

2012 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.

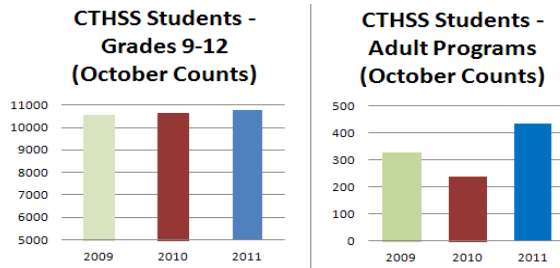
Contribution to the Result: The Connecticut Technical High School System (CTHSS) provides education to students in Grades 9-12 in academics as well as 31 trade areas. Students graduate not only with a standard high school diploma but also certification in a trade giving them the option to further their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

Program Expenditures	State Funding	Federal Funding	Other Funding	Total Funding
Actual FY 11	144,590,288	9,297,770	4,687,817	158,575,875
Estimated FY 12	147,226,619	12,680,387	3,709,222	163,616,228

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

How Much Did We Do?

1. Number of Students Enrolled in CTHSS.

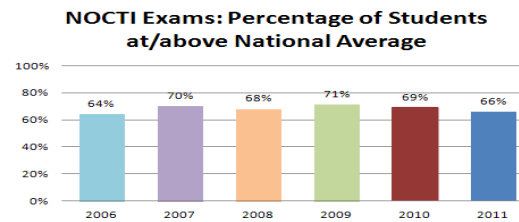


Story behind the baseline: As of October 2011, the CTHSS served 10,765 high school students. An additional 433 adult students also attended for a total of 11,198 students. This was a 2.7% increase in total enrollment from 2009 to 2011. The CTHSS is comprised of 16 high schools (Grades 9-12), Bristol Technical Education Center (Grades 11-12) and two adult aviation schools. Enrollment is up this year and has been over 10,800 students the past 2 years. Schools are located across the state and students from almost every district in the entire state attend the CTHSS with the exception of Bridgewater, Darien, East Granby, Easton, Greenwich, Weston and Westport. Wright Tech in Stamford was suspended in 2009. The decline in adult enrollment in 2010 was due to the suspension of the Licensed Practical Nurse Program, which was later re-opened in 2011.

Trend: ▲

How Well Did We Do It?

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

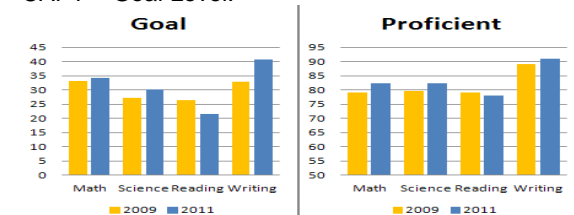


Story behind the baseline: The National Occupational Competency Testing Institute (NOCTI) provides exams to measure skills of those completing a secondary or post-secondary technical program. Twenty of the CTHSS 12th grade trades and technologies participated in the available tests (1,745 students – just under 80% of 12th graders). Since NOCTI does not mandate a standard for achievement or competency, the national average score is used for comparison. 1,146 (66%) of our students surpassed the national average which is slightly below the two previous years (1,176 in 2010 and 1,232 in 2009). Since the national averages change each year, the trades participating have varied as some moved to national and state certification testing, and some trades are as small as 7 to 14 students, a direct trend cannot be accurately determined. The CTHSS also sent 67 students to the National Skills USA competition where 1 student received a gold medal and two more students earned silver medals. Overall, 22 students finished in the top ten, further illustrating that CTHSS students achieve on a national level of excellence.

Trend: ◀▶

Is Anyone Better Off?

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



Story behind the baseline: From 2009 to 2011, the CTHSS increased the percentage of students at Goal and Proficiency in Math (+1%,+3%), Science (+3%,+3%) and Writing (+8%,+2%). CTHSS Reading scores dropped (-5%,-1%) along with the State's Goal percentage 45%(-3%). The majority of 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) when looking at proficiency standards. In Math, 12 schools outperformed the sending towns at the Goal Level and 9 more schools for Science. Despite improving in 3 out of 4 CAPT categories, the CTHSS will develop new interventions to bring all students to proficiency and goal levels.

CTHSS Schools Outperforming Local District School Resides In

10th Grade CAPT	Math	Science	Read	Write
2008-09	14	14	14	14
2009-10	15	16	15	15
2010-11	15	14	11	15

*17 schools in 2008-09, 16 in 2009-2011

Trend: ◀▶

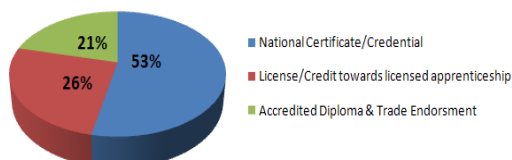
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4. Percentage of graduates eligible for National or State Certification/Licensing Credential.

79% of CTHSS Students Graduate Eligible for National or State Certifications or Credentials



Story behind the baseline: This is the first year of a new annual data analysis project. Out of over 2,200 graduates in the CTHSS Class of 2011, 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. The CTHSS has been adding certifications to its curriculums for several years. While many schools had Heating, Ventilation and Air Conditioning (HVAC) Refrigerant Recovery Certification in 2005, now all school programs will in 2012.

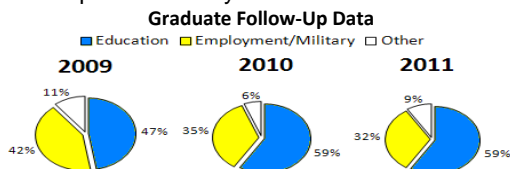
Twenty one percent (21%) of students received a diploma and trade endorsement, but their trade curriculum did not have an association to a national or state certificate or credential at that time. The CTHSS will continue to build certifications and credential eligibility into all trade technology programs.

Examples of certifications/credentials: National 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.



Story behind the baseline: The pie graphs above show the results from the CTHSS 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 our students enter the workforce, the armed forces or pursue education. College students who are also working at full or part-time jobs are only reported in the education category so the percentage of employment is likely to be even higher. The Connecticut Business and Industry Association's 2011 Manufacturing Workforce Survey shows that 51% of the responding manufacturers hired graduates from the CTHSS. Historical follow-up data on adult students was not collected.

Trend: ◀▶

Proposed Actions to Turn the Curve:

Action 1: The NOCTI is a National Assessment, but the materials for administering the tests are an expense to the schools and not all the tests are aligned with Connecticut licensing and regulations. The CTHSS is evaluating moving to assessments that are recognized by the Local Unions, Local Trade Organizations and the Skills USA recognition programs that more closely align with the state trade licensing exams. (*Measure 2*)

Action 2: To improve CAPT test scores, A District-wide Literacy Focus will include Implementation of Language Arts Lab (LAL) Framework for Grades 9 and 10 involving progress monitoring & data collection in the LALs, Co-teaching and Station/Center teaching and increased use of technology in the LALs. The CTHSS is restructuring the Foundations of Math course, which will specifically address Scientifically Researched-based Intervention (SRBI). The course will target the needs

of Grade 9 students entering CTHSS who performed at the Basic and Below Basic levels on the Connecticut Mastery Test (CMT) in Mathematics. The goal is to help students build background knowledge to enable them to be successful in Algebra I and their trade by addressing specific needs identified on CMT results. The CTHSS is creating Standards Based Report Cards to focus instruction and record student achievement on content standards separately from student social development and work habits. The CTHSS will begin using a web-based classroom walk-through tool (TeachScape) to monitor the effectiveness of teaching strategies and determine areas for improvement. (*Measure 3*)

Action 3: The CTHSS will add credentials, certifications and licensure eligibility to our student programs. For 2012 welding graduates, certification from the American Welding Society will be added. The CTHSS is collaborating with higher education to share resources and grow adult 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 (CT) through expanded use of our technical education programs. The CTHSS Green Technologies Initiatives Program was made possible through outside funding sources with no State of CT monies used in providing Green Initiatives Training. The CT Clean Energy Fund & CT Energy Efficiency Fund (CEEF) Grants will allow for training for the Solar Service industry. The CTHSS along with the CEEF is committed to developing and expanding the charging infrastructure across the state and will be utilizing the Electric Vehicle chargers that are compatible with plug-in hybrid and electric cars. (*Measure 5*)

Data Development Agenda:

Identify, define and collect follow-up data on graduates of adult programs in terms of status in employment, military service and further education following graduation from a CTHSS program. (*Measure 5*)