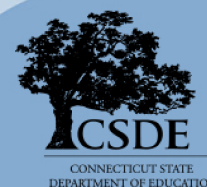


# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



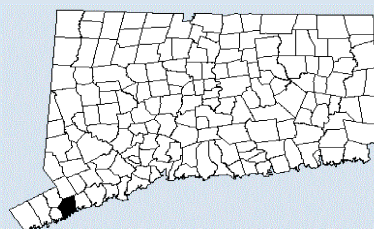
## Norwalk School District

Dr. Alexandra Estrella, Superintendent • 203-854-4000 • <https://www.norwalkps.org/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	24
Enrollment	11,579
Per Pupil Expenditures <sup>1</sup>	\$18,777
Total Expenditures <sup>1</sup>	\$229,021,726

<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>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	6,011	51.9	51.5
American Indian or Alaska Native	15	0.1	0.3
Asian	506	4.4	5.2
Black or African American	1,692	14.6	12.7
Hispanic or Latino of any race	6,092	52.6	27.8
Native Hawaiian or Other Pacific Islander	12	0.1	0.1
Two or More Races	334	2.9	4.0
White	2,928	25.3	49.9
English Learners	1,969	17.0	8.3
Eligible for Free or Reduced-Price Meals	7,029	60.7	42.7
Students with Disabilities <sup>3</sup>	1,716	14.8	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	1,049	19.0	32	0.6
Male	1,364	23.3	90	1.4
Black or African American	501	30.4	33	1.9
Hispanic or Latino of any race	1,502	25.0	67	1.1
White	299	10.4	18	0.6
English Learners	582	28.8	23	1.1
Eligible for Free or Reduced-Price Meals	1,632	26.6	98	1.3
Students with Disabilities	528	30.9	54	2.7
District	2,413	21.2	122	1.0
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 1,646

Number of school-based arrests: Fewer than 6

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

## Norwalk School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	751.7
Paraprofessional Instructional Assistants	197.8
<b>Special Education</b>	
Teachers and Instructors	109.0
Paraprofessional Instructional Assistants	196.9
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	18.4
School Level	53.4
<b>Library/Media</b>	
Specialists (Certified)	9.0
Support Staff	6.1
Instructional Specialists Who Support Teachers	52.9
Counselors, Social Workers and School Psychologists	73.4
School Nurses	26.2
Other Staff Providing Non-Instructional Services/Support	478.8

<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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.1	0.1
Asian	28	2.5	1.3
Black or African American	98	8.7	4.1
Hispanic or Latino of any race	93	8.2	4.3
Native Hawaiian or Other Pacific Islander	1	0.1	0.1
Two or More Races	0	0.0	0.1
White	911	80.5	89.9

#### Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.1	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	121	80.1	137	86.7
Hispanic or Latino of any race	364	79.5	401	94.4
White	260	91.2	255	93.4
English Learners	64	60.4	87	86.1
Eligible for Free or Reduced-Price Meals	384	81.9	410	92.6
Students with Disabilities	72	64.9	97	68.3
District	785	83.4	851	92.9
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	106	56.4
Emotional Disturbance	56	55.4
Intellectual Disability	*	*
Learning Disability	605	84.5
Other Health Impairment	181	74.8
Other Disabilities	*	*
Speech/Language Impairment	194	85.5
District	1,166	73.5
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

## Norwalk School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	206	1.7	2.1
Emotional Disturbance	102	0.9	1.1
Intellectual Disability	45	0.4	0.5
Learning Disability	717	6.0	5.8
Other Health Impairment	244	2.0	3.3
Other Disabilities	118	1.0	1.2
Speech/Language Impairment	257	2.2	1.9
All Disabilities	1,689	14.1	15.9

<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	81	4.8	8.3
Private Schools or Other Settings	56	3.3	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	\$166,774,305	\$13,673	\$11,205
Support services - students	\$15,492,300	\$1,330	\$1,346
Support services - instruction	\$2,961,668	\$254	\$698
Support services - general administration	\$2,856,358	\$245	\$464
Support services - school based administration	\$5,925,182	\$509	\$1,037
Central and other support services	\$6,286,036	\$540	\$691
Operation and maintenance of plant	\$18,945,532	\$1,627	\$1,692
Student transportation services	\$8,853,346	\$980	\$1,159
Food services	\$927,000	\$80	\$21
Enterprise operations	.	.	\$151
Total	\$229,021,726	\$18,777	\$17,838

<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	\$12,067,908	23.7	29.6
Instructional Aide Salaries	\$7,415,509	14.6	11.1
Other Salaries	\$8,529,652	16.7	9.5
Employee Benefits	\$7,113,318	14.0	13.5
Purchased Services Other Than Transportation	\$3,005,508	5.9	5.4
Special Education Tuition	\$8,031,501	15.8	22.5
Supplies	\$289,436	0.6	0.5
Property Services	\$33,601	0.1	0.3
Purchased Services For Transportation	\$4,083,804	8.0	7.2
Equipment	\$370,878	0.7	0.2
All Other Expenditures	\$5,124	0.0	0.1
Total	\$50,946,240	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.2	25.1

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

	Percent of Total (%) Excluding School Construction
Local	85.1
State	11.6
Federal	2.7
Tuition & Other	0.7

<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

## Norwalk 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	32
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

## Norwalk School District

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

	2019-20	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	193	80.8
Hispanic or Latino of any race	423	83.0
English Learners	129	62.0
Eligible for Free or Reduced-Price Meals	595	80.7
Students with Disabilities	142	59.9
District	914	85.6
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	88.5	290	30.9
Male	81.3	280	30.5
Black or African American	82.8	28	9.1
Hispanic or Latino	82.0	203	23.0
White	90.3	283	50.7
English Learners	71.0	12	5.8
Eligible for Free or Reduced-Price Meals	82.2	191	20.9
Students with Disabilities	62.1	6	2.4
District	84.9	570	30.7
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	72.5	89.5
Male	59.2	*
Black or African American	66.3	77.3
Hispanic or Latino of any race	55.5	81.7
White	80.8	89.5
English Learners	29.5	*
Eligible for Free or Reduced-Price Meals	57.4	79.7
Students with Disabilities	41.2	80.6
District	65.8	84.6
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

## Norwalk 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	21.2%	<=5%	19.0%
	High Needs Students	26.7%	<=5%	30.2%
Preparation for CCR	% Taking Courses	88.1%	75%	80.6%
	% Passing Exams	30.7%	75%	36.0%
On-track to High School Graduation		92.7%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		85.6%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		91.8%	94%	85.2%
Postsecondary Entrance (Class of 2020)		65.7%	75%	67.4%
Arts Access		59.8%	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%	91.8%	2.2%	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

## Norwalk School District

### Narratives

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

In 2020-21, NPS embarked on a comprehensive process to gather input and create a new five-year strategic plan that reflects the needs and desires of families, students and the community. Working with the Connecticut Center for School Change, NPS conducted an intensive assessment that included reviews of capacity and coherence, equity and disproportionality, special education, facilities and human resources. To guide the work, the superintendent convened a strategic plan task force that included students, teachers, staff, parents and community members. Feedback was gathered through over 25 focus groups, community events and surveys. The result is a new strategic plan framework for the district that focuses on future readiness, equity, excellence, engagement and high-quality instruction and support. Strategic priorities will roll out beginning with the 2021-22 school year.

Both in typical times and during Covid, parent outreach and engagement is an ongoing commitment. Superintendent Dr. Alexandra Estrella held interactive webinars this year in both English and Spanish to connect with families about school topics. Regular communication included new district and school websites, an auto call system, text messaging option, e-blasts, and a district Facebook page and Twitter account. This year, we also added an NPS en Español Facebook page. Working with a parent group representing special ed families, the specialized learning department holds interactive Facebook Live sessions for parents. District e-newsletters are sent to families every 2 weeks in English and Spanish. Schools and the district ensure that translators are available to families at conferences, parent meetings and open houses. Board of Ed meetings are live streamed on the NPS YouTube channel, with options for Spanish and Haitian-Creole, and past meetings are available on demand. Families have access to a Parent Portal to track student work and progress. Dr. Estrella also values student voices, convening an informal high school student advisory panel throughout the year for feedback on district and school topics.

On September 8, NPS opened for in-person learning across all elementary schools, and with middle and high school students in a hybrid or remote schedule. Norwalk's plan for a safe return to learning was constructed with input from a reopening task force representing a wide variety of stakeholders, and informed by feedback from parents, students, teachers and staff. The return to school was communicated extensively through videos, webinars, newsletters, and a School Reopening Handbook in multiple languages that covered learning models, health and safety, technology and other essentials.

To deter truancy, families are notified of student absences via School Messenger, and school administrators reach out to families directly to address ongoing issues. Parents can monitor attendance through the Parent Portal. This year, the district convened an Attendance Committee specifically to review attendance during Covid, and added attendance facilitators to reach out directly to students not attending regularly. As a result of this work, we initiated our Twilight Academy to serve high school students struggling during Covid as a result of family, financial, childcare or work obligations, giving these students an alternate route to graduation.

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

In 2020-21, we launched a comprehensive Equity in Education initiative, working with Dr. Edward Fergus to identify where children of color are under or over represented. Input included a community survey and focus groups to hear directly from students and families. Training on diversity, equity and implicit bias was delivered to the Board of Ed, and school and district leaders. Dr. Thomas McBryde was appointed to a new role as asst. superintendent of excellence, equity and inclusion. To address growing enrollment, a comprehensive school building program is underway. Renovations are underway at Jefferson Elementary, a neighborhood school that serves a densely populated area. Planning is underway for construction at other schools, while work with city leaders continues in an effort to address the need for a school in South Norwalk.

In addition to neighborhood schools, NPS offers a variety of choice programs, including Montessori, an intra-district Bank Street magnet, and a dual-language elementary. The Center for Global Studies offers studies in Japanese, Chinese and Arabic. In partnership with IBM and NCC, students can earn both a HS diploma and associate's degree at P-TECH. We also offer an IB diploma program, and health sciences, digital media and marine science pathways. The Seal of Biliteracy is awarded to graduates demonstrating language proficiency. Staffed by bilingual personnel, a multilingual learner Welcome Center supports new families. A centrally located family center will open soon to provide a single hub for information and access to district services. Translators are available at public forums, PPTs and parent conferences. All communications are in both English and Spanish. During Covid, all students were provided with their own laptop or mobile device, and broadband was provided to families without high quality internet access. Supervised Learning Pods were made available to middle school students who needed support during hybrid learning. Meal sites were set up in tents throughout the city for hybrid or remote learners. A Tech Depot helped parents with technology issues. Recruitment and hiring practices encourage candidates from all backgrounds and ensure fair and equitable treatment, in alignment with our minority recruitment policy.

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

## Norwalk School District

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

Norwalk Public Schools procedures for distribution of resources strives to ensure that each school receives an equitable level of material and financial resources. School Governance Councils operate at every school, providing additional opportunities for parents, staff and community members to actively participate in school decision-making, including school budget decisions.

NPS has successfully implemented Student Based Budgeting, which provides a per pupil expenditure based on the student population numbers in each school. School principals have been trained in Student Based Budgeting so that they have the knowledge needed to allocate those resources according to the needs of their individual schools.

Staff members are assigned based on the number of students and programs operating in that individual school, in accordance with contractual class size limits. Additional equipment, textbooks and supplies are purchased centrally on behalf of schools.