

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



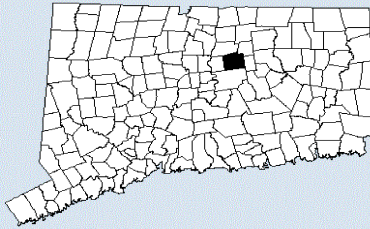
## Manchester School District

Mr. Matthew Geary, Superintendent • 860-647-3441 • <http://www.mpspride.org/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	19
Enrollment	6,251
Per Pupil Expenditures <sup>1</sup>	\$16,782
Total Expenditures <sup>1</sup>	\$125,497,799

<sup>1</sup>Expenditure data reflect the 2017-18 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 2018-19 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 [edsight.ct.gov](http://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, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,957	47.3	48.4
Male	3,294	52.7	51.6
American Indian or Alaska Native	27	0.4	0.3
Asian	504	8.1	5.2
Black or African American	1,510	24.2	12.8
Hispanic or Latino of any race	1,809	28.9	25.8
Native Hawaiian or Other Pacific Islander	7	0.1	0.1
Two or More Races	186	3.0	3.6
White	2,208	35.3	52.4
English Learners	393	6.3	7.6
Eligible for Free or Reduced-Price Meals	3,732	59.7	42.1
Students with Disabilities <sup>3</sup>	1,001	16.0	15.4

<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.

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	511	17.9	229	7.3
Male	547	17.6	513	14.6
Black or African American	239	16.4	269	16.5
Hispanic or Latino of any race	446	25.8	280	14.2
White	281	13.5	150	6.5
English Learners	91	21.6	34	7.4
Eligible for Free or Reduced-Price Meals	857	23.7	601	14.4
Students with Disabilities	265	27.9	221	18.3
District	1,058	17.8	742	11.1
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 1,203**

**Number of school-based arrests: 13**

<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 2018-19

## Manchester School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	478.5
Paraprofessional Instructional Assistants	65.2
<b>Special Education</b>	
Teachers and Instructors	89.0
Paraprofessional Instructional Assistants	127.9
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	16.9
School Level	40.2
<b>Library/Media</b>	
Specialists (Certified)	14.0
Support Staff	10.0
Instructional Specialists Who Support Teachers	28.0
Counselors, Social Workers and School Psychologists	64.1
School Nurses	20.3
Other Staff Providing Non-Instructional Services/Support	394.1

<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	4	0.5	0.1
Asian	3	0.4	1.1
Black or African American	38	5.2	3.8
Hispanic or Latino of any race	35	4.8	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	657	89.2	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.2	10.0

### 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	89	83.2	100	91.7
Hispanic or Latino of any race	92	89.3	116	90.6
White	111	90.2	151	93.2
English Learners	18	69.2	22	91.7
Eligible for Free or Reduced-Price Meals	188	85.8	238	93.7
Students with Disabilities	37	68.5	68	79.1
District	333	87.9	443	93.1
State		74.5		85.2

<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	54	41.9
Emotional Disturbance	26	38.8
Intellectual Disability	7	25.9
Learning Disability	268	80.5
Other Health Impairment	166	62.6
Other Disabilities	12	19.4
Speech/Language Impairment	87	79.8
District	620	62.5
State		67.6

<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 2018-19

## Manchester School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	139	1.9	1.9
Emotional Disturbance	68	0.9	1.1
Intellectual Disability	27	0.4	0.5
Learning Disability	333	4.5	5.5
Other Health Impairment	269	3.6	3.2
Other Disabilities	92	1.2	1.1
Speech/Language Impairment	130	1.8	1.8
<b>All Disabilities</b>	<b>1,058</b>	<b>14.3</b>	<b>15.0</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	146	13.8	8.2
Private Schools or Other Settings	73	6.9	5.0

<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> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$74,902,090	\$10,016	\$10,545
Support services - students	\$9,362,360	\$1,515	\$1,373
Support services - instruction	\$8,504,226	\$1,376	\$644
Support services - general administration	\$1,493,845	\$242	\$462
Support services - school based administration	\$6,353,628	\$1,028	\$1,007
Central and other support services	\$5,236,387	\$847	\$671
Operation and maintenance of plant	\$12,990,843	\$2,102	\$1,629
Student transportation services	\$5,287,706	\$1,297	\$1,231
Food services	.	.	\$13
Enterprise operations	\$1,183,176	\$191	\$157
Minor school construction	\$183,537	\$30	\$65
<b>Total</b>	<b>\$125,497,799</b>	<b>\$16,782</b>	<b>\$17,153</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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$9,703,049	32.3	29.7
Instructional Aide Salaries	\$3,340,662	11.1	9.6
Other Salaries	\$2,534,767	8.4	10.4
Employee Benefits	\$4,047,185	13.5	13.0
Purchased Services Other Than Transportation	\$1,029,976	3.4	5.5
Special Education Tuition	\$6,386,166	21.2	22.6
Supplies	\$369,644	1.2	0.6
Property Services	\$33,116	0.1	0.4
Purchased Services For Transportation	\$2,611,482	8.7	8.0
Equipment	\$10,808	0.0	0.2
All Other Expenditures	\$4,154	0.0	0.1
<b>Total</b>	<b>\$30,071,008</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		24.0	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18	
	Percent of Total (%) Excluding School Construction
Local	63.8
State	30.2
Federal	4.1
Tuition & Other	1.9

<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 2018-19

## Manchester 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	*	*	*	*	8	*
Asian	198	65.3	196	64.6	86	63.3
Black or African American	697	52.1	689	46.8	289	46.3
Hispanic or Latino of any race	856	52.8	837	48.2	345	47.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	86	59.2	85	53.3	35	49.0
White	992	65.0	984	60.5	395	58.7
English Learners	277	49.5	273	48.3	114	44.5
Non-English Learners	2,569	58.9	2,534	54.1	1,044	53.2
Eligible for Free or Reduced-Price Meals	1,773	53.5	1,740	48.4	694	48.2
Not Eligible for Free or Reduced-Price Meals	1,073	65.4	1,067	61.8	464	58.6
Students with Disabilities	457	36.2	450	30.4	173	35.5
Students without Disabilities	2,389	62.1	2,357	57.9	985	55.3
High Needs	1,922	52.7	1,888	47.7	749	47.8
Non-High Needs	924	68.8	919	65.5	409	60.8
District	2,846	58.0	2,807	53.5	1,158	52.4

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
<b>READING</b>				
Connecticut	40	41	34	32
National Public	34	32	36	36
<b>MATH</b>				
Connecticut	45	39	40	33
National Public	40	33	25	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, [click here](#).

#### 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	77.2	82.3	69.3	72.0	1,735	75.4
Curl Up	73.6	69.5	76.7	87.0	1,735	76.8
Push Up	58.7	66.0	59.9	69.6	1,735	63.7
Mile Run/PACER	71.1	71.9	49.7	56.4	1,735	62.8
All Tests - District	34.9	45.6	28.3	39.7	1,735	37.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

<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 2018-19

## Manchester School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	90	74.4
Hispanic or Latino of any race	90	77.8
English Learners	19	*
Eligible for Free or Reduced-Price Meals	211	76.8
Students with Disabilities	53	49.1
District	410	82.2
State		88.3

<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 2017-18 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	94.8	124	30.8
Male	90.9	120	26.5
Black or African American	87.5	30	13.9
Hispanic or Latino of any race	92.6	37	16.0
White	94.7	125	43.9
English Learners	94.0	0	0.0
Eligible for Free or Reduced-Price Meals	91.1	87	18.4
Students with Disabilities	70.7	0	0.0
District	92.7	244	28.5
State	95.9		42.6

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

- 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

<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<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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	66.7	90.2
Male	47.2	71.6
Black or African American	48.1	70.2
Hispanic or Latino of any race	38.5	84.1
White	62.6	85.8
English Learners	42.9	*
Eligible for Free or Reduced-Price Meals	48.6	78.0
Students with Disabilities	22.0	60.0
District	56.3	83.8
State	71.0	87.8

<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 2018-19

## Manchester 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	58.0	75	38.6	50	77.3	67.7
	High Needs Students	52.7	75	35.2	50	70.3	58.1
Math Performance Index	All Students	53.5	75	35.7	50	71.4	63.1
	High Needs Students	47.7	75	31.8	50	63.6	52.7
Science Performance Index	All Students	52.4	75	34.9	50	69.8	63.8
	High Needs Students	47.8	75	31.9	50	63.7	54.2
ELA Academic Growth	All Students	50.0%	100%	50.0	100	50.0	59.9%
	High Needs Students	48.3%	100%	48.3	100	48.3	55.1%
Math Academic Growth	All Students	54.4%	100%	54.4	100	54.4	62.5%
	High Needs Students	52.0%	100%	52.0	100	52.0	55.2%
Progress Toward English Proficiency	Literacy	61.7%	100%	30.9	50	61.7	60.0%
	Oral	55.1%	100%	27.6	50	55.1	52.1%
Chronic Absenteeism	All Students	17.8%	<=5%	24.5	50	49.0	10.4%
	High Needs Students	23.0%	<=5%	13.9	50	27.9	16.1%
Preparation for CCR	% Taking Courses	90.8%	75%	50.0	50	100.0	80.0%
	% Passing Exams	28.5%	75%	19.0	50	38.1	42.6%
On-track to High School Graduation		85.0%	94%	45.2	50	90.4	88.0%
4-year Graduation All Students (2018 Cohort)		82.2%	94%	87.4	100	87.4	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		86.1%	94%	91.6	100	91.6	83.3%
Postsecondary Entrance (Class of 2018)		56.3%	75%	75.0	100	75.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.0%   37.4%	75%	24.9	50	49.9	96.4%   52.9%
Arts Access		45.4%	60%	37.8	50	75.7	51.9%
<b>Accountability Index</b>				<b>940.8</b>	<b>1450</b>	<b>64.9</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	68.8	52.7	16.1	15.4	
Math Performance Index Gap	65.5	47.7	17.7	17.6	
Science Performance Index Gap	60.8	47.8	13.0	16.1	
Graduation Rate Gap	94.0%	86.1%	7.9%	11.1%	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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	96.4
	High Needs Students	96.0
Math	All Students	95.2
	High Needs Students	94.5
Science	All Students	94.8
	High Needs Students	94.1

<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: 38.1**

**State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Manchester School District

### Narratives

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

The District Improvement Plan, created and monitored by our District Improvement Team, drives the work to improve Manchester Public Schools. The team consists of four sub-committees each with oversight of one of the four areas of the plan - systems, talent, academics, and culture and climate. To support the work involved to effectively monitor teaching and learning, the number of people on the team was expanded to include a cross section of positions and representation from all schools. Groups of 8 - 10 members of the district visited all schools four times per year to observe and note trends regarding classroom practices for the purpose of improving instruction.

The district continues its focus on delivering rigorous, engaging instruction with fidelity through the workshop model K-8. We remain committed to enhancing opportunities for personalized learning for all students Pre K-12. Teams of teachers, with the support of instructional coaches and administrators, meet regularly to discuss research-based instructional strategies to strengthen instruction Pre K-12. This work includes intentional efforts to strengthen programming for students with disabilities through thoughtful programming.

To support robust student learning, the district remains focused on actively engaging families as partners in their children's education. Multiple literacy and numeracy events, as well as strengthened parent conferences were integrated at the elementary level to support parents as partners in strengthening students skills in reading and math. These efforts allowed us to develop a comprehensive approach to partnering with parents around student learning, which will be continue to be refined in 2019-20.

Manchester Public Schools offer Family Resource Centers (FRC) at each of its eight elementary schools and at Bennet Academy. Every site has the same approach, with components that include family engagement; outreach; positive youth development; resources and referrals; and -- at the elementary level -- playgroups. As examples of the interaction, FRC coordinators run a€~leadership lunch' groups for third- and fourth-graders and also invite the parents and guardians of K-2 students to visit at lunchtime to eat with their children while reading together and building literacy skills. Funding for the program comes mostly from the district's Alliance Grant, from the Hartford Foundation for Public Giving and from Title I. The district also has an ambitious communication plan that includes separate weekly newsletters sent to Pre K-4 families, 5-6 families, 7-8 families and 9-12 families. The three newsletters serving Pre K through grade 8 include weekly tips designed to help parents and guardians support students academically and otherwise from home.

The Manchester Public Schools' mission includes forging an active partnership with families and the community as we work together to create safe, inclusive schools where equity is the norm and excellence is the goal. As part of this work, we strive to assist parents and guardians with before and after school care, to enhance family relationships and to do so much more. Partnering with parents is also a key approach of our work to reduce chronic absenteeism.

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

The persistent achievement gap across the district indicates the need to provide more rigorous standards for all students and expand interventions to support students who struggle. As part of our efforts to better understand the experiences of our most marginalized students and families, we worked with an outside agency with expertise in equity to analyze the results of our Equity Informed School Climate Assessment, given during 2017-18. The new instrument expanded our yearly school climate assessment to include school site visits, specialized focus groups and a newly developed equity-informed survey. By examining the experiences of students of various races, genders, disabilities, first languages and sexual orientation we better understand what we can do to provide every student with what they need to be successful. A district team consisting of staff and students unpacked the results over several sessions throughout the year. This culminated in a presentation of findings to the Board of Education and community. Moving forward, we will use the results of the climate assessment to address inequities and systemic barriers in order to ensure our schools are positive environments where all students achieve at high levels.

In addition, we continue to implement a systemic approach to teach and reinforce expected behaviors that are appropriate to the developmental level of our students at all grade levels. We also have begun to create systems that ensure equitable, logical, and developmentally appropriate consequences and opportunities for restorative and collaborative practices when behaviors occur that don't meet expectation. Restorative practices are centered on all community members building meaningful relationships to establish and nurture school and classroom communities while also using those relationship to restore and manage conflict when tension arises.

We believe in an approach that combines high expectations and structure with high levels of care and support for all students. This work is supported by School Climate Teams in each building along with district staff who support the integration of restorative practices and our social emotional learning curriculum.

# District Profile and Performance Report for School Year 2018-19

## Manchester School District

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

Systematic improvement continues to require a targeted investment aligned to the district's most pressing needs. The Board of Education remains committed to ensuring all schools are adequately funded to support success for all students. This goal is achieved by providing each school a budget allocation for instructional materials based on an equitable per pupil allotment.

During the budget development process every school submits a budget requesting materials and staffing for educational improvement. Central office staff reviews requests to ensure an equitable distribution of resources. Grant funds are secured to provide additional funding to improve student achievement. Class sizes, free and reduced lunch statistics and staffing are taken into consideration in order to disburse funds equitably and provide quality programming for all students.

.Outside consultants continue to conduct evaluations in the areas of equity, before and after school programming, academic and behavioral interventions and family partnership efforts. These audits are intended to ensure communication, collaboration, consistency, efficiency and allocation of resources within and across the district.