



MINNESOTA STATE
Career and Technical Education



CLNA Data Session: Secondary and Postsecondary

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September 30, 2025

Comprehensive Local needs Assessment: Secondary Data

Element 1: Student Performance

Question 1: Overall Performance

- » Follow along in the 'CLNA Data Session: Secondary Activity' handout and your consortium's SY21-24 data file sent by email.
- » When considering priorities for Student Performance, be sure to review the [Consortium Indicator Performance Report](#) and the SY2026 State Determined Performance Levels (SDPLs) to anticipate future needs.

Element 1: Student Performance

Question 1: Overall Performance

- » Using the “Elmnt 1_Consortium Performance” tab in the data file, complete the table in the worksheet, and consider the following questions:
 - What context(s) are you aware of, throughout the districts in your consortium, that might be contributing to lower student outcomes for your consortium’s lowest performance indicator?
 - What context would be beneficial to create or support when considering how to improve student outcomes on this measure?
 - Who might you want to have additional follow up conversations with to determine if this performance indicator needs to be prioritized. Notice in the Appendix of the worksheet/handout that there are different stakeholder/partner groups for each CLNA Element.
- » What else do you notice about the performance indicator data in general?
 - IF 3S1: Post-Program Placement is a priority, be sure to also review the publicly available data in <https://sleds.mn.gov/> using the “CTE filter” option.

Element 1: Student Performance

Question 1: Overall Performance

- » Additional questions to take into consideration when determining priorities:
 - In addition to the lowest ranking Performance Indicator, is there another Performance Indicator(s) your consortium may be interested in prioritizing for improvement? If so, why?
 - Have you worked on continuous improvement for this Performance Indicator in the past? If so, how long ago?
 - If recent, why is it beneficial to continue funding work to improve this performance indicator?

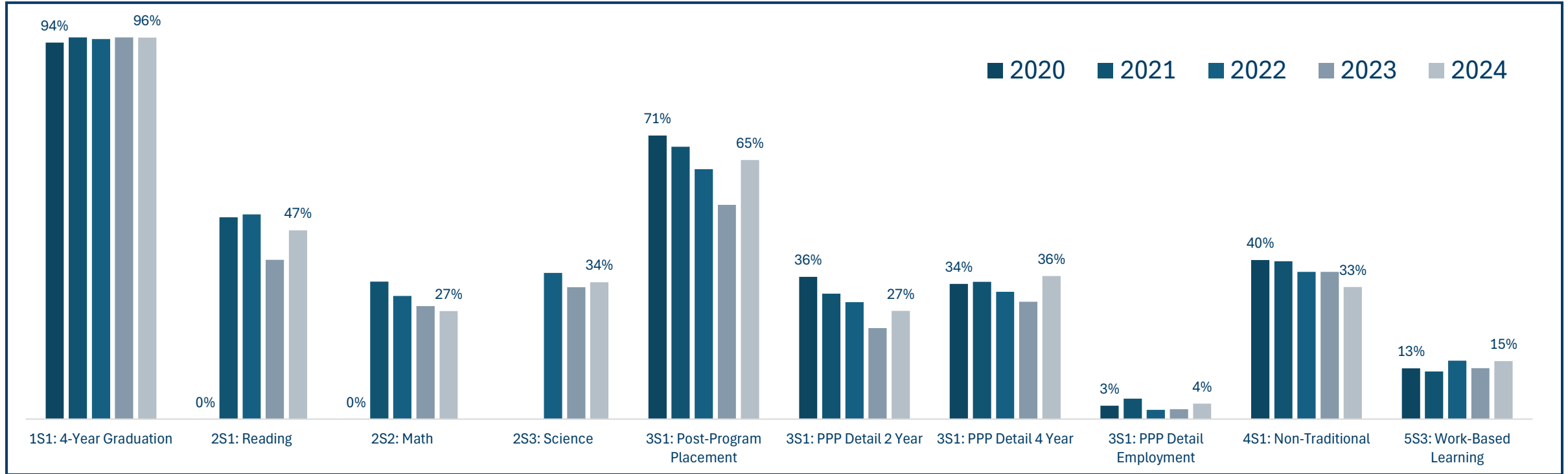
- » These questions are not intended to create more work—they are intended to assist you in gaining clarity around the issues and possibilities for improving student performance.

Element 1: Student Performance

Question 1: Overall Performance

- » Additional questions to take into consideration when determining priorities:
 - In addition to the lowest ranking Performance Indicator, is there another Performance Indicator(s) your consortium may be interested in prioritizing for improvement? If so, why?
 - Have you worked on continuous improvement for this Performance Indicator in the past? If so, how long ago?
 - If recent, why is it beneficial to continue funding work to improve this performance indicator?
- » These questions are not intended to create more work—they are intended to assist you in gaining clarity around the issues and possibilities for improving student performance.
- » The questions are intended to help you focus the work and be strategic and intentional when implementing interventions and continuous improvement.

Element 1: EXAMPLE Student Performance

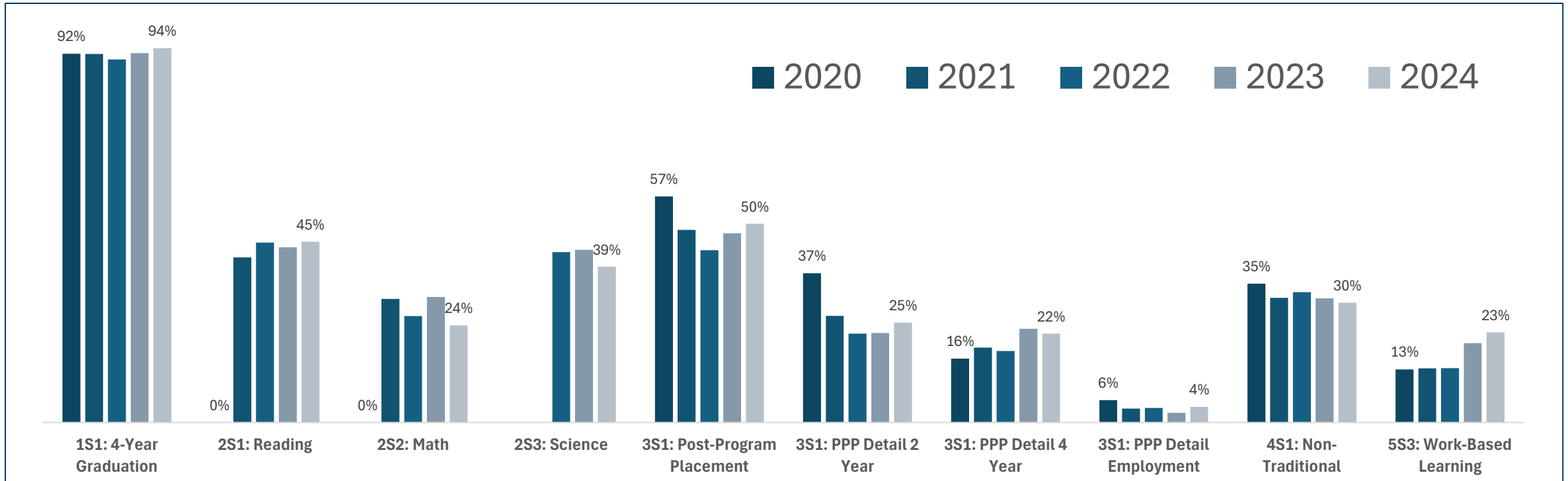


Consider these Example data for Consortium level student outcomes. A similar chart is in the data file for your consortium.

General Discussion:

- In this Example profile, notice the skyline. Four-year Graduation is impressive! Post-Program Placement is recovering (higher percentage enrolling in a 4-yr institution), slight dip in Non-Trad, WBL is showing very slow but positive recovery. Clearly there is a high degree of focus on postsecondary enrollment within this consortium.
- However, as we consider academic achievement outcomes, let's talk through how academic achievement and long-term student outcomes for Post-Program Placement might be related? Might there be priorities to discuss as a consortium?

Element 1: EXAMPLE Student Performance



Consider these Example data for Consortium level student outcomes. A similar chart is in the data file for your consortium.

General Discussion:

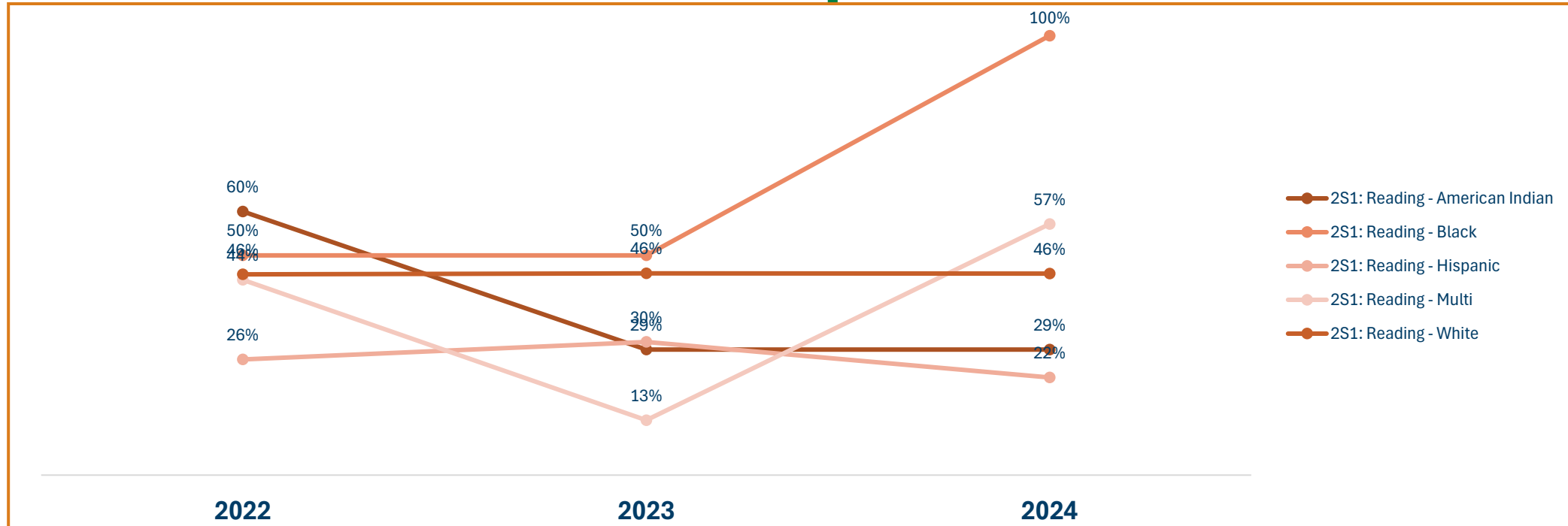
- In this Example profile, notice the skyline. Four-year Graduation is impressive! Post-Program Placement is recovering (slightly higher and more consistent percentage enrolling in 2-year institutions), Non-Trad appears stable—the story here is WBL which is showing large positive recovery and improvement. Fantastic!
- Although the same conversation regarding academic achievement outcomes is important here, and we will also want to dig into the gap data, in what ways might WBL and short-term credentials be a priority for this consortium? Local context and needs are important.

Element 1: Gaps in Student Performance

Question 2: Gaps in student performance –Consortium Level

- » Using the “Elmnt 1_Disag Performance” tab in the data file, consider the following questions provided in the worksheet:
 - What do you notice about student outcomes across time, for each performance indicator? (hover your mouse over each line to be reminded of the student group; chart key is displayed on the right).
 - What do you notice about outcomes for each student group across time?
 - Who might you want to have additional follow up conversations with to determine what particular student group(s) for any specific performance indicator might need to be prioritized.

Element 1: EXAMPLE Gaps in Student Performance

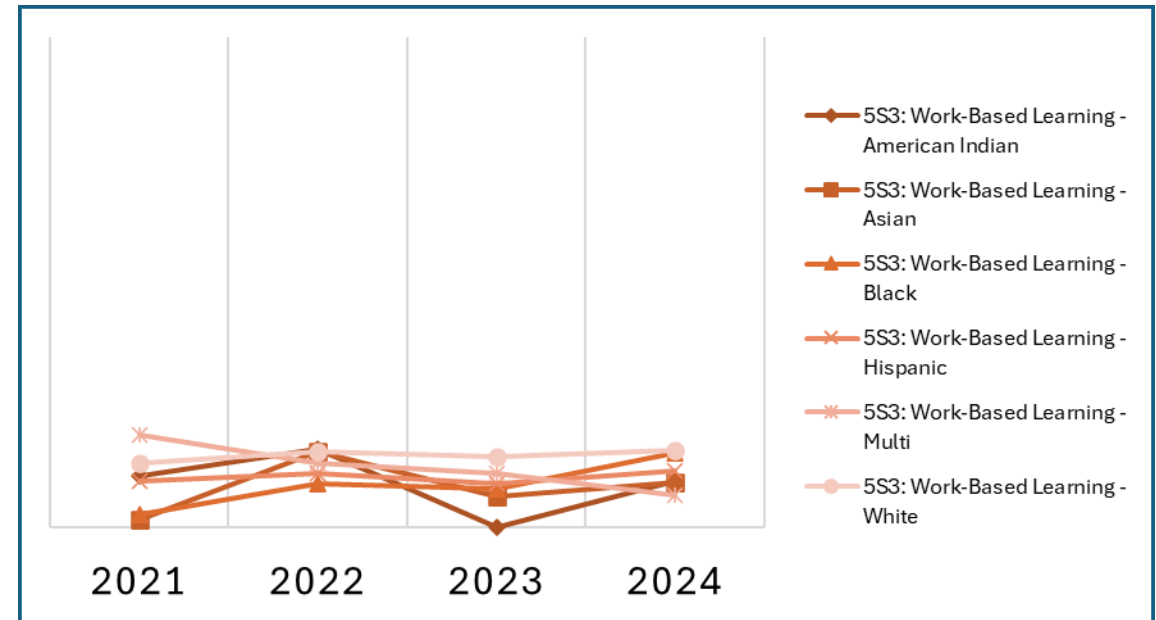
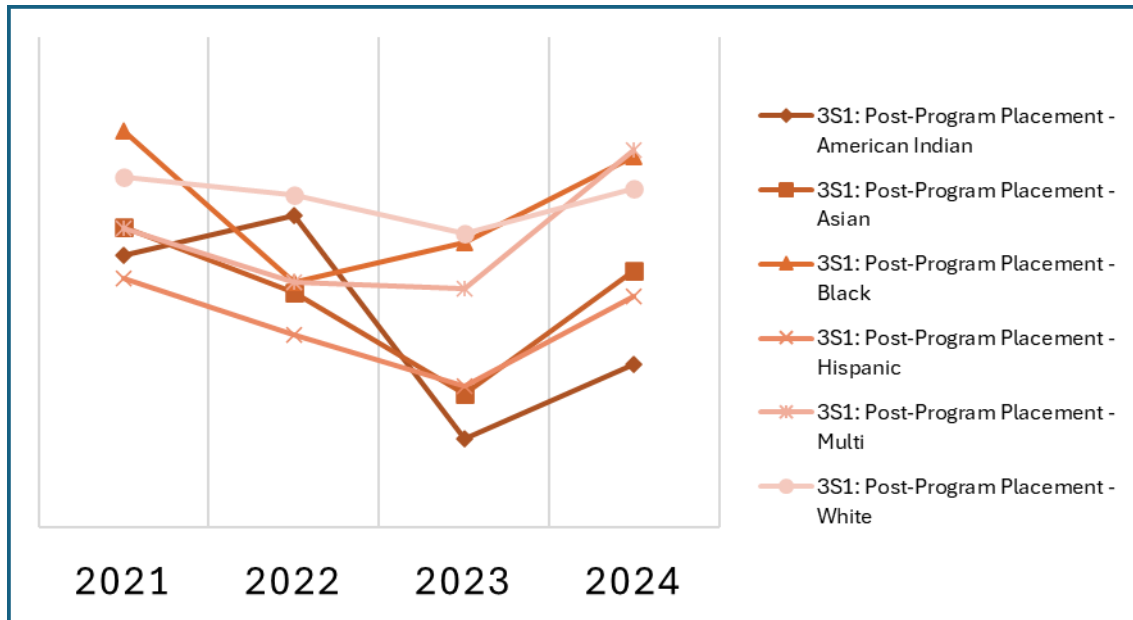


Consider these Example data for Consortium level student outcomes. A similar chart is in the data file for your consortium.

General Discussion:

- In this Example, notice the performance trends for each student group over time. Use the embedded filters to review this information for each performance indicator and each student group.
- Has there been improvement for each student group on this indicator? If not, why not? If so, what went well?
- Where are you noticing the slowest growth/improvement over time and the largest between group performance gaps? What additional information might you want to review to confirm whether to confirm this as priority work for your consortium?

Element 1: EXAMPLE Gaps in Student Performance



Consider these Example data for Consortium level student outcomes. A similar chart is in the data file for your consortium.

General Discussion:

- In this Example, notice the performance trends for each student group over time. Use the embedded filters to review this information for each student group x performance indicator.
- Notice that there can be a very different patterning of results in student outcomes relative to each performance indicator. For example, in the WBL example on the right, performance outcomes x student group are more tightly clustered together. Conversely, performance outcomes x student group on the left for Post-Program Placement are farther apart. Why do you think that is? What might gaps be larger for Post-Program Placement? How does noticing these differences inform your strategic prioritization?

Element 1: Gaps in Student Performance

Question 2: Gaps in student performance –Consortium Level

- » Using the “Elmnt 1_Heat Map” tab in the data file, consider the following questions provided in the worksheet:
- These data represent Performance gaps as measured by the distance between the Actual of each individual student group minus the grand total Actual (All Students). Trend data are presented (SY21-24). Any positive percentage marked in dark blue represents a strength, and deep red (negative) number represents a potential priority/gap. Shades of red represent varying degrees of student performance gaps. Anything in red through pink should be considered as a priority to be discussed with a broader stakeholder or collaborative partner group.
 - **Notice** are there any reduction in gaps over time. What went well? Is there anything we can learn from or replicate?
 - **Notice** are there any enduring or deepening performance gaps for specific student group(s) with respect to specific performance indicators? Priority.
 - **Notice** are there any enduring or deepening performance gaps for specific student group(s) across all performance indicators. This indicates a clear priority for further discussion and action.

Element 1: EXAMPLE Gaps in Student Performance

	Secondary Performance Gaps (Ss Group-Actual)																											
	4-yr Grad Rate				Reading				Math				Science				Post-Program Placement				Non-Trad				Work-Based Learning			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Grand Total	95.78%	95.36%	95.81%	95.75%	50.63%	51.35%	39.95%	47.38%	34.51%	30.89%	28.38%	27.11%		36.68%	33.12%	34.36%	68.34%	62.74%	53.77%	65.01%	39.59%	36.94%	36.97%	33.14%	11.93%	14.64%	12.80%	14.55%
Male	-0.91%	-0.60%	-0.73%	-1.04%	-7.68%	-3.47%	-1.69%	-3.48%	1.09%	1.10%	0.99%	1.25%		1.34%	3.09%	0.76%	-4.36%	-3.60%	-3.71%	-4.96%	-17.13%	-18.17%	-25.11%	-17.57%	1.36%	0.01%	1.35%	1.49%
Female	1.21%	0.74%	0.97%	1.22%	9.52%	5.35%	2.35%	5.69%	-1.60%	-1.38%	-1.40%	-1.74%		-2.06%	-4.15%	-1.20%	6.49%	5.09%	4.86%	5.68%	27.85%	33.15%	37.75%	32.18%	-1.65%	-0.01%	-1.54%	-1.90%
American Indian	-2.03%	-5.89%	0.34%	-0.51%	-22.06%	-11.35%	-2.45%	-6.20%	-27.37%	-14.22%	-19.68%	-12.82%		7.76%	9.74%	-6.58%	-12.78%	0.90%	-35.59%	-31.68%	-2.09%	-0.58%	-20.30%	12.69%	-1.40%	1.36%	-12.80%	-5.18%
Asian	-0.13%	0.35%	-8.51%	-0.30%	-5.47%	-11.96%	8.05%	7.17%	-8.42%	-8.31%	1.17%	0.55%		-5.65%	9.19%	-6.86%	-7.05%	-14.74%	-26.50%	-12.74%	-8.22%	11.95%	-17.62%	1.86%	-10.41%	0.88%	-6.55%	-5.29%
Black	-7.54%	1.86%	-6.07%	2.17%	-6.19%	-13.85%	-10.78%	-11.02%	-17.84%	-16.60%	-23.38%	-21.05%		-20.89%	-12.07%	-28.48%	12.61%	-12.74%	4.29%	10.60%	14.26%	-4.94%	17.58%	-1.56%	-9.23%	-5.82%	-4.96%	0.60%
Hawaiian/PI	-15.78%	-3.05%	4.19%	-55.75%	2.50%	2.19%	4.65%	4.95%	4.06%	3.84%	4.55%	6.22%		-3.35%	-33.12%	-34.36%	-18.34%	-0.24%	21.23%	-65.01%	17.55%	13.06%	29.70%	26.86%	-11.93%	-14.64%	-12.80%	25.45%
Hispanic	-4.87%	-6.53%	-6.68%	-2.42%	-50.63%	-51.35%	-39.95%	-37.38%	-34.51%	-30.89%	-28.38%	-27.11%		-13.15%	-14.71%	-15.13%	-17.56%	-23.57%	-25.06%	-17.79%	1.96%	6.54%	1.49%	9.60%	-2.41%	-3.58%	-3.87%	-2.88%
White	1.29%	1.18%	1.98%	0.92%	-8.90%	-2.13%	-15.24%	-16.52%	-14.51%	-14.12%	-13.43%	-18.02%		3.52%	4.81%	5.52%	3.09%	5.09%	6.08%	3.96%	-0.21%	-1.54%	-0.15%	-1.33%	1.25%	0.80%	1.51%	1.14%
Multi	-5.46%	1.52%	-5.57%	-10.90%	6.51%	-11.35%	4.49%	2.62%	-2.51%	-7.08%	-12.76%	-8.69%		-1.68%	-7.31%	6.27%	-7.47%	-12.74%	-5.20%	11.91%	-6.26%	0.10%	3.03%	-17.99%	6.82%	-1.48%	-1.69%	-8.03%
Special Education	-6.40%	-5.56%	-6.06%	-5.38%	-34.63%	-30.66%	-15.98%	-35.45%	-25.30%	-22.39%	-21.34%	-14.31%		-21.90%	-9.31%	-25.07%	-19.64%	-24.38%	-19.38%	-19.88%	-8.24%	-4.14%	-2.29%	-6.82%	-2.88%	5.19%	6.01%	3.56%
EconDisadvantage	-2.79%	-3.16%	-3.63%	-2.53%	-7.41%	-8.41%	-5.43%	-9.23%	-12.44%	-12.76%	-10.39%	-9.22%		-8.15%	-4.93%	-9.62%	-13.65%	-14.03%	-13.47%	-10.62%	-3.04%	3.42%	0.88%	0.89%	-1.53%	-1.38%	1.15%	-0.11%
English Learner	-43.08%	-34.49%	-56.34%	-50.30%	-40.63%	-48.65%	-38.54%	-47.38%	-34.51%	-26.48%	-26.74%	-22.90%		-32.33%	-27.79%	-34.36%	-27.43%	-20.74%	-24.98%	-24.19%	-3.88%	6.24%	-7.18%	-3.14%	-8.18%	-4.35%	-5.87%	2.45%
Homeless	-19.31%	-22.63%	-13.99%	4.25%	-17.30%	-51.35%	10.05%	-14.05%	-1.18%	-5.89%	-28.38%	-2.11%		-36.68%	-33.12%	-34.36%	-18.34%	-62.74%	-53.77%	-46.83%	-14.59%	0.56%	3.03%	-33.14%	-11.93%	-6.31%	-12.80%	-2.05%
Foster Care	0.00%	0.00%	-12.48%	-13.40%	0.00%	-18.02%	60.05%	-47.38%	0.00%	-5.89%	-28.38%	-14.61%		-36.68%	0.00%	-34.36%	0.00%	0.00%	0.00%	0.00%	0.00%	8.51%	-26.97%	16.86%	0.00%	10.36%	10.73%	4.20%
Migrant	-45.78%	-70.36%	-95.81%	-45.75%	49.37%	0.00%	-39.95%	-47.38%	-34.51%	-30.89%	-28.38%	-27.11%		-36.68%	-33.12%	-34.36%	-68.34%	37.26%	-53.77%	34.99%	-39.59%	-36.94%	63.03%	0.00%	13.07%	-14.64%	37.20%	-1.1%

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General Discussion:

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Element 1: Gaps in Student Performance

» Pause. Reflect.

- Are the priority performance indicator(s) identified for support in Question 1: Student Performance the same or different than the performance indicators identified relative to the need to close student performance gaps in Question 2: Gaps in Student Performance?
 - How will you prioritize the work if the priority performance indicator is different in each case?
 - What additional information might you need before making a final priority decision and allocating funding?
- Is there any additional data or information you would want to consider before selecting a priority for improving student outcomes?
- From what stakeholders might you want to gather additional information? What is the best approach for working with this group of individuals and gathering information from them?
- What collaborative partners might you want to talk with to help develop strategies to improve student outcomes for the student groups you have identified?

Element 1: Student Performance

Question 3: District Performance

- » Use the 'Elmnt 1_SY24_District Outcomes' tab to filter by Group (Grand Total) to review the district Actuals for each 'Performance Indicator' (filter by Performance Indicator).
 - For the indicator(s) identified as a priority, which district(s) need the most support and will need to be invited to discussions regarding improvement strategies?
 - Which districts can the consortium learn from where student performance is good and continuing to improve?

Element 1: Student Performance

Question 4: Accessing students for positive impact

- » What districts/schools are offering pathways and courses where you will be able to implement improvement strategies that reach the student population(s) listed as a priority.
- » For example, if the priority is to increase academic achievement in Reading, then, it would be helpful to know what pathways a majority of ninth and tenth graders are enrolling in so that those specific teachers could be asked to participate in professional development.
 - Review the SY24 Pathways report tab in the data file. Use the filter and sort features to document which pathways have the highest enrollment for the student population and grades you are interested in supporting.
 - Next, use the State-Approved Programs tab to document which of your districts offer courses in this pathway.
 - What stakeholders and collaborative partners do you need to follow up with? What approach would be best for collecting additional information that would inform the consortium's Local Plan?

Element 1: Student Performance

Question 4: Accessing students for positive impact

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Element #1: Student Performance on Federal Accountability Indicators	Element #2: Program Size, Scope, Quality, & labor market alignment	Element #3: Progress toward implementation of CTE Programs of Study	Element #4: Improving Recruitment, Retention, and Training of CTE Professionals, including Underrepresented Groups	Element #5: Progress toward implementation of Equal Access to and Equity within CTE Programs
» All stakeholders required by law, particularly: • administrators, • secondary teachers, • postsecondary faculty, representatives of special populations, and • data staff	» All participants required by law, particularly: • secondary and • postsecondary administrators, • career guidance and • advisement professionals, • business and community partners, • local workforce investment/economic development boards, and • representatives of special populations » Additionally: Input from business and industry representatives, with particular reference to opportunities for special populations » Additionally: Alumni employment and earnings outcomes from a state workforce agency or state longitudinal data system, or findings from a follow-up survey of alumni	» All participants required by law, particularly: • administrators, • secondary teachers, • postsecondary faculty, and • career guidance and • advisement professionals » Representatives of special populations, including: • People battling poverty, • people with disabilities, immigrants and • refugees, • people of color, and • representatives of Indian tribes • tribal organizations	» All participants required by law, particularly: • administrators, • secondary teachers, • postsecondary faculty, • career guidance and • advisement professionals, • representatives of special populations	» All participants required by law, particularly: • administrators, • secondary teachers, • postsecondary faculty, • career guidance and • advisement professionals, • representatives of special populations, • Parents, and • students

Comprehensive Local needs Assessment: Postsecondary Data

Element 1: Exercise 3

	1P1 SDPL		90% of 1P1 SDPL	
	90.64%		81.58%	
Total	1P1 Num	1P1 Den	1P1 Rate	1P1 Gap
Total Actual Performance	546	597	91.46%	0.82

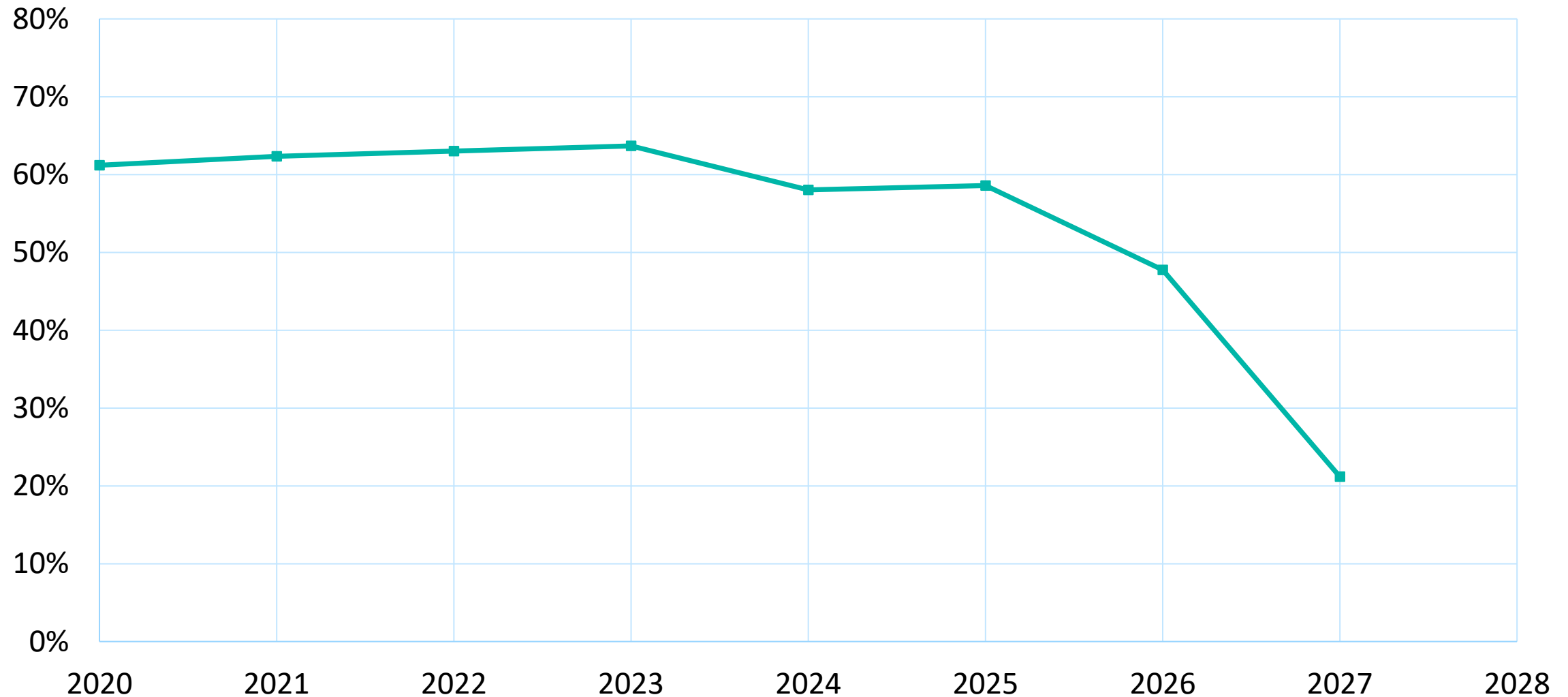
	1P1 SDPL		90% of 1P1 SDPL	
	90.64%		81.58%	
Student of Color	1P1 Num	1P1 Den	1P1 Rate	1P1 Gap
Yes	151	185	81.62%	-9.02
No	387	404	95.79%	5.15
Unknown	8	8	100.00%	9.36

Element 1

Student Performance on federal accountability indicators

Element 1: Exercise 1

Core Indicator 2P1 Trend: Earned Recognized Postsecondary Credential Total



Element 1: Exercise 2

	1P1 SDPL		90% of 1P1 SDPL	
	90.64%		81.58%	
Total	1P1 Num	1P1 Den	1P1 Rate	1P1 Gap
Total Actual Performance	546	597	91.46%	0.82

	2P1 SDPL		90% of 2P1 SDPL	
	56.30%		50.67%	
Total	2P1 Num	2P1 Den	2P1 Rate	2P1 Gap
Total Actual Performance	534	899	59.40%	3.10

	3P1 SDPL		90% of 3P1 SDPL	
	11.31%		10.18%	
Total	3P1 Num	3P1 Den	3P1 Rate	3P1 Gap
Total Actual Performance	62	572	10.84%	-0.47

Element 1: Exercise 3

	1P1 SDPL		90% of 1P1 SDPL	
	90.64%		81.58%	
Total	1P1 Num	1P1 Den	1P1 Rate	1P1 Gap
Total Actual Performance	546	597	91.46%	0.82

	1P1 SDPL		90% of 1P1 SDPL	
	90.64%		81.58%	
Student of Color	1P1 Num	1P1 Den	1P1 Rate	1P1 Gap
Yes	151	185	81.62%	-9.02
No	387	404	95.79%	5.15
Unknown	8	8	100.00%	9.36

Element 2

Program Size, Scope, Quality, & labor market alignment

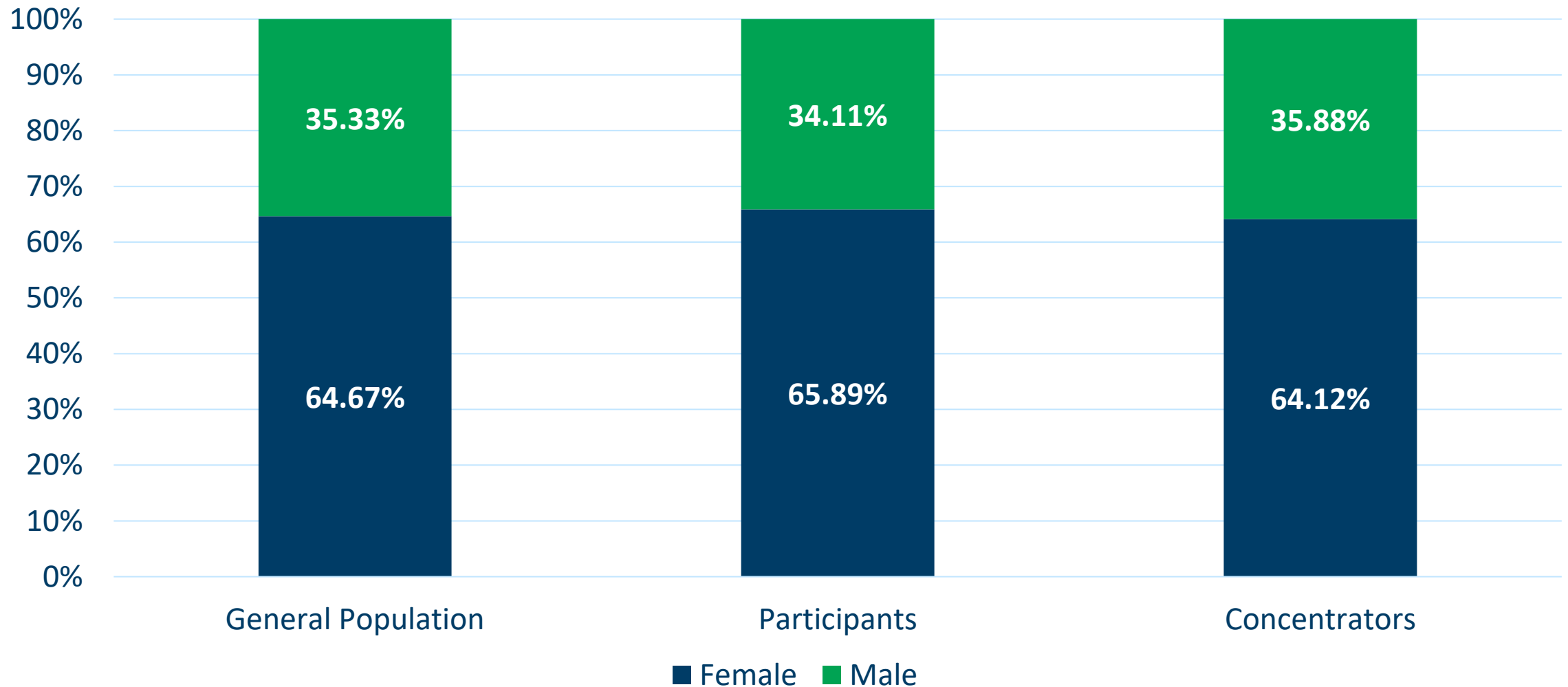
Your local Institutional Research Office should already have data and reports available on program size, scope, and quality as part of their program review process for accreditation.

Element 5

Progress toward implementation of equal access to and equity within CTE programs

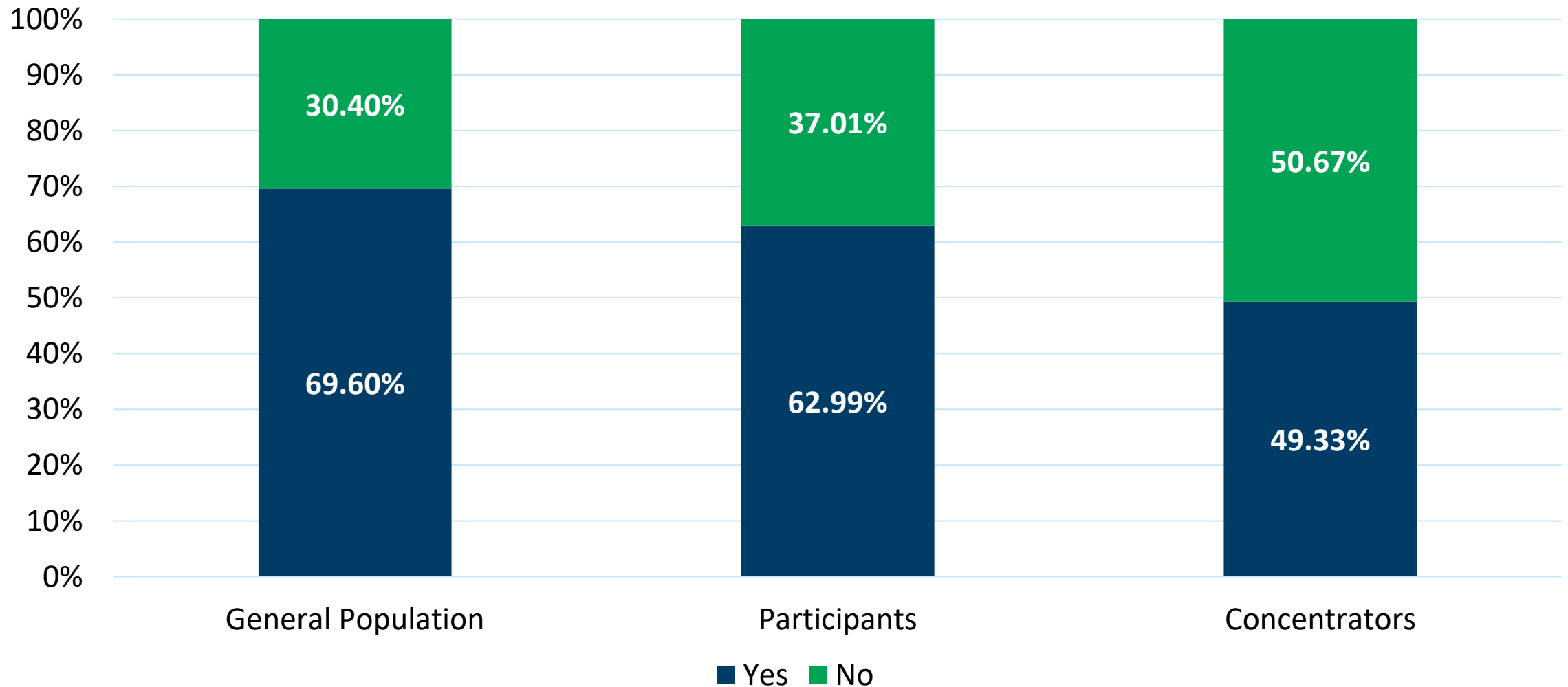
Element 5: Exercise 1

Population Comparison Report – Gender



Element 5: Exercise 2

Population Comparison Report – Special Populations: Economic Disadvantage



Reminder

There is a Postsecondary Accountability Webinar on
Thursday, October 9 at 10:00am
that will go more in-depth on using the Perkins V
Power BI Report app.

Thank you.



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