

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



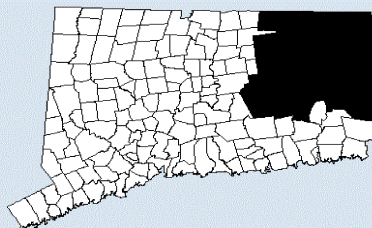
## Eastern Connecticut Regional Educational Service Center (EASTCONN)

860-455-0707

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	474
Per Pupil Expenditures <sup>1</sup>	\$36,866
Total Expenditures <sup>1</sup>	\$15,815,573

<sup>1</sup> Expenditure data reflect the 2018-19 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 2019-20 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](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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	246	51.9	48.4
Male	*	*	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	21	4.4	12.7
Hispanic or Latino of any race	100	21.1	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	28	5.9	3.8
White	321	67.7	51.1
English Learners	16	3.4	8.3
Eligible for Free or Reduced-Price Meals	266	56.1	43.3
Students with Disabilities <sup>3</sup>	195	41.1	16.0

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	86	34.4	19	7.2
Male	73	30.9	28	10.8
Black or African American	*	*	*	*
Hispanic or Latino of any race	42	40.0	13	11.2
White	100	30.7	26	7.5
English Learners	13	*	*	*
Eligible for Free or Reduced-Price Meals	100	39.5	31	10.7
Students with Disabilities	68	32.7	17	7.4
District	159	32.6	47	9.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 178

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the 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.

# District Profile and Performance Report for School Year 2019-20

## Eastern Connecticut Regional Educational Service Center (EASTCONN)

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	34.4
Paraprofessional Instructional Assistants	33.1
<b>Special Education</b>	
Teachers and Instructors	33.0
Paraprofessional Instructional Assistants	105.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	7.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	7.2
Counselors, Social Workers and School Psychologists	20.7
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	203.3

<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	2	1.6	1.2
Black or African American	2	1.6	4.0
Hispanic or Latino of any race	1	0.8	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	118	95.9	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	10.4

### 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	*	*	*	*
Hispanic or Latino of any race	14	*	15	71.4
White	43	66.2	60	87.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	29	64.4	38	77.6
Students with Disabilities	17	63.0	26	81.3
District	63	68.5	82	82.8
State		75.8		84.8

<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	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		67.8

<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 2019-20

## Eastern Connecticut Regional Educational Service Center (EASTCONN)

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

<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	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$11,783,696	\$27,468	\$10,923
Support services - students	\$3,568,873	\$8,319	\$1,277
Support services - instruction	\$151,423	\$353	\$682
Support services - general administration	.	.	\$467
Support services - school based administration	.	.	\$1,021
Central and other support services	.	.	\$679
Operation and maintenance of plant	.	.	\$1,718
Student transportation services	\$311,581	\$4,794	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$15,815,573	\$36,866	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,842,372	35.9	28.5
Instructional Aide Salaries	\$773,378	7.2	10.1
Other Salaries	\$2,800,388	26.1	11.1
Employee Benefits	\$1,696,585	15.8	13.0
Purchased Services Other Than Transportation	\$1,266,014	11.8	5.7
Special Education Tuition	.	.	22.5
Supplies	\$232,190	2.2	0.6
Property Services	\$78,248	0.7	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	\$27,354	0.3	0.2
All Other Expenditures	\$534	0.0	0.1
Total	\$10,717,062	100.0	100.0

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	0.0
State	5.8
Federal	1.5
Tuition & Other	92.7

<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 2019-20 Eastern Connecticut Regional Educational Service Center (EASTCONN)

## 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: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	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, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20 Eastern Connecticut Regional Educational Service Center (EASTCONN)

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	17	*
English Learners	6	*
Eligible for Free or Reduced-Price Meals	47	57.4
Students with Disabilities	12	*
District	73	64.4
State		88.5

<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 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

## College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	66.7	79.3
Male	40.0	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	55.0	78.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	45.5	78.3
Students with Disabilities	*	*
District	57.1	79.1
State	71.5	87.5

<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 2019-20

## Eastern Connecticut Regional Educational Service Center (EASTCONN)

### 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: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	32.6%	<=5%	12.2%
	High Needs Students	36.6%	<=5%	18.0%
Preparation for CCR	% Taking Courses	75.9%	75%	80.4%
On-track to High School Graduation		87.3%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		64.4%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		74.1%	94%	84.5%
Postsecondary Entrance (Class of 2019)		57.1%	75%	71.5%
Arts Access		65.4%	60%	51.8%

*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	88.0%	74.1%	13.9%	10.9%	Y

<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: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

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#### Supporting Resources:

# District Profile and Performance Report for School Year 2019-20

## Eastern Connecticut Regional Educational Service Center (EASTCONN)

### Narratives

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

EASTCONN's magnet high schools and clinical day-treatment programs provide educational services, using research-supported models, which serve a wide variety of student needs and interests. Quinebaug Middle College (QMC), on the campus of Quinebaug Valley Community College (QVCC) provides highly personalized academic experiences with access to college and career pathways in the STEM field providing the opportunity for students to earn their associates degree a long side their high school diploma. Arts at the Capitol Theater (ACT) School provides an integrated curriculum in an authentic performing arts learning environment, where students are engaged in the production of numerous arts performances. EASTCONN's new alternative high school, LEAP (Learner's Empowered to Achieve their Potential) provides a three prong approach to learning for non-traditional students including academic competency, integration of SEL and connections to work experience. EASTCONN's clinical-day treatment programs provide intensive individualized, high-interest instruction taught by special education teachers with embedded support from psychological and behavior support services, vocational staff and related service personnel. These programs serve students who require a highly structured, supportive, therapeutic environment in order to achieve academic and behavioral success. Students in EASTCON's student service programs acquire the academic, social, emotional and behavioral skills necessary to successfully return to their local public schools, or to a less restrictive environment. In each school, EASTCONN has established evidence-based instructional and behavior management strategies that are focused on increased student learning. To promote student achievement, we have provided professional development opportunities throughout the year for teachers, instructors, and administrators in all of our schools and programs that help educators address the needs of diverse learners.

A driving emphasis of this year's professional learning has been the advancement of a personalized competency based approach to learning. Utilizing our portrait of an EASTCONN learner as our guiding force our vision is to graduate resilient, self-directed people. As we assess the impact of COVID-19 on learning we utilize information gathered to guide our strategic planning goals. We have used COVID-19 as an opportunity to transform our practice and engage students and families in the learning process by instituting a 1-to-1 computing and blended learning model. The application of common language, practices and policy regarding a competency based learning framework are strengthening the learning process. Ongoing feedback via surveys to analyze families, students and staff readiness and needs for the next levels of learning are regularly utilized. Our ultimate goal will reach families by instituting student led conferences, a strategy that fosters student agency and successful parent engagement. Family engagement efforts have included family coaching to support learning from home, family information nights and family fun nights, and multiple student showcases all of which have moved virtual during COVID-19. Ongoing communication with families to provide information and resources to support learning from home are regularly provided via newsletters, virtual meetings, and social media.

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

EASTCONN promotes and embraces diversity in its own schools, programs and services. Our magnet high schools exist as a response to the need to reduce racial, ethnic, and economic isolation in northeastern Connecticut. As a result of our recruitment efforts, our schools continue to be among the most diverse in the region. EASTCONN focuses its student outreach and recruitment activities to attract racial, ethnic, and economic minorities to its schools. We work with superintendents, principals, and guidance counselors to ensure that we reach a diverse applicant pool. Information describing our magnet schools and student services is disseminated widely throughout local communities. Brochures describing programs and application procedures are written in Spanish and English for distribution to local high schools, social-service and community-based organizations, and media serving cultural and ethnic minority communities in the region. In our schools and programs,

EASTCONN develops culturally-sensitive curricula that promotes respect for the diverse cultures of our students and families. Public performances by students in our schools celebrate diverse cultural arts and bring together audiences representing all cultural communities in the northeastern region. As an agency we provide professional learning and support to districts in the area of Title III services, and facilitate an ELL consortium to provide program, assessment and professional learning resources regarding second language acquisition and culture. Our implementation of CSDE inter-district grants are focused on reducing racial, ethnic, and economic isolation and improving academics. They have been vital to building awareness, understanding and connections across our region's communities. The experiences provided by these grants are essential in our rural region that lacks transportation, experience reduced economic stability and has few cultural venues.

In an effort to bring diversity to our schools and programs we are participating annually in the RESC Alliance and CSDE Minority Teacher Recruitment Partnership, attending a statewide recruitment fair to meet and share our teaching opportunities with minority candidates.

# District Profile and Performance Report for School Year 2019-20

## Eastern Connecticut Regional Educational Service Center (EASTCONN)

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

EASTCONN continues to maintain the fair and equitable distribution of resources across all of its programs, schools, and services to ensure that each student has access to a high-quality education. Our magnet schools' governing boards, which include superintendents from our partner districts, ensure that we provide equitable resource allocation to each of our schools. As magnet schools, financial support is grant-funded and established via legislation; our districts also provide fiscal support to the schools. We retain a zero-based budget process, allocating all resources that are critical to the effective operation of the schools. EASTCONN also collaborates through the year with our region's districts to provide support needed to meet high performance standards, including the assignment of appropriate, high-quality staffing, distribution of technology resources, and professional learning. We continue to maintain regular processes for review and monitoring of our current programs, and to plan for the appropriate introduction of new programs and services that will serve our students and districts across the region.