

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



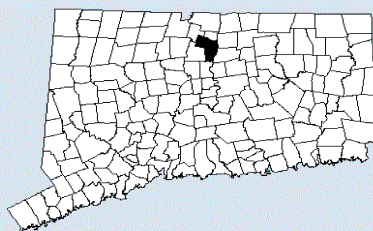
Windsor School District

Dr. Craig Cooke, Superintendent • 860-687-2000 • <http://www.windsorct.org>

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 10 |
| Enrollment | 3,274 |
| Per Pupil Expenditures ¹ | \$18,559 |
| Total Expenditures ¹ | \$71,730,845 |

¹Expenditure 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.

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 | 1,590 | 48.6 | 48.4 |
| Male | 1,684 | 51.4 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | 153 | 4.7 | 5.1 |
| Black or African American | 1,450 | 44.3 | 12.8 |
| Hispanic or Latino | 595 | 18.2 | 24.8 |
| Pacific Islander | * | * | 0.1 |
| Two or More Races | 219 | 6.7 | 3.3 |
| White | 853 | 26.1 | 53.6 |
| English Learners | 112 | 3.4 | 7.2 |
| Eligible for Free or Reduced-Price Meals | 1,210 | 37.0 | 36.7 |
| Students with Disabilities ¹ | 590 | 18.0 | 14.8 |

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 | | Suspension/Expulsion ³ | |
|--|----------------------------------|----------|-----------------------------------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Female | 121 | 7.8 | 104 | 6.4 |
| Male | 122 | 7.4 | 269 | 15.6 |
| Black or African American | 111 | 7.7 | 243 | 16.2 |
| Hispanic or Latino | 59 | 10.1 | 66 | 10.7 |
| White | 51 | 6.3 | 48 | 5.6 |
| English Learners | 10 | 7.9 | 9 | 7.0 |
| Eligible for Free or Reduced-Price Meals | 144 | 12.6 | 212 | 16.9 |
| Students with Disabilities | 74 | 12.6 | 110 | 16.4 |
| District | 243 | 7.6 | 373 | 11.2 |
| State | | 10.7 | | 6.8 |

Number of students in 2016-17 qualified as truant under state statute: 157

Number of school-based arrests: 8

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 | 263.8 |
| Paraprofessional Instructional Assistants | 10.5 |
| Special Education | |
| Teachers and Instructors | 50.4 |
| Paraprofessional Instructional Assistants | 96.5 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 11.0 |
| School Level | 17.0 |
| Library/Media | |
| Specialists (Certified) | 7.0 |
| Support Staff | 3.0 |
| Instructional Specialists Who Support Teachers | 22.5 |
| Counselors, Social Workers and School Psychologists | 27.0 |
| School Nurses | 7.6 |
| Other Staff Providing Non-Instructional Services/Support | 217.2 |

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 | 1 | 0.3 | 0.1 |
| Asian | 9 | 2.2 | 1.1 |
| Black or African American | 47 | 11.7 | 3.7 |
| Hispanic or Latino | 8 | 2.0 | 3.7 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 1 | 0.3 | 0.1 |
| White | 335 | 83.5 | 91.0 |

Classroom Teacher Attendance: 2016-17

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 10.1 | 10.5 |

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

| | 11th | | 12th | |
|--|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | 97 | 66.9 | 120 | 76.4 |
| Hispanic or Latino | 18 | 46.2 | 38 | 82.6 |
| White | 57 | 74.0 | 71 | 78.9 |
| English Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 46 | 56.8 | 85 | 78.7 |
| Students with Disabilities | 32 | 53.3 | 32 | 41.6 |
| District | 188 | 66.2 | 252 | 78.5 |
| State | | 69.3 | | 80.1 |

²College-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 Peers³

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 50 | 60.2 |
| Emotional Disturbance | 29 | 54.7 |
| Intellectual Disability | 6 | * |
| Learning Disability | 163 | 79.9 |
| Other Health Impairment | 95 | 77.2 |
| Other Disabilities | 44 | 44.0 |
| Speech/Language Impairment | 33 | 97.1 |
| District | 420 | 68.3 |
| State | | 68.6 |

³Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District Count | District Rate (%) | State Rate (%) |
|----------------------------|-------------------|----------------------|-------------------|
| Autism | 89 | 2.3 | 1.8 |
| Emotional Disturbance | 53 | 1.4 | 1.1 |
| Intellectual Disability | 18 | 0.5 | 0.5 |
| Learning Disability | 204 | 5.3 | 5.2 |
| Other Health Impairment | 123 | 3.2 | 3.1 |
| Other Disabilities | 111 | 2.9 | 1.1 |
| Speech/Language Impairment | 44 | 1.1 | 1.8 |
| All Disabilities | 642 | 16.8 | 14.5 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District Count | District Rate (%) | State Rate (%) |
|-----------------------------------|-------------------|----------------------|-------------------|
| Public Schools in Other Districts | 116 | 18.1 | 8.3 |
| Private Schools or Other Settings | 41 | 6.4 | 5.2 |

²Grades K-12

Overall Expenditures:³ 2016-17

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 35,889,496 | 11,304 | 9,847 |
| Instructional Supplies and Equipment | 1,160,052 | 365 | 287 |
| Improvement of Instruction and Educational Media Services | 3,341,037 | 1,052 | 589 |
| Student Support Services | 5,406,983 | 1,703 | 1,120 |
| Administration and Support Services | 7,822,625 | 2,464 | 1,905 |
| Plant Operation and Maintenance | 5,707,146 | 1,798 | 1,648 |
| Transportation | 4,746,248 | 1,153 | 904 |
| Costs of Students Tuitioned Out | 6,900,745 | N/A | N/A |
| Other | 756,513 | 238 | 208 |
| Total | 71,730,845 | 18,559 | 16,535 |

Additional Expenditures

| | | | |
|-----------------------------------|-----------|-----|-------|
| Land, Buildings, and Debt Service | 2,445,587 | 770 | 1,393 |
|-----------------------------------|-----------|-----|-------|

³Expenditures 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 Total (\$) | District Percent of Total (%) | State Percent of Total (%) |
|----------------------------|------------------------|----------------------------------|-------------------------------|
| Certified Personnel | 5,476,361 | 34.1 | 33.8 |
| Noncertified Personnel | 3,323,283 | 20.7 | 14.5 |
| Purchased Services | 328,558 | 2.0 | 5.5 |
| Tuition to Other Schools | 5,023,547 | 31.3 | 23.4 |
| Special Ed. Transportation | 1,833,844 | 11.4 | 8.7 |
| Other Expenditures | 78,601 | 0.5 | 14.1 |
| Total Expenditures | 16,064,194 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴ 2016-17

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 79.0 | 78.3 |
| State | 18.7 | 19.3 |
| Federal | 2.1 | 2.2 |
| Tuition & Other | 0.2 | 0.2 |

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.

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 | 61 | 71.4 | 61 | 71.7 |
| Black or African American | 716 | 57.8 | 712 | 53.3 |
| Hispanic or Latino | 280 | 58.4 | 279 | 54.7 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * |
| Two or More Races | 109 | 63.9 | 111 | 62.3 |
| White | 434 | 71.0 | 431 | 69.0 |
| English Learners | 108 | 55.0 | 108 | 54.0 |
| Non-English Learners | 1494 | 63.0 | 1488 | 59.5 |
| Eligible for Free or Reduced-Price Meals | 455 | 56.0 | 450 | 52.6 |
| Not Eligible for Free or Reduced-Price Meals | 1147 | 65.0 | 1146 | 61.7 |
| Students with Disabilities | 250 | 42.4 | 249 | 38.2 |
| Students without Disabilities | 1352 | 66.1 | 1347 | 63.0 |
| High Needs | 660 | 53.1 | 655 | 50.1 |
| Non-High Needs | 942 | 68.9 | 941 | 65.4 |
| District | 1602 | 62.4 | 1596 | 59.1 |

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

| | NAEP 2017 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 43% | 44% | 50% |
| National Public | 35% | 35% | 36% |
| MATH | | | |
| Connecticut | 40% | 36% | 32% |
| National Public | 40% | 33% | 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 | HS | Count | Rate (%) |
| Sit & Reach | 87.6 | 69.2 | 81.7 | 71.6 | 898 | 77.3 |
| Curl Up | 80.0 | 70.2 | 79.5 | 76.4 | 898 | 76.6 |
| Push Up | 61.9 | 53.0 | 63.5 | 56.5 | 898 | 58.7 |
| Mile Run/PACER | 65.7 | 63.1 | 55.3 | 40.2 | 898 | 54.9 |
| All Tests - District | 47.1 | 31.8 | 42.0 | 27.3 | 898 | 36.5 |
| All Tests - State | 53.2 | 51.4 | 50.5 | 45.6 | | 50.1 |

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

| | 2016-17 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | 150 | 82.0 |
| Hispanic or Latino | 36 | 86.1 |
| English Learners | 10 | * |
| Eligible for Free or Reduced-Price Meals | 143 | 76.2 |
| Students with Disabilities | 67 | 59.7 |
| District | 293 | 84.3 |
| State | | 87.9 |

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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

| | Participation ⁴ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 95.6 | 126 | 43.0 |
| Male | 95.2 | 87 | 27.9 |
| Black or African American | 95.4 | 63 | 20.9 |
| Hispanic or Latino | 92.9 | 16 | 18.8 |
| White | 95.8 | 102 | 61.1 |
| English Learners | * | * | * |
| Eligible for Free or Reduced-Price Meals | 96.3 | 33 | 17.5 |
| Students with Disabilities | 81.0 | 6 | 4.4 |
| District | 95.4 | 213 | 35.2 |
| State | 96.3 | | 44.8 |

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.

Copyright © 2018 ACT, Inc. www.act.org

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 ⁵ | Persistence ⁶ |
| | Rate (%) | Rate (%) |
| Female | 68.8 | 85.6 |
| Male | 63.1 | 75.9 |
| Black or African American | 62.6 | 80.9 |
| Hispanic or Latino | 65.6 | 83.3 |
| White | 70.0 | 80.4 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 54.5 | 76.8 |
| Students with Disabilities | 30.6 | 80.0 |
| District | 65.9 | 81.0 |
| State | 70.9 | 88.3 |

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

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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.

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 | 62.4 | 75 | 41.6 | 50 | 83.2 | 67.6 |
| | High Needs Students | 53.1 | 75 | 35.4 | 50 | 70.8 | 57.5 |
| Math Performance Index | All Students | 59.1 | 75 | 39.4 | 50 | 78.8 | 62.7 |
| | High Needs Students | 50.1 | 75 | 33.4 | 50 | 66.7 | 52.0 |
| ELA Academic Growth | All Students | 51.5% | 100% | 51.5 | 100 | 51.5 | 60.7% |
| | High Needs Students | 46.9% | 100% | 46.9 | 100 | 46.9 | 55.6% |
| Math Academic Growth | All Students | 55.1% | 100% | 55.1 | 100 | 55.1 | 61.9% |
| | High Needs Students | 48.2% | 100% | 48.2 | 100 | 48.2 | 55.4% |
| Chronic Absenteeism | All Students | 7.6% | <=5% | 44.8 | 50 | 89.5 | 10.7% |
| | High Needs Students | 11.7% | <=5% | 36.7 | 50 | 73.3 | 16.6% |
| Preparation for CCR | % Taking Courses | 72.7% | 75% | 48.5 | 50 | 97.0 | 74.8% |
| | % Passing Exams | 35.2% | 75% | 23.5 | 50 | 46.9 | 44.8% |
| On-track to High School Graduation | | 79.3% | 94% | 42.2 | 50 | 84.3 | 87.5% |
| 4-year Graduation All Students (2017 Cohort) | | 84.3% | 94% | 89.7 | 100 | 89.7 | 87.9% |
| 6-year Graduation - High Needs Students (2015 Cohort) | | 84.7% | 94% | 90.1 | 100 | 90.1 | 81.8% |
| Postsecondary Entrance (Class of 2017) | | 65.9% | 75% | 87.9 | 100 | 87.9 | 70.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 92.3% 36.5% | 75% | 24.4 | 50 | 48.7 | 96.6% 50.1% |
| Arts Access | | 53.0% | 60% | 44.2 | 50 | 88.4 | 51.2% |
| Accountability Index | | | | 883.2 | 1250 | 70.7 | |

| 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 | 68.9 | 53.1 | 15.8 | 15.9 | |
| Math Performance Index Gap | 65.4 | 50.1 | 15.4 | 18.2 | |
| Science Performance Index Gap | . | N/A | . | . | |
| Graduation Rate Gap | 94.0% | 84.7% | 9.3% | 12.7% | 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 | 98.2 |
| | High Needs Students | 97.1 |
| Math | All Students | 97.9 |
| | High Needs Students | 96.5 |
| Science | All Students | 97.4 |
| | 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: 41 State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

The District Data Team consisting of Central Office administrators, building principals, curriculum supervisors and teachers met monthly to develop the District Strategic Operating Plan. The plan includes district priorities, i.e., academics, climate, talent and systems, with equity and family & community partnership integrated throughout. The primary goal of Windsor Public Schools continues to focus on increasing achievement for all students, especially in literacy and numeracy, while reducing the achievement gap.

A district-wide instructional framework was implemented to assure common instructional expectations. Professional development was provided to primary staff to implement the workshop model and a foundational handwriting program. We will continue to focus on the implementation of the instructional framework, with a laser like focus on purposeful planning to meet the needs of all students.

The district continues to provide support to implement Positive Behavioral Intervention and Supports (PBIS) and Multi-Tier Systems of Support (MTSS) using a differentiated professional development model. All schools are implementing Tier 2 and 3 strategies including: functional behavioral assessments, behavioral and academic intervention plans and individualized wrap-around supports. Targeted supplemental interventions in reading and mathematics were implemented at the elementary and secondary levels with a range of models in place depending upon the resources, structure and schedule at each level.

The Office of Pupil Services and Special Education monitors IEP progress to ensure each student derived educational benefit from their individually identified goals and objectives. Job shadowing and internship experiences were offered to make meaningful connections to post-secondary career options for special education students in grades 9-12.

Work continues at all levels on the use of data to inform strategic instructional decisions at the classroom, school and district level. Family workshops are provided to inform parents on how to interpret data from benchmark and state assessments. The district is also rolling out a data analytics program to assist with data analysis.

The Office of Family and Community Partnership was established through a grant and continues to focus on strengthening partnerships with stakeholders. Written reports were compiled by the Office of Family and Community Partnership, which included information on the physical plant, website, communication methods and kind and quality of interactions with families at each building. As a result of the findings, the district website was updated to be more accessible to families, home visits were conducted, signage at each school changed, parent conferences were revised to be more parent and student centered, and academic evenings were held at the elementary and secondary levels.

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Efforts to Reduce Racial, Ethnic and Economic Isolation

In an effort to reduce racial, ethnic, and economic isolation the Windsor Public Schools offers a no cost after-school enrichment clusters at the secondary level, i.e., grades 6-12. Throughout the fall, winter and spring enrichment clusters, students receive mathematics, literacy and science instruction. Students participated in school based offerings including the Empowered Leadership Academy, Young Men's Leadership Academy, Sage Park Boys and Girls Leadership Groups. Students in elementary, middle and high school participated in study circles, designed to increase student awareness of the diversity of individuals and cultures.

Multicultural technical and leadership support was obtained through contracts with Democracy Now (Montgomery County/Study Circles), Cormier Consulting and the McMikle Group. The Study Circle model was expanded from the initial group at WHS to the District Leadership Team and all schools. Cormier consulting works with various groups including new teachers, preschool teachers, instructional coaches and leaders to enhance instructional practices in an effort to improve outcomes for all students. The McMikle Group works with the leadership team on leadership issues including equity.

The district continues to implement the Multi-Tiered Systems of Support (MTSS) framework to support all students. Our ongoing goal is to support district implementation efforts that increase overall student achievement, reduce students at-risk for reading and mathematics failure, and to accurately identify students for special education services. The district also employs four EL teachers to provide services to English Learners at all levels. Two teachers have ARCTELL program training and a cross-endorsement in Teachers of English to Students of Other Languages (TESOL).

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Equitable Allocation of Resources among District Schools

The allocation of resources for the Windsor Public Schools is divided into two major functional areas: personnel and non-personnel. The district ensures equity by allocating teacher positions based upon the Board of Education guidelines for teacher-student ratio and based upon student need. Class-size guidelines and support staff ratios vary by educational level, elementary, middle and high school. Staff allocations are adjusted within the budgetary constraints when guidelines are exceeded. The district allocates resources including supplies, materials, instructional equipment, and replacement textbooks on a per pupil basis distinguishing between the elementary and secondary levels. Resources are distributed based upon student need as the demand for supplemental instructional services may be greater in one building versus another. Maintenance and capital programs are developed and allocated across the district on a needs basis, ensuring major maintenance and capital needs of each facility are appropriately met.