

Name of Person Completing this Form: _____

Title: _____ Date: _____

EFE Number: _____ System Name: _____

Education for Employment (EFE) systems will prepare an annual report. The first part was due October 1. Please be sure that Part One has been submitted to ISBE.

Part 2: Performance Indicator: Identify and analyze disparities and gaps in performance based on the disaggregated performance level data (Section 113.4.B). This analysis should include student subgroups and special populations data.

Please review your Performance Indicator data. When marking "Yes" to any response, please identify any disparities or gaps in performance within that indicator. When marking "No", the disparities and gaps will be addressed in the required Program Improvement Plan for that indicator.

1S1: Four-Year Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate (as defined in Section 8101 of the Elementary and Secondary Education Act of 1965).

1S1 meets 90% of the state target at the EFE level:

- ☐ Yes (Please identify any disparities or gaps in performance.)
- ☐ NO (If no, you MUST complete a Plan of Action for this indicator within the Program Improvement Plan.)

1S2: Extended Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the extended year adjusted graduation rate as defined in such Section 8101(within six years of entering high school).

1S2 meets 90% of the state target at the EFE level:

- ☐ Yes (Plus identify any disparities or gaps in performance.)
- ☐ NO (If no, you MUST complete a Plan of Action for this indicator within the Program Improvement Plan.)

2S1: Academic Proficiency in Reading: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.

2S1 meets 90% of the state target at the EFE level:

- ☐ **Yes** (Please identify any disparities or gaps in performance.)
☐ **NO** (If no, you **MUST** complete a Plan of Action for this indicator within the Program Improvement Plan.)

2S2: Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.

2S2 meets 90% of the state target at the EFE level:

- ☐ **Yes** (Please identify any disparities or gaps in performance.)
☐ **NO** (If no, you **MUST** complete a Plan of Action for this indicator within the Program Improvement Plan.)

2S3: Academic Proficiency in Science: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.

2S3 meets 90% of the state target at the EFE level:

- ☐ **Yes** (Please identify any disparities or gaps in performance.)
☐ **NO** (If no, you **MUST** complete a Plan of Action for this indicator within the Program Improvement Plan.)
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3S1: Post-Program Placement: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

3S1 meets 90% of the state target at the EFE level:

- ☐ **Yes** (Please identify any disparities or gaps in performance.)
☐ **No** (If no, you **MUST** complete a Plan of Action for this indicator within the Program Improvement Plan.)

4S1: Nontraditional Program: The percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented.

4S1 meets 90% of the state target at the EFE level:

- ☐ **Yes** (Please identify any disparities or gaps in performance.)
☐ **No** (If no, you **MUST** complete a Plan of Action for this indicator within the Program Improvement Plan.)

5S2: Program Quality – Attained Postsecondary Credits: The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

- ☐ **Yes** (Please identify any disparities or gaps in performance.)
☐ **No** (If no, you **MUST** complete a Plan of Action for this indicator within the Program Improvement Plan.)

5S3: Program Quality – Work-Based Learning: The percentage of CTE concentrators graduating from high school having participated in work-based learning.

- ☐ **Yes** (Please identify any disparities or gaps in performance.)
☐ **No** (If no, you **MUST** complete a Plan of Action for this indicator within the Program Improvement Plan.)