

Connecticut State Department of Education  
**DISTRICT PROFILE AND PERFORMANCE REPORT  
 FOR SCHOOL YEAR 2023-24**



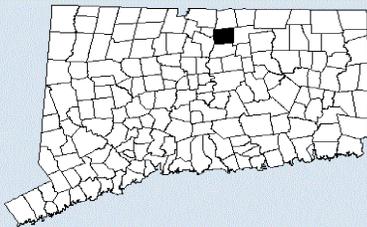
**East Windsor School District**

Patrick Tudryn, Superintendent • 860-623-3346 • <http://www.eastwindsork12.org>

**District Information**

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,052
Per Pupil Expenditures <sup>1</sup>	\$25,467
Total Expenditures <sup>1</sup>	\$29,337,451

<sup>1</sup> Expenditure data reflect the 2022-23 school year.



**Community Information**

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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**Notes**

Unless otherwise noted, all data are for 2023-24 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

**Students**

**October 1, 2023 Enrollment<sup>2</sup>**

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.3
Male	543	51.6	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	80	7.6	5.2
Black or African American	144	13.7	12.5
Hispanic or Latino of any race	272	25.9	31.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	72	6.8	4.7
White	481	45.7	46.2
English Learners/Multilingual Learners	73	6.9	10.5
Eligible for Free or Reduced-Price Meals	595	56.6	44.0
Students with Disabilities <sup>3</sup>	215	20.4	17.9

<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	*	*	45	8.5
Male	85	16.9	71	12.2
Non-Binary	*	*	0	*
Black or African American	39	27.9	32	19.8
Hispanic or Latino of any race	61	24.3	29	10.1
White	54	11.8	48	9.7
English Learners/Multilingual Learners	7	10.4	*	*
Eligible for Free or Reduced-Price Meals	137	24.0	90	14.0
Students with Disabilities	57	28.6	40	16.3
District	167	17.3	116	10.5
State		17.7		7.0

**Number of students qualified as truant under state statute: 163**

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

<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 2023-24

## East Windsor School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	81.0
Paraprofessional Instructional Assistants	19.0
<b>Special Education</b>	
Teachers and Instructors	19.0
Paraprofessional Instructional Assistants	61.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	6.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	8.0
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	56.0

<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	2	1.6	1.4
Black or African American	0	0.0	4.8
Hispanic or Latino of any race	2	1.6	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	125	96.9	88.3

#### Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	18.2	13.3

### 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	*	*	13	*
Hispanic or Latino of any race	17	*	14	*
White	34	97.1	30	93.8
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	34	97.1	39	95.1
Students with Disabilities	13	*	20	90.9
District	59	95.2	62	95.4
State		88.4		94.6

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

#### Students Who Spend 80% or Greater Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
	Autism	7
Emotional Disability	16	69.6
Intellectual Disability	*	*
Learning Disability	69	71.1
Other Health Impairment	19	70.4
Other Disabilities	*	*
Speech/Language Impairment	7	*
District	128	61.5
State		66.8

<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 2023-24

## East Windsor School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	33	3.0	2.6
Emotional Disability	23	2.1	1.1
Intellectual Disability	13	1.2	0.6
Learning Disability	97	8.8	6.4
Other Health Impairment	28	2.5	3.5
Other Disabilities	15	1.4	1.2
Speech/Language Impairment	8	0.7	2.0
<b>All Disabilities</b>	<b>217</b>	<b>19.7</b>	<b>17.3</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	*	*	8.0
Private Schools or Other Settings	*	*	4.6

<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>: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$17,571,038	\$15,253	\$12,942
Support services - students	\$2,848,767	\$2,796	\$1,724
Support services - instruction	\$1,308,779	\$1,284	\$905
Support services - general administration	\$604,319	\$593	\$520
Support services - school based administration	\$2,481,320	\$2,435	\$1,207
Central and other support services	\$651,985	\$640	\$771
Operation and maintenance of plant	\$2,254,925	\$2,213	\$2,101
Student transportation services	\$1,397,608	\$1,274	\$1,582
Food services	.	.	\$8
Enterprise operations	\$218,709	\$215	\$213
<b>Total</b>	<b>\$29,337,451</b>	<b>\$25,467</b>	<b>\$21,143</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: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,066,348	34.6	27.6
Instructional Aide Salaries	\$1,785,079	20.2	10.2
Other Salaries	\$937,861	10.6	10.5
Employee Benefits	\$1,535,124	17.3	13.2
Purchased Services Other Than Transportation	\$60,303	0.7	6.4
Special Education Tuition	\$968,628	10.9	22.2
Supplies	\$41,770	0.5	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$428,116	4.8	8.4
Equipment	\$28,464	0.3	0.3
All Other Expenditures	\$250	0.0	0.1
<b>Total</b>	<b>\$8,851,942</b>	<b>100.0</b>	<b>100.0</b>
<b>Percent of Total Expenditures Used for Special Education</b>		<b>30.2</b>	<b>25.0</b>

### Expenditures by Revenue Source<sup>4</sup>: 2022-23

	Percent of Total (%) Excluding School Construction
Local	66.9
State	22.6
Federal	8.0
Tuition & Other	2.5

<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 2023-24

## East 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	21	72.0	21	79.0	*	*
Black or African American	64	52.3	62	44.5	22	45.6
Hispanic or Latino of any race	135	59.0	133	54.4	54	56.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	31	65.4	31	65.1	*	*
White	250	63.7	249	62.5	98	63.6
English Learners/Multilingual Learners	41	57.1	41	58.9	18	*
Non-English Learners/Non-Multilingual Learners	460	61.8	455	58.9	165	59.5
Eligible for Free or Reduced-Price Meals	291	56.1	286	52.2	99	54.1
Not Eligible for Free or Reduced-Price Meals	210	68.8	210	68.1	84	65.7
Students with Disabilities	104	43.9	103	39.1	36	44.7
Students without Disabilities	397	66.0	393	64.2	147	63.0
High Needs	335	55.5	330	52.2	119	53.2
Non-High Needs	166	73.3	166	72.3	64	70.9
District	501	61.4	496	58.9	183	59.4

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>			
Connecticut	37	30	32
National Public	35	26	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-2022.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	80.0	98.8	68.1	66.1	291	79.7
Curl Up	72.9	82.7	69.6	66.1	291	73.5
Push Up	38.8	59.3	42.0	57.1	291	48.8
Mile Run/PACER	62.4	75.3	39.1	35.1	292	55.1
All Tests - District	25.9	49.4	23.2	16.1	291	29.9
All Tests - State	53.6	48.4	44.6	42.3		47.2

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2023-24

## East Windsor School District

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

	2022-23	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	18	*
Hispanic or Latino of any race	17	*
White	33	81.8
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	41	80.5
Students with Disabilities	21	66.7
District	74	85.1
State		88.4

<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 2022-23 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness<sup>3</sup>

	Count	Rate (%)
Female	22	34.9
Male	13	20.3
Non-Binary	N/A	N/A
Black or African American	0	0.0
Hispanic or Latino	8	25.8
White	24	35.8
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	13	17.1
Students with Disabilities	0	0.0
District	35	27.6
State		44.3

<sup>3</sup>Students demonstrate postsecondary readiness through at least one of the following:

- SAT<sup>®</sup> - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>®</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>®</sup> - 3 or higher on any one AP<sup>®</sup> exam
- IB<sup>®</sup> - 4 or higher on any one IB<sup>®</sup> exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT<sup>®</sup> and AP<sup>®</sup> statistics derived from data provided by the College Board.

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ACT<sup>®</sup> statistics derived from data provided by ACT, Inc.

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IB<sup>®</sup> statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2023	Class of 2022
	Entrance <sup>5</sup> Rate (%)	Persistence <sup>6</sup> Rate (%)
Female	53.6	*
Male	45.9	59.1
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	53.6	75.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	38.9	*
Students with Disabilities	*	*
District	49.2	71.1
State	68.4	87.2

<sup>5</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>6</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 2023-24

## East 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	61.4	75	40.9	50	81.9	63.9
	High Needs Students	55.5	75	37.0	50	74.0	54.1
Math Performance Index	All Students	58.9	75	39.3	50	78.6	60.2
	High Needs Students	52.2	75	34.8	50	69.6	49.5
Science Performance Index	All Students	59.4	75	39.6	50	79.2	61.8
	High Needs Students	53.2	75	35.5	50	71.0	51.4
ELA Academic Growth	All Students	58.1%	100%	58.1	100	58.1	58.7%
	High Needs Students	52.1%	100%	52.1	100	52.1	54.2%
Math Academic Growth	All Students	69.8%	100%	69.8	100	69.8	61.4%
	High Needs Students	65.5%	100%	65.5	100	65.5	55.1%
Progress Toward English Proficiency	Literacy	69.5%	100%	34.8	50	69.5	58.9%
	Oral	63.7%	100%	31.9	50	63.7	55.2%
Chronic Absenteeism	All Students	17.3%	<=5%	25.5	50	51.0	17.7%
	High Needs Students	23.4%	<=5%	13.3	50	26.6	25.5%
Preparation for CCR	% Taking Courses	95.3%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	27.6%	75%	18.4	50	36.7	44.3%
On-track to High School Graduation		89.2%	94%	47.4	50	94.9	84.5%
4-year Graduation All Students (2023 Cohort)		85.1%	94%	90.6	100	90.6	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		76.7%	94%	81.6	100	81.6	86.6%
Postsecondary Entrance (Class of 2023)		49.2%	75%	65.6	100	65.6	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		97.0%   29.9%	75%	19.9	50	39.9	93.6%   47.2%
Arts Access		48.7%	60%	40.6	50	81.1	55.0%
<b>Accountability Index</b>				<b>992.2</b>	<b>1450</b>	<b>68.4</b>	

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>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	73.3	55.5	17.9	16.9	
Math Performance Index Gap	72.3	52.2	20.1	18.2	
Science Performance Index Gap	70.9	53.2	17.7	17.9	
Graduation Rate Gap	94.0%	76.7%	17.3%	9.9%	Y

<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. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) <sup>3</sup>	
ELA	All Students	99.2
	High Needs Students	99.2
Math	All Students	98.5
	High Needs Students	98.1
Science	All Students	96.0
	High Needs Students	94.8

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 49.7**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

# District Profile and Performance Report for School Year 2023-24

## East Windsor School District

### Narratives

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

East Windsor Public Schools (EWPS) is committed to equipping every student with the skills necessary for their personal and academic success through our "Portrait of the Graduate". Beginning in Pre-K and extending through high school graduation, our educational approach fosters curiosity, resilience, and critical thinking. Students emerge as motivated problem-solvers who are socially-emotionally aware, reflective, and civic-minded contributors to their communities.

In special education, EWPS continually enhances service delivery by recruiting highly qualified staff. Our initiatives include a full-day integrated preschool program catering to both disabled and non-disabled students, ensuring early childhood educational experiences are accessible to all. At the middle school level, a life skills program supports students with significant cognitive disabilities by imparting functional academic and adaptive living skills. Professional development through the Science of Reading Masterclass enhances literacy instruction district-wide, complemented by Savvas literacy resources from PK to 8th grade. We've also introduced STEM programming for PK-4, nurturing early curiosity and innovation. Moreover, elementary students now benefit from expanded music enrichment opportunities, initiating them into music and band education at an earlier age. At the high school, newly approved courses offer diverse educational pathways tailored to individual student interests.

EWPS prioritizes holistic student support through multi-tiered systems of support (MTSS), which facilitate comprehensive data analysis on student academics, attendance, social-emotional, and behavioral needs. To combat truancy, we've established a task force spanning K-12, engaging principals, administrators, and directors in raising awareness about the critical importance of regular school attendance. Internally, rigorous data collection informs targeted interventions, while externally, we educate parents and students about the long-term impacts of chronic absenteeism. Our commitment to family engagement is exemplified through programs like LEAP and PTHV, providing teachers with training in home visits and building strong school-home partnerships. Professional development initiatives encompass responsive classroom practices and restorative approaches, enhancing educators' skills in fostering positive relationships in classrooms and through parent communications.

Annual surveys of students and parents, alongside feedback forums and conferences, inform improvements to instruction and school climate across all grade levels. The Community Advisory Board at East Windsor High School ensures alignment with community expectations and business needs for high school graduates. Monthly discussions at Board of Education meetings and the Board of Education Curriculum Council further drive enhancements across the K-12 continuum. In response to the evolving needs of remote learning, EWPS intensified communication efforts with parents regarding academic progress and equipped them with tools like PowerSchool, Google Classroom, Exact-Path, i-Ready, Reflex, and Frax to support ongoing skill-building and parental involvement in their child's academic journey. These initiatives collectively reinforce EWPS's commitment to nurturing a supportive, inclusive, and academically enriching environment for all students.

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

In an effort to reduce racial, ethnic, and economic isolation, East Windsor Public Schools (EWPS) actively engages with the Open Choice program, expanding seat offerings for PreK and K students. During the 2023-24 school year, 75 students enrolled from PK-12. For the 2024-25 school year, EWPS secured a CREC grant to offer a six-week summer enrichment program for East Windsor and Hartford students, focusing on academics and social-emotional development. Additionally, EWHS launched "Blues & Beyond," an interdisciplinary program connecting history, literacy, and African American music.

EWPS connects with the Hartford community through various events, including RSCO & CREC fairs, family fun nights, and block parties. Throughout 2023-24, EWPS hosted events such as the CREC Literacy Night and Welcome to East Windsor receptions, fostering community relationships. Relational home visits welcomed 12 new families to the district. Commitment to social-emotional learning (SEL) and diversity is evident in initiatives like Unity Day and Read Across America, involving Open Choice students. EWHS attended the Educators Rising State Conference and introduced the EdRising program in its schools, emphasizing education careers for students of color. A field trip to Central Connecticut State University for the EdRising Conference provided immersive experiences for students exploring teaching careers.

EWPS supports resident teachers through the Connecticut Teacher Residency Program, enhancing diversity among elementary educators statewide. The district remains committed to inclusivity, with students of color comprising approximately 45% of the student body in recent years. These efforts underscore EWPS's dedication to equitable access and support for all students, reinforcing its role in fostering a diverse and inclusive educational environment. The ongoing partnership with Hartford and CREC reflects EWPS's commitment to community engagement and educational excellence, ensuring every student has opportunities to thrive and succeed academically and socially.

# District Profile and Performance Report for School Year 2023-24

## East Windsor School District

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

Administrators provide a building-based budget driven by student programming and staff needs. The district utilizes both local and grant funds to meet curriculum, instructional, and building-based requirements. As outlined in the EWPS Strategic Plan under Strategy #3, titled "Ensure equitable access to resources," we continue our approach to using non-exclusionary discipline, expanding access to free and reduced breakfast and lunch for all students, reviewing data related to program access, expanding our College and Career opportunities, and providing professional development to teachers and staff in these areas.

Another high focus area for us is addressing access to technology and ensuring all students have access to transportation to and from school. We monitor these efforts through performance indicators that include, but are not limited to, discipline data, course/program data, food service participation rates, assessment meetings, and professional development selection. Students participate in the course selection process and are assisted by their guidance counselors and case managers to ensure equity in subject matter.