

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



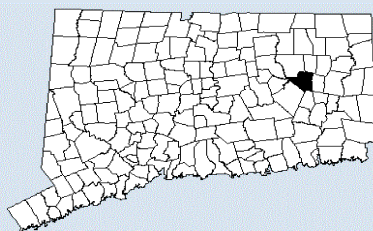
## Windham School District

Ms. Patricia Garcia, Superintendent • 860-465-2310 • [www.windham.k12.ct.us/](http://www.windham.k12.ct.us/)

### District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	3,349
Per Pupil Expenditures <sup>1</sup>	\$18,212
Total Expenditures <sup>1</sup>	\$62,814,599

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

## Students

### October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,572	46.9	48.4
Male	1,777	53.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	28	0.8	5.1
Black or African American	109	3.3	12.8
Hispanic or Latino	2,360	70.5	24.8
Pacific Islander	*	*	0.1
Two or More Races	70	2.1	3.3
White	771	23.0	53.6
English Learners	875	26.1	7.2
Eligible for Free or Reduced-Price Meals	2,784	83.1	36.7
Students with Disabilities <sup>1</sup>	642	19.2	14.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	200	13.6	123	7.7
Male	231	14.0	310	16.9
Black or African American	11	10.3	26	23.9
Hispanic or Latino	331	15.1	319	13.1
White	83	11.6	79	10.1
English Learners	149	15.9	135	14.2
Eligible for Free or Reduced-Price Meals	416	15.7	394	13.4
Students with Disabilities	143	22.6	151	20.7
District	431	13.8	433	12.6
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 611

Number of school-based arrests: 20

<sup>2</sup>A 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.

<sup>3</sup>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 2017-18

## Windham School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	253.3
Paraprofessional Instructional Assistants	92.0
<b>Special Education</b>	
Teachers and Instructors	38.7
Paraprofessional Instructional Assistants	56.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	10.0
School Level	19.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	21.6
Counselors, Social Workers and School Psychologists	26.0
School Nurses	11.5
Other Staff Providing Non-Instructional Services/Support	186.7

<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	0	0.0	0.1
Asian	9	2.4	1.1
Black or African American	6	1.6	3.7
Hispanic or Latino	49	13.2	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.3	0.1
White	304	82.2	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	15.0	10.5

### 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	6	*	8	*
Hispanic or Latino	65	67.0	68	70.1
White	17	56.7	26	74.3
English Learners	26	61.9	23	53.5
Eligible for Free or Reduced-Price Meals	76	63.3	90	68.7
Students with Disabilities	23	60.5	19	46.3
District	90	64.3	109	71.7
State		69.3		80.1

<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	27	44.3
Emotional Disturbance	31	42.5
Intellectual Disability	16	50.0
Learning Disability	171	84.2
Other Health Impairment	91	74.6
Other Disabilities	9	33.3
Speech/Language Impairment	65	81.3
District	410	68.6
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Windham School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	72	2.2	1.8
Emotional Disturbance	73	2.3	1.1
Intellectual Disability	32	1.0	0.5
Learning Disability	203	6.3	5.2
Other Health Impairment	125	3.9	3.1
Other Disabilities	38	1.2	1.1
Speech/Language Impairment	91	2.8	1.8
All Disabilities	634	19.8	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	56	8.8	8.3
Private Schools or Other Settings	22	3.5	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	32,683,654	9,871	9,847
Instructional Supplies and Equipment	868,153	262	287
Improvement of Instruction and Educational Media Services	1,656,884	500	589
Student Support Services	5,465,641	1,651	1,120
Administration and Support Services	6,666,779	2,014	1,905
Plant Operation and Maintenance	6,693,989	2,022	1,648
Transportation	3,402,030	937	904
Costs of Students Tuitioned Out	5,377,469	N/A	N/A
Other	0	0	208
Total	62,814,599	18,212	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	2,196,578	663	1,393
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<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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,901,643	27.7	33.8
Noncertified Personnel	2,490,530	17.7	14.5
Purchased Services	1,121,145	8.0	5.5
Tuition to Other Schools	3,998,698	28.4	23.4
Special Ed. Transportation	1,125,166	8.0	8.7
Other Expenditures	1,441,301	10.2	14.1
Total Expenditures	14,078,483	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	34.2	37.1
State	56.7	53.5
Federal	7.5	7.7
Tuition & Other	1.6	1.7

<sup>4</sup>Revenue 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).

# District Profile and Performance Report for School Year 2017-18

## Windham 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	9	*	9	*
Black or African American	60	59.1	60	53.0
Hispanic or Latino	1148	54.1	1144	50.2
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	42	70.1	42	67.5
White	411	68.1	411	63.9
English Learners	569	48.4	567	45.8
Non-English Learners	1105	63.3	1103	58.6
Eligible for Free or Reduced-Price Meals	1389	55.3	1385	51.2
Not Eligible for Free or Reduced-Price Meals	285	72.4	285	69.0
Students with Disabilities	323	40.8	322	37.0
Students without Disabilities	1351	62.4	1348	58.3
High Needs	1436	55.3	1433	51.2
Non-High Needs	238	75.9	237	72.8
District	1674	58.2	1670	54.2

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	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 student subgroup performance on NAEP, [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	77.8	95.7	89.5	82.7	936	87.0
Curl Up	76.7	81.9	84.0	74.4	936	79.9
Push Up	59.3	76.1	69.3	48.9	936	65.5
Mile Run/PACER	60.7	64.9	53.7	28.6	936	55.4
All Tests - District	41.9	51.4	45.1	26.3	936	43.4
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The 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.

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

# District Profile and Performance Report for School Year 2017-18

## Windham School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	7	*
Hispanic or Latino	104	80.8
English Learners	49	77.6
Eligible for Free or Reduced-Price Meals	128	78.9
Students with Disabilities	42	57.1
District	150	80.7
State		87.9

<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 2016-17 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	91.3	26	20.6
Male	89.8	11	6.6
Black or African American	100.0	*	*
Hispanic or Latino	89.2	21	10.8
White	89.2	10	15.4
English Learners	82.4	*	*
Eligible for Free or Reduced-Price Meals	89.2	26	10.4
Students with Disabilities	73.4	*	*
District	90.4	37	12.7
State	96.3		44.8

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

<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 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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	45.6	73.5
Male	23.4	62.5
Black or African American	*	*
Hispanic or Latino	24.4	63.9
White	56.0	75.0
English Learners	21.1	*
Eligible for Free or Reduced-Price Meals	29.4	62.5
Students with Disabilities	*	*
District	33.9	68.2
State	70.9	88.3

<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 2017-18

## Windham 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	58.2	75	38.8	50	77.6	67.6
	High Needs Students	55.3	75	36.9	50	73.7	57.5
Math Performance Index	All Students	54.2	75	36.2	50	72.3	62.7
	High Needs Students	51.2	75	34.1	50	68.2	52.0
ELA Academic Growth	All Students	50.5%	100%	50.5	100	50.5	60.7%
	High Needs Students	49.5%	100%	49.5	100	49.5	55.6%
Math Academic Growth	All Students	57.1%	100%	57.1	100	57.1	61.9%
	High Needs Students	55.3%	100%	55.3	100	55.3	55.4%
Chronic Absenteeism	All Students	13.8%	<=5%	32.4	50	64.7	10.7%
	High Needs Students	15.6%	<=5%	28.9	50	57.8	16.6%
Preparation for CCR	% Taking Courses	68.2%	75%	45.4	50	90.9	74.8%
	% Passing Exams	12.7%	75%	8.4	50	16.9	44.8%
On-track to High School Graduation		72.4%	94%	38.5	50	77.0	87.5%
4-year Graduation All Students (2017 Cohort)		80.7%	94%	85.8	100	85.8	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		81.9%	94%	87.1	100	87.1	81.8%
Postsecondary Entrance (Class of 2017)		34.2%	75%	45.6	100	45.6	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.2%   43.4%	75%	28.9	50	57.8	96.6%   50.1%
Arts Access		66.8%	60%	50.0	50	100.0	51.2%
<b>Accountability Index</b>				<b>809.4</b>	<b>1250</b>	<b>64.8</b>	

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	75.0	55.3	19.7	15.9	
Math Performance Index Gap	72.8	51.2	21.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	93.5%	81.9%	11.6%	12.7%	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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.3
	High Needs Students	99.2
Math	All Students	99.1
	High Needs Students	99.0
Science	All Students	98.3
	High Needs Students	98.3

<sup>3</sup>Minimum 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: 43.4**

**State: 51.5**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2017-18

## Windham School District

### Narratives

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

In 2017-18, Windham Public Schools closely monitored attendance at the district level and at each school with the goals of increasing daily attendance and decreasing chronic absenteeism. Weekly reports were distributed to schools and district leaders with attendance rates for student populations. Building administration, counselors, family liaisons, and staff used the information to strategically reach out to students and families for students that frequently have been absent. In addition to a district attendance team, an attendance specialist coordinated with school attendance teams and family liaisons using data and research-based practices to reduce chronic absenteeism.

In 2017-18, Windham Public Schools focused its efforts for its 1:1 device initiative by focusing on providing Chromebooks to grades 6 and 9. In addition to providing the students access to the devices, staff was given professional development in how to best use the technology in the classroom including training in Google Classroom.

The district continued an initiative to reduce the number of outplacements by developing programs inside the district that meet the needs of the students. This effort was to allow Windham students to participate in the district comprehensive k-12 curriculum and participate in school community and district activities with their peers in the community.

In 2017-18, Windham Public Schools continued to utilize the services of seven Family Liaisons, one for each school in the district. The primary responsibility of the liaisons, all fluent in English and Spanish, was to be a bridge between parents and schools, to make the parents feel welcome, to address their concerns in a timely manner, and to be their advocates as needed. Each liaison developed and followed an action plan for their school. The district actively used Parent Tracker, a program that tracks different ways parents are engaging in our school communities. All liaisons have been trained in its use and entered parent involvement activities on a daily basis.

In 2017-18, the Parent and Community University (PCU) in its third year, held two events hosted in Fall and Spring. PCU is hosted by Windham Public Schools but relies on the partnerships the Public Information and Family Engagement Departments for with many community partners. These events served as a resource that provides opportunities for Windham residents to learn how to best support their students while equipping them with the tools needed for personal success. Workshops provided at the two events included a wide variety of topics ranging from Parental Awareness to Parental Health and Awareness to Personal Growth and Development. These events helped parents on how to support children's academic opportunities and today's educational challenges.

In addition to the outreach efforts listed above, all schools in Windham have a School Governance Council (SGC). Training has occurred for SGC members through CABE.

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

Windham School District is committed to reducing ethnic and economic isolation by recognizing and appreciating the unique assets represented in the community. During 2017-18, the district provided numerous opportunities for staff, parents and students to participate in activities within each school community to support these efforts. The district has a two-way dual language program at North Windham Elementary School, at Windham Middle School enabling students to become bilingual, bicultural, and bi-literate. Transitional bilingual classrooms were implemented at Sweeney, Natchaug, and Windham Center Elementary Schools (grades K-1). Planning for a one-way dual language program began for implementation (grades K-2).

Windham is invested in the ongoing recruitment of school personnel reflective of the diversity represented in our student population and has implemented several recruiting and hiring strategies in this pursuit.

Windham Early College Opportunity, a program designed so high school students can earn an associate degree in manufacturing along with a high school diploma its third year of implementation. Partners in this endeavor include Quinnebaug Valley Community College and manufacturing companies from across the state. Opportunities for participating students include manufacturing internships during the summer.

Several grant-funded initiatives bring together Windham's students with neighboring school districts serving a less diverse population to foster interaction among students with different backgrounds including the communities of: Columbia; Coventry; East Hartford; Hampton; Hebron; Killingly; Lebanon; Mansfield; and Willington. Selected schools participate in Foster Grandparent Program, and Big Brothers/Big Sisters Program. Charles H. Barrows STEM Academy is a Windham host magnet school that attracts students from 26 school districts (grades K-8) where students from Windham, two-thirds of the school population, establish meaningful relationships with students from other towns. High school students interact with students from different backgrounds through inter-disciplinary units provided by teachers and are involved in inter-district programs through EASTCONN in Science (Forensics), and Social Studies (Pathways to History, Mosaics).

# District Profile and Performance Report for School Year 2017-18

## Windham School District

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

The 2017-18 budget was \$47,326,163 which was an increase of \$1,374,639, or 3.0% over the prior year's budget. Each school principal has the flexibility to allocate funding appropriate to the particular needs of the school population. The district obtained grant funding, primarily from the state, to address the needs of the school community. At each elementary school and the middle school there is an after-school academic and care program 5 days/week, with staff being assisted by Eastern CT State University students. Participants receive tutoring, academic enrichment and supervised recreation. Intensive professional development and new instructional materials supported tiered instruction in literacy at all four elementary schools, the STEM magnet school, the middle school, and the high school. Through the Alliance School Grant and Priority School Grant, the district was able to support many academic initiatives in the schools. Additionally, Windham Middle School received the Commissioner's Network Grant in 2017-18.