

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



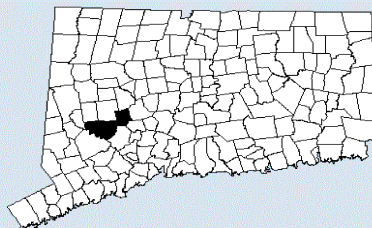
## Regional School District 15

Mr. Joshua Smith, Superintendent • 203-758-8259 • <http://www.region15.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	3,677
Per Pupil Expenditures <sup>1</sup>	\$19,102
Total Expenditures <sup>1</sup>	\$70,506,110

<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](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 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	1,778	48.4	48.4
Male	1,899	51.6	51.6
American Indian or Alaska Native	6	0.2	0.3
Asian	191	5.2	5.2
Black or African American	63	1.7	12.7
Hispanic or Latino of any race	218	5.9	26.9
Native Hawaiian or Other Pacific Islander	7	0.2	0.1
Two or More Races	90	2.4	3.8
White	3,102	84.4	51.1
English Learners	43	1.2	8.3
Eligible for Free or Reduced-Price Meals	477	13.0	43.3
Students with Disabilities <sup>3</sup>	647	17.6	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	80	4.6	20	1.1
Male	105	5.7	75	3.9
Black or African American	*	*	*	*
Hispanic or Latino of any race	20	9.3	*	*
White	155	5.1	83	2.6
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	59	12.9	30	6.3
Students with Disabilities	64	10.2	35	4.8
District	185	5.2	95	2.5
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 117

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.

<sup>5</sup> This column displays 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 2019-20

## Regional School District 15

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	233.0
Paraprofessional Instructional Assistants	37.8
<b>Special Education</b>	
Teachers and Instructors	45.5
Paraprofessional Instructional Assistants	99.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	16.0
<b>Library/Media</b>	
Specialists (Certified)	8.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	20.5
Counselors, Social Workers and School Psychologists	24.0
School Nurses	10.8
Other Staff Providing Non-Instructional Services/Support	166.9

<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	0.6	1.2
Black or African American	2	0.6	4.0
Hispanic or Latino of any race	2	0.6	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	349	98.3	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.7	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	*
White	150	59.3	238	82.4
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	13	48.1	34	72.3
Students with Disabilities	20	45.5	41	66.1
District	175	59.9	277	81.5
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	42	43.8
Emotional Disturbance	19	59.4
Intellectual Disability	0	0
Learning Disability	181	78.0
Other Health Impairment	112	81.8
Other Disabilities	10	41.7
Speech/Language Impairment	46	85.2
District	410	70.1
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

## Regional School District 15

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	97	2.6	2.0
Emotional Disturbance	33	0.9	1.1
Intellectual Disability	10	0.3	0.5
Learning Disability	232	6.3	5.7
Other Health Impairment	138	3.8	3.3
Other Disabilities	52	1.4	1.1
Speech/Language Impairment	60	1.6	1.8
All Disabilities	622	17.0	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	19	3.1	8.2
Private Schools or Other Settings	29	4.7	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	\$41,369,610	\$11,208	\$10,923
Support services - students	\$5,774,118	\$1,603	\$1,277
Support services - instruction	\$1,533,068	\$426	\$682
Support services - general administration	\$4,282,708	\$1,189	\$467
Support services - school based administration	\$4,219,066	\$1,171	\$1,021
Central and other support services	\$571,183	\$159	\$679
Operation and maintenance of plant	\$6,757,905	\$1,876	\$1,718
Student transportation services	\$4,937,174	\$1,347	\$1,288
Food services	\$75,000	\$21	\$12
Enterprise operations	\$986,277	\$274	\$163
Minor school construction	.	.	\$59
Total	\$70,506,110	\$19,102	\$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	\$5,926,627	31.1	28.5
Instructional Aide Salaries	\$2,694,958	14.1	10.1
Other Salaries	\$937,364	4.9	11.1
Employee Benefits	\$2,624,590	13.8	13.0
Purchased Services Other Than Transportation	\$643,782	3.4	5.7
Special Education Tuition	\$4,186,946	22.0	22.5
Supplies	\$101,294	0.5	0.6
Property Services	\$140,233	0.7	0.3
Purchased Services For Transportation	\$1,794,886	9.4	8.0
Equipment	\$6,294	0.0	0.2
All Other Expenditures	\$115	0.0	0.1
Total	\$19,057,089	100.0	100.0
Percent of Total Expenditures Used for Special Education		27.0	24.6

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

	Percent of Total (%) Excluding School Construction
Local	88.7
State	9.2
Federal	1.7
Tuition & Other	0.3

<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

## Regional School District 15

### 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

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

## Regional School District 15

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	17	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	48	91.7
Students with Disabilities	56	87.5
District	308	96.4
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	89.9	99.1
Male	78.8	86.2
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	82.9	92.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	71.7	*
Students with Disabilities	65.5	73.9
District	83.9	92.5
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

## Regional School District 15

### 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	85.3%	100%	60.4%
	Oral	68.4%	100%	57.6%
Chronic Absenteeism	All Students	5.2%	<=5%	12.2%
	High Needs Students	10.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	71.5%	75%	80.4%
On-track to High School Graduation		95.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		96.4%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		88.7%	94%	84.5%
Postsecondary Entrance (Class of 2019)		83.8%	75%	71.5%
Arts Access		56.9%	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	94.0%	88.7%	5.3%	10.9%	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.

*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:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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

## Regional School District 15

### Narratives

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

The Superintendent, in collaboration with the Region 15 Board of Education, has developed and continued to work on four theories of action. These theories of action are: (1) if we foster schools that are welcoming and inclusive to all students then students will feel valued and their will be better able to access their learning; (2) if we improve our ability to align assessment to curriculum, improve our data culture, and increase our analysis of student learning, then we will be more equipped to provide meaningful student engagement and increase achievement; (3) if we embrace communication, transparency, and collaborative relationships within ourselves and the community then we will improve trust and participation in supporting our students; (4) if we increase and promote access to career pathways, curriculum, and shared instructional experiences then our district will prepare students of the work they will enter after their time with us. The theories are the focus for the work at the district, department, school, and classroom levels, are the basis for the improvement efforts and professional learning for staff, and are the foundation for curriculum revision and development. These theories help the guide the work to ensure success for all students in Region 15.

Region 15 has a strong SRBI (RTI) process where individual plans are developed and student growth is closely monitored. Support is increased incrementally for students who require it. This process assures student success without unneeded special education identification. For those students who require special education services, the Region provides a full range of programs. A focus of the programs at every level has been the integration whenever possible, of special education students into the mainstream programs.

Beginning in the 2019-2020 school year, the Region hired 2 full time social workers to assist in social emotional wellness and school attendance. These positions are new in the district and they provide another resource and support for parents. The school social workers have been receiving training about truancy prevention from the CSDE. They have been working on the development of a truancy and resource process for students. Currently, any student who is struggling to get to school or join on-line classes will be referred to the school social workers for a follow up.

Region 15 parents are actively involved in the education of their students. Examples of involvement include attending open house, parent-teacher conferences, and parent workshops provided throughout the school year. Workshops have been provided for all parents to access in the areas of social emotional learning and trauma. Parents of children with disabilities have been engaging in activities regarding transitions between school buildings and college and beyond. "How to" videos have been created for parents to access when working with their children during the COVID closure focusing on technology support for the curriculum. School and Region news is distributed electronically through School Messenger, school-based newsletters, school websites, social media, and email. In the spring of 2019-2020 school year all teachers maintained a web-presence, listing short and long term assignment and activities either on the Region 15 webpage or in Google Classroom.

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

The Region has continued its focus on understanding, accepting, and appreciative diversity. In 2019-2020, the district continued its Global Citizenship and Character Advisory Committee which was established in 2017. This committee continues to include parents, teachers, administrators, high school students, and other community members. This committee's goals continues to be about nurturing in students and staff, life-long respect and compassion for themselves and other human being regardless of race, ethnic origin, gender, social class, disability, religion, appearance or sexual orientation. Over the past year, the committee membership has risen to close to 100 participants since it has merged with the community forum that the Region started the previous year. Even when schools were not in session in the spring due to Covid-19, the committee continued to meet virtually and work on their goals and activities. These activities were to help reduce prejudices and bias in the two communities of Middlebury and Southbury.

The staff in the schools is committed to providing opportunities to assist with the committee's goals. The efforts include a variety of classroom, grade level, school-wide, and district-wide programs, events, and activities. Curriculum continues to be revised to focus on cultural appreciation, mutual respect, and elimination of prejudices. For example, the developmental guidance curriculum is continuing to be revised to help students understand, accept, and appreciate diversity. Cultural arts programs and assemblies throughout the year provide opportunities for students to experience different culture, celebrations, music, and activities. Staff continues to volunteer to attend training on bias and race both in person (during the first part of the 2019-2020 school year) and virtually (during the second part of the 2019-2020 school year).

Each of the schools in Region 15 has a leadership group which focused on programs and fundraisers to support community and humanitarian causes such. These programs include contributions to local food banks, clothing drives to support families in need, and support to charitable organizations. Each of these activities becomes a school-wide focus.

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

## Regional School District 15

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

The Region 15 Board of Education has a strong commitment to providing equitable allocation of resources among the schools in the district. Building level principals, district-wide administrators, and central office staff work collaborative to develop a budget that addressed each school's needs and to support the theories of action of the Region. The Board of Education allocates financial resources based upon needs identified on an annual basis. Some allocations such as those for technology and for facilities are based on long-term planning to ensure that the Region is providing funds for the greatest needs.

Staffing is closely monitored to ensure equitable programming at each of the schools. Class sizes are based on planning numbers that have been recommended by the school system.

During the budget process, administrators, the Superintendent, and the Board of Education members hold community meetings to discuss funding need and to listen to the public's feedback.