



Secondary Accountability 101

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Discussion Topics

- CTE Legislation
- Perkins Accountability –Structure
- State-Approved CTE Programs
- Perkins (P-file) data collection
- Accountability: Enrollment
- Accountability: Performance Indicators
 - Definitions
 - Performance Levels & Reports
- Access to MDE Secure Reports
- Data Sharing & Data Privacy



Perkins-CTE: Legislation & Organization

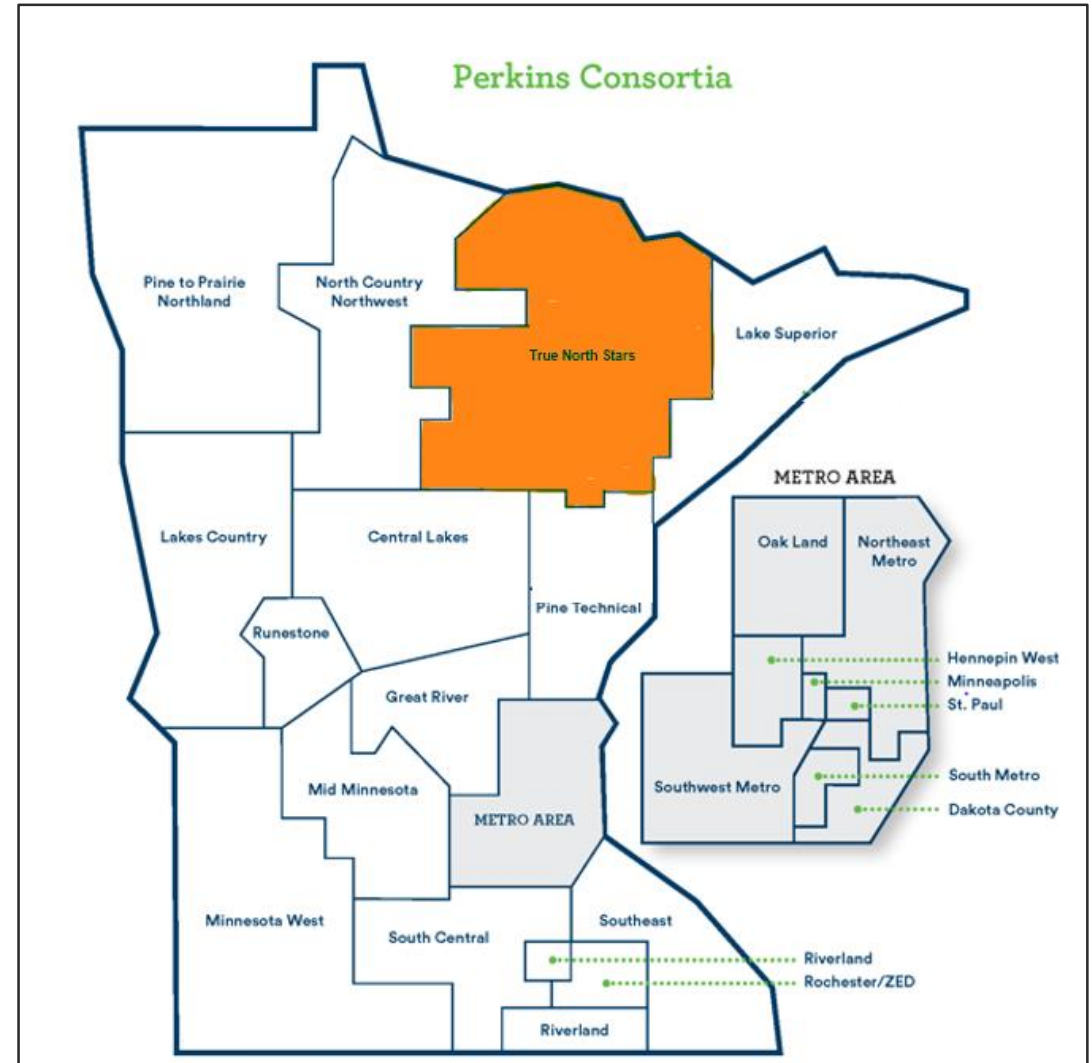
Legislation: Perkins and Career Technical Education (CTE)

- **Federal, Perkins V –In collaboration with MnState**
 - Strengthening *Career and Technical Education for the 21st Century Act of 2018*
- **State, Minnesota Rule 3505, Secondary Vocational Education –MDE only**
 - State-approved CTE programs are reviewed **once every 5 years**. A district's cycle year is based on consortium membership. Districts must meet a number of criteria in order to be approved. For example: teacher licensure, student leadership, program advisory board, superintendent acknowledgements, program & course code assignment.
- **Data** for each participating Perkins district offering state-approved CTE program(s) are **collected annually**. Student enrollment data are compiled for federal accountability purposes, are included in the local Perkins funding allocation, and are analyzed at the state and local level for continuous improvement efforts.



Organization: Perkins consortium structure

- **High degree of collaboration between Secondary and Postsecondary**
 - Within MN, there are **23 Perkins consortia**
 - **Each consortium consists of at least one 9-12th grade secondary school district and at least one 2-yr college.**
 - **Each consortium has a governance board and designated consortium leader(s)** responsible for managing the Perkins grant within their consortium. Typically, there is 1 Secondary and 1 Postsecondary consortium leader assigned to each consortium.
- Minnesota manages \$20.5M (FY22) for Perkins grant funding.
- There are approximately **354 secondary school districts/entities who partner with 30 two-year colleges** throughout the state.





Secondary Accountability

Perkins V Accountability –Structure

A. Accountability: Enrollment. Programs and people the grant is designed to impact.

Program Evaluation. Report the number of people impacted. Plan Element #5.

1. Perkins-Eligible Programs

- State-approved CTE programs the grant is designed to impact, as well as (POS)

2. Participants and Concentrators

- Students in the academic programs the grant is designed to impact
- Subgroups of students within these 2 status levels

B. Accountability: Performance Indicators. Student outcomes the grant is designed to influence.

Program Evaluation. Report performance measures actuals and targets/goals. Plan Element #9.

1. Performance Indicators

- Measures developed to assess the effectiveness of the grant recipients in achieving the desired impact of the grant and progress toward improving desired outcomes

2. Performance Levels

- Established and well-defined goals by which to compare the actual performance on a given measure to the desired performance on that same measure
- Subgroups of students

State-approved CTE programs

A. Accountability: Enrollment. **Programs** and people the grant is designed to impact.

1. Perkins-Eligible Programs

- State-approved CTE programs the grant is designed to impact, as well as (POS).
- **Minnesota Rule 3505, Secondary Vocational Education**
 - State-approved CTE programs are reviewed **once every 5 years**. A district's cycle year is based on consortium membership. Districts must meet a number of criteria in order to be approved. For example: teacher licensure, student leadership, program advisory board, superintendent acknowledgements, program & course code assignment.

• **Where can I find a list of all state-approved secondary CTE programs?**

- Program Approval Database, list of all state-approved programs and courses, <https://education.mn.gov/MDE/dse/cte/progApp/>
- Career Technical Education (CTE) Approved Programs, <https://education.mn.gov/MDE/Data/Maps/>
- Programs reviewed by MDE staff (Nov 1) each year. Updated list posted annually around mid-March.
 - PA: Amendments (New Course or New Teacher) can be sent in to MDE anytime, https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=PROD034535&RevisionSelectionMethod=latestReleased&Rendition=primary

Carl Perkins (P-file) Data Collection

CTE Program Code/Pathway Title	Program Code	Course Code	Recommended Course Title	Course Description	CTE License	CTE License	CTE License	Non Trad	CIP Code	Career Field	Career Cluster	Career Pathway
TRADE AND INDUSTRY												
TRANSPORTATION CAREERS												
Engineering/STEM	170302	01	Engineering Essentials	Students have the opportunity to explore	For this program, one of the following licenses is required:			F	14.0101	04	15	4.01
		02	Introduction to Engineering Design	Offer students experience in solving problems		300700	170301	F	14.0101	04	15	4.01
		03	Principles of Engineering	Students gain an understanding of the engineering		170302	170303	F	14.0101	04	15	4.01
		04	Digital Electronics	Students learn how to use applied logic				F	14.0101	04	15	4.01
		05	Computer Integrated Manufacturing	Involves the study of robotics and automation				F	14.0101	04	15	4.01
		06	Engineering Design & Development	Students apply engineering research principles				F	14.0101	04	15	4.01
		07	Environmental Sustainability	Students investigate and design solutions				F	14.0101	04	15	4.01

- **Where do Program and course codes come from?**

- Program and course codes are assigned based on many program criteria, including Teacher licensure. All program and course codes for state-approved CTE programs can be found in Table C, along with general course descriptions. <https://education.mn.gov/MDE/dse/cte/progApp/>
- Each district’s course name as listed on their Program Approval form is displayed within the PA database. The “Recommended Course Titles” listed in Table C are recommended titles only.
- Carl Perkins web-based application system open from **mid-May to mid-September**.

Carl Perkins (P-file) Data Collection

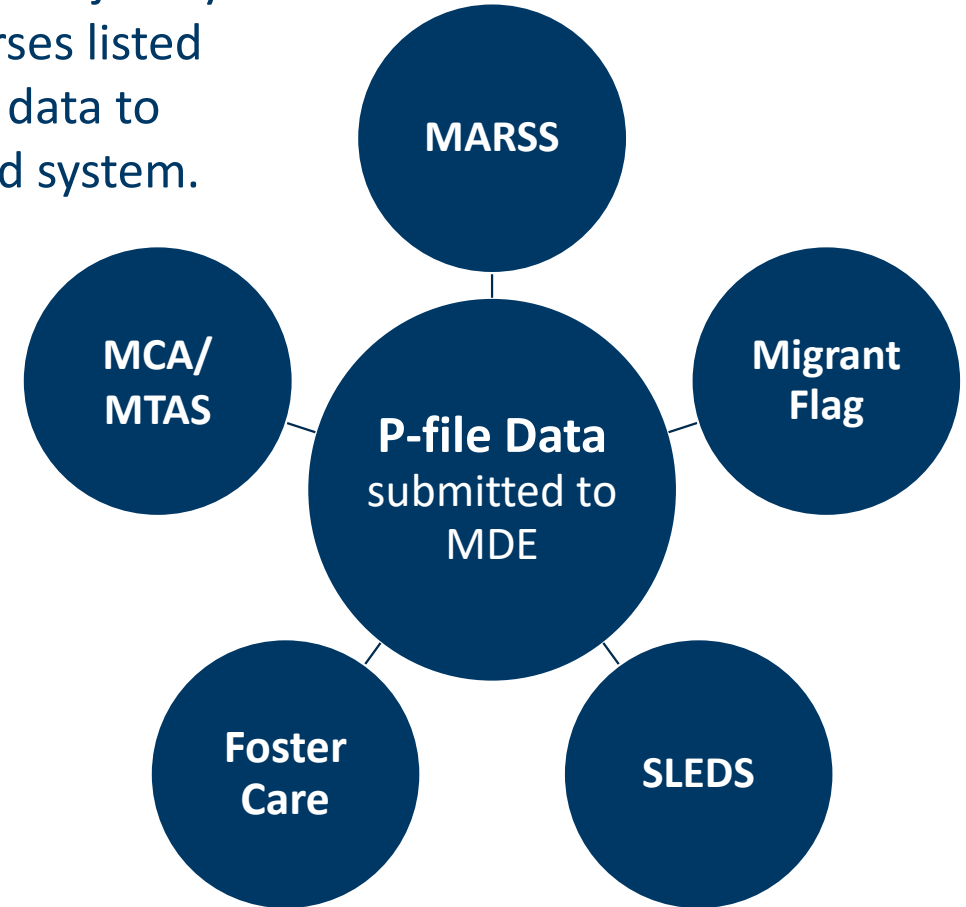
Data Submission: Authorized Users from 354 secondary districts work to justify the programs & courses listed in the PA database with the CTE courses listed within their local SIS. Districts annually submit their P-file (Perkins) data to Minnesota Department of Education (MDE) via a secure web-based system.

[Data Validation, MDE Secure Reports > P-file Summary Report](#)

Data are Aggregated and Verified: Final P-File data are aggregated into the Carl Perkins Database and are verified using the Minnesota Automated Reporting Student System (MARSS) (e.g., using MARSS-ID#, Name, Birthdate, Gender).

Perkins data are linked with additional sources:

- **MARSS:** student demographics and completion
- **MCA/MTAS:** 2S1 & 2S2 Achievement outcomes
- **Migrant Flag**
- **SLEDS:** 3S1 Post-Program Placement
- **Foster Care:** DHS data sharing agreement



Accountability: Enrollment

A. Programs and **people** the grant is designed to impact.

Program Evaluation: Report the number of people impacted.

2. Participants and Concentrators

- Students in the academic programs the grant is designed to impact
- Subgroups of students within these 2 status levels

Status Level Definitions

- **CTE Participant:** Any 9-12th grade student who successfully completes one or more state-approved CTE course(s).
- **CTE Concentrator:** Any 9-12th grade student who successfully completes 150+ course hours (or more) as part of a state-approved secondary CTE program, within one career field.
 - **NOTE:** Although CTE Participant enrollment by Career Cluster is reported within the federal Consolidated Annual Report (CAR) – Only CTE Concentrators are included in the Performance Indicator measures.

Accountability: Enrollment

Where can I find the report?

MDE Data Center > Carl Perkins
Secure Reports > Accountability:
Enrollment

Elements within the Report

- Career Clusters, Row 1
- Disaggregated student groups, Column 1
- Unique count of students, Column 2

Business Rules

- All students currently in the system prior to graduation
- All courses taken during high school experience up to & including current year
- Counts within a Career Cluster are not duplicated but may be duplicated across Career Clusters

2/23/2023

State



Combined Report

	CAREER CLUSTERS (duplicate counts)																
	CTE Combined (unique count)	AFNR	Construction	Communications	BusMngt Admin	Educ Training	Finance	Govt Public	Health Science	Hospitality Tour	Human Services	Info Technology	Law Public Safety	Manufacturing	Marketing	STEM	Transportation
Grand Total	202,488	41,486	40,033	27,733	72,626	867	33,947		8,941	759	87,188	10,212	442	18,597	20,266	11,213	14,409
Gender																	
Male	107,283	23,652	26,935	13,846	41,060	176	19,333		2,394	347	37,678	5,647	244	15,598	12,628	9,250	12,065
Female	95,205	17,834	13,098	13,887	31,566	691	14,614		6,547	412	49,510	4,565	198	2,999	7,638	1,963	2,344
Ethnicity																	
American Indian	2,789	514	566	273	782	10	366		131	31	959	130	4	294	132	112	216
Asian	12,967	1,363	1,887	2,884	4,395	66	2,047		827	18	5,476	1,325	26	565	1,476	933	884
Black	21,029	1,456	2,505	4,184	6,086	71	2,479		1,430	41	9,559	1,250	46	891	2,021	879	1,041
Hawaiian/Pacific Islander	186	30	30	24	57	1	15		8		96	10		10	11	10	13
Hispanic	20,076	3,597	3,139	2,879	6,249	85	2,762		668	51	8,949	1,083	34	1,238	1,582	853	1,434
White	135,664	33,174	30,208	16,038	51,773	585	24,863		5,408	559	57,658	5,842	312	14,885	14,054	7,975	10,126
Multi	9,777	1,352	1,698	1,451	3,284	49	1,415		469	59	4,491	572	20	714	990	451	695
Special Populations																	
Special Education	29,274	6,676	5,686	3,140	7,421	84	2,936		552	184	11,932	1,626	97	2,856	1,177	1,270	2,498
Economic Disadvantaged	70,559	13,839	12,504	10,895	21,201	289	9,538		3,183	301	30,890	4,127	162	5,305	5,212	3,147	5,368
Non-traditional	77,237	14,000	6,727	1,809	23,667	160			809	378	27,066	533	198	2,391	1	1,949	3,158
Single Parents	77	20	4	3	11		7		4		22	1			4	2	1
Out of Workforce																	
English Learners	12,468	1,765	1,727	2,352	3,492	28	1,183		541	10	4,990	812	16	625	744	538	856
Homeless	2,608	309	343	353	705	10	207		105	9	1,048	125	7	123	152	71	184
Youth in Foster Care	1,258	265	178	116	250	1	119		27	19	410	59	6	76	38	23	65
Parent in Active Military																	
Migrant	100	47	4	7	34		11		1		37	4		9	4	1	2

Continuous Improvement: Enrollment

Where can I find the report?

MDE Data Center > Carl Perkins Secure Reports
> Enrollment: Participants & Concentrators

Elements within the Report

- Data categories, Row 1
- Disaggregated student groups, Column 1

Business Rules

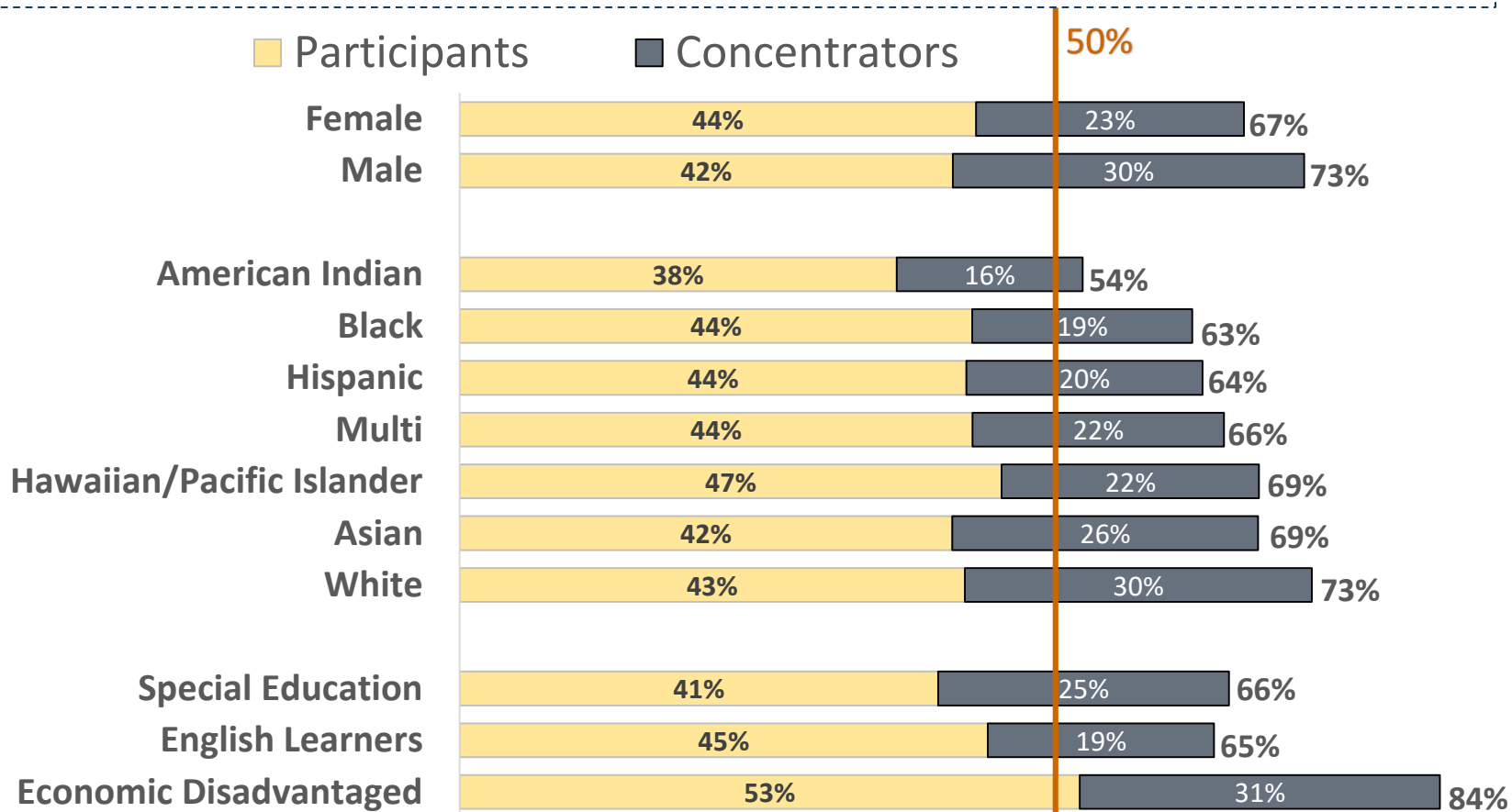
- Oct 1 enrollment, unique count of all students currently in the system prior to graduation
- Participant & Concentrators are discreet categories
- CTE & Non-CTE are discreet categories

State ↓

All CTE Career Fields	Participants	Concentrators	*Total CTE	% Participants	% Concentrators	**non-CTE	All Students	% CTE Students
Grand Total	121,548	74,830	196,378	61.89%	38.11%	83,595	279,973	70.14%
Gender								
Male	60,687	43,272	103,959	58.38%	41.62%	39,074	143,033	72.68%
Female	60,861	31,558	92,419	65.85%	34.15%	44,521	136,940	67.49%
Ethnicity								
American Indian	1,851	788	2,639	70.14%	29.86%	2,284	4,923	53.61%
Asian	7,720	4,796	12,516	61.68%	38.32%	5,700	18,216	68.71%
Black	13,758	5,906	19,664	69.97%	30.03%	11,524	31,188	63.05%
Hawaiian/Pacific Islander	118	56	174	67.82%	32.18%	79	253	68.77%
Hispanic	12,941	6,029	18,970	68.22%	31.78%	10,706	29,676	63.92%
White	78,817	54,147	132,964	59.28%	40.72%	48,384	181,348	73.32%
Multi	6,343	3,108	9,451	67.11%	32.89%	4,918	14,369	65.77%
Special Populations								
Special Education	17,509	10,652	28,161	62.17%	37.83%	14,373	42,534	66.21%
Economic Disadvantaged	42,253	24,558	66,811	63.24%	36.76%	12,387	79,198	84.36%
Non-traditional	39,730	35,517	75,247	52.80%	47.20%		279,973	26.88%
Single Parents	36	29	65	55.38%	44.62%		279,973	0.02%
Out of Workforce								
English Learners	7,986	3,416	11,402	70.04%	29.96%	6,166	17,568	64.90%
Homeless	1,718	643	2,361	72.77%	27.23%	250	2,611	90.43%
Youth in Foster Care	762	369	1,131	67.37%	32.63%		1,131	100.00%
Parent in Active Military								
Migrant	72	21	93	77.42%	22.58%	69	162	57.41%

Continuous Improvement: Overall Enrollment & Gaps in Equitable Access

SY2021-22 Percentage of CTE Participants & CTE Concentrators —from among all 9-12th grade students



Calculation:

- **Participant**/All Students
- **Concentrator**/All Students

Results

50% or more of student across all student group categories engage in CTE

196,378 (70%) of all 9th-12th grade students are CTE students

Of those who engage in CTE:

- **121,548** (62%) Participants
- **74,830** (38%) Concentrators

**Only Concentrators are included in the Perkins Accountability outcomes.

Perkins V Accountability –Structure



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Accountability: Performance Indicators

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Program Evaluation. Report performance measures actuals and targets/goals.

1. Performance Indicators

- Measures developed to assess the effectiveness of the grant recipients in achieving the desired impact of the grant and progress toward improving desired outcomes

	Federal Indicator Name
1S1	Four-year Graduation Rate
2S1	Academic Proficiency: Reading/Language Arts
2S2	Academic Proficiency: Mathematics
3S1	Post-Program Placement (formerly Postsecondary Enrollment)
4S1	Non-traditional Program Concentration
5S3	Program Quality: Work-Based Learning

Definitions: Secondary Performance Indicators

- **1S1: 4-year Graduation Rate**

- *Numerator*: Number of CTE Concentrators who, in the reporting year, were **included as a graduate** in the State's computation of its four-year cohort Graduation Rate.
- *Denominator*: Number of CTE Concentrators who, in the reporting year, were included in the State's computation of its four-year cohort Graduation Rate. Categories include: graduated, dropouts, continuing, and unknown.

- **2S1: Academic Proficiency: Reading/Language Arts**

- *Numerator*: Number of 10th grade CTE Concentrators who met or exceeded the proficiency level on the statewide high school reading assessment (MCA/MTAS)
- *Denominator*: Number of students designated as CTE Concentrators by the end of their 10th grade year, who took the MCA/MTAS and whose high school reading assessment scores were included in the state's ESSA computation.

- **2S2: Academic Proficiency: Mathematics**

- *Numerator*: Number of 11th grade CTE Concentrators who met or exceeded the proficiency level on the statewide high school mathematics assessment (MCA/MTAS)
- *Denominator*: Number of students designated as CTE Concentrators by the end of their 11th grade year, who took the MCA/MTAS and whose high school mathematics assessment scores were included in the state's ESSA computation.

Definitions: Secondary Performance Indicators

- **3S1: Post-Program Placement**

- *Numerator*: Number of CTE Concentrators who, in the second quarter after graduating high school, enrolled in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the Nation Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.
- *Denominator*: Number of CTE Concentrators who graduated high school.

- **4S1: Non-Traditional Program Concentration**

- *Numerator*: Number of CTE Concentrators from underrepresented gender groups who complete a program that leads to employment in nontraditional fields.
- *Denominator*: Number of CTE Concentrators who complete a program leading to employment in nontraditional fields.

- **5S3: Program Quality –Work-Based Learning**

- *Numerator*: Number of CTE Concentrators who successfully complete one or more work-based learning course(s) prior to graduation.
- *Denominator*: Number of CTE Concentrators who graduated high school.

Definitions: Secondary Performance Indicators

5S3: Program Quality: Work-Based Learning

- Can a student become a CTE Concentrator in WBL? Will that also count?
 - A student can become a CTE Concentrator in WBL, 150+hrs within WBL. Yes, that counts as being a CTE Concentrator.
- Can a student become a CTE Concentrator in ACTE-SPED or Diversified?
 - Yes, either is possible.
- If a student concentrates in WBL (specifically) do they have to take an extra WBL course to be counted in the performance indicator?
 - As long as course 97 was part of the hours included in becoming a CTE Concentrator in WBL, then that student will be counted in both the numerator and denominator of the 5S3: Work-Based Learning performance indicator.
- Does a student have to take the course 97 in their senior year to be counted in the performance indicator?
 - As long as a student successfully completed course 97 at some point in their high school experience, their information will be included in the 5S3: Work-Based Learning performance indicator.
- Does a student need to successfully complete course 97 as part of the 009090 program, or can they take a “capstone” 97 course within their career field area of interest?
 - Course 97 can be completed under any state-approved WBL program code whether ACTE-SPED, Diversified, or program area.

Accountability: Performance Indicators

B. Accountability: Performance Indicators. Student outcomes the grant is designed to influence.

Program Evaluation. Report performance measures actuals and targets/goals.

2. Performance Levels

- Established and well-defined goals by which to compare the actual performance on a given measure to the desired performance on that same measure
- Subgroups of students

Where can I find my consortium's Performance Report?

Consortium Indicator Performance Reports on MN State CTE website

Perkins Consortia page > Find your consortium folder > Consortium Indicator Performance Report

<https://www.minnstate.edu/system/cte/perkins-consortia.html>

Accountability: Performance Indicators

Table 1. State Determined Levels of Performance, Actual Performance Rate, and IP Status by Grant Reporting Year

Indicator Name	Baseline (2020)	Grant Year 1 (2021)			Grant Year 2 (2022)			Grant Year 3 (2023)			Grant Year 4 (2024)		
		SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?
1S1: Graduation Rate (4-year)	92.21%	54.95%	92.66%		54.99%	92.09%		55.08%			55.26%		
2S1: Academic Proficiency: Reading/Language Arts	N/A*	11.27%	57.48%		11.33%	55.25%		11.45%			11.68%		
2S2: Academic Proficiency: Mathematics	N/A*	9.08%	39.73%		9.11%	36.55%		9.17%			9.29%		
3S1: Post-Program Placement	65.70%	48.43%	61.93%		48.49%	56.44%		48.61%			48.84%		
4S1: Nontraditional Program Concentration	36.31%	9.44%	31.56%		9.49%	29.37%		9.59%			9.79%		
5S3: Program Quality: Work-Based Learning	13.08%	4.33%	9.98%		4.34%	21.34%		4.37%			4.41%		
1P1: Postsecondary Retention and Placement	90.77%	91.12%	90.24%		81.98%	89.40%		81.98%			81.98%		
2P1: Earned Recognized Postsecondary Credential	50.68%	50.60%	52.48%		45.58%	51.28%		45.58%			45.58%		
3P1: Nontraditional Program Enrollment	13.98%	14.00%	14.68%		12.54%	14.34%		12.54%			12.54%		

If the performance rate on an indicator falls below 90% of the established SDPL for the indicator/grant reporting year, an **improvement plan (IP)** is required.

*NOTE: Due to the COVID-19 peacetime emergency, MCA (Minnesota Comprehensive Assessment) testing was canceled, therefore, no Reading or Mathematics academic achievement data are available to report for SY2019-20. Across SY2020-21 secondary districts shifted from remote to in-person learning at different times and lengths of time.

- SDPL = State Determined Performance Level
- SDPL's increase across the grant years
- SDPL's for both the state and local Perkins consortia were established at the beginning of the grant by the state and were adjusted according to public comment. We do not anticipate further adjustments until the State plan is renewed.

Accountability: Performance Indicators

EXAMPLE Consortium Indicator Performance Report *EXAMPLE*

Table 1. State Determined Levels of Performance, Actual Performance Rate, and IP Status by Grant Reporting Year

Indicator Name	Baseline (2020)	Grant Year 1 (2021)			Grant Year 2 (2022)			Grant Year 3 (2023)			Grant Year 4 (2024)		
		SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?
1S1: Graduation Rate (4-year)	92.21%	91.80%	92.25%		92.11%			92.71%			93.93%		
2S1: Academic Proficiency: Reading/Language Arts	N/A*	56.35%	56.00%		56.65%			57.23%			58.41%		
2S2: Academic Proficiency: Mathematics	N/A*	45.40%	44.10%		45.55%			45.84%			46.44%		
3S1: Post-Program Placement	65.70%	48.43%	66.10%		48.49%			48.61%			48.84%		
4S1: Nontraditional Program Concentration	36.31%	37.77%	32.13%	Yes	37.96%			38.35%			39.14%		
5S3: Program Quality: Work-Based Learning	13.08%	17.31%	13.10%	Yes	17.36%			17.46%			17.65%		
1P1: Postsecondary Retention and Placement	90.77%	91.12%	90.88%		91.37%			91.89%			92.92%		
2P1: Earned Recognized Postsecondary Credential	50.68%	50.60%	49.50%		50.96%			51.68%			53.12%		
3P1: Nontraditional Program Enrollment	13.98%	14.00%	12.35%	Yes	14.10%			14.31%			14.73%		

- Any Actual which falls below 90% of the SDPL requires that a consortium complete and implement and Improvement Plan.
- A consortium continues to be on Improvement Plan status until the SDPL is met.

*Grant year performance data and SDPLs shown are not real; data are for demonstration purpose only

Accountability: Performance Indicators

1S1: 4-Year Graduation Rate

State

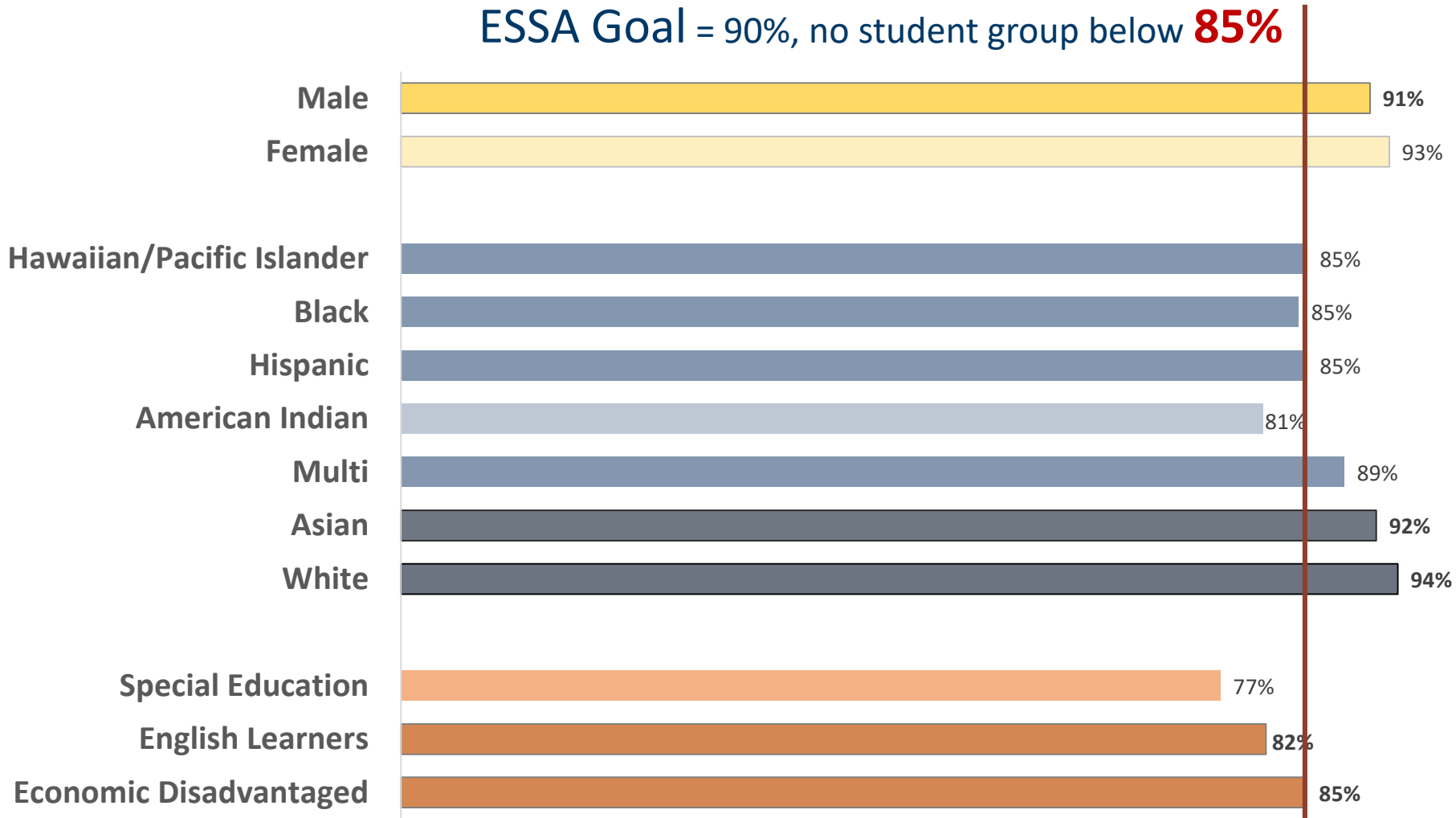
1S1: 4-Year Graduation

	Numerator	Denominator	Actual	Gap (Ss group-GTtl)	Gap (Ss group-Target)
Grand Total	27,895	30,292	92.09%		37.10%
Gender					
Male	15,801	17,306	91.30%	-0.79%	36.31%
Female	12,094	12,986	93.13%	1.04%	38.14%
Ethnicity					
American Indian	251	309	81.23%	-10.86%	26.24%
Asian	1,839	2,001	91.90%	-0.19%	36.91%
Black	2,046	2,419	84.58%	-7.51%	29.59%
Hawaiian/Pacific Islander	26	31	83.87%	-8.22%	28.88%
Hispanic	1,982	2,321	85.39%	-6.70%	30.40%
White	20,856	22,204	93.93%	1.84%	38.94%
Multi	895	1,007	88.88%	-3.21%	33.89%
Special Populations					
Special Education	3,243	4,199	77.23%	-14.86%	22.24%
Economic Disadvantaged	9,235	10,825	85.31%	-6.78%	30.32%
Non-traditional	14,913	16,024	93.07%	0.98%	38.08%

- MDE Data Center > Secure Reports > Carl Perkins Secure Reports > Accountability: Performance Indicators
- <https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp>
- **Gap (Ss group-GTtl)**, displays each disaggregated student group Actual, minus, the Grand Total Actual. Differences greater than/equal to 90% are displayed in black. Differences less than 90% are displayed in red.
- **Gap (Ss group-Target)**, displays each disaggregated student group Actual, minus, the State Target (for the state report) and, minus the Consortium Target (for the Consortium, District, and School reports). Differences greater than/equal to 90% are displayed in black. Differences less than 90% are displayed in red.

Accountability: Performance Indicators

1S1: 4-Year Graduation Rate



Statewide Longitudinal Education Data System (SLEDS)

- SLEDS <http://sleds.mn.gov/>
- From MDE's main page/ribbon:
- >Select Data Center
- >Select SLEDS
- NOTE: the CTE flag has been represents CTE Concentrators only according to the Perkins V definition of 150+ course hours within a state-approved program, within 1 Career Field.

The screenshot displays the SLEDS web application interface. On the left is a navigation menu with sections: Information, High School Graduates, College Students, and College Graduates. The 'Enrollment' option under High School Graduates is highlighted. The main content area shows a filter configuration screen for 'Statewide High School Graduation Year: 2018'. The 'Race/Ethnicity' filter is expanded, showing options like 'American Indian or Alaska Native', 'Asian', 'Black or African American', 'Hispanic or Latino', 'Native Hawaiian or Other Pacific Islander', 'White', and 'Two or more races'. The 'Other Criteria' filter is also expanded, showing options like 'English Learner', 'Not English Learner', 'Special Education', 'Not Special Education', 'Free/Reduced Priced Lunch', 'Not Free/Reduced Priced Lunch', 'Rigorous Course Taking', 'Not Rigorous Course Taking', and 'CTE'. The 'CTE' option is highlighted in yellow. A 'Done' button is at the bottom. On the right, there is an 'Enrollment: Do high school graduates move onto college?' section with an 'Add another view' button.



Access to MDE Secure Reports

Access: MDE Secure Reports

<https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp>

Assessment Secure Reports

Alternate Assessment Participation
District & School Student Results (DSR & SSR)
Student Assessment History Report
Test Results Summary

Carl Perkins Secure Reports

P-File Summary

Accountability

Accountability: Enrollment
Accountability: Performance Indicators

Continuous Improvement

Enrollment: Participants and Concentrators
Enrollment: Course Report
Pipeline: Career Field
Pipeline: Pathway
Snapshot
Waterline

- ✓ All Authorized Users (people who submit the P-file to MDE) have access to the **P-file Submission Status**. It's automatic.
- ✓ All Consortium Leaders have access to all Consortium, District & School reports –for their specific consortium. Access via (me).
 - There is an “all” button where you can download Performance Indicators for all your districts *-at once*. Be sure to scroll to the bottom of the filter options.
- ✓ District personnel can create and EDIAM account and request access to “Carl Perkins Secure Reports” through their IoWA (Superintendent or Proxy).



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

Discussion Topics

- CTE Legislation
- Perkins Accountability –Structure
- State-Approved CTE Programs
- Perkins (P-file) data collection
- Accountability: Enrollment
- Accountability: Performance Indicators
 - Definitions
 - Performance Levels & Reports
- Access to MDE Secure Reports
- Data Sharing & Data Privacy

Thank you for all you do!

You're AMAZING! 😊