

2013 Program Report Card: Connecticut Technical High School System (Department of Education)

Quality of Life Result: All Connecticut working age residents have jobs that provide financial self-sufficiency.

Contribution to the Result: The Connecticut Technical High School System (CTHSS) provides education to students in grades 9-12 in academics as well as 31 trade areas. Students graduate with not only a standard high school diploma but also a certification in a trade giving them the option to further their education or go directly into the workforce. The CTHSS also offers post graduate programs for adults in nursing (CNA and LPN), dental assistants, surgical technicians and aviation maintenance technicians.

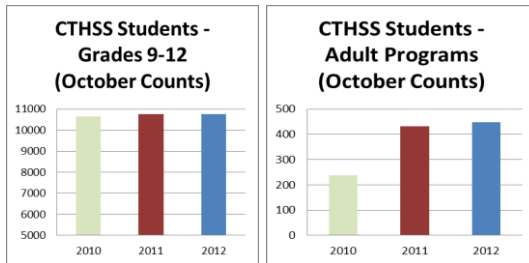
Program Expenditures	State Funding	Federal Funding	Other Funding	Total Funding
Actual SFY 12*	\$150,474,575	\$9,987,346	\$5,422,815	\$165,884,736
Estimated SFY 13	\$145,935,097	\$8,094,206	\$5,639,675	\$159,668,978

*Please Note: Fiscal year 2011-12 contained 27 payrolls which occurs every ten (10) years. All other fiscal years reflect 26 payrolls.

Partners: Business and industry, institutions of higher education, parents, and community.

How Much Did We Do?

1. Number of Students Enrolled in CTHSS.

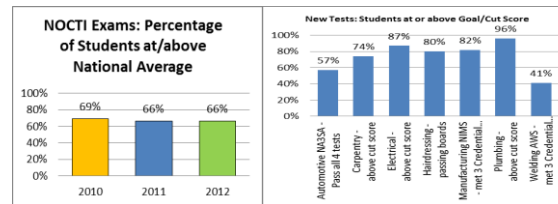


Story behind the baseline: As of October 2012, the CTHSS served 10,747 high school students. An additional 447 adult students also attended for a total of 11,194 students. The secondary program saw a change in enrollment of 0.2% from the previous year. Due to school construction limiting classroom space, Whitney Tech enrolled 15 fewer ninth graders (10%) than in 2011 and Ellis Tech had 27 fewer ninth graders (16%) than in 2011. Adult enrollment increased 3% in 2012. The CTHSS is comprised of 16 high schools (Grades 9-12), Bristol Technical Education Center (Grades 11-12) and two adult aviation schools. Schools are located across the state and students from almost every district in the entire state attend the CTHSS with the exception of Darien, Easton, Essex, Greenwich, New Canaan, Sharon and Westport. Wright Tech in Stamford was suspended in 2009 and is currently under renovation for reopening in August of 2014.

Trend: ◀▶

How Well Did We Do It?

2. Percent of Students at or above National Average in Assessments and Competition.

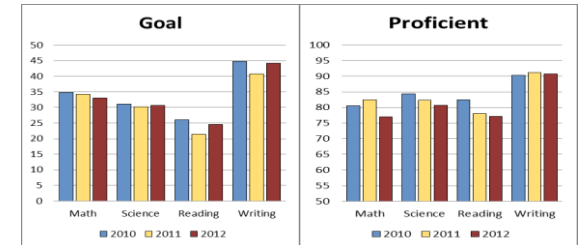


Story behind the baseline: The National Occupational Competency Testing Institute (NOCTI) provides exams to measure skills of those completing a secondary or post-secondary technical program. In 2012, 66% of the 801 students who participated met the national average. Only 801 twelfth graders from 14 trades and technologies participated compared to 1745 students from 20 different programs in 2011. Since NOCTI does not mandate a standard for achievement or competency, the national average score is used for comparison. In 2012, the CTHSS began a new testing program called Senior Summative Assessments which will replace the NOCTI in 2013. Of the 1186 students participating in Workforce Ready, state and national exams, over 78% (927 out of 1186) were at or above the cut score or goal. In the national Skills USA competition, the CTHSS entered 36 events and won 2 gold medals and 4 silver medals. The CTHSS also placed in the top ten in 15 events, further illustrating that CTHSS students achieve on a national level of excellence.

Trend: ◀▶

How Well Did We Do It?

3. Percentage of 10th grade students at or above CAPT – Goal Level.



Story behind the baseline: A small decline in CAPT scores has occurred since 2010. While Goal percentages are down slightly in all four subjects by 2% or less since 2010, the CTHSS improved its percentage at goal in 3 out of 4 subjects from 2011 to 2012. When looking at proficiency standards, the majority of the 16 CTHSS schools outperform the towns they reside in (Whitney compared to New Haven; Norwich to Norwich Free Academy) on all four sections of CAPT (Math, Science, Reading and Writing).

CTHSS Schools Outperforming Local District School Resides In

CAPT	Math	Science	Read	Write
2009-10	15	16	15	15
2010-11	15	14	11	15
2011-12	14	15	12	14

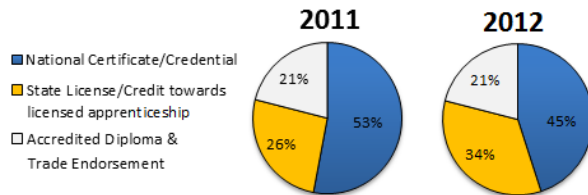
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Is Anyone Better Off?

4. Percentage of graduates eligible for National or State Certification/Licensing Credential.



Story behind the baseline: Out of over 2,400 graduates in the CTHSS Class of 2012, 79% of the students left our system eligible for either national or state certifications and/or licensing credentials in their trade in addition to their diploma and trade endorsement. Despite adding credentials in 2011-12 such as the American Welding Society (AWS) certifications, the overall percentage was the same as in the previous year due to yearly fluctuations in numbers of graduates in each trade.

21% of students received a diploma and trade endorsement, but their trade curriculum did not have an association to a National or State certificate or credential at that time. The CTHSS will continue to build certifications and credential eligibility into all trade technology programs.

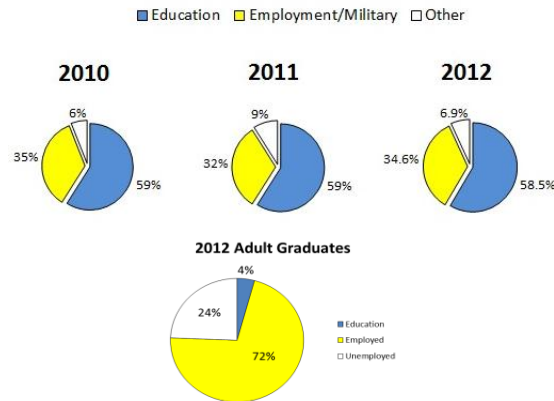
Examples of certifications/credentials: National Automotive Technicians Education Foundations (NATEF) and Automotive Service Excellence (ASE); OSHA 10 and Ladder and Scaffolding Safety certification from the Occupational Safety and Health Administration (OSHA); ServSafe Certification from the National Restaurant Association (NRA); CPR and First Aid; National Institute of Metalworking Skills (NIMS) Level I credentials; Hours towards licensing and apprenticeship from the Connecticut Department of Labor and Department of Public Health are included in curriculum for Carpentry, Electrical, HVAC, Plumbing, Hairdressing and Barbering.

Trend: ◀▶

Is Anyone Better Off?

5. Percentage of graduates in the workforce, armed forces or postsecondary education.

High School Graduate Follow-Up Data



Story behind the baseline: The pie graphs above show the results from the CTHSS high school graduate follow-up survey from the past 3 years. The survey captures information on what graduates are doing 4 months after graduation. Over 90% of CTHSS students enter the workforce, the armed forces or pursue education. College students who are also working are only reported in the education category, so the percentage of employment may be higher. Follow-up data on adult students is currently being collected for the first time. 72% of 119 respondents so far are employed.

Trend: ◀▶

Proposed Actions to Turn the Curve:

Action 1: The NOCTI assessment is a national benchmark for trade competency; however, not all tests are aligned with district curricula or recognized by local and state trade organizations. District assessments measure progress over the students' academic career and are performance-based. These authentic experiences are reflected in the student's Success Plan capstone portfolio which is a cumulative representation of their accomplishments. The CTHSS is phasing out the NOCTI assessments

and transitioning to certifications and recognition programs supported by Local Trade Unions, trade organizations and Skills USA. (*Measure 2*)

Action 2: To improve CAPT test scores; the district continues to examine its reading and math practices. The district has implemented an intervention model in which students in grades nine and ten are scheduled in the Language Arts Literacy Lab and Math Literacy Labs. The labs utilize Renaissance Place (STAR and Accelerated Reading and Math) to monitor student progress using a computerized assessment tool which generates reports to measure individual, class, and school-wide growth. The program provides individualized learning plans tailored to each student's needs which may require remediation or opportunities for enrichment. The detailed reports are used to inform data team meetings and plan for appropriate instructional interventions. The CTHSS uses a web-based classroom walkthrough tool (Teachscape) to monitor the effectiveness of intervention programs, teaching strategies and determine areas of professional learning for strategic improvement. Two schools will be piloting a Standards-Based report card to focus on grading practices of student achievement related to content standards. (*Measure 3*)

Action 3: The CTHSS will add credentials, certifications and licensure eligibility to its student programs. (*Measure 4*)

Action 4: The CTHSS will increase collaboration with the Department of Labor and Department of Economic and Community Development to ensure CTHSS programs align with forecasted job and business growth in Connecticut through expanded use of its technical education programs. (*Measure 5*)

Data Development Agenda:

To continue expanding follow-up data on graduates of adult programs as well as looking into costs associated with surveying graduates 3-5 years after they have left the school system.