

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



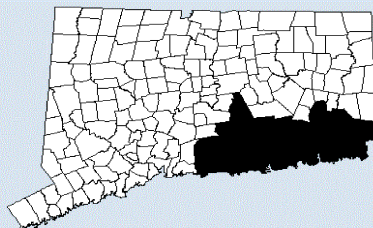
Learn

860-434-4800

## District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	2,518
Per Pupil Expenditures <sup>1</sup>	\$12,945
Total Expenditures <sup>1</sup>	\$32,478,494

<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

## Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

## 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	1,277	50.7	48.4
Male	1,241	49.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	67	2.7	5.2
Black or African American	392	15.6	12.7
Hispanic or Latino of any race	1,008	40.0	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	225	8.9	3.8
White	814	32.3	51.1
English Learners	245	9.7	8.3
Eligible for Free or Reduced-Price Meals	1,577	62.6	43.3
Students with Disabilities <sup>3</sup>	405	16.1	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	149	14.6	52	4.0
Male	142	14.5	85	6.7
Black or African American	44	13.6	35	8.7
Hispanic or Latino of any race	161	19.6	65	6.4
White	58	9.3	21	2.5
English Learners	44	17.7	12	4.7
Eligible for Free or Reduced-Price Meals	236	18.9	115	6.9
Students with Disabilities	95	25.5	40	8.5
District	291	14.6	137	5.3
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 357

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

## Learn

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	166.8
Paraprofessional Instructional Assistants	70.6
<b>Special Education</b>	
Teachers and Instructors	41.9
Paraprofessional Instructional Assistants	79.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.5
School Level	16.9
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	20.0
Counselors, Social Workers and School Psychologists	22.9
School Nurses	10.1
Other Staff Providing Non-Instructional Services/Support	177.3

<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	1	0.4	0.1
Asian	3	1.1	1.2
Black or African American	10	3.5	4.0
Hispanic or Latino of any race	12	4.2	4.1
Native Hawaiian or Other Pacific Islander	1	0.4	0.1
Two or More Races	0	0.0	0.1
White	258	90.5	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	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	22	81.5	22	73.3
Hispanic or Latino of any race	49	58.3	50	71.4
White	84	95.5	92	92.9
English Learners	*	*	9	*
Eligible for Free or Reduced-Price Meals	67	65.7	80	72.1
Students with Disabilities	15	55.6	14	37.8
District	168	78.5	184	82.5
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	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

## Learn

### 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	\$24,058,391	\$9,589	\$10,923
Support services - students	\$3,223,588	\$1,285	\$1,277
Support services - instruction	\$35,085	\$14	\$682
Support services - general administration	\$165,276	\$66	\$467
Support services - school based administration	\$1,041,352	\$415	\$1,021
Central and other support services	\$1,121,004	\$447	\$679
Operation and maintenance of plant	\$2,540,843	\$1,013	\$1,718
Student transportation services	\$292,955	\$1,518	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$32,478,494	\$12,945	\$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	\$2,087,319	17.6	28.5
Instructional Aide Salaries	\$1,544,480	13.0	10.1
Other Salaries	\$3,903,141	32.8	11.1
Employee Benefits	\$2,310,162	19.4	13.0
Purchased Services Other Than Transportation	\$1,071,415	9.0	5.7
Special Education Tuition	.	.	22.5
Supplies	\$43,000	0.4	0.6
Property Services	\$495,665	4.2	0.3
Purchased Services For Transportation	\$30,787	0.3	8.0
Equipment	\$53,372	0.4	0.2
All Other Expenditures	\$342,577	2.9	0.1
Total	\$11,881,917	100.0	100.0
Percent of Total Expenditures Used for Special Education		36.6	24.6

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

	Percent of Total (%) Excluding School Construction
Local	57.1
State	36.9
Federal	6.0
Tuition & Other	0.0

<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

## Learn

### 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 Learn

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	22	95.5
Hispanic or Latino of any race	71	88.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	115	87.8
Students with Disabilities	35	74.3
District	204	92.6
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	81.0	82.9
Male	64.8	82.5
Black or African American	68.2	*
Hispanic or Latino of any race	64.1	71.9
White	81.6	89.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64.2	78.0
Students with Disabilities	60.0	*
District	73.5	82.8
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

## Learn

### 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	52.3%	100%	60.4%
	Oral	59.4%	100%	57.6%
Chronic Absenteeism	All Students	14.6%	<=5%	12.2%
	High Needs Students	18.5%	<=5%	18.0%
Preparation for CCR	% Taking Courses	80.5%	75%	80.4%
On-track to High School Graduation		93.4%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		92.6%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		93.5%	94%	84.5%
Postsecondary Entrance (Class of 2019)		73.4%	75%	71.5%
Arts Access		53.9%	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%	93.5%	0.5%	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

## Learn

### Narratives

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

The vision of the LEARN agency is to provide high quality and equitable education to all students through systems of education, support, and service. The agency's theory of action is that if we are innovative, collaborative, and serve the students and educators of this region then we will attain our vision. As a mechanism to support continuous improvement, each school utilizes a school development plan. This plan, and the school culture/climate action plan, are developed by the building administration in consultation with the school governance council, teachers, and parents. All LEARN school development plans are aligned to the district goals, including goals in literacy, mathematics, and character development and citizenship. The plans clearly articulate action steps that will be taken by schools that will directly support staff's ability to deliver a high quality education. Indicators of progress are identified for each goal so that the administrators and staff can monitor their progress throughout the school year. District retreats engage leaders in reflection on the previous year's work which prompts the identification of key strategies for the upcoming year.

LEARN has an ongoing commitment to enhance and strengthen home-school communication and to provide avenues for parental and caregiver involvement. Each LEARN school provides different avenues of communication for families, including family/student handbooks, newsletters, goal setting conferences prior to the start of the school year, visitation days, back to school nights, parent/teacher conferences, PowerSchool Parent Portal, and School Messenger for phone/text/email. In order to meet the needs of the population of our schools, all communications are sent home both in English and Spanish. In addition, School Messenger is used to translate messages into the language families identify as their primary language during registration. All parents and caregivers are encouraged to participate in a school level advisory committee or a governing board to support planning and improvement of school based programs, including instruction, culture and climate, and budget development. District-level and school-level town hall forums create another opportunity for families to connect with one another, as well as to LEARN leadership relative to critical decisions and operations.

LEARN teams work collaboratively with Local Education Agencies (LEAs) to design and implement appropriate special education services to implement students' Individualized Education Plans (IEPs). The development of IEP objectives are based on standards and individual student needs. Data collection systems are in designed and implemented in order to inform progress, make revisions to the IEP, and determine supports and services to ensure all learners have access to a Free Appropriate Public Education (FAPE). To ensure all students have the supports they need, interventions for learning and behavior are designed and closely monitored on a systematic basis. Planning and Placement Teams include LEARN administrators, student support staff, parents, and the LEA. All parents and caregivers of children with disabilities have access to LEARN's Student Support Services (SSS) Department. LEARN SSS staff members meet regularly to receive relevant trainings, analyze case studies, and interact in a rich professional learning community.

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

LEARN, on behalf of districts across the region, successfully serves students from preschool through 12th grade from 81 districts through its successful magnet schools, which are: Regional Multicultural Magnet School, a K-5 program; The Friendship School, an early childhood program for grades PK & K; Marine Science Magnet High School of Southeastern Connecticut, a high school program; Three Rivers Middle College, with grades 11 and 12; Riverside Magnet School at Goodwin University, a PK- 5th grade program; and the Connecticut River Academy at Goodwin University, which in the 2020-2021 school year, has begun its expansion to a full 6-12 model with the addition of a 6th grade, added on to the already existing 9-12 high school grades. These magnet schools serve approximately 2,500 students, increasing student achievement while promoting diversity.

To address issues in CT such as the extreme wealth and deep poverty, the wide racial diversity/significant minority group isolation and the large divides between student achievement/student failure, as well as the identification of certain districts as out of balance according to state equity laws, LEARN developed a proposal to and was awarded an U.S. Department of Education Magnet School Assistance Program [MSAP] grant. This MSAP grant, entitled EXPECT, is expanding student choice through the development and support of a consortia of 6 inter- and intra-district magnet schools across Eastern Connecticut. The grant has a dual goal of reducing minority group and socio-economic isolation, as well as increasing student achievement in the participating schools over a 5 year grant period. The EXPECT grant represents a range of regional opportunities for K-12 students, including a focus on inquiry and transdisciplinary learning opportunities through the development of deep relationships with community partners. EXPECT is significantly revising 2 inter-district magnet schools and supporting the development and opening of 4 new intra-district magnet schools, all with the goal of creating high-quality and rigorous learning opportunities for students within diverse communities. Through this grant, LEARN is supporting approximately 3,000 students.

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

## Learn

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

LEARN's schools receive funding from the SDE on a per pupil basis. Each participating district contributes tuition fees. The schools also solicit funds from foundations and grant dollars to supplement educational components. Each school budget is developed by school administration in collaboration with LEARN's central office team. LEARN established the Regional Magnet Advisory Council, which includes Superintendents and district and college leaders from sending towns, to provide input, oversight and to recommend actions to LEARN's Board of Directors. Each school budget is reviewed and approved by LEARN's Board, which is comprised of representative members of the Boards of Education of LEARN's member districts, to ensure that each school receives an equitable share. Each inter-district magnet school is funded on a per pupil basis and supplemented with grants such as Title I. The participating schools have the autonomy and authority to allocate resources where they are most needed. Each school is required to consider student learning needs in Math and English/Language Arts as key priorities, and to develop support and intervention systems to ensure all students learn at high levels.