

## 2012 Program Report Card: Unified School District #1 / Connecticut Department of Correction

*Quality of Life Result:* All adults involved in the criminal justice system lead productive lives free from crime.

*Contribution to the Result:* Providing educational and vocational programming through the Unified School District #1, offenders are able to obtain academic and vocational skills to assist with obtainment of their educational goals, assist with their re-entry back into the community and reduce the rate of recidivism.

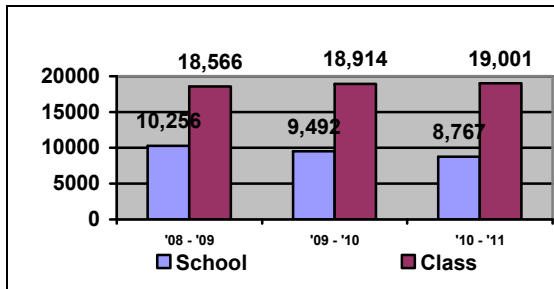
Program Expenditures	State Funding	Federal Funding	Other Funding	Total Funding
Actual FY 11	\$ 16,000,000	\$ 1,973,010	\$ 0.00	\$ 17,973,000
Estimated FY 12	\$ 15,000,000	\$1,000,000	\$0.00	\$16,000,000

*Partners:* Department of Education/Bureau of Adult Education, Capitol Region Education Council, , CONNTAC-EOC, CT Distance Learning Consortium, Department of Labor, Assnuntuck Community College, Three Rivers Community College, Quinnipiac University, Wesleyan University, Charter Oak College, Goodwill/Easter Seals, and community volunteers

### How Much Did We Do?

#### Performance Measure 1:

The Number of Students Enrolled



#### Story behind the baseline:

The USD #1 yearly enrollment is based upon the number of offenders enrolled as students in mandated academic and vocational programs by school and class.

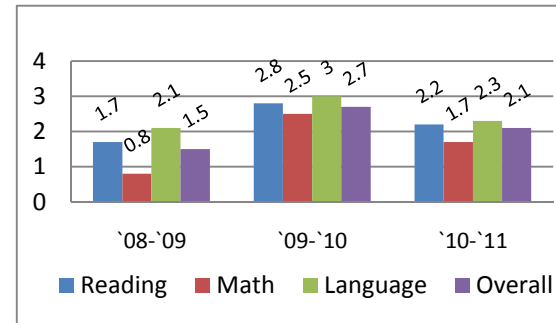
The above graph shows the number of students enrolled in school and the number of students enrolled in multiple classes. USD #1 enrolls students in programs according to their academic level: English as a Second Language- ESL, Adult Basic Education - ABE 1 (GL 1-4), ABE 2 (GL 5-8) and ABE 3 (GL 9-12) based upon standardized assessment, professional interview, student performance and school transcripts. Students are also enrolled in vocational programs. The average student who enters DOC functions on a 6<sup>th</sup> grade level in reading, math and language arts. 21% are enrolled in ABE 1 (GL1-4), 38% are in ABE 2 (GL5-8), 35% are in ABE 3(GL9-12) and 5% are in ESL classes. 26% of our students are enrolled in vocational classes. This trend has remained fairly constant over the years. The school enrollment trend has probably gone down due to loss of staff and class enrollment increased due to multiple class enrollments and program restructuring. Enrollment in school is generally driven by the number of staff available to provide services. As the number of staff decreases, the school **enrollment decreases**.

Trend: ◀▶

### How Well Did We Do It?

#### Performance Measure 2:

Grade Level Gain in Adult Basic Education



#### Story behind the baseline:

As approved by the State Department of Education, USD #1 uses the Test of Adult Basic Education (TABE) as one of its standardized assessments. This test measures gain by number of years/months.

The USD #1 monitors and tracks student progress via the Test of Adult Basic Education (TABE). The TABE test is one of USD #1's standardized assessments that has been based on national standards. The TABE test was nationally normed to ensure test items are true indicators of examinee's abilities in reading, math and language arts. The school district is in the process of developing data teams to assist each facility in reviewing their data to adjust or modify instructional strategies to ensure **all USD #1 students** make progress in all areas of academics. If they are not making progress, why, and what do we do to help students make progress. USD #1 has partnered with CREC consultants and the State Department of Education to discuss best practices regarding Data Teams, Professional Learning Communities and Scientific Based Research interventions. The trend has probably gone down due to loss of staff and greater class size. Therefore, this resulted in less attention being given per student.

Trend: ▼

### How Well Did We Do It?

#### Performance Measure 3:

Number of Students Who Have Made Progress

FY	FY	FY
08-09	09-10	10-11
1809	1756	1848

#### Story behind the baseline:

This data table shows the academic promotions of offenders enrolled in USD #1 who are tracked and have progressed from one academic level to a higher academic level during the indicated school year.

USD #1 tracks those offenders who have progressed from one academic level to a higher academic level during the indicated school year. 18% progressed in 2008-09, 19% progressed in 2009-10 and 21% progressed in 2010-11. Grade levels have been established as: ESL, ABE 1(GL 1-4), ABE 2 (GL 5-8) and ABE3 (GL 9-12). This data indicates that students are progressing through the Unified School District #1 curriculum established by the State of Connecticut Department of Education Curriculum Frameworks. USD #1 directors & teachers continue to collaborate with the State Department of Education to revise curriculum based on the new CT Common Core Standards. There was probably an increase in our student promotions due to more efficient data collection/entry and more focused professional development. In addition, USD #1 plans to use the newly formed data teams and professional learning communities to explore and help inform the school district of more efficient strategies to capture data.

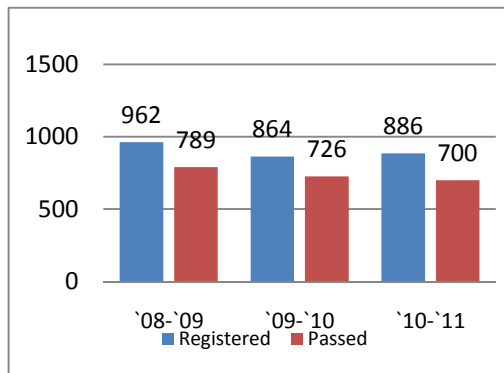
Trend: ▲

## 2012 Program Report Card: Unified School District #1 / Connecticut Department of Correction

*Quality of Life Result:* All adults involved in the criminal justice system lead productive lives free from crime.

### Is Anyone Better Off?

#### Performance Measure 4: Number of GED and High School Diplomas



#### Story behind the baseline:

The above graph indicates the number of offenders who obtain graduation status through educational programming within USD #1.

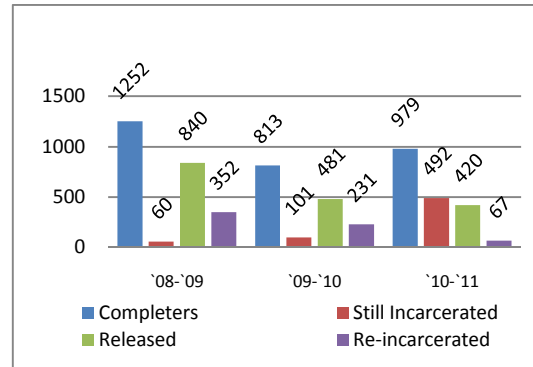
During the 08-09 school year 82% of the offenders who registered for the GED exam passed. During the school year 09-10, 84% of the offenders who registered for the GED passed the exam. During the 10-11 school year, 79% of the offenders who registered for the GED exam passed. Offenders who register for the exam are either enrolled in a GED preparation program (ABE 3) or have demonstrated readiness for the GED exam. In addition, the high school diploma, External Diploma and Credit Diploma programs are alternative options to obtain graduation status within USD #1. This was done in collaboration with outside LEAs and the Bureau of Adult Education. The trend has largely stayed the same with less staff, probably due to increased emphasis on remediation of student needs, professional development of staff and more efficiency with administering the program. GED examiners, volunteers and support staff are utilized to provide support whenever possible.

During this period of time, we lost a number of teachers. There were several steps taken to minimize the impact. Specific action was taken to focus on math remediation as indicated by GED math results. We intend to look at the actual percentage increase in math components, if available from SDE. In addition, more attention was given to helping students complete credits toward their High School Diploma. Also, professional development was provided to staff to help increase their understanding of teaching math. USD #1 proactively took steps to address these issues and the impact was very gratifying in that it helped USD #1 maintain good GED and high school diploma results.

Trend: ◀▶

### Is Anyone Better Off?

#### Performance Measure 5: Number of Reentry Program Completions



#### Story Behind the Baseline:

The chart below indicates the number of participants who have completed the USD #1 Re-entry Program and various recidivism statistics for the completers.

The USD #1 Re-entry Program is a 21-day program that prepares offenders for their transition back into society. Each participant develops an Individual Transition Plan and prepares a portfolio of various resources that they will find helpful when returning to their community. The program was developed in July of 2007 with state school teachers in 8 of our facilities. Currently, we still have those same 8 staff members delivering the program. The recidivism rate for the 08-09 school year was 28%, during the 09-10 school year it was 28% and for the 10-11 school year it was 7%. USD #1 partners with non-profit agencies such as CONNTAC- EOC to help students with college integration and many referrals are made to several community based agencies.

In addition, USD #1 offers many college courses through a partnership with Wesleyan University, Quinnipiac University, Asnuntuck Community College, Three Rivers Community College and Charter Oak College. USD #1 also partners on distance learning instruction for CDP credit and college credit with the CT Distance Learning Consortium, Charter Oak College and Asnuntuck Community College.

From the inception of the program in July of 2007 through July of 2011,

Trend: ▲

### Proposed Actions to Turn the Curve:

USD #1 is embracing the state recommended Student Success Plan concept and concentrating more on Scientific Research Based Information (SRBI) to ensure that struggling students receive timely support in order to succeed in school. Our analysis is that our fundamental program and guidelines are appropriate. In our new school year we will pay more attention to quality assurance under the guidance of the State Department of Education. USD #1 plans to develop and implement district and site data teams to improve instructional strategies that meet the needs of all of our students and to more readily provide additional academic support when students are not making adequate progress. We feel this will be a relatively low cost action that we will need to support through time and professional development.

To mitigate the impact of staffing reductions, USD #1 will respond to servicing the mandated, priority students as appropriate. This will involve moving staff when/where necessary, restructuring programs as applicable, and limiting the number of adult education services offered to students over the age of 21. In addition, volunteers and part-time support staff will be utilized as much as possible.

USD #1 will continue to monitor student progress and ensure that instructional strategies are in place in order for students to obtain the skills necessary to gain meaningful employment in a global, digital society once released back to the community.

#### Data Development Agenda:

We plan to report on teacher/student ratios, as we believe the decline in performance measure #2 is due to that change.

DOC and DOL have begun negotiating a method to collect employment and wage information for individuals released from DOC. DOC will be analyzing this data to determine if participation in a variety of programs is associated with positive employment outcomes.