

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020-21



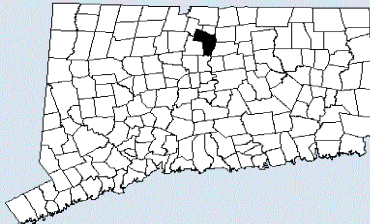
## Windsor School District

860-687-2000 • <http://www.windsorct.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	3,325
Per Pupil Expenditures <sup>1</sup>	\$18,557
Total Expenditures <sup>1</sup>	\$72,632,192

<sup>1</sup> Expenditure data reflect the 2019-20 school year.



### Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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### Notes

Unless otherwise noted, all data are for 2020-21 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2020 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,628	49.0	48.4
Male	1,697	51.0	51.5
American Indian or Alaska Native	*	*	0.3
Asian	141	4.2	5.2
Black or African American	1,365	41.1	12.7
Hispanic or Latino of any race	743	22.3	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	268	8.1	4.0
White	800	24.1	49.9
English Learners	120	3.6	8.3
Eligible for Free or Reduced-Price Meals	1,470	44.2	42.7
Students with Disabilities <sup>3</sup>	674	20.3	16.3

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	258	16.4	12	0.7
Male	361	22.0	11	0.6
Black or African American	274	20.7	13	0.9
Hispanic or Latino of any race	197	26.8	6	0.7
White	90	11.9	*	*
English Learners	33	26.0	*	*
Eligible for Free or Reduced-Price Meals	391	29.8	19	1.1
Students with Disabilities	214	32.5	10	1.3
District	619	19.3	23	0.7
State		19.0		1.4

**Number of students in 2019-20 qualified as truant under state statute: 134**

**Number of school-based arrests: 0**

*NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2020-21

## Windsor School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	276.6
Paraprofessional Instructional Assistants	3.0
<b>Special Education</b>	
Teachers and Instructors	53.4
Paraprofessional Instructional Assistants	96.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	9.4
School Level	23.0
<b>Library/Media</b>	
Specialists (Certified)	7.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	22.5
Counselors, Social Workers and School Psychologists	26.0
School Nurses	7.2
Other Staff Providing Non-Instructional Services/Support	216.4

<sup>1</sup> In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	10	2.4	1.3
Black or African American	64	15.3	4.1
Hispanic or Latino of any race	12	2.9	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	333	79.5	89.9

#### Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.7	7.3

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	108	80.0	109	80.1
Hispanic or Latino of any race	38	82.6	44	84.6
White	62	86.1	64	86.5
English Learners	8	*	7	*
Eligible for Free or Reduced-Price Meals	70	74.5	81	83.5
Students with Disabilities	35	67.3	42	57.5
District	222	81.9	245	83.1
State		75.9		85.6

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	62	63.9
Emotional Disturbance	28	46.7
Intellectual Disability	7	*
Learning Disability	169	80.1
Other Health Impairment	133	76.9
Other Disabilities	18	25.7
Speech/Language Impairment	42	95.5
District	459	68.8
State		67.9

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2020-21

## Windsor School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	99	2.6	2.1
Emotional Disturbance	60	1.6	1.1
Intellectual Disability	12	0.3	0.5
Learning Disability	210	5.6	5.8
Other Health Impairment	174	4.7	3.3
Other Disabilities	93	2.5	1.2
Speech/Language Impairment	59	1.6	1.9
<b>All Disabilities</b>	<b>707</b>	<b>18.9</b>	<b>15.9</b>

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	107	15.1	8.3
Private Schools or Other Settings	51	7.2	4.8

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$45,143,514	\$11,534	\$11,205
Support services - students	\$4,806,271	\$1,455	\$1,346
Support services - instruction	\$2,363,792	\$716	\$698
Support services - general administration	\$533,292	\$161	\$464
Support services - school based administration	\$4,274,531	\$1,294	\$1,037
Central and other support services	\$3,331,296	\$1,009	\$691
Operation and maintenance of plant	\$6,613,018	\$2,002	\$1,692
Student transportation services	\$5,075,411	\$1,427	\$1,159
Food services	.	.	\$21
Enterprise operations	\$491,068	\$149	\$151
<b>Total</b>	<b>\$72,632,192</b>	<b>\$18,557</b>	<b>\$17,838</b>

<sup>3</sup> Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$7,789,532	39.9	29.6
Instructional Aide Salaries	\$2,435,401	12.5	11.1
Other Salaries	\$967,890	5.0	9.5
Employee Benefits	\$19,475	0.1	13.5
Purchased Services Other Than Transportation	\$273,940	1.4	5.4
Special Education Tuition	\$5,554,942	28.5	22.5
Supplies	\$98,705	0.5	0.5
Property Services	.	.	0.3
Purchased Services For Transportation	\$2,332,803	12.0	7.2
Equipment	\$33,242	0.2	0.2
All Other Expenditures	\$749	0.0	0.1
<b>Total</b>	<b>\$19,506,680</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		26.9	25.1

### Expenditures by Revenue Source<sup>4</sup>: 2019-20

	Percent of Total (%) Excluding School Construction
Local	77.9
State	19.8
Federal	2.3
Tuition & Other	.

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2020-21

## Windsor School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
	Connecticut	45	39
National Public	40	33	25

<sup>1</sup> NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2019.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

# District Profile and Performance Report for School Year 2020-21

## Windsor School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2019-20	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	160	90.6
Hispanic or Latino of any race	56	80.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	163	82.8
Students with Disabilities	76	68.4
District	305	87.9
State		88.8

<sup>1</sup> The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	92.2	96	32.4
Male	83.3	75	27.8
Black or African American	88.6	47	17.3
Hispanic or Latino	85.7	32	32.7
White	89.7	70	47.9
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	83.2	29	15.2
Students with Disabilities	62.4	*	*
District	88.0	171	30.2
State	85.0		36.0

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2021 ACT, Inc. [www.act.org](http://www.act.org)

IB® statistics derived from data provided by the International Baccalaureate Organization.

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\* The data are suppressed to ensure confidentiality.

### College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	81.0	86.3
Male	52.0	76.3
Black or African American	58.8	79.3
Hispanic or Latino of any race	65.3	76.2
White	75.8	85.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	61.9	75.8
Students with Disabilities	34.8	*
District	66.0	82.0
State	67.4	84.9

<sup>3</sup> College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>4</sup> College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2020-21

## Windsor School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	19.3%	<=5%	19.0%
	High Needs Students	28.3%	<=5%	30.2%
Preparation for CCR	% Taking Courses	82.5%	75%	80.6%
	% Passing Exams	30.2%	75%	36.0%
On-track to High School Graduation		87.8%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		87.9%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		88.3%	94%	85.2%
Postsecondary Entrance (Class of 2020)		65.9%	75%	67.4%
Arts Access		54.2%	60%	50.7%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	88.3%	5.7%	9.8%	N

<sup>1</sup> If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup> If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

#### Supporting Resources:

Two-page FAQ at [http://edsight.ct.gov/relatedreports/nextgenFAQ\\_revisedDec2018.pdf](http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf)

Detailed Presentation at [https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System\\_Detailed%20Presentation\\_Jan\\_2020.pdf](https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf)

Using Accountability Results to Guide Improvement at [https://edsight.ct.gov/relatedreports/Using\\_Accountability\\_Results\\_to\\_Guide\\_Improvement.pdf](https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf)

# District Profile and Performance Report for School Year 2020-21

## Windsor School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

A district-wide instructional framework was implemented to assure common instructional expectations. We will continue to focus on the implementation of the instructional framework, with a laser like focus on purposeful planning to meet the needs of all students.

The district continues to provide support to implement Positive Behavioral Intervention and Supports (PBIS) and Multi-Tier Systems of Support (MTSS) using a differentiated professional development model. All schools are implementing Tier 2 and 3 strategies including: functional behavioral assessments, behavioral and academic intervention plans and individualized wrap-around supports. Targeted supplemental interventions in reading and mathematics were implemented at the elementary and secondary levels with a range of models in place depending upon the resources, structure and schedule at each level.

The Office of Pupil Services and Special Education monitors IEP progress to ensure each student derived educational benefit from their individually identified goals and objectives. Job shadowing and internship experiences were offered to make meaningful connections to post-secondary career options for special education students in grades 9-12.

Work continues at all levels on the use of data to inform strategic instructional decisions at the classroom, school and district level. The district is also rolling out a data analytics program to assist with data analysis. In addition, the district is implementing a summer enrichment program, in addition to tradition summer school, to partner effectively with families and support families in working at home with their children on learning actives in reading and mathematics.

The Office of Family and Community Partnership was established through a grant and continues to focus on strengthening partnerships with stakeholders. Written reports were compiled by the Office of Family and Community Partnership, which included information on the physical plant, website, communication methods and kind and quality of interactions with families at each building. As a result of the findings, the district website was updated to be more accessible to families, home visits were conducted, signage at each school changed, parent conferences were revised to be more parent and student centered, and academic evenings were held at the elementary and secondary levels.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The district has made efforts to reduce racial, ethnic and economic isolation during the last school year by participating at minority educator recruitment fairs and using online sites such as EdWeek and CTReap. The district has representation on the CREC and state Minority Teacher Recruiting (MTR) committees and facilitates programs and activities to increase staff and student awareness of the diversity of individuals and cultures.

In an effort to reduce racial, ethnic, and economic isolation the Windsor Public Schools offers a no cost after-school enrichment clusters at the secondary level, i.e., grades 6-12. Throughout the fall, winter and spring enrichment clusters, students receive mathematics, literacy and science instruction. Students participated in school based offerings including the Empowered Leadership Academy, Young Men's Leadership Academy, Sage Park Boys and Girls Leadership Groups. Students in elementary, middle and high school participated in study circles, designed to increase student awareness of the diversity of individuals and cultures.

Multicultural technical and leadership support was obtained through contracts with Cormier Consulting and Recenter. The Study Circle model was expanded from the initial group at WHS to the District Leadership Team and all schools. Cormier consulting works with various groups including new teachers, preschool teachers, instructional coaches and leaders to enhance instructional practices in an effort to improve outcomes for all students. Recenter works with the leadership team on leadership issues including equity. The district employs four EL teachers to provide services to English Learners at all levels. Two teachers have ARCTELL program training and a cross-endorsement in Teachers of English to Students of Other Languages (TESOL).

The district continues to implement the Multi-Tiered Systems of Support (MTSS) framework to strengthen Tier 1 instruction and support all students - the core of our equity work. Our ongoing goal is to increase overall student achievement, reduce students at-risk for reading and mathematics failure, and to accurately identify students for special education services.

# District Profile and Performance Report for School Year 2020-21

## Windsor School District

### **Equitable Allocation of Resources among District Schools**

The allocation of resources for the Windsor Public Schools is divided into two major functional areas: personnel and non-personnel. The district ensures equity by allocating teacher positions based upon the Board of Education guidelines for teacher-student ratio and based upon student need. Class-size guidelines and support staff ratios vary by educational level, elementary, middle and high school. Staff allocations are adjusted within the budgetary constraints when guidelines are exceeded. The district allocates resources including supplies, materials, instructional equipment, and replacement textbooks on a per pupil basis distinguishing between the elementary and secondary levels. Resources are distributed based upon student need as the demand for supplemental instructional services may be greater in one building versus another. Maintenance and capital programs are developed and allocated across the district on a needs basis, ensuring major maintenance and capital needs of each facility are appropriately met.