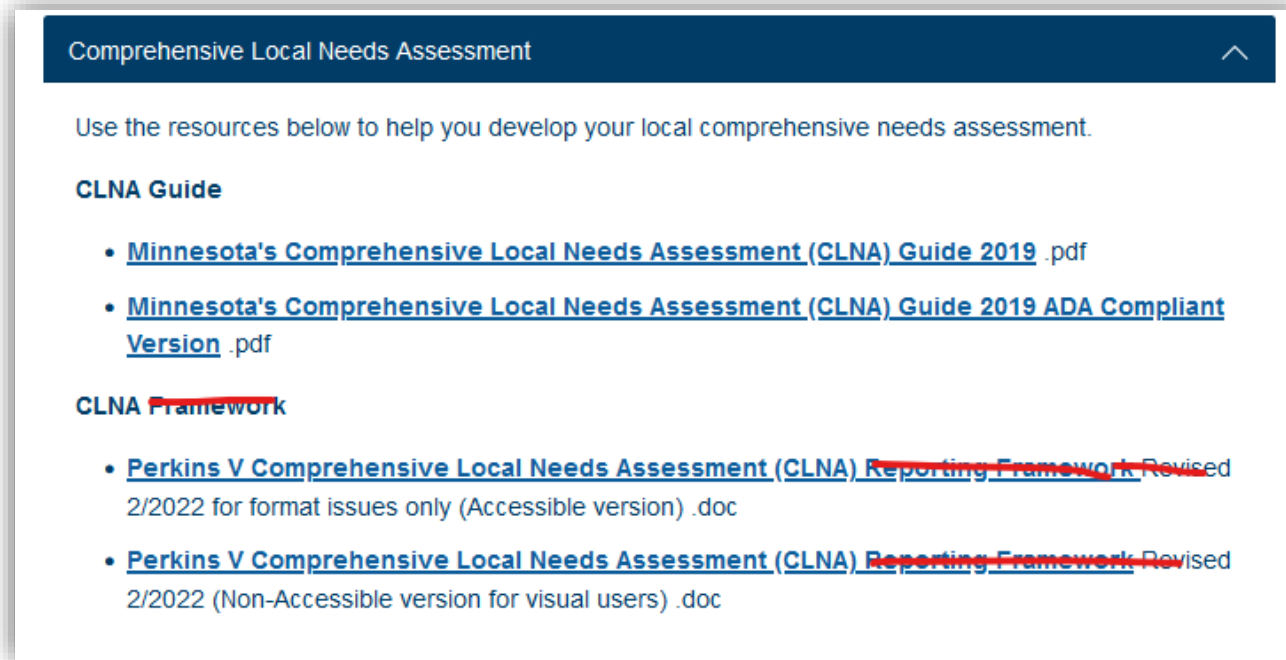
The purpose of the Comprehensive Local Needs Assessment (CLNA) is to support data-driven decision-making and more closely align planning, spending and accountability activities under Perkins V to provide focus at the local consortium level. This session will **begin** to cover CLNA information, specifically for the 9-12th grade Student Performance data and offer a starting point to **begin** identifying and interpreting the data.

## Learning Outcomes

1. Locate the CLNA Results and Priorities document on the Minnesota State CTE website.
2. Demonstrate a clear understanding of the Comprehensive Local Needs Assessment (CLNA) requirement under Perkins V and the value this information provides to secondary students and programs.
3. Identify Student Performance data, additional data sources, and collaborators to engage with during plan development.

# 1. Locate the CLNA Results and Priorities document on the Minnesota State CTE website

- <https://www.minnstate.edu/system/cte/perkins-local-application/index.html>



**Coming Soon:** CLNA Results and Priorities (no longer called “Frameworks”)

- Perkins V Comprehensive Local Needs Assessment (CLNA) Results and Priorities

## 2. Demonstrate a clear understanding of the Comprehensive Local Needs Assessment (CLNA) requirement under Perkins V and the value this information provides to secondary students and programs.

### CLNA Elements

**Element #1:** Student Performance on Required Performance Indicators

**Element #2:** Program Size, Scope, & Quality to meet the needs of all students

**Element #3:** Progress towards implementation of CTE Programs of Study

**Element #4:** Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

**Element #5:** Progress towards equal access to CTE programs for all students

# Demonstrate a clear understanding of the Comprehensive Local Needs Assessment (CLNA) requirement under Perkins V and the value this information provides to secondary students and programs.

## CLNA Elements --Today

**Element #1:** Student Performance on Required Performance Indicators

**Element #5:** Progress towards equal access to CTE programs for all students

# Demonstrate a clear understanding of the Comprehensive Local Needs Assessment (CLNA) requirement under Perkins V and the value this information provides to secondary students and programs.

CLNA Elements --February 15, 2024

**Element #2: Program Size, Scope, & Quality to meet the needs of all students**

# Demonstrate a clear understanding of the Comprehensive Local Needs Assessment (CLNA) requirement under Perkins V and the value this information provides to secondary students and programs.

## Why engage in a CLNA process? –what is the value:

### Gain understanding about:

- The choices students are making as they navigate the system toward post-high school career options
- Whether *all students* are experiencing success in our programs or whether supports might need to be put in place
- Are all students able access the programs they are interested in and acquire the skills they need to access post-high school career options
- How well, or not, current programs and courses are aligned with local workforce needs and opportunities
- Whether budgeting priorities are aligned with program and student performance needs/outcomes
- How to best solve existing problems
- What is going really well and you need to tell a lot of other people about!



## ~ Planning Process ~



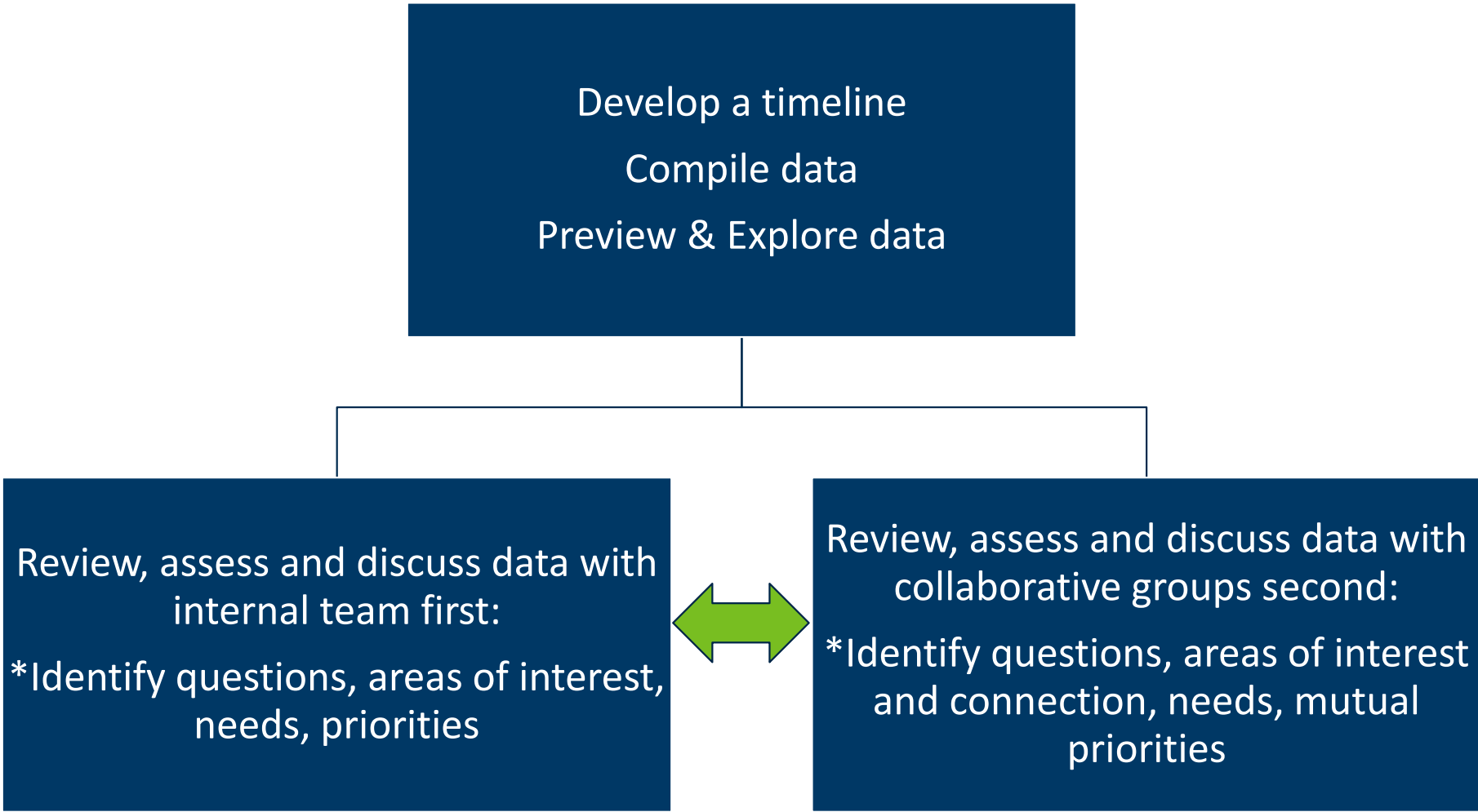
# Developing a plan: Taking Stock

- **Step 1: Review your Perkins budget** –Where is most of your \$\$ going?
  - Are you having impact in the areas where you are spending the most money?
  - Are you current goals met and now it is time to move to other priority areas? Or, are you still working on meeting current goals?
  - How long have you been funding the current work?
- **Step 2: Time and Attention** –What are *you* spending most of *your* time on? Why? Are you spending time on good things or Great things? What is your team spending time on?
- **Step 3: People** –Who are all the people who need to be involved in the diagnosing, prioritization, planning & strategy, and implementation process? –Or, who *could* you engage more by involving them.
  - Are the right people at the table? Who is missing?

# Develop a process

- Develop a timeline, with tasks and deliverables.
- Identify and explore existing data –What do you have? What is missing? What else do you want to know? Who do you need to engage with which data set?
- Review, assess, & discuss data with: 1) internal/local team. They are your “filter.” Do you now have all the right data? Have you identified the right questions and decision-points? Are the right people invited to the table? What are the action points you would like to see the collaborative groups move forward with?
- Organize and compile data according to the collaborative groups you want to engage with and the specific items you want their feedback on.
- Review, assess, & discuss data with Collaborative partners.
  - Learn, grow, ask, discover, connect. Evaluate, prioritize, strategize...implement. Engage in continuous improvement (ie. do it all over again).

# Develop a process





Learning Outcome #3:  
Identify Student Performance data, additional data sources, and  
collaborators to engage with during plan development

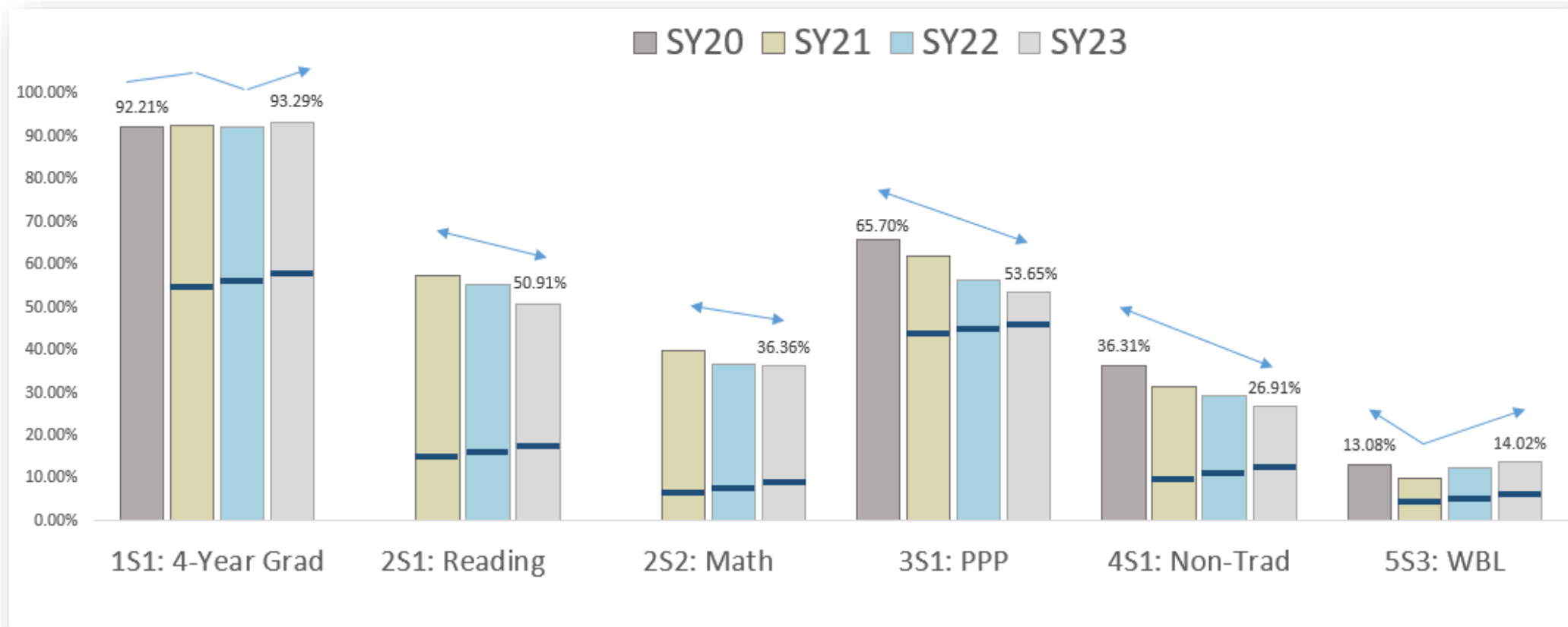
# Data Sources: Do you know where your data are?

- Secure Reports, <https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp>
  - Accountability: Enrollment, Accountability: Performance Indicators, Enrollment: Participants & Concentrators
  - Pipeline: Career Field & Pathway, Waterline, State-Approved Program and Course List (PA Database)
- Data Reports and Analytics, <https://public.education.mn.gov/MDEAnalytics/Data.jsp>
  - **Graduation:** Accountability and Assessment > Graduation Files > Year > Subcategory: Graduation > Level: All (Gives you the Graduated, Continuing, Drop Out, or Unknown numbers)
  - **Opt out:** Accountability and Assessment > Assessment Files > Test Name: All > Year > Public > Subject: All > Grade: All the opt out numbers are included in this file. Can filter for your districts specifically.
  - **Discipline data:** Student Data > Discipline Data > Year > District/State –Trend Report (or any other you want to review) {can download the report into excel}
  - **MN Student Survey Report:** Student Data > MN Student Survey Report {student leadership & connection}
- SLEDS, <https://sleds.mn.gov/>
  - Rigorous Course taking information & additional postsecondary data
- MnState, <https://www.minnstate.edu/system/cte/perkins-consortia.html>
  - Performance Report for your consortium
- PELSB, <https://mn.gov/pelsb/board/data/>
  - Teacher licensure data



# At a high level: You're looking for Trends across time

## Secondary: Performance Indicators



\*Due to COVID-19, during SY2021 students across the state shifted from remote to in-person learning at different times and lengths of time across the school year. Comparisons across districts and even CTE content areas must be interpreted in light of these contexts.

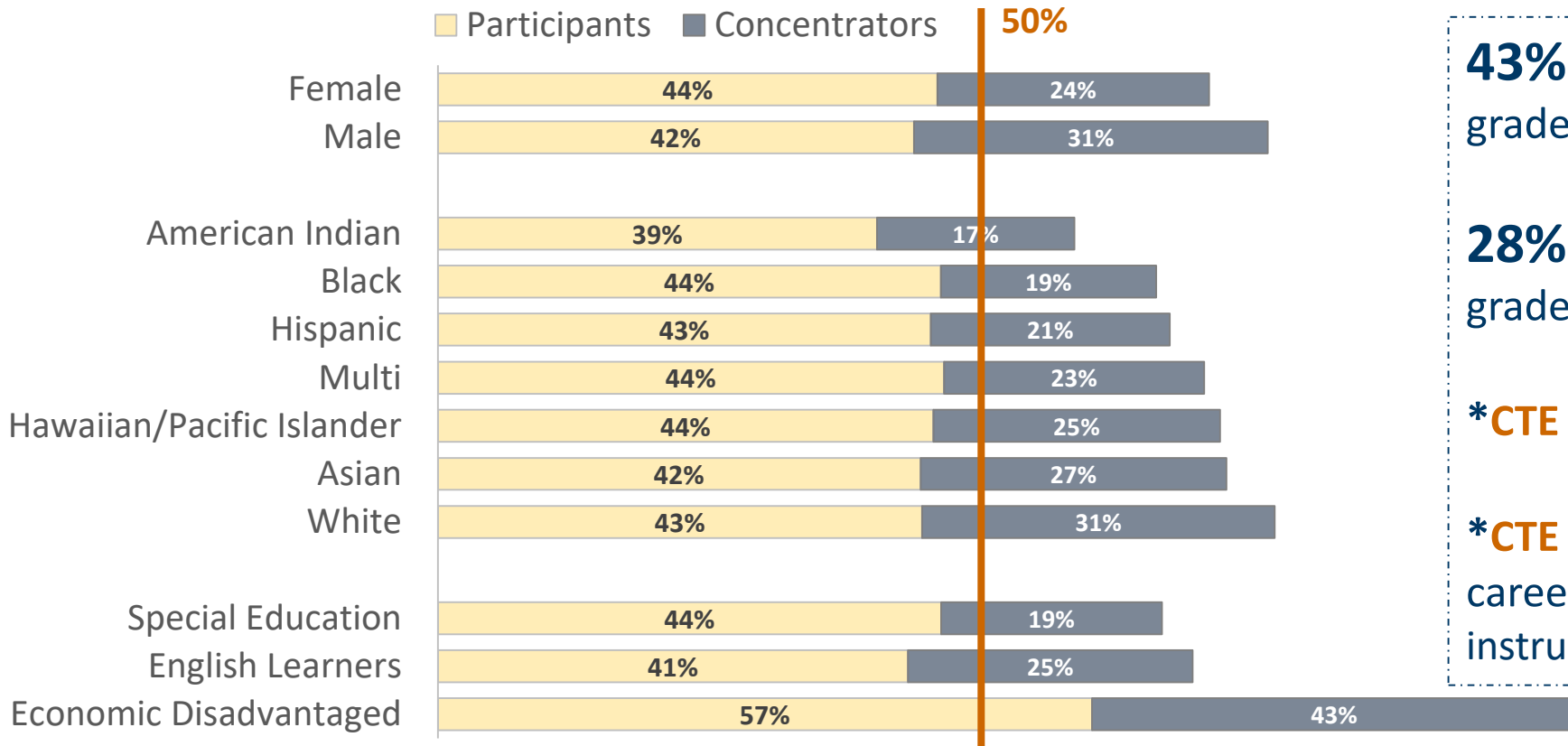
# At a high level: You're making comparisons

## Secondary: Performance Gaps

Performance Gaps (Ss Group-Actual)																		
	1S1: 4yrGrad			2S1: Reading			2S2: Math			3S1: PPP			4S1: NonTrad			5S3: WBL		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
<b>Grand Total</b>	<b>92.66%</b>	<b>92.09%</b>	<b>93.29%</b>	<b>57.48%</b>	<b>55.25%</b>	<b>50.91%</b>	<b>39.73%</b>	<b>36.55%</b>	<b>36.36%</b>	<b>61.93%</b>	<b>56.44%</b>	<b>53.65%</b>	<b>31.56%</b>	<b>29.37%</b>	<b>26.91%</b>	<b>9.98%</b>	<b>12.34%</b>	<b>14.02%</b>
Male	-0.87%	-0.79%	-0.84%	-3.93%	-2.68%	-2.86%	1.15%	1.75%	2.07%	-4.88%	-4.68%	-4.63%	-9.01%	-10.95%	-9.97%	0.57%	0.43%	0.59%
Female	1.21%	1.04%	1.10%	5.83%	4.11%	4.23%	-1.78%	-2.65%	-3.22%	7.74%	7.20%	5.98%	19.92%	23.38%	19.15%	-0.75%	-0.54%	-0.74%
American Indian	-4.92%	-10.86%	-10.30%	-21.41%	-14.88%	-18.04%	-21.55%	-16.79%	-17.58%	-22.25%	-20.90%	-19.23%	-0.95%	2.65%	0.12%	1.25%	-3.57%	2.17%
Asian	-0.07%	-0.19%	-0.24%	9.01%	4.94%	4.96%	6.67%	5.41%	1.94%	8.25%	5.59%	4.26%	2.49%	3.34%	1.20%	-1.70%	-2.37%	-5.95%
Black	-6.81%	-7.51%	-5.30%	-10.92%	-12.39%	-12.66%	-22.97%	-20.83%	-20.30%	-0.35%	-2.79%	-2.69%	-2.40%	0.31%	3.90%	1.66%	1.76%	0.80%
Hawaiian/PI	-9.33%	-8.22%	-8.29%	-24.15%	-33.03%	-17.58%	-39.73%	-18.37%	-25.25%	-19.07%	6.72%	-11.54%	5.94%	-16.87%	11.55%	-6.28%	-7.08%	0.27%
Hispanic	-5.95%	-6.70%	-5.91%	-12.04%	-8.09%	-13.17%	-17.52%	-17.54%	-17.04%	-12.09%	-12.83%	-22.12%	2.09%	1.91%	3.39%	-0.06%	0.61%	-1.12%
White	1.66%	1.84%	1.61%	0.97%	1.56%	2.31%	2.54%	3.09%	3.82%	0.87%	1.36%	2.91%	-0.27%	-0.53%	-0.82%	-0.04%	0.07%	0.58%
Multi	-4.16%	-3.21%	-2.60%	6.54%	1.53%	1.53%	-0.55%	-1.15%	-5.16%	-5.82%	-4.40%	-5.61%	2.06%	1.28%	1.53%	0.34%	-1.13%	-0.46%
Special Education	-13.48%	-14.86%	-13.77%	-27.50%	-25.97%	-24.28%	-24.09%	-21.42%	-21.82%	-28.23%	-27.96%	-26.73%	-6.50%	-4.64%	-3.14%	7.70%	9.09%	10.10%
Economic Disadvntge	-5.46%	-6.78%	-5.76%	-13.85%	-12.34%	-11.76%	-16.73%	-15.46%	-16.44%	-12.09%	-13.20%	-15.38%	0.36%	2.02%	3.03%	1.79%	1.77%	1.70%
English Learners	-8.46%	-10.59%	-9.96%	-42.36%	-43.98%	-40.99%	-31.69%	-29.01%	-29.92%	-3.54%	-10.33%	-16.02%	-3.03%	0.21%	-0.68%	-1.21%	0.05%	-1.56%
Homeless	-18.67%	-21.68%	-18.68%	-20.44%	-19.08%	-17.11%	-16.87%	-24.85%	-21.27%	-51.88%	-43.84%	-45.59%	-0.37%	2.25%	3.23%	4.00%	4.57%	4.19%
Youth in Foster Care			-21.63%		-21.92%	-13.41%		-21.55%	-14.74%					0.97%	-3.70%		6.63%	14.68%
Migrant	-5.16%	-12.09%	-33.29%	42.52%	-5.25%	-50.91%	-39.73%	-36.55%	-36.36%	-36.93%	-16.44%	-16.15%	-11.56%	3.96%	23.09%	1.13%	-12.34%	13.25%

# At a high level: You're making **comparisons**

## SY23, Percent of CTE Participants & CTE Concentrators from among all 9-12<sup>th</sup> grade students within each student group



**43%** (n=120,351) of all current 9-12<sup>th</sup> grade students are CTE Participants.

**28%** (n=77,427) of all current 9-12<sup>th</sup> grade students are CTE Concentrators.

\* **CTE Participant:** 1+ CTE course

\* **CTE Concentrator:** 150+hrs within 1 career field (approximately 1 yr of instruction)



# At a high level: You're asking questions

## Example: 4-Year Graduation Rate

### What successes do we see in the data?

- Are all districts performing well?
- Are all student groups performing well –or are there gaps in performance?
- Are the data trending up and to the right?
- How does your consortium compare to other consortia in the state?

### What challenges do we see in the data and how do we know?

- Are there a high number of Continuing, Drop-out, and/or Unknown students?
- How are the ALC's performing? –is there an opportunity to partner with ALC's/Middle Schools? Transitional programs?
- Is there a system for identifying at risk students sooner?

### Reflections, Take-Aways, & Suspected causes – Additional Data Sources

- Discipline data –Are students able to focus while at school? Are students present at school (Suspensions/expulsions)?
- (Local Data) Is there a credit recovery plan in place?
- How many additional students would it take to increase the percentage?
- Graduation File

**Data Source:** Accountability: Performance Indicator Report

# At a high level: You're asking questions

## Example, Academic Achievement: Reading and Math

- When was the last curriculum review?
- How well are curricula/instructional materials aligned to CTE Frameworks and academic standards?
- How is instruction and cognitive rigor differentiated and scaffolded to support all CTE Students (successes/challenges)?
- To what extent do students have access to Rigorous Courses?
- What input has Business and Industry had on classroom projects and skills taught? –is what is being taught valued by potential future employers? Are these skills vertically aligned to postsecondary programs?
- How are students participating in their own learning?
- What is the level of teacher collaboration in the building? Specifically between CTE and non-CTE teachers?
- Number of teachers who have been teaching 3 years or less?
- To what extent are teachers willing to learn new ideas and ways of working?
- To what extent do teachers have access to high quality PD aligned to Perkins goals?
- To what extent do teachers have a strong sense of responsibility for student development?
- To what extent do teacher have a strong connection to: School, Business & Industry, Local Workforce
  
- **Data Source:** Accountability: Performance Indicator report
- **Additional Data Sources:** Opt out file, PELSB (teacher information)

# Element #5: Judging meaningful gaps in performance

**1S1: 4-Year Graduation**

State	Numerator	Denominator	Actual	Performance Gap (Ss group-GTtl)	SDPL Gap (Ss group-Target)
<b>Grand Total</b>	29,614	31,743	93.29%		38.21%
<b>Gender</b>					
Male	16,608	17,964	92.45%	-0.84%	37.37%
Female	13,006	13,779	94.39%	1.10%	39.31%
<b>Ethnicity</b>					
American Indian	283	341	82.99%	-10.30%	27.91%
Asian	1,915	2,058	93.05%	-0.24%	37.97%
Black	2,300	2,614	87.99%	-5.30%	32.91%
Hawaiian/Pacific Islander	17	20	85.00%	-8.29%	29.92%
Hispanic	2,264	2,591	87.38%	-5.91%	32.30%
White	21,686	22,852	94.90%	1.61%	39.82%
Multi	1,149	1,267	90.69%	-2.60%	35.61%
<b>Special Populations</b>					
Special Education	3,410	4,288	79.52%	-13.77%	24.44%
Economic Disadvantaged	9,605	10,974	87.53%	-5.76%	32.45%
Non-traditional	16,134	17,231	93.63%	0.34%	38.55%
Single Parents	12	14	85.71%	-7.58%	30.63%
Out of Workforce					
English Learners	1,220	1,464	83.33%	-9.96%	28.25%
Homeless	238	319	74.61%	-18.68%	19.53%
Youth in Foster Care	146	212	68.87%	-24.42%	13.79%

For the purposes of Perkins plan development & reporting:

- Use the definitions of “Gap” provided in the **Accountability: Performance Indicator reports**
- Ideally, the SDPL Gap would be used. However, because most of the secondary SDPL’s are set low, gaps may be harder to detect.
- Therefore, using the Performance Gap indicator may be more efficient.
- Cut-points can be set at your discretion.
- Consider the group size (Numerator/Denominator), as well as other local initiatives and priorities.

# Develop a process

- ~~✓ Develop a timeline, with tasks and deliverables.~~
- ~~✓ Identify and explore existing data – What do you have? What is missing? What else do you want to know? Who do you need to engage with which data set?~~
- ~~✓ Review, assess, & discuss data with: 1) internal/local team. They are your “filter.” Do you now have all the right data? Have you identified the right questions and decision points? Are the right people invited to the table?~~
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  - Learn, grow, ask, discover, connect. Evaluate, prioritize, strategize...implement. Engage in continuous improvement (ie. do it all over again).

# Consultation & Collaborative Partners (Section 134)

In conducting the comprehensive local needs assessment, and developing the local application, an eligible recipient shall involve a diverse body of representative groups, including, at a minimum:

- Representatives of Career and Technical Education programs in a **local educational agency** or educational service agency, **including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;**
- Representatives of Career and Technical Education programs at **postsecondary** educational institutions, **including faculty and administrators;**
- Representatives of the **State board or local workforce development boards** and a range of **local or regional businesses or industries;**
- **Parents and students;**
- **Representatives of special populations;**
- Representatives of **regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth** (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- **Representatives of Indian Tribes and Tribal organizations** in the State, where applicable; and,
- Any other individuals that the eligible agency may require the eligible recipient to consult.



## Data Sharing & Data Privacy

# Data Sharing & Data Privacy

- **Business needs when sharing private/sensitive data:**
  - Secure Access: Secondary district staff can share district level data with staff in their own district/program
  - Secure Access: School/college staff can share school/college level data with staff in their own school/college
  - Secure Access: CLs can share consortium level data (\*not across educational level) with staff in their own consortium (\*MOU or DSA needed to share between secondary and postsecondary)
- **MOU or Data Sharing Agreements should be in place when sharing sensitive/private data:**
  - Between secondary and postsecondary partners
  - With contracted services/third parties
  - With advisory committees, stakeholders, business and industry partners, etc.

# Data Sharing & Data Privacy

*Some general guidelines* for sharing data without a MOU or data sharing agreement in place:

- Share **summary** level data. Sharing summary level data is ok.
  - (e.g., percentages, 92% of all CTE Concentrators graduated within four years, Infographic/high level data)
- If sharing data that contains cell sizes under 10, those should be suppressed with complementary suppression, if needed.
  - (e.g., AmInd (N=15), Asian (N=25), Black (N=50), **Haw/PI (N=2)**, White (N=1,200), **Unk (N=18)**, Total=1,310. In your report, you could suppress Haw/PI and Unk.)
- Other options for reporting when the cell sizes are under 10:
  - For race/ethnicity, if you have the option of combining categories (i.e., Student of Color/not Student of Color), do that
  - Combine multiple years of data together to increase cell sizes
  - Use narrative to describe what the data tell you/support rather than providing the actual numbers





## Summary

## Process: A place to start

- **Step 1:** Review your Perkins budget
- **Step 2:** Time and Attention
- **Step 3:** People
- **Step 4:** Develop a timeline and deliverables
- **Step 5:** Compile and explore data with your local leadership team
- **Step 6:** Identify successes, challenges, and reflections –(tentative priorities), and collaborative partners
- **Step 7:** Share data & insights with collaborative partners for the purpose of gathering additional information and input, as well as finalizing priorities & strategies for implementation
  - Revisit the data and collaborative partner feedback cycle, as needed
- **Step 8:** Begin drafting your Local Plan

# Learning Outcomes

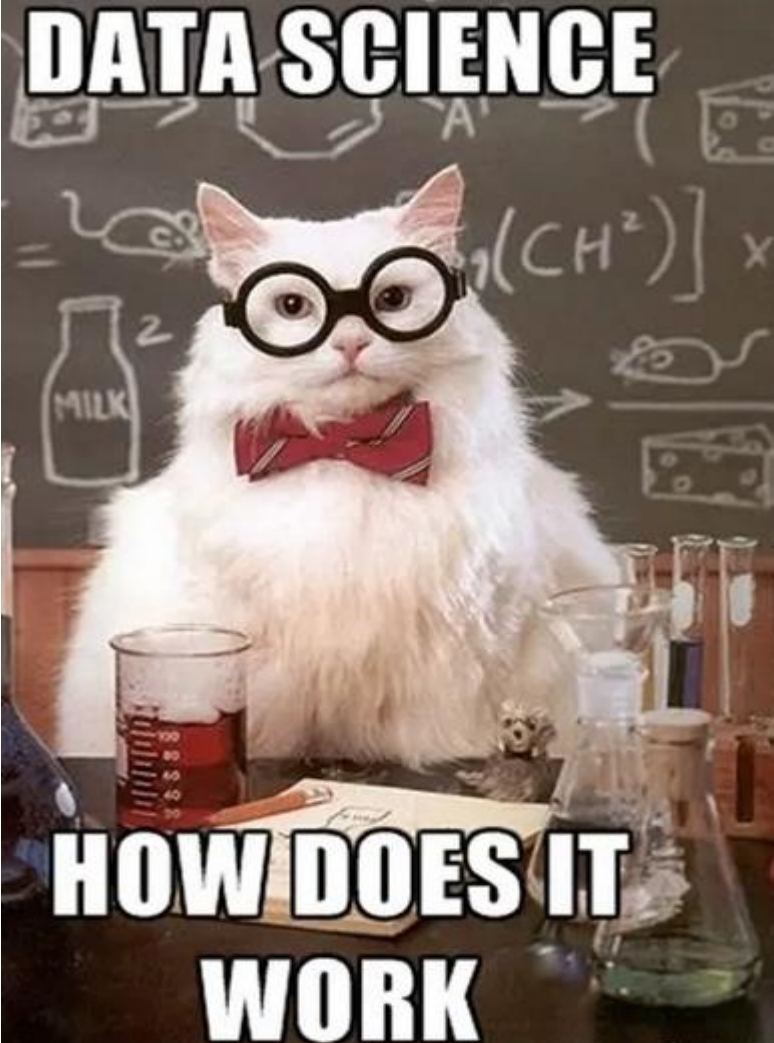
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# Questions?



Thank you for everything you do!