

Strategies for Improvement Report

EFE 030 - Des Plaines Valley EFE

FY 2015

Performance Indicator

1S1-ACADEMIC ATTAINMENT – READING/LANGUAGE ARTS

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2011	36.4	38.7	Met	40.41
2012	32.6	37.2	Met	40.46
2013	33.4	39.2	Met	40.51

Statement of trends/differences

% Meet/Exceed is above AALP, and above the prior Year

SubGroups that are below the AALP%

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

Regional Strategy(ies) for Improvement

CIP 50.0406 females, students with disabilities, economically disadvantaged
Hispanics, non-trad, economically disadvantaged

47.0604 Males, blacks,

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

Strategies for Improvement Report

EFE 030 - Des Plaines Valley EFE

FY 2015

Performance Indicator

1S2-ACADEMIC ATTAINMENT – MATHEMATICS

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2011	36.1	40.5	Met	40.10
2012	32.4	42.6	Met	40.20
2013	33.3	44.0	Met	40.40

Statement of trends/differences

% Meets & Exceeds 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 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Regional Strategy(ies) for Improvement

50.046 females, black, Hispanic, economically disadvantaged 47.0604 Black, Hispanic, economically disadvantaged

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

2S1-TECHNICAL SKILL ATTAINMENT

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2011	36.9	62.2	Met	41.00
2012	41.1	58.9	Met	50.00
2013	42.8	70.6	Met	51.00

Statement of trends/differences

% Meets/Exceeds is above AALP and increasing from prior 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"/>	<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

Strategies for Improvement Report

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FY 2015

Performance Indicator

3S1-SECONDARY SCHOOL COMPLETION

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2011	85.5	90.4	Met	95.00
2012	82.8	91.2	Met	95.00
2013	81.4	93.9	Met	93.00

Statement of trends/differences

% Meets/Exceeds is above AALP and trending up

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"/>	<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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EFE 030 - Des Plaines Valley EFE

FY 2015

Performance Indicator

4S1-STUDENT GRADUATION RATES

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2011	85.5	90.4	Met	95.00
2012	82.8	91.2	Met	95.00
2013	81.4	93.9	Met	93.00

Statement of trends/differences

% Meets/Exceeds is above AALP and trending up

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"/>	<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
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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	32.2	51.1	Met	45.00
2013	37.0	65.4	Met	45.25

Statement of trends/differences

% Meets/Exceeds 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 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"/>	<input type="checkbox"/>	

Regional Strategy(ies) for Improvement

no deficits

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

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Performance Indicator

6S1-NONTRADITIONAL PARTICIPATION

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2011	14.4	40.2	Met	16.00
2012	13.9	41.0	Met	16.50
2013	14.3	33.3	Met	17.00

Statement of trends/differences

% Meets/Exceeds is 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Regional Strategy(ies) for Improvement

19.0799 White, Hispanic, Economically disadvantaged 47.0604 Black, Hispanic, Students with disabilities, economically disadvantaged, single parent 48.0501 White, economically disadvantaged 48.0703 Hispanic

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Performance Indicator

6S2-NONTRADITIONAL COMPLETION

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2011	17.1	35.8	Met	19.00
2012	9.3	37.7	Met	14.00
2013	9.7	32.9	Met	14.10

Statement of trends/differences

% Meets/exceeds is 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>
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Special Populations							
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Regional Strategy(ies) for Improvement

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