The Importance of Student Engagement

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Findings related to CTE participation among students with Disabilities

Finding 1a: Students with disabilities enroll in CTE programs at disproportionately high rates, given their presence in the overall student population.

Finding 1b: There are substantial differences within and between in CTE programs in the enrollment students with disabilities.

Finding 1c: Students with disabilities enroll in a wide variety of vocational programs with some clustering in certain areas.
Enrolled students by disability category (%)

Traditional high school students who do not participate in CTE (N=248,556)
City vocational and technical school students (N=5,502)
Regional vocational technical schools students (N=21,651)
Traditional high schools students who participate in Chapter 74-approved CTE...
Traditional high school students who participate in Perkins-only CTE programs...

Percentage of overall enrollment

- High Incidence disabilities
- Low Incidence disabilities
- Intellectual disabilities
- Autism
- Emotional disabilities
Findings for the Academic Performance of Students with High-Incidence Disabilities who enroll in CTE programs

• Students with high-incidence disabilities in regional vocational and technical schools, are more likely to graduate from high school within four years than similar students who do not participate in any CTE education in high school, or who participate only in Perkins-only approved programs.

• There are no statistically significant differences in MCAS performance for students with high-incidence disabilities who do and do not enroll in Massachusetts CTE programs.
Fitted Odds of Graduating On-time

- Students with high incidence disabilities in Regional Vocational & Technical schools: 1.69
- Students with high incidence disabilities in traditional high schools with Chapter -74 approved CTE programs: 1.09
- Students with high incidence disabilities in traditional high schools with Perkins-only CTE programs: 0.92
- Students with high incidence disabilities in City Vocational & Technical schools: 0.96
Boston Arts Academy

• http://youtu.be/taxDhHnfJe8
Principles of Engagement

• Focus on student interest
• Remove access barriers, such as increasing access to text (technology is your friend)
• Consider multiple means of presentation
• Consider multiple means of demonstrating what students know and what they are able to do
• Cross-disciplinary, project-oriented approaches focusing on the common core
• Consider block scheduling