

**Strategies for Improvement Report**

EFE 030 - Des Plaines Valley EFE

FY 2016

**Performance Indicator**

**1S1-ACADEMIC ATTAINMENT – READING/LANGUAGE ARTS**

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2011			No Status/Insufficient Data	40.41
2012	32.50	37.20	Met	40.46
2013	33.40	39.20	Met	40.51
2014	41.10	46.60	Met	49.00

**Statement of trends/differences**

AALP increased by 7.7%. % M & E is above AALP and above last year, trending up for three years.

**SubGroups that are below the AALP%**

**Gender/Race**

Male	Female	White	Black	Hispanic	Asian	American Indian	MultiRacial
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Special Populations**

Limited English Proficient	Students with Disabilities	Non-Traditional	Economic Disadvantage	Single Parent	Displaced HomeMaker
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Regional Strategy(ies) for Improvement**

We have identified the following CIPS and disaggregated subgroups as challenging areas needing improvement. 47.0604 male, Hispanic. Each district has received their own CTE report cards by email, which are also posted for them on the members portion only of our website so they can be easily accessed at any time and shared with others in their districts. We are assessing how to focus on schools' auto program area for assistance.

**Grant Program Specific Component(s) anticipated to support the strategy(ies) above:**

- Education and Community Involvement
- Career Development
- Student Support Services
- Adjusted Level of Performance
- Professional Development
- Integration of Academic and CTE components
- Program of Study

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**Performance Indicator**

**1S2-ACADEMIC ATTAINMENT – MATHEMATICS**

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2011			No Status/Insufficient Data	40.10
2012	32.30	42.60	Met	40.20
2013	33.30	44.00	Met	40.40
2014	42.00	41.90	Not Met	50.00

**Statement of trends/differences**

AALP increased 8.7% % M & E missed AALP by .1%, and is lower than the prior year

**SubGroups that are below the AALP%**

**Gender/Race**

<u>Male</u>	<u>Female</u>	<u>White</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>American Indian</u>	<u>MultiRacial</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Special Populations**

<u>Limited English Proficient</u>	<u>Students with Disabilities</u>	<u>Non-Traditional</u>	<u>Economic Disadvantage</u>	<u>Single Parent</u>	<u>Displaced HomeMaker</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Regional Strategy(ies) for Improvement**

We have identified the following CIPS and disaggregated subgroups as challenging areas needing improvement. 12.05 female, non-trad; 19.0709 female; 47.0604 male, Hispanic, non-trad. Each district has received their own CTE report cards by email, which are also posted for them on the members portion only of our website so they can be easily accessed at any time and shared with others in their districts. We are assessing how to focus on schools' auto program area for assistance.

**Grant Program Specific Component(s) anticipated to support the strategy(ies) above:**

- Education and Community Involvement
- Career Development
- Student Support Services
- Adjusted Level of Performance
- Professional Development
- Integration of Academic and CTE components
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**2S1-TECHNICAL SKILL ATTAINMENT**

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2011			No Status/Insufficient Data	41.00
2012	41.10	58.90	Met	50.00
2013	42.80	70.60	Met	51.00
2014	57.40	66.50	Met	67.00

**Statement of trends/differences**

% M & E is above AALP, although slightly below last year, but trending up from 2 years ago

**SubGroups that are below the AALP%**

**Gender/Race**

<u>Male</u>	<u>Female</u>	<u>White</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>American Indian</u>	<u>MultiRacial</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Special Populations**

<u>Limited English Proficient</u>	<u>Students with Disabilities</u>	<u>Non-Traditional</u>	<u>Economic Disadvantage</u>	<u>Single Parent</u>	<u>Displaced HomeMaker</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Regional Strategy(ies) for Improvement**

We have identified the following CIP as challenging areas needing improvement. 59.0109 male, female, black. Each district has received their own CTE report cards by email, which are also posted for them on the members portion only of our website so they can be easily accessed at any time and shared with others in their districts. Now that Work Keys is no longer a required test, we are waiting for the new Technical Skill measure, and will focus on industry level supplies in CTE classrooms.

**Grant Program Specific Component(s) anticipated to support the strategy(ies) above:**

Education and Community Involvement	<input type="checkbox"/>
Career Development	<input checked="" type="checkbox"/>
Student Support Services	<input checked="" type="checkbox"/>
Adjusted Level of Performance	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>
Integration of Academic and CTE components	<input type="checkbox"/>
Program of Study	<input type="checkbox"/>

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**Performance Indicator**

**3S1-SECONDARY SCHOOL COMPLETION**

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2011			No Status/Insufficient Data	95.00
2012	82.80	91.20	Met	95.00
2013	81.40	93.90	Met	93.00
2014	81.50	95.30	Met	93.00

**Statement of trends/differences**

% M & E is above AALP. and above last year, trending up for three years.

**SubGroups that are below the AALP%**

**Gender/Race**

<u>Male</u>	<u>Female</u>	<u>White</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>American Indian</u>	<u>MultiRacial</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Special Populations**

<u>Limited English Proficient</u>	<u>Students with Disabilities</u>	<u>Non-Traditional</u>	<u>Economic Disadvantage</u>	<u>Single Parent</u>	<u>Displaced HomeMaker</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Regional Strategy(ies) for Improvement**

We have identified no deficits in disaggregated subgroups. Each district has received their own CTE report cards by email, which are also posted for them on the members portion only of our website so they can be easily accessed at any time and shared with others in their districts.

**Grant Program Specific Component(s) anticipated to support the strategy(ies) above:**

- Education and Community Involvement
- Career Development
- Student Support Services
- Adjusted Level of Performance
- Professional Development
- Integration of Academic and CTE components
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**Performance Indicator**

**4S1-STUDENT GRADUATION RATES**

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2011			No Status/Insufficient Data	95.00
2012	82.80	91.20	Met	95.00
2013	81.40	93.90	Met	93.00
2014	81.50	95.30	Met	93.00

**Statement of trends/differences**

above AALP see 3S1 Secondary School Completion

**SubGroups that are below the AALP%**

**Gender/Race**

<u>Male</u>	<u>Female</u>	<u>White</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>American Indian</u>	<u>MultiRacial</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Special Populations**

<u>Limited English Proficient</u>	<u>Students with Disabilities</u>	<u>Non-Traditional</u>	<u>Economic Disadvantage</u>	<u>Single Parent</u>	<u>Displaced HomeMaker</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Regional Strategy(ies) for Improvement**

no deficits

**Grant Program Specific Component(s) anticipated to support the strategy(ies) above:**

- Education and Community Involvement
- Career Development
- Student Support Services
- Adjusted Level of Performance
- Professional Development
- Integration of Academic and CTE components
- Program of Study

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**Performance Indicator**

**5S1-SECONDARY PLACEMENT**

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2011			No Status/Insufficient Data	73.00
2012	32.20	51.10	Met	45.00
2013	37.00	65.40	Met	45.25
2014	37.10	83.80	Met	45.30

**Statement of trends/differences**

% M & E is above last year and above AALP, trending up for three years.

**SubGroups that are below the AALP%**

**Gender/Race**

<u>Male</u>	<u>Female</u>	<u>White</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>American Indian</u>	<u>MultiRacial</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Special Populations**

<u>Limited English Proficient</u>	<u>Students with Disabilities</u>	<u>Non-Traditional</u>	<u>Economic Disadvantage</u>	<u>Single Parent</u>	<u>Displaced HomeMaker</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Regional Strategy(ies) for Improvement**

We have identified no deficits in disaggregated subgroups as challenging areas needing improvement. Each district has received their own CTE report cards by email, which are also posted for them on the members portion only of our website so they can be easily accessed at any time and shared with others in their districts.

**Grant Program Specific Component(s) anticipated to support the strategy(ies) above:**

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**6S1-NONTRADITIONAL PARTICIPATION**

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2011			No Status/Insufficient Data	16.00
2012	13.90	41.00	Met	16.50
2013	14.30	33.30	Met	17.00
2014	28.10	34.50	Met	32.50

**Statement of trends/differences**

% M & E is above AALP and above last year

**SubGroups that are below the AALP%**

**Gender/Race**

<u>Male</u>	<u>Female</u>	<u>White</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>American Indian</u>	<u>MultiRacial</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Special Populations**

<u>Limited English Proficient</u>	<u>Students with Disabilities</u>	<u>Non-Traditional</u>	<u>Economic Disadvantage</u>	<u>Single Parent</u>	<u>Displaced HomeMaker</u>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Regional Strategy(ies) for Improvement**

We have identified the following CIPS with disaggregated subgroups as challenging areas needing improvement. 10.0202, 15.1301, 19.0709, 47.0604, 48.0501,48.0703, Each district has received their own CTE report cards by email, which are also posted for them on the members portion only of our website so they can be easily accessed at any time and shared with others in their districts. Each district is planning non-trad parent meetings and/or non-trad speakers at career days

**Grant Program Specific Component(s) anticipated to support the strategy(ies) above:**

- Education and Community Involvement
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- Student Support Services
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**6S2-NONTRADITIONAL COMPLETION**

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2011			No Status/Insufficient Data	19.00
2012	9.30	37.70	Met	14.00
2013	9.70	32.90	Met	14.10
2014	21.60	33.20	Met	28.00

**Statement of trends/differences**

AALP increased 11.9% compared to last year. % M & E is above last yr. and above AALP

**SubGroups that are below the AALP%**

**Gender/Race**

<u>Male</u>	<u>Female</u>	<u>White</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>American Indian</u>	<u>MultiRacial</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Special Populations**

<u>Limited English Proficient</u>	<u>Students with Disabilities</u>	<u>Non-Traditional</u>	<u>Economic Disadvantage</u>	<u>Single Parent</u>	<u>Displaced HomeMaker</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Regional Strategy(ies) for Improvement**

We have identified the following CIPS with disaggregated subgroups as challenging areas needing improvement. 19.0709, 47.0604. Each district has received their own CTE report cards by email, which are also posted for them on the members portion only of our website so they can be easily accessed at any time and shared with others in their districts. Each district is planning non-trad parent meetings and/or non-trad speakers at career days

**Grant Program Specific Component(s) anticipated to support the strategy(ies) above:**

- Education and Community Involvement
- Career Development
- Student Support Services
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- Program of Study