



CLNA Data Session: Secondary Activity

Directions: Please use the Consortium CLNA data file previously sent to you to respond to the following items.

Question 1: Overall Performance

Using the “Elmnt 1_Consortium Performance” tab in the data file, rank order each of the six Performance indicators for your Consortium, from highest Actual in SY2024 to lowest based on your expectation for student outcomes, meaningful improvement across time, the level of proficiency students need for each indicator in order successfully transition to career, workforce, and/or college. Document your rank order in the chart below. Please use the overall 3S1: Post-Program Placement data for this question (not the 2yr or 4 yr estimates).

Be sure to also take into consideration your Consortium Indicator Performance Report (<https://www.minnstate.edu/system/cte/perkins-consortia.html>) and highlight in the chart below any performance indicator(s) for which your consortium has been on an Improvement Plan in the last three years.

SY2026 State Determined Performance Levels (SDPLs) can be reviewed in the SDPL Report (same website) to anticipate future needs.

#	Performance Indicator	Actual %_2021	Actual %_2024	Is the 2024 actual higher or lower than the 2021 actual? (+/-)
A.	Example, Performance Indicator title	10%	15%	+
1.				
2.				
3.				
4.				
5.				
6.				

In a ‘Data Driven’ approach, the performance indicator ranked as 6 (lowest) would typically be a priority your consortium would want to focus on improving—and, that may still be the case.

Question:

- 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.
- Write your response in the space below and next page.

Question:

- 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”
- What are you curious about regarding student outcomes?
- Write your response in the space below.

In terms of a ‘Data Informed’ approach, there may be performance indicator(s) beyond the performance indicator with the lowest overall percentage (relative to what is expected) that your consortium ultimately decides to prioritize.

Question:

- 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?
- Write your response in the space below.

Question 2: Gaps in student performance –Consortium level

Review the “Elmnt 1_Disag Performance” tab. This report displays trend data for Actuals. Use the “Report Type” filter to review the disaggregated student group information for each performance indicator. Use the “Groups” filter to select comparisons for different student groups.

Question:

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).

Question: Review the “Elmnt 1_Heat Map” 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.

Identify which student groups could benefit from additional support & for which indicator. Document your findings below.

Question: Are the priority performance indicator(s) identified for support in Question 1 the same or different than the performance indicators identified relative to the need to close student performance gaps in Question 2? Is there any additional data or information you would want to consider before selecting a priority for improving student outcomes? What stakeholders might you want to gather additional information from? What collaborative partners might you want to talk with to help develop strategies to improve student outcomes for the student groups you have identified?

Question 3: District Performance

For this purpose of this exercise, pick one performance indicator and student group to investigate a little deeper based on the information identified above (e.g. Reading, EL students).

Are there specific districts/schools who might need more support in improving student outcomes for this indicator ---although you may not single specific districts out, perhaps you want to be sure these districts are part of the conversation? Are there multiple districts falling below the expected target? Who or what groups of people might you want to follow up with to develop improvement strategies.

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).

Question: For the indicator you have identified as a priority in this exercise, which districts need the most support and will need to be invited to discussions regarding improvement strategies (Needs Support)? Which districts can the consortium learn from where student performance is good and continuing to improve (Best Practice)?

[illegible]

Question 4: Accessing students for positive impact

Once a priority performance indicator(s) and student group(s) have been documented, it is important to know 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.

Question: Relative to your consortium’s priorities for increasing performance, review the SY24 Pathways report tab. 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. You should now have a good idea of which teachers you may want to follow up with in order to determine the best strategy for improving student performance.

Feel free to change the titles in the table below to suit your needs better, as needed.

Priority: Performance Indicator	Pathway Title	Student group	Grade	Enrollment	District

Question: 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?

Appendix: Stakeholder Recommendations

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

Appendix: Data and Information Gathering Techniques

In addition to state data and reporting processes, you may need to gather additional information.

- **Environmental scanning (formally gathering information about what others are doing, what is happening in the region, etc.)**
 - » This method involves a continuous analysis of various factors that can influence an organization's performance. This includes monitoring economic, technological, social, political, and ecological trends. The primary purpose is to assist in anticipating changes, adapt strategies, and make informed decisions to implement effective continuous improvement strategies.
- **Document review (reviewing documents, reports, and data from existing sources)**
 - » Review existing documents and processes to ensure technical accuracy, regulatory compliance, efficiency and user experience, version control, and completeness. Reviewing all existing documents ensures that what is working well is kept and anything not serving the needs of a local consortium are revised or eliminated.
- **Focus groups/interview**
 - » Often used to confirm or refute existing beliefs. Discussion-heavy exploratory process. Gather a small group of vested participants to discuss key questions and topics. Transcribe the discussion, then, look for themes around the issues that were raised during the conversation. Questions must be carefully crafted and not lead people to any specific/desired answer. People invited to participate in the discussion must represent the voices you want to hear regarding any particular issue or change the local consortium is looking to make.
- **Survey**
 - » This is a structured & systematic research method for gathering information from a specific group of people (i.e. sample) to better understand their perspective on predetermined issues. Questions are intentionally and carefully crafted to ensure the group receiving the survey will be able to answer the question in a fair and interpretable manner. Poorly worded questions can lead to unreliable or biased data.
- **Observation**
 - » Very systematic approach of gathering specific information. After selecting the specific group of people to observe (e.g. specific content area CTE Teachers, Principals, WBL students, etc.), define the purpose and duration of the observation, develop a systematic documentation process, and decide in advance how you will compile, summarize, & share out the information and findings. Use this method when you want a deeper investigation than just 'asking' or surveying a group of people for their own impressions on an issue.

- Nominal group technique (group brainstorming)/appreciative inquiry/concept mapping
 - » (NGT) Used to explore a topic or issue. Four key stages: silent idea generation, round robin sharing aloud of ideas, clarification of ideas being proposed and voting/rank ordering ideas that were shared. Meeting must take place in person, multiple rounds of discussion may be needed to reach consensus on the ranking.
 - » Appreciative inquiry is implemented for the purposes of organizational change—what could be better, different, what do you wish would happen. Strengths and successes are leveraged to drive positive change.
 - » Concept mapping is a visual representation between key concepts to better understand complex ideas/structures and the interconnections between them.