

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



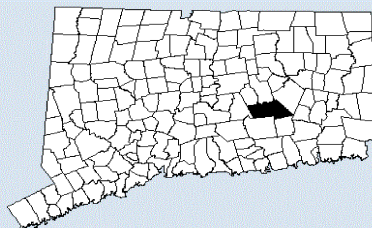
Colchester School District

Mr. Jeffery Mathieu, Superintendent • 860-537-7267 • www.colchesterct.org

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 6 |
| Enrollment | 2,488 |
| Per Pupil Expenditures ¹ | \$15,355 |
| Total Expenditures ¹ | \$41,488,371 |

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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.

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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|--|-------|-------------------------------------|----------------------------------|
| Female | 1,241 | 49.9 | 48.4 |
| Male | 1,247 | 50.1 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | 53 | 2.1 | 5.1 |
| Black or African American | 48 | 1.9 | 12.9 |
| Hispanic or Latino | 144 | 5.8 | 24.0 |
| Pacific Islander | * | * | 0.1 |
| Two or More Races | 63 | 2.5 | 2.9 |
| White | 2,169 | 87.2 | 54.8 |
| English Learners | 22 | 0.9 | 6.8 |
| Eligible for Free or Reduced-Price Meals | 441 | 17.7 | 35.9 |
| Students with Disabilities ¹ | 381 | 15.3 | 14.3 |

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

| | Chronic Absenteeism ² Count | Rate (%) | Suspension/ Expulsion ³ Count | Rate (%) |
|--|--|----------|--|----------|
| Female | 78 | 6.5 | 18 | 1.4 |
| Male | 57 | 4.7 | 78 | 6.2 |
| Black or African American | * | * | * | * |
| Hispanic or Latino | 9 | 6.6 | 10 | 7.0 |
| White | 120 | 5.8 | 74 | 3.4 |
| English Learners | 0 | 0.0 | 0 | 0.0 |
| Eligible for Free or Reduced-Price Meals | 58 | 14.3 | 43 | 8.6 |
| Students with Disabilities | 52 | 14.0 | 41 | 9.4 |
| District | 135 | 5.6 | 96 | 3.8 |
| State | | 9.9 | | 6.7 |

Number of students in 2015-16 qualified as truant under state statute: 25

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|-------|
| General Education | |
| Teachers and Instructors | 166.3 |
| Paraprofessional Instructional Assistants | 28.3 |
| Special Education | |
| Teachers and Instructors | 26.0 |
| Paraprofessional Instructional Assistants | 57.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 4.0 |
| School Level | 10.0 |
| Library/Media | |
| Specialists (Certified) | 4.0 |
| Support Staff | 4.5 |
| Instructional Specialists Who Support Teachers | 13.0 |
| Counselors, Social Workers and School Psychologists | 17.0 |
| School Nurses | 4.5 |
| Other Staff Providing Non-Instructional Services/Support | 104.6 |

¹In 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 | 0 | 0.0 | 0.1 |
| Asian | 1 | 0.4 | 1.0 |
| Black or African American | 3 | 1.2 | 3.6 |
| Hispanic or Latino | 2 | 0.8 | 3.6 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 239 | 97.6 | 91.4 |

Classroom Teacher Attendance: 2015-16

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 7.3 | 9.6 |

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

| | 11th | | 12th | |
|--|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | * | * | 8 | * |
| Hispanic or Latino | * | * | 7 | * |
| White | 116 | 61.7 | 168 | 87.5 |
| English Learners | 0 | 0.0 | 0 | 0.0 |
| Eligible for Free or Reduced-Price Meals | 16 | 48.5 | 30 | 78.9 |
| Students with Disabilities | 11 | 39.3 | 20 | 60.6 |
| District | 128 | 57.7 | 190 | 88.0 |
| State | | 63.6 | | 77.5 |

³College-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 Peers⁴

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 36 | 73.5 |
| Emotional Disturbance | 20 | 52.6 |
| Intellectual Disability | * | * |
| Learning Disability | 99 | 97.1 |
| Other Health Impairment | 56 | 84.8 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 70 | 98.6 |
| District | 290 | 84.3 |
| State | | 68.2 |

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District Count | District Rate (%) | State Rate (%) |
|----------------------------|-------------------|----------------------|-------------------|
| Autism | 53 | 2.1 | 1.7 |
| Emotional Disturbance | 38 | 1.5 | 1.0 |
| Intellectual Disability | 9 | 0.4 | 0.5 |
| Learning Disability | 102 | 4.0 | 4.9 |
| Other Health Impairment | 66 | 2.6 | 2.9 |
| Other Disabilities | 11 | 0.4 | 1.1 |
| Speech/Language Impairment | 87 | 3.4 | 1.8 |
| All Disabilities | 366 | 14.5 | 13.9 |

¹Grades K-12

Overall Expenditures:³ 2015-16

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 22,389,777 | 8,777 | 9,663 |
| Instructional Supplies and Equipment | 699,639 | 274 | 321 |
| Improvement of Instruction and Educational Media Services | 864,177 | 339 | 578 |
| Student Support Services | 3,145,323 | 1,233 | 1,103 |
| Administration and Support Services | 4,638,496 | 1,818 | 1,861 |
| Plant Operation and Maintenance | 4,022,051 | 1,577 | 1,637 |
| Transportation | 2,586,571 | 917 | 877 |
| Costs of Students Tuitioned Out | 2,720,536 | N/A | N/A |
| Other | 421,801 | 165 | 201 |
| Total | 41,488,371 | 15,355 | 16,236 |

Additional Expenditures

| | | | |
|-----------------------------------|-----------|-----|-------|
| Land, Buildings, and Debt Service | 1,433,191 | 562 | 1,749 |
|-----------------------------------|-----------|-----|-------|

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

Special Education Expenditures: 2015-16

| | District Total (\$) | District Percent of Total (%) | State Percent of Total (%) |
|----------------------------|------------------------|-------------------------------------|----------------------------------|
| Certified Personnel | 3,641,994 | 37.0 | 34.6 |
| Noncertified Personnel | 1,415,009 | 14.4 | 14.6 |
| Purchased Services | 202,420 | 2.1 | 5.8 |
| Tuition to Other Schools | 2,260,568 | 23.0 | 21.8 |
| Special Ed. Transportation | 971,150 | 9.9 | 8.5 |
| Other Expenditures | 1,343,166 | 13.7 | 14.7 |
| Total Expenditures | 9,834,307 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴

2015-16

| | Percent of Total (%) | |
|-----------------|-------------------------------------|-------------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 62.3 | 61.0 |
| State | 34.9 | 36.1 |
| Federal | 1.7 | 1.7 |
| Tuition & Other | 1.1 | 1.2 |

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE 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., 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 | * | * | * | * | * | * |
| Asian | 38 | 72.0 | 38 | 73.8 | 13 | * |
| Black or African American | 24 | 60.9 | 24 | 59.2 | 9 | * |
| Hispanic or Latino | 76 | 65.2 | 76 | 61.4 | 31 | 53.4 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | 0 | N/A |
| Two or More Races | 43 | 77.8 | 43 | 72.2 | 13 | * |
| White | 1111 | 74.7 | 1110 | 71.1 | 488 | 65.2 |
| English Learners | 23 | 64.7 | 23 | 67.5 | 10 | * |
| Non-English Learners | 1274 | 74.0 | 1273 | 70.4 | 546 | 64.6 |
| Eligible for Free or Reduced-Price Meals | 194 | 64.5 | 193 | 60.0 | 75 | 55.3 |
| Not Eligible for Free or Reduced-Price Meals | 1103 | 75.5 | 1103 | 72.2 | 481 | 65.7 |
| Students with Disabilities | 193 | 56.2 | 192 | 50.9 | 73 | 48.7 |
| Students without Disabilities | 1104 | 76.9 | 1104 | 73.8 | 483 | 66.7 |
| High Needs | 350 | 62.4 | 349 | 57.7 | 137 | 53.5 |
| Non-High Needs | 947 | 78.1 | 947 | 75.0 | 419 | 67.9 |
| District | 1297 | 73.9 | 1296 | 70.4 | 556 | 64.3 |

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

| | NAEP 2015 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 43% | 43% | 50% |
| National Public | 35% | 33% | 36% |
| MATH | | | |
| Grade 4 | | | |
| Connecticut | 41% | 36% | 32% |
| National Public | 39% | 32% | 25% |

¹NAEP 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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

| | Percent of Students by Grade ³ (%) | | | | All Tested Grades | |
|----------------------|---|------|------|------|-------------------|----------|
| | 4 | 6 | 8 | 10 | Count | Rate (%) |
| Sit & Reach | 94.3 | 79.0 | 82.3 | 89.9 | 694 | 86.0 |
| Curl Up | 91.1 | 83.5 | 90.6 | 81.5 | 694 | 86.7 |
| Push Up | 89.2 | 79.5 | 79.7 | 86.3 | 694 | 83.4 |
| Mile Run/PACER | 89.2 | 94.3 | 90.1 | 74.4 | 694 | 87.2 |
| All Tests - District | 69.6 | 75.6 | 76.0 | 60.1 | 694 | 70.6 |
| All Tests - State | 52.8 | 51.4 | 51.4 | 50.6 | | 51.6 |

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

| | 2015-16 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | * | * |
| Hispanic or Latino | * | * |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 41 | 87.8 |
| Students with Disabilities | 31 | 80.6 |
| District | 214 | 94.4 |
| State | | 87.4 |

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

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

| | Participation ⁶ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 97.3 | 121 | 54.3 |
| Male | 96.3 | 114 | 53.0 |
| Black or African American | * | 7 | * |
| Hispanic or Latino | 100.0 | 7 | 29.2 |
| White | 96.3 | 213 | 56.1 |
| English Learners | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 93.0 | 20 | 28.2 |
| Students with Disabilities | 82.0 | * | * |
| District | 96.8 | 235 | 53.7 |
| State | 96.1 | | 43.5 |

³College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

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

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

| | Class of 2016 | Class of 2015 |
|--|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | 84.1 | 94.7 |
| Male | 77.7 | 91.0 |
| Black or African American | * | * |
| Hispanic or Latino | * | * |
| White | 82.4 | 93.7 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 55.3 | * |
| Students with Disabilities | 59.3 | * |
| District | 81.2 | 93.2 |
| State | 72.0 | 88.5 |

⁵College 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.

⁶College 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 2016-17

Colchester 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 | 73.9 | 75 | 49.2 | 50 | 98.5 | 67.1 |
| | High Needs Students | 62.4 | 75 | 41.6 | 50 | 83.2 | 55.9 |
| Math Performance Index | All Students | 70.4 | 75 | 46.9 | 50 | 93.8 | 62.2 |
| | High Needs Students | 57.7 | 75 | 38.5 | 50 | 77.0 | 50.5 |
| Science Performance | All Students | 64.3 | 75 | 42.9 | 50 | 85.8 | 55.3 |
| | High Needs Students | 53.5 | 75 | 35.6 | 50 | 71.3 | 45.2 |
| ELA Academic Growth | All Students | 55.3% | 100% | 55.3 | 100 | 55.3 | 55.4% |
| | High Needs Students | 53.3% | 100% | 53.3 | 100 | 53.3 | 49.8% |
| Math Academic Growth | All Students | 76.6% | 100% | 76.6 | 100 | 76.6 | 61.7% |
| | High Needs Students | 64.1% | 100% | 64.1 | 100 | 64.1 | 53.7% |
| Chronic Absenteeism | All Students | 5.6% | <=5% | 48.8 | 50 | 97.5 | 9.9% |
| | High Needs Students | 13.1% | <=5% | 33.8 | 50 | 67.6 | 15.8% |
| Preparation for CCR | % Taking Courses | 72.6% | 75% | 48.4 | 50 | 96.8 | 70.7% |
| | % Passing Exams | 53.7% | 75% | 35.8 | 50 | 71.5 | 43.5% |
| On-track to High School Graduation | | 98.1% | 94% | 50.0 | 50 | 100.0 | 87.8% |
| 4-year Graduation All Students (2016 Cohort) | | 94.4% | 94% | 100.0 | 100 | 100.0 | 87.4% |
| 6-year Graduation - High Needs Students (2014) | | 88.1% | 94% | 93.8 | 100 | 93.8 | 82.0% |
| Postsecondary Entrance (Class of 2016) | | 81.2% | 75% | 100.0 | 100 | 100.0 | 72.0% |
| Physical Fitness (estimated part rate) and (fitness) | | 91.3% 70.6% | 75% | 47.1 | 50 | 94.1 | 92.0% 51.6% |
| Arts Access | | 40.1% | 60% | 33.4 | 50 | 66.8 | 50.5% |
| Accountability Index | | | | 1095.0 | 1350 | 81.1 | |

| Gap Indicators | Non-High Needs Rate ¹ | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev ² | Is Gap an Outlier? ² |
|-------------------------------|----------------------------------|-----------------|-------------|--------------------------------------|---------------------------------|
| Achievement Gap Size Outlier? | | | | | N |
| ELA Performance Index Gap | 75.0 | 62.4 | 12.6 | 16.7 | |
| Math Performance Index Gap | 75.0 | 57.7 | 17.3 | 18.7 | |
| Science Performance Index Gap | 67.9 | 53.5 | 14.4 | 16.6 | |
| Graduation Rate Gap | 94.0% | 88.1% | 5.9% | 12.0% | N |

¹If 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.

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

| Subject/Subgroup | | Participation Rate (%) ³ |
|------------------|---------------------|-------------------------------------|
| ELA | All Students | 99.0 |
| | High Needs Students | 98.6 |
| Math | All Students | 98.9 |
| | High Needs Students | 98.4 |
| Science | All Students | 98.8 |
| | High Needs Students | 96.0 |

³Minimum participation standard is 95%.

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

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: 64.2

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Colchester School District

Narratives

Colchester Public Schools offers opportunities for teachers and students to gain awareness of diversity through a variety of vehicles. Although the community has economic and cultural diversity, there is limited racial diversity. The Board's decision to partner with Norwich to accept some of their high school students (by lottery) at Bacon Academy (BA) is helping to increase diversity within our high school. Our schools offer students extra-curricular clubs designed to reduce bias, including a Gay Straight Alliance, Unified Sports, and Interact. BA students participate in the Connecticut Youth Forum, which allows for facilitated monthly conversations with diverse high school students from across CT. The Forum allows 20 of our students to participate in this interactive and substantive dialogue.

The Community Activism elective at the high school provides students with an opportunity to learn about social justice, human rights, and community building and involves students in authentic outreach programs in our own and nearby communities. Through the HOT School program, students at the Intermediate School engage in long-term residencies with master teaching artists, often with strong multicultural themes. Activities in our model Positive Behavioral Support (PBS) schools (PreK-12) help students demonstrate respect for and celebration of one another's differences.

Our professional development offerings include workshops to enhance faculty understanding of addressing diversity and meeting the needs of our English Language Learners.

Colchester offers high school courses on Middle Eastern Culture and our middle school has designed a powerful interdisciplinary unit on the Holocaust. Colchester's intergenerational program pairs students with local senior citizens to learn about cultural, social, and economic differences. Through their HOT School program, Jack Jackter Intermediate School provides opportunities to promote respect and appreciation for one another through student-run monthly Town Meetings. Multicultural children's literature selections are widely used in all elementary classrooms.

Although most of our students attend our local high school, our district provided financial support for 141 students (PreK-12) to attend regional magnet schools.

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Equitable Allocation of Resources among District Schools

Colchester faces fiscal challenges resulting in an allocation of resources significantly below state and regional averages; nonetheless, in our 4 schools (K-2, 3-5, 6-8, and 9-12), every student within each grade level has access to comparable resources. The Board of Education maximizes its dollars to support student learning. Colchester ranked 137 of 166 districts in Per Pupil Expenditures in the 16-17 school year. To supplement our budgetary resources our Director of Teaching and Learning has been awarded competitive grants which have supported teacher training and technology education program initiatives. The school system realizes operational savings by sharing a Chief Financial Office, Finance Staff, Grounds and Maintenance Personnel, a Facility Director and custodians with the Town of Colchester. Our budget is developed using a systematic, process involving teachers, administrators and central office supervisors. Enrollment data is closely monitored and a per pupil allocation for supplies and library books is established. Under the leadership of the Superintendent, the administrative team then determines additional resources required at each school based on student data.