

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



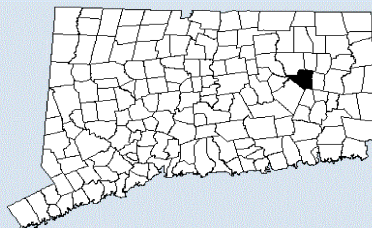
Windham School District

Ms. Patricia Garcia, Superintendent • 860-465-2310 • <http://www.windham.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	3,345
Per Pupil Expenditures ¹	\$18,071
Total Expenditures ¹	\$64,765,641

¹ 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.

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 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,581	47.3	48.4
Male	1,764	52.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	29	0.9	5.2
Black or African American	105	3.1	12.7
Hispanic or Latino of any race	2,400	71.7	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	69	2.1	3.8
White	732	21.9	51.1
English Learners	951	28.4	8.3
Eligible for Free or Reduced-Price Meals	2,445	73.1	43.3
Students with Disabilities ³	662	19.8	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	255	17.5	112	6.7
Male	285	17.8	257	13.9
Black or African American	31	27.9	15	12.2
Hispanic or Latino of any race	398	18.2	281	11.2
White	97	14.7	62	8.1
English Learners	178	18.9	119	11.9
Eligible for Free or Reduced-Price Meals	469	20.6	319	12.0
Students with Disabilities	157	26.7	109	14.6
District	540	17.6	369	10.5
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 914

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.

⁴ 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.

⁵ This column displays the 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	238.5
Paraprofessional Instructional Assistants	88.0
Special Education	
Teachers and Instructors	37.3
Paraprofessional Instructional Assistants	28.0
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	16.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	21.1
Counselors, Social Workers and School Psychologists	23.0
School Nurses	10.0
Other Staff Providing Non-Instructional Services/Support	168.3

¹ 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	7	2.0	1.2
Black or African American	8	2.3	4.0
Hispanic or Latino of any race	44	12.6	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.3	0.1
White	290	82.9	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.7	10.4

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	*	*	*	*
Hispanic or Latino of any race	62	63.9	73	67.0
White	14	66.7	22	64.7
English Learners	15	40.5	20	43.5
Eligible for Free or Reduced-Price Meals	60	63.2	61	65.6
Students with Disabilities	17	56.7	28	57.1
District	83	65.4	102	67.5
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	30	42.3
Emotional Disturbance	24	40.0
Intellectual Disability	15	48.4
Learning Disability	182	83.5
Other Health Impairment	87	77.7
Other Disabilities	8	28.6
Speech/Language Impairment	69	92.0
District	415	69.7
State		67.8

³ 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	84	2.7	2.0
Emotional Disturbance	61	2.0	1.1
Intellectual Disability	31	1.0	0.5
Learning Disability	218	7.0	5.7
Other Health Impairment	114	3.7	3.3
Other Disabilities	38	1.2	1.1
Speech/Language Impairment	91	2.9	1.8
All Disabilities	637	20.4	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	45	7.1	8.2
Private Schools or Other Settings	17	2.7	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$36,257,680	\$10,117	\$10,923
Support services - students	\$5,044,615	\$1,509	\$1,277
Support services - instruction	\$5,788,397	\$1,731	\$682
Support services - general administration	\$1,018,742	\$305	\$467
Support services - school based administration	\$3,307,175	\$989	\$1,021
Central and other support services	\$3,368,135	\$1,007	\$679
Operation and maintenance of plant	\$5,385,789	\$1,611	\$1,718
Student transportation services	\$3,387,723	\$1,134	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	\$1,207,385	\$361	\$59
Total	\$64,765,641	\$18,071	\$17,629

³ 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	\$3,773,780	27.0	28.5
Instructional Aide Salaries	\$2,325,006	16.6	10.1
Other Salaries	\$448,469	3.2	11.1
Employee Benefits	\$1,447,834	10.3	13.0
Purchased Services Other Than Transportation	\$326,416	2.3	5.7
Special Education Tuition	\$4,509,148	32.2	22.5
Supplies	\$28,237	0.2	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$1,137,252	8.1	8.0
Equipment	.	.	0.2
All Other Expenditures	\$400	0.0	0.1
Total	\$13,996,541	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.6	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	36.4
State	54.2
Federal	7.8
Tuition & Other	1.5

⁴ 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).

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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.

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 Proficient¹

	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

¹ 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>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	12	*
Hispanic or Latino of any race	121	74.4
English Learners	54	63.0
Eligible for Free or Reduced-Price Meals	155	72.9
Students with Disabilities	49	53.1
District	171	75.4
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² 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 ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	41.4	76.5
Male	22.1	66.7
Black or African American	*	*
Hispanic or Latino of any race	28.2	71.0
White	39.3	*
English Learners	26.1	*
Eligible for Free or Reduced-Price Meals	29.5	69.8
Students with Disabilities	18.9	*
District	31.3	72.4
State	71.5	87.5

³ 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.

⁴ 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

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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.

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	48.4%	100%	60.4%
	Oral	49.1%	100%	57.6%
Chronic Absenteeism	All Students	17.6%	<=5%	12.2%
	High Needs Students	19.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	66.5%	75%	80.4%
On-track to High School Graduation		81.1%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		75.4%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		84.2%	94%	84.5%
Postsecondary Entrance (Class of 2019)		31.2%	75%	71.5%
Arts Access		69.7%	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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	.	84.2%	.	10.9%	N

¹ 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.

² 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](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

In 2019-2020, Windham Public Schools continued to work on its expansion of 1:1 devices for students. Prior to school closures, district efforts focused on achieving this at the secondary level for grades 6-12. In March, through survey data and outreach, the district started at a little over 50% of students with both devices and access to work from home. The district strategically planned and implemented distribution of all available existing devices to students trying to ensure each family had at least one device and access. Efforts by the district to work with local internet providers as well communicating opportunities for families to get access at free or reduced rates were employed. By May of 2020, about 95% of families had both access and devices. During this time, planning began to increase device access to be 1:1 for all students including providing access where needed for the 2020-21 school year. Family liaisons and school support staff worked diligently with school and district leadership as well as the technology department to ensure families had what they needed for virtual access. Outreach was determined by frequently updating district lists of students without devices or access. Packets of work were developed and sent home for students without digital access every week during this time.

While in-person attendance was a key priority at the beginning of the school year, this focus changed to increasing and maintaining student engagement in the virtual environment during the school closures as well as connections to our families. Parent and report card conferences were conducted in April virtually or by phone and allowed our staff to determine who was not connected digitally and be able to survey what families needed for support. Family liaisons, social workers, and support staff worked to contact families for students who were not connecting with schools. This also included collaboration with community based providers. Family liaisons made hundreds of front porch visits to families which dramatically improved our engagement and digital access for our families. They also supported families in learning how to use technology to support their children at home. Certified staff quickly changed their planning to prepare for creating digital assignments as well as learning to navigating digital platforms. Additionally they communicated with parents frequently to support them working with students during remote learning.

In 2019-2020, the Special Education department prioritized working on building staff capacity. Professional development was provided to paraprofessionals and tutors around trauma-informed schools to equip staff supporting our families both prior to and after school closures. They were also trained in Registered Behavior Technician work during this time. Additionally, 8 certified staff members participated in PPTLI training through the Connecticut Department of Education to build on special education leadership capacity.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Windham School District is committed to reducing ethnic and economic isolation by recognizing diversity as strength. During 2019-20, the district provided opportunities for staff, parents and students to participate in activities within each school community to support these efforts.

The district has a two-way dual language program at North Windham Elementary School, at Windham Middle School, and at Windham Early Childhood Center enabling students to become bilingual, bicultural, and bi-literate. The two-way dual language program includes approximately 50% native English speakers and 50% native Spanish speakers. One-Way Dual Language programs were implemented at Sweeney School and Natchaug School (grades K-3) and Windham Center Elementary Schools (grades K-2). Over 500 students were involved in these programs. Windham is invested in the ongoing recruitment of school personnel reflective of the diversity represented in our student population and continued to implement several recruiting and hiring strategies in this pursuit.

Windham Early College Opportunity or ECO continued to be implemented at Windham High School. The program is designed so high school students can earn a certificate in advanced manufacturing along with a high school diploma. Partners in this endeavor include Quinnebaug Valley Community College and manufacturing companies from across the state. Opportunities for participating students include manufacturing internships during the summer as well job opportunities upon graduation. Several grant-funded initiatives bring together Windham's students with neighboring school districts serving a less diverse population to foster interaction among students with different backgrounds. Charles H. Barrows STEM Academy is a Windham host magnet school that attracts students from 26 school districts (grades K-8) where students from Windham, two-thirds of the school population, establish meaningful relationships with students from other towns.

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Equitable Allocation of Resources among District Schools

The 2019-20 budget was \$47,976,055, which was an increase of 0% over the prior year's budget. Grant funding including Education Cost Sharing Funds support a significant portion of the total Board of Education budget. Through the Alliance School Grant and Priority School Grant, the district was able to support many academic initiatives in the schools. During budget planning for 2020-21, a review of the entire budget was conducted with district and building leadership. This review was done to present recommendations to the Board of Education to achieve equitable staffing structures across the district based on student need.