

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



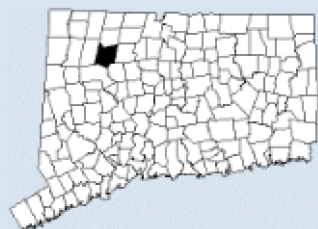
Torrington School District

Michael Wilson, Superintendent • 860-489-2327 • <http://www.torrington.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	3,911
Per Pupil Expenditures	\$21,305
Total Expenditures	\$90,845,019

Expenditure data reflect the 2023-24 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 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	1,837	47.0	48.4
Male	2,068	52.9	51.5
Non-Binary	6	0.2	0.1
American Indian or Alaska Native	8	0.2	0.2
Asian	163	4.2	5.2
Black or African American	259	6.6	12.4
Hispanic or Latino of any race	1,688	43.2	32.1
Native Hawaiian or Other Pacific Islander	7	0.2	0.1
Two or More Races	83	2.1	4.8
White	1,703	43.5	45.1
English Learners/Multilingual Learners	648	16.6	11.3
Eligible for Free or Reduced-Price Meals	2,580	66.0	44.8
Students with Disabilities	783	20.0	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	*	*
Male	356	18.0	376	17.3
Non-Binary	*	*	*	*
Black or African American	57	22.7	66	24.0
Hispanic or Latino of any race	290	17.7	268	14.8
White	278	17.3	210	11.9
English Learners/Multilingual Learners	84	12.5	88	12.5
Eligible for Free or Reduced-Price Meals	486	20.8	442	15.9
Students with Disabilities	195	27.2	154	16.9
All Students - District	668	17.8	574	13.9
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 1,033
Number of school-based arrests: 9

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	271.2
General Education Paraprofessionals	62.5
Special Education Teachers and Instructors	52.0
Special Education Paraprofessionals	91.5
District Central Office Administrators	7.0
School Level Administrators	17.4
Library/Media Specialists (Certified)	6.0
Library/Media Support Staff	6.0
Instructional Specialists Who Support Teachers	22.0
Counselors, Social Workers and School Psychologists	24.0
School Nurses	10.3
Other Staff Providing Non-Instructional Services/Support	232.9

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	14.7
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.3	0.1
Asian	6	1.5	1.4
Black or African American	5	1.3	4.9
Hispanic or Latino of any race	23	5.7	5.3
Native Hawaiian or Other Pacific Islander	1	0.3	0.1
Two or More Races	1	0.3	0.3
White	364	90.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	48	11.7	6.8
Teachers	37	11.3	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	20	95.2	14	*
Hispanic or Latino of any race	108	87.1	98	93.3
White	98	94.2	110	95.7
English Learners/Multilingual Learners	28	71.8	28	84.8
Eligible for Free or Reduced-Price Meals	151	93.2	117	94.4
Students with Disabilities	38	88.4	43	91.5
All Students - District	254	91.4	239	94.1
All Students - State		89.2		95.3

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	42	30.4
Emotional Disability	20	31.7
Intellectual Disability	*	*
Learning Disability	158	58.7
Other Health Impairment	74	55.6
Other Disabilities	*	*
Speech/Language Impairment	55	77.5
All Disabilities - District	360	48.7
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	141	3.5	2.9
Emotional Disability	63	1.5	1.1
Intellectual Disability	32	0.8	0.6
Learning Disability	269	6.6	6.5
Other Health Impairment	137	3.4	3.6
Other Disabilities	57	1.4	1.1
Speech/Language Impairment	82	2.0	2.0
All Disabilities	781	19.2	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	71	9.1	8.2
Private Schools or Other Settings	48	6.1	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$56,562,938	\$13,265	\$13,471
Support services - students	\$6,674,804	\$1,715	\$1,826
Support services - instruction	\$1,704,795	\$438	\$972
Support services - general administration	\$2,559,997	\$658	\$568
Support services - school based administration	\$5,016,809	\$1,289	\$1,274
Central and other support services	\$7,319,820	\$1,880	\$761
Operation and maintenance of plant	\$4,963,753	\$1,275	\$2,125
Student transportation services	\$6,042,103	\$1,233	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$90,845,019	\$21,305	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$2,743,528	12.0	26.4
Instructional Aide Salaries	\$3,008,974	13.2	10.1
Other Salaries	\$2,547,985	11.2	10.5
Employee Benefits	\$2,700,898	11.8	13.3
Purchased Services Other Than Transportation	\$560,921	2.5	6.8
Special Education Tuition	\$8,882,721	38.9	22.8
Supplies	\$209,413	0.9	0.6
Property Services	\$860	0.0	0.4
Purchased Services For Transportation	\$2,121,176	9.3	8.7
Equipment	\$28,158	0.1	0.2
All Other Expenditures	\$7,058	0.0	0.1
Total	\$22,811,692	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	25.1
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	58.5
State	35.9
Federal	5.3
Tuition & Other	0.3

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).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	97	69.7	97	66.0	44	66.3
Black or African American	122	62.0	122	52.9	54	55.7
Hispanic or Latino of any race	860	55.0	859	49.9	371	54.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	40	58.4	40	53.0	22	56.4
White	894	64.8	892	58.3	384	62.9
English Learners/Multilingual Learners	409	50.9	409	48.5	172	52.7
Non-English Learners/Non-Multilingual Learners	1,612	63.0	1,609	56.2	706	60.3
Eligible for Free or Reduced-Price Meals	1,300	58.5	1,297	52.3	549	56.3
Not Eligible for Free or Reduced-Price Meals	721	64.2	721	58.8	329	63.1
Students with Disabilities	400	40.8	400	35.3	167	43.3
Students without Disabilities	1,621	65.4	1,618	59.4	711	62.5
High Needs	1,509	56.8	1,506	51.1	641	55.5
Non-High Needs	512	71.7	512	64.9	237	67.9
All Students - District	2,021	60.5	2,018	54.6	878	58.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	91.3	69.7	68.5	79.5	1,125	76.7
Curl Up	80.6	77.6	73.6	90.0	1,121	79.8
Push Up	70.1	55.4	42.2	58.6	1,122	56.0
Mile Run/PACER	70.3	28.2	11.9	30.1	1,122	34.3
All Tests - District	46.0	14.7	8.1	20.9	1,111	21.9
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	22	68.2
Hispanic or Latino of any race	103	69.9
White	124	82.3
English Learners/Multilingual Learners	31	74.2
Eligible for Free or Reduced-Price Meals	179	70.9
Students with Disabilities	56	71.4
All Students - District	271	76.4
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	105	41.5
Male	104	37.4
Non-Binary	0	*
Black or African American	11	30.6
Hispanic or Latino of any race	74	32.3
White	97	44.3
English Learners/ Multilingual Learners	13	18.1
Eligible for Free or Reduced-Price Meals	101	35.3
Students with Disabilities	*	*
All Students - District	209	39.3
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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.

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

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College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	65.8	83.3
Male	50.4	79.6
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	52.4	73.0
White	55.3	83.9
English Learners/ Multilingual Learners	46.4	*
Eligible for Free or Reduced-Price Meals	49.7	81.3
Students with Disabilities	26.0	*
All Students - District	57.5	81.7
All Students - State	67.0	88.2

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.

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

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	60.5	75	40.4	50	80.7	64.7
ELA Performance Index	High Needs Students	56.8	75	37.8	50	75.7	54.9
Math Performance Index	All Students	54.6	75	36.4	50	72.8	61.1
Math Performance Index	High Needs Students	51.1	75	34.1	50	68.2	50.6
Science Performance Index	All Students	58.8	75	39.2	50	78.4	62.6
Science Performance Index	High Needs Students	55.5	75	37.0	50	74.0	52.1
ELA Academic Growth	All Students	61.2%	100%	61.2	100	61.2	60.6%
ELA Academic Growth	High Needs Students	60.0%	100%	60.0	100	60.0	55.7%
Math Academic Growth	All Students	59.4%	100%	59.4	100	59.4	62.3%
Math Academic Growth	High Needs Students	58.7%	100%	58.7	100	58.7	55.9%
Progress Toward English Proficiency	Literacy	63.7%	100%	31.9	50	63.7	58.7%
Progress Toward English Proficiency	Oral	59.5%	100%	29.8	50	59.5	55.7%
Chronic Absenteeism	All Students	17.8%	<=5%	24.3	50	48.7	17.2%
Chronic Absenteeism	High Needs Students	20.3%	<=5%	19.4	50	38.9	24.8%
% Taking CCR Courses	All Students	92.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	39.3%	75%	26.2	50	52.4	47.2%
On-track to High School Graduation	All Students	75.1%	94%	39.9	50	79.9	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	76.4%	94%	81.3	100	81.3	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	82.8%	94%	88.1	100	88.1	87.3%
Postsecondary Entrance (Class of 2024)	All Students	57.5%	75%	76.7	100	76.7	67.0%
Physical Fitness % Meeting Health Standard	All Students	21.9%	75%	14.6	50	29.2	49.0%
Arts Access	All Students	64.5%	60%	50.0	50	100.0	55.1%
Accountability Index				996.3	1450	68.7	

Physical Fitness Estimated Participation Rate - District: 96.0% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	71.7	56.8	14.9	16.9	N
Math Performance Index Gap	64.9	51.1	13.8	18.4	N
Science Performance Index Gap	67.9	55.5	12.4	18.2	N
Graduation Rate Gap	94.0%	82.8%	11.2%	8.6%	Y

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.

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 (%)
ELA	All Students	97.0
ELA	High Needs Students	96.7
Math	All Students	96.8
Math	High Needs Students	96.4
Science	All Students	97.7
Science	High Needs Students	97.1

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: 38.7

State: 50.2

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Torrington continually strives for academic excellence by enhancing the curriculum, technology, course offerings and services to meet the needs of all students. The curriculum revision is aligned with Connecticut Core Standards, and instructional needs are determined based on data analysis of student progress. An Attendance Team has been established at each school. More than 65 district employees have been trained to conduct home visits. Home visits occur at all levels on a regular basis in an effort to increase student and family engagement and reduce chronic absenteeism. The district has partnered with the City to staff the Teen Center. The Center is a multi-purpose space, staffed by district employees, and a resource to families in need. Free interactive literacy programs are offered by staff at an easily accessible community center.

Administration works in collaboration with community agencies and businesses to provide authentic learning experiences for our students. These opportunities allow for career ready experiences. Through Advisory period at the middle and high schools, students monitor their progress and develop plans toward their future and career goals. Regarding special education, the PPT Teams welcome parents as part of the decision making process. All sites offer comprehensive teams of service providers: social workers, school psychologists, registered behavior technicians, behavior interns, and board certified behavior analysts. Community and in-house pre-kindergarten programs provide for students requiring special education services. Intervention supports are offered at all grade levels. All staff follow district SRBI protocols. As a district, health and safety are our priorities. All students needing special health or physical accommodations are provided for. Staff monitor all 504 and Assistive Technology needs.

Torrington has been recognized nationally as one of the Top Ten Communities for Music Instruction for the last 25 years. Our arts program has been recognized throughout the state as well.

Schools collaborate with the police and fire departments and other community agencies, which teach students about making good life choices. Additionally, local business owners provide regular presentations on the qualities students must demonstrate to become desirable future employees. All schools are dedicated to engaging families in student learning. Families are invited to student presentations and performances. PTO meetings, school-based activities and events, and Open House events build community relationships and welcome families. Parent conferences occur every fall and spring. New student orientation evenings are held for students transitioning to 6th and 9th grades. Spanish translation is provided at all events. In-person and remote options are offered to all families.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Torrington is a community of increasing demographic diversity. All staff members participate in trainings related to issues of race, poverty and equity. Many have attended Restorative Practices training which teaches respect for all and helps to develop meaningful relationships. The district has adopted SEL curricula K-12. Every student is equipped with a district-owned laptop, and internet access has been made available to all. In order to address the growing need, the district embraced the Community Eligibility Provision, allowing access to free meals for all students. Each school site engages in developmentally appropriate activities to build community and promote respect and an appreciation of differences. The district hosts a large number of events which bring members of the community together through our nationally recognized music program. The character education curriculum and the PBIS system emphasize the importance of all individuals and their membership in the school community. The district uses grant funding to enable students of different socio-economic backgrounds to participate in various activities. Students collaborate to foster relationships throughout the district and community. The expansion of clubs and activities at each grade level allows for creative expression as well as diverse experiences that students might not otherwise have had the opportunity to pursue. The district is engaged in a K-12 curriculum review to ensure that the curriculum is aligned with standards and representative and respectful of diverse groups. The district partners with local organizations to build an appreciation of and respect for diversity.

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Equitable Allocation of Resources among District Schools

During budget season, school administrators work closely with Central Office administration to review student data and demographics to determine school needs. The budget process takes into account the needs of each site to assure that every school has resources to provide for its unique student population. Each of the elementary schools has a distinct culture and student population with diverse racial, ethnic, and socio-economic profiles.

All schools serving the same grades utilize the same curriculum and are provided with a comparable level of resources and instructional supports across the district. SRBI interventions are available at every grade level.

The Superintendent and Central Office team collaborate to ensure fiscal responsibility and equity throughout the district. Public meetings are held to provide opportunities for community input and increased awareness of district needs. The district implements family engagement strategies to ensure parents are involved and made aware of the budgetary process.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	7	17.5	6.7
Position Eliminated or Expired	1	2.5	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	4	10.0	32.0
Retired	11	27.5	23.7
Teach/Admin in Other CT Dist	11	27.5	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	5	12.5	1.3
Terminated	1	2.5	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	40		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.