

**Strategies for Improvement Report**

EFE 030 - Des Plaines Valley EFE

FY 2019

**Performance Indicator**

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

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2014	41.10	46.60	Met	49.00
2015	41.10	54.20	Met	49.00
2016	1.10	32.00	Met	5.00
2017	1.70	17.30	Met	5.00

**Statement of trends/differences**

All four years show MET in spite of the changes the state has experienced in testing.

**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 type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Regional Strategy(ies) for Improvement**

Schools continue to include academic strategies in CTE approved courses.

**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

**Illinois State Board of Education**  
 100 North First Street  
 Springfield, IL 62777

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**Performance Indicator**

**1S2-ACADEMIC ATTAINMENT – MATHEMATICS**

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2014	42.00	41.90	Not Met	50.00
2015	42.00	54.10	Met	50.00
2016	0.00	13.60	No Status/Insufficient Data	2.00
2017	0.10	11.80	Met	2.00

**Statement of trends/differences**

FY15,16 and 17 show EFE summary Data as Met. FY16 is not classified because an AALP figure could not be calculated, but the region Meet/Exceed figure was higher than the Illinois Perkins required performance level for both FY16 and FY17.

**SubGroups that are below the AALP%**

**Gender/Race**

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

<u>Limited English Proficient</u> <input type="checkbox"/>	<u>Students with Disabilities</u> <input type="checkbox"/>	<u>Non-Traditional</u> <input type="checkbox"/>	<u>Economic Disadvantage</u> <input type="checkbox"/>	<u>Single Parent</u> <input type="checkbox"/>	<u>Displaced HomeMaker</u> <input type="checkbox"/>
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**Regional Strategy(ies) for Improvement**

Schools continue to integrate academics in CTE approved courses.

**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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**2S1-TECHNICAL SKILL ATTAINMENT**

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2014	57.40	66.50	Met	67.00
2015	62.50	67.00	Met	72.41
2016	44.10	100.00	Met	60.00
2017	62.50	0.00	No Status/Insufficient Data	60.50

**Statement of trends/differences**

FY14-16 showed Technical Skill Attainment above AALP, and FY16 above both AALP and Illinois Perkins required bench-mark. AALP is a % figure that is lower than the state benchmark, but our Fy17 EFE AALP is higher than the state benchmark, and almost 20 points higher than the prior year, while the state figure only increased by .5 from one year to the next.

**SubGroups that are below the AALP%**

**Gender/Race**

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

<u>Limited English Proficient</u> <input type="checkbox"/>	<u>Students with Disabilities</u> <input type="checkbox"/>	<u>Non-Traditional</u> <input type="checkbox"/>	<u>Economic Disadvantage</u> <input type="checkbox"/>	<u>Single Parent</u> <input type="checkbox"/>	<u>Displaced HomeMaker</u> <input type="checkbox"/>
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**Regional Strategy(ies) for Improvement**

Schools will continue to support students with industry recommended supplies and equipment. Technical Skill attainment figure is now being computed on course grades, "insufficient data" suggests the system could not connect with the student grades portion of the database. Tech teachers will visit industry sites to update lessons on current practices.

**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**

**3S1-SECONDARY SCHOOL COMPLETION**

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2014	81.50	95.30	Met	93.00
2015	81.60	95.40	Met	93.00
2016	82.70	99.80	Met	95.00
2017	82.90	98.40	Met	95.00

**Statement of trends/differences**

EFE Summary shows students consistently Meet and Exceed compared to both AALP and Illinois Perkins benchmarks.

**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**

Schools continue to use advisory recommendations for industry appropriate supplies and equipment for approved programs. Apprenticeship Expo will give students hands-on exposure to possible careers in Trades. Career resources and activities help motivate students in career electives. CTE teacher participation in workshops and conferences will increase use of best practices in the classroom.

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

Education and Community Involvement	<input checked="" 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 checked="" type="checkbox"/>
Integration of Academic and CTE components	<input type="checkbox"/>
Program of Study	<input checked="" type="checkbox"/>

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**Performance Indicator**

**4S1-STUDENT GRADUATION RATES**

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2014	81.50	95.30	Met	93.00
2015	81.60	95.40	Met	93.00
2016	82.70	94.10	Met	95.00
2017	83.00	94.10	Met	95.00

**Statement of trends/differences**

see 3S1

**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**

see 3S1

**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(%)
2014	37.10	83.80	Met	45.30
2015	54.00	66.80	Met	64.00
2016	53.30	64.70	Met	64.00
2017	52.70	62.20	Met	63.00

**Statement of trends/differences**

The Admin Council discussed the data. Although the region continues to be at or above AALP and the Illinois required benchmark, there has been a downward trend in secondary placement.

**SubGroups that are below the AALP%**

**Gender/Race**

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

<u>Limited English Proficient</u> <input type="checkbox"/>	<u>Students with Disabilities</u> <input type="checkbox"/>	<u>Non-Traditional</u> <input type="checkbox"/>	<u>Economic Disadvantage</u> <input type="checkbox"/>	<u>Single Parent</u> <input type="checkbox"/>	<u>Displaced HomeMaker</u> <input type="checkbox"/>
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**Regional Strategy(ies) for Improvement**

Although the region continues to be at or above AALP and the Illinois required benchmark, there has been a downward trend in secondary placement. For this reason in FY19 the Admin Council has agreed to discontinue career cluster speakers from industry, and instead take students on career trips to learn about the career CTE programs with certificates and degrees at Triton college during the fall semester.

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

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- Professional Development
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**6S1-NONTRADITIONAL PARTICIPATION**

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2014	28.10	34.50	Met	32.50
2015	28.50	39.90	Met	33.00
2016	28.70	65.70	Met	33.00
2017	27.80	70.30	Met	32.00

**Statement of trends/differences**

Four year data continues to trend upwards, ahead of AALP and Illinois required benchmarks.

**SubGroups that are below the AALP%**

**Gender/Race**

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

<u>Limited English Proficient</u> <input type="checkbox"/>	<u>Students with Disabilities</u> <input type="checkbox"/>	<u>Non-Traditional</u> <input type="checkbox"/>	<u>Economic Disadvantage</u> <input type="checkbox"/>	<u>Single Parent</u> <input type="checkbox"/>	<u>Displaced HomeMaker</u> <input type="checkbox"/>
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**Regional Strategy(ies) for Improvement**

Schools will continue to have parent nights on non trad-careers, and give parents and students career information.

**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 2019

**Performance Indicator**

**6S2-NONTRADITIONAL COMPLETION**

FY	AALP %	% of Meet/Exceed	Met AALP	IL Perkins IV Required Performance(%)
2014	21.60	33.20	Met	28.00
2015	18.50	40.10	Met	24.00
2016	18.10	61.50	Met	24.00
2017	18.40	63.40	Met	24.00

**Statement of trends/differences**

EFE summary continues to be at or above AALP and Illinois required benchmarks.

**SubGroups that are below the AALP%**

**Gender/Race**

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

<u>Limited English Proficient</u> <input type="checkbox"/>	<u>Students with Disabilities</u> <input type="checkbox"/>	<u>Non-Traditional</u> <input type="checkbox"/>	<u>Economic Disadvantage</u> <input type="checkbox"/>	<u>Single Parent</u> <input type="checkbox"/>	<u>Displaced HomeMaker</u> <input type="checkbox"/>
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**Regional Strategy(ies) for Improvement**

Schools using NAPE non-trad Toolkit with CTE teachers and holding non-trad meetings for parents and counselors.

**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